Use of Digital Dictionary by Secondary Level Students in Learning English Vocabulary

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Masters of Education in English

Submitted by

Ranjeeta Bhattarai

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2023

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Declaration

I hereby declare that this thesis is original to the best of my knowledge and that no part of it has ever been submitted for consideration for a research degree at any university

Date: 13/09/2023

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Dedicated

To

My parents, teachers and friends who encouraged me on this journey despite themselves.

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Abstract

This study entitled **Use of Digital Dictionary by Secondary Level Students in Learning English Vocabulary** was conducted to explore the frequency of using digital dictionary by secondary level students, types of digital dictionary, purposes of using digital dictionary and problems of using digital dictionary by secondary level students in learning English language. I used survey research design in this research study. All the students who were studying in grade 11 were selected as participants from community schools of Damak Municipality, Jhapa. In order to obtain the objectives, close-ended and open-ended questionnaire were developed. Further, telephone interview was taken in order to get more data from the students who responded that they did not have smart phones and questions were asked about the reasons of not having smart phones. This research study was based on descriptive survey design. The data obtained from close-ended questionnaire were analyzed by using tables, graphs, and pie-chart and the data obtained from open-ended questionnaire were analyzed by making themes. The result revealed that most of the students use digital dictionary while learning English language. Students prefer to use mobile dictionary more compared to other types of digital dictionary. They used digital dictionary for various purposes such as to find meaning of unknown words, confirm the meaning of known words, find spelling, know the pronunciation of words and use words in meaningful sentences. The findings showed that the main reason for not using digital dictionary was the schools' prohibition to bring smart phones in school premises. Secondly, almost all of the teachers do not allow them to use smart phone inside the classroom. The majority of students reported that their parents do not allow them to use smart phone at home, and some students do not have smart phones.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Similarly, second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals

with the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way the forth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy related, practiced related, and further research related recommendation based on the study. The references and the appendices are also included for the validation of the research at the end of the study.

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Abbreviations

TU	-	Tribhuvan University
M. Ed.	-	Masters in Education
MALL	-	Mobile Assisted Language Learning
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ICT	-	Information Communication Technology

Chapter 1

Introduction

Background of the Study

According to Education Act (2028), Secondary Level Education consists of schooling from Grade 9 to Grade 12. This research study mainly focuses on the use of digital dictionary by secondary level students. Here, secondary level students refer to those students who are studying in grade 11. As a lingua franca and proper international language, English enables Nepal to communicate with the rest of the world. It is a language of higher education, the media, information and communication technology (ICT), commerce, tourism, science, and medicine in addition to being the language of international communication. English is required in Nepal for a variety of reasons. To be more specific, learners require English in order to interact with others in the classroom, study course materials, read for pleasure and general information, access the world's knowledge, participate in international meetings, seminars, and conferences, communicate with foreigners in general, advance their careers, and many other things. In our context, from first grade to the bachelor's level, English is taught as compulsory subject.

With a growing need for English as an international language among non-native English speakers, a good command of the language is deemed essential to function in a globalized world. For non-native speakers of English, learning English has become so important that it cannot just be confined to formal school curriculum: it is an activity which people feel they need to engage in throughout their lives --- mainly in a self-learning mode. However, English teachers are unavailable outside the schools and learners need to find reliable information that they can refer to when they encounter a variety of problems related to English. English dictionaries can fill this void. In an EFL setting such as Nepal, where target language input is limited, a dictionary is an invaluable reference to the English language. They provide learners with useful linguistic and cultural information, especially when teachers are unavailable and the learners are responsible for their own learning (Cubillo, 2002).

A digital dictionary is one whose information is stored digitally and is accessible via a variety of media. In this regard Fan (2000) stated that the dictionary is perceived to be an essential source of data concerning vocabulary and related information, and is not simply a classroom tool but an object of life-long use. In this modern era of technology, most of the secondary level student is in access of smart phones and internet. Most of them have internet access or connected Wi-Fi at their home by which students can use digital dictionary easily. Those who have not connected Wi-Fi, they can use internet data package. As the internet data package is cheap in our context, it is affordable.

Dictionaries are considered good companions to language learners, especially to second or foreign language learners because dictionaries can provide a quick and direct access to the meaning of an unknown word. In EFL contexts, the supporting role of dictionaries has been emphasized by both teachers and researchers and the training of dictionary skills is considered important and necessary because EFL learners may not be able to make good use of dictionaries without explicit instruction (Fan, 2000; Su, 2003; Wright, 1998). According to Huang (2003) EFL learners consider dictionaries to be useful and fairly common even necessary tools in language acquisition and have certainly been longtime companion to many foreign language students. Li (1998) stated that dictionaries are among the most successful and predominant books related to languages because they play an important role not only in native language acquisition but also in foreign language learning. It is because foreign language learning usually involves the considerable use of dictionaries that this study investigates the different types of dictionaries used as well as the lexical information learners are looking for from their dictionaries.

The dictionary is indeed one of the most readily accessible, most commonly used, and cheapest learning resources (Wright, 1998). It is a mine of information for language learners, providing them with knowledge about vocabulary, ranging from the most important things such as meaning, pronunciation, parts of speech, collocation and structure, to detailed information such as etymology and register (Nakamura, 2000). Its role does not stop at supplying information about vocabulary, but extends to assisting language learners in the comprehension and production of the text (Nation, 2001). In

language learning/teaching process, the importance of using dictionaries cannot be denied (Sarigul, 2013). It can be quick reference book to learners. It may be very helpful for learning pronunciations, functions, meanings, etymologies, spellings and idiomatic uses. It is obvious that the dictionary can be extremely useful learning resource, especially as it makes the learner more independent of the teacher (Sarigul, 2013). Teachers are considered as guider/supporter in teaching/learning activities. But they cannot be available all the time. In place of teacher, learner can use dictionary if they needed which makes them self-dependent. Self-learning makes learner more active. They spend more time in searching and exploring new things while learning.

According to Ahmad, Jawaid, Kaur, and Khalid (2018), dictionaries are considered good companies to language learners, especially to second or foreign language learners because dictionaries can provide a quick and direct access to the meaning of an unknown word. According to Hung (2003), as cited in Hamouda (2013), EFL learners consider dictionaries to be useful and fairly common even necessary tools in language acquisition and have certainly been long time companion to many foreign language students. According to Knezevic, Resetar, Miskeljin, and Milic (2021), searching any other piece of information, dictionary consultation today relies more and more on digital tools and online resources. It becomes very easy to consult dictionary on mobile phone as learner should not carry dictionary on their bag. In recent years, due to the growing role of modern technologies, second language learners use electronic or digital dictionaries. The use of dictionaries is a great help in vocabulary learning, and nowadays the development of electronic dictionaries has added a new and appreciated resource for vocabulary learning (Asgari & Mustapha, 2011 as cited in Barham, 2017). Using dictionaries helps students in learning new vocabulary, besides it is an interesting, fun tool to use.

In our context, very few researches were carried out in the field of digital dictionary. Purposes and problems of students while using digital dictionary were not addressed properly. Besides the aforementioned benefits and uses of digital dictionary in learning English, this research study tries to explore the extent of using digital dictionary by secondary level students. Further, it aimed to explore the types of digital dictionary

that students use, purposes and problems of using digital dictionary by secondary level students.

Statement of the Problem

Dictionary is one of the supporting tools in learning second language. In the context of Nepal, English language is considered as foreign language. Globally, English language has much more importance in the sense of better job opportunity, better life style and to become financially strong. Schools and colleges of our country are too focusing more on English education and students are more attracted towards it. Students need to engage themselves to learn foreign language, especially in self-learning mode. However, English teachers are unavailable outside the schools and learners need to find reliable information that they can refer to when they encounter a variety of problems related to English. English dictionaries can fill this void. Its development and use are being popular day by day. English language teaching (ELT) cannot remain away from ICT because new techniques and technology in ELT are moving towards success due to rapid development of science and technology. During this decade, the applications of technology in education have overcome the traditional methods of teaching. One of the most common and supporting tools of teaching and learning foreign language is dictionary. The use of dictionary as supporting tool in teaching and learning is becoming widespread. One can use dictionary in various forms such as: online dictionary, offline dictionary, printed dictionary, monolingual dictionary, bilingual dictionary and so on. In this regard, Rundell (2014) says, that wide application of dictionaries contributes to the effectiveness of foreign language teaching. Many students also praise of using dictionary in learning English language as it becomes easier and supporting tools in learning in absence of their guider and mentor.

Researches carried out so far in the field of using dictionary in ELT classroom have shown that use of dictionary in teaching and learning has facilitated students learning. Researches from Nepal like Rai (2020) entitled Students Perception towards the Use of Mobile Dictionary App for Vocabulary Learning, Bhatt (2009) entitled on Effectiveness of Teaching Vocabulary through Dictionary and Panta (2010) on Use of

Monolingual and Bilingual Dictionary at Secondary Level as well have shown as supportive tool in using the digital dictionary in language learning.

By reviewing the previous research studies and practices, it can be stated that there are many discussions on practices and advocates of using dictionary for language teaching and learning. However, in the context of Nepal, there were a few research studies carried out emphasizing on the attitudes of students in using dictionary in ELT classroom. In addition of that, the challenges that have been encountered by students while using dictionary in ELT classroom has not been addressed properly in the field of research study. Moreover, researches in the field of digital dictionary are hardly to find in the context of Nepal. Hence, this study aims to find out the students' habits and issues of using digital dictionary in learning English. It tries to explore to what extent learners use digital dictionary, the types of digital dictionary that learners use in learning English, purpose of using digital dictionary in learning English and the problems that are encountered while using digital dictionary. For the exploration and discussion of the aforementioned problematic issues in the practice of using dictionary in learning English, I selected this topic as the matter of investigation.

Objectives of the Study

This study will have the following objectives:

i. To explore what extent do secondary level students use digital dictionary in learning English.
ii. To find out the purposes and types of digital dictionary used by secondary level students in learning English.
iii. To assess the problems of using digital dictionary in learning English.

Research Questions

This study will be specific on finding out the answers of the following questions:

i. To what extent do secondary level students use digital dictionary in learning English?

ii. Which types of digital dictionary do secondary level students use?

iii. For what purposes do they use digital dictionary in learning English?

iv. What are the problems that students identify in using digital dictionary?

Rationale of the Study

Dictionary has become one of the tools for improving teaching and learning activities both for students and teachers. Here, especially dictionary has significant role in ELT classroom to enhance students learning as well as to develop linguistic competence. This study aims to explore the types, purposes and problems of using digital dictionary in learning English by secondary level students of Damak Municipality, Jhapa.

From this research study, English language teachers will be benefited because dictionary is taken as supporting tool in learning English. So, this research study explores the importance of using digital dictionary for students in learning English inside the classroom. Teachers can use this research study to know about the students' perceptions about using digital dictionary in school premises and inside English classroom while learning English and to provide meaning in context, usage of words, grammatical information, spelling and pronunciation. It will be supportive for the students who are using digital dictionary to learn English. It will also be equally fruitful for those students who are willing to use digital dictionary but do not have any idea to use it. This research will help them by directing to use it in correct way. Likewise, the entire people who are directly and indirectly involved in teaching profession will also be benefited from this research study to get insights on the scope of using dictionary in ELT classroom.

Delimitations of the Study

This research was limited to the following concerns:

i. This research was limited to explore the extent, types, purposes and problems towards the use of digital dictionary in learning English.

ii. The data were collected from students who are using digital dictionary at secondary level.

iii. This research study was limited to survey as research design.

iv. Population of the study was limited to the secondary level students of community schools of Damak Municipality, Jhapa.

v. Sample population of the study was the students of grade 11 from community schools of Damak Municipality, Jhapa.

vi. Data collection tools were confined to open-ended and close-ended questionnaire.

Operational Definitions of the Key Terms

In this study, the following terms will have been used as the key terms with the given specific meanings:

Digital Dictionary: Digital dictionary refers to digital supporting resources that lists the words of language and gives their meaning, or gives the equivalent words in different language. It often also provides information about pronunciation, origin and usage. In my study digital dictionary is defined as a digital supporting resource in teaching and learning process in ELT classroom.

Secondary Level Students: In the context of our country, secondary level students are the students who studies from grade 9 to grade 12. In this study, secondary level students refer to those students who studies in grade 11.

Learning English: learning refers to the process of gaining knowledge or skills through instruction, experience or study. In this study learning English refers to the acquisition of knowledge about English language through study, experience or being taught.

Chapter 2

Review of Related Literature and Conceptual Framework

This part of study consists of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

The review of related literature provides theoretical insights for the study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way from the review of related literature.

English in School Education in Nepal

English has recently required a new dimension at Nepal's higher education institutions. While community and government schools and colleges still offer higher education in Nepali as a medium of instruction, private schools and universities have begun to offer a number of courses in English as a medium of instruction (Bista, 2011). Today in Nepal, there is a growing trend among parents to enroll their children in English-medium schools and/or institutions.

The medium of instruction in science, engineering, medicine, and technical institutes in the universities of Nepal is exclusively English (Bista, 2011). More importantly, it is the only language of communication used to promote Nepal's increasing diplomatic relations with the outside world. As Malla (1977), mentioned that English is used as a library language-language to have an access to textbooks, lectures and journals. On the one hand, as a language to express one's thoughts and ideas in written and academic exercise on the other." Khaniya (1990) stated that besides the aforementioned benefits and uses of digital dictionary in learning English, expressed the use of English for educational and occupational purposes. In the study by Shrestha (2008) mentioned that

English teaching in Nepal has viewed from the perspectives of English for specific purpose and English for academic purpose.

The secondary level English curriculum expects students to understand and use spoken English fluently and accurately and use it in personal, social, and academic contexts (Sharma & Phyak, 2017). Thus, the functional-communicative approach forms the foundation of EFL curriculum, which emphasizes the traditional four language skills (listening, speaking, reading and writing) as well as grammatical structures that are used to communicate specific communicative purpose. The recent study by Paudel (2017) shows that EFL teachers in Nepal seem to open quality changes in teaching English language as they are aware of socio-political, cultural, economic and educational issues in teaching contexts and can construct context and culture sensitive pedagogies. Teaching and learning English is now simpler because to the emergence of social media in Nepali society. Students were able to strengthen their critical thinking, creativity, and problem-solving skills by obtaining online instruction after the integration of ICT in teaching and learning. In this modern, globalized world, there are countless examples of materials used in teaching and learning English but ones that are arguably most frequently utilized are: newspapers, TV shows, menus, magazines, the internet, movies, songs, comics and literatures (novels, poetry, short stories). In this regard, Mandal (2012) stated that authentic materials help students bridge the gap between the classroom and the outside world. A key way to help learners reach their goals is to use authentic, goal- directed materials Mandal, (2012). In our context even most teachers know the importance of authentic materials but they don't use them for the reasons that preparation or selection of them could be time taking and difficult (Dhakal, 2022). English is constrained by textbooks for this reason. The majority of teachers use textbooks that emphasize grammatical correctness in their instruction.

Learning through Smart Phone in the World

Smart phones are the most potent and widely utilized instruments among all contemporary technical and communication technologies. These days, mobile devices are not only used as communication tools; they may also be used by students as a tool to

access knowledge at anytime, anywhere. Any portable learning tool can be used for mobile learning, including books, audio cassettes, CDs, portable radios and DVD players. In this regard Humle, Agnes and Shield (2008) states that mobile learning refers to learning mediated via handheld devices and potentially available anytime, anywhere. These learning could be formal or informal. Mobile learning can be facilitated by any portable or palmtop devices. Mobile learning, often known as M-learning, gives students the freedom to learn whenever and wherever they desire because these devices are small enough to fit in a pocket.

According to Khaoula (2016), the advantages of mobile learning are, it improves the access to education, improves teaching quality, helps learner retention, progression and transition, makes the learning experience more tailored to the changing needs of individuals, encouraging learners to return for knowledge updating and further study, more equitable access to education, for those suffering exclusion for social or economic reasons, mobile learning can occur at anyplace and anytime and learning content can be accessed anywhere, enhances interaction between instructors and learners/students, students in mobile learning practice and undergo self-centered learning with focus, opportunities for learners to give immediate feedback on their learning experience, Learning materials can become accessible to a larger audience, through mobile applications, blogs and e-books which are seen potential students. Similarly according to Rundell (2014), the clearest advantages of going digital dictionary are, first, that our inclusion policy is less restrictive now that we are no longer constrained by limits on space; and second, that the dictionary can be kept truly current, through a programme of regular updates.

It is clear that mobile learning contributes to successful language acquisition when taking into account all of its benefits and varied uses. Mobile phones have drawn greater attention than other devices that can be used for mobile learning because they are so common among young people attending schools and universities and because they have educational uses. Mobile phones are now effective and efficient learning aids thanks to their rapid evolution over the past ten years from basic phones to smart phones that can

also function as a mini-computer, telephone, camera, and a means of transferring data as well as video and audio files.

Learning Through Smart Phone in Nepal

In Nepal, the practice of mobile learning has recently become more popular. Mobile technologies are increasingly being used in the educational sector. In the context of Nepal, cell phones are the most used mobile learning tool. According to Annual Report of Nepal Telecommunication Authority (2078/079), density of mobile service reached 140.83% and density of internet reached 131.62%. This demonstrates how popular smart phones are becoming in Nepal. "With the rapid advancement and proliferation of both 'open-source' and ‘closed’ mobile technologies, today mobile learning researchers are examining mobile features and functionalities to develop a best fit-for-purpose solution" (Shrestha, 2016). In Nepal, mobile learning environments have been established using phones with a variety of functionalities.

Students at all levels of education can benefit greatly from mobile devices as learning tools. In this era of technology, the majorities of students owns smart phones and are well versed in technology, including its advantages for mobile learning. This study also tries to explore the use of mobile phones in language learning, especially in the use of dictionary use. In this research, researcher tries to find out to what extent students use digital dictionary, purpose of using digital dictionary and the problems of using digital dictionary.

Cognitive Load Theory of Digital Learning

The first article using the term Cognitive Load, date to the late 1980s (Sweller, 1988, 1989 as cited by Plass, Moreno and Bruken, 2010). In this work, the founder of Cognitive Load Theory, John Sweller, focused on the cognitive demands of the means-ends analysis method used in conventional problem solving practice, a method in which learners independently solve a large number of problems to develop expertise (Plass, Moreno and Brunken, 2010). According to Shibli and West (2018), the theory identifies three different forms of cognitive load. Firstly, intrinsic cognitive load is the inherent difficulty

of the material itself, which can be influenced by prior knowledge of the topic. Secondly, extraneous cognitive load is the load generated by the way the material is presented and which does not aid learning. And lastly, germane cognitive load is the elements that aid information processing and contribute to the development of 'schemas'.

Cognitive can be defined as the total amount of strain that the mental capabilities of a learner exert while studying (Curum and Khedo, 2020). Cognitive processes are required for meaningful learning. A good way to reconstruct the display of learning elements or confusing statements (Hwang et al. 2013, as cited by Curum and Khedo, 2020). Since cognitive characteristics like attention, learning capacity, and learning attitude are common characteristics that need be taken into consideration for proper adaption of learning contents in mobile devices, cognitive management in mobile learning system is crucial.

According to cognitive load theory, (Sweller, 1988, 2020; Sweller, Van and Paas 1998, 2019), information within digital learning materials is processed during a learning process within the working memory system to transfer it into long-term-memory. As a result, learning is characterized as a modification of the long term memory system, which is thought to have an infinite capacity (Schneider, Beege, Nebel, Schnaubert and Rey 2021).

The fascinating new learning opportunities provided by digital technology. Learners can use technology to explore virtual worlds, use their cell phones and computers to naturally access the internet with their learning applications, and learn through very realistic simulations of the actual world. However, a number of design elements in digital learning can lead to an increase in cognitive load. For instance, feeling completely immersed in a virtual world during a learning task can create a whole new learning experience when compared with learning with traditional media, but this immersion may also lead to a depletion of learners' cognitive resources on that experience itself rather than contributing towards learning (Frederiksen, Sorensen, Konge, Svendsen, Nobel-Jorgensen, Bjerrum and Andersen 2020). Thus, design factors that would intuitively be thought to be a positive aspect can turn out to lead to unwanted cognitive load

(Skulmowski and Xu, 2022). This type of task-irrelevant load plays an important part in cognitive load theory (Sweller et al., 1998), a model in instructional psychology that specifies different components of mental resources competing for learners' working memory capacity.

Cognitive load theory assumes that unnecessary cognitive load can be eliminated or reduced by optimizing the design of learning materials (Sweller et al., 1998). When its distractions are minimized, learners' cognitive systems are thought to have more mental capacity available to transform the information currently being attended to into long-term memory traces (Sweller et al., 1998).

Mobile Assisted Language Learning (MALL):

Mobile-assisted language learning (MALL) is the process of assisting or enhancing language acquisition through the use of a portable electronic gadget. MALL is a subset of both computer-assisted language leaning and mobile learning (M-Learning) (CALL). "Mobile assisted language learning (MALL) is a subarea of the growing field of mobile learning (m Learning) research which increasingly attracts the attention of scholars " (Viberg, and Gronlund, 2012). Mobile devices are easily portable, always at the students' side, multi functional and useful whenever students need them. Mobile devices have become an important part of our lives and must be used in our language processes. In the today's world, mobile devices are used for many purposes. Such as to make voice calls, making video calls, listening audio, shopping and so on. Apart from these benefits, mobile devices have developed into tools for education and language learning, and these days, the usage of mobile devices to facilitate language learning is becoming increasingly popular.

"MALL refers to the teaching and learning with the use of mobile technologies such as mobile phones, media players, smart phones and tablet computers, which are potentially available anytime and anywhere "(Duman, Orhon and Gedik 2015). With the accessibility and availability of cutting-edge mobile technologies that language learners already posses, mobile assisted language learning is swiftly taking over language learning environments and becoming a desirable complement to existing methods of teaching and

learning a second or foreign language. Because they believe they are in charge of their own learning, it might inspire kids. Mobile-assisted language learning is taking the place of computer-assisted language learning due to its various characteristics and advantages. The main characteristics of mobile learning, such as permanency, accessibility, immediacy, interactivity, situating of instrumental activities, are summarized and introduced by Viberg and Gronlund (2012).

With the principles of learning in an informal, incidental and mobile way, an open source and geolocalised application for learning foreign languages with a smart phone is being implemented within Key Action of the Erasmus Plus European framework by the project called ILOCALAPP- Incidentally Learning Other Cultures and Languages (Cervini, Solovova, Jakkula and Ruta 2016). Implementing mobile learning devices in the classroom frequently seems to produce little additional autonomous behavior. Mobile technologies, as potential means for learning anywhere and anytime as well as conduits to reach, multi-modal content, provide unprecedented opportunities for the development of learner autonomy itself.

MALL devices typically come in the form of mobile phones, personal digital assistance (PDA) and podcasts players and media players.

Vocabulary

A vocabulary is a useful and essential tool for communication and knowledge acquisition that typically develops with age. It is more useful for the fluency and correctness of English. The word "vocabulary" is frequently related with one's knowledge of words one either has a wide or little vocabulary. However, the word has a variety of meanings and serves as a good example of how the English vocabulary is nuanced and multicolored.

The term vocabulary is defined as all the words known and used by a particular person (Cambridge Dictionary of International English, 1995). However, knowing a term is more complicated than just being able to recognize or use it. It is possible to measure word knowledge in a number of different ways. The collection of words in a language

that a person is acquainted with constitutes their vocabulary. A person's vocabulary typically expands as they become older and serves as a fundamental and valuable tool for learning and communicating.

The number of words one knows in a language determines how well one can understand it. Additionally, for students to comprehend what they read, they must possess adequate word knowledge. Regarding this, Nation (2001) mentioned, that readers need to know 97% of the vocabulary in a text for an adequate understanding of it. Lack of vocabulary knowledge could make it difficult for a learner to comprehend and communicate the content. The ability of a learner to speak and comprehend successfully is greatly influenced by their vocabulary.

Aspects of Vocabulary

The words of a language, including single items and phrases or chunks of many words that convey a certain meaning, can be referred to as the vocabulary. Vocabulary contains lexical phrases or chunks in addition to single lexical objects, such as words with particular meanings. Since students cannot understand others or convey their own thoughts without a proper vocabulary, it is essential to the teaching and learning of the English language.

There are many ways to define the idea of a word, but the three key ideas that teachers should be aware of and concentrate on are form, meaning and use. According to Nation (2001), there are three aspects of vocabulary which are listed below:

Form. A word's pronunciation (spoken form), spelling (written form) and any word pieces that make up this specific object are all considered to be in its form (such as prefix, root and suffix). The word 'uncommunicative' serves as an illustration of two parts. The prefix un- denotes the negative or opposite, the root word communicate, and the suffix -ive indicates that the person or thing in question is capable of performing the action. In this context, they all relate to anything or someone who is incapable of communicating and hence 'uncommunicative'.

Meaning. The relationship between form and meaning or the idea and the things it suggests to, as well as the connections that people have when they think of a certain term or expression, are all included in the meaning. For example, 'I saw a movie' is considerably different from 'I am seeing a movie'. Both sentence structure can be correctly produced by a learner but the intended meaning of the two sentences are significantly different. Therefore, in order to get the desired meaning, learners must understand how to employ the proper structure.

Use. The word or phrase's grammatical functions common collocations and any restrictions on its usage. Such as those relating to frequency, level and other factors- are all considered with discussing use.

Techniques of Vocabulary Learning

Vocabulary is taken as a list of words. So it refers to the words in the language. The term vocabulary may be defined differently depending on the viewpoints. However, one can generally define vocabulary as the understanding of words and their meanings. Or other would describe vocabulary as a set of terms that are sorted alphabetically including their definitions. Regarding this, Homby (1995) as cited by Alqahtani (2015), defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings."

Vocabulary acquisition is likely to be one of the major academic problems that students confront. The acquisition of vocabulary is one of the most difficult and important language abilities. The challenges of acquiring vocabulary in a second or foreign language and the clear need to overcome them, one would anticipate that vocabulary instructions and techniques would be at the top of language teachers' agendas. According to Schmitt (2000) as cited by Alizadeh (2016), techniques of vocabulary learning are: Intentional vocabulary learning, Incidental vocabulary learning and Independent vocabulary learning/ Vocabulary learning through digital dictionary.

Intentional Vocabulary Learning. Intentional vocabulary learning is memorizing straightforwardly term after term with their respective translations from a list (Alizadeh,

2016). Although learners typically chose intentional learning because it is quick, it is also superficial. When vocabulary is presented to learners in an isolated, frequently infinite form, they are unable to use it appropriately in a given situation. Moreover, intentionally learned vocabulary faced into obscurity more quickly. Didactically recommendable vocabulary acquisition exposes learners comprehensively to every term, embedding it deeply and solidly in the mental lexicon (Aitchison, 2003).

Incidental Vocabulary Learning. Incidental vocabulary learning, namely through contextual deduction in target language reading, meets these recommendations (Alizadeh, 2016). Syntactic information is presented to learners along with terminology, which aids in using the correct words naturally. The repetition of vocabulary in context under several headings helps it stick in the learners' mind. Unfortunately it takes long until enough vocabulary for fluent conversations is incidentally gathered (Tom, 1999).

Independent Vocabulary Learning/ Vocabulary Learning Through Digital Dictionary. Any dictionary's primary function is to aid students in their word-learning efforts. Students can acquire vocabulary by using digital dictionary to translate or explain terms at any time, any place, with or without an internet connection. Research on vocabulary learning techniques discover the functions of dictionaries in learning vocabulary in second language by considering using dictionaries as one of the most crucial vocabulary acquisition tools. "When students travel, they don’t carry grammar books, they carry dictionaries" (Krashen, as cited in Lewis, 1993)

A digital dictionary is "an electronic aid that offers immediate access to reference information with a clear and direct return path to the target information" (Aust, Kelly and Roby, 1993). Recent technical advancements have boosted the production of digital dictionaries. Additionally, since internet connection has become more widespread, more people are using digital dictionaries. As a result, more studies begin to concentrate on the usage of digital dictionaries and their impacts on vocabulary learning. According to Nesi (1999), in addition to different modes of dictionaries as monolingual, bilingual and bilingualized dictionaries, there are various types of digital dictionaries including mobile dictionary, Google dictionary, pocket dictionary, dictionaries on CD-ROM and many

more. Digital dictionaries have access to a wider variety of lexical data than do traditional paper dictionaries.

Learners have a variety of possibilities to practice word and phrase usage due to digital dictionaries. With the help of examples, they show students how to use words and phrases. The ability to translate words and phrases into another language is one of the benefits that digital dictionaries provide to students. The only dictionary that offers this feature is bilingual dictionary. Some bilingual dictionaries merely offer translation, while others include meaning and definition. Digital dictionaries include grammatical details about words, much like conventional dictionaries do. To check errors, learners can also use digital dictionaries. Learners can also pick up on idioms and collocations this way. In this approach, a digital dictionary aids students in every way to learn language more quickly and easily.

Concepts of Digital Dictionary

Dictionary is a list of words that are sorted alphabetically and include information about its meaning, pronunciation, etymology, usage and translation. In the modern world, there are two different sorts of dictionaries based on how they are stored: paper dictionaries and digital dictionaries. A digital dictionary is "an electronic aid that offers immediate access to reference information with a clear and direct return path to the target information" (Aust, Kelly and Roby as cited in Amirian and Heshmatifar, 2013). It is a computer-controlled functionally automated linguistic reference tool created specifically to meet the lexical needs of the intended audience in an online language learning environment. It is one that is available in digital or electronic form that provides details on the pronunciation, definition and usage of words. It is accessible through a variety of media. The use of dictionaries is a tremendous aid in learning vocabulary, and in the modern day, the introduction of digital dictionaries has brought a fresh and beneficial resource.

Digital dictionaries have emerged as a cutting-edge concept for teaching regardless of place and time in contemporary educational practices. The goals of the exploration of the use of a digital dictionary as a method in teaching and learning language are among

other forms of teaching and learning. The use and benefits of dictionaries and digital dictionaries in learning new vocabularies has expanded rapidly in the past two decades (Dashtestani, 2013; Knight, 1994; Laufer and Hulstijn, 2001, Hulstijn, 1993; Fan, 2000; Hua and Zarei, 2013; Davoudi, 2016; Stirling, 2003; Kobayashi, 2006, Li and Xu, 2015; Nesi, 2009, as sited in Lamido, Umar and Abdullahi, 2006). Language learners may also prefer digital dictionaries because they are easier to use than paper dictionaries and provide quicker access to the information you need. The more information a paper-based dictionary contains, the more difficult it will be for language learners to find exactly what they need to know. It takes time and interrupts the flow of reading to flip through the dictionary's pages to search up the definition of new words. Due to their accessibility and quickness, digital dictionaries are able to solve this issue.

Types of digital dictionary

Boonmoh (2010) as cited in Dwaik (2015), lists three types of digital dictionaries that are available for learners, namely, Mobile dictionary, Online dictionary and Google dictionary.

Mobile Dictionary. All dictionary software loaded on mobile devices is referred to as mobile dictionary. One of the main resources that students should turn to in order to learn words, phrases, terminology, idioms, paper writing techniques and other thing is a mobile dictionary. Language learners can benefit from electronic dictionaries in a variety of ways. According to Mohamad, Rashid and Mohamad (2017), benefits of using e-dictionaries are: they are more portable and flexible, offers an interactive alternative in searching for word meanings, enables to pronounce like the native speakers, and helps the learners to identify the meaning and origin of targeted language efficiently. The first technological present for language learners is a portable, quick-to-use dictionary that allows them to expand their vocabulary knowledge in a variety of ways.

Online Dictionary. A dictionary that is found on the internet or World Wide Web and used on a computer or mobile device through a web browser, typically by entering a search phrase into the site's search box is referred to online dictionary. Online dictionaries like dictionary.com provide immediate, direct access to a word's meaning

and spelling as well as wealth of additional information, such as its alternate spellings, pronunciation, inflected forms, origin, and derived forms, as well as supplemental notes on topics of interest or concern regarding how the word is used. Regarding this, Olivera and Alba (2011) mentioned that "Electronic dictionaries or online dictionaries are reference tools, presented as collections of electronic structured data that can be accessed with multiple tools, enhanced with a wide range of functionalities and used in various environments. They provide details about a word's pronunciation, inflected forms, origins, and derivative forms, as well as its meaning.

Google Dictionary. The "define" operator and other related expressions in Google search can be used to access Google's online dictionary service. The Google Chrome extension and Google translate, both offer it as well. The dictionaries are licensed from OxfordDictionaries.com by Oxford University press. Many different languages are covered by Google Dictionary, which also offers features like voice pronunciation, definitions, examples sentences, related terms and more. It has very strong reputation and is one of the biggest and possibly the best online dictionary.

Role of Digital Dictionary in ELT

Words are the smallest meaningful building blocks in a language, and dictionaries are the reference works that contain these meaningful building blocks (Maden, 2020). In this regard, dictionary is regarded as a reference work that catalogs and explains words in a language, including their spelling, varieties, pronunciations, primary meanings and implications; it also offers literary examples and details the antecedents of terms that have been modified. Thus dictionaries are crucial to a language's survival and to its usage in communication, culture and thought. In order to use words correctly and accurately and expand their vocabulary, learners should use dictionary.

The development of vocabulary and accurate and proper use of the words depend on the acquisition of dictionary use skill by the learners and transformation of this skill into habit (Maden, 2020). In fact, starting in primary school, children should be taught about the purpose of dictionaries, how to utilize them, and to use them as reference materials in everyday life. Also, students should learn how to use dictionaries at various educational

levels as well as in extracurricular activities when teaching new words and illustrating their semantics, usage and etymology. Students are required to use a dictionary to improve their vocabulary based on developmental attributes and requirements while developing their language skills (Maden, 2020).

Digital dictionaries are very important and useful tool for EFL learners. Digital dictionary is the most used technology by learners as digital learning materials on smart phones, tablets, and computers. Digital dictionaries are marked with the functions of interactive learning material which include speech features, vocabulary games, and reference book (Zheng and Wang, 2016 as cited in Din, 2019). Language learners can use dictionaries to look up the definitions and usages of words and phrases that they are unfamiliar with. Both teachers and students can benefit greatly from dictionaries both in and outside of the classroom.

Despite of its distinctive features, digital dictionaries have some issues too. With regard to learning new words, digital dictionaries can help learners avoid guessing skills and contextualized thinking. With the fast-speed search functionality of digital dictionaries, learners would immediately look up the meanings of unknown words and phrases in a sentence while actually getting the meaning of one or two key words plus guessing meanings from context would serve the purpose in the same way (Zheng and Wang, 2016). Moreover, Zheng and Wang (2016) mentioned that digital dictionaries can cause distractions; they can also be very disturbing when learners use them in the classroom. Additionally, Zheng and Wang (2016) mentioned that the accuracy of the pronunciation and explanation in digital dictionaries is also a topic of debate because some of them are not accurate for a variety of reasons. When pupils compare their own pronunciation or interpretation to the teacher's, they could become perplexed.

Review of Empirical Literature

Many research works has been carried out in the field of dictionary use in language teaching and learning in the international forum and a few are carried out in the context of Nepal regarding the use of dictionary in secondary level. They have some kind of connection with my research too.

Bhatt (2009) carried out experimental research entitled “Effectiveness of Teaching Vocabulary Through Dictionary.” It aims to examine the effectiveness of dictionary use in vocabulary teaching to the students of grade 10. The sample population was 40 students. They were divided into odd-even ranking on the basis of the performance of the pre-test and the experiment with dictionary use was continued for a month. To collect the data, both primary and secondary sources were used. 40 sampled students of grade 10 were as a primary source and various books related to vocabulary, journals, reports and other submitted thesis to the Department of English Education were studied as secondary sources of data. Major tool to collect the data was set of test item carried 50 marks. The result revealed that teaching vocabulary through the use of dictionary is more effective than the unusual ways of teaching it and it is more effective than other techniques.

Similarly, Panta (2010) carried out research on “Use of Monolingual and Bilingual Dictionary at Secondary Level.” It aims to find out the areas of difficulties of using the monolingual dictionary at secondary level. It also presents some recommendations to improve the existing pedagogical situation. As the study of area, Sankhuwasava district was selected purposively. 10 schools, 100 students and 30 secondary level English teachers were selected using simple random sampling procedure. For the data collection, the test items and a set of questionnaires were prepared and administrated among the selected students, and a set of questionnaires were prepared and administrated among teachers. Both primary and secondary sources were used to collect the data. Students of grade 10 and secondary level English teachers from the secondary school of Sankhuwasava district were the primary sources of data and some related books, journals, reports, articles, dictionary and related thesis submitted to the Department of English Education were the sources of secondary data of the study. The major findings of the study were proficiency of English-medium school students was far better than that of Nepali-medium school students, boys were slightly better in proficiency than the girls; monolingual dictionary is more useful in ELT than the bilingual one. The main difficulty of using an English monolingual dictionary was that the students could not understand the meaning in English only.

Likewise, Ali (2012) conducted a study on “Monolingual Dictionary Use in an EFL Context”. This study strives to explore teachers and students’ attitudes about the use

of the dictionary and its training. For the data collection, questionnaires were administered to 20 teachers and 100 students. The result revealed that the vast majority of the teachers prefer their students to use monolingual dictionaries. Whereas most of the students preferred to use bilingual and bilingualized dictionaries as they feel it practical and easy to use. The study put forward some recommendations and strategies for the effective use of the dictionary, the basis of a good learner dictionary, challenges of using monolingual dictionaries and possible training strategies for dictionary use.

In the same way, Hamouda (2013) has carried out research on "A Study of Dictionary Use by Saudi EFL Students at Qassim University". The main objective of this research was to identify types of dictionaries used by Saudi students, the frequency of dictionary uses and the lexical information examined while using a dictionary. Two data collection instruments were used in this study: questionnaires and interviews. The major finding of questionnaire was Saudi students do not take full advantage of the different dictionaries available, and that they are not trained on how to make full use of the dictionaries. Another more important finding was that participants favored bilingual dictionaries over monolingual dictionaries particularly when finding meaning of unknown words. The result suggested that failure to locate the right entry is a common problem among Saudi EFL students.

Additionally, Sarigul (2013) carried out research entitled "The Importance of Using Dictionary in Language Learning and Teaching". The purpose of this research is to examine the importance of using dictionary in language learning/teaching process and to make some suggestions for language teachers as well as language students. The study included that benefit of dictionaries to language learners should not be ignored in language classes but most classrooms provided very little time for dictionary use. It is an undeniable fact that a learner who makes good use of dictionary will be able to continue learning outside the classroom which provides considerable autonomy to learner about the decisions he make about his own learning.

In the same vein, Rahimi and Miri (2014) carried out a study on "The Impact of Mobile Dictionary Use on Language Learning". This study aims to investigate the impact of mobile dictionary use on language learning. For data collection, 34 lower intermediate

language learners participated in a pretest-posttest quasi-experimental study. They were divided into two groups (17 in each group) based on their choice to work, with a mobile dictionary or a printed one for their language course. A teacher made achievement test was used as the pre and post test. The result showed that, while controlling for the entry level language ability, the experimental group-outperformed the control group in the post-test. The finding of the study underscores the vital role of mobile phones in extending learning out of the classroom anywhere anytime.

In addition to that, Barham (2017) carried out a study entitled "The Use of Electronic Dictionary in the Language Classroom: The Views of Language Learners. This study aims to explore what are the student's experiences in using e-dictionaries in Educational Readings in English classes at the Faculty of Social Sciences and Teacher Training Students at A-Najah National University? Findings of this study shows that students had great and exciting experience in using mobile dictionary in learning new vocabularies. Therefore, they have positive attitudes and perceptions towards mobile dictionary.

Similarly, Ahmed, Jawaid, Kaur, and Khalid (2018) conducted a research on "Dictionary Using Habits of Electrical Engineering Students in Lahore, Pakistan". The main aim of this research is to find out the extent to which the students of electrical engineering at UMT possess the necessary reference skills to be able to use the EFL learner dictionaries efficiently in situations of linguistic and pragmatic failure. For the collection of data, as many as one hundred students were selected randomly. The research methodology used in this research is eclectic drawing on the essential principles of both qualitative and quantitative approaches for a comprehensive understanding of the situation under investigation. The finding of this study suggested that the most of the students lack the necessary dictionary using skills to make the most of the information provided in the dictionary.

In the same vein, Rai (2020) conducted research on "Students' Perception Towards the Use of Mobile Dictionary App for Vocabulary Learning." It aims to investigate the perception and attitude of students towards the use of mobile dictionary app for vocabulary learning. This research followed survey method under quantitative

research. All the students of M.Ed. fourth semester of T.U. were the population of this study and 40 students were selected as sample through random sampling procedure. As a data collection tool, questionnaire consisting both open and close-ended questions were used. To collect the data, both primary and secondary sources were used. Primary source of data were 40 students of M.Ed. fourth semester and different existing books, articles, journals, online resources as well as related published and unpublished thesis done in the Department of English Education were secondary sources of data. The study found that all students have access to mobile dictionary and they consider it as an important source for learning vocabulary. The study revealed that student's opinion and perception towards the use of mobile dictionary found to be productive and pragmatic as it has different such features as accessibility, availability, portability, connectivity etc. which does not confine students in fixed place and time. Students regard mobile dictionary as a crucial tool for learning English vocabulary.

Additionally, Kenzevic, Resetar, Miskeljin and Milic (2021) carried out a research entitled "Millennials as Dictionary Users: A Study of Dictionary Use Habits of Serbian EFL Students". This study examined the frequency of dictionary use, the types of dictionaries used, activities initiating dictionary consultation, information searched for, and problems faced in using dictionaries. This study has used mixed method approach (a questionnaire and interviews) for data collection. The finding suggested that the participants are most fond of bilingual online dictionaries and use them mostly for finding the meaning of unknown words. The qualitative data revealed that the participants perceive various digital tools of questionable quality as online dictionaries.

Researcher had studies various articles, journals, books and unpublished theses related to this research study. Many international research studies were found on the way to this research but very few research were done in the field of using digital dictionary and its problems were not addressed on those research studies of our context. It was found that research focused only on the use of dictionary for vocabulary learning. So in order to address the types of dictionary that students use, purposes of using digital dictionary and the problems of using digital dictionary were the new dynamics the research attempted to explore.

Implications of the Review for the Study

Reviewing of the related literature is one of the most important parts of any research. It provides a theory-driven approach to current study and guides the researcher in right way. Regarding this, Kumar (2009) states that, literature gives the researcher necessary theoretical backup related to his study and leads him to go ahead in right path.

From the review of Bista (2011), researcher came to know about the history and the present condition of English education in the schools of Nepal. He argues that English learners of Nepal do not have enough exposure to various techniques of language opportunities. Learners at public and private learning instructions of Nepal may not get any opportunity to learn English from native English instructors. Similarly, Rundell (2014) clearly mentioned that the mobile learning is far better than the traditional way of learning. From the review of Rundell (2014), researcher came to know about the advantages of mobile learning. In the same way, review of annual report of Nepal Telecommunication Authority (2078/79), it provided lights to the researcher about the mobile learning in Nepal. The popularity of smart phones in Nepal is being shown in this research. In the same vein, from the review of Cognitive Load Theory of Digital Learning (Sweller, 1988), researcher came to know that with the help of digital learning materials, learners can transfer learning into long-term memory. Frederiksen et al. (2020) argues that the feeling of not being able to operate these various digital learning materials can lead to an increase in cognitive load. Cognitive load theory suggests that unnecessary cognitive load can be reduced by optimizing learning materials. When distractions are minimized, learners' cognitive systems have more mental capacity to process information into long-term memory traces.

From the review of Mobile Assisted Language Learning: A Literature Review by Viberg and Gronlund (2012), researcher came to know that studies on the application of mobile technology in many facets of language learning lend evidence to the notion that mobile technology can improve students' second language acquisition. Similarly, scholars like Duman, Orhon and Gedik (2015), states that the teaching vocabulary and the usability of the MALL delivery environment were the two main focus of MALL. Only a

small number of works addressed the writing process and grammar learning. Likewise, Cambridge Dictionary of International English (1995) defined vocabulary as all the words known and used by a particular person. Nation (2001) argues that the lack of vocabulary knowledge can make it difficult for learners to understand and communicate content, as their ability to speak and comprehend is heavily influenced by their vocabulary. He also clearly mentioned three aspects of vocabulary as: form, meaning and use. Additionally, from the review of Alizadeh (2016), the researcher came to know about the techniques of vocabulary learning. As cited in Alizadeh (2016), Schmitt (2000), clearly mentioned three techniques of vocabulary learning: Intentional vocabulary learning, Incidental vocabulary learning and Independent vocabulary learning or Vocabulary learning through digital dictionary. Nesi (1999) mentioned that there are many different kinds of digital dictionaries in addition to different dictionary formats including monolingual, bilingual and bilingualized dictionaries. Traditional paper dictionaries lack access to the full range of lexical information that digital dictionaries have. Similarly, Lamido, Umar and Abdullahi (2006), clearly stated that among various forms of teaching and learning, the objectives and investigation of using a digital dictionary as a method for language teaching. In the past two decades, there has been a fast expansion in the usage of dictionaries and digital dictionaries for acquiring new languages. In addition to that, Boonmoh (2010) as cited in Dwaik (2015) puts clear lights on the types of digital dictionaries that are available for learners namely Mobile dictionary, Online dictionary and Google dictionary.

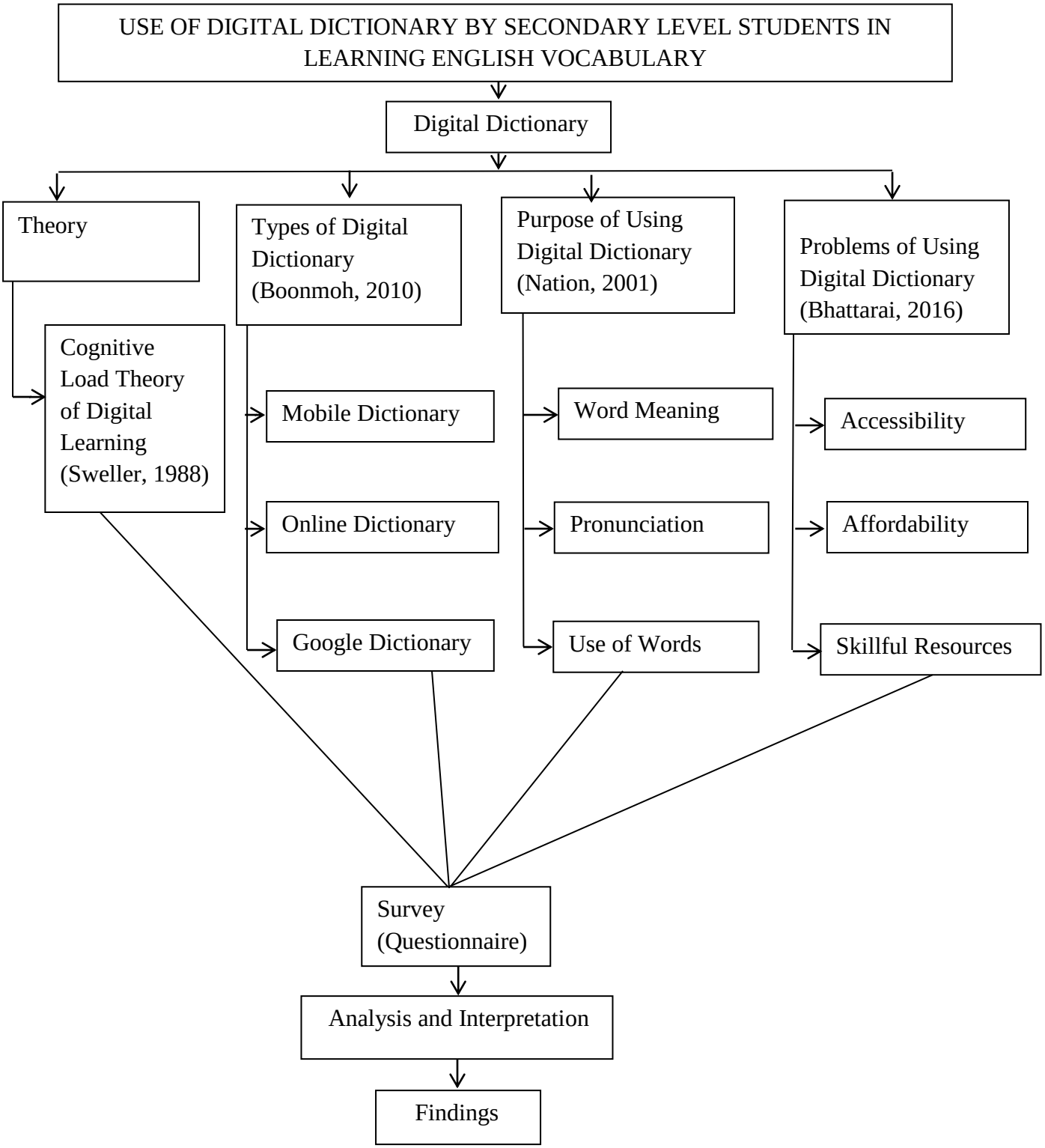
Similar to this, the researcher learned about the numerous methods required to conduct research study from the empirical research studies. These research studies provided the researcher with useful information regarding sampling strategy, formation of tools and analysis and interpretation techniques. Hamouda (2013) has carried out a quantitative research which made easier to understand how EFL students utilize dictionaries in comparison to one another. Similarly, Rahimi and Miri (2014) have carried out a research adapting quasi-experimental method which helped to prepare the data collection tools and some insights on methodology. In a similar vein, Rai (2020) carried out a survey designed research under quantitative design which helped to draw some insights on survey design. In the same way, Bhatt (2009) have carried out a

quantitative research which helped to conceptualize the theoretical knowledge required in this research. Likewise, Sweller (1988) carried out a research which helped in building theoretical knowledge about digital dictionary. Panta (2010) has conducted a research which was helpful in that it provided ideas for creating a research tool. In a similar vein, additional research studies provide assistance for structuring the study according to scientific and methodical framework.

For the completion of this research study, researcher studied various books, journals, articles, and theses. After reviewing those secondary sources, it was found that various researchers were carried out in the field of using digital dictionary at international level but very few researches were found in our context addressing the use of digital dictionary by secondary level students. It was found that types of digital dictionary and purposes of using digital dictionary were not addressed properly in previous research studies. Along with this, problems faced by students while using digital dictionary was not focused in previous research studies. In order to fulfill this gap, this research study is carried out focusing on the extent of using digital dictionary by secondary level students, types of digital dictionary that secondary level students use, purpose of using digital dictionary and the problems of using digital dictionary by secondary level students.

Conceptual Framework

The Conceptual Framework of this study will be as follows:



Aforementioned framework shows the framework of this research study. This research study mainly focuses on the use of digital dictionary. For this research study, researcher studied various journals, articles, books and theses to gain needed information. Researcher implied Cognitive Load Theory of Digital Learning by Sweller (1988). In the same way, from the research work of Boonmoh (2010), researcher gathered needed information regarding the types of digital dictionary. Similarly, from Nation (2001), researcher gained the knowledge about the purposes of using digital dictionary and from Bhattarai (2016), researcher came to know about the problems of using digital dictionary. Information gathered from these researches, books and articles were studied, reviewed and analyzed. To collect the data, questionnaire containing both open-ended and close-ended questions were developed and survey was conducted in grade 11 from community schools of Damak Municipality, Jhapa. Obtained data were analyzed and interpreted both thematically and statically. Data obtained from close-ended questionnaire were analyzed and interpreted statically by presenting in tables, pie-charts and graphs. And the data obtained through close-ended questionnaire were analyzed and interpreted by making theme. And lastly, based on the data and its analysis, findings were developed.

Chapter 3

Methods and Procedure of the Study

This chapter deals with the methodology which was used in the study. This chapter consists of design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

Design and Method of the Study

Research is a careful and detailed study into a specific problem, concern or issue using scientific method. According to Kumar (2005), Research is one of the ways of eliciting information and studying phenomena to find out the solution to the specific research problems. It means research is a rigorous plan of investigation. It helps to get detailed information about the investigation. Method is necessary for the systematic research. This study aimed to find out the perspective and issues of secondary level students on using digital dictionary in learning English language. To find out the opinions, beliefs and attitudes on a certain issue as well as to find out behavior of the students, researcher will use mixed method for this research.

According to Check & Schutt as cited by Ponto (2015), survey research is defined as the collection of information from a sample of individuals through their responses to questions. In the same way, Kerlingker (1986) states that, survey research is a kind of research designs which studies large and small population or universe by selecting and studying sample chosen from the population, discover the relative incidence, distribution and inter relationship of social and psychological variables. This research also encompasses with the field of educational spaces to dictionary use. As survey research is most commonly used method of investigation in educational research. In this research, the researcher conducted survey research design to achieve the objectives of the study because it aimed to find out the opinions, beliefs, perspectives and issues regarding the use of dictionary in learning English which contains large number of samples for the study. So, this present study was totally based on descriptive survey design to collect the

in-depth information about the students' perspectives and issues regarding the use of dictionary in learning English language.

Collected data were analyzed and interpreted both thematically and statistically. Data obtained through close-ended questionnaire were analyzed and interpreted with the help of tables, pie-charts and graphs. The data obtained through open-ended questionnaire were analyzed by making theme. Regarding this, Creswell (2008) stated that collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely. In survey research, a researcher collects both numeric information (for example, through closed-response items on questionnaires) and text (from face-to-face interviews, picture descriptions, and so on) to better answer a study's research questions. In this regard, Leeuw, Hox and Dillman (2012), mentioned that survey involves identifying a specific group or category of people and collecting information from some of them in order to gain insight into what the entire group does or thinks; however, undertaking a survey inevitably raises questions that may be difficult to answer. To obtain the reliable data, this research study also required large number of sample population. So, in order to collect the data and analyze it in a proper way, survey research design is followed. Data obtained from survey research design were analyzed in both thematic and statically. Regarding this, Ivankova and Creswell (2009) stated that, the term 'mixing' implies that the data or the findings are integrated and/or connected at one or several points within the study. This research also contained both qualitative and quantitative data. So in order to analyze and interpret the data more meaningfully, data were displayed in charts, tables and graphs and described by making theme on them.

Population, Sample and Sampling Strategy

The populations of this study were all the students who are studying in secondary level at Jhapa district. Among them all the students of grade 11 from community schools of Damak Municipality were selected as a sample population.

Research Tools

Tools are the most important elements of any research. This study was based on descriptive survey design. Firstly, to find out the students who use digital dictionary frequently, the researcher conducted census survey with pre-formulated questionnaire in which only close-ended questionnaire were included. And after that, in order to explore the purposes, types and issues of using digital dictionary, again the researcher conducted survey with pre-formulated questionnaire in which both open-ended and close-ended questionnaire were included.

Sources of Data

Both primary and secondary sources of data were used for the collection of required information. Primary sources were used to get information regarding extent, types, purposes and problems of using digital dictionary in learning English whereas secondary sources were used in forming the theoretical part of research.

a) Primary Sources

Primary sources of data were the cornerstone of the study. As the primary source of this study, there were 160 students of secondary level from community school of Damak Municipality, Jhapa.

b) Secondary Sources

Numerous books, journals, theses, articles and related websites were used as secondary sources of data to gather additional information needed to complete the study.

Data Collection Procedures

In order to collect the data, researcher followed the following procedures:

i. At first, researcher prepared the structured (open and close-ended) questionnaire for data collection,

ii. After that, researcher visited to the selected community secondary level school, met the participant students and explained the purpose and process of the study,

iii. Then, the researcher asked for permission to students to assist the study by filling questionnaire,

iv. And then, the researcher developed good rapport with students and request them to fill the questionnaire,

v. After that, researcher distributed the questionnaires to know that the extent they use digital dictionary in learning English.

vi. Again to explore the reasons of not using digital dictionary, researcher contacted the students by making telephone call to those who responded that they do not have smart phone and asked them some questions regarding the reasons of not using digital dictionary.

vii. After some days, again researcher visited the selected schools, met the students who use digital dictionary frequently, developed good rapport with them and again requested them to fill the questionnaire.

viii. After that, researcher distributed the questionnaire to explore the types, purposes and problems of using digital dictionary in learning English.

ix. Finally, researcher collected the distributed questionnaires and thanked them for their cooperation and support.

Data Analysis and Interpretation Procedures

In this section, the research was concerned with the systematic procedures of analysis and descriptive interpretations of collected data. The systematically collected data were analyzed by using appropriate methods. Especially, the data obtained from close-ended questionnaire were analyzed statistically by using tables, pie-charts and graphs and the data obtained from open-ended questionnaire were presented thematically and descriptively.

Ethical Considerations

Ethical aspects play an important role while doing research. So, while conducting research, researcher should be conscious about ethical issues. To maintain the ethicality, researcher adopted the following ethical considerations:

i. Researcher informed the respondents about the purpose of the study.

ii. Researcher conducted research by taking permission from the participants.

iii. Researcher kept the responses of the respondents confidential.

iv. Researcher did not use the data for any other purpose except for this study without the permission of the respondents.

v. Researcher gave proper credit to the authors of the books, journals, articles, to avoid the risk of plagiarism.

vi. Researcher maintained the privacy, trustworthiness, objectivity, openness and credibility in this research.

Chapter 4

Analysis and Interpretation of Data

This chapter is concerned with analysis and interpretation of data collected from both primary and secondary sources. The data was collected through the questionnaire.

Analysis of Data and Interpretation of Results

In this chapter, the collected data were analyzed from both qualitative and quantitative approach of data analysis. The collected data through open-ended questions were analyzed thematically and the responses obtained from the close-ended questions were analyzed statistically in tables, pie chart and graphs on the basis of major themes.

Students Access to Smart Phone

In the beginning, very general item were asked to students to find out whether they have smart phone or not to use digital dictionary, whether they use digital dictionary or printed dictionary and to find out how often they used digital dictionary in learning English. They responded to the given option of question. Responses of students on the question are shown in the table below.

Table 1: Students Access to Smart Phone

Item	Questions	No. of students		Percentage	
		Yes	No	Yes	No
1	Do you have a dictionary?	160	-	100	-
2	Do you have a smart phone?	120	40	75	25
3	Have you installed dictionary app in your smart phone?	120	40	75	25
4	Do you use dictionary for English language learning?	160	-	100	-

Table 1 showed that percentage of respondents who responded to the question whether they had dictionary or not? 100 percentage of students responded that they had dictionary. That means the entire 160 respondent had some sort of dictionary. Some of them possess printed dictionary and other owns digital dictionary.

Similarly, to find out whether they have smart phone or not to use digital dictionary, researcher asked a question that do they have smart phone or not? Among 160 respondents, 120 responded 'yes' and 40 respondents responded 'No'. It means 75% of them had smart phone and 25% of them did not have access to smart phone.

Likewise, the third question was whether they had installed dictionary app in their smart phone or not? 120 respondents stated that they had installed digital dictionary and 40 respondents stated that they have not installed. It clarifies that 75% of had installed digital dictionary app in their smart phone and due to some reasons 25% of them have not installed digital dictionary.

In the same way, the fourth item revealed that the entire 160 students use some sorts of dictionary for English language learning. Thus, it can be said that all the students had some sorts of dictionary which they used for English language learning. The result also clarified that some of them did not have smart phone to use digital dictionary. The data showed that those who owns smart phone, they have installed digital dictionary app in their smart phone.

Distinction Based on Gender

As we know, smart phone is needed to operate digital dictionary but it is found that some of the respondents did not owns smart phone due to various reasons. The following table showed the number and percentage of respondents' distinction based on their gender.

Table 2: **Distinction Based on Gender**

S.n.	Item	Boys		Girls	
		Number	Percentage	Number	Percentage
1	Number of students who do not have smart phone.	13	32	27	68

Among the 40 students who did not have smart phone to use digital dictionary, 13 of them were boys and 27 were girls. This can be said that, 32% of boys did not have smart phone and 68% of girls did not have smart phone to use digital dictionary. From the above analysis, it is clear that in comparison to boys, girls were out of access to smart phones due to various reasons.

Distinction Based on Ethnicity

From the above interpretation of data it is clear that, 40 students did not have smart phone to operate digital dictionary. To explore from which ethnic group more students were out of access of smart phone, distinction was made based on ethnicity. Following table shows the result.

Table 3: **Distinction Based on Ethnicity**

Sn	Item	No. of students	percentage
1	Brahmin/Chhetri	15	37.5
2	Rai/Limbu	13	32.5
3	Magar/Sunuwar/Tamang	4	10
4	Students from terai	5	12.5
5	Kumal/Bhujel	2	5
6	Shrestha	1	2.5

Above table showed that among 40 students, highest number of students (i.e. 15 students) who were out of access of smart phone was from Brahmin/Chhetri ethnic group. In the same way, 13 students who did not have smart phone were from Rai/Limbu ethnic group. Similarly, 5 students who did not have smart phone were the

students from terai community. In the same vein, 4 students from Magar/Sunuwar/Tamang ethnic group did not have smart phone. Likewise, only 2 students from Kuma/Bhujel ethnicity did not have smart phone and only 1 student from Shrestha ethnicity did not have smart phone. From the above analysis it is clear that most of the students (i.e. 37.5%) from Brahmin/Chhetri ethnicity were not in the access of smart phone. Secondly, 32.5% of students were from Rai/Limbu ethnicity that were out of access of smart phone and 12.5% of them were from terai community who did not have smart phone to use digital dictionary. Similarly, 10% of students from Magar/Sunuwar/Tamang ethnicity were out of access of smart phone. 5% from Kumal/Bhujel and only 2.5% from Shrestha ethnicity were out of access of smart phone.

Reason of Not Having Smart Phone

As digital dictionary is operated with the help of smart phones, laptop, tablets and computers, it was found that some students did not have such devices; especially smart phone to use digital dictionary. So in order to explore the reasons of not having smart phone, phone call were made to the students who had responded that they did not have smart phone and asked several questions related to reasons of not having smart phone with them. Most of the students responded that they were unable to use digital dictionary due to financial problem to get smart phone. They stated that they were from lower middle class family who were depended in agriculture for income so they were unable to afford smart phones as smart phones cost more. Almost all of the students were aware of the benefits of using digital dictionary while learning English. Despite of knowing the benefits, they were out of access of using it.

One of the students said that that "My family cannot afford the expenses of buying smart phone as it is expensive." He made clear that he was unable to use digital dictionary due to financial problem to buy smart phone. He also mentioned that instead of using digital dictionary, he used printed dictionary which he got as prize from his school. He clearly stated that there were many advantages of using digital dictionary such as: it provides information within very short interval of time, it provides unlimited information

and it is easy to use. Besides these advantages, he was unable to use digital dictionary in learning English language.

In the same way, another student stated, "My parents do not allow me to use smart phone as they said that using smart phone is the loss of time." She mentioned that her parents believed that using smart phone kills time and it hampers in students study. She also stated that they were unaware of advantage of using smart phone while learning English language and she was unable to make them clear about it. She also clearly mentioned that she was aware about the benefit of using digital dictionary while learning English language but failed in convincing her parents about the benefit of using smart phone while learning English language. So in order to fulfill these needs, she was using printed dictionary which was gifted by her friend in her birthday.

Type and Preference in Using Dictionary

Following questions were asked to investigate which type of dictionary they have, which type of dictionary did they use most and which dictionary did they prefer more to use. The result was:

Table 4: **Type and Preference in Using Dictionary**

Item	Questions	Digital dictionary		Printed dictionary	
		No. of students	percentage	No. of students	percentage
1	Which dictionary do you have?	120	75	40	25
2	Which type of dictionary do you use in learning English?	120	75	40	25
3	Which dictionary do you prefer more to use in learning English?	120	75	40	25

The table indicated that most of the students (120 students) had digital dictionary and 40 students had printed dictionary. It means that 75% of them had digital dictionary and 25% of them possess printed dictionary. Similarly, 120 students used digital dictionary and 40 students used printed dictionary for learning English language. In the same way, 120 students prefered using digital dictionary and 40 students prefered using printed dictionary. From the responses that students responded, it is clear that 75% of students had digital dictionary whereas 25% of them had printed dictionary which they used in learning English. As digital dictionary provides more information in very short interval of time, 75% of students prefered to use digital dictionary more in comparison to printed dictionary whereas 25% of them prefered using printed dictionary in learning English language.

Frequency of Using Digital Dictionary

Another statement was given to students to explore how often they used digital dictionary in learning English. The response has been shown in the table below.

Table 5: **Frequency of Using Digital Dictionary**

Category	**No. of students**	**Percentage**
Always	33	27.5
Usually	12	10
Sometimes	75	62.5
Never	-	-

The table illustrates that 27.5% of students always used digital dictionary in learning English. It means they used digital dictionary wherever and whenever they want and like. In the same way, 10% of students usually used digital dictionary and 62.5% of students used digital dictionary sometimes. From the above analysis, it can be understood that most of the students used dictionary sometimes that means when they need to know some meaning of unfamiliar words. Secondly, some of them always used dictionary whenever and wherever they like. Students stated that besides from checking meaning, spelling, pronunciation and use of words in sentences, they used digital dictionary for various purpose such as playing word game and to know the meaning of random words.

Accordingly, very few students stated that they used digital dictionary usually. They stated that they used digital dictionary when they feel extremely difficult to know the meaning of some words or when they tend to know Nepali meaning of some words while learning English.

Extent of Using Digital Dictionary

To meet the first objective of this research study, various questions were asked which contained both close-ended and open-ended questions. From the respond responded by students which was displayed and in various tables and analyzed, it was found that all of the students used dictionary in learning English language. Most of them (i.e. 75%) used digital dictionary and some of them (i.e. 25%) used printed dictionary. As we know that, digital dictionary are operated only in devices such as smart phones, laptops, computers and tablets. Some of the students (i.e. 25%) mentioned that they did not have smart phone by which they were unable to use digital dictionary. They stated that the reasons of not having smart phone were financial problem, their parents did not allow them to use smart phone unavailability of internet access and unavailability of sufficient time to use smart phone at home. 75% of students responded that they prefer to use digital dictionary because of various reasons such as digital dictionary provides required information within short period of time, it provides unlimited information and it is easy to use. 25% of students responded that they prefer to use printed dictionary. Students accepted that dictionary is a resource material to learn English language when there is the absence of teachers outside the school. Despite of knowing these benefits of using digital dictionary, some students were unable to use it. Most of the students (i.e. 75 students) responded that they used digital dictionary sometimes. They stated that dictionary was not used always. It was used when they felt it necessary or when they felt extremely difficult to know the meaning of some words or to know pronunciation of words. In the same way, 33 students (i.e. 27.5%) responded that they always used digital dictionary. They stated that they used digital dictionary when it is not necessary too. They randomly used it to confirm the meaning of random words, to know the pronunciation of words, to know the use of words in sentence and to check spelling. Similarly, only 12 students (i.e. 10%) responded that they usually used digital dictionary.

Place of Using Digital Dictionary

Next question was asked to investigate where they use digital dictionary most. The result was:

Table 6: Place of Using Digital Dictionary

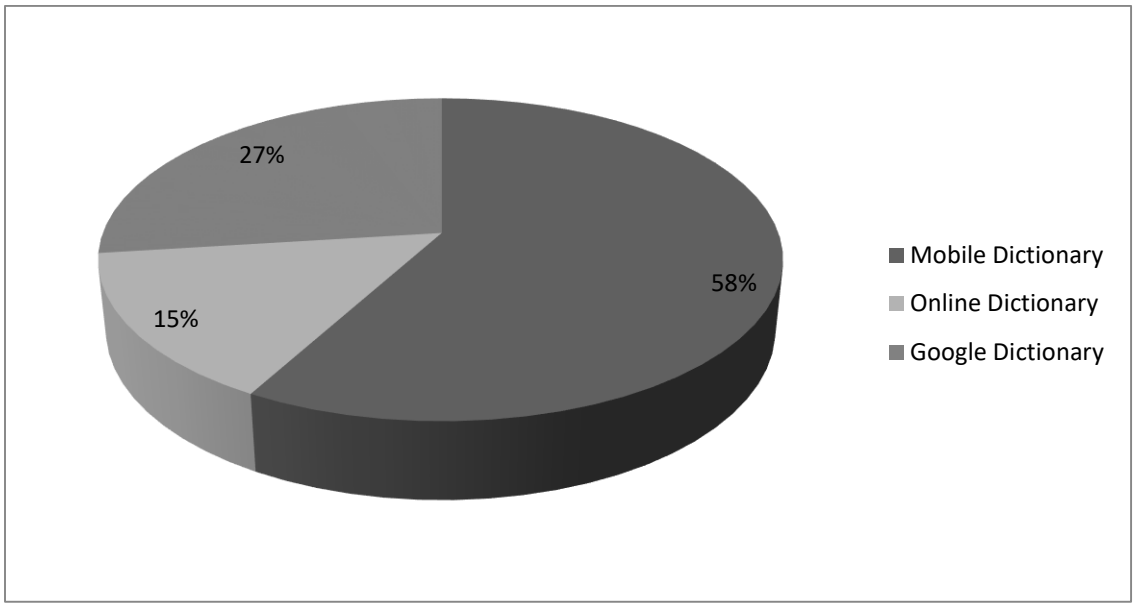
Categories	**No. of students**	**Percentage**
In English class	12	10
Outside the classroom	-	-
At home	108	90

The table indicated that only 10% of students use dictionary in English classroom and most of the students, i.e. 90% of students used at home. The data shows that none of the students used digital dictionary outside the classroom at school. From the analysis of above data it is clear that while learning English language majority of students used dictionary at home and only few of them used in English classroom for the purpose of learning English language.

Types of Digital Dictionary That Students Use

Digital dictionaries can be found in various forms. Some digital dictionary can be downloaded in the form of dictionary application and can be operated when there is no internet access. Some of them can be found in online which can be operated when there is internet access and some of them can be found in google too. One of the objectives of this research study was to explore the types of digital dictionary that secondary level students use. To meet this objective, various questions were asked which included both close-ended and open-ended questions and the obtained responds has been shown in the pie chart and analyzed it below the figure.

Fig. 1: **Types of Digital Dictionary That Students Use**



The responds from the students was displayed in the above pie-chart. The above pie chart showed that, 58% of students responded that they used Mobile Dictionary i.e. dictionary application installed in their smart phone which can be used when needed if there is no internet access also. They mentioned that it was easy to use when needed and when they were out of internet access. In the same way, 27% of students responded that they used Google Dictionary i.e. dictionary used with the help of Google, when using the "define" operator or other similar terms in Google search, users can access Google dictionary, a free online dictionary provided by Google. Students mentioned that it was very good experience to use google dictionary as it provided more relevant required information compared to mobile dictionary. Similarly, only 15% of students responded that they used Online Dictionary i.e. dictionary available on or performed using the internet or other computer network. They stated that it using online dictionary is benefited in learning English as it is found in updated version and provided the required information in various ways. They also mentioned that online dictionary required internet access to use it. So, sometimes it is difficult to use when they were out of internet access.

Another statement was also given to students as open-ended question to explore their preference regarding the types of digital dictionary where they were free to express their experience. In response to that question, majority of students stated that they

preferred using mobile dictionary rather than other types. They preferred mobile dictionary as they can use it where there is no any access of internet. As mobile dictionary is dictionary application installed in smart phones, does not required any access of internet to use it, it is very easy to use where needed.

Similarly, some of the students expressed their preferences towards google dictionary as google dictionary has unlimited words and it can be found in new updated version. They believed that google dictionary is multi-purposeful and it has multiple features. So that it can provide required information within a micro second. They stated that it gives detail information along with sounds. As it provides demanded information way too faster, it saves their time and energy. It does not confine students to classroom and at home while learning English language.

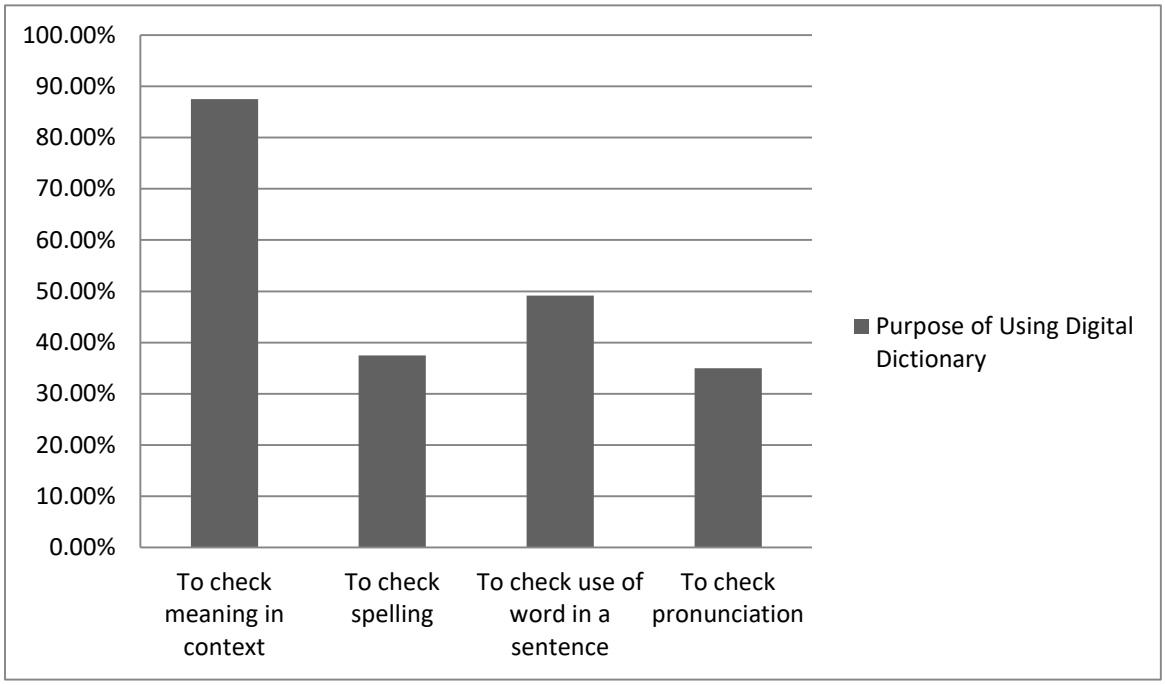
Accordingly, few of them mentioned that they preferred using online dictionary; dictionary accessible through or used on the internet or another computer network. Students found that online dictionaries are simpler to use because they provide immediate, direct access through vast databases to a word's spelling and meanings, as well as a host of ancillary information, such as its alternate spellings, pronunciation, inflected forms, origin, and derived forms, as well as supplemental notes about how the word is used.

Purpose of Using Digital Dictionary

Digital dictionary can be used for various purposes as it is helpful for various reasons such as to know meaning of words, to know spelling of word, to know pronunciation of word with sounds, to know the synonyms and antonyms of the word, to check grammatical errors and to translate to other languages too. Next objective of this research study was to explore the purposes of using digital dictionary by secondary level students in learning English. So, in order to meet this objective, two questions were given to students as close-ended questions including options. Students were free to choose multiple options from the given options. One question was "For what purpose do you use digital dictionary?" and next was "For what activities and reasons do you consult digital dictionary?" similarly, to explore their experiences freely, open-ended question regarding

the purpose of using digital dictionary was asked. The responses obtained from both close-ended questions were displayed separately in the graph below and the responses obtained from open-ended question were analyzed thematically.

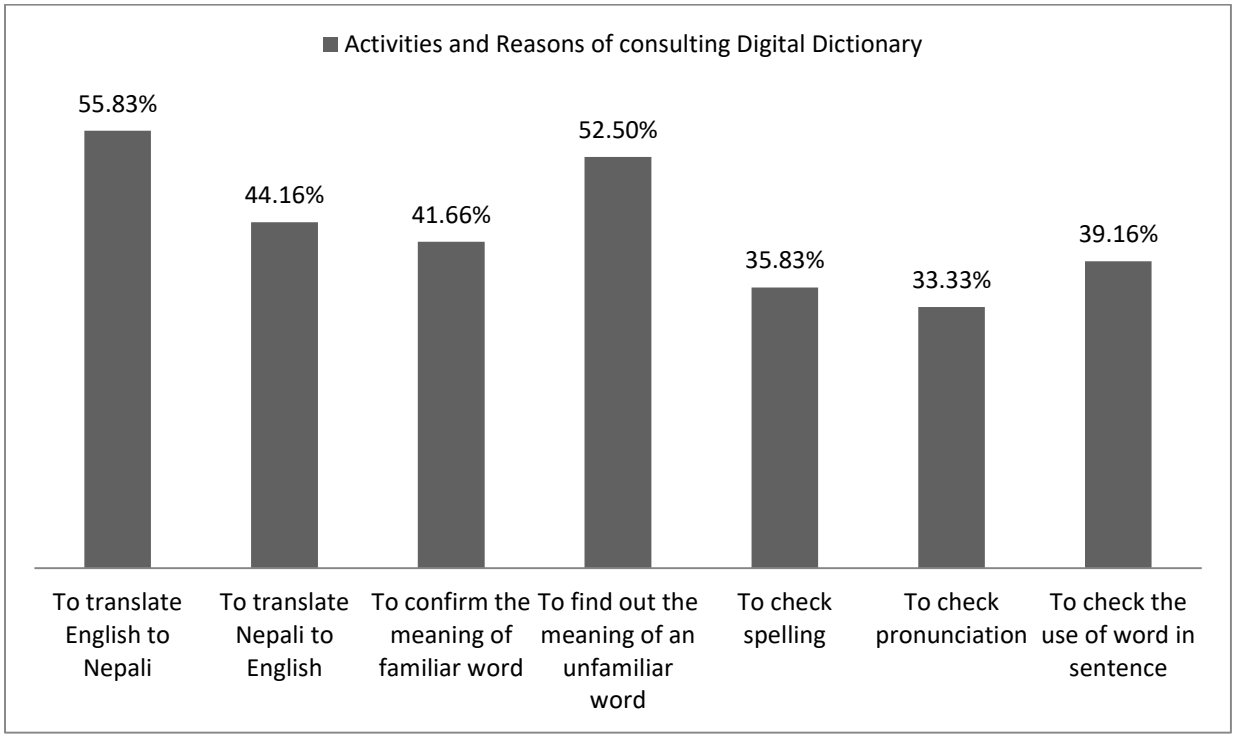
Fig. 2: **Purpose of Using Digital Dictionary**



To explore the purpose of using digital dictionary, the question "For what purpose do you use digital dictionary?" was given. To respond the aforementioned statement, they were allowed to choose from the given options, they were free to choose multiple options. Most of the students (i.e. 87.5%) responded that they used digital dictionary to check meaning in context. They mentioned that they used digital dictionary when they have to out the meaning of difficult words. Similarly, 37.5% of students stated that they used digital dictionary when they were unaware about spelling of word and they need to find it. In the same way, 49.16% of students mentioned that they used it when they were unable to use the word in sentence. So, they used it to check use of word in a sentence. And lastly, 35% of students responded that they use it when they were unable to pronounce the word and needed to know pronunciation. According to the result, we can say that most of the students used digital dictionary for the purpose of checking meaning in context.

Similar to the previous question, to explore more about the purposes of using digital dictionary, the next question was asked. The question was "For what activities and reasons do you consult digital dictionary?" This question was given to explore more experiences and ideas of students regarding the purposes of using digital dictionary. The responses has been shown below in the bar diagram.

Fig. 3: Reasons of Consulting Digital Dictionary



As the above mentioned data showed, greater number of students (i.e. 55.83%) responded that they used digital dictionary to translate English to Nepali. They mentioned that while learning English language, sometimes they need to translate English to Nepali to understand more easily. So, they used digital dictionary for translating purpose. In the same way, second largest number of students (i.e. 52.5%) used digital dictionary to find out the meaning of an unfamiliar words. They stated that while learning English, they encountered many words which they found difficult to know the meaning. So, in order to know the meaning of those difficult words they used digital dictionary. Similarly, to translate Nepali to English, 44.16% of students used digital dictionary. EFL learners translate their native language to English while learning English language. Here, these

students also mentioned that while learning English language, they need to translate Nepali language to English to understand it in better way. In the same way, 41.66% of students used digital dictionary to confirm the meaning of familiar words when they become confuse about it. In the same vein, students mentioned that sometimes they did not know the spelling of words. At that time they need to know it. So, for the purpose of checking spelling, 35.83% of students used digital dictionary. Students also stated that sometimes they had problems in pronouncing words. They had to find out the pronunciation of words and 33.33% of students responded that they used digital dictionary to check pronunciation. Some students responded that sometimes they had problems in using the words in appropriate sentences. They had to search the accurate meaning and appropriate use of words in sentence. So, in order to check the use of word in sentence, 39.16% of students used digital dictionary. According to the responses given by student, it is clear that most of the students used digital dictionary to translate English to Nepali while learning English language. Secondly, they used digital dictionary for the purpose of finding out meaning of an unfamiliar words. And lastly, only few students used digital dictionary for the purpose of checking pronunciation.

Students were asked another open-ended question regarding purpose of using digital dictionary in learning English language. All the students mentioned their experiences freely regarding purpose of using digital dictionary.

One of the students responded that he used digital dictionary to find the meaning of unfamiliar words, to know the spelling in which he becomes confused, to know the pronunciation of words. Another important point he mentioned as the purpose of using digital dictionary was as a supporting material to improve his vocabulary knowledge. He also stated that to correct the grammatical errors, digital dictionary was used. Similarly, another student stated that she used digital dictionary to learn new language accents, to learn and adopt various synonyms of word, to translate other languages into English language and so on. She also found that using digital dictionary helped in learning new words and builds confidence while speaking English.

Most of the students have revealed that they used digital dictionary to find out meaning of unfamiliar words. Sometimes they used it to confirm the meaning of familiar

words too when they becomes confused about it. They mentioned that sometimes they consult digital dictionary to know the pronunciation of various words. As digital dictionary provides pronunciation with sounds, it becomes easy to know it. They also stated that they consult digital dictionary to translate English to Nepali and sometimes to translate Nepali to English too. As we know, in our context English language is learnt as foreign language, they found difficulty in learning English. While learning English, if they found difficulty in knowing the meaning of words, they found consulting digital dictionary. Students also responded that they also consult digital dictionary to check the use of word in sentence. It is found that when they could not use the word in sentence appropriately, digital dictionary was found as their facilitating tools. By analyzing it, we can clearly say that there are various reasons behind using digital dictionary and they found appropriate reasons to use it which also helped them to extend their vocabulary power and boost up their confidence.

Problems of Using Digital Dictionary

This research study mainly focused in the use of digital dictionary. as digital dictionary is the dictionary whose information is stored in digital devices and can be operated with the help of devices such as smart phones, laptops, computers and tablets. In our context, students encounter many problems while using digital dictionary. To explore the problems of using digital dictionary by secondary level students, both close-ended and open-ended questions were asked. The responses obtained from close-ended question were displayed in the table and the responses obtained from open-ended questions were analyzed and described by making themes. Responses of close-ended questions have been shown in the table below:

Table 7: **Problems of Using Digital Dictionary**

Item	Questions	No. of students		percentage	
		Yes	**No**	**Yes**	**No**
1.	Do you use digital dictionary in your classroom?	21	99	17.5	82.5
2.	Does your teacher allow you to use digital dictionary in your classroom?	47	73	39	60.83
3.	Do you have an access to use digital dictionary at your home?	115	5	95.83	4.16
4.	Is there any facility to use digital dictionary in your classroom?	35	85	29.16	70.83

Regarding this, as the data said that only 21 students (i.e. 17.5%) used digital dictionary in their classroom. Majority of students (i.e. 82.5%) responded that they did not use digital dictionary in their classroom. Similarly, only 39% of students responded that their teacher allowed them to use digital dictionary in their classroom. Most of the students (i.e. 60.83%) of students responded that their teacher did not allow them to use in their classroom. In the same way, majority of students (i.e. 95.83%) have access to use digital dictionary at home whereas, only 4.16% of students did not have access to use it at their home. Likewise, most of students (i.e. 70.83%) stated that they did not have any kind of facility to use digital dictionary in their classroom whereas, only 29.16% of students responded that they had facility to use it in their classroom. The responses given by the students clarified that, there are various kinds of problems to use digital dictionary such as; teacher do not allow to use digital dictionary in the classroom, there is no any facility to use digital dictionary in classroom and few of them do not have access to use digital dictionary at their home and so on.

Regarding the problem of using digital dictionary, open-ended question was asked to students to explore the problem faced by them while using digital dictionary. The data

have been analyzed and interpreted by grouping in two different sections which is presented below:

A. Problems inside English classroom.
B. Problems at home.

***Problems inside English classroom*.** In this section, data were analyzed and interpreted to explore the problems faced by students while using digital dictionary in English classroom. Most of the students responded that they did not use digital dictionary in English classroom. To explore the reason behind not using digital dictionary in classroom, open-ended questions were asked them where they can express their words freely without any boundary.

Majority of students responded that their schools did not permit them to bring smart phones in school premises, and their teachers too did not allow them to use smart phone inside the classroom by which they were unable to use digital dictionary in English classroom. One of the student stated that he did not use digital dictionary in English classroom because school administration did not allow them to bring cell phone in school. As smart phone is needed to use digital dictionary, they could not use it as they were not allowed to bring it to school. Similarly, next student responded that using smart phone is not allowed in classroom due to which he could not consult digital dictionary in English classroom. School administration believed that using smart phone in the premises of school distracts students from study. Similarly, using smart phone for the purpose of consulting digital dictionary disturbs other students in the classroom, so they were not permitted to use it in classroom by which students were unable to use digital dictionary in classroom. In the same way, another student mentioned that they did not have internet access to use digital dictionary such as: online dictionary, google dictionary and so on. Due to unavailability of internet access, students were out of access to use digital dictionary in English classroom. In the same vein, next student clearly mentioned that they were not allowed to use smart phone inside classroom as the noise from smart phone distracts the attention of other students from study. She also mentioned that if they did so, they were punished. So, she did not consult digital dictionary in English classroom.

From this it is clear that there were many problems regarding using digital dictionary in English classroom. On the basis of responses provided by students, some of the problems of using digital dictionary in English classroom are listed below:

i) School administration does not allow students to bring smart phones in school premises.
ii) Teachers do not permit students to use smart phone in classroom.
iii) No internet access to use digital dictionary in classroom.
iv) To use digital dictionary in school premises, students should go to teachers' office room as they can have internet access only inside teachers' office room.

***Problems at home*.** On this section, data were analyzed and interpreted to explore the problems faced by students while using digital dictionary outside the classroom or at home. Students responded that they have some problems of using digital dictionary at their home too. To explore those problems faced by them while using digital dictionary at home, open-ended question were asked where they could explain their words freely. Most of the students responded that they were unable to use digital dictionary at home freely as their parents did not allow them to use smart phone saying they were distracted or misused smart phones. Some of them have stated that they did not have internet access to use digital dictionary. One of the student mentioned that she did not have internet access at her home and sometimes she could not afford money to use data too. By which she was unable to use digital dictionary at home. Similarly, next student mentioned that while using digital dictionary for long period of time, she had an eye problem. While learning English language at home, digital dictionary plays a role of facilitator tool, which can be used only with the help of smart phone, laptop, tablets, computers, and so on. Looking at the screen of these kinds of device for long period of time affects eyes. Due to this reason she was unable to use digital dictionary. In the same way, next student explained that parents did not allow him to use smart phone. He mentioned that his parents believed that smart phones distracted him from study. They also thought that he spent a lot of time on smart phone and he misused smart phone. Due to this reason he faced problem in using digital dictionary at his home. Accordingly, another student clarified that due to lack of time, he was unable to use digital dictionary at home. He stated that as a student he should go to school, complete his assignment provided by his teacher. Doing these tasks,

he did not get enough time to spend with his smart phone due to which he is unable to use digital dictionary at his home.

From the responses responded by students, it is clear that there were many problems of using digital dictionary outside the classroom or at home. Being based on the responses given by students, some of the problems of using digital dictionary outside the classroom or at home are mentioned below:

i) No internet access at home.
ii) Unable to afford expenses of data to use digital dictionary.
iii) Eye problem caused by using devices like smart phone, laptop, computer and so on.
iv) Not allowed to use smart phone by parents at home.
v) Unavailable of enough time to use digital dictionary at home.
vi) Unable to afford the expenses of buying smart phone.

Chapter 5

Conclusions and Implication

This chapter of the research incorporates the findings, conclusion and recommendations which are based on the analysis of data and interpretation of result.

Findings

This study aimed to find out to what extent secondary level students use digital dictionary in learning English, purpose and types of digital dictionary used by secondary level students and the problems of using digital dictionary in learning English. Based on data collected, literature and the students' response on questionnaire, this research has revealed the following major findings.

a. Most of the students possess smart phones to use digital dictionary and few of them do not have smart phone to use digital dictionary.
b. All of the students who have smart phone, responded that they have installed dictionary app in their smart phone.
c. Most of the students responded that they preferred using digital dictionary rather than printed dictionary.
d. 100% students stated that they use dictionary in learning English language. Among them, most of the students stated that they use digital dictionary and those who do not have smart phone to use digital dictionary, they stated that they use printed dictionary while learning English language.
e. Majority of students (62.5%) responded that they use digital dictionary sometimes i.e. when needed and only 27.5% of students always used digital dictionary.
f. 90% of students used digital dictionary at their home and only 10% of students use it in English classroom.
g. Most of the students (58%) used mobile dictionary; dictionary application installed in their smart phone, 27% of students used google dictionary and only 15% of them used online dictionary; dictionary available on internet.

h. 55.83% of students used digital dictionary to translate English to Nepali, 52.50% of them used to find out the meaning of an unfamiliar words, 44.16% used to translate Nepali to English.
i. Besides these, it was found that students used digital dictionary for other various purposes such as to check spelling, to check pronunciation, to check the use of word in sentence to confirm the meaning of familiar word and so on.
j. It is found that students used digital dictionary for the purpose of playing vocabulary games too.
k. It was found that 40% of students do not have smart phone to use digital dictionary, which was one of the problem of not using digital dictionary while learning English.
l. Unable to pay the cost of smart phone is the main cause that was found regarding not having smart phone to use digital dictionary.
m. One of the major problem found regarding not using digital dictionary in classroom by students was school administration do not allow students to bring smart phone to school.
n. Teachers not allowing students to use smart phone inside classroom was another problem found regarding using the digital dictionary in classroom.
o. Students mentioned that they have problem in using digital dictionary at their home too as their parents do not allow them to use smart phones.
p. Some students responded that they do not have internet access at their home and they even cannot afford the expenses of data to use digital dictionary.

Discussion

Learning English language using digital dictionary is totally learning with the use of mobile technologies such as smart phones, tablets, laptops and computers. It is based on learning through ICT. During the learning process, information included in digital learning materials is processed inside the working memory system in order to be transferred into long-term memory. As a result, learning is defined as a modification of the long term memory system, which is assumed to be infinitely large. Digital technology provides new learning opportunities. Learners can use technology to explore virtual

worlds, use their smart phones and laptops to access the internet organically with their learning programs, and learn through very realistic simulations of the real world. However, certain design aspects in digital learning can raise cognitive burden. According to cognitive load theory, compared to traditional media, feeling completely immersed in a virtual world during a learning task can create an entirely new learning experience. However, this immersion may also lead to a depletion of learners' cognitive resources on that experience itself rather contributing to learning. In this research study, it was found that students do not find any difficulty in digital learning. In this today's world of ICT, they found it fun and entertaining while learning new things which brought positive change in learning mode and storing the learned information in long-term memory. It was found that students use digital dictionary to play games too. Learning through playing games in digital dictionary also brought positive change in students' learning English language.

Conclusion

Because digital dictionaries are so widely used today, this research aimed to explore the frequency of using digital dictionary, types of digital dictionary, purposes and issues of using digital dictionary by secondary level students in learning English language. The study has found digital dictionary as facilitating tools for students to develop vocabulary knowledge, to know new accents, to check grammatical errors and so on. It was found that digital dictionary is significant for vocabulary learning and boosting up students students' confidence regarding speaking English. Students found it as helpful teaching learning material while learning English language.

As responded by students, digital dictionary is unavoidable, crucial and beneficial tool for students to learn vocabulary, synonyms and antonyms, and so on and they are using it consistently. The usage of digital dictionary has significantly raised students' vocabulary knowledge because it enables them to learn at anytime, anywhere. As digital dictionary have various features, it provides the demanded information faster and in an effective manner. Students also prefer digital dictionary because of various reasons. They believed that digital dictionary provided unlimited information within microsecond.

By analyzing and interpreting the data, it can be concluded that digital dictionary is within the access of every students and they use it constantly while learning English language. They have listed many problems regarding using digital dictionary. Though there are problems in using it, the benefits of using a digital dictionary outweigh the problems of using it. Thus, it can be argued that using a digital dictionary is an important and undisputed method of expanding one's vocabulary while learning English language.

Recommendations

Based on the study's key findings, recommendations have been made for three different levels, including policy, practice and further research.

Policy related. The government and other relevant authorities should implement sound policies in order to improve the standard of education. The following recommendations have been given to the concerned authorities and policy makers based on the research's findings.

a. The syllabus designers and text book developers should include the content regarding using digital dictionary inside English classroom.
b. Development and presentation of language and word games with digital dictionary should begin in English language learning classroom.
c. Ministry of Education should develop a good digital dictionary and it should be provided free of cost to the students.
d. To ensure that the students are well-informed about effective digital dictionaries, they should be promoted in publications and the media.
e. It should be included in the curriculum to use digital dictionaries as learning resources.
f. Because our country lacks a clear policy, the concerned authorities should focus on developing a mobile learning and digital learning policy.

Practice related. Even people with practice level experience can benefit from this research. I can thus say with confidence that this research is highly important for teachers, especially for ELT teachers, and for secondary level

students who engage in various practice-level activities. In order to better encourage the use of digital dictionaries in English language learning, the following recommendations have been made in practice level based on the findings of the research.

a. Students should be provided an environment to use digital dictionary at school.
b. Some marks should be carried by questions on the use of digital dictionary in examination so that teachers and parents facilitate them in using digital dictionary at both school and home.
c. A large majority of students do not use digital dictionary at home. They should be provided regular exercise regarding use of digital dictionary.
d. Students should be permitted to use digital dictionary in class without bothering others. Doing this makes students habituated in solving their language related problems by themselves by searching in various platforms.
e. Majority of students used digital dictionary for checking meaning only. They should be encouraged to use digital dictionary for other uses such as: checking correct pronunciation with sounds, checking grammatical errors and so on.

Further research related. Use of digital dictionary while learning English language has not only become the supporting learning material but truly it has also become a part of teaching learning process in learning English language. This research was confined to explore the frequency of using digital dictionary, types of digital dictionary, purpose and problems of using digital dictionary by secondary level students in learning English language. In order to accomplish research in depth, the researcher recommend the further researcher to carry out researches in this area such as 'impact of digital dictionary in learning English language', 'effectiveness of digital dictionary in learning English language' and so on.

In conclusion, it is possible to better encourage the expanding use of digital devices in ELT in Nepal in the near future if additional insights can be produced based on the conceptual framework and findings of the current study. Additionally, in a Nepalese ELT environment, the issue of using digital devices while learning English can be minimized. Last but not least, the adoption of a digital dictionary by students for the

purpose of learning English is not a goal in and itself; proper administration of the school and parental permission to use it freely both at school and at home play a crucial role in the process.

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Appendix

Questionnaire for Respondents

Dear Respondents,

This questionnaire has been prepared to complete a research work entitled **Use of Digital Dictionary by Secondary Level Students in Learning English".** The research is being carried out under the supervision of Dr. Hari Maya Sharma, Lecturer, Department of English Education. This research work aims to explore to what extent secondary level students use digital dictionary, purposes and types of digital dictionary that they use and the problems of using digital dictionary in learning English. My research questionnaire is divided into two parts. First one is to explore to what extend do secondary level students use digital dictionary in learning English and the next is to explore the types, purposes and problems of using digital dictionary in learning English. The true information that you will provide will be used only for this research purpose.

Researcher

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Name: Class:

School:

Section A (Close ended questionnaire)

Tick the best alternatives that indicate your response.

1. Do you have a dictionary?
   a. Yes b. No

2. If yes, then which dictionary do you have?
   a. Printed dictionary b. Digital dictionary

3. Do you have smart phone?
   a. Yes b. No

4. Have you installed dictionary app in your smart phone?
   a. Yes b. No

5. Do you use dictionary for English language learning?
   a. Yes b. No

6. Which type of dictionary do you use in learning English?
   a. Printed dictionary b. Digital dictionary

7. How often do you use digital dictionary inn learning English?
   a. Always b. Usually c. Sometimes d. never

8. Where do you use digital dictionary most?
   a. In English class
   b. Outside the classroom
   c. At home

9. Which dictionary do you prefer more to use in learning English?
   a. Printed dictionary b. Digital dictionary

Thank you very much for your participation!

Questionnaire for Respondents

Dear Respondents,

This questionnaire has been prepared to complete a research work entitled **Use of Digital Dictionary by Secondary Level Students in Learning English".** The research is being carried out under the supervision of Dr. Hari Maya Sharma, Lecturer, Department of English Education. This questionnaire has been prepared for the respondents who uses digital dictionary in learning English, selected from previous survey. This research aims to explore the types of digital dictionary used by secondary level students, purposes of using digital dictionary and the problems of using digital dictionary in learning English. The true information that you will provide will be used only for this research purpose.

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Name: Class:

School:

Section B (Close ended questionnaire)

1. Do you use dictionary for learning English?
   a. Yes b. No

2. Which dictionary do you use most?
   a) Printed dictionary b. Digital dictionary

3. Which type of digital dictionary do you use most?
   a. Mobile dictionary b. Online dictionary
   b. Google dictionary d. Others

4. For what purpose do you use digital dictionary? Tick.
   - ☐ To check meaning in context.
   - ☐ To check spelling.
   - ☐ To check use of word in a sentence.
   - ☐ To check pronunciation.

5. Do you find dictionary helpful in language learning?
   a. Extremely helpful b. Simply helpful c. Not much helpful
   c. Not at all

6. In what way do you find digital dictionary helpful?
   a. In finding meaning of word b. In finding pronunciation
   c. In finding use of word in sentence d. All of the above

7. Do you use offline dictionary in your smart phone, laptop or computer?
   a. Yes b. No

8. For what activities and reasons do you consult digital dictionary? Tick.
   - ☐ To translate English to Nepali.
   - ☐ To translate Nepali to English.
   - ☐ To confirm the meaning of a familiar word.
   - ☐ To find out the meaning of an unfamiliar word.
   - ☐ To check spelling.
   - ☐ To check pronunciation.
   - ☐ To check the use of word in sentence.
   - ☐ In English class when I do not understand something.

9. Do you use digital dictionary in your classroom?
    a. Yes b. No

10. Does your teacher allow you to use digital dictionary in your classroom?
    a. Yes b. No

11. Do you have an access to use digital dictionary at your home?
    a. Yes b. No

12. Is there any facility to use digital dictionary in your classroom?
    a. Yes b. No

Open ended questionnaire

13. Have you ever used digital dictionary while learning English? If yes, state what are the uses of digital dictionary? Or if no, state what were the reasons of not using digital dictionary?

14. What are the problems of using digital dictionary in learning English at your classroom?

15. What are the problems of using digital dictionary in learning English outside the classroom or at your home?

16. In your view, what are the benefits of using digital dictionary in learning English?

17. Which types of digital dictionary do you use most? State th season for using it frequently.

Thank you very much for your participation!