

Investigating the Adaptation of Saudi High School Students to Electronic Dictionaries as Language Learning Tools

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Abstract

Following the COVID-19 pandemic, the traditional education system has been moved to alternative online solutions worldwide. This research aims to uncover the experiences of Saudi secondary school students in using electronic dictionaries as an assistive language learning tool in the Madrasati online learning platform for English. Mixed methods research is employed to understand students' experiences, knowledge, expectations, and thoughts about the electronic dictionaries they used during the COVID-19 crisis and the sudden and unplanned movement to online teaching tools in their language learning and practices. A total of 145 male students enrolled in a secondary school in the Ar-Rass educational directorate were asked to respond to the questionnaire, and 5 of them were randomly chosen to participate in the semi-structured interviews. Findings showed that a majority of the participants dislike the dictionary currently available on the Madrasati platform. They stated that they either favored using free dictionaries available on their mobile phone app stores or other online dictionaries. They consulted their dictionaries mainly to check the meanings of the new words because as compared to other language skills, they engaged more in reading. The data showed that a majority of the students neither sought the help of their teachers about the unknown words nor their friends. They also thought that the pandemic drastically altered their style of learning. Data also showed some disadvantages, difficulties, and concerns of using electronic dictionaries during the virtual classes through Madrasati.

Keywords: electronic dictionaries, high school students, language learning tools, mixed methods

1. Introduction

The recent development of portable and wireless technology has motivated students to exploit available resources in the learning process. Today's classrooms provide such resources to facilitate learning. During COVID-19, learners have had several possibilities to enhance their academic performance by using new technologies, such as educational platforms, which became available to them after the outbreak of the pandemic. Much like the rest of the world, Saudi Arabia too shut down after the spread of the coronavirus two years ago. However, the MOE was quick to respond to learning needs by effectively shifting the Saudi educational system to remote learning after physical learning was suspended (Mahyoob, 2020). This shift in the learning style imposed a great necessity to use the Madrasati platform which is a new technology targeted to take the learning process beyond the classroom. The implementation of technology teaching and learning can help to create more interactive and cooperative learning environments, which means it is an essential step towards active-learning pedagogy. The use of various educational platforms, such as Blackboard, Moodle, and Zoom, amongst others, encourages students to acquire vocabulary and practice new words (Dincer, 2020). The online platforms and their compatible applications allow the learners to employ them to compensate for any defect that accompanies students' learning after the implementation of the distance mode. It can also make the students become less dependent on their teachers and increase their autonomy. The ability to leverage technology as a tool to support instruction and engage learners is of utmost importance in ELT classrooms. Teachers can broaden their students' exposure to new vocabulary by assigning them to complete exercises and assignments online at the end of each lesson. It is assumed that this approach enables students to learn more effectively and rapidly. It is possible that this will make it necessary for the students to become less dependent on their teachers when encountering unfamiliar words. Moreover, students may benefit from their vocabulary learning strategies, such as by using dictionaries and other reference materials that are accessible to them.

Online dictionaries can be considered one of the most reliable sources of lexical information as the role of these in the study of any language cannot be underestimated, but the presence of online dictionaries in the process of second language learning raises some questions. The availability of mobile dictionaries and online learning patterns that have become increasingly relied upon during the pandemic can be seen as a good opportunity to benefit learners to improve the quality of vocabulary learning strategies. The ability of Saudi students to afford portable devices in recent years has increased mobile-assisted language learning studies (MALL), one of the new areas of study in the field of learning English as a Foreign Language (Al-Ahdal & Alharbi, 2021). This study, therefore, attempts to explore Saudi high school students' perception of the use EDs to learn English vocabulary.

Statement of the problem

The lack of adequate vocabulary knowledge among language learners is a major problem when it came to using the foreign language (Bin-Hady, 2021). Using dictionaries is a great way to learn vocabulary, and in modern times, the availability of electronic dictionaries (EDs) has added a fresh and well-liked resource for vocabulary learning (Asgari & Mustapha, 2011). EDs are a very useful and beneficial tool that greatly aids students in learning new vocabulary. Since the use of EDs has not been thoroughly investigated in the Saudi context, especially during the Covid-19 outbreak, this study undertook to investigate high school students' experiences using EDs to learn the English language. Additionally, it will fill a void in the paucity of research in this field and advance the study of pedagogy and the use of technology in the classroom.

Research questions

1. How often do Saudi high school students use electronic dictionaries for vocabulary learning?
2. What are the perceptions of Saudi high school students about consulting electronic dictionaries for vocabulary learning?
3. What are the difficulties encountered by Saudi high school students when using e-dictionaries for vocabulary learning?

2. Literature Review

Teaching during the pandemic

The effectiveness of e-dictionaries and the choice by students between print and e-dictionaries have been the focus of several studies in recent years (Hakim et al., 2020; Mekheimer, 2018). Results have varied, but the majority found that students prefer to use e-dictionaries over print ones (Mohamad et al., 2017) and that teachers see a difference in language and word meaning retention among their students as a result of each of these.

Students overwhelmingly indicated in qualitative studies that e-dictionaries were helpful to them in language-learning classrooms. Liu *et al.* (2014) found that students in Taiwan prefer to use digital dictionaries because such EDs offer quick access to definitions and meanings. However, students reported that the type of dictionaries had an effect on their proficiency and the amount of time invested, with marked differences reported between key-in and click-on. In interviews with both teachers and students in Iran, it was found that a majority of students showed “moderately positive attitudes” regarding the use of e-dictionaries in an EFL context (Dashetistani, 2012). The results of a study of Chinese university students reflected varying views of the effectiveness of e-dictionaries on language retention and vocabulary acquisition according to the type of dictionary used and the features they offered (Chen, 2010). Similar results were found in a study with students in the United States, who said that they felt more inclined to use e-dictionaries in language-learning classrooms but that the quality of those dictionaries and the features included were significant to their studies (Jin & Deifell, 2013).

Furthermore, the majority of students said that they preferred some kind of e-dictionary or Google translator for use with classwork, with definitions and spelling being the most common aspects of EFL proficiency driving the use of these dictionaries (Alhaisoni, 2016). In a focus group study, students in Palestine reported having “great” and “exciting” experiences in using e-dictionaries in language-learning classrooms, indicating that they had “positive attitudes and perceptions” about learning English (Barham, 2017, p. 2). However, a study of the effects of using an online e-dictionary on vocabulary development among junior high school students in Iran found that both students and teachers felt that the use of e-dictionaries in EFL classrooms was secondary in helpfulness compared to the role of the instructor; whether or not e-dictionaries were allowed or made available, a skilled EFL teacher had more effect than electronic devices (Hojatpanah & Dashtestani, 2020).

Quantitative studies of the effects of the use of e-dictionaries on retention, vocabulary use, word meanings, and other aspects of language learning have had varied results. A study of Iranian EFL students showed that the use of

e-dictionaries improved vocabulary learning and retention (Rezaei & Davoudi, 2016). Two empirical studies performed with Japanese EFL learners as subjects regarding their search behaviors while using e-dictionaries versus print ones found no difference in the number of words searched or the time needed for a search, and no difference in retention of words was noted; however, some differences were shown between college and high school students in this area, although both high school and university students rated the e-dictionaries more highly than print ones. Finally, Koyama, (2015) studied the effectiveness of e-dictionary strategy training among non-English major students in Japanese universities and concluded that the strategies and reference skills taught to these students resulted in improved performance as well as positive attitudes toward English-language learning.

3. Methods

Research design

This study used a mixed-methods research design to investigate how high school students in Saudi Arabia learned English with an electronic dictionary. The mixed-methods approach can help identify what Saudi high school students think about using electronic dictionaries to help them learn English on Madrasati platforms. Newman et al. (1998) say that the methodology must be based on research questions and research methods. When this method is used correctly, the data and results will be consistent, and the study results will adequately answer the research questions. Therefore, the data were gathered by using two different data collection tools: a questionnaire and an interview. These procedures helped to reduce the possibility of bias on the part of the researchers and assisted the study to more trustworthily record the experiences of Saudi secondary school students' regarding using electronic dictionaries. A questionnaire was initially employed to uncover the learners' dictionary use experiences, followed by semi-structured interviews with randomly chosen students to gain a more in-depth understanding of this issue.

Participants

A sample of 145 students from three public high schools was chosen to participate in this research. They were enrolled in the third grade of high school with ages ranging from 15 to 18 years. Furthermore, 5 students out of the total participants were also interviewed based on random selection. The inclusion criteria were as follows: (i) They were Saudi students learning English in high school; (ii) students were all Arabic speakers with English as their target language; (iii) students were identified by their instructors to be a beginner or moderate EFL level; (iv) students were between 15 and 18 years of age, indicating the average age of a Saudi high school student; (v) and each had experience using e-dictionaries in English language learning. The researcher asked for their consent for participation in this research after duly explaining the purpose of the study and assured them that their names and identities would not be revealed. They agreed verbally and the questionnaire was sent to those who expressed an interest in participation. Furthermore, in addition to their participation in answering questions of the survey, 5 students were randomly selected to participate in an interview session.

Instrumentations

Questionnaire

The purpose of the survey was to gather insight into students' perceptions about consulting electronic dictionaries for language learning during the distance learning experience. For this study, a 5-point frequency and Likert-scale questionnaire was developed by the researcher after a thorough review of previous studies. Students' views, use, and difficulties encountered when using ED for English language learning were studied in the three sections of the questionnaire, which contained 20 items. The students' perceptions toward the use of EDs, the difficulties they encountered, and the strategies they used when searching for lexical details were all duly considered. The questionnaire was made available to the respondents in the Arabic language as they were more comfortable responding in their mother tongue. Professional translators went over the Arabic translation of the questionnaire into English. In addition, the questionnaire was validated by three teachers before it was distributed to ensure that it was understandable. The online questionnaire was hosted via Google Forms. Following the administration of the questionnaire, statistical analyses using the software Statistical Package for the Social Sciences (SPSS, Version 22) was used in order to analyze the quantitative data.

Interview

A total of 5 interviews were conducted with the students in order to gather information about their attitudes toward the English language and the factors that influence them. Participants were given the opportunity to elaborate on their answers through the use of semi-structured interview questions. The interview was held in Arabic language and recorded on a mobile phone. The interview basically asked the participants about the difficulties that they faced when using EDs. Data were later on transliterated, translated, and encoded. The code (Participant) was used to identify

those who participated in the interview.

4. Results

The purpose of this study was to investigate the experiences of Saudi secondary school students regarding using electronic dictionaries as assistive language learning tools with the online learning platform, Madrasati. Descriptive statistics were employed to address the initial study questions.

RQ1: How often do Saudi high school students use electronic dictionaries for vocabulary learning?

Table 1 shows that 45.33% of the students always search for the meaning of unknown words using their EDs whereas just 15.16% of them usually use EDs in looking up new vocabulary. Furthermore, just 5.16% of them sometimes use EDs. On the contrary, nearly a third of them (14.5) rarely and never (19.83) used EDs as a vocabulary learning strategy. 83% of the students ranked this strategy as the first strategy they employed when encountering unfamiliar words. 77% of the respondents ranked the item “*searching for meaning in Google search engine*” as the second strategy. The item “*guessing the word meaning from the context*” was ranked next by 53% of the students. The students chose the statement “*asking my teachers using the chat feature*” with 31%. 17% of the students preferred to ask their friends using the chat feature in the Madrasati platform. 11% of them stated that they asked their friends for help with unfamiliar words in the WhatsApp group.

Table 1. Saudi high school students' frequency of using electronic dictionaries

Statement	Always	Usually	Sometimes	Rarely	Never
I search for words meaning using my Eds.	83%	11%	0%	4%	2%
I search for meaning in google search engine.	77%	10%	3%	2%	8%
I guess the words meaning from context.	53%	19%	1%	20%	7%
I ask my teachers using the chat feature.	31%	20%	7%	16%	26%
I ask my friends using the chat feature.	17%	12%	15%	8%	48%
I ask in the subject WhatsApp groups.	11%	19%	5%	37%	28%
Total	45.33%	15.16	5.16%	14.5%	19.83

The interview data also showed that when students were unable to find the definition of a word in a dictionary, they resorted to using a different strategy for learning the word's meaning: guessing. In one interview, one respondent explained, “*when I cannot use my dictionary, I try to guess the meaning,*” (Participant 3). Another student stated that he asked his teachers or his peers. He stated “*I first ask my teachers about the meaning of the unfamiliar words. Sometimes, I ask my friends for quick answers,*” (Participant 5).

RQ2: What are the perceptions of Saudi high school students about consulting electronic dictionaries for vocabulary learning?

Table 2 indicates that the majority of the students (47.88% and 23.66%) showed strong agreement on the efficiency of using EDs in new vocabulary learning. Just 10.22% of them were not sure about the benefits of EDs in learning vocabulary. On the contrary, a very small number of them (10.22% and 8.11%) expressed their strong disagreement on the benefits of using EDs while learning vocabulary.

Table 2. Saudi high school students' perceptions of using electronic dictionaries

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I found the EDs are very important for learning process.	76%	10%	7%	5%	2%
I can solve my vocabulary problem by using my dictionary.	63%	15%	7%	13%	2%
I prefer to receive more training on how to use dictionary.	55%	36%	6%	2%	1%
Using EDs make the learning of English easy.	46%	25%	15%	10%	4%
I cannot learn English without the help of my dictionary.	44%	28%	13%	6%	9%
Electronic dictionaries make learning more attractive	42%	39%	11%	7%	1%
Electronic dictionaries facilitate obtaining the meaning of the unknown words	38%	31%	9%	14%	8%
Electronic dictionaries are very affordable	60%	19%	7%	4%	10%
I prefer to use the dictionary available in the Madrasati platform.	7%	10%	17%	31%	36%
Total	47.88%	23.66%	10.22%	10.22%	8.11%

The statement “*I found the ED is very important for the learning process*” had the highest percentage of agreement at 76%. Most of the students showed agreement with the role of the dictionary as a facilitator for language learning. 63% of the participants agreed with the statement “*I can solve my vocabulary problem by using my dictionary*”. Similarly, 47% of the students agreed with the statement “*using ED makes the learning of English easy*” which indicates

positive perceptions of the role of the electronic dictionary in learning English. Students also acknowledged the usefulness of the EDs as a reliable reference source that can assist them with learning the language. 44% of the participants agreed with the statement *“I cannot learn English without the help of my dictionary.”*

The results of the interviews showed that students had favorable opinions of dictionaries and their value in language learning. Most of them concurred that the dictionary helped them with their learning experience. The following question was posed to the students: *“How do you perceive the role of your dictionary in learning English?”* The dictionaries were seen as playing a crucial role in the learning of English in nearly all of the responses to this question. The majority of students recognized the benefits of using dictionaries to learn the definitions of new words. For instance, Participant 1 in the interview stated, *“I think my dictionary is helpful when looking for meaning.”* Participant 3 mentioned that his dictionary *“solves his lexical problems”*. This might mean that the participants recognized the importance of the dictionary for English language learning. It was also found that 42% of the students strongly agreed with the statement *“Electronic dictionaries make learning more attractive”*. In the interview, students showed a positive stance regarding the changes in the learning style after relying on the EDs during the pandemic. Participant 2 stated, *“I depended on my ED to get the meaning. Yes, I did not need my English Language teacher to tell me the meaning”*.

RQ3: What are the difficulties encountered by the students when using e-dictionaries for language learning?

Table 3 showed that 56.4% of the students always face a variety of difficulties when using EDs for learning. The first common difficulty was identifying the right meaning of the entry.

Table 3. Difficulties that Saudi high school students face while using electronic dictionaries

Statement	Always	Usually	Sometimes	Rarely	Never
I face difficulties in identifying the suitable meaning within an entry.	80%	16%	2%	0%	2%
I face difficulties in getting the grammatical information from my EDs.	58%	18%	3%	11%	10%
I face difficulties in getting the verb tense.	56%	15%	9%	13%	7%
I face difficulties in understanding examples used to explain a word's meaning.	49%	22%	7%	12%	10%
I face difficulties in understanding the definitions of words in my dictionary (the way that the word is explained).	41%	6%	9%	24%	20%
Total	56.4%	15.2%	6%	12%	10.2%

Table 3 also indicates that most students encountered difficulties when using their EDs. 80% of the students rated the item *“I face difficulties in identifying the suitable meaning within an entry”* as the first difficulty they faced with their dictionaries. This problem is one of the difficulties that EFL learners face when checking the meaning in the dictionary against the text they are reading. This makes the situation even harder when the word has various possible meanings. 58% of respondents reported having difficulty when retrieving grammatical information from dictionaries. To the participants, this was the second most serious issue when looking up words in the dictionary. Students were asked in the interview if they had any trouble finding this information in the dictionary.

5. Discussion

The study showed that more than half of the students search for the meaning of unknown words using their EDs, though with varying frequencies of use. This finding shows the tendency of students to make use of the technology available to them. Al-Jarf (2007) found that online teaching impacted the acquisition of vocabulary of Saudi fresher students. On the other hand, O’Neill (2019) found that nearly about 90% of Spanish and French learners used online dictionaries. This finding is also confirmed by the previous findings reiterating that EDs provide language learners with a fresh and well-liked resource for vocabulary learning (Asgari & Mustapha, 2011). EDs are a very useful and beneficial tool that greatly aid students in learning new vocabulary

Furthermore, the study also found that the majority of the students showed a strong agreement on the efficiency of using EDs in their vocabulary learning. This finding is supported by Alhaisoni (2016) who found that students prefer to use online dictionaries than paper dictionaries. The participants disliked the dictionary available on the Madrasati platform. They disliked the dictionary features because the dictionary is not as handy as those available on other platforms. Students expressed the need for it to be more than a search engine or add other lexical details so that they did not have to keep switching between the platform and their own dictionaries. Students wanted a dictionary with features that provided suggestion entries to help them search for words by entering a letter or two from the word they are trying to find. In addition, students voiced their desire for audio and visual entries in the dictionary. Students needed to see the meaning of the word in a picto-textual definition to facilitate their understanding of the new words.

The results showed that the students employed different strategies to get the meaning of new words. Referring to a

dictionary was by far the most common tactic utilized by students in an effort to decipher the meaning of unknown words. This suggests that the students had a lower level of dependence on their respective teachers. When it comes to searching for the lexical detail of new words, EDs offer greater flexibility than the platform because they may be utilized both within and outside of class time. Due to the nature of the online classes, it was extremely challenging for the students to investigate other potential methods of accessing the meaning of the unfamiliar word. The students were hesitant in asking for the meaning of unknown words in the chat box because this may show their lack of knowledge to their teachers or peers. They prefer to consult their dictionary to obtain the meaning of new words. During the interviews, students shared their perception that they are not permitted to speak up to their teachers in order to inquire about the definitions of new and unknown words. They also found it difficult to request the same of their peers because they felt it would be undependable.

Results of this study show that more than half of the students encounter difficulties when using EDs for language learning. The first difficulty was identifying the most suitable meaning inside the entry. In previous studies, it has been found that proficiency level plays an important role in understanding grammatical information. Low-proficiency students usually fail to apply dictionary strategies to assist them to gain lexical information from their EDs. Retrieving the meaning of unknown words from a dictionary is “far from performing a purely mechanical operation” (Scholfield, 1982, p. 185); instead, a proficient dictionary user “*is often required to formulate and pursue several hypotheses and make use of prior knowledge of various sorts, especially information derived from context*” (Scholfield 1982, p. 185). This study revealed that the students were unable to recognize the grammatical details of the words that were looked up. Because of this, there may be issues with other words in the definitions and inaccurate understanding at the sentence and word levels. The majority of EFL students obviously do not consult their dictionaries for grammatical information. Numerous earlier studies which discovered that students rarely check the dictionary for grammatical details corroborated this. Fan (2000) reported that students with higher levels of proficiency checked their dictionaries for parts of speech more frequently than those with lower proficiency levels. Even after being instructed on how to use this facility, participants rarely used their learners' dictionaries to look up grammatical information, according to Chi and Yeung (1998). In my opinion, it is also a matter of language proficiency and the need for this knowledge, in addition to using dictionaries effectively.

An unfavorable attitude toward using the EDs can result from inaccurate knowledge of how to get there. The process of looking up words in the dictionary can become tedious and time-consuming if one lacks reference skills. However, teaching students dictionary skills appears to change their passive attitudes toward using dictionaries. The instruction, according to the students, made dictionary searches more efficient and precise. In the interview, student 5 said “*I did not receive any training on how a dictionary can be used*” the dictionary is like any other assistive tool where the students need frequent training in order to use them effectively in their learning.

This study showed that there are some related factors that can create a problem for students when using their dictionaries. First, the lack of training in the use of e-dictionaries prior to reaching their classroom is a big hurdle for students. Thus, it is time to bring this issue up and create awareness among both teachers and students regarding the use of e-dictionaries in language classrooms. Harmer (2004) stated that just recommending a dictionary and guiding students on how valuable it is would not be sufficient for them to use dictionaries. Yet, as more and more studies are conducted regarding the use of e-dictionaries in EFL classrooms, it becomes clear that many teachers do not think much about using them and they are rarely if ever, taught. Second, linguistics knowledge can be a great hindrance to the learner in applying their reference skills in dictionary use. It is important to highlight the fact that current linguistics proficiency creates great challenges for learners as low-achiever students are expected to have limited language strategies when learning English (Nesi & Hail, 2002). Dictionary use strategies can be very problematic for students whose knowledge of the language is inadequate (Dwaik (2015). Third, the dictionary choice plays a vital role in the attitude of the learners towards the strategy they applied while learning the meaning of new words. Boonmoh, (2021) suggests that most learners fail to choose the most suitable EDs that can fulfill their lexical needs.

6. Conclusions and Implications

Language dictionaries are one of the most important auxiliary tools that help English language learners learn the language and its vocabulary both inside and outside the classroom. In light of the rapid development of distance learning and the reliance on learning by phone, the concepts and practices of English language teachers must change accordingly. However, as more and more studies are being conducted on the use of electronic dictionaries in EFL classrooms, it is becoming clear that many teachers gave little thought to the use of electronic dictionaries and use them rarely. The results of the study show that half of the students used EDs to check the meaning of new words. Similarly, more than half of the Saudi students preferred to use EDs over paper dictionaries. Finally, the study

reported that more than half of the Saudi high school students encountered difficulties in using EDS. Therefore, it is pertinent to raise this issue and create awareness among teachers and students alike regarding the use of electronic dictionaries in language classes. Therefore, teachers should start to rethink the importance of using electronic dictionaries in their classrooms and view them as valuable teaching tools to save time and encourage creativity, interaction, and student engagement. Based on the results of this study, it can be concluded that many language learners suffer from a lack of skills to deal with electronic dictionaries from them, and therefore it is recommended that it is necessary for English language curriculum designers and English language teachers to reconsider their support and encouragement to use electronic dictionaries in language classes. This is because using them will not only save teachers' time but also help students to gain greater exposure to grammatical and lexical applications.

As is well known, electronic dictionaries have many uses in the language classroom, but English teachers seem to be using them less than they should. Educators should encourage their students to engage in and respond to activities woven around these. They should supervise, give feedback, guide, and encourage students to use this valuable tool. Students can use specialized EDs of their choice. Those without a smartphone can access specialized online dictionaries using their laptops.

The majority of students in this study also agreed that the dictionary apps they could find on Google Play and Apple App Stores were simple to use and that they could pick the one that was best for them. The students claimed that because their dictionaries can provide them with the desired information, they depend less on their instructors and fellow students. They added that the dictionary apps encouraged them to bank more on their autonomous learning strategies. This study confirms that dictionary apps increase students' confidence, as they are dependent on their dictionary more than the teacher's explanation or peers' assistance.

7. Recommendations

- Encouraging students of English as a Foreign Language to become familiar with the application of electronic dictionaries by giving them direction on how to make effective use of such resources during their learning.
- Giving the students an explanation of the benefits and drawbacks associated with using various kinds of electronic dictionaries.
- Instructing the students in the correct and efficient use of a variety of electronic devices and encouraging them to do so.
- Helping the students to select the types of dictionaries that will serve them best, and make sure they have adequate supervision when using electronic dictionaries.
- Assigning tasks to students that require them to use electronic dictionaries at home and in other settings in order to motivate and convince them to use electronic dictionaries outside of the EFL classroom.
- Encouraging students to use appropriate versions of electronic dictionaries and educating them on the benefits and merits of choosing the suitable ones.
- During the collaborative activities, providing continuous scaffolding on how to use electronic devices.

8. Limitations

Despite the fact that this work has interesting contributions, there are some limitations that should be addressed in future work(s). In the first place, additional research into the possibility of integrating helpful educational tools into the Madrasati platform is required. Second, in upcoming research, it might be interesting to investigate how instructors feel about the necessity of incorporating electronic devices (EDs) into online English language instruction. Third, there were frequent no-shows for follow-up interviews, and I often had to track the students down in order to interview them. Finally, it is necessary to investigate other relevant aspects related to usability factors and their effects on the students' acceptance of the various electronic dictionaries in both online and traditional classroom settings.

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