

CHAPTER – I

INTRODUCTION

The current, technology mediated study; **Usefulness of Smartphone for Promoting Learner Autonomy** is a research work which measures the usefulness of smartphones for promoting learner autonomy. This introductory chapter deals with background of the study, statement of the problems, objectives of the study, research questions or hypotheses, significance of the study and delimitations of the study in detail along with the operational definition of the key terms.

1.1 Background of the Study

With the advent of technology learning has become easier and interactive shifting from teacher centered to learner centered approach guiding awareness, independence and autonomy in learners. (Hayta and Yaprak,2013). The role of technology in man's life is undeniable. In fact technology is like an earthquake which stimulates learners to build their learning habit again on a new basis.

Technology is the broad term used to address any kind of media (electronic or other) which helps to support learning. Technology in language teaching is not new. Indeed, technology has been around in language teaching for decades. In fact, blackboard which has been used for centuries is also a form of technology.

Discussing the use of technology in language learning, tape recorders have been in use in classrooms around the world since 1960s. Language laboratories are in operation since 1970s. In 1980, Computer Assisted Language Learning (CALL) introduced allowing learners respond to stimuli on the computer screen. Dudeney & Hockly (2007) With the emergence of ICT (Information & Communications Technology) in 2000 use of Internet and web tools made revolution in learning. (ibid) Following it, Chinnery in 2006 coined MALL

(Mobile Assisted Language Learning) which have aided learning with the of handheld technology like mobile phones, tablets, e-readers, digital dictionary, laptops and any other similar portable devices which are handy.

In the comparison of all available mobile devices smartphones can be regarded as the best ICT tools as they have the features like, affordability, portability and accessibility that facilitate users to connect to the internet with more ease anytime and anywhere. They also provide great number of applications that students can develop their knowledge about anything, including their ability to speak English.

According to Canny (2009), “Cell phones offer an ideal platform for learning since they are ubiquitous, affordable, compact and wireless.” Smartphones are so popular in learning context as they are easier to carry and cost less compared to computers (Laptops). They are in built with main two features as portability and connectivity. Portability in our learning context, due to their small size and weight learner can easily move those devices from one place to another carrying learning material on them. As per the connectivity, by connecting wireless network of the device one can get access to e-learning through the websites, share notes through different social networking sites such as Facebook, twitter, Viber, Whats App, google plus, and even can have a video chat and Skype talk with the friends and teachers to sort out the problems on learning. They even reduce textbooks costs and make learning easier and interactive. Because of offering such advantageous feature to assist students’ learning they are even given the name of school gadgets.

Different smartphones series are available these days in the market e.g. Google’s Android phone, Apple’s I-Phone and Microsoft’s Lumia series are compatible as the needs of different users. The basic activities can be performed by many mobile phones however, for language learning, the cost and technologies related to the mobile devices should be taken into consideration.

1.2 Statement of the Problem

The world we live in today is becoming increasingly connected and global. “Businesses view a global presence and understanding of the global market as vital to survival and people in general are viewed as more mobile than ever before” Selwyn, Gorard, & Furlong (2006). With this international emphasis, the study of an English language has become a great issue. Not for business and job placement in international market only but also for abroad study and to get pleasure of worlds’ literature learning English has become a matter of compulsion these days. To be more precise English has been used for several functions by the non native speakers as, i) instrumental ii) regulative iii) interpersonal and for, iv) imaginative.

The development in technology has offered opportunity for people to engage in language learning whenever they are and wherever they are. Non native speakers of English can apply different technologies while learning English for their purposes. Actually learners should address their needs through the use of various technologies available to them. “Among electronic technologies available to learners are computers, MP3 players, mobile phones esp., smartphones, televisions, and other personal digital assistants” (Kurtz, 2012 .p.15). Learners can choose either of them according to their interest and affordability.

Smartphones have been used as school gadgets these days as they offer different services for the students e.g. email service, web browsing, video call and even recording the teachers’ lecture. By these all features they have somehow let independency and awareness in the learning process. As smartphones being in practice in use in different facets of life i.e. from entertainment to education and even research to communication the researcher got interested to research on, Smartphones for promoting learner autonomy.

1.3 Objectives of the Study

The objectives of this study were as follows:

1. To explore the use of smartphone in learning English.
2. To investigate university level students' attitude and perception towards the use of smartphones for promoting learner autonomy, and
3. To suggest pedagogical implications.

1.4 Research Questions

Following were the research questions of this study:

1. What is the usefulness of smartphone in learning English?
2. What is the attitude and perception of learners on the use of smartphones on language learning?

1.5 Significance of the Study

This investigation directly correlates with the university students, who apply smartphone as an ICT tool for learning. Personally, I believe, technology lets the learners study in the natural setting in their own pace without the intervention of anyone. I do believe that "Technology has very important role in the promotion of learner autonomy and in the adoption of current innovations." as (Sharma, 2013, p.355) says. Smartphone as an ICT tool can be a great boon as it allows learners to practice different language skills (listening, speaking, reading and writing) providing individual constrains on learner autonomy. So, the first thing that I expect with this study is to find it as a helping tool to raise the students' awareness.

The study will be significant as it will guide policy makers on technology mediated learning. It will also contribute knowledge for study. Additionally, it will also help administrative bodies, teachers and parents to appreciate the role of online resources and smartphones on learning.

1.6 Delimitation of the Study

Due to time, resource and financial constrictors the proposed study had some delimitation as follows:

1. The study was limited to 60 students of B.Ed. 2nd year who use smartphone.
2. It was limited to the students majoring in English.
3. The study incorporated 5 different campuses in Kathmandu valley.
4. Questionnaire was the tool for data collection.

1.7 Operational Definition of the Key terms

Some terminologies are used in this study to describe the study procedure and findings. The terminologies used in the context of this study give following meaning.

Apps : In this study, it refers to Internet applications that run on smartphones for performing special functions such as learning, playing games and so on.

Autonomy : It is the term used to refer to the capacity and independent action for decision-making practiced by an individual for learning in this research work.

Awareness: This term is used to refer to the SL learners' consciousness of the goals, the process and the product of learning.

Cell phones : Wireless, ubiquitous mobile phones with features such as, portability and connectivity (synonymously used for smartphone in this research work.)

E-mail : The term in this study is used to refer to messages that are sent electronically from one smartphone/computer to another.

Gadget : A very useful and small electronic tool or device for practical use like learning and information sharing.

MALL : The term in this study is used to refer to language learning which is done by the assistance of mobile devices such as ipad, smartphones and so on.

Smartphone : Mobile phone built on mobile computing platform, with more advanced computing ability and connectivity than a contemporary feature phone.

CHAPTER – II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

A general survey was done to explore the use of smartphone in learning English. Review of different literature made the task easier and added new knowledge and experiences to find out the expected outcomes to the researcher. I analyzed critical evaluation through different reports, journals, websites, books etc. The statistics provided by different sources, researches done on related area, the books published by different authors and publications, journals of different organizations provided deeper knowledge and ideas to me in the concerned study. Some of the felt opinions, principles and study reports and the sources related to the topic are reviewed in this section. In addition to theoretical concepts, implications of the review of the study and conceptual framework are also included in this chapter.

2.1 Review of Theoretical Literature

With the interest of studying the actual exercise and development of learner autonomy in my technology-mediated context, this section consists of two main sections: i) learner autonomy and ii) learning through smartphones.

2.1.1 Learner Autonomy

Autonomy has its root in Greek, a combination of auto and nemo, which when joined together means “to live according to one’s own rules/laws, self governing” (Oxford, 2003, p.80). Holec’s (1981) definition (as cited in Nunan, 1997, p. 193) which states it is an “ability to take charge of one’s own learning” has been seen as one of the most widespread definitions. It refers to learners’ self-management of learning as Benson (2001) clarifies. On the other hand, learner autonomy is defined as “the situation in which the learner is

totally responsible for all of the decisions concerned with his learning and the implementation of those decisions” (Dickinson, 1987, p. 11). According to Benson (2001, p. 47) learner autonomy is “the capacity to take control of one’s own learning” This means an autonomous learner is assumed that s/he can take control over their learning management, cognitive process, and learning content. Control over learning management involves self-management of learning in which learners are assumed to plan, organize, and evaluate their learning with learning strategies. Control over cognitive process consists of attention or awareness, reflection, and metacognitive knowledge. Learning content means learning situations in which learners have the right to make decisions about their learning.

In short, an autonomous learner is identified as one who has the ability to self-manage their learning, the ability to take responsibility for their own learning, and the ability to take control of learning content. That means it is an inborn capacity by using which learners determine the direction of their learning.

Little (1999, p.175) categorizes practice of learner autonomy in to two types, i) proactive ii) reactive. Proactive autonomy is very similar to Holec’s definition, “learners are responsible to take charge of their own learning”, while reactive autonomy is not self initiated, it does not create its own directions but, once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal.

Smith (2003) proposes two versions of pedagogy for autonomy viz, strong and weak. The strong version of pedagogy for autonomy refers to the kind of practice that creates space for student directed learning, whereas, in weak version of pedagogy for autonomy, the teacher or the institute determines the curriculum and syllabus leaving very little room for students to express their needs.

To sum up, learner autonomy refers to the ability of pupil to set appropriate learning goals and take charge of their own learning. It involves risk taking by an individual. To be more precise, autonomous learners reflect on their experiences and are able to create their own meanings and challenge the previously practiced ideas.

2.1.1.1 Characteristics of Autonomous Learner

Learner autonomy (or, self directed learning) is more concerned with learner strategies, responsibilities and willing rather than with teacher resources, notes and explanations. Autonomous learners see the need to learn for themselves and are highly enthusiastic about taking responsibility for their learning.

Hedge (2008) provides following comprehensive list of self directed learners' characteristics. (cited in Sharma, 2013, p.377)

-) Confident in his\her ability to learn
-) Self-reliant
-) Motivated and enthusiastic
-) Aware of why he\she wants to learn
-) Unafraid of making mistakes
-) Good risk taker, and
-) Willing to assume certain responsibility for his\her own learning.

We can develop the idea that autonomous learners have the capacity to carry out the choices which govern them action independently. They have critical reflection and thinking to create own meaning of learning. To be more precise autonomous learner is someone who is obedient to a law that s\he prescribes to him \ her.

2.1.1.2 Aspects of Learner Autonomy

To have the broad clarification on Learner Autonomy 13 aspects as suggested by Sinclair (2000) which have been appeared to have recognized and broadly accepted by the language teaching profession have been under mentioned.

1. Learner autonomy is a construct of capacity.
2. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning.
3. The capacity and willingness of learners to take such responsibility is not necessarily not innate
4. Complete autonomy is an idealistic goal
5. There are degrees of autonomy
6. The degrees of autonomy are unstable and variable
7. Autonomy is not simply matter of placing learners in situations where they have to be independent
8. Developing autonomy requires conscious awareness of the learning process-i.e. conscious reflection and decision making
9. Promoting autonomy is not simply a matter of teaching strategies
10. Autonomy can take place both inside and outside the classroom
11. Autonomy has a social as well as individual dimension
12. The promotion of autonomy has a political as well as an individual dimension
13. Autonomy is interpreted differently by different cultures

As we have an intense look over the aforementioned aspects as suggested by (Sinclair, 2000) we can develop the idea that autonomy can be interpreted by different cultures. It is an individual dimension which deals with technological, socio-cultural and psychological perspectives, where innate capacity can be developed through innovative trend in learning.

2.1.1.3 Contexts for the Application of Autonomy

Learner autonomy is a broad area. It is not only related to the inside classroom situations but also related to the outside class situations. Benson (2007, p.26) categorizes contexts for the application of autonomy into two broad topics as follows.

i)Autonomy Beyond the Classroom

- a. **Self-Access:** It is related with the various self learning activities and tasks in a self access center.
- b. **Computer Assisted Language Learning (CALL):** CALL is a program for autonomous learning where learners can learn independently using computers and internet technology.
- c. **Distance Learning:** Distance learning, the independent learning mode without formal constraints, also reflects the characteristics of autonomous learning. (Joshi,2010)
- d. **Tandem Learning:** It's a type of learning where two people learn together in close association.
- e. **Study Abroad:** In this programme, students spend time in target language communities. Although many of the programmes involve classroom instruction, their main purpose is usually for the students to learn independently through interaction with the native speakers. (Joshi,2010)
- f. **Out-of-Class Learning:** Several studies have revealed that students are liable to engage in out-of-class learning activities more frequently than in classroom.

- g. Self-Instruction:** Self instruction consists of both exploiting learning tools designed for self studying and conducting learning activities independently from the instructor.(Benson,2007)

ii)Autonomy in the Classroom

It is false to assume that, learners are autonomous only beyond classroom but not inside. Autonomy in the Classroom includes weak version of pedagogy for autonomy, where the teacher or the institution determines the curriculum and syllabus leaving very little room for students to express their needs. It might involve three different levels of control such as: management for learning, cognitive processes and learning content. It can be reflected in group works, co-operative learning, innovative learning or other classroom actions and activities. Classroom is also the context where learner autonomy is practiced at least for ‘learning to learn’ as Kumaravadivelv (2003, p.133) says.

2.1.2 M –Learning/Learning through Smartphones

According to Dudeney and Hockly (2007), M-learning refers to a set of technological devices, including smartphones, MP3 players and hand-held computers that might have an impact on language learning. The integration of mobile learning and language learning which is referred to Mobile Assisted Language Learning (MALL) was first coined by Chinnery (2006).Since then it has become a new field of study in language teaching and learning exponentially.

M-learning is a method of using wireless mobile technologies for educational purposes. It enables the extension of data access in educational system from a desktop-based online device to such as mobile phones and I-Pads. M-learning can be utilized to support a wireless online virtual community that is connected to a campus server. “The development of mobile technology brought changes in education system and its features like portability, affordability and wireless technology has made learning anytime and anywhere.” (Chinnery, 2006;

Kukulska-Hulme; 2006).M- learning provides learners an opportunity to learn in every informal place such as in bus, at super market, inside a theatre and even during the working hours in the office. The mobile learners can have very personal and unique experiences within the context they are situated. There is neither limitation nor privilege with regard to age, place, time or duration. The learners can easily connect with each other for their own purposes and interests.

Of course, the popularity of learners autonomy is linked with CALL(Computer Assisted Language Learning) but smartphones offering the ideal platform for learning with all those features CALL has been transferred to MALL (Mobile Assisted Language Learning) to the large extent in the present situation. As CALL requires computer labs not all the universities and colleges may be able to own computer labs and, even if they do, access may be limited. Using CALL in every class is rarely possible, but now with the spread of smartphones students have self access of powerful Internet connected computers in their pockets. These pocket devices can do many things computers and CALL can do, but in any classroom.

Smartphones are mobile phones which incorporate advanced capabilities They are advanced form of a Wireless Mobile Device (WMD) that can function like a mini computer by offering features such as personal digital assistant (PDA), internet access, email, and Global Positioning System (GPS). They typically also have other features such as a camera, video, MP3 players, as well as mobile phone functions. Actually smartphone is a tool that provides a lot of applications to the learners in order to develop their knowledge about anything, including their ability to speak English. Some applications to facilitate the students to learn English are such as Dictionary, English Idioms, English grammar, etc. Not only the application, but the smartphone features can also help students in their learning process, for example wi-fi can help them in doing the tasks, MP3 player can help them improve their listening skills and so on.

As can be seen from the overview of literature, smartphones are becoming effective and instructive instruments for language learning and teaching despite what current limitations they may have. The most powerful feature about them is that many people tend to carry these devices with them all the time, so they are available for use for learning anytime and anywhere.

2.1.2.1 Salient Features of M-Learning

Technology is all-pervading, touching almost every part of our walk of life. Besides, the requisite of the devices to access mobile network are relatively economically low cost compare to desktop and laptop computers. Some of the salient features of Mobile Assisted Language Learning as suggested by Yelda (2013) are:

1. Inventiveness of knowledge acquaintance
2. Mobility of learning setting
3. Interactivity of the learning process
4. Integration of instructional content
5. Immediate and urgent need of learning

Keeping in view the above salient features one can definitely say that mobile learning is convenient from anyplace, which provides access to all classroom activity materials available. M-Learning also brings strong portability of substituting books and a note with a mobile RAM packed with modified attractive learning contents.

2.1.2.2 Smartphones in the Classroom

The smartphone is not just used for Whats App, Facebook, Candy Crush or AngryBirds, it can be used in a multitude of ways from an educational perspective. With the purpose of removing some of the negative connotations and to consider new possibilities Leyden (2015) described the following uses of smartphones in classrooms.

- i. **Take photos:** smartphones can be used as cameras to illustrate work and presentations.
- ii. **Make videos:** similar to the earlier. Videos can be used to Record experiments and later include the mini projects.
- iii. **Carry out tests:** this is probably one of the most interesting and revolutionary uses of the smartphone in the classroom. Students can now take quizzes and tests on their smartphone that were created earlier by their teacher. In this way, teachers can gain valuable real time insight into the knowledge of their students and the effectiveness of their teaching. To implement this technique, one can download the Exam Time for iOS or Android.
- iv. **Read the news:** many English teachers often include news articles as part of their teaching methods with an endless amount of news gathering mobile applications; we can bring news and current affairs into the classroom in an instant.
- v. **Dictionary:** there are a multitude of dictionary applications that allow us to check the meaning of a word instantly.
- vi. **Translator:** This can help with meaning and explanation of a foreign word just like the dictionary application.
- vii. **Calendar:** no more forgetfulness or confusion about exam dates or submission deadlines. Now we have applications that allow us to synchronize calendars.
- viii. **Write down ideas:** inspiration doesn't always come when we want it to. For that reason, we can try using our smartphones as they allow us to take down notes anytime anywhere.
- ix. **Images:** as we well know, a picture is worth a thousand words. For this reason, in many cases, students find it easier to understand material when there is an image related to an explanation. Mind Maps are a good example of a tool that helps in this regard.

- x. **Review:** smartphone allows us to access resources and material quickly before an exam. One can sign up with Exam Time online and then download the official app for Android or iOS for this reason.
- xi. **Stopwatch/timer:** classes, exercises and presentations of ten come with time limits. We can practice our time management by using our mobile phone's stopwatch.
- xii. **Read e-Books:** when studying in university, reading PDF s and manuals can be mandatory. For this reason, applications like, Kindle allow us to read books and manuals from anywhere.
- xiii. **Voice Recorder:** smartphone provides students with the ability to record explanations. These recordings can be referred to later on and can save a great deal of time instead of writing. In these cases, always remember to get permission from the teacher first.
- xiv. **Document scanner:** although it does not offers the same quality as a traditional scanner; the camera of a smartphone can serve as a scanner. Some teachers even support the delivery of class work.
- xv. **Publish in the class blog:** class blogs are an increasingly common exercise these days and help develop writing skills.
- xvi. **Make presentations:** instead of having to carry around external hard drives and USB sticks, store the material in your smartphone and connect it directly to the projector.
- xvii. **Remote control:** whether switching from one slide to another during a presentation or stopping and playing a video, there are applications that enable us to use our smartphone as remote control.
- xviii. **Study Vocabulary:** in foreign language classes, vocabulary is crucial. Quite often students don't pay enough attention and can get left behind. Flash cards are one of the resources that provide better results when viewing from smartphones and are super easy to deal with.
- xix. **Share Notes:** many teachers tend to distribute material at the beginning or at the end of the class. Instead photocopying large amounts of paper

and handing them out, our smartphone allows us to easily perform this function.

- xx. **Play:** there is much talk of the gamification of the educational process, i.e. the need to transform learning into a game as much as possible. There are literally hundreds of educational apps that can make learning more enjoyable and easier on the students.

In order to use smartphones in school responsibly, it is important to set limits and rules for the students. Learning process can of course be enriched in classroom by embracing these ideas if they are monitored and conducted in the safest manner.

2.1.2.3 Smartphone Technology for Learning

With reference to the theoretical literature on M-learning/learning through the smartphones I would like to draw the conclusion that smartphone's technology can be used for the learning in following ways:

i) SMS based learning; SMS system can be used to help students learn foreign languages SMS between teacher-student and student – student can be the good means to solve the study related problems. Teachers can use SMS technology to teach a group of students. Some people find more comfortable and relaxed to send SMS because as they can have more time to ponder what to write.

Besides, sending SMS is much cheaper than making calls.

ii) E-learning; E-learning contains learning by web browsing, learning through exchanging e-mails, learning through the different applications launched and so on. Students can just log online via their smartphones and obtain access to the instructional materials. To browse with cell phones is one very convenient way for students to surf online. They can use browsers to check e-mails, read instructional materials, such as online textbooks, and watch lectures from anywhere and at anytime.

iii) Learning through Social Networking Sites; Social networking sites are helpful to build rapport among teachers and students. They are also useful to keep intimacy between friends. They let to maintain good relationships, exchange notes, make online chat and share study related problems between the friends and the teachers.

iv) Learning by Recording Lecture from the Class; By the use of smartphones one can record a video or audio of lecture presentation of class and that will help for the later reference for learning. Such technique would be a great benefit to the slow learners as they can repeat until they grasp the message.

v) Learning through Gaming Technology: Gaming feature available in smartphones is entertaining and instructional. Games offer students a good way to relax. They can also benefit a lot from playing games such as developing problem solving and critical thinking skills. Presently, there are many instructional games available such as memorizing the spelling of words, quizzes, grammar comprehension and so on.

vi) Learning through Camera Technology: Learners will greatly benefit from having the cameras on smartphones when collecting scientific data, documenting information, and storing visual material. However, to maintain the quality of the images, a higher camera resolution is required. Cameras of smartphones these days are used to click the reference text and screenshot the webpage often.

2.2 Review of Empirical Literature

Learner autonomy being the emerging field of study in Nepalese context very few studies have been carried out on it. The researches on language learning linking with technology and other resources can also be hardly found. Even single research is not conducted in University linking MALL\Smartphone with

learner autonomy. Some of the national and international researches related to this study are being reviewed as below.

Hobrom (2004) conducted a survey research in University of Texas at Austin on “Online Resources and Learner Autonomy: A Study of College Level Students of Arabic.” The objectives of his study were, i) to know how college-level learners of Arabic perceive themselves as autonomous learners ii) to know the value of online resources as a learning aid for the autonomous language learner. The sample for his descriptive study consisted of five second-semester students of Arabic at a university of Texas. Data were collected through interviews where participants expressed their views on autonomy, online resources, and how they might have been empowered by using such resources in their language learning experience. Findings indicated that the participants appreciated the opportunity to practice their language skills interactively being more motivated, especially speaking and listening, without feeling embarrassed in front of the instructor and their classmates. It also found that having many multimedia-type materials online made the learning experience interesting, engaging, and exciting for the participants.

(Sandberg, Maris & Geos, 2011) conducted an experimental study on “Mobile English learning: An evidence-based study with fifth graders” to explore the effect of mobile applications at primary school students. In the study he subjects were divided into three groups depending on varying exposure to the mobile application. The researchers concluded that the students were motivated to use the application and that it helped their learning, although the results showed no significant differences among the three groups.

Tok (2011) researched on, “Autonomous Language Learning: Turkish tertiary Students’ Behaviors.” The primary aim of this study was to investigate autonomous English language learning activities among the students in an English Preparatory program at Zirve University, Turkey. Questionnaire was used as a research tool in his study. 218 students and 30 teachers were selected

in order to accomplish the research. Results revealed that: The majority of participants were engaged in autonomous language activities inside and outside the classroom. There was no significant difference between the autonomous learning activities of men and women; however, women engaged more in autonomous activities than men. Additionally, research found that students with the high proficiency in English engaged more in autonomous activities. It also found that the students who were highly motivated participated frequently in autonomous activities.

Jarvis (2012) Conducted a survey research entitled “Computers and learner autonomy: trend and issues” on 123 participants, using the research tools questionnaire and semi-structured interview where he aimed to study the practices and perceptions of Thai and Emirati university students in their use of computer-based materials (CbMs) beyond the classroom, including in Self Access Centres (SACs). The data revealed that students made regular and extensive use of a wide range of materials in both their native language and the English language. Students recognized the importance of accessing and transmitting information in the English language. They appeared to make considerable use of CbMs for exposure to and the unconscious acquisition of the English language, particularly beyond a SAC.

An experimental research conducted by Seo & Choi (2014) in Korea University on “The effect of using a smart-phone speaking application on Korean middle school students’ English expression learning and satisfaction.” aimed to investigate the effect of a mobile application (*Speaking 200*) on Korean middle school students’ achievement and satisfaction. Two groups participated in this study: a) the experimental group worked with the application and b) the control group was provided with handouts. Results revealed a significant difference between pre and post scores for elementary level learners. The results indicated that use of mobile application was more effective for the elementary level of learners than advanced learners.

Khanal (2015) Carried out a case study on “Activities used for Promoting Learner Autonomy” which aimed to explore the strategies, used by the students for promoting autonomy in their language learning. To meet the objectives he used questionnaire and even observed a class of grade 12 with 30 students for a month. He found out that all the students do not select the same techniques, strategies, and activities to learn language for promoting their autonomy in their language learning and they agreed that, the teacher’s role i.e. guidance, facilitation, participation and activities; explanation, description and role play are also essential to promote learner autonomy in language learning.

2.3 Implications of the Review of the Study

No research work is possible without the study of related literature. In order to conduct research work successfully, the researcher must review several sources like; books, journals, articles, reports and so on. In case of this study the researcher reviewed some national and international researches, books, journals, articles, theses, reports and even googled different WebPages.

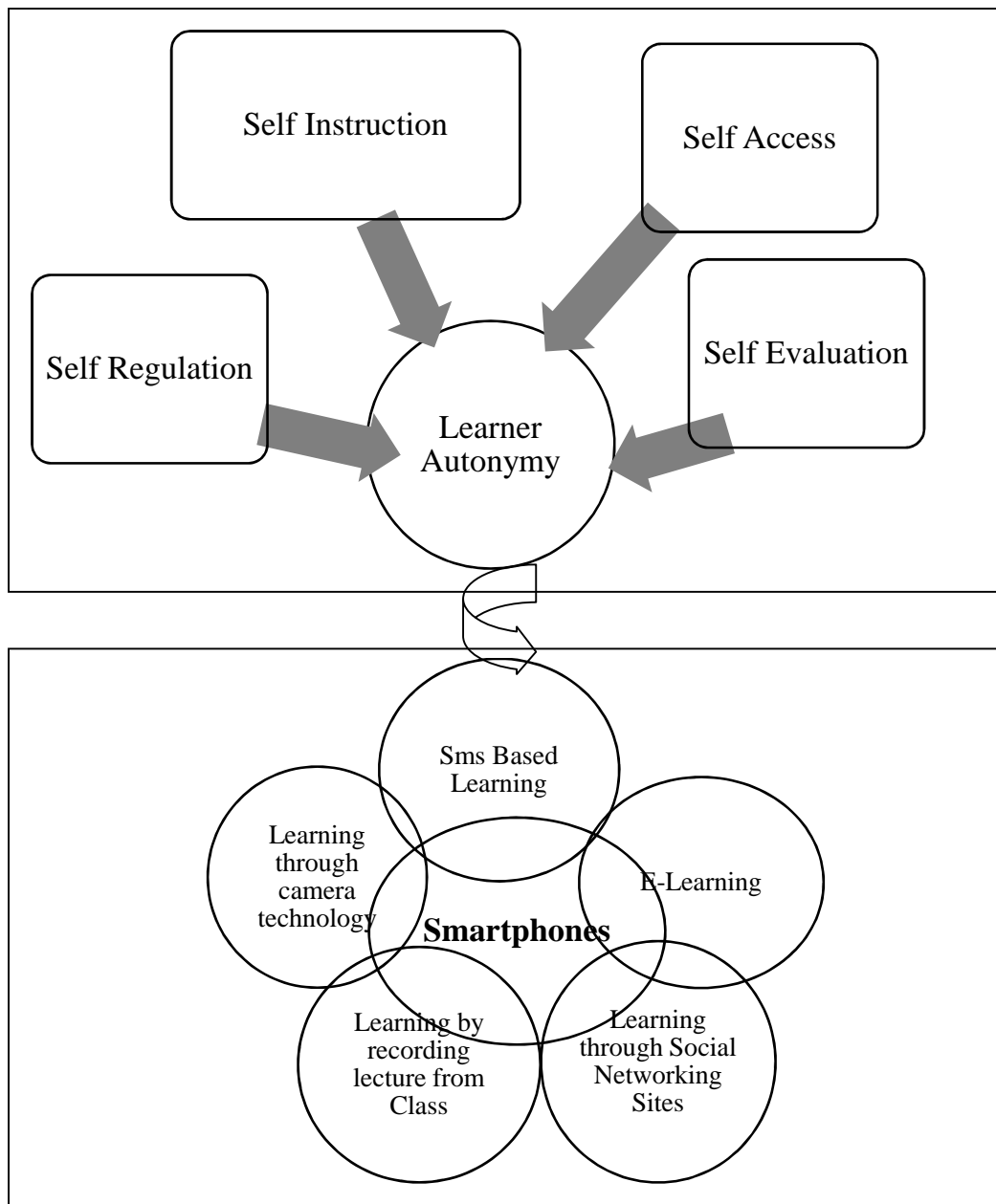
- J Hobrom’s research helped me in formulating objectives.
- J Jarvis (2012) gave me idea for constructing research questions.
- J Sandberg, Maris & Geus (2011) assisted me in designing research tools and deciding for data collection and interpretation.
- J Tok (2011) provided me guidelines to improve methodology.
- J Seo & Choi (2014) provided me insight to design the conceptual framework.
- J Khanal (2015) enabled me to fit the findings into the existing body of knowledge.

In a single sentence the reviewed literature had significant value to make research scientific, systematic, relevant and consistent.

2.4 Conceptual Framework

The conceptual framework for this study has been shown diagrammatically as below.

Figure: Relationship between smartphone and learner autonomy



CHAPTER – III

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes design of the study, population and sample, sampling procedure, tools for data collection and data collection procedures.

3.1 Design and Method of the Study

I conducted survey research to achieve the objectives of the study. The main purpose of conducting survey research in this study was to measure the university students' beliefs and perception on smartphones for promoting learner autonomy as Cohen, Manion & Morsion (2010, p.44) tell, "The main purpose of a survey is generally is to obtain a snapshot of conditions, attitudes and or events at a single point of time."

This research was carried out in natural setting and data were collected at a single time through the help of questionnaire from primary sources i.e. sixty (60) smartphone user university level students.

I have maintained following eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work.

Step 1: Define objectives

Step 2: Identification of the target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identifying survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

3.2 Population, Sample and Sampling Strategy

The total population of the study were students from university level (B. Ed 2nd year), Total sixty (60) smartphone user students, twelve (12) students from each college were selected as sample. Accidental sampling under non random sampling was used as sampling procedure to achieve the objectives of the study.

3.3 Study area\Field

The study area of my study was Kathmandu valley. Five different colleges running bachelor degree in education English programme (Manamohan Memorial College, Mahendra Ratna Campus, Gramin Aadarsa College, MRM College and Rainbow International College) were the study areas.

3.4 Data Collection Tools and Techniques

A set of questionnaire was used as the research tool for data collection. Open ended questions and close ended questions like, categorical questions; multiple choice questions, likert scale, lead and contingency questions were used in questionnaire.

3.5 Data Collection Procedure

In order to collect data, following steps were adopted in the study.

- i. First of all, I prepared a set of questionnaire.
- ii. Then, I went to the field and built rapport with the college administration and pupils.
- iii. Then after, I selected 60 students purposively from the university level.
- iv. And then, I explained briefly about the research to the participants and informed what they were supposed to do.

- v. Next to that, I provided the questionnaire and requested to respond.
(Participation for respondents was made entirely optional and they were not disadvantaged in any way in order to maintain research ethics.)
- vi. Finally, I collected the questionnaire from them.

3.6 Data Analysis and Interpretation Procedure

After collecting necessary data, it was coded and tabulated under different headings according to its nature. Data was further analyzed with the help of appropriate tools like tables and figures in numerical and percentage form.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the data collected through questionnaire is analyzed and interpreted by using various statistical tools.

4.1 Analysis and Interpretation of Results

Since the questionnaire is divided into two sections the data collected through questionnaire are analyzed and interpreted under two headings as i) attitude and perception of learners towards the use of smartphones for learning ii) Smartphone's Use and Autonomous Learning

4.1.1 Attitude and Perception of Learners towards the Use of Smartphones for Learning

In the questionnaire Appendix 1(Set 'B') total 10 questions were asked in order to measure to what extent respondents agree the statement. The opinions of the respondents are tabulated in table 1 below, Additionally, interpretation is also done.

Table 1

Attitude and Perception of Learners towards the Use of Smartphones for Learning

S.N.	Items	Strongly	Agree	Agree	Unsure	Disagree	Strongly	Disagree
		Agree	Agree	Unsure	Disagree	Strongly	Disagree	
1.	Smartphones can be the self access centre for learning.	33.33	58.33	5	3.3	0		
2.	Smartphones help for self regulation on learning.	20	65	6.67	5	3.33		

3.	Learners can have self evaluation and motivation for learning by the use of smartphones for learning.	33.33	61.67	3.33	1.67	0
4.	Smartphones develop autonomy on learners and reduce dependency on teachers.	58.33	40	1.67	0	0
5.	Learners' problems are immediately solved via online resources in smartphones.	85	11.67	3.3	0	0
6.	Learners can use different apps for comprehensive learning on smartphones.	15	60	25	0	0
7.	Smartphones can be the virtual library.	75	25	0	0	0
8.	After recording teachers' lecture on smartphones learners can prepare notes and summaries later on.	68.34	28.33	3.33	0	0
9.	Online resources in smartphones provide reference materials and solve learning problems	85	13.33	1.67	0	0
10.	Learners can take risk in learning by playing different online and offline games.	28.33	21.67	33.33	10.67	6

In item 1 I asked to what extent respondents agreed smartphones can be the self access centre for learning. The result as they responded was total 91.66% agreed with 33.33% strongly agree and 58.33% agree. While 5% respondents were unsure either smartphone can be self access centre or not. But 3.3%, 2 participants disagreed as it can be the self access centre for learning.

Regarding the assistance of smartphone for self regulation on learning in item 2, total 85% agreed with 20% strongly agree. While total 5 respondents, 8.33% disagreed with 5% disagree and 3.33% strongly disagree.

Similarly in item 3, learners can have self evaluation and motivation for learning by the use of smartphones 95% agreed with 33.33% strongly agree. 3.33% respondents were unsure and 1.67% disagreed the statement. While in the statement, smartphones develop autonomy by reducing dependency of teachers in item 4, 98.33% agreed with 58.33% strongly agree. Only single participant was doubtful either it works or not. Likewise, in item 5, the respondents were asked about the extent to which they feel learners' problems are immediately solved via online resources in learning. In the response 96.67% agreed with 85% strongly agree. And the remaining 3.33% participants were unsure about it. While in the item 6, 85% (15% strongly agree, 60% agree) agreed that learners can use different apps for comprehensive learning on smartphone. While 25% were unsure. Regarding smartphones can be virtual library or not in item 7, 75% strongly agreed and 25% agreed.

Likewise, after recording teachers' lecture on smartphones learners can prepare notes and summaries later on in item 8, 96.67% agreed and 3.23% were unsure. In the item 9 when the respondents were asked about the extent to which they feel online resources in smartphones provide reference materials and solve learning problems 98.33% agreed with 85% strongly agree but 1.67% respondents were found to be unsure. While in item 10, learners can take risk in learning by playing different online and offline games only 50% agreed, 33.33% were unsure and 16.67% disagreed with 6% strongly disagree.

4.1.2 Smartphone's Use and Autonomous Learning

In this sub section, the responses collected from the questions 1-14 from the questionnaire, (Appendix 1Set 'A') have been analyzed and interpreted with

the help of figures. Furthermore, some of the sample comments are also mentioned.

4.1.2.1 Frequency of Smartphone's Use for Learning

The table below shows the response of the question, “How often you use smartphones for learning purpose?” in the Appendix 1, qn1. The table has categorized the responses in 4 categories as; every day, two or three hours a day, hardly ever and never.

Table 2

Frequency of Smartphones' Use for Learning

S.N.	Frequency	Respondents	Percent
1.	Everyday	50	83.33
2.	Two or three hours a day	10	16.67
3.	Hardly ever	0	0
4.	Never	0	0
Total		60	100

From the table 2 above it is notable that 83.33% of participants used smartphones everyday to solve study related problems. Similarly, 16.67% participants responded that they used smartphones 2-3 days a week as they faced problem in study.

4.1.2.2 Time Spent on Smartphone for Learning

The table below shows the response of the question, “How much time you spend for learning in a smartphone?” in the Appendix 1, qn2. The table has categorized the responses in 3 categories as ,one hour a day, two or three hours a day, more than three hours a day.

Table 3
Time Spent on Smartphone for Learning

S.N.	Frequency	Respondents	Percent
1.	One hour a day	20	33.33
2.	2-3 hours a day	32	53.24
3.	More than 3 hours a day	8	13.33
Total		60	100

The results indicates that 33.33% participants spent about one hour a day, 53.34% spend 2-3 hours a day and 13.33% spent more than 3 hours a day in smartphones to engage in learning.

4.1.2.3 Place of Use

The table below displays the response of the question, “Where do you use smartphone frequently?” in the Appendix 1, qn3. The table has categorized the responses in 3 categories as, at home, in college and in the street while travelling through vehicle.

Table 4
Place of Use

S.N.	Frequency	Respondents	Percent
1.	At home	27	45
2.	In college	22	36.67
3.	In the street while travelling through vehicle	11	18.33
Total		60	100

As table 4 above shows 45% respondents replied that they use smartphones for learning at home, about one third i.e. 36.67% replied they use smartphones in college and very less portion, 18.33 % said that they make wise use of smartphones for learning while walking in the street and travelling through the bus. They especially used it to listen the recorded lecture.

4.1.2.4 Usefulness of Smartphone for Learning

The table below exhibits the response of the question, “What is the usefulness of smartphones for learning?” in the Appendix 1, qn4. The table has categorized the responses in 4 categories as, very useful, useful, not much useful and I don't know.

Table 5

Usefulness of Smartphone for Learning

S.N.	Frequency	Respondents	Percent
1.	Very useful	39	65
2.	Useful	19	31.67
3.	Not much useful	0	0
4.	I don't know	2	3.33
Total		60	100

The table 5 above indicates that respondents are of opinion that, smartphone is useful for the purpose of the learning as 96.67% gauge it either useful or very useful. They supported this response by giving various reasons to the open ended questions. These reasons include the use of online resources, offline dictionary and various useful apps for grammar practice and vocabulary practice. Respondents also checked for notes in different webpages and listened the recitation to poems by the help of internet.

From the above analysis, the learners are realizing that there is some use of smartphones in learning. It turns out that the majority of them have learned something with the help of some online and offline apps.

4.1.2.5 Smartphone Technology Used in Autonomous Learning

The table below displays the response of the question, “How you use your smartphone in learning?” in the Appendix 1, qn5. The table has categorized the

responses in 5 categories as, SMS learning, e-learning, learning through social networking sites, learning by recording the lecture and camera technology.

Table 6

Smartphone Technology Used in Autonomous Learning

S.N.	Technology	Respondents	Percent
1.	SMS learning	52	80.67
2.	E-learning	60	100
3.	Learning through social networking sites	60	100`
4.	Learning by recording the lecture	24	40
5.	Camera technology	60	100

The table 6 above shows the autonomous learning activities performed by students. On the question how you use smartphone for learning, 80.67% respondents told they have learned very confidently by exchanging SMS. Only 40% respondents applied recording feature for note keeping and developing listening skills. Similarly, all the participants applied e-learning, social networking sites and camera feature of smartphones for learning.

Each technology is individually described derived from the collective opinion from the open ended and close ended questions. Furthermore, some selective comments are also mentioned.

a) SMS Technology (SMS Based Learning)

SMS (Short Message Service) is a service that allows people to interexchange text messages between cell phone users. People feel more comfortable to send SMS as they have more time to ponder what to write and can read the reply until they understand. Out of all the respondents who applied SMS technology

to learn 13% exchanged SMS with teachers while 87% exchanged with friends more. While commenting and giving reply to open ended questions they wrote,-

) I feel more comfortable to learn through SMS technology. We have created a SMS group and exchange the SMS for learning. It has somehow been a means for combined study.

) It is more convenient to send SMS to friends when learning problems come. We shouldn't use formal language and grammar shouldn't be perfect as well.

) . . . we get SMS notifications when teacher is absent and if there is unexpected closure of college. I guess, this is also indirect help of cellphone in learning.

b) E-learning

E-learning means learning via electronic means like learning by web browsing, learning by exchanging emails and even learning through different Apps available in app store, play store and apps in Microsoft. This way of learning includes huge source of online resources. E-learning also creates e-library for readers as it provides large authentic learning materials.

Data showed that 100% respondents applied this technology for learning. The commonly used websites by respondents were, Wikipedia, englishlearnsite.com, englishwithasmile.org, englishclub.com, perfectenglishgrammar.com and britishcouncil.org. They used the search engines, google, ask.com and Wikipedia.

E-learning activities applied by respondents in various ways with the percent are mentioned in table below:

Table 7

E-learning activities

S.N.	E-learning activities	Respondents	Percent
1.	Dictionary use	60	100
2.	Exchange of email	1	1.6
3.	Grammar comprehension checking apps	3	5
4.	Listening apps	2	3.33
5.	Games and vocabulary apps	4	6.67

As shown in table above 100% participants used dictionary (offline dictionary) in their smartphone for learning. The commonly used dictionaries were oxford, Merriam Webster and English to Nepali dictionary. Only respondent exchanged email with teacher to prepare notes, similarly 3 respondents used the grammar comprehension exercise checking apps named English Grammar Checker .While, only 2 participants listened BBC by downloading BBC app. In addition, only 4 respondents played the games in vocabulary apps for improving English. They were self motivated because of the rewarding feature of the apps. While giving reply to the open ended questions regarding E-learning activities respondents told,

-) *I use smartphone as an e-library and virtual library.*
-) *We must be thankful to app developer cause we shouldn't buy recent edition of dictionary and carry always. Now dictionary of thousands words is in my pocket.*
-) *I make notes and write summaries of my lessons though online resources via smartphones.*
-) *I play vocabulary game on Power Vocab app. Because of this I have developed more vocabulary power. Even the word games and play M-W quizzes features of Merriam Webster is really beneficial for me.*

) I love playing language games on smartphone. As the level increases difficulty also increases and besides there is rewarding feature.

c) Learning through Social Networking Sites

Social networking sites these days have made revolution in every field. The social networking sites especially, facebook these days is often used to share notes, create a discussion page, make a chat group for learning and so on. Besides facebook, twitter, skype, viber were popularly used by students to share notes and articles. Students in these sites made audio and video call and learnt different things from teachers and friends.

All the participants/ respondents applied this technology to learn. They shared different articles, posted the different question and answer, made audio and video call with the friends and teachers to solve study related problems. Majority i.e., 81.67% respondents used facebook. They posted the questions seeking answers, shared notes, uploaded photos of pictorial vocabulary and created chat group. Very few participants, 3.33% tweeted on tweeter for same reason. Similarly, 10% made viber call with the friends to ask questions and made discussion of the lesson while only 3 participants, 5% made skype call with their teachers and foreign friends. The popular pages they used for learning were – Nelta chautari, ELT sharing, our English club, English learn site, British council Nepal, English Goup Manamohan.

While commenting and giving reply to the open ended questions they said,

) We have created a page; English group Manamohan on facebook where we share notes and make discussion on different learning issues.

) Our teachers post and share different articles and blogs and when I log in facebook first priority I give for reading such content, Nelta Chautari I never miss to read.

) The tweets in tweeter have let me learn grammar. I especially notice the grammar mistakes of tweets and become aware of making such mistakes.

d) Learning by Recording Lecture

By the use of smartphones students can record a video or audio of lecture presentation and that will help for future reference for learning. This technique would be a great benefit to the slow learners as they can repeat until they grasp the message. These recordings can be listened while walking on the street, having snacks in the canteen and while in the bed time as well.

Out of total respondents about one forth respondents i.e. 24.40% replied that they have been benefited by this technology. While commenting and replying to the open ended questions they told,

) The lecturer gets angry when we interrupt by raising question during lecture session and when lecture is over we forget question. So, for better comprehension recording is good.

) I am a job holder. I miss classes often. If the lecture is very important or the content is difficult to comprehend I request my friends to record. Later I listen that at home repeatedly.

e) Use of Camera Technology

The cameras in smartphones are used to click the reference text by the students. They even screenshot the webpage when they find something useful content.

100% respondents clicked the photos of book and screenshot the webpage to study later and made notes later.

While commenting and replying to the open ended question they said,

-) When I browse the internet and if find something useful I screenshot it as I shouldn't download the webpage and it saves the money.*
-) It is difficult and even heavy to carry book always. Whenever I am out I click the photos of textbook and when being in mood read the content.*

To sum up, the above interpretation provides the answer of research questions vividly. From the description of data and analysis of all those open ended and closed ended questions it is notable that by using the smartphone technology students can become the autonomous learners.

4.2 Summary and Findings

After analyzing and interpreting the data explored through the questionnaire in this section I have summarized the study and listed the findings.

4.2.1 Summary

This study was carried out to explore the use of smartphone in learning English, to investigate university level students' attitude towards the use of smartphones for promoting learner autonomy and to suggest pedagogical implications of smartphones. It had research questions as, i) what is the usefulness of Smartphone in learning English? ii) what is the attitude and perception of learners on the use of smartphones on language learning?

Questionnaire was the tool for data collection in the study. By the help of survey research 60 smartphones user students of university level from 5 different colleges of valley viz. Gramin Aadarsha College, Manamohan Memorial College, MR College, Rainbow International College, Janamaitri College were researched in the study.

The results revealed that almost all the participants (98.33%) believed smartphone as a tool of self instruction and develops self independency on learning by reducing dependency upon teaches. The vast majority of the

participants i.e. 91.66% opined smartphones can be the self access center for learning. While, 85% believed it helps for self regulation on learning and 96.66% believed it is a tool for self evaluation. Additionally, 95% believed it creates self motivation on learning.

While analyzing the data from all the open ended and close ended questions study found that respondents were quiet positive regarding the use of smartphone in learning. The study showed that by using the features of smartphones such as camera, recording, SMS, internet data learners have developed independent learning. Learning has been possible everywhere and anywhere by smartphones for them. They opined that smarphone is a tool for promoting learner autonomy as it helps for self regulation, self institution, self access and self evaluation of learning by the features such as connectivity and portability.

4.2.2 Findings

After the interpretation of data and on the basis of results the findings are listed below:

- i. The respondents who used smartphone to solve learning related problems everyday were 83.33%, and those used 2-3 days in a week remaining were 16.67%.
- ii. About one third i.e. 33.33% participants spent one hour a day, 53.34% participants spent 2-3 hours a day and 13.33% participants spent more than 3 hours a day on smartphones to engage in learning.
- iii. About half i.e. 45% respondents used smarhpnes at home, 36.67% used in college and 18.33% used in the street travelling through the vehicle to solve study problems.
- iv. Almost all i.e. 96.67% respondents said smartphone is useful for learning while only 3.33% said that they were unknown about its use in learning.

- v. Vast majority i.e. 80.67% respondents used SMS technology to learn, 40% learnt by recording teachers' lecture in class while 100% applied e-learning, learning through social networking sites and camera technology to learn.
- vi. In case of e-learning, all the respondents (100%) used online and offline dictionary to learn while, only 1.6% exchanged the email to teacher, 5% learnt grammar through apps, 3.33% applied listening apps to improve listening and 6.67% learnt through games and vocabulary apps.
- vii. Vast majority i.e. 91.66% participants agreed smartphones can be the self access centre for learning.
- viii. Almost all i.e. 98.33% participants agreed smartphone develops autonomy in learning by reducing teachers' dependency.
- ix. Vast majority i.e. 85% participants agreed that smartphone helps for self regulation on learning.
- x. About 96 % respondents said that as smartphones provide varieties of apps to judge learning ability it is a tool for self evaluation.
- xi. Vast majority (95%) of respondents told smartphones assist for self motivation in learning.
- xii. All the (100%) respondents agreed that smartphone can be the e-library/virtual library.
- xiii. Almost all (98.33%) respondents agreed online resources in smartphones provide authentic reference materials for learning.
- xiv. Similarly, 96.67% respondents said learners' problems are immediately solved via online resources in smartphones.

CHAPTER – V

CONCLUSIONS AND RECOMMENDATIONS

The final chapter of this thesis presents the conclusions to the study. It concludes by offering recommendations for policy level, practice level and further research.

5.1 Conclusions

Through the intensive analysis of the collected data by using the related tools and the mentioned sampling procedures it is synopsisized that online resources in smartphones have great potential of encouraging learner autonomy. It stands out clearly that the benefits of using smartphones in learning are practical and let the students learn in freedom according to their level and speed.

The findings indicated that the participants appreciated the use of smartphones to practice their language skills independently. It was found that students were aware of their learning process by using online resources and the developed features of smartphones. Furthermore, the access to large online authentic texts through different applications in smartphones made the learning interesting, engaging, and exciting for the participants. As a result, it is proved that respondents conducted autonomous learning activities by using smartphones.

With the findings it is obvious that the evolution of smartphone technology have changed and broadened the concept of autonomous learning in a favourable way ascribing the great value to the respondents' responsibilities and self access of learning. Thus, the learner can utilize their smartphones effectively in order to achieve learning goals.

5.2 Recommendation

This research has different applications to various field. Some of the applications that have to be mentioned according to our format are recommended below:

5.2.1 Policy Related

- i. MOE should develop different apps for learning based on curriculum and level.
- ii. Government should facilitate and support to establish ICT lab in every school/college.
- iii. Online courses should be developed through Open University in order to foster autonomous learning.
- iv. Teachers should be trained to use smartphone technology in classroom.
- v. Smartphone based learning should be included as a part of curriculum in the country.

5.2.2 Practice Related

- i. Every college/school should be free wi-fi zone and smartphone should be allowed as the school gadget.
- ii. School/college should open a webpage and study materials should be kept there.
- iii. School/college should develop different apps and teacher must be trained to be the app developer.
- iv. Unless one is made aware of something it becomes targeting in the vacuum. So the learners and teacher awareness to smartphones and learner autonomy should be pedagogical slogan.
- v. This 21st century is the age of science and technology so the lecture and note oriented classes should be transformed into smart technological classes.

5.2.3 Further Research Related

This research can be a footprint for those who are interested in doing research in the same field. Furthermore, some of the recommendations at further level are listed below:

- i. The current study has been limited to B.Ed. students. Similarly, other areas and other levels should be further investigated in the field of smartphone and learner autonomy.
- ii. This study will be based for CALL, MALL and ICT and independent learning.
- iii. The new researchers can focus use of social networking sites for independent learning, camera technology and learning, recording feature and learning independently.
- iv. This study has documented how students use smartphone to be autonomous learner. Further research on smartphones could investigate smartphone and its classroom application.

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APPENDIX – I

QUESTIONNAIRE

You are kindly requested to participate in a short questionnaire related to a research study for the partial fulfillment of master in Education English from Tribhuvan University. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part. Your participation is entirely voluntary.

Title of Research Study: Usefulness of Smartphone for Promoting Learner Autonomy

Researcher: Rajendra Pantha

Supervisor and Faculty Advisor: Mr. Bhesh Raj Pokharel

Please fill your detail before you answer the following questions:

Name:

College:

Set 'A'

1. How often you use smartphones for learning purpose?
 - a) Everyday
 - b) Two or three days in a week
 - c) Hardly ever
 - d) Never
2. How much time you spend for learning in a smartphone?
 - a) One hours a day
 - b) two or three hours a day
 - c) More than three hours a day
3. Where do you use it frequently?
 - a) At home
 - b) In college
 - c) In the street while walking through the vehicle

4. "What is the usefulness of smartphones for learning ?

a) Very useful b) useful c) not much useful d) I don't know

5. How you use your smartphone in learning? (Multiple response question)

a) Browsing internet/web surfing b) Making discussions on social networking sites

c) Recording teachers' lecture for later reference d) Using available Apps

e) sms exchanging f) dictionary use g) as an e-library

4.1 please comment why you apply marked service.

6. Do you use any Apps (apple/Android) on your smartphone to support your learning?

a) Yes b) No

6.1 If yes, please state the name of the apps.

7. If you browse internet for study purpose which search engine and website you use frequently?

i) websites

ii) search engines

8. Do you ever use smartphone for recording teachers' lecture in class?

a) Frequently b) sometimes c) rarely

d) occasionally e) never

8.1 If you use please comment your answer?

9. Can smartphone be a tool for independent learning?

a) Yes b) No

Please comment on your answer.

10. How do you think you have become an independent learner using a smartphone?

Please comment on your answer.

11. Do you find sms service as a learning technique?

a) Yes b) No

10.1 If yes, with whom you exchange sms more?

a) With teachers b) with friends

10.2 Please comment why you exchange sms with teacher/friends more?

12. Are you the member of any social networking sites?

a) Yes b) No

11.1 If yes, please specify the name.

1.1 Has it become the place to solve study related problems? Please comment on your answer.

13. Do you play any games on smartphone to learn English?

- a) Yes b) No

13.1 If yes, please specify the name.

14. Do you have access of library in your college?

a) If yes then how often you go in library?

b) If no then what you do to find study material and reference material?

15. Do you have the concept of e-library?

Set 'B'

To what extent do you agree with the following statement? Choose one answer.

1. 'Smartphones can be the self access centre for learning.'

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

2. 'Smartphones help for self regulation on learning.'

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

3. Learners can have self evaluation and motivation for learning by the use of smartphones in learning.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

4. Smartphones develop autonomy on learners and reduce dependency on teachers.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

5. Learners can use different apps for comprehensive learning on smartphones.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

6. 'Learners problems are immediately solved via online resource in smartphones.'

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

7. Smartphones can be the virtual library.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

8. After recording teachers lecture on smarttphones learners can prepare notes and summarize later.'

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly

Disagree

9. Online resources in smartphones provide reference materials and solve learning problems.

a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly Disagree

10. Learners can take risk in learning by playing different online and offline games.

a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly Disagree

Thank you for taking the time to respond.