Role Of Pocket Electronic Dictionaries To Enhance The Vocabulary Learning Of ESL Learners At BS Level

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ABSTRACT

The use of dictionary is one of the potential vocabulary learning strategies in developing learning process. With the development of digital technology, types of learners’ dictionaries have been diversified during the last two decades. The pocket electronic dictionaries (PEDs) are gaining popularity with an increasing number of ESL learners in Asian colleges and universities for vocabulary learning. The present study is aimed to evaluate the role of pocket electronic dictionaries in vocabulary learning for ESL learners of under graduation level from an underdeveloped district of Punjab. It attempts to evaluate the learners’ attitude towards pocket electronic dictionaries and difficulties they face when they are using pocket electronic dictionaries. For this purpose, data was collected through questionnaires and analyzed through SPSS. Findings of the study show that learners have a positive attitude and perception towards using pocket electronic dictionaries. They used these dictionaries because it is easy to access, time saving, audio video feature that also show the pronunciation of the words and give grammatical knowledge of the word. Most of the learners used bilingual and cellphone pocket electronic dictionaries as compared to paper dictionaries. There were a few learners that faced some difficulties in pocket electronic dictionaries that were related to the small screen of cellphones where learners did not look up words completely. Hence, it is suggested that PEDs enhance learners’ vocabulary but there is a need to give proper training to the learners benefiting themselves.

Keywords: paper dictionary (PD), pocket electronic dictionary (PED), English as a second language (ESL), vocabulary learning

1 Introduction
The learning environment has been renewed remarkably by the extraordinary development brought about by communication and information technologies. The rapid development and use of pocket electronic dictionaries have opened up new perspectives of academic world and learning experiences. Therefore, the new opportunities have been created for the integration of modern technology into learning. For instance, pocket electronic dictionaries have become efficient learning tools because of their ubiquity among the students at schools and universities.

According to Carter and McCarthy (1988), vocabulary is a crucial component of linguistic proficiency. In the year 2004, Folse coined the term vocabulary, which refers to a collection of single words, phrases, changeable phrases, prepositional phrases, and figure of speech. In relations of vocabulary information, a word or phrase is required for a series of complex tasks that deviates from just comprehending the definitions of the word. Understanding each and every possible meaning for just a word in terms of implications, spelling, pronunciation, all parts of speech, occurrence, use, and categorizations are all included in the term information.

The dictionary, the archetypal linguistic reference book, organizes and preserves data about words, phrases, and other lexical objects, such as its structure, definition, function, source, and background. It's among the common and frequently published books in literary civilizations with an immense number of titles (Kirkness, 2004). A printed dictionary and a digital dictionary are two different types of dictionaries. We utilize many types of dictionaries to absorb words and have a better knowledge of them.

The dictionary is a storehouse of lexical elements and mastery of that storehouse allows learners to understand the language fluently and proficiently. Printed dictionaries (PDs) and electronic dictionaries both have a sizable following among L2 students. It has become crucial to look at how these resources are utilized and how they affect the second language learning. PEDs (pocket electronic dictionaries) have proven mostly famous among Asian English students. Electronic dictionaries usually hold far new material than compact paper dictionaries that provide through entrance to corpus samples and citation banks, and provide a variety of additional search options, like searching target word through phonologically related or semantically correlated vocabulary (Nesi, 1999). Online dictionaries, CD-Room dictionaries, and smartphone dictionaries are all examples of electronic dictionaries.

There are several sorts of dictionaries, each of which is classified according to how they are presented.
Nesi (2008) divides dictionary into three categories: monolingual, bilingual, and bilingualized. Handheld dictionaries, CD-ROM dictionaries, and Internet dictionaries are the three types of electronic dictionaries. Mobile dictionaries can be classified as a subset of portable dictionaries. The major distinction between electronic dictionaries and print dictionaries is how they access vocabulary information. A paper dictionary, for example, offers data in an arranged and sequential format, which may cause issues for learners. An ED, on the other hand, arranges information in a non-sequential style such that readers cannot read them to get the appropriate access (Nesi, 2008).

The phrase "electronic dictionary" (or "ED") refers to any electronic reference material that provides information about syntax, origin, or usage of vocabulary. Thus, a spellchecker in a speech application, a technique that examine and converts written terms, a lexicon for online educational resources, or microelectronic form of a well-known tough lexicon are all EDs of specific type, with the same store and access structure. Pocket electronic dictionaries (PEDs), CD-ROMS, reading software (commercial and research), online dictionaries (available via PCs, PDAs, and cell phones), and visual recognition devices are all examples of electronic dictionaries (commenc ing from handheld device to flatbed scanners). Although there is dispute regarding which form of media is most successful, CD-ROMs and software applications are further contain the memory space required for advanced features, for instance video and images, which have been proven to improve the vocabulary knowledge and retaining (Al-Seghayer 2001; Chun & Plass, 1996). Students are definitely impacted by the latest technology items since they live in a technologically driven society. Electronic dictionaries (EDs) are suitable and more common among L2 learners as a renewed technical aid for dictionary study, and they will become more commonly utilized as technology advances.

PEDs, or pocket electronic dictionaries are also called handheld electronic dictionaries. It is the most frequently used form of Electronic Dictionaries all over the world. PEDs are small clamshell laptop computers with full keyboards and LCD displays. The dictionaries are battery-powered and built of robust case material since they are meant to be entirely portable. Due to the advancement of machinery, the simplicity of the usage of PEDs, and their mobile scope, research (Ding & Midlane, 2005; Taylor & Chan, 1994) suggests an increasing amount of pocket electronic dictionary (PED) manipulators in several East and South nations. Learners desire electronic
monolingual dictionaries to be "affordable, comprehensive, portable, intelligible, and tranquil to practice," according to Nesi (1999). Both students and educators felt that pocket electronic dictionaries offer the advantages of being convenient, quick, and tranquil to practice, along with delivering perceptible pronunciation, in one ESL research of bilingual PEDs (Tang, 1997).

1.1 Research Questions

1. What is the attitude of ESL learners towards using pocket electronic dictionaries?

2. What kinds of difficulties are faced by the ESL learners while using PED for vocabulary learning?

2 Literature Review

A constructive research on electronic and student-created dictionaries for increasing ESL vocabulary and pronunciation utilizations was conducted by El-Sawy (2019). This research was both quantitative and qualitative. The findings reveal that while using computer dictionaries, research participants faced certain challenges, including the difficulty to obtain appropriate definitions for specific lexical items and technological issues. Throughout their student-created dictionaries, learners confront challenges such as difficulty creating illustrated phrases and time consumed. Electronic and student-created dictionaries should be used in vocabulary acquisition, according to this study. EDs may be able to help in language acquisition and teaching.

In Pakistan, Ngawi (2018) performs a survey on the use of portable electronic dictionaries (PEDs). The goal of this study was to look at general results concerning the usage of pocket electronic dictionaries and their influence on ESL learners' vocabulary-learning techniques. The findings show that in order to increase vocabulary knowledge, it is necessary to support the correct and efficient use of dictionaries, particularly PEDs.

Another research was conducted by Niitemaa and Pietilä (2018) to study the relationship between looking a new word in online dictionary and then access through vocabulary test. In this study there was a correlation between looking up new a word in online dictionary and understanding the word. This correlation is the main aspect for learning vocabulary. Findings of this study reveal that there was a correlation between word recognition and look-up new a word in electronic dictionary. This headed to their success in vocabulary tests. But results of this study applied on individuals words not with collocations.

Fernando at el., (2017) conducted a research that mobile devices increased learning among young generation in last years and substituted physical and chronological boundaries due to its certain advantages mainly as usability, convenience, adaptability and flexibility. The study revealed that in all higher institution of Portugal mobile learning take place the traditional learning and promotes collaborative learning among students.

Ayoub et al (2017) have done a research in Pakistan to look at the behaviors of Secondary School ESL students who use dictionaries. This research also uncovered the difficulties that
prevent these students and instructors from appropriately using dictionaries. To obtain data from the respondents of their research, the researchers employed a survey and structured interviews. According to the findings of this survey, 75.6 percent of participants do not use bilingual dictionaries, while 80 percent does not use monolingual dictionaries. Because of the text books and provided lessons, majority of the learners use dictionaries, according to the findings of this study. 79.2 percent of the participants, on the other hand, claim to use dictionaries just to check up the definitions of terms. When it comes to the usage of dictionaries in the classroom, 84 percent of these EFL students say they never use one.

Bahri and Mahadi (2016) studied Google translate is a tool to develop theirs comprehension and skill for learning Malay Language in Malaysia for learners. Participants of this study were sixteen international students. Findings of this study reveal that majority of the participants used Google translate as an effective tool for vocabulary learning, improving reading and writing when they learn Malay language.

Rezaei and Davoudi (2016) conducted an experimental research on the use of electronic dictionary in mobile format as compared to paper dictionary for vocabulary learning. Finding reveals that electronic dictionary increased students’ motivation for learning vocabulary as compared to paper dictionary.

According to Fageeh (2014), e-dictionaries are useful for increasing lexicon building abilities as well as promoting students' favorable perceptions about acquiring vocabulary. The research of Chiu and Liu (2013), which revealed that e-dictionaries capture learners’ interest, notably at the start of their use, is related to the favorable view of e-dictionaries by educators.

Rahimi and Miri (2014) investigated the influence of using a mobile phone dictionary on language acquisition in a pre - experimental and semi experiment. According to this study, using a smart phone dictionary, contributed to higher levels of linguistic proficiency than using paper dictionaries. According to the researchers, the testing group's average score (85.29) is significantly higher than the control groups.

According to Nisbet and Austin (2013), cell phones are excellent tools for improving vocabulary acquisition among mature students in English as foreign language program.

Chen (2010) contrasted the use of portable e-dictionaries and printed dictionaries, as well as their attitudes. The influence of using both types of dictionaries for vocabulary learning was also studied by the researcher. In terms of comprehension, output, and acquisition of vocabulary, the scholar discovered no major differences comparing e-dictionaries and traditional dictionaries; nevertheless, e-dictionaries are much quicker than traditional dictionaries.

Wei (2008) conducted a research to examine the use of mobile phone for entertainment and mass communication. The study showed that user mostly used mobile phones for their personal motives. For time passing they play video games, for instrumental motive they did web-
searching and seeking information about news. The study revealed that mostly users are younger who use mobile phones for making video call and get information and entertainment from it.

A brief review of available literature on PEDs shows that most researchers conduct a comparative study on PED and PD. They employed experiment and survey method and most questionnaires research aimed to find out the general use of PEDs with contrasts to PD and did not found any clear result either PED enhance the vocabulary learning or not. Considering this gap my study finds out the role of PED to enhance the vocabulary learning of ESL learners.

3 Methodology

3.1 Research Design
The present study is quantitative in nature. It aims to evaluate the attitude and perception of ESL learners towards using pocket electronic dictionary and what the difficulties are faced by ESL learners using pocket electronic dictionary for vocabulary learning.

Participants of the study were 100 BS English students from a public sector university (Semester 4 to 8) were selected for this study through random sampling.

3.2 Research Tool
Data of this was analyzed through Statistics Package for Social Sciences (SPSS) software. Likert scale was used to measure the questionnaire. Questionnaire adopted from the study of El- Sawy (2019).

The present questionnaire consists of 27 question items based on 5 points Liket scale ranging from agrees to strongly disagree. Questionnaires consist of 3 sections. Section 1 was about the respondent class and gender, section 2 was about students’ attitude and perception towards the use of pocket electronic dictionary in vocabulary learning this section was categorized into further questions items related to dictionary types, training and dictionary using at home or in classroom. Section 3 was about the difficulties that students faced when using pocket electronic dictionary for vocabulary learning. Reliability of the questionnaire was measured by Cronbach Alpha and the co-efficient was .632.

4 Findings
Data was analyzed through SPSS. The method is descriptive statistical analysis of questionnaires that further shows frequency, percentage, mean and standard deviation.

4.1 Descriptive Statistical Analysis of Questionnaires
Figure 4.1 1 respondent gender

There were total 100 respondents out of them 39% male and 61% female these belong to 3 different semesters. Figure 1 shows that majority of the BS English students were females.

Table 1 Students’ attitude towards using PEDs

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree%</th>
<th>SA%</th>
<th>Neutral%</th>
<th>Disagree %</th>
<th>SD%</th>
<th>Means%</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use a dictionary effectively.</td>
<td>48</td>
<td>42</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>1.66</td>
<td>.73861</td>
</tr>
<tr>
<td>Someone learning English definitely needs a dictionary.</td>
<td>26</td>
<td>66</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1.9</td>
<td>.81029</td>
</tr>
<tr>
<td>I usually use a paper dictionary.</td>
<td>15</td>
<td>6</td>
<td>27</td>
<td>40</td>
<td>12</td>
<td>3.28</td>
<td>1.21506</td>
</tr>
<tr>
<td>Paper dictionaries are easier to use than electronic dictionary.</td>
<td>10</td>
<td>9</td>
<td>16</td>
<td>44</td>
<td>21</td>
<td>3.57</td>
<td>1.20818</td>
</tr>
<tr>
<td>I feel happy when I learn vocabulary by using pocket electronic dictionary.</td>
<td>40</td>
<td>47</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>1.79</td>
<td>.85629</td>
</tr>
</tbody>
</table>
Pocket electronic dictionaries are easier to access and carry rather than paper dictionaries.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-visual features are used in pocket electronic dictionaries.</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>I use the Pocket electronic dictionaries only because my tutor asked me.</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>I use pocket electronic dictionaries because it provides clear meaning and pronunciation of the new words easily.</td>
<td>27</td>
<td>62</td>
</tr>
<tr>
<td>Looking up the new words in pocket electronic dictionaries saves time.</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>I prefer to look up the new words in a pocket</td>
<td>34</td>
<td>43</td>
</tr>
</tbody>
</table>
I listen to the word in pocket electronic dictionaries more than once to master its pronunciation.

<table>
<thead>
<tr>
<th></th>
<th>31</th>
<th>49</th>
<th>14</th>
<th>5</th>
<th>1</th>
<th>1.96</th>
<th>0.86363</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pocket electronic dictionaries increase student’s language learning motivation.</td>
<td>44</td>
<td>44</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1.78</td>
<td>0.93830</td>
</tr>
<tr>
<td>Learning English using a pocket electronic dictionary technique is better than learning with casual technique.</td>
<td>42</td>
<td>32</td>
<td>15</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>1.12815</td>
</tr>
</tbody>
</table>

Table 1 clearly shows that students have positive response towards using pocket electronic dictionaries. Using dictionary effectively got 90% agreement (48% agree and 42% SA), statement 2 was about the need of dictionary got 92% agreement (26% agree and 66% SA) 21% respondents used paper dictionary and just 19% respondents agree that paper dictionary is easy to use as compared to ED. Learners feel happy using PED got 87% agreement and means value is 1.79. PEDs are easier to access got 95% agreement and 1.79 means value, PED also provide audio visual features that got 82% agreement and 1.91 means value, it also provide clear meaning and components.
pronunciation that got % agreement and means value is 1.89, it also saves time for looking new words and learners get pronunciation of the word easily got 1.85 means value that shows positive attitude of learners towards PEDs. There were just 28% learners that use PEDs because their tutor asked them. PEDs increase learning motivation among learners got 88% agreements and 1.78 means value also shows positive response. 74% learners agree that PEDs were best technique for vocabulary learning among other causal techniques.

**Table 2 Types of Electronic dictionary**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree</th>
<th>SA</th>
<th>Neutral</th>
<th>Disagree</th>
<th>SD</th>
<th>Means</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I usually use a pocket electronic dictionary.</td>
<td>35</td>
<td>44</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>2.09</td>
<td>1.19</td>
</tr>
<tr>
<td>I usually use an online pocket electronic dictionary.</td>
<td>32</td>
<td>39</td>
<td>14</td>
<td>11</td>
<td>4</td>
<td>2.16</td>
<td>1.12</td>
</tr>
<tr>
<td>I usually use a pocket electronic dictionary installed on my cell phone.</td>
<td>29</td>
<td>64</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1.86</td>
<td>.79</td>
</tr>
</tbody>
</table>

**Figure 4.1.2 types of EDs**

Table 2 states different types of electronic dictionaries that learners used. Statement 1 was about using PED; there were 79% (means 2.09) respondents that used this type of dictionary. Statement 2 was about using online PED 71% respondents (means 2.16) use this type of dictionary. Statement 3 was about using cell phone installed PED, 93% respondents got agreement that also show through mean value (1.86). Finding of this table shows that mostly learners use cell phone installed PED for vocabulary learning.
### Table 3 Monolingual and Bilingual PED

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree%</th>
<th>SA%</th>
<th>Neutral%</th>
<th>Disagree</th>
<th>SD%</th>
<th>Means%</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer to use English to English pocket electronic dictionary.</td>
<td>20</td>
<td>30</td>
<td>30</td>
<td>14</td>
<td>6</td>
<td>2.3</td>
<td>1.19342</td>
</tr>
<tr>
<td>I prefer to use English to Urdu pocket electronic dictionary.</td>
<td>30</td>
<td>40</td>
<td>14</td>
<td>10</td>
<td>6</td>
<td>2.31</td>
<td>1.17804</td>
</tr>
</tbody>
</table>

![Figure 4.1.3 types of dictionaries](image)

Table 3 clearly shows that what type of dictionary learners’ used for vocabulary learning. 50% (means value 2.3) respondents used English to English PED and 70% respondents used English to Urdu PED that clearly shows that majority of the learners used English to Urdu (bilingual) PED because they were Urdu native speakers and can easily understand the meaning of a word when it is translated into their native language.

### Table 4 students perceptive about using dictionary training

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree%</th>
<th>SA%</th>
<th>Neutral%</th>
<th>Disagree</th>
<th>SD%</th>
<th>Means%</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have received training about how to use a dictionary.</td>
<td>29</td>
<td>2</td>
<td>6</td>
<td>41</td>
<td>22</td>
<td>2.97</td>
<td>1.44568</td>
</tr>
</tbody>
</table>
The current statement was to check whether respondents received dictionary training or not. Just 31 percent respondents agree with this statement. The positive mean value about this statement was 2.97 and standard deviation was 1.44568. The result indicates that most students were not aware of the dictionary training. They do not receive any training about how to use a dictionary.

**Table 5 student' using PED at home or class**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>SA%</th>
<th>Neutral</th>
<th>Disagree</th>
<th>SD%</th>
<th>Means</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like using pocket electronic dictionaries in class.</td>
<td>41</td>
<td>33</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1.96</td>
<td>1.03397</td>
</tr>
<tr>
<td>I like using pocket electronic dictionaries at home.</td>
<td>34</td>
<td>49</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>1.92</td>
<td>0.92856</td>
</tr>
</tbody>
</table>

**Figure 4.1 4 dictionary training**

**Figure 4.1.5  PED using at home and class**
The above statements were about students using pocket electronic dictionaries in classroom or at home. Result show that 74% (41 agree and 33 SA) respondents used PEDs in class. 83% respondents (34 agree and 49 SA) used PEDs at home and mean values 1.92 also show that majority of the learner used PEDs at home as compared to using in classroom.

Using a dictionary at home gives better understanding to find out some special lexical items that they require. Such activities enhance students' learning and increase their vocabulary in a larger context.

**Table 6. Learners face difficulties using PED**

<table>
<thead>
<tr>
<th></th>
<th>Agree %</th>
<th>SA%</th>
<th>Neutral%</th>
<th>Disagree %</th>
<th>SD%</th>
<th>Means %</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot find the meaning of some words in pocket electronic dictionaries.</td>
<td>35</td>
<td>9</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>2.76</td>
<td>1.53820</td>
</tr>
<tr>
<td>It takes a lot of time to find the meaning and pronunciation of all new words in each chapter using pocket electronic dictionaries.</td>
<td>15</td>
<td>5</td>
<td>17</td>
<td>42</td>
<td>21</td>
<td>3.49</td>
<td>1.29876</td>
</tr>
<tr>
<td>The screen is small, so I cannot look at the whole entry of the word at one time.</td>
<td>13</td>
<td>8</td>
<td>22</td>
<td>36</td>
<td>21</td>
<td>3.44</td>
<td>1.27382</td>
</tr>
<tr>
<td>It does not provide detailed information about the usage of the word.</td>
<td>17</td>
<td>7</td>
<td>18</td>
<td>42</td>
<td>16</td>
<td>3.33</td>
<td>1.31083</td>
</tr>
<tr>
<td>It does not contain enough examples and grammatical information.</td>
<td>15</td>
<td>9</td>
<td>21</td>
<td>35</td>
<td>20</td>
<td>3.36</td>
<td>1.31441</td>
</tr>
</tbody>
</table>

“I cannot find the meaning of some words on pocket electronic dictionaries” different respondents respond differently in accordance with the developed results. 35% agree, 9% SA and mean value was 2.76. Results show that average respondents agree with this statement because they cannot find out all the meanings of new words on pocket electronic dictionaries. PEDs are updating their features and adding newly created words to properly facilitate the learners but some learners used its old addition therefore they faced some difficulties when searching new words on it.

“It takes a lot of time to find the meaning and pronunciation of all new words in each chapter using pocket electronic dictionaries” different respondents respond differently in
accordance with the developed results. 15% responded agree, 5% strongly agreed and means value was 3.49. Results in the table showed that the majority of the respondents responded negatively. PED did not take much time in searching for new words because it is fast, easy to access and a time saving dictionary.

“The screen is small, so I cannot look at the whole entry of the word at one time” different respondents respond differently in accordance with the developed results. 13% responded agree, 8% strongly agreed. Mean value 3.44 and standard deviation was 1.27382. The respondents responded to this statement negatively because they do not have any problem with the screen. When they are using PED they adjust the screen and look up the words easily.

“It does not provide detailed information about the usage of the word” 17% responded agree, 7% responded strongly agree, mean value 3.33 and standard deviation was 1.31083. Results in the above table showed that most respondents respond negatively because PED provides detailed information about how to use words according to different contexts and in different domains. The meaning of one word may be different according to the domain of study or different context. PEDs give a complete description of every word.

“It does not contain enough examples and grammatical information” different respondents respond differently in accordance with the developed results. 15% responded agree, 9% strongly agreed, means value 3.36 and standard deviation was 1.31441. Results showed that the majority of the respondents responded negatively because PEDs gave examples on each word. Grammatical information means particular words belong to which particular part of speech or tense. This type of information on PED increased students' clear understanding with lexical items as well as enhanced their grammatical knowledge.

5 Discussion and Conclusion

5.1 Discussion
The major finding of the present study revealed that learners have a positive attitude towards using pocket electronic dictionaries. This study reveals that the majority of the learners used pocket electronic dictionaries as compared to paper dictionaries for vocabulary learning. That supports the findings of Chen (2010). Learners also used cell phone and online PEDs for better understanding that support the finding of Fernando at el., (2017) and Rahimi and Miri (2014) studies who revealed that mobile phone dictionaries enhanced learning. In this study majority of the learners used monolingual PEDs for vocabulary learning that support the study of Ayoub et al (2017) whose findings show that in Pakistan mostly people used monolingual (English to Urdu) dictionaries.

Students have positive perception regarding the use of pocket electronic dictionaries in vocabulary learning. They admit that pocket electronic dictionaries increased learners’ motivation, which was also supported by the study of Fageeh (2014). The present study found some unique advantages of pocket electronic dictionaries that forced the learners to use this type of dictionaries
and these are related to pronunciation of words, easy to access, time saving and provide audio visual feature of words. Due to these benefits, learners gave a positive attitude towards PED especially cell phone dictionaries that were also supported by previous study Nisbet and Austin (2013) and Niitemaa and Pietilä (2018).

The present study adds some difficulties that students may face when they are using pocket electronic dictionaries that are related to small screen poor grammatical information and cannot find new words on PEDs. But in this study few learners faced these difficulties otherwise they did not face these difficulties that were also supported by already done researches (Ayoub et al. 2017) and El-Sawy in (2019). According to the students’ suggestion related to the use of pocket electronic dictionaries, they need training for using pocket electronic dictionaries in vocabulary learning that was also recommended by (Ngawi, 2018) in his study.

5.2 Conclusion
The study surveyed the attitude of ESL learners towards the use of pocket electronic dictionaries and how that dictionary plays an important role in vocabulary learning for those learners. It also showed the distinguished qualities of a pocket electronic dictionary as compared to paper dictionary.

In order to materialize the above stated objectives of the study the researcher revised the literature related to this study and shed light on its consequences in learning a second language that are worth reviewing. Unlike other studies carried out in this area which were concerned with the comparison of pocket electronic dictionaries with paper dictionaries and not separately point out the role of pocket electronic dictionaries in vocabulary learning.

Based on the findings of this study, researchers found that a pocket electronic dictionary is one of the most important tools for the ESL learners that were used in vocabulary learning at BS level. Pocket electronic dictionaries are not only useful for learning vocabulary but also motivates them to learn more and more to become proficient in target language. According to the finding of this study we can say that PEDs help the learners in following way:

- Primary Tool
- Helpful Source
- Make learners fluent
- Use of technology for learning

Thus, a major finding of this study revealed that students have a positive attitude towards using pocket electronic dictionaries at BS level. Pocket electronic dictionaries are most commonly used among learners as compared to paper dictionaries because of their advanced features. Learners have a positive attitude and perception towards using PEDs. They mostly used these dictionaries because it is easy to access, time saving, audio video features, and also show the pronunciation of the words as well as grammatical knowledge of the word. Most learners used a
bilingual pocket electronic dictionary. Majority of the learners used cell phone stored pocket electronic dictionaries. There were few learners that faced some difficulties in pocket electronic dictionaries these were related to the small screen of cell phones where learners did not look up words completely otherwise they did not face any difficulties and feel comfortable using pocket electronic dictionaries.

The present study also supports that pocket electronic dictionaries are modern tools for learning language. The Educational Institute must realize the importance of using technology in the learning process and familiarize the learners about using PEDs properly. Government should also focus on the use of dictionaries, training and encouraging students for using latest technology devices like PED to facilitate them in their studies.

References


