

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 11 : 3 March 2011

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

Editors: B. Mallikarjun, Ph.D.

Sam Mohanlal, Ph.D.

B. A. Sharada, Ph.D.

A. R. Fatihi, Ph.D.

Lakhan Gusain, Ph.D.

Jennifer Marie Bayer, Ph.D.

S. M. Ravichandran, Ph.D.

G. Baskaran, Ph.D.

L. Ramamoorthy, Ph.D.

ICT Enabled Language Learning Using Handphones - An Experimental Study

J. Samuel Kirubahar, Ph.D.

A. Subashini, M.A., M.Phil., B.Ed.

V. Jeya Santhi, M.A., M.Phil., B.Ed., DCA.

Abstract

To enhance the quality of higher education through Information and Communication Technology (ICT), the teacher needs a revamp in the present pedagogy as well as in the society. The evaluation of an integrative system in national education, and more particularly in curriculum, needs a national strategy for ICT as it will eradicate sectarianism and increase prospects of employment for the economic uplift of the nation.

The use of ICT facilitates learning and breaks the barriers which obstruct the students to attain knowledge by practice and sharing. Learning becomes learner centred. It is an easy access to learning. ICT fosters better teaching as it implements both practical and theoretical learning. It expands frontiers of knowledge and technology.

This paper focuses on the factors related to policy, planning, and technical requirements for the successful implementation of ICT in an educational system.

Introduction

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

The role of education in facilitating social and economic progress is well recognized as it opens up opportunities leading to both individual and group entitlements. Education, in its broadest sense of development of youth, is the input for empowering people with skills and knowledge by giving them access to productive employment in future. The growing use of ICT in blended language learning environments has changed the face of language teaching and learning in a beneficial way and it will continue to do so along with future technological innovations. New technologies and access to them have brought a whirlwind increase in the number of available designs for learning. Such development has brought to the education sector innumerable possibilities for rethinking language and literacy and, in turn, redesigning instruction (New London Group, 1996).

P. Shailaja asserts: “Information Technology is the acquisition, processing, storage, dissemination and use of vocal, pictorial, textual and numerical information by a microelectronics based combination of computing and telecommunication.”

The Shift in Learning and Teaching

The technological change over the past fifteen years has created a new global economy. The introduction of this new process has serious implications for the nature and purpose of educational institutions. The knowledge and skills thus acquired make learning possible continuously throughout the lifetime. Information and Communication Technologies (ICT) as well as newer digital technologies such as computers and internet are more powerful tools for educational change and reform. They can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings as it enables access to information exponentially. The shifts in perspectives on language learning and teaching have parallel developments in technology from the mainframe to the personal to the Networked computer. They also correspond roughly to three metaphors of computer-based educational activities namely, a tutorial metaphor (Computer-as-tutor), a construction metaphor (Computer-as-pupil) and a tool box metaphor (Computer-as-tool).

Principles for CALL Evaluation

Learners use computers for many different purposes and therefore teachers, classroom researchers, and software developers need to be concerned about what kinds of CALL tasks may be beneficial (Carol A. Chapelle, p.51) because it allows users to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. It can be used to find, explore, analyse, exchange, and present information responsibly and without discrimination.

Learner – Learner Interactions

E-learning which is most commonly associated with higher education and corporate training encompasses learning at all levels, both formal and non-formal. It uses an

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

information network-the internet, an intranet (LAN) or extranet (WAN) for course delivery, interaction, evaluation or facilitation. Web-based learning is a subset of e-learning and refers to learning using an internet browser and mobile.

Prior to the LAN, CALL activities had for the most part been developed around computer-learner interactions-even if more than one learner participated in those interactions at a time. LAN activities, in contrast, were built around learner=learner interactions through networked computers. Technically speaking, computer-mediated communication has been in practice since the 1960s when users of a single mainframe computer could exchange messages in both synchronous and asynchronous modes. Only with the development of LANs and the Internet, this technology was put into pedagogical use for teaching L¹ writing and for providing practice in second languages (Carol A. Chapelle, p.20).

Communication with Computer

To communicate with groups of people all over the world, simultaneously, at little cost, and in an archived format computer allows us to record, reflect on, and refine our previous words as well as those of our interlocutors. Computer-mediated communication serves as an intellectual amplifier bringing about a revolution in human interaction and cognition (Harasim, 1990; 1991). Both the ‘digital natives’, the native speakers of technology and the ‘digital immigrants’, those who are not born into the digital world, can have mastery over all the new technologies using ICT.

Strategy for Strengthening Education

In the current era of human knowledge, man’s development depends crucially on the ability to harness ICT to find innovative solutions. Therefore capabilities in ICT are reckoned as a benchmark for establishing the status of the development of a nation. As a result, a number of steps have been taken to use ICT in higher education.

Information of Library Network (INFLIBNET), an autonomous Inter-University centre for UGC, is the nodal agency for coordination and facilitation of the linkage between ERNET and Universities.

A National Mission in Education through ICT will be launched to increase ICT coverage in all the 378 Universities and 18,064 colleges. The Mission will focus on digitalization and networking of all educational institutions developing low cost and low power consuming access devices and making available band-width for educational purposes. Network-based language teaching is a constellation of ways by which students communicate via computer networks and interpret and construct on-line texts and multimedia documents, all as parts of a process of steadily increasing engagement in new discourse communities.

Collection of Information

The worldwide web is the medium of choice for both new and experienced users of the Net. It is visually attractive, easy to use, easy to understand, and with its combination of text it becomes a kind of multimedia text/encyclopaedia as the web is a collection of screens of information, all lined together, or classified in various directories and search catalogues. India is making a powerful combination of ICTs such as satellite technology, open sourced software, digital libraries with a long term plan to reach the remotest of the villages. The salient features of the Communication channels which are piped by Internet are:

- Internet is the gateway for acquiring updated information and knowledge.
- Distance no longer an issue through ICT.
- E-mails help educators communicate not only with learners but also with other Stake-holders.
- Video conferencing is easy to be made in collaboration with or in sharing information on common issues possible.
- E-learning helps acquire new knowledge and skills that might help them inside their classroom.

Communication Channels

- IIT – Kanpur has developed Brihaspati, an open source e-learning platform.
- IGNOU has chosen radio, television, and internet services as their media for teaching.
- Cellular phone becomes an ordinary one for millions of people.
- Jadavpur University, Kolkatta is using a mobile learning centre.
- One laptop per child (OPLC) is in practice in Maharashtra (2007). It is an educational tool for child learning. The introduction and implementation of this tool is expected to revolutionize the primary and secondary education in India. It will also introduce change in the pedagogical approach in primary education system (for reference see: <http://laptop.org/en/>).

Technological Usage of Lab

ICT broadens the focus of instruction from the teaching of discrete grammatical structures to the fostering of communicative ability. “Nowadays audiotape based language labs are gradually being replaced by language media centres, where language learners can use multimedia CD-ROMs and laser discs, access foreign language documents on the worldwide web, and communicate with their teachers, fellow classmates and native speakers by electronic mail” says Kern, Richard and Mark Warscheuer (1).

By this, language learning and teaching has become more digitalized and excited.

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

The former analogue language labs have been replaced by digital language labs. The report by Davies, Bangs, Frisby and Walton (2005) defines a digital language lab as “a network of computers, plus appropriate software, which provides most of the functions of a conventional lab together with integration of video, word-processing and other computer applications”.

But the process of going digital has also raised the issue of converting old analogue language learning materials into digital formats. So the institutions have to be aware of using the material in such a way that they should suit the new medium of instructions.

Web Based Instruction

Web Based Instruction (WBI) can be developed with the help of ICT. It is an innovative approach to distance learning in which Computer Based Training (CBT) is transformed by the technologies and methodologies of www, the Internet and the Intranet. WBI is a media rich learning fully capable of evaluation, adaptation, and remediation, all independent of computer platform. WBI is in the form of Computer Based Instruction (CBI) that uses the Web or company intranet as the delivery medium instead of using disks or CD ROMS.

Both CBT and WBT are part of a larger classification called Electronic Performance Support System (EPSS) that includes such communication forms as online manuals and Windows Help. In the present context, most of the educational institutions do not pay attention to the development of reasoning and thinking. These abilities, once developed by ICT, can help individual solve the day-to-day problems and thereby improve the quality of life.

Learners Perceptions of ICT

Traditional uses of technologies cast machines in the role of delivery systems for instruction; that is, audio, video and computers are considered to be like teachers and textbooks and are used accordingly. In this process, students work independently with technologies with the goal of arriving at a specified level of mastery of a given knowledge set. At the same time, it provides flexibility to learners which are a must for mastery of learning and quality of learning.

But, many learners hesitate to take an online language course because they can only conceive of learning a language in the presence of a teacher and peers and cannot imagine learning to speak at a distance.

Learners need training that focuses on citing sources properly in their written assignments. A clear institutional policy is needed on the topic of plagiarism, which has

increased along with the growth of the Internet. Various competencies must be developed throughout the educational systems for ICT integration to be successful.

A. MacDougall and D.Squires state five foci for teachers' professional development "Skills with particular applications; integration into existing curricula; curricular changes related to the use of IT; changes in teacher role and underpinning educational theories (29). In this case, accountability refers to the learners' responsibility to keep track of what they are learning. However, learners cannot be expected to do this on their own; therefore, teachers have the responsibility of drawing learners' attention to the need to be aware of the language that they can take stock of where they are acquiring in such a way that they can take stock of where they are and plan for their own development. (Carol A.Chapelle (50).

Benefits of ICT- enhanced Language Teaching and Learning

ICT enhances active learning process and raises the quality of the language learning experience. The Internet, in particular, provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner. Such authentic materials include, for instance, online newspapers, webcasts, podcasts, newsroom video clips or even video sharing websites such as 'You Tube'. The Internet is much more than just a teaching tool. It is becoming one of the primary media of literacy and communication practices. The estimated number of worldwide users of the Internet topped 130 million in August 1998 (Nua Ltd., 1998).

Chat rooms and Virtual environments such as second life make the learners practice not only the written use of the language, but also speaking and pronunciation without fear of making mistakes. A second important benefit is the cooperation and collaboration with one's peers. By using ICT, they can 'skype' or chat online, where they can see and speak to each other on online. Learning is teacher-orchestrated and student-centred with technology tools stimulating and supporting off-line thinking, discourse and learning. Machines serve to cue, support, and encourage collaborative activity in their role as "object to think with" (Winograd and Flores, 1988).

Risky factors regarding ICT

ICT provides a lot of benefits to the nation. At the same time, there are some risks involved in using ICT in education.

- Cost is the most important issue which decides and guides the use of ICT in developing countries.
- As it involves high fixed cost, the institution, which adopts it, has to upgrade itself. So, there is a need for training the teachers and students by ICT.
- The concentration may be diverted from the main aim i.e. learning process to developing ICT skills which is subsidiary.

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

- Instead of learning to develop the skills, the students may copy information. (Usually it takes place even in research).
- As all the teachers are not talented in using ICT, the learning process may be slowed down.

Enhance Quality

The use of ICTs to improve the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. (Wadi D. Haddad and Sonia Jurich, p. 34-37).

Mobile Learning

The most popular and widely owned handheld device is the mobile phone. Even the most basic phones provide simple Personal Information Management (PIM) tools, such as address books and calendars. More advanced phones incorporate cameras and infrared or Bluetooth connectivity enabling information, for instance address book entries, to be 'beamed' to other similar devices.

Many phones contain modems. This means they can be used to connect other devices, example Laptops and PDA's, and to the Internet. The mobile phone (through text SMS notices) can be used especially for distance education or with students whose course requires them to be highly mobile and in particular to communicate information regarding availability of assignment results, venue changes, and cancellation, etc. It can also be of value to business people. "Successful technologies are those that are in harmony with end-users' needs." (Ben Shneiderman: 2002).



Figure 1: Some of the mobile phones we tested

combination of e-learning and mobile computing is called mobile learning (m-learning) which promises the access to applications that support learning anywhere, and anytime. However, most of the proposed examples in the past uses handheld computers or laptops and are mainly supporting adults in the workplace—people who know what they want. Subsequently, m-learning has become an attractive target application area for corporate mobile devices as it falls under ICT.

Life-long Learning and Self-learning

The use of Personal Technology supports informal or lifelong learning, such as using handheld dictionaries and other devices for language learning. Mobile technologies and approaches, i.e. Mobile Assisted Language Learning (MALL), are also used to assist in language learning. For instance, handheld computers, cell phones, pod casting have also been used for helping people to acquire a language. It also helps the following:

- Improving levels of literacy, numeracy and participation in education among young adults.
- Using the communication features of a mobile phone as a part of a larger Language learning activity (e.g. sending media or texts into a central portfolio, or exporting audio files from a learning platform to the user's phone).
- Students using mobile devices in the classroom to enhance group collaboration among themselves under the monitoring of their instructors.

The use of mobile in education may widen existing divisions drawn along economic, social, cultural, geographic, and gender lines. Knowledge is derived through an active process in this type of learning in which the learner transforms information, constructs hypothesis, and makes decisions using his/her mind pictures. The learners are facilitated to learn the specific modes of language through mobiles by installing the required dictionary software to boost up their language.

Dictionary Software

SlovoEd, Mobisystems, Merriam-Webster, Collins, PONS electronic dictionary are some famous software websites having dictionaries which can be installed in mobiles for the purpose of language learning. SlovoEd.com has the facility of English to English dictionary. The learners can download the dictionary software from the concerned software in their mobiles and make use of it to learn synonyms, pronunciation etc. The higher end mobiles have the dictionary facility with sound modules which enables the learner to learn English language accurately. In SlovoEd, one can have

- quick dynamic search of words
- transcriptions facilitating pronunciation
- hyperlinks between different related words

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

- history to see the last words one has looked
- support for memory cards

The mobisystems.com dictionary software has the facility of Thesaurus.

Dictionary of Concise English, Cambridge Dictionary, Concise Oxford English Dictionary and Cambridge Advanced Learners' Dictionary assist the learner to enrich his/her vocabulary.

Merriam- Webster's (mobile) dictionary is also dictionary software. The sound module can also be installed along with it costing fifteen dollars each.

Collins English Dictionary and Thesaurus 2010 is another complete and unabridged edition. This dictionary software has latest vocabulary; 6000 biographical entries; key expressions and example sentences; usage notes on using the right word in the right place; cultural notes on life and language and thousands of etymologies tracing the roots of modern English. It also has a clean design that makes the dictionary accessible and easy to use.

Collins Thesaurus has key synonyms for each sense offering the most helpful alternative; opposites that provides one with another way of expressing oneself; wide range of idioms and phrases; related words to help one expand vocabulary; cross references; quotations adding wit, sparkle and originality; illustrative examples from real English to show how the entry word is used; usage and regional labels to help one identify areas of usage and extensive coverage of English as an international language.

Mobile/Cell Phone Uses in the Classroom

Though the use of cell phones is prohibited in Virudhunagar Hindu Nadars' Senthikumara Nadar College, Virudhunagar, Tamilnadu, India, we made it a point to create awareness about the use of cell phones among students for the purpose of language learning. Certain functions done for the purpose of learning are listed below:

- Downloadable Programs: tools for collaboration; teaching programs; fax senders; programming languages; access to other devices.
- Internet Browsers: basic online reference tools; dictionaries, encyclopedias; search engines.
- SMS (text-messaging): quizzes, games, tests and test-preparation, opinion polling, reminders, classroom discussion, tutoring.
- interactive questions and intelligent help, which includes: checkbox questions (single choice, multiple choice)

Activity

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

A language survey on the characteristics of Mobile Learning is made through the use of written Questionnaire. A group-administered questionnaire is chosen for this survey because it is relatively efficient than a self-administered questionnaire.

The method of sampling adopted is Random Sampling. Ten samples each from B.A., English and B.Sc – Computer Science Final Year students of Virudhunagar Senthikumara Nadar College were asked to identify answers for the questions related to the target learning. The return rate of a group – administered questionnaire, which is administered to group of individuals all at one time and place, will be high. (Brown, James Dean –p.6-7). Any ambiguities or confusions that arise can be explained. Finally, the researchers asked the students to find the answers for the questionnaire using Dictionary Software in their Mobiles and they were directed to send the answers through SMS using their mobiles.

Within the open-response format, two forms of questions are typically used to elicit data: fill in and short answer questions. Within the closed - response category, among four forms of question - alternative answer questions, Likert –Scale questions (to investigate how respondents feel about the series of statements by circling the numbers that best describes the degree of importance), check-list questions (questions that present a list in which the respondents can check or circle all the items that apply to them), and ranking questions (questions that require the respondents to rank order concepts, objects, people and so forth), only one format alternative answer question is used to elicit answer from the learners.

To find out how far mobile phones would be helpful for the learners in their learning process, 3 Tests were conducted by the researchers from the selected short story given below:

Extensive Reader: The Open Window

-H.H.Munro (Saki)

‘My aunt will be down presently, Mr.Nuttel,’ said a very self-possessed young lady of fifteen; ‘in the meantime you must try and put up with me.’

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on succession of total strangers would do much towards helping the nerve here which he was supposed to be undergoing.

‘I know how it will be,’ sister had said when he was preparing to migrate to this rural retreat; ‘you will bury yourself down there and not speak to a living soul and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.’

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

‘Do you know many of the people round here?’ asked the niece, when she judged that they had had sufficient silent communion.

‘Hardly a soul’, said Framton. ‘My sister was staying here at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here.’

He made the last statement in a tone of distinct regret. ‘Then you know practically nothing about my aunt?’ pursued the self-possessed young lady.

‘Only her name and address’, admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An indefinable something about the room seemed to suggest masculine habitation.

‘Her great tragedy happened just three years ago,’ said the child; ‘that would be since your sister’s time.’

‘Her tragedy?’ asked Framton; ‘somehow in this restful country spot tragedies seemed out of place.’ ‘You may wonder why we keep that window wide opened on an October after-noon,’ said the niece, indicating a large French window that opened on to a lawn.

‘It is quite warm for the time of the year,’ said Framton; ‘but has that window got anything to do with the tragedy?’

‘Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful heart of it.’ Here the child’s voice lost its self-possessed note and became falteringly human. ‘Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white water proof coat over his arm, and Ronnie, her youngest brother, singing, ‘Bertie, why do you bound?’ as he always did to tease her, sometimes on still evenings like this. I almost get a creepy feeling that they will all walk in through that window- ‘

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

‘I hope Vera has been amusing you?’ she said.

‘She has been very interesting,’ said Framton.

‘I hope you don’t mind the open window’, said Mrs.Sappleton briskly; ‘my husband and brothers will be home directly from shooting and they always come in this way. They’ve been out for snipe in the marshes to-day, so they’ll make a fine mess over my poor carpets. So like you men-folk, isn’t it?’

She rattled on cheerfully about the shooting and the scarcity of birds and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her

eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

‘The doctor’s agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,’ announced Framton, who laboured under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one’s ailments and infirmities, their cause and cure. ‘On the matter of diet they are not so much in agreement,’ he continued.

‘No?’ said Mrs.Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention- but not to what Framton was saying.

‘Here they are at last!’ she cried. ‘Just in time for tea, and don’t they look as if they were muddy up to the eyes!’

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was starting out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders, a tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: ‘I said, Bertie, why do you bound?’

Framton grabbed wildly at his stick and hat; the hall – door, the gravel-drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.

‘Here we are, my dear,’ said the bearer of the white mackintosh, coming in through the window; ‘fairly muddy, but most of it’s dry. Who was that who bolted out as we came up?’

‘A most extraordinary man, a Mr.Nuttel,’ said Mrs. Sappleton; ‘could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think that he had seen a ghost.’ ‘I expect it was the spaniel,’ said the niece calmly; ‘he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve.’

Romance at short notice was her speciality.

QUESTIONNAIRE : 1

I. Identify the Synonyms

- 1.engulf
- 2.rectory

II. Find the Missing Letters

3. e n d _ _ a _ _ o _ _ r

4. t r _ _ a _ _ h e _ _ o u _ _

III. Frame Sentences of your own using the given Phrasal Verbs

5. went off

6. came into

IV. State whether True or False

7. Vera was ten years old.

8. Framton Nuttel has nervous disorder.

V. Answer the following in a word or a sentence

9. What is the pen name of H.H.Munro?

10. What is Vera's speciality?

QUESTIONNAIRE : II

I. Identify the Synonyms

1. bog

2. hoarse

II. Find the Missing Letters

3. de _ _ u _ _ i _ _ n

4. c _ _ m m _ _ n _ _ o n

III. Frame Sentences of your own using the given Phrasal Verbs

5. put up with

6. get on

IV. State whether True or False

7. Mrs. Sappleton was the aunt of Nuttel's sister.

8. Ronnie is Mrs. Sappleton's youngest brother.

V. Answer the following in a word or a sentence

9. Who gave a letter of introduction to Mr. Nuttel?

10. Where did the three men get engulfed according to Vera?

QUESTIONNAIRE : III

I. Identify the Synonyms

1. faltering

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

2.mackintosh

II. Find the Missing Letters

3. m _ _ r

4. b u _ _ l _ d

III. Frame Sentences of your own using the given Phrasal Verbs

5. break off

6. turn on

IV. State whether True or False

7. Framton was afraid of dogs.

8. Vera's story about Mrs. Sappleton was genuine

V. Answer the following in a word or a sentence

9. Who sang 'Bertie, why do you bound'?

10. What was the advice given by the doctor to cure Framton Nuttel's nervous disorder?

Key Observations

Mobile learning is unique in that it allows truly anywhere, anytime, personalised learning. It can also be used to enrich, enliven or add variety to conventional lessons or courses. Analysis of the evidence collected during the research suggests that the use of mobile learning will have a positive contribution to make in the following areas:

Mobile learning helps learners improve their literacy skills and recognise their existing abilities. Most improvements were noted amongst those learners initially described as being 'less able' or having 'very limited ability'.

In the First Test, the learners found difficulty in finding answers for the Synonyms and Missing Letters because they were lacking in their vocabulary, but after the proper usage of Dictionary Software, they were able to overcome the barriers in their learning and as a result they become skilful in finding answers for their second test. As learning process passes on, the learners became more and more familiar in using their mobiles in language learning.

Mobile learning can be used to encourage both independent and collaborative learning experiences. Many learners enjoyed the opportunity of using mobile devices to learn independently. The learners were able to identify areas where they need assistance and support. As a result of participation in the m-learning project, the learners developed a greater confidence in their current reading and writing abilities.

Mobile learning helps to combat resistance to the use of ICT and can help bridge the gap between mobile phone literacy and ICT literacy. It is found that the learners in post-participation, who had previously avoided using PCs, now actively, started using

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

handheld devices. In fact, for some learners, their computer skills and confidence in those skills were enhanced to such an extent that they felt able to offer support and assistance to their peers. This method helps to remove some of the formality from the learning experience and engages even reluctant learners to remain more focussed for longer periods.

To Sum Up

Technology should not drive education. But educational goals, needs, and careful economics must drive technology use. Only in this way, educational institutions can face new challenges and opportunities created by an increasingly global economy.

In brief, Mobile Learning (ICT) cannot itself resolve educational problems in the developing world. If used prudently, ICTs will enable developing countries to expand access to and raise the quality of education. Today's technologically competitive world needs integration of ICT in education. But the successful implementation depends upon the best practice and use of it in teaching and learning. If ICT is aptly adapted, then it will be lifelong learning process for the learners. The quality of learning with accountability can be improved to enhance the learners to learn things quickly and successfully.

Works Cited

- Chapelle, Carol A.2001. Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and research. Cambridge University Press, New York.
- Chapelle, Carol A.2001. "Computer – Assisted Language Learning": Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research. Cambridge University Press, New York. P.51.
- Chapelle, Carol A.2001. "Historical Foundations of CASLA": Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research. Cambridge University Press, New York. P.51.
- Chun,,: Dorothy, M& Jan L.Plass. 2000. "Networked Multimedia Environments for Second Language Acquisition". Network-Based Language Teaching: Concepts and Practice. Eds. Mark Warschauer and Richard Kern. New York: Cambridge University Press. P.151.
- Davies, G., Bangs, P., Frisby, R., & Walton, E. (2005). Setting up Effective Digital Language Laboratories and Multimedia ICT Suits for Modern Foreign Languages, London: CDLT, Retrieved August 20, 2007 from <http://www.languages-ict.org.uk/managing/digital-language-labs-pdf>.
- Language in India www.languageinindia.com
11 : 3 March 2011
J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi
ICT Enabled Language Learning Using Handphones - An Experimental Study

Dudeny, Gavin (2007), *The Internet and the language Classroom: A Practical Guide for Teachers*, Cambridge University press, New York.

Green, Martin. Prologue - The Social Function of Education. *College English*. Vol.37, No.5. January 1976. p.452.

Haddad, Wadi D. and Jurich, Sonia (2002), "ICT for Education: Potential and Potency," In Haddad, W. and Drexler, A. (eds), *Technologies for Education: Potentials, Parameters And prospects* (Washington DC: Academy for Educational Development and Paris: UNESCO), pp.34-37.

Harasim, L.1990. On-line Education: An Environment for Collaboration and Intellectual Amplification. In L. Harasim (Ed.), *On-line Education: Perspectives on a New Environment* (pp.39-64). New York. Praeger.

Harnard, S. 1991. Post-Gutenberg Galaxy, The Fourth Revolution in the Means of Production and Knowledge. *Public-Access Computer Systems review*, 2 (1), 39-53.

Harris, Judi, "First Steps in Telecollaboration": available from <http://ccwf.cc.utexas.edu/njbharris/virtual-Architecture/Articles/First-Steps.pdf>; accessed 6 March 2002,p.1.

Kern, Richard & Mark Warschauer, 2000. *Network-based Language Teaching: Concepts and Practice*. New York: Cambridge University Press.

Kern, Richard and Mark Warschauer, 2000. "Introduction: Theory and Practice of Network-Based Language Teaching": *Network-based Language Teaching: Concepts and Practice*. Eds.Richard Kern and Mark Warschauer.New York: Cambridge University Press, p.1-17.

Mac Dougall, A. and D.Squires (1997), "A Framework for Reviewing Teacher Professional Development Programmes in Information Technology." Cited in Blurton, C., "New Directions of ICT_Use in Education", p.29.

New London Group (1996). *A Pedagogy of Multiliteracies: Designing Social Futures*. Harvard Educational review, p. 66, 60-92.

Nua Ltd. (1998). How many on-line? (on-line article). Retrieved August 25, 1998, from the World Wide web. <http://www.nua.ie/surveys/how-many-on-line/index.html>.

Shailaja, P. 2001. Introduction. *IT Revolution. Globalization and the Teaching of English*. 1-7.

Language in India www.languageinindia.com

11 : 3 March 2011

J. Samuel Kirubahar, Ph.D., A. Subashini and V. Jeya Santhi

ICT Enabled Language Learning Using Handphones - An Experimental Study

Damodar G, Shailaja. P and Rajeshwar. M, 2001. IT Revolution, Globalization and the Teaching of English, Delhi: Atlantic Publishers & Distributors (P) Ltd.

Tandon, N. (November 1998), "Distance Education in the Commonwealth Countries of Asia", Appendix to Commonwealth of Learning, Barriers to Information and Communication Technologies Encountered by Women: Summary Report available from http://www.col.org/wdd/Barriers ICT_Asia-Report.pdf; accessed 14 September 2002, p.44.

Winograd, T., & Flores, F. (1988). Understanding Computers and Cognition: A New Foundation for Design. Reading, M.A; Addison-Wesley.

World Bank (1998), The World Development Report 1998/99. Quoted in Blurton, C., New Directions of ICT_Use in Education.
<http://www.apdip.net/publications/iespprimes/eprimer-edu.pdf>.
<http://www.en.wikipedia.org>.

=====
J. Samuel Kirubahar, M.A., M. Phil., Ph.D., B.Ed.
Research Centre for English
VHNSN College
Virudhunagar
Tamilnadu, India
samuelkirubhakar@yahoo.in

A. Subashini, M.A., M.Phil., B.Ed.
Research Centre for English
VHNSN College
Virudhunagar
Tamilnadu, India
subaandravi@yahoo.in

V. Jeya Santhi, M.A., M.Phil., B.Ed., DCA.
Research Centre for English
VHNSN College
Virudhunagar
Tamilnadu, India
jevas_11011@yahoo.in