The Role of Pocket Electronic Dictionary in Learning EnglishLanguage Vocabulary: Case of Mohamed Lamine DEBAGHINE First Year English Language Setif 2 University, Algeria.

Mouloud Aitaissa*, Mohamed Lamine Debaghine Setif 2 University,aitaissamouloud7@gmail.com

Fares Bergreg, Mohamed Lamine Debaghine Setif 2 University, bnfares@yahoo.fr

Rabah Lalioui, Mohamed Lamine Debaghine Setif 2 University, rlalioui@yahoo.com

Abstract

The current research attempts to explore the attitudes of First Year English foreign language students towards the use of pocket electronic dictionary in learning English vocabulary at Mohamed Lamine DEBAGHINE Setif 2 University, Algeria. This study uses the questionnaire with 100 students out of 500 as a research instrument. The findings revealed that the sample holds favorable attitudes towards the role of pocket electronic dictionary in learning English vocabulary. Moreover, the results have insisted more on the effectiveness of such electronic devises in the process of English language learning. The pedagogical implicationsand recommendations suggest the necessity for more use, practice, training and research to be allocated to the integration of the pocket electronic dictionary in particular and information communication technology in general among students.

Key words: Pockets Dictionary, Vocabulary Learning, Information Communication Technology, English Vocabulary

Résumé

La présente recherche tente d'explorer les attitudes des étudiants de première année en Anglais comme langue étrangère vis-à-vis l'utilisation du dictionnaire électronique de poche sur l'apprentissage du vocabulaire Anglais à l'université Mohamed Lamine DEBAGHINE Sétif 2, en Algérie. Cette étude adopte un questionnaire avec 100 étudiants sur 500. Les résultats de l'étude ont révélé que l'échantillon avait une attitude favorable à l'égard du rôle du dictionnaire électronique de poche dans l'apprentissage du vocabulaire Anglais. En outre, les résultats ont davantage insisté sur l'efficacité de ces dispositifs électroniques dans le processus d'apprentissage de l'Anglais. Les implications pédagogiques et les recommandations suggèrent la nécessité d'allouer davantage d'utilisation, de pratique, de formation et de recherche à l'intégration du dictionnaire électronique de poche en particulier et de la technologie de communication de l'information en général parmi les étudiants.

Mots Clés: Dictionnaire de poche, Apprentissage du vocabulaire, Technologie de la communication de l'information, Vocabulaire Anglais

الملخص

يحاول البحث الحالي استكشاف اتجاهات طلبة اللغة الإنجليزية للصف الأول من اللغة والأدب الإنجليزي نحو استخدام قاموس الجيب الإلكتروني في تعلم مفردات اللغة الإنجليزية في جامعة - محمد لمين دباغين سطيف 2 الجزائر-. تعتمد هذه الدراسة على الاستبيان أي ضمّت العينة مائة (100) طالب من أصل (500) كأداة بحثية. وكشفت نتائج الدراسة أن العينة تحمل مواقف إيجابية اتجاه دور قاموس الجيب الإلكتروني في تعلم مفردات اللغة الإنجليزية. علاوة على ذلك، أصرت النتائج بشكل أكبر على فعالية مثل هذه الوسيلة الإلكترونية في عملية تعلم اللغة الإنجليزية. ويصل البحث إلى مجموعة من التوصيات أهمّها ضرورة تخصيص المزيد من الاستخدام والممارسة والتدريب والبحث لدمج قاموس الجيب الإلكتروني بشكل خاص وتكنولوجيا المعلومات والاتصالات بشكل عام بين الطلاب أثناء تعليم اللغة الانجليزية.

الكلمات المفاتيح: قاموس الجيب الإلكتروني، تعلم المفردات، تكنولوجيا الاتصالات والمعلومات، مفردات اللغة الإنجليزية

---

* Coressponding author

Introduction

Using dictionary is one of the potential vocabulary learning strategies in developing learning process. The dictionary is regarded as a tool that everyone uses since childhood. Its use is supposed to be familiar to all. Recently, the number of electronic dictionary users is increasing along with the increasing of the users' technology. There has been an increase in using pocket electronic dictionaries by students for many purposes (Boonmoh, 2010). The popularity of electronic dictionary merely influences the EFL learners in learning vocabulary. Acquiring new words is a primary concern for most EFL students, as they seem to feel that an extensive vocabulary is an essential component of becoming a fluent English speaker. As a result, EFL students rely heavily on English-English dictionaries to facilitate the language learning process. Vocabulary can be defined as the 'Everest of language'. In this digital age of time, millions of people are pocket electronic dictionary users. This tool is one of the most common lexical resources available for EFL students to acquire new vocabulary. Also, it is a powerful tool for improving students' achievement in vocabulary learning. Besides it is easy to operate, because it provides some relevant examples toward the words usage and the pronunciation of the words along with the audio feature. Moreover, Pocket Electronic Dictionary gives information about the part of speech of the words and that makes the students use the unfamiliar words precisely and vividly. Hence, it was found that words looked up in pocket electronic dictionaries were grasped better than words looked up in paper dictionary. Simply, students can recall the unfamiliar words which have been searched through PED easily because of its visual effects, colors even the pictures as the example. As a result, it proved to be a better learning tool, since it enriches vocabulary learning.

Some EFL teachers discourage the use of both monolingual and bilingual PED in the belief that they do not help students to understand vocabulary in context and because students overuse dictionaries at the expense of developing the ability to guess from context and self-confidence. They believe that pocket dictionaries are counterproductive because they cultivate the erroneous and assumption that there is a one-to-one correspondence between the words of the two languages.It will also help in filling the gap in the scarcity of research in this area. In the light of the above presentation, thisstudy attempts to answer the following main questions;

➤ What are the students' attitudes towards the use of pocket electronic dictionaries in vocabulary learning?

➤ Does the use of pocket electronic dictionaries have any effects; either beneficial or detrimental; on the process of learning English vocabulary?

➤ What is the current state of affair of using pocket electronic dictionaries at the department of English language and literature at Mohamed Lamine Debaghine Setif 2 University?

1. Literature Review

1. 1. Vocabulary in English Foreign Language Classroom

Vocabulary, in the Oxford Dictionary, is the body of words used in a particular language.Marriam –Webster defines vocabulary as a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. Longman dictionary defines vocabulary as the words that are typically used when talking about a particular subject. Other definitions of vocabulary are put forward by experts. They are: Vocabulary refers to knowledge of words and their meaning (Diamond andGutlohn, 2006). The American Heritage Dictionary defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group". Also it can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". According to Richards (2002: 255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. From

those definitions, it can be concluded that vocabulary is the needed words used by a particular person or group to convey a particular meaning.

In order to express ideas and feelings, as well as to explore and analyze the world, the learners need to use words. Nandy (1994:1) points out: "The more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in". Vocabulary also helps learners with language production. Productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners. In fact, learners can use these words in speech and writing as well (MaskorandBaharudin, 2016). Thus, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which are understood by others (Webb, 2005). Based on this view, to communicate effectively learners need to know a large number of word meanings.

1. 1.Explicit and Implicit Learning of Vocabulary

Learning vocabulary can be either explicit or implicit. According to Le Ellis (1994: 1f.) implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. Explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure. Knowledge attainment can thus take place implicitly (a non-conscious and automatic abstraction of the structural nature of the material arrived at from experience of instances), explicitly through selective learning (the learner searching for information and building then testing hypotheses), or, because we can communicate using language, explicitly via given rules (assimilation of a rule following explicit instruction). In the definition, implicit learning is described as a natural, simple and unconscious learning process, whereas explicit learning is a process includes conscious operations.

The question is whether the vocabulary is the exclusive domain of implicit or of explicit learning. According to Ellis (1994) there are specialized modules, the input and output lexicons, which acquire the forms and regularities of the surface form of language by implicit learning principles, even in the case of learning a foreign language, "a large number of words cannot have been learnt solely by means of explicit vocabulary instruction; rather, most words are learned in an incremental way through repeated encounters during extensive reading". For this reason, vocabulary is neither the exclusive domain of implicit nor that of explicit learning, but it is rather associated with both and the two modalities interact with and influence each other.

1. 2. Definition of Pocket Electronic Dictionaries

The word dictionary is derived from the Medieval Latin word "Dictionarium" originated form the Greek term "Dictio" meaning a word or a phrase. It is considered very useful language learning tools. Nowadays they are stored in complex databases which enable lexicographers to work much more efficiently and quickly, and are usually enriched with many additional features, for example sound recordings of words being pronounced or links to other material or texts, such as thesauruses.

Pocket Electronic Dictionaries are defined as pocket-sized devices which can easily be carried by students for use in the classroom or for providing day-to-day language support and translation (Midlane, 2005). It also refers to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words, a device that scans and translates printed words, a glossary for on-line teaching materials, or an electronic version of a respected hard-copy dictionary are all EDs of a sort, characterized by the same system of storage and retrieval. The dictionary, the prototypical work of lexical reference, classifies and stores information on words, phrases, and other lexical items, including their form, meaning, use, origin, and history (Kirkness, 2004).

1. 2. 1. *Vocabulary Learning through Pocket Dictionary*

A Pocket Electronic Dictionary plays the same role as paper book dictionary in giving information on word derivation, meaning, spelling and pronunciation .Thus, foreign language learner purchases them among the first things ; and most "language teachers believe that dictionaries can assist the learning of vocabulary. Since PEDs are widespread everywhere and are popular among foreign language learners, they can provide three potential benefits for them: they are quick and easy to use, they can provide access to large amounts of data, and they are interactive (Nesi, 1998).Furthermore, PEDs can contribute to the field of learning in many different ways. First, the use of PEDs helps learners to improve their literacy and numeracy skills and to be aware of their existing abilities. Second, they can be used to encourage both independent and collaborative learning experiences. Also, they help learners to identify areas where they need assistance and support. Further, they help to combat resistance to the use of Information Communication Technology and can help bridge the gap between PEDs literacy and ICT literacy. Moreover, they help to remove some of the formality from the learning experience and engage reluctant learners. Besides, according to Attewell (2004), it helps to raise self– esteem and self-confidence, because learners feel good about themselves when using technology. Additionally, they allow for low-cost implementation of real time, text-based interaction and finish the ongoing statement of "turn UR mobile off"

Although PEDs are particularly popular in EFL classrooms, there are many studies describing the disadvantages of using this tool in education. According to Zheng& Wang (2016), the use of PEDs can cause several problems. First, the use of PEDs can prevent students to guess the meaning through the context. Second, the use of PEDs can cause distraction, because when the students look up the meaning of unfamiliar word they might not pay attention to what the teacher is saying. Moreover,

the use of PEDs can be a source of disturbing for the teacher and the students. For example, when the voice of PEDs occurs suddenly, it annoys and surprises the teacher and the students, and affects the rest of them. Additionally, Tang (1997) claimed that according to the views of some teachers, the negative perceptions about the use of PEDs can be divided into social and academic categories. In social category, the teachers believe that the use of PEDs can cause antisocial behaviors in students when they interact with machines rather than their classmates. Also, the use of PEDs can distract the class when they pass this tool around, when they play game, and when they do not pay attention to the teacher explanation. In academic category, the teachers are worried about the quality of PEDs. More over; they believe that the use of PEDs can discourage the students to guessing the meaning from the text and providing them to move from word level to sentence and discourse level. Furthermore, a several obstacles and challenges; like the lack of training on the use of PEDs and of facilities of using them in EFL class room; are mentioned by the EFL teachers as disadvantages of using PEDs.

2. *Research Methodology*

This section provides an overview of the methodology plan that was carried out in this study including a description of the study design,setting, time, population and sample, data collection instruments, and data analyses procedures. The steps undertaken helpto elicit the students' attitudes towards the role of using the pocket electronic dictionary in improving vocabulary learning.

2. 2. *Exploratory Design*

Exploratory research, as the name implies, intends merely to explore the research questions and does not intend to offer final and conclusive solutions to existing problems. This type of research is usually conducted to study a problem that has not been clearly defined yet. The aim behind exploratory studies is to establish facts, to collect new data and to establish a significant relationship between patterns in a relatively unknown research area, for

the sake of gaining new insight into the phenomenon under investigation. The primary purpose of exploratory research design is that of formulating a problem for more precise investigation or of developing the working hypothesis from an operational perspective. The main focus in this research project is on the discovery of ideas and insights. In addition it aims to diagnosing a situation, screening alternatives,discovering new ideas, and produce hypotheses. In other words, the exploratory studies are most typically done for three purposes: (1) to satisfy the researcher's curiosity and desire for better understanding, (2) to test the feasibility of undertaking a more extensive study, and (3) to develop the methods to be employed in any subsequent studyIn this study, the researcher aims at meeting the first criterion of the exploratory study design, which is satisfying the curiosity of the researcher about the situation of visually impaired EFL students at Mohamed LamineDebaghine University.

2. 2. Research Setting and Time

This exploratory study was conducted at the department of English language and literature at Mohamed LamineDebaghine University Setif 2 during the academic year of 2017/2018. The questionnaires are distributed during the second semester and in an organized setting, either in the amphitheater, classrooms and labs when students finish their classes.

2. 2. Data Collection Procedures: Questionnaire for Students

Questionnaire is a for gathering data usually data about particular phenomena which is under a researchConnaway and Powell (2010:146) define the questionnaire as "a form containing a set of questions, especially one addressed to a statistically significant number of subjects as a way of gathering information from a survey." It is a set of questions in a written form that a researcher gives to participants of a study in order to answer it, it is a suitable tool when the sample is large especially in social researches.

Furthermore, Cohen, Manion, and Morrison, (2007:317) state that: "the questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze."

Thus, the questionnaire has many advantages when using it in a research, Cohen, Manion, and Morrison (2007) argued that the questionnaire is more reliable, as it is anonymous; also, it supports much honesty and it is economical in terms of money and time, moreover, it can be mailed. Questionnaire is an effective tool for gathering large information about a phenomenon.

Likewise, the questionnaire in this study is addressed to students, it contains different types of questions open format questions, and closed format questions. It is divided into three parts, the first is concerned with the background information of participants, this would provide general information about the population, the second part is about vocabulary learning, and the last one is concerned with exploring the use of pocket dictionary.

2. 3. Population, Sample and Sampling Selection Procedures

Polit and Hungler (1999:37) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In this study the population was the students of first year at the department of English at the University of Mohamed LamineDebbaghine, and this is considered as the case study that is under the research conducted. Therefore, the population of the present study consists of 500 students who had studied English in middle and secondary School. Thetarget population is chosen because it serves the aims of the study that are exploring the role of PEDS in enhancing, developing and learning vocabulary in EFL classes. Since the first year students are considered as beginners, limited vocabulary,are not fluent enough and they have inadequate, if not, poor vocabulary this pushes them to use the PEDS during their educational process.

The process of selecting a portion of the population to represent the entire population is known as sample and sampling selection procedures. A sample is a subset of a population selected to participate in the study, it is a fraction of the wholeselected to participate in the study (Ibid).That is to say that the sample selected for the study is smaller five times than the target population, and needs to be representative.Inthis survey, a subset of 100 first year students was selected out of the entire population of students in Mohamed LamineDebaghineUniversity.However, in order to be objective and avoid bias, investigator needs to follow a certain techniques for this process, It is argued that "the appropriate size of a sample depends on the type of data analysis to be used, how accurate the sample has to be for the researcher's purpose and on the population characteristics"Therefore, the technique used for the process of selecting the sample for this study is called a random sampling. This technique of simple random sampling gives each element in the population an equal chance of being included in the sample (Connaway and Powell, 2010). Then, the adequate size of the sample for the present study is 1/5 of the whole population of first year English students which consists 500 participants; therefore, 100 participants consisting both males and females are randomly selected to answer the questionnaire.

2. 5. Data Analyses Procedures

When collecting the necessary data using both instruments, different methods can be used to analyze data in order to build the intended aims for the study. However, the data collected through questionnaire differ from the data gathered using the interview, because the data of the first are quantitative or numerical data, and the data of the interview are qualitative. The process of data analysis is conducted through the following steps.

> **Data Introduction:** in this step, the researcherstarts to reformulate the research question into a phrase and adopt it as a sub-title in the data analysis section in order to create a kind of balance in the table of contents between the theoretical and practical section of the whole research. Then he gives some primary hints and general information of the quality of the data. It involves mentioning the source, section, task, etc. from which the data are elaborated and yielded in relationship to the research sample and instrument. Then it explains briefly the question, question item and procedure through words and then introduces the aim behind collecting such type of the data in terms of their relatedness. Finally, this step ends with making a pre-reference to the table, graph or any other figure used with an idea about the techniques used in statistics and calculations.

> **Data Classification and Organization:** Quantitative data can be through different software, as Cohen, Manion, Morrison (2007: 501) stated that, Numerical analysis can be performed using software, for example the statistical package for social sciences (SPSS, Minitab, EXEL)."Therefore, in the present study the data gathered through the questionnaire are tabulated and analyzed using software called SPSS version 23 because it allows researchers to organize, calculate the data, and use different graphics precisely.In the other hand, qualitative data which are collected through the interview required a specific method to be analyzed. They also state also that "qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants" definitions of the situation, noting patterns, themes, categories and regularities." Thus, many techniques are introduced to analyze qualitative data, in the current study qualitative data are analyzed through interpretation and decoding what teachers said in the interviews.This step helps the researcher to find ways of how to summarize the meaningless data and start to give some little meaning to them through tables and what these tables include such as numbers, frequencies, …etc.

> **Data Description and Reading:** this stepinvolves the process of reading the data depicted in the tables and figures through frequencies and percentages. In short, this step is about explaining the data using words, expressions and statements in

association with numbers and symbols. It joins the previous steps with the subsequent steps and contributes to add some more meaning to the data. In addition, this step helps the researcher to find ways of how to summarize and describe the less meaningless data and start to give some more meaning to them through expressions of language and statistics such as majority, minority….etc.

➢ *Looking for Justifications to the Data:* after defining relations among the data and the research steps in relationship with the multiple reasons that affect the data. Then they will be connected with the main theories displayed in the theoretical framework of the study in terms of agreement and disagreement. In this step, the multiple justifications of the data and how they agree or disagree with the previous research done in the dame area are sought and highlighted. By this step, it can be considered that data are meaningful and are the right answers to the research questions and problem. All in all, this step adds more meaning to the data.

➢ *Joining the Data with the Research Problem, Assumptions and Questions:* in this step, the data are connected with the research problem and questions by explaining the quality of the research's questions with their possible relationship to the data collected. This step examines whether the nature of the data contribute to answer the research questions or not. In other words, this step makes clear whether the data support positively or negatively the research questions, problem and assumptions. So it states the appropriateness of the questions and the research problem with the obtained data. All in all, this step makes the data full meaningful.

➢ *Drawing Conclusions, Implications and Recommendations:* this final step describes explicitly the answers to research questions. It involves the use of statements for each research question and then turns them into judgments. These statements are the answers to the research questions and the judgments themselves are the results of the study. Form the results themselves the researcher

must sort out the more likely implications in the limited scope of the study. More clearly, the possible changes and influences that the results may introduce to the practices of the sample and population of the study. Finally, the researcher ends the research by raising more research problems and research questions"recommendations". The latter must be stemmed directly from the previous results and implications of the research.

3. *DataOrganization and Analyses*
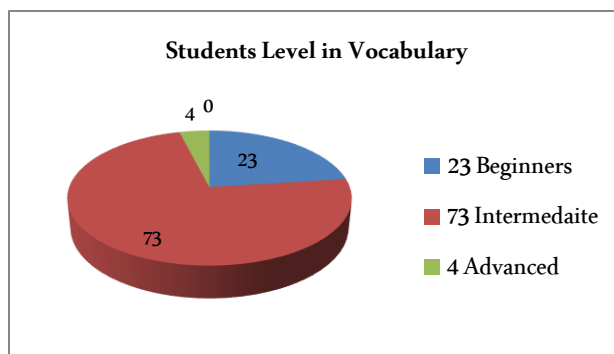
This section is devoted to the practical side of the study, which is the analysis, and interpretation of the questionnaires data for the first year students at Mohamed LamineDebaghine Setif2 University as well as the interview data of teachers of oral and written.

3. 1. *Students' Level in Vocabulary*

From the figure above, it is noticed that the majority of the respondents (73%) rate their level of vocabulary as intermediate. While (23%) of them claimed that their level of vocabulary is beginner and the rest of students indicate that their level of vocabulary is advanced.

The reasons behind these results can be interpreted as follows: the majority of the students stated that their level of vocabulary is intermediate because they came from high school where the number of hours scheduled for them is not enough and they are still beginners. Added to this, students gave more importance to other subjects rather than English. Furthermore the coefficient of English is very low especially in middle school.

3. 2. Settings Where English vocabulary is learned

Settings Where Vocabulary is Learned

- 14 Inside Classroom
- 18 Outside Classroom
- 68 Both of Them
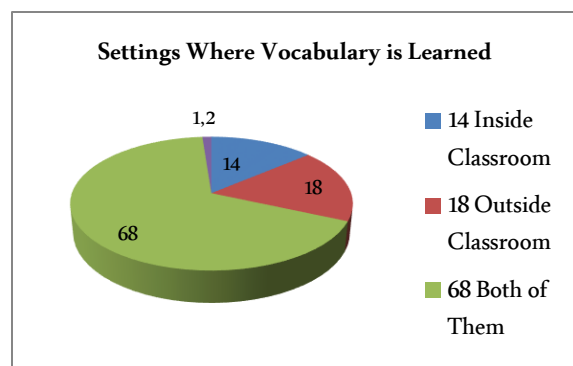
The results in the above figure indicate that most of students get the opportunities to learn English vocabulary in both inside and outside EFL classroom. While 18% of students get these opportunities only inside EFL classroom and 14% get it outside classroom. These differences in the percentages show that the majority of the sample learn and practice English vocabulary inside and outside the classroom because English became as a specialty which pushed them to give more importance to it (English).Furthermore, the portability certainly encourages increased PEDs use and allows learners to use them everywhere.

3. 3. The importance of vocabulary in learning a foreign language

The Importance of Vocabulary in Learning a Foreign Language

- 75 Very Important
- 24 Important
- 1 Not at All
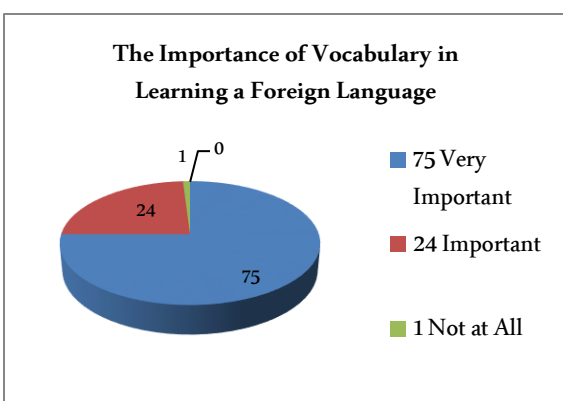
The results in the above figure show that the majority of students (75%) say that the vocabulary is very important in learning a foreign language. However (24%) of them claim that it is important. The rest of them (only 1%) declare that it is not important at all.

These results reveal the idea that the sample students are aware of the importance of vocabulary in learning foreign languages. Also it became a subject of matter and a specialty. As Wilkins (1972:111-112) states that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Moreover, Schmitt (2008) notes that "learners carry around dictionaries and not grammar books".

3. 4. Classroom Strategies

The table below summaries the multiple strategies used to learn vocabulary. This question aims at sorting out the possible strategies in order to better place the use of pocket dictionary in learning vocabulary. The table below presents the data through frequencies and percentages.

Options	Guessing		Skipping		Teachers		Classmates		Pocket Dictionary	
	F	%	F	%	F	%	F	%	F	%
Always	30	30%	4	4%	11	11%	18	18%	66	66%
Often	37	37%	10	10%	18	18%	25	25%	13	13%
Sometimes	28	28%	35	35%	36	32%	26	26%	12	12%
Rarely	01	01%	32	32%	22	22%	18	18%	04	04%
Never	04	04%	19	19%	13	13%	13	13%	05	05%
Total	100	100	100	100	100	100	100	100	100	100

As far as the guessing strategy is concerned, the responses are summarized and shown in the above tabledemonstrate the frequency of using guessing strategy when student meet unfamiliar words, they indicate that 37% of participants stated often, 30% of them stated always, 28% of them stated sometimes, and only 4% stated that they usedguessing the meaning of the unfamiliar words from the contextal all. It is noticeable that the guessing strategy is widely used by the learners when encountering new words.

As far as the skipping strategy is concerned, the responses show that 35% of the informants claimed that they sometimes skip the unfamiliar words, 32% of them claimed that they rarely did, while 4% ofstudents claimed that they use this strategy always.From the obtained results, it is clear that the skipping strategy is not largely used by students who took part in this study. This strategy is less used by the learners. This strategy is only used when the unfamiliar words are not necessary to understanding the general meaning of the context or when they have no attempt to use another strategy.

As far as asking their teachers strategy is concerned, the table it can be noticed that 36% of students sometimes ask their teacher, (22%) of them revealed that they rarely ask them while encountering unfamiliar words whereas 13% they did not. This strategy is less used by the learners due to some factors such as shyness, fear from negative feedbacks of the teachers added to this the use of others strategies.

As far as asking their classmates strategy is concerned, the table revealed that (26%) of students sometimes ask their classmates when meeting new words. (25%) stated that they often quest their mates. (18%) of the students declare sometimes or always demand help from their classmates, the rest (13%) admit that they never ask for help from any one. Asking a classmate is more used by the learners than asking the teachers to avoid the negative feedbacks and the fear. Doing this students feel more comfortable, relaxed and feel at ease.

As far as using pockets dictionary strategy is concerned, it can be noticed that the majority of the participants (66%) stated "Always", 13% of them stated "rarely", and 5% stated "Never". This percentage shows that the majority of the sample uses the pockets electronic dictionary frequently. This strategy is largely used by the learners who are influenced by the new technology as vital and crucial sources to promote individual learning or self –directed learning. This strategy is seen to be the best one for the learners because it prevents them from falling in fear, shyness and negative feedbacks.

3. 7. The Technique Used to Teach Vocabulary
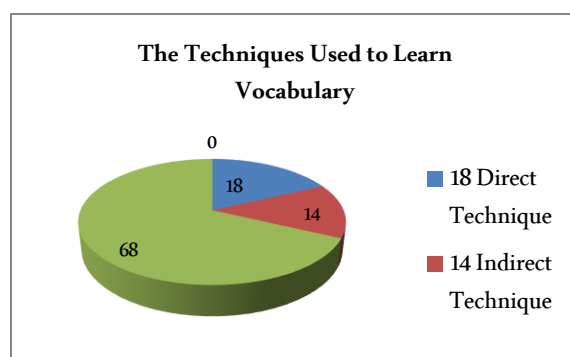
According to the above figure, the students' answers, it is crystal clear that their teachers use the direct and indirect techniques to teach them a new item of vocabulary. The responses revealed two main facts. The first, teachers use both techniques to teach a new word. The second, students are aware about these techniques. These two techniques are used interchangeably and influence each other depending on the vocabulary item itself.

3. 8. The ownership of Pocket Electronic Dictionary
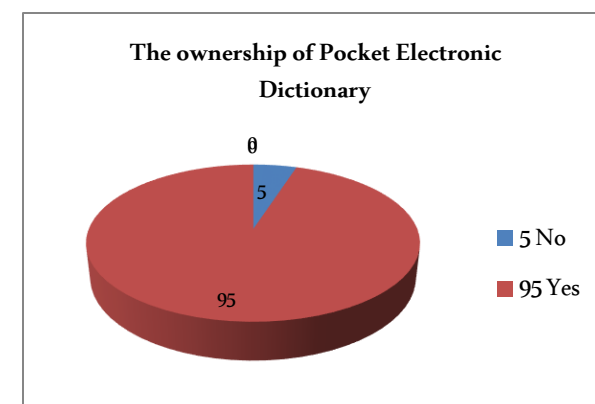
From the responsessummarized in the above figure, it can be found that 95% of the respondents owned PEDs because it is a new technological device and they know how useful and beneficial they are while only 5% of them who did not ownPEDs.

-They prefer to learn through context. As certified by Taylor and Chan (1994) who find that some teachers were worried that easy dictionary access would prevent the development of their students' reading skills. Similarly; Sharpe (1995) comments on the possibility that the most easily extracted information may require least thought, and be soonest forgotten.

-PEDs take a lot of space in their cell phones.

- They cannot offer them due to the price of the smart phones and other information technologies.

Therefore, it is generally believed that everyone learning a foreign language should have a dictionary as an aid tool for effective learning.so these new information technologies are integral parts in the learning process of foreign languages in particular and integral parts in the whole life in general.

3. 9.Types of the Pocket Electronic Dictionary

Option	Monolingual Dictionary		Bilingual Dictionary		Multilingual Dictionary	
	F	%	F	%	F	%
Always	40	42,10 %	47	49,50 %	10	10,50 %
Often	20	21,10 %	26	27,40%	08	08,40 %
Sometimes	24	25,30 %	15	15,80 %	22	23,20 %
Rarely	06	06,30 %	05	5,30 %	33	34,70 %
Never	05	05,30 %	02	2,10 %	22	23,20 %
Total	95	100 %	95	100 %	95	100 %

From the findings in the table above, as far as the monolingual dictionaries are concerned, it is noticeable that (42%) of students always use monolingual PEDs. (25, 30 %) of the student sometimes use this type of PEDs (21,10%) proclaim that they often use this kind of PEDs. (6, 30 %) say that they rarely use the monolingual PEDs. The rest (5,30) of the participants declare that they never use monolingual dictionaries. As noticed by the majority of the learners, the use of the monolingual PEDs increase their level and enrich their vocabulary whereas the rest rarely or never use them due to their low level and poor vocabulary. In this respect, Scholfield (2005) argued that the monolingual dictionary would not be self- satisfied for all the learners because they cannot understand all the difficult and complex definitions they contain.
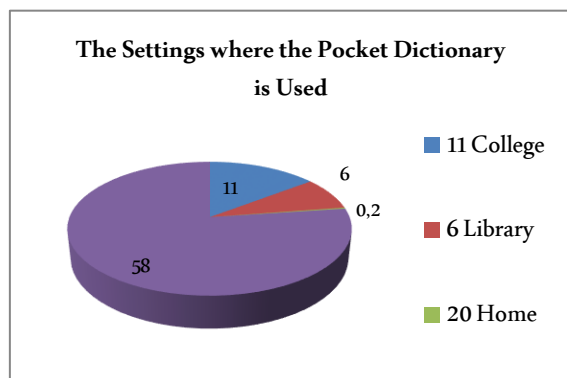
As far as the bilingual dictionaries are concerned, the result obtained denoted that (49, 50%) of participants always use the bilingual PEDs when meeting new words.(27,40%) revealed that they often refer to this type of PEDs. (5, 30%) of the participants proclaim that rarely utilize the stated type of PEDs. The rest of the population (2%) declared that they never employ this new device.A large number of participants use bilingual dictionaries because they considered their level in English as "average". They cannot understand all the words, even though they use monolingual dictionaries, this lead them to check the meaning of the unfamiliar words in their mother language. Lauferand Melamed,(1994) "there is a study of learners in seven European countries shows that the bilingual dictionary is used by the majority of students or 75%. Another impeding factor concerning the nonuse of monolingual dictionaries would be due to the students' low levels of electronic literacy.

As far as the multilingual dictionaries are concerned, it is noticed in table (3.13), they are 34,70% of students said that rarely use multilingual Pocket Electronic Dictionary, 23,20% state that they sometimes and other 23,20% never use them,10,50% reveal that they always check the mentioned PEDs. The left percentage (8, 40 %) declares that often use them.As indicated in the table

above, the multilingual PEDs are less used than monolingual and bilingual because there are few students who master both Arabic and French.

3. 10. The setting where the Pocket Electronic Dictionary is used

The Settings where the Pocket Dictionary is Used

- ■ 11 College
- ■ 6 Library
- ■ 20 Home

11
6
0,2
58

The above figure indicates that 61% of the participants use PEDs everywhere. (21, 10%) stated that they most use PEDs at home. others (11, 60%) mentioned that they most use it at college while the rest (6, 30%) use it in the library.

From the descriptions and results, it can be noticed that PEDs are regarded as more convenient as they are more portable and flexible. The respondents stated that they use electronic dictionaries everywhere. As Lew (2010) supportsthe idea and declare that learners can bring it along to almost everywhere and anywhere as it is stored in their mobile phone and computer. By and large, this is the advantage of PEDs nowadays.

3. 11. The Use of Pocket Dictionary with the Four Language Skills

Option	Reading		Listening		Speaking		Writing	
	F	%	F	%	F	%	F	%
Always	56	58,90%	27	28,40%	19	20,20%	62	65,30%
Often	18	18,90%	26	27,40%	30	31,90%	16	16,80%
Sometimes	18	18,90%	34	35,80%	23	24,50%	9	9,50%
Rarely	1	1,10%	6	6,30%	18	19,10%	6	6,30%
Never	2	2,10%	2	2,10%	4	4,30%	2	2,10%
Total	95	100%	95	100%	94	100%	95	100%

As far as the first language skill (Reading) is concerned, the table above indicates that 58, 90% of the sample always use the pocket electronic dictionary in reading. (18, 90 %) stated that they often apply it in this aspect of language, other (18, 90%) sometimes use this tool in reading. (2, 10%) revealed that they never use it while reading. (1, 10%) proclaimed that they never use it in reading.

As far as the language skill (Listening) is concerned, the results in the same table revealed that 35, 80 % of the participants sometimes use the PEDs in listening. 28,40% of them always use it while listening. Other (27, 40%) often use it in this learning skill. 6, 30% recognized that they rarely use this instrument in listening. The rest (2, 10%) proclaimed that they never use at all.

As far as the language skill (Speaking) is concerned, in this question item, students were asked about the frequency of using PEDs in speaking. 31, 90% of the participants stated that they often use it in speaking. (24, 50%) testified that they sometimes

utilize this tool in speaking. 20, 20% asserted that they always employ the mentioned tool in speaking. (19, 10%) declared that they rarely use it in speaking. The left (4.30%) proclaimed that they never use it during the listening skill.

As far as the language skill (Writing) is concerned, the statistics related to this item show that 65, 30% of the respondents always use pocket electronic dictionary in Writing.(16, 80%) stated that they often use the mentioned inwriting. (9, 50%) of the participants revealed that they sometimes use it while writing. The other (2, 10%) of the population said that they never use it in writing.

3. 12. *The Using of Pocket Electronic Dictionary with other Language Aspects*

Option	Communication		Translation		Vocabulary		Culture		Grammar	
	F	%	F	%	F	%	F	%	F	%
Always	41	43,20	57	60	48	50,50	12	12,60	22	23,20
Often	23	24,20	25	26,30	27	28,40	29	30,50	26	27,40
Sometimes	24	25,30	10	10,50	14	14,70	31	32,60	26	27,40
Rarely	5	5,30	2	2,10	6	6,30	20	21,10	17	17,90
Never	2	2,10	1	1,10	00	00	3	3 ,20	4	4,20
Total	95	100	95	100	95	100	95	100	95	100

As far as the language aspect (Communication) is concerned, the results in the above table clearly show that 43, 20 % of participants always use the pocket electronic dictionary in communication.(25,30%) claimed that they sometimes utilize this tool when communicating.(24,20%) mentioned that they often use PEDS in communication.(5, 30%) responded that they rarely use the tool in communicating. (2,10%) asserted that they never employ the declared tool in communication.

As far as the language aspect is concerned, the analysis of the results concerning the using pocket electronic dictionary in translation show that more than the half of the participants (60%) always uses the PED in translation.(26,30%) affirmed that they often apply this tool in translating.(10,50%) of the questioned population revealed that they sometimes make use of PED in translation.(2, 10) conveyed that they work with this tool in translating. (1,10%) expressed that they never use this tool in translation.

As far as the language aspect (Vocabulary) is concerned, from the results of the table above,50% of the participants always apply the PEDs in vocabulary.(28,40%) mentioned that they often use the PEDs in vocabulary.(14,70%) stated that they sometimes benefit from the tool in vocabulary.(6,30%) of the population declared that they rarely adopt the tool in vocabulary aspect. (0%) of them replied that the never use it in vocabulary.

As far as the language aspect (Culture) is concerned, According to the results of the same table number (3.23) half (32. 60 %) of the participants reported that they sometimes use the PEDs in culture. (30, 50%) often utilize the tool in culture.(21,10%) declared that they rarely apply this tool in culture.(12,60%) stated that always deal with PEDs in culture. (3,20%) maintained that they never make use of the tool in culture.

As far as the language aspect (Grammar) is concerned, the participants' responses in the same table above showed that 27,40 % of partakers reported that they always use the PED in grammar. Other (27,40%) revealed that they sometimes put in use the PED in grammar. (23,20%) declared that they always employ the device in grammar. (17,90%) affirmed that they rarely put in practice this apparatus in grammar.(4,20%) of the party recognized that they never make use of the instrument in grammar.

3. 2. *The Purposes of Using Pocket Electronic Dictionary*

N°	Purposes	Frequency	Percentage
1	To check the meaning of the word quickly.	88	40,90%
2	To check the pronunciation of the word.	58	27%
3	When I want to know more about a word I already know	27	12,60%
4	To check the appropriate usage of a word.	35	16,30%
5	To check the frequency of a word	7	3,30%
Total	5	215	100,0%

The results of this question which is concernedwith the purposes of using Pocket Electronic Dictionary, the above table mentioned that 40,90% of the party use pocket electronic dictionary to check the meaning of the word quickly. (27%) of the partakers utilize the PEDs to check the pronunciation of the word. (16, 30%) of the participants claimed that they use pocket electronic dictionary to check the appropriate usage of a word. (12, 60%) of the entire population asserted that the use this device when they want to know more about a word that they already have some knowledge of. (3, 30%) of them replied that they use this machine to check the frequency of a word (i.e., whether it is a common or rare word).

3. 3.Strengths of Students' Pocket Electronic Dictionary

N	Strengths	Frequency	Percentage
1	It is easy and quick to look up a word.	88	28,6%
2	It is easy to carry around.	43	14,0%
3	It is easy to change from one dictionary to another.	55	17,9%
4	The spoken pronunciation of the word is available.	61	19,8%
5	It allows me to look up the words that I am not sure how to spell.	45	14,6%
6	It can be connected to another application.	16	5,2%
T	6	308	100,0%

The results in the above table show that speed of access was the preferred benefit of the pocket e-dictionary for all the student groups examined.It is free, it is immediate, and it is in your house/pocket/library/car.Many PEDs have the similar major features and some advantageous functions such as high-speed data retrieval and record keeping of the most recently looked-up entries. Another current common feature is the voice function which helps the user to check pronunciation.In addition to these useful functions of dictionary consultation, the recent PEDs contain exercises, games, and even educational movies. They are portable, compact and light. They contain much more words and expressions than other dictionaries. They help to look up words and phrases quickly. They often have language-learning programs.

3. 3. Weaknesses of Students' Pocket Electronic Dictionary

Weaknesses	F	%
It does not provide detailed information about the usage of the word.	30	15,9
It does not contain enough examples.	46	24,3
It does not provide enough grammatical information.	41	21,7
The screen is small, so I cannot look at the whole entry of the word at one time.	14	7,4
The number of the headwords is limited; I sometime cannot find the target word.	30	15,9
It is fragile and easily broken.	14	7,4
None of them	14	7,4
6	189	100

As any other electronic devices PEDs have some weaknesses as it is mentioned by some learners. Most of the respondents stated that their PEDs do not provide detailed information about the usage of the word; other revealed that their PEDs do not contain enough examples and grammatical information.

4. 1. Results

After the analyses of the data collected through a questionnaire with first year EFL students

at Mohamed LamineDebaghineSetif 2, the researchers have arrived at the following results in relation to the research problem, and research questions developed in this exploratory study.

The participants expressed positive attitudes toward the use of PEDs in developing and learning new vocabularies. They are also eager to use it everywhere. These findings concur with other previous research on the attitudes in using PED in developing vocabulary (Dashtestani, 2013; Stirling, 2003). Several studies have been conducted to evaluate students' attitudes toward the use of Pocket electronic dictionaries in educational contexts. In general, the findings of the majority of studies show that students adopt positive attitudes toward the use of electronic dictionaries and find them beneficial and facilitative for their learning (Dashtestani, 2013).

The findings reveal that the state ownership of electronic pockets dictionaries is gaining importance and place among EFL learners (e.g. Jianet al., 2009). The use of dictionaries is a great help in vocabulary learning, and nowadays the development of electronic dictionaries has added a new and appreciated resource for vocabulary learning (Asgari& Mustapha, 2011). Studies have found that PEDs had a great help to students in learning new vocabulary, besides it is an interesting and funny tool. Students also find vocabulary learning enjoyable with the use of PEDs which concurs with Jones" view (2001) on technology use in general stating that the use of technology in EFL classrooms should be aligned with students' feeling that technology is interesting and beneficial for their learning.

Students also highlight that they used the PEDs mostly in reading and writing skills adding to other language aspects such as translation, vocabulary and communication. The study also revealed that students favored bilingual dictionaries over monolingual dictionaries to find out the meaning of words due to the deficiency of the students level.

Since the invention of this technological device, programmers and lexicographers worked hard to equip and supply this crucial tool with new applications to facilitate the job for the learners and

to get more benefits. This was revealed by the learners in the questionnaire. They state that their PEDs have a lot of strength points such as the portability, speed and relative ease of use, easy access,availability of sound, transcription, a wide range of headwords and amount of information provided in each entry, including examples. Of course as any tool, PEDs generally lack some features and tips expected in PEDs listed by Hartmann (1992:153), e.g. the provision of collocation detail and stylistic and cultural information. Manufacturers are attempting to add new features to supply the PEDs with the needed improvements in quality and more information.

These pocket electronic dictionaries are already an interesting part of practical lexicography and future developments should be followed with interest. Hill (1985:121) asks: "Is the day of the printed dictionary passing? Must we look forward to that of the electronic word information-retrieval device?" For learners in places like Algeria the answers might soon be yes, for at least many of their needs, if PEDs can be further developed and improved.

5. Pedagogical Implications

The following section of the present study provides pedagogical implications that are derived from the findings. Based on the research findings, the use of pocket electronic dictionaries is proved to be beneficial in developing the learners' vocabulary..

The study of PEDs use in the language learning is not novel. This study as many others have been conducted in this field supporting the use of PEDs in vocabulary learning. Also, they all manifested positive feedback towards the use of PEDs as a "popular learning tool. Also, it is essentially important to encourage teachers to support their students regarding the use of PEDs through highlighting the benefits of this digital tool in developing their vocabulary. Furthermore, it is equally essential to reflect on the potential use of PEDs in helping students to raise self-esteem and self-confidence.Similarly, it is cruciemand effectivethe use of PEDs in learning the skills and other aspects of language.

6. Recommendations

6. 1. Recommendations for Teachers

➢ Foster EFL students' awareness of the use of electronic dictionaries through providing them with guidance on how to use electronic dictionaries wisely for their teaching experiences.

➢ Explain to the students the advantages and disadvantages of pocket electronic dictionaries.

➢ Encourage and train the students to use different kinds of PEDsproperly and effectively.

➢ Guide the students to choose the best types of dictionaries and provide them with sufficient supervision for the use of electronic dictionaries.

➢ Motivate and persuade students to use electronic dictionaries out of the EFL class through assigning tasks which require students to use electronic dictionaries at home and other settings.

➢ Advise students of the benefits and merits of using suitable versions of electronic dictionaries.

➢ provide continuous scaffolding on how to use electronic dictionaries during the collaborative tasks

6. 2. Recommendations for Students

➢ Master the use of PEDs helps them to be less dependent on the teachers since they can check and learn different aspects of a new vocabulary item by their own.

➢ Use different types of electronic dictionaries and familiarize themselves with them.

➢ Access to suitable and reliable versions of electronic dictionaries.

➢ Feel free to use PEDs at any time and everywhere.

7. Suggestions for Further Research

The current study addressesthe issue of pocket electronic dictionary on learning vocabulary in the Algerian university EFL classroom. This domain contains plenty of interesting topics and ideas that manipulate the different classroom practices. In order to catch up these recent concerns, the researcher thinks that a more research work is probably needed to develop both the theoretical principles and practical strategies that make it possible to put the new ideas into effect when they come to incorporate pocket electronic dictionary in particular or Information Communication Technologyin general in the process of English foreign language teaching and learning in all levels and stages.

Conclusion

This research is aboutthe analysis of the first year English foreign language students' attitudes towards the issue of using pockets electronic dictionary on the process of learning English vocabulary.It aims at exploring the usefulness and effectiveness of such technological devises on the process of learning English as a foreign language. The study relied on EFL students as the research samples and population. The empirical section of the study made use of different steps related to the data collection and analyses procedures. The integrated steps are as follows, classification, analysis and interpretation of the data collected through the questionnaire survey. The empirical section of the study suggests that PEDs are certainly here to stay. As electronic pocket dictionaries have become more and more attractive, useful, accepted and popular to EFL learners at different levels, using electronic dictionaries in EFL classroom has gradually become an alternative to many. It seems that the most significant role of electronic pocket dictionaries is to provide a widespread and fast alternative to other dictionaries, students view PEDs as essential tools to aid them with their studies, both in and out of the language learning classroom.Having stated the data and comments of the research, some concluding remarks, pedagogical implications and recommendations, and suggestions for further research were provided at the end of the research. To conclude, all the procedures of the research from the first steps to the last ones may help the researcher to think that all the three research questions are answered to some extent.

References

- Asgari, A., & Mustapha, G. B. (2011). *The Type of Vocabulary Learning Strategies Used by ESL.English Language Teaching*, 84- 90.

- Attewell,J.(2004).*Mobile Technologies and Learning*. A technology update and m-learning.Projectsummary.Published by the Learning and Skills Development Agency .

- Boonmoh, A. (2010). Teachers' use and knowledge of electronic dictionaries.*ABAC journal, 30*(5), 56 74.

- Cohen, L., Manion, L., Morrison, K. (2000). *Research methods in education*. London: RoutledgeFalmer.

- Coady, J. (1997). L2 vocabulary acquisition: A synthesis of the research. In J. Coady&T.

- Huckin (Eds.), *Second language vocabulary acquisition* (pp. 273-290). NY: Cambridge University Press.

- Connaway, L.S. & Powell, R.R. (2010). *Basic research methods for librarians, 5th ed.* Santa Barbara, CA: Libraries Unlimited.

- Dashtestani, R. (2013). EFL teachers' and students' perspectives on the use of electronic dictionaries for learning English.*CALL-EJ*,14(2), 51-65.

- Diamond, L. &Gutlohn, L. (2006). *Teaching Vocabulary*. Retrieved 20 April 2018from http://www.readingrockets.org/article/9943.

- Ellis, N. C. (ed.) (1994). *Implicit and Explicit Learning of Languages.* San Diego/CA: Academic Press.

- Hartmann, R. R. K. 1992. "", *Language Teaching25:*151-159*Lexicography, with particular reference to English learners'dictionaries*.

- Hill, C. P. 1985. *"Alternatives to dictionaries",* in llson (ed.) 1985:115-121.

- Hulstijn, J. H., & Atkins, B. T. S. (1998). *Empirical research on dictionary use in foreign-language learning: survey and discussion.* In B. T. S. Atkins (Ed.), Using dictionaries: studies of dictionary use by language learners and translators (pp. 7-19). (Lexicographica.Series maior; No. 88).Tübingen: Niemeyer.

- Jian, H., Sandnes, F. E., Law, K. M.Y., Huang, Y., & Huang, Y. (2009). The Role of electronic dictionaries as an English learning tool among Chinese students.*Journal of Computer Assisted Learning, 25*(6), 503-514.

- Jones, J. (2001). CALL and the responsibilities of teachers and administrators.*ELT Journal*, 360-367.

- Kirkness, A. (2004). *Lexicography*. In A. Davis & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 54-81). Malden, MA: Blackwell.

- Laufer, B. &Melamed, L. (1994). *Monolingual, bilingual and 'bilingualised' dictionaries: Which are more effective, for what and for whom?* Retrieved from http://www.euralex.org/elx_proceedings/Euralex1994/64_Euralex_Batia%20

- Lew, R. (2010). Multimodal lexicography: The representation of meaning in electronicdictionaries. *Lexikos Journal*, 290–306.

- Markett,C.,Arendillo Sánchez, I,. Weber,S., &Tangeny,B.(2006).*Using short message service to encourage interactivity in the classroom.Computers& Education* 46 (pp.280-293).

- Maskor,Z.M. &Baharudin,H. (2016). *Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important*?.*International Journal of Academic Research in Business and Social Sciences2016,* Vol. 6, No. 11, 261-271.

- Midlane, V. (2005). *Students' Use of Portable Electronic Dictionaries in the EFL/ESL Classroom: A Survey of Teacher Attitudes*. Manchester: University of Manchester, Faculty ofEducation.

- MOUTON, J. (2001). *How to succeed in your master's and doctoral studies*: *A Southern African guide and resource book.*VanSchaik Publishers: Pretoria.

- Nandy, M. (1994). *Vocabulary and grammar for G.C.E. "O" level English*. Singapore: Composite Study Aids.

- Nesi, H. (n.d.). *Electronic dictionaries in second language vocabulary comprehension and acquisition: The state of the art.*Euralex.Retrieved from http://www.euralex. org/ elx_proceedings/ Euralex2000/ 099_Hilary%20NESI_Electronic%20

- Neuman, S. B., & Dwyer, J. (2009*). Missing in action: Vocabulary instruction in pre-K. The Reading Teacher,* 62 (5), 384–392.

- Polit, D.F., Hungler, B.P. (1999). *Nursing Research: Principles and Methods (6th ed).*Philadelphia: J.B. Lippincott.

- Richards, J.C. and Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* New York: Cambridge University Press.

- Sharpe,P; (1995): "Electronic dictionaries with particular reference to the design of an electronic bilingual dictionary for English-speaking learners of Japanese*", International Journal of Lexicography* 8 (1): 39 – 5

- Scholfield, P. (2005). *Why shouldn't Monolingual Dictionaries be as Easy to Use as Bilingual Ones?* Retrieved from http://www.etni.org.il/monodict.htm

- Schmitt, N. (2008). Instructed second language vocabulary learning.*Language Teaching Research*, 12, 329–363.

- Stirling, J.(2003).*The Portable Electronic Dictionary: Faithful Friend or Faceless Foe?* The English Language   Garden   website,   Bell   Norwich,   at http://www.bellstudents.com/norwich/project10/portable_electronic_dictionaries.htm

- Tang, G, (1997). *Pocket Electronic Dictionaries for Second Language Learning: Help or Hindrance*? *TESLCanada Journal*, 15/1.

- Taylor,A&Chan,A. (1994) ;"Pocket electronic dictionaries and their use",in: Willy Martin, Willem Meijs, MargreetMoerland, Elsemiek ten Pas, Piet van Sterkenburg, and PiekVossen (Eds.) *Proceedings of the 6th Euralex International Congress*, (Amsterdam: Euralex) 1994 598 -605

- Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *SSLA,* 27, pp. 33–52.

- Wilkins, D. (1972). *Linguistics in language teaching*. London: Edward Arnold.

- Zheng, H,Wang,X.(2016). The Use of Electronic Dictionaries in EFL Classroom.*Studies in English Language Teaching*, Vol. 4, No. 1, 2016.