

USAGE OF MOBILE PHONES IN THE ENGLISH LANGUAGE CLASS-ROOMS OF BANGLADESH: NEW PERSPECTIVES

K M Amirul Islam*

ABSTRACT

Ours is an age where technology is thriving by leaps and bounds. Lagging behind in using technology such as mobile phone is certainly a sign of backwardness. This backwardness has its impact on anybody's multifarious activities on daily life. As a result we find that many young people are very much passionate about mobile phone sets, which are also a status symbol for the users. Countless and random use of mobile phones push younger generations to explore more adventurous ways of using this tool of communication. For example, apart from making phone calls, taking photos, sending text messages, youngsters can use mobile phones for listening to songs, watching videos and gaining internet access for various kinds of entertainment. By doing so, a young mind may be trapped by the diverse use of this powerful technology. However, we cannot take this wonderful and efficient tool only in negative terms. The same tool and its communication capability may be helpful for a learner to manage his or her time, talent and energy to improve various types of skills, such as, learning and teaching English Language, bolstering language skill and so forth. This article presents how to change the mobile phone device from a communication device to an educational tool in varied number of contextualized ways emphasizing that a mobile phone could be a useful tool in learning and teaching the English Language.

Key Words: Mobile phones, language learning, features of mobile phones, English Language Classroom

1. INTRODUCTION

The preceding decades have been marked by an intense integration of human societies that was named as globalization. The insightful impact of globalization has too many ramifications for a great number of social, political and economic consequences. It has also experienced momentous changes in the communication dynamics of the world. English language and Information and Communication Technology (ICT) have become the two most crucial components of this new communication euphoria.

The whole world is going mobile. It is the most visible phenomenon around the world. We are really caught by an unimaginable phenomenon that the human race has never been experienced. With the wide spread of rapidly evolving and

*Head of Languages, Bangladesh Military Academy & PhD research fellow, Bangladesh University of Professionals (BUP)

diversified use of phones, computers and mobile devices the entire humanity have been connected. Hundreds of millions pockets mobiles are no more capable of catering the need of human societies to disseminate billions of pieces information erupted from their sources. The channels of communicate are too numerous and their use are also eruptive. Supply lines of food or any other necessities may be halted for a while, but use of new generation of technology cannot. We are in need of rapid integration and exploitation of newly discovered technological devices in the class rooms as well. Students and teachers bring all kinds of technologies into class rooms both for learning and teaching purposes. With the mobility, availability and flexibility of mobile phones and related devices, students can learn at any time and at any place. Absence of computers is no more a problem. Access and availability of mobile phones (cell phones) are good enough for speedy availability of learning materials. As Keegan (2002) anticipated, "mobile learning is a harbinger of the future of learning".

This is also true for the developing countries since mobile devices network availability and penetration is happening at a dramatic pace in these countries.¹

Technology is rapidly transforming how we communicate, socialize, shop, play and conduct in business. These profound changes place pressure on the traditional models of language learning, such as teaching in a formal classroom setting. They also present us with amazing opportunities to redesign the way we teach and learn English. These days mobile phones are available everywhere and used by everyone. Some pertinent questions are: how can mobile phone technology support learning of various subjects? How helpful is that in learning and teaching English as the second language in the classroom and beyond? What are the popular ways we can use mobile phones for our yearning to acquire new information and knowledge? Is the frequent use of cell phone posing a new threat to the teachers and students as a disturbing element? Is it really an ever-expanding positive tool for teaching and learning? What are the functions on which we need to put restrictions for the elimination of bad impact of mobile phone?

Although there are a plethora of mobile devices that can be considered, we limit our review to personal mobile devices, especially mobile phones, used for either formal or informal learning. We selected this technological device because it is a device that could be personally owned and used by students for learning. The mobility of these devices enables ubiquitous learning in formal and informal settings as we do not need fixed locations for study, and consequently our ways of learning become care-free and different.² Of course, the aim is not to challenge nor replace other forms of interactions (face-to-face in classrooms, lecture theatres and

studios, or virtually in online learning environments): it is a supplementary method that can support, enrich and enhance students' learning experience and can help them getting rid of old-fashioned blindly following of the lecture method.

In this paper, an attempt has been made to emphasize the potential of mobile phone as a teaching-learning tool for both teachers and students aimed at incorporating them into the learning environment. The paper discusses the challenges and expected difficulties as well. The salient features of mobile phones which make them useful for language learning are discussed too. The possible methods that should be used for gaining the best of learning through mobile phones are proposed. Activities are classified in terms of the main theories and areas of learning relevant to learning with mobile technologies. Further, a good number of practical ways to use mobile phones to support second language learning, both inside and outside the classroom, have been suggested. Most of the activities will work with most mobile phones and do not require special knowledge or additional software and hardware. Discussing drawbacks such as cost, increased workload, and other problem that might impact the use of phones in the classroom have also been described.

This article concludes with a discussion on how moderate use of mobile phones may bring interest among the learners and transform the learning process as it helps learners to raise their self-esteem and self-confidence. The author tries to foresee the future of mobile learning in general and mobile phones in particular in learning English since the English language has become the most crucial gear and widespread means of communication all over the world.

2. METHODOLOGY

This is an illustrative and methodical research based on diversified use of mobile phone in the English Language Class room, especially, in the context of Bangladesh. For these, it is vital to trace the origin and development of the usage of technology in learning and teaching process in the area of English Language Classrooms. Importance has been given to sort out the more useful and meaningful ways of mobile phones to be used in teaching and learning of English Language. This article is mainly based on secondary sources like books, journals, newspapers and websites. In addition, this work provides a cavernous critical analysis.

3. MOBILE LEARNING: IN SEARCH OF A DEFINITION

To fulfill the purpose of this article it is really important to define mobile learning. In fact, there is no uniform definition of mobile learning as many authors have come

up with their own inclination. In simple term, we can define mobile learning (M-learning) as the use of mobile devices for the purpose of learning. "Mobile learning is the process of using a mobile device to access and study learning materials to communicate with fellow students, instructors or institution as define by the famous expert Ally.³ This is a plain definition of mobile learning from a self-centered opinion.

Another important definition of mobile learning is "any educational provision where the sole or dominant technologies are handheld or palmtop devices".⁴ This definition of mobile learning is a broader one and this definition covers up more diversified usage of mobile learning. This definition more or less different types of easily portable devices which comprises of mobile phones, smart phones, personal digital assistants (PDAs) and their peripherals, perhaps tablet PCs and laptop PCs, but not desktops in carts and other similar solutions.⁵ Archetypal examples of the devices used for mobile learning include cell phones, smart phones, palmtops, and handheld computer, tablet PCs, laptops, and personal media players. M-learning is already popular in some subjects such as languages.⁶

4. PURPOSE OF THE STUDY

This article aims to address a number of new areas of the usage of mobile phones in the English Language Classroom, especially, in the context of Bangladesh. The ongoing research addresses how to use personal mobile phones to benefit student learning, at the same time, it encourages teamwork between students and teachers through using such unique device, i.e., mobile phones and other easily portable devices, another aim of this article is to recognize the prospective of mobile phones as a learning tool for students and have incorporated them into the learning environment.

5. THE IMPORTANCE OF THIS STUDY

This study might be striking to the teachers for their craving to use different types of technological advancements, especially, mobile phones in the teaching and learning process and help them develop some of the newest applications and different types of educational apps for themselves in the context of Bangladesh. Nowadays, Mobile devices is an enjoyable educational tool to encourage students to switch over different new ideas with fellow students and at the same time with their teachers. Usage of different technologies, especially, smart mobile phones bring more fun in the learning process and encourage them to use their time outside of the classroom in the best way possible. Undoubtedly, mobile phones have become more vibrant and prevalent and promise more educational potential. Informal and

flexible learning environments become necessary for students in an ever connected society. Thus, research of mobile learning will play a significant role in determining whether different educational institutions of Bangladesh can meet the needs of the 21st century.

6. NEW DIMENSION IN LANGUAGE LEARNING: MOBILE-ASSISTED LANGUAGE LEARNING

Nowadays, in all over the world, even in Bangladesh, mobile-assisted language Learning (MALL), a very popular language learning tool, is rendered through the use of a handheld mobile device. It is a subclass of both M-learning and Computer-Assisted Language Learning (CALL). MALL has evolved to support students' language learning with the increased use of mobile technologies such as mobile phones (cellphones), MP3 and MP4 players, PDAs and devices such as the iPhone or iPad. With MALL, students are able to access language learning materials and to communicate with their teachers and peers whenever they need it.

In Bangladesh, most of the students in the tertiary level have smart mobile phones and this unique device might be a fruitful and meaningful tool to improve the overall language skills. It is rightly observed in a study that the recent interest in the potential for mobile phones and portable devices to support learning and teaching has been driven by the fact that mobile phone are relatively cheap and increasingly powerful.⁷ Another benefit is that learners are used to working with them, often more so than with computers. A thought provoking research was conducted by Thornton and Houser (2002)⁸ and they have found that young Japanese learners prefer to use mobile phone for many activities, from e-mailing to reading books. Some other Asian countries are using mobile phones very successfully in the English language classroom and Bangladesh might be highly encouraged by these sort of research reports, i.e., a research on the use of mobile phones for the delivery of vocabulary materials to English learners in Taiwan shows that students enjoy using their phone because of easy access to materials and the ability to practice anytime and anywhere; in addition, some students like the screen size limitations, which make the amount of content more manageable than that of other teaching materials.⁹ Both the teachers and students of Bangladesh might use mobile phones to practice interactive communication as mobile devices allow the teacher and the learners to interact effortlessly with each other, in both formal and informal learning contexts. As for example, any English Language teacher of Bangladesh, can encourage students to create a personal visual story about their daily routine.

In a developing country like Bangladesh, there are several pedagogical reasons to consider using mobile phones in English language classroom. Most

importantly, phones are social tools that facilitate relevant communication and collaboration among learners. This makes them an ideal tool to support situated learning theory, which states that learning is more likely to take place when information is contextually relevant and can be put to immediate use.¹⁰ For example, English language learners can use mobile technology to access relevant vocabulary and expressions while at a bank opening an account, to look up movie review while at the theater, or to discuss weekend plans with an English-speaking friend. At present, mobile phones have become an integral part of students' everyday lives, and thus mobile phones are bridging up between English language learning classrooms and the outside world. A convincing argument for using mobile phone in any language class rooms in Bangladesh, especially, in English learning classroom is that they give students control over the overall learning process of language. In fact, the usage of mobile phones in English language learning class rooms is student-oriented and the students can control the medium, and teachers, by expanding how best to use the medium, provide a blueprint for autonomous learning, especially during the wide range of daily social activities where mobile phones are most likely to be used.

7. THE PRE-REQUIREMENT FOR USING CELL PHONES IN ENGLISH LANGUAGE CLASS ROOM

A well justified pre-plan is a prerequisite before asking students to pull out their cell phones in class, the English Language teacher needs to be pretty clear about his plan and the teaching-learning outcome beforehand. In keeping with any other teaching activity, the teacher should have an auto suggestion to ask himself as to what he is trying to achieve e.g. "Are you focusing on speaking, listening, reading, writing, or some combination of the four skills? Or do you simply want students to reflect on their language use outside the classroom?" The teacher can start by identifying a specific object and then structure a mobile phone activity around that. He can ask himself if it has an added value to use a phone for the activity that he has in his mind. Candidly finding, if there is none, perhaps, it is better to find an alternation.

The next step is to take stock of the huge resources that are available and delving into the context in which he is using those. There is an enormous range of mobile phone models, and the technology is always advancing. Even the teacher can ask the students to work together in small groups and share one phone that had the required capabilities.

8. USING MOBILE PHONES IN ENGLISH LANGUAGE CLASSROOM OF BANGLADESH: SOME PRACTICAL APPROACHES

The author of this research article suggests some practical proposal which might be really very helpful to encourage the students and teachers of English language in using mobile phones in the class rooms. The learning of English language includes four key aspects, i.e., listening, reading, writing and speaking. The following ideas for using mobile phones for English language learning generally focus on developing the four language skills and at the same time, in many cases integrate speaking with listening and reading with writing. The material and activities can be modified to conform to different syllabi and are easily adaptable for different ages, learning levels, and interests. It is to be noted that the features used here may not be the same for all mobile phones but there is maximum similarities.

8.1: Text Messages: A Super Tool of Learning Vocabulary

Most of the English language students of Bangladesh are afraid of new vocabularies. No doubt, communication is an important skill to be practiced in English classes. The undeniable reality of Bangladesh is that the students have much inclination to mobile phones and they like to use their smart phones here and there and as a good effect of this, English language teachers can inspire students to send text messages among themselves. The teacher can divide the class into various groups. A practical theme might be given to each group. The group members should send their opinion regarding the topic in simple sentences. The group leader collects and consolidates all the messages sent by the members and holds an open discussion with the members and presents it in the class. By doing it students learn how to organize and express their thoughts and ideas in simple language. Teacher corrects the mistakes at the end of each presentation.

Short Message Service (SMS) can be used to send out vocabulary items at spaced intervals, thus increasing student retention. By sending out the words multiple times, students increase the chances that they will remember them. In English language learning, vocabulary is the initial move of the learners and teachers. Practitioners have made use of various techniques so as to teach words more effectively and long-lastingly. Mobile phones are part of this endeavor and their use evoked mobile learning. Today, teachers want to benefit from the time that students spend with their mobile phones.

8.2: Using Free Mobile Phone Based Software: A Creative Dimension of Learning English Language

The software industry in Bangladesh is blooming. Different leading educational institutions might take the initiatives to develop new and creative software to

enhance the vocabulary and sentence making capabilities of the students. The teacher or his students can create vocabulary flashcards that can be retrieved, shared, and practiced anywhere. The dream of digital Bangladesh might be fast forward by creating language based software.

8.3: Using the Notes Feature: A Distinctive Way of Enriching Day-to-Day Language

Mobile phones offer innumerable features that help in collecting everyday language. Most mobile phones have a feature that allows them to take notes. Note is a valuable feature which can be used to take notes. English language can be acquired from watching movies, listening to news, by reading books and newspapers etc. When we come across a new word, or structure, or an expression we can immediately save them in the mobile phone by using the note feature. Frequently or occasionally it can be revised as we cannot keep everything in our memory. In the class, the teacher can ask the students to present what they have collected in their note feature. The students should be taught and encouraged to use the new words and expressions in their conversation. Students may be asked to use this feature to take notes on the English they read or hear outside of school and either presents the notes to the class or sent them to the teacher as a text message.

8.4: Using of Video Recorders: An Exclusive Tool of Learning English Language

Another important tool available on the mobile phone is the video recorder. Video clippings regarding day to day events, important happenings in the country, scenes from the plays and movies can be imported from the internet and played for the students. It acts as a useful resource for training oral skills. Important movie clippings related to the lesson can be clipped and saved in the mobile phone. Students can be asked to watch the clippings and may be asked to describe what they have watched. It will increase the spoken skill of the students.

Oral presentations, role play and such other activities involving the students can be recorded by using the video recorder. Students will be happy and enthralled to see them on the screen. It not only enhances the performance of the students but also motivates the other students to come forward and take participation in the activities. Videos of historical plays, classical works, and recitation of famous poems are available on internet. Teachers can download those videos and play for the students.

8.5: Using of Camera Feature: A Marvelous Way of Teaching and Learning English Language

Taking pictures is one of the easiest ways to use a mobile phone for learning is to record samples of the target language. Students can be encouraged to take pictures of English text by using the camera feature on their mobile phones. They

can then make a collage of the images or upload the pictures to a shared Flickr account.¹¹ If students do not have a data connection (or if the teacher does not want them to incur data costs), they can transfer the pictures to a computer and upload them from there. It provides a great way to ask learners to 'notice' grammatical rules around them. The teacher can inspire students to take photos of street signs, billboards, menus, advertisements, or other examples of written English that they see around them. It is amusing to note that spotting of misuse of apostrophes ('s) or noticing incorrect spelling, which are quite rampant all around.

Another useful tool is the recording function on mobile devices. Here are a couple of examples:

- i. Learners can simply record their voice (speaking in English) and share it with friends, who can offer feedback. This is a great opportunity to practice pronunciation.
- ii. Learners can use the microphone creatively, and incorporate voice recordings into edited videos.

Mobile technology turns the question 'what did you do last weekend?' into a personal story, as learners can share with the group photos or videos of what they did, where they went, and how they felt. They can also share their social media activity, providing an opportunity to explore what their friends thought of the weekend.

8.6: Using of Voice Memo Recorder Feature: A Splendid Gateway of Learning English Language

Though not quite prevalent in developing countries, most phones include a memo recording feature that can collect language samples from TV or radio. This can be an effective language harnessing tool for advanced level students like the college or university ones. The students' collected samples give the teacher an opportunity to analyze the language, discuss where they were collected from, and provide feedback. The teacher can ask students to submit the work in written form as well. Students can record interviews or conversations they engage in outside the classroom. Obviously the teacher will have to consider privacy issues and impress upon learners the importance of obtaining their interviewees' permission before they do interviews, either with each other or native speakers (though native speakers are rarely found). Students can play the interviews and conversations in class for feedback and discussion. Although iPods are used for this purpose with a microphone, the same task is now easily accomplished with mobile phones. The rule remains the same: try the students to use the language as much as possible.

8.7: Using the Feature of Voice Recording: A Common Way of Learning English Language

It is a very useful facility available on mobile phones. It facilitates one to record speech sounds in the mobile phone. One can record the conversation and replay it. It is a very useful tool that a teacher can use inside the classroom. Of the four skills of English language, listening is the basic skill. Only heard sounds are produced, those unheard are never produced. Hence, it is mandatory to give listening practice to learners of a foreign language. Mobile is a very simple and convenient tool to do this. Teacher can record or download audio clippings from internet or movies and play it inside the classroom. Students can be made to listen to it carefully and questions can be asked to check their comprehension skill.

Teacher can download readings materials for his students. There are numerous sites with free reading material, including project Gutenberg (www.gutenberg.org). Many books are now published in mobile phone friendly formats. As one exercise, the teacher can ask students to use the voice recorder to take notes about the book while they are reading. The books, along with students' reflections, can then be discussed during the next class.

8.8: Using the Mobile Phone to Maintain a Blog: A New Dimension of teaching and Learning English Language

Blogging is one of the rapidly evolving tools that can help the learner enriching his language building capacity. A more advanced form of using the mobile phone for writing tasks is writing on blog. This does require a phone with a connection to the Internet (or the use of a wireless network at home or perhaps at school). Students use the Text Messaging and Camera features to add messages and post picture to their personal blogs. This is great for writing about personal experiences, places visited, and people met, but it can also be used as an activity in which students collect information and report on it like journalists. Teachers can read these blogs and provide feedback, more information, or ask students to comment on each other's work.

8.9: Using the Mobile Phone for Micro Blogging on Twitter: A First-hand Experience of Learning English Language

Indeed no report on mobile writing would be complete without mention of Twitter, the popular micro blogging service. Micro blogging involves short messages (with a limit of 140 characters, including punctuation and spaces) from a computer or a mobile phone. Initially intended to provide friends with status updates ("Now going to the gym," "Watching Live football Match in ESPN Chanel," "Feeding the cat"), Twitter is now used by many different professions, including educators, to keep people informed about who is doing what. Teachers can tweet for a

wide variety of assignments, such as asking students to report on their daily activities. To focus on specific aspect of language, teacher can ask students to write down each idiom they find in a book they are reading or to report when they hear someone use a negative adverb such as seldom or hardly. Teacher may not be able to (or want to!) read all the comments, or tweets, himself, but he could ask students to follow some of their classmates' tweets and respond to them.

There is a popular saying, "There's an entire universe in every single tweet..." Twitter is a great place to discover articles and resources for teaching English as well as engaging way to get the students to improve their reading and writing skills. Twitter also chunks language to 140 characters, which makes communicating and reading in English more manageable. Additionally, students learn to scan texts for understanding and bookmark resources quickly.

8. 10: Using the Mobile Phone for Social Networking: A Social Revolution in Socialization and Learning English Language

Like twitter, Facebook and Myspace are enormously popular social networking tools that allow groups of "friends" to meet, post messages, share pictures, and generally act together online in an innumerable of ways. Most of the interaction takes place in writing, and simply asking students to use English instead of their native language produces a great deal of writing practice. Some teachers actively use such sites to keep in touch with students or to organize activities online. The sites can be accessed through mobile phones, and it could be good fun to ask students to post on each other's pages in relation to a topic you have just discussed in class.

8.11: Using Mobile Phone Memory to Distribute: A Common Platform of Learning English Language

Many phones have memory for graphics, photos, and music that you can use to download listening material for your students, who can in turn transfer them to their phones or other media. This could be a recording of the teachers' class, a podcast, or course listening materials. In addition to providing hundreds of existing podcasts for English language learners, the iTunes U website (www.apple.com/education/itunes-u) will upload the teachers' own podcasts to which students can subscribe.

Audio books are another source of listening materials. These can be downloaded in a variety of formats and can then be transferred and played back on phone that has sufficient audio capabilities. Numerous commercial websites sell audio books read by professional readers, but there are also websites where public domain audio books can be downloaded for free, such as <http://librivox.org>.

8.12: Using YouTube in Mobile Phone to Distribute Reading Material: An Enjoyable Method of Learning English Language

This online phenomenon is ruling our lives. According to Reader's Digest (April 2016), it is learnt that more than one billion users visit the site each month, watching six billion hours of video. The billions of videos now on the site, uploaded by everyone from homemakers to multinational corporations, ranging from cute cats to speeches from world leaders (e.g. the world famous speech of Barrack Obama entitled "we Want Change" can be found out in single click or the world record sprints of Usain Bolt) and almost everything in between. YouTube has fundamentally changed much of how we work, rest and play.

8.13: Using Mobile Phone Memory to Play Games: A Popular Way of Learning English Language

Involving a focus on language, many of the free mobile phones games, such as Scrabble and crossword puzzles, have come into practice. However, it is a fact that not all of them are suitable for second language learners. But again it is a fact that it instills in students to get engaged with the target language, and to do so in the context of entertainment. Once students determine that their phones have the capability to play games, they must download and install the programs. Otherwise the students will always indulge in playing games from their innate understanding of the games feature in a mobile phone.

8.14: Different Features of Mobile Phones to Keep a Portfolio: A Long-lasting Method of retaining the Knowledge of Language

Most learning inevitably takes place outside the classroom. Students need to process new information and assimilate it into their language, which is their current stage of second language development as reflected by their control of grammar, syntax, and vocabulary. Encouraging students to reflect about their language acquisition helps them to take control of their own learning and positively affect the assimilation process.

Many students either do not enjoy or do not have the discipline of keeping a formal journal or portfolio to reflect on their learning even an online one such as the European e-portfolio.¹² Mobile phones, by virtue of their portability, lower this barrier. Ask students to document their learning by using the Notes and Voice Memo Recorder features. In this way, instant reflection replaces the formal e-portfolio. However, it is important to explain what the teacher expects in terms of the amount and frequency reflection (and explain why!), so that students take the activity seriously. Ask students to document their use of the language outside the classroom and any problems they encounter, such as a communication breakdown or

misunderstanding, as well as any successful communicative interactions. Some teachers use portfolio assessment to give credit for work done outside the classroom, which is also possible with a mobile phone portfolio. In addition, the teacher can encourage students to use calendar feature or other productivity tool available on most phones to set goals, deadlines for assignments, and reminders to rehearse material in class.

9. POTENTIAL PROBLEMS AND SOLUTIONS WHEN USING MOBILE PHONES IN THE CLASSROOM

Following are some of the potential problems associated with using mobile phone in the classroom along with some possible solutions and suggestions:

9.1 Lack of access to mobile phones

Not all students in all class will have mobile phones. However, it is a fact that almost all college going students, even students aged 15 are allowed to use mobile by their parents. The use of mobile phones is the most widespread these days. It is also important to make sure all students have access to phone that have the capabilities the teachers need. It is presumed that most phones have most of the features mentioned above. One easy solution is to share phones between students for certain activities.

9.2 Cost of mobile phones and wireless services

It is important to realize that not all students have access to mobile phone technology. It is not wise to place a financial burden on the students and their parents by requiring students to have phones. Activities such as texting, going online, and of course making calls cost money. Not every student has an unlimited calling plan. Some of the ideas above involve sending and receiving text messages, which could be a problem because not all students subscribe to a texting plan. In some countries this can be expensive (subscribers in the United States, for example, pay even for receiving messages).

Transferring text messages to a computer is one way to avoid texting charges. Another alternative is to create a free text number for one's school. The messages are then free for students to send, and the costs are borne by the school. Another free alternative is to send text messages from a website that offers free texting, such as www.textmefree.com; a downside is that these types of websites typically display advertising. A fourth alternative is to request funding from one's institution or a government entity, if possible.

9.3 Noise and disruption in class

Despite the exciting potential for mobile phones to increase opportunities for learning, the prospect of allowing noisy phones into a classroom may seem a bit daunting, especially if one has little experience using them as a teaching tool. As with music, movies, and computers, their usefulness depends on having clear tasks for the students to work with. Phones can be disruptive. For example, it would be counterproductive of the range in class in the middle of a reading activity. Clearly some ground rules are needed. It is also possible that the schools either prohibits cell phone use in class or does not yet have a policy. In that case, the teacher will need to communicate his intentions to the head of the institution and the parents/guardians in turn.

9.4 Privacy considerations

It is paramount to consider issues of privacy before using mobile phones in class. If one teaches younger learners, one may need to get parent's consent to use mobile phones in school. Some students may be reluctant to share private information with others, so it is important to explain to them what the teacher's intentions are and find out if they have any concerns about using their phones for learning activities. Similarly, the teacher needs clear rules about when and how phones can be used so that students do not use them for inappropriate purposes.

9.5 Increased teacher workload

Finally, the use of mobile phones, or any new technology, has the potential to increase the teachers' workload. There may be a learning curve, which is in investment that will hopefully pay itself back in increased student motivation and engagement. However, there is also the question of how to deal with the extra communication that use of phone generates. For example, what happens if all of your students start texting you? Just like with emails in the 1990s, need to set boundaries and make it clear to students what they can send to the teacher when, what the teacher can and cannot respond to, and what the teacher will respond to individually and in class. Even receiving 50 text message may not be an issue if they all relate to the same assignment the teacher set in class and the teacher can follow up with the whole group. There are also tools that can help the teacher manage text messages. Programs like Notepage (www.notepage.net) let teachers respond to multiple text messages or sent out bulk message from a computer, thus greatly reducing the time needed to respond.

10. CONCLUSION

Mobile learning can be a latent alternative to the PC/laptop which is not always within reach; mobile phones can be used conveniently to enrich knowledge bank

and update the information bank of the students and encourage them to communicate in a foreign language. But there are experts who find mobile phone as a source of irritation, delinquency and even crime. Even some researchers reveal that children should not be given cell phones because “they don’t contribute to learning”. Also, “using mobile phones in the classroom would end up causing more distractions” and they just “interrupt teaching”. Dealing with the impending challenges of using mobile phones may seem daunting, but teachers worldwide have found it to be a worthwhile investment of their time and a welcome addition to their untiring effort of bolstering their language teaching methods.

On frequent instances it has been established that mobile phones can contribute to the field of learning in various ways. For avoiding the demerits of frequent use of cell phones for learning purposes better and effective suggestions are needed from all kinds of professionals all the time. Mobile phones could be shaped with additional features for students to store information and learning stuff. Teachers and students are keen to have access to more than one option to any solution. So new technological know-how and its application from screen functions up to keyboards need to be reorganized. Mobile phone games may be an enjoyable experience as well as beneficial for learning purposes as tools of learning. With the support and help of language experts, instructional programs can be converted to games. Games, such as word shooting, would be very meaningful to the learners because they can learn words while playing games.

Every technology has its own merits and demerits. We need to recognize them and tap them for good ends. If we brilliantly plan, we can use mobile phones for learning and evaluating the language skills. Proper plan and judicious use of the mobile phone will definitely bring about desirable learning outcomes. The influence of mobile learning on education is such that it is apparently a matter of time before more schools and universities look to use cell phones in the classroom to improve teaching and learning. They are flexible, powerful tools that our students already own, and their capabilities are constantly growing. When used correctly, and with the proper safeguards, there are few devices that can match the power and familiarity of a cell phone in the classroom.

Endnotes

1. Groundner, S. (2011). What is the potential impact of using mobile devices in education? Bay of Plenty Polytechnic , 30.
2. Khan, A. A. (2017). Advances in Educational Technologies and Instructional Design. IGI Global.

3. Ally, M. (2009). Introduction to Mobile Learning: Transforming the Delivery of Education and Training. Athabasca, Athabasca University Press.
4. Traxler, J. (2005). Learning in a mobile age. International Journal of Mobile and Blended Learning.
5. Kukulska-Hule, A; J. Traxler, eds. 2005. Mobile learning: A. handbook for educators and trainers. London: Routledge.
6. Levy, M.;Kennedy, C. (2005). Text messaging explodes as teens embrace it as the centerpiece of their communication strategies with friends.
7. Chinnery, G. 2006. Going to the Mall: Mobile assisted language learning. Language Learning and Technology
8. Houser, C., Thornton, P., and Kluge, David. (2002). Mobile Learning: Cell Phones and PDAs for Education. In Proceedings of the International Conference on Computers in Education.
9. Chen, N. S., S W. Hsieh, and Kinshuk. 2008. Effects of short-term memory and content representation type on mobile language Learning.
10. Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral
11. participation. Cambridge: CUP.
12. <https://www.flickr.com/account>.
13. www.eportfolio.eu.

References

1. Chen, N. S., S W. Hsieh, & Kinshuk. (2008). Effects of short-term memory and content representation type on mobile language Learning. Language Learning and Tachnology 12 (3): 93-113
2. Chinnery, G. (2006). Going to the Mall: Mobile assisted language learning. Language Learning and Technology 10 (1): 9-16
3. Kukulska-Hule, A., & J. Traxler, eds. (2005). Mobile learning: A. handbook for educators and trainers. London: Routledge.
4. Lave, J. & E. Wenger. (1991). Situated learning: Legitimate peripheral participation. Cambridge: Cambridge University Press.
5. Akers, J. C., Ksoll, C., & Lybbert, T. (2010). ABC, 123: Can you Text me Now? The Impact of a Mobile Phone Literacy Program on Educational Outcomes.
6. Ally, M. (2009). Introduction. Mobile Learning: Transforming the Delivery of Education and Training. Athabasca, AB: Athabasca University Press.
7. Anderson, T. (2009). Foreword. In Ally, M. (Ed.), Mobile Learning: Transforming the Delivery of Education and Training. Athabasca, AB: Athabasca University Press.
8. Argyrous, G. (2009). 'Sources and uses of secondary data', in George Argyrous (ed.), Evidence for policy and decision-making, UNSW Press, Sydney.
9. Bhan, N. (2011). Blog – There Are No Technology Shortcuts to Good Education.

ICT in Schools. Exploring ICT and Learning in Developing Countries.

10. Brooks, D. (2010). The Medium is the Medium. The Opinion Pages, The New York Times.
11. Donner, J. (2009). Research Approaches to Mobile Use in the Developing World: A Review of the Literature, in *The Information Society*, 24(3).
12. Kam, M., Kumar, A., Jain, S., Mathur, A., & Canny, J. (2008). Improving Literacy in Rural India: Cell phone Games in an After-School Program. U.S. National Science Foundation Funded Research Project.
13. Kipp, S. (2011). Tablets are Good, Content is Better, and Teachers are the Best Educational ICT Investment. *Tablet Computers in Education*. <https://edutech-debate.org/tablet-computers-in-education/tablets-are-good-content-is-better-and-teachers-are-the-best-educational-ict-investment>.
14. Koole, M. (2009). A Model for Framing Mobile Learning. In Ally, M. (Ed.), *Mobile Learning: Transforming the Delivery of Education and Training*. Athabasca, AB: Athabasca University Press.
15. Natividad, J. N. (2008). Summative Evaluation of the ELSA Text2Teach Project: Final Report. Prepared by Demographic Research and Development Foundation, Inc. Palma Hall, UP Diliman, Quezon City, Philippines.
16. Trucano, M. (2011). E-Reading in Africa. *EduTech*. A World Bank Blog on ICT.
17. Valk, J-H., Rashid, A. T., and Elder, L. (2010). Using Mobile Phones to Improve Educational Outcomes - An Analysis of Evidence from Asia. Pan Asia Networking, IDRC, Canada.