

USE OF MOBILE PHONES AMONG M.ED LEVEL STUDENTS IN ELT CLASSES

A Thesis Submitted to the Department of English Education
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Submitted by
Hem Kumari Rai

Faculty of Education
Tribhuvan University Kirtipur,
Kathmandu, Nepal
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Thesis Proposal, 10/11/2074
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DECLARATION

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

Date: 14 July 2018

.....

Hem Kumari Rai

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mrs. Hem Kumari Rai has prepared this thesis entitled, '**Use of Mobile Phones among Advanced Level Students in ELT Classes**' under my supervision.

I recommend the thesis for acceptance.

Date: 15/07/2018

.....
Mr. Bhim Prasad Wasti (Supervisor)
Reader
Department of English Education
T.U., Kirtipur, Kathmandu
Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been approved by the following **Research Guidance Committee:**

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

T.U, Kirtipur

Signature

Chairperson

Mr. Bhim Prasad Wasti (Supervisor)

Reader

Department of English Education

T.U, Kirtipur

Member

Mr. Resham Acharya

Teaching Assistance

Department of English Education

T.U, Kirtipur

Member

Date: 05/08/2018

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

T.U, Kirtipur

Signature

Chairperson

Mr. Ganga Ram Gautam

Reader

Open and Distance Education Center

T.U., Kirtipur

Expert

Mr. Bhim Prasad Wasti

Reader

Department of English Education

T.U, Kirtipur

Supervisor

Date: 05-08-2018

DEDICATION

Dedicated

To

My Parents and Teachers

who are the reason behind my every steps of daring and achievements.

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ABSTRACT

This thesis entitled **Use of Mobile Phones among Advanced Level Students in ELT Classes** aims to analyze the use of mobile phones to English language learning in M.Ed. level. Mainly it focuses on whether or not mobile phones are beneficial to M.Ed. level students for English language learning purposes. This research also examined on how the students use mobile phones for enhancing their language learning. The sample for this study comprised thirty five students who were studying in M.Ed. level in different T.U afflicted campuses in Kathmandu. To meet the objectives of the research the informants were selected using non random sampling procedure from M.Ed. fourth semester, TU Kirtipur. A set of questionnaire consisting of both close ended and open ended questions was used as a data collection tool. A survey was administered to the respondents whereby result indicated that the adoption of mobile for learning English language was perceived well. Moreover respondents also were quite skeptical about future of mobile learning should be implemented for their learning purposes. The research concludes with emerging concerns of mobile use, specifically on whether or not mobile phone can be effective to adopt as teaching learning tool in ELT classes.

The present study consists of five main chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational key terms. The second chapter contains the review of related literature, implications of the review for the study, and conceptual framework. Similarly, the third chapter includes methods and procedures of the study. It includes design and method of the study, population, sample and sample strategies, and research tools, sources of data, data collection procedures and ethical considerations. Likewise the fourth chapter deals with the analysis and interpretation of the data. Finally, chapter five comprises the findings, conclusions and recommendation in policy related and further researches. At the end, the references and appendices are included.

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CHAPTER ONE

INTRODUCTION

The present research study entitled ‘Use of Mobile Phones among Advanced Level Students in ELT classes’ carefully analyzes whether mobile phones are beneficial to students for pedagogical purposes specifically mobile phone as a tool to learn English Language and how they use it for this purposes. I therefore decided to carry out this very topic for exploring these issues in English Language Teaching (ELT).

1.1 Background of the Study

Due to the innovation and advancement of Information and Communications Technology (ICT), education system throughout the world now is changing. The learning environments now are changed than that of past. Now a days students have been incorporating with various technologies such as overhead projector, laptop/desk top computers, email, internet, mobile phones. Among them mobile phones these days have been an inevitable part of many people including students as they are attached with its multiple features and functions.

Attewell and Savill-Smith (2004,p.3) say that the uses of mobile phones have grown to such an extent over recent years, and thus are gradually replacing personal computer in modern professional and social context. With the growing portability and functional convergence of technologies, as well as with cost reduction of products and services, mobile devices are increasingly present in everyday life. (Freitas and Teixeira 2014).

Mobile devices are intensively used for retrieving and gaining information. Since mobile phones have the multiple features, people are using them for various purposes. Generally people use mobile phones for making phone calls, sending Short Message Service (SMS), listening news and music, watching videos, social networking and pedagogical purposes. Due to the fact that the World Wide Web (WWW) is accessible not only via laptops or personal computers (PCs) but also via mobile phones, students prefer to use mobile

phones for multiple purposes. Students can use mobile phones inside and outside the classroom for pedagogical purposes. According to Huang and Sun (2010, as cited in Bachore, 2015, p.50), the two important characteristics of mobile phones are portability and connectivity. As for the connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using wireless network of the devices to access learning materials ubiquitously including short message service and mobile e-mail. Portability enables learners to move mobile devices and bring learning materials. It can be taken to different places due to small sizes and weight.

The purpose of this study is to elicit and analyze the use of mobile phone among students in M.Ed. level in terms of usefulness, advantages and disadvantages, integration into learning activities as well as view of students on its use. Another purpose of this study is to provide the better understanding on mobile use of students for their pedagogical purposes.

Statement of the Problem

Since the beginning of the computer age, educators and policy makers have looked at the computer as an important agent for changing education system. It was believed that no other devices can better assist in language learning as computer does. Now due to the advancement of technology mobile phones are substituting the computer and laptop as they can perform the entire tasks as computer. The use of mobile phones is gradually increasing. Students and teachers who do not use mobile phones are assumed fail to address the modern technology.

Nowadays many English Language Teaching (ELT) teachers and students are incorporating different tools and devices of technology including mobile phone. Mobile phones are becoming the indispensable component of students' as well as teachers' daily life. Due to the multiple features, mobiles are widely

used in various field such as; education, health, economy, and many other social areas.

In our context, Mobile phones are accessible for all. Almost students are incorporating with different features of it. Despite of its multi features it is not being used properly and completely for language functions. Mobile phones are already having tremendous impact on education, health, economy and many other areas but there is still need to look at whether mobile phones can perform better language tool or not. The reason is why it is necessary to explore the facts regarding the use of mobile phones among students as they are widely using it for multi purposes. It's important to reveal how they are using it for their academic purposes and their access in its multi features. To consider these facts, it is important to raise this issue for the research problem.

1.3 Objectives of the study

This study had the following objectives

- a. To explore how mobile phones are beneficial form students' perception in language learning purposes.
- b. To analyze how M.Ed. students of Tribhuvan University use mobile phones in learning activities.
- c. To suggest some pedagogical implications of the study.

1.4 Research Questions

The study was oriented to find out the answers of the following questions;

- a. How do the students use mobile phone in language learning?
- b. Is using mobile beneficial for pedagogical purpose?

1.5 Significance of the Study

These days, the innovation of technologies is contributing significantly to the quality education. Mobile technologies are rapidly attracting new users, providing new functions, and allowing more sophisticated use. Since they are

becoming very accessible for individual in most part of the world, it has a great role in facilitating learning both in formal and informal context.

As this study aims to explore the use of mobile for learning and teaching purposes, it is expected to be useful for those who incorporate mobile phones as a pedagogical tool. Likewise it will be significant to all the students as this study provides the areas of language that are supported by mobile phones.

Also it will be beneficial for curriculum developer, syllabus designers, and material developers in order to consider the space of mobile learning in curriculum.

1.6 Delimitations of the Study

The delimitations of this study were:

- c. This study was limited only within Department of English Education, T.U.
- d. The population was the 35 students of T.U.
- e. Questionnaire was the data collection tool.
- f. The study was limited on only one device; mobile phone.

1.7 Operational Definitions of the Key Terms

a. Information and Communication technology(ICT)

The term ICT refers to the technologies of mobile phones for the collection, storage, manipulation and communication of information.

b. English Language Teaching(ELT)

Adopting concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners while teaching English language as a Foreign or second language.

c. MP3

A file format for the compression and storage of digital audio data.

d. Personal Digital Assistant (PDA)

A small mobile, handheld device that provides computing and information storage and retrieval capabilities for personal use.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Review of theoretical literature provides an insight to researcher related to a number of aspects that have a direct or indirect assistance in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that researcher wishes to do. A number of articles, books and writings have been linked for this research.

2.1.1 The Concept of Mobile Learning

Mobile learning is a learning method that provides learners with capabilities to get instant learning contents just by the tips of their fingers. The ubiquitous feature of mobile devices which distinguish them from other learning tools has made mobile learning to be increasingly recognized in educational institutions. (Issham et al., 2013). According to Suki and Suki (2010 as cited Issham et al., 2013, p.37) the mobility and ubiquity of mobile phone is the key factor which makes it a suitable medium for learning. Some scholars define mobile learning as a process of gaining knowledge through conversations across multiple contexts among people and personal using interactive technologies with a focus on contexts (Sharples et al., 2007). The technology to assist in this process includes any kind of handheld mobile devices such as cell phones, personal digital assistants (PDAs), smartphones, pads, pods, etc. Others define it as the use of mobile technologies in language learning, especially in situations where device portability offers specific advantages (Kukulka-Hulme, 2013). Mobile assisted learning includes devices ranging from MP3/MP4 players, smart phones, and e-book readers through to laptop and tablet computers. As a whole, from the above definitions, it is possible to say that mobile learning is creating an interactive learning environment with multiple contexts using different kinds of applications which are available in the apparatus (mobile).

2.1.2 The Nature of Mobile Language Learning

Mobile language learning is a field that is quickly maturing, and to this end, a growing body of research has appeared that highlights the various ways in which mobile devices may be used in the teaching and learning of languages. Research has for the most part shed a very positive light on the potential of the role that mobile devices may play. At the same time, however, there has also been indication of several areas that certainly deserve consideration in their implementation. The main features of mobile learning are accessibility, immediacy, interactivity and situating of instructional activities (Ogata & Yano, 2005). Accessibility refers to the extent to which every learner owes the mobile. These days almost most of the learners are having the technology regardless of the place they are living. In addition, as the technology is available in most places, except remote areas, learners can be connected and extended their opportunity to learn immediately. It is also possible to the learners to communicate each other around or with their colleagues and professionals in distant areas through the mobile which has different applications. Classroom instructions are expected to be contextual. Thus, mobile learning creates prospects to contextual leaning which the connection provides.

2.1.3. Research Findings related Mobiles based Language Learning

There are various studies which have been conducted on mobile and their contributions to language learning. In addition, scholars forwarded their views regarding the significance of mobile to develop learners' languages skills. One of the traditional applications includes its use for the delivery of content for language learning. For example, researchers adopted text messages as a means of providing vocabulary practice for quizzes and surveys (Levy & Kennedy, 2005; Norbrook & Scott, 2003), and for mini-lessons (Thornton & Houser, 2001, 2005). One survey into the use of mobile phones revealed that Japanese learners preferred their mobile phones over desktop PCs or PDAs for exchanging emails. Mobile-based email has also been used to encourage

vocabulary learning and web-based video clips have been used to learn idioms through mobile phones (Thornton & Houser, 2005). Moreover, Taiwanese learners found the mobile learning manageable as they could enjoy “bite-size-chunks” of learning contents through the relatively small screen (Chen, Hsieh & Kinshuk, 2008).

In addition to content delivery, other studies utilized mobile devices for the purpose of promoting learner-learner interaction. For instance, Dias (2002a) offered a web-board accessible via mobile phone so that learners could exchange text-based asynchronous exchanges. A theoretically significant feature of mobile devices lies in their potential for situated learning (Kukulska-Hulme & Traxler, 2005). As language learning does not only inside the classroom but also occurs outside of classroom, this also encourages context-driven learning. Moreover, mobile devices minimize the separation between in-class and out-of-class learning (Reinders & Lewis, 2009). In terms of the gained linguistic knowledge and skills, most of the reviewed papers examine vocabulary acquisition, listening and speaking skills, and language acquisition in more general terms. The review finds several suggestions for language learning benefits in the use of mobile language learning, such as integrating the mobile technology in both formal and informal contexts; the ‘fun’ moment when engaging learners in authentic learning contexts; the learners’ contribution to the creation of the learning content; the use of mobile devices to support the practice of achieving listening and speaking skills effectively etc. Often the usefulness of the mobile technology use for vocabulary acquisition is measured by surveying learners’ attitudes. There are also a number of studies attempting to analyze the outcome in terms of learners’ language proficiency. However, as most studies are implemented within a short period of time and involve a small number of participants, results are yet inconclusive in this respect. Studies focusing on grammar learning, pronunciation and writing skills are underrepresented in the reviewed literature. However there are the papers which analyze mobile technology applications on language acquisition in general terms (Rosell-Aguilar, 2007; Hsu, 2012), often indicate positive

attitudes towards the mobile technology use and suggest better results in terms of language proficiency. Very little attention is devoted to individuals' language learning strategies and learning styles when employing mobile devices for their language learning. This knowledge can have a crucial impact on both educators, when for example designing language learning activities adopting mobile devices (development of new applications and intelligent tutorial systems for mobile devices for language learners) and learners, as they can achieve higher proficiency.

2.1.4 Features of Mobile phones as a Language learning Tool

Since mobile phones have the multiple features, students are incorporating with its functions explicitly and implicitly. There are various ways that mobile phones can be utilized as a language learning tool.

a. Internet Access

Browsing on internet with mobile phones is one of the very convenient ways for students to surf online. Students can use their phones for different online sources. They can browse different educational websites, check emails, read instructional materials for instance, online text book. Likewise they can download plenty of academic articles, tutorials, books, journals, videos, audios and other learning materials as they needed via different educational web sites. Moreover they can share and get ideas through various social Medias such as Facebook, messenger, twitter, blogs and so forth.

b. Digital camera

Most of the mobile phones are equipped with the camera which can play vital role in learning. If students are guided to use it properly for educational purpose they can be beneficial for pedagogical purposes. They can be used for collecting the information from the class lecture, sorting the visual materials whether they are on field trip, they can take pictures for educational purposes.

c. Sound Recorder

Another important feature of mobile phone is its sound recorder application. Through the use of it, student can record their teachers' voice and later they can use it. They can record the useful audios via sound recorder.

d. Educational application

The educational applications that are available on mobile phones may be fruitful on teaching and learning. Chu (2011) explores learners' use of two L2 English smart phone vocabulary applications and the program features most sought by students. Using their own phone, 32 college students trailed one of two mobile applications for a week. The program features that students most wanted were tracking of memorized versus one memorized vocabulary, for examples audio pronunciation and self-control of vocabulary repetition. Likewise, Lumsden, Leung, D'Amours and Mc Donald (2010) designed a mobile based application intended to support basic L1 English adult literacy in and outside of class, experiential environment. This app consists of a series of self-guided support tools. In particular it contains a dictionary that exploits a speech –to- text and text – to – speech application to allow semi-literate adults to look up words and retrieve word definitions. It also permits users to maintain a list of words specific to their needs.

According to Kukulska- Hulme, Lucy Norris and Jim Donohue (2014), the sources of ELT apps are;

- i. Android apps for ELT
<http://list.ly/list/6a4-android-apps-for-elt>
- ii. Apps for iPod
<http://ipadapps4school.com/category/college/>
- iii. Android and IOS apps for ELT
<http://list.ly/list/6qC-byod-apps-for-elt>
- iv. British Council Apps

- <http://learnenglish.britishcouncil.org/en/apps>
- v. Collins ELT Apps
www.collins.co.uk/page/ELT+Apps
- vi. Cambridge University Press Apps
www.cambridgemobileapps.com/
- vii. Macmillan Apps
www.macmillanenglish.com/educational-apps/
- viii. Reviews of the latest ELT apps
<http://eltjam.com/?s=product+review>

Different mobile brands have their own apps store. So students can download these applications and run in their mobile phones. For example, if we check ‘Play store’ we can find many educational apps. So these sorts of application provide extra exposure to the students because classroom only may not be sufficient for learning.

e. **Games**

Everyone loves to play games. Not merely children but adults also spending their time in playing games. It offers good way to relax our mind along with it develops solving ability and critical thinking skills. Chen and Tsai (2010) experiment on location –aware PDA/WAN- based L2 English learning game. The game, which requires learners to locate a book, integrates virtual objects with real scenes in a university library. The system was tested by 10 university students, 90% of who agreed, it was fun to use and would be helpful for pedagogical purposes.

Additionally, in apps store we can find many language games such vocabulary builder, English game for kids, verb smash English grammar and so on. It is, therefore can be useful to students for pedagogical purposes.

f. Short Message Service (SMS)

SMS is another important feature of mobile phones which allows people to interact and exchange text message between cell phones. Large number of people is familiar with this application and uses it properly. SMS is appeared as an alternative to communicate with other people instead of face to face communication. Students can text their peers and teacher for sharing their ideas and getting information. The British broadcasting company (BBC) company once launched program to learn English via SMS in that “Users in the world’s largest single mobile telephone will receive a daily text message on their mobile containing an English phrase together with Chinese translation” (BBC, 2003). Likewise Kim (2011) investigates the effectiveness of using SMS in L2 English vocabulary learning. The study involved total 62 university students in three English language classes. One class was a control group that received only class instruction; the second class received SMS with no interactivity. Students who learn vocabulary with SMS outperformed the control group, and those who received SMS with interactivity learned significantly more words than those without it. Many features of mobile phones can be utilized for various purposes including pedagogical purpose. Since today’s smart phones offers more increasing features, students can utilize mobile for making power point presentation, creating word file. Further they can send email and their assignment to their teachers using mobile.

2.1.5 Merits and Demerits of Mobile Phones in Teaching Learning Activities

There is no doubt that new technological innovations have the significant role in every aspect of human life and same for the learning activities. Learning through technological devices such as mobile phones offers and enables the learners to learn in a non-classroom environment when they are same or at anywhere. Hence they can learn everywhere every time according to their wish. It is portable that the users can bring t everywhere with them. It provides the

opportunities of social interactivity. Also students can exchange data and information among all. Being based on above discussions, following are the advantages of mobile phones (UNESCO, 2013, pp.3-7)

- a. Expand the reach and equity in education
- b. Facilitate personalized learning
- c. Power anytime, anywhere learning
- d. Provides immediate feedback and assessment
- e. Ensure the productive use of time spent in classroom
- f. Build new communication of students
- g. Support situated learning
- h. Announce seamless learning
- i. Bridge formal and informal learning
- j. Improve communication and administration

Thus there are various advantages and potential benefits of use of mobile device in pedagogy.

Despite the numerous benefits of using mobile for pedagogical purpose, there have also been claimed the disadvantages of using cell phones in learning activities. Thornton and Houser(2002, as cited in Chinnery, 2006, pp9-16) states that mobile phones are not suitable devices to learn new content but may serve as effective tool for retrieving and practicing. Likewise Colpaert(2004) says language learning through mobile phones is related to the output of mobile devices which is gradually becoming visual rather than verbal and this cannot be an acceptable situation for language learning, which necessitate a lot of communication and verbal interaction. Through the light of above discussion following disadvantages of mobile phone can be drawn;

- a. Small screen size
- b. Limited memory size
- c. Limited battery life
- d. Small keyboard

- e. High cost
- f. Difficult to use in noisy environment
- g. Communication failure due to poor network connectivity

Many of the mobile phones are not designed for educational purposes. That is why it is difficult for the learners to use them for the task given by teachers to be carried out. It's hard to find the language learning tools which are typically designed for pedagogical purposes. The first thing that mobile have been criticized for its tiny screen size, due to this there has been difficulty in reading on such a small screen. In the same way, mobile phones have less data storage capability. These features make mobile device inappropriate tools for developing certain skills like writing.

2.1.6 Areas of Mobile Assisted Language Learning

Mobile phones are being used widely by everyone these days. It has been felt as a dire need for every modern people. Due to its multiple functions, it is being used in language learning field as well. Students may have the opportunities to learn different skills and aspects of language. Here are some areas of mobile based learning.

a. Learning Vocabulary

Vocabulary is one of the most important and fundamental aspects of language. Without proper knowledge of vocabulary, no one can get mastery over a language.

Vocabulary can be learnt using mobile phones. It can be learnt through sending Short Message Service (SMS), or email to students. Kennedy and Levy (2008, as cited in Miangah and Nizarat, 2012, p. 313) gave the learners the option to lesson to receive message converting known words in new context through SMS to their mobile phones amounting nine or ten message per week. And the result showed that the messages were very helpful for learning vocabulary. Likewise Thorton and Houser (2005) sent short mini lessons for vocabulary via

email using mobile thrice a day. They used multiple contexts for learners to learn the meaning. The result was very encouraging. In the same way, Song and Fox (2005) extended study of the mobile phone to support the L2 English vocabulary learning. The system was for four weeks by 10 volunteers as a complement to a web-based multimedia tutorial program. New words and expressions were delivered via SMS twice a day, four days a week. Test results demonstrated a marginal improvement in performance and a positive learner attitude towards use of mobile technologies.

There are other strategies for learning vocabularies through mobile phones. Learners can use Online or offline dictionaries installing the Dictionary application on mobile phones. Using this app, learners can get notifications for new words each day. Also, teachers can provide some vocabulary lessons based on classroom activities and ask to complete it using the dictionary on their mobile.

b. Learning Grammar

Grammar is another important aspect of language. it makes the linguistic expressions sensible and meaningful. Grammatical aspects of language can be learnt through a specifically designed programs installed on mobile phones.

Cui and Bull (2005) implemented intelligent tutoring system to demonstrate the teaching of L2 English Verb Tenses to L1 Chinese graduate students through mobile phones. The system was designed to adopt its interaction with users based upon their current knowledge state as indicated by their quiz responses and super specified contextual factors. The result showed the improvement in the use of tense.

c. Developing Pronunciation

Mobile phones are also beneficial for developing correct pronunciation as they are equipped with multimedia functions including listening and speaking. Learners can download different type of dictionaries on their mobile phones

with sound functions. They can learn the correct pronunciation of unfamiliar words. Anaraki(2009) designed and developed a suite of 12 mobile flash based multimedia lessons for learning L2 English. It was tested for four weeks by 16university students, who downloaded to their smart phones for independent study.

Mobile phone with its multimedia functions allowed learners record their own voice and analyze their weakness in their pronunciation. Also, the recorded speech can be compared with the standard pronunciation to improve speaking skill.

d. Listening Skills

Listening skills are possible through the mobile phones using multimedia system. Huang and Sun (2010) has designed a mobile web- based multimedia system intending to provide L2 practice for independent adult learners. It provides the learners with online English Listening exercises and offline practice using downloaded video or MP3 materials. According to them, mobile multimedia system can enhance learners' listening ability to a high degree.

Listening skill can be developed through listening text which can be designed by the teachers or downloaded from the internet in mobile phones so that learners can play it as they needed, no matter what the place, no matter what the time.

e. Reading Skills

Mobile phones can be used for developing reading skills. Since mobile phone has the multi functions, its different system offers translations, pronunciations, explanation of words, sentences, paragraphs and articles. Reading skill can be possible through well designed learning courses installed on the mobile devices through SMS sent to the learners. Further, learner can download the software of different books, articles, and journals from different websites such as;

www.booksee.org, www.doebook.org, www.tstor.org, www.gutenberg.org and so on and read the plenty of books on their own mobile devices.

To sum up, mobile technology is supporting for the development of different skills and aspects of language. Use of mobile phones in language learning allows learners to feel free to learn anywhere and anytime. Mobile devices with its multi features can be beneficial for developing different language skills such as vocabulary, pronunciation, grammar, listening, speaking, reading and writing.

2.2 Review of the Related Empirical Literature

Various research works have been carried out by many researchers on mobile learning. Over the past 20 years, more than 345 mobile assisted language learning related works are carried out (Burston, ibid). However there is a few researches carried out on mobile assisted language learning in context of Nepal. There are many studies carried out in foreign contexts.

Guo(2013)conducted a research on the topic “Analysis and Evaluating Current Mobile Application for Learning English Speaking”. The aim of this study was to investigate the relevant learning theories underpinning the current mobile apps for English speaking learning, the pedagogic features of these apps and evaluations of the apps mainly from the learners’ perspectives.

Five adult English language learners having own smart phones were selected for the qualitative research who were willing to improve their English speaking for their own personal purposes for example; for examination, work promotion, or daily use. Group interview was the main means of qualitative data collection in this study to gain the participants' feedback on the experiences of using the chosen apps and their perception of MALL. This is because the focus group could provide information about a range of ideas and feelings that individuals have about certain issues and elicit deeper and richer data. First, each participant was allocated two chosen representative apps according to their

English proficiency levels and learning needs for English speaking. They were told to use the apps whenever they want and wherever they are for a week. However, to ensure that the participants could make good judgment of the apps based on sufficient using time they were suggested use the apps for at least 15 minutes per day. One week later, participants were asked to make some notes of their using experiences and complete an open-ended questionnaire. The questionnaires were for the participants' own use only to help them well articulate their ideas during the interview. After that, all of the participants were invited to take part in a group interview via Skype to discuss their perception of using these apps for English speaking learning. Their feedback was noted down during the group interview and reviewed immediately afterwards.

In the open-ended questionnaires, participants were asked to summarize their using patterns of Smartphone apps for learning English speaking and to write down three things that they like and three things that they dislike about the apps they have been using. Also, they were encouraged to note down what they feel they have improved in English speaking by using the apps. They were welcomed to give any suggestions for further development of those apps. In the group interview, participants were encouraged to share more details of their own experiences of using the chosen apps and perception of the mobile apps-assisted language learning.

The research findings have shown that most of the target learners of the current mobile apps for English speaking learning are adults with intermediate or lower proficiency levels and general interests in English speaking. The apps covered a variety of topics and were mainly organized into small units of data like sentences or dialogues. Moreover, most of the apps provided drill and practices on linguistic skills. Accordingly, behaviorist learning theory was the dominant theory underpinning the current mobile apps for English speaking learning. Five categories were identified for the English speaking apps, namely pronunciation, conversation, video lesson, reference, and authentic content. In

terms of learners 'feedback on these mobile apps, both the users' online reviews and the research participants' comments have shown their positive attitudes toward using current mobile apps for English language learning in spite of a couple of technological limitations. Mobile apps were considered to provide opportunities for personalized and learner-centered environments with flexible access to learning materials anytime and anywhere.

Similarly, Freitas and Teixeria (2014) carried out a research entitled "Consideration on the Use of Mobile Phones in Educational Context". This study was aimed at discussing the use of mobile phones in education at federal institutions. It was a descriptive research conducted with the objective of collecting the opinion of students and teachers in education program in a federal institution on the use of mobile phones in educational contexts. Questionnaire was the main tool for collecting data.

Findings showed that the participants' opinions were consistent with the literature, signaling difficulties and benefits of using the mobile phones in education.

Likewise, Suleiman (2011) conducted a research "the Use of Mobile Phones in English Language Learning by Sultan Qaboos University Students: Practices, attitudes and Challenges". This study aimed to analyze the current use and practice of cell phones in the process of learning English language. A questionnaire was the main tool for collecting data. 100 students were selected from random sampling procedure. The findings indicated that the use of mobile phones in the classroom is still limited. Students like to use them but teachers do not encourage them to use it. However mobile device was got as a good learning tool.

In the same way Begum (2011) in her case study "prospect for Cell Phones as Instructional Tools in ELT" investigated the potentiality of cell phones in ELT classroom of Bangladesh as an instructional tool. Questionnaire, interview and classroom observation was used as the research tools on hundred population

selected by non-probability sampling procedure. The research result demonstrated that cell phone has great potential as an instructional tool despite of some challenges that can resolved by sincere attempts of authority, teachers and by changing the ethical points of view.

Vyas and Nirban (2014) in their survey research “Students’ perception on the effectiveness of Mobile Learning in an Institutional Context” investigated the attitude and perception of students on the effectiveness of mobile learning. 150 students were selected via random sampling procedure and questionnaire was the main tool for collecting data for the study. Result showed that the majority of the respondents consider mobile technology as a significant medium for educational purposes and most of them were ready to accept the new means despite of its limitations.

Similarly, Parajuli (2016) through his research “Mobile Learning Practice in Higher Education in Nepal” explored the availability of mobile technology for learning, its costs, learning trends, institutional policies, and attitude on mobile learning. The qualitative data were collected through questionnaire with a sample of 161 undergraduates from six different campuses. The findings indicated that virtually all undergraduates possessed their mobile phones and used them informally for learning purposes. Positive perceptions of majority were detected.

2.3 Implications of the Review for the Study

Above reviewed theoretical and empirical literatures are be highly beneficial for the purposed study. It has given me lots of ideas and information for my research regarding procedure, methodology, sources of data, tools and so on. These sources are obtained from different articles, books, journals, theses, and many online websites. These sources have helped me to bring clarity and focus on the research problems, challenges improving the methodology. Also it is helpful for contextualizing the findings. Hence the aforementioned studies have the great value and importance in their respective fields.

Freitas and Teixeira (2014), Suleiman (2011) have provided me lots of idea and information about the theoretical and empirical knowledge for selecting appropriate research methodology, sample size, tools and procedures. Similarly Parajuli (2016) has helped me to explore the mobile learning practice in Nepalese context. Likewise Begum (2011) has assisted me to form the conceptual framework. In the same way Vyas and Nirban (2014) have helped me for selecting the appropriate questionnaire. Some other materials from my own course book, and many online browsers have helped for my research. These all sources will be helpful for my proposed research.

2.4 Conceptual Framework

My research was based on the following conceptual framework.

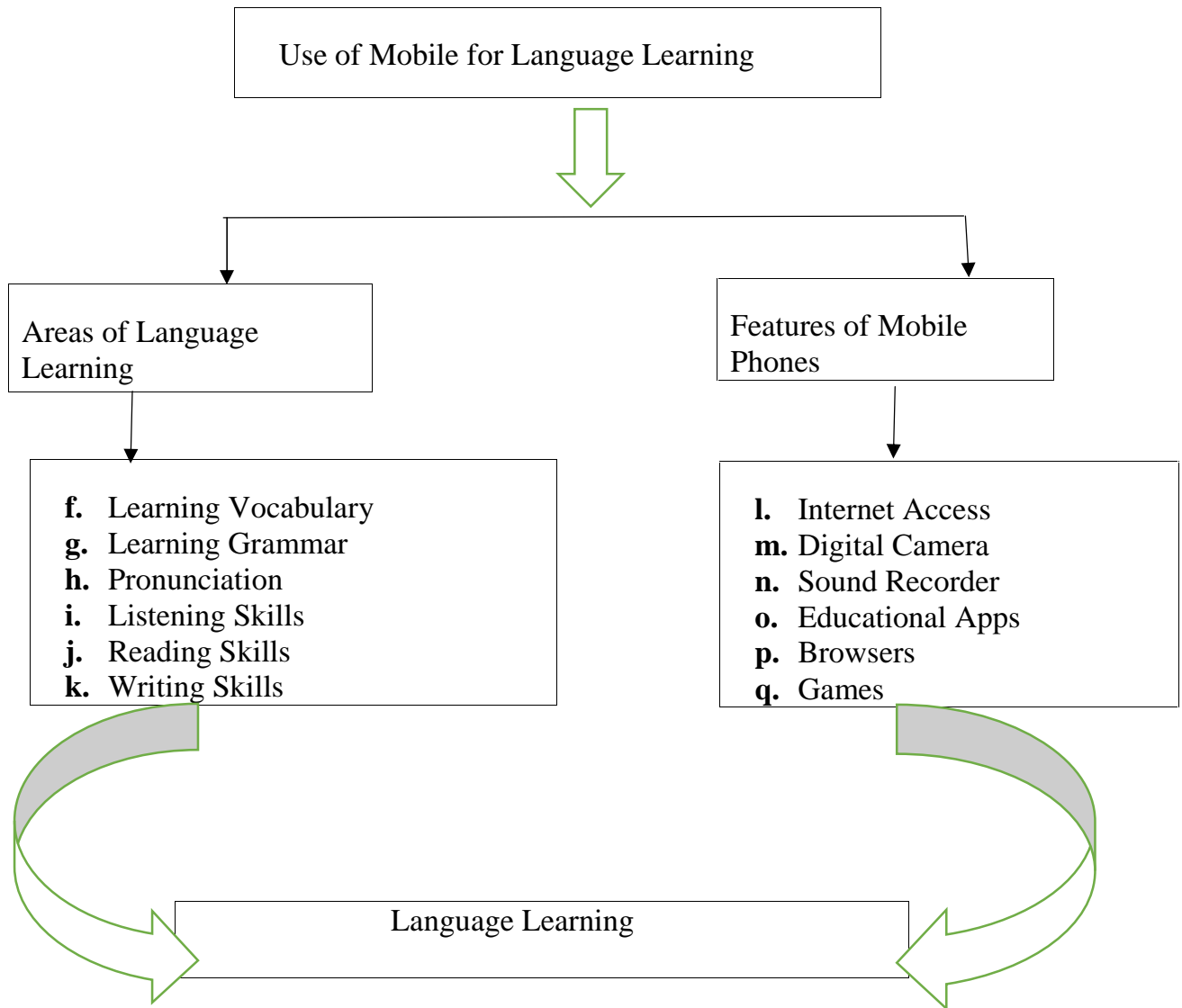


Figure 1. Conceptual Framework

CHAPTER THREE

METHODS ANDPROCEDURE OF THE STUDY

I adopted the following methodologies for my research:

3.1 Design and Method of Study

The study was carried out adopting survey design. It was not be purely quantitative but somehow qualitative too. Hence it was mixed research. Survey designs are suitable for finding out the attitudes, perception, thoughts and practices. It is the most commonly used method of investigation in educational researches. In this regard, Cohen and Manion (1985, as cited in Nunan, 1992, p.140) say:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small- scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and event at a single point of time. Since my study is all about the use of mobile device for pedagogical purposes, this design will be fit for the real findings.

3.2 Population, Sample and Sampling Strategy of the Study

The populations of this study were the M.Ed. students of Tribhuvan University. Among them thirty five students were selected as a sample population using random sample procedure.

3.3 Research Tools

A set of questionnaire was the main tool for collecting data. The questionnaire consisting close ended and open ended question was provided to the students.

3.4 Sources of Data

Both primary and secondary sources were used to collect data. Students of M.Ed. in Tribhuvan University were the primary sources of data and different

books, journals, theses, articles, and related websites were my secondary sources of data for my research.

3.5 Data Collection Procedure

For collecting data, I visited the selected students at convenient places and established a good rapport with them. They were informed about the processes, procedures, and objectives of my study so that they could be agreed to be involved in it. I assured them of the confidentiality in terms of ethics regarding the obtained information through the questionnaire. A set of questionnaire was distributed to them. The answered questionnaire was collected back from them for transcribing.

3.6 Data Analysis Procedure

Collected data was analyzed, interpreted and presented systematically with the help of simple statistical tools and tables.

3.7 Ethical Considerations

While conducting my research, I became sincere and careful about the ethical issues. To maintain the ethicality, I took permission of sample populations. To avoid the risk of plagiarism, I gave the proper credit to the authors of books, journals, articles, and research works.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly concerned with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to explore the students' mobile use for pedagogical purposes and analyze how M. Ed students in TU use mobile phones for learning purposes. The data were elicited by using questionnaire including close end and open ended questions. The responses obtained from the respondents have been analyzed on the basis of the following categories;

1. Part I- Use of mobile phone for language learning purposes
2. Part II- Students' view on using mobile phone in ELT classes.

4.1 Use of mobile phone for language learning purposes

This section describes the use of mobile phones in language learning. A set of 20 close ended questions are analyzed and interpreted to elicit the findings. The collected responses are analyzed in following different sub-heading.

4.1.1 Students' view on using mobile phone in ELT classes

In the beginning, the very general item was asked to find out whether the students of M.Ed. semester use mobile phone for pedagogical purposes or not.

Responses of the students on the question are shown in the table below;

Table 1

Use of mobile phone

Categories	No of students	Percentage
Yes	35	100%
No	-	-

Table 1 shows that the percentage of the responses who said 'Yes' is 100% and nobody said 'No' that means all the twenty students use mobile phones out of

twenty students. Thus it can be said that all the students of M.Ed semester use mobile phone for their learning purposes.

4.1.2 Process of Operating

The second item was asked to explore which one is easier to operate computer or mobile. The response was

Table 2
Easy to Operate

Categories	No. of students	Percentage
Mobile	31	88.57
Computer	4	11.43

This table presents the view of students on easiness to operate with the number and percentage. It again shows that most of the students feel easy to operate mobiles rather than the laptops. In conclusion, mobiles are easy to operate.

4.1.3 Permission to use Mobile Phone in the Classroom

Another item was asked to the students regarding the permission to use mobile phone in the classroom. The number and the percentage of students regarding the permission to use mobile phones in the classroom are shown in the table.

Table 3
Permission to use Mobile Phone in Classroom

Categories	No of students	Percentage
Yes	18	51.43
No	17	48.57

This table presents the number and the percentage of the students regarding the permission to use the mobile phones in classroom. It shows that all greater

number of students are allowed to use mobile phones inside the classroom for academic purposes.

4.1.4 Use of Mobile Phones to Contact

The response regarding use of mobile phones for contact is shown in the following chart.

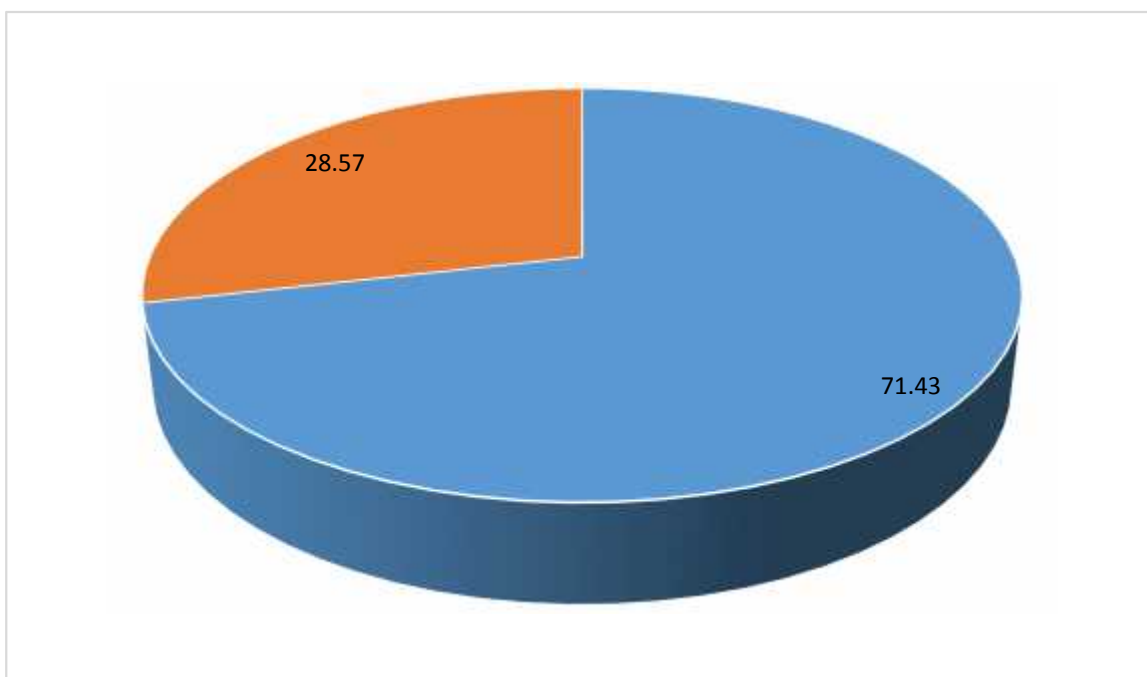


Figure 2; Use of Mobile phone to Contact

The chart reveals that 71.43% of students use their mobile phone to contact with their friends and the remaining 28.57% students use their mobile phone to contact with their family.

4.1.5 Use of Mobile Camera

Regarding the use of mobile camera, the question do you use mobile camera for taking photographs from the board?" was asked. The number and the percentage are presented in the following table.

Table 4
Use of Mobile Camera

Categories	No. of students	Percentage
Often	8	22.86
Sometimes	27	77.14
Never	-	-

The table reveals that large number of students use mobile camera for taking photograph frequently. Moreover almost students use it for pedagogical purposes.

4.1.6 Searching English Language Materials via Mobile

Different students opined differently on this topic. The number and the percentage are shown in the following table.

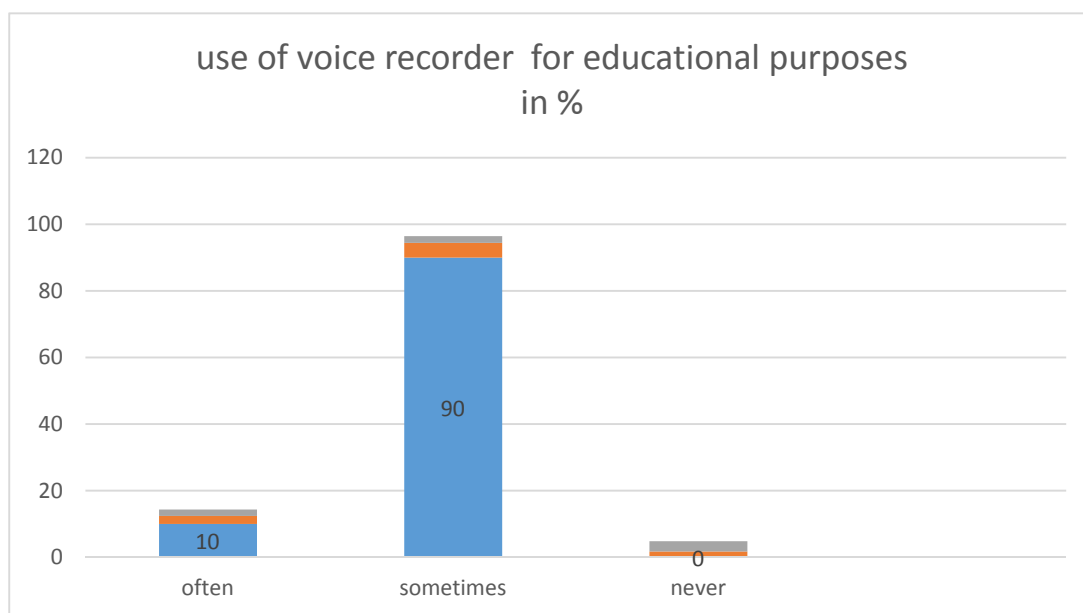
Table 5
Use of Mobile to Search the Materials for Learning English Language

Categories	No. of Students	Percentage
Often	23	65.71
Sometimes	12	34.28
Never	-	-

The table presents that the number and the percentage of the students who use their mobile phone to browse the materials via their mobile phone. It shows that majority of students, i.e. 65.71% used it to browse the materials but only 34.28% used it for that purpose. It concludes that majority of students use mobile phones to browse the Materials for learning English language.

4.1.7 Use of voice recorder

The following result was found regarding this topic.



Above figure shows that 90% of students sometimes use mobile phones for pedagogical purposes and 10% students out of 35 often use mobile phone for recording voices from the teachers. And no students are there who do not use voice recorder. Hence the findings almost students use mobile for recording the useful voices for pedagogical purposes.

4.1.8 Perception on Mobile Assisted Language Learning

The perception of students regarding mobile assisted language learning is shown in the following table.

Table 6

Perception on Mobile Assisted Language Learning

Categories	No. of Students	Percentage
It helps language learning process	35	100%
It does not play any role in language learning process	-	-

The above table shows that all the students opined that mobile assisted language learning helps in English language learning.

4.1.9 Use of Mobile in Language Learning

The next item was related to whether mobile phones are engaging or irritating. The responses from students are shown below.

Table 7
Use of Mobile Phones in Language Learning

Categories	No of Students	Percentage
Strongly agree	23	65.71
Agree	11	31.43
Neutral	-	-
Disagree	1	2.86
Strongly Disagree	-	-

The responses of the students reveals that use of mobile phones are engaging rather than irritation.

4.1.10 Use of Mobile Phone to Solve Immediate Problems

The next query was related with their opinions whether they think mobile phones are used to solve the immediate language problems. The responses from them are;

Table 8

Mobile to Solve Immediate Problem

Categories	No of Students	Percentage
Strongly Agree	22	62.86%
Agree	10	28.57%
Neutral	3	8.57%
Disagree	-	-
Strongly Disagree	-	-

According to the responses given by students, majority of them believe that mobile phones are beneficial for solving immediate language problems.

4.1.11 Autonomous Learner

The next item was asked to the students to investigate their view on mobile learning. The question was ‘Does mobile help to student to be an autonomous learner?’ The responses are as follows.

Table 9

Autonomous Learner

Categories	No of Students	Percentage
Strongly Agree	22	62.86%
Agree	12	34.28%
Neutral	1	2.86%
Disagree	-	-
Strongly Disagree	-	-

The table shows that the majority of the students, i.e.62.86% agreed that the use of mobile phone in learning helps to become autonomous learner. Similarly some of the students, i.e. 34.28% are strongly agreed to the statements whereas

only 2.86% students responded for neutral. It means more students agreed that mobile helps them to be autonomous learners.

4.1.12 Shift from What Learning to Where Learning

The Students were asked for the next item of question related to the shift of what (content) learning to source (where) learning. The findings are shown in the following table.

Table 10

Shift from What Learning to Where Learning

Categories	No. of Students	Percentage
Strongly Agree	26	74.28%
Agree	2	5.71%
Neutral	7	20%
Disagree	-	-
Strongly Disagree	-	-

Table 10 shows that majority of the students agreed mobile learning brings shift from content learning to source learning.

4.1.13 Easy Access to the Global Contents

Different students responded differently regarding mobile learning to get access in the global contents. The result is after the response is shown in the following table.

Table11

Easy Access to the Global Contents

Categories	No. of Students	Percentage
Agree	20	57.14%
Strongly Agree	12	34.28%
Neutral	5	5.71%
Disagree	1	2.86%
Strongly Agree	-	-

The table 11 presents that the number and percentage of the responses regarding use of mobile phone to make easy access to the global content. It shows that most of the students believe that use of mobile phone in language learning makes easy access to the global contents and develops thinking globally and act locally.

4.1.14 Use of Mobile as a Part of Curriculum or Supplementary Materials

Students were asked whether they think mobile learning can be a part of curriculum or a supplementary material. The percentage of responses is presented in the table below.

Table 12

Use of Mobile Phone as Curriculum

Categories	No. Of Students	Percentage
As a part of curriculum	-	-
As a supplementary materials	35	100%

This table shows that all the students regard the mobile phones as the supplementary materials. There is no any curriculum that supports the use of mobile phone.

4.1.15 Mobile Applications to Support Language Learning

An item was asked to investigate whether mobile applications installed in students' mobile support language learning or not. The percentage of responses is shown in the following table.

Table 13

Use of Mobile Application in Language Learning

Categories	No. of Students	Percentage
Yes	35	100
No	-	-

The result shows that all the students believe that mobile applications installed in their mobile phone support language learning process.

4.1.16 Encouragement from Teachers

Regarding the encouragement of teachers' side to use mobile inside and outside the classroom for language learning, the responses were as follows:

Table 14

Encouragement from Teacher

Categories	No. of Students	Percentage
Yes	28	80%
No	7	20%

Table 14 presents the number and percentage of responses regarding the encouragement to use mobile phone in order to learn language. It shows that more students are encouraged by the teachers to use mobile in language learning.

4.1.17 Mobile Assisted Language learning in Curriculum

An item was asked to explore whether mobile learning is helpful to meet the standard of global education, hence curriculum should address mobile assisted language learning. The number and the percentage of responses are shown in the following table.

Table 15

Mobile Assisted Language Learning in Curriculum

Categories	No. of Students	Percentage
Strongly Agree	24	68.57%
Agree	4	11.43%
Neutral	7	20%
Disagree	-	-
Strongly Agree	-	-

The table shows that out of 35 students, majority of them, i.e. 68.57% strongly agreed that mobile learning helps to meet the standard of global education so curriculum should address the use of mobile phones. Similarly, 11.43% are agreed on the statement. Very few students were in 'neutral' option. Thus it can be claimed that majority of students are in favor of mobile learning.

4.1.18 Ban to Use Mobile Phone in the Classroom

Regarding the ban of mobile phone in the language classroom, the responses of students are presented in the table below.

Table 16

Ban to Use Mobile Phone in Classroom

Categories	No. of Students	Percentage
Strongly Agree	2	5.71%
Agree	-	-
Neutral	2	5.71%
Disagree	28	80%
Strongly Disagree	3	8.57%

Above table shows that 2 students out of 35 agreed to ban mobile phone in the classroom. Likewise 5.71% responded as neutral and 85% students were in favor of using mobile phone in classroom. Thus it can be summarized that more students do not want to ban mobile use inside the classroom.

4.1.19 Motivation Enhanced by the Use of Mobile Phone

Students were asked whether mobile phones are beneficial to enhance motivation in language learning. The result is presented in the table.

Table17

Motivation Enhanced by the Use of Mobile Phones

Categories	No. of Students	Percentage
Strongly Agree	22	62.85%
Agree	8	28.86%
Neutral	4	11.43%
Disagree	1	2.86%
Strongly Disagree	-	-

Table 17 shows that among 35 students, majority of students, i.e. 62.85% agreed that their motivation has been enhanced because of mobile phones. Likewise, 28.85% agreed on the statement. 11.43% marked on neutral option and few students, i.e. 2.86% disagree and said mobile cannot enhance the motivation in language learning. Hence, it shows that majority of the students are agreed that their motivation has been enhanced by the use of mobile phones in ELT classes.

4.1.20 Effectiveness of Mobile Phone in Language Learning in ELT classes

The next question was related with the students' view on effectiveness of mobile phone in learning language in ELT classes. The number and the percentage of responses are shown in the following table.

Table18

Effectiveness of Mobile Phone in Learning English

Categories	No. of Students	Percentage
Strongly Agree	20	57.14%
Agree	14	40%
Neutral	1	2.86%
Disagree	-	-
Strongly Disagree	-	-

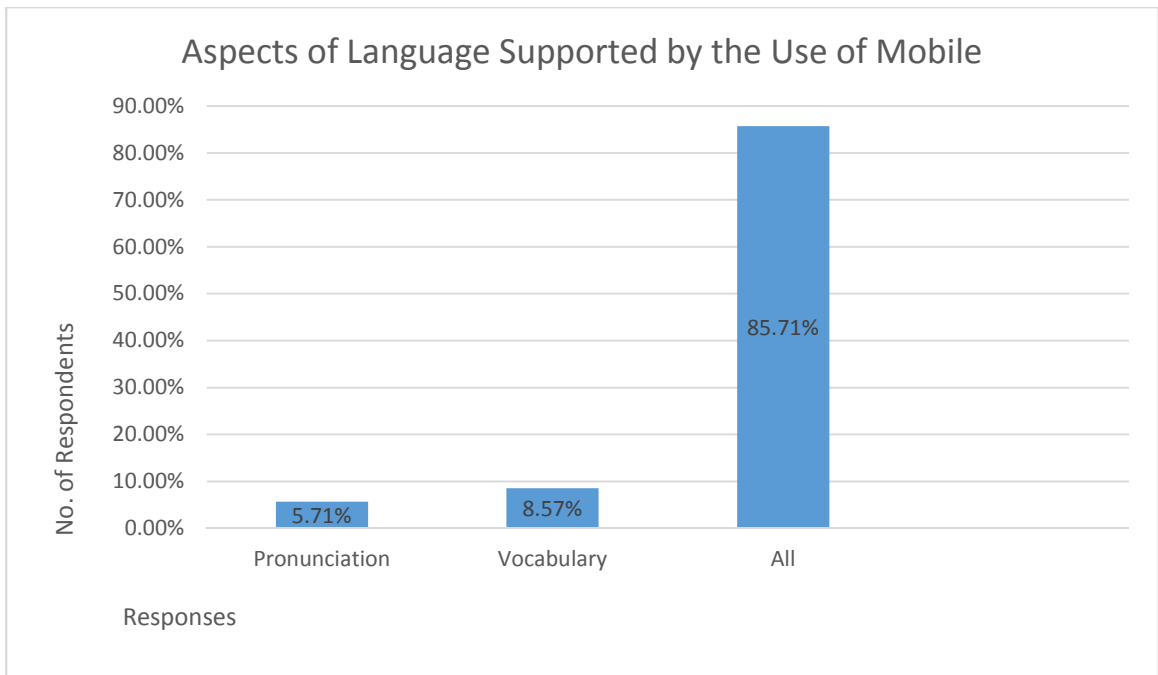
According to the result, we can claim that most of the students are in favor of using mobile in ELT classes as it is an effective tool.

4.2 Use of Mobile Phone to Learn Aspects and Skills of Language

Learning a language is learning of different aspects and skills of any particular language. Is it possible to learn these aspects and skills of language through the use of mobile phone? To uncover this query, a set of 20 close ended questions and 8 open ended questions were asked to the respondents. The obtained information is analyzed in different sub-headings.

4.2.1 Aspects of language Supported by the Use of Mobile

Different aspects of language that can be supported by the use of mobile phones are shown in the following chart.



The presented diagram shows the percentage of responses regarding the aspects of language supported by mobile phone. According to this result, 5.71% students believe that pronunciation is better supported by the use of mobile phones where as 8.57% think that vocabulary is supported by the use of mobile phone. But most of the students, i.e. 85.71% assumed that all the aspects of the language such as pronunciation, vocabulary, grammar are supported by the use of mobile. It means most of the students believe that all the aspects of a language can be learnt through the use of mobile phone.

4.2.2 Learning Vocabulary

Vocabulary is one of the important aspects of a language. Regarding learning English language with the use of mobile phone, different 5 close ended questions were asked. The findings are shown in the following table below.

Table 19**Learning Vocabulary with the use of Mobile Phone**

S.N	Items	categories	No. of Students	Percentage
1.	Vocabulary learning through mobile phone	Yes No	35 -	100% -
2.	Use of mobile phone to search meaning and definition of new words and as a search engine	Yes No	35 -	100 -
3.	Vocabulary games on mobile to develop vocabulary	Yes No	31 4	85.71% 11.43%
4.	Increase of vocabulary acquisition because of text message	Strongly Agree Agree Neutral Strongly Disagree	19 3 10 -	54.28% 8.57% 28.57% -
5.	Increase of vocabulary acquisition through mobile dictionaries	Strongly Agree Agree Neutral Strongly Disagree	22 13 - -	62.86% 37.14% - -

Table 19 shows that all the informants' answers and the percentage on how they use mobile phone to learn vocabulary.

4.2.3 Learning Listening

Listening skill is one of the most important receptive skills. To learn this skill, different types of exposure is needed. In this regard, mobile phone offers those exposures with its different features and functions. The questions regarding developing listening skill via mobile phone were asked to the students. The obtained information is presented in the following figure.

Table 20

Learning Listening Skills with the Use of Mobile Phone

S.N	Items	Categories	No of Students	Percentage
1.	Development of listening skill through mobile phone	Yes	35	100%
		No	-	-
2.	Use of mobile phone to listen music, English lesson, news	Music	16	45.71%
		English Lesson	3	8.57%
		News	16	45.71%
3.	Use of mobile phone to listen native speaker speech	Often	4	11.43%
		Sometimes	30	85.71%
		Never	1	2.86%
4.	Use of mobile phone to listen English programs	Yes	34	97.14%

	broadcast on BBC world Service	No	1	2.86%
5.	Authentic materials found on internet to develop listening skill	Agree	19	54.28%
		Strongly Agree	16	45.71%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-

Table 20 presents the result of 5 set of questions regarding how M.Ed. Students use mobile phone in order to develop their listening skill. Each responses of the related questions were analyzed separately.

The first question was very general, it aimed to explore whether listening skill can be developed through mobile phone or not. The table shows that all the respondents believe that listening skill can be developed by the use of mobile phone.

Similarly the second question was asked to find out how often they listen music, English lesson and news using their mobile phone. The table shows that out of 35 students, 45.71% use their mobile phone to listen music. On the other hand, 8.57% use mobile phone to listen English lesson whereas 45.71% used their mobile phone to listen music and to listen news. Very few students (8.57%) use their mobile phone to listen English lesson.

Likewise the next item was asked to find out how much they listen the native speaker speech via mobile phone. Above table shows that only few students often listen native speakers' speech using mobile phone. There are more numbers of students who listen native speaker speech sometimes only. Moreover, there are 2.86% students who never listen native speakers' speech.

However it shows that most of the students listen native speakers' speech on their mobile phone to develop their listening skill.

In the same way, students were asked the question 'Do you listen English programs broadcast on BBC World Service?' The table shows that out of 35 students, almost students, i.e. 97.14% always listen English program broadcast on BBC world service program to improve their listening skill.

Searching authentic materials on mobile for developing listening skill was another item to be investigated. The result showed that 54.28% students are in favor of the statement.

Hence, it can be summarized that listening skill can be developed with the use of mobile phones because of its different multi features.

4.2.4 Improving Pronunciation

Use of mobile phones for developing pronunciation skill was another concern of this query. Different four close ended questions were asked to the respondents. The result is presented in the following table below.

Table 21

Improving Pronunciation with the Use of Mobile Phone

S.N	Items	Categories	No. of Students	Percentage
1.	Developing Pronunciation through mobile phone	Yes	35	100%
		No	-	-
2.	Use of mobile dictionary to check the correct pronunciation of	Yes	35	100%
		No	-	-

	unfamiliar words			
3.	Comparison of own recorded speech with correct pronunciation to improve pronunciation	Agree	22	52.86%
		Strongly Agree	10	28.57%
		Neutral	3	8.75%
		Disagree	-	-
		Strongly Disagree	-	-
4.	Use of mobile phone to watch the native speakers' videos on YouTube	Agree	21	60%
		Strongly Agree	13	37.14%
		Neutral	1	2.86%
		Disagree	-	-
		Strongly Disagree	-	-

Table 21 presents the number and percentage of respondents regarding the use of mobile phone to improve the pronunciation. The result was transcribed and shown separately.

The first question was asked to find out whether mobile phone helps to develop the pronunciation or not. The table shows that all the 35 students believed that pronunciation can be better developed through the use of mobile phone.

In the same way, an item asked to analyze whether students use their mobile dictionary to check the correct pronunciation of unfamiliar words. The result shows that all the students use their mobile dictionaries to check the correct pronunciation of unfamiliar words.

Students' mobile use for developing pronunciation by recording own voice was another findings of the study. Similarly more students were found using mobile

phones to watch the native speakers' videos for developing their different language skills.

4.2.5 Developing Grammar

Respondents were asked about their views on grammatical accuracy that they think possible using mobile phones. The information obtained is presented in the following table.

Table22

Developing Grammar with the Use of Mobile Phone

S.N	Items	Categories	No. of Students	Percentage
1.	Improving grammatical accuracy through mobile phone	Yes	33	94.28%
		No	2	5.71%
2.	Learning grammar through mobile application downloaded from different aps store	Agree	23	65.71%
		Strongly Agree	11	31.43%
		Neutral	-	-
		Disagree	1	2.86%
		Strongly Disagree	-	-
3.	Checking grammatical correctness before sending message and email to teachers	Yes	33	94.28%
		No	2	5.71%

The result shows that learning grammar is possible through the use of mobile phone.

4.2.6 Developing Reading Skill

The responses on using mobile phone for developing reading skill are presented below.

Table23

Developing Reading Skill with the Use of Mobile Phone

S.N	Items	Categories	No. of Students	Percentage
1.	Developing reading skill through mobile phone	Yes	33	94.28%
		No	2	5.71%
2.	Use of mobile phone to read e- book	Often	13	37.14%
		Sometime	21	60%
		Never	1	2.86%

The data shows that most of the students use mobile device for developing reading skill in most of their time.

4.3 Data collected from Open Ended Questions

Along with the close ended questions, the open ended questions were also asked. This section deals with how M.Ed. students of T.U use mobile phone for English language learning. The data shown are based on the different 8 open ended questions. The obtained responses are presented in the following sub headings.

4.3.1 Usefulness of Mobile Phone in Language Learning

The first open ended question was about their view on using mobile phone for learning English language. When the students were asked about the usefulness of mobile phone in language learning, most of them argued that mobile can be a useful tool in language learning. Bimal Oli, M.Ed.third semester, stated that

Mobile phone can be very useful for language learning indeed. It is an inevitable part of language learning as we can develop different language skills using it.

. As they said, they have been incorporating with different internet browsers to surf the internet for language learning via their mobile phones. So, with the help of mobile phone they can download different essential materials, books, journals, articles, videos, audios and so on. Similarly they can use different applications to practice vocabulary, grammar, pronunciation and listening. Many of the student agreed that mobile is very affordable in comparison to computer. Also, mobile can perform almost tasks that can be done by computer. Mobile phone can be utilized for reading e-books, using e-dictionaries, listening news, music and English lessons. Mobile are being used for sending emails and messages to their friends and teachers. They believed that mobile creates autonomous environment so they can learn anywhere anytime beyond the classroom.

4.3.2 Learning Vocabulary through Mobile

When the respondents were asked to give their response on using mobile phone to learn vocabulary, they unanimously believed that use of mobile dictionary is better way to learn the meaning of new vocabulary items. According to them, it is very useful to download different applications related to vocabulary to enhance the word power. In the same way Damber Neupane, from Tribhuvan University stated that,

There are so many applications that can enhance our vocabulary. For instance, mobile dictionary, which is very helpful for learning vocabulary

According to them, plenty of vocabularies can be learnt by making use of different search engines including Google. The vocabulary acquisition can be increased because of text message. In the same way, listening English music and news, watching movies and e-lectures, Reading e-books and journals also help them to develop their vocabulary power.

4.3.3 Developing Listening Skill through Mobile

Most of the students agreed that listening skill can be developed using mobile phone. They said that listening English music, news and English lesson is key to develop listening skill. In The same way, Regarding this issue, Khagendra Chand, from T.U stated,

We can record the speeches and lectures of scholars and can listen it back to develop listening skill.

Most of them listen the news and English programs broadcasted from BBC world service and different news agencies. Likewise many motivational speeches and lectures of native speakers, documentary, audio and video text found on YouTube is also helpful to develop their listening skills

4.3.4 Improving Pronunciation through Mobile

Pronunciation is one of the important aspects of language. It refers to the ability to pronounce the words accurately with proper stress and intonation. To improve the pronunciation, it needs rigorous practices. For this, mobile phone can be one of the useful tools. Regarding this, many students responded in their own ways. Common ideas and ways of learning pronunciation using mobile phone are analyzed.

Majority of students argued that using online and offline dictionaries along with phonemic transcription and sound system which are installed in their

mobile phone help to improve their pronunciation. They said that listening native speaker' speeches, conversations, lectures help them to improve pronunciation. Similarly different audio text provided on different websites of British Council is also beneficial. Also, they watch English movies, listen the songs and news. They record their own voices and compare it with the standard ones to be improved. They believed that looking the phonemic transcription of the unfamiliar words using dictionaries is better way to develop the pronunciation.

Thus, all the students assumed that using mobile phone can be beneficial for developing pronunciation.

4.3.5 Grammar Learning through Mobile

All the respondents agreed that mobile can be utilized to download the different e- copies of grammar books. Different applications consisting of grammatical rules and exercises help in grammar learning. Also different tutorials, videos are also be checked on mobile for it. Some of them opined that predictive text and audio spelling checker can be enabled from the setting of mobile phone which shows predicted text based on what we have entered and underline spelling errors with red and suggests for correction.

Thus mobile phone can be utilized in many ways in order to develop the grammatical competencies. Almost all the respondents responded positively. They claimed that they are incorporating different features of their mobiles for developing grammatical accuracy.

4.3.6 Benefits of Using Mobile Phone in Language Learning

In response to the question whether or not mobile devices are beneficial in language learning, most of the respondents highlighted the strengths of using mobile phone in ELT classes. Many students listed different benefits of it. Following are the common benefits responded by the students.

- a. Mobile provides the authentic materials.
- b. Creates enjoyable environment and stress free learning.
- c. Access of e-mail and internet
- d. Can be utilized to read e-book, listen music, news, English programs at any time and any place.
- e. Economically accessible and affordable.
- f. Small, portable, cheap, handy tool of language learning.
- g. Helps to develop different aspects and skills.
- h. Many books can be downloaded in a single phone.
- i. Access of authentic materials.
- j. Multimedia function can be utilizes to improve language skills.
- k. Provides opportunities for collaborative learning
- l. Access of different social networking sites.
- m. Offline application can be used in the absence of internet.
- n. Can be used inside and outside the classroom.
- o. No time boundary to use can be used anytime and anywhere.
- p. Medium of communication among friends, family and teachers.

4.3.7 Challenges of Using Mobile Phone as a Language Learning Tool

In the response of challenges on using mobile phone as a language learning too, Respondents provided similar type of views, that it is time killing and it needs a strong determination to use it in wise manner. Rubina thapa, M. Ed. second semester highlighted the challenges of using mobile phone in language learning purpose. She believed that excessive use of mobile phone for random purposes and addiction towards it ruin students' life. She added that;

Students use mobile too much time. They are using it randomly and are fully depended on it. It is really challenging to maintain 'digital discipline'.

To sum up the responses, following are the common points regarding the challenges of using mobile phones in language learning.

- a. Kills the time if used exclusively.
- b. Not having proper knowledge to use all the functions and features of mobile.
- c. Lack of internet access.
- d. Use of internet from mobile data is very costly.
- e. Problem of plagiarism.
- f. Need special operating skills.
- g. It may spoil the creativity of the students.
- h. Can be misused.
- i. Parents may have negative attitude on the use of mobile phone.
- j. It may cause serious health problems such as eye sight problem
- k. Many school/ college restricted the use of mobile phone inside the school/college area.
- l. Hinder the classroom activities
- m. Small screen and keyboard size.

4.3.8 Additional Functions of Mobile Phone

An item was asked to find out the additional features of mobile phone that are not used in classroom which they would like to suggest in the process of language learning. Regarding this, most of the students responded that they were not aware about it. Thus, it can be said that most of the features and functions of mobile are already exploited by the students.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion and recommendations related to policy related, practice related and further research.

5.1 Findings

This chapter consists of main findings of the study. This study was intended to find out the facts on using mobile phones in language learning. Also, it aimed to analyze how students in advance level incorporate the ICT tool, for instance, the mobile in their ELT classes. Moreover it is also for suggesting some pedagogical implications.

After analyzing and interpreting the data this study has come up with the following findings.

- a. All the respondents said that they use mobile phone for improving English.
- b. All the students opined that Mobile Assisted Language Learning (MALL) helps in language learning process.
- c. Majority of students (57.17%) believed that using mobile phone in learning English is very effective.
- d. Most of the students (85.71%) assumed that all the aspects of language can be learnt through the use of mobile phone.
- e. All the students said that vocabulary can be learnt through mobile phone.
- f. Students are incorporating with different search engines such as Google, Chrome etc. to develop their language learning skills.
- g. Students are found playing vocabulary games for enhancing vocabulary.
- h. All students believed that their vocabulary has been increased because of their mobile dictionary.

- i. Listening skill, speaking skill, Pronunciation, grammar also can be developed via using mobile phone.
- j. Own recorded voice in mobile can help them to identify the common errors in pronunciation.
- k. Grammatical accuracy can be developed through mobile phone.
- l. Reading skill can be developed using mobile phone.

After analyzing the open ended questions, it was found that most of the students perceived that mobile phone as a useful tool for language learning. They believed that use of mobile for vocabulary, pronunciation, grammar and different language skills, viz. listening, speaking, reading, and writing can be developed using multiple features and functions of mobile phone. They are familiar with the different features and functions of mobile phone so that they can use it for various purposes.

5.2 Conclusion

Nowadays every new technology has tended to lead towards the new perspective in language learning. Due to the advancement of technology, there are changes in language learning too. Along with the emergences and rapid improvement of small, portable device, i.e. mobile phone, the concept of MALL has gained popularity. Use of mobile devices in language teaching and learning has also been the focus of current research. This study, therefore, is intended to explore the possible usage of mobile phone in language learning.

The main purpose of using mobile phone in ELT classes is to promote students' learning achievement and to assist them to be the autonomous learner. In the nonnative English speaking context, it can be practical way to get it involved in language learning. To achieve the goal, language learners should create favorable environment to use it. It is equally important to maintain digital discipline so that one can be stopped misusing the mobile devices.

By analyzing and interpreting data, it can be concluded that students have been adopting various activities via mobile to develop the language skills and aspects. Also, they have found mobile as an important and useful tool to learn English language. In order to develop different aspects and skills of English language such as vocabulary, pronunciation, grammar, listening skill, speaking skills they are incorporating with mobile dictionaries, email, internet, different search engines, internet browser, YouTube videos, multimedia functions including sound recorder, camera, online and offline downloaded learning materials and so on. Thus it can be claimed that mobile phone can serve as a useful language learning tool. The use of mobile can improve students' practical language skills. Despite of some disadvantages mobile phones can be used effectively in ELT classes.

5.3 Recommendations

Being based upon the major findings of the study, following recommendations can be made.

5.3.1 Policy Related

On the basis of the findings of the study, the following policy related recommendations can be made so that the lack seen in the current practices of using mobile phone as a tool of language learning can be minimized.

- a. Adaptation of technology in education is not everything; Proper implementation will play the vital role to sustain for long term educational development of the nation. Thus the concerned authorities need to pay attention on formulating policy regarding the spaces of mobile phone in language learning as well.
- b. Primarily, mobile phones are not made for language learning purposes. So special software and program designer should be hired to develop special language learning software and mobile applications.

- c. Education planner, syllabus designer, material developers should take care about the modern tools such as mobile phone so that students have the opportunity to deal and use such tools for educational purposes.
- d. Department of English Language should make ELT teachers aware the importance of new technology and ways of its utilization. Thus they can exploit the benefit of new invention of technology.
- e. Finally, the government as well as the school/college administration should launch a new policy to the maximum utilization of mobile phone in teaching learning activities to meet the specified goals.

5.3.2 Practice Related

On the basis of the findings of the research, the following practice related recommendations can be made so that the using mobile phone as a useful language learning tool in ELT can better be promoted.

- a. Just being familiar with new tools of technology is not enough for teachers and students to learn language; instead, the students and teachers should voluntarily and enthusiastically get involved in using such tools in their context.
- b. Many students are not familiar with all the features of mobile phones, so they should be made aware about it.
- c. The thing whatever we use in itself is neither good nor bad but way of using it makes the things good or bad. It means mobile phone can be a useful tool if students are guided to use it for specific purposes.
- d. Habit of sharing ideas, information and learning materials using mobile phone among teachers and students should be developed.
- e. Students should be encouraged to select the appropriate features and functions to learn specific aspects and skill of language.
- f. The findings shows that many students listen native speakers speech only for some time so students should be encouraged to use their

mobile phone to listen native speakers' speech regularly in order to develop listening skill.

- g. Many difficulties may arise inside the classroom regarding pronunciation, word meaning and so on. In this case, use of mobile phone can solve these immediate problems. So students should not be prohibited to use the mobile phone inside the classroom.

5.3.3 Further Research

The following recommendations can be made in order to carry out further research.

- a. The finding of this research cannot be generalizable to the whole population of the nation because it was conducted only in University Campus Kirtpur. So, the research can be conducted in more than one university and with more participants.
- b. If the researcher uses the other more tools for instance, interview for collecting data instead of merely questionnaire, the study will be more in-depth and hence findings may also cover more spaces of the study.
- c. Similar studies may be conducted with MALL devices and applications like Personal Digital Assistants (PDAs), iPods, simple portable music players.
- d. Likewise, Experimental research can be conducted on MALL as a supplementary material.

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Appendix I

PARTICIPANT INFORMATION STATEMENT

1. What is this study about?

You are requested to involve in research entitled, 'Use of Mobile Phones among Advanced Level Student in ELT Classes which aims to find out how students are using mobile phones in language learning .In the same way it is for investigating whether they have found it beneficial tool for learning English language or not.

You have invited to participate in this study because I am interested in finding out the fact related to this issue. Your responses will be helpful to reveal the truth on this matter.

This participant information statement tells you about the research study.

Please read this sheet about the study. Participation in this study is voluntary.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried by Mrs. Hem Kumari Rai, as the basis for the master degree of English Education at Tribhuvan University. This study will take place under the supervision of Mr. Bhim Prasad Wasti, Reader, Department of English Education. T.U. Kirtipur.

3. What will the study involve for me?

The study involves completing a set of questionnaire containing both open ended and close ended questions from students.

4. How much of my time will the study take?

It will take you about 45 minutes to complete the questionnaire.

5. Are there any risks or costs associated with being in the study?

Aside from investing your time, there will be not any risks or costs associated with talking part in this study.

6. Are there any benefits associated with being in the study?

This study will help you to know the perception of students and teachers on mobile assisted language learning. The findings of the study will be helpful to know whether mobile phone is helpful or not in language learning.

Participant Consent Form

Bhim Prasad Wasti (supervisor)

Reader, Department of English Education

Tribhuvan University, Kirtipur

‘Use of Mobile Phone among Advanced Level Students in ELT Classes’

I..... [Name] agree to take part in this study.

In giving my consent I state that:

I understand the purpose of this study, what I will be asked to do, and risks/ benefits involved.

- I. I have read the participant information statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- II. I have got answers to any questions that I had about the study and I am happy with answers.
- III. I understand that being involved in this study is completely voluntary.
- IV. I understand that I can withdraw from the study at any time before I submit my responses.
- V. I understand that information about me that is collected over the course of this project will be stored securely and only be used for purposes that I have agreed to. I understand that the information

given by me will only be told to others with my permission,
except as required by law.

VI. I understand that the results of the study may be published, and
that publications will not contain my name or any identifiable
information about me.

I consent to:

Fill the questionnaire: Yes [] No []

Signature.....

Name.....

Date.....

Questionnaire for Students

Dear Sir/Madam,

This questionnaire is prepared as a tool purely for my research study entitled *Use of Mobile Phones among Advanced Level Students in ELT Classes*. This work is being done under the supervision of Mr. Bhim Prasad Wasthi, Associate Reader, Department of English Education. Your co-operation in completing the questionnaire will be great value to me. There is no right or wrong answer to the question asked in this questionnaire, I am only interested in your personal opinion. Please feel free to put your response required by the questionnaire.

I would appreciate your honest opinion and assure you that your response will be completely anonymous. The response made by you will be exclusively used for the present study and will remain confidential.

Researcher

Hem Kumari Rai

Department of English Education

T.U., Kirtipur

Questionnaire to the Students

Part-I

Put the tick mark to the alternative that best indicates your response.

1. Do you use mobile phone?
 - a. Yes
 - b. No
2. Do your teachers permit you to use your mobile?
 - a. Yes
 - b. No
3. Which one do you think to be easier to operate?
 - a. Mobile
 - b. Computer
4. Most of time you use mobile phone to contact with
 - a. Friend
 - b. Teacher
 - c. Family
5. Do you use mobile camera for taking teachers' ideas from board?
 - a. Often
 - b. Sometimes
 - c. Never
6. Do you browse web from your mobile for searching English Language learning materials?
 - a. Often
 - b. Sometimes
 - c. Never
7. Do you use voice recorder to record of your own voice?
 - a. Often
 - b. Sometimes
 - c. Never

8. What do you think about the Mobile Assisted Language Learning?
 - a. It helps language learning process.
 - b. It doesn't play any role in language learning.
9. Use of mobile phone in language learning is engaging rather than irritating.
 - a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree
10. Use of mobile phone solves immediate problems in teaching and learning.
 - a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree
11. Mobile learning helps students to be autonomous learner.
 - a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree
12. Mobile learning brings shift from what (content) learning to where (source) learning.
 - a. Agree
 - b. Disagree
 - c. c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree

13. Mobile learning makes easy access to the global contents and develops thinking globally and act locally.
- Agree
 - Disagree
 - Neutral
 - Strongly agree
 - Strongly Disagree
14. How do you use mobile in language learning?
- As a part of curriculum
 - As a supplementary material
15. Mobile applications installed in student's mobile support language learning.
- Yes
 - No
16. Do your teachers encourage you to use mobile in and outside the classroom for language learning?
- Yes
 - No
17. Mobile learning helps to meet the standard of global education so curriculum should address the use of mobile phones.
- Agree
 - Disagree
18. There should be a ban to use a phone in the classroom.
- Agree
 - disagree
 - Neutral
 - Strongly Agree
 - Strongly Disagree
19. Motivation can be enhanced by the use of mobile phone in and outside the classroom.
- Agree

- b. Disagree
- c. Strongly Agree
- d. Strongly Disagree

20. I believe using mobile phone in learning English is effective.

- a. Agree
- b. Disagree
- c. Strongly Agree
- d. Strongly Disagree

Part-II

1. What aspect of language learning is supported by the use of mobile?
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. d. All
2. Do you use different search engines such as Google to search meaning and definition of new words?
 - a. Yes
 - b. No
3. Do you play vocabulary games on mobile to develop vocabulary?
 - a. Yes
 - b. No
4. My vocabulary has increase because of text message.
 - a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree
5. My vocabulary has increased because of my mobile phone dictionary.
 - a. Agree
 - b. Disagree
 - c. Neutral

- d. Strongly Agree
 - e. Strongly Disagree
6. Can listening skill be developed through mobile phone?
- a. Yes
 - b. No
7. I Often use mobile phones to listen,
- a. Music
 - b. English Lesson
 - c. News
8. I listen native speaker speech.
- a. Often
 - b. Sometimes
 - c. Never
9. Do you listen English programs broadcast on BBC world service?
- a. Yes
 - b. No
10. Authentic materials found on internet are really beneficial to develop listening skills
- a. Agree
 - b. Disagree
 - c. c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree
11. Can pronunciation be developed through mobile phone?
- a. Yes
 - b. No
12. Do you use mobile dictionary to check the correct pronunciation of unfamiliar words?
- a. Yes
 - b. no

13. Own recorded speech can be compare with the correct pronunciation to improve pronunciation.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree
14. Mobile can be used to watch the native speaker video on You Tube.
- a. Agree
 - b. Disagree
 - c. Neutral
 - d. Strongly Agree
 - e. Strongly Disagree
15. I use English language tutorials on mobile.
- a. Yes
 - b. No
16. Can grammatical accuracy be developed through mobile phone?
- a. Yes
 - b. No
17. Grammar rules can be learnt through mobile application downloaded from different apps store.
- a. Agree
 - b. Disagree
 - c. Neutral\Strongly Agree
 - d. Strongly Disagree
18. Do you check grammatical correctness before sending message and e-mail?
- a. Yes
 - b. No
19. Can Reading skill be developed through mobile phones?
- a. Yes

b. No

20. Do you use your cell phone to read e-books?

a. Yes

b. No

Part-III

Write the responses of the following questions in your own words.

1. Do you think that mobile can be a useful tool for language learning? Please give your response for your answer.

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2. How can Vocabulary be learnt through mobile phone?

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3. Can listening skill be developed through mobile?

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4. Do you think that pronunciation can be developed using mobile phones? How?

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5. How can we develop our grammar using mobile phones?

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6. Do you think mobile phones are beneficial in learning English language? Why? Why not?

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7. What are the challenges of using mobile phones as a language learning tool?

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8. Are there other additional functions of mobile phones? If yes, please mention.

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