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Use of Mobile Phone Dictionary among basic level students in schools

(A case study of Grade Seven Basic School EFL Learners at Khartoum State)

تقصي أثر استخدام قاموس الهاتف المحمول على مستوى طلاب الأساس في المدارس

Thesis Submitted to the college of graduated studies for the Ph.D.

Degree in Education – English Language - (Applied Linguistics)

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Dedication

to

My parents.

My patient wife.

My beloved children.

My brothers and sisters

Acknowledgements

Abstract

Widespread use of mobile and wireless devices in education has led to revolutionary changes in the way teachers teach and learners learn, Due to their pervasiveness, mobile phone dictionaries are considered as being potential valuable learning tools. However, students personal use of mobile phones and their apps for learning benefits is still open to research. This study thus, investigated the use of mobile phone dictionaries among basic level school. Seventy basic school learners from Almawahib private school participated in a pre-post-tests quasi – experimental study. They were divided into two groups [35 in each group] based on their choice. The experimental group adopted offline dictionary installed on their mobile phones, on the other side, the control group worked with paper dictionary. The teacher used a pre-posttest an as achievement test. The results showed that the experimental group performed better than the control group in the post-test. The findings revealed that mobile phone dictionary is playing a vital role in enhancing students English language vocabulary, moreover mobile phone dictionaries are useful stimulus, and encourage learners to work collaboratively. The researcher recommended that teachers should help learner to download the mobile phone dictionary apps on their devices to improve learning vocabulary.

مستخــــص

الإنتشار الواسع لإستخدام الجوال والاجهزة اللاسلكية في التعليم قاد الى تغيرات ثورية في طريقة التدريس والتعليم ونتيجة لإنتشار الجوال تعتبر قواميس الجوال ادوات تعليمية كاملة متوافرة فالإستخدام الشخصي للطلاب للجوال وتطبيقاته متاح للبحث لفائدة التعليم.

هذه الدراسة تهدف الى: تقصي إستخدام قاموس الجوال على طلاب مستويات الأساس في المدارس.

تم تطبيق الدراسة على [70] طالب من مدرسة المواهب الخاصة أساس وتمّ تقسيمهم الى مجموعتين ، [35] لكل مجموعة ضابطة واخرى تجريبية وطبقاً لإختيارهم أستخدمت المجموعة التجريبية القاموس الإلكتروني للجوال ، ومن جهة اخرى أستخدمت المجموعة الضابطة القاموس الورقي وأجرى المعلم إختباراً للمجموعة التجريبية قبل وبعد وأظهرت النتائج ان استخدام قاموس الجوال يلعب دوراً مهماً في تطوير مفردات اللغة الإنجليزية وإنه مهم ومحفز ومشجع للطلاب على الدراسة بصورة جماعية.

يوصي الباحث المعلمين بمساعدة الطلاب وحثهم على تنزيل التطبيق على اجهزتهم لتطوير مفرادات اللغة الإنجليزية.

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Chapter One

Introduction

Overview:

This chapter provides an overview of the research background, statement of the problem, and objectives of the research, research questions, Hypothesis of the study followed by the significance of the study, in addition to delimitations of the study, the design of the thesis is also presented.

1-1 Background of the study:

Today the information and communication technology (I C T) is increasing rapidly. The outcomes of this progress and development can be realized in almost every single phase of learning field, presentation of information, activities, tasks, assessment, interaction, and performance of learners. Moreover, these new technologies have constantly increased the opportunity for interaction and flexibility amongst students around the world, overcoming the time and space and individual differences obstructions.

At present time, mobile phones are the most widespread revolution, and they have a significant place mainly in young people's lives. All over the world, mobile phones are more than personal computers. Its extensive use and its features characteristics and functions such as mobility, reachability and

localization and personalization, mobile phone technology offers a great perspective in language learning atmosphere in particular. In the last years, the internet has occurred as a simple means fast global distribution of information. The researcher reviewed three previous studies on the area of technology specially mobile learning in learning English language, the first study was local one the study was conducted by Eizzelden Ibrahim University of Sudan of Science and Technology college of Education in (2016) entitled by the use of mobile Devices its effect learning English as foreign language A perspective of teachers and learners PH.D thesis the researcher use a questionnaire among University students the results showed that mobile phone devices are useful , motivated , stimulus and encourage learners to enhance their English language learning . The second study was international one . the study was conducted by Mehark Rahimi (2014) in ELT . (Teachers Training University Lavizan) entitled by the Impact of Mobile dictionary use on language learning . Thirty – four lower intermediate school language learners participated in a pretest posttest quasi – an experimental study they were divided into two groups (17 in each group) control group and experimental group . the experimental group used a dictionary installed on their mobile phones to all their activities. T he teacher made achievement test was used as a pretest and post test the results showed that the experimental group performed the control group in the

posttest. The findings of the study underscores the vital role . mobile phone play in extending learning out of the classroom anywhere any time . The third study was international one conducted by Ahmet Basal Yildiz Technical University , Turkey in (2016) entitled by (Effectiveness of Mobile Application in vocabulary Teaching) . The study aimed to investigate the Effectiveness of Mobile Applications on teaching 40 figurative idioms from the Michigan corpus of academic spoken English compared to traditional activities quasi an experimental research design with pretest and posttest was employed to determine the difference between the scores of the control group (n- 25) the experimental group (n- 25) the results indicate that the participants in the experimental group performed significantly better in the posttest . the study provides recommendations the use of mobile Applications in teaching vocabulary .

1-2 Statements of the problem:

The current developments in mobile technology have created new opportunities to support language learning. Recently mobile devices are cheaper and more powerful. With mobile devices learners can do different tasks. They can take pictures, make audio or video recording. Watch videos, send and receive audio video or text messages, access social network and browse the internet. These tasks create new contexts for language learning. As the result many studies were

conducted to investigate the impact of mobile devices on language learning. Vocabulary considers is main part of language and without vocabulary nothing can be conveyed so many studies and concepts have been implemented in the area of vocabulary learning strategies. For many centuries ago teachers and learners used traditional ways such as textbooks, blackboard, magazines, printed dictionary in learning vocabulary but these ways have become not effective and optimal to provide learners with enough knowledge of the language and vocabulary retention. today teaching and learning have affected by the technology revolution and information technology , now learners adopt the technological tools to learn everywhere and at any time specially mobile technology such as laptops , portable phones , smartphones , tablets have been used in learning and teaching . the traditional classrooms are also infected by technology the students now need something more motivated so many schools, institutes , universities have introduced a technology in their classroom to enhance learning process . today teachers are using mobile devices applications in teaching vocabulary , mobile dictionary is used for teaching pronunciations , meaning , and grammatical information as well as sentence construction . These technological tools help the learners to increase their vocabulary and motivate them and decrease the time.

On the other hand mobile devices can incorporated in our class as tool of teaching and learning, the students can interact and communicate by sending words to each other and do many lots of activities in a group work through using their mobile devices. So mobile technology has improved learning environment and create a new enjoyable learning especially in teaching and learning vocabulary.

1-3 Objectives of the Study:

This study aims to the following: -

1- To find out whether EFL learners use mobile phone dictionary in learning English language vocabulary.

2- To explore digital devices that can be used by the learners to enhance English language vocabulary

3- To identify the use of mobile phone dictionary in the classroom.

1-4 Questions of the Study:

This dissertation relies mainly on the following:

1- How does the intervention improve learns' vocabulary using mobile dictionaries?

2- Which digital devices do participants use for mobile dictionaries?

3- How often do participants use mobile phone dictionary in the classroom?

1-5 Hypotheses of the Study:

The present research related to the role of using mobile technology in EFL in order to enhance student's vocabulary. Thus, this study is based on three hypotheses:

1.   Mobile phone dictionary improves students' vocabulary.

2.   There are many types of digital devices that can be used by the learners to enhance English language vocabulary.

3.   Mobile phone dictionary often used as instructional tool in the classroom.

1-6 Significance of the Study:

This study addresses a newly an approach in foreign language learning both in theory and in practice. Studies about mobile learning and English language don't have a place in Sudanese library and they are not addressed by the investigators and researchers, thus, the literature lacks research exploring and investigating the impact of using mobile dictionary on promoting vocabulary learning.

Furthermore, growths and improvements in EFL / ESL learning have been on the progression and more research will always be required in such growing field. The results of this research will be interested to educators, of mobile devices secondary schools, basic schools levels and university managers concerned with use of mobile devices in all these stages. It also

offers possible contributions to college of Education: firstly it improves teaching practice by introduction mobile devices in English language teaching and learning fields. Through enlightening the policy makers of the role of mobile learning and evaluating the present situation of the English language learners towards mobile learning.

Secondly, it helps in spreading awareness of mobile learning and its role in learning among English language learners.

Thirdly, it helps in identifying the practice which is necessary for effectively consider mobile as an effective tool for language learning and learning resources. Fourthly it offers instruction and guideline for the learner to realize and understand the significance of using mobile devices in their learning process.

Fifthly, it offers a better understand for a policy maker on the university English language learners situation to build coherent strategic plans to carry out mobile- learning and improve the learning environment that suits the new technology and its demands.

Sixty, to present the potentials and challenges offered by information and communication technologies such as mobile devices for the English language teaching and learning. Finally, the positive findings of this research i t be suitable and useful to educational designers and textbook publisher

who are responsible for designing the syllabi at all stages of Education to incorporate mobile devices in our syllabi.

1-7 Research Methodology:

The researcher will adopt the experimental and descriptive analytical research. A language course will be conducted at Al-Mawahib Basic schools Khartoum state Bahari locality for3 weeks grade seven. The study will be conducted in two groups an experimental group and control group. An experimental group will be taught through mobile phone dictionary whereas the control group will have taught by paper dictionary. Both groups at the same class and at the same age. Pretest and posttest will be done for both groups. A pretest will be done before the course start and posttest will be conducted at the end of the course.

1-8 Limitations of the Study:

The study will be conducted at Sudan University of Science and Technology at the period 2016 to 2019. A language course will be done at Almawahib basic privates school grade seven, the study will be conducted among two groups, control group will be taught via printed dictionary and experimental group will be taught through mobile phones dictionary.

A language course will continue for 15hours. A pretest and posttest will be done by the researcher to find out for what extent does mobile phone dictionary promote vocabulary learning?.

1-9 Summary chapters:

In this chapter, the background of the study, statement of the problem, objectives of the research, research questions have been discussed and explained in detail, followed by significance of the research, finally the design of the research is presented. In the context chapter, the literature will be reviewed under several headings. in the following chapter , the methodology of the research and the results will be presented finally the findings of this study will be discussed in light of the findings of previous research in the literature in the last chapter .

Theoretical framework and previous studies

2-1 Introduction:

The use of technology in education in general and in English as a second language (ESL) and English as foreign language (EFL) learning has gained great popularity among educators and scholars as there are many educational institutions adopting new technologies in the conventional classroom environment that includes smart boards , projectors , audio systems ,and computers , . Thus, mobile phones, tablets, computers and many devices forms of information technologies are in use today in language learning and teaching environment. This chapter includes the use of technology as a valuable academic tool , mobile phones as of technology , multicultural education and technology , MALL

(Mobile Assisted Language learning) , Mobile phones and vocabulary learning ,MALL and learner autonomy , In and out school literacies , extracurricular online activities , Interact between learner and mobile devices , Advantages and disadvantages of MALL ,Historical background about using mobile phones in Sudanese schools

2-2 Definition of mobile dictionaries:

As there are different EDs accessible via computers and internet, there are also others that are available in all kinds of mobile devices including smartphones, laptops, personal digital assistants (PDAs), and tablets. Such sort of dictionaries can be *network-based*, as it can be also *stand-alone* dictionaries (Moon, Hong, & Kim, 2008, p. 59). The former might refer either to a dictionary server that can be accessed from mobile devices, or dictionary apps that can be downloaded on the device where internet connectivity is required to obtain data. On contrary, *stand-alone* mobile dictionaries might include just dictionaries apps downloaded and nst ll d on t sm rtp on or ny ot r mob l d v t rou Goo l Pl y or ppl 's pp Store platforms, with no need to internet connection because they can work on offline mode.

Dictionaries ;

What is dictionaries; Etymologically , the word dictionary is derived from the medieval Latin word Dictionariaum meaning a manual or book of words which in turn is originated from the Greek term Dictio which means a collection of words or phrase . According to oxford dictionary of English (2010) a dictionary is A book that lists the words of a language in alphabetical order and given their meanings or that gives the equivalent words in a different language Kirkness (2004) asserted thatb the dictionary is the most widely used book in

the field of education because it is an indispensable source of information on any aspect of the form and or meaning of words in the source or the target language . A dictionary this an essential and principle source through which individuals in general and language learners in particular get the meanings and translation of words in their preferable language in accurate , orderly and comprehensible manner . According to this definition dictionary plas an important in language learning specially in the area of vocabulary and words learning . The previous definitions are basically in agreement with the definition provided by Madreeda (2010) who identified the term dictionary as a taxonomy or central location where a variety of meanings and precise definitions of terms or are arranged in a alphabetical order , in this respect , Hamouda (2013) claimed that dictionary is a fundamental tool and support for self learners in general because it provides them with vocabulary information in all aspects of language . It includes phonological and usage information . This idea explain widely the important of dictionary in language learning as helpful tool and enhance all aspects of language learning specially self learning .

How to use a dictionary effectively:

Reasons for using a dictionary:

A dictionary is a very important tool for anyone who is learning a new language. With a good dictionary you can do the following: -

- Lookup the meaning of an English word you see or hear

- Find the English translation of a word in your language

- Check the spelling of a word

- Check the plural of a noun or past tense of a word

- Find out other grammatical information about a word

- Find the synonym or antonym of a word

  - Look up the collocations of a word

  - Check the part of speech of a word find out how to say a word

  - Find out about the register of a word

  - Find examples of the use of a word in natural language.

To be a good dictionary user, however, it is not enough to know what to use the dictionary for. You must also decide which the best dictionary is for any of the purpose listed above. As well as this. You need to be able to find what you are looking for quickly. You need to be sure that you have found what you were looking for, and must importantly. You need to know when to use your dictionary.

Knowing which dictionary to use: -

Electronic dictionaries are the best choice for ESL students.

Most of them contain native language equivalents and explanations, as well as definitions and example sentences in English. They can speak the English word to you. And they are easy to carry around.

However they are expensive and easy to lose so put your on yours. A cheaper possibility, if you are going to work at the computer, is to use an online dictionary. A very good one for ESL students is the Long man Dictionary of contemporary English. A alternatively if you open Google and type, for example, define superstitious, you will get a long list of different definitions of superstitious.

A good monolingual dictionary is recommended for students who already have a high standard of English and want to learn about word use.

Finding words quickly:

This skill that you need practice. Ask someone to write 5 words and see how long it takes you to find them. Of course, you will need to know the English alphabet perfectly, so practice this too. Use the guide words at the top of each dictionary page. And keep practicing until you can find any word within 10 seconds. You should also practices finding words in your own language. In your

bilingual dictionary if you use an electronic dictionary take some time at home to learn how it works and again practice finding words quickly.

Finding the right meaning of an English word:

Very often when you look up a new English word you find that it has more than one meaning if you not sure which one is correct here what can you do?

First check through all the meanings and find the one that makes most sense in the context where you found the word.

Very often many of the different meanings are similar and this should be enough to give you a good idea what the word means.

Second if you really want to make sure think what the word is in your own language and look it up in a bilingual dictionary, if one of the English translator is original word you looked up, then you can be satisfied that you have found the right meaning.

Knowing when you use the dictionary:

If you look up every new word you see or hear you will spend your whole day with dictionary in your hand that no good. You have to be clear and choose the right words to check and the right time to do it. Try to follow the advices below and becomes more efficient language learner:

When you find a new word while reading finish the sentence better. To avoid interrupting your reading for long time, you should find it's meaning in your own language using a bilingual dictionary when you hear a new word in class (or the teacher has written it on the board) wait and continue listening. What the teacher says next may help you to understand the word. If look in your dictionary. you will not hear that comes next , and this will make understanding the lesson more and more difficult if you think the word is very important you can copy it from the board or write how you think it is spelled . Then later you can ask the teacher or another student what it means.

2-3 The nature of online dictionaries:

Dictionary is the treasure house of any language.

It's powerful learning aid that promote understanding and stimulates a desire to learn independently.

It's needless to state the importance of a dictionary in process of learners language learning. But often the language learners show disinterest in looking

up award from a traditional paper. Learners now have another choice in the use of dictionaries.

Online dictionaries which can popularize and maximize language learners' dictionary consultation habit.

Why online dictionary?

* Online dictionary is like fast food which is easy to access. One can look up words and phrase quickly.

It provides complete search including definitions, pronunciation, spelling , etymology. Translation . etc.

* Online dictionary helps when someone is not sure about the spelling of word which is not possible in a traditional paper dictionaries.

* Online dictionaries allow to write in just letters one.

* Online dictionaries can be browsed alphabetically or by the terms related to the word to find the exact meaning spelling, definition, usage, synonym and antonym, syllable division of word, etymology , plural forms of words parts of speech , sample sentences

Of a word , online dictionaries, can make the language a life by supplementing audio pronunciation , and voice record, functions.

* Some online dictionaries are regular updated , keeping abreast of language change.

Many have additional contains, such as blogs and features, of new words.

* Translation of word is possible in online dictionaries.

That's an English words can be translated into Spanish\ German and vice versa.

* Many online dictionaries also provide usage notes which are very useful.

* Most of online dictionaries provide free access to all users.

How to use an online dictionary?

Online dictionaries are user friendly as they provide user instructions in an explicit style. First learners will have to choose a suitable free online dictionary. For these [he\ she] needs to open internet browser and use a search engine to find an online dictionary, such as Merriam – Webster online or dictionary references.Com.

Online or dictionaries references.com one can either open the site of "google" and type free online dictionaries in the 'google searches" and hit the search button and within a moment the computer screen will display a wide variety of free online dictionaries or [he\she] can directly visit any relevant web site like: http:// www. Dictionary link.com and can get a wide variety of English dictionaries, other language dictionaries, encyclopedias, thesauruses, word translators, children, students, dictionary links, cross word, solvers and may more, after choosing and opening a specific online dictionary, one needs to type the word in the "search box" and click the search button. Then he\ she can browse

the search results as per the requirement. Language learners can follow the following steps to make the optimal uses of an online dictionary.

* Open a relevant website for example:

http://www. Macmillandictiary.com/ dictionary/British/ words

* Then write a word for example "world" in the search box and hit the search box.

* The screen will display related dictionary definitions also like the third world (Noun), world class (Adjective) etc.

H\She can either stay on the main page or may select a specific related definition.

* At the front side of the main page, the learner will get two icons – one is an audio icon for the pronunciation of the word "world" and the other one is form word form. He\She can hit the audio icon for the pronunciation.

British edition will give the Britch English pronunciation and the American edition, he\she will hear the American English pronunciation. He\She can also hit the word form icon for the singular and plural forms of the word called "world"

Beside getting the details of the word "world" the learner can also directly access the details of other related worlds/ phrases which are used in the description of the word "world" and these world/ phrases are in italics and are highlighted in blue.

* There is also the provision to get the thesaurus entries of the word and simply a click on the relevant box can give all the details including the phrases made out of this word called "world"

* Learner can click "usage notes" witch provides guidance of how best to use the language in context.

* He\ She can press "Red words and stars" which distinguishes between high – frequency core vocabularies on the one hand, and less common words which are mostly needed for reference on the other hand. Red words are described in detail, information provided not only about meaning. But also about their grammatical behaviors, word combinations (collocation), register (informal, literary etc) and pragmatics the core words appear with a star rating which suggests the frequency of use.

* He\she can open "Real example" to know how the language is really used in the 21st Century.

* Learners can click" Clear Definition" to get the clear and comprehensive definitions.

* Moreover, learners can get additional things like "Word of the day" Buzzword" and Free Dictionary toolbar, etc.

Conclusion:

Online dictionaries may not replace the traditional paper dictionaries but they can surely supplement the paper dictionaries, online dictionaries are multifunctional in nature as the provide more educational recourse than simply the word meaning. Moreover, online dictionaries contain visual effect which is more attractive than the traditional black and white pages and as result of which they can also generate interest among the language learners. So, staying online and browsing online dictionaries can surely be and unconventional and fashionable trend of language learning.

Characteristics of online Dictionaries:

Aslan (2016,) stressed that mobile dictionaries are valuable tools that contribute significantly in the effectiveness of learning because of its motivational nature. Furthermore, he claimed that mobile dictionaries have many characteristics which in turn make it better than the printed versions. These characteristics are summarized as follows:

- Mobile dictionaries are free of charge in the sense that they can be downloaded and installed on the device with no need to pay for its use.

- They are lightweight and portable so that learners can use them anywhere and anytime they want.

- Mobile dictionaries are easy to use where learners can look for meanings and translations of words with only few touches which; therefore, a time saving task.

- They offer the audio pronunciation of words which is not available in printed dictionaries (Aslan, 2016). Briefly, mobile dictionaries prove to be an effective tool in language learning whereby learners can enlarge their vocabulary knowledge easily and rapidly.

Improved communication:

Ineffective correspondence among teachers and students can be a hindrance to learning and education. Technology can change the classroom into a network where teachers post assignments progressively, and students can ask questions more easily – of teachers and of their peers – and reference a structured record of past discussions.

1- Advanced Research: Quick Information, and eBooks :

Cloud storage and smart search engines have made research a great deal less demanding for students nowadays. Gone are the days when they needed to flip through heaps of books to locate a specific reference. Since a considerable measure of time is spared amid research, and since it is easier to access a wider array of sources, students can consolidate a tone of information and knowledge in their project. From practical perspective,

eBooks also save students money and the burden of hauling around a pile of books for one class curriculum. Since the vast majority of students have tablet they can bring everywhere, digital course material and books are convenient. EBooks are regularly acquired at the market down rate compared to conventional soft cover books. This makes them more affordable for students as well.

2- Effective assessments:

Technology not only allows teachers to prepare practice exercise in a productive manner, it also allows them to better measure the advancement of their students. There is a programming accessible with which teachers can give or get assessment of their students continuously. Digital assessment allows teachers to check in on progress regularly. They then have the ability to keep records up to date more easily and accurately. They can tell teachers not only whether the student got a question right, but also how much time was spent on the question. These assessments give teachers much clearer pictures as to their student's advancement. From there. They can intervene in a timelier, effective manner. They may also be able to analyze trends across the class, and more easily compare test results with other classrooms in the schools.

3- Learning At one's Own pace:

Obviously, self –guided learning is another enormous advantage that students appreciate with rise of technology in the education industry. Despite the fact there are some quick students who are fit for adjusting to new concepts quickly, there are others who must set aside considerable time to assimilate a thought. Such students are blessed with the possibility of technology being a piece of their learning now they can keep pace with their peers using guided exercises and online curriculum to take on new concepts at their own pace , and to practice again later , at home .

4- Fun learning:

The utilization of technology has made learning significantly more fun than any other time in recent memory. Students are getting engaged in a diverse a array of learning tasks that improve their retention of new concepts. For example there is an incredible breadth of education applications that allow students to learn various concepts in playful, interactive manner. Students that mat struggle to understand a certain subject can search for a tutorial video online. Videos or live streaming content can offer an alternate approach to a thought and better understanding of a concept or subject. These videos can allow an interesting and interactive approach to learning that might be more easily digest

The National council for accreditation of teacher standards (1997) and the American council on Education (1999) called for improving technology experiences for PR eService teachers and encouraged university faculty to integrate technology into their teaching and scholarship. According to ((Moursoud and Bielefeld , 1999.p 80) the principle investigators of a study conducted by the international society for technology in Education (ISTE) 71 of teachers education programs in the study required students to take at least three credit hours related to generic instruction technology skills In recent effort to describe how technologies might be integrated into social studies teaching and learning, (Mason, et al, 200) developed criteria for appropriately integrating technology into social studies teacher preparation programs. These criteria also provided guidance to preserve teachers for integrating technology into instruction. According to Mason infusing technology into instruction should: -

1- Extend learning beyond what could be done without technology.

2- Introduce technology in context.

3- Include opportunities for students to study relationships among science, technology and society.

4- Foster the development of the skills, knowledge and participation as good citizens in a democratic society.

5- Contribute to the research and evaluation of social studies and technology.

One of the most far reaching and influential projects of distinguish how teachers and students should utilize technology in support of the aims of education can be found in the ISTE National Technology standards . ISTE developed these technology standards for teachers and students in such a way as to inform expectations for citizenship skills in digital age . The National Education Technology Standards and Performance Indicators for teachers (2000) provided criteria for teacher's use of technology in instructional planning:

1- Teachers demonstrate a sound understanding of technology operations and concepts.

11- Teachers implement curriculum plans that include methods and strategies for Appling technology to maximize student learning.

1v- Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

v- Teachers use technology to enhance their productivity and professional practice.

VI- Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK- 12 schools and apply the understanding in practice.

The effects of the electronic dictionary use on reading comprehension and vocabulary retention

The dictionary is an essential learning tools for second and foreign language (12) lessons. Yet the effect of dictionary, either in print or electronic form have never been systematically investigated in the Sudanese universities and school. Recently and as technology develops the prevalence of conventional PDS has slowly declined due to the remarkable advancements in computer-mediated aids. So in the addition to PDA various types of electric references materials have become increasingly available to L2 learners, creating more options for coping with unknown or partially known words. These materials including pocket electronic dictionary CD-ROM dictionaries (CDs) and on line dictionaries have the potential to enhance L2 learning significantly with their features such as the case and speed of look-ups, the quantity of information the variety of search tools, and multimedia capacity (Nesi.1999) according to electronic dictionary can play on important role in enhancing learning for its physical appearance, motivated , speed and provide learners with meaning, grammatical items , structures, and parts of speech.

Dictionary use and vocabulary learning: -

Although they use d dictionaries in the four languages skills, L2 learners use them predominated while reading (Be joint, 1981)from my experience ,I

think that electronic dictionary can be used in fascinating and promoting reading comprehension skill learners can underline the new words in context and then they can check them in their mobile phone dictionaries so the app can help them and improve sounds, spelling, meaning and grammatical information therefore electronic dictionaries are very helpful and can be used as tools to support learners in learning vocabulary via reading get perplexed about the role of dictionaries in reading . Many of them discourage the use of dictionaries believing that dictionaries in context and because students over use at the expense of developing their self-confidence and the ability to guess from context (Ben Soussan, Sim ad Ei, 194)according to this opinion learners can use v to support learning vocabulary in reading retention.

Moderate Dictionary Use:

A review of the relevant literature concerning 12 dictionary use while reading suggest that selective dictionary use may lead to improve comprehension and efficient vocabulary development (Prichard,2008) .according to this opinion the students who select moderate dictionary for learning vocabulary in rearing they enhance their vocabulary in reading and promote learning spelling , meanings , sounds and grammar . In the reading process dictionary use usually computers with guessing or just ignoring unknown words . Good readers make

good choices about when to use each of these , they don not use the dictionary exclusively.

Computerizes dictionary Use:

Recent developments in computers have triggered a whole line of interest computerized dictionaries on line dictionaries or vocabulary glosses integrated into language learning software or web pages . The latest development of glossing can be seen as computerized dictionaries distributed either in CD or ROMs or through the internet . Computerized dictionaries have appeared and offered a wide range of possibilities for the EFL classrooms Torres and R(2003) highlighted some of the features of computerized dictionaries such as interactivity , quick access , multimedia , efforts and extra features . computerized dictionaries solve slowness of the process of PDs , some believe that the ease and speed might of computerized dictionaries look up might encourage move dictionary use and reading . Moreover , Leffa (1992) compared the efficacy of electronic dictionaries glossaries with traditional PD on text comprehension in a translation task among 20 universities students enrolled in a beginner EAP course Lefa found that the electronic dictionary users understood more of the passage then these who used PDs 86% and 62 % respectively . and former needed 50% less time to translate the passage . Lefa asserted that in traditional dictionary usage , the learner loses the context of the passage during

the time it takes to locate the dictionary entry . He proposed that with a computer dictionary , the speed of access allows the context to remain in the short term memory and , thus accelerates the comprehension process . According to this view on electronic dictionary has positive impact on promoting learning vocabulary in context so the learners prefer to use it for its features , speed accessibility and a ford ability and then it can be used everywhere and at anytime there for electronic dictionaries play a significant role in enhancing vocabulary learning.

Students " Attitudes towards The Role of Mobile Dictionaries in Facilitating Reading Comprehension

2-4 Types of Mobile Dictionaries:

Regardless of its nature printed or electronic, dictionaries can be classified into main categories; monolingual and bilingual dictionaries .The classification into each category depend on certain features like size or head word number ,the language used , the user and the purpose behind using them .

a\ Monolingual Dictionary:

Monolingual Dictionary as its name implies ,is simply the use of one language . Accordingly Monolingual Dictionary ((MD) is broadly defined as the book or source that provide s user with meanings and or definitions of words in the one language (Dush,2009 Ramos Mussed , 2010)in the other words when

any dictionary presents dedicated and precise information about words of language using words or means of that same language id called MD split into two standard language dictionaries (SMDS) According to this opinion 1 Monolingual Dictionary plays a vital role in one language translation and help learners in words definition and word translation .

Given that this sort of dictionaries is written in the target language learners face difficulties in in distending the provided explanations such as difficulty is carefully stated in east's words "the grammatical structure used in defining examples may be complex, and may be beyond the competence of anybody other than an advanced learner. Never the less, a MLD is still a valuable tool for learning especially for SIFL learners. Through this dictionary type , learners can understand some aspects of target language including the meaning of words ,phrase, spelling and pronunciation word stress ,words part of speech ,grammatical information about the speech,

b. Oxford Dictionary of English

According to Sawant (2017, pp. 9-10), *Oxford Dictionary* app is among the best free dictionary apps installed in the smartphones for English language learners. It is a large app in size as it covers more than 350,000 words with their meanings, synonyms, antonyms, and history. Add to that, this app has the advantage that any word can be saved offline where users can review it at any time they need

with no internet connectivity. Nonetheless, the *Oxford Dictionary App* does not work on offline mode, rather, it is available for paid users only (premium version).

c. Merriam-Webster App:

It is an American dictionary app listed at the top of the most popular apps in Google Play Store and Apple App Store. This app is free and designed for Android and iOS smart phones or tablets. In both versions, the *Merriam-Webster* app can be used at any time and any place as it does not require the internet connectivity to upload data. Though it is supported by advertisements which may be an annoying issue at times when the device is connected to Wi-Fi, it offers various features that may help English language learners like thesaurus (synonyms and antonyms), word definitions, example sentences to show how the search word is used in the context, and even voice search which allows the user to look up to the word using just his/her voice with no need to write it down (Sawant, 2017, pp. 9-10). In addition to that, when the internet is available, this app offers the opportunity for users to test their vocabulary via vocabulary quizzes, and check how words are correctly pronounced by En l s sp k rs (B & O'Br n 2015).

d. Dictionary. Com

Dictionary. Com is another English dictionary app that is available on both Android and iOS devices. With this app, users can learn the basic information about the word including its meaning, synonyms, antonyms, origins, and even its right pronunciation. As for its extra functions such as word day where the app provides users with a new word each day to enlarge their vocabulary knowledge, vocabulary building quizzes to test this knowledge, nd us n t us r's vo nst d o sp ll n words w n look n or t r m n n ll work only online with internet connection (D t on ry pps or ndro d nd OS ‖ 2017). In addition to all these features, *Dictionary. Com* app is a translation dictionary that can offer the translation/equivalents of words in more than thirty languages (Joshi, 2018).

e. English Dictionary – Offline

It is a free offline dictionary app available on Play Store platform, thus, it can be installed just on Android devices and not on iOS ones. Although it works only in offline mode where there is no internet connectivity, it includes more than 318,000 words with its definitions that are mainly gleaned from English Wiktionary. Add to this, *English Dictionary* app includes great features that can help its users particularly English language learners like the audio pronunciation of words in both British and American, the origins of words, and the integrated thesaurus that offers many synonyms and antonyms of the search word. More

than that, this app has various themes through which the user can select the suitable for him/her (D t on ry pps or ndro d nd OS ‖ 2017).

f. Dictionary - English Offline

In contrast to *English Dictionary Offline* app, this app is free and available only for iOS users. It is composed of more than 147,000 words along with their definitions, synonyms, antonyms, hypernyms, hyponyms, and meronyms in addition to their audio pronunciation (D t on ry pps or ndro d nd OS ‖ 2017).

g. Google Translate App

It is a free app for both Android and iOS users. Unlike the aforementioned apps that focus primarily on the meanings and synonyms of words in English language, *Google Translate* app is a translation service that provides users with equivalents of words, sentences, and even paragraphs in 59 languages when it is used offline (D t on ry pps or ndro d nd OS ‖ 2017). However, when the mobile device is connected to Wi-Fi, this app works as any other dictionary covering many information about words such as its definitions, synonyms, and grammatical category, in addition to its translation in any language among 103 languages (Zain, 2018).

All in all, the above apps are among the best dictionary apps designed for Android and/or iOS mobile devices. Regardless of their monolingual or bilingual nature and whether internet connectivity is required or not, these apps are useful

reference tools particularly for English language learners as they allow learners to learn the meanings and equivalents of words. Equally important, these apps are different in terms of design and use. Accordingly, before downloading the app on the device, it is better for users to find out how a particular is used in order to take advantage of all its features.

d\ An encyclopedic dictionary:

Typically includes many short listings, arranged alphabetically, and discussing a wide range of topics.

Encyclopedic dictionaries can be general, containing articles on topics in many different fields; or they can specialize in a particular field, such as art, biography, law, medicine, or philosophy. They may also be organized around a particular academic, cultural, ethnic, or national perspective.

Historically, the term has been used to refer to any encyclopedic reference book that is one comprehensive in scope), which was organized alphabetically, as with the familiar dictionary. (The term dictionary preceded encyclopedia in common usage by about two centuries.) To convey their alphabetic method of organization and to contrast that method with other systems for classifying knowledge, many early encyclopedias were titled or sub- titled " a dictionary of arts and sciences" or something similar.

However, it later developed into a somewhat distinct class of reference books. While there are similarities to both dictionaries and encyclopedias, there are important distinctions as well.

* A dictionary is primarily focused on words and their definitions, and typically provides limited information, analysis of different forms, and an etymology (in more complete dictionaries) for the word defined. Hence, while it may offer a definition, it may leave the reader still lacking in understanding the meaning or import of a term, and how the term relates to a broader filed of knowledge.

* An encyclopedia, on the other hand seeks to discuss each subject in more depth and convey the accumulated knowledge on that subject. This characteristic is especially true of those encyclopedias with long monographs on particular subjects, such as the first ten editions of the Encyclopedia Britannica. While often organized alphabetically, Some encyclopedias were not. Usually, more of the discussion may be organized around a field(such as law) or topic such as (the Scottish enlightenment), and less on the alphabetic terminology related to that discussion. An encyclopedia also often includes many maps and illustrations, as well as bibliography and statistics.

* Compared to a dictionary, the encyclopedic dictionary offers more complete description and a choice of entries selected to convey range of knowledge. Compared to an encyclopedia, the encyclopedic dictionary offers ease of use,

through summarized entries and in some cases more entries of separate terms, and often reduced size and the reduced publishing and purchase cost that implies. The question of how to structure the entries and how much information to include, are among the core issues in organizing reference books. As different approaches are better suited to different uses or users, all three approaches have been in wide use since the end of the 18th Century

The title of volume may not be a good indication of which type of reference it is as commercial concerns may have affected the publisher's selection of a title.

e\ CD- ROM Dictionaries:

They refer to all dictionary types installed on compact disks (CDs). It is worth noting that these dictionaries are not developed particularly for CDs, rather they are printed dictionaries converted on CDs; and they can be opened and read either by computers technologies such as laptops or electronic book-player (Zhang, 2015). The storage space of CD-ROM is nearly 600 Mega Bytes, capacious enough to embrace two dictionaries easily (Nesi, 1998). Nowadays, there are many CD-ROM dictionaries for language learners available with their printed versions in the market like *Oxford Advanced Learners' Dictionary*, *Merriam-Webster dictionary*, and *Cambridge Advanced Learners' Dictionary* (Figure 2.5), to mention but few. In her article, Nesi (1996) pinpointed four

benefits that make CD-ROM dictionaries more preferable than their printed versions:

- They can cross-reference within and between sources published separately in book form;

- They can provide direct links to other computer applications;

- They can enable ‗uzzy' nd ompl x s r s;

- They can interact with users to develop vocabulary and dictionary skills.

Therefore, using CD-ROM dictionaries are much more practical than many book dictionaries as they are easy to carry and use on one hand, and help users to learn the correct pronunciation of search word on the other.

The following figure presents *Cambridge Advanced Learner' Dictionary* on CD-ROM.

f\ Internet/Online Dictionaries:

There are an amazing number of free dictionaries available on the internet and accessed via a web browser through the use of computer technologies or mobile devices. Unlike CD-ROM dictionaries, online ones can be both printed dictionaries available on online versions such as *Oxford learners' Dictionary.*

(https://www.oxfordlearnersdictionaries.com/) (Figure) and *Merriam-Webster Dictionary* (https://www.merriam-webster.com/), and/or others that are developed particularly as internet dictionaries like *Dictionary. Com*

(https://www.dictionary.com/). In terms of their features, online dictionaries might comprise extra services unavailable in other ED types or even in hard-copy versions, for instance, they cover a large lexicographic data than any other dictionary type as they require the internet connection. Add to that, they offer easy and rapid access to the needed information about the s r word s t y lso n b ―upd t d mm d t ly w n n w words or m n n s nt r t l n u‖ (Gu y & S r 2010). Based on their functionality, Zhang (2015,) claimed that online dictionaries can be classified into four types:

• Single- unit versions usually can be loaded and installed on the computer to translate Web pages and display data from different languages.

• Single online versions are usually attached to a website and can be consulted at any time.

• A dictionary website puts together tens, hundreds, and even thousands of dictionaries in different languages and subjects on one home/index page.

• A dictionary website that is in fact translation software based on bilingual dictionaries such as, translate.google.com and Babylon.com.

Best Mobile Dictionary Apps for English Language Learners:

ord n to ―D t on ry pps or ndro d nd OS‖ (2017) t ollow n pps r the best English-English/English-another language dictionary apps that English language learners

may install on their Android and/or iOS devices to receive in-depth information about words.

2-4-1 Mobile applications:

Mobile technology is a form of technology that is mostly used in cellar communication and other related aspects. It uses a form of platform where by many transmitters have the ability to send data at the same time on a single channel. This multiple access (CDMA). The mobile technology is rapidly evolving over the years. its uses are becoming divers and is gradually replacing some similar sources in the market that are also used for communication e.g. post office and lines. The mobile technology has improved from a simple device used for phone call and messaging into a multi- tasking device used for GPS navigation. Internet browsing, gaming, instant messaging tool. Mobile technology was a mystery for two decades ago but now, it has become something of necessity to both the urban and rural areas. The mobile technology started as a remarkable achievement in the world of technology but now, it is transforming into user comfort technology due to its present device functionality. When the mobile was first introduced. It used to be basically for SMS calls and games. But it has presently transformed into a digital world and has made life and business much easier, marketers now have ability to sell their products with ease through mobile technology. The mobile has made possible for user to transfer files and

other files through Bluetooth and WIFI. The mobile is also equipped with internet connectivity, making it easy for the user to gain information and also download files from the internet. Video call conferencing is another achievement that has come to reality through mobile technology Businessmen and clients now have channel to communicate even without seeing in person. With use of mobile technology, it is now easy catch up with every form of entertainment from the comfort of your home. Since the arrival of the mobile, it has helped humans in many ways, some of which are mobile phones are very important in case of emergency they save lives in cases of accidents and other related issues. One of the most important uses of smart phones is that they ensure safety. Families can easily communicate with each other while away. To cap it up, mobile technology is have to stay and holds a lot more features in the future to meet even the most of our basic needs and to make life a lot easier.

What Sapp is one of social network that helps learners to enhance vocabulary learning? It is tool of communication between learners and teachers, through what Sapp students can send words to their peer in order to find out the meanings,sounds, grammatical items, synonyms and antonyms. What Sapp becomes the popular cross platform application to be explored in teaching certain aspects of foreign language learning? what Sapp is instant massager application that allows the user to text and call as well as share the contents to each other in

any form of image , documents , location , contact , video and audio Oxford ,(1991)revealed that communication competence can be developed through realistic interaction using meaningful and contextualized language , how ever time inside the class is not enough to practice four skills , so using what Sapp can be solution to this problem . According to Oxford teachers can send words, pictures, images to the learners and asking them to give the meanings of the words and the name of the pictures also students can negotiate and even talk through what Sapp, this process can promote and help vocabulary knowledge. Teachers also can send words in what Sapp group and asking students to memorize spelling, sounds and Figures. What Sapp also can play an important role in distance education, learners can watch the video of lesson online this lead to enhance learning vocabulary. What Sapp is also useful for teaching children letters,words,songs, games that help their vocabulary knowledge?

2-4-2 CD- ROM Dictionaries:

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there are many CD-ROM dictionaries for language learners available with their printed versions in the market like *Oxford Advanced Learners' Dictionary*, *Merriam-Webster dictionary*, and *Cambridge Advanced Learners' Dictionary* (Figure 2.5), to mention but few. In her article, Nesi (1996) pinpointed four benefits that make CD-ROM dictionaries more preferable than their printed versions:

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* An encyclopedia, on the other hand seeks to discuss each subject in more depth and convey the accumulated knowledge on that subject. This characteristic is especially true of those encyclopedias with long monographs on particular subjects, such as the first ten editions of the Encyclopedia Britannica. While often organized alphabetically, Some encyclopedias were not. Usually, more of the discussion may be organized around a field(such as law) or topic such as (the Scottish enlightenment), and less on the alphabetic terminology related to that discussion. An encyclopedia also often includes many maps and illustrations, as well as bibliography and statistics.

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The title of volume may not be a good indication of which type of reference it is as commercial concerns may have affected the publisher's selection of a title.

2-5 Linguistic information on mobile dictionaries:

A dictionary is a reference book about words and as such it describes the functioning of individual words sometimes called lexical items]. It does so by listing these words in alphabetical order in the form of headwords, the words listed as entries in the dictionary.

What is the difference between a dictionary , an encyclopedia and thesaurus? Even though this section focuses on dictionaries, it will be useful initially to distinguish between a dictionary and encyclopedia and a thesaurus.

Both a dictionary and an encyclopedia are reference works, but wheras an encyclopedia conveys knowledge about the world as we know it [e.g things, people] places and ideas] the dictionary gives information about certain items in the communication system [the language] used by people to exchange messages about the world. A further distinction can be made between a dictionary and a thesaurus. Where the later can be seen as a words book which is structured around lexical items of a language according to sense relations. Most notably synonymy[words having the same or very similar meanings] [kirkness, 2004] According to this view a dictionary has a semantic meaning which focus on the main branch of linguistic.

Whatever type of dictionary you use, it is worthwhile spending some time with the user's guide i.e the initial pages that explain what kind of information is

provided in the dictionary, the layout of the entries, and often also a legend that explains what the symbols used in the dictionary mean. In terms of what type of information is given in a typical entry, here is an example of what is normally found in a monolingual dictionary [here based on the structure in the Longman dictionary of contemporary English][LDOCE].

1\ Spelling: the headword itself is given in its normal spelling printed in bold headwords are arranged alphabetically in a dictionary.

2\ Frequency information symbols indicating how frequent the word is spoken and written English in LDOCE

The symbols are boxes with either an "s" [spoken] or a "w" [Written]

Followed by a number. For example, a box saying w2 means that the headword in question belongs to the second thousand most common words in written English.

3\ Pronunciation: phonetic script, given within parentheses or () slash // brackets. Tells us how to pronounce the word (the pronunciation of the word is transcribed following the international phonetic Alphabet (IPA)

4\ Word class: The word class (also called part of speech of the word and other grammatical information is provided following conventional abbreviations, such as n for noun and v for verb.

5\ Sense (s) when a word has more than one meaning then the different senses are numbered when a sense or a group of senses belong to a different word class this is indicated. For each sense a definition is given which at same t also functions as an explanation of its meaning.

6\ Collocations, phrasal use and the syntactic operation of the word examples are given of how the headword may be combined with other words to idiomatic language usage.

Naturally, dictionaries differ in terms of what information is provided and in what order, but the above example typically illustrates what types of information are included in an English foreign language [EFL] dictionary entry. As was started above it is worthwhile spending some time with the initial pages of a dictionary. Where the entry structure and its symbols are explained.

2-6 Use Mobile phone dictionary on vocabulary learning:

The lack of sufficient vocabulary can be solved by mobile dictionary Among many tools, mobile phone dictionaries are increasing used in academic activities because they are cheap when compared to other ICTs and every one can afford them. Now days, mobile phone dictionaries are becoming more commonly used in learning vocabulary, and many studies show the increase of adoption of cell phone in the classroom. Mobile phone dictionaries have different features such as short message service that can be used for pedagogical

purpose. Short message is one of the features of mobile phone dictionaries that have the capacity to contribute to enhance language learner's vocabulary knowledge. Lu, (2008.) states that one on of the possible learning task is the use of SMS for transmitting short messages of vocabulary lessons, exercises or assignments. According to Lu teachers can send SMS messages including lots of types of vocabulary to explain them and searching for their meanings, sounds and grammatical items and also assignments can be sent by the teachers to learners as filling gapes, sentence order, sentence completion and finding antonyms or synonymous words. These processes can actually be promoting vocabulary learning especially for EFL students. An advantage of deploying mobile applications on SMS is that almost all mobile phones are SMS enable sending text message by SMS has been carried out to motivate students to learn and develop their vocabulary knowledge as demonstrated in many studies. For instance Jolliet .(2007) designed a collaborative model for teaching beginner level L2 via mobile phones based on an inventory of 50 basic vocabulary modules (words) and related short dialogues organized around daily life themes i.e. food , transportation) learners used a phone link to practice and record pronunciation of the vocabulary and dialogues , which were distributed via email or website , and role play the sceneries with other learners via SMS or voice communication , this resulted in enhancing vocabulary. Caves and Ibrahim

(2009.) have developed a system in a farm of SMSs to send technical English word together with the meanings to students. The finding indicates that sending words is useful for learner's vocabulary improvement. According to this opinion sending words to students can create fruitful outcomes in promoting vocabulary learning. Song, and Fox(2005)reported and a pilot study that explored the use of mobile phones SMS to support the L2 English vocabulary learning of working adults. The system was trained for four weeks by 10 volunteers as complement to a web – based multimedia tutorial program. New words and expressions were delivered via SMS twice a day. Four days a week. Test results demonstrated a marginal improvement in performance and positive learner attitude towards the use of the combined technologies.

Electronic dictionary use and Reading Comprehension, recently and technology develops, it prevalence of conventional PDs has slowly decline due to the remarkable advancement in computer –mediate aids Bejoint , (1981)states that learners use dictionary in four skills l2 learners use them predominantly while reading . According this view student can use dictionaries during reading in order to know the meanings and sounds of the words and then promoting vocabulary knowledge. Many studies examined learners use of dictionaries in reading comprehension as it is a very private matter, occurring as the need arises , and often behind closed doors . Language teachers repeatedly get perplexed about

the role of dictionaries in reading. Many of them often discourage the use of dictionaries believing that dictionaries don't help students to understand vocabulary in context and because students overuse them at the expense of developing their self-confidence and the ability of to guess from context.

Bensoussan, Sin and Weiss ,(1984)mentions that similarly , teachers worries over vocabulary learning may result from students using bilingual dictionaries too blindly, or from students . According to this opinion bilingual dictionary is is playing an important role in enhancing vocabulary learning because they give the two languages.

This characteristic supports the learner by using their own languages to understand other language that they want to realize it. Despite researchers and educators concerns, recent research has shown that dictionary use can benefit language learner.

Those who are in favor of using dictionary in L2 learning suggest that dictionary can be helpful to learners because after all, their main use is for lexical information , which is the most importance in L2 learning Anderson and Free boy ,(1981)showed that consulting dictionary during reading is an integral part of the reading process as it helps the reader to find the meaning of the difficult vocabulary , ascertain its meaning based on contextual information , and learn

more meanings of the word in other contexts , with different collocates and constructions .

2-6-1 The use of mobile dictionary for learning grammar:

Word class: The word class (also called part of speech of the word and other grammatical information is provided following conventional abbreviations, such as n for noun and v for verb.

Mobile dictionary also provided the learner with correct grammatical structure and then learners can realize subject, verb and object in the sentences , the application also explain articles such as the for definite a , an as indefinite the app also illustrates different types of tenses beside subject + verb agreement and well form grammatical sentences in addition to these the app can help the learner in construction regular and in regular verbs , on the other side the application can support the learner with using transitive verb an intransitive verb .

6-2-2 The use of mobile dictionary for promoting meaning:

Sense (s) when a word has more than one meaning then the different senses are numbered when a sense or a group of senses belong to a different word class this is indicated. For each sense a definition is given which at same t also functions as an explanation of its meaning.

Moreover, the application can help the learner in translation of the word from the English to other language and also the app can illustrate the semantic aspect

such as synonym and antonyms like: the meaning of the words and their opposites and the meaning of many words with one meaning and then the app can explain the meaning of places, towns, cities, counties, cultures and etc.

So mobile dictionaries are very helpful for promoting the meaning of objects, animals, trees, furniture, clothes , colours, people, etc.

2-6-3 The use of mobile dictionary for promoting Spelling:

the headword itself is given in its normal spelling printed in bold headwords are arranged alphabetically in a dictionary.

Moreover, mobile dictionary helps the learners with constructing well form sentences as well as words and then the app illustrate the spelling of the words, phrase and sentences, the application also help the learners to find the spelling easily and quickly in addition to application is very helpful and useful for the writing summary, composition, messages, and essay on the other side mobile dictionary explain the salient letters, morpheme an structure of sentences.

2-6-4 The Use of mobile dictionary for promoting English Pronunciation:

 phonetic script, given within parentheses or () slash // brackets. Tells us how to pronounce the word (the pronunciation of the word is transcribed following the international phonetic Alphabet (IPA) moreover the application explain the natural sound of the words, sentences and word class, in addition to mobile

dictionary is very helpful and useful for learning the salient sound and then the application helps the learner with the ward with same sound and different sound. Beside these the app helps the learners to find the sound of the word quickly and accurately also the application explain the American and British sound as well as the collection of the words, beside these the electronic dictionary helps the learner to imitate the natural sound for English words.

Mobile Assisted Language learning (MALL) and learner autonomy: -

Few who happen to processes the necessary resources and disposition, but the absolute imperative for all who wish to be gainfully employed for the duration of their years For life long learning to be successful. However, learners need to possess a high degree of autonomy. In other words (Benson ,(2011)mentions this capacity includes determining learning objectives defining scope and sequence , selecting methods and techniques , setting locations and schedule and evaluating out comes . According to this point learners can depend on themselves by selecting way of education and promoting their skills and knowledge. Holic (1981)states that the invention and spread of internet – capable mobile devices such as smart phones and tablets computer have certainly depend up new possibilities in terms of learner autonomy by providing not only a potential means of learning any time any where , but also access to a virtually endless variety of rich multimodal content . According to this opinion the

.learner's autonomy can use the mobile phones devices at any time and any where to search for the information and skills that available in website. This means portable devices are very helpful for independent learners through using mobile applications to promote their knowledge and experience. True learners autonomy, in sense of self- determination, would include not only what, where, when, and how to learn, but whether to learn at all. While it true that students cannot choose whether learn if they don't know how , it must also admitted that most formal language learning is compulsory and that many students might indeed opt out of given the choice . Despite the common European framework of references for language explicit acknowledgement of the important of learner autonomy the council of Europe (2014) explains the framework over all purpose as to provide a transparent, coherent and comprehensive basis for elaboration of language syllabus and curriculum guidelines, the design of teaching and learning materials and the assessment of foreign language proficiency. According to this point of view mobile devices can help independent learning: the learners use their devices for searching the information on website at any where any time. Mobile devices are cheap, easy to carry so learners can use them at home, under the tree at university campus, transport and in every where. These advantages facilitate learning and make the information accessible and then mobile phones devices create a good atmosphere of learning without teacher and the role of

teacher is shifted by mobile devices as a tool of learning for the learner autonomy.

(Traxler . 2005 . p , 262) defines mobile assisted language learning as any educational delivery where the sole or prevailing technologies are handheld or palmtop . According to the above view mobile learning is a part of mobile assisted language learning which means the use of mobile devices in learning everywhere and at anytime so learners can actually use their devices inside the classroom or out side the classroom for learning language. Georgieve and Smrikarov (2004) describes mobile learning as the ability to learn anywhere at anytime without permanent physical connection to cable networks . Mobile learning refers to the use of mobile devices as educational tool to access learning materials at anytime and everywhere. The proliferation of mobile technologies generates a new approach related to the field of language learning and teaching known as mobile – assisted language learning or MALL . In short (Kuklska – Hulme and Shield (2008)postulate that MALL differs from computer assisted language learning in its use of personal , portable devices that enable new ways of learning , emphasizing continuity or spontaneity of access and interaction across different contexts of use . Accordingly to this point of view mobile assists language learning is based on the use of portable devices for learning naturally for its mobility , affordability , little can be carried anywhere unlike computer

assisted language learning which concentrate on the stability of the learners . palalas and Miangah (2011)MALL deals with use of mobile technology in language learning. Students don't always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. According to this opinion mobile phone technology can be used as tool of teaching and learning both second language and foreign language inside the classroom and they can be also used as supplementary materials outside the classroom to enhance language learning.

There is a rapidly growing literature on the area of mobile learning which indicates the increasing use of mobile technologies for learning and teaching practices.

A number of students have been conducted to explore students and teachers 'readiness of using m- learning As pointed out by Schreus readiness also takes account of students capability to adapt to technological challenges collaborative training and synchronous as well as asynchronous self paced training Ehlerand Moreau (2008) In a study conducted by Eltayb and Hegazi on Mobile Learning Aspects and readiness . The findings show that mobile technologies are ready and available for implementing m- learning and there is a considerable readiness from the people to used mobile in learning A ltayb and Higazi (2014)According to this point of view mobile technologies are becoming more popular in our

communities and playing great role in language learning because they are found everywhere and easy to take them in your pockets and people used them anytime and then they encourage learners to use them anywhere as they wish . The study also revealed the presence of positive perceptions for m -l earning among them. They affirmed that m- learning has the potential to engage the learner to a greater extend. According this view m- learning can motivate learners and support them to increase their information and knowledge and also encourage collaborative learning through using the activities online or in the classroom by sharing their ideas via mobile screens.

Traditional classrooms confine English as a foreign language (EFL) reading to the textbook and the classroom setting, something that demotivates active reading. With the advent of mobile technology, however, such boundaries can be broken to include external reading materials where students could read and share anytime and anywhere. This thesis concentrates on the important of mobile technology in enhancing learner autonomy in the EFL reading context .

Learner autonomy refers to the capacity of learners to learn activity in independent settings Little (1991)states that this capacity involves the motivation to learn without the constraints of time and place of learning . According to these opinion mobile phones devices distinguish by the characteristic of mobility so learners can carry them everywhere and at anytime

and use them in learning, searching, doing activities, chatting and also motivate the learners to learn and they facilitate learning process and support, increase and enhancing learning. Mobile technology plays an important role in learning out side the classroom. Holic . (1981)defines LA is the ability to take charge of onone's own learning and also defines LA as the ability of EFL learners to take charge of their reading in independents settings . This definition entails learners being responsible for making decisions about their learning in terms of finding reading materials regardless of time and place of reading.

LA motivates learners Little (1991) argues that learners are highly motivated once they take charge of their learning. In this case , the role role of teachers become paving the way and empowering learners to establish a sense of responsibility and freedom to choose what and how to learn without the constraints of time place of learning . Benson (2010)states that motivations can also be seen in a reader's independence, responsibility, and choice of reading materials. According to this opinion learners have a choice to choose what they want to learn for this reason learners will be more motivated because this process is conducted with their choice so learners are free to select learning materials according to their wish via using mobile applications to achieving their goals. Dickinson (1995) mentions that it falls into two categories: intrinsic and extrinsic motivation. According to this view in the intrinsic one LA learners

have great wish to use mobile devices as motivated tool where as in extrinsic one learners have desire to use mobile devices as a technological tool for learning material and activities According to Ryan and Deci (200)intrinsic motivation entails only the free will of the reader for being interested in doing an activity or reading a topic as the only motive to do it . Extrinsic motivation indicates an external pressure to do an activity like the promise of reward. This motivation is likely to work in foreign language learning settings where learners have not developed intrinsic motivation yet. According this point of view LA learners need to develop the intrinsic motivations first which learn English in order to improve their English language skills confidence and competence and then moving to extrinsic motivation which learn English in order to get a good job . In a word autonomous EFL readers must acquire both intrinsic and extrinsic motivations (Oxford, 2003) to perform well.

Previous research shows that LA motivates learners. Wang, and palincsar (1989)fond that the more learners are responsible for their own learning, the more they are motivated to learn. According to this opinion mobile phones provide learners with the responsibility to learn by themselves and learning can be useful according to the learners' motivation so learners with high motivation can learn faster than other the ones. Dickinson (1995) argues that motivation and LA share certain key features: reader independence, responsibility and choice. Chia (2005

)found that the ability to self access learning materials helped students slightly improve autonomy : the students welcomed the idea of making decisions and taking charge of their own reading . According to this opinion mobile phones devices are very helpful and encourage the learners to take their decision without any pressure because LA learners are free when they are using mobile phone and then mobile devices can give them good opportunity at anywhere and anytime.

Castillo and Bonilla (2012)reported Colombian school students ' establishment in making decisions for learning , doing homework , increasing reading awareness and motivation upon giving them the choice of reading materials . According to this opinion, the report reflects that the mobile phone technology supported LA learners and supplied them with due of choosing their learning materials. Taking their own decisions, dong their own activities, and also giving them the feeling of independence   via using their own portable mobiles.

On the use of LA . In a survey of EFL undergraduates ' reading interest Al – Nafisah (2011) showed that the students read for improving their language and academic achievements : they read to keep in touch with local , economic , cultural , scientific and political development , improving their local status , and maintaining up – up – to date knowledge of what had been taking place. According to this survey students can mobile devices in reading in order to improve their language skills, acquiring knowledge in various fields of

economic, political, educational, cultural and agricultural, this information can support them and develop their thinking process. Farooq (2013)revealed that teachers are aware of the concept of LA . But most of them don't practice it due to the curriculum and physical constraints. On the other hand, students want to be the best in the class, but they lack motivation and training to be autonomous learners. Similarly, teachers expect learners to work independently and take responsibility for their learning: however, teachers themselves lack proper training and expertise in this area. According to this opinion teachers need to encourage students to depend on themselves and learn independently and then independents learning help learners in taking their decision away from the anxiety. Teachers also should be well train to deal with LA learners. LA learning should be maintained and integrated into the curriculum to encourage students and enhancing their learning process. The lack of teachers ' expertise in employing LA is reflected on the learners ' lower motivation and reluctance to take responsibility for their own learning , an over –reliance on the teachers , and the spoon feeding habit . Tamer,(2015) According to this opinion teachers should encourage learners to learn by themselves at anywhere and at any time so LA learners if practice LA learning, they can succeed and enhancing learning with using mobile devices.

Mobile – Assisted language learning (MALL) is concerned with the implementation of learning theories and approaches to deliver English language learning via mobile technology. Kukulska , - Hulme (2016) mentions that MALL provides the opportunity to extend language learning outside the classroom settings : it delimits the time and space setting of traditional classrooms . MALL also promotes language skills including reading skills, and helps support a student –centered approach. MALL can be more effective if learners are equipped with certain tools: support from teachers, and technologies and materials. According to this opinion MALL support learner's autonomy in term of giving them a good opportunity to use their mobile devices in the classrooms to participate in a group work and classroom interaction. MALL can also facilitate students centered approach via mobile devices application and then they will promote their reading materials according to their choice , there for Mall can also develop and support learners ' vocabulary via exchanging pictures , songs , images , SMS , videos and also promotes speaking and listening skills . Teachers can provide students with some pictures and ask the student to speak about the pictures and also students can send some pictures and then post them to each other to write a paragraph, an essay , compositions about them so MALL plays a significant role to support learners autonomy in the classroom or outside the classrooms and create a new environment of learning and changes

the way of learning , facilitates accessing to information . English language learning can be fostered by MALL. Language is considered an active and continuous process and can not be restricted by time and place. EFL learners always need to interact and communicate in English for better learning outcomes. Mobile social networking could maintain an effective learning environment and create meaningful learning opportunities Huang, Jeng , and Huang ,.(2014) concluded that mobile Facebook would enhance EFL instruction methods to help them become more collaborative and enjoyable . According to this point of view mobile phones applications are creating such kind of funny learning and breaking the boring traditional learning methods and motivate learners to initiate and interacted in a good learning atmosphere. Mobile devices can save the time and can be used by the learners anywhere and at any time. Mobile technology plays an important role in enhancing reading skills, previous research shows that MALL affects vocabulary learning strategies , autonomy, and reading comprehension Saveiy , Zaker (2014) stated that technology improved autonomous learning through an English learning model that included short stories , newspaper , and magazine articles , letters and internet articles . According to this view learner autonomy can use mobile applications for chatting stories, reading English articles on the internet, doing English activities on the web these ways can help learner's autonomy and

encourage them to enhance their reading skills. These information which they received from reading can be reflected in speaking skills and writing skills. Wang (2010,) mentions that learners can also express themselves in a virtually – enhanced, socio –cultural context for communicating and learning with handled technology. Walters, (2012,)mentions that similarly vocabulary self-selection strategies develop learner's autonomous learning: learners were motivated to learn on their own and helped encode new items effectively. According to this opinion learners use vocabulary learning strategies via mobile technology and learn independently. LA learners can use mobile application in learning with their own because mobile technology motivate them and give them the sense of freedom so mobile technology connects learners with each other and encourage them in a useful participation and exchange their ideas and sharing their cultures . Ogawa , Nation , Webb , Swenson , (.99 stated that the use of mobile technology improves LA in the EFL context and they found that students developed a sense of independency to choose what to interact on through what Sapp in the EFL learns . According to this opinion mobile technology motivates EFL learners and encourage them to read and improve their reading in context. EFL learners need to communicate more and read more: through these devices they can improve their reading skills and then improving their language.

There fore EFL learners must depend on other ways to manage and ensure that they receive enough language practice and support. Technology that does not have any borders in terms of time, place. Open source and preference may be capable of motivating, supporting, assisting and even fostering learning.

I have been teaching English as the foreign language for more than fifteen years and now , but more than ever , I have realized how important is to take into a count my students literacy practices in and out side of the school . Our students come to the classroom with a lot of experiences and knowledge they have gained out side in their homes and environment they are surrounded by. To begin with, I would like to quote here a study carried out in public school in Bogota by Lopez (2007) in which she implemented literature circle with a group of 10 th and 11 th grades in order to encourage them to express their opinions about some reading and at the same time relate the reading to their life expressions. The study explained students enjoyed reading, so she focused the reading on their needs and interests. This was an opportunity for students to explore books and learn the language differently. According to previous study I think teachers should give their students opportunities to express their ideas and reflected their knowledge , experiences , cultures and educational background out side the schools and then students can be provided by different topic inside the school to discuss them and sharing their opinions and transmitting the information .

Teachers also can give the students many topics to discuss it homes and they will be asked to read and write about these topics in the class, this process will enhance learning and promoting students competence and confidence. I think it is very important to plan and implement activities reflecting the student's needs and their backgrounds.

The amount of research carried out in the field of literacy practices in and outside of school is great. However Hull and Schultz ,(2008)state that in recent years the explosion of new technologies and new media has exerted much more influence on literacy theories as well as practices at school. They assert that new technologies make it possible for literacy to travel across space and time, complicating further the boundaries between school and out school context. I agree with this point of view and all of us know the important of technology and advancement of communication which has absolutely influence on the way of teaching and learning inside and outside the school. Technology can support, facilitate and motivate learners to involve in an effective learning environment. Through technological devices students can search for the data via mobile phones application, exchange the information, videos images, and songs, articles that promote learning in both inside and outside schools. They continue communicate with their peers by sending messages , chatting ,or email , beside s they join to communities around the world by using blogs or constituting

groups through which they share their background knowledge with people from different countries . , for this reason, it is important for teachers to encourage students to read information they find on the internet and incorporate their cultural practices into the classroom. Beavis and Snyder (2014) stated that new technologies are gaining popularity but insist we still have much to learn about their nature and impact. According to this view the technology is becoming main part of our daily life and has great influence in school and outside school practices and then we still need to know about it.

The use of mobile phones in the classroom: -

In today's technological word, there is no escaping the smart phones phenomenon. The average person uses their smart phones anywhere from 8 to 10 hours a day. Most people are even checking their phones every 15 to 20 minutes while they are a walk. The ways in which smartphone has become such essential part of modern life is staggering, and something to be aware of when teaching in classroom. Mobile phones can both a great educational tool and great distraction in the classroom. It should come as no surprise the almost every child in the class own or has access to smartphone. More educators these days are incorporating modern technology and students own smart phone into their classroom to engage and exit students about learning. Below you will find useful

tips on how to manage cellphone use in your classroom, and use it for your teaching benefit.

The use of mobile phone dictionary in the classroom: -

Mobile phone dictionaries is common instrument that can be seen in every hand especially in the hands of the students. To be frank students have the latest mobile phones. As they are inquisitive in nature, they become experts in operating various functions of the mobile. it has been considered as a very useful and convenient tool for teaching and learning.

I would like to discuss how this mobile phone can be used inside the classroom for teaching English is a language for four skills and how these skills can be inculcated and evaluated with the help of mobile phone .

Note is valuable feature. it can be used to take notes. English language can be acquired from watching movies, listening to news, by reading books and newspapers etc. When we com across a new word, or structure, or an expression we can immediately save them in the mobile phone by using the note features. Frequently or occasionally it can be revised as we cannot keep everything in our memory. in the class , the teacher can ask the students to present what they have collected in their note feature. The students should be taught and encouraged to use the new words and expressions in their conversation.

Communication is an important skill to be practiced in English class. We can create fun in the classroom by making the students send text messages among themselves. The teacher can divide the class into heterogeneous groups. a them can be given to each group . The group members should send their opinion regarding the topic in simple sentences. The group leader collects and consolidates all the messages send by the members and holds an open discussion with the members and presents it in the class. By doing it students learn how to organize and express their thoughts and ideas in simple language. Teacher correct the mistakes at the end of each presentation .

Camera:

Beautiful pictures, natural sceneries and scenes that captivate the mind when the students are taken to the field trip or educational tour can be captured by using camera. Back to class they can be used for group discussion. Teacher can make speak about their personal experience by using them. Enthusiastically they involve themselves in the activity and express their feelings and experience in their own language. This will definitely develop their English language skill. Images thus captured can be used for making albums, project works etc. It can also be used as flash cards for teaching new word.

It is very useful facility available on mobile phones .it facilitates one to record speech sounds in the mobile phones. One can record the conversation and replay it. It is very useful tool that a teacher can use inside the classroom of the four skills of English language, listening is basic skill. Only heard sounds are produced, those unheard are never produced. Hence, it is mandatory to give listening practice to learners of foreign language. Mobile is very simple and convenient tool to do this. Teacher can record or download audio clippings from internet or movies and play it inside the classroom. Students can be made to listen to it carefully and questions can be asked to check their comprehension skill.

Hence, student gets a chance to listen to an English speech or conversation or a debate. It helps them imitate correct speech sounds and pick up apt vocabulary and language structure in their usage. Students learn how ideas are presented coherently. it will definitely improve their style of speech and get them familiar with the native speaker's voice and accent.

Mobile phones can be used to test the reading skill also. The students can be asked to read a passage from the text and it can be recorded by using the mobile phone. The recorded sound clipping can be replayed to the student and asked to identify the errors committed by him in reading the text. The student becomes excited to listen to his own voice on the mobile phone and corrects the mistakes

in reading. This activity generates great enthusiasm among the learners and they learn correct pronunciation. Voice modulation, stress and pause etc. similarly, the voice recorder can be used to practice oral skills too. The students can be asked to speak about a particular theme. Guidance should be given to present the them. The rendition of the students can be recorded and played back. The teacher can correct the student's error by citing an example from the presentation of other students.

Internet also can be connected to a mobile phone. Students can surf the net for getting notes, pictures, PowerPoint presentations, extra reading materials etc. most of the presentation, video and audio clippings available on net are mobile friendly. It can be downloaded and used for learning.

Mobile dictionary:

Mobile dictionary is a mobile application that translates words from on language to another. The application allows having English and two additional languages on the device at the same time. While reading students may come across many new words by using the mobile dictionary they can find out the meaning of the words. Reference work is made easy with this facility on the mobile.

At the beginning of the school year or semester, it is a good idea to be blunt with your students about what you expect of them when it comes to using their

smart phones in the class. This also the time to tell them about any plans to incorporate technology into the classroom. The best way to create a set of rules when it comes to cellphone usage is to do it together with students.

2-7 Review of Previous studies:

Ahmed, A (2014) towards mobile dictionary in higher Education in Brunel University London published Ph.D. Thesis. The aims of this research work are to study students readiness for M- learning investigate the factors that effect students acceptance and analyze M – learning literature in order to propose and evaluate a model which can be used to foster the sustainable development of M-learning strategies in higher education institutes . The research was conducted at Brunel University, west London. Data were collected from students from different undergraduate levels. Data were reported from 174 participants (125females, 49 students males)these students using three surveys. The outcome of the research leads to a conceptual model that gives a wide overview of all elements that need to be addressed in the mobile – learning the environment and bridges the gap between the pre – and posttest – implementation phases in order to ensure sustainability. Furthermore, the model provides university educators with a planned approach to incorporate Mobile – learning in higher Education curriculum with aim of improving teaching and learning.

Second study:-

Mohammed, M (2012) Mobile dictionary in learning English vocabulary acquisition. Toward the implementation in Malaysian secondary schools. UN published ph., D thesis. This thesis explores the use of mobile phones to support English vocabulary in learning in Malaysian schools with interview as main research tool. Consist of rigorous steps in developing evaluation and disseminating the implementation strategy as well as exploring other issues associated with mobile learning implementation in Malaysian schools. It has been established that the implementation strategy developed in this study would have the potential to provide guidance in the implementation of mobile learning in Malaysian schools. The result revealed the opportunities and challenges in embracing mobile phones as a learning tool.

Third study:

Osman, M (2013) Evaluation of Mobile dictionary and communication technologies for language learning. Unpublished Master thesis.
This master thesis explores the use of mobile and communication technologies in English language learning. Specifically, the use of mobile phone and wiki in language learning is investigated the undergraduate student in a higher Education institution. By applying both quantitative and qualitative methods, three themes are derived in the study, accessing, communication and usability.

This finding suggests that although the use of mobile phone and wiki in language learning is feasible, further studies are needed to enhance the possibility. This study is important in providing alternative learning tools the area of English language learning.

Fourth study:-

Baharom , S ,S (2012) Designing mobile dictionary activities in the Malaysian Higher Education context : Asocial constructivist   Approach Unpublished PH.D thesis .

This study explores, developed using asocial constructivist learning principles have the potential to support an undergraduate in English language. The method ology applied in the study is a designed – based research with two stages of data collection. The research tool, include questionnaires, students, blog post, and online interviews. The findings indicate that students have a positive attitude towards the use of mobile learning in their learning activities. The study also highlighted several types of mobile learning activities which should be introduced, contextual, reflective, and collaborative, multiple media, reflective, and collaborative multiple media, communication and learning management.

Fifth study:-

Maria B. Cruz (2012) Student and teacher perception of a mobile dictionary – Based Biology vocabulary study tool for English language learner published ph.,

D Thesis. This study investigated biology students perceptions of their experience independently using an iPod – Touch – based mobile study tool to implement classroom learning interviews with the student's biology teacher, an educator with a strong background in language acquisition teaching and learning, were also used to supplement student testimony.

Sixth study:-Al – Fahad (2009) Investigated students attitudes and perceptions towards the mobile dictionary

The author conducted a survey of 186 undergraduate students from different colleges in order to understand how they used mobile technologies in their learning environment. The results explained that the M- learning is widely accepted by the student community. Students agree that wireless network increase the flexibility of access to learning resources. Also, students are interested in using mobile learning tools via laptops, mobile phones. And PDAs to be able to access the information any time, any where.The result of the study indicates that M-learning activities can engage in the learning process and transfer them from passive learners to behaviorally and intellectually active learners.

Seventh study:

Muhanna and Abu – AL – Shar (2009) In a study based on graduate and undergraduate students at Jordanian university , investigate the university

students attitudes towards the use of mobile dictionary used in vocabulary learning where in cell phone dictionaries as learning tools in the classroom . In addition, the study aimed to explore any difference in students based on their gender and level of the study . The researchers conducted a survey consisting of two questionnaires

A among two groups of different levels of university (graduate – undergraduate) and gender (male , female) The findings indicated that students appreciate using cell phones in the learning environment . Undergraduate students are more interested in using the cell phones than graduate students, and female students are less ambitious in this regard than male. These results were in a agreement with previous research done in the same area. Thirteen students choose to participate in the study. All 13 students were between ages 14 and 18.

Eight study:-

Jacob and Issac(2008a)investigated the concepts of mobile dictionary for higher education and discussed the potential of some different wireless technology. They conducted a survey to find and analyze the essential factors that can overcome the difficulties of implementation mobile learning in higher Education. In addition, they gave attention to some variables that might influence students perceptions of mobile learning: gender course of study and attitudes to new technology. They concentrated on mobile learning using a wireless laptop

with some discusses to other technology. The survey contained three specific objects 1- discovering students general attitudes toward mobile learning on campus 2 – examining the relationship between the attitude in (1) and essential background factors like gender, course of study and attitudes toward the new technology, and(3) revealing the advantages and dis advantages that student expected in the context of mobile learning. Sample of (250) students from business and engineering schools in Malaysian university who are familiar with wireless network participated in the survey. The results showed that the majority of students expressed vocally that they need laptops , PDAs , and hand phones to be working together for communication and learning any time , ant where . Students expressed some predilection to laptop – based network communication over mobile phone due to the formers greater effectiveness in displaying learning contents.

nine study:-

Trinova , etal (2006) Investigated the use of mobile dictionary in two European universities : the university of Trento , Italy and University of Ruse , Bulgaria students were asked about the availability of mobile devices their opinions on learning systems and the services that mobile learning should supply . The findings indicate that the students attitudes toward M- learning is dependent on the way they have used E- learning tools and comfortable with

these , types of services , have a positive a attitude about M- learning . Students expect M- learning to provide several services that integrate E- learning solutions. Also, the prices of the suitable device, as well as the price of the services being supplied, are important factors for the use of successful mobile learning application. In term of gender, the study found that male students were more interested in using M-learning systems than female students, who stated a preference for the traditional class – based approach to learning.

Tenth study:-

ArastrimaMakalesi (2018) Turkish online Journal of Qualitative inquiry . The study investigated the effect of mobile dictionary in learning vocabulary application on vocabulary learning also the study aims to define student's views on the effect of mobile assisted vocabulary learning which was developed by the researcher, on their learning process and their learning style. The study was in descriptive case study design. The data was gathered with semi – structured interview from ten participants were interviewed, five of which were visual learners. The data was analyzed with sematic content analysis. The findings revealed that students found the MAVL applications effective, motivating and useful. The findings also indicated that participants found video and graphic annotations more useful and their views changed depending on their learning styles.

Eleventh study:

MeharkRahini (2014) English department faculty of humanities , Teacher training University , Lavizan , Tehran , Iran , International conference on current Trends in ELT . The study was investigated the impact of Mobile Phone Dictionary use on language learning. Thirty – four lower – intermediate language learners participated in a pretest – post test quasi – experimental study. They were divided into two groups (17 in each group) based on their choice to work with a mobile dictionary or a printed on for their language course. During the course, the experimental group used a dictionary installed on their mobile phones to do all their activities. Mean while, the control group worked with the printed version of the same dictionary. A teacher made achievement test was used as pre – and post test. The result showed that, while controlling for the entry level language ability, the experimental group out performed the control group in the post – test. The findings of the study underscore the vital role mobile phones play in extending learning out of the classroom anywhere any time.

Twelfth study:-

ArachHashmifardnia PhD student Department of English faculty of humanities, Islamic Azad University (2018) the study investigated the effect of using mobile dictionary on Iranian EFL learner's vocabulary learning. To fulfill these objective 50 Iranian female participants were selected among 80 students

from Adrian English language institute, Baghamlek, Khuzestan, Iran. They were at the intermediate level of English proficiency based on the results of Oxford Quick placement test (O Q P T). The selected participants were then randomly divided into two equal groups, one experimental group and the other one was control group. Afterwards. The researcher gauged their proficiency level of English vocabulary knowledge by a vocabulary pre- test. The English words were in structured to the experimental group through WhatsAPP. They used WhatsAPP in order to participate the selected words out side of the l2 classrooms. In fact the researcher formed a group in WhatsApp App and through the channel he set the words to the participants in the experimental group. On the other hand the control group received the word instruction through the traditional method. In control group, the participants took part in – door classes and the words were taught to them by the researcher in a face to face fashion. The whole instruction lasted 8 sessions in the first two sessions the OQPT the pretest were administered respectively. In 5 sessions the treatment was applied. The findings revealed that the experimental group significantly outperformed the control group (p 05) on the post test.

Thirteenth study:-

Chaker Hamdi (2015) Arab World English Journal BejaiaUniversity, International conference investigated the effects of Electronic Dictionary use on Reading comprehension and Vocabulary Retention of EFL Students. The paper

compared readers L2 text comprehension and vocabulary retention across two dictionary conditions. Forty – four EFL sophomores were assigned two reading tasks under two conditions using a printed dictionary (PD) at one time and an electronic dictionary (ED) at another. The presentation mode of the reading test was on computer screen alone. We used a piece of monitoring software (MS) to record the subjects look ups in the ED condition and to take notes of the time each subject needed to finish the reading the reading task in both conditions . A paired samples test was then conducted to test the research hypotheses. As for the vocabulary retention tests , we administered a pretest and posttest to the subject in both look up conditions (PD and ED) and an independent samples t-test was conducted to compare memory for words . The analysis of information revealed that the ED enabled the subjects to read the text in significantly less time than PD did. However, the results indicate that the type of dictionary accessed does not significantly influence comprehension. With regard to vocabulary retention, the finding revealed that PD lookup fosters better recall of vocabulary. It was concluded that EDs would be effective and motivating aids to reading comprehension but could be detrimental to vocabulary retention.

Fourteenth study:

MuhammedKamarulKabian (2016) University Sonia Malaysia Bayan Baru Community college. Investigated Enhancing Students Vocabulary knowledge using The using the mobile dictionary Environment. The study investigated the effectiveness of using Facebook as in enhancing vocabulary knowledge among community college students. Thirty – three (33) community college students are exposed to the use of Facebook as an environment of learning and enhancing their English vocabulary. They are given a pre test and post – test and the findings indicate that students perform significantly better in the post- test compared to the pre – test. It appears that Facebook could be considered as a supplementary learning environment or learning platform or learning tool: with meaningful and engaging activities that require students to collaborate, network and functions as a community of practice particularlyfor introverted students with low proficiency levels and have low self – esteem.

2-8 Summary:

In this chapter the researcher reviewed introduction, divination of mobile dictionaries, nature of online dictionaries, types of mobile dictionaries, mobile applications, CD-ROM, encyclopedic Dictionary, linguistic information on mobile dictionaries, use of mobile dictionary on vocabulary learning [grammar, pronunciations, meaning and spelling], review of previous studies and summary.

Chapter three

Research methodology

3-1 instrument

The researcher adopted two types of tools to collect data test and questionnaire

Test:

The test was will designed by the researcher with cooperate with the supervision, the test occludes seven questions question one reading comprehension passage, question two sentence completion, question three word order, question four odd words, question five words and there opposite, question six words and there meanings and the last question writing composition, the test was directed to the experimental group so test was held as device as pretest and posttest the pretest was conducted among the experimental class at the beginning of the language course and posttest was conducted among the experiment al group at the end of language course. The results demonstrated that the student's had positive attitudes toward the use of mobile phones dictionary application for learning process the results have showed that most students specially used electronic dictionaries for pronunciation practice and they really enjoy to use

dictionary app and student's imitated what speaker say moreover the researcher adopted offline dictionary which down loaded on their Smartphone to do all the activities and then the researcher used it to enhance pronunciation, spelling, meanings and also provide the Learners with words and their opposite, grammatical items noun, verb, adverbs as well as an adjectives and also the application helps the students in construction well form sentence and structure in addition to all these features the offline diction app doesn't need internet that means it isn't coast money beside this it's distinguishes with accessibility. The application has demonstrated enjoyable and interactions among the experiment al group and also showed that students have showed positive attitudes to words mobile phone dictionary in practice pronunciation, grammatical sentences construction, spelling, words recognition and writing composition

The pre test has conducted to the experimental group and control one before the English language course start and then both tests have been analyses by table and diagrams and the experimental group revealed positive results.

post test

The test was administered again by the researcher at the end of the end of the English language course for both groups at the date of 28/2 / 2020 . The test has conducted in Al – Mawahib basic school, class seven, age between (13- 14) years old. The experimental group has resulted a high score comparison to control

group according to data analysis in terms of reliability and validity. The has explained that the students who used mobile phone dictionary in teaching and learning vocabulary (experimental group) achieved better results than other group .

questionnaire:

The questionnaire is main tool to collect data. The questionnaire was well designed and prepared by the researcher with cooperation with the supervision. the questionnaire was implemented among the experimental group. the questionnaire was divided into two sections, section one includes personal information, section two contains statements related to students attitudes to words using mobile phone dictionaries applications the student's provided the researcher with full information about there ideas and attitudes towards using mobile phone dictionary app in learning English pronunciation, meanings, grammatical items and sentence construction. The researcher helps the students with explaining the meaning of the statements so the researcher use grammar translations method in transiting and experiment the meanings for students because of students age and some of them may need some explanation from the researcher. the questionnaire has demonstrated that the student's have positive attitudes towards mobile phone dictionary application and they provide to use it to do all the activities specially learning pronunciation, meanings, spelling and

grammatical information and the app provides them with all these aspects of learning process and the questionnaire includes yes or no students agree, disagree, neutral, strongly agree strongly disagree. The questionnaire was conducted among the experiment al group at the end of the language course.

Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below.

Reliability coefficient $=\dfrac{n}{n-1} * \dfrac{1 - \text{Total variations questions}}{\text{variation total grades}}$

Cranach alpha coefficient = (0.86), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square root of the reliability coefficient is (0.93), and this shows that there is a high sincerity of the scale and that the benefit of the study

3-2 Participants:

The total number of students 35 students grade 7 ago thirteen years old. the students have been selected from Almawahib private school, Khartoum state, Bahri locality. The students used offline dictionary app to do all their activities the class demonstrated that the students have positive attitudes toward using mobile phone dictionary application.

3-3 Test Reliability:

refers to consistency of admeasure whether the results can be reproducing under the same conditions, the test reliability was determined by spss result frequency so the outcomes of the test has shown reliable scores in each table and figures

3-4 Test validity:

last validity: the validity refers to the accuracy of mention (whether the results really do support to measure the current test validity was determined by the test which has asserted by spss results through bables and figures

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

Table (2.3) Cranach's alpha method for the test

No.	Statement	reliability	Validity
1	q1	0.87	0.93
2	q2	0.84	0.92

3	q3	0.80	0.89
4	q4	0.83	0.91
5	q5	0.83	0.91
6	q6	0.86	0.93
7	q7	0.79	0.89
Total		0.86	**0.93**

Source: IPM SPSS 24 package

Table (3.3) illustrates the frequency and percentage for age

Sex	Frequency	Percent
12 years	26	35.6%
13 years	44	60.3%
14 years	3	4.1%
Total	73	100.0%

Source: IPM SPSS 24 package

Table and figure (3.3) illustrates the views of the distribution of the age its 12 years by (%35.6)and 13 years by(%60.3) and 14 years by (%4.1).

Experimental group

Table (4-1) illustrates the frequency and percentage for question one

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	31	96.9%	31	100.0%
Failure	1	3.1%	0	0.0%
Total	32	100.0%	31	100.0%

Source: IPM SPSS 24 package

Table and figure (4-1) illustrates the views of the distribution of the experimental group sample by the statement as follows Pre-test pass by (%96.9 and failure by (%3.1), post-test pass by (%100.0)and failure by (0.0).

Cranach alpha coefficient = (0.86), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square root of the reliability coefficient is (0.93), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3-5 Questionnaire Reliability:

The questionnaire which measure students attitudes toward using mobile phone dictionary in learning vocabulary, the out come of the questionnaire has revealed that the frequency vote are equivalent in each table and figures

 the spss has shown stable frequency in each table and figures. The reliability explained that the student's have positive attitudes towards mobile phone dictionary

3-6 Questionnaire validity:

The validity refers to the accuracy of menschen (whether the results really do represent what are supposed the measure

The validity was measuring by questionnaire through spss analysis out comes explain very accreted score with reference to each table and figures frequency and scares

3-7 Data:

The test and questionnaire have showed that experiment group resulted positive attitudes toward using mobile dictionaries app helps the students in learning pronunciation spelling, meaning, grammatical items as well as writing composition.

The tables and figures provided us with quantity of data in term of pronunciation, spelling meanings, antonyms, and writing composition and the data demonstrates that the student's have positive attitudes toward using mobile phone dictionary app

3-8 Procedure:

The study was conducted in Almawahib private school grade 7 ago 13 years old Khartoum state, Bahri locality

The study was showed first to the headmaster of the school and he helps us and allow us to run the study at his school and prepared the class also he informed the students parents and they have accepted to supply their sons with Smartphone and the student's downloaded the app on their screen beside this the

headmaster supported us in class arrangements power and facilitated the atmosphere to conducted the study among his students

Figures demonstrated, the respondents had positive attitudes towards the use of mobile phone dictionary application for learning process, moreover, significant evidences among the attitudes of respondents were found regarding some benefits of the use of mobile dictionary application and the features inside it the results demonstrated the most frequency and respondents especially used electronic learns dictionary for pronunciation practice from the date result showed that 80%enhanced their pronunciation, spelling.

3- 9 pretest:

An English language course

Fifteen English language lessons have been selected by the researcher from SPINE two, the lessons, have been well prepared in a lesson plan notebook, the lessons includes different subjects focusing on reading comprehension passages, sound words (words with same sound and words with different sounds), words and their opposite , sentences construction , word forms and writing compositions . the course had been taught to the experimental group and control one , it was continued for fifteen days , the course has conducted in Al- Mawahib schools , grade seven from the first of February up to the beginning of march ,

active learning strategies have been used by the teacher in the experimental class supported by mobile phone dictionary in teaching and learning vocabulary .

3-10 For the questionnaire

Consistency means that the questionnaire gives close results or the same results if re-applied more than once in the same circumstances. To verify this, (30) questionnaires were distributed to an exploratory sample through internal consistency (Cranach alpha), and the Alpha Cranach coefficient was = (0.92) It is a high stability coefficient that indicates the stability of the scale and its suitability for study. The reliability coefficient is the square root of the validity. Therefore, it is (0.96). This indicates that there is a high sincerity of the scale and valid for study, which confirms the accuracy of the questionnaire and its enjoyment of confidence and acceptance of what this study will produce. From the results.

Chapter Four

Data analysis, Results and Discussion:

4-1 introduction:

Today mobile dictionary is used by the current generation to enhance vocabulary learning, due to the feathers and characteristics, such as mobility, affordability, accessibility and fort ability and for thee physical appearance so to days' learners are imposed to this application and affected by this app. Due to the above characteristics mobile dictionaries are being adopted by these learners to ease and facilitated pronunciation, meaning and spelling of the words.

This study investigated the impact of using mobile dictionary on promoting vocabulary learning.

In this chapter the researcher reviewed introduction, results, data analysis and data discussion

4-2 Results:

Q1\ How does the intervention improve learner's vocabulary through using mobile dictionary?

Table [4-1]

Table (4-19) t-test result showing group means of the experimental group

Valid	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre-test	31.1452	8.88556	-16.083	30	0.00	significant
Post-test	40.0645	9.35926				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-16.083) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the Post-test.

Data percentage to this question has been analyzed by T. test. The results showed that significant differences between pretest and posttest moreover significant evidence enplaned in above table [4-1] enplaned that the students in pretest as we have seen above demonstrated by data analysis confirmed that the participants scored 400645 compared to pretest 31.1452 and also the deviation is totally different which explained that the participants scored higher degree in posttest compared to pretest. These statistical results revealed that the participants have benefited from mobile dictionary app in learning vocabulary, spelling. Meaning, pronunciation, grammatical information, semantic aspects,

synonymy's and antonyms as well as natural accent and translation. The T.test also showed that the offline dictionary facilitated and promoted vocabulary knowledge and improved the process of vocabulary learning and reflected widely in their performance in test questions such as word construction, sentence completion, pronunciation, translation and semantic information.

Q2\ Which digital devices do participants for mobile dictionary?

Table [4-2]

2	which one of these devices do you find easy	54.37	1	0.000	3.00	Laptop

Data percentage to this questions has been analyzed by chi-square, the results illustrated that the students have chosen laptop as instructional device for learning vocabulary.

4-2\ the study have been implemented among the participants have grown up in high class or richest people so the environment of rich people in Khartoum enable them to find all types of technological devices in the environments and also they study in high and rich school this school adapted the digital devices as instructional tool of teaching and learning beside the smart board. This rich environment ease and facilitated them to buy any type of technology at any time and then parents can bring them at theme, for the features and characters of

laptop and physical appearance the student finds it easy to download all sorts of applications, pictures, videos, songs etc.

With internet connectivity online or offline moreover laptop has wide screen which enable the users to watch movie, pictures clearly as well as the mobile dictionary can be downloaded easily on the screen which can be used by the learners to do all the activities and enhancing vocabulary learning. Laptop generally ease the process of communication in the way chatting, sending videos, songs to each other so it's very enjoyable digital devices for them otherwise laptop is an expensive device but these students have found among riches to people in Khartoum so their parents can find it easy to buy with different versions and models in addition they are very rich they were very educated and realized the important of these digital devices for their children even they are very cost laptop devices are available among those students, have good characteristics easy to carry easy to use, easy to by these parents distinguishes with accessibility, affordability, mobility and connectivity for these reasons the participants have chosen laptop as the best instructional device for learning on the other hand some parents of these students are university staff and they have already used laptop at the office and home and their children may see them and asked them to buy it.

Some of them have seen the other using laptop and asking their parents to buy it and some of them their fathers aske doctors, engineers, lawyers which are using laptop in their work and their children asking to buy it for them but the parents are very rich and it's so easy for them to buy these devices and bring them at home and these students carry them to their school and using them as supplementary tool in learning English language in the classroom the above justifications are reason have given them opportunities to chest laptop and implemented it in the school.

4-3 How often do participants use mobile dictionary in the classroom?

Table [4-3]

3	how often do you suggest the use of mobile phone dictionary in the classroom	75.76	3	0.000	3.00	Sometime

Data percentage to this question has been analyses using ch-square, the results revealed that the participants sometimes use mobile dictionary application in the classrooms, the table above demonstrated the students attitudes towards using mobile dictionary app in the classroom this outcome confirmed that the students sometimes adapted mobile dictionary in the classroom and this attitudes reflected that the students use other tool digital device in the classroom, the study had been implemented in

Al-Mwahib school students they intended to use smartboard as supplementary device for teaching and learning.

The researcher has introduced mobile dictionary as a new method as instructional tool to enhance vocabulary knowledge and the results have showed that the students are motivated, enjoyed and encouraged by mobile devices as a new instructional tool. Moreover, the results demonstrated that the application is very helpful, useful and facilitated vocabulary learning in terms of spelling, meaning. Pronunciation and semantic aspects as well as grammatical information.

Mobile dictionary app as supplementary tool is not always used among the learners but the day of adapting it in the dress the participants have become demanding it and asking us to introduce it in the classroom permanently.

The app is not always inducing in our class whereas sometimes using it as instructional tool for learning vocabulary.

The study have been implemented among young students their age are [12] this age may not allowed them to use the device or application in school for this reason they have chosen sometime as shown table [4-3] in last scale so their attitudes was based on their age and the results raftered that the student are not quite mature to possess mobile devices always and also the students themselves weren't encouraged to use mobile devices in the classroom based on their age

but the current generation are exposed and affected by technology and digital devices but may not always used them in the classroom they sometimes use them in the classroom, their attitude were obviously explained in table above.

4-3 Data Discussion:

With reference to statistically out comes of table [4-1] which revealed that the participants score a significant different in posttest confirmed by percentage and frequency that analyses by T-Test. This results explain that the effect of mobile dictionary among the class out comes was obviously shown that the mobile dictionary does help and improve the participants knowledge of vocabulary and develop their spelling, grammar, pronunciations, meaning and also enhanced the semantic aspect concerning about synonyms, antonyms and the participants showed positive attitudes towards mobile dictionary on the other hand with reference to previous studies and literature review that conducted on the area of mobile dictionary on vocabulary learning, these studies showed that the students benefited from the application and their mobile dictionary.

Enhance their spelling in writing well form words and constructed well form sentences because the application provides the learners with spelling shape and form of the words and also the applications improved the sound of the words based on the pronunciation which provides the learners with natural sound of the words and other phonemic aspect and the students repeat with the sound of the

app through mobile device beside this mobile dictionary do help students in improving meaning based on the application which provide the participants with different meaning of the words as a single meaning or through structure of the sentence moreover the app does help and supported the participants with grammatical items nouns, verbs and adjectives and the outcomes of frequency enplaned that mobile dictionary improve the parts of speech resulted by T-test outcomes.

The study revealed that mobile dictionary enhanced the students in term of semantic issue resulted by T.test outcomes of frequency and percentage in table [4-1] t he app supported the participants in realizing wards and their opposite, synonyms, meaning of the words as hand Phemy of the words whereas table [4-2] explained by ch-square result, the result showed that participants attitudes showed that the students have chosen sometimes so the study has can duded among kids students their age is very young, t hose students use to work with smart board as instructional tool of teaching and learning so the participants have grown up in a technological environment for these reasons they selected mobile dictionary as instructional tool of learning in the choice of sometimes and also there were another tools at participants houses so these tools adapted by the participant beside mobile dictionary.

On the other hand, most studies and literature review explained that the technology and mobile devices as digital tools supported the students, performance specially in the area of vocabulary learning, these digital devices enhanced students writing, spelling, meaning and grammar because the current generation was affected by digitalization. This generation benefited from these devices and adapted them in improving pronunciation of the words , spelling, meaning and semantic features as well as grammatical information such parts of speech and syntax, moreover most of studies and scholar stated that these generation imposed to digital devices in words today's kids have adapted by digitalization and these devices do help hem the improve and increase their vocabulary knowledge and encourage them to maximize use to enhance English language vocabulary.

Table[4-3] analysid by chi-wquare the table explained that the participants have chosen laptop as digital device for learning vocabulary, with reference to participants environment, those kids have grown up in rich and educated parents so the devices is available at the participants have although the device is very cost but it easy for those parents to get them home moreover the participants adapted this digital device as instructional tool to enhance vocabulary learning they use laptop to support writing, spelling, meaning,

pronunciation and semantic issues as well as grammatical information concerning about parts of speech because electronic dictionary which downloaded on laptop screen provides learners with all these aspects and does help them to improve vocabulary knowledge beside this all the previous studies in the area of technology in learning vocabulary confirmed that t he participants benefited from these devices on learning English language vocabulary so today's generation is influenced by digital devices, these devices supports them in learning , spelling, meaning, pronunciation and grammar concerning about parts of speech, laptop also is very helpful device and useful tool for learning for its good characteristics and features made it an ideal digital device for learning English language vocabulary, the school has adapted smart board as instructional tool of teaching and learning so these participants used to work with technological devices in learning and then this environment encourage the participants to find laptop as good device among digital devices for learning English language vocabulary beside the participants, attitudes revealed that this device does help and easy the way of learning , spelling, grammar an meaning.

4-3-1   The effect of intervention:

The effect of mobile dictionary is widely clear among the participants so the outcomes of statistical analysis showed that mobile dictionary application as instructional tool enhanced the participants performance spelling, meaning, grammatical information's and semantic aspects, table [4-1] demonstrated that the students benefited from mobile dictionary and supported their vocabulary learning process beside this the app encourage and motivated the participants to interact with mobile and then the application does help the students to write correct words, speak natural sound fined words and their opposite and also aid them to realize the meaning and articulate words correctly, moreover the application provides the participants to put the words in context, spell the letters of the words to pronounce them perfectly and recognize the shape and distinguish them in parts of speech [noun , verb , adjectives, article] the study explains that through mobile dictionary the participants can do different kinds of activities on their hand the application encourage the learners to improve writing skills and foster their vocabulary knowledge in addition to this benefits the table showed high percentage which confirmed that the experimental group enhanced their vocabulary in posttest, the table also illustrated that the participants improve their pronunciation and writing well form words as well

as well form sentences, the tale [4-1] demonstrated that the app helps them enhancing the semantic issues in term of learning the different meaning of the word individually and within structure and also helps them to realize the synonyms and antonyms of the words to find the meanings of the new words and the spelling and shape beside this the app supported the learners to differentiate between an American English and British English.

On their hand mobile dictionary considers as digital instructional tool has positive impact among the learners spelling in learning vocabulary in receptive vocabulary in term of reading and listening and in term of speaking and writing. In addition to these aspects mobile dictionary is playing an important role increasing vocabulary. Via application the participants have enhanced spelling, sounds, grammar and meaning these advantages have illustrated obviously by table [4] through statistical analysis results which explained that mobile dictionary is very helpful for learning vocabulary, motivate and attractive tool for the learners.

Today's students have not just changed incrementally from these of the past, nor simply changed their slang, clothes, body adornments, or style, as has happened between generations previously. A really big discounting has taken place.

One might even call it a [singularity] an event which changes things so fundamentally that there is absolutely no going back. This so- called " singularity" is the arrival and rapid dissemination of digital technology in the last decades of the twentieth century [March prensky, 2021] states that today's students k-12 through collage represent the first generations to grow up with this new technology. They have spent their endive lives surrounded by and using computers, video games, digital music players, videos cams, cellophanes, and all the other toys and tools of digital age. According to this opinion the current generation are infected by digital devices because they are exposed and influenced by them in addition to this today's' learners have spent lot of their times using digital devices and mobile phone dictionary app in addition to these advantages, offline dictionary distinguishes with many advantages and characteristic firstly it doesn't need internet connectivity which facilitate to use them freely secondly the app itself provide learners with natural sounds of native speaker which enable learners to pounce the word correctly and utter them perfectly, thirdly the participants shined positive attitudes to mobile dictionary fourthly the app helps the participants to differentiate the words class and grammatical items and also supports them to construct well form words as well as well form sentences moreover the application fasted the

participants realize and recognize the spelling of the words and realizing the meaning of the new words and their sounds, shape and structure so the application helped the learners to addition to these advantages, offline dictionary distinguishes with many advantages and characteristic firstly it doesn't need internet connectivity which facilitate to use them freely secondly the app itself provide learners with natural sounds of native speaker which enable learners to pronounce the word correctly and utter them perfectly, thirdly the participants shined positive attitudes to mobile dictionary fourthly the app helps the participants to differentiate the words class and grammatical items and also support them to construct well form words as well as well form sentences moreover the application festered the participants realize and recognize the spelling of the words and realizing the meaning of the new words and their sounds, shape and structure so the application helped the learners.

Today students thank and process information fundamentally differently from predecessors these differences go far father and deeper than most educators suspect or realize different kinds of experiences lead to different brain structure. [Dr. Bruce d. Berry of Baylor college of medicine] As we shall see in the next installment, it is very likely that our student's brains have physically changed and are different from ours – as a result of how they grew up. But

whether or not this laterally true our students today are all native speakers of the digital language of computers, video games and internet. According to this point of view today generation are affected by digital devices and their brain are totally gained to use them so mobile dictionary is one of vital digital application app this can be used by these learners to enhance English language vocabulary those of us who were not born into the digital world but have at some later point in our lives because fascinated by and adapted many or most aspects of the new technology.

Digital native, Digital immigrants.

Mark prensky stated that it's amazing to me how in all the hoo, ha and debate these days about the decline of education in the U.S.A We ignore the most fundamental of its causes.

Our students have changed radically. Today's students are no longer the people our educational system was design to teach.

There are hundreds of example of the digital immigrant accent they include printing out your email [or having your secretary print, this is obvious to the digital native – school often feels pretty much as if we've brought in a population of heavily accented, unintelligible for ignores to lecture them according to prensky the digital native considers the generation who were born

in digital age. They used to work with digital devices geminately, those generations find easy to deal with these digital devices in their daily life, mobile dictionary is type of application those learners can be used them in enhancing English language learning.

4-3-2 Digital devices used for mobile dictionary:

In the modern world, computers and other digital devices are in integral part of every person's life in everyday life. We almost never part with smart phone tablets and other mobile devices for the current generation of students in higher education, born in digital society and raised with information technology the use of technologies such as the internet and mobile devices is an integrand and completely natural part of their lives. However, digital mobile devices have taken a strong place not only in our daily, they are widely used in the learning process, modern trends in teaching are associated not only with serious revision of concepts and teaching methods but also with technical and technological updating of the learning tools already known to everyone.

[Multimedia CD- Rooms] Interactive white board software, interactive and multimedia textbooks] in the gradual introduction of mobile phone applications based on various platforms and Radios ETC.

The use of tablet computers, smart phones, mobile phones, iPad , iPhone and other similar devices for educational purpose has led to the formation of a new direction within frame work of the concept of e-learning mobile learning foreign language [English's M – with support of information and computer technologies is connected with the pride of mobile communications, the emergence of a large number of education applications and programs, new technologies that expand the possibilities and quality of education to date, in the foreign pedagogical literature there are several definitions of mobile learning based on the technological feature of mobile devices.

Mobile dictionary is an application which could be downloaded on mobile devices. Mobile devices consider are digital devices, digital devices are electronic devices, moreover mobile dictionary app can be installed on IPad, Cell phone, Smart phone, Laptop, computer, tablet, mobile phones to improve English vocabulary learning. In this study the researcher used offline dictionary application on enhancing English, spelling, grammar, sounds and meaning. In general most researchers come to the conclusion that the uniqueness of mobile learning and compared to traditional teaching method and modern methods such as E-Leering through digital devices can be conducted through mobile dictionary app there for and electronic dictionary can be installed on the mobile

devices to improve English vocabulary learning in form of spelling, sounds, form and meaning. Digital devices can be associate with mobile dictionary to promote spelling, sounds and meaning. Smart phone is also optimal device that can be connected with mobile dictionary app to enhance vocabulary, laptop is also ideal digital device that adapted by many learners to improve learning in addition to this aspect offline dictionary can be downloaded on laptop screen to foster English vocabulary learning. Cell phones are also useful digital devices that can be world with mobile dictionary to enhance vocabulary learning. Mobile devices are successfully used with mobile dictionary app [telephones, smart phone tablets, computer in stately of various academic disciplines, and a foreign language is no exception today mobile applicants for learning foreign languages are gaining wide popularity. They have great potential in improving the effectiveness of the process of learning foreign languages and are designed to significantly improve the process of preparing foreign languages for a wide range exiting lesson. Practice shows the mobile application have a considerable advantage over traditional teaching method. Currently users of mobile devices hence access to a huge number of application for learning foreign languages especially English. Today they are mobile dictionary app and programs focused on different aspects of teaching a foreign language for example students,

translator , text on aseptic topic can turn to electronic dictionaries help applications for mobile electronic devices have several advantages over their printed counter parts firstly: they provide quick access to information , Secondly, the dictionary base in mobile dictionaries as rule is more relevant then the printed versions , Thirdly, the use of mobile devices in the classroom and for independent work will help increase students motivation to learn a foreign language. It should be noted that for the correct work with the electronic dictionary, instruction of the teacher and the development of student's skill in working with the information available on the reference sites and in reference applications are required. Also of great importance is recommendation of the teacher in choosing a particular resource. The current learners have benefited for mobile dictionary app with connected mobile dictionary. Laptop is a sort of electronic devices can be word with mobile disadvantage to enhance vocabulary learning and promoting spelling, sources, grammar and linguistic information. Laptop distinguishes with good feature and it preferable digital tool by most learners to enhance vocabulary learning.

4-3-3 Frequency of use of mobile dictionary:

The study explained a significant value of [T] test the differences between the numbers of individuals of the study for the hypothesis was [16.083] with signify

value [0.000] which is less than the level of significant value [0.05] these refer to the existence of differences statistically for the post lest, table [4-1] demonstrated that mobile phone dictionary improve students pronunciation significant difference posttest compared with pretests, this means mobile phone dictionary application has a positive effect among learners also the results indicate there was a highly difference in the spelling 31.1422 in pretest with big difference in posttest 40.0643 these results suggest that using mobile dictionary for improving spelling was fulfilled by the application, the results showed that the difference in number of individuals in deviation was 8.88656 In prates with significant difference in posttest, these results revealed that the participants score better in posttest which confirmed that mobile dictionary app improved students, grammar so these variable differences among the learners have shown a highly significant difference explained by table [4-1] above in frequency results, where as in table [4-2] the results indicate that there was not a significant differences in the cores for learners attitudes towards mobile dictionary illustrated by chi-square for laptop with a highly core in test scale 3.00 these results have widely reflected the participants attitude towards mobile dictionary compared with others devices, the students have chosen a laptop because they were grown up in very rich environment and

these device was a valuable a lot in their environment and a fordable by students' parents.

The results showed that there was not a significant difference in the score in table [4-3] the results explained that the participants have chosen [sometime] at last scale [3.00] these results showed that the learners were taught by smart board as main tool of instruction in the classroom so the participants adapted it parentally for this a reasonable justification the learners have some time use mobile dictionary in the classroom and then the study was educated among too young learners kids may not always use mobile phone dictionary as main tool of instruction, the frequency explained that the participants were not always exposed to mobile dictionary app in the classroom for this reason the participants have chest sometimes in tests scale, the results suggest that the learners don't always use mobile dictionary application as instructional tool in learning English vocabulary.

Chapter Five

Conclusion, recommendations & suggestions

5.1 Summary of the study:

The research is basically designed to investigate the impact of using mobile phone dictionary on promoting vocabulary learning. The study was held in Al-Mawahib grade 7 basic schools, the researcher adopted experimental method, a language course was conducted in two groups, an experimental group and control one each group has 35 participants (35 experimental) (35 control group) the experimental group was taught by mobile phone dictionary app and control group was taught by a traditional blackboard, paper dictionary and traditional textbook, the experimental group revealed a successful results compared with control group.

5.2   Findings:

1\ Mobile phone dictionaries enhance English language spelling, Grammar, pronunciation and meaning.

2\ Students used mobile phone dictionary to enhance semantic issue.

3\ Students sometimes prefer laptop as valuable digital device for learning English vocabulary.

4\ Mobile phone dictionaries enhance translation form one language to another.

5\ Online dictionaries is available application for learning English language vocabulary.

6\ Offline dictionaries are useful app for learning English language vocabulary.

1) Teachers should be well prepared and skilled to use different sorts of technology devices.

2) Language learning should not be restricted to classrooms so we recommend MALL as it provide, the chance to expose learners to educational activities anywhere and at any time.

3) Mobile learning should be incorporated in our syllabi as an educational tool in teaching and learning.

4) It should be considered that MALL is useful only for memorizing but not for high only for beginners and not for learners of academic purposes and where English learning is beyond the conversational levels.

5) Mobile phone dictionary app is very effective, motivating and useful.

6) Mobile phone plays an important role in extending learning out the classroom anywhere any time.

5.3 Recommendation:

Finally the researcher recommended the following:

1) The government should make a policy statement a long with financial support on a national mission on the introduction of ICT, particular mobile learning and its use in Universities as well as strategic partnership with industries private sector and non-governmental organization to support this proposition.

2) Mobile devices seem to be great tools for promoting learners autonomy when implemented inside classrooms.

3) Teacher may exploit the widespread ownership & mobile devices to use their activities and apps to assist their course.

4) Teachers may encourage informal learning through MALL activities they give to students to make further researcher or practices.

5) Learners can download mobile phone dictionary on their phone apps to improve their vocabulary knowledge.

6) MALL may be developing tool to master many skills, such as listening skill writing, reading and speaking.

7) Learners can use mobile phone dictionary application in learning constructing will form sentences.

8) Teacher can adopt active learning strategies supported by mobile phone dictionary to enhance receptive and productive vocabulary knowledge.

9) Learners can use mobile phone dictionary app to promote listening skills and exchange in and out of the classroom.

10) Schools head masters can create a good environment of learning through using mobile phone devices.

11) Parents can allow either children to be carry them devices the two school.

12) Students can down load mobile phone dictionary, on their devices to enhance their vocabulary.

13) Teacher should integrate active learning strategies supported with mobile phone devices apps.

14) Students can establish what sap group to interact with each another with mobile phone dictionary apps and their social media

5.4 Suggestions:

The present study presents the following suggestions for further researcher.

1- The impact of mobile learning on students' achievement.

2- The effect of what sap on promoting learning English language vocabulary

3- Students' readiness toward M-learning.

4- The use of mobile phone deices as communication tools in education and training.

5- The impact of Facebook on English language learning.

6- The effect of audio and visual videos an promoting listening skills reading skills and speaking skills.

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Appendix

Sudan University of Science and Technology

College of Graduate studies

Dear Sir,

This questionnaire is a partial workof a PHD research entitles**Investigating the Impact of Using Mobile phone Dictionary on Promoting EFL learners' Vocabulary.**The researcher assures you that the information you provide in response to the statements in the questionnaire will be strictly confidential, and will be used only for the purpose of this research.

I hope that you will cooperate by providing accurate answers to the following questions.

Thankyou

Sami AlbagirMusbah

A teacher at Basic level School

Name -------------------------- (optional) job Title: -

Your experience: 1-5 years ☐ 6-10 years ☐ 11- 1☐ars ☐ More than ☐ 15(

Qualification: 1- Diplom☐   2- Bachelor☐   3- Master☐   4- PHD ☐

An English language test
(Pre - test for experimental class grade 7th SPINE 2)

Name …………………….. Class ………………….

Question 1

A) Read the following passage to answer the questions below:-

Haj Ibrahim and haj Musa are going to the market. <u>They</u> are carrying their baskets. They want to do some shopping. Haj Ibrahim wants to buy some meat, eggplants, onions, potatoes and bananas. Haj Musa is going there to buy some fish, okra, cucumber, and grapefruits.

B) Answer the following questions: - (10   m)

1- Where are the two men going to? ……………………..

2- What are they carrying? ……………………………..

3- What do they want to do? …………………………...

4- What does haj Ibrahim wants to buy?

  a) ………………………………….

  b) ………………………………….

  c) ………………………………….

5- What does Haj Musa want to buy?

  a) ………………………………

  b) ………………………………

c)   ………………………………….

6- The underlined word (they) refers to ………………….

Q 2: Put these words in their correct order (5 m)

1-   Capital - Khartoum – of – is – Sudan - the

 ………………………………………….

2-   Taxi – travel – by – they

………………………………………..

3-   Funny – is – man- Juha - a

………………………………………….

4-   Strange – has - he - shoes

………………………………………..

5-   Crowded – with – is – it - people

    …………………………………..

Q 3: Give the opposite words: - (10 m)

words	opposite
Young	……………………………..
Naughty	……………………………..
Quiet	……………………………..
Weak	……………………………..
Beautiful	……………………………..
Rude	……………………………..
Easy	……………………………..
Happy	……………………………..
Dirty	……………………………..
Tall	……………………………..
Right	……………………………..

Q- 4 Find the missing letters and then write the word correctly in the brackets : (5 m)

1- I usually use bis….cle to go to school   {…………………….}

2- Ahmed is a pol..te boy   {…………………….}

3- Khartoum is a cro..ded with people   {…………………….}

4- Turn off the li..ht please   {…………………….}

5- The ..nife is on the plate.   {…………………….}

Q- 5   Match (A) with (B) in   (C) (5 m)

A	B	C
1- January	a- An animal	1……………
2- Socks	b- Month	2…………....
3- Butcher	c- Clothes	3…………....
4- Potatoes	d- Meat	4…………....
5- Donkey	e- Vegetables	5……………

Q- 6 – Underline the odd word: - (5 m)

1- A shirt   shots   ² yellow   a blouse

2- A light   a knife   a right   a fight

3- A pot   a cock   aface   cough

4- I   an eye   high a camel

5- Cupboard   lamp   taxi   bookcase

Q- 7 Write a composition about (Khartoum city) you can use the following Questions to help you: -

1- What is the capital city of Sudan?

2- Where do people live?

3- How do people go to work?

4- Is it crowded city?

5- Where do two Niles meet? {………………………..}

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