

# **USEFULNESS OF SMARTPHONE FOR PROMOTING LEARNER AUTONOMY**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Rajendra Pantha**

**Faculty of Education, Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2017**

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2017**

**T.U. Regd. No.: 9-2-406-158-2007  
Exam Roll No.: 280516/2070**

**Date of the Approval of the  
Thesis Proposal: 24-09-2015  
Date of Submission: 10-2-2017**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Rajendra Pantha** has prepared this thesis entitled **Usefulness of Smartphone for Promoting Learner Autonomy** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

I hereby declare that to the best of my knowledge, this thesis is original; and no part of it was earlier submitted for the candidature of research degree to any university.

Date: 9-2-2017

.....

**Rajendra Pantha**

## **DEDICATION**

Dedicated,

**To my parents:** The dream has finally come true.

**To the readers:** Have a happy reading.

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and deep gratitude to my honorable guru and supervisor **Mr. Bhesh Raj Pokhrel**, lecturer, Department of the English Education for his invaluable guidance and constructive suggestions to complete this work.

I would like to express my sincere gratitude to **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education, T.U., Kritipur for his invaluable inspiration and kind suggestions. Similarly, I express my gratefulness to my respected guruma **Professor Dr. Anjana Bhattarai**, former head, Department of English Education T.U, Kirtipur. Likewise, I am grateful to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Laxmi Bahadur Maharjan, Dr. Purna Bahadur Kandel, Mr. Khem Raj Joshi, Mr. Laxmi Prasad Oja, Mr. Resham Acharya, Ms. Madhu Neupane, Ms. Saraswati Dawadi Mr. Guru Prasad Paudel, Mr. Ashok Sapkota**, and all other teachers of the Department of English Education for their regular co-operation, guidance, and valuable suggestion during my study.

**Prof. Dr. Ruth Ban** of Barry University, USA who helped me by sending articles and useful materials followed by her invaluable suggestions can not be forgotten at this moment. Additionally, I duly acknowledge to the authors whose ideas are borrowed and cited in this study.

I am grateful and deeply indebted to my parents, **Mr. Yagya Murti Pantha** (father and my school teacher) and my mother **Mrs. Laxmi Pantha**, my first teacher for their everlasting care, eternal love and constant inspiration. I also would like to remember my friends: **Mr. Bishnu Hari Mishra, Mr. Basanta Devkota, and Mr. Suresh Bastola** not only for helping me with the data collection for this study but also for being the intimate friends forever.

I also do not miss this opportunity to thank **Ms. Vaishali Pradhan**, English Project Programme Manager British Council, Kathmandu, Nepal for helping me by providing me with necessary books and articles.

I am highly thankful to the principals of Manamohan Memorial College, Sorakhutte, Kathmandu, Mahendra Ratna Campus, Tahachal, Kathmandu, Gramin Aadarsa College, Nepaltar, Kathmandu, MRM College, Balaju, Kathmandu and Rainbow International College, Dally, Kathmandu for their cooperation. Furthermore, I highly appreciate the support that I received from the cooperative respondents.

Finally, I also would like to express my thanks to **Ms. Madhavi Khanal**, the librarian at the Department of the English Education, for her kind co-operation.

**Rajendra Pantha**

## ABSTRACT

The present study **Usefulness of Smartphone for Promoting Learner Autonomy** is a study about usefulness of smartphones for autonomous learning. This study aims to investigate university level students' opinion towards the use of smartphones for promoting learner autonomy and to examine if apps and online resources in smart phones enhance learner autonomy. This is a survey research. The sample for this descriptive study consisted sixty smartphone user university level students from five different colleges in Kathmadu running bachelor programme in Education English. Data here were collected by a set of questionnaire that consisted two section including open ended and close ended questions.

The findings suggested that the participants perceived themselves as autonomous learners in two ways. One had to do with such characteristics as taking more responsibility, being more motivated, et-cetera. The other was about them as learners such as improvement in their skills and being able to evaluate themselves. The findings also indicated that the participants appreciated the use of smartphones to practice their language skills independently. Finally, it was found that the access to large online authentic texts through different applications in smarttrphones made the learning interesting, engaging, and exciting for the participants.

This thesis is organized into five chapters. The first chapter is introductory in nature which deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter incorporates review of the literature and conceptual framework of the study. This chapter has mainly three sub- topics i.e. review of the related literature, implication of the review for the study and theoretical and conceptual framework. The third chapter presents the methodology of this study. Similarly, the forth chapter deals with the result and discussion of this study and conclusively, fifth chapter deals with the summary, conclusion, and recommendation of the study.

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## LIST OF SYMBOLS AND ABBREVIATIONS

B. Ed.	-	Bachelor of Education
CALL	-	Computer Assisted Language Learning
CbMs	-	Computer-Based materials
GPS	-	Global Positioning System
ICT	-	Information & Communications Technology)
M. Ed.	-	Master of Education
MALL	-	Mobile Assisted Language Learning
M-Learning	-	Mobile learning
MRM	-	Martyr Ramnath Memorial
PDA	-	Personal Digital Assistant
PDF	-	Portable Document Format
Prof.	-	Professor
RAM	-	Random Access Memory
Regd.	-	Registration
SACs	-	Self Access Centres
SL	-	Second Language
SMS	-	Short Message Service
T.U	-	Tribhuvan University
USA	-	United States of America
USB	-	Universal Serial Bus
WMD	-	Wireless Mobile Device