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A Survey of the Application of Cell Phone in the Process of Teaching and Learning English Language at B. Ed. Colleges of Selected Districts of Gujarat (India)

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ABSTRACT

One of the major objectives of this study was to identify the level of cell phone acceptance among trainee teachers of education colleges. The study also aimed at investigation whether trainee teachers' acceptance of cell phone could influence the pedagogy if it is to be implemented in colleges. The study was also to show the relationship between use of cell phone and changes in teaching and learning process, as well as educational curricular improvements. A quantitative questionnaire was administered to 143 trainee teachers of English content cum methodology from B. Ed. colleges in Panchmahals and Dahod districts of Gujarat state. Data exposed that the use of cell phone technology among respondents was generally high. In spite of the positive acceptance of cell phone, trainee teachers' readiness for its pedagogical use was found to be at a significantly low level. However, the study identified a significant correlation between respondents' awareness towards cell phone with their eagerness for the pedagogical usage of it. As implication, this paper surveyed the influence of cell phone on trainee teachers' readiness for the pedagogical practice of it. Results proved that the majority of trainee teachers used cell phone to get resource material in a periodic way, and almost never for teaching learning process. However, the use of cell phone is very common in educational activities, the majority of trainee teachers used it as a tool, but they didn't use it for pedagogical use and thus, the goal of integration of cell phone into the classroom with students is far.

Keywords: Cell phone, English Language, Process of Teaching and Learning

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Introduction

According to Chinney (2006) “Mobile Assisted Language Learning (MALL) describes an approach to language learning that is assisted through the use of a handheld mobile device.” MALL has evolved to support students’ language learning with the increased use of mobile technologies such as mobile phones (cell phones), MP3 and MP4 players, PDAs and devices such as the iphone or ipad. Researchers are experimenting with the new way of learning using smart phone. For example, Mobile Assisted Word-Learning (MAWL) is for learning new words using a smart phone. Kloper et al. (2002) claimed 5 properties of mobile devices which can produce unique educational affordances:

1. **Portability**-the small size and weight of mobile devices means they can be taken to different sites or moved around within a site.
2. **Social Interactivity**-data exchange and collaboration with other learners can happen face-to-face.
3. **Context Sensitivity**-mobile devices can both gather and respond to real or simulated data unique to the current location, environment and time.
4. **Connectivity**-a shared network can be created by connecting mobile devices to data collection devices, other devices or to a common network.
5. **Individuality**- difficult activities can be customized for individual learners.

21st century is distinguished with the coming out of knowledge-based society wherein cell phone plays a key role. This study was an attempt not only to provide a snap-shot of the situation on the ground but also for providing a road map. The aim of this research is to discover what the use of cell phone made by trainee teachers of B. Ed. colleges. It is to know how trainee teachers of B. Ed. Colleges use cell phone to introduce new approaches that can have a range of beneficial impacts on the students.

Literature Review

Ferry, (2009) describes that modern mobile phones can be used to help students to access web-based contents, remix it, share it, collaborate with others and create media rich deliverable for the classroom teachers as well as global audience. Mobile features like SMS, GPS, camera, browsing, downloading, Bluetooth, Wi-Fi, voice calls, gaming etc. can be utilized for various educational practices. Furthermore, Ferry (2009) stated that students can use browsers to check emails, read materials such as eBooks, and watch lecture from anywhere and at any time.

The study done by UNESCO, (2012) has shown that mobile learning projects in South Africa have been used to improve teaching system especially teaching biology.

According to Common Wealth of learning (2008), teachers can share movies, audio files and other learning materials with students through mobile phones. Most of the mobile phones have features which can be used for recording and playing multimedia contents. Students can greatly benefit from having a camera on the cell phones for documenting visual materials and collecting scientific data. Universities in UK have made the use of mobile phones to store and retrieve information such as e-books, instructional materials, reviewing students' marks thus making teaching and learning practices more effective. Students can view their teachers' web page or access some other online English learning resources via mobile phones and they can also take online tests.

Objectives

1. To identify the level of cell phone acceptance and pedagogical usage of it among trainee teachers of B. Ed. colleges.
2. To investigate whether the cell phone could influence TLP and ELT if it is to be implemented in B. Ed. colleges.
3. To study the relationship between use of cell phone and changes in TLP (Teaching Learning Process) and ELT (English Language Teaching).

Hypothesis of the Study

1. There will be no significant difference between cell phone acceptance and using it in TLP and ELT.
2. There will be no significant effects of cell phone in TLP and ELT.
3. There will be no significant difference between use of cell phone and change in TLP and ELT.

Tools Used for the Study

143 first semester B. Ed. Trainee teachers of English content cum methodology from 10 B. Ed. Colleges of Panchmahals and Dahod districts were selected as the research samples. Quantitative data was collected from trainee teachers using questionnaires. 21 questions related to general use of cell phone, use of cell phone for resource material, use of cell phone for TLP and use of cell phone for ELT were asked in four groups to the respondents. The research design used was of survey descriptive. The data was analyzed to obtain the percentage.

Methodology of the Study

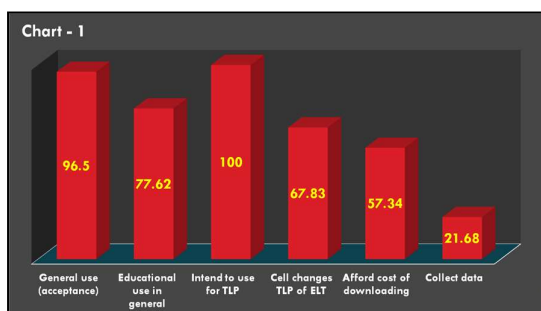
The study involved a total of 143 respondents including trainee teachers and teaching staff. Structured questionnaire was used to collect data. Somewhere personal interview was conducted to collect the data. Data collected was analyzed through content analysis. Frequency distribution tables were used to present results of quantifiable data.

Interpretation of Data

Among 143 English content com methodology trainee teachers of Panchmahals and Dahod districts, 95.10% had their own cell phones. Almost all (96.50%) accepted cell phone for general use and all intended to use cell phone for ELT. 77.62% mentioned that cell phone could be used for educational purpose. 67.83% indicated that cell phone could change TLP and ELT. But all of them could not afford downloading data for that purpose. Only 57.34% could afford cost of downloading. Those who were not able to download (21.68%), collected data like audio and video lectures, clippings, PowerPoint presentations, e-journals and e-books etc. with the use of other resources like flash drive, hard disc of laptop or computers. (See Table 1 for details).

Table 1 General Use of Cell Phone

1.	General use of cell phone (acceptance)	96.50
2.	Educational use in general (influence)	77.62
3.	Intend to use mobile for TLP and ELT	100.00
4.	Cell phone changes TLP process of ELT	67.83
5.	Afford cost of downloading	57.34
6.	Collect data	21.68



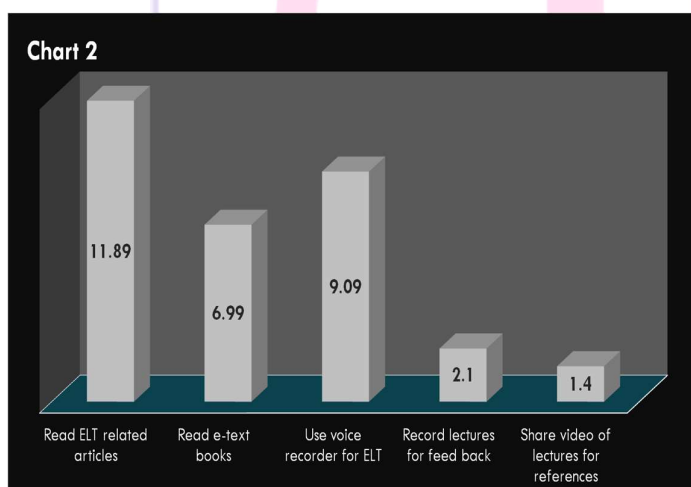
Only 11.89% of trainee teachers read TLP and ELT related articles, 6.99% of them read e-text book, 9.09% used voice recorder for pronunciation correction and almost none (2.10%) recorded lectures during micro or simulation lessons for giving feedback. Only

1.40% made use of cell phones to record videos of lectures for reference purpose. Although almost all trainee teachers were aware about the usability of cell phone and intended to use it, they did not use it even for reading e-material or voice or video recording for the purpose of TLP and ELT. (See Tables 1 & 2 for details).

Table 2 Use of cell Phone for Resource Material

1.	Read TLP and ELT related articles	11.89
2.	Read e-text books	6.99
3.	Use voice recorder for pronunciation correction	9.09
4.	Record lectures during practical lessons for feed back	2.10
5.	Record and share video of lectures for reference purpose	1.40

As far as activities were concerned, only 9.09% trainee teachers used cell phone for TLP and ELT through discussion or other language learning activities like quiz or word building and



teaching listening, speaking, reading and writing skills. 26.57% of trainee teachers used cell phone for references and audio and video presentations during their micro, simulation, stray or unit lesson planning. 30.07% use cell phone for PowerPoint slide presentation and 5.59% used cell phone for video presentation in

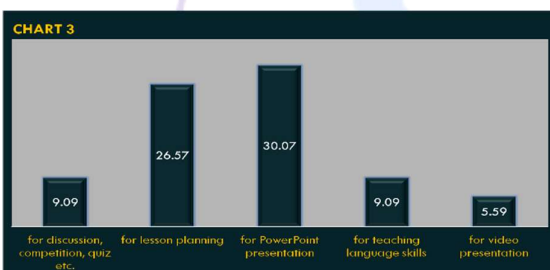
the class. (See Table 3 for details).

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Table 3 Use of Cell Phone for TLP

1.	Use cell phone for discussion, competition, quiz etc activities	9.09
2.	Use cell phone for lesson planning	26.57
3.	Use cell phone for PowerPoint presentation	30.07
4.	Use cell phone for teaching language skills	9.09
5.	Use cell phone for video presentation	5.59

In Panchmahals and Dahod Districts 43.36% of the students accessed to internet on cell phone for getting information but 97.20 did not use mail service of cell phone. 29.37% of

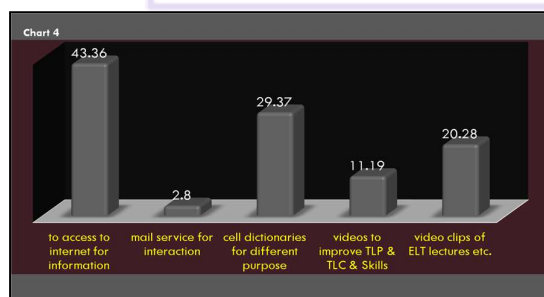


trainee teachers used e-dictionaries for various purpose. Very few (11.19%) used videos to improve their content presentation skills and 20.28% trainee teachers used video clips of English lectures and presentations. (Details depicted in table 4).

Table 4 Use of Cell Phone for ELT

1.	To access to internet for information	43.36
2.	Use mail service for interaction	2.80
3.	Use cell phone dictionaries ELT	29.37
4.	Use videos to improve TLP and ELT	11.19
5.	Use video clips of English lectures and presentations etc.	20.28

Conclusions and Recommendations



Cell phone is a powerful ICT device in the hands of trainee teachers to improve their TLP and ELT. Most of the facilities of cell phone can be used for TLP and ELT if trainee teachers add their creativity. Students can be

made to listen or watch to audio-visual clippings to ask questions, to check their comprehension, to develop ability of using English functionally. Students can be given chance to listen or watch to English speech or conversation or debate to improve their grammar, vocabulary, style of speech and many more. Reading can be recorded on cell phone to correct pronunciation, voice modulation, stress, intonation and errors committed in reading. Trainee teachers can surf net for getting notes, images, PowerPoint presentations; lesson related extra reading materials etc. Most of presentations, videos and audio clippings accessible on net are mobile friendly. By using mobile dictionary trainee teachers can find out meanings of words and make their work easy.

TLP and ELT via cell phones is a brand-new concept in B. Ed. Colleges of Gujarat but not new in the world. The study found that cell phones were used for ELT but, its use was not very common among respondents. Costs associated with downloading multimedia content limited most of respondents especially trainee teachers of tribal areas of Panchmahals and Dahod districts. The use of cell phone technology in ELT should be increased by conducting various programmes of awareness like workshop, seminars, etc. ICT has its own merits and limitations. Cell phone also has its own good and bad effects. Trainee teachers need to recognize them and tap them for good ends. If trainee teachers brilliantly plan, cell phone can be used for TLP and ELT. Proper plan and thoughtful use of cell phone can definitely bring about desirable outcomes.

It is recommended that before buying cell phones person should try to study their specifications. Moreover, awareness among trainee teachers should be raised as cell phone is believed to be efficient in English language teaching.

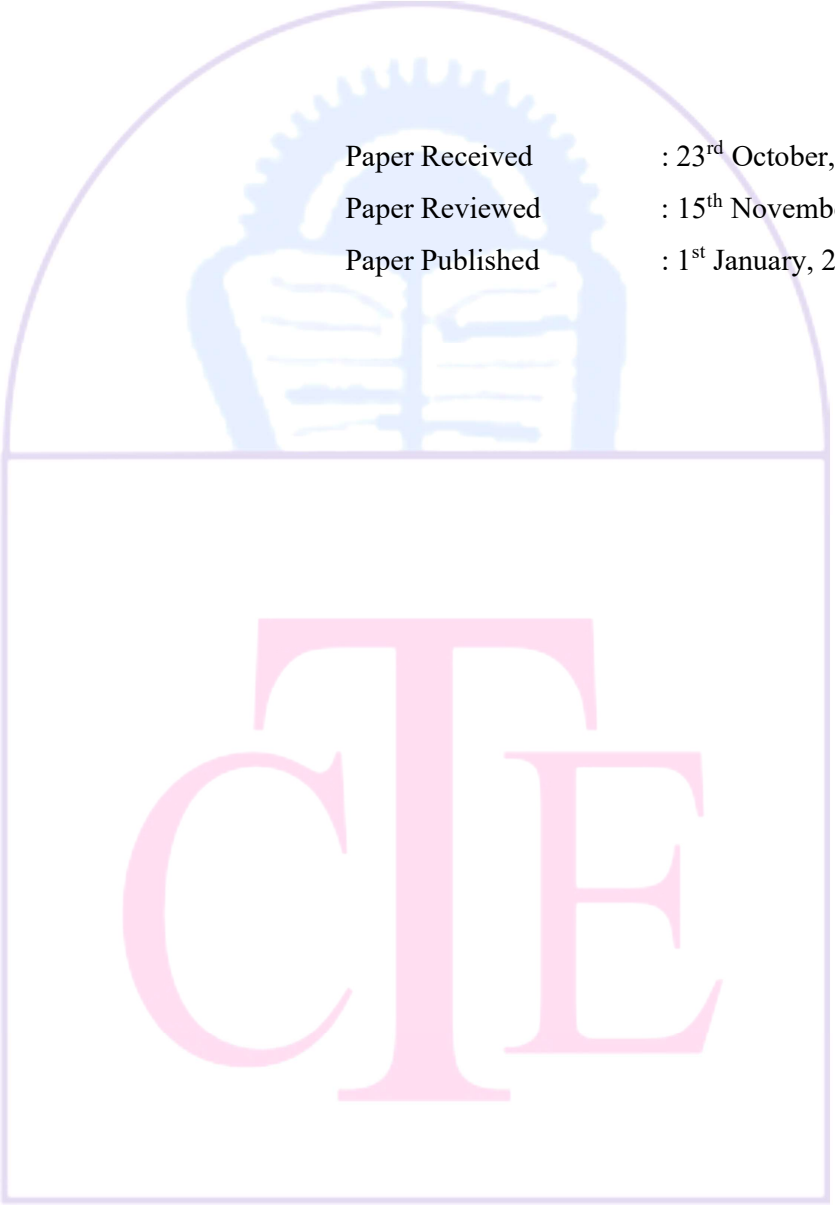
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