

CHAPTER I: INTRODUCTION

This is the first part of the study “**Perceptions towards Mobile Assisted Language Learning (MALL)at Secondary level**”. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

In recent era, every sector of our daily life have been influenced by the technologies and education cannot be an exception of this reality. The use of information technology (IT) broadly increased for the purposes of enhancing the administration and teaching and learning efficiency (Abdel-Rahman&Ayman, 2011, p.6). Due to the technological changes and advancement, the way of giving and taking education has been changed. Now, it dependnot only in paper and pencil, some of the devices or tools of technology has become the integral part of education.

English Language Teaching (ELT) has also been highly influenced by the technologies. Nowadays, ELT practitioners have been incorporating with various technologies such as overhead projector, laptop/computer, email, internet, mobile phones. Among these, mobile phones are the inevitable part of many students and teachers. The uses of mobile phones have grown to such an extent over recent years, and thus are gradually replacing personal computer in modern professional and social context (Attewell&Savill-Smith, 2005, p. 3).

Mobile devices are intensively used for retrieving and gaining information. Inside and outside the classroom, the mobile phones are enabling the development for appropriate learning activities, due to the fact that the World Wide Web (www) is accessible not only via laptops or personal computers (PCs) but also via mobile phones. Mobile Assisted Language Learning (MALL) can be defined as any form of learning that happens when mediated

through mobile devices; a form of learning that established the legitimacy of ‘nomadic’ learners (Alexanders, 2004, p. 29). MALL is an approach to language learning that is enhanced through the use of mobile device. MALL helps students to collect and access to the learning materials, and to communicate with their teachers and peers at anywhere without time boundary. Regarding educational purpose, mobile technologies go beyond the idea of learning that can happen only in the classroom by providing access to learning materials beyond the time and place boundaries. In MALL, there is no need for learner to sit in a classroom or at a computer to get learning materials. Learning through mobile phone provides the learners with the opportunities to learn when they are in the bus, outside or at work. In fact, they can learn every time and everywhere they are. Huang and Sun (2010, as cited in Bachore, 2015, p.50) says:

The two main characteristics of mobile device are portability and connectivity. As for the connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using the wireless network of the devices to access learning material ubiquitously including short message service and mobile e-mail. Portability enables learners to move mobile devices and bring learning materials. It can be taken to different places due to small size and weight.

In the context of non-native country like Nepal, the teaching and learning of English is very challenging task. However, the technological advancement supports and makes feasible of this task. Rapid expansion of the use of mobile phone has been started to influencing on teaching and learning and this condition has led to change the traditional learning to mobile learning (m-learning).

Statement of the Problem

From the beginning of the computer age, educators, and policy makers have looked at the computer as an agent of change in education. It is believed that no other technology can better assist in language learning as computer and laptop does. Now, mobile phones are substituting the computer and laptop as they can perform the entire task as like computer. The uses of mobile phones are gradually increasing. Students and teachers who are not using mobile phones are assumed to fail to address the modern technology and the student's interest of open learning.

Nowadays, many ELT teachers and students are incorporating with different tools and devices of technology including mobile phone. Mobile phones are becoming the indispensable component of students' daily life and teachers have also expected that it serves some pedagogical functions not only inside the classroom but outside the classroom as well. It is not always possible to use computer and laptop inside or outside the classroom. Due to the fact that, computers and laptops have been replacing with the rapid expansion in the use of mobile phone. Mobile phones are already having tremendous impact on education, health and other economic and social development areas in developing countries but there is still need to look at whether mobile phones can perform better language learning tool or not. So it is essential to look at this issue.

Mobile assisted language learning has recently become a popular topic of interest of research in English as a Foreign Language (EFL) and English as a Second Language (ESL) context. But in the context of Nepal, the spirit of Mobile Assisted Language Learning (MALL) is still lagging behind. The focuses of all EFL researchers are only on the periphery of use of computer and laptop in language learning. Yet none of them thought about the space of mobile phone in language learning. Only few research articles are found in Nepal. Such as Shrestha (2011) wrote an article on the topic "The Potential of Mobile Technologies for

(English) Language Learning in Nepal”, Parajuli (2016) carried out a research entitled “Mobile Learning Practice in Higher Education in Nepal”.

In the context of Nepal, it is necessary to look at the attitudes and perceptions of students and teachers towards mobile assisted language learning. It is important to reveal how the students think about the MALL and how they use devices of MALL specially mobile phone. Therefore, considering this fact, it is necessary to raise this scenario as a research problem.

Objectives of the Study

The purposed study had the following objectives:

- To explore the perceptions of teachers and students towards mobile assisted language learning,
- To find out how the secondary level teachers /students use mobile phone in language learning, and
- To suggest pedagogical implications of the study.

Research Questions

The prime questions of this study were:

-) What are the students and teachers' perceptions about the use of mobile phone in language learning?
-) How do student of secondary level use mobile phone in language learning?

Significance of the Study

These days, the innovations of technologies are contributing significantly to the quality education. Mobile technologies are rapidly attracting new user, providing new functions, and allowing more sophisticated use. Since they are becoming very accessible for individual in most part of the world, it has a great role in facilitating learning both in formal and informal context.

As this study aims to explore the perceptions and attitudes of the students towards mobile assisted language learning and provides the information about how secondary level students use mobile phone in the process of language learning, it will be highly beneficial in many ways.

Yet in the context of Nepal, there are not any hard and fast policies that are made regarding mobile assisted language learning. Thus, most importantly, it will be significant to policy makers in order to make a plan and policy regarding mobile assisted language learning. In the same way, as there are not any spaces provided for mobile learning in present school and higher-level curriculum, it will be significant to all curriculum developers, syllabus designer and material developers in order to consider the space of mobile learning in curriculum. In the same way, this study will be helpful for language teachers to incorporate mobile phones as a pedagogical tool. Likewise, it will be significant to all students as this study provides the areas of languages that are supported by mobile phone. In a wider context, this study will be beneficial to all developing countries where the spirit of mobile assisted language learning has just entered by providing findings and recommendations as a reference.

Delimitations of the Study

None of research can cover the entire study population. No research can use all the tools of research and all the aspects related to the area of the study. Researchers are limited by time, human resources and financial factors. The researcher has to limit his/her study to a certain boundary.

Therefore, my study was also limited in terms of study area, population, sample population, research tools and findings.

The study was only limited to Jana Jagriti Secondary School, Only 35 students of +2 and 5 English teachers of Jana Jagriti Secondary School, Haldhibari-1, Jhapa were selected as the sample of this study Likewise, questionnaire was only the tool of data collection. The study was limited to the perceptions and attitudes of the students. It was limited only on one device of MALL, i.e., mobile phone. Moreover, the findings of this research reveal only some areas of language aspects and skills which are assisted by the mobile such as vocabulary, pronunciation, grammar, listening and reading. Thus, my study was delimited in terms of above-mentioned criteria.

Operational Definitions of Key Terms

The key terms of the study are listed and defined as follows:

) **Application:**

Types of software generally used to perform particular tasks using the devices of technology such as computer, mobiles. Here in this study it refers to the different mobile software which support language learning.

) **Data:**

The information, evidence or facts gathered through experiments or studies, which can be analyzed in order to understanding of a phenomenon or to support a theory.

) **Information & Communications Technology (ICT):**

Typically used to refer to computer technologies but strictly speaking should also include other technologies used for the collection, storage, manipulation and communication of information.

) **Mobile**

In my study, I have used the term mobile to clarify any portable smart phone that can support multimedia, Short Message Service (SMS), internet, camera, and different language learning applications.

) **Mobile Assisted Language Learning (MALL)**

MALL in this study refers to an “anytime and anywhere” approach to language learning that enhances learning through the use of mobile phones. In general, the term MALL is used to refer how school students of Jana Jagriti Secondary School use mobile phone for language learning purpose.

) **Mobile learning**

In general, the terms mobile learning is regarded as any sort of learning that happens with the help of mobile phones at anyplace and anywhere. Here, in my case, it refers to how students of Jana Jagriti Secondary School use mobile phone for language learning.

) **Perceptions**

The term perceptions used in this study refers to the ability to see clearly and understand a particular phenomenon and it clarifies the attitudes and opinions of students and teachers of Jana Jagriti Secondary School towards MALL.

CHAPTER II: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter provides a comprehensive review of literature related to the present study. Throughout this section, the study consists of the theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework for the study.

Review of Related Theoretical Literature

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect assistance in the research topic. A number of articles, books and writings have been linked with MALL. They are reviewed in this section as follows:

Introduction: Mobile Assisted Language Learning

The rapid growths of information and communication technologies and with the increasing knowledge of students have led to the use of many innovative technologies in the field of language learning. The existing example of this scenario is use of mobile phones in language teaching and learning, although it is not much practiced in the context of Nepal as in other developed countries. Vyas and Nirban(2014, p.27) states that the evolution of handheld portable devices and wireless technologies has resulted in radical changes in the social and economic lifestyle of modern people. Now, it has been seen that these technological evolutions not only influence in social and economic lifestyle of modern people rather on educational part too. Moreover, these new technologies are directly proportional to our daily life and more importantly in the field of language learning and teaching. As a result, practitioners of English Language Teaching (ELT) have also started to seek the ways of using the technological learning and the concept of mobile assisted language learning has its emergence.

Due to the, the wide spread of mobile technology, learning can occur in anytime and anyplace even if teachers and students are not in the same physical or temporal location (Swan &Kratcoski, 2007, p.12).

Likewise, Torriss-Steele (2009, as cited in Jaradat, 2013, p.34) says:

Mobile-Learning (m-learning) is the use of mobile devices in the curriculum to facilitate active learning and create meaning through the creation of learning space, extending beyond the limitations of time and space of the traditional classroom which focused on the individual need of learn in current context.

This definition emphasizes that a new era for mobile phone integration in language classes in which the diversified mobile features are utilized to build linguistics knowledge. MALL is an approach of language learning that is enhanced and supported by the use of mobile devices. MALL involves the use of the mobile devices to support students learning. With MALL students can be able to access the language learning materials and to communicate with their peers and the teachers at any time anywhere (Kukulksa-Hulme, 2006).

According to Klopfer, Squire and Jenkins (2002, as cited in Begum, 2011, p.105) there are five properties of mobile devices which can produce educational importance. They are:

- i. Portability
- ii. Social interactivities
- iii. Connectivity
- iv. Individualities

These properties of mobile phone can be utilized for language learning purpose.

Further,

Burston (2013) says:

The advent of hand-held computer-based devices gave rise to mobile assisted language learning as we know it today. Since, 1990s, MALL has focused on the exploration of five mobile technologies: Pocket electronic dictionaries, personal digital assistants (PDAs), mobile phones, mp3 players and most recently Ultra-portable PCs. (p. 157)

MALL is taken as a quite new field in language teaching and learning. So there have not been any fixed and established- definition that can be found in this field. When we go through the research of many researchers, the term ‘Mobility’ is found very controversial issue.

Kukulka-hulme (2009) argues:

There is no agreed definition of ‘mobile learning’, partly because the field is experiencing rapid evolution, and partly because of the ambiguity of ‘mobile’-does it relate to mobile technologies, or the more general notion of learner mobility? In fact both aspects are currently important; in addition, the mobility of content is often highlighted. Mobility needs to be understood not only in terms of spatial movement but also the ways in which such movement may enable time-sifting and boundary-crossing. (pp. 58-59)

This definition reveals, on the one hand, mobile learning may refer to “mobile technologies” which are portable and accessible anytime and anywhere. On the other hand “mobility” may also refers to “mobility of the learners”, in which case, the focus is not only on the technology used but on the learner who accesses the information in different places, at different time.

In the similar vein, Traxler (2005) defines mobile learning as any educational provision where the dominant technologies and hand-held devices. So, it can be

comprehended that mobile learning doesn't refer to learner mobility. Thus, the mobile learning can be defined as a type of learning that takes place when the learner is not at a fixed location or where the learner takes the advantages of learning opportunities offered by mobile technologies (O'Malley et.al, 2003, p.6). Considering these definition of mobile learning, mobile learning can be defined as an approach to language learning that support the learning at anytime and anywhere through the use of mobile technologies.

Trifonova&Ronchetti (2003) state:

Mobile technologies includes mobile phone, Personal Digital Assistance (PDAs), tablets, IPOID which are small autonomous and unobtrusive enough to accompany us in every moments of our life as well as it can be used as some form of learning. (p.3)

Thus, mobile learning concentrates on the most recent technologies including mobile phones that support learning at anytime and anywhere. Students should be encouraged to use the mobile phone educationally, so that they can take advantages of learning opportunities provided by the mobile phone.

MALL in Foreign Language Learning Classes

Teaching and learning English language in English as a Foreign Language (EFL) context is very challenging, especially in the context of Nepal because of numerous factors including large class size, lack of authentic material, lack of technological support, lack of motivation and so on. That's why it seems problematic.Hussein and Cronje (2010) state mobile device isthe revolutionary because they transcend the boundaries of classroom and lecture halls and their associate mode of communication.

From the foreign language perspectives, the mobile technology offers various opportunities. Geddes (2004, as cited in Cakir, 2015, p.240) accepted that MALL affords second or foreign language learners and teachers even greater opportunities to practice the target language at“anywhere and anytime”. Mobile phones offer functions including Short

Message Service (SMS), Multimedia message Service (MMS), internet access, video recording, voice recording, MP3 player, digital camera and access social networking platform such as Facebook, Twitter, Instagram, etc. So these features of mobile phone can be utilized for educational purposes.

Chen and Huang (2010, p. 70) argues:

The ability to take the device anywhere and connect the internet allows the user to not only retrieve the information from a web 2.0 system but also support the users in “Sharing, organizing, managing and creating information” from remote locations at any given time.

To be specific, the foreign language-teaching context can utilize some of the functions of mobile phone. Thornton & Houser (2005 as cited in Cakir, 2015, p.241) the SMS can be used to send new vocabulary items, and to administer quizzes. Further, using internet through mobile, students can easily access the internet and retrieve the materials such as dictionaries, articles, journal etc.

Cummins, (2000, p.544) says:

By providing the capacity for listening, speaking, reading and writing skills, it is possible that mobile device can immediate learning affordance for language learning. By engaging the language learner in situated tasks through mobile, technology, “Language can be used to amplify Students’ intellectual, aesthetic, and social identities”.

Further, Attewell (2005) conducted the research with participants from three countries, she designed SMS-based course in order to motivate learners to study foreign language and her finding showed that students had great improvement in reading comprehension and increased motivation toward the target language.

Being based on the above discussion, it can be asserted that, it is possible to access language resources at anytime and anywhere via mobile phones thus, besides some challenges and issues of EFL context, MALL offers various opportunities for learners.

Potentiality of MALL in Nepal

Most of the developed countries of the world are incorporating varieties of technologies in order to enhance the better learning environment. Whereas Nepal as being the least developed or developing country with vast population, the concept of m-learning is very far away from the practice. But the fact is that mobile technologies have been noticeably increased over the last decade. There has been increased in the number of students in Nepal who are using mobile phones. As mobile devices increasingly have become part of students' daily lives, many educators and researchers are beginning to search whether there is any potentiality in using them for teaching and learning.

Nepal Telecommunication Authority (2015, as cited in Parajuli, 2016, p. 43) reported:

The mobile penetration rate in Nepal was 86% at the end of 2014. This is the large proportion of mobile subscription in comparison to other Asian countries. The Central Bureau of Statistics reported that only 7% household had a computer in Nepal by 2011. And the latest data shows that mobile and internet penetration rates are approximately 101.17% and 44.37% respectively and 95% of user access the internet by mobile phones by 17th July, 2015.

This is the strong evidence of popularity of mobile phone in Nepal. In this regard, there are certainly potentialities of mobile assisted language learning in Nepal.

According to Ministry of Education (2013, p. 4), the government of Nepal has formulated a master plan for ICT in education and the vision of this master plan is “to ensure extensive use of ICT in education sector and contribute for access to and quality education for all”. E-learning and m-learning are true absent in Nepal. Only few universities support e-learning. As cited in (Parajuli, *ibid*, p.44) Tribhuvan University (TU) and Kathmandu University (KU) have policies that are designed to support the use of ICT from open and distance education. However, computer and internet service has also been expanded but it is

hardly possible for individual students to provide a computer. In this case, the use of mobile phones can be considerable issues in the context of Nepal. Within the short time, the number of mobile users are increased, even an economically backward people can afford the mobile phone. With the help of cell phones, the whole country has been accessed in information and communication at a large extent. Moreover, students are using the mobile phones and are being familiar with the every functions of it. They use their cell phones usually for communication with friends, teachers. Along with, they also send SMS, take photo, listen music, play game and so on. According to Parajuli (ibid, p. 47) higher level students use their mobile for different functions such as listening podcast, recording speaking, recording class, using online and offline dictionary, using downloaded dictionary, listening media broadcast, accessing content online and offline and taking picture.

Going beyond the fact that still Nepal is not able to adopt the mobile phone as a language learning device; integration of mobile phone in language learning field can enrich the better learning environment. Various functions and features of mobile phone such as multimedia, dictionaries, recorder, camera, and internet browser can be utilized for developing different skills and aspects of language.

Mobile Phones

Due to the different functions offered by the mobile phones, the numbers of mobile users have been increasing at enormous pace with the development in the mobile technology and the expansion of the mobile market. According to a report by International Telecommunication Union (ITU, 2019) by the end of 2019, there are more than 10 billion mobile subscriptions all over the world which is corresponded to a penetration rate of 97% up from 738 million in 2000. In the same way, between 2000-2015, global internet penetration grew 7-fold from 6.5% to 43% and mobile broad band penetration reaches 47% in 2015, a value that increased 12 times since 2007. If we look at developing countries, by the end of

2015, 34% of households, in developing countries have internet access compared with more than 80% in developed country. The facts reveal that the proportion of mobile phones users and the internet access are high in comparison to the developed countries.

The term 'Mobile' derived from Latin word 'mobilis' which refers to 'to move' or 'able or willing to move freely or easily between occupations, places or residence and social classes. A mobile device is a portable, handheld communication device connected to a wireless network that allows user to make voice calls, sent messages and run application. Even simple mobile phones, nowadays, are equipped with different functions such as SMS, MMS, internet browser, camera, MP3/Mp4 player sound record, video recorder including many other applications. Similarly, most of the phones have special in build software such as e-dictionary, alarm clock and planners to wake up or to remind us for important dates. Additionally, mobile phones incorporate basic daily personal information management tools like address books and calendar which let people to get rid of their phonebooks and agendas (Trinder, 2005). Moreover, nowadays mobile phones are highly sophisticated including various integrated software, circular connection tools. Although, mobile phones of modern days are highly equipped, most of the students are not incorporating with these functionalities. In this regard, Pettit & Kukulska-Hulme (2009) states that despite all these sophisticated functions and widespread use of mobile phones, the users rarely perceive their potential as a learning tool and minority of users use them for learning purposes.

Thus, the numbers of mobile users in the world are increasing rapidly day by day and so is the case for Nepal. As mobile phone offer more sophisticated features and functions, laptops and computers are being replaced. Even simple mobile phone can produce greater educational importance. But the fact is that most of the students are not using their mobile phone for educational purpose. Therefore, they should be guided to use mobile phone for educational purpose.

Features of Mobile Phones as a Language Learning Tool

Mobile phone supports learning in the foreign language classroom because mobile phones come with increasing features and functions that most of the students are incorporating implicitly or explicitly. There are number of ways that mobile phones can be employed for language learning. The following features of mobile phone can be utilized as a language-learning tool.

i. Internet access

Browsing on internet with mobile phones is one of the very convenient ways for student to surf online. Students can use their phones to surf online internet sources. They can browse different educational websites, check emails, read instructional materials such as online text book. In the same way they can download the native speakers' videos and tutorials from the YouTube and download the books, articles, journals, and other learning materials from different educational web sites.

ii. Digital camera

Most of the modern phones are equipped with the camera, which can play vital role in learning, if students are guided to use it educationally digital camera can be beneficial to language learning in order to collect the information from class lecture, sorting visual material whether they are on a field trip, they can take pictures for educational purpose.

iii. Sound recorder

Through the use of sound recorder, students can record their teacher's voice and later on they can use it. Learners can be guided to record their communication with teacher and pairs and later they can listen their records to identify their weaker areas in order to improve it. A teacher could encourage his students to record their speaking about certain topic or a role played between two students. Then the record can be played several times to identify and rectify their mistake.

iv. Educational application

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

Different mobile brands have their own apps store. So, students can download these applications and run in their mobile phones. For example, if we check 'play store' we can find many language learning application such as Hello English, English Learn by Communication, Learn English Grammar and so on. Therefore, these sorts of application provide extra exposure to the learner because classroom only may not be appropriate place to learn language.

v. Language games

Every person love to play the game. Not only children even adult are also spending their time in playing games. It offers good way to relax our mind along with it develops the problem solving ability and critical thinking skills. Chen and Tsai (2010) experiment on location-aware PDA/WAN-based L2 English learning game. The game, which requires learners to locate a book, integrates virtual objects with real scenes in a university library.

The system was tested by 10 university students, 90% of who agreed, it was fun to use and would be helpful for learning English.

Moreover, in apps store we can find many language games such as vocabulary builder, English games for kids, Verb-Smash English Grammar and so on. Teacher should encourage their students to play those language developing games. So, learners can be benefited a lot from playing games.

vi. Short Message Service (SMS)

SMS is another important feature of mobile phones, which allows people to interact and exchange text message between cell phones. It can be used to help students with vocabulary and grammar through SMS text, exchanging with the teachers, peers or foreign language students. The British Broadcasting Company (BBC) company once launched program to help learning English via SMS in that “User in the world’s largest single mobile telephone will receive a daily text message on their mobile containing an English phrase together with Chinese translation” (BBC, 2003). Likewise, Kim (2011) investigates the effectiveness of using SMS in L2 English vocabulary learning. The study involved 62 university students in three English language classes. One class was a control group that received only class instruction; the second class received SMS with no interactivity. Students who learned vocabulary with SMS outperformed the control group, and those who received SMS with interactivity learned significantly more words than those without it.

Many features of mobile phone including internet, digital camera, sound recorder, various educational application, dictionaries, different language games, can be utilized as a language learning tools. These days’ smart phone offers more increasing features. So, students can utilize mobile for making power-point presentation, creating word file. Further, they can send email and their assignment to their teacher-using mobile.

Merits and Demerits of Mobile Phones in Language Learning

It is no need to say that new technological innovations have significant role in every aspect of human life and same for the case in promoting language learning in various contexts. Learning through same technological devices such as mobile phones offer and enables the learners to learn in a non-classroom environment when they are same or at anywhere. In fact, they can learn every time and everywhere they are. It can be taken in different places due to its lightness in size and shape. It provides the opportunities of social interactivity; students can exchange data and information with other learner.

On the light of above discussions, following advantages of mobile learning can be drawn in next page. (UNESCO, 2013, pp. 3-7)

- i. Expand the reach and equity in education
- ii. Facilitate personalized learning
- iii. Power anytime, anywhere learning,
- iv. Provides immediate feedback and assessment.
- v. Ensure the productive use of time spent in classrooms,
- vi. Build new communities of students,
- vii. Support situated learning,
- viii. Announce seamless learning,
- ix. Bridge formal and informal learning ,
- x. Improve communication and administration.

Thus, there are various advantages and potential benefits of the use of mobile device in foreign language learning.

Despite the numerous benefits of using mobile phones as a learning tools or material, there have also been claimed the disadvantages of using cell phones in foreign language learning. Thornton and Houser (2002, as cited in Chinnery, 2006, pp.9-16) states that mobile

phones are not suitable devices to learn new content but may serve as effective tool for reviewing and practicing. Likewise, Colpaert, says (2004) language learning through mobile phones is related to the output of mobile devices which is gradually becoming visual rather than verbal and this cannot be an acceptable situation for language learning, which necessitate a lot of communication and verbal interaction. Through the light of above discussion following disadvantages of mobile phone can be drawn:

- i. Small screen size,
- ii. Limited memory size,
- iii. Limited battery life,
- iv. Small keyboard,
- v. High cost,
- vi. Difficult to use in noisy environments,
- vii. Communication failure due to poor network connectivity.

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

Areas of Mobile Assisted Language Learning

These days, it seems mobile phones are used everywhere by everyone. Modern people cannot step forward without incorporating mobile phones. It has been felt a need for using cell phones in language learning field. Thus, apart from voice calling, sending SMS, video chat, listening audio, internet browsing and shopping, the mobile phones have increasingly grown toward becoming tool for education and language learning. Mobile phones have come with ever-increasing functions that most of the students are using, most of the students are enjoying their phones because of easy access to materials and the ability to practice anytime and anywhere.

MALL deals with the use of mobile technology in language learning. Students do not always have to study a target language in a classroom. They may have the opportunities to learn it using mobile devices when they desire and where they are. To be specific, the mobile phone can be beneficial to learn the different skills and aspects of language. So, here are some areas of mobile-based language learning, which is described below; they are vocabulary, listening, grammar, phonetics, reading comprehension.

i. Learning vocabulary

Vocabulary is one of the important aspects of language. To develop the vocabulary of any language different tools and activities play crucial role. Vocabulary can be learnt through using mobile phones. It can be learned through sending SMS or email to students of new vocabulary based on lesson covered in the classroom. Kennedy and Levy (2008, as cited in Miangah and Nizarat, 2012, p. 313) gave the learners the option to receive message converting known words in new context through SMS to their mobile phones amounting nine or ten message per week. And the results indicated that the messages were very helpful for learning vocabulary. Similarly, Thornton and Houser (2005) sent short mini-lessons for vocabulary through e-mail to mobile phones of the three times a day. They used multiple

contexts for the learners to infer the meaning. The results showed an improved range of score on post-test which were very encouraging.

There are other strategies for learning vocabularies through mobile phones. Learners can use their e-dictionaries to check new vocabulary installed in their mobile phone. In the same way, teachers can provide some vocabulary lesson based on classroom activities and then they can ask to complete them on their mobile phones and send them back to their instructor.

ii. Developing listening skill

As listening is one of the primary skills of language, listening exercise may be considered as the first stage in learning second language. Now these activities are easier through the mobile phone using multimedia system.

Huang and Sun (2010) have designed a mobile web-based multimedia system intending to provide L2 English listening practice for independent adult learners. It provides the learners with online English listening exercises and offline practice using downloaded video or MP3 materials. According to Huang and Sun (ibid) mobile multimedia system can enhance learner's listening ability to a high degree.

In the same way, Yamada, Kitamura, Simada, Utashiro, Shigeta, Yamaguchi and Nakahara (2010) studied on the effectiveness of a smart phone and web server program on the improvement of L2 English listening comprehension. It specifically targeted sales staff in a large Japanese company and was based upon audio-video clips of workplace scenarios and accompanying tutorial exercises. The program was trailed by 39 volunteers who used it on their own time for three weeks. Results showed that the materials were effective in enhancing learning motivation and improving listening comprehension performance.

Listening skill can also be developed through listening text which can be designed by the teachers or downloaded from the internet in mobile phone and students can play it inside and outside the classroom and do followed activities.

iii. Learning grammar

Grammatical aspects of language can be learnt through a specifically designed programs installed on mobile device. Grammar exercise can be in the form of true/false or fill in the blanks which are to be responded by the learners. In which grammatical rules are taught, followed by multiple-choice activities where learner can select the correct answer from the given alternative.

Cui and Bull (2005) implemented PDA- based intelligent tutoring system to demonstrate the teaching of L2 English verb tenses to L1 Chinese graduate students through mobile phones. The system was designed to adapt its interaction with users based upon their current knowledge state as indicated by their quiz responses and super-specified contextual factors. And the result showed the improvement in the use of tense. Likewise, Ally, Schafer, Cheung, McGreal and Tin (2007) used a tutorial program accessible via web-enabled mobile device to teach L2 English remedial grammar to adult education learners. The content of the program included 86 lessons and related exercises (true/false, multiple choice or downs, changing the order of sentences matching). The system was tested via mobile phones to adult learners, who demonstrated slight improvements and expressed positive attitudes about using a mobile phone to learn English grammar.

iv. Pronunciation

Mobile phones of modern time are equipped with multimedia functions including listening and speaking. Having such facilities, the learners may download dictionaries on their mobile phones with sound functions. They can learn the correct pronunciation of unfamiliar or new word. Anaraki (2009) designed and developed a suite of 12 mobile flash-

based multimedia lessons for the learning of L2 English. It was tested for four weeks by 16 university students, who downloaded to their smartphones or PDAs three lessons a week for independent study. Post-testing confirmed significant improvement by all students.

Participants felt the most significant impact of mobile English learning had been on their pronunciation followed by listening skills and conversation.

Mobile device with multimedia functions provides the learner with the opportunities to record their own voice. Then, they can listen repeatedly to find out their weakness in pronunciation. In the same way, their recorded speech can be compared with the corrected pronunciation to improve speaking skill.

v. Reading skill

Reading activities can be provided to the learner through the mobile phone. It can be possible through the mobile phone. Wu, Sung, Huang, Yang and Yang (2011) describe reading-based L2 English learning system which uses PDAs or smartphones. The system offers translations, pronunciation and explanations of words, sentences, paragraphs, and articles. A reading guidance along with proposes texts based on a dynamically maintained learner portfolio. It was trailed for eight weeks by 113 university students, most of who agreed about its usefulness. Reading skill can be possible through well designed learning courses installed on the mobile devices or through SMS sent to the learners. In both case, learning are provided with a reading text function to evaluate the reading comprehension. Further, learner can download the software of different books, articles, and journals from different websites such as www.booksee.org, www.doebooks.org, www.tstor.org, www.gutenberg.org, and so on and then they can read on their mobile with the help of PDF reader or adobe reader.

In nutshell, the rising speed of mobile technology is increasingly supporting for the development of different skills and aspects of language. Today, use of mobile phone in

language learning allowed learners to feel free to learn at anywhere and anytime, as they want. In fact, richer learning environment are flourished by the use of mobile phone. Different language aspects and skills such as vocabulary, grammar, pronunciation, listening, and reading can be developed through different features of mobile phone like dictionaries, sound recorder, educational apps, camera and so on.

Review of Related Empirical Literature

Over the past 20 years, more than 345 mobile assisted language learning related works are carried out (Burston, *ibid*). Although, there is only few researches have been carried out on mobile assisted language learning in the context of Nepal, many researchers have previously been carried out in foreign context. These researches have been some kind of linkage with my purposed study. The reviews of the related empirical literatures are as follow:

Begum (2011) conducted a case study on the topic “Prospect for Cell Phones as Instructional Tools in the EFL Classroom: A Case Study of Jahangirnagar University, Bangladesh. The aim of this study was to investigate the potentiality of cell phone used in the EFL classroom of Bangladesh as an instructional tool. 100 students were selected as the sample population using non-probability sampling procedure. Questionnaires, interview and classroom observation is the tool of the study. The research result demonstrated that cell phone has great potential as an instructional tool despite of some challenges that can resolved by the sincere attempts of the authority, teachers and by changing, the ethical points of view that consider cell phones as mere a disturbing factor in the classroom.

Similarly, Vyas and Nirban (2016) carried out a survey research entitled “Students’ Perception on the Effectiveness of Mobile Learning in an Institutional Context”. The main aim of this study is to better understand and measure students’ attitudes and perceptions

towards the effectiveness of mobile learning. 150 students selected from the random sampling procedures were the sample of the study. Questionnaire was the main tool of data collection. The result of the study showed that majority of the respondents consider mobile technology as a significant medium for educational purposes and most of them are ready to accept the new means despite the limitations.

Likewise, Cakir (2015) carried out a research on “Opinions and Attitudes of Prospective Teachers for the Use of Mobile Phones in Foreign Language Learning”. The aim of this study is to explore the current use of mobile phones in a foreign language teaching context where English is used as a medium of instruction by prospective teachers. The study utilized a quantitative methodology. The questionnaire was developed and administered to a sample of 193 participants using convenience sampling procedure in ELT department. Among them 40 were male and 153 were female. The result showed that the participants would like to make use of mobile phones for educational purposes when they become the teachers of English.

Similarly, Parajuli (2016) conducted a research on “Mobile Learning Practice in Higher Education in Nepal”. The objectives of his study were to explore the availability of mobile technology for learning; its costs; learning trends, institutional policies, and attitudes towards mobile learning. The qualitative data were collected through questionnaire with a sample of 161 undergraduates from six campuses. The qualitative data were collected from 19 purposively selected samples by the semi-structured interviews. The result indicated that virtually all undergraduates possessed their mobile phones and used them informally for learning both inside and outside of their classes. The majority of the students had positive attitudes towards mobile learning.

Implications of the Review for the Study

Review of theoretical and empirical literature review plays the vital role for the accomplishment of any research. It provides insight about the objectives research questions, methodological procedures and other important aspects of research. That is to say is that, it helps the researcher to bring the clarity and focus on research problem, reform methodology and contextualize the findings.

I am highly benefited in order to bring clarity and focus on research problem to improve my methodologies, to expand the horizon of my knowledge related to my research area and I have hoped that I will be able to contextualize the finding after analyzing the collected data. To be specific, it has made me informed about the mobile assisted language learning and different integral aspects of it. Similarly, the review of empirical literature has helped me to develop the appropriate methodology.

In the process of reviewing theoretical literature, I have gone through different books, articles and journals. Similarly, I have reviewed many empirical literatures which are very similar to my purposed study. After reviewing these literatures, I have found some implications for the completion of my study.

I have reviewed, Cakir (2015) who carried out a research to find out the opinions and attitudes of Prospective Teachers for the use of mobile phones in foreign language learning and from this I have got the good idea in setting research questions. Similarly, I have reviewed the Parajuli (2015) that helped me to explore the mobile learning practice in Nepalese context. Similarly, Begum (2011) works prospect for cell phones as instructional tools in the EFL classroom and it helped me to form the conceptual framework.

These reviews seem highly implacable to my study. It has helped me to make an appropriate sample size. Likewise, it has also helped me to select and design the appropriate

research tools and sampling procedure. From this, I have noticed the fact that the previous researches missed the investigation regarding the MALL.

Thus, the review of related theoretical and empirical literature has helped me to ensure the professional knowledge of the study as well as to underline how the findings of the study fit into existing body of knowledge.

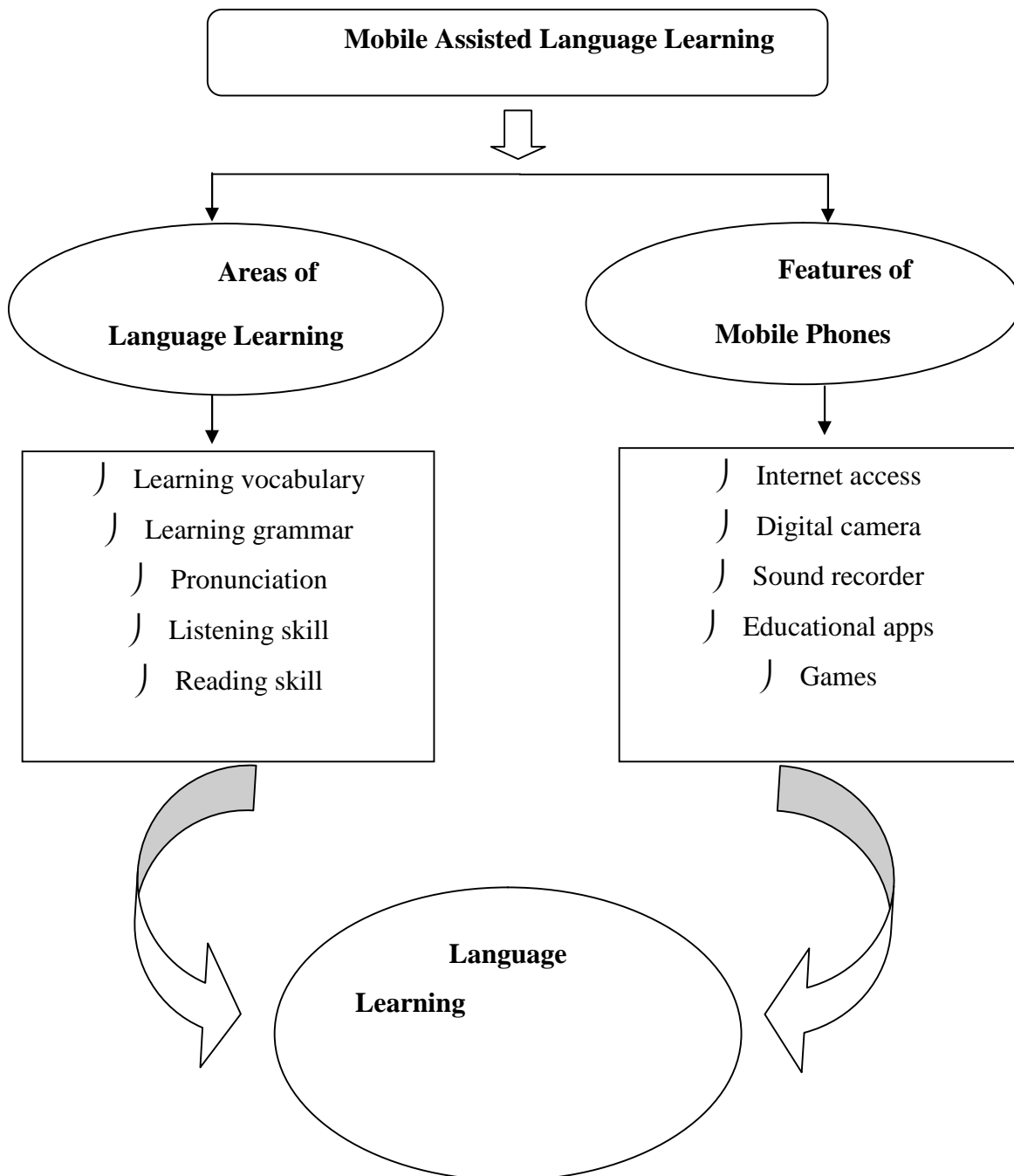
As this study tries to explore the students and teachers' perceptions towards mobile assisted language learning. None of the previous researches have thought about the spaces of the use of mobile phone in language learning. All the researches are in the periphery of laptop and computer as a device of ICT which can serve as a language learning tool. So, this study will be distinct from the previous studies.

Conceptual Framework

The study “**Perceptions towards Mobile Assisted Language Learning (MALL) at Secondary level**”. based on the following conceptual framework.

Figure 1

Conceptual Framework



CHAPTER III: METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the methods and procedures adopted to find out the predetermined goals or objectives. This chapter deals with the main methods and procedures that were used for carrying out the research. The following methodologies were adopted to fulfill the above-mentioned objectives and to conduct the research scientifically.

Design and Method of the Study

Research design is a route, plan, or strategy of investigation. According to Kumar (2009, p.4) “A research design is a plan for structure and strategy and investigation so concerned as to obtain answer to the research question or problem”. The research design of this study was designed to find out the students, teachers perceptions towards mobile assisted language learning. To find out the perception, I adopted the survey research design.

Specially, the researchers conduct the survey research to find out the perceptions, attitudes, opinions, thoughts, and practices. Survey research is most commonly used method of investigation in educational research. In this regard, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) say:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and/or event at a single point of time.

Similarly, Kerlinger (1985, p.221) says, “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population discover the relative incidence, distribution and inter relationship of social and psychological variables.”

Nunan (1992, p. 141) suggests the following eight steps procedure of survey research:

Step 1: Define objectives:

What do we want to find out?

Step 2: Identify target population:

Who do we want to know about?

Step 3: Literature review:

What have others said/discovered about the issue?

Step 4: Determine sample:

How many subjects should we survey, and how will identify this?

Step 5: Identify survey instruments:

How will the data be collected, questionnaire or interview?

Step 6: Design survey procedure:

How will the data collection actually be carried out?

Step 7: Identify analytical procedure:

How will the data be assembled and analyzed?

Step 8: Determine reporting procedure:

How will be writing up and presented?

The above discussions reveal that survey is a research design which can be conducted in both large and small population in order to find out the opinions, beliefs, thoughts, perceptions and practices. For this, researchers have to follow the certain step-wise procedures. So, in order to find out the students, teachers' perceptions towards mobile assisted language learning, I selected the survey design in my research study.

Population, Sample and Sampling Strategy

The population of this study were the students of Jana Jagriti Secondary School+2. Among them 35 students and 5 English teachers were selected as sample population using convenient sampling procedure.

Research Tools

Questionnaire was the main tool of data collection. The questionnaire consisted of 40 close-ended and 8 open-ended questions for students and 21 close-ended and 8 open-ended questions. Questions have been presented in Appendix-II and Appendix-III.

Sources of Data

Both primary and the secondary sources were used for the collection of required information. The primary sources were used to collect the students and teachers' perceptions whereas secondary sources were used in forming the theoretical part of the research.

Primary Source of Data

The fundamental bases of the study were the primary sources of data. Secondary level students and 5 English teachers of Jana Jagriti Secondary School were the primary sources of data. The data from primary sources were collected by administering an open and close-ended questionnaire.

Secondary sources of Data

I consulted different books, journals, thesis, articles, and I visited some related websites as a secondary source of data to collect more information for the accomplishment of this study. I consulted the Attewell and Savill-smith (2004), Kukulska-Hulme (2009), Huang and Sun (2010), Burston (2013) and so on as a secondary source of data.

Data Collection Procedures

First of all, I visited the selected students and teachers of Jana Jagriti Secondary School at my convenient places and established the rapport with them. Then, I informed about the processes, procedures and objectives of my study to the students and teachers. Then, I consulted and explained them about the purpose of the study and requested to take part in it. I assured them of the confidentiality in terms of ethics regarding the obtained information through the questionnaire. After that, I distributed the questionnaires to the students and teachers, asked them to return it back within few days. I also asked them to write the answers without any hesitation, fear, and anxiety and to take their time. After some days, I collected the questionnaire. At last, I thanked them heartily for their kind co-operation.

Data Analysis Procedure

The systematically collected data have been analyzed by using appropriate tools and methods. Specially, percentile has been used for quantitative data and other qualitative data has been analyzed descriptively. Analyzed data have been presented thematically and descriptively. Other tools like tables and charts have also been used to analyze the collected data.

Ethical Consideration

While conducting a research, the researcher should be careful about ethical issues. To maintain the ethicality, I conducted my research by taking permission of sample populations that are students of Jana Jagriti Secondary School and the teachers of Jana Jagriti Secondary School (+2), Haldhibari-1, Jhapaby informing them about my research objectives and purposes. Likewise, I have kept the responses of the respondents confidential and the ideas generated in this research are my own except from the cited one. Another important ethical aspect is about plagiarism. To avoid the risk of plagiarism, I have given the proper credit to the authors of books, journals, articles and research works.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF RESULT

This chapter is mainly concerned with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to explore the students and teachers' perception towards mobile assisted language learning and how secondary level student's uses mobile phone in language learning. The data were elicited by using questionnaire including close-ended and open-ended questions. The responses obtained from the respondents have been analyzed on the basis of following categories.

- i. Part I- Students and teachers' perception on mobile assisted language learning
- ii. Part II-How secondary level student and teachers use mobile phone in language learning
 - a. Perceptions collected from close ended questions
 - b. Perceptions collected from open-ended questions

Students' Perception on Mobile Assisted Language Learning

This section describes the perceptions of secondary level student on MALL or use of mobile phone in language learning. A set of 20 close ended questions are analyzed and interpreted to elicit the perceptions of students. The collected responses are analyzed in following different sub-headings.

Use of Mobile Phone

Firstly, the very general item was asked to find out whether secondary level (+2) students use mobile phone or not. Responses of the students on the question are shown in the following table.

Table 1

Responses on Use of Mobile Phone

Categories	Responses	
	No of Students	age
Yes	35	100%
No	-	-

Note: shows that the percentage of the responses who said 'Yes' is 100% and nobody said 'No'. That means all 35 students use mobile phone out of 35 respondents.

Easier to Operate

The second item was asked to explore which one is easier to operate computer or laptop. The percentage of the responses of the students is shown in the following table:

Table 2

Responses on Easier to Operate

Categories	Responses	
	No of Students	Percentage
Mobile	29	82.85%
Computer	6	17.14%

Note: This table presents the views of students on which one is easier to operate with the number and percentage. It shows 29 students (82.85 %), responded mobile phone is easier

to operate whereas 6 students (17.14%) responded that computer is easier to operate. To summarize, mobile phone is easier to operate than computer.

Permission to Use Mobile Phone in Classroom

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

Table 3

Responses on Permission to Use Mobile Phone in Classroom

Categories	Responses	
	No of Students	Percentage
Yes	-	-
No	35	100%

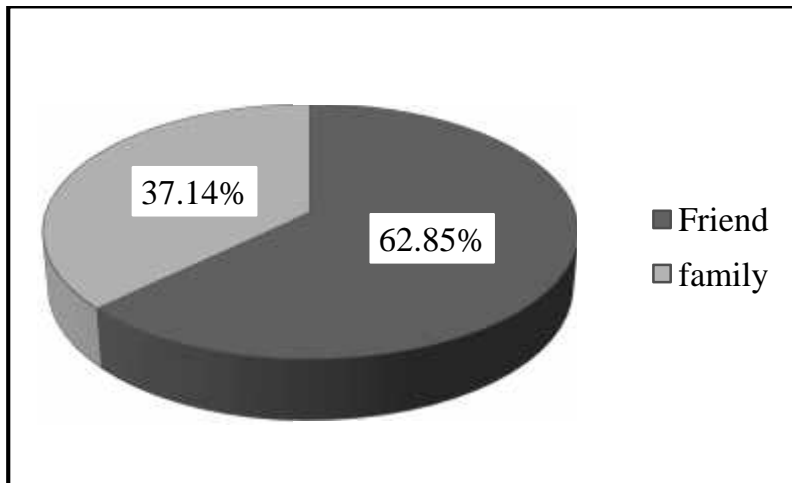
Note: This table presents the number and the percentage of the students regarding the permission to use the mobile phone in classroom. It shows 35 students (100%) are not given permission to use mobile phone in classroom. It means all 35 students does not get permission to use mobile phone in the classroom.

Most of the Time of Using Mobile Phone to Contact With

The percentage of responses on the question “Most of the time you use mobile to contact with” is presented in the following figure.

Figure 2

Time of Using Mobile Phone to Contact with



Note: The percentage presented in the above figure reveals that majority of students i.e. 62.85 % use their mobile phone to contact with their friends and the remaining 31.14% students use their mobile phone to contact with their family.

Use of Mobile Camera

Regarding the use of mobile camera, the question “Do you use mobile camera for taking teachers’ ideas from the board? The number of students and percentage are presented in the following table.

Table 4

Responses on Use of Mobile Camera

Categories	Responses	
	No of Students	Percentage
Often	1	2.85%
Sometime	15	42.85%
Never	19	54.28%

Note: The table shows that 1 student (2.85%) often used the mobile camera whereas 15 students (42.85%) only used mobile camera in order to take the ideas sometimes from the board but other remaining 19 students (54.28%) never used mobile to take idea from the board.

This reveals that all the respondents hesitate to use camera to take ideas from the board so majority of the respondents does not use it.

Use of Mobile to Search the English Language Materials

Different students opined differently on the question “Do you browse web from your mobile for searching English language learning materials?” The number and the percentage are shown in the table in the next page:

Table 5

Responses on use of Mobile to Search the English Language Materials

Categories	Responses	
	No of Students	Percentage
Often	6	17.14%
Sometime	29	82.85%
Never	-	-

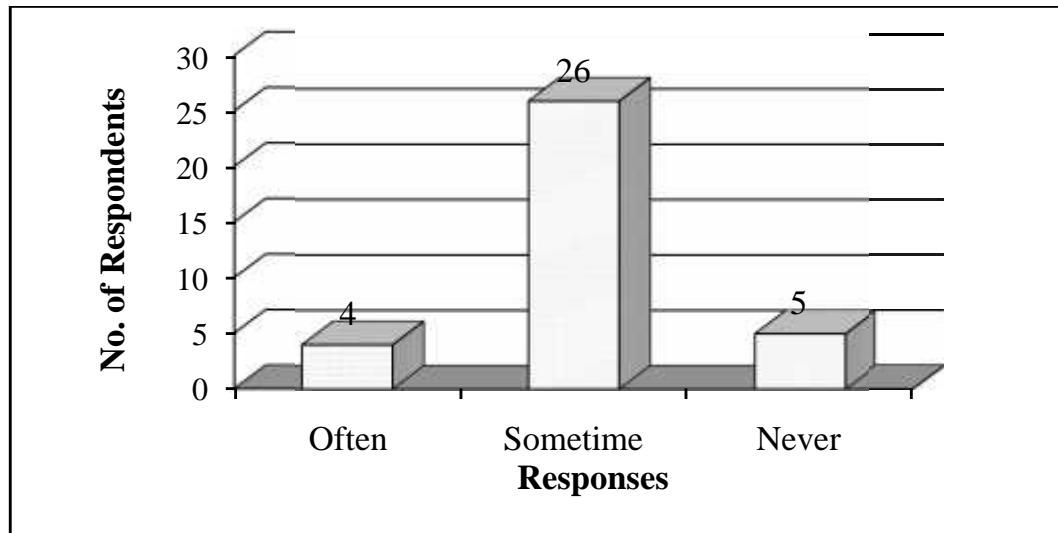
Note: It shows 6 students (17.14%) use mobile phone to browse the materials very often but 29 students (82.85%) use it only sometime. It means majority of students use of mobile phone sometimes only to browse the English learning materials in secondary level. Thus, it can be said that mobile phone can be used to browse different English learning materials.

Use of Voice Recorder to Record Own Voice

An item was asked to investigate whether students use voice recorder of their mobile phone to record their own voice. The following figure shows the responses of students.

Figure 3

Use of Voice Recorder



Above figure shows that out of 35 students only 4 students (i.e.11.42%) often use voice recorder of their mobile phone to record their own voice.

Among the respondents, 26 students (i.e. 74.28%) sometime use voice recorder. Similarly, 5 (i.e. 14.28%) students never use the voice recorder. It reveals that majority of students (80%) use voice recorder sometime only.

Note: Most of the students are not regularly using voice recorder feature of mobile phone. Thus, it is necessary to encourage students to record their own voice in order to improve pronunciation skill by spotting their own weaknesses.

Perception about Mobile Assisted Language Learning

Regarding perception of mobile assisted language learning, I asked the question “What do you think about the mobile assisted language learning?” The responses of respondents are presented in the following table.

Table 6

Perception about Mobile Assisted Language Learning

Categories	Responses	
	No of Students	Percentage
It helps language learning process	35	100%
It doesn't play any role in language learning process	-	-

Note: The above table shows that all the 35 students (100%) opined that mobile assisted language learning helps in language learning process. No one is in favor of mobile assisted language doesn't play any role in language learning process.

Use of Mobile in Language Learning

The next item was related to whether use of mobile phone is engaging or irritating.

The responses and their percentages are shown are presented in the following table:

Table 7

Responses on Use of Mobile Phone in Language Learning

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

Note: The table indicates that out of 35 students, 26 students (74.28%) agreed that use of mobile phone is engaging rather than irritating. Similarly, 2 students (5.71%) strongly agreed the statement. Only 7 students (20%) stayed neutral in the statement. This reveals that majority of people (79.99%) assume that use of mobile phone in language learning is engaging rather than irritating.

Use of Mobile Phone to Solve the Immediate Problems

An item was asked to investigate whether mobile phone can solve immediate problem or not. The obtained responses have been presented in the table in the next page:

Table 8

Responses on Mobile to Solve the Immediate Problem

Categories	Responses	
	No of Students	Percentage
Agree	31	88.57%
Strongly Agree	3	8.57%
Neutral	-	-
Disagree	1	2.85%
Strongly Disagree	-	-

Note: The table presents out of 35 respondents, 31 students (88.57%) agreed that use of mobile phone solves immediate problems in teaching and learning. Similarly, 3 students (8.57%) strongly agreed on the statement whereas only 1 student (2.85%) indicates on the option 'Disagree'. It means majority of students (97.14%) believe that mobile phone can be used to solve the immediate problems in teaching and learning.

Autonomous Learner

An item was asked to the students to investigate the students view whether mobile learning helps them to be autonomous learner or not. The number and percentage of responses are presented in the following table:

Table 9

Responses on Autonomous Learner

Categories	Responses	
	No of Students	Percentage
Agree	23	65.71 %
Strongly Agree	1	2.86%
Neutral	3	8.57%
Disagree	8	22.85%
Strongly Disagree	-	-

Note: The table shows that 23 students (65.71 %) agreed that use of mobile phone in learning helps to become autonomous learner. Similarly, only 1 student (2.86%) strongly agreed to the statement whereas 3 student (8.57%) responds on the option 'Neutral'. Lastly 8 students (22.85%) disagree with the statement. It means majority of students (68.57%) are agreed that mobile helps them to be autonomous learners.

Shift from what Learning to where Learning

The responses of the students on statement “Mobile learning brings shift from what learning (content) to where (source) learning” are shown in the following table:

Table 10

Responses on Shift from what Learning to Where Learning

Categories	Responses	
	No of Students	Percentage
Agree	24	68.57%
Strongly Agree	2	5.71%
Neutral	6	17.14%
Disagree	3	8.57%
Strongly Disagree	-	-

Note: Table no. 10 shows that 24 students (68.57%) agreed that mobile learning brings shift from what learning (content) to where (source) learning. Likewise, 2 students (5.71%) strongly agreed on the statement whereas 6 students (17.14%) stayed neutral on the statement and 3 students disagree with the statement. Thus, majority of students (74.28%) believe that mobile phone helps to bring the shift from what learning to where learning.

Easy Access to the Global Contents

Different students responded differently regarding mobile learning makes easy access to the global contents and develops thinking globally and acting locally. It is shown in the following table.

Table 11

Responses on Easy Access to the Global Contents

Categories	Responses	
	No of Students	Percentage
Agree	22	62.85%
Strongly Agree	7	20%
Neutral	4	11.42%
Disagree	2	5.71%
Strongly Disagree	-	-

Note: The table no.11 shows that 22 students (62.85%) agreed that use of mobile phone in language learning makes easy access to the global contents and develops thinking globally and acting locally. Similarly, 7students (20%) strongly agreed on the statement. 4 students (11.42%) responded 'Neutral'. Only 2student (5.71%) disagreed on the statement. It means majority of students (82.85%) believe that use of mobile phone in language learning makes easy access to the global contents and develops thinking globally and acting locally.

Use of Mobile as a Part of Curriculum or Supplementary Material

Regarding the use of mobile phone in learning as a part of curriculum or as a supplementary material, students were asked ‘How do you use mobile in language learning?’

Table 12

Responses on Use of Mobile Phone as Curriculum

Categories	Responses	
	No. of Students	Percentage
As a part of curriculum	-	-
As a supplementary material	35	100%

Note: This table shows that all the students i.e. 35 (100%) students use mobile phone as a supplementary material. It means there is not any curriculum that supports the use of mobile phone.

Mobile Applications Support Language Learning

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

Table 13

Responses on Use Mobile Application in Language Learning

Categories	Responses	
	No of Students	Percentage
Yes	35	100%
No	-	-

*Note:*It shows that all the students,i.e. 35 students (100%) believe that mobile applications installed in their mobile phone support language learning process.

Encouragement from Teachers

Regarding the encouragement from the teacher side to use a mobile in and outside the classroom for language learning, the respondents responded in the following ways.

Table 14

Responses on Encouragement from Teacher

Categories	Responses	
	No of Students	Percentage
Yes	10	28.57%
No	25	71.43%

*Note:*It shows that out of 35 respondents,10 students (28.57%) said that they are encouraged from the teacher whereas 25 students (71.43%) said that they are not encouraged from the teachers. It means majority of the students (71.43%) are not encouraged to use their mobile phone in and outside the classroom for language learning.

Address of Mobile Phone in Curriculum

An item was asked to explore the students' perceptions regarding the mobile learning helps to meet the standard of global education so curriculum should address the use of mobile phone. The number and percentage of responses are shown in the table in the next page:

Table 15

Responses on Address of Mobile Phone in Curriculum

Categories	Responses	
	No of Students	Percentage
Agree	25	71.42%
Strongly Agree	7	20%
Neutral	3	8.58%
Disagree	-	-
Strongly Disagree	-	-

Note: The table shows that out of 35 students, 25 students (71.42%) are agreed that mobile learning helps to meet the standard of global education so curriculum should address the use of mobile phones. Similarly, 7 students (20%) are strongly agreed on the statement. But 3 students (8.58%) responded on the option 'Neutral'. Thus, it can be claimed that majority of students (80%) are in favor that mobile learning helps to meet the standard of global education so curriculum should address the use of mobile phones.

Ban to Use of Mobile Phone in the Classroom

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

Table 16

Responses on Ban to Use of Mobile Phone in Classroom

Categories	Responses	
	No of Students	Percentage
Agree	9	25.71%
Strongly Agree	4	11.42%
Neutral	1	2.85%
Disagree	15	42.86%
Strongly Disagree	6	17.14%

Note: Above table shows that out 35 respondents some students, i.e. 9(25.71%) agreed on mobile phone should be banned in the classroom. Likewise, 4 students (11.42%) responded on the option strongly agree for banning mobiles in classroom. 1 respondent stayed 'Neutral'. On the other hand, 15 students (42.86%) among 35 students are disagreed on the statement that mobile should be banned in the language classroom. Similarly, 6 students (17.14%) are strongly disagreed on the statement. Thus, it can be summarized that majority of respondents i.e. 60% students claimed that there should not be banned of mobile phone in language classroom.

Motivation Enhanced by the Use of Mobile Phone

An item was asked to investigate whether students' motivation has been enhanced or not with the use of mobile phone. The number and percentage of responses are shown in the following table.

Table 17

Responses on Motivation Enhanced by the Use of Mobile Phone

Categories	Responses	
	No of Students	Percentage
Agree	22	62.85%
Strongly Agree	3	8.58%
Neutral	5	14.28%
Disagree	5	14.28%
Strongly Disagree	-	-

Note: Table no.17 shows that among the 35 respondents, 22 students (62.85%) agreed that their motivation has been enhanced because of mobile phone. Likewise, 3 students (8.58%) strongly agreed on the statement. 5 students (14.28%) marked on the option 'Neutral' whereas only 5 students (14.28%) disagreed that mobile phone does not enhance their motivation. Thus, it can be said that majority of the students, i.e. 71.43% are agreed that their motivation has been enhanced by the use of mobile phone in and outside of the classroom.

Effectiveness of Mobile Phone in Learning English

Regarding the effectiveness of mobile phone in learning English language, the respondents responded differently. The number and the percentage of responses are shown in the following table

Table 18

Responses on Effectiveness of Mobile Phone in Learning English

Categories	Responses	
	No of Students	Percentage
Agree	25	71.42%
Strongly Agree	7	20%
Neutral	1	2.86%
Disagree	2	5.71%
Strongly Disagree	-	-

Note: It shows that 25 students (71.42%) are agreed on using mobile phone in learning English is very effective. Likewise, 7 students (20%) are strongly agreed on the statement whereas only 1 student (2.86%) responded on the option 'Neutral'. Lastly, 2 students disagreed on this statement. Thus, it can be concluded that majority of the students (91.42%) believe that using mobile phone in learning English is very effective.

How Secondary Level Students Use Mobile Phone to Learn Aspects and Skills of language

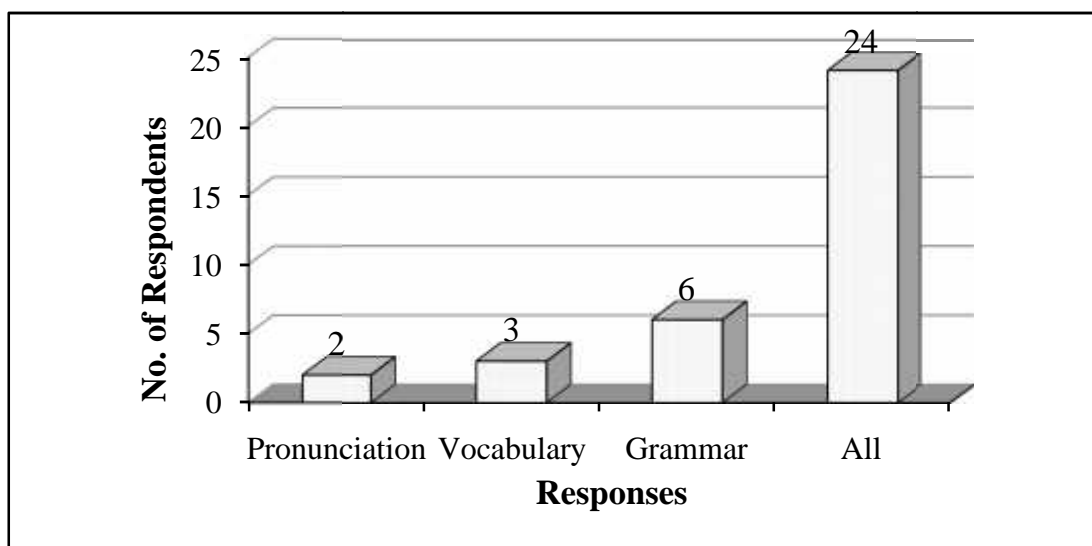
Learning a language is learning of different aspects and skills of any particular language. Learning these aspects and skills of language is possible through the use of mobile phone. A set of 20 close-ended questions and 8 open ended questions were asked to explore how secondary level students use mobile and its different features to learn different aspects and skills of English language. The obtained information is analyzed in different sub-headings.

Aspect of Language Supported by the Use of Mobile

Regarding the aspects of English language that are supported by the use of mobile phone, an item 'what aspects of language are supported by the use of mobile?' was asked. The responses are shown in the following figure.

Figure 4

Aspects of Language Supported by Mobile Use



Note: It shows 2 students (5.71%) believe that pronunciation is better supported by the use of mobile phone whereas 3 students (8.57%) responded that vocabulary is supported by

the mobile phone. But almost all students i.e. 29 students (85.71%) assume that all the aspects of The presented figure shows the number of responses on aspects of language supported by the use of mobile phone. it shows 2 students (5.71%) believed that pronunciation is better supported by the use of mobile phone whereas 3 students (8.57%) responded that vocabulary is supported by the mobile phone and 6 students (17.14%) responded that grammar can be better learnt by using mobile .But most of the students, i.e. 24 students (68.57%) assumed that all three aspects of language such as pronunciation, vocabulary, grammar are supported by the use of mobile. It means most of the students believed that all the aspects of language can be learnt through the use of mobile phone and its features.

Learning Vocabulary

Vocabulary is one of the important aspects of any language. Regarding learning of vocabulary with the use of mobile phone, different 5 close-ended questions were asked. The number and the percentage of all the 5 questions are presented in the following table.

Table 19

Responses on Learning Vocabulary with the Use of Mobile Phone

S. N	Questions	Categories	Responses	
			No of Std's	Percentage
1	Can vocabulary	Yes	31	88.58%
	be learnt through mobile phone?	No	4	11.42%
2	Do you use	Yes	32	91.43%
	different search engines such as Google to search meaning and definition of new words?	No	3	8.57%
3	Do you play	Yes	15	42.85%
	Vocabulary games on mobile to develop vocabulary?	No	20	57.14%
4	My vocabulary	Agree	19	54.28%
	acquisition has	Strongly Agree	2	5.71%

	increased	Neutral	10	28.57%
	because of text	Disagree	4	11.42%
	message.	Strongly disagree	-	-
5	My vocabulary	Agree	23	65.72%
	acquisition has	Strongly agree	3	8.57%
	increased	Neutral	2	5.71%
	because of my	Disagree	7	20%
	mobile phone	Strongly Disagree		
	dictionary.			

Note: Table no.17 shows that all the informants' answer and percentage that how they use mobile phone to learn vocabulary. It consists of set of 5 questions related to vocabulary learning and all these questions are analyzed separately.

The first item regarding vocabulary learning was 'Can vocabulary be learnt through mobile phone?' and out of 35 students (100%), almost all students 31 students (88.58%) said that vocabulary can be learnt through mobile phone others 4 students (11.42%) don't think that vocabulary be learnt through mobile phone. It means almost students all are using their mobile phone to learn vocabulary. Likewise, the second question was asked to find out whether they use different search engines such as Google to search meaning and definition of new vocabulary items. Table shows all the 32 students (91.43%) use different search engine including Google remaining 3 students uses other devices. It means use of different search engines helps to learn the meaning and definition of new words. Similarly, the next item was related to vocabulary game to develop vocabulary power. The table presents only 15 students (42.85%) play vocabulary games on their mobile phone whereas remaining 20 students

(57.14%) do not play any vocabulary games. It means majority of students i.e. 57.14 % do not play vocabulary in order to develop vocabulary due to many reasons. The fourth item was asked to find out whether the vocabulary acquisition of students has increased because of text message or not. Table shows out of 35 students, 19 students (54.28%) agreed that their vocabulary acquisition has increased because of text message. Similarly, 2 students (5.71%) strongly agreed on the statement. 10 students (28.57%) responded on the option 'Neutral' but only 4 students are disagreed on the statement. It means majority of the students (60%) believe that their vocabulary acquisition has increased because of text message. The last item regarding vocabulary learning was about whether their vocabulary acquisition has increased or not because of their mobile phone dictionary. The table shows that 23 students (65.33%) are agreed that their vocabulary acquisition has increased because of their mobile phone dictionary. likewise, 3 students (8.57%) are strongly agreed on the statement but 2 students (5.71%) responded on the option 'Neutral' and 7 students (20%) are disagreed on the statement. It means most of the students (74.29%) believe that vocabulary acquisition has increased because of their mobile phone dictionary.

Thus, it can be summarized that vocabulary learning is supported by the use of mobile phone.

Learning Listening

Listening skill is one of receptive skills. To learn this skill, different types of exposure is needed. In this regard, mobile phone offers those exposures with its different features and functions. Regarding the use of mobile phone in order to develop the listening skill, students were asked 5 different questions. The obtained information is presented in the following figure.

Table 20*Responses on Learning Listening Skills with the Use of Mobile Phone*

S.N.	Questions	Categories	Responses	
			No ofStd's	Percentage
1	Can listening skill be developed through mobile phone?	Yes	32	91.43%
		No	3	8.57%
2	I often use my mobile phones to listen.	Music	29	82.85%
		English lesson	4	11.42%
		News	2	5.71%
3	I listen native speaker speech	Often	1	2.86%
		Sometime	33	94.28%
		Never	1	2.86%
4	Do you listen English programmes broadcast on BBC World Service?	Yes	13	37.14%
		No	22	62.86%
5	Authentic materials found on internet are really beneficial to develop listening skill.	Agree	26	74.28%
		Strongly agree	5	14.28 %
		Neutral	4	11.42%
		Disagree		
		Strongly Disagree		

Note: Table no.20 presents the set of 5 questions and the number, and the percentage regarding how secondary level students use mobile phone in order to develop their listening skill. Each 5 questions and collected information are analyzed separately.

The first question was very general, it aims to explore the students' perceptions whether listening skill can be developed through mobile phone or not. The table shows all the respondents, i.e. 32 students (91.43%) opined that listening skill can be developed through mobile phone, and 3 students (8.57%) remaining responded that they use others sources, simply said no. It means majority of the respondents (91.43%) believe that their listening skill is developed by the use of mobile phone. Similarly, second question was asked to find out how often they listen music, English lesson and news using their mobile phone. The table shows that out of 35 respondents, 29 students (82.85%) use their mobile phone to listen music. 4 students (11.42%) use mobile phone to listen English lesson. Likewise 2 students (5.71%) use mobile phone to listen news. It means majority of students (82.85%) use their mobile phone to listen music and very few 2 students (5.71%) use it for others purpose to listen news. It can be said that few 4 students (11.42%) use their mobile phone to listen English lesson. So students be should encouraged to listen English lesson in order to develop the listening skill. Similarly, the next item was asked to find out how much they listen the native speaker speech via mobile phone. Above table shows that very few students of total respondents, i.e. 1 students (2.86%) often listen native speaker speech using mobile phone. Likewise, 33 students (94.28%) sometimes listen native speaker speech whereas only 1 student (2.86%) never listen native speaker speech. It means almost all students listen native speaker voice to develop listening skill but only few students listen it regularly. So, students should be encouraged to use their mobile phone to listen native speaker speech regularly in order to develop listening skill. In the same way, students were asked the question 'Do you listen English programmes broadcast on BBC World Service?' The table shows that out of 35

students, 13 students (37.14%) always listen English programmes broadcast on BBC world service whereas 22 student (62.86%) do not listen it. It means most of the students (62.86%) do not listen the BBC world service programmes to improve their listening skill so teachers, stakeholder should instruct, guide them for listening BBC. Regarding listening skill. The last item was related to whether authentic materials found on internet are beneficial to develop listening skill or not. The table shows that 26 students (74.28%) are agreed that authentic audio materials found on internet are really beneficial to develop listening skill. In the same way 5 students (14.28%) are strongly agreed on the statement and 4 students (11.42%) responded 'Neutral' It means almost all the students (88.56%) assume that authentic materials found on internet are really beneficial to develop listening skill.

It can be summarized that listening skill can be developed with the use of mobile phone and its different features.

Improving Pronunciation

Regarding the use of mobile phone to improve the pronunciation, different 4 close-ended questions were asked. The responses obtained from the students are presented in the following table.

Table 21

Responses on Improving Pronunciation with the Use of Mobile Phone

S.N	Questions	Categories	Responses	
			No of Std's	Percentage
1	Do you think can pronunciation be developed through mobile phone?	Yes	31	88.57%
		No	4	11.42%
2	Do you use your mobile	Yes	32	91.42%

	dictionary to check the correct pronunciation of unfamiliar words?	No	3	8.57%
3	Own recorded speech can be compared with correct pronunciation to improve pronunciation.	Agree	30	85.71%
		Strongly agree	-	-
		Neutral	4	11.42%
		Disagree	1	2.85%
		Strongly disagree	-	-
4	Mobile can be used to watch the native speaker videos on YouTube.	Agree	26	74.29%
		Strongly agree	8	22.86%
		Neutral	1	2.86%
		Disagree		
		Strongly Disagree		

*Note:*Table no. 21 presents the number and percentages of respondents regarding the use of mobile phone to improve the pronunciation and how secondary level students use mobile phone to improve their pronunciation. The obtained responses of different five questions are analyzed separately.

The first question was asked to find out the perception of students whether mobile phone helps to develop the pronunciation or not. The table shows that all the 31 students (88.57%) believe that pronunciation can be better developed through the use of mobile phone and 4 students(11.42%) responded negatively that they use others sources. In the same way, an item was asked to find out whether students use their mobile dictionary to check the correct pronunciation of unfamiliar words. The table presents that 32 students (91.42%) use their mobile phone dictionary to check the correct pronunciation of unfamiliar words only 3

students (8.57%) do not use it. It means almost all believe that with the use of mobile dictionary pronunciation can be developed. Similarly, an item was asked to find out students' perception about own recorded speech to be compared with the correct pronunciation to improve pronunciation skill. Table shows that out of 35 respondents 30 students (85.71%) agreed that own recorded speech can be compared to improve the pronunciation likewise only 4 students (11.42%) responded on the option 'Neutral'. Whereas, 1 student (2.85%) disagreed on the statement It means majority of the respondents, i.e. 85.71 % assume that own recorded speech can be compared with the correct pronunciation to improve pronunciation. Regarding pronunciation, the last question was about use of mobile phone to watch native speaker videos on YouTube. The table reveals that out of 35 respondents, 26 students (74.29%) are agreed that mobile phone can be used to watch the native speaker video on YouTube. Likewise, 8 students (22.86%) are strongly agreed on the statement whereas only 1 student (2.86%) stayed neutral on the statement. It means almost all the people believe that mobile can be used to watch the native speaker videos on YouTube.

To summarize, majority of students use mobile phone and its different features and functions in order to improve their pronunciation.

Developing Grammar

Regarding the use of mobile phone to develop grammatical accuracy, 3 different close-ended questions were asked. The obtained information is presented in the following table.

Table 22

Responses on developing Grammar with the Use of Mobile Phone

S.N	Questions	Categories	Responses	
			No of Std's	Percentage
1	Can grammatical accuracy be developed through mobile phone?	Yes	31	88.58%
		No	4	11.42%
2	Grammar rules can be learnt through mobile application downloaded from different apps store.	Agree	27	77.14%
		Strongly agree	4	11.42%
		Neutral	4	11.42%
		Disagree	-	-
		Strongly disagree	-	-
3	Do you check grammatical correctness before sending message and e-mail to your teachers?	Yes	16	45.72%
		No	19	54.28%

Note: Table no. 22 presents the number and percentage of responses regarding the use of mobile phone to develop the grammar and how secondary level students use mobile to develop the grammar. The presented responses on above table are analyzed separately.

The first item was asked to check the students' perception on whether grammatical accuracy can be developed through mobile phone or not. The table shows that out of 35 respondents, 31 students (88.58%) claimed that their grammatical accuracy has been developed through the use of mobile phone whereas only 4 students (11.42%) said that their grammatical accuracy has not been developed through the use of mobile phone. It means, most of the students believe that mobile phone helps to develop their grammatical accuracy. Similarly, the next item was 'Grammar rules can be learnt through mobile application downloaded from different apps store.' Table shows 27 students (77.14%) of total respondents are agreed that grammar rules can be learnt through mobile application downloaded from different apps store. Likewise, 4 students (11.42%) are strongly agreed on the statement whereas only 4 student(11.42%) stayed neutral in the statement. It means most of the students (88.56%) believe that grammar rules can be learnt through mobile application. The last item related to grammar was 'Do you check grammatical correctness before sending message and e-mail to your teachers?' The table shows out of 35 respondents 16 students (45.72%) check the grammatical correctness before sending message and e-mail to their teachers whereas 19 students do not check it. It means most of the students, i.e. 54.28% students do not have habits of checking the grammatical correctness before sending email and message.

In nutshell, it can be said that grammar can be developed with the use of different features and functions of the mobile phone.

Developing Reading Skill

Regarding the development of reading skill, different 2 questions were asked. The collected responses are presented in the following table:

Table 23

Responses on Developing Reading with the Use of Mobile Phone

S.N	Questions	Categories	Responses	
			No of Std's	Percentage
1	Can reading skill be developed through mobile phone?	Yes	30	85.72%
		No	5	14.28%
2	I use my cell phone to read e-books.	Often	-	-
		Sometime	27	77.14%
		Never	8	22.86%

Note: Table no. 23 presents the number and responses about the use of mobile phone to develop reading skill. Two set of questions and obtained information are analyzed separately.

The first item was asked to find out the perception of students about whether reading skill can be developed through mobile phone or not. The above table shows that out of 35 respondents, 30 students (85.72%) students responded that reading skill can be developed through mobile phone whereas remaining 5 students (14.28%) said that reading skill cannot be developed through mobile phone. It means most of the students, i.e. 97.28% students believe that reading skill can be developed through the use of mobile phone. Similarly, the second question was asked to find out whether they use mobile phone to read e-books or not. The above, table shows that out of 35 respondents, 11 students (34.14%) often use their mobile phone to read e-book. Likewise, 21 students (60%) use it only sometimes whereas

only 1 student (2.86%) never uses mobile phone to read e-books. It means majority of students use mobile phone to read e-books sometimes only. Thus, they should be encouraged to use their mobile phone to read different e-books in order to develop reading skill.

To summarize, reading skill can be developed with the use mobile phone and its different features such as students can read e-books in their mobile phone.

Students and teachers Perceptions Collected from Open Ended Questions

Along with the close-ended questions, the open-ended questions were also asked. This section deals with the perceptions collected from open ended questions. It consists of different 8 open-ended questions related to use of mobile phone as a language learning tool, how the students and teachers of +2 use mobile phone to learn different aspects and skills of language. The obtained responses are analyzed in the following sub-headings.

Mobile Phone as a Useful Language Learning Tool

The first item was asked for finding the perceptions about mobile phone as a useful language learning tool. Most of the students and teachers argued that mobile can be a useful tool for language learning. Mobile helps them to know about the words, meanings, and pronunciations. It means they can learn different skills and aspects of language. Similarly, they thought that if they have mobile phone then they have the access of internet. Therefore, with the help of mobile phone, they can surf the internet, download different authentic materials, books, articles, research, journals and so on. Likewise, they can use different applications to practice the vocabulary, grammar, pronunciation, and listening. Many of the students along with teachers agreed that mobile is very affordable in comparison to computer because of its portable size and shape, and almost all the tasks which are performed by the computer can also be possible with the help of mobile phone. They said that they can utilize mobile for reading e-books, using e-dictionaries, listening English news, music, and English lessons. They further added that mobile helps them to e-mail and message to their friends,

family, teachers and students for the learning materials. In the same way, they perceived mobile phone as a cheaper gadget, portable, and easier to use. Almost all the students and teachers agreed that mobile phone is easy to operate and do not need special kind of operating skills as in computer. They believed that mobile creates autonomous environment to them so they can learn anywhere and anytime beyond the classroom.

To conclude, most of the students and teachers perceived mobile as a useful language learning tool which helps them to learn language with the full exploitation of new technologies.

Learning Vocabulary through Mobile

Regarding the use of mobile phone to learn vocabulary, different students responded differently. All the students and teachers argued that mobile can be utilized to learn the vocabulary.

Majority of students and teachers said that use of mobile dictionary is better way to learn the meaning of new vocabulary items. Similarly, they play different vocabulary games or puzzles which are also helpful to develop vocabulary. Making use of different search engines including Google to search the meaning and definition of new words are also helpful. They also realized that their vocabulary acquisition has increased because of text message. In the same way, they said that listening to English music, programmes, news, movies, e-lecture, reading e-books also help them to develop their vocabulary power. Likewise, reading the soft copies of articles, literary books also helped them to improve their vocabulary power. Some of the teachers also argued that consulting the Wikipedia is also the better way of improving vocabulary power.

To summarize, most of the students and teachers use their mobile dictionary, play different vocabulary games or puzzles, listen English music, news, and programmes which are very helpful to develop their vocabulary power.

Listening Skill through Mobile

Regarding the listening skill, different students and teachers responded differently but the many of them repeated the same things. Thus, common ideas of students and teachers are analyzed here.

Most of the students and teachers agreed that listening skill can be developed using mobile phone. Supporting this, majority of students said that listening English music, news and English lessons is the key to develop listening skill. Similarly, they argued that watching English movies or videos without subtitle also improve the listening skill. Most of them listen the news and English programmes broadcasted from the BBC world service and different news agencies. Likewise, they said that many motivational speeches of native speakers, lectures, documentary, audio text found on the YouTube are also helpful for them to develop their listening skill. Some of them stated that listening is the activity of paying attention to audio and trying to get meaning from something we hear. Many of them also used to download the audio materials from internet including songs, audio texts, and rhymes in order to develop their listening skills. In the same way, one can also record the speeches and lectures of scholars and can listen it back to develop listening skill.

To conclude, by exploiting the different functions and features of mobile phone, one can obviously develop the listening skill.

Improving Pronunciation through Mobile

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

Majority of students along with teachers argued that using online and offline dictionaries along with phonemic transcription and sound system which are installed in their mobile phone help them to improve their pronunciation. They said that listening to the native speakers' speeches, conversations, lectures help them to improve pronunciation. Similarly, audio texts provided on different websites such website of British Council are also beneficial. Likewise, they said that they watch the English movies, recorded speeches of native speakers and attempt to imitate them also helps them. Recording of own voices, listening it time and again and comparing it with the correct pronunciation also helps them to find out their weaknesses. They believed that looking at the phonemic transcription of the unfamiliar words using authentic dictionaries is a better way to develop the pronunciation.

Thus, all the students and teachers assumed that their pronunciation have been increased because of proper utilization of mobile phone.

Grammar through Mobile

Grammar is the set of rules which describes how words and group of words can be arranged to form sentence in a particular language. To get mastery over grammatical rules of any languages need conscious efforts. For this, proper use of mobile phone can be a useful means. Regarding the use of mobile phone in order to improve the grammatical accuracy, all the respondents responded in their own words. The common ideas are described and analyzed here.

All the students and teachers agreed that mobile phone can be useful tool to develop grammatical accuracy. They said that mobile can be utilized to download the different e-copies of grammar books and these books can be read at leisure time. Similarly, different applications consisting of grammatical rules and exercises help them to develop their grammar. For this, one can visit different apps store to install and can practice it again and again. Many of them also said that in case of confusion, they take help of Google in order to

check the grammatical correctness. In the same way, grammar checker can also be installed in the mobile phone. Likewise, some of them opined that predictive text and auto spelling checker can be enabled from the setting of mobile phone which shows predicted text based on what we have entered and underline spelling errors in red and suggests corrections.

Thus, mobile phone can be utilized in many ways in order to develop the grammatical competencies. Almost all the students along with teachers responded positively, they claimed that they are also incorporating different features of mobile phone which help them to boost their grammatical accuracy.

Benefits of Using Mobile Phone in Language Learning

Mobile phone can be utilized in various ways as a useful language learning tool. Use of mobile phone for language learning purpose has many benefits. Many students and teachers listed different benefits of it. Following are the common benefits responded by the students and teachers.

-) Creates enjoyable environment and stress free learning.
-) Access of e-mail and internet.
-) It can be utilized to read e-book, listen music, news, English programmes at any time and any place.
-) Economically accessible and affordable.
-) Small, portable, cheap, handy tool of language learning.
-) It helps to develop different aspects and skills.
-) Many books can be downloaded in a single phone. So no burden of buying expensive books.
-) Access of authentic materials.
-) Multimedia function can be utilized to improve listening skill.
-) It provides opportunities for collaborative learning.

-) Access of different social networking sites.
-) Offline application can be used in the absence of internet.
-) Provides opportunities to share materials among students as well as with teachers.
-) It can be used inside and outside of the classroom.
-) No time boundary to use, can be used anytime and anywhere
-) Medium of communication among friends and teachers.

On the basis of responses of students and teachers, now it can be said that use of mobile phone in language learning has many benefits.

Challenges of Using Mobile Phone as a Language Learning Tool

Using mobile phone as a language learning tool does not only have benefits, it has many challenges. Regarding the challenges of mobile phone, many students some teachers responded in the following ways.

-) Not having an appropriate knowledge to use all the functions and features of mobile phone.
-) Kills the time if used exclusively.
-) Lack of internet access.
-) Use of internet from mobile data is very costly.
-) Problem of plagiarism.
-) Need special operating skill.
-) It may spoil the creativity of the students.
-) It can be misused.
-) Parents may have negative attitudes towards the use of mobile phone.
-) Students may only take mobile phone as a means of entertainment.
-) It may create serious health problems such as eye sight problem.

-) Many school/college restricted the use of mobile phone inside the college area.
-) Difficult to find out the authentic materials from the internet.
-) Hinder the classroom activities.
-) Small screen and keyboard size.

Most of the students and teachers are well aware about the challenges of mobile phone using as a language learning tool. Thus, it can be summarized that lack of knowledge of operating skill, expensive data, difficult to find out authentic material from the internet, small screen size are the common challenges of mobile phone as a language learning tool.

Additional Features of Mobile Phone

An item was asked to find out the additional features of mobile phone that are not used in classroom which they would like to suggest in the process of language learning. Regarding this, most of the students responded that they are not well aware about that but teachers suggested emails, portable projectors, different search engines etc. Thus, it can be said that most of the features and functions of mobile phone are already exploited by the students and teachers.

CHAPTER V: FINDINGS, COCLUSION AND RECOMMENDATIONS

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

Findings

This study was intended to find out the perceptions of students and teachers towards mobile assisted language learning. Further it aimed to find out how secondary level (+2) students and teachers use mobile phone in English language learning. Moreover, it also aimed to suggest some pedagogical implications. After analyzing and interpreting the data collected from the questionnaire, this study has come up with the following findings.

- ✓ All the 35 students and 5 teachers (100%) opined that Mobile Assisted Language Learning (MALL) helps in language learning process.
- ✓ Majority of the students, i.e. 82.85 % and teachers 80% responded that mobile phone is easier to operate than computer.
- ✓ More than 98% students use their mobile phone to browse the English learning materials.
- ✓ Almost all the students use voice recorder features of their mobile phone but majority, i.e. 85.70% of students use it sometime only.
- ✓ More than 68.57% students and teachers (80%) agreed that use of mobile phone is engaging rather than irritating.
- ✓ 77.15% students and 100% teachers agreed that use of mobile phone is useful to solve immediate problems in teaching and learning.
- ✓ Majority of students, i.e. 74.28% believed that mobile phone helps to bring the shift from what learning to where learning.

- ✓ 82.85% students and 100% teachers believed that use of mobile phone in language learning makes easy access to the global contents and develops thinking globally and acting locally.
- ✓ Every student i.e. 100% believed that mobile applications installed in their mobile phone support language learning process.
- ✓ 40% teachers and 60% students claimed that there should not be banned of mobile phone in language classroom.
- ✓ Most of the students (68.57 %) and all the teachers (100%) believed that all the aspects of language can be learnt through the use of mobile phone and its features.
- ✓ 100% students said that vocabulary can be learnt through mobile phone. It means they are using their mobile phone to learn vocabulary.
- ✓ 91.43% students said that they use different search engine including Google. It means use of different search engines help to learn the meaning and definition of new words.
- ✓ Majority of students,i.e.57.14% students do not play vocabulary games in order to develop vocabulary only 42.85% students play it.
- ✓ 54.28% students believed that their vocabulary has been increased because of their mobile phone dictionary.
- ✓ All the respondents (100%) believed that their listening skill is developed by the use of mobile phone.
- ✓ Almost all students listen native speaker voice to develop listening skill but only few students 2.86% listen it regularly.
- ✓ Majority of the respondents, i.e. 88.57% students believed that pronunciation can be better developed through the use of mobile phone.

- ✓ Majority of the respondents, i.e. 85.71% students assumed that own recorded speech can be compared with the correct pronunciation to improve pronunciation.
- ✓ Most of the students, i.e. 88.58% believed that mobile phone helps to develop their grammatical accuracy.
- ✓ Most of the students, i.e. 85.74% students believe that reading skill can be developed through the use of mobile phone.

After analyzing the open-ended questions, it was found that most of the students and teachers perceived that mobile phone as a useful tool for language learning which helps them to learn language with the full exploitation of new technologies. Similarly, all the students and teachers argued that mobile can be utilized to learn the vocabulary. They believed that use of their mobile dictionary, playing different vocabulary games or puzzles, listening to the English music, news, and programmes help them to develop their vocabulary power. Most of the students along with teachers agreed that listening skill can be developed using mobile phone with the exploitation of different functions and features of it. Likewise, all the students and teachers assumed that their pronunciation has been increased because of proper utilization of mobile phone. In the same way, almost all the students and teachers responded that they are also incorporating different features of mobile phone which help them to boost up their grammatical accuracy. They are also familiar with the different benefits of using mobile phone as a language learning tool along with some of its challenges.

Conclusion

Along with the rapid improvement of small, portable devices, the concept of MALL has gained popularity. Use of mobile devices in language teaching and learning has also been the focus of current research. This study, therefore, is intended to explore the possible usages of mobile phone in language learning.

This study investigated the perceptions of secondary level (+2) students and teachers towards Mobile Assisted Language Learning and how they use mobile phone as a language learning, teaching tool. The results suggested that students and teachers both have positive attitudes towards mobile assisted language learning. Many of them are incorporating with the various features of mobile phone in their day to day life.

By analyzing and interpreting the data, it can be concluded that students and teachers both have the positive attitudes towards mobile assisted language learning in a sense that most of them are agreed that mobile phone as a useful tool for language learning. In the same way, they are also incorporating with the different features and functions of mobile phone in order to develop different aspects and skills of English language such as vocabulary, pronunciation, grammar, listening skill and reading skill. For this, most of the students and teachers uses the mobile dictionary, e-mail and internet, different search engines, internet browsers, YouTube videos, multimedia functions including sound recorder, camera, downloaded learning materials and so on. In sum, the lack of clear educational policy in ICT, strategic document and institutional plan are found to be major initial problems to effectively integrate ICT in planning and teaching activities in the school level.

Thus, it can be claimed that mobile phone can serve as a useful language learning tool if we utilize it properly for specific purposes.

Recommendations

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

Policy Related

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

- ✓ Adaptation of technology in education is not end itself; proper implementation will play the vital role to sustain for long term educational development of the nation. Thus, the concerned authorities need to pay attention on formulating proper ICT policies regarding the spaces of mobile phone in language learning as well.
- ✓ The School Sector Development Plan 2016 – 2023 had emphasizes the use of ICT in education and its promotion to transform the traditional pedagogy to modern learning strategies, so it should be promoted.
- ✓ Special software and program designer should be hired to develop special language learning software and mobile applications.
- ✓ The government does not have specific strategies to provide resources and ICT infrastructure for schools and how to train teachers to use ICT, the government should involved several non-governmental organizations (NGOs), for example, Open Learning Exchange (OLE), in the project to fund for ICT infrastructure and teacher training on how to use ICT.
- ✓ Education planner, syllabus designer, material developers should think about including the modern tools such as mobile phone in teaching learning areas.

- ✓ Organizational strategy for the implementation of ICT policy, Department of English Language in every schools should make the EFL teachers aware the importance of new technology and ways of its utilization.
- ✓ Finally, the government as well as the school/college administration should launch a new policy to the maximum utilization of mobile phone in teaching learning activities to meet the specified goals.

Practice Related

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

- ✓ Need of sustainable systems to adopt digital technology in education.
- ✓ The students and teachers should voluntarily and enthusiastically get involved in using such tools in their context.
- ✓ Teacher and student education is required for making them much familiar with the many features and functions of mobile phone so they can much benefits.
- ✓ Mobile phone can be a useful tool if students are guided to use it for specific purposes.
- ✓ Habit of sharing the ideas, information and learning materials using mobile phone among teachers and students should be encouraged.
- ✓ Students should be encouraged for selecting the appropriate features and functions to learn specific aspects and skills of language.
- ✓ Students should be encouraged to use their mobile phone to listen native speaker speech regularly in order to develop listening skill.

- ✓ Many difficulties may arise inside the classroom regarding pronunciation, word meaning and so on. So students should not be prohibited by the teachers to use the mobile phone inside the classroom.
- ✓ Use of voice recorder feature of mobile phone is necessary to record their own voice in order to improve pronunciation skill by comparing with the correct one which helps them to spot their own weaknesses.

Further Research

Taking the delimitations of this study into consideration and keeping in mind MALL is a new and developing field to be explored in the modern age of technology, the following recommendations can be made in order to carry out further research in next page.

- ✓ The findings of this research cannot be generalizable to the whole population of the nation because it was conducted only in Jana Jagriti Secondary School, Jhapa. Only 35 students of +2 and 5 English teachers of Jana Jagriti Secondary School, are involved in it. Therefore, the research can be conducted in more than one university and with more participants.
- ✓ By following my research, the research like: Advanced Mobile Access Control research can be done because it focuses on advanced access control mechanisms on mobile devices. More specifically, the new research can find out the capabilities of smartphones are exploited to realize access control systems with attractive privacy and security properties before using it in the field of teaching and learning
- ✓ One can find how mobile apps can be integrated into English language teaching and learning by taking ideas from my research and what sorts of tasks can be

employed to enhance learners' EFL learning. A class app was created by the researchers and integrated into English teaching and learning in and out of class.

- ✓ By following my research one can research on: The impact of the mobile device on learning is far-reaching and comprehensive. It is the naturalization of advanced technology within the classroom context for students. Enhanced learning materials such as the use of dynamic visual mediums like pictures and videos and gifs are made possible through the impact of the mobile device in the classroom.

- ✓ Research in the topics or areas like: Exploring mobile apps for English language teaching and learning can be done because my study can help aiming to investigate how mobile apps can be integrated into English language teaching and learning and what sorts of tasks can be employed to enhance learners' EFL learning.

- ✓ Similar studies may be conducted with other MALL devices and applications like Personal Digital Assistants (PDAs), iPods, OHP, Simple portable music players.