Accessing m-Learning as an Educational Device for Creating Learning Environment

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ABSTRACT

Teachers can judiciously use some applications of mobile phones for the academic purpose. Beside this, use of mobile phones enables the learners not to be present into four walls of classroom. The concept of m-learning is going to take place of e-learning where students can do the learning from any place around the world and need not sit in front of a computer for long time. This study also focuses on the status of teachers that are they really using mobile phones for academic purposes. There are millions of students who use mobile phones. In this youth generation it may happen that teachers may leave behind in using technology, especially mobile phones, for teaching learning process. Students use mobile phones to find the answer of their difficulties in study and do Google for academic purposes. For this I decided to undertake one survey in B.Ed. class academic year 2022-23 of H.M. Patel Institute of English Training and Research, through questionnaire that do they use mobile phone for academic purposes and do their teachers use mobile to provide teaching learning environment 24*7 all the time. They just require mobile phones with inbuilt camera, MS Word, audio-video recording and internet features with data connection. These help them to create an informal educational environment. By this they can come to know how to use mobile phone applications. One encourages and can give proper direction to use these applications for academic purpose and create a new scenario of classroom for the teaching learning process.

Keywords: academic purpose, informal environment, learning process

1. INTRODUCTION

English language has now become the global language. Every countryman wants to speak in English. But there is vast difference between talk in English and produce English language. To know and to produce English language, one should know the teaching learning process of language. By probing this teaching learning methods and deliberately using that in day-to-day life may create good teaching learning environment for learning language.

Before three decades we were just dependent on ancient teaching methods like dictating, Grammar Translation method, Direct method etc. There was teacher centered methods. These were the methods where teachers were doing all the things in class and students were sitting merely as passive recipient. Teachers taught them the structure of grammar and by translation it was expected that students will learn the language. After several researches it was discovered that by teaching grammar structure, no student will learn language. They will not able to produce the language. There came sea-change. There invented technology-based learning where teachers were effectively using such technologies for teaching learning. These technologies were used for academic purposes only. These included computer, projector, audio-video player, touch screen LCD and many more. These were effectively used to create such teaching learning environment. These produced informal environment for collaboration among the students.

2. REVIEW OF LITERATURE RELATED TO THE USE OF MOBILE PHONE

Mobile phones are becoming popular as everyone can afford it. But mostly primary use of mobile phones was for calling and text message. It is going to change now. Extensive use of technology in education has manifested itself in various forms, such as the use of the Internet through multimedia learning, online learning, web-based learning, and information and communications technology (ICT), Computer Assisted Language Learning (CALL) and in recent times Technology-enhanced language learning (TELL). Computers have added a new dimension to education technology (Kudchedkar, 2002). Foreign scholar Ferry (2009) described that modern mobile phones can be used to help students to access web based contents, remix it share it, collaborate it with others and create media rich deliverable for the classroom teachers as well as global audience. According to Cui and Wang (2008), universities in United Kingdom (UK) have made the use of mobile

phones to store and retrieve information such as e-book, instructional material, reviewing students' marks, thus making teaching and learning practices more effective. UNESCO (2012) quoted, "The rapid growth of access to mobile phones around the world and in Africa and Middle East regions in particular, have a potential of improving teaching, learning and institutional efficiencies to enable national education system transformation." According to Commonwealth of learning (2008), teachers can share with students' movies, audio files and other learning materials through their mobile phones. This clearly indicates that during the last decade students around the world are using mobile phone for learning. They are effectively using it to collect information and to share with friends. These effects on enhancing ability of the student. Furthermore, Cui and Wang (2008) noted that in China, students can view their teachers' web pages or access some other online English learning resources via mobile phones and they can also take online test. This suggests that how teachers and students of China are taking initiative for using mobile phone in teaching and learning process. They allow their students to use internet for online resources and taking online test which save lots of time and money. In India many researches have been done and suggest that online social sites have been effectively used for teaching and learning English language. In Gujarat, Upadhyay (2014) noted down that Whatsapp messenger can successfully use for teaching and learning purpose, especially in teaching and learning language skills. So this indicates that in India indirect use of mobile phone is happening because online social sites can be operated via mobile phones. The informal use of mobile phone for teaching and learning is happened.

3.   OBJECTIVES

a)   To know the use of mobile phones inside and outside of the class by the teachers for language learning.
b)   To find out learners positive and negative views toward mobile phone for language learning.

4. RESEARCH METHODOLOGY

A questionnaire was prepared and was administered to the students of B.Ed. Their responses were subsequently analyzed and the finding were derieved. The analysis is graphically represented.

4.1 Sample

Purposive sampling technique was adopted for this experiment. The experiment was carried out with a total sample of 43 teacher trainees in the semester first of the B.Ed. course.

4.2   Instrument of Data Collection

The study was conducted using the survey method. The questionnaire was used as a major instrument for the data collection in the study.

4.3 Data Analysis

The data obtained from the questionnaire is analyzed quantitatively using frequencies.

5.   FINDING AND DISCUSSION

The present study reflects the use of mobile phone by the teachers and learners for teaching and learning. Today youth are bound to use mobile phone and unconsciously they are using it for learning. The study also reflects their positive as well as negative views toward m-learning.
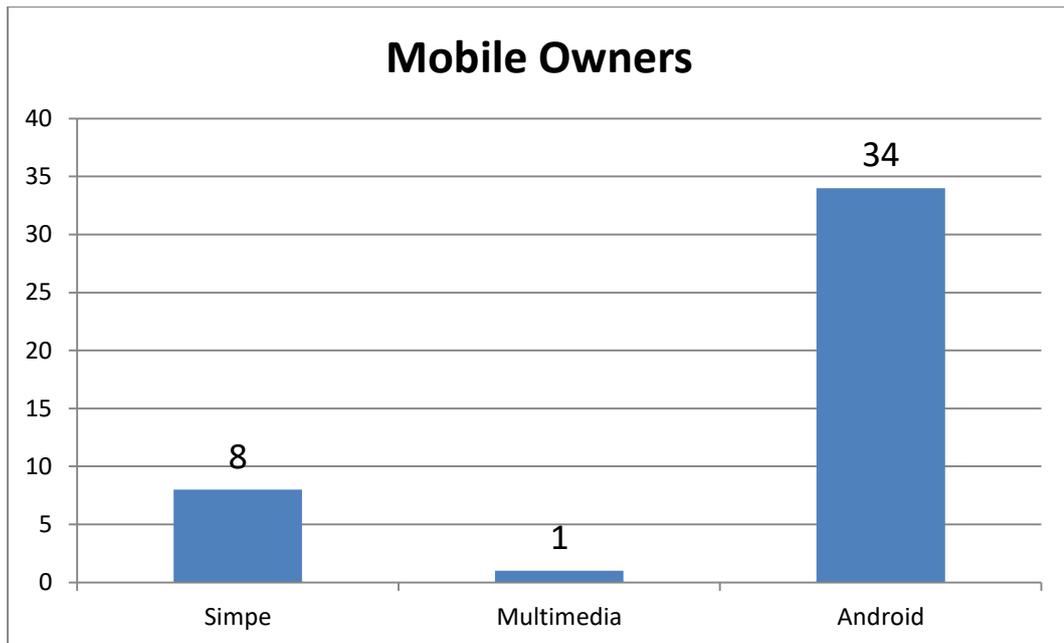
Mobile Owners

**Chart 1-** Mobile owners

Mobile Internet Users
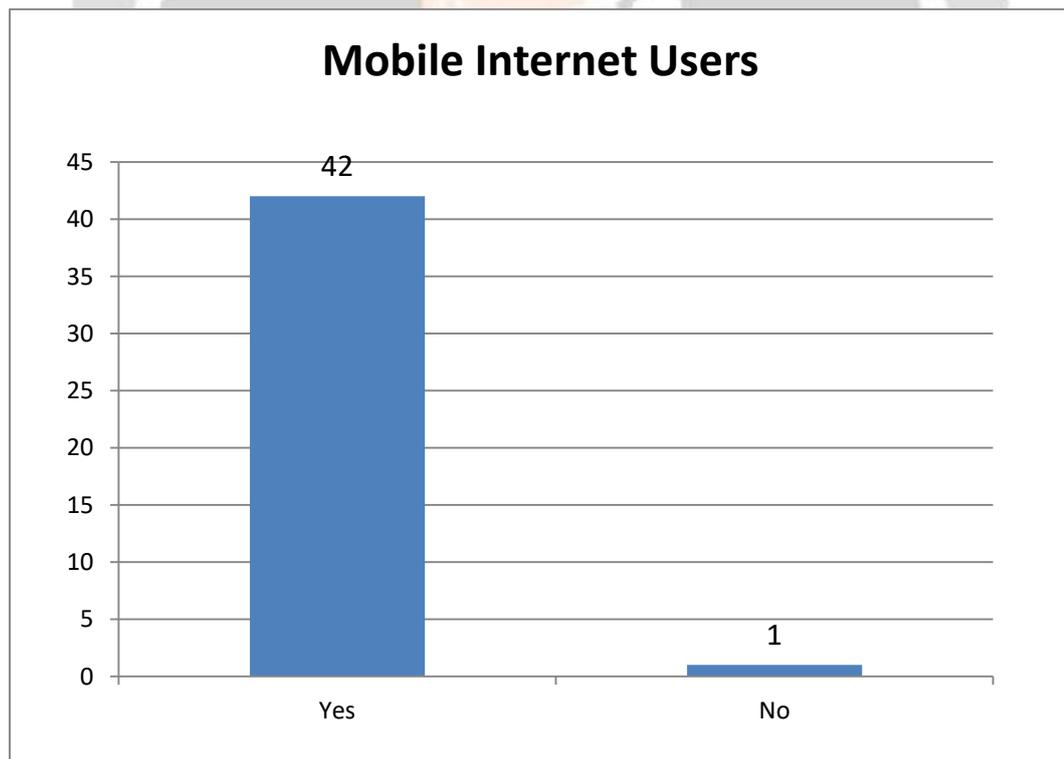
Chart 2- Internet users

This first graph rightly says that 100% students own mobile phone and majority of the students own Android phone which contains almost all features of computer. And the other says that 42 out of 43 students use mobile internet. This indicates that there is no economic problem for possessing mobile phone and having data connection.
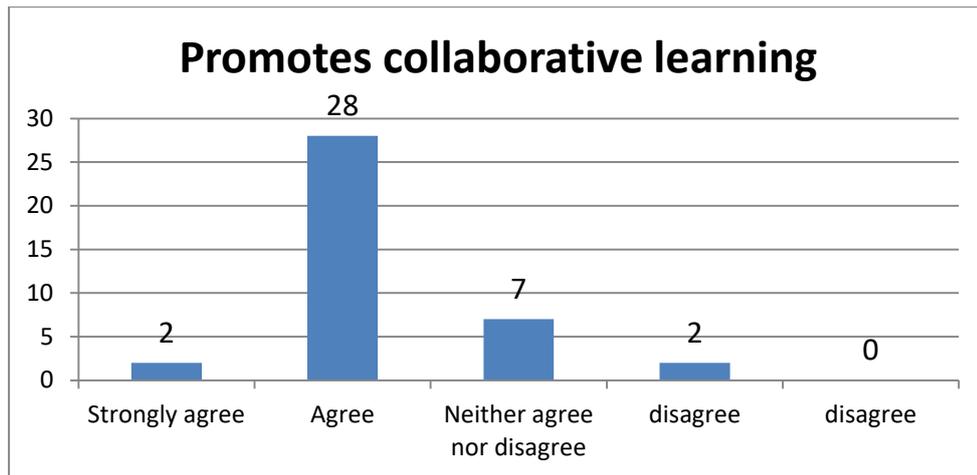
Chart 3- Promoting Collaborative Learning

This suggests that majority of the students are in a favour and agree that mobile phone provides a platform for collaborative learning. This suggests the positive response regarding collaborative learning. This will accelerate the learning process.
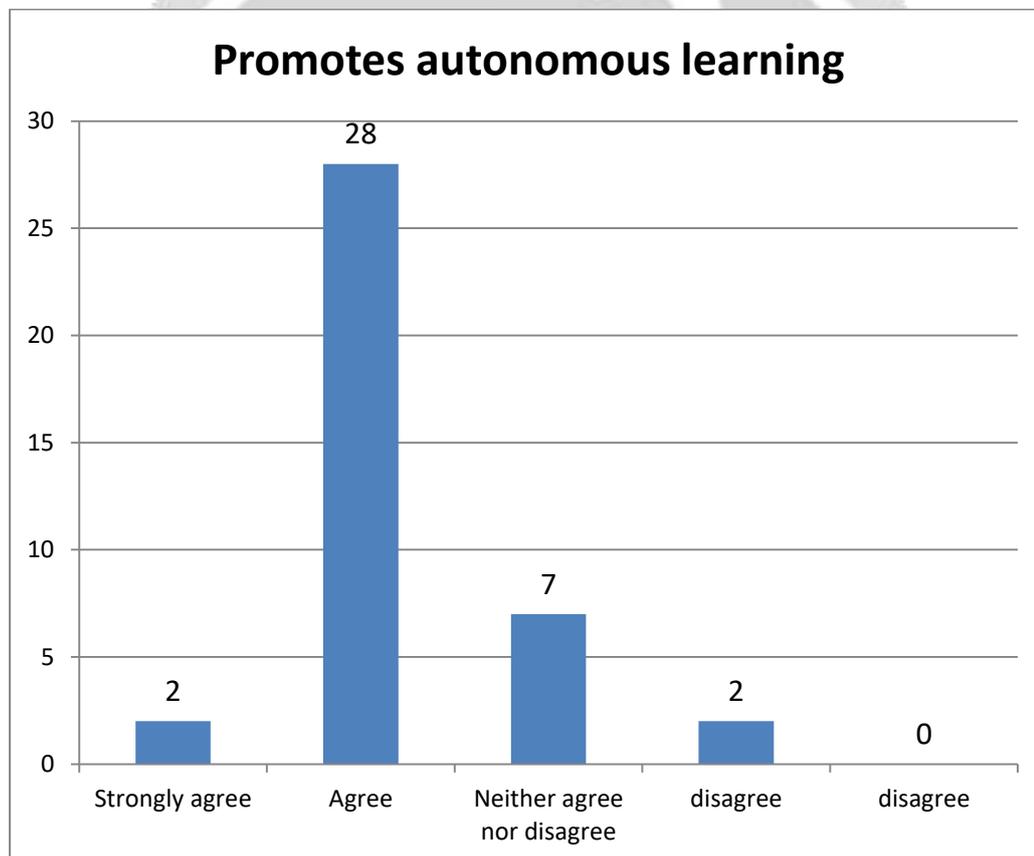

Chart 4- Promotes autonomous learning

This suggests that 30 students gave positive reply saying mobile phone promotes autonomous learning. 7 students are not sure that mobile phone promotes autonomous learning or not. There are 2 students who disagree with this. So I can say that majority of the students are saying that mobile phone promotes autonomous learning.
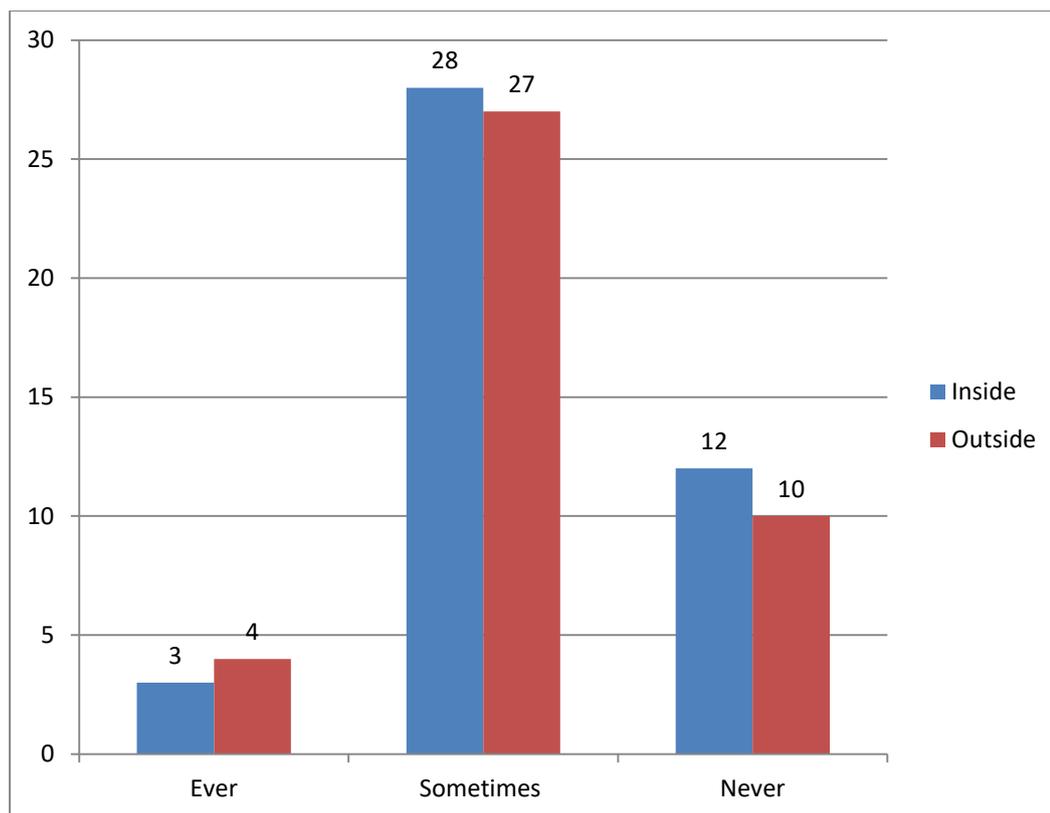
Chart 5- Use of Mobile Phone for Teaching- Learning

Majority of the students say that their teachers sometimes use mobile phone inside as well as outside of the class. We find here that there are some teachers who don't use mobile phone for language learning even outside of the class. This suggests that there is no judicious use of mobile phone for language learning and it may become barrier in creating conducive teaching learning environment inside and outside of the class.
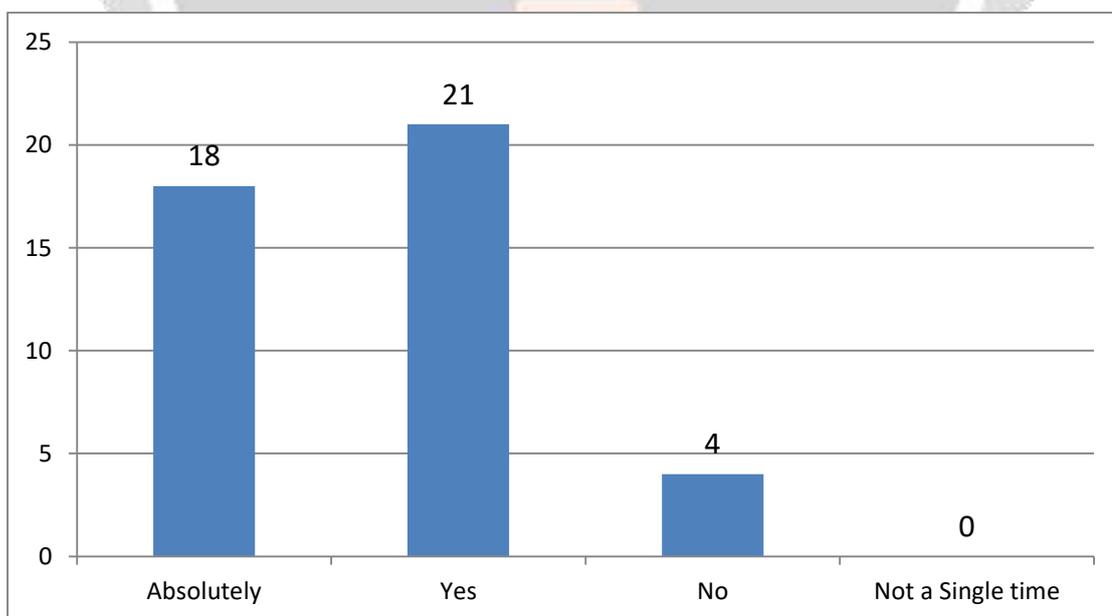
Chart 6- Usefulness of m-Learning in Language Classroom

This states that majority of the students are in favour that m-learning will play an important role. There are 18 students who strongly agree and 21 students agree on the statement. There are only 4 students who disagree. But there is no one who thinks that m-learning will never play an important role in future of English language learning.

The overall conclusion of the finding and discussion states that there is no proper formation of the use of mobile phone between students and teachers, though informal teaching learning takes place. There are two thing 1) Teachers are not consciously using mobile phone and 2) Students feel that m-learning is learner friendly and create anxiety free atmosphere for teaching learning environment.

6.   BENEFITS OF USING MOBILE PHONE AS AN EDUCATIONAL TOOL
> Features: Camera, Recording, Audio-video player, MS Office, E-mail, Offline application
> Internet: Online sites, social sites
> Data base: collect, store and preserve data for long life
> Online conference: Skype, Whatsapp calling
> Cost effectiveness: Compare to computer and printed material, mobile is least costly

7.   LIMITATIONS
> The mobile phone is treated as nuisance and therefore prohibited.
> The lack of exposure to mobile literacy.

8.   CONCLUSION

To conclude, the research was significant in establishing the fact that mobile phone could provide innovative and creative ways of fostering student learning potential and enhancement of language skills. It can provide students enhanced learning opportunities. M-learning can create conducive teaching learning environment which is not bound into four walls of classroom. So we can say that if judicious use of mobile phone is allotted to the students with proper objectives of study for English language learning, informal environment for students can be created in which students will feel stress-free learning environment.

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