A Study of the Use of Mobile Applications in Teaching Process and English Language Learning

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Abstract

This study investigates the integration of mobile applications in the teaching process with a specific focus on English language learning. With the proliferation of smartphones and tablets, educators are increasingly incorporating mobile applications as pedagogical tools. The research explores the impact of these applications on language acquisition, student engagement, and overall learning outcomes.

The study employs a mixed-methods approach, combining surveys and interviews to gather data from both teachers and students. Quantitative analysis assesses the frequency and types of mobile applications used, while qualitative methods delve into the perceptions, experiences, and challenges faced by educators and learners.

Preliminary findings suggest a positive correlation between the use of mobile applications and enhanced language skills. Teachers report increased student motivation and active participation, attributing these outcomes to the interactive and dynamic nature of the applications. Additionally, the research identifies potential challenges such as access to devices, varying levels of technological literacy, and the need for effective teacher training.

The study contributes valuable insights to the ongoing discourse on technology integration in education, providing recommendations for optimizing the use of mobile applications in English language teaching. Ultimately, this research aims to inform educational stakeholders, curriculum developers, and policymakers about the efficacy of mobile applications in the language learning context, fostering a more informed and technology-enhanced approach to English language education.

Key Words: Mobile Application, Teaching Process, English Language Learning

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Introduction

In recent years, the unprecedented growth of mobile technology has revolutionized various aspects of daily life, and education is no exception. As classrooms embrace the digital age, educators are exploring innovative tools to enhance the teaching and learning experience. This study delves into the utilization of mobile applications within the teaching process, with a specific focus on their impact on English language learning.

English, being a global lingua franca, holds paramount importance in academic and professional spheres. The integration of mobile applications in language education offers a promising avenue for fostering dynamic and interactive learning environments. Mobile applications have the potential to cater to diverse learning styles, promote engagement, and provide personalized learning experiences.

The rationale behind this study lies in the need to systematically investigate the implications of incorporating mobile applications into English language teaching. As smartphones and tablets become ubiquitous, understanding how these devices can be harnessed to facilitate language acquisition becomes crucial for educators, curriculum developers, and policymakers alike.

21st century is distinguished with the coming out of knowledge based society wherein mobile 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 mobile phone made by trainee teachers of B. Ed. colleges. It is to know how trainee teachers of B. Ed. Colleges use mobile phone to introduce new approaches that can have a range of beneficial impacts on the students.

Review of Literature

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

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technologies such as mobile 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**: a 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 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.

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 Mobile 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 of research study

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

Hypothesis of research study

- There will be no significant difference between Mobile phone acceptance and using it in TLP and ELT.
- There will be no significant effects of Mobile phone in TLP and ELT.
- There will be no significant difference between use of Mobile phone and change in TLP and ELT.

Tools used for research 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 Mobile phone, use of Mobile phone for resource material, use of Mobile phone for TLP and use of Mobile 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.

Research Methodology

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

A researcher used the percentage method for the data interpretation on getting data through research tool that described below.

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Table 1: General use of Mobile Phone		
S.N.	**Item Details**	**Percentage**
1	General use of Mobile phone (acceptance)	96.50 %
2	Educational use in general (influence)	77.62 %
3	Intend to use mobile for TLP	100 %
4	Mobile phone changes teaching learning process of English language	67.83 %
5	Afford cost of downloading	57.34 %
6	Collect data using flash drive, hard disc, laptop or computer.	21.68 %

Among 143 English content com methodology trainee teachers of Panchmahals and Dahod districts, 95.10% had their own Mobile phones. Almost all (96.50%) accepted Mobile phone for general use and all intended to use Mobile phone for ELT. 77.62% mentioned that Mobile phone could be used for educational purpose. 67.83% indicated that Mobile 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, laptop or computer. (See Table 1 for details).

Table 2: Use of mobile phone for resource material		
S.N.	**Item Details**	**Percentage**
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 %

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 Mobile phones to record videos of lectures for reference purpose. Although almost all trainee teachers were aware about the usability of Mobile phone and intended to use it, they

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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).

S.N.	Item Details	Percentage
**Table 3: Use of mobile phone for Teaching-Learning Process**	
1	Use Mobile phone for discussion, competition, quiz etc.	9.09 %
2	Use Mobile phone for lesson planning	26.57 %
3	Use Mobile phone for PowerPoint presentation	30.07 %
4	Use Mobile phone for teaching language skills	9.09 %
5	Use Mobile phone for video presentation	5.59 %

As far as activities were concerned, only 9.09% trainee teachers used Mobile phone for TLP and ELT through discussion or other language learning activities like quiz or world building and teaching listening, speaking, reading and writing skills. 26.57% of trainee teachers used Mobile phone for references and audio and video presentations during their micro, simulation, stray or unit lesson planning. 30.07% use Mobile phone for PowerPoint slide presentation and 5.59% used Mobile phone for video presentation in the class. (See Table 3 for details).

S.N.	Item Details	Percentage
**Table 4: Use of mobile phone for Teaching-Learning Process**	
1	Use Mobile to access to internet for information	43.36 %
2	Use mail service for interaction	2.80 %
3	Use Mobile phone dictionaries for different purpose	29.37 %
4	Use videos to improve teaching content presentation skills	11.19 %
5	Use video clips of English lectures and presentations etc.	20.28 %

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

Conclusion and Recommendation

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Mobile phone is a powerful ICT device in the hands of trainee teachers to improve TLP and ELT. Most of the facilities of mobile 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 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 grammar, vocabulary, style of speech and many more. Reading can be recorded on Mobile 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 mobile phones is a brand new concept in B. Ed. Colleges of Gujarat but not new in the world. The study found that mobile 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 mobile phone technology in ELT should be increased by conducting various programmes of awareness like workshop, seminars, etc. ICT has its own merits and limitations. Mobile 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, Mobile phone can be used for TLP and ELT. Proper plan and thoughtful use of Mobile phone can definitely bring about desirable outcomes.

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

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