Chapter I

Introduction

This study entitles **Use and Challenges of Mobile Phone for Learning English.** This introductory part includes the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of key terms.

Background of the Study

Information and Communication Technology (ICT) refers to all the communication technologies, including the internet, wireless network, cell phones, computers, software, social networking, and other applications and services. The term generally accepted to mean all the devices, applications and systems. According to Khan, Khan, Din, Ismail and Rafid, (2015, p.85) ICT refers to," The technology that provides access to information through communication". In other words ICT is defined as a diverse set of technological tools which is used to communicate and to create, store, disseminate and manage the information. People cannot deny the fact that modern ICT tools have created a whole world a global village in which people can communicate across the world.

Technology has brought incredible changes in the field of education. Costley (2014, p. 2) states, "Because of the arrival of new technologies rapidly occurring globally, mobile phone is relevant to the students". It has modified the entire education system so that the learners are able to gain knowledge without going to anywhere. The recent trend in the educational institution is that they use online resources in the classroom. Among the tools of ICT, mobile phone is extensively used tool in every sector. In recent period, human being can't survive without mobile phone. Mobile phone is a device mainly used for voice call. Since, it has the multiple functions people are using it for various purposes. During the 21st century the proliferation of communication and technology has been remarkable worldwide. Among the ICT tools, the mobile phone is undoubtedly the most fascinating device the ICT industry has ever nurtured (Porter, 2016). Nowadays, mobile phone is a device which is used for not only retrieving and gaining information it is also used for

short message service, internet browsing, playing video games and for teaching and learning activities.

Furthermore, mobile phone has become a good source of entertainment, information and education. Mobile phone is not used for only communicating with people but it is used for other various purposes. With the growing portability and functional convergence of technologies, as well as with cost reduction of products and services, mobile phones are increasingly present in everyday (Attewell & Savill-Smith, 2004). Mobile phones are most valuable one in today's world. This hand sized product is needed for every category of people like adults, women especially students. Having a mobile phone in hand is like having this whole world. The multiple functions and applications inbuilt in the device, have transformed it from a tool for traditional communication to an instrument per excellence for development in different sector including in education (Mtega, Bernard, Msungu, & Saware, 2012). In this era, mobile phone is a common instrument that can be seen in every hand especially on the hand of students. It has been considered as a very useful and convenient tool for learning. Mobile phone gives students to access to tools and apps that can help them to complete and stay on their topic of their classwork.

Similarly, mobile phone helps to develop better study habits, like time management and organization skills. According to Avraamidou (2008, p. 351)," In education, mobile phone supports the educational activities in a variety of context in a mixture of purposes". Moreover, it also reduces the burden of buying several gadgets because it has multimedia function. Worldwide research has shown that mobile phone can lead to an improved student learning and better teaching methods. And most of the researchers agreed that when the students use the mobile phone properly then they can bring drastic change on their learning and learning process becomes very fruitful.

Mobile phone is really very useful language learning tool that can be used in English Language Teaching (ELT) classroom for the enhancement of English language skills. Some English language learning applications are very useful for the learners to improve their vocabulary and grammar as well. The learner can use mobile phone at any time to learn English language in ELT classroom. When the learners want to check the doubtful words, spellings, meaning even pronunciation there are so many dictionaries that can be used. Learning a language which is not mother tongue is

a tough task but the use of mobile phone can minimize and help for better learning and outcome. The wide spread use of mobile phone makes it necessary for the teacher to find the means of utilizing the new trend in teaching.

Likewise, Students can use mobile phone inside and outside of the classroom for pedagogical purposes. According to Bachore, (2015, p. 51)," The two important characteristics of mobile phone are portability and connectivity". Mobile phone is portable device so that the students can carry the mobile phone everywhere with them. In education wise, mobile phone is very helpful for students. In past few years, if the students had any problem regarding to their studies they should seek library, teacher, expert and even friend's home. Now, they can get answers to the doubtful questions from the place where they are. It really saves the time, money and makes them independent. From this, mobile phone can be taken as a source of knowledge. Mobile phone makes everything possible.

Nowadays, language classroom that does not use some forms and tools of ICT cannot be found. Access to mobile phone is common in the context of Nepal. People can avoid food and water but not mobile phone in the present context. Students can use it in ELT classroom for learning different aspects and skills. There are multiple advantages of using it in ElT classroom, though there can be some threats.

Statement of the Problem

A number of studies have been conducted about the use of mobile phone as a tool for learning and functions such as the calculator, creating messages and the alarm reminder have been reported (Ison, Hayes, Robinson & Jamieson, 2004). Thus, many researches have been done regarding the use of mobile phone in ELT classroom. The researcher found most of the studies were carried out in an international context rather than in Nepal. Based on the body of reviewed literature, only few studies can be seen in Nepal. From this, researcher found that few researches have been done even though mobile phone and its use for learning English language is an essential area to be investigated in present world. The lack of research on mobile device especially in the context of developing countries has prompted towards conducting research on this topic.

Nowadays, many ELT teachers and students are using different tools and devices of ICT including mobile phone. It means that the use of mobile phone in learning English is becoming widespread in the field of education. In the present day, students are found more interested in self- learning rather than being dependent on teacher. This is the reason of students' attraction towards the extensive use of mobile phone for their learning. Thus, it became researcher's keen interest and motivation to investigate the use of mobile phone and explore challenges faced by them while using mobile phone for learning English as an issuable topic.

In the context of Nepal, mobile phone is accessible for all. Almost all the students are aware of using its multi-features and functions. It is widely used tool in all sectors but there is still need to explore whether mobile phone can be better learning tool or not. The students are widely using mobile phone for multi-purposes. So, it is necessary to explore the facts regarding the use of mobile phone among the students. The reason behind choosing this topic is to reveal how students use mobile phone and challenges behind using it. Therefore, it has become an important issue to be raised.

Objectives of the Study

The objectives of this study were:

      a) To investigate the use of mobile phone for learning English,

      b) To explore the challenges faced by students while using mobile phone for learning English,

      c) To suggest pedagogical implications.

Research Questions

The research questions of this study were:

      a) How do students use mobile phone for learning English?

      b) What are the challenges faced by the students while using mobile phone for learning English?

Significance of the Study

The significance of this present study stems from the fact that our world is changing and technology is affecting everything around us. In present scenario, the ICT tools such as desktop, computer and laptops have been replaced by mobile phone. Mobile phone is rapidly attracting to the users by providing new functions. Since, mobile phone is very accessible to all individuals it can be seen in the hand of every person especially in the hand of learners. It has a massive role in language learning process. As this study aimed to investigate the use of mobile phone for learning English, it is expected to be useful for those who incorporate mobile phone as a pedagogical tool.

Likewise, this study will be beneficial for researchers, teachers, policy maker curriculum designers as well as those who want to carry out the research in the area of mobile phone and its use. Similarly, it will be significant to all the students as this study provides the area of investigation that is supported by mobile phone.

Delimitations of the Study

Researcher can not cover all the population and all the tools of research. Researcher is limited by time, human resources and financial factors. Thus, the researcher has to delimit his/her study to a certain boundary. This study was limited within Gorkha district (Drabya Shah Multiple Campus). This study was limited within only one device; mobile phone and based on descriptive research design. The data were collected from the students of Bachelor level who were using mobile phone for learning English. Telephone interview, formal and informal conversations were used as a research tools. Moreover, convenience sampling procedure was used to select the sample.

Operational Definitions of the Key Terms

The key terms throughout this study is defined to understand the study. The terms used in the context of this study give the following meaning.

Mobile Phone: In this study mobile phone is a device used by the students in English class for learning English language.

Challenges: In this research, challenges refer to the problems or difficulties faced by the students while using mobile phone.

English Language Learning: It refers to learning English through mobile phone in EFL context.

Chapter II

Review of Related Literature and Conceptual Framework

Literature review helps researcher to find the research problem and need of investigation. Literature review plays crucial role for setting the objectives of the study, suitable methodology to conduct the study and accomplishing the study with findings. This chapter includes the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

This chapter consists of detailed review and their implications in the study. In this regard, several researches have been carried out. This part of the study provides the information related to the previous research works and other related literatures including theoretical and empirical literatures.

ICT in education. The term ICT simply refers to the information and communication technology. ICT in education is the mode of education that uses information and communication technology to support, enhance and optimize the delivery of education. It has changed personal and educational life of people. ICT is now a significant component of the basic content of each of the disciplines that students study (Moursund, 2005, p. 108). In addition, it really made a whole world a global village. Today's society has become dependent on ICT even education. Our government of Nepal has also focused in ICT based education. Many plans and provisions have focused in quality education based on ICT. People cannot deny it as an important part of life. ICT helps to allow new way of learning to the teacher and students. Extensive use of ICT tools motivates learning. Students are fascinated with the technology and it encourages and motivates them to learn in the classroom in a different way. So, ICT and its use in education are highly demanded.

This is the age of science and technology, due to this every aspect of human life is found to be associated with modern technology and education is also highly influenced by the modern ICT tools and its use. With the emergence of ICT, internet and web tools made revolution in learning. ICT has replaced teacher center techniques gradually. Different new techniques, tools and procedures play a significant role in its

global coverage in spaces of integration support and affect educational outcomes in order to make ELT easier (Aljohani, 2017). It means that the modern age is entirely dominated by the modern technology. Many ICT tools are used as a learning tool. It means teaching and learning is being efficient due to the use of ICT. Meanwhile, its enhancement and development have provided an aid for administration and effectiveness of learning environment to teaching contexts.

Furthermore, ICT has brought drastic change in academic sector. During the recent age, the application of technology in education has overcome the traditional method of teaching (Ibrahim, 2010). It means that the use of ICT in education is becoming widespread. It has contributed in learning directly and indirectly. ICT tools as a learning tool has attracted the learners rapidly. Using ICT effectively helps to promote student learning. ICT tools are taken as a very important part of teaching and learning activities in the present day. ICT helps the learner for easy access to information and the new technology which has been developed. The emergence and use of ICT in education can be seen as an important innovation in teaching and learning process. The traditional way of learning has been changed due to the use of newly developed ICT tools and materials. At the same time, ICT has brought an impact on teaching methods, techniques, procedures and materials in the field of education.

The education system of Nepal has also been influenced by the changes made by the ICT in the global context. Nepal has undertaken several policies over the past few years. Different policy related with ICT has provided some framework to use in curriculum. IT policy (2067) states that the expansion of the access of the internet to all schools is helpful for promoting, coordination and collaboration with national and international institution to develop skilled human resources. Moreover, it aims to develop learning support materials to enhance quality education through the use of ICT. However, many policies and plan have been brought to make learning effective by using ICT tools but due to lack of skilled manpower, it is difficult to bring in practice.

The government of Nepal has formulated a master plan for ICT integration in Education. The vision of master plan is to ensure extensive use of ICT in education sector and contribute for access and quality education for all. It has a policy to bridge

the existing digital device by providing ICT integrated teaching and learning environment. It has policy that is designed to support the use of computer technology for open and distance education. ICT Master Plan (2013-2017) has also focused on quality education through the proper use of ICT. The Master Plan includes four major components on ICT on education: ICT infrastructure including internet connectivity, human resources, content development and system enhancement. These four components also cover the four pillars of ICT in education, they are infrastructure, connectivity, teaching learning materials and human resource. The need for ICT in education has been realized. As a result, some policies have been identified and some activities related to ICT have been carried out. ICT and computer education courses have been offered in general as well as technical education.

After reading all the plans and provisions, I found each and every plan and policy has focused on ICT based quality education. All the plans and provisions have emphasized on the extensive use of ICT in educational process. As a result, many schools and universities of Nepal have started teaching by the use of ICT.

Role of ICT in learning English. In this era, almost all the sectors have been influenced by ICT. The field of education is not untouched by the ICT. Now, people can not imagine education without ICT. ICT plays a lion role in teaching and learning English (Kamel and Chouthaiwale, 2018). Using ICT in a classroom as a tool for language learning has a lots of benefits. ICT helps in creating long lasting impact on the learners. ICT is a very flexible, interactive and rich platform that provides the users whole new different experiences.

With the usage of ICT, students can learn any subject especially English with ease. In the context of global exchange, the role of ICT has become inevitable in the 21st century (Ammanni and Apanjani, 2016, p. 1). ICTs are intrinsic tools in many educational institutions. The use of ICT has increased the scope of teaching. It provides quality learning materials for learning English language. ICT has been proved to be an excellent method of enhancing the teaching and learning English as a foreign language. It has become essential tool for educational change and reforms.

Nowadays, ICT tools are widely used tool for learning English language. ICT has a lot of things to offer to both teacher and students for the enhancement of their

vocabulary and improvement of English language (Akhtar, 2011). Use of English language has become vital for better learning and earning. Therefore, it is necessary to teach English and develop English language skills among the students from school level by the use of ICT. Today, ICT has made learning easier than yesterday. ICT plays crucial role in learning English.

Traditional teaching and learning has been replaced by communicative teaching and learning. The teacher centered method only depends on the learners' memory and do not care about the authentic use of language. ICT has changed the pace of learning and given many opportunities to practice English in and outside the classroom (Jayanthi and Kumar, 2016, p. 34). ICTs are motivating because they help the learners to learn English language. Meanwhile, the availability of different applications, images, animations help much to learn English language. ICTs support learner centered, collaborative learning and promote critical thinking. Thus, ICTs are the indispensable tools that facilitate the teaching and learning English language. The worldwide research has shown that ICTs and tools are utilized by the teacher of English language to facilitate teaching and learning.

ICTs are the viable tools for enhancing the teaching and learning English as a foreign language. The fast growing advance of ICT has made potential contributions to English language education for the past few decades (Tri & Nguyen, 2014, pp. 32-46). So, as to increase students' attention and motivation towards learning English, teacher has to create a smoothing classroom atmosphere. And bringing ICTs in to practice has a major impact to facilitate and improve learning English language. The use of technology in language classroom makes learner creative, autonomous and collaborative. Therefore, teaching and learning with ICT is really effective and beneficial in learning English language.

ICT is an important tool during the 21st century in the context of global exchange / sharing of knowledge (Jameel, 2010, p.1). These days, students are learning English from different sources according to their need and desire. ICT provides various contents in different forms and develops their language. Meanwhile, ICT has brought an impact on teaching methods, techniques and materials while learning English as a foreign language. The way of teaching and learning has been changed due to the use of ICT tools and materials. Therefore, ICT plays a significant

role in learning language. The use of ICT in teaching learning process is the need of an hour (Raval, 2014, p. 1).

  Mobile learning. Due to the advancement of ICT, mobile technology has become a leading technology in the support of educational outcomes. It has become a distinctive area of modern digital learning. It provides learners instant learning content with in just one click. The students are taking advantages from using it due to its multiple features. Mobile learning is an emerging phenomenon and its effective use is presently unclear (Traxler, 2007). Mobile learning as a form of e-learning is a rising trend where students access information wherever and whenever they want. Mobile learning is one of the most useful tools for learning nowadays. During the time of COVID-19 pandemic, educational institutions try to promote online learning where learning continues to take place from different places. When educational institutions were closed due to the COVID-19 outbreak, online learning was the solution and carried out through mobile phone.

  The technology to assist in this process includes any kind of handheld mobile devices such as cell phones, smartphone, tabs, net-book. Mobile learning is accessible from virtually everywhere. Mobile learning also brings strong portability by replacing books and notes with small device filled and tailored learning contents. The phrase mobile learning is most often used to describe the technology, the mobile devices and apps used in classroom (Beal, 2090). It is flexible allowing students to learn from anywhere at any time. Therefore, most of the teacher and students view mobile phone as an indispensable learning tool.

  To be more specific, mobile learning is a new way to access learning content using mobile devices. In the present day, the learners who cannot go to learning centers and classroom settings, mobile learning is a blessing. It is a form of distance education that helps learners to use educational technology on their mobile devices the way they want. It focuses on the learners' freedom of movement and their interaction with technology. Mobile learning supports instant sharing and transferring content (Singh, 2019). In today's world, everyone is more likely to read and learn using digital devices rather than reading paper books. This is exactly what mobile learning takes in to account. Learning through digital gadgets has more space for exploring new things. Therefore, mobile learning system can deliver education

anytime anywhere and if this technology is adopted, it will benefit the learners because education or interaction with the teacher does not occur only in classroom. The learners could be at home relaxing yet be actively involved in learning.

Numerous schools and universities are trying to adopt this technology to be able to better educate learners through laptops and mobile devices. With mobile learning, learners can learn with fun from home or anywhere else they feel comfortable learning. It has potential to additional extend when, where and how students learn (Alalwan, Alzahrani, & Sarrab, 2013, p. 644). Learners don't need to sit straight up and make eye contact with the teacher like conventional classroom does. Learners today are more likely to enjoy learning through digital gadgets than paper books. With mobile learning the educators can make learning more fun and interesting. Moreover, offline mobile learning provides support the content and learn without access to internet. Mobile learning can make our lives easier in many ways, and the rate of adoption in education has increased in recent years. Mobile learning allows the learners to learn at their own pace. Learners can learn whenever they want without feeling the pressure to complete a lesson or assignment immediately. So, mobile learning has become successful to make a space in teaching learning process.

In this era, simple truth is that learners are used to accessing information when and where they need it. Mobile learning is effective simply because it gives learners the opportunity to learn anytime, anywhere without limitations. Mobile learning is a process of gaining knowledge through conversation across multiple contexts among people and personal using interactive technologies with a focus on contexts (Sharples, Taylor & Vavoula, 2007). It means that sharing is almost instant among everyone using the same content. Moreover, mobile learning is accessible virtually anywhere. Mobile learning is enabling educators and students to learn in the different ways which was not previously possible.

Use of mobile phone. The use of technology in the field of education, especially in the ELT class is very important. In this era, lots of ICT tools are extensively used in ELT class. Among them mobile phone is a portable device which may help the learner for better learning. Mobile phone is useful device for English language teaching and assessment. The objective of teaching English is to make the students aware and use the four skills efficiently in real life situation. To fulfill the

objective, mobile phone is very useful device in ELT class. When the learners use their mobile phone particularly in ELT classroom these mobile phone helps the learner in getting the right content. While using mobile phone in ELT class the learners can also communicate with the peers, teachers and parents and their bond will strengthen as they communicate even outside the classroom. Therefore, there is a need to encourage the learner to use mobile phone in English classroom as it promotes their learning skills (Rao, 2019). Hence, it is necessary to use mobile phone in English classroom. English language learners can use mobile phone as supplementary material in language classroom. In ELT classroom, the student can be evaluated by using mobile phone.

Similarly, English language learners can use mobile phone technology to access relevant vocabulary and others. There are several pedagogical theories which support the use of mobile phone in ELT classroom. The situated learning theory states that learning is more likely to take place when information is contextually relevant and can be put to immediate use (Lave & Wenger, 1991). With the help of mobile phone technology, the students can get control over their own learning. Also, it provides a blue print for self- regulated learning. These days mobile phones are used everywhere by everyone. Mobile phones are relatively cheap and become more popular day by day.

Furthermore, research on the use of mobile phone for the delivery of vocabulary materials to English learners in China shows that students enjoy using their mobile phones because of easy access to the materials and the ability to practice anytime and anywhere; in addition, some students like the screen size limitations, which make the amount of content more manageable than that of other teaching materials (Chen, Hsies & Kinshuk, 2008). It showed that use of mobile phone in ELT classroom is effective and the students can learn in different ways.

Moreover, mobile phone has many functions and applications. Mobile phone applications can enhance their language and knowledge as well as their skills for the sake of improving students' achievements and success. Today, mobile devices are so ubiquitous that students are likely to expect to use them in the part of lives which happen to take place at school (Stephens & Pantoja, 2016). It is really a boon to language students. It has a number of positive outcomes for students. Some of them

include encouraging out of school and lifelong language learning; enabling collaborative classroom activities using mobile devices, enriching classroom activities authentic resources through apps and online sites and integrating in to instruction multimodal language learning task involving use of images, audios and videos (Godwin- Johnes, 2017). It means that mobile device can facilitate collaborate language learning. Mobile device can supply greater access to second language input than normally is available in traditional instruction.

A great number of applications can be found in mobile phone with regard to English language learning. Thus, applications such as online and downloaded dictionaries, free PDF books and articles, advanced grammar, spell checking and proofreading can be used in ELT classroom. Mobile phones have a great impact on English Language learning. Mobile phones are not only used for basic communication but also as an effective learning tool as they have multiple functions.

Applications of mobile phone. Mobile phones are used as a powerful means of communication. There are various ways that mobile phone can be utilized as a language learning tool. Mobile phones have multiple features with multiple functions in common therefore these features can be termed as general features. Some of the general features that mobile phones have are as follows.

Camera. A camera is a special feature of mobile phone which is able to capture photograph and and often record video. This feature of mobile phone plays a vital role in learning. Students can use it for collecting the information from the lecture, they can take photos from the board and use it whenever they need.

*Sound recorder***.** It is another important feature of mobile phone which enables the students to record the useful audio. Students can record their teacher's voice and listen it later when they need the most. Moreover, they can record their own voice and correct it themselves.

Internet connectivity. Internet has become a part of our daily lives. We can spend hours and hours on internet. Through the help of internet service students can use mobile phone for different purpose. They can download useful resources from the internet and use it.

Short message service. Almost all the people are familiar with this feature of mobile phone. Students can use it to share their ideas, thoughts and insights with their peers and teachers. It allows us to interact and exchange their text message between the two people.

Games. Mobile phone is very famous for playing games. There are so many games we can download via internet and play it online as well as offline. Students can also use it in a proper way by playing puzzles which may help to increase vocabulary. So, the students can enjoy learning the new things by adopting the new way.

People act more efficiently when they are connected whenever, wherever and to whomever they wish. Beyond that, mobile phone is an invaluable tool that can entertain, educate, improve safety, add convenience to the lives (Martin & Harris, 2019, pp. 15-16).

Advantages of mobile phone. As mentioned earlier, mobile phone is useful tool in our daily life. It is simply and easily available tool that can be used in English classroom. It is small in size and portable so that the students can carry everywhere with them. Because of it mobile phone has numerous advantages and the students can take benefit of using it. Here are some advantages of mobile phone according to (Jaya, 2017); it increases student motivation through the use of familiar technology and even enthusiastic learners are attracted towards learning. Not only this, mobile phone helps to develop the four skills of English language i.e. reading, writing, listening and speaking. Moreover, it helps student to become more competent in English and promotes the use of English for communicating. It does not only help in promoting the language instead it helps in accessing the language skill of the learners.

Mobile phone has eased the communication between people. It allows them to stay in touch with their loved one via calls even when they are miles away from them. One of the biggest advantages of mobile phone is its compact size. Since it is tinier in size, it can be easily fitted anywhere. Mobile phone helps to share images, videos, gifts and mimes with friends and family. Text messaging or texting is still a popular form of communication today. It allows people to send letter, numbers, symbols etc through written message on mobile phone. Similarly, mobile phone is undoubtedly

one of the best sources of entertainment. A mobile phone lets people do multitude of things, such as play games, stream online contents, watch videos, read books, listen to music and so on. Today it is possible to remember everything right from upcoming birthday, anniversary and so forth. It allows everyone to set reminder and write down important notes for later use in the future. Not only this, the calendar on mobile phone helps people managing hectic routines. People no longer have to visit bank to carry out transactions or other financial activities. All thanks to mobile phone. It enables to transfer fund, receive cash, check the account balance and pay bills by sitting at home.

Mobile phone allows everybody anytime and anywhere. So, it is possible for working professionals to stay in touch with their team member especially when they are out of their office or working from home. As most mobile phone comes with camera, it becomes easy to capture images or video footage of any incident, such as car accidents, disputes and other illegal activities. Mobile phone provides opportunities to educate through online research. Popular social media platforms, such as instagram, facebook, twitter and so forth can be accessed to mobile phone. This helps to improve social engagement with other people.

Disadvantages of mobile phone. Mobile phone has left landline phone far behind. It has several advantages**.** Despite of this, there are so many arguments that supposed not to use mobile phone in ELT class. There are some disadvantages of using mobile phone. All the students will not have mobile phone with them because of their own problems. Activities such as browsing internet, sending messages, making calls will cost money. It means it will be costly. For young learner the consent of the parent is necessary for using in the school. Moreover, use of noisy phone in the classroom may harm the classroom atmosphere because students need peaceful environment to learn (Jaya, 2017).

Mobile phone is criticized with its small screen whereas it promotes learning. Everything has its good and bad points, it depends on its use. If it is properly used it will obviously bring desirable outcomes. But if it is misused then the result will be hazardous. Mobile phone can facilitate and hinder to the learners. Allen (2017) states," Most students could identify benefits associated with mobile phone in the classroom, such as increased engagement, motivation for learning creativity and productivity however mobile phone can have negative impact on learning through

distraction and removal from classroom can yield an improvement in student performance". Mobile phone can be both facilitating and hindering factor in education. It has negative and positive impact on the students depending on its use. If the learners use mobile phone in proper way it will definitely bring desirable learning outcomes.

Language learning aspects and skills by mobile phone. Mobile phone is extensively used ICT tool in language learning classes. It has become a basic need of people. People become busy anywhere at any time with mobile phone. Because of its multiple features the students cannot be stayed away from using it. Students get the chances to learn different skills and aspect of English via it. Here are some aspects and skills which can be learnt via mobile phone (Godwin-Johnes, 2018).

Vocabulary. There are large numbers of mobile apps for learning vocabulary. It has provided a great advantage in language learning. Vocabulary is one of the most important part of language learning. No one can get mastery over a language without vocabulary. The students may learn vocabulary through mobile phone. The students may learn vocabulary from online and downloaded dictionary. There are so many ways of developing vocabulary through mobile phone such as puzzle, vocabulary games.

Grammar. Grammar is an important aspect of language. Grammatical aspects can be learnt through the special application on mobile phone. There are so many grammar lessons that are designed for students and the students learn via mobile phone. Cambly, English Grammar test, English Grammar App Offline are the useful applications which may help to develop vocabulary and grammar.

Listening skill. Listening skills may be developed by listening the text and downloaded audio. These downloaded text and audios are available everywhere with them so that they can get access to it at any time. The mobile learning is an innovation that is built to help students practicing the listening skills.

Developing pronunciation. Mobile phone is useful tool to develop pronunciation as well. The students can download dictionaries with sound functions and develop their pronunciation. If the students mispronounced any word then they

can correct themselves by the help of mobile dictionary. They don't need to carry a bundle of dictionaries with them.

Constructivist learning through mobile phone. Constructivism is a theory that says learners construct their own knowledge rather than just passively receive information. Constructivism is an approach to learning that holds people actively construct or make their own knowledge and that reality is determined by the experiences of the learner (Elliott, Kratochwill, Littlefield and Travers, 2000). As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information. In elaborating constructivist's ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience and that meaning is influenced by interaction of prior knowledge and new events. Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning.

Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge. Learning is a social activity. Vygotsky (1978) believed that community plays a central role in the process of making meaning. Thus, all teaching and learning is the matter of sharing and negotiating socially constituted knowledge. Vygotsky states cognitive development stems from social interactions from guided learning within the zone of proximal development as children construct their knowledge.

In constructivist theory, the learners actively participate in learning. Learners transfer from passive recipients to active constructor of their own knowledge. The students build their own path to learn something. Learners actively construct new ideas or concepts based on both previous and current knowledge (Bruner, 1996). Constructivism is mainly concerned with theorizing and interpreting how knowledge is constructed. This theory emphasizes the learners' engagement in creating their own knowledge. Constructivism seeks to connect theory to practice and views the student as 'thinker, creator and constructor' of his own knowledge. Learner autonomy and initiative is accepted and encouraged by using different ICT tools for collaborative learning (Chand, 2018). This theory provides learners an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinker.

The constructivism classroom relies heavily on collaborative learning. Learners construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

In the same way, mobile phone provides unique and multiple opportunities for learners to participate in learning. Different kinds of games can engage the learners in learning. Mobile phone gives instant access to knowledge so the student becomes his/her own teacher. Learners learn by experimentation not by being told. Students interact with objects and events then gain understanding. Therefore, the learner constructs their own conceptualization. In the present changing scenario of our society, it has been found that the educational paradigm has changed from teacher centered to student centered. A shift from teacher centered education to learner centered education in which learners guide his own learning, is needed to enable students to acquire new 21st century knowledge, skills and technologies (Kumari, 2021, p.5). Constructivist believes that learner construct their own reality or at least interpret based upon their perception of experiences.

Review of Related Empirical Literature

Different researches have been conducted in order to examine the effectiveness of mobile phone in ELT for different levels of students, i.e young to adult learner in different English as a foreign language (EFL) contexts. However, there are few researches based on mobile phone in the context of Nepal. Each and every research work requires the knowledge from the previous studies to obtain the objectives and validate the study. So, the researcher has gone through some of the related literature which has some kind of linkage with this study.

Aamri and Sulieman (2011) conducted a research on ' The Use of Mobile Phones in English Language learning by Sultan Qaboos University Students: Practices, attitudes and Challenges'. The main aim of this study was to analyze the current use and practice of cell phone in the process of learning English language. A set of questionnaire was the main tool of data collection. The data was collected from 100 students of English for Science Programme. The paper described the actual practice of mobile phone by students, their behavior and attitudes and the problem faced by them while using their mobile phone in education. The findings showed that the use of mobile phone in classroom is still limited. Students like to use them but teacher do not encourage them to do so fearing that this digital device will be a big distraction for both the teachers and students.

Similarly, Kanchana and Shah (2015) investigated on ' Integrating Smart Phones in Teaching Listening, Speaking, Reading and Writing Skills'. They investigated how smartphone in learning facilitates learners in learning English as a foreign language in India. They concluded that integrating mobile phones in teaching process makes teaching more effective so it is more helpful for teachers as well as students. Due to the internet connectivity and learning apps in phones in EFL teachers need to re-design their teaching styles and strategies to get benefit of technology in classroom. It helps learners to work independently as autonomous learners and teachers are only facilitator to help them when needed.

In the same way, Frimpong, Asare and Otto-Arther (2016) conducted a research on 'The Effect of Mobile Phone Usage on the Academic Performance of Ghanaian Students; A case of Prebysterian University College Asante-Akyem

Campus'. The main objectives of this study were to determine how often students use their mobile phone in the classroom, to examine mobile phone technologies available for learning and to find the effect of mobile phone usage on students' performance. A sample size of three hundred and six was chosen for this study. The findings showed that 93.5% have ever used a mobile phone during class hours with 91.8% using mobile phone in class to enhance their understanding of the topics understudy. Also 80.5% being distracted by the phone during classes and this was in the form of visiting the social media sites (31.1%), text messages (27.6%) and receiving calls (25.6%).

Likewise, Kant (2016) has carried out a research on 'Use of mobile Phone by Students: Practices and Attitudes'. The main objectives of this study were to find out the practices of students in using mobile phone and to find out the attitudes of students towards mobile learning. This study was only limited to the Hyderabad. 90 students were surveyed. A self-made questionnaire was prepared for the investigation after consultation with experts and colleagues. The finding of this study was all the students are using mobile phone for internet. Maximum students were using android based mobile phone because this operation system is very common and cheap in comparison to other operation system.

Similarly, Parajuli (2016) has carried out a research on 'Mobile Learning Practices in Higher Education in Nepal'. The main objectives of this study were to explore the availability of mobile technology for learning and attitudes towards mobile learning. The study adopted a mixed method design in which the quantitative data were collected by using a questionnaire with a sample of 161 undergraduates from six campuses. The major findings concluded that the majority of students had positive attitudes towards mobile learning however many were not satisfied with the effectiveness of their practices. The study was only limited to six campuses of Gorkha district.

Likewise, Berber (2018) has conducted a research on ' Cellphone Use and Technological Appropriation among High School students in Jalisco, Educational Strategies and Ties between Formal and Informal Education within a School Range'. The main objectives of this research were to analyze the way in which High School 10 students of University of Gaudalajara create educational strategies in which they

tie their technological appropriation of their cellphone to their formal learning process that is taught in the classroom and to point out and interpret the way in which High Scholl 10 students have owned cellphones and how this has affected the incorporation of the technology in a school settings. The study adopted a qualitative method in which interview and discussion group were the major tools of data collection. The study was limited to University of Gaudalajara, Mexico. The major finding showed that all the students have created a WhatsApp groups with their classmates and found students were using cellphone for learning extensively.

Rai (2018) conducted a research on a topic 'Use of mobile phone among M.Ed level students in ELT class'. The aim of her study was to analyze the use of mobile phone to English language learning in M.Ed level. Mainly it focused on whether mobile phones are beneficial to M.Ed level students for English language learning process or not. Thirty five students were selected who were studying M.Ed level at Tribhuvan University Campus. This study was done as a mixed method design. A set of questionnaire consists both close ended and open ended questions was used as a data collection tool. A survey was done and the result indicated that the adoption of mobile phone for learning English language was perceived well. The major findings of this study were all the students responded that mobile phone (MALL) helps in language learning process and majority of students believed that using mobile phone for learning English is very effective. Moreover, the respondents also were quite skeptical about the future of mobile learning should be implemented for their learning process.

In the same way, Rao (2019) has carried out a research on 'The Use of Mobile Phone in the English Classroom'. The main purpose of this study was to explore the necessity of using mobile phone in English Classroom. The use of mobile phone in the field of education especially in EFL/ESL classroom is significant and it makes the teaching learning process more effective and flexible. The major finding of this research is the usage of mobile phone or smart phone is focused because it enhances the learners learning skills as well as solving their problems related to their courses instantly in the classroom. This study was done especially in Saudi Arabia. This paper brings out the significance of technology that is useful for both teachers and students.

Moreover this paper suggested some useful suggestion for the teacher to implement novel techniques in their English classroom.

Moreover, Naz, Rasheed and Rasheed (2019) conducted a research on a topic' The role of smartphones in learning English: A study of learners' perspectives. The aim was to investigate students' perspective regarding the role of smartphone in English language learning. This study was descriptive in nature and a mixed method approach is used for data collection. Data were collected through self-reported questionnaire for students. The questionnaires were distributed to a sample consisting of 480 students from 6 universities. The findings of the study showed that smart phone plays a positive role in helping students to learn English. Majority of the students showed a positive attitude towards the role of smart phone in English language learning.

Likewise, Ali (2021) conducted a research on' The Use of Smartphones in Learning English Language Skills: A Study of University Students' Perspectives'. The aims of this study was to investigate the role of smartphone in English language learning among universities students and to illustrate whether this strategy can provide a motivating way of improving learners' levels. A set of questionnaire was the main tool of data collection. The data was collected from one hundred and fifty one students enrolled in the first semester of academic year in 2019/2020 in different English courses taught at Taibah University. The results according to the students' answer were positive with moderate usage of their smartphone in their attempt to learn English. Moreover, the result showed that there were no difficulties faced by students during the process of learning through smartphone.

As the researcher has mentioned earlier, few researches have been carried out in the context of Nepal. Not a single research study has focused on the perceived experiences of mobile phone use in real context. Therefore, the researcher realized the necessity of carrying out the comprehensive research on investigating the use of mobile phone and the challenges faced by them while using mobile phone for learning English. Thus, the present study explored how B.Ed level students perceive the use of mobile phone as a learning tool for learning English.

Implications of the Review for the study

Literature review has been taken up to figure out the gap between or among the earlier literature. The purpose of literature review is to gain an understanding of the existing research. Literature review is very essential for the whole research. Aforementioned theoretical and empirical literature reviews were very important to direct the whole study. It provided researcher lots of ideas and information regarding procedures, methodology, tools, source of data collection and so on. Moreover, it helped to provide knowledge and ideas of how research findings can be presented and discussed in a particular field. Researcher had reviewed many articles, thesis and books for the research that provided some helpful insights.

Different books, journal articles, reports, policies and thesis on the use of mobile phone for English language teaching and learning had been reviewed for this study. The researcher reviewed Costly (2014) for getting the general background of ICT. Similarly, the researcher reviewed articles by Porter (2016) and Akhtar (2011) for getting ideas on the tools of ICT used for learning English. Likewise, researcher reviewed Taxler (2007) for getting clear understanding about mobile learning and importance ot mobile learning. Moreover, researcher reviewed different plans and policies for understanding about Nepalese plans and policies of ICT based education in Nepal.
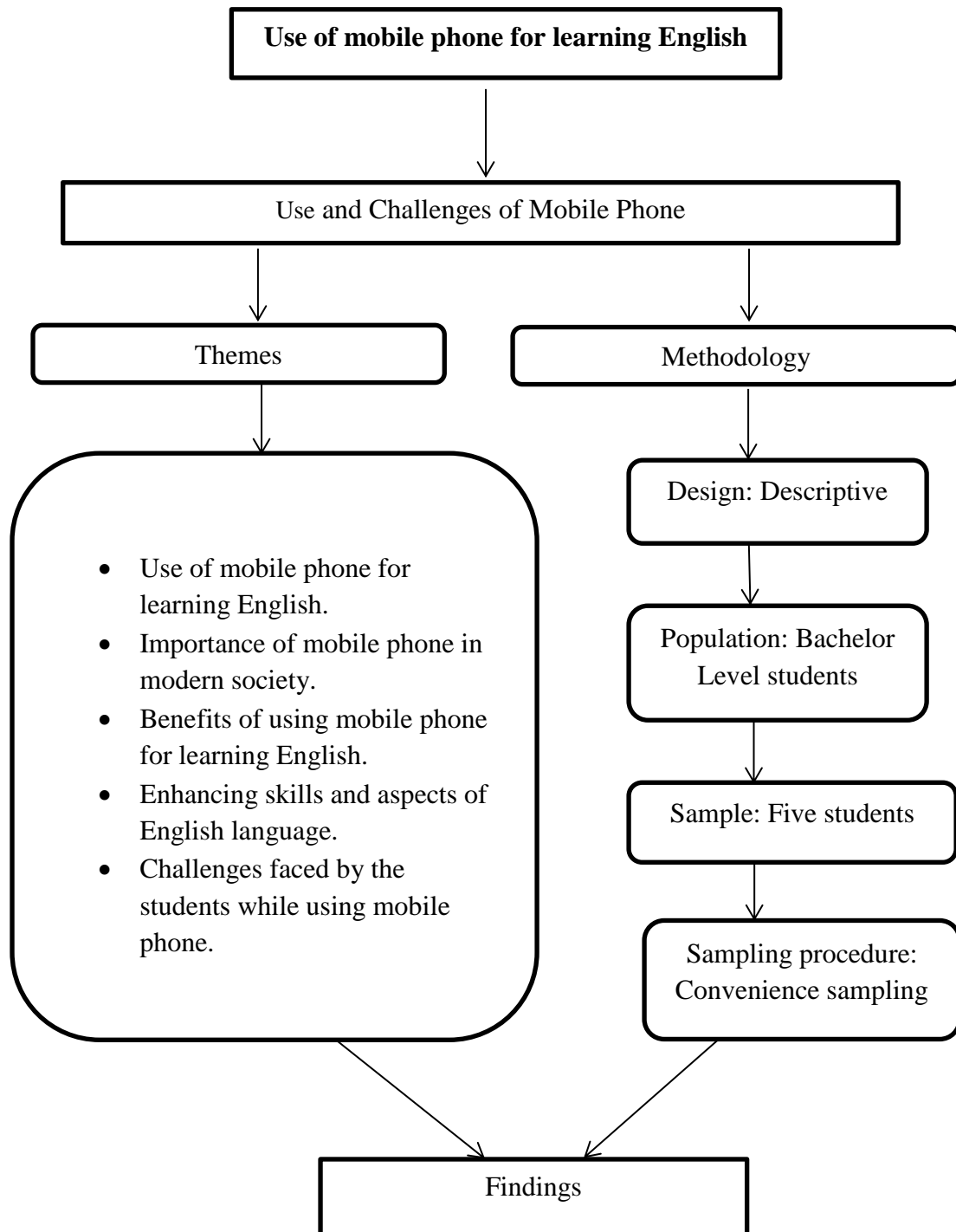
The research carried out by Aamri and Suleiman (2011) helped researcher to provide lots of ideas and insights about the theoretical and empirical knowledge for selecting appropriate research methodology, sample size, tools and procedures. Also, it was helpful to gain information about the current use and practices of mobile phone in ELT classroom. Alike, the research carried out by Kanchana and Shah (2015) supported researcher to get some ideas about the integrating teaching process via mobile phone. Similarly, the research carried out by Frimpong, Asare and Otto-Arther (2016) helped researcher to gain some insights regarding on data collection process and findings. Likewise, the research conducted by Kant (2016) and Parajuli (2016) assisted researcher to explore the mobile learning practices in Nepalese context. In the same way, the study carried out by Rai (2018) supported researcher to get insight about the importance and advantages of using mobile phone in classroom and the strategies to select the particular tools for data collection process.

After reviewing those materials, researcher was able to know how to do a good and systematic research. These sources helped researcher to be more specific on research problem hence, literature review is very helpful for any kind of research. These reviews were beneficial to this study. They provided theoretical foundation to the researcher for selecting appropriate methodology, sampling and tools for the study. From this reviews, researcher got idea about their findings and found missed investigation as well.

Conceptual Framework

Conceptual framework is considered as a roadmap of the study. It describes the actual process of conducting a research. It deals with the relationship among the concepts of the study. My research was based on the following conceptual framework.

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┌─────────────────────────────────────────┐
│   Use of mobile phone for learning English  │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│      Use and Challenges of Mobile Phone     │
└─────────────────────────────────────────┘
        │                          │
        ▼                          ▼
┌───────────────┐        ┌───────────────┐
│    Themes     │        │  Methodology  │
└───────────────┘        └───────────────┘
        │                          │
        ▼                          ▼
┌───────────────────────┐  ┌──────────────────────┐
│ • Use of mobile phone │  │  Design: Descriptive  │
│   for learning        │  └──────────────────────┘
│   English.            │             │
│ • Importance of       │             ▼
│   mobile phone in     │  ┌──────────────────────┐
│   modern society.     │  │  Population: Bachelor │
│ • Benefits of using   │  │    Level students     │
│   mobile phone for    │  └──────────────────────┘
│   learning English.   │             │
│ • Enhancing skills    │             ▼
│   and aspects of      │  ┌──────────────────────┐
│   English language.   │  │ Sample: Five students │
│ • Challenges faced    │  └──────────────────────┘
│   by the students     │             │
│   while using mobile  │             ▼
│   phone.              │  ┌──────────────────────┐
└───────────────────────┘  │  Sampling procedure:  │
            │              │ Convenience sampling  │
            │              └──────────────────────┘
            │                          │
            ▼                          ▼
         ┌──────────────────────────────┐
         │           Findings           │
         └──────────────────────────────┘
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Chapter III

Methods and Procedures of the Study

This chapter deals with the methodology which was used in this study. This chapter consists of research design, population, sample and sampling strategy. Moreover, this chapter deals with research tools, data collection procedures, data analysis procedures and ethical considerations.

Research Design

For the accomplishment of this research, the researcher has adopted descriptive research design. The descriptive research portrays an accurate profile of people, events and situations (Robson, 1993). Descriptive research is a purposive process of data gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, process and trends.

Descriptive research describes the characteristics of a sample or population i.e. the characteristics of a person, organization, products and events etc. It observes, describes and documents aspects of a situation as it normally happens (Polit and Beck, 2004). To be more specific, descriptive research focuses mainly on studying and describing what is or what exists rather than why or what happened in the past.

Generally, descriptive research is done to find out the perceptions, attitudes, opinions, thoughts and practices. Therefore, the researcher conducted descriptive research to achieve the objectives of the study. This design can easily gather opinions via telephone interview. It helped the researcher to get thematic data from primary source. This method helped the researcher to meet the objectives of this study. So, the researcher selected this research design to collect the information about the use of mobile phone for learning English.

Population, Sample and Sampling Strategy

The population of this study included all the students of Bachelor level of English Education of Drabya Shah Multiple Campus, Gorkha. Among them five students were selected as a sample population using convenience sampling.

Research Tools

Tools are the most important element of any research. For this study, researcher used interview guidelines as a research tool for data collection. It was not possible to use observation and checklist to get detail information. So, interview via telephone was the best tool for conducting this research.

Sources of Data

Both primary and secondary sources of data were used for collecting a required data. Primary sources of data was used to investigate the use of mobile phone for learning English and explore challenges while using mobile phone whereas, secondary sources of data were used in forming the theoretical part of research.

Primary Sources of Data

When the researcher collects information from real source or directly from the informants according to the need then it is known as primary data. These are the first hand data and taken as most reliable and authentic. Five students of B.Ed level were the primary sources of data by using interview.

Secondary Sources of Data

For the accomplishment of the study, various journals articles; For examples: 'Use of mobile phone by students: Practices and Attitudes' by Kant (2016), 'The Use of Mobile Phone in English Classroom' by Rao (2019), 'Integrating Smart phones in Teaching Listening, Speaking, Reading and Writing Skills' by Kanchana and Shah (2015), 'The Use of Mobile Phones in English Language Learning by Sultan Qaboos University Students: Practices, Attitudes and Challenges by Aamri and Sulieman (2011), Mobile Learning Practices in Higher Education in Nepal by Parajuli (2016). Similarly, researcher consulted various reports, PDF files, thesis and some websites were used as secondary sources of data to get some insights.

Data Collection Procedures

In order to collect data, the researcher followed the stepwise procedures. At first, researcher prepared some guidelines of questions that were asked to the students. Then, the researcher selected five students from B.Ed level second year, DMC, Gorkha. After that, the researcher called the selected students and asked for permission from them to get the detail information. Then, the researcher informed them about research work and objectives of the study. After that, the researcher built a good rapport with them and asked their favorable time for telephone interview. Finally, the researcher collected the data and thanked them for their valuable participation.

Data Analysis and Interpretation Procedures

This section of the study deals with analysis and interpretation of data. The collected data were thematically interpreted. After collecting the data through telephone interview the researcher analyzed and interpreted the data thematically which were the main procedure in qualitative research. Similarly, the collected data were transcribed and categorized in to various themes.

Ethical Considerations

Ethical considerations are very significant in the field of research. While conducting the research, the researcher should be sincere and careful about the ethical issues. Ethic is the moral value which every researcher follows while conducting a research. Every researcher should follow the code of conduct while doing research. This study was conducted according to the academic rules and ethics. While collecting the data, the participants were informed about the purpose of the research. After that, the researcher conducted research by taking permission of the participants and the researcher kept the responses of the respondents confidentially. The researcher did not use the data for any other purposes except this study without permission of the respondents. The researcher maintained privacy and trustworthiness in this research.

Chapter IV

Results and Discussion

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main concern of this study was to investigate the use of mobile phone for learning English and explore the challenges faced by the students while using mobile phone. The detail analysis and interpretation of the data is presented below.

Analysis of Data and Interpretation of Results

The data collected from the primary sources (the participants) were analyzed in this section. The responses from the participants have been further interpreted by using thematic approach. The researcher has used thematic approach to determine what were told and what were revealed about each individual students and what kind of challenges they encountered while using mobile phone for learning English. After collecting individual stories using interview via telephone, the researcher rewrote the obtained data in researcher's own language. Then after, the researcher categorized the themes in different sections based on similar responses. Finally, the data were analyzed thematically. Following major themes have been accumulated through telephone interview, formal and informal talk with the participants.

Use of mobile phone for learning English. Nowadays, mobile phone is need of everyone. It keeps the world in pocket. Mobile provides many opportunities to create, deliver and support innovative methods of teaching and learning. When the respondents are asked about their view towards the use of mobile phone for learning English, participants claimed that mobile phone can be the useful tool in English language learning. They showed a positive response towards learning English via mobile phone. Mobile phone is found helpful in learning English according to the learner's own convenience and ease. The use of mobile phone has become common among a wide range of age group due to affordability and availability (Newhouse, William and Pearson, 2006). Mobile phone provides many opportunities to create, deliver and support innovative methods of learning. The increasing use of mobile technology within the higher education has brought a paradigm shift in learning English.

The use of mobile phone helps students to understand the text quickly and easily. This is the positive aspect of mobile phone. Regarding on this, one of my informants said," *I use mobile phone for learning English. It helps me to learn English more effectively. I use different applications to learn various contents".* Mobile phone is taken as a useful tool for learning English. Mobile phone can be used anytime and anywhere. Mobile phone makes the learning of English easier, interesting, fruitful, practical and long lasting. It enables learners to learn at their own pace. It makes learner active and engaged. The learners can learn from their home and solve their problem themselves.

Mobile phone is effective when it is used for learning purpose. In this context one of the participants said," *I am positive in using mobile phone for learning English. It fosters me to be more active and solve immediate problems".* The respondents had positive response towards the use of mobile phone for learning English. Therefore, mobile phone needed to be integrated in to the curriculum as possible to maximize learning outcomes. Similarly, another respondent added,"

> …I think mobile phone really helps in learning English. Now, it is very easy to find the learning materials. It has made easy to communicate with teachers and friends about learning materials or content that we have to learn. So, I am in favor of using mobile phone. I use several ICT tools but mobile phone is always my favorite one…

Hence, students are using mobile phone for academic purpose as well. More importantly, learning is increasingly taking place outside the formal classroom due to the positive attitude of students and teachers towards the use of mobile phone for learning English. They responded positively. Thus, the teacher should encourage their students to use mobile phone as a learning tool which will definitely bring drastic change in their lives.

Importance of mobile phone in modern society. Mobile phone has become a necessity for many people throughout the world. Today's technically advanced mobile phones are not important for only receiving and making phone calls but also important for storing data, taking pictures. At the time of emergency, having a mobile phone can help to save the lives of people. However, the importance of mobile phone

goes beyond personal safety. Similarly, the importance of mobile phone goes away beyond the ability to make or receive phone calls. As mobile phone is a wireless device and became simple to use, the importance of cell phone increased accordingly. Mobile phone is a perfect way to stay connected with each other.

Over the years, mobile phone has become the important component of our lives. Basically, it enables its users to communicate anywhere in the world. Mobile phone has not only replaced the old landline phones but also cameras, radio, computers and calculators etc. This is the reason that the importance of mobile phone has increased over the past decades. Mobile phone has become the need of human lives. Regarding on this, one of the respondents said," *Mobile phone has reduced distance and brought people together. It has made life easier. It provides entertainment in leisure time. I watch my favorite content and play games. So, it is important tool in modern society".* Mobile phone is popular device among all people from different ages. Mobile phone seems to be important because it enhances knowledge and entertains. Therefore, it has become a perfect tool for entertainment in modern society.

In today's time, it is very hard to find a person who does not have a mobile phone. The small gadget is a basic necessity of life. Learning with mobile phone promoted student centered learning. Mobile phone makes learning faster easier and more convenient. Another respondent added," *It is now possible to communicate with each other in numerous ways. Communications can be instantaneous. People can talk, text, email, tweet, post on facebook, instagram and video".* Mobile phone provides assistance to youngster in their academic as well as social lives. Different social media allowed people to be friendly and connect people in any part of the world. Today, people can stay in constant touch with friends, do business deal, set up meeting, call for immediate help in emergencies etc. Hence, mobile phone has vastly increased the flow of information in modern society.

Benefits of using mobile phone for learning English. Nowadays, mobile phone is a need of everyone. It is multipurpose device which is used to connect the whole world. In day to day life of people, it helps in number of ways. Mobile phone has entirely revolutionized the way of living and helped people to work smartly and efficiently. Mobile phone can allow the students to work in groups on projects,

sharing information and discoveries. Mobile phone is effective and beneficial learning tool for learning English. Mobile phone plays crucial role in learning English and keeps updating with new innovations, information and knowledge. Hence, mobile phone is beneficial for learning English in several ways.

In response to the question whether or not mobile phones are beneficial in language learning, most of the respondents highlighted the strengths of using mobile phone for learning English. They forwarded various benefits of using it. One of the respondents said," *Yes, mobile phone facilitates in learning English. If we don't know the meaning of any words, we can simply find them on dictionary. In the same way, we can watch videos, read e-books, listen to the audio clip, news for improving our English".* There are multiple benefits of using mobile phone as a teaching aid, including improved learning outcomes, increased engagement among students, and easier way to keep the students up to date. There are all kinds of educational applications available in a wide range for all kinds of learner.

Another respondent opined as," *Yes, mobile phone is beneficial for learning English because we can enhance our horizon of knowledge through using it.* Globally, there has been a growing trend of using mobile phone for educational purposes, especially students and teacher use it for sharing information and so on. Another respondent opined positively saying," *Of course, mobile phone is beneficial for learning English. It makes the learning effective. It provides all kinds of material that we need while learning English.* Mobile phone use for learning English has great benefits especially in vocabulary acquisition, spelling and pronunciation, grammar and skill. The research data collected by individual student indicated that mobile phone is attracting the learners by providing huge number of learning materials. More importantly, mobile phone creates more appropriate learning environment. During the time of lockdown, mobile phone became only option for learning. Students used to take classes from the village as well due to its numerous advantages. Moreover, it has become a common trend among the students to carry a mobile phone in the classroom because it is beneficial for learning.

Mobile phone has made learning easy as it fits in the hand and students can attend the lectures where ever they are. Mobile phone has made possible for working people to pursue their classes if it was left due to some reasons. And most importantly

today, the source of knowledge has diversified. Having a mobile phone can help students check out the things in a more fun way which will foster them to learn fast. Now, with the entire transition from offline learning to e- learning platform due to pandemic, it can be said that it will stay even in the post pandemic. Mobile phone serves important function and beneficial for learning English.

Impact of mobile phone on students' life. In the 21st century, everything is in the palm of our hand. The smallest piece of technology i.e mobile phone can bring a big change in our daily life. Mobile phone is the fastest growing technology in the last few decades. And mobile phone has become affordable, everyone in today's world carries. It is a must for students who are studying to have mobile phone because of the new world pandemic, as their classes were running through online mobile phone was and will be cheaper alternative. Mobile phone is both curse and boon to the newer generation as it is being used for education and entertainment purposes, it is boon but it is curse when it is used for watching pornography, blackmailing others and increase of cybercrime.

There is no doubt that mobile phone is a valuable tool. It facilitates communication among friends, colleague and family member. Mobile phone has a huge impact on students' life. Having the convenience of s mobile device gives students an edge. Besides online lectures, students also can use it for entertainment such as movies, games and social media. Mobile offers students a variety of benefits and challenges on their life.

To explore the impact of mobile phone on students' life, an open ended question was asked to express their views on the question ' what can be the impact of mobile on students' life?' One of the students said,

> ... I think mobile phone has positive and negative impact on students'
> life. We can gain new knowledge, skills, information even we can be up
> to date with the help of mobile phone. Talking to the negative impact,
> students become fully dependent upon mobile phone. It destroys the
> creativity of the students…

Based on the response it became clear that mobile phone has positive impacts on learning as well as on students' life. Mobile phone has lots of benefits,

as it offers language learning opportunities everywhere, and this is due to its portal and connectivity ability .However, if mobile phone is not used adequately and in controlled way it can have negative impacts. As stated above, mobile phone has negative effects either on learning or in health related issues. Mobile phone in education is related to students' achievement, as learners may become addicted to playing games, chatting or talking to the peers, this is in fact might be considered as a waste of time rather than learning.

Mobile phone allows students to keep in touch with recent and modern trends. Mobile phone also assists the students to access the internet anytime at anywhere. If they are eager to know something new, they can look at up on the internet. Mobile phone keeps updating the students. However, the students are losing the essence of their studies. They are getting away from their goals, destinations and motives. They are getting psychologically weak and pressured. They are going far and far away from the families. They tell lies and have false communication with their parents. They are betraying their decisions, trust and expectation of their parents. Besides, mobile phone enables practicing language anywhere at any time. Another student said," *Mobile phone has positive impact on students' lives. We can learn from everywhere at any time. It helps us by providing latest information.* Mobile phone is such device that can be easily taken with anywhere, it is easy to use, suitable for practice and one can have access to different apps for learning. Further, when students get access to such digital content, they take advantage of their learning as they can adapt to their pace, method even learning style through different platforms. In addition, mobile phone not only serves to provide access to the digital content rather it enables students to communicate, collaborate, create and share ideas with each other.

Based on the responses, it can be concluded that mobile phone has positive and negative impact on students' life. So, it depends upon the users how they use them for what purpose. If the user is using mobile phone all the time on unnecessary things then it definitely has negative impact on students' life. But, if they are using it for their academic purpose and obtaining new knowledge and information then it certainly has positive impact on students' life. Students should use mobile phone with some caution.

Enhancing skills and aspects of English language. Language enables us to interact with people. The importance of English language can not be ignored due to its crucial role in everywhere. English is lingua franca for most of the part of the world. This section deals with how mobile phone helps in developing skills and aspects of English language. Almost all the students said that mobile phone is a useful tool to develop all the four language skills and aspects of English. Students are found using mobile phone for learning, translation and retranslation, reading online books and practicing their communication skills via mobile phone. Students learn English as a foreign language due to which they lack proficiency and sufficient practice, it became difficult to learn English. Due to the use of mobile technology, these days, students are using it for language learning purpose. Using mobile phone for language learning is now common among the students.

Developing receptive language skills. Most of the students opined that listening and reading skills can be developed using mobile phone. Listening skill can be developed by listening to music, news, audio clips by the help of mobile phone. One of the respondents said," *We can record speeches and lectures of the teachers listen it back when we need to develop listening skill".* Another respondent said," *I often listen news, motivational speeches, lectures of native speaker, audio text so that I can develop my listening ability to recognize tone, intonation and stress pattern".* For developing learners' English language skills, mobile phone is very effective tool.

All the students agreed that mobile phone is helpful for developing reading skill by using different applications. Students download different types of articles, journals, e-book and dictionaries to develop their reading skill. One of the students said," *I always download the relevant materials by the help of mobile phone with internet access and read them whenever I need. Moreover, mobile phone is portable device I can read those types of materials while travelling as well*". Regarding this issue, another student said," *mobile phone helps me to attend in different online conferences and workshops so that I can upgrade my knowledge".* They said they can visit different e-library to enhance their reading skill.

Developing speaking skill. It is needless to say that mobile phone develops speaking skill of the students. Students said that they watch different English videos, news, English lessons to enhance their speaking. One of the respondents said,*" I*

watch various youtube channel, videos, speeches, movies and lectures of native speaker to improve my pronunciation and the style of speaking". Likewise, different motivational speeches, audio and video text found on youtube are also helpful to develop speaking skill.

Developing vocabulary through mobile phone. Vocabulary can be developed by using mobile phone. Researcher found that, most of them use different types of online and offline dictionaries to enhance their word power. It is believed that the use of mobile phone is better way to learn different vocabulary items. Students don not carry grammar books but they carry dictionary. Regarding this issue, one of the respondents said," *I have downloaded different dictionaries to enhance my vocabulary. If I am confused with any words then I immediately check it".* Vocabulary can be developed not only by using dictionary but also through different search engines. Consulting with dictionary does not only mean to get the definition and meaning, it means more than that for example; spelling, phonetic transcription, antonym, synonym etc. Similarly, listening to English songs, news, watching movies and native speaker's lectures, reading e-books and journals also help them to enhance vocabulary.

Improving grammar through mobile phone. Using a mobile phone in education opened a new way for teaching and learning process. All the respondents said that mobile phone can be utilized to download different grammar books. Students can watch different tutorials, videos and youtube channel to learn grammar. Mobile phone is advanced tool to develop the grammatical competences of the learner. One of the respondents said,

> ...At first, I thought grammar is difficult to learn but with the help of mobile phone I really learned so many things including grammar. One of my favorite youtube channel is Arnel's Everyday English. I enjoy all the videos and learn grammar. Not only that, I have downloaded different applications to learn grammar and all the credit goes to mobile phone…

All the students responded positively. They further said they are incorporating different application of mobile phone for developing grammar. Thus, it can be concluded that students use mobile phone to translate word from Nepali to English or

vice versa, to advance their knowledge in pronunciation, grammar, watch movies and listen to music in their target language.

Improving pronunciation through mobile phone. Pronunciation refers to the ability to produce sounds with their accurate stress and intonation pattern. It is one of the important aspects of language. To enhance pronunciation mobile phone can be useful tool. Students said that different online and offline dictionaries along with their phonetic transcription helped them to improve pronunciation. One of the participants said,

> ...I listen native speaker's speeches, conversations, different programmes so that I can improve my pronunciation. Our teacher suggests different and relevant audio texts to listen for improving pronunciation. Sometimes I record classroom lecture and listen it back even sometimes I record my own voice and I can correct them myself…

Thus, students claimed that mobile phone is beneficial for improving pronunciation, vocabulary including skills and aspects. It is mandatory to ensure that this wonderful device is used constructively.

Features and Applications used by students for learning English. Mobile phone is rich in its features. Previously, mobile phone used to be heavy in weight, without colored screen, primarily with the features of calling and messaging, But now, it has become history. Mobile phone now is not only used for the basic purpose of communication but also as an effective learning tool as it has all the features of computer inbuilt in it. Learners can be engaged in learning activities and they can be guided in a better way by the help of mobile phone. Since mobile phone has multiple features students are using its various functions such as camera, recorder, internet browser etc for their academic purpose.

Mobile phone is the combination of different features and applications. Students are using different features and applications inside and outside the classroom for learning English such as; Dictionary apps, Pronunciation apps, Gaming apps including puzzle, Cambly, Duolingo, Hello English, English Grammar etc. Regarding on this issue one of the participants said,*" Once our teacher introduced us different features and application including operating system, so, I use some of them".* It

seemed that they are encouraged to use those types of features and application for learning purposes. Increased availability of educational application and internet connectivity on mobile phone gave birth to borderless learning. Mobile phone makes learning possible anywhere at any time. In this regard another participant added,"

> …mobile phone is incredible device to stay connected with friends and learning. I use different types of dictionaries some of them are monolingual and some of them are bilingual. Merriam Dictionary is my favorite for learning vocabulary along with spelling, meaning and other…

Mobile phone is really versatile device for learning. Nowadays, the learners are using it for multiple purposes. One of the participants said,*" I like to play games. With the advanced features of mobile phone, we can enrich our English by playing puzzles, sentence formation and I often record class lectures and listen later whenever I need.* The initial application provided general features including e-mail, calendar and calculator. However, the demand of mobile phone users, along with the ability to develop advanced application extends into mobile games, GPS. Students are using these features and applications for learning English language.

Thus, mobile phone is important tool and better learning device for enhancing English. It has become famous among the students with its advanced and multiple features. Students are using them for increasing their knowledge and skill as well. Nowadays, use of mobile phone and its apps generates positive effects on learning English as a foreign language, especially in the development of learners' vocabulary and motivation to study.

Challenges faced by the students while using mobile phone. Despite numerous opportunities offered by mobile phone for learning, it suffers from several challenges such as having small screen, limited processing power and small keyboard. Many challenges and problems are there while implementing ICT based education in Nepal such as; financial problems, problems with system, lack of qualified manpower and so on. Similarly, there is lack of appropriate support and knowledge in the use of mobile phone while learning English. It is challenging to find relevant materials and

documents in the mobile phone. The students do not find the documents they actually needed. Regarding this one of my participant said,

> …It is difficult to get all types of materials and information from my mobile phone without internet connection. There are so many relevant and irrelevant contents so I spend most of the time searching them and it wastes my time…

Moreover, students do not have sufficient ideas on operating and downloading different kinds of latest apps. Students could not learn even if they want to learn English from mobile phone. Students are not very much familiar with the recent websites and search engines. In this context, one of my participants said," *I have downloaded some of the applications but most of them are expensive and learning becomes costly. So, it would be better to get idea about how to operate and install such application with low cost".* There should be cheap and best mobile network facility. All students don't have access of wifi facility at all the time. Some of them use mobile data. In such cases, mobile data seems costly for the students. Regarding this one of my participant said," *I don't have wifi facility at my home. I have to use mobile data and it is costly for me".* Thus, there should be good internet quality for learning. There are difficulties such as lack of specific monitoring system in mobile learning, its size, inadequacy in practical courses etc. None of them said that they have good quality network. That's a why, it can be said that learning with mobile phone is not always easy and automatic but challenging as well.

There are numerous challenges for implementing successful mobile learning practices among university level students. These are financial, technological, policy related, pedagogical and ethical (Parajuli, 2016). The cost of appropriate mobile phone and operation cost is beyond affordability of students in rural areas. Expensive data charge is another barrier of internet based mobile phone. Small screen size, availability of suitable software and hardware, poor network connectivity are technological challenges faced by the students.

Chapter V

Summary of Findings, Conclusions and Recommendations

This chapter consists of summary of findings, conclusions and some applicable recommendations related to policy, practice and further research.

Summary of Findings

On the basis of analysis and interpretation of data, the findings of the study were derived. The study was aimed to investigate the use of mobile phone for learning English and explore the challenges faced by them while using mobile phone for learning English. After analyzing and interpreting the data, this study has come up with following findings.

Use of mobile phone for learning English. It was found that students use mobile phone for learning English despite some limitations. Participants opined that mobile phone has assisted them in several ways and has become useful tool for learning English. They have a common belief that mobile phone helped them to improve their academic performance. This showed that mobile phone helps students for learning English and they had positive attitudes regarding the use of mobile phone for learning purpose.

Importance of mobile phone in modern society. The world-wide pandemic has shown that mobile phone can be a tool to replace the direct presence of the teacher. Participants opined that mobile phone is important tool for increasing knowledge, access to knowledge, accumulation of knowledge and evaluation of knowledge. Due to its size and internet connectivity, mobile phone makes learning easy for students in modern society.

Benefits of using mobile phone for learning English. Participants responded that the use of mobile phone for learning English is beneficial. They believed that using mobile phone for learning English is very effective for improving their academic performance. Moreover, mobile phone plays crucial role in learning English and keeps updating with latest knowledge and information. Thus, participants said mobile phone has several benefits and beneficial for learning English.

Impact of mobile phone on students' life. One of the respondents said that mobile phone has both positive and negative impact on students' life whereas rest of them argued that mobile phone has positive impacts on students' life. It can be said that mobile phone has both positive and negative impacts on students' life.

Enhancing skills and aspects of English language. All the participants opined that mobile phone is useful tool to develop the skills; listening, speaking, reading and writing and aspects of language; grammar, vocabulary and pronunciation. They incorporated different audio and video, native speaker's lectures, conversations, youtube videos, different blogs, online and offline materials to develop various skills and aspects of English language. Students agreed that their vocabulary is enhanced by using different online and offline dictionaries. Moreover, students are found to be practiced communication skills as it provides them opportunities to communicate in English.

Features and applications used by the students for learning English. All the respondents said that mobile phone has become powerful and versatile tool for many people. They use multiple features, functions and applications for learning English. Participants opined that they use camera, voice recorder, internet browser, Hello English, Duolingo, Cambly, Improve English, and English grammar for learning English. The findings showed that the students found to have access to different learning applications.

Challenges faced by the students while using mobile phone. Regarding the challenges, the participants' stories revealed that they faced some challenges while using mobile phone. One of the common problems is operating skills. It is believed that mobile phone is time consuming and internet access is costly. The findings revealed that students are facing some challenges while using mobile phone. Some of them are poor internet connection with expensive data charge and operating skills.

In nutshell, findings of the study showed that students perceived mobile phone as a useful tool for learning English. They seemed to be familiar with various functions and application which made them efficient learner. They believed that mobile phone along with internet connectivity can be useful tool for learning the skills

and aspects of English language. However, the students faced some trouble while incorporating mobile phone for learning.

Conclusions

This research is concerned with investigating the use of mobile phone for learning English and exploring the challenges faced by the students while using mobile phone. As descriptive research was used, the data were analyzed and interpreted thematically. The results and findings have been analyzed and interpreted carefully to draw appropriate conclusions to the study. One of the major conclusions of this study is that all the student use mobile phone for learning English though it has some limitations. The study revealed that participants are using mobile phone for learning English. The use of mobile phone for learning English is regarded as the beneficial one. Mobile phone found to be one of the best devices which accelerate to grasp the knowledge and information. They incorporated different features and applications to develop language skills and aspects. As learners are learning different types of skills and knowledge from the use of mobile phone, it provides large amount of learning materials as well. Thus, it can be said that mobile phone can improve language learning.

Mobile phone has become the part of instruction during and even after pandemic and it is believed to be existed for a long. Mobile phone makes learning accessible, qualitative and practical. It develops self-study habit and increases learners' autonomy. Thus, it can be said that mobile phone accelerates learning English from every corner of the world. However, mobile phone facilitates in learning but students have been facing some challenges while using it for learning purpose. Students are mostly affected by poor and unstable network connection, time constraints and operating skills. Students are seemed to be motivated towards learning English via various functions and applications however costly one from the perspective of economic point of view. Mobile phone has encouraged and benefited students greatly in spite of some problems. Therefore, the concerned authority should encourage students to use and integrate mobile learning. Overall results indicated that mobile phone is beneficial however, they feel few difficulties. They expect supportive guidance and reliable network quality for learning English effectively. Mobile phone can serve as a useful learning tool if it is properly used for some specific purposes.

Thus, curriculum developers, syllabus designers and policy makers should consider the space of mobile assisted English language learning in the present curriculum.

Recommendations

Based on the major findings of the study, following recommendations can be made.

Policy Related

On the basis of the findings of the study, the following policy related recommendations can be made. Generally, the findings can be practical input to the organization such as open and distance education, ministry of education, department of education, curriculum development centre and T.U.

One of the findings showed that students use mobile phone for learning English. Hence, curriculum designer, syllabus designer, education planner, material developer should think about the modern ICT tools such as mobile phone so that, the students will have the opportunity to deal and use such tools for academic purposes.

Similarly, the study showed that students use mobile phone for learning English and they opined that mobile phone is important and useful learning tool which facilitates in learning. Therefore, the concerned authority needs to pay proper attention on formulating policy regarding the space of mobile phone in language learning and minimize the problems encountered while using mobile phone.

Finally, the government of Nepal as well as college administration should launch new policy to the maximum utilization of mobile phone for learning purposes to meet the specified goals. Department of English Education should make the teachers and students aware of new technology and operating system. In this regard, universities should formulate policies to recognize mobile phone as a supplementary mode of learning as a part of blended learning in higher education.

Practice Related

On the basis of the finding of the study, some practice related recommendations are made so that the use of mobile phone in learning English can be

promoted. Only adaptation of different ICT tools such as mobile phone does not give sense to learning, the main challenging thing is its implementation. It should be practically implemented so that both the learners and teacher can be benefited.

The findings showed that students are not familiar with some of the advanced functions and feature of mobile phone, so that they should be made aware of using and operating it. Students should be encouraged to select and use appropriate application, features and functions of mobile phone to learn the skills and aspects of language. So, students should not be prohibited to use mobile phone inside the classroom. The major finding showed that students listen to native speaker's lectures, conversations and other related documents so, they should be motivated to use their mobile phone for developing all the language skills and aspects.

Similarly, it was found that students pass their time by watching unnecessary things on youtube so, they should be encouraged to use their mobile phone for academic purpose too. Students should be encouraged to share new knowledge among the friends and teacher and to enhance their outcome collaboratively. Habit of sharing the ideas, information and learning materials among the teacher and friends should be developed.

Finally, mobile phone is beneficial and useful learning tool despite its limitations. It means mobile phone can be useful tool if it is properly used and guided to use. Thus, students should be encouraged to use mobile phone for various purposes especially for learning purpose.

Further Research Related

This section is related with the further research. The study was limited to the Drabya Shah Multiple Campus, Laxmi Bazar, Gorkha. The purpose of the study was to investigate the use of mobile phone for learning English and to explore the challenges faced by the students while using mobile phone. The findings of the study have been drawn based on the bachelor level students' response of DMC. Descriptive research was the design used for this study. Therefore, further research can be done to the master's level students by following other designs such as ethnographic, phenomenology, narrative inquiry etc. Likewise, experimental research can be conducted on the use of mobile phone.

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Appendix 'B'

Interview Questions

1) Do you use your mobile phone for learning purpose?

2) Do you think mobile phone can be a useful tool for learning English language?
    Why? Why not?

3) Would you mind sharing your experience of using mobile phone?

4) In what way does mobile phone help you to learn English?

5) What is the importance of mobile phone in modern society?

6) Is mobile phone beneficial or harmful for English language learning?

7) What can be the impact of using mobile phone in students' life?

8) Do your teachers encourage you to use mobile phone inside the classroom for
    language learning?

9) Which function and application of mobile phone do you use for learning English?

10) What sorts of problems do you face while using mobile phone for learning?

Appendix II

Interview Questions

1) In what ways does mobile phone help you to learn English?

2) What can be the impact of mobile phone on student's life?

3) What is the importance of mobile phone in learning English?

4) Is mobile phone beneficial or harmful for English language learning? Why?

5) Do you think mobile can be useful tool for language learning? Why? Why not?

6) Does your mobile phone help to solve the immediate problem in English Classes?

7) Which function and application of mobile phone do you use?

8) Would you mind sharing your experience of using mobile phone?

9) What sorts of problems do you encounter while using mobile phone?

10) Does your teacher encourage you to use a mobile phone in and outside the classroom for language learning? Please give examples.

Interview

Student : Rima Rana Magar(pseudo name)

Interviewer: Hello! How are you?

Interviewee: I am good. I hope you are also fine…..(smiled)

Interviewer: I am fine. I would like to welcome you in this interview session. I hope you will   share your experience openly, which makes my research worthy.

Interviewee: Thanks, I will try my best to share my experiences.

Interviewer: Could you please share your educational background?

Interviewee: It is me Rima Rana Magar. I am permanent resident of Gorkha district. I am from   middle class family. My parents are aware of the value of education so they always   support me to study.

Interviewer: That's great.

Interviewee: (smiled)……Thank you.

Interviewer: Well, let's enter to the topic. As I have earlier said this is the part of my research.   Let's have some discussions.

Interviewee: Sure please.

Interviewer: I can see you have your mobile phone on your hand. Do you use your mobile phone for learning English?

Interviewee: Oh yeah! Mobile phone is my basic need. Since, it has several functions I use them   for learning as well.

Interviewer: It sounds good. Is mobile phone beneficial or harmful for learning? How do you   perceive it?

Interviewee: In my opinion, Mobile phone is beneficial for learning English. If we don't know   something related to learning then, we can immediately check that on our mobile phone.   It helps in several ways. It saves our time and effort. If we get confused while   learning at home, at that time we can search about doubtful things immediately without   waiting to our teacher. I use mobile phone while doing project work so, it is beneficial   for learning.

Interviewer : umm… so you think it's beneficial and useful tool for learning….In what ways   does mobile phone help you to learn English?
Interviewee: Yes. Mobile phone is a versatile device. It really helps me to learn English all the skills and aspects of English language. If I encounter with any new

words then I immediately check to my mobile phone or search on google. Mobile phone assists me with its different features and applications while learning. Not only that, mobile phone helps me in several ways. It entertains, gives information and makes us updated. There are so many lessons which are available on youtube, by watching those videos I really learn something new in different way.

Interviewer: That's awesome. ….What can be the impact of mobile phone on student's life? Please share your ideas.

Interviewee: Well…..In my opinion, everything has its positive and negative aspects. If mobile phone is properly used it will help in several ways but if it is misused then it can ruin everything. So it has both positive and negative aspects on student's life.
Interviewer: In this case, you seem to be neutral. …Do you think that mobile phone is important and useful device for learning?

Interviewee: Yeah, mobile phone has become a basic need of every human being, especially the youngster they can't live without mobile phone. So, I think mobile phone is important and useful tool for learning. It can be used everywhere at any time. It is important in the sense that it is portable device and we can us them.

Interviewer: Which feature and application of mobile phone do you use for learning English?
Interviewee: I use so many feature of mobile phone such as camera, voice recorder, browsing and applications such as dictionary, pronunciation apps, grammar learning apps and so on for various purposes. Our teacher always encourages us to use different applications of mobile phone.

Interviewer: You are familiar with different application. That's great. At last, do you encounter with problem while using mobile? What are those challenges?

Interviewee: Yes, while using mobile phone I often encounter with many problems. Basically, mobile phone is advanced technology due to its advanced features and functions it seems more expansive to get access to the learning contents. Some applications are available for all the learners. Internet access is costly. Sometimes, it really wastes our time while searching and searching the relevant contents. All those contents are not authentic. People just copy and paste the same thing.

Interviewer: Thank you for your time and sharing.
Interviewee: It's my pleasure.