Sudan University of Science and Technology

College of Graduate Studies

College of Language

Investigate the Importance of Using Smart Phones in Improving Private High Secondary School Student's Vocabulary from Teachers Prospective

تقصي أهمية إستخدام الهواتف الذكية في تحسين الذخيرة اللغوية لدى طلاب المدارس الثانوية الخاصة من وجهة نظر معلمي اللغة الإنجليزية

A Thesis submitted as a Partial Fulfillment of the Requirement for Degree of MA in English Language Linguistics

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DEDICATION

I dedicate this work **to my** beloved **mother, sisters** and the soul **of my father.**

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ABSTRACT

This study aims at investigating the importance of using mobile phones in improving F.FL private school students' vocabulary. The researcher adopted descriptive analytical method where a questionnaire is used to collect data from the study sample that consists of 30 English teachers pursuing their high diploma and qualifying year in English at Sudan University of Science and Technology from various private schools of Khartoum State, Department of Languages. The data were analyzed using SPSS package. Frequencies and percentages, descriptive statistics along with Chi-square test were calculated for each statement in the questionnaire. The study had arrived at many findings where the most important ones arc that: Students can improve their vocabulary through mobile phones as the results show, also Mastering mobile phones applications that related to language learning can help a lot in enhancing and developing their vocabulary. Based on the obtained results, the researcher provides some important recommendations: students must pay attention in the knowledge of vocabulary and mastering it.

المستخلص

تهدف الدارسة الى تقصى أهمية استخدام الهواتف النقالة في تحسين الذخيرة اللغوية لدارسي اللغة الانجليزية لغة اجنبية بالمدارس الخاصة . وقد تبنت الباحثة المنهج الوصفي التحليلي حيث استخدمت الاستبانة بغرض جمع البيانات من عينة الدراسة والتي شملت على 30 مدرسا للغى الانجليزية مقدمين الدبلوم العالي والسنة التاهيلية في اللغة الانجليزية في جامعة السودان للعلوم والتكتنولوجيا وبمختلف المدرس الخاصة بولاية الخرطوم . تم استخدام الحزمة الاحصائية للعلوم الاجتماعية SPSS في تحليل البيانات المتحصل عليها كما تم حساب التكرارات والنسب المئوية لعبارات الاستبانة والاحصاءات الوصفية بالاضافة الى مقياس قيمة مربع كاي في اختبار الفرضيات لقد توصلت الدراسة الى نتائج مهمة منها:

يمكن للطلاب تطوير ذخيرتهم اللغوية من خلال استخدام الهواتف النقالة ، كما يمكن اجادتهم لاستخدام تطبيقات الهواتف النقالة من تطوير وتحسين ذخيرتهم اللغوية .

وبناء على النتائج قدمن الباحثة التوصيات التالية: ينبغى على الطلاب تولية الأهمية الى تعلم المفردات اللغوية بما يحسن ويطور من ذخيرتهم.

Table of contents

Table of tables and figures

CHAPTER ONE
INTRODUCTION

1.0 Introduction

This study consists of the background of the study, statements of the study problem, objective of the study, questions of the study, hypotheses. Significance of the study, methodology and limits of the study.

1.1 Background of the Study:

This research investigates the importance of Mobile Technology in improving vocabulary, and how mobile helps students to acquire vocabulary. Vocabulary learning and acquisition is an essential component of language learning. Wilkins (1972) pointed out that without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed. Geddes (2004) define mobile learning as acquisition of any knowledge and skill through using mobile technology, anywhere any time. Sharpples (2006) and Lauillard (2007) argued that mobile learning could build more opportunities and facilitate specific site. Technology provides chance to enhance vocabulary improvement and also it facilitates contextual.

In short, mobile phones can introduce a new learning environment due to the emergence of mobile and wireless technologies. Many studies show that mobile phones can create pleasant learning environment and have a positive effect on learning (Corbroft,Towers, Smith. & Burns, 2006, Serrono-

santonyo & Orange-Sandoval,2010).Adoption of mobile phones for vocabulary learning is increasing (Stockwell, 2010, Zang. Song&Burston, 2011)Vocabulary is important for students' academic achievement. To form meaning and grammatical correct sentence, the most prominent is grammar and vocabulary (OrawiwatnkuI.2013) l2 learners need at least *95* percent coverage of the running words in order to gain comprehension (Notion. 2001).

1.2 The Statement of the Study Problem

Most of the foreign learners of English language do not realize the importance of mobile phones in improving their English vocabulary. This research attempts to explore the importance of using mobile phones in improving students' vocabulary learning.

1.3 Objectives of the Study:

This study aims at:

1. Investigating whether mobile phones can improve students' private high secondary vocabulary.

2. Exploring whether mobile phones can enhance students' interaction in English orally.

3. Examining whether mobile phones can facilitate vocabulary acquisition learning.

1.4 Questions of the Study:

1. To what extent can mobile phones improve students' vocabulary?

2. To what extent can mobile phones enhance students' interaction in English orally?

3. To what extent can mobile phones facilitate vocabulary learning and teaching processes?

1.5 Hypotheses of the Study:

1) Mobile can improve students' vocabulary.

2) Mobile phones can enhance students' interaction in English vocabulary.

3) Mobile phones can facilitate vocabulary learning and teaching.

1.6   Significance of the Study:

1) **This** study is significant for students to use mobile phones. and the material that they are used in their English vocabulary acquisitions and learning.

2) This will give learners to understand better the role of mobile technology in learning vocabulary.

3) Educators can adopt mobile phones as learning and teaching tool.

1.7 Methodology of the Study:

The research uses descriptive method as a questionnaire is distributed to English teachers. Who are teachers in secondary private schools.

1.8   Limits of the Study:

1. **The** research **topic is** limited to the contribution of mobile phones **in** improving student's vocabulary.

2. The research is limited to the teachers in Sudan University of Science and Technology. College of languages. Teachers

3. This study is limited to investigating the importance of using mobile phones in improving private school students vocabulary at Um Durman Private Secondary School for both boys and girls in Omdurman locality in the academic year 2020-2021.

CHAPTER TWO
THEORITICAL FRAMEWORK AND PREVIOUS STUDI ES
Part One: Literature Review
2.0 Introduction

This chapter consists of two pans, part one is the literature review related to the research topic such as using mobile phones in education, advantage of using mobile phones and the disadvantage. While part two discusses previous studies related to the research topic

Mobile phone is a wireless handheld device that allows users to make and receive calls. Mobile phones are packed with many additional features such as web browsers, games and videos and players. Mobile can support learning which is known as m-learning.

Mobile learning supports with the help of mobile devices, continuous access to the learning process. Students can learn whether and whatever with the advent of mobile learning.

The advancements of mobile technologies have changed the way of teaching and learning processes (Cavus, 2011). Mobile technologies include mobile phones, and pocket electronic dictionaries. Mobile learning is a new type of learning model which allows learner to receive learning materials anywhere and anytime through wireless telecommunication network and the internet (Lan and Sic, 2010).

Likewise, Guy (2009) defines m-learning as electronic learning. Mobile learning combines strategies practice, tools, application and resources with advances in technology to support anywhere anytime learning (Brown, 2008). Students' daily lives depend on mobile phones which are mainly used for communication and entertainment. Mobile phones are beneficial for personal use they make learning more motivational, interesting and different from traditional ones (Cui, Bull. 2005). Mobile devices such as Wif-Fi, Bluetooth, and short Message Service (SMS) can be applied for various educational practices (Kizito. 2012). In addition, most of the phones have features which can be for recording and playing multimedia contents. Learning through mobile phones can occur anywhere and anytime (Brown, 2008).

2.1 Using Mobile Phones in Education

Mobile phones have helped students in providing quick data. Mobile phones made smart in their studies and also to exploit them in their benefits. Mobile phones provide and facilitate to read c-book, novels and any sort of materials at any time and anu place. Some studies have shown that most students, who carry their mobile phones into their classes, can be helpful and harmful to them in various ways.

2.1.1Advantages:

In the past decade, the advancement or mobile technology has offered an opportunity to provide learning supports at anytime

and anywhere. Various studies have reported the benefit of mobile technologies e.g. (personal digital assistants and smart phones to learn activities of various courses, including social science and language courses (Hopper, Joiner. Milard & Sharples. 2003, and Hangetal. 2010). Moreover, teachers can send questions to students with mobile phones.

During the process of mobile learners, students interact with authentic context through words, pictures, sounds, animations, and images all provided by the mobile phones, compared with traditional instruction. Mobile learning could be much complex for learners since they need to deal learning materials in both the real world and digital world. In the past many studies have shown that mobile learning or tools need to be considered to help students acquire the excepted learning achievement in real world environments (Chu, Hwang & Tasi. 2010, Chen Chang & Wang, 2008).

Most of those studies have focused on 1iether students learning performance can be improved by the mobile learning system or by using traditional instructions strategies (Hwang Wu, Tuseng & hang. 2011, wang. su & Hang, 2012). Also one of the advantages mobile learning is that students are not confined to classroom or a set of schedule to be learn. neither teachers. Mobile learning means that students are able to log into classrooms at their convenient through courses of materials or task a lest. This all around, anytime and anywhere, means that

learning is not confined to a physical location or specific time. One of the best things about mobile learning is its flexibility; teachers and students are able to learn in their own pace. Different types of teaching and materials can be of great effect. All these flexibility means that mobile learning is perfect for learning. Using mobile means students are able to use mobile devices to access courses materials, test and content. Also some learners want to develop their skills in fast changing world, and they do not have a lot of time for classrooms, in these cases mobile learning is great and useful.

For adult learners who are not interested in sifting in classrooms, these can be helpful for them. Learners can download information via audio, and the great thing about mobile that learners can choose works that is the best for them, whether it is completing the courses or listening to it while doing other things. Learners can reference their learning at any time and view their plan for completing their text.

Most of the mobile Apps providers often work with visualization which can be very helpful for remembering vocabulary or important sentences. Some mobile apps providers also have tasks which are helpful for learning to speak. It is accessible for everyone who has a mobile phone; also learners do not have to find a language school. Moreover the price for the Mobile Apps is much lower than real language course online or in a language school.

Today's mobile phones are much like our desktop system which act as source for dictionary, calculator and other calculations which carry extra gadgets, which are available in mobile phones. As the technology is advancing, this can facilitate to their advantage, students use various phones application to provide assignments and tests that are monitored through phones.

Mobile phones help in providing communication between teachers and students in case problem regarding to their classes or their academic and at anyplace which is advantageous to students browse anything through it that related to their studies. Not only students can benefit from phones. even teachers also can use mobile phones to manage grades. and give upload materials.

And students use the internet to download, for example c-book. powerpoint presentations. and other materials and also quizzes. Tabs can be helpful in many ways for students, students who cannot buy every book they can download the c-book and read and increase their vocabulary and reading skills by using mobile phones and tabs. Mobile phones are used to co-ordinate group study with friends. Mobile phones are used to set reminders for various important events as tests and quiz dates, exam schedule, and last date of assignment submission. Mobile phones have various applications in various fields which can download it. Students using mobile phones will know about

various technologies which are being introduced in market. So, if the students used mobile phones and tabs correctly in this case mobile and tabs easily become a tool of education.

2.1.2 Negative Effects:

With a lot of advantages there are many disadvantages related to the use of mobile phones and tabs by students. Students need to focus in their classes and if they have their mobile within their classes, they get distracted a lot as they do not concentrate on what teachers is saying. Getting phones in classes does not only disturb them but also the whole class and teacher. Most students who carry phones play with their phones in the class.

The activities of playing games and watching videos also distracts the other students sitting around them as the other students are attracted toward these activities. Allowing mobile in schools and college has become a source of malpractice in the exams and quizzes, students who are addicted to their phones, they cannot complete their sleep which affects their performance in their class as well as their attendance in class. Mobile made students much lame and lazy.

Also negative activities of using mobile can ruin lives of many people by vulgar recording being made, black mailing people and getting involved into things they do not choose to. They can invade others' privacy by taking pictures and making videos without their permission. Students also disturb teachers by giving black calls to them and disturbing them. So, the

students should understand that they must use this gift of technology to their use.

Also education with mobile learning is found to be undeniably useful; it also results in students losing their older skills that do not rely on technology. Mobile learning require that students to send time cases, addictive. Mobile learning has found to be not conductive to recall and retention of material. Some studies show that in some ways. Note taking using a pen and paper really does result in a better recall.

Also Mobile Apps are impersonal compared to face-to-face courses online or in language schools. Students only communicate with a computer but cannot have a real conversation with them. Mobile Apps need a working internet connection. If students' mobile service or Wi-fi doesn't work students will not be able to do your tasks. When using technology instructors must be aware of the potential hindrances technology that can bring the learning process.

The negative effect of technology in classrooms that can take away valuable learning time, it can turn educational time into games for students who may miss the point of the lesson. If teachers and students are not experienced with technology in the classrooms, valuable time will be wasted on technical troubles. In addition, the teachers can face the difficulty of having a class full of students who are all at different skill levels. Some schools students will have a mobile or computer and internet access, but

some schools that are located in impoverished areas may have students with little mobile experience. Students may get distracted when they overuse mobile and students will pay no attention to the information that with visuals and sound effects.

Students distract from the tasks, because students associate mobile with games playing. Some students may get distracted off the task. Moreover some students can involve in some sites that are not suitable for them. Also the disadvantage of mobile learning, the size of the device is quite small and can be result in eye strain for students using them for long time. Also the mount of the information that can be displayed on the screen at one time is quite small. The battery of some mobile devices ranges arc about two or four hours of use. Mobile devices have limited of storage, if there arc files, the mobile may not be able to store everything (Use of Mobile Phones and Tabs in Education).

2.2 Using Mobile Phones to Improve Students Vocabulary Acquisition/Learning:

With encompassing power of phones and potential of mobile learning for language teaching/learning employing phones in language seems indispensable.

Mobile phones present learning materials with high level visual and high verbal abilities resulted in belier learning. Mobile phones are the most popular and widely used all over the world (Cui & Wang. 2008). Now mobile phones are not only

entertainment device but also allow users to access, through internet. Personal Digital Assistant (PDA) function and have videos.

Due to these rapid advances in mobile phones, it seems that in the future mobile would replace computers; many researchers have started to believe that mobile phones are not only able to support formal and informal learning but also to complete the process of learning via computers. Since learning English is very popular in non-English speaking countries, so developing modern learning tools that will support effective English learning (Chen & Chung. 2008). In the early phase, teachers seek to incorporate new technologies into their students' already complex language learning lives (Conacher.2009). According to (Numminem.2002) working memory is an especially significant memory area of learning to read. Some may want explanation for grammatical rules, other may not need explanations. Some may feel that writing down works or sentences help to remember them. Other may find that they remember things better if they are associated with pictures.

These are called cognitive style (Richard & Schmid. 2002). Generally speaking in EFL where the target language is not the medium of communication in the society. technology can function as facilitator in the process of learning (Rashtchi & Hajhassani, 2010). Research on second language (L2) vocabulary acquisition has revealed that words associated with

Acsaai objects or imagery techniques are learned more easily than those without multimedia applications, it is possible to provide different types of information, such as pictures and videos (Chi in Plass, 1996).

The presence of pictorial and written can facilitate learning. According to (Jones, 2004), researchers have interested in examining the effects of pictorial and verbal cues on L2 vocabulary learning, and found that process supported with information such pictures or translations enhance language learning. The case for multimedia is based on the fact that instruction message should be designed in the light of how human minds work (Mayer, 2005).

This research aimed at investigating the effects of mobile based presentation of vocabulary acquisitions supported with annotations on the EFL pee-intermediate learner's vocabulary learning. Learning vocabulary with apps: from theory to practice Vocabulary learning is an essential part of acquiring a second language as words are the building blocks of a language (Francis & Simpson. 2009: Nation. 2001). Vocabulary is a major determinant of reading comprehension and language achievement for all Iearners (Kieffer & Lesaux; Nagy & Scott. 2001; Nation. 2001). One of the major obstacles to vocabulary acquisition is the individual nature of growing one's personal lexicon through personal reading. Mobile technology integration can provide such individualized learning accessible to all.

The new mobile device ecosystems led to the rise of thousands of free or almost free applications (apps), which refer to compute programs designed to run exclusively on mobile devices. For instance, more than 775.000 apps were available as of January 20l3 (Pure Oxygen Labs. 2013). Mobile phones have the potential to help learners in learning. For example: empirical studies reported that iPad apps support the development of speaking. reading, and writing skills (Harmon. 2012; Lys. 2013; McClanahan. Williams, Kennedy, & Tate. 2012). In this paper we present the rationale for selecting apps that support vocabulary learning and select some example that enhance learning.

2.2.1 Vocabulary Acquisition and Dictionary

According to Summers (1998). Vocabulary acquisition is considered to play a very important part in foreign language learning. If language learners do not have wide enough range of vocabulary and vocabulary range. it may lead to them being confused in different language tasks, especially in reading and listening (Luppescu & Day. 1993). However, by the means of using a dictionary students are found to be more willingly to learn new and unfamiliar words by themselves, although it seems some specific trainings are needed on how to use dictionaries (Fonzalez, 1999). Furthermore, vocabulary acquisition is discovered to be improved for students who

consult dictionaries for new vocabulary in their reading and listening activities (Hulstijn et al. 1996).

2.2.2 Print vs Electronic Dictionary

Dictionaries are considered to be very useful language learning tools. Language learners should be exposed to extensive reading and listening. Thus, dictionaries are simple tools which help language learners to check pronunciation and spelling and of unknown words. More importantly, they give meanings to words which have not been understood by the user. Also, in learners' dictionaries that most EFL students use, they give information on how a word is used in a sentence. They are used to language learners to check the meanings of words or phrases that they do not understand, as well as the usages. Dictionaries *are* vet) practical for both teachers and students in and out of class. What EFL teachers should teach their students are the different ways of using a dictionary, how to find words also what other relevant information students can find in it. Students need to realize that dictionaries can become their study companions at home or away when their teachers are not there.

While significant digital divides of access still exist, many of today's university students have grown up in a world in which they assume they are always connected to the internet and can communicate with their peers (and perhaps even teachers) via Web-based social networking applications. Set against the landscape of an increasingly mobile, wireless and networked

society (Castells, 2000), these new technologies are bringing with them new forms of electronic literacies (Lankshear & Knobel, 2003: Warschauer, 1999). Though there is still some way to go before such technologies have achieved a "normalized" state, as Bax (2003) argues, language learners and teachers are increasingly using new technologies for writing on a cornputcr Searshing and reading for information on the Internet, communicating via email and text message. Doing language tests, and meeting with native and non-native speaking peers and collaborators with the aid of web camera. Among all these new technologies, electronic dictionaries are a particularly popular tool for EFL learners in China (Chen, 2007).

An electronic dictionary is a portable electronic device that serves as the digital form of any kind of dictionary. Available in a number of forms (dedicated handheld device, apps on mobile devices, CD-ROMs or DVDR OMs and online products). Electronic dictionaries range in function from general single-language dictionaries to very specific, terminology-based dictionaries for medical, legal, and other professional languages. As technology has advanced, the number of features that are available in electronic dictionaries has also increased. Many of them are equipped with text-to-speech and speech-to-text capabilities, interactive vocabulary games, vocabulary journal. Data transportation and internet access, most recently, electronic dictionaries have become available on mobile devices such as

smart phones and tablet computers. There are a number of differences exist between the traditional paper dictionary and the electronic ones. Because of the function of data transportation and internet access, the number of vocabulary items included in electronic dictionaries exceeds the number in the paper ones. Also, there arc some unique features that cannot be found in the paper dictionary, for example, interactive learning functions such as vocabulary games, speech features, and reference book. Clearly, the electronic dictionary is faster in search speed, lighter in weight, smaller in size and more mobile than the paper one.

2.2.3 Use of Electronic Dictionary

With the unique features, the use of electronic dictionary causes some problems as well. Electronic dictionaries can prevent students guessing skills and contextualized thinking in vocabulary acquisition. EH. Learners tend to separate words from the context and they do not realize that using the context would help them understand the meanings. With the fast-speed search functionality of electronic dictionaries, they would immediately look up the meanings of all unknown words and phrases in a sentence while actually getting the meanings of one or two key words plus guessing meanings from context would serve the purpose in the same way. Moreover, electronic dictionaries can cause distraction. It often takes place when students use electronic

dictionaries in the classrooms. It happens when students are trying to look up the meaning of new words. They tend to go straight ahead and look up every unknown word they come across because it is easy and fast for them to get the meanings and other relevant information from electronic dictionaries. However, according to Peters' (2007) research, those words are not related to the focus of the lesson in most of the cases. As a result, students might ignore what the teacher is saying and pay little attention to the lesson.

Electronic dictionaries can also be very disturbing when students use them in the classroom. The voice of electronic dictionaries that suddenly occurs in class could be very annoying or surprising to the teacher and the students who arc busy doing their work. The using of electronic dictionary by one student could affect the rest of students because they would be easily hearing pronunciations and explanations of irrelevant words while their teacher is

Teaching which could discourage them from focusing on the lesson. As a result, it might be a great disturbance for both teachers and students during the learning process. Additionally, there are also arguments of whether to trust the correctness of pronunciation and explanation in electronic dictionaries because some of them are not accurate due to various reasons. This could also cause students to be confused when they judge over the teacher's correct pronunciation or provided meaning.

2.2.4 Using of Electronic Dictionaries in Classrooms

Electronic dictionaries are particularly popular with EFL students especially in South and East Asian countries. It is believed by Stinling (2005) that the exclusive preference for electronic dictionaries by EFL students in or from eastern Asian countries is because of the similar educational systems. which emphasis more on accuracy rather than guessing and rist-taking in EFL teaching and learning. Midlane (2005) conducted an international online survey of EFL learners' use of electronic dictionaries in classroom. It is stated that compared to other parts of the world, students from eastern Asian countries were more willingly to use electronic dictionaries in class. In Japan, a great number of EFL learners chose to use electronic dictionaries (Kobayashi. 2008). Bower and McMillan's survey (2007) found that 96% of the students owned electronic dictionaries and most of them used electronic dictionaries frequently in English learning. In another study, Perry (2003) found that compare to the usage of paper receptive tasks the "absorbing sponge syndrome". They also found this sponge was "rarely squeezed" because students rarely used electronic dictionaries for production

According to Kent's (2001) study in a Korean university, 69% of the students said they mostly used electronic dictionaries in reading. At the same time, electronic dictionaries were least used in listening or speaking. It is discussed that the dominant

role of electronic dictionaries in vocabulary learning may result from students' belief that vocabulary is 'at the heart of mastering a foreign language" (Tang. 1997). More than half of the respondents in Kent's (2001)study stated audio pronunciation was the most useful function of electronic dictionaries. However, language learners in other researches were discovered to make little use of audio pronunciation. in regard to the use of it within electronic dictionaries (Weschler & Pitts, 2000; Wang. 2003; Rower & McMillan, 2007).

2.2.5 The Advantage of Using Electronic Dictionaries in Classrooms.

Some researches reveal that electronic dictionaries do have positive effects on EFL learning. In a study conducted by Korat and Shamir (2006), they revealed that students' use of electronic dictionaries demonstrated a positive effect on language learning in a read-with dictionazy task compare to a read- only task. In anothcr study conducted among university students in Korea. Researchers found that teachers' guidance on how to use electronic dictionaries has an important impact on students' positive attitude towards the use of them (Park. 2006). It is also revealed that the deficiency of dictionary skills among foundation and intermediate level EFL learners may block their way from finding the meanings of culturally related or terminological words and phrases. Electronic dictionaries that can access to the Internet are found to be more suitable for

beginning EFL learners, because compare to paper dictionaries, there is no limitations of space and linear search in electronic dictionaries (MeAlpine & Myles.2003).

Nevertheless, by comparing the use of paper dictionary, some researchers found the use of electronic dictionary does not have advantages. In Koyama and Takeuchi's (2003)study in a Japanese university, after they compared students' reading in electronic and paper dictionary conditions, they found no significant difference regarding the number of words searched, the search time, the rate of recall and the rate of recognition on the vocabulary test given a week after the reading session. One year later, in another study Koyama and Takeuchi (2004) conducted they found there is no necessarily corresponding effect on the higher look-up frequency encouraged by electronic dictionaries and the retention of the looked-up words. From lexical perspective, Kobayashi (2007) revealed that electronic dictionaries do not seem to have remarkable influence on students' vocabulary processing strategies, electronic dictionary group had a higher rate of consulting, at the same time paper dictionary group had a higher rate of inferring. There were also no big differences between these two groups in reading comprehension and word retention.

In contrast to the enthusiasm students have towards electronic dictionaries and see them as a preferable alternative to paper dictionaries, most EFL teachers seem to have a negative

attitude towards electronic dictionaries, according to some researchers. In the l990s, electronic dictionaries started to be paid attention to by teachers and researchers in the classroom. Taylor and Chan (1994) noticed that EEL dictionaries, 83% of the students said they would prefer to use electronic dictionaries. Similarly, researchers in China also proved the popularity of electronic dictionaries among Chinese EFL learners.

In a study which is conducted earlier on the use of electronic dictionaries, Tang (1997) noticed that among 254 Chinese immigrant or international students in Vancouver. 87% of them had electronic dictionaries. In a survey conducted by Deng (2005), 70% of 80 Chinese college students were users of electronic dictionary. In Sterling's (2005)interview in a UK language school, most of the 11 EFL students were in favor of electronic dictionary. Boommoh and Nest's (2008) questionnaire survey reported that although the majority of Thai students (938 out of 1121) own learner's dictionaries in book form, only 102 and 46 students separately sated that they often used their paper dictionaries to support their reading and writing. On the contrary, 456 students who claimed owing electronic dictionaries were found to use them to support their language learning. 435 students reported using electronic dictionaries for reading and 412 for writing. Another statistics which may arrest researchers' attention is that the number of students (818 students) who stated they want to by electronic dictionaries in

the future is far more than the number of students (117 students) who stated they want to buy learner's dictionaries in book form. Students obviously prefer electronic dictionaries to paper dictionaries. Midlane (2005.p125) pointed out that the growth in electronic use is a bottom-up movement. It is led by students, not by teachers or lexicographers. Moreover, the widely use of electronic dictionaries may change the model of classroom learning to a certain extent.

2.2.6 Purpose of Using Electronic Dictionaries

According to different researchers, finding or checking the meaning(s) of new vocabulary or phrases is the main purpose of using electronic dictionaries (Taylor & Chan, 1994; Weschler & Pius. 2000: Wang. 2003; Deng, (2006). Weschlet and Pius (2000) called the trend of using electronic dictionaries for such teachers were quite questionable about the use of electronic dictionaries and they all prefer their students to consult paper dictionaries. Similar results were also found in Tang's (1997) research. Tang not only found negative perceptions of teachers towards electronic dictionaries, reasons were also analyzed from social and academic categories. From some teachers' point of view in Tang's research, electronic dictionaries can cause students' antisocial behaviors because instead of communicating with their classmates, students interact with machines in the classroom. Furthermore, when students play games and pass their electronic dictionaries around, it leads to great distraction

to the whole class. In academic category teachers are concerned about the quality of electronic dictionaries, such as artificial pronunciation, incorrect entry and incomplete entry. More importantly, a majority of teachers believe that electronic dictionaries cannot encourage students to learn through context. The learning process with electronic dictionaries is word-by-word translation. It cannot help students to improve their guessing and predicting skills and move away from words to sentences and discourse level. 1-fowever, with the development of electronic dictionaries, researchers noticed changes on the part of teachers' attitudes towards electronic dictionaries. A definite move towards teachers' acceptance of electronic dictionary use in the classroom was found by Midlane (2005). Midlane conducted an online questionnaire survey on EFL/ESL teachers' attitude towards electronic dictionaries in 2005. This survey attracted 210 respondents worldwide. Most of them have more than 10 years' EFLIESL teaching experience. It is also claimed by Midlane (2005) that the use of electronic dictionaries might be considered as an autonomous approach to EFI. learning.

Some researchers are concerned that students may be over rely on electronic dictionaries (Nesi, 2003: Deng, 2006), especially when they had little judgement of the lexical content of their electronic dictionaries and were aware little of their disadvantages. As a result, it is claimed that teachers should give

training or instructions on how to correctly use electronic dictionaries (Stirling, 2005; Bower & McMiIlan, 2007; Kobayshi. 2008; 1)eng. 2006). Quite a few suggestions are given by researchers in their studies. Some suggestions given by Stirling (2005) include assigning students with electronic dictionary use related homework or in-class activities, conducting activities in which students can use different types of dictionaries and explore the advantages and disadvantages of electronic dictionaries.

Bower and McMillan (2007) suggested some areas which might be beneficial to electronic dictionaries use and also when not to use them. At the same time, Midlane (2005) suggested that simply taking activities that designed for training students' use of paper dictionaries, and applying them with electronic dictionary users would make students ignore the differences between these two types of dictionaries and neglect the real advantages of electronic dictionary. Meanwhile, Midlane also pointed out that with bilingual electronic dictionaries, it was very difficult for teachers to tell their students how to evaluate electronic dictionaries and design specific activities for them; unless the EFL/ESL teachers share a common first language with their students. Just like one of the respondents in Midlane's research expressed this idea: I feel many native English EFL teachers (at least) are unfairly negative about them. I think this is partly because we do not have access to them, we cannot

easily/fairly evaluate them because we are generally not proficient in the two languages and because of our lack of familiarity".

Another argument is on the large amount of dictionary consolations and the fast search encouraged by electronic dictionaries. Tone (2000) pointed out that it is still not certain whether this frequent short-term access have long-lasting educational benefits for EFL students. Stirling (2005) pointed out that speed and case of using electronic dictionaries may cause students' overuse and may be disadvantageous for vocabulary learning. Although generally speaking. it is believed that looking up more words might be beneficial to vocabulary learning (Komuro et al., 2006, p. 133). In a study conducted by Guillot and Kenning (1993. pp.72.73), they observed that electronic dictionaries encourage students to look up more unfamiliar words and "enabled students to leave no stone unturned, and gave them a degree of control over the materials, and momentum", and that lead to the reason why electronic dictionary can "generate its own learning impetus". However, the researchers admit in the study that if the fast speed of searching could be considered as an advantage of electronic dictionaries still questionable. According to Sharpe (1995, p. 50) with the help of electronic dictionaries, students only need a very short period of time to seek information. However, this may not improve the preservation of the information related to

lexical acquisition for language learning purposes. It is stated that the decreased amount of time in the processing of looking up words may be disadvantageous to retention, that is, in Nest's (2000a, p. 844) words, there is a "possibility that the most easily extracted information may require least thought, and be soonest forgotten". It has been actually proved by Laufer and Hill (2000, p. 72) that "the number of times the word is looked up during a learning session bears almost no relation to its retention". They conducted their research in both Hong Kong and Israel among 97 English as Foreign Language (EFL) university learners. Participants were asked to read a text with 12 embedded low frequency words on the screen. While reading, they can look up any unknown word in an electronic dictionary built into a program. The program recorded every selection of dictionary information during the process. After reading, participants were unexpectedly asked to write the meanings of those target words either in their first language or in English. In that case, what truly determines to vocabulary retention is the focus of attention during the look up process but not the number of look-ups. In their following research, Laufer and Hulstijn (2001) found retention of new vocabulary is depending on the amount of involvement while processing these words. In other words, the deeper and more elaborate the involvement load, the better result of retention (Hulstijn & Laufer. 2001, p. 545).

2.2.7 Advantages of Electronic dictionaries of Paper Dictionaries

In order for learners to enhance English learning efficiency and effectiveness, electronic dictionaries have been made available to language learners and used as mobile facilitators for language learning. The majority of electronic dictionaries students can purchase in the market are convenient and relatively inexpensive mobile tools (hang et aL.2005).In today's Chinese EFL. classrooms, it is normal to see students each armed with an electronic dictionary or smart phone, they swipe their fingers across the screen, consulting their electronic dictionaries to access new words and clarify difficult ideas. The popularity of electronic dictionaries demonstrates the tools' convenience in use compared to paper dictionaries beyond the boundaries of the traditional classroom environment.

Electronic dictionaries have advantages over paper dictionaries. Some of my colleagues believe it is necessary for students to own an electronic dictionary. Since they don't want to carry around a heavy paper dictionary, it is beneficial for student to have a small enough dictionary that they can carry in their pocket and have constant access to these important resources. Except easier to carry, electronic dictionaries are also better for class based activities because they won't occupy too much space and paper dictionary might be better for homework based tasks.

Besides, electronic dictionaries are very fast, limited class time can be used more efficient. When referencing a dictionary becomes an obstacle in a language class, the motivation for learning and study that lunguage may be decreased. Electronic dictionaries can allow students not only to rapidly find necessary information about new words but also to quickly download the newest information about the vocabulary through online supplementary websites. The effort can be moved away from the laborious and repeated work of consulting the dictionary onto the actual language learning if students are permitted to use electronic dictionaries in class. Especially for beginners, they might come across a lot of new words when reading a text. Gradually, as a student's language efficiency level improves, the dependence on the dictionary declines because the student does not need to look up so many words and consequently the student may be more willingly to accept paper dictionaries. After all, while considering the present state of the electronic dictionary market, most electronic dictionaries that are affordable to FFL students in China are far from perfect. It is not a smart choice for students to rely only or too heavily on electronic dictionaries. They should not ignore another available language learning resource, that is, paper dictionaries.

Some teachers also believe the electronic dictionary use can allow them to present more challenging reading materials. Although, in my experience teachers tend to pre-teach new and

important vocabulary that students will come across in assigned reading materials, it is often difficult for teachers to anticipate every word that a student might have trouble with. Also. electronic dictionaries are usually user-friendly, because of the linking to the Internet in most of the cases they contain more words and expressions compare to paper dictionaries.

Nevertheless, some teachers believe electronic dictionaries to be noisy and distracting. Electronic dictionaries provide pronunciation and recording functions that can give learners an opportunity to hear spoken words and also practice speaking English. These days, it is common to see Chinese university students own smart phones which are equipped with software that supports using a nationwide popular dictionary app with lots of facilities such as speakers and headset. It is an attractive technological tool, but it can also have negative influence on students' English learning, especially during lessons. It can cause distraction to students and mixing its use with text messaging or Internet surfing for example. A lot of teachers complain that while students are using electronic dictionaries in class, especially dictionary apps in their mobile phones, they cannot really tell if a student is messaging a friend or looking for a word. That seems to become one major obstacle for teachers to be willingly to accept students using electronic dictionaries in class. They feel they are threatened by electronic dictionaries and might lose control of the class. Others teachers who are in

favor of paper dictionary state that there are paper dictionaries that are designed for language learners. A lot of them are published by publishers which have a history of compiling dictionaries and are regularly updated. However, electronic dictionaries are produced by technological companies which are not academic in nature, in some cases electronic dictionaries mislead students and give word to word translation in an odd way. Therefore, it is essential for teachers to offer EFL students with guidance on purchasing electronic dictionaries. They should give advices on how to choose and evaluate a reliable and proper electronic dictionary. Another argument is that with the fast inputting speed. Electronic dictionaries stop students thinking from the context and can cause a great distraction in the class. Some teachers noticed during in class activities that the moment students see a new word, they quickly resort to their electronic dictionaries for a translated meaning, that is, the Chinese equivalent, rather than sense making of the passage. Students' work sheets and comprehension passages are usually full of the Chinese equivalent of the vocabulary squeezed between lines and in margins. We can easily see this from the learning of lower level EFL, students because students are always worried about new vocabulary learning and they are not familiar with other techniques that can help them improve their language skills. Therefore students are unlikely to learn words from the context, they tend to consider words as isolate but not

related. The totally ignore the context in which the words exist. Instead, they check the meanings of currying new word they corny across.

That causes students ignored the very important skill in language learning which is using the context to deduce the correct meanings. Moreover, the fast inputting speed can also hinder students learning the correct spelling ol a word. Students may not always know how to spell a word correctly. Electronic dictionaries employ phonetic matching techniques and predictive text input techniques as spell checkers to help learners speed up access. Students might only need to type several letters instead of the whole word while they are looking it up in electronic dictionaries. That prevents them from learning the correct spelling during the process of vocabulary acquisition. Some teachers can accept either a paper or electronic dictionary. They would be pleased to see students use a dictionary of any type rather than not bringing any. According to their opinions, if all information is there, it mainly depends on how accurate and comprehensive the dictionary is and it really doesn't matter which to use. It should be students' choice to decide to use either. At the same time they also emphasis that it is acceptable to let students use any type of dictionary as long as they do it under teacher's guidance. A lot of my students say that the reason that they select one particular type of electronic dictionary is usually based on personal preferences rather than

pedagogical rationale. Alternatively, teachers could impose some control by giving advice on criteria for which types of electronic dictionaries are acceptable in class. Teachers can ask students to explore and compare the dictionary functions of the electronic dictionaries the students would like to buy in terms of lexicographical features and technological features. Under the guidance of teachers, students would easily choose to use electronic dictionaries properly for their level of language learning and activities conducted in the classroom. Actually in the field of teaching in science and engineering, the above approach has long been employed by teachers. Students are allowed to use certain models of pocket calculators appropriate for their level of study (Bitter & Hatfield. 1993). Some of the other recommendations propose by them including: show students the differences between both types of dictionaries and train students on the use of them. At the same time, students should practice the use of dictionaries in regular class activities more frequently. The use of electronic dictionaries in the classroom is a double-edged sword. In order to effectively engage modem students—so-called 'digital natives", for whom mobile devices and the Internet are a way of life—EFL teachers feel we must integrate digital teaching strategies. Researches also indicate that electronic devices in the classroom have repeatedly shown to enhance engagement between teachers and students. At the same time, along with many modem electronic

devices, electronic dictionaries are introduced into classroom and sometimes lead to student distraction and can even undermine learning. However, completely restricting electronic dictionaries isn't beneficial to EFL learning, either. Technology is so firmly fixed in modem society that the ignorance of its presence in the classroom only means students will be unprepared to face realities at the next level of learning or in their future careers. In a comprehensive 2012 report by the British National Endowment for Science, Technology and the Arts, the authors state that progressive thinking that is taken into account about technology use in the classroom means using it to support teaching and learning activities that teachers already know are effective. From my perspective, the use of electronic dictionaries can also follow this pattern, in the process of EEL learning. Electronic may offer innovative and exciting ways for students to practice essential skills—already main constituents of EFL learning that can be reimagined through electronic dictionaries.

2.2.8 Summary:

Discovering teaching and learning tools that save time and can contribute to learner achievement can help motivate teachers to learn more about effective uses of technology. As electronic dictionaries have become more and more attractive, accepted and popular to ER learners at different levels, using electronic dictionaries in EFL classroom has gradually become an

alternative to many. As a type of dictionary, it seems that the most significant role of electronic pocket dictionaries is to provide a widespread and fast alternative to paper dictionaries, in order to make sure that language learning activities in and outside the language learning classroom are facilitated. Nevertheless, considering both the advantages and disadvantages of electronic dictionaries, students must be taught learning strategies with the use of them. The traditional role of teachers as information gibers is changing. Teachers need to and are becoming facilitators, co-learners, and mentors. There are different ways for EFLIESL teachers to learn about the use of electronic dictionaries in language teaching and learning. Thus, it is continuously hope that new study in the field will focus more on the actual usefulness of the electronic medium to dictionary users. The discovery or exploration phase will require the teacher to invest some time, but the eventual savings by having access to resources, information, models, and a community of learners in similar context can make the initial outlay well worth it.

Part Two: Related Previous Studies

   1) The study of (Basal et al, 2016):

The study aimed to investigate the effectiveness of a mobile application on teaching 40 figurative idioms from the Michigan Corpus of Academic Spoken English (MICASE) corpus compared to traditional activities. The sample of the study

consisted of 25 participants where they enrolled in pretest and post-test during 4 week session.

The study findings indicate that participants in the experimental group performed significantly better in the posttest. demonstrating the effectiveness of the mobile application used in this study on learning idioms.

2) Studs of (zheng, H and Wang. X (2016):

The study aimed at investigating the use of Electronic Dictionaries in EFL Classroom, today dictionaries have more information and easier to access and to understand than before. And, with the advent of electronic formats, space is no longer. Electronic dictionaries have become more attractive, and accepted and popular to EFL learners at different levels, using electronic dictionaries in EEL classroom has become gradually an alternative to many. As for teachers, helping students tap into electronic dictionaries effectively is one of the best ways to help them become independent, lifelong language learners. In this essay, the functionality of electronic dictionaries are reasons why they are popular in EFL class will be discussed. The authors views towards this topic will be presented as well, based on the observation and reflection of using electronic dictionaries in EFL class at a Chinese University.

3) Studs of(Mahdi, 2017)

The study aimed at analyzing the effectiveness of using mobile devices on vocabulary learning. The sample of the study

consisted of 986 participants who are students from 16 different study papers

findings of the meta-analysis that carried on the study indicate a medium effect of using mobile devices on vocabulary learning. Also mobile devices have moderate effect sizes on both ways of vocabulary learning (productive and receptive), in addition to that, adult learners get benefit from using mobile devices in vocabulary learning better than young learners, and mobile devices have moderate effect on all aspects of vocabulary learning.

Comment on the previous studies:

The previous studies agree with the current study in that they investigate the importance of using mobile phones in improving students' vocabulary. While the previous studies' samples are students in (Basal et al. 2016: Zheng, 2016) the current study's sample and (Mahdi, 2017) are teachers of English language in EFL. environment.

All the findings prove that mobile phones play great role in improving and enhancing student's vocabulary.

CHAPTER THREE
METHODOLOCY

3.0 Introduction

This chapter provides questionnaire that has been designed to collect data about English language teachers' opinion on the importance of using mobile phones in enhancing students' vocabulary.

3.1 Population of the Study

The population of this study is Sudanese teachers. The researcher has collected the data through a questionnaire distributed to teachers.

3.2 Sampling:

The sample of this study is collected using questionnaire designed for 30 teachers, including males and females.

3.3 Tools of Data collection

The questionnaire design investigate teachers the importance of using mobile phones in improving private school students' vocabulary. The questionnaire divided into three hypotheses. the first one hypothesis asks the teachers that mobile phones can improve students' vocabulary.

The second hypothesis asks that mobile phone can facilitate learning and teaching processes. The third hypothesis asks that mobile can enhance students' interaction in English orally.

3.4 Procedure

The data of this research are collected through a questionnaire. The questionnaire is divided into three parts. question one is divided into five points, secondly question two is divided into five points, and thirdly question three is divided into five points also.

3.5 Validity and Reliability of the Questionnaire

The researcher discussed the questions of the questionnaire with one of the English experts: Dr. Hillary Marino. lt was agreed that the questions of the questionnaire are reasonable as they cover the questions and the hypotheses of the study.

3.6 Summary

This chapter presents the methodology of the research. It contains a questionnaire has been designed to collect data about English language teachers. The chapter also describes the sample and population of the study. states the reliability and validity of the tools in the study and presents the techniques and analyzes the research data.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

Through the lines of this chapter. the researcher analyzes the obtained data from teachers' questionnaire. SPSS chi-square analysis is used to validate the acceptability of the study hypotheses. The frequency and percentage are calculated for each statement of the three hypotheses along with descriptive statistics where (mean), (mode) and (standard deviation) are obtained.

4.1 The variables:

This section represents the three hypotheses of the study with fifteen statements (15). The statements are designed to meet the three hypotheses' claims. Each statement is assigned (lekrt) scale (Strongly agree, agree. neutral. disagree and strongly disagree).

4.2 Study measure:

The questionnaire is measured against five-pointed (quinary) Lekrt scale in distributing the participants' responses. The scale is descendant from 5 for higher response *(strongly agree)* to I for the lowest response *(strongly disagree).* This is to give a good chance for the participants to select the most accurate response that fit their opinion.

Table (4-1) lekrt design and study measure

Degree of response	Proportional weight	Likely weight	Statistical indication
Strongly agree	5	4.2-5	Great acceptance score
Agree	4	3.4-4.2	Acceptance score
Neutral	3	2.6-3.4	Neutral score
Disagree	2	1.8-2.6	Disagree score
Strongly disagree	1	1.1-8	High disagree score

The hypothetical medium of the study is the summation of the responses degree multiplied by their number (5+4+3+2+I/5) which equals (3). It means that when the response is greater than the hypothetical medium (3) that indicate an acceptance or (agree).

4.3 Validation of the study instrument:

It means the reliability and validity of the instrument to in measuring the designed questionnaire. Based on the correct measurement theory it means full validity and error free of the tool. The study in the first stage relied on assessing the appropriateness of the measures used in measuring study statements using Stability test and validity to exclude non-significant phrases from study metrics and verify that the

phrases that were used to measure a particular concept actually and accurately measure this concept.

4.4 The Analysis

Table (4-2): Gender distribution of study sample.

Gender	Frequency	Percent
Female	16	53.3%
Male	14	46.7%
Total	30	100.0%

The table (4-2) above shows the gender distribution of the study sample in frequency and percentage. As it is shown in the table, most of the participants with **frequency (16)** are females and the percentage is (53.3%) while male participant represent the remaining (14) out of 30 teachers selected for the questionnaire and the percentage is (46.7%).
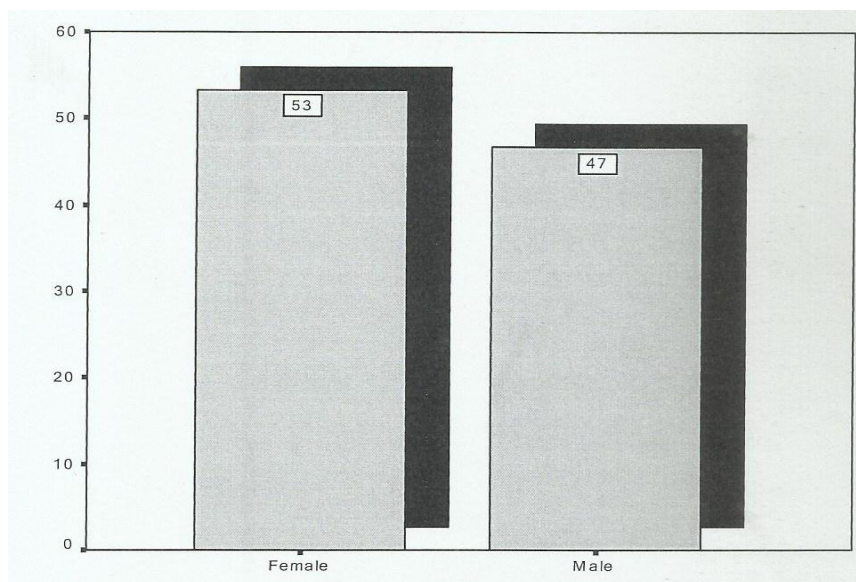
Figure (4-1) gender distribution of the study sample

Table (4-3) Age Distribution

Age	Frequency	Percent
20.00	4	13.3%
21.00	1	3.3%
22.00	2	6.7%
23.00	1	3.3%
24.00	1	3.3%
25.00	2	6.7%
26.00	1	3.3%
Total	12	40.0%
Missing values	18	60.0%
	30	100.0

Looking at table (4-3). it can be noticed that the age varies from 20 to 26 where 20 is the most frequent age with percentage (13.3%). Many participants skip the age choice so that the missing values are IS with percentage (60%).
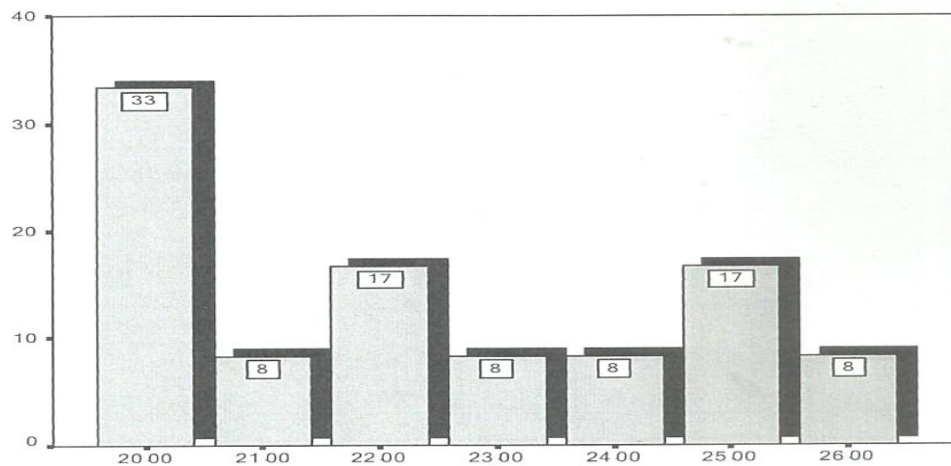
Figure (4-2) Age distribution of the study sample

Table (4-4) frequency and percentage of hypothesis one

Statements		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Mobile phones or applications show the right dictation	Frequency	0	1	3	14	12
	Percentage	0%	3.3%	10.0%	46.7%	40.0%
Mobile phone shows the part of speech such as adverb or adjective	Frequency	1	2	5	18	4
	Percentage	3.3%	6.7%	16.7%	60.0%	13.3%
	Frequency	1		5	12	12
Mobile phone can download materials to improve students vocabulary	Percentage	3.3%		16.7%	40.0%	40.0%
	Frequency	2	2	13	10	3
Students use various phone applications to provide tests that are monitored	Percentage	6.7%	6.7%	43.3%	33.3%	10.0%
	Frequency	5	5	7	7	6
Using applications improve learning vocabulary more than traditional learning	Percentage	16.7%	16.7%	23.3%	23.3%	20.0%

The table (4-4) above shows the frequency and percentage calculations of the five statements of the first hypothesis, *Mobile phones can improve students' vocabulary'*. As it can be clearly seen in the table, teachers' responses tend to agreement with the statements. In the first statement '*Mobile phones or applications show the right dictation'*, only one participant disagrees with the statement. 3 remain neutral, 14 respond with agree and 12 respond with strongly agree with percentages 3%, 10%, 46.7% and 40% respectively. The highest percentage (46.7%) represents the respond agree which means that most of the students agree with statement's claim.

The second statement is similar to the first one: the highest percentage (60.0%) represents the respond agree which means that most of the participants agree that *Mobile phone shows the part of speech such as adverb or adjective'*

.In the third statement of the hypothesis that claims *'Mobile phone can download materials to improve students: vocabulary'* we can notice that only one teacher strongly disagrees with the statement and the percentage is 3.3% while 5 remain neutral with percentage (16.7%), 12 agree with percentage (40%) and also 12 strongly agree with percentage (40%). It is a clear proof that the majority of the participating teachers agree that mobile phone can improve students' vocabulary.

Most of the teachers (13) remain undecided about whether *'Students use various phone applications to provide tests that are monitored.'* This can be seen clearly in the fourth statement as the highest percentage I) represents the respond neutral. It

also noticed that 10 teachers agree with the statement and 3 strongly agree with percentages (33.3%) and (10°/c) respectively.

In the last statement that claims *'Using applications improve. learning vocabulary more than* traditional learning' it can be noticed that the responses of the teachers scatter nearly equally; 5 strongly disagree with

Percentage (16.7%) 5 disagree with percentage (16.7%) 7 remain neutral with percentage (23.3%) 7 agree with percentage (23.3%) and 6 strongly agree with percentage (20%)

Statements	N	Mean	Mode	Std Deviation
Mobile phones or applications show the right dictation	30	4.2333	4.00	77385
Mobile phone shows the part of speech such as adverb or adjective	30	3.7333	4.00	90719
Mobile phone can download materials to improve students vocabulary	30	4.1333	4.00(a)	93710
Students use various phone applications to provide tests that are monitored	30	3.3333	3.00	99424
Using applications improve learning vocabulary more than traditional learning	30	3.1333	3.00(a)	1.38298

The table above shows the descriptive statistics (mean, mode and standard deviation) of the statements of the first hypothesis .The first column (N) represents the participants (30) the mean value gives a hint about the tendency of teachers' responses towards the statements of the hypothesis. As it can be noticed in the table, the (mean) values of the five statements are (4.2333.

3.7333, 4.1333. 3.3333 and 3.1333), and when we look at the first three statements the values are close to 4 which is the choice (agree) while in the fourth and the fifth statements the values are close to 3 which is the choice (neutral). This result means that although teachers agree with most of the statements of the hypothesis, they remain neutral in the last two.

The mode values which represent the most frequent value in the statements are (4.00, 4.00, 4.00. 3.00 and 3.00) and these values validate the values of the (mean) values. The researcher can notice that teachers agree with 3 statements out of *5* which can be an agreement toward the whole statement.

Table (4-6) chi-square analysis of Hypothesis one

Statements	Chi-square(a, b)	Df	p-value (sig)
Mobile phones or applications show the right dictation	16.667	3	001
Mobile phone shows the part of speech such as adverb or adjective	31.667	4	000
Mobile phone can download materials to improve students vocabulary	11.867	3	008
Students use various phone applications to provide tests that are monitored	17.667	4	001
Using applications improve learning vocabulary more than traditional learning	667	4	955

The table (4-6) shows the chi-square analysis of the first statement *'Mobile can improve students vocabulary'*. The analysis finds out whether the teachers finally agree with the statements of the hypothesis or not. The first column of the table (Chi. Square(a.b)) shows the values of the calculated chi- square which are (16.667, 31.667, 11.867, 17.667 and .667) and the second column (dl) represents the degree of freedom which is

(n-I) while the last column (p-value) shows that p-value which decides the significance of each statements and the hypothesis in turn. As it can be seen in the p-value column, the values are (.001. .000. .008. .001. .955) except for the last value (.955) all of them are less than the standard significant value (0.05) and this is a clear proof that teachers significantly accept *that Mobile can improve students' vocabulary'.*

Table (4-7) frequency and percentage of hypothesis two

Statements		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Teachers can send exercises and assignments… etc to students with mobile phones	Frequency	3	2	5	13	7
	Percentage	10.0%	6.7%	16.7%	43.3%	23.3%
Students can learn words pictures sounds or animations that can be provided by mobile phone	Frequency	1	2	2	16	9
	Percentage	3.3%	6.7%	6.7%	53.3%	30.0%
Students are able to choose the convenient or the suitable courses or materials tests	Frequency	1	3	18	2	6
	Percentage	3.3%	10.0%	60.0%	6.7%	20.0%
Mobile learning means students can study anywhere and anytime	Frequency	2	0	2	9	17
	Percentage	6.7%	0%	6.7%	30.0%	56.7%
Students can record lectures or discussions for listening to later if needed	Frequency	1	2	6	16	5
	Percentage	3.3%	6.7%	20.0%	53.3%	16.7%

Table (4-7) shows the frequency and percentage of the second hypothesis *Mobile phones can facilitate learning and teaching processes*

In the first statement that claims *Teachers can send exercises and assignments.. etc. to students with mobile phones* ',the researcher can notice that most of the teachers (13) respond with agree with percentage (43.3%) while 3 respond with strongly disagree with percentage (100/.). 2 respond with disagree with percentage (6.7%) and 7 respond with strongly agree with percentage (23.3%). From the statistical result, one can see that teacher accept the statement's claim.

Just like the first statement of the second hypothesis, most of the teachers believe that *Students can learn worth, pictures, sounds or animations t/at can be provided lv Mobile phone*. The majority of the teachers (16) respond with *agree* with percentage (53.3%) and (9) respond *with strongly agree* with percentage (30%) while one teacher responds *with strongly disagree*. 2 respond with *disagree* and 2 remain neutral with percentages (3.3%), (6.7%) and (6.7%) respectively.

In the third statement teachers remain undecided about whether *'Students are able to choose the convenient or the suitable courses or materials or tests*.' Most of the teachers (18) respond with *neutral* with percentage (600/o). only one teacher disagrees with the statement with percentage(3.3%),2agree with percentage (6.7%) and 6 strongly agree with percentage (20%).

Taking the neutral respond as middle point, the researcher can say that the number of teachers that agree with statements is greater than those who disagree with it.

 The statistics of the fourth statement show that the majority of the teachers accept the claim that '*Mobile learning means students can study anywhere and anytime'*. As we can see in the table, only 2 teachers disagree with the statement. 2 remain neutral. 9 agree and 17 strongly agree with percentages (6.7%), (6.7%), (30%) and (56.7%) respectively.

The majority of the teachers agree with the fifth statement of the second hypothesis that claims *Students can record lectures or discussions for listening to later, If needed*. As it can be seen in the table, only one teacher strongly disagree with percentage (3.3%), 2 disagree with percentage (6.7%), 6 remain neutral with percentage (20°/e), 16 respond with agree with percentage (53.3%) and 5 respond with *strongly agree* with percentage (l6.7'o). The researcher can notice that the highest percentage (53.3%) represents the response *agree* so teachers accept the statement's claim.

Table (4-8) descriptive analysis of Hypothesis two

Statements	N	Mean	Mode	Std Deviation
Teachers can send exercises and assignments… etc to students with mobile phones	30	3.6333	4.00	1.21721
Students can learn words pictures sounds or animations that can be provided by mobile phone	30	4.0000	4.00	.98261
Students are able to choose the convenient or the suitable courses or materials tests	30	3.3000	3.00	1.02217
Mobile learning means students can study anywhere and anytime	30	4.3000	500	1.08755
Students can record lectures or discussions for listening to later if needed	30	3.7333	4.00	.9444

The table (4-8) shows the descriptive statistics of the second hypothesis *Mobile phones can facilitate learning and teaching processes*. Looking at the (mean) values (3.6333, 4.0000, 3.3000, 4.3000. 3.7333), it can be seen all the values are equal or close to (4) which is the code of the choice *agree*. That means the descriptive statistics shows that teachers responses tend to agree with the statements. These results confirm the last results in the previous table of frequency and percentage. The (mode) values (4.00. 4.00, 3.00, 5.00, 4.00) shows the most choice that teachers make is *agree*

Table (4-9) Chi- square analysis of Hypothesis two

Statements	Chi-square(a, b)	Df	p-value (sig)
Mobile phones or applications show the right dictation	12.667	4	.013
Mobile phone shows the part of speech such as adverb or adjective	27.667	4	.000
Mobile phone can download materials to improve students vocabulary	32.333	4	.000
Students use various phone applications to provide tests that are monitored	20.400	3	.000
Using applications improve learning vocabulary more than traditional learning	23.667	4	.000

In table (4-9) where chi-square values are calculated for the five statements of the second hypothesis. the researcher notices that the values (.0 13, .000, .000, .000. .000) are all below the value of the standard significant (0.05).

Table (4-10) frequency and percentage of hypothesis Three

Statements		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students can chat with their English speaking friends	Frequency	1	2	4	16	7
	Percentage	3.3%	6.7%	13.3%	53.3%	23.3%
Students can learn English from their foreign friends	Frequency	3	0	2	18	7
	Percentage	10.0%	.0%	6.7%	60.0%	23.3%
Students can interact orally with their friends and later SMS messages	Frequency	1	3	12	8	6
	Percentage	3.3%	10.0%	40.0%	26.7%	20.0%
Mobile phones help in providing communication between teachers and students in case of problem regard to their academic	Frequency	1	5	10	7	7
	Percentage	3.3%	16.7%	33.3%	23.3%	23.3%
Mobile phones have multifunctional possibility of using as tool to improve the oral interaction skills of the students	Frequency	1	1	8	13	7
	Percentage	3.3%	3.3%	26.7%	43.3%	23.3%

Table (4-10) shows the frequency and percentage calculations of the third hypothesis that claims 'Mobile phone can enhance student interaction in English orally'. Looking at the first statement of the hypothesis 'Students can chat with their English speaking friend, the researcher notices that the majority of the teachers (16) respond with agree with highest percentage (53.3%) and 7 respond with strongly agree with percentage (23.3%) while only one teacher responds with strongly disagree. 2 respond with disagree and 4 remain neutral with percentages (3.3%).(6.7%)and(13.3%) respectively.

Similar to the first statement, the second statement's claim Students can learn English from their foreign friends.' seems to be agreed upon by the majority of the teachers as the highest frequency (18) and its percentage (60.0%) which represents agree confirms that.

 In the third statement 'Students can interact orally with their friends and later send SMS messages'.(12)of the teachers remain neutral with highest percentage (40.0%) but when combining the frequencies of agree and strongly agree it is clear that their final decision tends to an agreement upon the statement's claim.
 Same can be said for the fourth statement 'Mobile phones help in providing communication between teachers and students in case of problem regard to their academic,(10) of the participants remain neutral with percentage(33.3%).Combining

the responses agree and strongly agree teachers responses tend to agree with the statement of the hypnosis

. Most of the teachers believe that '*Mobile phones have multifunctional possibility of using as tool to improve the oral interaction skills of the students.*' and this be confirmed by the highest frequency (13) teachers get in the fifth statement with highest percentage (43.3.%) *agree*

Table(4-11) Descriptive analysis of Hypothesis three

Statements	N	Mean	Mode	Std Deviation
Students can chat with their English speaking friends	30	3.8667	4.00	.97320
Students can learn English from their foreign friends	30	3.8667	4.00	1.10589
Students can interact orally with their friends and later SMS messages	30	3.5000	3.00	1.04221
Mobile phones help in providing communication between teachers and students in case of problem regard to their academic	30	3.4667	300	1.13664
Mobile phones have multifunctional possibility of using as tool to improve the oral interaction skills of the students	30	3.8000	4.00	.96132

Table (4-I I) shows the descriptive analysis of the third hypothesis. As it can be seen in the table from (mean)values(3.8667.3.8667.3.5000.3.4667.3.8000)they are all close to(4) which indicate the response *agree*. The mode values show the most frequent value among teachers' responses and that is (4).Based on the values of mean and mode, the researcher can confirm that teachers accept the fifth statement's claim.

Table(4-12) Descriptive analysis of Hypothesis three

Statements	Chi-square(a, b)	Df	p-value (sig)
Students can chat with their English speaking friends	24.333	4	.000
Students can learn English from their foreign friends	21.467	3	.000
Students can interact orally with their friends and later SMS messages	12.333	4	.015
Mobile phones help in providing communication between teachers and students in case of problem regard to their academic	7.333	4	.119
Mobile phones have multifunctional possibility of using as tool to improve the oral interaction skills of the students	17.333	4	.002

Table (4-12) shows the chi-square analysis of the third hypothesis *Mobile phone can enhance student' interaction in English orally'*. The values of chi-square are (24.333.2.46.12.333.7.333.17.333) and the degree of freedom values arc (4.3,4,4, 4).Looking at the p-value column, the values (.000..000,.015..119..002) arc below the standard significant value (0.05).

 The third hypothesis is significantly accepted by the teachers based on the result of table (4.10) of frequency and percentage. table (4-Il) of descriptive analysis and table (4.12) of chi-square analysis.

4.5 Discussion

Based on the tables of the frequency and percentage (4-4,4-7,4.10), the researcher can notice that statistically teachers' responses tend to accept the statements' claim as most of their choices range between neutral, agree and strongly agree. In

descriptive statistics' tables (4-5,4-8,4-11), the values of mean and mode give clear hint on how the participants respond to the statements. The researcher notices that the average value is close to 4 and that indicates the choice *agree* in each statement. In the same path, the tables of chi-square analysis prove the previous tables as the p-value usually falls below the standard significant value (0.05).

It can be said that teachers' opinion on the importance of using mobile phones in improving private school students' vocabulary is positively tend towards agreement. Teachers' opinions toward the three hypotheses are positive and the aforementioned tables prove that clearly.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter concludes the study providing the findings and recommendation along with suggestions for further researches.

5.1 Findings:

1. Based on the analysis carried on the obtained data, the study reached upon many findings, the most important ones are: Statistically. Teachers agree with the statements of the first, second and third hypothesis as the Chi-.square values proved to be significant (less than 0.05).

2. Teachers have positive opinion about using mobile phones in improving students vocabulary

3. Students can improve their vocabulary through mobile phones as the results show.

4. Mastering mobile phones applications that related to language learning can help a lot in enhancing and developing their vocabulary.

5. Students are not are of the importance of improving vocabulary through using mobile phones apps.

5.2 Conclusions

This study investigates the importance of using mobile phones in improving private school students' vocabulary.

There arc three hypotheses concerning this study. The most problematic area is vocabulary in English language.

 In order to verify the above hypotheses. questionnaire has been designed for thirty teachers who arc the study sample

5.3 Recommendations

 According to the findings discussed above, these arc some recommendations to improve students' vocabulary: by using mobile phone:

1. Students should extend their knowledge in using vocabulary.
2. Students need to practice and master vocabulary.
3. Students can acquire vocabulary by using mobile.

5.4 Suggestions for Further Studies

1) The impact of mobile technology that it provides chance to enhance vocabulary improving for EFL students.
2) Students through mobile phone can practice more the pronunciation of the words.
3) EFL students through mobile phone can have the part of speech such as adverb or adjective.

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Dear, Teachers

 I will be thankful if you read and respond to the following statements. This questionnaire has been designed to collect data about English language teachers' opinions. This is an MA thesis entitled: Investigating the importance of using Mobile phones in improving private school students' vocabulary.

 Please put a tick (√) for one of the appropriate options, strongly agree, agree, neutral, disagree and strongly disagree.

Thank you for cooperation.

General information:

 Gender: Male Female

 Age ……………(Optional)

 Hypothesis one.

Mobile phone can improve students' vocabulary.

S.N.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The mobileo phones give the right pronunciation quickly					
2	It gives the part of speech such as adverb or adjective					
3	Students use various phone apps to provide tests that are monitored through phones					
4	Mobile phone can download materials to improve students' vocabulary.					
5	Mobile phones improve learning vocabulary more than traditional Iearning					

S.N.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	Teachers can send questions to students v.ith mobile phones					
7	Students can learn words, pictures. sounds or animations that can provided by mobile phone					
8	Students ate able to log into classrooms at their convenient courses or materials or test.					
9	Mobile learning means students can study anywhere an anytime					
10	Students can record lectures or discussions for listen to later, if needed. thesis three					

Hypothesis three

Mobile phone can enhance student's e interaction in English orally.

S.N.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Students can chat with their English speaking friends					
12	Students can learn English from their foreign friends.					
13	Students can interact orally with their friend and later send SMS messages					
14	Mobile phones help in providing communication between teachers and students in case problem regard to their academic.					
15	Mobile phones have multifunctional possibility of using as tool to improve the oral interaction skills of the students.					