

# **Use of Cell Phone in English Classrooms**

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

**Submitted by:**

**Milan Kumar Bastola**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**2023**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Milan Kumar Bastola** has completed his M.Ed. thesis entitled **Use of Cell Phone in English Classrooms** under my guidance and supervision.

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## RECOMMENDATION FOR EVALUATION

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## **DECLARATION**

I hereby declare that this thesis is submitted to the Central Department of English Education, Tribhuvan University is entirely of my original work prepared under the guidance and supervision of my supervisor. The results of this thesis have not been presented or submitted anywhere else for the award of any degree or for any other purposes.

Date: 03-09-2023

.....  
**Milan Kumar Bastola**

# **DEDICATION**

**Dedicated**

**To**

My mother, father, family and teachers who were devoted blessing their entire lives to make me for their incomparable inspire and my beloved who always supports me in every step of my life.

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**Date: 11-09-2023**

**Milan Kumar Bastola**



## ABSTRACT

This research study entitled **Use of Cell Phone in English Classrooms** was conducted to explore the students' use and to find out the problem in using cell phones by secondary level students in English Classrooms. The quantitative survey design was used to explore the frequency and purpose of using cell phone in language learning activities, while the qualitative interviews were conducted to delve with students' perceptions, experiences, and attitudes towards using cell phones in English classrooms. The study found that cell phones are widely used by secondary level students for vocabulary acquisition, listening comprehension, grammar practice, and language exchange through communication apps. The results indicate that students perceive cell phone as a convenient and accessible language learning tool, offering flexibility and personalized learning experiences. However, it was found that use of cell phones has challenges associated with distractions, time management, and technological dependency. Some students reported difficulties in maintaining focus due to the presence of social media and entertainment applications on their cell phones. Additionally, issues related to data limitations, technological barriers, and potential language misuse were also identified. The implications of this study shed light on the need for educators and policymakers to recognize and harness the potential of cell phones as valuable resources in English language learning contexts.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, second chapter is about the review of related theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, third chapter deals with the methods and procedures of the study which covers design and method of the study, study area, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data, finding and discussion of the study. Similarly, the fifth chapter incorporates the conclusions and recommends implications of the study followed by some policy, practice and further research related recommendation based on the study. Finally, the references and appendices are included.

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## LIST OF ABBREVIATIONS/ACRONYMS/SYMBOLS

A	–	Agree
BBC	–	British Broadcasting Corporation
CALL	–	Computer Assisted Language Learning
D	–	Disagree
EFL	–	English as a Foreign Language
ELA	–	English Language Arts/Acquisition
ELLs	–	English Language Learners
ELT	–	English Language Teaching
FL	–	Foreign Language
GPRS	–	General Packet Radio-data Service
GT	–	Grammar Translation
HTML	–	Hypertext Markup Language
Https	–	Hypertext Transfer Protocol Secure
ICT	–	Information and Communication Technology
IT	–	Information Technology
MALL	–	Mobile Assisted Language Learning
M. A.	–	Master of Arts
M. Ed.	–	Master of Education
Ncell	–	Nepal cell
NTC	–	Nepal Telecom
Per.	–	Percentage
Prof.	–	Professor
Regd.	–	Registration
S.A	–	Strongly Agree
S.D	–	Strongly Disagree
SL	–	Secondary Language
S. N	–	Serial Number
TESOL	–	Teaching English to Speaker of other Language
T.U	–	Tribhuvan University
Un	–	Undecided
UTL	–	United Telecom Limited