

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

KURDISH STUDENTS' PERSPECTIVES REGARDING THE USAGE OF
MOBILE DICTIONARIES

MASTER THESIS

AZEEZRAOUFABDULAZEEZ

NICOSIA

December 2016

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Supervisor: Asst. Prof. Dr. HanifeBensen

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Approval of the Graduate School of Educational Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read this thesis submitted by Azeez Raouf Abdulazeez titled “Kurdish Students’ Perspectives Regarding the Usage of Mobile Dictionaries” and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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DEDICATION

ON

I hereby

declare that

all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all the materials and results that are not original to this study.

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ABSTRACT

KURDISH STUDENTS' PERSPECTIVES REGARDING THE USAGE OF MOBILE
DICTIONARIES

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This study focused on the usage of Mobile Dictionaries by Kurdish university students studying at the University of Slemani in the north of Iraq. The participants of the study consisted of 200 Kurdish students. Data were collected quantitatively by adopting a questionnaire.

The findings related to the type of dictionaries Kurdish learners used revealed that the most employed dictionary type were Mobile Dictionaries (MD). In addition the findings related to the attitudes of the Kurdish learners towards MD revealed that all the students had positive attitudes towards MD employment. Furthermore, with regard to the gender of students and MD usage, the female students employed MD more and had more positive attitudes towards MD employment compared to the males. According to the grade of the students, it was seen that the fourth year students employed MD the most and had more positive attitudes regarding MD employment compared to the other grade groups. In contrast, the second grade students employed MD the least among the grade groups.

Keywords: Mobile Dictionary, Paper Dictionary, English as a Foreign Language.

ÖZET

MOBİL SÖZLÜK KURALLARININ KULLANIMI LE LGİLİ KÜRT Ö RENCİLERİN
PERSPEKTİFLERİ

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Bu çalışmada, Irak'ın kuzeyinde Süleymaniye Üniversitesi'nde okuyan Kürt üniversite öğrencilerinin Mobil Sözlüklerin kullanımına odaklandı. Araştırmanın katılımcıları 200 Kürt öğrenciden oluşuyordu. Veriler, anket uygulanarak nicel olarak toplanmıştır.

Kürt öğrencilerin kullandıkları sözlük türleriyle ilgili bulgular en çok kullanılan sözlük türlerinin Mobil Sözlükler (MS) olduğunu ortaya koydu. Buna ek olarak, Kürt öğrencilerin MS'ye karşı tutumlarıyla ilgili bulgular, tüm öğrencilerin MS istihdamı konusunda olumlu tutum aldığını ortaya koymuştur. Ayrıca, öğrencilerin cinsiyeti ve MS kullanımıyla ilgili olarak, kız öğrenciler MS'yi daha çok istihdam etmiş ve MS'li istihdam konusunda erkeklerden daha olumlu tutum almışlardır. Öğrencilerin derecesine göre, dördüncü sınıf öğrencilerinin MS'yi en fazla istihdam ettikleri ve diğer sınıflara göre MS istihdamı konusunda daha olumlu tutumları olduğu görülmüştür. Buna karşılık, ikinci sınıf öğrencileri sınıfı grupları arasında MS'yi en az kullandı.

Anahtar Kelimeler: Mobil Sözlük, Karşı Sözlük, Yabancı Dil Olarak İngilizce

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

MD: Mobile Dictionaries

ED: Electronic Dictionaries

PD: Print Dictionaries

SQUMD: Student Questionnaire on Using Mobile Dictionaries

CHAPTER I

INTRODUCTION

This chapter introduces a general overview of the current study. The background of the study, the problem statement, the aim of the study, the significance of the study, and the limitations of the study will be presented.

The Background of the Study

Mobile Dictionaries (MD), as electronic devices assist students to find words, meanings and sometimes synonyms and antonyms, which are all essential tools in the process of learning foreign language (FL). Mobile phones in general and smart phones in particular, as one of the strategic means of modern learning should be considered a significant part of the learning process due to their easy use and portability.

Knight (1994) affirmed that vocabulary understanding is one of those effective methods that motivates and/or stimulates language acquisition. In the digital age, there are several tools that empower students' abilities to be successful in gaining information and learning languages. Further affirmation regarding learning vocabulary is stated by Tran (2011) who defined the process of learning or enquiring meanings and vocabulary as a substantial component of comprehending texts which is prior to syntactic rules. Therefore, dictionaries are supportive guides that lead learners to find out the meaning of words and enrich learners' vocabulary.

Fujimoto (2012) explained that in recent years, the development of science and technology has made greater contributions to the advent of mobile technologies.

Freyrik (2012) goes on to say that MD offer an extensive variety of advantages for English as a Foreign Language(EFL) learners, including the possibility of conducting quick searches, improvement of the information accommodated learners, and recognition of various learning styles and strategies.

According to Fujimoto (2012) these types of electronic devices have been enhanced to function as an important tool used by learners for individual use. Thus, MD provide a combination of flexibility, accessibility, and intelligence with online resources unlike other characteristics of classroom technologies such as desktop computers and projectors.

Boonmoh (2010) revealed that there has been developing enthusiasm for the utilization of MD during the process of learning EFL. In spite of learners' general acceptance of mobile dictionaries, an extraordinary number of EFL instructors express their concerns over utilizing this tool when teaching EFL as an effective learning tool.

Nesi and Hail(2002) believed that teachers need to use dictionaries and assist their students to help translation in the classroom, and during their lectures. In such a way, more useful and effective information will be collected.

Context

In the Kurdish context students study four years in the English Department. Once having graduated from the English department, it is possible to work as an English language teacher at either a primary or secondary school. It is also possible to work as a translator as most of the courses are related to Kurdish and English translation, and any sector related to literature. During the four years of education

courses range from translation, grammar skills, poetry, novel, drama to linguistics. Most of the courses focus on having good grammar and vocabulary. Instruction that I received was in my native language Kurdish however, I cannot generalize that mother tongue instruction is given in all universities in the northern part of Iraq. Due to emphasis on grammar and vocabulary, and Kurdish instruction, students studying in the Slemani University are in search of different ways of learning the English language. In addition, the traditional methods and teacher centered instruction also pushes students to find easier ways of learning especially individually. One recent shift in seeking for ways of learning English could be seen with the growth of technology, specifically the smart/mobile phone. Students are now using their mobile devices not only to chat to friends, family and relatives but also for educational purposes.

The Problem of the Study

Kurdish learners in the northern part of the Iraqi Republic still suffer from difficulties to overcome the barriers in learning; specifically new vocabulary in EFL classrooms because MD are used commonly but haphazardly by the learners.

Despite some remarkable amendments and implementations of the new curriculum by the Ministry of Education in the Iraqi Region, the Kurdish educators still follow the traditional teaching methods of teaching EFL in their classrooms. However, with the growth of technology in general and the use of mobile/smart phones in particular, learners are making use of their mobile/smart phones in their EFL classrooms to support their learning despite all barriers.

The Aim of the Study

The aim of this study is to identify and assess the impact of utilizing MD by Kurdish learners at the English Department at the Slemani University, Erbil in the north of Iraq.

In particular this study aims to highlight the learners' attitudes regarding the usage of MD. This study also seeks to find out whether there are any significant differences among the attitudes of the Kurdish learners towards MD regarding their gender. In addition this study attempts to reveal whether there are any significant differences among Kurdish students' perspectives regarding their year of study.

In order to reach the aim the following research questions are presented to guide this study:

1. Which types of dictionaries do the students prefer to employ in the EFL classroom?
2. What are the students' attitudes regarding the employment of Mobile Dictionaries in the EFL Kurdish context?
3. Are there any significant differences between the attitudes of Kurdish students regarding the usage of Mobile Dictionaries with respect to their gender and grades?

The Significance of the Study

Learning vocabulary is one of the vital fields of academic investigations by scholars and researchers. Beshop (2001) pointed out that, students tend to forget new words, and they face difficulties in keeping the meanings of the words in their long-memory. Similarly, Meara (1994) put forth that learners have challenged their minds

to recall meaning, use, pronunciation and spelling of the words. Learners are encouraged to resort to MD inside the classroom and make positive use of dictionaries to develop the process of learning the English language.

This study involved Kurdish EFL learners and will focus on their perspectives regarding MD employment. The findings of this study will also be useful for teachers working with other students in similar contexts who share the same background with the participants of this study. Due to the fact that no research regarding MD usage was carried out in this specific context, this study will thereby contribute to the literature regarding the learners' attitudes with respect to MD usage.

The Limitations of the Study

This study is limited to first, second, third and fourth year students studying at the English Department at Slemani University in the North of Iraq. It is also limited in terms of the number of the participant, as only 200 students participated in this study. Furthermore, to collect data only a 19 statement questionnaire was employed. Another limitation of the current study is the location and geographical area. The data is obtained from only one city in the Kurdistan region of Northern Iraq.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on the significant literature with regard to this study. The definition of dictionary, print dictionary, electronic dictionary, monolingual and bilingual dictionaries followed by related studies on mobile dictionaries will be presented.

What is a Dictionary?

The first step in learning any language is finding the meaning of words and gathering vocabulary to overcome the difficulties in finding the most appropriate word in a context. Learners resort to dictionaries, but they should be familiar with the best methods of using dictionaries due to their various functions. As a term, “dictionary” was first derived from the Latin word “dictionarium”, to mean “a book of sayings” (Hartmann, 1991, p. 5). Experts found dictionaries as a helpful guide and support for the learners. Colombo and Colombo (2007) stated that as a learning tool, dictionaries play an effective role in the process of learning the English language all over the world.

The process of learning a language was highly influenced by technological development, mainly during the recent decades of the twentieth century. The mobile dictionary (MD) sometimes described as software dictionaries emerged as a part of technical developments through which the data is stored on the mobile device including mobile phones and wireless means of communication to be an effective part of the language learning process (Richard, 2010). That is to say, MD simplified the way of finding meanings because they provide students with targeted information

easier, quicker and they can accompany the learner all the time. Therefore, this potential contribution to the process of language learning needs further inquiries and deserves more effective academic investigations to accomplish the best outcomes.

Monolingual and Bilingual Dictionaries

The dictionary is a significant educational tool that plays a very important role in different processes of language learning, including reading comprehension and new word learning and acquisition. Dictionaries as aforementioned can be either printed (paper) or electronic (computer, mobile-smart phone). The monolingual dictionary gives the meaning of a word in one language, For example, Fan (2000) stated that if you are learning English and you come across a word you do not know, if you find the definition of that specific word then you are looking at a monolingual dictionary. However, if you want to find the equivalent of that word in your own language then you look it up in a bilingual dictionary.

Monolingual dictionaries play a vital role in EFL learning. Fattahzadeh(2006) stated that many frequently and formally used words are given consideration in monolingual dictionaries rather than other dictionaries because these words are usually used in English language textbooks.

On the other hand, Krashen (1989) indicated that bilingual dictionaries provide learners with correct information and are safer to use while monolingual dictionaries recurrently force learners to guess and expect the requested meaning. This leads the learners towards ambiguity and misunderstanding. Wingate (2002) goes further to conclude that monolingual dictionaries have more limitations such as the ambiguity of the definitions; students face difficulties to decide on the right option and may pass over key information. These difficulties can be semantic restrictions of

words or syntactic descriptions because learners may fail to comprehend the basic source of the words and the precise grammatical structure can be more complex than expected.

Dictionaries whether monolingual or bilingual could be provided in: print, electronic. More discussion will be presented below.

Print Dictionaries

‘Print or paper dictionary’ PD refers to all traditional dictionaries that are printed on paper and it is very common and used among second language students as well as native speakers. PD gives the learners much information (Cowie, 1999). While previous studies have not devoted enough space to show the effectiveness of print versus electronic dictionaries, some researches have displayed that PD are still very appreciated by learners to help them to see a whole page at once, with other words from the same family. Levy (2009) carried out a study on the growing use of PD in Hong Kong and reported that their English constructors preferred the learners to consult PD. Many of the learners admitted that PD was more comprehensive and detailed than any other type of dictionaries.

It is important to highlight the fact that PD requires more effort than electronic dictionaries. Zarei and Gujjar (2012) believed that one of the advantages of PD is that it allows students to improve their reading skills. On the other hand, Al-Fuhaid (2004) argued that, one of the major disadvantages of PD is that it can have small font size, thinness of pages and differences in phonetic symbols between dictionaries. Thus, unlike any other type of dictionary, PD requires knowledge of alphabetical order to reach the indicated word (Almuzainy, 2005).

Electronic Dictionaries

With the growth of technology, the electronic dictionary ED exists in various formats and can be accessed in several ways. There are those that are available on the internet “online dictionaries”, on CD-ROM, in handheld devices “portable dictionaries” and recently in smart and mobile phones. The handheld ED are gaining acceptance among students (Stirling, 2003). ED has become one of the reference implements that learners often use. Therefore, its prominence in learners’ reference skills cannot be exaggerated.

In addition, the ED can present a greater range of lexical information, if you compare it with conventional printed resources. For example, the sort of information, such as thesaurus, corpus and lexical relationship information, can be found in ED (Nesi, 2002). Accordingly, ED could be stored on a hard disk or a CD-ROM to be used with a computer, which makes it more portable than a dictionary-sized book, and is able to give many times the quantity of information (Loucky, 2005).

It is argued that ED can offer users information about antonyms, idioms and synonyms, as well as store different dictionaries for several languages. The speed and convenience of ED could also provide the learners with an instant feeling of control over the learning environment (Loucky, 2005). The speed of reference is a very important merit of using ED (Cubillo, 2002).

Koyama and Takeuchi (2004) in their study compared handheld (ED) and (PD) on reading tasks with 72 Japanese English Language university students. Twotexts were read while using dictionaries. As a result, PD users spent 15% more time reading than theED group. This finding shows that PD are time consuming.

In a study by Wang (2012) it was found that learners could identify words 23% faster with an ED than with a PD. In addition, ED was also seen more portable than conventional dictionaries.

On-line and CD dictionaries. Recently, technology has brought in on-line dictionaries and CD dictionaries which allow students to reach the needed word quicker, with extra features such as the 'real sound' word pronunciation. These types of dictionaries provide students with the opportunity to experience listening from a real native speaker, in which learners may practice pronunciation. The spoken headwords in these dictionaries are a very practical and much better guide to pronunciation than the symbols in PD.

Related Studies

This section will present related studies carried out regarding Print Dictionaries (PD), Electronic Dictionaries (ED) in general and Mobile Dictionaries (MD) in particular.

PD. Many studies have been conducted to evaluate students' attitudes regarding the use of PD in educational contexts. The majority of studies showed that students adopt positive attitudes regarding the use of PD and find them facilitative for their learning. Meara (2004) explored Japanese EFL students' attitudes toward the use of PD. They found that most EFL students had PD and used them frequently.

ED. Several researches have been carried out to evaluate learners' perceptions on and attitudes regarding the use of ED in educational contexts. In general, the findings of the majority of researches showed that learners adopt positive attitudes regarding the use of ED and find them beneficial for their learning.

Li (1998) conducted a survey study on EFL educators' use and knowledge of ED among Chinese teachers. He found that the teachers did not use ED and had very limited information about the use of ED. The Chinese teachers were not aware and had no knowledge of ED.

Myles (2003) revealed that "the electronic medium has opened up new possibilities with respect to what can be put into dictionaries, how their contents are organized, and how dictionaries can be tailored to serve the needs of ESL users" (p. 72).

MD.Ahmed (2015) stated that the "challenge for mobile learning is to build a deeper and more pedagogically solid understanding of the ways in which learners use a variety of mobile devices and the effectiveness of these devices in offering various learning opportunities" (p.123). Cavus and Ibrahim (2009) reported in their study that MD brought some advantages to the learners. First, the technology provided them with adaptability. Second, MD helped them to remember more new words. Similarly, Huang (2013) studied the role of MD and their employment by undergraduate students in English language learning. They confirmed that the speed of reference was a significant advantage of using mobile dictionaries.

Likewise, Bower and McMillan (2011) investigated Japanese EFL learners' opinions regarding the use of MD. They asserted that most EFL students had mobile dictionaries and used them repeatedly. However, the majority of learners were not aware of the different services MD offer for English language learning.

Moreover, Boonmoh (2010) carried out a survey study on EFL teachers' use and information of MD in Thailand. He showed that the educators did not use MD

and had very limited understanding of the content and use of MD. They were unaware of different technological affordances of mobile device as well.

In a recent study, Wang (2012) examined Chinese learners' use of MD when reading Chinese paper texts. While the use of MD had a number of benefits for learners' reading comprehension progress, it was less effective for the improvement of advanced learners' reading comprehension skill.

Learners' perception on MD was another central point of a study in Australia by Fujimoto (2012) in which it confirmed that students, in general, expressed their positive point of view regarding the use of MD for language learning.

In addition, White and Mills (2012) conducted a survey on Japanese university learners' attitudes about the use of MD in language education. The results pointed out that these learners had positive attitudes of MD, the internet and technology for educational purposes and language learning in the classroom.

Dang (2013) pointed out in his study that the majority of participants preferred to utilize the MD for new word activities, 60% of learners not using MD for the vocabulary activities, with just 1.7% using the other types of dictionaries for all of the vocabulary activities. The concluding thoughts affirm that learners were blamed for "cost, screen size and difficulty inputting data" (p. 22) as the reasons they decided to use the MD.

Dashtestani (2012) discussed the significance of context-based learning and proper use of dictionaries, but the study was limited to a small number of participants in which the use of technology and MD as learning tools in EFL courses was examined. He found that learners pointed out several limitations of MD, more

specifically, the English languageinstructors (n=53, 80.3%) reported that EFL students lack training on how and where touse MD.

In the Islamic republic of Iran, Zarei and Gujjar (2012) examined the effectiveness of the use of paper (print) and mobile dictionaries when learning vocabulary. The experimental group used mobile dictionaries while the control group used paper dictionaries. The results of the test showed that the experimental group of learners enhanced notably regarding their vocabulary learning compared to the control group.

A recent study which was carried out by Tabrizi and Fard (2016) to Iranian high school EFL learners regarding cell phone dictionaries on improving male and female students spelling, reported that cell phones have the potential to improve both male and female EFL learners' spelling.

CHAPTER III

METHODOLOGY

This chapter presents the methodology. A detailed explanation of the research design and the research context of this study will be discussed. Following this, general information with respect to the participants and sampling of the study, data collection and data analysis procedures will be illustrated.

Research Design

The study was designed as a survey by using a questionnaire which was the main instrument in collecting data. Fraenkel (2012) believed that the main goal behind a survey is to describe the characteristics of a phenomenon among a population. Therefore, gathering information from the targeted groups' opinions will assist the researcher to find out answers which will result in achieving the aims of the current study. The survey that was employed to examine the characteristics of Kurdish English as foreign language (EFL) students' attitudes regarding the use of Mobile Dictionaries (MD) was conducted via questionnaire. This questionnaire was used for students to find out their perceptions regarding their usage of MD. In other words, the aim of the questionnaire was to discover the Kurdish students' perspectives of MD and reveal their attitudes towards using it. Questionnaires are seen as useful data collection tools, especially if the target population is large (Kent, 2001).

Participants

The study was conducted at the University of Slemani, north of Iraq, which is located in the center of the modern city of Slemani. This specific public university was chosen to carry out this study due to my familiarity and experience as a former student.

The participants were 200 undergraduates of the English Department. Out of these 200 students, 128 of them were males and 72 were females (see Table 1). Convenient sampling was employed. Kharma (1985) suggested that convenient sampling is a method for which participants are easily reached in anon-purposive fashion to achieve a certain goal. Written consent was received by the participants before carrying out the study (see Appendix A).

Table 1

Participants' Demographic Profile

	Frequency	Percent
Male	128	64%
Female	72	36%
Total	200	100%

All the participants were registered in the English Department. The students were in different years of study, 23.5% (n = 47) in the first, 29.5% (n = 59) in the second, 22.5% (n = 45) in the third, and 24.5% (n = 49) in the fourth years(see Table 2) in the academic year of fall2015-2016.

Table 2 presents information about the participants according to their year of study.

Table 2

Participants in Each Year

Year of Study	Frequency (N)	Percentage %
First	47	23.5
Second	59	29.5
Third	45	22.5
Fourth	49	24.5
Total	200	100

Data Collection Procedures

The data was collected in a public university in northern Iraq after obtaining all ethical approvals to ensure privacy and safety of all the participants according to academic norms and guidance. The questionnaire was distributed among the English language students at the English Department of Slemani University, after receiving written consent from the Head of the English Department and the participants (see Appendix A and C).

The questionnaires were given to the class teachers of the EFL learners to distribute. To be able to answer the research questions stated in the introduction chapter, Kurdish students that possessed smart and/or mobile phones took part in this study. The students voluntarily participated and were informed that they could drop out any time they wished.

To clarify any ambiguity regarding the statements, the statements were orally translated into Kurdish for the students. After the questionnaires were completed by the participants, the data were collected by the researcher within that day. The participants had a day to complete the questionnaire. This time was given to be able to receive accurate responses. Originally 230 copies of the questionnaire were printed. 17 were not completed correctly and 13 were not returned. For these reasons the uncompleted copies were taken out of the study resulting in a total of 200 copies. Finally, the questionnaires underwent statistical analysis.

Data Collection

The instrument for collecting data was a questionnaire namely; the student questionnaire on using mobile dictionaries (SQUMD). The SQUMD was designed for the students in order to reach the aims of this study regarding the employment of MD.

The questionnaire was designed by the researcher. Two sections were provided for the participants to indicate. The first section required demographic information regarding the gender and grade of the participants. The second section consisted of a 5-point Likert scale ranging from 1 to 5 in which 1 was Strongly Disagree, 2 Disagree, 3 Not Decided, 3 Agree 5 Strongly Agree. Nineteen statements were provided for the participants to indicate their attitudes towards MD. The data elicited from the questionnaire were descriptively analyzed and presented in items of frequencies (f), mean scores and standard deviations.

Reliability and Validity

In order to measure the reliability and validity of the questionnaire in the Kurdish culture and environment some steps were taken. First, face validity was carried out; in order to find out and estimate the suitability of the questionnaires, they were given to two experts (Dr. Hoshang F Jawad and Dr. Abbas Mustafa Abbas) who are both English language teachers and have PhD degrees in English Language Teaching and Literature. They stated that the items were useful and appropriate for the purpose of the study. As a second step in order to improve reliability and validity of the questionnaires the researcher opted for the piloting of it.

Pilot Study

The participants of the pilot study consisted of 20 students from the University of Slemani. The reason behind carrying out a pilot study was to see if the participants of this study would face any difficulties comprehending the items. The respondents of the pilot study did not face any problems or ambiguity to understand the items during the completion of the questionnaire.

In order to evaluate the reliability of the questionnaire, Cronbach Alpha was used to measure the reliability. The Cronbach Alpha was calculated as .88. (see Table 3). Cohen, Manion and Morrison (2013) stated that “the Cronbach alpha provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other relevant items, and is useful for multi-item scales” (p. 148). This result shows that the questionnaire was reliable.

Before distributing the questionnaire for the pilot study oral consent was received by the Head of Department.

Table 3

Reliability of the Questionnaire

	Cronbach's Alpha	Number of Items
SQUMD	.88	19

Data Analysis

After the collection of the questionnaire, the data were analyzed quantitatively by using the Statistical Package for Social Sciences (SPSS), version 20.0. The responses of the participants in each group were computed to find out the means, standard deviations, and mean differences of the variables. Additionally, a one-way ANOVA and Post-hoc analyses (LSD) were used to reveal whether the differences were significant in the use of different year groups related to their perspectives regarding MD usage, and an independent sample t-test was used to reveal whether there were any significant differences related to their perspectives regarding MD usage and gender. In other words, to be able to reveal whether gender and year of study had an impact on the perspectives of the students, a t-test and one-way ANOVA were conducted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The purpose of this study was to examine in general the use of Mobile Dictionaries (MD) among the students in the Kurdistan context. This chapter discusses the results of the findings. The presented findings were analyzed quantitatively and are set according to the research questions that guided this study.

The analytical process in this Chapter is based on the following research questions:

1. Which types of dictionaries do the students prefer to employ in the EFL classroom?
2. What are the students' attitudes regarding the employment of Mobile Dictionaries in the EFL Kurdish context?
3. Are there any significant differences between the attitudes of Kurdish students regarding the usage of Mobile Dictionaries with respect to their gender and grades?

Dictionary Employment

The first research question was treated through an analytical process with reference to a descriptive statistics from 200 students, which focused on the dictionary type used by the Kurdish English Department learners. The survey discovered that the learners mainly used Mobile Dictionaries (MD) in their English classes. The overall results of the survey are shown in Table 4 with mean scores and standard deviations.

Table 4

Attitudes towards MD Employment

Statement	M	SD
1. I use my mobile dictionary when learning English.	4.41	1.10
2. My mobile dictionary is useful both in and out of the English classroom.	3.85	1.24
3. My mobile dictionary helps me improve my skills (listening, speaking, reading and writing)	3.86	1.16
4. My mobile dictionary helps me improve my English pronunciation.	3.99	1.11
5. My mobile dictionary helps me improve my English Grammar.	3.89	0.84
6. My mobile dictionary motivates me to learn English.	3.76	0.97
7. Mobile dictionaries facilitate the teaching-learning process.	3.99	0.74
8. My mobile dictionary helps me understand English words quicker.	4.24	0.87
9. My mobile dictionary helps me improve my spelling.	4.09	1.01
10. My mobile dictionary helps me understand English words easier.	3.71	0.77
11. My mobile dictionary is helpful when remembering words.	4.09	1.15
12. Mobile dictionaries foster learning.	4.07	0.67
13. Mobile dictionaries are easy to carry around.	3.75	1.01
14. Mobile dictionaries raise self-confidence.	3.91	0.75
15. Mobile dictionaries can be used in all classes.	3.35	1.00
16. Mobile dictionaries support learning with	4.08	0.85

images.		
17. Mobile dictionaries provide individual study.	3.73	0.61
18. Mobile dictionaries can be used at any time.	3.92	0.48
19. Mobile dictionaries enhance autonomy.	4.00	0.80

Note: M: Mean Score SD: Standard Deviation

Statement 1 “I use Mobile Dictionaries when learning English” ought to reveal the most commonly adopted dictionary type among the English Department Kurdish learners. Almost all of the participants indicated that they used MD when learning English with a mean score of 4.41 and standard deviation of 1.10. This finding reveals that MD were used more compared to any other type of dictionary by Kurdish learners. The growth of technology and the applications presented in mobile/smart phones are seen to be incorporated in English classes (Agca&Ozdemir, 2013). This finding reveals that Kurdish students made use of their mobile/smart phones in their English classes. The MD in particular was employed among the Kurdish learners.

Attitudes towards Mobile Dictionaries

The second research question examined the English Department Kurdish students’ attitudes regarding the use of MD. Table 4 presented the overall results of the statements regarding the participants’ responses. It is clearly seen (see Table 5) that the highest mean scores were observed in Statements 8, 9, 11, 12, 16 and 19 which showed that the Kurdish students had highly strong attitudes regarding these statements. The following will illustrate these statements in detail.

According to Table 5 Kurdish learners had the most positive attitude towards Statement 8 “My mobile dictionary helps me understand English words quicker” in which received a mean score of 4.24 and standard deviation of 0.87. This finding

reveals that Kurdish learners mostly resort to MD to help them understand English words quicker. Following this, Statement 9 “My mobile dictionary helps me improve my spelling” with a mean score of 4.09 and standard deviation of 1.01 received the second highest mean score. This finding reveals that Kurdish English learners believed that MD improved their spelling and had positive attitudes towards this statement. Equivalent to Statement 9, Statement 11 “My mobile dictionary is helpful when remembering words” also received a mean score of 4.09 but with a standard deviation of 1.15. It is evident from this finding that Kurdish learners find MD helpful when remembering words. In addition, Statement 12 “Mobile dictionaries foster learning”, with a mean score of 4.07 and standard deviation of 0.67 was also among the highest mean scores. Kurdish learners believed that MD fostered learning. Statement 16 “Mobile dictionaries support learning with images”, with a mean score of 4.08 and standard deviation of 0.85 and Statement 19 “Mobile dictionaries enhance autonomy” with a mean score of 4.00 and standard deviation of 0.80 also were among the highest mean scores. This is in line with the studies by Chang (2014) who showed that MD was seen as an essential instrument to enhance autonomy and Motiwalla (2007) who revealed that MD enhanced autonomy. In addition, Sung (2012) showed that the role MD with image input is very useful for learners in English as a second language (ESL). These findings revealed that Kurdish English learners mostly had positive attitudes towards MD usage and believed strongly that MD supported learning with images and enhanced autonomy.

Table 5

Highest Mean Scores of Attitudes Regarding MD

Statement	M	SD
8. My mobile dictionary helps me understand English words quicker.	4.24	0.87
9. My mobile dictionary helps me improve my spelling.	4.09	1.01
11. My mobile dictionary is helpful when remembering words.	4.09	1.15
12. Mobile dictionaries foster learning.	4.07	0.67
16. Mobile dictionaries support learning with images.	4.08	0.85
19. Mobile dictionaries enhance autonomy.	4.00	0.80

Note: M: Mean Score SD: Standard Deviation

The following section will present the remaining Statements regarding the questionnaire (also see Table 4).

Statement 2 “My mobile dictionary is useful both in and out of the English classroom” revealed with a mean score of 3.85 and standard deviation of 1.24 that Kurdish English learners believed that MD were useful both in and out of the English classroom. Even though Özdemir (2010) believed that students should be encouraged to consult their MD at any time in any place. This finding reveals that Kurdish learners resort to their MD without any encouragement. Similarly it was seen in Bamford(2014) study that 61% of his participants among 150 used their MD and at any time.

According to Statement 3 “My mobile dictionary helps me improve my skills (listening, speaking, reading and writing)” which received a mean score of 3.86 and standard deviation of 1.16 revealed that Kurdish learners believed that their MD helped them improve their skills. This is somewhat in line with the study carried out by Dang (2013) who found that the majority of the HoaSen University students used their mobile phones to improve their skills.

The findings related to Statement 4 “My mobile dictionary helps me improve my English pronunciation” revealed that Kurdish learners had positive attitudes towards this statement with a mean score of 3.99 and standard deviation of 1.11. This finding reveals that Kurdish learners believed that their MD helped them improve their English pronunciation.

With respect to Statement 5 “My mobile dictionary helps me improve my English Grammar” revealed that Kurdish learners believed that their MD helped them improve their English grammar with a mean score of 3.89 and standard deviation of 0.84. This finding revealed that students had positive attitudes regarding this statement. For Statement 6 “My mobile dictionary motivates me to learn English”, again most of the students agreed with this statement with a mean score of 3.76 and standard deviation of 0.97. This showed that Kurdish learners believed that MD motivated them to learn English. Rahimi and Hosseini (2011) believed that using technological devices promotes language learners’ motivation.

For Statement 7 “Mobile dictionaries facilitate the teaching-learning process” most of the learners believed that MD facilitated the teaching-learning process with a mean score of 3.99 and standard deviation of 0.74. This showed that MD was believed to highly facilitate the teaching-learning process among the Kurdish learners.

Chinnery (2015) revealed that 77% of the students in his study also believed that dictionaries facilitate the teaching-learning process.

According to Statement 10 “My mobile dictionary helps me understand English words easier” with a mean score of 3.71 and standard deviation of 0.77 revealed that the Kurdish learners believed that MD helped them understand English words easier. A similar study by Thornton and Houser (2005) revealed that their participants believed that MD provided more information and new words. For Statement 13 “Mobile dictionaries are easy to carry around”, with a mean score of 3.75 and standard deviation 1.01 revealed that MDs were believed to be easy to carry around among the Kurdish learners. In other words, MDs were believed to be portable among the students. This is in line with the study of Chang (2014) whose participants believed that MDs were very easy to carry around.

Regarding Statement 14 “Mobile dictionaries raise self-confidence” with a mean score of 3.91 and standard deviation of 0.75 revealed that the Kurdish learners believed that MD raised their self-confidence. Chang (2007) believed that self-confidence is very important for students to learn a foreign language. Following Statement 14, Statement 15 “Mobile dictionaries can be used in all classes” with a mean score of 3.35 and standard deviation of 1.00 revealed that Kurdish learners used their MD in all their classes. In other words, they did not only use their MD in English classes but they also used their MD in all classes.

For Statement 17 “Mobile dictionaries provide individual study” with a mean score of 3.73 and standard deviation of 0.61 revealed that Kurdish learners believed highly that MD provided them with individual study. With regard to Statement 18 “Mobile dictionaries can be used at any time” with a mean score of 3.92 and standard deviation of 0.48 revealed that Kurdish learners had positive attitudes regarding this

statement. The finding revealed that Kurdish learners used their MD at any time. Venkatesh(2013) illustrated that out of 60 students 35 of them believed that MD played an essential role and could provide individual study.

Significant Differences of Perspectives

To be able to answer the third research question on whether there were any significant differences of the attitudes of Kurdish students towards MD usage related to their gender and year of study, students' responses were computed. To find out the differences related to gender an independent samples t-test was employed. Additionally, to reveal the differences regarding year of study a one-way Anova was used. The following section will present the findings related to the gender and year of study of the Kurdish students.

Gender. To find out whether there were any significant differences regarding the gender of Kurdish students, their perspectives with respect to the usage of MD were computed and set into a table (see Appendix D). According to Appendix D it could easily be seen that the female Kurdish students had more positive attitudes related to MD compared to the male Kurdish students. Table 6 presents the significant differences which were found in the Statements of 1, 13 and 15.

Table 6

Attitudes and Gender

Statements	Gender	M	SD	S
1. I use my mobile dictionary when learning English.	Male	4.22	1.09	0.043
	Female	4.60	1.12	
13. Mobile dictionaries are easy to carry around.	Male	3.59	1.05	0.092
	Female	3.92	0.96	
15. Mobile dictionaries can be used in all classes.	Male	3.57	1.02	0.009
	Female	4.13	0.98	

Note: M: Mean Score SD: Standard Deviation S: Significance

According to the findings related to whether gender had an impact on the Kurdish learners' responses only three statements were seen to have significant differences. Statement 1 "I use my mobile dictionary when learning English" revealed that the female Kurdish students (M=4.60, SD=1.12) used their MD more than their male peers (M=4.22, SD=1.09).

Another significant difference was found in Statement 13 "Mobile dictionaries are easy to carry around". The male Kurdish students with a mean score of 3.59 (SD=1.05) believed less that MD were easy to carry around compared to the female Kurdish students (M=3.92, SD=0.96).

Similarly, a significant difference was found in Statement 15 "Mobile dictionaries can be used in all classes". The female Kurdish students (M=4.13, 0.98) outperformed the male Kurdish students (M=3.57, SD=1.02). This finding revealed that the female Kurdish students believed MD could be used in all classes more than the male Kurdish students.

Females in this context are seen to be more prone to using MD compared to the males. This finding was quite in line with the study carried out by Economides and Grousopulou (2008) who revealed that gender differences existed, although they were not big with regard to mobile device usage.

Year of Study.The second part of the third research question aimed to answer whether there were any significant differences due to the year of study among the Kurdish learners. Appendix E presents the findings related to the differences related to the year of study.

Table 7

MD use among Year of Study Groups

Year of Study	Mean	SD
Fourth	3.30	.49
First	2.98	.42
Third	2.63	.38
Second	2.54	.35

As it could be seen in Table 7 the fourth year students were found to be the most frequent users of MD and had the most positive attitudes (M=3.30). Surprisingly, the first year students followed the fourth year students as the second most frequent MD users with a mean score of 2.98. They were followed by the third year students (M=2.63) and the second year students (M=2.54) respectively. These results show that using MD can change over time as learners either mature or become more proficient and experienced in using MD. This could be the reason why the

fourth year students were found to be the most frequent employers of MD. Similar results were reported by many scholars, such as Brown (2001), Wang and Shih (2012), and Thong (2014). Chang(2014) claimed that when learners become more experienced, they develop and use MD more. At the same time, finding first year students as the second most frequent users of MD was surprising. There may be a number of interpretations for this finding. One of these relate to the fact that first year students may be perceiving MD as a difficult device, therefore they tried to use it to overcome their difficulties. In the following section, further analysis of whether any of these differences in the mean scores of different years of study are significant or not will be presented.

The significant differences between years of study.ANOVA analysis for the differences in attitudes of MD use among the year of study groups revealed significant differences between the years of study groups in regards to overall MD usage (see Appendix E). Based on these results post hoc analysis (Dunnett and LSD) was used to specify occurrence of these significant differences between years of study groups and find interpretation for these differences (see Appendix F).

The first significant difference was found in the use of “MD when learning English” between fourth year students and all the other classes ($F(3, 298) = 21.1, p = .000$). The results showed that fourth year students ($M=3.03$) used MD more than the first ($M=2.37$), second ($M=2.02$) and third year students ($M=2.53$). This is in line with Brown (2001) who asserted that students’ year of study had an important place for the use of MD because as he stated the fourth year students were more aware of using MD as a material for learning the English Language compared to the other classes. Another significant difference within this statement was between the third

year students ($M=2.53$) and second year students ($M=2.02$). It seems that the third year students used MD more than the second year students.

In the case of “MD being useful in and out of the class” ($F(3,298) = 14.3$, $p=.000$), and “Mobile dictionaries facilitate the teaching- learning process” ($F(3,289)=16.0$, $p=.000$), the only significant difference was found between the second year students among all the other year of study groups. Based on the results, second year students seemed to not use MD in and out of the class, and to improve their skills compared to the other year of study groups because their mean scores were lower (see Appendix E). This is dissimilar to the findings of Wang and Shih (2012) who stated that the students of year four understand the usage of mobiles when learning English so they make use of it in and outside the English classroom compared to the other year of study groups.

Statement 3 “My mobile dictionary helps me improve my skills (listening, speaking, reading and writing)” ($F(3,298) = 16.3$ $p=.000$) was a more common statement among the fourth year students ($M=3.98$) than the first ($M=3.01$), second ($M=3.30$) and third year students ($M=2.92$). This is similar to the finding of Thong (2014) who showed that the fourth year learners agreed to use MD for English skills the most within the year of study groups while the second year students used MD to improve their skills the least.

Another significant difference was found between first year and second year students in “My mobile dictionary helps me improve my English pronunciation” ($F(3,298) = 19.2$, $p=.000$). This means that compared to the second year students ($M=1.94$), the first year students with a mean score of 3.06 believed more that MD helped them improve their English pronunciation. This result could be because first

year students are eager to correct their pronunciation and the beginning of studying. Within this item, there were also other significant differences between the fourth year students ($M=3.04$) and the second ($M=1.94$) and the third year students ($M=2.50$). Based on the results the fourth year students had more positive attitudes regarding this statement more than the second and third year students.

In the case of Statement 5 “My mobile dictionary helps me improve my English Grammar”, the main difference was between the fourth year students and the first year students ($F(3,298)=24.2, p=.000$). This means that this statement was popular among the fourth year students. Actually, the fourth year students ($M=3.91$) seemed to employ their MD to improve their grammar more than the second year ($M=3.43$), and third year ($M=2.91$), while the second year students believed in this statement more than the first year students. Concerning Statement 6 “My mobile dictionary motivates me to learn English” ($F(3,298)=38.6, p=.000$), the significant differences showed that second year students ($M=4.16$) and the fourth year ($M=4.01$) believed that MD motivated them to learn English more than the first ($M=2.85$) and third ($M=3.27$) year of study groups. Statement 7 “Mobile dictionaries facilitate the teaching- learning process” ($F(3,298)=16.0, p=.000$), the only significant difference was found between the second year students. Based on the results the second year students believed highly that MD facilitated the teaching- learning process compared to the other year of study groups.

Regarding Statement 8 “My mobile dictionary helps me understand English words quicker.” ($F(3,298)=4.0, p=.008$), significant differences were found between the second year students with a mean score of 2.00 and the first year students ($M=2.42$) and the fourth year students ($M=2.35$). As it is derived from the mean scores, the first and fourth year students believed that MD helped them understand

English words quicker more than the second year students. In addition, for Statement 9 “My mobile dictionary helps me improve my spelling”, the findings showed priority for the first year students ($M=2.53$) who believed MD was easy to use compared to the second year ($M=1.80$) and fourth year ($M=2.40$) students ($F(3,298)=12.7, p=.000$) (see Appendix F). Within this statement, other significant differences had been observed between the third year students ($M=2.40$) and second year students ($M=1.80$), and the third year students and fourth year students ($M=2.00$). According to these results the first and third year students believed that MD helped them improve their spelling more than the second and fourth year students.

Furthermore, a lot of significant results had been observed in Statement 10 “My mobile dictionary helps me understand English words easier” ($F(3,298)=25.1, p=.000$). For this statement, the fourth year students ($M=4.16$) showed superiority for this statement compared to the first year students ($M=2.94$), second year students ($M=3.63$), and third year students ($M=2.94$). Additionally, compared to the first and third year students, the second year students believed that MD was easy when understanding English words. This is in line with the study carried out by Chang (2014) who showed that the fourth year students utilized MD easily more than the third year students.

Based on the data, there were significant difference in Statement 11 “My mobile dictionary is helpful when remembering words” ($F(3,298)=11.2, p=.000$). It revealed that this statement was not popular among the second year students compared to the other year groups. At the same time, the first year students believed more that their MD was helpful when remembering words than the fourth year students. The first year students ($M=2.64$) believed that “Mobile dictionaries fostered learning” (Statement 12), more than the second year students ($M=2.06$) and third year

students ($M=2.04$) ($F(3,298)=5.4, p=.001$). On the other hand, compared to the other year of study groups, the third year students believed more that MD were easy to carry around ($M=2.19$) ($F(3,298)=26.8, p=.000$).

Furthermore, significant differences were found in Statement 14 “Mobile dictionaries raise self-confidence” ($F(3,298)=3.2, p=.022$). The difference was observed between the first year students ($M=2.20$) and second year students ($M=1.90$). The data revealed that the first year students believed that MD raised self-confidence more than the second year students. Statement 15 “Mobile dictionaries can be used in all classes” ($F(3,298)=7.0, p=.000$), Statement 16 “Mobile dictionaries support learning with images” ($F(3,298)=6.7, p=.000$) and Statement 19 “Mobile dictionaries enhance autonomy” the only significant differences were found between the second year students compared to the other year of study groups. The results indicate that the second year students believed less that MD could be employed in all classes, supported learning with images and enhanced autonomy compared to the other year of study groups.

Concerning Statement 17 “Mobile dictionaries provide individual study”, significant differences were found between the third year students ($M=1.84$) and fourth year students ($M=2.30$) ($F(3,293)=4.5, p=.004$). The results showed that the fourth year students believed that MD provided them with individual study more than the third year students. For Statement 18 “ Mobile dictionaries can be used at any time”, the mean scores were calculated as 2.56 for the first year students, 2.22 for the second year students, 2.76 for the third year students, and 3.14 for the fourth year students respectively. Based on the mean scores, the fourth year students were found as more frequent believers that MD could be used at any time more than the first year students and the second year students, while the other significant difference showed

that the third year students believed MD could be employed at any time more than the second year students ($F(3, 298) = 12.6, p = .000$).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to investigate students' perceptions regarding the use of Mobile Dictionaries(MD) inside the English as a foreign language (EFL) classroom in the Kurdistan context. Furthermore, the study tried to investigate the attitudes of the Kurdish students regarding MD and whether there was a relationship between the attitudes of the students regarding their gender and grade. This chapter presents the summary of the findings, recommendations followed by suggestions for further studies.

Summary of the Findings

This paper was designed to discover the Kurdish ELT students' experience related to the type of dictionary they employed in EFL classrooms. Two hundred Kurdish students studying at the Slemani University in the north of Iraq participated in this study. The findings to the research questions are as follows:

First, according to the first research question "Which types of dictionaries do the students prefer to employ in the EFL classroom", the results revealed that MD were used immensely by the Kurdish students compared to any other type of dictionary. Second, related to the second research question the findings indicated that students in general had positive attitudes related to MD usage. However, they highly believed that MD helped them understand English words quicker, MD helped them improve their spelling, MD was helpful when remembering words, MD fostered learning, MD supported learning with images and that MD enhanced autonomy. Third, the results related to the third research question with respect to gender, the female

students were seen to have more positive attitudes in general compared to the male students. However, significant differences were seen in statements 1, 13 and 15. These results showed that female students used MD when learning English more than the males, and believed that MD were easy to carry around and could be used in all classes more than the male students. The results of the second part of the third research question with regard to year of study, the fourth grade participants were seen to employ MD the most and had more positive attitudes compared to the first, second and third year students.

Recommendations

To sum up, the study was conducted to explore students' views on the use of MD within an EFL context, specifically EFL Kurdish learners at the university level. The concluding thoughts of the study revealed that most of language students preferred to use MD. Therefore, the study puts forth a number of educational recommendations to assist teachers, practitioners and students' to improve their EFL learning and teaching:

1. In order to encourage students to use MD, priority should be given to dictionary training sessions when teaching English at the university level. Dictionary exercises are significant, such as looking for a suitable head entry, comprehending the entry, locating the appropriate part of the definition, putting the word within the context.
2. Teachers can introduce different types of dictionaries to their students and monitor them to use MD in their learning process.

3. The Ministry of Higher Education and Scientific Research can organize academic conferences, seminars and workshops to update EFL teachers' knowledge about the role of MD, its advantages and effective teaching strategies that can assist Kurdish learners.

Suggestions for Further Research

With reference to the findings of the present research and the research journey, some significant suggestions and scholarly recommendations came up to assist future researchers and continue academic investigations to enhance the EFL learning process with technology, specifically the MD:

1. This study was conducted in Slemani Province in Iraqi Kurdistan region with a small number of participants (200 students). So, further research can be conducted in other cities with a larger number of participants in order to strengthen the findings and improve its validity and reliability.
2. As the present study was limited to the students within the university level, further research can be applied to high school and basic education levels within the Ministry of Education in order to generalize the research findings to a larger population.
3. For further research, a study could be carried out with teachers regarding their awareness, attitudes and teaching styles with respect to MD.
4. In addition, this study employed a quantitative method. Further studies could be carried out employing qualitative method. According to Tewksbury (2009) qualitative methods provide a depth of understanding of issues that is not possible through the use of quantitative and provide valuable insights and advances to knowledge.

5. More specifically, researchers can investigate the influence of Android, Microsoft, smart phones and their apps on learning the English language among university students as an electronic device and a learning tool at the same time specifically in the Kurdistan context.

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Appendix A

Participant Consent Form

**KURDISH STUDENTS' PERSPECTIVES REGARDING THE USE OF MOBILE
DICTIONARIES**

My name is AzeezRaoufAbdulazeez. I am an M.A. Student at Near East University, English Language Teaching Department. I would like to ask for your participation in my research which focuses on **KurdishStudents' Perspectives Regarding the Use of Mobile Dictionaries**. You are free to answer or refuse any question. Individual names and any identifiable information will not be used when the results of this study are presented or published. You will not be subject to any judgment due to your answers. Your name and place of work will remain confidential. Please remember that your participation in this research is completely voluntary. You are free to participate or refuse to do so at any time. If you have any questions about the study you can contact me through this e-mail address: **azizrauf75@yahoo.com**

I have read the information provided by the researcher and my questions have been answered satisfactorily. I agree to voluntarily take part in this study.

Participant's Name

Participant's Signature

Date_____

Appendix B

Student Questionnaire on Using Mobile Dictionaries

Dear student,

This questionnaire is designed to gather information regarding the usage of mobile dictionaries. It takes about 20-30 minutes to complete this questionnaire.

This is not a test. This information will be used only for the purposes of the research. It is important to answer each question as honestly as possible. There is no right or wrong answers. Please state your opinion frankly about the statements by placing an 'X' in the boxes under the scale ranging from 'Strongly Agree to Strongly Disagree'. The results of this questionnaire will only be used for research purposes and will not be publicized.

Thank you very much for your cooperation.

AzeezRaoufAbdulazeez
MA Student
Department of ELT
Near East University
E-mail: hanife.bensen@neu.edu.tr

Supervisor: Asst. Prof. Dr.
HanifeBensen
Department of ELT
Near East University

You can contact me through the following email if needed:

azizrauf75@yahoo.com



Mark the appropriate option with (x).

Gender	Male ()	Female ()		
Grade	First	Second	Third	Fourth

Student Questionnaire on using mobile dictionaries		Strongly Agree	Agree	Not decided	Disagree	Strongly Disagree
No	Statements					
1	I use my mobile dictionary when learning English.					
2	My mobile dictionary is useful both in and out of the English classroom.					
3	My mobile dictionary helps me improve my skills (listening, speaking, reading and writing)					
4	My mobile dictionary helps me improve my English pronunciation.					
5	My mobile dictionary helps me improve my English Grammar.					
6	My mobile dictionary motivates me to learn English.					
7	Mobile dictionaries facilitate the teaching- learning process.					
8	My mobile dictionary helps me understand English words quicker.					
9	My mobile dictionary helps me improve my spelling.					
10	My mobile dictionary helps me understand English words easier.					
11	My mobile dictionary is helpful when remembering words.					
12	Mobile dictionaries foster learning.					
13	Mobile dictionaries are easy to carry around.					
14	Mobile dictionaries raise self-confidence.					
15	Mobile dictionaries can be used in all classes.					
16	Mobile dictionaries support learning with images.					
17	Mobile dictionaries provide individual study.					
18	Mobile dictionaries can be used at any time.					
19	Mobile dictionaries enhance autonomy.					

Appendix C

Approval Letter by Directorate of Faculty of Physical and Basic Education

<p>KURDISTAN REGIONAL GOVERNMENT Council Of Ministers Ministry of Higher Education & Scientific Research University of Sulaimani Faculty of Physical and Basic Education</p>		<p>كۆماری هەرێمی كوردستان - عێراق سهروكساره‌ی نه‌خۆوه‌ی وهرزبان وه‌زاره‌تی خوێندنی باڵا و توێژینه‌وه‌ی زانستی زانكۆی سۆلامانی فاكولته‌تی به‌روه‌ده‌ی وهرز و بنه‌ره‌نی</p>
<p>No: 35 Date: 21/01/2016</p>	<p>English Department به‌شی ئینگلیزی</p>	<p>ژماره: / / رێكده‌وت: 2016 / / 2715 / /</p>
<p>To whom it may concern Subject/ support letter</p>		
<p>Dear Sir/Madam,</p> <p>This is to certify that Mr. Azeez Raouf Abdulazeez, a Master's student at your Near East University, has been officially allowed by our department of English to interview selected students of the department and distribute his questionnaires on the faculty members and students to collect his research data as part of writing his Master's thesis.</p> <p>If you have any question or query regarding this letter, please do not hesitate to contact me at the following addresses:</p> <p>E-mail: hoshang.jawad@univsul.edu.iq Mobile phone: 00964 7701 585866</p>		
<p> Assist. Professor Hoshang F. Jawad Head of English Department School of Basic Education-Sulaimani University Kurdistan Region of Iraq</p>		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>University of Sulaimani Faculty of Physical and Basic Education School of Basic Education Department of English No. / / Date: 21/01/2016</p> </div>
<p><small>University New campus (Raparh way) Sulaimani Kurdistan Iraq Faculty's Email: arab@univsul.edu.iq www.univsul.net Tel: 07480174845</small></p>		
<p>H/3/3a</p>		

Appendix D

M and SD According to Gender

Statements	Gender	M	SD	S
1. I use my mobile dictionary when learning English.	Male	4.22	1.09	0.043
	Female	4.60	1.12	
2. My mobile dictionary is useful both in and out of the English classroom.	Male	3.78	1.11	0.227
	Female	3.92	1.38	
3. My mobile dictionary helps me improve my skills (listening, speaking, reading and writing)	Male	3.81	1.12	0.451
	Female	3.92	1.21	
4. My mobile dictionary helps me improve my English pronunciation.	Male	4.01	1.02	0.567
	Female	3.98	1.19	
5. My mobile dictionary helps me improve my English Grammar.	Male	3.92	0.91	0.341
	Female	3.87	0.78	
6. My mobile dictionary motivates me to learn English.	Male	3.72	0.93	0.489
	Female	3.80	1.03	
7. Mobile dictionaries facilitate the teaching- learning process.	Male	4.03	0.79	0.638
	Female	3.96	0.69	
8. My mobile dictionary helps me understand English words quicker.	Male	4.20	0.84	0.392
	Female	4.28	0.91	
9. My mobile dictionary helps me improve my spelling.	Male	4.12	1.03	0.289
	Female	4.07	0.99	
10. My mobile dictionary helps me understand English	Male	3.62	0.73	0.187

words easier.	Female	3.81		0.82
11. My mobile dictionary is helpful when remembering words.	Male	4.11	1.17	0.814
	Female	4.08		1.13
12. Mobile dictionaries foster learning.	Male	4.01	0.64	0.152
	Female	4.12		0.71
13. Mobile dictionaries are easy to carry around.	Male	3.59	1.05	0.092
	Female	3.92		0.96
14. Mobile dictionaries raise self-confidence.	Male	3.92	0.77	0.872
	Female	3.90		0.73
15. Mobile dictionaries can be used in all classes.	Male	3.57	1.02	0.009
	Female	4.13		0.98
16. Mobile dictionaries support learning with images.	Male	4.11	0.89	0.512
	Female	4.06		0.81
17. Mobile dictionaries provide individual study.	Male	3.68	0.59	0.396
	Female	3.79		0.63
18. Mobile dictionaries can be used at any time.	Male	3.90	0.46	0.711
	Female	3.93		0.51
19. Mobile dictionaries enhance autonomy.	Male	4.02	0.83	0.266
	Female	3.98		0.77

Appendix E

ANOVA for Each Statement According to Year

Statements	Year of Study	No of students	M
S2	first year	47	3.01
	second year	59	3.30
	third year	45	2.92
	fourth year	49	3.98
S3	first year	47	3.01
	second year	59	3.39
	third year	45	2.92
	fourth year	49	3.02
S4	first year	47	2.90
	second year	59	3.04
	third year	45	2.50
	fourth year	49	2.98
S5	first year	47	3.01
	second year	59	3.30
	third year	45	2.92
	fourth year	49	3.98
S6	first year	47	3.06

	second year	59	1.94
	third year	45	2.50
	fourth year	49	3.04
S7	first year	47	2.94
	second year	59	3.43
	third year	45	2.91
	fourth year	49	3.91
S8	first year	47	2.85
	second year	59	4.16
	third year	45	3.27
	fourth year	49	4.01
S9	first year	47	2.42
	second year	59	2.00
	third year	45	2.04
	fourth year	49	2.35
S10	first year	47	2.53
	second year	59	1.80
	third year	45	2.40
	fourth year	49	2.00
S11	first year	47	2.94

	second year	59	3.63
	third year	45	2.94
	fourth year	49	4.16
S12	first year	47	2.64
	second year	59	2.06
	third year	45	2.04
	fourth year	49	3.98
S13	first year	47	2.06
	second year	59	2.86
	third year	45	2.04
	fourth year	49	3.86
S14	first year	47	2.08
	second year	59	2.10
	third year	45	2.19
	fourth year	49	2.04
S15	first year	47	2.20
	second year	59	1.90
	third year	45	2.18
	fourth year	49	2.00
S16	first year	47	2.76

	second year	59	1.92
	third year	45	2.03
	fourth year	49	2.17
S17	first year	47	2.04
	second year	59	1.95
	third year	45	1.84
	fourth year	49	2.30
S18	first year	47	2.56
	second year	59	2.22
	third year	45	2.76
	fourth year	49	3.14
S19	first year	47	2.82
	second year	59	2.57
	third year	45	3.67
	fourth year	49	3.10

Appendix F

Differences of Perspectives Between and within Year of Study

Statement		Sum of Squares	Df	Mean Square	F	P value
1. I use my mobile dictionary when learning English	Between	41.249	3	13.750	21.117	.000
	Within	194.039	298	.651		
	Total	235.288	301			
2. My mobile dictionary is useful both in and out of the English classroom.	Between	27.797	3	9.266	14.334	.000
	Within	192.630	298	.646		
	Total	220.427	301			
3. My mobile dictionary helps me improve my skills (listening, speaking, reading and writing)	Between	51.030	3	17.010	16.387	.000
	Within	309.331	298	1.038		
	Total	360.361	301			
4. My mobile dictionary helps me improve my English pronunciation.	Between	66.182	3	22.061	19.274	.000
	Within	341.080	298	1.145		
	Total	407,262	301			
5. My mobile dictionary helps me improve my English Grammar.	Between	78.094	3	26.031	24.281	.000
	Within	319.482	298	1.072		
	Total	397.576	301			
6. My mobile dictionary motivates me to learn English.	Between	83.122	3	27.707	38.611	.000
	Within	213.845	298	.718		
	Total	296.967	301			
7. Mobile dictionaries facilitate the teaching- learning process.	Between	43.796	3	14.599	16.031	.000
	Within	271.373	298	.911		
	Total	315.169	301			
8. My mobile dictionary helps me understand English words quicker.	Between	7.916	3	2.639	4.045	.008
	Within	194.392	298	.652		
	Total	202.308	301			
9. My mobile dictionary helps me improve my spelling.	Between	28.378	3	9.459	12.794	.000
	Within	220.324	298	.739		
	Total	248.702	301			
10. My mobile dictionary helps me	Between	77.595	3	25.865	25.131	.000
	Within	306.709	298	1.029		

understand English words easier.	Total	384.305	301			
11. My mobile dictionary is helpful when remembering words.	Between	32.828	3	10.943	11.212	.000
	Within	290.844	298	.976		
	Total	323.672	301			
12. Mobile dictionaries foster learning.	Between	16.170	3	5.390	5.491	.001
	Within	292.508	298	.982		
	Total	308.679	301			
13. Mobile dictionaries are easy to carry around.	Between	46.604	3	15.535	26.862	.000
	Within	172.336	298	.578		
	Total	218.940	301			
14. Mobile dictionaries raise self-confidence.	Between	6.42	3	2.142	3.267	.022
	Within	195.378	298	.656		
	Total	201.805	301			
15. Mobile dictionaries can be used in all classes.	Between	17.525	3	5.842	7.078	.000
	Within	245.962	298	.825		
	Total	263.487	301			
16. Mobile dictionaries support learning with images.	Between	19.526	3	6.509	6.768	.000
	Within	286.583	298	.962		
	Total	306.109	301			
17. Mobile dictionaries provide individual study.	Between	8.102	3	2.701	4.518	.004
	Within	178.114	298	.598		
	Total	186.215	301			
18. Mobile dictionaries can be used at any time.	Between	34.148	3	11.383	12.670	.000
	Within	267.723	298	.898		
	Total	301.871	301			
19. Mobile dictionaries enhance autonomy.	Between	29.127	3	9.709	8.810	.000
	Within	328.422	298	1.102		
	Total	357.550	301			