

## **Chapter 1**

### **Introduction**

The current study is on **Use of Cell Phone in English Classrooms**. This is introductory part of the study includes background of the study, statement of the problems, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definitions of the key terms respectively.

#### **Background of the Study**

At the secondary level, English language learning classrooms through the use of cell phones can be facilitated through various mediums and subjects. It is generally defined that mobile phone as a small pocket sized device that is supported with different apps that can be used in ELA, such as dictionaries, WhatsApp, Facebook, recording and camera, etc. In the current study, the two terms mobile phones and cell phones are used interchangeably and refer to the same kind of device.

Guha, Halder, and Halder (2015) defined mobile phone (also known as cellular, cell phone and/or hand phone), as "a phone that can make and receive telephone calls, over a radio link while moving around a wide geographic area." With the improvement of the technological tools including mobile phones, they became more than merely tools for receiving and sending calls, they have a big number of services such as calling, texting, storing information, surfing the internet. In the world of ICT has boomed in the education worldwide and the touch of it in Nepal is not untouched. Here in Nepali English classrooms can be facilitated by mobile phones. This can be employed in many classes but here in my research grade 9 and 10 are the focus of my study. The research was done in community school. Mobile applications specifically designed for English classrooms can be a valuable resource for secondary level students. We use different channels in communication, for example telephone and internet are used for communication. Fisher (2010) states that, Mobile phone is one of the small, lighter and strong tools which support a many different kinds of application. Such as web surfing, text messages and emails transmission one of the easy accesses to world by this technology. People have good way to connect by mobile through email as well as messages to communicate each other.

Similarly, Jonson (2008) states that, "mobile phones, similar to the old digital assistants, form new kinds of communication and interaction that can also define novel approaches to teaching and learning." Franklin (2017) states that, 'when cell

phone use becomes an addiction, the behavior becomes stressful.' By using Cell phone in learning, the role of secondary level students can therefore, shift from only receiving knowledge to both searching and sharing their knowledge. Moreover, interaction with teacher can become more instant since teachers and students can respond quickly via Cell phone.

Social network sites are quickly becoming ubiquitous online. The most popular of these websites are MySpace, Be Bo and Cell phone. Jonson (2008), In the midst of various technological distinctions, social networking sites are essentially web-based platforms that enable users to (1) create a public or semi-public profile within a defined system, (2) compile a roster of other users with whom they have established a connection, and (3) access and explore the network of connections they have established, as well as those formed by others within the same system.

There are many advantages of using cell phone. Some of them can be included as:

A mobile phone lets you do a multitude of things, such as play games, stream online content, watch videos, read books, listen to music, camera and so forth. It's safe to say that one can never get bored alone, if they have a cell phone. Whereas landline numbers are only for receive and outgoing calls. Nonetheless, the increasing prevalence of cell phone usage is not without its drawbacks. In other words, there are several disadvantages associated with using cell phones, in addition to the numerous advantages they offer. Some of those disadvantages are:

Constant distraction, social disruption, never-ending workdays, ongoing expenses, cause of accidents, health problems, youth crimes, etc. are some of the major disadvantages of using mobile phones. The statements above highlight the potential harm that can result from improper cell phone usage. English is a highly prevalent global language, with an estimated 250-350 million non-native speakers, indicating a substantial number of individuals who communicate in English despite it not being their first language (Graddol, 2000). The reach of English extends worldwide, being utilized in various forms of media such as electronic and print media, as well as institutions like the BBC. Furthermore, English is the dominant language employed on cell phones. In the language used in cell phone communication, we commonly encounter incomplete sentences, acronyms, abbreviations, numerals, code mixing, and non-linguistic symbols. The use of

informal language may be attributed to the fact that it is more like a face to face conversation. Likewise; message, email internet, letter, social blog.

Similarly, Ziegler (2007) contends that Cell phone has the “capacity to better motivate students as engaged learners rather than learners who are primarily passive observers of the educational process”. Various tools for social interaction exist, including email, the internet, virtual worlds, video conferencing, blogs, and photo sharing, collectively known as social media. Notably, the use of cell phones has surged in popularity. Specifically, social networking websites, particularly those accessed via cell phones, have garnered significant attention and focus.

### **Statement of the Problem**

Language acquisition occurs through diverse methods, with the cell phone emerging as a highly influential and progressively utilized tool in today's society. It significantly drives both education and the economy. In the context of Nepal, information technology-based educational programs have been initiated in a majority of community schools, yet they have not been fully integrated. Both private and community schools have employed mobile phones in their unique ways to facilitate learning.

Gutierrez (2016), states that mobile addiction not only has physical effects but also psychological and academics effect at the same time. Sleep deficit, anxiety, stress, and depression which are all associated with internet abuse, have been related to mobile phone usage too. In the context of English Language Teaching (ELT) learning, cell phones serve as valuable resources for English teachers. Consequently, language educators assume a crucial role in effectively integrating technology as a practical aid for language instruction within classrooms. Hence, this research underscores the extent to which students are proficient in utilizing cell phones as a means to enhance their learning experiences.

In Cheung's (2015) research on the effects of mobile learning on students' language proficiency conducted at Open University of Hong Kong, the researcher found that students generally demonstrated positive attitudes toward mobile learning and perceived SELLA to be effective in terms of L2 learning. More than half of the students agreed that mobile devices were convenient and effective as they assisted language learning activities. Moreover, most participating students believed mobile learning could pique their interest and facilitate their self-studying process.

Students mainly use of cell phone for chatting, uploading photo/video/status, doing the comments and like, sharing the other posts and tagging the post to others. They chat with relatives, teachers, friends and neighbors. The way of interaction is different to person to person. They use colloquial language with friends and relatives but they are found to use formal language with teachers. If they use English with everyone in their conversation, their English language classrooms were of course is improved. The interaction between students-students and students-teachers at cell phone obviously create indirectly learning environment. However, the students should use language in proper from while chatting to friends, relatives, teachers and others. This type of chatting was help the students to improve vocabulary, sentence formation, word use-meaning and conversation. If students and teachers use video chat, they can improve their intonation, tone, stress, punctuation and language fluency.

Cell phone is one of the great distant learning tools. With the help of YouTube, Facebook, Whatsapp are great apps that can be trailblazer for the English language learners classrooms and grade 10 pattern of using cell phone in their learning. This study is on the grade whatsoever con side of its use is prevalent. The objectives of this study encompass assessing the role of mobile phones in facilitating language teaching and learning within social contexts, as well as elucidating the motivations driving both educators and students to employ mobile devices for educational purposes. Additionally, the study seeks to delineate the advantages derived from this usage.

### **Objectives of the Study**

The aims of this study were as follows:

- i) To explore the use of cell phone in English classrooms.
- ii) To analyze the problems in using the cell phone in English classrooms.
- iii) To suggest some pedagogical implications.

### **Research Questions**

This study addressed the following research questions:

1. What are the students' current cell phone practices?
2. What are the opinions of students toward the use of cell phone in English?
3. For what purpose do they use cell phones to learn English language?
4. What are the problems in using the cell phone in the English classroom?

### **Significance of the Study**

The study primarily focuses on how students of grade 9 and 10 use cell phone in their language learning classrooms. This research explores the various educational benefits that students can gain from using cell phones in secondary-level language learning classrooms. It also extensively investigates the potential positive effects of cell phone usage on students' learning outcomes. Yu (2012), states that a Smartphone is a phone which is embedded with an operating system which mostly utilized by internet connection. Yu's idea is relevant to this research as by 2012 both iOS and Android operating system have been widely known by society, though had not been widely used in Indonesia as UPH context. Likewise, Schoeni (2015) states that it was concluded that mobile phone usage during night hours was common among youngsters and reported that poor perceived health was shown due to staying up all night. No recordable association was found between memory performance and mobile phones.

This research aims to shed fresh light on the effective utilization of cell phones and their potential benefits. It addresses critical issues in the present-day application of modern technology within secondary-level language learning classrooms, with the overarching goal of improving students' English language proficiency. Consequently, this study holds considerable importance for educators, as it strives to create genuine and meaningful learning environments for secondary-level English language learners.

### **Delimitations of the Study**

The current research had certain constraints that need to be acknowledged:

- ) The focus of this research encompassed four different secondary level community schools located in Itahari Sub-Metropolitan city, Sunsari District.
- ) It was the responses of questionnaire obtained from 40 students (Ten from each school) of four different community schools studying at grade 9 and 10.
- ) Only questionnaire includes open and close ended items were used as the tools.
- ) The study followed survey research design.

### **Operational Definitions of the Key Terms**

The key terms used in this research study have been operationally defined in the following ways:

**Access:** Access refers to the opportunity or ability to acquire and use of cell phone in English classrooms effectively. And access in use of cell phone in English Classrooms means to provide or use of equal opportunities and removing barriers for learners to acquire and use the cell phone in English classrooms effectively. It involves addressing physical linguistic, socioeconomic and pedagogical aspects to ensure inclusive language learning environment.

**Participation:** It refers to the act of taking part or engaging in a particular activity, event, or process.

**Challenge and Problem:** Here, the term signifies the issues, difficulties, or problems faced by the students to get particularly learning use of cell phone in English classrooms.

**Information and communications technology (ICT):** is an extensional term for information technology (IT) that stresses the role of unified communications

**English Medium Instruction:** Use of cell phone in English language learning to teach academic subjects in schools is defined as English medium instruction.

**Online Resources:** The website or the WebPages from where we get information are online resources. For our purpose, Wikipedia, WWW, Google search, Eric.edu, BBC, British Board Corporation, Martin Chautari etc. are online resources.

**CALL (Computer Assisted Language Learning):** A computer is an electronic device which calculates a raw data and gives valuable information which is the result of processing an output.

**Specialized Web Sites:** A Web site is a collection of WebPages. WebPages are what make up the World Wide Web (WWW).

**E-Learning:** E-learning refers to the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in language learning and teaching.

**Stakeholder:** Stakeholders are the persons who are directly and indirectly involved in particular work.

**Cell Phone:** The cell phone stands out as the most widely embraced information and communication technology (ICT) tool, offering limitless possibilities to elevate and enrich information exchange during English language learning (ELL).

## **Chapter 2**

### **Review of Related Literature**

This chapter comprises the detailed review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework.

#### **Review of Related Theoretical Literature**

The literature review for this study encompasses a comprehensive exploration of various aspects, including cell phones, the internet, and online resources in the context of language learning classrooms. It delves into the significance of cell phones in educational settings, their specific purposes within the classroom, and practical guidelines for their effective utilization, and their role as valuable learning resources. In particular, this review places a primary emphasis on the role of cell phones as a dominant and prevalent form of social media in contemporary society, warranting a closer examination in the context of this study.

#### **Technology in Language Teaching**

The cell phone, a ubiquitous device, is deeply integrated into the lives of countless students. Educators who harness the internet's vast resources are well aware of its immense educational advantages. While the incorporation of social media into the classroom is a relatively recent development, both teachers and students who utilize these platforms recognize their profound potential as effective educational tools.

Alqahtani (2019), states that technology is having a growing impact on language learning worldwide. The landscape of language teaching and language learning has transformed so rapidly that the formal classroom does not serve as the primary language learning site anymore. Enhancing language learning classrooms with technology is nothing new since our formal education system has used different educational technology tools and multimedia based learning content for already decades. Technology is having a growing impact on language learning worldwide. The landscape of language teaching and language learning has transformed so rapidly that the formal classroom does not serve as the primary language learning site anymore. Enhancing language learning classrooms with technology is nothing new

since our formal education system has used different educational technology tools and multimedia based learning content for already decades.

Similarly, in Fageeh's (2013) perspective, technology has brought about a significant transformation in educational settings by offering support, scaffolding, and complementing traditional classroom materials and activities. Consequently, educators and parents should actively explore innovative ways to integrate technology into the teaching and learning process, recognizing its potential benefits. They should also consider shifting the teaching paradigm, bearing in mind that today's students belong to a generation born in the era of information technology.

Furthermore, as noted by AbuSaaleek (2014), the rapid adoption of mobile technology has captured the interest of researchers and paved the way for the emergence of mobile-assisted language learning (MALL) and mobile learning (M-learning). These developments aim to enhance the language learning and teaching experience.

### **Mobile Tools in English Language Teaching**

The internet on its own offers countless opportunities for researching new things and sharing the ideas and information. It provides many free materials available to learning. The internet is the best way to engage the students in their learning. Ahmadi (2018) argued that educational technology tools appeal greatly to language instructors due to their contribution to enhancing students' active engagement and maximizing positive language learning outcomes. The use of technology has become an important part of the learning process in and out of classrooms and is viewed as the core requirement in modern schools and universities.

Kafyulilo (2012), as referenced in AbuSa'aleek (2014), emphasized that the downloading feature of mobile phones serves as a valuable tool for both students and teachers to effortlessly access and share a wide array of educational materials. This approach contributes significantly to time and effort savings, which the researchers view as the foremost advantage of mobile phones in education.

Cui and Wang (2008) highlighted the proactive efforts of developed countries worldwide in integrating such devices into the realm of education, recognizing their immense potential benefits. For instance, the United Kingdom has embraced mobile phones for diverse purposes, including the storage and retrieval of resources such as electronic books and instructional materials, as well as reviewing students' grades.



Consequently, teaching and learning processes have become more efficient and practical. Mobile technology-based learning has not only streamlined time management but has also facilitated distance learning initiatives.

The language learning sites of social media like Education technology, Video conferencing platform, Smart video cameras, Hybrid technology, Asynchronous learning tools, Synchronous learning tools, Online textbooks, Learning Management Systems, Facebook, Twitter, YouTube, Instagram, Likee, TikTok, Google and many others offer sources for learning. These sites offer so many benefits, especially when it comes to encouraging students to gain knowledge in a new and creative way.

### **The Internet and Online Resources**

The 21st century, characterized by rapid advancements in science and technology, has fundamentally transformed our perspectives across various aspects of life. Fields such as science, medicine, education, and more have undergone significant and revolutionary changes due to the influence of technology. It's become increasingly evident that technology is an integral and unavoidable component of nearly every facet of our lives, and this holds true for educational settings as well, as highlighted by Keskin and Han in (2016).

Education, being a cornerstone of any society, is often at the forefront of adapting to the impacts of technological change. The explosive growth of information technology has led to a profound transformation in the methods of teaching and learning, as noted by Rifai in (2010).

Mobile learning (M-learning) emerges as a natural evolution of E-learning, seamlessly integrating itself into the educational landscape. It has gained widespread acceptance among university educators and students alike, transcending barriers of level, gender, age, and specialization. In essence, M-learning has heralded a shift from traditional instructional materials to versatile tools, offering us unique perspectives on language and enabling us to perceive things that are not visible to the naked eye, as observed by Viana and Zyngier in (2008).

### **Purposes of Using Cell Phone in the Classroom**

Cell phones offer more than just a means to reconnect with old friends or stay updated on weekend plans; they serve as valuable tools for learning and education. In a study by Park (2011), several advantages of using mobile phones as educational aids

were highlighted. One key benefit is their ability to deliver engaging and motivating learning activities. Teachers can leverage mobile phones to create a learning environment that initially provides support and guidance, gradually allowing students to take charge of their learning.

Moghaddam and Mousavi (n.d) also emphasize the advantages of using mobile phones for learning outside the classroom, particularly in making better use of students' free time. Mobile phones enable personalized learning experiences, fostering independent learning. Language learning, in particular, lends itself well to this learner-centered approach, allowing students to identify areas where they need assistance and develop customized learning strategies. As informal learning tools, mobile phones break away from the constraints and formalities of traditional language teaching classrooms, helping reluctant learners stay focused for longer periods. The authors also note that traditional teaching tools like blackboards and textbooks may no longer fully meet the needs of students who are accustomed to technology from a young age.

Moreover, mobile phones bridge the physical gap between home, school, and work by creating a mobile social space, as observed by Kalz, Bayyurt, and Specht (2014). Teachers can harness the potential of cell phones for class projects, communication enhancement, and student engagement, often surpassing the possibilities of traditional classroom settings. For instance, teachers can establish a dedicated social platform for their classroom, where students can connect their individual profiles. This modern approach facilitates interactive communication between teachers and students, enabling them to share events, discuss course materials, conduct polls, and exchange informative resources. Social networks like Cell Phone, Twitter, Mail, and YouTube offer extensive learning resources. Teachers can use these platforms to post homework reminders, share educational materials, and disseminate valuable classroom information. The creation of a communal board allows everyone to participate and share their insights, fostering a collaborative learning environment.

Some of the ways related to cell phone use in the classroom are as follows:

**Class Project:** Cell phone is very often used for class projects. The following ideas are just starting points for class projects through cell phone that can be used in the secondary level classroom.

**Follow news feeds:** Students follow news feeds relevant to the course material in order to keep current information following through the class.

**Share book reviews:** Students can post their book reviews for the instructor to grade and other students to read. If it's a peer-reviewed project, then the students can more easily access each other's papers in online.

**Knighthood:** It is a type of language game. Knighthood helps to promote strong reading skills.

**Poll your class:** It is an interactive teaching tool. It helps to facilitate students getting to know one another in the class.

**Practice a foreign language:** Students, learning a foreign language can connect with native speakers through groups or fan opportunities.

**Follow news stories:** Students can keep up with news through social network on groups and share the information very rapidly.

**Bring literature to life:** It helps to post and share literary writing. The variety of literary materials can be presented in the classroom by using ICT tools (Rubin, 2011).

**Benefits of Cell Phone:** It has many useful features. It helps to build strong business network. It also helps to find good jobs. We can find our old friends whom we had lost connection. We can find friends all over the world. We can get help from online friends.

We can learn many things from cell phone. We can have lots of fun over there. We can play games and chat with friends. We can share our feelings and vent out our mental stresses out there. It is a great way to entertain ourselves after a busy daily routine. It's a great place to promote our business. For example, as an online writer or blogger, we can share our articles on cell phone and get tones of hits and make more money. Here are some of the benefits we may see when we decide to use cell phone as a learning tool.

Cakir (2015) asserted that among various technological devices, mobile phones are particularly advantageous for English language learners (ELLs). This perspective aligns with the view expressed by Nalliveetil and Alenazi (2016), who highlighted that despite the prevalence of electronic gadgets like iPods, tablets, and smartwatches, researchers show a keen interest in exploring the educational benefits of mobile phones in English language teaching and learning. Cakir (2015) further emphasized the following advantages:

1. **Student Familiarity:** Since most students are already avid users of cell phones, integrating them into the classroom environment offers a comfortable avenue for students to actively participate in language learning interactions.
2. **Facilitating Collaboration:** The design of social media platforms promotes social interaction among students, thereby enhancing collaboration among those engaged in various learning activities.
3. **Keeping Pace with Educational Trends:** Incorporating mobile phones in education suggests a shift from a traditional skills-centered approach to a more modern and connected learning environment, aligning with current educational trends.
4. **Enhancing Student Engagement:** Frequent access to class content through mobile phones encourages students to think about and engage with the lessons more consistently.
5. **Creating Ambient Awareness:** Cell phones provide an excellent opportunity for both students and teachers to engage in ambient awareness, fostering more meaningful connections with individuals they follow on social networks.
6. **Teaching Personal Responsibility:** Educators can seize the chance to impart lessons on responsible cell phone and social networking site usage, preparing students for their future endeavors and discouraging inappropriate activities.
7. **Access to Guest Speakers:** Instructors who maintain contact with former students or professionals in their network via cell phones can tap into this resource to invite guest speakers to enrich the classroom experience.

In summary, mobile phones offer various advantages for ELLs, including familiarity, collaboration, and alignment with modern education, increased engagement, ambient awareness, personal responsibility, and access to valuable guest speakers.

#### **Role of Internet in Cell Phone:**

Indeed, the researcher asserts that the primary attraction of technological devices, including mobile phones, for people in general, and students and teachers in particular, lies in the services these devices offer. Böhm and Constantine (2015) have highlighted that mobile phone apps play a crucial role in the ongoing expansion of Mobile Learning (M-learning). Notably, the apps that students are familiar with, such as dictionaries, WhatsApp, and Facebook, can greatly facilitate students' learning and collaborative interaction at any time and place. Similarly, Faqe (2015) emphasizes

that mobile devices' development enables students to seamlessly integrate their learning activities through mobile apps, breaking free from the constraints of time and space. Furthermore, from the researcher's perspective, the use of such apps in the learning process provides students with psychological support by reducing anxiety, which is a significant issue for second language (SL) and foreign language (FL) learners, as "anxiety is a mental barrier to foreign language learning" (Horwitz, Horwitz, & Cope, 1986).

Cell phones, as global information and communication technology (ICT) tools, are relatively recent resources for educators. There is emerging evidence that cell phones offer a variety of valuable aids to education. They enhance the content of textbooks, library resources, and teachers' knowledge. Millions of websites are available to enhance learning, allowing users to access information on their desired topics. Many websites also offer the option to download and save materials, with the internet making these processes even more convenient. Social media platforms like MySpace, Facebook, Gmail, Google, TikTok, Twitter, and cell phones all rely on the internet for operation. Through the internet, users can upload and download research, sharing their contributions globally. Internet-based learning modules engage students actively, offering a unique approach compared to traditional lectures. Teachers should be adept at using cell phones as educational tools both inside and outside the classroom. ICT tools motivate both teachers and students, making the learning environment more engaging and thought-provoking. They also help clarify complex subjects when students are unclear about a topic discussed in class. Collaborative teaching and learning processes can take place through cell phones, but it is crucial for teachers and students to remain focused on educational matters and maintain a formal tone, similar to a classroom setting, when using cell phones for academic discussions.

Cell phones are also conducive to distance teaching and learning, offering opportunities for those who cannot attend regular classes for various reasons. Cell phones provide numerous learning opportunities and can be effectively integrated into the classroom or used outside of it. The learning process is not constrained by time or location when using cell phones, making learning accessible everywhere. As Voitnofer (2007) suggests that fostering a social network between teachers and students should encourage discussion about the technical and pedagogical aspects of educational technology and how emerging technologies relate to teaching.

It is essential for teachers to introduce social networks to students, creating separate accounts for them. Teachers can use cell phones to contact students through messages, comments on profiles, or virtual office hours. By increasing student engagement through communication and community building, teachers can tailor their courses to various learning styles. Chaudhary (2010) highlights the general roles of cell phones as follows:

1. Providing a rich database of authentic materials.
2. Offering an excellent tool for interactive learning.
3. Facilitating collaborative material development.
4. Leveraging multimedia capabilities, combining graphics, sound, and movies for language learning.
5. Allowing materials stored on the web to reach a wide audience at a relatively low cost.

Based on these general roles, this study aims to explore the specific contributions of cell phones in English language teaching and learning, from the perspectives of both teachers and learners.

It's important to note that while these theories and approaches support my study for the integration of cell phones in English classrooms, careful planning, guidance, and management are essential to ensure that cell phone use enhances learning rather than becomes a distraction. Teachers should establish clear guidelines and objectives for cell phone use to maximize its educational benefits.

### **Review of Related Empirical Literature**

A literature review is a crucial component of research and serves as the cornerstone of the entire research endeavor. Empirical research plays a pivotal role in various stages of the research process. In the course of conducting this study, I conducted a comprehensive review of books, academic journals, studies, articles, and various other sources. The information gleaned from these sources has proven invaluable in furnishing both theoretical and methodological insights for this research. Furthermore, the review encompassed a thorough examination of previously conducted research works, which are some previously done research works are reviewed as below:

In Chaudary's (2010) studied titled "*Exploring Internet Usage as a Tool for Language Learning*", the primary aims were to assess the extent of internet utilization

by students as a language learning resource, compare the internet usage patterns of two student groups, and identify pedagogical implications. The research employed questionnaires as its main data collection method and involved a sample of 80 students, with 40 students from each group. The results indicated that 80% of M.Ed. and 76.6% of M.A. students utilized the internet for language learning. Interestingly, the usage rate among M.Ed. students exceeded that of M.A. students by only 3.33%, a statistically significant finding.

Pandit in his (2011) conducted a survey study entitled "*Assessing the Influence of the Internet on English Language Teaching (ELT) Learners*" aimed to gauge students' perceptions regarding the impact of the internet on ELT. He employed questionnaires and observations for data collection, surveying 50 M.Ed. second-year students. The findings revealed that the internet had a positive influence on language learners, serving as a valuable resource for theory, materials, and ELT practice.

In Joshi's (2012) research titled "*Analyzing Language Patterns in Mobile Phone Communication*", the objective was to explore language usage in mobile phone communication. The study observed 15 mobile phone users, utilizing quota sampling as the sampling method and observation as the data collection tool. The primary findings highlighted language patterns in mobile phone communication, including the use of abbreviated forms, code-switching, emoticons, and excessive duplication.

K.C.'s (2012) conducted a survey research entitled, "*The Role of the Internet in Language Learning*", sought to determine the extent of internet usage for language learning among 80 M.Ed. students specializing in English. The primary data collection tool was questionnaires. The study revealed that a majority of the students made use of the internet as a language learning resource.

Rokaha's (2014) descriptive survey research, "*Exploring the Perceptions of Teachers and Students Regarding ICT Tools in ELT*", aimed to identify the perspectives of teachers and students on the use of ICT tools in English Language Teaching (ELT). The study involved 25 students and 15 teachers from five different higher secondary schools in the Kathmandu Valley. Data were collected through questionnaires and interviews, revealing that cell phones were considered beneficial for teaching and learning various aspects of language.

Phuyal's (2015) study titled "*Utilization of the World Wide Web for English Language Learning*", aimed to investigate students' habits regarding the use of the internet, particularly the World Wide Web, for learning English and its associated

pedagogical implications. The study encompassed students from four different colleges in the Kathmandu Valley, specifically those in twelfth grade using the internet for English. Questionnaires were employed as the data collection tool. The findings indicated that a significant majority of students across the four colleges utilized the internet and the web as effective tools for learning the English language.

The results of Naz, Rasheed, & Rasheed (2019) on the other hand, showed that students were willing and motivated to adapt their smart phones for learning English because of the positive role they play in helping them to learn. In addition, students' attitudes toward the role of smart phones in learning English were positive.

Nikolopoulou (2019) identified different perceived benefits of smart phone use such as their involvement, motivation and active participation, the easy access to information, students' familiarity with technology in addition to the fact that Smartphone utilization made the lesson interactive and enjoyable.

In a study by Wisnuwardana (2019) it was found that students were considerably enthusiastic for using apps to support learning because of their substantial potentials that can be enhanced for learning through systematic and purposeful activities properly designed for learning-related activities.

Meanwhile, the study of Iqbal & Bhatti (2020) revealed that Smartphone were an effective medium for off-campus learning and communication with peers and students. Complex topics were explained easily to students as audio-visual content can be available over the Internet and can be shared easily. However, the majority of the respondents were skeptical about using Smartphone for educational purposes as they Smartphone Use in Learning as Perceived by University Undergraduates: Benefits and Barriers International Journal of Research -GRANTHAALAYAH 58 considered them a source of distraction, wastage of time, techno stress, and emotional detachment. Moreover, they reported that small size of both the screen and keyboard are important limiting factors undermining the effective use of Smartphone in education. Lack of training and support, lack of technical knowledge and background, excessive workload and lack of incentives for using technology in education were believed as major barriers in adoption of smart phones in higher learning landscape.

In a study conducted by Sharma in (2022), titled "*Teachers' Perceptions on the Utilization of ICT Tools in English Language Teaching (ELT)*", the primary objectives were to investigate how English teachers at the secondary level viewed the integration of ICT tools in their teaching and to identify the challenges they



encountered while incorporating these tools into the classroom. The research employed a mixed-method approach, combining both qualitative and quantitative research methods, utilizing a survey research design. To achieve the study's goals, Sharma selected a sample of 40 secondary level English teachers from public secondary schools in Kathmandu district. The sampling procedure employed was non-random. Data for the study was gathered through the administration of questionnaires.

The study's findings revealed that the teachers held positive attitudes toward the use of ICT tools in English language teaching. They believed that ICT could enhance the language learning process. Notably, while prior research focused on computers, the internet, and language learning via cell phones, this study stands out as the first of its kind to explore the utilization of cell phones in language teaching and learning at the secondary level students in community school. As a result, it contributes a unique perspective to the existing literature and offers valuable insights into the challenges associated with using cell phones for language learning, along with potential pedagogical implications.

My study can be approached from various angles, and the way it's discussed may differ depending on the context and focus. In my study I have tried to find out the positive impacts of cell phones in the English classroom, challenges and distractions posed by cell phones, strategies for effective cell phone use in English classrooms, teacher and student perspectives, comparing English classrooms in different educational settings, cultural and generational factors, research and case studies, policy and regulations. The way the topic is different with other previous topic in terms of the specific context, the goals of the discussion or research, and the intended audience. Each of these approaches offers a unique lens through which to explore the complex issue of cell phone use in English classrooms.

### **Implications of the Review for the Study**

It is sure that no any study is possible to be completed without help of literature review. So that literature review is taken as most strong part of every research work. It expands our horizon of knowledge regarding our field of study and only after that we may have enormous knowledge to design objectives, to develop research questions, to apply methodologies and to move other important steps in journey of our research. In the same way I have also reviewed so many literatures related to my topic. I have reviewed many books, articles, and other research work.

Similarly, after completion of literature study I come to find out the gaps between what has already been found out and what is not researched yet. The theoretical and empirical literatures that I have reviewed helped me in several ways. All the theoretical reviews helped me to develop insightful knowledge about different aspects of Secondary level Students Use of Cell phone in English Classrooms.

I have conducted a thorough review of various research papers that are relevant to my thesis. These studies encompass the utilization of the internet for language learning and the integration of language in mobile phone applications. They have proven to be beneficial in shaping my research ideas, specifically in the realm of computer, internet, mobile phone, and computer-based language learning.

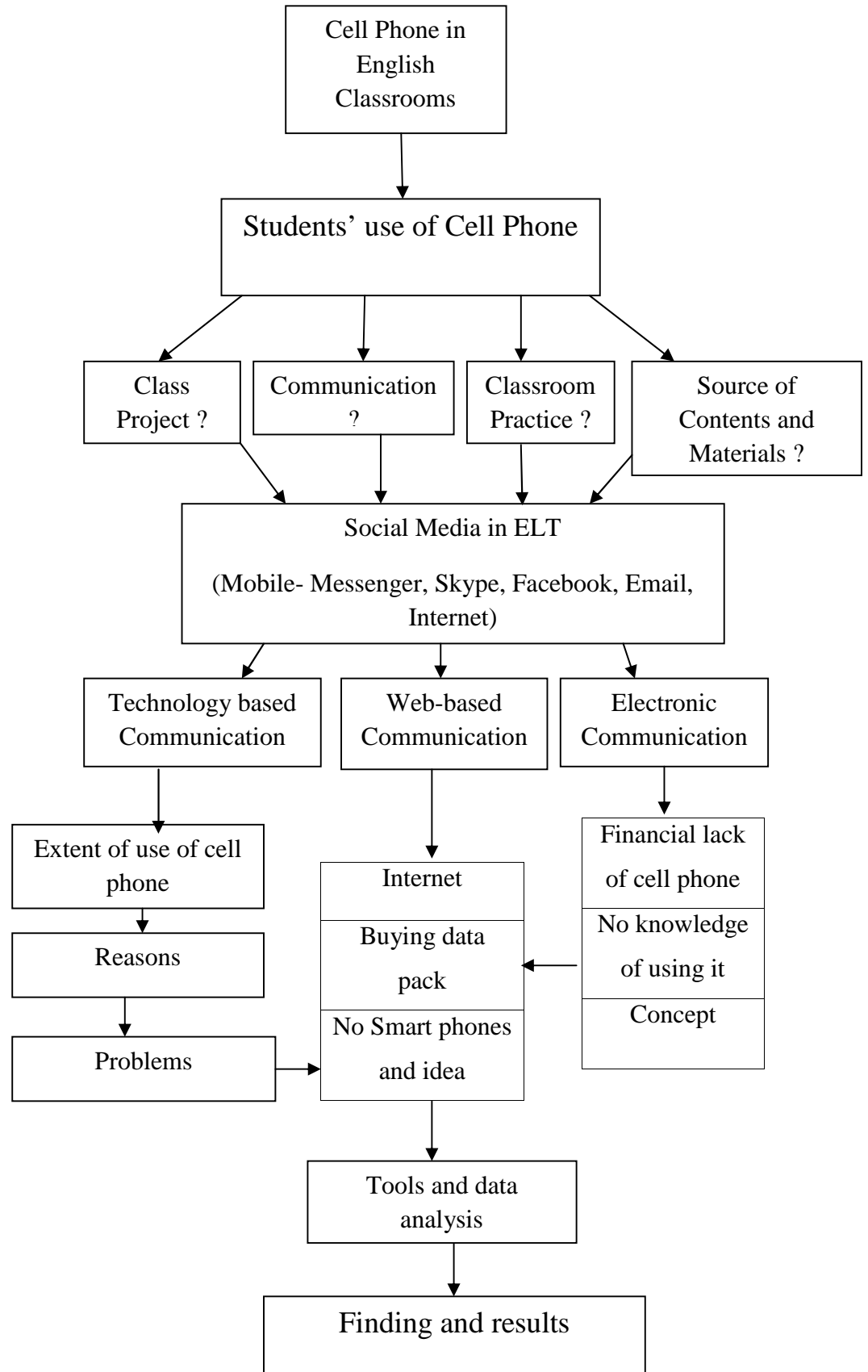
To elaborate, the research on teachers' attitudes toward computer and internet usage in language pedagogy has indicated a general acceptance and adoption of these technologies among educators. Additionally, Chaudhari's (2010) study has offered valuable insights into the procedures for analyzing survey data, which I can apply to my own research. Furthermore, Sharma's (2022) work has shed light on the perceptions of secondary level English teachers regarding the use of ICT tools in English Language Teaching (ELT), as well as the challenges they face when implementing these tools in the classroom.

Overall, my review of both theoretical and empirical literature has equipped me with a clearer understanding of the role of cell phones in language learning and the application of survey research design. It has also broadened my theoretical knowledge of ICT usage in education, with a specific focus on mobile phones. Moreover, I have gained valuable insights into research design, sample selection, sampling strategies, data collection tools, and data analysis procedures through my examination of empirical literature.

In this manner, the literature I have reviewed has been instrumental at various stages of my research, allowing me to expand my knowledge in a systematic, scientific, and comprehensive manner. As a result, I believe that my study has been conducted methodically, guided by a wealth of insightful knowledge within my field of study.

### Conceptual Framework

The study on **Use of Cell Phone in English Classrooms** in Itahari Sub-Metropolitan city was based on following conceptual framework.



### **Chapter 3:**

#### **Methods and Procedures of the Study**

This chapter deals with methodology in the study. This chapter includes research design and method of the study, research population, sample and sampling strategy, study area, data collection tools and techniques, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

#### **Research Design and Methods of the Study**

While carrying out a research, we have to follow certain research design. There are different research designs such as; experimental, quasi-experimental, survey, historical, ethnographic, case study, action research, co-relational. These are the specific classification of research. To classify them in general, there are only three classifications; theoretical and applied, qualitative and quantitative and mixed-method. In this study, I have followed the survey research. This study had based on the values, norms of survey research design and I have used mixed research design (i.e. both qualitative and quantitative) in general. According to Kerlinger (1986) says, “Survey research is a kind of research which studies large and small population to discover the relative incidence, distribution and inter-relationship of social and psychological variables.”

The researcher employed both quantitative and qualitative methods to achieve the research objectives, which was instrumental in gaining a comprehensive understanding of the study's subject matter. This combination allowed for a deeper exploration of the topic, as it involved collecting qualitative data in the form of words and narratives, as well as quantitative data from a larger-scale study on the same topic. This approach enabled the research findings to be applicable to future studies and examinations, and it added context and meaning to the numerical data, as highlighted by Biber in 2010.

Furthermore, using both qualitative and quantitative methods was the appropriate approach to identifying and comprehending the attitudes of both English department students and faculty members regarding the use of mobile phones in English Language Arts (ELA). As Johnson noted in 2017, a mixed method approach not only transcends the quantitative versus qualitative divide in research but also

allows the researcher to leverage the strengths of each method while mitigating the weaknesses associated with relying solely on one methodological approach.

The quantitative approach employed by the researcher involved gathering numerical data from the field, converting it into a quantitative format, and subjecting it to rigorous analysis, in line with Kothari's guidance from 2014. This approach facilitated the derivation of generalizations about the phenomenon being investigated. The data collected through questionnaires were quantitatively analyzed using descriptive statistics, such as means and standard deviations, as well as qualitatively analyzed.

It may range from a large scale research like census to small scale study like secondary level students use of cell phone in English classrooms. It is a cross sectional study. The collection of data occurs in natural situation and the quantifiable data is assumed to be obtained. It usually addressed large group of population and sampling must be carried out an investigation in survey research. The sample population should be representative of the study population and the findings derived should be generalized to the whole population of the study.

Typically, survey gathers data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events. Thus, a survey may be varying in their level of complexity from those that provide simple frequency counts to those that present relational analysis. Survey may be further differentiated in terms of their scope. A study of the secondary level students use of cell phone in English classrooms, for example: might encompass the whole of Western Europe; a study of subject choice, on the other hand, might be confined to one secondary school (Cohen, 2010).

There used to be large number of population from which researcher samples the study population to collect primary data. And the findings is derived from the analysis of the collected data and generalized to the large scale from which sample have been taken. Some examples of surveys are; opinion polls, students' preferences for particular course. Typically, educational surveys employ various methods such as test scores, self-administered questionnaires, and attitude scales to gather information. The data collected can then be examined either through descriptive or statistical

analysis. In these surveys, researchers select a subset of the overall population to study, rather than reaching out to every single member. Some data gathering techniques used in survey are; structured or semi-structured interview, self-completion or postal questionnaires, telephone interviews, internet surveys, standardized tests of attainment of performance and attitude scales. The detailed process of survey investigation that is followed in the Department of English Education includes following steps:

- i. Identifying learning platform.
- ii. Farming students engaging topics.
- iii. Writing research proposal and preparing research tools.
- iv. Contacting selected authority, population/informants, then getting consent from the authority and building good rapport with the informants.
- v. Requesting for the list of population then sampling the required number of informants/populations.
- vi. Collecting data using different tools.
- vii. Analysis, interpretation and presentation of data either statistically or descriptively. After passing through all these steps, findings are drawn and those findings are generalized to the whole study population. The main purpose of this sort of research is:
  - a. To access certain activity.
  - b. To find out the behavior of different professional.
  - c. To study certain trend, at a single point of time then compare the findings with the standard ones.
  - d. Finally, to forward some suggestions for improvement of the research area.

The research utilized the survey design mentioned earlier as its primary methodology. Data collection was accomplished through the administration of questionnaires, employing the procedures outlined earlier. The choice of this design was driven by its cost-effectiveness and the ability to obtain factual and reliable data, making it the ideal approach for this research.

## **Study Areas/ Field**

The area of this study was secondary level community school in Itahari Sub-Metropolitan city. Here secondary level students were the respondents, the field of the research study where in English classrooms in relation to use of cell phone. Itahari is one of the developed city in various sectors specially education sector where in every school the students' are learn through the ICT. The main focus of this study was the analyzed the problems and find out the fruit full techniques by using cell phone in English classrooms.

## **Population, Sample and Sampling Procedure**

**Population:** Purposive sampling strategy is used in secondary level students studying in community school from Sunsari. In this research was to select the representative number of students from total students. All the students of four different public secondary level schools students were the population of the study from Itahari Sub-Metropolitan city, Sunsari District. There are 20 above community school but due to the time constrained, only four schools were selected.

Likewise, the reason why I chose Itahari is because of the availability of my home town and also because Itahari is becoming an educational hub for students. The reason why I chose only 4 out of more than 20 schools is because they SEE result of those 4 schools is very good and the physical structure, infrastructure and environment are also very good. Out of about 500 students studying in Sunsari Public School, but 40 students are representing all students at the rate of 10 each from 4 schools, according to the records of the school, while better and poor, gender, ethnics group, religious sector, female, dalit etc. On addition, I am from the same place or in my home town where I took the data from.

**Sample and sampling strategy:** The data was collected purposive sampling strategy is used in a research to select the representative number of students from the total students. This is a process of taking a small group from the large number of students. So, the whole students are difficult to use while collecting the data. Since this study was limited in different, a small group of students which can represent the whole students was selected.

In order to accomplish the research objectives was select 40 students of four different secondary level schools studying in Itahari Sub-Metropolitan city, Sunsari District using non-random purposive sampling procedure in this study.

### **Data Collection Tools and Techniques**

Tools are the ways or the methods that help researcher to collect data from different sources. In this way, they are most important element of every research. I was use questioner test, observation and field note as research tools in order to examine the effectiveness major way of using Cell Phone in secondary level students' English classrooms towards the language learning to the questions of my research. In this research, the survey included a combination of open-ended and closed-ended questionnaire and document analysis techniques as the tools.

### **Sources of Data**

This research employed a combination of primary and secondary data sources.

#### **Primary Source**

The four different community schools each 10 students selected of secondary level from Itahari Sub-Metropolitan city, Sunsari District was be the primary source of data.

#### **Secondary Source**

The secondary data was be collected by consulting various books, journals, thesis, and articles and websites which are related to field of study previous research related to analyze data.

### **Data Collection Procedures**

I followed a structured procedure while conducting my investigation:

At first, I visited the selected school of Itahari Sub-Metropolitan city.

1. Questionnaire: Initially, I created a comprehensive set of questionnaires and interview schedules tailored to my research objectives.
2. Initial School Visit and Building Rapport: Following this, I visited the head teacher of a school and made efforts to establish a positive rapport with all relevant school administrators and students. During this meeting, I explained the purpose of my study.



3. **Permission and Informed Consent:** Once I received permission to proceed, I informed the students about the nature and goals of my research project.
4. **Participant Selection:** I then purposefully selected 40 students from each of the four different secondary-level schools for inclusion in my study.
5. **Introduction to the Study:** Before collecting data, I provided a brief overview of my research study to the selected students. I explained what was expected of them during the data collection process.
6. **Data Collection:** I utilized a combination of open-ended and closed-ended questionnaires and conducted interviews with the students. The questions for these assessments were predetermined and standardized.
7. **Questionnaire Distribution:** I distributed the questionnaires to the students and requested that they complete them.
8. **Data Collection Conclusion:** At the conclusion of the data collection phase, I collected the completed questionnaires from the students. At last researcher thanked the respondents.

By following these steps, I ensured a systematic and structured approach to gathering data for my investigation.

### **Data Analysis and Interpretation Procedure**

This section deals with the interpretation and analysis of the collected data. In this process I analyzed and interpret the data according to their nature. The quantitative data were analyzed descriptively using simple statistical tools, whereas qualitative data were analyzed by thematic approach and presented in tabular forms. Furthermore, I analyzed and calculated the actual scores of individual students and determined the overall class score regarding the usage of cell phones in English classrooms among secondary level students. And data analysis involved breaking the data in to manageable themes, patterns and relationship to understand various elements of raw data collected in course of the study. The questionnaire was primary tool of data collection. The collected data has putted under different headings and then has analyzed and interpreted descriptively. To present these findings more clearly, I created tables and diagrams, allowing for a visual representation of the data. This approach aims to facilitate a comprehensive understanding of the study's results, enabling us to draw meaningful conclusions.

## **Ethical Considerations**

Ethical considerations are so significant in the field of research. The ethical issues to be considered have equal importance in both quantitative and qualitative research. Research as a joint and collaborative work, it requires a researcher to be serious in dealing with people involved in the study and using the ideas of other scholars to support their study. Research study was conducted with systematic and rigorous process in various issues. As ethical considerations play crucial role, several ethical consideration were maintained during the study. Similarly, there are inherent tension and complexities in research. And to overcome these tensions and complexities, the researcher should follow the certain rules, principles or guidelines. I tried my best to avoid the plagiarism and keep the concept of not to harm information they provided for this study. For completing the research work I have applied the following safeguards;

Initially, I was sure that their participation in the study is altogether voluntary. Then, I assure the participants that the information they have given me had been strictly confidential and their anonymity had maintained forevermore. I have been orally circulated the purpose of the study, giving them a complete picture of how the data used and what I anticipated to derive from it, and make sure they comprehend entirely about what I say. Afterwards, I visualized that my research carried out so as completed a requirement for drawing up my master's thesis. I never used the data for any other purposes except my study without permission of the respondents. I have given proper credit to the authors of books, journals, articles, research works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research. Finally, I gave thanks to all participants.

## Chapter 4

### Results, Findings and Discussions

This chapter includes the data analysis and interpretation of results with the summaries findings and discussions. The collected data has been analyzed and interpreted as follows.

#### Analysis of Data and Interpretation of Results

This section mainly concerns with the presentation, analysis and interpretation of collected data. The study consisted of 40 participants and data were collected through questionnaire to find out the use of cell phone in English classrooms for English development or not. For this study two different sets of questions (open and close ended) were used as the questionnaire for students from the 4 secondary level (class 9 and 10) community schools. Which are Shree Janata Secondary School, Itahari-06, Sunsari, Shree Rastriya Secondary School, Itahari-01, Sunsari, Shree Janashayog Secondary School, Itahari-20, Sunsari and Shree Mahendra Secondary School, Itahari-02, Sunsari. The data have been tabulated and analyzed as accurately as possible. The analysis of interpretation has been shown in following:

#### Analytical and interpretation of data obtained from students through close ended questions:

Regarding the achieving my research objectives, performances of students I asked 23 objectives questions related to the performances and access the responses they are interpreted below.

**Table .1: Students' use of cell phone in English classrooms**

The first question asked to the students was related to their use of cell phone in English classrooms. Question was, Does the use of cell phone in English development accessible to you or not? The responses are given in table below:

SN	Items	Responses					
		Yes		No		Undecided	
		N.	%	N.	%	N.	%
1	Students' use of cell phone in English Classrooms.	15	37.5%	6	15%	19	47.5%

The above table shows that majority of students were 37.5% used cell phone in English classrooms in secondary level students. While 15% students are not use

with it and 47.5% were not sure or undecided with use cell phone as different purpose except English Language Learning classrooms at secondary level.

It means the most of the student 37.5% (15) were students' use of cell phone in English classrooms except few.

Similarly, they were asked different items related to their use of cell phone in English Classrooms. The Following table shows the secondary level students' views on using cell phone in English Classrooms:

**Table .2: Having cell phone with the students**

Regarding the question no.1, having cell phone with students was adequate resources barrier to the motivation of students in ELT classrooms. Their responses are given in table below:

Having cell phone with the students					
Yes		No		Undecided	
Number	9	N.	15	N.	16
Percentage	22.5%	Per.	37.5%	Per.	40%

From the above given table, the students who participated in research seems that 22.5% of the students were yes, similarly 37.5% students were no, and rest of the 40% students were undecided regarding the cell phone to with the students.

That is 22.5% (9) respondents were in the agreed of this statement. It means for the language learning process lack of adequate resources affected their learning.

**Table .3: Use of cell phone for learning purpose by the students**

Regarding the question no.2, do the opportunities of learning purpose by the students' language practice outside the classroom in ELT? The responses are given in table below:

Use of cell phone for learning purpose by the students			
Yes		No	
Number	10	Number	5
Percentage	66.66%	Percentage	33.33%

Above the table shows that 66.66% students used cell phone to learning purpose and rest of the 33.33% student still hasn't used cell phone to learning purpose.

That is majority 66.66% (10) of the respondents argued that not only inside the classroom even outside the classroom language practice plays the important role of cell phone in ELT classrooms.

**Table .3.1: Use of downloaded dictionary in the cell phone for searching meaning of the word**

Regarding the question no.3, have you ever faced any problem and challenge in using cell phone in the ELT classroom? The responses are given in table below:

Use of downloaded dictionary in the cell phone for searching meaning of the word			
Yes		No	
Number	8	Number	2
Percentage	80%	Percentage	20%

Above the table of 3.1 shows that 80% student's used of downloaded dictionary in the cell phone for searching meaning of the word and rest of the 20% student still hasn't used of downloaded dictionary in the cell phone for searching meaning of the word.

It means that 80% (8) of the respondents feel comfort during the ELT classroom, which helps to use of cell phone to create good environment in the classroom in order to searching meaning while downloading dictionary of students.

**Table .3.2: Use of cell phone to improve vocabulary sentence making process and communication**

Regarding the question no. 6, Does it encourage, confusing question and improve vocabulary as sentence making process and communication? The responses are given in table below:

Use of cell phone to improve vocabulary sentence making process and communication					
Agree		Disagree		Undecided	
Number	5	Number	3	Number	2
Percentage	50%	Percentage	30%	Percentage	20%

From above given the table, that the students who participated in research seems that 50% of the students were agree, similarly 30% students were disagree, and rest of the students were undecided regarding the use of cell phone to improve vocabulary sentence making process and communication.

It means that, 50% respondents feel uneasy during the ELT classroom and most of the time while improve vocabulary sentence making process and communication.

**Table .3.3: Use of cell phone to improve intonation, tone, stress, punctuation and fluency**

Regarding the questions no.7 & 8, students participate actively to improve intonation, tone, fluency, sentence formation, word use meaning in use of cell phone in ELT classroom. The responses are given in table below:

Use of cell phone to improve intonation, tone, stress, punctuation and fluency			
Agree		Disagree	
Number	6	Number	4
Percentage	60%	Percentage	40%

From the above given table, the students who participated in research seems that 60% of the students were agree, similarly 40% students were disagree regarding the use of cell phone to improve intonation, tone , stress, punctuation and fluency.

That is 60% students are participated actively in ELT classroom which always helps to use of cell phone increase the intonation, tone, fluency, sentence formation, word meaning to the students in ELT classroom.

**Table .3.4: Use of cell phone to learn English**

Regarding the question no.9, do you use cell phone to learn comfortable and confident during ELT classrooms? The responses are given in table below:

Use of cell phone to learn English			
Yes		No	
Number	4	Number	6
Percentage	40%	Percentage	60%

The table of 3.4 shows that 40% students used cell phone to learn English and rest of the student still hasn't used cell phone to learn English.

It means that about under half % students still uncomfortable and uneasy during the ELT classrooms using cell phone so it should be practice use cell phone in English to remove such type of anxiety from the students.

**Table .3.5: Use of cell phone for downloading language learning apps**

Regarding the questions no. 10 & 11, do you use of cell phone for downloading learning apps in English classrooms? The responses are given in table below:

Use of cell phone for downloading language learning apps			
Yes		No	
Number	7	Number	3
Percentage	70%	Percentage	30%

Above given the table shows that 70% students were used of cell phone for downloading language learning apps and rest of students didn't use of cell phone for downloading language learning apps.

It means 70% students were agreed of this above statements.

**Table .3.6: Use of cell phone to practice English with others**

Regarding the question no.12, do you use of cell phone to practice English with others? The responses are given in table below:

Use of cell phone to practice English with others			
Yes		No	
Number	9	Number	1
Percentage	90%	Percentage	10%

The tables of 3.6 shows that 90% students were use of cell phone to practice English with others and 10% students weren't use of cell phone to practice English with others.

It means that the respondents to majority of 90% to use cell phone to practice English with others.

**Table .3.7: Cell phone is an easy tool to learn through videos or audio**

Regarding the question no. 15, does it easy tool to learn through videos or audio in use of cell phone? The responses are given in table below:

Cell phone is an easy tool to learn through videos or audio			
Yes		No	
Number	4	Number	6
Percentage	40%	Percentage	60%

Above the table seems that the participate shows that 40% students were use cell phone is an easy tool to learn through video or audio but 60% students didn't use cell phone is an easy tool to learn through video or audio.

It means that the most of the students that is 60% are not getting use of cell phone an easy tool to learn through video or audio except few students as a result it helps to always increase the use of cell phone in English classrooms students'.

**Table .3.8: Use of cell phone to take an English language course**

Regarding the question no. 16, did you take an English language course in your cell phone? The responses are given in table below:

Use of cell phone to take an English language course			
Yes		No	
Number	7	Number	3
Percentage	70%	Percentage	30%



The table of 3.8 shows that 70% students were used cell phone to take an English language course and rest of the students still hasn't used cell phone to take an English language course.

It means 70% students were agreed above the statement.

**Table .3.9: Use of cell phone in improving English language skills**

Regarding the question no. 22, did you use cell phone to improving your English language skills? The responses are given in table below:

Use of cell phone in improving English language skills			
Agree		Disagree	
Number	5	Number	5
Percentage	50%	Percentage	50%

From above given the table, that the students who participated in research seems that 50% of the students were agree, similarly 50% students were disagree regarding the use of cell phone in improving English language skills.

It means that equal respondents were use of cell phone to improve English language skills.

**Table .4: Teachers encouragement to the students use cell phone for learning English**

Regarding the question no.4, does the teacher encouragement to the students use of cell phone? The responses are given in table below:

Teachers encouragement to the students use cell phone for learning English			
Yes		No	
Number	31	Number	9
Percentage	77.5%	Percentage	22.5%

Above the table shows that 77.5% students encourage the use of cell phone for learning English by the teachers and rest of the 22.5% student still hasn't used cell phone for learning English to encouragement by the teachers.

It means that 77.5% respondents are agreed of above the statement.

**Table .5: Use of cell phone to ask confusion question to the teacher by the students**

Regarding the question no.5, do you ask confusion to the teacher by the students? The responses are given in table below:

Use of cell phone to ask confusion question to the teacher by the students			
Yes		No	
Number	17	Number	23
Percentage	42.5%	Percentage	57.5%

From above the table shows that 42.5% students used of cell phone to ask confusion question to the teacher by the students and rest of the 57.5% student still hasn't used of cell phone to ask confusion question to the teacher by the students.

It means respondents are didn't fully satisfy of above statements.

**Table .6: Use of cell phone to take quizzes of tests for English grammar**

Regarding the question no.21, you can take quizzes of tests for English grammar? The responses are given in table below:

Use of cell phone to take quizzes of tests for English grammar							
Strongly agree		Agree		Strongly disagree		Disagree	
Number	9	Number	17	Number	2	Number	12
Percentage	22.5%	Percentage	42.5%	Percentage	5%	Percentage	30%

From the above given table, the students who participated in research seems that 22.5% of the students were strongly agree, similarly 42.5% students were agreed, 5% students were strongly disagree and rest of the students were disagree regarding the use of cell phone to take quizzes of tests for English grammar.

It means 65% (26) respondents are agreed of above the statements.

**Table .7: Problems due to the use of cell phone in English classrooms**

Regarding the questions of, you faced some problems due to the use of cell phone in English classrooms? The responses are given in table below:

Statement	Respondents' Attitude	Responses	
		Frequency	Percentage
Problems due to the use of cell phone in English classrooms	Strongly Agree	6	15%
	Agree	15	37.5%
	Undecided	9	22.5%
	Disagree	7	17.5%
	Strongly disagree	3	7.5%
	Total	40	100%

Table 7 addressed that 15% (6) of the respondents strongly agreed that they have faced problems using cell phone in language learning due to the English classrooms, and 37.5% (15) of the respondents agreed that they have problems in learning English due to the classrooms. Similarly, 22.5% (9) of the respondents remained undecided. In the same way 17% (7) of the respondents' disagreed and 7.5% (3) of the respondents strongly disagreed to the statement.

It shows that majority of the respondents 52.5% (21) students are in favor of this statement. It means that secondary level students have problem in using cell phone to language learning due to the English classrooms except few of them.

#### **Analysis and interpretation of data obtained from students through open ended questions:**

Regarding the achieving my research objectives, use and analyze problem faced by the use of cell phone in English classrooms to students I asked 5 questions related to the objectives the responses them are conclude interpreted below.

In responses to the question no.1, **In your opinion, what can be the use of cell phone in learning English?** The responses are given the below: Among the 40 students views to compromised that analyze the data while 33 students were accessible use of cell phones offer a wide array of resources and tools for learning English, making language acquisition more accessible, engaging, and convenient. These responses highlighted the diverse ways cell phones can support learners in

improving their English skills, from vocabulary acquisition to pronunciation practice and cultural exposure. However, the effectiveness of these tools may vary from person to person, and a well-rounded approach that combines various resources is often recommended for successful language learning.

In responses to the question no.2, **Do you think, the effective use of cell phone helps in developing proficiency in the use of English? Why do you think so?** The responses are given the below: Most respondents are effectiveness of cell phones in developing English proficiency largely depends on how they are used. If students use them as tools for structured learning, communication, and accessing valuable resources, they can certainly enhance their language skills. However, if cell phones lead to distraction and reliance on shortcuts like translation apps, they may not be as effective. Therefore, it's crucial for educators and students to strike a balance between utilizing cell phones as learning aids and managing their potential drawbacks to maximize the benefits for language development in English classrooms.

In responses to the question no.3, **In what specific activities, you make use of cell phone? What do you think about its importance in learning to communicate?** The responses are given the below: The majority of students believe that cell phones are vital tools for communication and learning. They appreciate the convenience and accessibility that cell phones offer in staying connected with friends and accessing educational resources. Many students noted that social media and messaging apps help them practice and improve their communication skills, although some expressed concerns about over-reliance on technology. Overall, students see use of cell phones in English classrooms as valuable aids in the learning-to-communicate process. Finally, cell phones play a significant role in our lives, enabling a wide range of activities and serving as essential tools for communication and learning. Student perspectives highlight their positive impact on communication skills, with an emphasis on convenience, accessibility, and adaptability. However, it's essential to strike a balance between digital and face-to-face communication to ensure well-rounded development in this digital age.

In responses to the question no.4, **In which cases do you use cell phone for your study purpose? Does your teacher encourage you to use cell phone? Have you ever discussed about the effective use of cell phone in learning? If yes, what tips did you get?** The responses are given the below: The 40 students surveyed reported

diverse use of cell phones for studying, with most employing them for research, organization, and communication. Some students reported that their teachers encouraged responsible cell phone use for educational purposes, while others noted restrictions on in-class usage. Students discussed strategies like minimizing distractions, time management, and selecting productive apps as effective ways to harness the educational potential of cell phones. Finally, students use cell phones for various study purposes, and teacher attitudes toward their use can vary. Students often exchange tips on how to use cell phones effectively for learning, emphasizing strategies to mitigate distractions and optimize their educational benefits and it would be beneficial together up-to-date information to understand the current trends and perspectives in this regard.

In responses to the question no.5, **In your experience, what are the problems regarding the use of cell phone in language learning?** The responses are given the below: Incorporating cell phones into language learning can be beneficial, but it also comes with challenges. Students must learn to strike a balance between using their phones as tools for learning and avoiding distractions. Effective app selection, combined with face-to-face practice and a focus on grammar and pronunciation, can help mitigate these issues and maximize the benefits of cell phone use in language education. It's important for educators to guide students in using their devices responsibly for language learning purposes.

Overall, it is evident that students hold a favorable role in use of cell phones in the process of teaching and learning due to English classrooms. At that the effectiveness of these policies depends on their implementation, monitoring, and continuous evaluation to address the specific needs, problems and challenges faced by students in each context, if those policies will implementation of use of cell phone in English classrooms students' automatically improved. They perceive these devices as valuable tools that enhance their learning experience, particularly through the use of various technological features and resources provided by ICT tools.

### **Findings and Discussions of the Study:**

This section entails a thorough examination of the aforementioned results, focusing on the methodology used for data analysis and interpretation. The analysis and interpretation were conducted under the following headings:

- ) Student's perception on the use of Cell Phone in ELT classrooms.

The heading also includes elements that will be elaborated upon in the subsequent discussion:

Finding and discussion was being presented according to the gathered data. As of my views of collect data above analyzed results while using cell phones has become an integral part of daily life for people worldwide, including secondary level students. They have greatly influenced various aspects of education, including English language learning classrooms. Let's explore how secondary level students use cell phones for English language learning and discuss the potential benefits and drawbacks of this practice.

**Language Learning Apps:** Many language learning apps are available for cell phones, offering interactive lessons, vocabulary building exercises, grammar practice, and language games. These apps can make learning English more engaging and accessible for students. 37.5% responded are use of learning apps.

**Mobile Dictionaries:** Students can easily access mobile dictionaries to look up unfamiliar words and phrases in real-time, enhancing their understanding of English texts and improving their vocabulary. Majority (80%) respondents are use of mobile dictionaries.

**Language Exchange Platforms:** Cell phones enable students to connect with English speakers around the world through language exchange platforms, giving them opportunities to practice speaking and listening skills in a natural context.

**Multimedia Content:** Students can access a vast array of English-language multimedia content, such as podcasts, videos, and audio books, to improve their listening and comprehension skills.

**Writing Tools:** Various writing tools and note-taking apps can help students practice writing in English and organize their thoughts effectively.

**Language Practice in Everyday Life:** Cell phones allow students to integrate English language learning into their daily routines, such as setting the phone's language to English or using English-language social media platforms while 47.5% respondents are use of cell phone in language practice.

**Online Language Courses:** Many secondary level students have access to online English courses and virtual classrooms, where they can participate in live sessions or watch pre-recorded lessons on their cell phones.

### Potential Benefits:

- ) **Flexibility and Convenience:** Cell phones enable students to learn English anytime and anywhere, making it more flexible and convenient for their busy schedules.
- ) **Personalized Learning:** Language learning apps can offer personalized learning experiences, catering to individual strengths and weaknesses.
- ) **Increased Motivation:** The interactive nature of mobile apps and gamified language learning platforms can boost students' motivation and engagement in language learning. It means 47.5% respondents to motivate to use cell phone or incised day by day use of cell phone in English classrooms.

### Potential Drawbacks:

- ) **Distraction:** Cell phones can be a source of distraction, leading students to spend more time on social media or unrelated activities than on focused language learning. 52.5% respondents are distract or problem as use of cell phone in English classrooms while open and close ended response.
- ) **Language Quality:** The informal language often used in text messages and social media can negatively influence students' writing and communication skills in formal English.
- ) **Dependence on Technology:** Relying solely on cell phones for language learning might hinder students' ability to engage with traditional learning materials and face-to-face communication.
- ) **Privacy and Security Concerns:** Using language learning apps or connecting with strangers on language exchange platforms may raise privacy and security issues.

In conclusion, cell phones offer valuable opportunities for secondary level students to enhance their English language learning in classrooms. When used mindfully and in conjunction with other learning methods, cell phones can be a powerful tool to improve language skills. However, educators and parents should also be aware of potential distractions and the need to strike a balance between technology-based learning and more traditional teaching approaches. As a whole, creating an inclusive environment requires a long-term commitment from all stakeholders involved, including teachers, administrators, policymakers, and the wider community. By implementing these strategies, English language teaching and learning classrooms can become more useful ICT tools accessible and supportive for secondary level students.

## **Chapter 5**

### **Conclusions and Recommendations**

This section encompasses the culmination of the entire research investigation. Within this segment, the research study is brought to a close, and its ramifications for policy, practical application, and future research are explored. In essence, this chapter offers a concise overview of the entire study. Serving as the concluding chapter of the research, it outlines the primary insights derived from the discourse. Furthermore, it furnishes recommendations for implementing the principal discoveries at the policy, practical, and research levels for those interested in pursuing further investigations in this field.

#### **Conclusions**

From the summary of the findings, it can be concluded that most of the students that is 37.5% are use of cell phone in English classrooms. 15% were not usable ICT tools and 47.5% respondents are little use or undecided using cell phone in ELT classrooms. It means that, the majority students undecided for use of cell phone in English classrooms and minority students without any obstacles. Yes, cell phone is really crucial in twenty first century. Using cell phone effectively and gaining the knowledge should be focused. There are many ways that cell phones can be used to learn English. For example Reading e-books, Using social media and text messaging, using translation apps, practicing conversations etc. Yes, the effective use of cell phones can help in developing proficiencies in the use of English. According to a study mobile devices have enormous potential to enhance language learning, such as improving the interactivity and mobility of the learning experience and engaging learners in situated learning, augmented reality and game-based learning. Mobile learning is less structured than e-learning but complements the latter perfectly. There are many activities that we can do with your cell phone. Some of the most common uses include: Checking social media playing games or using other apps Making phone calls or texting Sending money, shopping online, paying bills, checking bank accounts, Sending emails and Budget management.

In addition to these activities, there are many ways that cell phones can be used for learning English. There are some problems that can arise when using cell phones for language learning such as Distractions, Dependence, Limited screen size, Limited



data plans etc. Despite these challenges, cell phones can still be a valuable tool for language learning if used effectively.

### **Recommendations**

Every research study should have its recommendations. Therefore, this research work has also made some recommendations to be applicable. Shedding some light on the findings obtained through the analysis and interpretation of data has been given here down below. I have presented the following recommendation:

**Policy Related.** For the development of any program, we need proper, reachable, and reliable planning. Some of the recommendation has been suggested for the policy level on the basis of conclusion and findings of the study.

- i. Currently, there is a significant potential for E-learning and technology-driven education. It has reduced the importance of traditional teaching and learning approaches like lectures, group discussions, and methods involving information and communication technology (ICT) tools. Therefore, it is crucial for policymakers to recognize the opportunities and beneficial impacts of E-learning in the field of education.
- ii. To develop use of cell phone in ELL classrooms ability of students, teachers should be instructed for exploiting new and different techniques for language learning.
- iii. Teacher should be equipped with adequate and regular trainings and enough workshops regarding use ICT based learning comprehension.
- iv. Teaching materials play crucial role to boost use of cell phone and ICT tools in ELT classroom should be supplied ELT materials.
- v. Students ought to be given ample opportunity inside as well as outside of classroom to use of cell phone in English language learning to use the materials.
- vi. The policy makers should be aware about the increasing application of social media in language pedagogy.
- vii. The infrastructure must be managed throughout the nation for utilizing modern technology in teaching and learning.
- viii. Moreover, school management committee should organize teacher training sessions, workshops, seminar, etc. related to ICT tools regularly.

- ix. Identically, school administration, school management committee and educational planners should develop clear plan related to use of ICT tools (such as cell phone, computer, projector, etc.) before its implementation.
- x. In the same way, regular supervisions and monitoring should be conducted by experts and policy makers.

### **Practice Related**

This is the level of actual implementation of the policies into classroom practice. Likewise, some recommendations have been suggested for the practice level on the basis of findings and conclusion of the study.

- i. The teacher should be trained to equip learners with the use of cell phone with ICT tools and technology in the classroom.
- ii. Teacher should let them practice some creative thinking related question answer gaining new knowledge.
- iii. By analyzing participant's opinions and experiences, it was found that lack of English language proficiency is one of the challenges in use of ICT with technology base.
- iv. The teaching techniques to be practiced and improved from time to time.
- v. The study revealed that teacher teachers use Nepali language more than English. However, it is better to use English language more in use of cell phone and other ICT tools scenario.
- vi. Teaching and learning process conducting through cell phone helps the students who are absent in the classroom and they still more understand if they are confusion of previous learning.
- vii. The teacher should encourage the students to use digital text rather than study group on cell phone helps to develop positive relationship between teachers and students while get feedback soon.

### **Further Research Related**

English as a medium of instruction is widely spread throughout the world now a days. It has become a cry of the day despite some shortcomings in it. As one of the limitations of this research is that it is limited to Itahari Sub-Metropolitan city, Sunsari District and only 40 students of four different public schools have been

included as a sample for the study. It has limitation in terms of population, sample of data, tools for data collection and so on. This study provided valuable secondary source for the researchers. It also provided new research area which is left to be investigated might be many more areas for further exploration. While doing thesis, I came across many ideas and topics to be investigated in this area. However, I have pointed out some areas as follows:

- i. Use of cell phone and ICT tools in English language teaching and learning students to develop knowledge while challenged faced by community school students learning comprehension.
- ii. Similarly, the researcher can explore the gap between policies and practices of use in cell phone and ICT tools while technology based learning implementation in public school of the country.
- iii. The researcher can compare the existing of use of cell phone and ICT tools base implementation between private and public school.
- iv. Likewise, the researcher can be conducted to explore the roles of teaching learning materials for effective implementation of use of technology at secondary level students.
- v. The researcher has the opportunity to explore various aspects related to the increasing influence of social media in education, the significance of media-based resources in English Language Teaching (ELT), and the attitudes of both educators and students towards the utilization of mobile phones and information and communication technology (ICT) tools. These investigations can draw insights from the referenced study.

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**Appendices - I**  
**QUESTIONNAIRE FOR STUDENTS**

**Dear students,**

This questionnaire is a research tool for gathering information for my issue proposal entitled **Use of Cell Phone in English Classrooms** under the reader/Supervisor of **Dr. Hari Maya Sharma**, Department of English Education, T.U Kirtipur, Kathmandu, Nepal. So we could appreciate your honest opinions and assure you that your responses was be exclusively used for the prepare thesis and present study. I would be grateful if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire was be used for the research purpose only and your identity was be kept highly confidential. Specially, the questions are based on the following aspects of information literacy:

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**Personal Details of Student:**

Students Name:	Grade:
Gender:	Age:
Name of the Institution:	Experience:
Address:	E-mail:
Occupation of Parents:	Contact n.:



**Section – A:** Rate the following statements with the scale (Strongly agree, Agree, Undecided, Disagree, Strongly disagree, Yes, No)

1. I do have my own cell phone.  
 a) Strongly agree    b) Agree    c) Undecided    d) Disagree  
 e) Strongly disagree    f) Yes    g) No
2. I often use my cell phone for learning purpose.  
 a) Yes    b) No
3. I use cell phone to find out the meaning of vocabulary form the dictionary download in cell phone.  
 a) Yes    b) No
4. My teacher encourages me to use cell phone for learning English.  
 a) Yes    b) No
5. I use cell phone to ask any confusing questions to my teacher.  
 a) Yes    b) No
6. I use cell phone to chatting friends, relatives, teachers and others.  
 a) Yes    b) No    c) Undecided    d) Agree
7. I use cell phone to help to improve vocabulary, sentence formation, word use-meaning and conversation.  
 a) Strongly agree    b) Agree    c) Strongly disagree    d) Undecided
8. My teacher and me use cell phone to video chat, while improve intonation, tone, stress, punctuation and fluency.  
 a) Strongly agree    b) Agree    c) Strongly disagree    d) Disagree
9. Do you use your cell phone to learn English?  
 a) Yes    b) No
10. Have you downloaded any language learning apps on your cell phone?  
 a) Yes    b) No
11. Do you think using a cell phone can help improve your English skills?  
 a) Yes    b) No
12. Have you ever used your cell phone to practice speaking English with someone?  
 a) Yes    b) No
13. Do you prefer using a cell phone or a computer for English language learning?  
 a) Yes    b) No



**Section – B:** Give the answer naturally in short.

1) In your opinion, what can be the use of cell phone in learning English?

Ans.:.....  
.....  
.....  
.....

2) Do you think, the effective use of cell phone helps in developing proficiency in the use of English? Why do you think so?

Ans.:.....  
.....  
.....  
.....

3) In what specific activities, you make use of cell phone? What do you think about its importance in learning to communicate?

Ans.:.....  
.....  
.....  
.....

4) In which cases do you use cell phone for your study purpose? Does your teacher encourage you to use cell phone? Have you ever discussed about the effective use of cell phone in learning? If yes, what tips did you get?

Ans.:.....  
.....  
.....  
.....

5) In your experience, what are the problems regarding the use of cell phone in language learning?

Ans.:.....  
.....  
.....  
.....

Thank you for your co-operation...!!!

**Appendix-II**

The Selected Schools and Number of Population Sampled.

S.N	Name of School	No of Students
1.	Shree Janata Secondary School, Itahari-06, Sunsari	10
2.	Shree Rastriya Secondary School, Itahari-01, Sunsari	10
3.	Shree Janashayog Secondary School, Itahari-20, Sunsari	10
4.	Shree Mahendra Secondary School, Itahari-02, Sunsari	10