



SMART PHONE: A TOOL OF ICT IN LANGUAGE LEARNING

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Abstract

The Present day generation is a tech survives generation. All most of all the students irrespective of the Government or Private Colleges, Mobile phone happened to an essential part of regular life. It developed into such a way without which they cannot visualize their life. Most of the colleges including parents, faculty and security personal resist the students carrying mobile phones into class rooms. It was the decision taken by the elders keeping in the mind the disruption made by mobile phones to the regular activities of the students. But one can change this craze of using mobiles into learning language and test their communication skills. One can interpret different tools available for Learning English through various applications. This paper is made to evaluate the communication skills of the Technical Graduate students using mobile phones. It demonstrates the profit of using mobile for learning purposes with a case study and present results of the usage with some suggestions for betterment. Above all, the learner should be exposed to avail online tools to develop their communication skills.

Keywords: usage of mobile, language learning, online tools and better communication skills.



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Introduction:

Now a days, every student use smart phone which functions with large storage. To improve the cognitive power above than their innate capacity, most of the students use technology. They wisely use it to enhance their intellectual capabilities. In this connection, the researcher wanted to examine the revolution brought by mobile technology in the field of education. Intermediate and undergraduate level of education plays a pivotal role in education. Transforming themselves from the stage of adolescent to young, the good students identify their further education and also career. In the education and in better placement, students level of language and skills will be analyzed and duly judged by the selecting authorities with different tools and measurements.

“The nature of the assessment determines the learning behavior of the students as well as the teaching behavior of teachers. Strong impact of assessment on the language learning process has been noted by a large number of researchers”

(Crooks, 1988: Heywood, 1989: Newble & Jaeger, 1986).

In this 21st century Global communication, English plays extensively a critical role. There are many reasons why English only a medium of communication in this century. All world is changed into a corporate market due to globalization. In this connection, it created a heavy demand for English Language Communication in all the professions. So there is a high demand for competent user of English in their profession. Employment opportunities for the younger generation are linked with globalization. Many multinational companies look for people with good communication skills in English. Mastering communication skills in English is not only important for their academic life but also for their future prospective career.

Role of Mobile phones in learning language

Communication has two systems. One is Oral and the other is written. There are many tools used to improve either oral or written skills. But smart phones, now, became effective means of communication either oral or written. It helps the learner to interact with others in terms of oral communication is concerned whereas if it is a written communication, Smart phones used to sent mails, messages, chatting on whatsapp or posting their views on different social media. In order to be active user of all these facilities on smart phone, the learner need to be good at their language and communication with some technical skills. If the students want to practice, there are many ways to use mobile technology in their language learning. For Example:

- By downloading useful apps like Hello English and others which gives new vocabulary, dialogues, grammar instructions and reviews. These apps include free version and paid versions, some can be used offline and some online.
- By listening to language learning podcasts which are freely available.
- By reading news, e-Books, e-Journals.
- By taking up online and offline tests to assess ones language

Sample

At about one hundred students from B.Tech students were selected to assess their LSRW Skills in English Language..

Data Collection tool

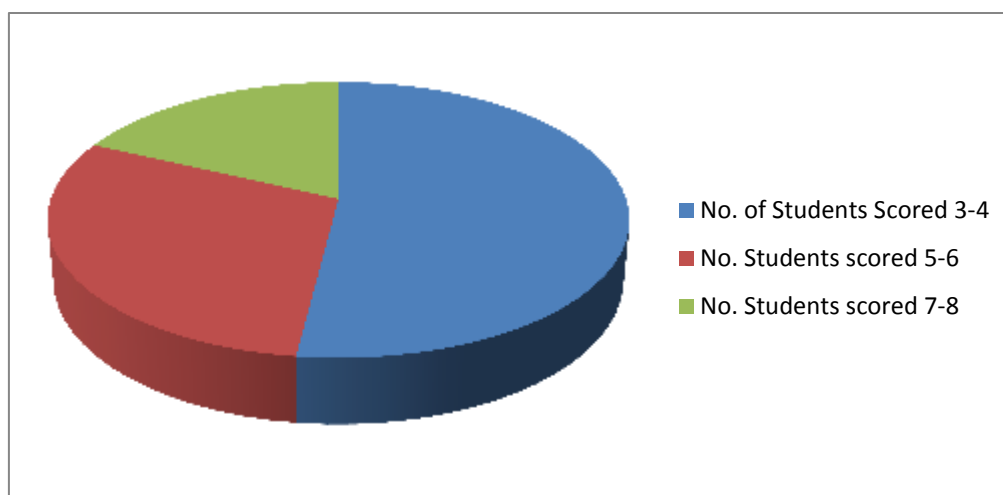
The selected students of B.Tech were given detailed explanation about the test by the researcher. Having downloaded the STEP app on their mobiles all the selected students took the test following the instructions given on the app at 5-6 and 7-8 levels which covered small and medium and recorded their score and the analysis given by the app. The researcher noted the score and analyzed for further assistance to improvement.

Results, Analysis and interpretation of data

The student's Communication skills were tested through the smart phones using STEP tool and the score was recorded indicated by the tool. The score was as follows

Group	No. of Students	No. of Students Scored 3-4	No. of Students scored 5-6	No. of Students scored 7-8
B.Tech (CSE)	40	26	15	09
B.Tech (ECE)	40	28	16	06
B.Tech (Others)	40	31	12	07

Graphical diagram showing the result of Standard Test for English Proficiency of B.Tech CSC students with Blue 3-4 level, Red 5-6 level, Green 7-8 level.



As per the data collected from the sources, the students of B.Tech were given Standard test for English Proficiency using smart phones. Number of learners with 3-4 level result was 26/40, 5-6 level are 15/40 and 7-8 level are 09/40. There is a negligible variation between CSE and ECE students in the scores found. Whereas other branches of B.Tech need a lot of work related to English Language Learning. Their level is also very low.

They have problem in speaking and understanding written English. 5-6 scorers have to improve their English to be considered 7-8. The 7-8 scorers need to check spelling and grammar for occasional errors. They need intensive practice to qualify themselves for international eligibility tests to study or work in abroad. The learners are expected to concentrate on their improving LSRW skills. The students showed a lot of interest in participating the test and later tried to make use of mobiles for learning language.

Findings of the study:

Findings related to the status of English communication skills of students at B.Tech level are as follows.

1. The 3-4 level with Basic English are 56% who come under poor category, with 5-6 level English are 24 % who come under below average category and with 7-8 level in English are 20 % who come under above average category.
2. the Most of the learners are rural background and their parents are not educated. Their domestic background vernacular and English is very hard to them to speak.
3. At the primary and secondary level of education, English is taught not as a skill but as a subject par with Maths, Science and social. So the learners are habituated to get byheart the language as they do mathematical principles.
4. Many classes in these areas are with full of strength i.e. more than 90 in a class. It is very hard to hand the teacher all the students.
5. Most of the language labs are treated as to perform a few activities which are useful for the Lab internal or external exams.
6. the faculty is in serious mood to complete the syllabus in the stipulated time as per the schedule irrespective of the learners interest.
7. Most of the time in class room is taken for explanation and only a few minutes were given to the students to practice.
8. Teaching and Learning process is completely ignored.
9. Lower vocabulary of the learner is the major drawback.

Suggestions to improve Communication skills for teachers and students:

1. More time is given to the learners in the class room instead of one way communication from the faculty.
2. Regular online and off line examinations are highly needed.
3. Priority is given to language learning skills rather than the completion of the syllabus.
4. Create awareness on the English speaking among all the students.

5. Academic Journal is to be maintained regularly which introduce every new English words and phrases come across regularly in a day.
6. Language is dynamic not static it should be used with updating knowledge.
7. Whenever the learners get a time, he should expose himself to speak only in English.
8. Encouraging group work and group learning enhances the students' participation in learning language.

Conclusion

The main objective of the study is to make the students aware of their intellectual level in learning language with the help of smart phones using ICT. The parameters used for the test are exposed to technology based language learning. The students are interested to learn vocabulary, knowledge of grammar and other areas of language. Thus the study propose the need of ICT tools like smart phones are to be used in language class room to enhance the power of communication skills. In this connection, proper training is also given to the learners and faculty.

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