STUDENTS' PERCEPTION TOWARDS THE USE OF MOBILE DICTIONARY APP FOR VOCABULARY LEARNING

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by:

Hem Kala Rai

Faculty of Education,

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2020

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DECLARATION

I hereby declare that, to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2020-03-16   ……………………..

Hem Kala Rai

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Hem Kala Rai** has prepared the thesis entitled **Students' Perception towards the Use of Mobile Dictionary App for Vocabulary Learning** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated to

My parents

who have sacrificed their dreams to

make my dreams come true.

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ABSTRACT

This research entitled **Students' Perception towards the Use of Mobile Dictionary App for Vocabulary Learning** aimed to investigate the perception and attitude of students towards the use of mobile dictionary app for vocabulary learning. This research study adopted quantitative research design. Under quantitative design, the study followed survey method to meet the objective. All the students of M.Ed. fourth semester of T.U. were the population of this study. Among them forty students were selected as sample through random sampling procedure. Questionnaire consisting both open and close ended questions was used as data collection tool. The descriptive statistical techniques were used in the analysis of data gathered. The study found that all the students have access to mobile dictionary and they consider it as an important resource for learning vocabulary. The study revealed that students' 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. They have access to it and have been using for long time. So, they regard mobile dictionary as a crucial tool for learning English vocabularies.

This study consists of five chapters. The first chapter is introduction part that deals with the 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 key terms are. In the same way, the second chapter deals with the review of all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study. Likewise, the third chapter deals with the methods and procedures used for conducting the research. Under this chapter, population, sample and sampling strategy, sampling procedures, research tool, data collection procedures, data analysis and interpretation procedures and ethical considerations have been included. Similarly, the forth chapter deals with the analysis and interpretation of data where findings and the conclusion of the study have been presented. The appropriate recommendations have also been suggested on the basis of findings and conclusion and they are followed by the references and the appendices.

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ABBREVIATIONS

CD-ROM   :   Compact Disc Read-Only Memory

CUP   :   Cambridge University Press

E- Learning :   Electronic Learning

EFL   :   English as Foreign Language

ELT   :   English Language Teaching

ESP   :   English for Specific Purpose

ICT   :   Information Communication Technology

M- Learning :   Mobile learning

MALL   :   Mobile-Assisted Language Learning

Mp3   :   MPEG Audio Layer-3

NELTA   :   Nepal English Language Teachers' Association

OED   :   Oxford English Dictionary

PDA   :   Personal Digital Assistance

UNESCO   :   United Nations Educational, Scientific and Cultural
                    Organizations

CHAPTER ONE
INTRODUCTION

This study entitled "Students' Perception towards the use of Mobile Dictionary App for Vocabulary Learning" tried to explore the perception of students regarding mobile dictionary and its use. The introduction part of the study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

With the rapid advent of information and communication technologies (ICT) over the last few decades, human lives have been influenced directly or indirectly. Similarly, teaching and learning environments and process are also influenced by this. ICT is trying to bring all the people within education circle where teaching-learning process can take place in different form through different way. In this regard, Tinio (2002) says, "ICTs are a potentially powerful tool for extending educational opportunities both formal and non-formal" (p. 6). It is inferred that ICT is a powerful tool that extend the accessibility and availability of education for all whether formally or non-formally. "The rapid growth of information and communication technologies and rising computer knowledge of the students have led to the usage of many innovative technologies in teaching and learning" (Vyas & Nirban, 2014, p.1). Among the innovative technological tools, mobile devices have become dear to students because of its features and functions.

Computers, nowadays, have been replaced by mobile- the handheld portable device and wireless technology that functions as mini-computer, which is as useful even in teaching and learning field. "Mobile technology offers a plethora of features and benefits that enable to it break the educational system wide open, engaging students in new ways and making educational experiences

more meaningful" (McQuiggan, McQuiggan, Kosterku and Sabourin, 2015, p.1). Likewise, UNESCO (2003, p. 6) states, "Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to unfold learning anytime and anywhere". In such way, mobile devices are becoming common with the pace of time, where learning form has also changed from the rote learning of education system to self-directed learning and mobile learning making students more creative, innovative and learning experiences of students more meaningful. Mobile technology, which contributes to mobile learning, is trying to make education accessible anywhere and available at any time to everyone.

Mobile devices, especially mobile phone, with its different features, functions and applications, help students to learn different language quite easily. English language is a globalized language and language of today's demand and learning English language has become important and beneficial for everyone. Lee & Heinz (2016) defines English as "The preferred language of choice for international communication in a variety of domains" (p. 67). English language serves as the lingua franca for the people around the world. English in our country is taught and learned as a foreign language, so people face different challenges in learning different aspects of English language like grammar, vocabulary, reading, writing etc. Learning vocabulary is one of the challenging aspects for English as foreign or second language learners. Knowledge of vocabulary is one of the main keys for successful language learning. But mobile learning has made quite easier to learn vocabularies inside and outside of classroom. Students can use different types of applications on mobile phones including dictionary which is very useful to improve and develop vocabulary. According to Harmer (2007), "Dictionaries, whether they are in book form, on CD-ROMs or bundled in to the electronic machines that the students like to carry around are perhaps the greatest single resource students can have at their disposal" (p. 239). Any type of dictionary that the students use for learning is the greatest single resource for them. The importance of using mobile

dictionary cannot be ignored or neglected while learning and developing vocabularies.

1.2 Statement of the Problem

Learning English language as the foreign or second language is very difficult and challenging. One of the most significant challenges that learners face in the process of learning foreign language is learning vocabulary. Vocabulary is the building block of any language so inadequate knowledge of vocabulary leads to incomplete learning. Learning vocabulary doesn't only mean knowing the meaning of word but also its pronunciation and use in different contexts which is often difficult and problematic for foreign language learners. Even the native speakers do not know all the vocabulary of English language so it is definitely a problem for non-native speakers of English. Most of the foreign language learners whether they are from lower level or higher level face difficulties inside or outside of classroom due to vocabulary.

Firstly, as a student of M.Ed., the researcher also have faced so many challenges while going through the different academic books and listening to teachers due to lack of adequate vocabulary knowledge. And the same kind of problem found with friends too. Moreover, teachers encourage and suggest us going through the authentic textbooks written by foreigners that contain new and difficult words and students with insufficient vocabulary knowledge cannot get proper content knowledge and language knowledge as well. Secondly, bulky printed dictionary is not always portable and available for students to deal with the vocabularies whenever they want. As suggestion, dictionaries installed on smart phone which are accessible, available and portable that save our time and energy, help a lot to learn vocabulary inside and outside of the classroom. Lastly, many foreign researchers have studied about mobile dictionary and its use but in context of Nepal, mobile dictionary has not been explored much and given importance despite being widely used by the campus and university level students for language learning.

3

Using a mobile dictionary has become inseparable part of vocabulary learning for me and my friends. So, I have positive attitudes and perception about it and it is important to find out how other students perceive mobile dictionary. That's why, I chose this topic for the research study and especially, my focus is on dictionary on mobile phones rather than other mobile devices.

1.3 Objectives of the Study

The study had the following objectives:

a. To explore the students' perception towards the use of mobile dictionary app for vocabulary learning.
b. To identify the use of mobile dictionary app for vocabulary learning.
c. To suggest some pedagogical implications.

1.4 Research Questions

The study was oriented to find out the answer of the following questions:

a. How do students perceive the use of mobile dictionary app for vocabulary learning?
b. How is the use of mobile dictionary app for vocabulary learning?
c. What are the positive and negative aspects of using mobile dictionary?

1.5 Significance of the Study

This study entitled "Students' Perception towards the Use of Mobile Dictionary App for Vocabulary Learning" can be significant for many people concerned with teaching and learning. In this twenty-first century, the rapid advent of technologies is helping significantly to relevance and quality education. These days, mobile phones have been dear to students due to its different features and functions which are very much useful in learning.

This study is an attempt to find out the perception of students towards mobile dictionary for vocabulary learning. They represent the common perception

regarding the use of mobile dictionaries. This work informs concerned people such as teachers, students, parents, syllabus designers, materials developers the importance of mobile technologies and mobile assisted language learning. Also, it can help as a secondary source for the people who want to investigate and carry out research in this field. It can help students with insufficient vocabulary knowledge to learn vocabulary using mobile dictionary.

1.6 Delimitations of the Study

a) This study was limited only within the Department of English Education, Tribhuvan University.

b) Only forty students from the M. Ed. fourth semester were selected as sample population.

c) Questionnaire was used as data collection tool.

d) The study was delimited to mobile dictionary.

e) The study was delimited to vocabulary learning.

1.7. Operational Definitions of the Key Terms

ICT: The term ICT refers to the technologies for the collection, storage, manipulation and communication of information.

Mobile learning: The learning that takes place with the help of mobile devices.

Mobile-assisted Language Learning: Language learning that takes place with the help of mobile devices.

Electronic dictionary: Dictionary stored in electronic machines.

Mobile dictionary: Any dictionary installed on Mobile devices.

Language Learning: It refers to program designed for learners who wish to learn and improve their any language skills.

Vocabulary: It refers to a set of English words.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1. Review of Related Theoretical Literature

Review of theoretical literature provides an insight to researcher related to a number of aspects that have direct or indirect assistance in the research topic. It serves as a basis for developing a theoretical framework which helps to investigate the problem that researcher wishes to do. I went through different theoretical concepts to support this study which helped me to develop the insights regarding the topic. These theoretical ideas in relation to the topic are presented in the following sub-sections.

2.1.1. ICT in Education and Language Learning

Information and communication technology have changed the world we live in that includes the computers, the internet, and different electronic tools like radio, televisions, projector, mobile etc. and are widely used in present educational field. Today, almost all the schools and colleges in the world are using ICT to deliver and gain education. According to Kent & Facer (2004), school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. ICT is being used successfully in teaching and learning process widely and is considered as a powerful tool for educational change and reform. A number of studies have shown that an appropriate use of ICT can improve the quality and access of education connecting learning to real life situations. "ICTs have the potential for increasing access to and improve the relevance and quality of education" (Tinio, 2002, p. 2). ICT is making education accessible to everyone. Learning can take place anytime and anywhere through ICT. Online course materials can be accessible 24 hours a day, seven days a week. Teaching and learning no

longer depend exclusively on printed materials. Multiple resources are there on the internet and the knowledge can be acquired through video clips, audio sounds, and visual presentations and so on.

The use of ICT has been found to assist students in accessing digital information efficiently and effectively, support student- centered and self-directed learning, produce creative learning environment, promote collaborative learning in a distance learning environment, offer more opportunities to develop critical (high) thinking skills, improve teaching learning quality, and support teaching by facilitating access to course content (Shan Fu, 2013).

The use of technology has become an important part of the language learning and teaching classes. Almost every language class uses some sort of technology. Technology has been used to both help and improve language learning. The use of ICT has proved to be positive and stimulating both for language learners and teachers. "ICT enables us to foster student-centered learning, individualization and support building up sense of belonging to a community" (Mullamaa, 2010, p. 30). This indicates that technology encourages and makes use of collaborative and student-centered learning process. "Using ICT particularly email, blogs and video conferencing, facilitates children interaction and communication with native speakers and other communities by enabling them to use language for real purpose and in real contexts" (Ghasemi and Hashemi, 2011, p. 3099). It is inferred that technology helps language learners to learn language allowing them to gather real experience by the interaction with native people through the use of different programs and websites.

ICT is a powerful tool that presents information in different ways. It can be presented through different forms. The use of ICT helps learners to practice grammar, vocabulary and so many things. It makes students motivated towards self-directed learning. Regarding this, Yunus, Lubis and Lin (2009) mentions:

ICT can also provide lesson for learners to learn grammar and vocabulary at their own pace as a self-study activity. There are a number of free websites that provides such an opportunity to learners. Learner may practice grammatical structures, improve their listening and reading comprehension, and also build up their vocabulary from the websites (p. 1453).

ICTs are essential tools for teaching and learning in many educational institutions all around the world. It provides quality learning materials for learners. It makes students to work with authentic sources. With the usage of ICT students can learn English language with ease.

2.1.2. Mobile Learning

Among all the modern communication and technological devices, mobile devices are the most powerful and commonly used tools. Mobile devices these days are not only limited to the communication devices but also as a tool for the students in accessing knowledge anywhere anytime. "Mobile learning is a type of learning that takes place with the help of mobile devices" (Kukulska-Humes & Shield, 2008) and simply means learning anywhere and anytime. Oller (2012) defines mobile learning as "learning by means of wireless technological devices that can be pocketed and utilized wherever the learner's device is able to receive unbroken transmission signals" (as cited in Khaoula, 2012). Any portable and palmtop devices contribute to mobile learning. Learning through mobile phone or M-learning provides learners with the opportunities to learn whenever they want and wherever they are as they are portable devices and can be pocketed easily. According to Tabrizi and Fard (2016), the widespread use and access of mobile devices have changed the landscape of e-learning in many ways and they can be considered as the next generation of e-learning.

"The two main characteristics of mobile device are portability and connectivity" (Miangah & Nezarat, 2013, p. 3) and the advantages of mobile learning can be derived from these two characteristics of mobile devices. As for connectivity, designing mobile system must have capability of being connected and communicated with the learning website using the wireless network of the device to access learning materials ubiquitously and portability enables learner learn to move mobile device and bring learning materials.

Accoding to Kukulska-Hume (2010, as cited in Khaoula, 2012, p. 12) the advantages of mobile learning are; improved the access to education, use of relatively inexpensive everyday technologies, improving teaching quality, revitalizing the curriculum, rethinking teaching methods and implementing improved feedback to learners, help learner retention, progression and translation, supporting continuing education, making the learning experiences 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, mobile learning enhances interaction between instructors and learners/students, mobile learning is a great opportunity for students and instructors continue to learn while on the move, students in mobile learning practice and undergo self-centered learning with focus, opportunity for learner to give immediate feedback on their learning experience, learning materials can be accessible to a larger audience, through mobile applications, blog and e-book, which are seen potential students.

Considering the different usefulness and advantages of mobile leaning, it can be said that it definitely helps in successful language learning. Among the different devices that can be used for mobile learning, mobile phones have gained more attention due to their omnipresence among youths at schools and universities and their applications in education. The quick development of mobile phones in the last decade from simple phones to smart phones, which

can serve as mini-computer, telephone or camera and transfer data as well as video and audio files has made mobile phones effective and efficient learning tools.

2.1.2.1. Mobile Learning in Nepal

Mobile learning is recently emerging learning trend in Nepal. The use of mobile technologies in educational field in Nepal is growing these days. Mobile phones are the widely used mobile learning devices in Nepal. Nepal Telecommunication Authority (Feb, 2018) reported that the mobile penetration rate in Nepal reached 136.34%. This shows the growing use of mobile phones in Nepal. According to Parajuli (2018, p. 125), "Access to a mobile phone network and the decreasing cost of modern powerful smartphones have opened greater opportunities enhancing our teaching learning through digital technology". Mobile phones with different features have created mobile learning environment in Nepal. However, "The advent of mobile phones in Nepalese schools has posed a major threat to the ecology of the schools and school administrators have attempted to restrict their use because it thought to be disruptive in the classroom" (Bishowkarma, 2007, as cited in Parajuli, 2016). Though mobile phones are beneficial for students in learning, almost all the schools and colleges in Nepal have banned their use thinking they hinder in teaching and learning in the classroom.

Mobile phones are very useful learning tools from school students to university students. The study carried out by Parajuli (2016) in Gorkha, has resulted that almost all of the students had smartphones and had a sound technological understanding and positive attitude towards mobile learning. The study also revealed that students use mobile phones in various educational purposes like listening to audiobooks, recording class lectures, dictionary use, web searches, chat, photographs and calculator. Though the mobile learning has various benefits, its implementation in Nepal is challenging as the cost of functionally

rich and advanced smartphones are beyond affordability for the students in rural areas, no internet access and the prevalence of teacher-centered teaching.

Since mobile learning is recently developed learning in Nepal, no clear policies are found. Though mobile phones are widely used in Nepal, there is lack of research on mobile learning. Mobile learning in Nepal is less explored. Very few journal, articles and magazines have been published.

2.1.3. Mobile Assisted Language Learning

Mobile assisted language learning (MALL) is such type of language learning process that takes place with the help of portable devices like mobile devices. "Mobile technology can assist learners at the point of need and in ways that fit in their mobile lifestyles" (Kukulska, 2009, p. 162). It is inferred that since mobile devices are easily moveable it is always with students which is multifunctional and help whenever students need. Mobile devices have become a crucial part of our lives so there felt a need for using them in language learning process. These days mobile devices are used for various purposes like, making voice calls, video chat, listening to audio, shopping and so on. Apart from these advantages, mobile devices have increasingly grown towards becoming tool for education and language learning and these days the use of mobile devices to support language learning is becoming ever more common.

Stockwell and Hubbard (2013) indicated that mobile assisted language learning is quickly securing its place and position in language learning contexts and accessibility and availability of advanced mobile tools that language learners possess makes it attractive supplement to other forms of teaching and learning a second or foreign language. It can motivate students because they feel that they have the responsibility of their own learning process. Because of different features and benefits, mobile assisted language learning is replacing computer assisted language learning. "Mobile assisted language learning differs from computer assisted language learning in its personal, portable devices that

enables new ways of learning, emphasizing, continuity or spontaneity of access and interaction across different contexts" (Kukulska-Hume & Shield, 2008).

Mobile assisted language learning has made learners more creative and autonomous due to its features and functions. According to Lyddon (2016), functionally rich and advanced mobile devices are encouraging students to be autonomous providing them variety of rich, multimodal content. Mobile technology creates boundary less class where students do not need to depend on printed books. It ensures the access of variety of content which is difficult to get through printed materials. Students can learn through the use of mobile devices when they desire and where they are if they have such opportunity.

Generally, mobile phones, personal digital assistance (PDA) and podcasts and media player are the types of MALL devices.

a) Mobile Phones

Among the many types of mobile learning devices, mobile phones are widely owned and used devices all over the world which are more frequently put in to practice than other mobile devices for educational purposes. "They can run applications and software, record audio, video and receive email that can be channeled in to the classroom inquiry" (Khaoula, 2012). Mobile phones provide different applications and program for students including dictionary for vocabulary checking and practice, translation of words and phrases and many more things.

b) Personal Digital Assistance (PDA)

PDA is known as a palmtop computer or personal information manager. Beatty (2003) defines PDA as "a small handheld computer used for downloading and storing information such as documents, database and calendar entries" (as cited in Korkmaz, 2010). It is one of the mobile devices that can help in vocabulary learning as it sometimes can be used as electronic dictionary.

c) Podcast and Media Player

Podcast is a digital audio program that can be installed from the internet connection. According to Campbell (2005), podcasts functions being based on the subscription technology where users have to subscribe to the source of materials on the internet and the source sends podcast. Here, users do not need to sign in and download materials (as cited in Korkmaz, 2010). It is one of the mobile devices that can be used in educational field particularly, in language learning. Media player is useful especially in distance education in the sense that institution or teachers provide students with MP3 files of courses they take and students listen to these audios in media player.

In context of Nepal, mobile phones are widely used mobile assisted language learning devices than other devices.

2.1.4. Electronic Dictionary

Dictionary is a collection of words which are arranged alphabetically with their definition, usage, etymologies, phonetics, pronunciation and translation. "Dictionary use while reading is normally a very private matter, occurring as the need arises and often behind the closed doors" (Nesi, 2002, p. 2). This indicates that dictionary is used either in the classroom or in study room when the problem occurs in vocabulary. There are two types of dictionary in the present world on the basis of the way it is stored; paper dictionary and electronic dictionary. Dictionary existed in digital or electronic form which gives information about the spelling, meaning and the use of the words is electronic dictionary. It can be accessed through a number of media. The use of dictionary is a great help in vocabulary learning and nowadays the emergence of electronic dictionaries has added a new and valuable resource for vocabulary learning.

"Electronic dictionaries have the advantage of providing the users with almost instant access to database much larger than a single book" (Nesi, 1999).

Electronic dictionaries give information faster than printed one. Language learners may also prefer electronic dictionaries because the more information the paper-based dictionary contains the harder it will become for language learners to find exactly what they need to know and in case of electronic dictionary it is easier to use in comparison to paper dictionary in the sense that learners get what they want with in few seconds. Flipping through the dictionary pages to look up the meaning of new words is time consuming and cuts the normal flow of reading. This problem is taken care of by electronic dictionaries due to their speed and ease of access. Most of the language learners prefer electronic dictionary to a printed dictionary in a variety of other respects. Dictionaries that are installed or contained within electronic devices are more preferable and portable than a dictionary size book.

There are different types of electronic dictionaries. They are:

a) Handheld Dictionaries or Pocket Dictionaries

Handheld dictionaries are similar to mini computers which are portable and battery powered. "Handheld dictionaries are particularly popular in Hong Kong, Taiwan and Japan where technology to create such dictionaries are readily available and many users can afford to buy a product that is considerably expensive than a printed dictionary" (Nesi, 1999).

b) Online Electronic Dictionary

Online electronic dictionary is a dictionary that is available on the internet or World Wide Web and accessed through a web browser using a computer or mobile device, primarily by typing a query term in to a search box" (Yakin, 2017). They offer information about word regarding its spelling, meaning, pronunciation, inflected forms, origins and derived forms.

c) Dictionary on CD-ROM

It is about the dictionaries on CD-ROM like Oxford Advanced Learner's Dictionary that offer many services to the learners in addition to meaning of the word, it also contains extra features unavailable in hard copy such as video and audio material, corpus examples and interactive exercises and game, CD-ROM also contain audio libraries which provide learners with the option to hear the spoken form of any headword in the dictionary.

b) Mobile Dictionary

Mobile dictionary is all types of dictionary applications installed on mobile devices. Mobile dictionaries are one of the fundamental references which are most important source for students to gain knowledge about any words, phrases, terms or idioms, correct ways of writing and so on.

There are different advantages of electronic dictionary to language learners. According to Zarei and Gujjar (2012) the advantages of electronic dictionary are; many volumes get compressed in to one electronic dictionary, storage and retrieval become quick and easy, they are light, compact and faster than any paper dictionary, one can easily update some of the brands by using internet software, to make a large dictionary like OED 44 years (1884-1928) have been used, while for converting it into electronic dictionary a 10-year period is needed, they have certain unique functions, such as error tolerant input which helps users to look up words with wrong spelling, they have cross-referencing as well as colorful pictures words and spelling games, they encourage cooperative attitude among users because a view of the screen is more easily shared than a view of page, you can easily change them from one dictionary to another, for example from law to mechanics, they provide users with authentic recorded voice facilities for better pronunciation, psychologically, they are prestigious and stylish, they can provide access to large amount of data, and they are interactive.

Electronic dictionaries have changed the language learning style and have made learning process easier for learners. Dictionaries on electronic devices are the best gift of technology to language learners which are portable, faster and easy to use to develop vocabulary knowledge in a number of ways.

2.1.5. Mobile Dictionary

All types of dictionary applications contained on mobile devices are mobile dictionaries. Mobile dictionary applications are now widely available and used on mobile phones. Students can download various types of dictionary on their personal phone with sound functions so as to learn the correct pronunciation of new vocabularies. Mobile dictionaries are available in many types and versions like, Oxford dictionary, Merriam Webster, Cambridge dictionary, different bilingual dictionaries and so on. Mobile dictionary applications are great facilitators and convenient tools for language learners in their learning process. According to Aslan (2016), giant paper dictionaries are replaced by mobile dictionaries which help us to reach any words we want with only few touches. Using mobile dictionary is becoming common these days for the second and foreign language learners around the world.

"Dictionary installed in mobile devices or accessed from mobile devices improves the portability and access from anywhere wirelessly" (Zeki, Alsafi, Nassr and Mantoro, 2012). Among the dictionaries contained on different electronic devices, dictionary contained on mobile devices especially on phone are very useful in terms of its access and portability. It has different features which have made it dear to learners. They are portable, economic in terms of time, money and energy, easy retrieval and can be used anywhere at any time. Almost all the foreign languages have dictionaries available on the internet which helps learners to learn that language with ease. When using mobile dictionaries, students can type and click on the words and listen to the pronunciation and can understand the sample sentences that exemplify them in context. Mobile dictionaries have built positive impact on language learners

and can be the best source for language learning and vocabulary learning due to its features and functions which are not available in printed dictionaries. The study carried out by Rahimi and Miri (2014) revealed the same thing that mobile dictionary using students improved their language ability more than those who used printed dictionary.

There are two types of mobile dictionary on the basis of connectivity; online and offline. Online dictionary requires connection with internet. It gives detail information about words whereas offline dictionary does not ask for internet connection so, it can be use everywhere but may not give detail information. Different dictionaries help us in different way. Some give us detail information including use and examples, some translation and some give us facility to use everywhere. But most of the dictionary share common features in meaning and pronunciation.

 In context of Nepal, among all the electronic dictionaries, dictionary installed on smartphones are widely used in learning and developing vocabulary because smartphones have been a crucial part of everyone including students.

2.1.6 English Language Learning

English is the primary language of different countries and widely spoken around the world because of its globalized form. Since the concept of global village is developing, it has become a means of survival skill. English is world widely used language in different domains and its teaching and learning as second and foreign language in private and government schools and colleges across the world and its role in global media, international forum, business, finance, politic and diplomacy have made it globalized language (Pennycook, 2010, p. 113) English language serves as the lingua franca between people of different nationalities. That's why English has more non-native speakers than the native.

Focusing on the globalization of English language, Burchfield (1985) mentions:

> English has become a lingua franca to the points that any literate, educated person on the face of globe is in very real sense deprived if he does not know English, poverty, famine and diseases are instantly recognized as the cruelest and least excusable forms of deprivation. Linguistic deprivation is less easily noticed condition. But one nevertheless of the great significance (p. 160-161).

Phillipson and Pennycook (1992, 1998) state:

> Not everyone sees the growth of English as the benign or even desirable phenomenon. Many people worry about what is means for the cultures and languages it comes in to contact with, seeing its teaching as a form of cultural or linguistic imperialism (as cited in Harmer, 2007, p.16).

People without knowledge of English language deprive of various opportunities and facilities that the world is offering and remain backward. But all the people around the world are not happy with the globalization of English. Some see it as imperialism in cultural and linguistic field. However, the use and speaker of English language is increasing world widely. There is growing effect of English in every sector of today's society. Due to its popularity and importance, English is learnt and spoken by most of the non-native speakers. It is taught and learnt around the world as a second or foreign language. In the context of Nepal, English is taught and learnt as a foreign language from school level to university level. English language has become a most crucial language these days in the world market. To live according to the pace of time and technology, one must have the knowledge of English language. Due to its

significance in national and international level, English language learners and speakers are increasing from all around the world.

2.1.7. Vocabulary

Vocabularies are the core part of any languages of the world. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer, 1991, p. 153). If the language is deviated in the grammatical form, it is somehow understandable but if the vocabularies are wrongly used it becomes meaningless and can convey wrong message to other. The other systems of language make it possible to understand it but vocabulary makes possible to communicate with each other. Knowledge of vocabulary is the one of the main keys for successful language learning. Without establishing a strong vocabulary base first, comprehension and usage of a language will not be achieved. When a student is effectively able to recognize and use a word in different contexts, speak, write and pronounce the word well, he/she is said to have the knowledge and meaning of that word. "Vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessed at" (Nation, 2001, p.1).

Vocabulary knowledge requires not only word meaning, but also requires the usage of the words in the appropriate context. The knowledge of word meaning and the ability to access that knowledge efficiently are recognized as important factors in language learning. Knowledge of vocabulary helps learners with language comprehension. The comprehension of a language depends on the amount of words that are known in that language. Also, students need to have sufficient word knowledge to understand what they read. Nation (2001, p. 6) has mentioned that readers need to know 97% of the vocabulary in a text for an adequate understanding of it. Without sufficient knowledge of vocabulary, a learner may have trouble in understanding and conveying the message. Vocabulary is an essential component to determine how much a student is able to communicate and comprehend effectively.

2.1.7.1. Aspects of Vocabulary

Aspects of teaching and learning a vocabulary include word meaning, word formation, word use, and word grammar. According to Harmer (1991, p. 158), there are four aspects of learning a vocabulary which are described as below:

i. Word meaning

The single word may have different meaning depending upon on its context it is used. Sometimes words have meaning in relation to other words. The word good can be understood in relation to the word bad. Similarly, the word fruit can be understood in relation to words apple, banana, mangoes etc. In order to get proper meaning, one needs to know meaning in context and sense relations or semantic relations.

ii. Word use

The word meaning is usually stretched through the use of metaphor and idioms. Metaphor is the act of describing something or someone by saying is like something else. Similarly, in an idiom more than one word conveys meaning.

Likewise, it is also governed by collocations. Collocation is the way in which words are used together. The use of word also varies from register and style. Sometimes the same word used in different typical context for similar meaning.

iii. Word formation

The learner should have the knowledge about how to form words. They should know the facts about word formation and how to twist upon the words to fit them in to different grammatical contexts. Words can change their shape and grammatical nature too. Word formation means knowing how words are written, spoken and how they change their form. The students learning new words need to know how words are spelt and how they sound. Also, stress and intonation can change their grammatical functions. Suffixes and prefixes work to change the form of words or even derive new words.

iv. Word grammar

Certain words reflect certain grammatical patterns. For example, if a word is a noun then we have to consider whether it is countable or uncountable, singular or plural. It includes the verb that is transitive, phrasal verb, complementation verb, etc. and the position of adjectives and adverbs. If the words are adjectives whether they are used predictively or attributably or in which position they occur in the sentences should be considered.

Harmer (1991, p.158) summarizes the aspects of learning vocabulary as given in the following diagram.

```
                                              Meaning in context
                      Word Meaning  <
                                              Sense relation


                                              Metaphor and idion
                      Word Use  <             Collocation
Words
                                              Register and style


                                              Parts of speech
                      Word Formation  <       Prefix and suffixas
                                              Spelling and pronunciation


                                              Nouns : countable and uncountable
                      Word Grammar  <         Verb : Complementation
                                              Adjective analysis
```
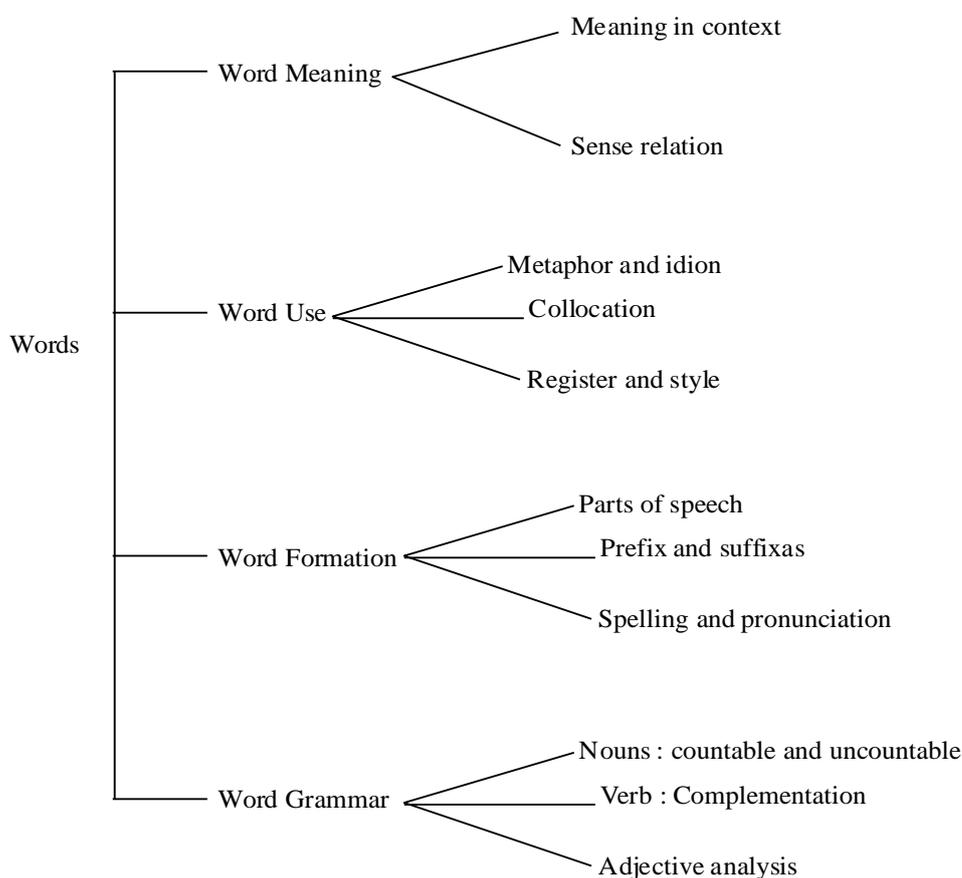
2.1.8. Vocabulary learning through Mobile dictionary app

The purpose of any dictionary is to help people learn about words. Mobile dictionary is also for facilitating students learn vocabulary either explaining or translating words anywhere at any time with or without internet connection.

Mobile dictionary help English language learners learn vocabulary providing information about meaning, definition, spelling, pronunciation, usage, translation, grammatical information and other information of words. Yakin (2017) says, the use of mobile dictionary for vocabulary learning saves our time and energy. While learning English language learners can download different types of online, offline, monolingual and bilingual dictionaries on their mobile phones and use them when they need. Mobile dictionaries have audio visual contents which have made them very important source for vocabulary learning and teaching also (Aslan, 2016).

Mobile dictionary help learners learn vocabulary in a number of ways by contributing to different aspects of learning. Dictionaries, whether they are paper or electronic, provide meaning of words given. But mobile dictionaries allow students to search for meanings of any words with their definition faster than printed one. Mobile dictionaries give various meanings of a word. They give exact meaning and also nearby words. The very first purpose of mobile dictionary is to give meaning of words. Barham (2017) in his study revealed that students most importantly use mobile dictionaries in finding the meaning of new vocabularies. Similarly, most of the mobile dictionaries have given pronunciation with audio sound and phonetic symbols which help learners to learn the exact pronunciation. In this regard, Aslan (ibid) says, "One of the most important and distinctive attributes of mobile dictionaries is its provision of opportunities to listen to correct pronunciation". Not all of the learners can understand phonetic symbols in the dictionaries, that's why, mobile dictionaries provide audio sound to listen, so that, learners can learn and improve their pronunciation with stress through the use of mobile dictionaries. The study carried out by Yakin (ibid) also revealed that electronic dictionary is a great tool for students to develop pronunciation aspects and speak fluently. Since mobile dictionary is also a kind of electronic dictionary, it definitely helps students in pronunciation development.

Likewise, mobile dictionary can also help students making sure about the spelling of the words. They gain knowledge about how words are spelled. Students can check spelling of any confused words instantly in mobile dictionary. When we type some letters of words, number of similar words having similar letters appears in the screen of our mobile dictionary and we can select and be sure about the spelling of words we were searching which we cannot get through paper dictionary. Tabrizi and Fard (2016) in their study have revealed that using cellphone dictionaries could improve the spelling of Iranian High School EFL learners and could be widely used as a pedagogical tool for facilitating the foreign language spelling learning. Mobile dictionaries provide opportunities for the students about the usage of words and phrases. They teach learners on how to use words and phrases with examples.

One of the opportunities that mobile dictionary offer to learners is the translation of words and phrases in to another language. Only bilingual dictionary provides such facility. Some bilingual dictionaries provide only translation and some give meaning and definition too. Learning of new words becomes much easier for learners when they are supplied in to their mother tongue. The study carried out by Agus Wirawan and Ludy Paryatna (2018) revealed that mobile dictionaries were used by the students to translate the words from Anggah--Ungguhing Balinse language in to Indonesian language. Like the printed dictionaries, mobile dictionaries also provide grammatical information about words. They show if the words are noun, verb, adjective and adverb. Students can learn whether the words are transitive or intransitive if they are verb, countable or uncountable, singular or plural if they are noun and so on with adverb and adjectives. Mobile dictionary can also be used to check the errors. If the students are confused at something and if they want to confirm whether they are mistaken or not like in meaning, pronunciation, spelling etc. they instantly can check in mobile dictionaries.

 Likewise, students can also learn about idioms and collocations. Many monolingual and bilingual mobile dictionaries show daily idioms and

quotations with their meaning and explanation. Through the mobile dictionary applications students can check idioms and collocations. Amer (2014) in his study revealed that mobile learning applications support for learning idioms and collocations. Since mobile dictionary application is also a kind of learning application it also helps in learning idioms and collocations. In this way, mobile dictionary helps learners in every possible way to learn vocabulary with ease and faster.

2.2 The Review of Empirical Literature

Giri (2009) carried out an experimental research on "Effectiveness of teaching pronunciation through electronic dictionary". The objective of this study was to find out how effective the electronic dictionary is in teaching pronunciation in terms of gender and family. The population of the study was the students of grade six of Swati Sadan English boarding school of Kathmandu and forty students of same class were selected as sample through random sampling procedures. The test was administered to collect the required information. The students were assigned pre-test diving in to two different groups and post-test was administered after thirty days of teaching. The mean difference of pre-test and post-test of both groups was calculated and compared. The finding of the study shows that the use of electronic dictionary is very much effective for teaching pronunciation since the mean difference of experimental group is greater than that of control group.

Zerai & Gujjar (2012) conducted an experimental research on "The contribution of electronic and paper dictionaries to Iranian EFL learners' vocabulary learning" which aims to investigate the contribution of electronic and paper dictionaries to EFL learners' vocabulary learning. Four groups of fifty-one male and female students studying English at level five in The National Institute of English Language in Qazvin were selected. The two experimental groups used only electronic dictionaries while the control groups used only paper dictionaries. The scores of all four groups on a vocabulary test

were compared. Results indicated that although the gender of the participants did not meaningfully influence their vocabulary learning and did not interact with the dictionary the learners used, the contribution of electronic dictionary to vocabulary learning was significantly greater than that of the paper dictionary.

Jin (2013) carried out a study on "Foreign language learners' use and perception of online dictionaries: A survey study" which aimed to examine foreign language leaners' use and perception of bilingual dictionaries. The web-based survey was hosted by an online server. The survey link was distributed to language learners enrolled in foreign language courses in colleges and universities across the United States. Questionnaire was used as the tool for data collection. 250 responses were analyzed among the responses. The study revealed that online electronic dictionaries are most often consulted when learners are creating and/or deciphering digitally mediated written texts. Although most foreign language learners consider online dictionaries to be an essential part of their language learning, they reported that not all are reliable.

Dashtestani (2014) carried out a study on "EFL teachers' and students' perspectives on the use of electronic dictionaries for learning English" that aimed to investigate English as a foreign language (EFL) students' and teachers' perspectives on the use of electronic dictionaries. Mixed method was employed where questionnaires and interviews were used as the tools for collecting data. 126 EFL students and 73 EFL teachers were selected as sample population. The study revealed that both EFL teachers and students held moderately positive attitude towards the use of electronic dictionaries learning EFL. The majority of students use electronic dictionaries installed on their cell phones and prefer electronic dictionaries over printed dictionaries.

Rahimi and Miri (2014) conducted an experimental study on, "The impact of mobile dictionary use on language learning". The study investigated the impact of mobile dictionary use on language learner. Thirty-four lower intermediate

students participated in a pretest-posttest quasi-experimental study and were divided in to two groups. To collect the required data, two instruments were used: a language achievement test and the Longman mobile and Longman paperback dictionary. The result shows that while controlling for the entry level of language ability, the experimental group outperformed the control group in the post-test. The finding of the study underscores the vital role mobile phones and dictionary play in extending learning out of the classroom anywhere anytime.

Aslan (2016) carried out, "Study on the use of mobile dictionaries in vocabulary teaching". The objective of the study was to investigate the use of mobile dictionary in vocabulary teaching. Furthermore, advantages and limits of the use these dictionaries in teaching vocabulary teaching are tried to be determined students' viewpoint to them and how frequently they are used. For this purpose, a survey was conducted to seventy-four students studying in German, French and English Translation and Interpreting Departments of faculty of Arts and Science at Marmara University n 2015-2016 academic years. Structured questionnaire was used as the tool for data collection. Descriptive statistical techniques were used in the analysis of data gathered. The study shows that almost all students were using mobile dictionary to learn vocabulary.

Barham (2017) carried out a study on "The use of electronic dictionary in the language classroom: the views of learners" which aims to cast off the light on students' observation and experiences in using mobile dictionary in Educational Reading Course, to explore students' attitude and to highlight the major difficulties and challenges in using mobile dictionaries. Focus group discussion was conducted to collect data. The participants of this work included the registered students in two sections in "Educational Reading in English Readings" during the fall semester of 2016-2017 at the faculty of Educational Sciences and Teacher Training at A-Najah National University. Findings of the study shows that students had a great and exciting experience in using mobile

dictionary in learning new vocabularies. Therefore, they have positive attitudes and perception towards mobile dictionary.

Yakin (2017) carried out a study on ''The impact of using electronic dictionaries on students' pronunciation'' which aims to describe how electronic dictionaries help second language learner in their pronunciation can. Both qualitative and quantitative methods were used. The populations of this study were the second-year English language students of Mohammed Kheider University of Biskra and the fifty students were selected randomly as sample for the study. Two sets of questionnaires were used as the tool for data collection where one questionnaire was administered to fifty students and another to five teachers to know their point of view towards electronic dictionary. The study has shown the clear link between electronic dictionary use and pronunciation level, all the students confirm that they prefer new tool for enhancing their pronunciation specially those kind of dictionary in their mobile phones. The study revealed that electronic dictionary effectively contributes to improving learners' pronunciation of their acquired language.

Alizadeh (2018) carried out a study on ''Medical students' perception of using electronic learning tools in ESP program'' which aimed to investigate medical students' perception of using e-learning tools and applications in an English for Specific Purpose (ESP) program at an Iranian University. This study also aimed to discover the extent to which the students prefer to use paper dictionaries, offline mobile dictionaries, computer-based dictionaries and internet-based dictionaries. It employed cross-sectional descriptive design. 92 students enrolling on and attending an ESP program of Guilan University of Medical Science were the participants. The result showed that the majority of students perceived that employing electronic tools and applications for educational purpose in the program was highly significant. It was also discovered that students gave priority to offline mobile dictionaries, internet-based applications, paper dictionaries and computer-based dictionaries were other resources they used in the program in order of priority.

The above-mentioned empirical studies are similar to my study but most of them have been carried out in foreign context. However, my study is different from the above-mentioned empirical studies as it aims to find out students' perception on the use of mobile dictionary in Nepalese context and only very few studies have been carried out on mobile dictionary in our context.

2.3 Implications of the Review of the Study

The central focus of literature review is to examine the relevance of its information to our research. Literature review helps to obtain the theoretical and practical knowledge from the previous studies. All the theoretical and empirical literature reviewed above is similar to my study and highly beneficial for the proposed study.

The theoretical literature such as Burchfield (1987), Pennycook (2010), Nation (2001), Harmer (1991 & 2007) made me more familiar about English language, vocabulary, its aspects as well as about the importance of dictionary for vocabulary learning. I got the ideas on the globalization of English language and importance of vocabulary and dictionary. Similarly, Tinio (2002) and Shan fu (2012) helped me to understand ICT in Education with its usefulness and importance in teaching and learning. Mullamaa (2010), Ghasemi and Hashemi (2011) helped me to broaden my knowledge regarding ICT for learning another language. Through these literatures I got ideas on the relevance and significance of emerging technologies in the field of education and second or foreign language learning and teaching.

Likewisw, Kukulska-Hume and Shield (2008), Khaoula (2016) and Korkmaz (2010) helped me to understand the concept of mobile learning and mobile assisted language learning and I got to know that mobile learning is replacing computer learning these days. And also helped me to focus on these concepts. Nesi (1999 & 2002) and Yakin (2017) helped me to be familiar about dictionary and electronic dictionary and mobile dictionary. All the reviewed theoretical literatures helped me to broaden my knowledge of my research area,

title and made me more familiar with every variables of theoretical framework providing deep information. Moreover, theoretical literatures help me to understand which variables I need to focus mostly and to build conceptual framework for my study.

Similarly, the empirical literatures such as Aslan (2016) helped me to formulate objectives, research questions as well as for the analysis of the data. Dashtestani (2014) and Yakine (2017) assisted me to prepare the research tools for my study. These literatures helped me to select appropriate research design, interpret the data and conclude the study. Apart from this, these empirical literatures made me familiar about teachers' and students' perception in foreign contexts and also helped me to find out the gap among what has been investigated, what has not been investigated and what needs to investigate. It provided me an opportunity to investigate the way other people have conducted studies and what they have found.

The review of both theoretical and empirical literatures helped me to be clear about mobile learning, mobile assisted language learning, mobile dictionary and vocabulary learning and helped me to develop theoretical and conceptual framework for my study.

2.4. Conceptual Framework

This study was based on the following conceptual framework. Students' perception towards the use of mobile dictionary app was explored on the basis of students' access to app, their preferences, and frequency of using mobile dictionaries, their experience, purpose, importance, benefits and drawbacks of app for vocabulary learning. The following framework also reflects the methods and overall findings of the study.

Mobile Dictionary app for Vocabulary Learning

Students' percpetion

| Access | Preference | Frequency | Experience | Purpose | Importance | Benefits | Drawbacks |

Survey

Cross-sectional

Close-ended question

Open-ended question

Findings

Positive
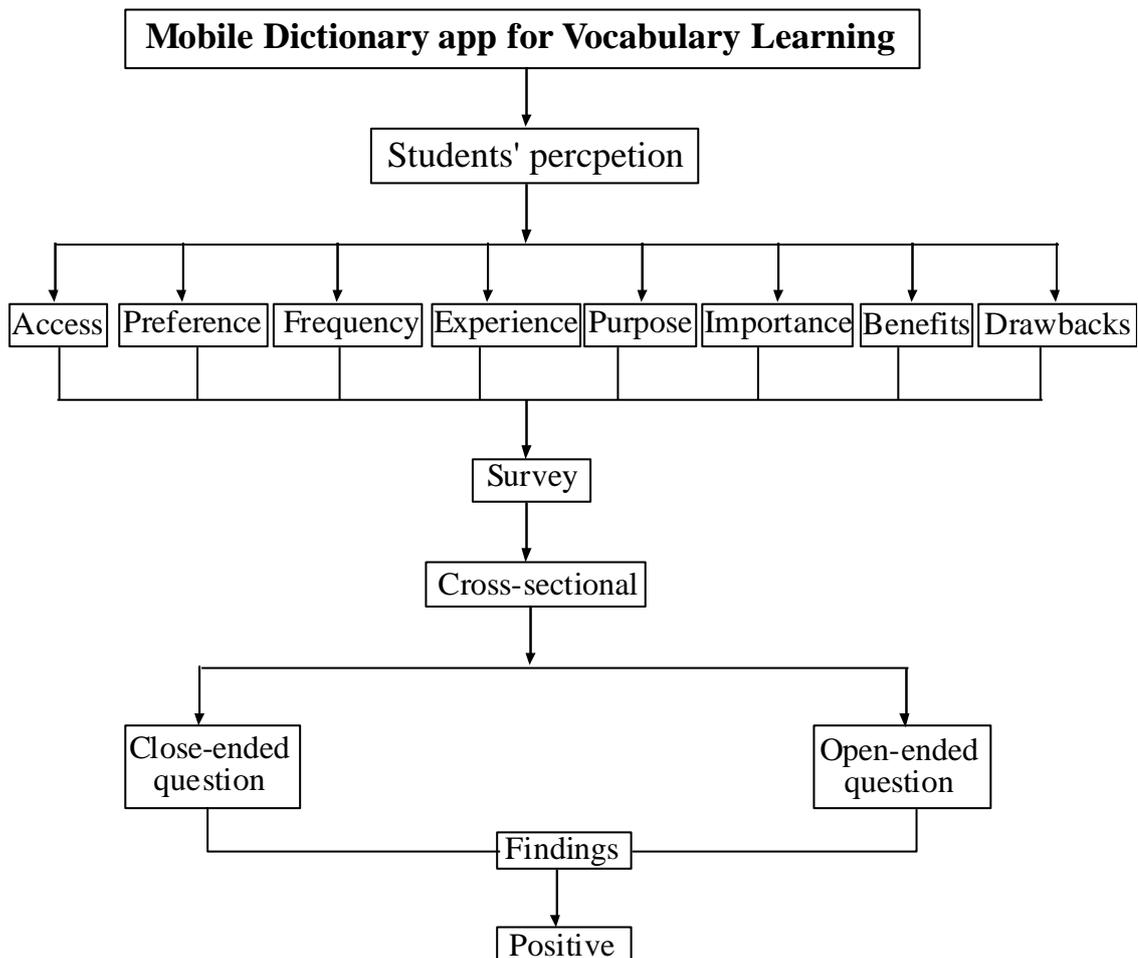
CHAPTER THREE

METHODOLOGY

This chapter deals with the ways of doing this study by determining research design, population, sample, sampling strategy, sources of data, data collection procedures, data analysis and interpretation as well as giving great concern about ethical considerations to accomplish this study successfully.

3.1 Design and Method of the Study

Research is a systematic and scientific way of finding new knowledge being based on a particular area. The purpose of research varies on the basis of the nature of the study. There are various types of research design, which are applied on the basis of research problem and its nature. For my study, I adopted survey design of quantitative method. Survey design is suitable design to find out the attitudes, perceptions, opinions and practices. It is a popular and widely used design under quantitative method for educational research. According to Creswell (2012, p. 376), "Surveys research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the population of the people to describe the attitudes, opinions, behaviors, or characteristics of the population".

Similarly, Cohen and Manion (1985) states:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to a small-scale studies carried out by a single researcher. The purpose of a survey is to obtain a snapshot of conditions, attitudes and/or events at a single point of time (as cited in Nunan, 1992, p. 140).

According to Nunan (1992, p. 141) the steps in conducting a survey research are:

Step 1: Define objectives

Step 2: Identify the target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identify analytical procedures

Step 6: Determine reporting procedures

Under survey research, I adopted cross-sectional survey design where researcher collect data one point in time and examine current perception, attitude, belief and practices. Since my study is to find out the perception about the mobile dictionary app, this design was appropriate for the real findings.

3.2 Population, Sample and Sampling Strategy

The population of my study was the M. Ed. English students of Tribhuvan University. Among them, I selected forty students from fourth semester as sample population through random sampling procedure.

3.3 Research Tool for Data Collection

Research tool is the means of collecting raw data for the research study. So, regarding the data collection of this study, I used a set of questionnaires consisting both close and open-ended questions.

3.4 Sources of Data

Data is the part of information like opinions, ideas, numbers or related materials from which further analysis is included. There are two sources of data, Primary and Secondary. This study included both types of sources.

a) Primary Sources

Primary sources of data are known as first hand data which supposed to be most authentic. Primary data was collected by distributing questionnaire to forty students.

b) Secondary Sources

For the secondary data I went through different existing book, articles, journal, online resources as well as published and unpublished thesis done in the department related to my study to elicit the secondary data and information needed to accomplish this study.

3.5 Data Collection Procedures

For collecting required data for this study, first of all I prepared research tools. Then I visited Tribhuvan University and explained the purpose of my visit and asked for permission with the authority. After getting the permission, I distributed questionnaire to the forty students to fill up. Then, I collected the distributed questionnaire from the students and thanked them.

3.6 Data Analysis and Interpretation Procedures

The collected data was analyzed and interpreted in a descriptive and statistical way as per the need of this study with the help of simple statistical tools and tables.

3.7 Ethical Considerations

This study was careful about the ethical issues and assured to avoid the potential harm in the future. This study assured that the respondent will be safe. The study was aware about plagiarism. The researcher paid attention to accuracy, honesty, truthfulness of data in this study. This study assured not to share received data for further study or experiment.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly concerned with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to explore the perception of students on the use of mobile dictionary application for learning vocabulary. The data were elicited by using questionnaire including both close-ended and open-ended questions.

4.1 Analysis of Data and Interpretation of Results

Here, obtained data were analyzed statistically with the help of statistical tools with percentage and tables. The statistically presented data in tables are interpreted descriptively and thematically.

4.1.1 Students' perception towards using mobile dictionary app for vocabulary learning

It includes analysis and interpretation of close-ended and open-ended questions which were asked to students to receive their perception towards the use of mobile dictionary app for vocabulary learning. They were asked 20 close-ended and 6 open-ended questions. The analysis and interpretation of data obtained from questions are mentioned in the sub-headings as follows:

a)   Students' access to mobile dictionary app

In the beginning, the very general items were asked to students to find out whether they have dictionary app on their phone and whether they bring in the classroom. They ticked the given options for the questions. Responses of students on the question are shown in the table below.

Table 1

Access to app

Categories	No. of Students		Percentage	
	Yes	No	Yes	No
Access to app	40	-	100	-
App in the classroom	40	-	100	-

Table 1 shows that percentage of respondents who said 'Yes' is 100 and nobody said 'No'. That means all the forty students have access to dictionary application out of forty. The second item reveals that all the students bring mobile dictionary with them in the classroom. Thus, as expected, it can be said that all the students use dictionary application for English vocabulary learning.

Similarly, next question was asked to students to investigate where they use mobile dictionary mostly. The result was:

Table 2

Place of using app most of the time

Categories	No. of Students	Percentage
At home	34	85
At campus	6	15

The table indicates that 85% of students use mobile dictionary application at home and 15% use at campus. It means, majority of students use mobile dictionary at home for learning vocabulary.

Another statement was given to students to explore their opinion on whether student should have access to mobile dictionary application or not. The response has been shown in the table.

Table 3

Opinion towards access of app

Category	No. of Students	Percentage
Agree	15	37.5
Strongly agree	15	37.5
Neutral	7	17.5
Disagree	3	7.5
Strongly disagree	–	–

The table illustrates that 37.5% of students were agreed with the statement that every student should have access to mobile dictionary. Similarly, 37.5% of students ticked the option strongly agree. In the same way, 17.5% of students remained undecided regarding the statement where as 7.5% of students were disagreed with the statement. As the data shows, most of the students considered that every student should have access to mobile dictionary.

b) Preferences to dictionary app

Students were asked to explore which kind of dictionary application they prefer to use in terms of language while learning vocabulary. The responses from them are:

Table 4

Preference to app

Category	No. of Students	Percentage
Monolingual	4	10
Bilingual	5	12.5
Both	31	77.5
None of these	–	–

In the response for it, large number of students (i.e. 77.5%) chose the option both monolingual and bilingual. Similarly, 12.5% of students ticked the option bilingual and 10% of students said that they prefer to use monolingual

dictionary application. The responses of the students reveal that most of the students prefer to use both monolingual and bilingual dictionaries according to their will and need for vocabulary development.

The next item was asked to students to find out which kind of mobile dictionary they use in terms of connectivity. The response is shown below.

Table 5
Currently using app

Categories	No. of Students	Percentage
Online	3	7.5
Offline	14	35
Both	23	57.5
None of these	–	–

In this study, highest number of students (i.e. 57.5%) responded that they were using both online and offline dictionary application then on their phone. Likewise, 14% of students chose the option offline and the least number of students (i.e. 7.5%) said that they had been using online mobile dictionary that time. According to the responses given by students, we can see that the majority of students were using both online and offline mobile dictionary then.

The next question was asked to the informants to find out which dictionary application they like to use for learning vocabulary. The findings are presented below.

Table 6
Preferable dictionary to use

Category	No. of Students	Percentage
Oxford dictionary	31	77.5
Cambridge dictionary	–	–
Merriam Webster	3	7.5
Other bilingual dictionaries	6	15

Table 6 shows that, majority of students (i.e. 77.5%) responded that they prefer to use Oxford dictionary for vocabulary learning. Similarly, 15% of students ticked the option other bilingual dictionaries and the rest of the students (i.e. 7.5%) said that they prefer to use Merriam Webster dictionary application. But nobody chose the option Cambridge dictionary. By analyzing it, it is clear that majority of students prefer Oxford dictionary. Students have also revealed that they like Oxford dictionary because they considered it as an authentic dictionary which is easy to use, gives various meanings and provides correct pronunciation.

One statement was given to students to find out their opinion on whether mobile dictionaries are better than printed dictionaries. The response was:

Table 7

Mobile versus paper dictionaries

Categories	No. of Students	Percentage
Agree	24	60
Strongly agree	12	30
Neutral	4	10
Disagree	–	–
Strongly disagree	–	–

To respond the aforementioned statement, as they were allowed to choose from the given options, most of the students (i.e. 60%) were agreed with the statement. Similarly, 30% of students gave their strong agreement regarding the statement that mobile dictionary is better than printed dictionary. In the same way, 10% of students remained neutral on it. Nobody gave their disagreement regarding the statement. According to the result, we can say that most of the students consider mobile dictionary is preferable and better than printed dictionaries.

Another statement was also given to students as open-ended question to view their agreement or disagreement on whether mobile dictionary is better than

printed dictionary. In response to that question, all the students were agreed with the statement that mobile dictionary is far better than printed one. They responded that printed dictionaries are outdated that has limited words, students cannot carry thick and bulky dictionary all the time and using printed dictionary is time consuming.

However, regarding mobile dictionary, they believed that mobile dictionary is multi-purposeful and it has multiple features. Mobile dictionary has new, updated and unlimited words, and gives detail information along with sounds. . It gives information way too faster than printed dictionary that saves students' time and energy. It is easily accessible and available so students can learn anywhere at any time they want. It doesn't confine students to classroom and at home for learning vocabulary.

They stated that mobile dictionary has such features that have made it better than printed dictionary. It provides various information about any words which printed one can never offer to students.

The next question was to explore the reasons why they like mobile dictionary. The response given by students is presented below.

Table 8

Reasons for liking mobile dictionary

Category	No. of Students	Percentage
Accessibility	4	10
Availability	1	2.5
connectivity	–	–
All of the above	35	87.5

As above-mentioned data showed, greater number of students (i.e. 87.5%) responded that they liked mobile dictionary because of accessibility, availability and connectivity. 10% of students ticked the option accessibility, 2.5% of students chose the option availability and nobody marked the option

connectivity. According to the responses given by students, it is clear that most of the students like mobile dictionary because of all the given features.

c) Frequency of using app

Another item was asked to find out how frequently they use mobile dictionary to check vocabulary in the classroom. The findings are below.

Table 9

Frequency of using app in the classroom

Categories	No. of Students	Percentage
Never	–	–
Rarely	2	5
Sometimes	24	60
Always	14	35

The table above illustrates that majority of students (i.e.60%) responded that they sometimes use mobile dictionary in the classroom. In the same way, 35% of students said that they always use it and 5% of students said that they rarely use mobile dictionary application in the classroom. After analyzing the data, we can claim that, large number of students use mobile dictionary app sometimes in the classroom for learning purpose.

Students were asked another query to explore how frequently they use mobile dictionary to vocabulary check out of the classroom. The results have been shown in the following table.

Table 10

Frequency of using app out of the classroom

Category	No. of Students	Percentage
Never	–	–
Rarely	5	12.5
Sometimes	25	62.5
Always	10	25

As above-mentioned data showed, highest number of students (i.e. 62.5%) ticked the option sometimes. Similarly, 25% of students said that they always use and 12.5% of students responded that they rarely use mobile dictionary application. It means most of the students use dictionary application sometimes to check vocabulary out of the classroom.

d) Experience of using mobile dictionary app

Another item was asked to the students and to tick the correct options to explore since when they had been using mobile dictionary app for vocabulary learning. The response given by the students is present below.

Table 11

Time length of using app

Categories	No. of Students	Percentage
2years	1	2.5
3years	8	20
4years	8	20
5years	23	57.5

Regarding this, as the data said that the majority of students (i.e. 57.5%) responded that they had been using mobile dictionary for five years. In the same way, 20% of students ticked the option 4years. Similarly, 20% of students said that they had been using it for three years and only 2.5% of students ticked the option 2years. Overall, we can see that majority of students are familiar with this application and they had been using it for long time.

Students were asked another question in order to explore their experience towards the use of mobile dictionary app for vocabulary learning. All the students responded that they had been using mobile dictionary for years and they have found it very supportive and beneficial in terms of accessibility and availability.

One of the students responded that, "It's become my best company to guide me on the way of learning vocabularies." It means to say that mobile dictionary is providing assistance and showing the path to students like a best friend to learn and develop the knowledge of vocabularies by not confiding students with in a certain place and fixed time.

Another student said that, "I feel very comfortable to use mobile dictionary in comparison to printed dictionary. It is very easy to find out the needed meaning and pronunciation of the vocabulary."

Most of the students have revealed that their level of vocabulary knowledge has increased through the use of mobile dictionary as it allows them to use regardless of time and place providing required information of any words instantly. They stated that they do not have printed dictionary because they prefer to use mobile dictionary application and especially use mobile dictionary for checking meaning and pronunciation. They responded that they feel very comfortable to use mobile dictionary and it is one of the best ways to learn vocabulary because it helps students to be familiar with any words they want. They always check dictionary app when they are confused or feel difficulty about any words while going through any texts. By analyzing it, we can say that the use of mobile dictionary app extended their vocabulary power and their experience has remained amazing.

The next item was asked to find out opinion on whether students like mobile dictionary or not on the basis of their experience. The responses from the students are shown below.

Table 12

Like or dislike

Categories	No. of Students	Percentage
Yes	40	100
No	–	–

The above table indicates that all the students (i.e. 100%) gave positive response regarding this question. Nobody gave their negative responses. Thus, we can claim that all the students like mobile dictionary application for learning vocabulary.

The students were asked another item to explore whether mobile dictionary is helping them to improve and learn English vocabulary or not. The findings are shown in the following table.

Table 13

App for learning English vocabulary

Category	No. of Students	Percentage
Yes	40	100
No	–	–

Regarding the above-mentioned table, all the students (i.e.100%) gave their positive answer that mobile dictionary helped them to learn and improve their knowledge of vocabulary. The table presents that all of the students believe that mobile dictionary help students for learning and improving English vocabulary.

Another question was asked to students to explore how the use of mobile dictionary has helped them to deal with the English vocabularies. Many students listed different ways of it. Some common ways stated by students are as below:

  i. Helping to up to date with new words
  ii. Providing audio of any words that helps to improve pronunciation
  iii. Giving correct and various meanings of words that help in comprehension of any texts.
  iv. Given examples helps to clear understanding of words
  v. Giving guidelines to make sentences
  vi. Word related information like synonyms, antonyms, nearly words, translation, history, etc.

vii.   Giving extra knowledge apart from word like phrase, idioms, etc.

The above-mentioned ways clearly show that mobile dictionary offers number of helps to students to deal with the words they want in course of learning vocabularies.

e)   Purpose of using mobile dictionary

Students were asked to select the appropriate option to investigate the purpose of using mobile dictionary. The table shows the response of students.

Table 14

Purpose of use

Category	No. of Students	Percentage
Meaning	3	7.5
Pronunciation	1	2.5
Spelling	1	2.5
All of the above	35	87.5

Regarding the above-mentioned question, highest number of students (i.e. 87.5%) responded that they used mobile dictionary for the purpose of checking meaning, pronunciation, and spelling. Similarly, 7.5% of students said that they use dictionary only for checking meaning. In the same way, 2.5% of students ticked the option pronunciation and same number of students ticked the option spelling.

f)   Importance of using mobile dictionary app

Another item was asked to students to find how much mobile dictionary is helping them to improve their English vocabulary. The findings are:

Table 15

Extent of help

Category	No. of Students	Percentage
Not at all	–	–
Little	4	10
Much	21	52.5
Very much	15	37.5

As the data shows, large number of students (i.e. 52.5%) responded that the use of mobile dictionary application helped them much in vocabulary learning. In the same way, 37.5% of students chose the option very much and 10% of the students said mobile dictionary helped them little. The responses given by the students show that, most of the students' English vocabulary has improved much through the use of dictionary application through mobile phone.

Students were asked to tick the best option for the statement to explore their opinion on whether mobile dictionaries are beneficial for vocabulary learning. The result has been shown in the table.

Table 16

Beneficial tool

Categories	No. of Students	Percentage
Agree	24	60
Strongly agree	16	40
Neutral	–	–
Disagree	–	–
Strongly disagree	–	–

In the response of aforementioned statement, highest number of students (i.e. 60%) was agreed with the statement. In the same way, 40% of students were strongly agreed on it. Nobody ticked the option neutral, disagree and strongly disagree. As the data shows, it is noticeable that all the students have positive opinion regarding the benefit of mobile dictionary for vocabulary learning.

The next statement was given to students to choose the correct answer to find out their perception on whether mobile dictionary is an important resource for learning vocabulary. The findings are below.

Table 17

As an important resource

Category	No. of Students	Percentage
Agree	27	67.5
Strongly agree	13	32.5
Neutral	–	–
Disagree	–	–
Strongly disagree	–	–

Regarding this statement, students ticked only two options; agree and disagree. Highest number of students (i.e. 67.5%) was agreed with the statement. Similarly, 32.5% of students were strongly agreed that mobile dictionary is an important resource for vocabulary learning. Overall, it is clear that, all the students believe mobile dictionary as a significant resource for vocabulary learning.

Another statement was given to students to put their view on whether mobile dictionary application fully support in vocabulary learning. The response was:

Table 18

Support in learning

Category	No. of Students	Percentage
Agree	27	67.5
Strongly agree	7	17.5
Neutral	6	15
Disagree	–	–
Strongly disagree	–	–

Regarding the aforementioned statement, large number of students (i.e. 67.5%) gave their positive opinion being agreed with the statement that mobile dictionary fully support in vocabulary learning. Similarly, 17.5% of students were strongly agreed on it. Likewise, 15% of students remained neutral regarding the statement. It shows that, majority of students believe that mobile dictionary app fully supports in vocabulary learning.

Students were given a statement to find out their perception on whether mobile dictionary application is the best gift of technology to students. The result was:

Table 19

The best gift of technology

Category	No. of Students	Percentage
Agree	20	50
Strongly agree	20	50
Neutral	–	–
Disagree	–	–
Strongly disagree	–	–

Table 19 describes that among 40 students, 50% of students were strongly agreed on the statement that mobile dictionary is the best gift of technology and rest of the students were agreed on the statement. All the students gave their positive responses. Thus, it is clear that majority of students consider mobile dictionary application as the best gift of technology.

g) Perception on mobile dictionary app and its use

Another item was asked to students regarding their perception on mobile dictionary and its use in vocabulary learning. One of the participants gave his opinion for this question that "Using mobile dictionary is the current trend of twenty-first century for learning vocabulary." As the responses of the respondents' shows, the learning process in this century has obviously changed

where vocabulary is best learnt through mobile dictionary and it is how students these days learn English words.

Similarly, another student stated that, "Mobile dictionary is the best gift of this present era which is very useful to learn vocabulary." It is inferred that mobile dictionary app is gift for students and today's demand. Students perceived mobile dictionary as a new and modern tool for vocabulary learning that can be used anywhere at any time. They think that it is an important and beneficial source for English as second or foreign language learners. It is even more helpful in learning English vocabularies. The students said that it has so many features and characteristics that offer a lot of benefits to students in no time.

Most of the students argued that every student should have access to it and should know how to use it appropriately. They stated that, in this age of technology no students should be away from the mobile dictionary. The contribution of mobile dictionary in vocabulary learning is vital these days. They have considered the use of mobile dictionary as very useful and advantageous. All the students shared their indisputable views and perception towards dictionary app and its use.

h) Positive aspects (advantages) of using mobile dictionary app

Everything has two different sides: positive and negative. Thus, students were asked another question to draw the positive aspects of using mobile dictionary. In response to that question, students listed different benefits of it. Following are the common positive aspects responded by the respondents.

    i. Easy to use
   ii. Easy to access everywhere
  iii. Can be carried anywhere
  iv. Cheaper
   v. Saves time
  vi. Easily available everywhere

vii. Easy to find out information

viii. Provides authentic information

ix. Learners can learn vocabulary according to their level

x. Enhance knowledge of word

xi. Has features to be connected to internet

xii. Has audio features that helps in improving pronunciation and speaking skill

xiii. Students can learn according to their will and need anywhere at any time

xiv. Offline dictionary application is also available

i) Negative aspects (disadvantages) of using mobile dictionary

Though there are several benefits of using mobile dictionary, it certainly has some disadvantages. Therefore, the last open-ended question asked to students was to highlight the negative aspects of using mobile dictionary application. They stated many disadvantages regarding this question and following are the some of the negative aspects of it as responded by the students.

i. Makes students lazy and passive

ii. Kills students' creativity

iii. Smartphones, electricity and internet connection required which is not accessible everywhere and may not be affordable for everyone.

iv. Everyone may not be familiar with it.

v. Students spend more time on mobile in the name of using dictionary.

vi. May disturb the classroom and concentration of students.

vii. Not every class allow students to use mobile dictionary

viii. Student's use of paper dictionary decreases.

ix. All dictionary app cannot be reliable.

x. Over use of mobile dictionary leads to health problems like headache and eye problem.

xi. Make students over dependent on technology.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter deals with the findings which have been deduced from the overall analysis of collected data and the conclusion of this study is presented after analyzing and interpreting data. Some appropriate recommendations have been suggested on the basis of certain outcomes.

5.1 Findings

This sub-chapter consists of main findings of the study. This study was intended to explore the perception of students towards the use of mobile dictionary for vocabulary learning. Also, it aimed to explore the use of mobile dictionary app and its positive and negative aspects.

After analyzing and interpreting the data this study has come up with the following findings.

a. All the students (i. e. 100%) have access to mobile dictionary application and they always bring with them in the classroom.

b. Large number of students (as responded by 52.5%) said that their level of vocabulary knowledge has increased much through the use of mobile dictionary.

c. Greater number of students (77.5%) preferred both monolingual and bilingual dictionary and 57.5% of students were using both online and offline dictionary app for learning vocabulary.

d. Majority of students (i.e. 60%) said that they use mobile dictionary sometimes in the classroom and 62.5% of students responded to use out of the classroom.

e. Most of the students (i.e. 87.5%) liked mobile dictionary because it is accessible, available and capable of being connected.

f. All the students (i.e. 100%) believed that mobile dictionary as an important source for vocabulary learning.

g. It was found that large number of respondents (i.e. 85%) had positive opinion regarding the support of mobile dictionary app in vocabulary learning.

h. Large number of students (i. e. 75%) believed that every student should have access to mobile dictionary app and 100% of student perceived mobile dictionary as the best gift of technology to learners for vocabulary learning.

i. Majority of students (as responded by 77.5%) prefer to use Oxford dictionary because they considered it to be an authentic dictionary that provides clear meaning and definition with examples.

j. Large number of students (i.e. 87.5%) used mobile dictionary app for checking meaning, pronunciation and spelling.

Since mobile dictionary has been inseparable part of learning vocabulary among learners, students have been using it for long time. As the data shows, majority of students (i.e. 57.5%) said they have been using mobile dictionary for five years and they considered it as a company to learn vocabulary. They said that the use of mobile dictionary has helped them significantly not only in explaining meaning but also in other aspects of vocabulary. They shared the positive experience regarding the use of mobile dictionary. In the same way, all the students (i.e. 100%) had positive perception and attitude on mobile dictionary and its use. They opined that mobile dictionary provide assistance to students in a number of ways to deal with the new and difficult vocabularies in course of learning language like, by providing audio sound, giving contextual examples, world-related information, etc.

Similarly, all the students (i.e. 100%) revealed that mobile dictionary is far better than printed dictionary because they think that mobile dictionary offers variety of information with in the short period of time which printed dictionary can never offer. As everything has good and bad sides, mobile dictionary also has both positive and negative aspects. Students mentioned that it is easy to use, time saving, easy retrieval, available everywhere, etc. also they responded

that it makes students passive and lazy, over dependent on technology, not reliable, etc. as the disadvantages. Respondents have responded different advantages and disadvantages regarding mobile dictionary. However, the better use of it can help a lot to students.

5.2 Conclusion

As there is widespread use of mobile dictionary application nowadays, this research study mainly focused on the students' perception towards the use of mobile dictionary app for vocabulary learning. The study has found the same views as like the views found in the previous literature review. While reviewing the literature, it was found that mobile dictionaries are significant for vocabulary learning and language learning and students and teachers have positive attitude and perception on mobile dictionary. In the same way, this study has found the same attitude and perception of students in the use of mobile dictionary app installed on mobile phones.

As responded by students, mobile dictionary is unavoidable, crucial and beneficial tool for students to learn vocabulary and they are using dictionary app consistently. Students' level of vocabulary knowledge has increased much with the use of mobile dictionary as it allows students to learn regardless of time and place. It has different features such as portability, availability, connectivity, accessibility, connectivity, etc. which enable students to learn English vocabulary faster and in an effective manner. Students' level of vocabulary knowledge has enhanced by using mobile dictionary. They prefer mobile dictionary to a paper dictionary due to different reasons. They considered printed dictionary outdated and time consuming which has limited and cannot provide sufficient information about words.

By analyzing and interpreting the data, it can be concluded that mobile dictionary is within the access of every students and their opinion on mobile dictionary and its use for the development of vocabulary found to be conclusive and constructive. They have listed many drawbacks and benefits regarding

mobile dictionary. Though it has some disadvantages, the benefits of using mobile dictionary outweigh the disadvantages if it is used for specific purpose. Thus, it can be claimed that using mobile dictionary is significant and undeniable means of developing and learning English vocabularies.

5.3 Recommendation

On the basis of the aforementioned findings, the following recommendations have been made. The researcher made some recommendations on three sub-headings based on the study. They are:

5.3.1 Policy Related

Here, it has made some policy related recommendations:

i. Education planner, syllabus designer, material developers should take care about the modern technological tools so that the students have opportunity to deal and use such tools for educational purpose.

ii. Since there is no clear policy in our country, the concerned authorities need to pay attention on formulating policy regarding mobile learning and mobile-assisted language learning.

iii. The government and school/college administration should launch a new policy to the maximum utilization of mobile technology in language teaching and learning activities.

5.3.2 Practice Related

On the basis of the findings of the research, the following practice related recommendations have been made so that the use of mobile dictionary application for learning English vocabulary can better be promoted.

i. The students who are not familiar with mobile dictionary should be made aware about it.

ii. The thing whatever we use itself is neither good nor bad but the way of using it makes things good or bad. It means to say that mobile

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dictionary app can be a useful tool or app if it is used for specific purpose.

iii. The habit of learning vocabularies through mobile dictionary should be developed among students.

iv. Students should be encouraged to use mobile dictionary not only to check the meanings of the words but also listen the correct pronunciation in order to improve their pronunciation.

v. Unless students disturb other students and classroom, they should not be prohibited to use mobile dictionary inside the classroom.

5.3.3 Further Research

Some further research related recommendations have been presented as follows:

i. The findings of this study cannot be generalizable to the whole population of the nation because it was conducted only in University Campus, Kirtipur. So, it can be conducted in more than one University and with more participants.

ii. If the researcher uses the more tools for instance, interview for collecting data instead of merely questionnaire, the study will be more in-depth and hence findings may also cover more spaces of the study.

iii. Similar study can be conducted with MALL devices and applications like PDA, Podcast, iPods etc.

iv. The researcher can carry out study in the possible areas like, the use of mobile dictionary in language learning, teachers' and students' view on electronic dictionary, use of electronic dictionary for developing pronunciation, etc.

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APPENDIX –I

Participant Information Statement

1. What is this study about?

You are invited to take part in a research entitled "Students' Perceptions towards the use of Mobile Dictionary app for vocabulary learning". It primarily aims to explore students' perceptions towards the use of mobile dictionary. To date, there has not been sufficient research in this area. Therefore, this is an attempt to find out students' attitude towards the use of mobile dictionary.

I have chosen this title because I want to explore how students perceive mobile dictionary app in course of learning vocabulary. Since it has been an important tool for learning language, this study can help the readers about the importance of dictionary app.

Please read this sheet carefully and ask questions about anything that you have query about the study. Participation in this research study is voluntary. So, it is up to you whether you wish to take part or not.

2. Who is carrying out the study?

This study is being carried out by Hem Kala Rai, as the basis for the degree of Master of Education at the University Campus of Kirtipur, Kathmandu. This study will take place under the supervision of Mr. Bhim Prasad Wasti, Reader.

3. What will the study involve for me?

For the completion of this study, I will involves 40 students from fourth semester of M.Ed. from T. U. Kirtipur, Kathmandu. and provide them questionnaire.

4. How much of my time will the study take?

It will take about 40 minutes to complete the questionnaires.

5. Who can take part in the study?

M. Ed. fourth semester students from T. U. can take part in this study.

6. Do I have to be in the study? Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at Tribhuvan University. If you decide to take in the study and then change your mind later, you are free from withdraw. The study submitting your complete questionnaire is an indication of your consent to participate in the study.

7. Are there any risks or costs associated with being in study?

There are no any risks or costs associated with taking part in this study aside from investing your valuable time.

8. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study and make them to participate.

9. Are there any benefits associated with this study?

This study will help you to have deep understanding about the usefulness and importance of use of mobile dictionary for learning vocabulary effectively.

APPENDEX-II

Participant Consent Form

Faculty of Education, Tribhuvan University

Central Department of English Education

Kirtipur, Kathmandu.

Supervisor: **Mr. Bhim Prasad Wasti**

Students' perception towards the use of mobile dictionary app for vocabulary learning.

I…………………….., agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of study, what I will be asked to do, and any risk/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire

YES………….NO…………

Signature:………………….

Name:……………………...

Date :………………………

APPENDIX- III

Questionnaire for Students

Dear respondent,

This questionnaire has been prepared to draw information to complete a research work entitled "Students' Perception towards the Use of Mobile Dictionary App for Vocabulary Learning" which is carried out under the supervision of **Mr. Bhim Prasad Wasti**, Reader in the Department of English Education, T. U. Kirtipur, Kathmandu. I aim to explore the perception of students towards the use of mobile dictionary app for vocabulary learning. The honest information you provided will be kept highly confidential and will be used only for this purpose.

Researcher

Hem Kala Rai

Department of English Education

Tribhuwan University

Kirtipur, Kathmandu

Name: ……………………

Roll no.: ………………….

Section: ………………

Semester: ………………..

Please tick appropriately or give full answer where necessary.

Group A

1. Do you have dictionary application on your mobile phone?

   a. Yes   b. No

2. Do you bring mobile dictionary with you in the classroom?

   a. Yes   b. No

3. How long have you been using mobile dictionary?

   a. 2years   b. 3years   c. 4years   d. 5years

4. Do you like mobile dictionary?

   a. Yes   b. No

5. Which kind of dictionary do you prefer?

   a. Monolingual   b. Bilingual   c. Both   d. None of these

6. Which kind of dictionary do you use?

   a. Online   b. Offline   c. Both   d. None of these

7. Where do you use mobile dictionary mostly?

   a. At home   b. At campus

8. Is mobile dictionary helping you to improve and learn English vocabularies?

   a. Yes   b. No

9. How often do you use mobile dictionary to check vocabulary in the classroom?

   a. Never   b. Rarely   c. Sometimes   d. Always

10. How often do you use mobile dictionary to check vocabulary out of the classroom?

a. Never   b. Rarely   c. Sometimes   d. Always

11. Which mobile dictionary application do you like to use?

a. Oxford dictionary

b. Cambridge dictionary

c. Merriam Webster

d. Other bilingual dictionaries

Why……………………………………………………………………………

…………………………………………………………………………………...

12. To what extent, the use of mobile dictionary help you to improve English vocabulary?

a. Not at all   b. Little   c. Much   d. Very much

13. Learning English vocabulary through mobile dictionaries are very beneficial.

a. Agree   b. Strongly agree   c. Neutral   d. Disagree

e. Strongly disagree

14. Mobile dictionaries are better than printed dictionaries.

a. Agree   b. Strongly agree   c. Neutral   d. Disagree

e. Strongly disagree

15. Mobile dictionaries are important resource for learning vocabulary.

a. Agree   b. Strongly agree   c. Neutral   d. Disagree

e. Strongly disagree

16. Mobile dictionaries fully support students in vocabulary learning.

a. Agree   b. Strongly agree   c. Neutral   d. Disagree

e. Strongly disagree

17. Every student should have access to mobile dictionaries.

a. Agree   b. Strongly agree   c. Neutral   d. Disagree

e. Strongly disagree

18. Mobile dictionary is the best gift of technology for learners for vocabulary development.

    a. Agree   b. Strongly agree   c. Neutral   d. Disagree

    e. Strongly disagree

19. Especially for what purpose, do you use mobile dictionary?

    a. Meaning checking

    b. Pronunciation checking

    c. Spelling checking

    d. All of the above

20. Why do you like mobile dictionary?

    a. Because of accessibility

    b. Because of availability

    c. Because of connectivity

    d. All of the above

Group B

1. How is your experience of using mobile dictionary for vocabulary learning?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

2. What is your perception about mobile dictionary and its use in vocabulary learning?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

3. As a English student, how the use of mobile dictionary application has helped you to deal with the vocabularies?

   …..………………………………………………………………………………

   ……………………………………………………………………………………

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4. Many people believe that mobile dictionary is better than printed dictionary. Do you agree or not? Give reasons.

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5. What do you think are the positive aspects of using mobile dictionary app?

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6. What do you think are the negative aspects of using mobile dictionary app?

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Thank you for your response.