Popularity and Effectiveness of Smartphones in English Language Learning:

Perceptions of Undergraduate Students and their Teachers

By

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of the requirements for the degree of
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Declaration

I hereby declare that I have written the whole research paper by myself. It is my original research work which is not submitted anywhere, either in a part or a whole. Due to others' contribution in this paper, I have declared it clearly with proper references and acknowledgement.

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Approval

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Abstract

The study, qualitative in nature, examines the effectiveness and acceptance of smartphones in English language learning among the tertiary level students in Bangladesh. Smartphones can be incorporated with English language learning both inside and outside classrooms. Almost every student at the tertiary level in private universities in Bangladesh owns a smartphone and they use it for various purposes. It is also noticed that students use mobile phone quite often when they are in the classroom. Number of researches, mainly in western context, investigated the incorporation of mobile phone in teaching and learning and, especially, in language learning.

This study, however, is set to explore tertiary students and teachers' attitude and perception regarding the popularity of mobile phone as a learning aid at the tertiary level in Bangladesh. Data for this research were collected through interviews with teachers and students.

Results show that there is a great potentiality of using mobile phone in teaching and learning in Bangladesh context. However there are many obstacles that need to overcome before making it a regular practice. Finally some recommendations are made so that mobile technology can bring positive result in teaching and learning in the tertiary level in Bangladesh.

Keywords: Smartphone, Learn English, Wi-Fi, Youtube, Mobile App

Dedication

I would like to dedicate my paper to my parents who have always supported and encouraged me all the way since the beginning of my studies.

Acknowledgement

First of all I give my heartfelt thanks to Almighty Allah to give me the ability for preparing this thesis paper successfully.

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List of Acronyms

EFL   English as a Foreign Language

CALL   Computer Assisted Language Learning

MALL   Mobile Assisted Language Learning

ML   Mobile Learning

PDA   Personal Digital Assistant

Chapter 1: Introduction

1.1 Introduction:

Although smartphone is a buzzword among the young generation in our country, they use it very little for language learning purpose. Almost every student comes into the class especially at the private universities owns a mobile phone and specially smartphone. Smartphones contain numerous mobile applications including various facilities that can be effectively used for language learning. Undergraduate students of private universities come from relatively well-off families and almost everyone of them use smartphone for various reasons, but very little for language learning purposes. Thus, it is essential to investigate to what extent mobile devices can be used for language learning purposes. In addition, students' views on the effectiveness of using smartphone for language learning purposes also need details exploration. Thus, with an aim to address the above mentioned problems this study sets to investigate undergraduate students' and teachers' perceptions regarding the use of smartphones in language learning and how popular the smartphone to them as a language learning tools. This is a small-scale research and due to the limitation of time and finance, exploring the phenomena collecting data from a large number of participants was not possible. However, I have tried to collect data from a reasonable number of participants although it was limited to five universities. More importantly rather than investigating the phenomena through large-scale survey, I tried to understand the matter deeply using qualitative method.

1.2 The Problem:

Tertiary level students of Bangladesh are not conscious about the language learning applications of their smartphones. Although they use mobile phone for various reasons, they use very little for language learning purposes and specially to develop their English skills. There are plenty of language learning mobile apps and websites available in smartphones

with wide range of interactive activities. Learners can practice and take tests on their smartphones by choosing their English language proficiency level from beginner to advanced. Some of the teachers are also against using the mobile phone in the class. There are particular reasons behind it. For example, students are easily distracted by hundreds of other applications and as a result, the language learning may not happen at all. Many of the teachers do not allow students to use smartphone in the classroom.

Thus very little innovative teaching and learning activities can be found in the classroom. There is great potential to use the available technology to make learning fun, enjoyable and at the same time, students will find it easier to practice language, access to authentic materials and finding various interactive learning tasks in the classroom and outside the classroom as well. Considering the large number of students in one class, it is not always possible for a teacher to give attention to all the learners. So, if the learners can learn by themselves using helpful devices like mobile phone it is expected to bring changes in language learning experiences and it may suggest and find solution for some burning problems associated with teaching and learning English in English. Thus this study is set to investigate how popular mobile phone as a language learning devices among the undergraduate students and what can be done to maximize the opportunity. Also how mobile phone can be effectively used to make the language learning more fun and interactive.

1.3 Context:

Students use smartphones for numerous reasons including detecting roads, shopping, using social media and watching videos. The young generation is very flexible in using apps. How many of us know about the language learning apps? We need to know English for understanding texts in universities of Bangladesh as all the course books are written in English. The tertiary level students of our country especially those who come from rural areas and get themselves admitted in the private universities of Dhaka city are mostly find it

difficult to find appropriate learning materials. They cannot understand the course books they study in their universities as all of them are written in English. Mobile apps can be very helpful to these students. Almost every student can afford smartphones because all the brands and models of smartphones are not very costly. Wifi service is available almost in every area of Dhaka city. Use of wi-fi has also become well known to the rural areas of Bangladesh. Learners can also use internet through their mobile sim cards. However, use of apps in English language learning did not become popular to the tertiary level students of Bangladesh. Even after having unlimited browse of internet everyday students do not learn English language through mobile phones. They are downloading various apps for weight measurement, finding roads and places of Bangladesh, transportation (such as Uber, Pathao, Obhai), capturing selfies and pictures in different styles etc. However, they are not using apps or visiting different websites which are helpful for English language learning.

1.4 Researcher's Experience as a Learner and Teacher:

When I was a learner in my undergraduate level, I used mobile phones for various purposes including improving my English skills. Mobile phone was useful to improve my listening skills and vocabulary. When I could not pronounce certain English words, I took help from my mobile phone. I searched how native speakers pronounced certain words and then I tried to imitate them. Similarly I tried to find the meaning of many unknown vocabularies. I took help from two mobile apps of British Council named *Learn English Audio and Video* and *Sounds right*. In *Learn English Audio and Video* app there were different authentic audios divided into episodes. I listened to those episodes and answer several questions related to the episodes. In *Sounds right app*, I listened to the pronunciation of English words. I can find out the transcription of words from the app. I gradually developed my result in Phonetics and phonology class by taking help from the mobile apps through smartphone. Also I used youtube extensively to listen to various English talk.

Furthermore to know the meaning of certain vocabulary google was very helpful. All these I used to access using a smartphone.

I have taught some tertiary level students of one leading private university of Dhaka city in my house after my graduation. Students were from rural areas of Bangladesh and I tutored them at my home. I wanted to make them write correct sentences. I used the smartphone, which was available to both me and my students. The biggest challenge I faced while tutoring the students was finding out the English language proficiency level of my students. I gave a placement test and did needs analysis with the help of mobile applications of smartphones. I found out that the learners were at the beginner level. At first, I started teaching from books which made the class monotonous. Then I used smartphones and downloaded mobile apps from British Council website. All of my students were using android smartphones like me. Hence, all of us downloaded the mobile apps. The teaching materials were organized by the proficiency level of students in apps. The materials were divided into two parts in one level such as beginners' pack 1 and pack 2. Sound system and colorful pictures of the apps motivated learners to use the app. Students became attentive and there was interaction in the classroom.

With this small success of using mobile phone successfully first to improve my English as an undergraduate student and later as a teacher make me interested to explore this phenomenon more rigorously through systematic research.

1.5 Purpose of the study:

The study is conducted to find out the usefulness and popularity of smartphones in English language learning among the Bangladeshi undergraduate students and teachers of English department. Students are using smartphones very frequently now a days. They are addicted to smart mobile phones. The classroom performance of students is affected by chatting with their friends on social networking sites for long hours. They also browse non-

academic websites, play games, text messages, check Facebook or engage in other activities through smartphones. Mobile phones were only used for communication in the past. Every activity of a person is somehow connected with the smartphones now. Smartphones can also play a vital role in English language learning of undergraduate students. It is a matter of great regret that most of the tertiary level students of Bangladesh are not concern to make an effective use of smartphones in English language learning.

Chapter 2: Research Methodology

2.1 Introduction:

In this chapter, the research methodology of this research will be discussed in details. The study focuses on the usefulness and popularity of mobile phones in English language learning. In order to carry out this research, I opted for qualitative research design as it gives me a chance to explore the phenomena rigorously. All the participants' L1 is Bangla and L2 is English. Five private universities and one public university were selected from Dhaka district for the research. Researchers also interviewed five teachers who are teaching the undergraduate students of English department in the private universities of Dhaka city. Researcher used interview questions and interviewed the participants. He explained the topic of the research paper to all the participants before the interview. This study seeks to contribute to the effectiveness and acceptance of smartphones in English language learning among the tertiary level students of Bangladesh. It will be guided by the following research questions:

- How do the learners use smartphones in English language learning when they get full access to internet in their mobile?
- How do the smartphones accelerate or hinder English language learning abilities of students?
- To what extent smartphones help students to improve receptive skills (listening and reading), productive skills (speaking and writing), vocabulary, grammar and pronunciation?

2.2 Methodology and Research Design:

Qualitative research was done by using interview questions in this research. "Qualitative research is an approach for exploring and understanding the meaning individuals

or groups assign to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data" (Creswell, 2014, p. 32). The final written report or presentation includes the voices of participants, the reflexivity of researcher, a complex description and interpretation of the problem which extends the literature or signals a call for action (Creswell, 2007, p. 37).

2.3 Data Collection:

Interview questionnaire was the instrument used for data collection. Researcher followed the five interrelated steps in the process of qualitative data collection suggested by John W. Creswell in his book *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2012, p. 205). Researcher randomly selected participants by visiting several universities and talked to them. Those who were interested to sit for an interview were given the questionnaire. Researcher explained the research topic and showed the research questions to the participants before the interview. Data was collected through interviewing five teachers and ten students. Sample size was kept limited to six universities considering the time and financial constraint. Data was recorded by using OPPO F3 and F6. Researcher analyzed the data later by listening to the audio clips. Researcher took notes when participants answered the follow up questions.

2.4 Participants:

10 students and 5 teachers (working as a lecturer in private universities) from 5 different universities of Dhaka city were selected as sample for the study. The outcome of this research can be generalized to the total population. Researcher went to universities and talked with students and teachers about the research topic. Students and teachers who wanted

to sit for the interviews were given interview questions before. They took time for one day or two days before giving the interview.

2.5 Instruments:

Researcher designed eight questions for the tertiary level students and six questions for the teachers. While taking interviews of the students, researcher asked a lot of follow up questions to elicit ideas from them. They did not give an elaborate answer to the questions asked in the interview. Researcher had to ask more follow up questions to understand the current situation of English language learning in details.

2.6 Data Collection Procedure:

Researcher went to the educational institutions before taking the interview of the participants. At first, researcher randomly selected participants and asked for their permission for the interview as the data was recorded and was made available to other people. Those who agreed to sit for an interview were interviewed by the researcher. The researcher explained the nature of the research and the purpose of the interview to the interviewees and answered any questions that interviewees may have. This includes telling the interviewee how the data are to be used (Nunan, 1992, p.152).

2.7 Data Analysis Procedure:

Researcher has followed the six steps in analyzing and interpreting the qualitative data suggested by John W. Creswell in his book *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2012, p. 237- 240). Researcher tape recorded the data by using audio recorder of her smartphone. Researcher asked a couple of follow up questions for further clarification about the research topic. Participants shared their own opinions and ideas in the interview. Data was organized first. "Qualitative researchers analyze their data by reading it several times and conducting an analysis each time" (Creswell, 2012, p. 238). Each time I read the database, a deeper understanding was

developed about the information supplied by the participants. I used pseudonyms of the participants while analyzing data. "Qualitative research is "interpretive" research, in which researcher make a personal assessment as to a description that fits the situation or themes that capture the major categories of information." The interpretation I make from the transcription of my data can vary from the interpretation of others which means I brought my own perspective in my interpretation (Creswell, 2012, p. 238).

2.8 Ethics and Limitations:

Researcher established a rapport with the respondents before the interview and provided the interview questions to the participants two days before the interview. A commitment was also made that the information would be used only for research. The data will not be disclosed anywhere. However, researcher faced some limitations while taking interviews. Some students did not want to give interview. They preferred objective questions rather than subjective questions. Some students did not want their interviews to be video recorded. They preferred audio recording because of shyness. Some teachers did not want to sit for an interview. They told they have research works and they are connected with other works besides teaching. Some students want to give interview in Bengali language because they are not fluent in English. In that case, researcher translated their opinions.

Chapter 3: Review of Literature

3.1 Introduction:

This chapter discusses relevant literature related to applications of technology in language learning, how MALL is getting more attention than CALL, definition of Mobile Learning (ML) the ways teachers can incorporate smartphones inside classrooms, impact of mobile apps in language learning, affordances of mobile phones, history and evolution of smartphones. Adoptions of smartphones in Bangladesh and how people are welcoming 3G and 4G networks will be discussed with the number of mobile phone subscriber as the research is done in the local context of Bangladesh.

3.2 Applications of Technology in Language Learning:

Nemeth. & Simon (2013) stated that "technology gives us access to languages and resources whenever we need them (p. 52). Technology is a blessing for human civilization because it makes our life easier. Our communication facilities are more enhanced by mobile phones. Now a days we are very familiar with smart phones where we can use internet and browse a lot of websites within a second. Mobile handheld devices have been improved to function as miniature computers utilized by teachers and students for personal use (Liu, Navarrete, Maradiegue, and Wivagg, 2014, 374). Nedungadi & Raman (2012) claimed that the capabilities of small mobile devices such as mobile phones and tablets have advanced, with an explosion in the number and types of devices that can now access the World Wide Web (p. 660). Vavoula and Sharples (2002) claimed that the nature of learning is closely linked to the concept of mobility in three different ways: "learning is mobile in terms of space, i.e. it happens at the workplace, at home, and at places of leisure; it is mobile between different areas of life, i.e. it may relate to work demands, self-improvement, or leisure and it is mobile with respect to time, i.e. it happens at different times during the day, on working days or on weekends" (as cited in Hariry, 2015, p. 300).

Mobile devices can be very useful teaching tool in a various ways to support instruction of a teacher. The SAMR model (Puentedura, 2014) of technology integration lays out a spectrum from using technology to redesign educational approaches by enabling activities which was not previously possible:

• Substitution: Technology alternates a traditional approach. For example, a word processor replaces writing by hand of learners.

• Augmentation: A direct tool can be substituted by adding new functionality. For example, proofing tools and text-to-speech are used to improve the writing process.

• Modification: A significant task can be redesigned with the help of technology. For example, the written work is shared on a blog.

• Redefinition: Technology allocates for the creation of new tasks, previously unimaginable. For example, students combine written text with multimedia, posting the result on a media sharing site (Cambridge papers in ELT series, 2018, p. 4).

3.3 What is Mobile Learning (ML)?

According to Molenet, mobile learning is "the exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning. Mobile learning can take place in any location, at any time, including traditional learning environments such as classrooms as well as in workplaces, at home, in community locations and in transit" Mobile learning needs connectivity for downloading, uploading or online working via wireless and mobile phone networks (Hashemi et.al, 2011, p. 2478).

3.4 Mobile Assisted Language Learning (MALL) and Computer Assisted Language Learning (CALL):

Kukulska-Hulme and Shield (2008) note that MALL differs from CALL "in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (p. 273). "CALL means the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1). "CALL means learners learning language in any context with through, and around computer technologies" (Egbert, 2005, p. 4) (as cited in Zuhri & Aswandi, 2016, p. 641).

Few research studies have suggested that CALL has some limitations like lack of in-depth communication, false observation, disturbed learning process, the burden of work, educators' lack of computer knowledge (Garrett, 2009; Golonka, Bowles, Warschauer, 2004). Kukulska-Humle (2009) proposed that these shortcomings of CALL can be overcome by MALL. The important characteristics of mobile devices are: portability & mobility, social connectivity, context sensitivity and individuality. These features cannot be offered by desktop computers in CALL (as cited in Gangaiamaran & Pasupathi, 2017, p. 11243).

MALL facilitates students can make an easy and prompt access to language learning materials and communicate with other people at anywhere, anytime. The nature of digital technology enhances students' participation in both collaborative and individualized language learning activities synchronously and/or asynchronously allowing rapid development of speaking, listening, reading, and writing, skills. Mobile technology provides various resources and tools for language learning that encourage learners to be more motivated, autonomous, situated (site-specific), and socially interactive (Kim & Kwon, 2012, p. 35).
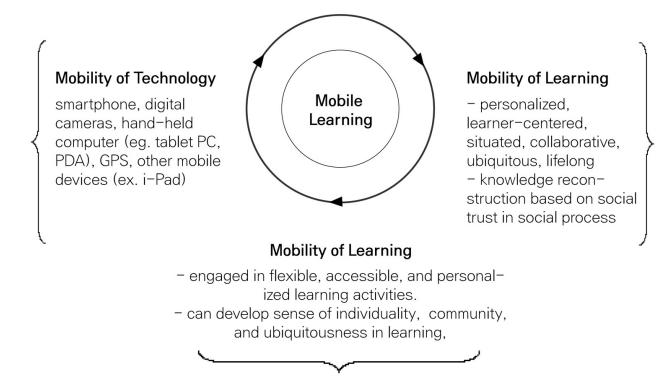
Fig 1: The Concept of Mobile learning in Three Areas (as cited in Kim & Kwon, 2012, p. 34)

Stockwell and Hubbard (2013) claimed that MALL (Mobile Assisted language Learning) is popular because of its equitable and flexible use. Mobile devices are equitable because it can deliver content in the simplest possible format. It is flexible because its package content is in small chunks. Mobile devices can scaffold and support situated learning methods. It can give several appropriate instructions in language learning such as push regular reminders, quizzes, and questions to students (p. 6).

"Mobility of technology focuses on examining the possibility of using portable and wireless devices such as mobile phones, laptops, and tablets for educational purposes. The focus of mobility on learning is on the extensive use of mobile devices for learning outside the classroom. The third aspect focuses on "the mobility of the learner, the design or the appropriation of learning spaces and on informal learning and lifelong learning" (Pachler, Bachmair, & Cook, 2010, p. 41). M-learning is considered as an expansion of e-learning

based on mobile devices. The successful incorporation of m-learning into L2 instruction depends to some degree on students' and teachers' behavioral intention, awareness and perceptual attitudes about mobile language learning (Oz, 2015, p. 22). English teachers think m-learning has great potentials to contribute to effective L2 instruction. Mobile technology has become an indispensable part of people in the world that "is becoming a *mobigital virtual space* where people can learn and teach digitally anywhere and anytime" (Şad & Göktaş, 2013, p. 1).

Hariry (2015) discussed the objectives of M Learning: "to enhance student motivation through the use of familiar technology, to increase student use of the four skills- reading, writing, speaking and listening- in English language, to enable students to become more competent in English language and foster the use of English language for communication. to facilitate the learning process as students have the possibility to explore, analyze , discover, choose activities which are real and meaningful, to enhance interaction between real and virtual environments, to promote self-learning, learning by fun and learner centered Approach" (p. 301).

3.5 Acceptance of Smartphones inside Language Learning Classrooms:

Smartphones can attract students towards non-academic information which can have serious consequences in students' academic career (Nalliveettil & Alenazi, 2016, p. 265). Reinders (2010) stated that teacher should make an effective lesson plan before asking students to take out their smartphones in classroom. There should be a specific teaching objective and a structured mobile phone activity based on that objective. Hence, students will not get any chance to browse any other irrelevant website (p. 21). Teachers should not ban the use of mobile phones in their classrooms rather than use them wisely by preparing appropriate materials that match their goals with the use of this technology. Moreover, teachers should have strong believe in their students' ability to be good learners as well as to

show their students that such devices have important benefits in learning other than entertainment (Ababneh, 2017, p.128).

3.6 Impact of Mobile Apps in Language Learning:

Rahimi & Miri (2014) claimed that mobile apps include a variety of applications that help language learners to manage their time of studying more efficiently (p. 1469). Jones (2011) suggested smart phones are ideal for individualized informal learning as personal devices. The user determines which apps to acquire and how to use them (p. 8). Effective uses of English language learning apps have far reaching benefits for a learner. Students can improve their progress in their language learning courses by emphasizing on the use of language learning apps. They should use the language learning apps for learning better English by saving time and money. Mobile dictionaries are extensively used by students for vocabulary learning, grammar and correct pronunciation of words because they can use it in both offline and online. "Advantages such as performing search; having a greater number of words, phrases, collocations, idioms, synonyms and antonyms; playing pronunciation of words; and showing images and videos related to the word's meaning can make mobile dictionaries a better choice instead of compact phrasebook or printed dictionaries among language learners" (Rahimi & Miri, 2014, p. 1471).

3.7 Affordances of Smart Mobile Phones:

Klopfer and Squire (2008) describe the affordances of mobile phones as portable, socially interactive, contextually sensitive, connective and individual. Mobile phones are portable as they can take the computer to different sites and move around within a location. Mobile phones maintain the social interaction by exchanging data and collaborating with other people face to face. It is contextually sensitive because it can gather data unique to the current location, environment, and time, including both real and simulated data. It can

connect handhelds to data collection devices, other handhelds, and to a common network that creates a true shared environment. It can provide unique scaffolding that is customized to the individual's path of investigation. People can inhabit multiple places both physically and temporally with mobile phones because these devices enable participating in virtual communities or networks across places and throughout the day. Mobile phones also deepen the experience of particular places as people can access content created earlier in time related to that place, ranging from historical documents to restaurant reviews (as cited in Squire & Dikkers, 2012, p. 447). According to Gounder (2011) the level of electricity supply required by computers cannot be afforded by many developing countries. They also do not have money to buy enough computers for their students and to subscribe to the Internet. Due to such constraints, smartphones can be used for language learning because it does not need electricity support all the time. It saves space in the household and it does not require any bearable cost (p. 13).

3.8 History and Evolution of Smartphones:

"Smartphones are a class of mobile phones and of multi-purpose mobile computing devices. They are distinguished from feature phones by their stronger hardware capabilities and extensive mobile operating systems, which facilitate wider software, internet (including web browsing over mobile broadband), and multimedia functionality (including music, video, cameras, and gaming), alongside core phone functions such as voice calls and text messaging. Smartphones support wireless communications protocols such as Bluetooth, Wi-Fi, and satellite navigation" ("Smartphone," n.d.).

IBM revealed a revolutionary device in 1992 which had more capabilities than its preceding cell phones. This model of smartphone was known as the Simon Personal Communicator. The device had many of the modern elements we attribute to current

smartphones and mobile devices such as Touch screen, Email, Fax, Notes and Calendar, Apps and other Widgets which resembles with the modern smartphones we are using today (Andrew, 2018). Then Blackberry came into market. The first blackberry mobile device was Blackberry 5810 which consisted of calendar, music, a full keyboard, advanced security and internet access. However, users had to make calls through headsets. Users had to access websites through Opera mini. Apple entered the smartphone race in 2007 (Andrew, 2018). Jones (2011) stated that one of the significant software enhancements of the iPhone was the much greater usability of its Web browser named Mobile Safari. "It was coupled with a larger, high-resolution screen, a more powerful processor, more internal (RAM) memory and faster Internet connectivity. Mobile Safari was able for the first time on a device its size to access and display the "full" Web. Google's Android OS, in particular, has gained significantly in the past year in both users and number of apps. Many of these apps are of similar kind to those available for some time on phones, including flashcard programs, dual language dictionaries, and phrase books. Phrase books can hold much more content now, including video as well as audio, and integrate with online sites" (p. 4). The term mobile-assisted language learning (MALL) was first coined by Chinnery in 2006 (Kim & Kwon, 2012, p. 34). (Jones (2011) also mentioned that in 2006, George Chinnery surveyed the state of mobile language learning by reporting on projects using mobile phones for vocabulary practice, quiz delivery, live tutoring, and email lesson content delivery, and on other projects using PDA's for file sharing, video playback and stylus text entry. However, Chinnery reported that technical problems arose due to the limitations inherent in the devices, in particular small, low-resolution screens (problematic for image/video display or even good text reading), poor audio quality (both in phoning and audio playback), awkward text entry, limited storage/memory and slow internet connectivity (p. 2).

3.9 Adoption of Smartphones in Bangladesh:

According to the report of GSMA intelligence (2018), "the gradual improvement in smart phone affordability, as well as the rapid expansion in the availability of mobile broadband services, has spurred adoption of smart phones in Bangladesh over the last few years. Smart phones now account for an installed base of 45 million, representing 31% of total connections. This is expected to reach 75% by the end of 2025. Local player Symphony Mobile remains the largest smart phone vendor in Bangladesh, with a 30% share of smart phone shipments in Q3 2017,38 but is facing increasing competition from Chinese vendors including Huawei, itel, Xiaomi and Oppo, along with established vendors including Samsung and local player Walton" (p. 34).
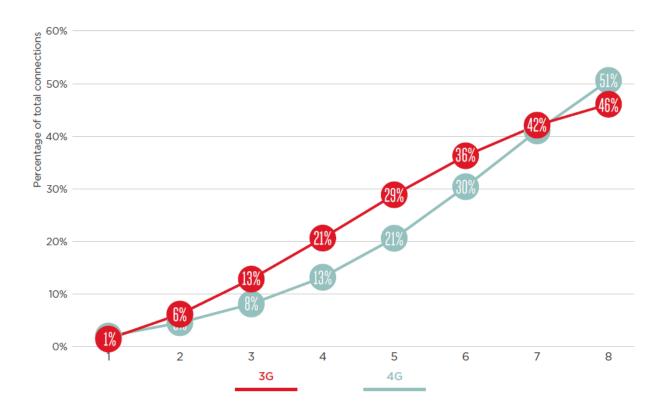

Fig 2: 3G and 4G Adoption, years after first launch (Source: GSMA Intelligence)

Mobile Phone Subscription in Bangladesh:

The total number of Mobile Phone subscriptions has reached 147.000 million at the end of January, 2018. 147 millions of subscriber can get access to internet anywhere and anytime.

The Mobile Phone subscribers of Bangladesh, 2018 are shown below:

Operator	Subscriber (in millions)
Grameen Phone Limited (GP)	65.866
Robi Axiata Limited (Robi)	44.225
Banglalink Digital Communications Limited	32.356
Airtel Bangladesh Limited (Airtel)	8.049
Teletalk Bangladesh Ltd. (Teletalk)	4.553
Pacific Bangladesh Telecom Limited (Citycell)	0.000
Total	147.000

(as cited in Bangladesh Telecommunication Regulatory Commission)

Table 1: Mobile Phone subscribers of Bangladesh (2018)

Chapter 4: Findings and Discussion

4.1 Introduction:

This chapter will discuss the results of the collected data from the interviews. This chapter is based on interview data from the students.

4.2 Students' and Teachers' view on the Usefulness of Smartphones in English Language Learning:

One of the interesting findings, and perhaps the most significant one is that, all the participants interviewed for this research agreed that smartphones are useful for learning English language. They talked about various usages of mobile phone. Learners can browse google, install English language learning apps, visit language learning related websites or even chat with someone who is proficient in English language to improve his or her speaking skills. One of the participants, Shahneela who is a teacher of a language institute in one of the leading private universities of Bangladesh, said that students can learn English language from mobile phones because there are no Bengali instructions in mobile phones. Initially, all the instructions are written in English but one can use his or her own mother language by translating it using language translator apps. Students need to have a basic understanding of English when they are browsing internet in smart mobile phones. The educational websites they visit or use for academic learning, social networking sites and mobile apps are mostly in English. She observed few students in her classroom who use mobile phones response more and interact a lot comparing to other students in the classroom. Using of mobile phones in classroom depends on the tasks and activities assigned to the students by teachers. For example, she assigned a task in her classroom where students have to find music and they will connect it with their current lifestyle. She gave permission to her students to use mobile in classroom on that day only. It was a group work. Students were divided into several groups and everyone was allowed to use mobile phones to find out the music. She further stated that

students can use mobile in classroom to search articles for writing any composition in classroom. Students should take responsibility for their own learning although she will be present there to facilitate.

Nafiz Ahmed, a lecturer of another private institution, regarding the usefulness of mobile phone in the classroom stated that students can get the opportunity to use different sites related to English Language which develop their language skills through mobile phones. He does not allow his students to use mobile phone in the classroom because it can hamper the concentration of the students in the classroom. As the duration of class time is limited, teachers need to be aware of the proper utilization of class time. Some students do not follow teacher's lectures in classroom and later on take photos of the lecture copies of other students. If teacher allows students to use mobile phone in the classroom, they will waste their class time by providing irrelevant information. Moreover, Nafiz Ahmed claimed that he teaches in mixed- ability classes (Harmer, 2007, p. 127), where students have different levels of proficiency. The mixed ability classes make the teachers extremely worried to make lesson plan and then execute those plans in classroom. Nafiz Ahmed uses mobile phone to conduct needs analysis at the beginning of the semester. He stated that in language learning mobile apps, students can take placement tests and have a clear idea about his/her English language proficiency level. It will help students to understand their current proficiency level and improve themselves by sitting at their houses. Mr. Ahmed claimed that teachers get students for one hour twenty minutes in the classroom which is not enough for a lot of practicing. Mobile apps can help students to practice at home in their own free time.

Sharmin who is a lecturer of a private university claimed that using mobile phones for language learning has both positive and negative effects. She thinks most of the phone apps have instructions and activities in English. Therefore, students can have practical idea of various things from using smart mobile phones. She does not prefer students using mobile

phones in classroom. She usually let her students use phone just for searching any educational content from Google and she also uses google in classroom to share her teaching materials with them. The classroom where she teaches have multimedia facilities. Thus she can show various audio visual contents and sometimes she asks her students to take part some online test. Besides, she encourages her students to use dictionary from smart mobile phones. Students are free to use their smartphones outside the classroom. However, sometimes using mobile phone in the classroom also creates some problems as well.

Suchona Jahan and Kaniz Fatema, also expressed similar view while I interviewed them. They allow their students to use their cell phones in class for learning pronunciation, and vocabulary. They prefer the free dictionary by Farlex and Cambridge online for teaching phonetics and pronunciation of different English words. They also suggested that teachers who are teaching the phonetics and phonology can allow students to use mobile phone in classroom. Students can check their transcription of different words very quickly by using smartphones.

Kaniz Fatema further stated that the grammatical errors of the students remain unchanged even after correcting the errors several times in their copies. Some of the students make the same mistakes repeatedly. Adults do not simply pick up a second language because it requires conscious attention, intense study and memorization to become proficient in second language. When class size is large it becomes difficult to spend time with particular students who have difficulty. Thus she directs those students to some programs where they can see the use of certain form of language. She told me that she uses Youtube a lot for this and encourages her students to use Youtube to improve their language skills. Another reason of choosing it because almost every students have access to Youtube through their mobile phone and it does not cost much. There are some apps which they can use using their smartphone. If students learn English language through those apps; they will get instant feedback of their

errors. The errors will be red marked and their score will be deducted automatically. It will force them to learn the correct items because it is like a game. If one cannot make a particular score in one level, he or she cannot reach to the upper level.

However, participating students talked about some difficulties they face while using various online apps through smartphone. They stated that they are not permitted to use the available wifi in their department. They do not get the wifi password and as a result if they want to use internet they have to buy from their mobile operator company, which is very expensive for the students. .

Some students also said the wifi speed of their department is very slow. They cannot even download any academic article. It takes a lot of time to download. Rossing et. al (2011) in this regard stated that learners can quickly access to information in classroom by using smartphones. However, when the internet connection troubles the devices severely hamper the learning process and detract from the classroom environment. "While this downside to mobile technology is largely outside of faculty control, administration at an institutional level must ensure that they are making plans to improve the wireless infrastructure of their university, particularly in classroom spaces" (p. 20). If the internet connection is troublesome, using internet in teaching and learning become difficult. Teachers find it difficult to finish their planned activities and also students' learning will not be at the level it was expected.

4.3 Useful Websites and Mobile Apps for Learning English Language:

Participating students talked about the benefits of using various websites and learning apps that they find it very helpful to learn English. In this section, I will discuss some of these apps and websites and how students were using them through their mobile phones.

BBC English, 10 minute School and British Council websites are mostly preferred by the participants. Some of the participants download these apps in their mobile phone while others can use those from their websites through their mobile phones and computer. In our country, the famous "10 Minute School" provides contents on improving your knowledge on English language. 10 Minute School is an online educational platform in Bangladesh. It was created in May 2015 by an internet entrepreneur named Ayman Sadiq. The videos and apps of 10 minute school cover the entire academic syllabi from classes 1 to 12 of the Bangladesh schooling system. It also covers university admission subjects and training of different skills. It started creating video tutorials in youtube at first. They have created apps for professional courses such as Spoken English, Idioms and Phrases and Pronunciation. The languages of the app are in English and Bangla ("10 Minute School," n.d.). Ali, Subah and Antora stated that they found this website very informative and helpful to improve their English and they use frequently through their smartphones. They wanted to improve their listening and speaking skills. Thus they practiced English using the Spoken English app and it also helps them to improve their listening skills.

One participant named Sharar discussed the BBC Janala Project with the researcher. He talked about one of the particular program called BBC Janala which is very helpful to develop listening and speaking skills. He also mentioned that many of his friends also use this program to improve their English. BBC World Service Trust and BBC Learning English have implemented the Janala Project, which is implemented through mobile phone and radio program. All the contents of this program can be easily accessible through the mobile phone. It is widely used in Bangladesh. BBC Janala Project provides English language lessons to citizens via their mobile phones as part of the wider English in Action program in Bangladesh. It is funded by the UK's Department for International Development (UKAid). Audio lessons and SMS services turn the mobile phone into a powerful low-cost learning

device for people who previously denied the benefits of English education. "While it is still in its early stages, the service appears to have found an audience: To date over two million audio lessons have been accessed (listened to), 177,000 short audio have been taken and stories and feedback recorded. In addition, over 100,000 audio lessons have been downloaded from BBC Janala mobile internet site (some observers consider this rather remarkable, given the difficulties for many to access the mobile internet and the fact that it has not been advertised)" (p. 21).

Ali, Subah and Upoma, who are the students of a private university stated that they use mobile phone to watch several English movies with subtitle on youtube. It help them improve their listening and speaking skills. More importantly, they can enjoy interesting movies and their other favourite programs and at the same time, it is very helpful to develop their English skills. They also stated that they use *Learn English*, which is a website of British Council where adult students can visit and download materials for English language learning. There are also several activities and practice tests for learners in *Learn English* website. *Learn English* is an online website of British Council for adult learners where students can use high-quality resources to improve learning of English language very quickly. In that website learners can take free English test to find their English proficiency level. Lessons and resources are provided according to the English proficiency level of the learners. Furthermore, it is also possible to do further practice to boost general English with extended listening and reading materials.

Shahneela (teaching in a private university as a lecturer) told about the mobile apps of British Council which she suggested to her students. Learn English Grammar, Johnny Grammar's Word Challenge, Learn English Great Videos, Learn English Elementary Podcasts, Learn English Audio and Video are the popular mobile apps she suggested to her students. All the mobile apps of British Council are free. Learners can download it, if they

have internet connection on their smart phones. Learners need to take a short quiz to find out their English proficiency level. The activities in the mobile apps are arranged for elementary, pre intermediate, intermediate and upper intermediate level students.

Upoma and Subah stated that they found Learn English Grammar and Johnny Grammar's word quite helpful to improve their grammar and vocabulary. Learn English Grammar is a mobile app of British Council which can be downloaded free of cost. Learners can practice the grammar they need to improve their English anytime, anywhere, if they download this app in their mobile phones. Learners can study a variety of topics with this convenient and easy to use app. Level packs are available from Beginner to Advanced level, so learners can get the specific input they need to make maximum progress. This app helps learner to improve grammar with over 600 practice questions per level. Learners can monitor their progress with regular end of level tests (British Council Bangladesh Website, n.d.). Johnny Grammar's word Challenge is hosted by quizmaster Johnny Grammar. It is a race against the clock to answer as many grammar, vocabulary and spelling questions as you can in 60 seconds. This exciting timed quiz app includes Beginner to Advanced level questions across a range of topics such as Food and Restaurants and Hobbies. Players can earn badges as they progress in the app and compete against others in a global leader board. This fun and exciting app will help the learners to review the most common spelling, grammar and vocabulary errors, and test and grow vocabulary skill and stay motivated by challenging your friends to beat your scores(British Council Bangladesh Website, n.d.). Learn English GREAT Videos app is especially designed for the students who want to study at UK. Learners can improve listening skills with beautiful videos about UK culture. Learners can learn about the history of the English language and explore London's museums and other famous sites in the UK through 24 high-quality short videos. The Great Britain campaign is a partnership between the UK government and the British Council that aims to promote the UK

internationally as a GREAT place to visit, study and do business. Learners can also practise speaking skill by watching the video and reading along with a moving audio script. They can learn new vocabulary by giving definitions for key words in every episode and test understanding through comprehension exercises for every video (British Council Bangladesh Website, n.d.). Learners will listen to podcast hosts talk about life in the UK to improve listening and vocabulary skills through Learn English Elementary Podcasts. Each episode comes with audio scripts and comprehension exercise. Learners can learn new vocabulary by listening to everyday topics such as hobbies, favorite celebrities and weekend plans. Learners can practice speaking and pronunciation by reading along with an audio script. Learners can also practice reading skill by printing out various topics with question answer, multiple choice questions and true false based on that topic. Learners can also test their understanding with comprehension exercises available for every episode of content (British Council Bangladesh Website, n.d.).

Learn English Audio and Video and Sounds Right are the mobile apps used by the researcher herself when she was a student of undergraduate level. Learner can improve listening skills by watching and listening to real, everyday English conversations by downloading Learn English Audio and Video app in their smartphones. The videos and audio content cover topics such as how to pay a compliment and how to write a CV, and come with audio scripts and comprehension exercises. This popular app will help a student to improve speaking skill by allowing you to read along with a moving audio script. Learners can expand vocabulary skill by learning definitions for key words in each episode. They can test your understanding by answering comprehension exercises. They can also improve listening skill by enabling you to slow down the audio. Sounds Right app is very helpful for the students those who are studying phonetics and phonology in their undergraduate courses. This app will help to improve English pronunciation and to read phonemic symbols. It is important to

know how to read phonemic symbols because it helps to pronounce English words accurately and improve speaking and listening skills. Learners can learn the sounds of English quickly and easily with this app, or use it as a reference to pronounce specific English words in a dictionary. This easy-to-use app will help learners to develop pronunciation and speaking skills, learn the sounds of English by listening to recordings of each sound and improve pronunciation and vocabulary by listening to sample words in context with meaning (British Council Bangladesh Website, n.d.).

Zou & Li (2015) stated that some learners prefer reading on paper, the average reading tasks they did via mobile devices rose considerably from seldom to twice a day. Many students prefer BBC for developing their listening skills. The majority of the students practiced listening on those apps several times a day due to their easy access (p. 566). Nafiz (teaching in armed forces institution) prefers Cambridge English online , English Central.com, LEO network learn English, Exam English.com, Listen and Write. com, BBC Learning English etc are really very helpful to learn English language. Student can get different materials from these sites and they can browse these sites outside the classroom. He emphasized on the BBC Janala project website for learning speaking skill of English language for those adult learners who are in the elementary level. Suchona Jahan, teaching in a private university of Dhaka city allows her students to use their cell phones in class for learning pronunciation. The useful websites for students' English language learning on mobile phones are FluentU, BBC Learning English, Memrise and Duolingo. According to Chen (2016), a wide range of languages in its learning materials is provided by Duolingo. The languages includes: Romanian, Dutch, Portuguese, Russian, Spanish, Polish, French, Arabic, German, Korean, Greek, Chinese, Hungarian, Turkish, Italian, Czech, Japanese, Hindi, Ukrainian, Vietnamese, English, Indonesian, and Thai. (p. 45). Duolingo is one of the best English language apps today as the learning system of the app helps learners learn

English quickly by spending twenty minutes a day through games. It is highly recommended for language beginners. It provides extensive writing lessons for novice users and oral practices for advanced users with feedback. A dictionary function is set in in the app. Learners can learn new words through games. Learners can gain "experience points" (XP) as they progress through the learning activities in the apps. If a learner completes all the lessons of one skill, he or she will be considered as "learned/ accomplished" The app corrects answers when learners make mistakes and provides useful tips for learners to improve their language skills.

Memrise uses some creative and easy way to remember words for learning English. The focus of this app is to help the users expand their vocabulary by learning English words in an effective way. It also offers an offline mode to continue learning without internet connection. The app works on iOS and Android. English Launch Pad enables teachers to keep a track of students' learning progress and also maintains a register that helps teachers check either individual or group progress. The app works on iOS and is available on App Store (Krzemińska, n.d.).

These websites help the learners learn new vocabulary and grammar through interactive games and quizzes. Moreover, through these websites, learners can listen to and watch different videos and podcasts to improve their listening skills in English. Fariha Sharmin (teaching in a private university) prefers an app which is called "Curiosity". It contains research related knowledge on various fields. Students can explore it, gain knowledge and can improve reading habit in English. Moreover, she mostly prefers YouTube in which we can both listen and watch English lessons. She would highly recommend students to watch at least one video from "TED TALK" every day. "TED TALK" is a video based mobile app for English language learners. This is very much effective way to learn English spontaneously. Students should not watch English videos or movies with subtitles.

Another student named Safwan who is English medium background visits the library website of his university for downloading academic articles. He downloads most articles from Jstor and EBSCOhost database. He can use mobile phone to search anything related to the topic inside the classroom with the permission of the teacher. He downloads power point slides and e-books. The last one that he downloaded was "The Design of Everyday Things" by Norman, it is a book on Human Computer Interaction. He preferred reading blogs to improve vocabulary and grammar. He does not use any app for learning English as his background was English medium.

Two participants named Anamika and Ashfi said about VISP mobile app which was promoted to Spanish students for learning listening skills of English language. Most of its materials are in Spanish language which cannot be helpful to Bangladeshi students.

4.4 Teachers' View on the Impact of Class Attendance and Presence of Students in Library while using Smartphones:

Shahneela stated that 5% marks is allocated for class attendance in every courses in the university where she is teaching. Students are bound to attend the classes to get a good grade. She does not prefer physical attendance of students in library. Teachers can assign tasks where students will go to library and take notes from the books to write a research paper. Nafiz Ahmed stated that , students can get the opportunity to use different sites related to English Language which develop their language skills through mobile phones. Downloading academic articles and e books (pdf form) on mobile phones discourages students to attend the library physically but it does not have a negative effect. Internet is also a kind of a library. A library may have the limitation but internet has no limitation rather it saves time and money. If a student browses google scholar, he or she can get many academic articles free of cost.

Some western universities also offer 'Distance Learning' which can be beneficial for a student to participate on that from anywhere. Use of smart mobile phones is also saving a lot of space in the house. A computer or laptop needs a space in house but smart mobile phones are beneficial to us in many ways. We can use it for communication, bill pay and educational purposes. Mobile phones cannot have a negative effect on the attendance in classroom because there is fixed marking system for the attendance of each course. Downloading materials or videos before coming to class may help students to understand the class lecture more clearly. For example, a student attends in the class to learn about a topic. Later he or she can download or collect some materials related on the topic through smart mobile phones. According to Fariha Sharmin, the university where she is teaching provides options to students to go through e-books while having a studying environment. Students would prefer to have a silent environment to read online academic materials. Students cannot always find the materials from online using mobile phones. Teachers can identify authentic materials and adapt those according to the learner's English language proficiency level. So if they miss the classes, they will not be on the right track of learning. Using mobile phones would not be only main resource for studying. There are several techniques to learn English which only teachers can implement in the classroom and teachers have their lesson plan according to the stage of learning. Therefore, students will not be benefitted if they don't attend classes.

Teachers can make a positive contribution to students' motivation to learn by making the classroom enjoyable. The content of topics should be interesting and relevant to their age and level of ability. The learning goals can be challenging but manageable and clear along with a supportive learning atmosphere (Lightbrown & Spada, 2006, p. 64). Students' motivation to learn can be increased by using smartphones inside classroom. Teachers can use the Learn English Elementary Podcasts mobile app to increase the motivation of students

in classroom. Learners can enjoy listening to podcast hosts talk about life in the UK. It can motivate students to get introduced to everyday topics such as hobbies, favorite celebrities and weekend plans. Learners can practice speaking and pronunciation by reading along with an audio script. Learners can also test their understanding with comprehension exercises available for every episode of content. It contains both audio scripts and comprehension exercise. It is very helpful for the learners whose English proficiency level is lower intermediate. The teachers whom researcher has interviewed claimed that the proficiency level of most of the students they are teaching at undergraduate level are elementary, lower intermediate and intermediate. The mobile apps of British Council website are very helpful for the intermediate proficiency level students.

Suchona Jahan, teaching in a private university of Dhaka city thinks downloading academic articles and e books (pdf form) on mobile phones is reducing the presence of students in library because all the articles cannot be downloaded for free. Sometimes she assigns such activities in classroom that bounds students visit the library physically to read books by sitting there and write research papers based on that reading. She gives the study materials to students before the class. Students can study the topic before coming to class. They can ask several questions to teacher related to the topic. Students are bound to attend the classes because there are some marks allocated for attendance which is added with final exam marks.

All the interviewed students said that they have to be conscious about attendance marks to sit in the final exam. Hence, they attend classes regularly.

4.5 Use of Social Networking Sites to improve English Language Skills:

There are many educational pages in facebook from where students can learn English language such as "Learn English," "English Learning Language & Notes," BBC Learning

English." Kukulska-Hulme, Norris & Donohue (2015) claimed that use of mobile devices in classroom can create virtual learning environment. A password protected, safe online space provided by an institution to support and enable learning. Free sites include Moodle which can be mobile friendly. Teachers and learners can communicate with each other, and access elements of lessons, or entire lessons, videos, home learning assignments, course administration as well as posting content (images, written work, questions, video, etc.) (p. 24). Moodle is used by students and teachers of various universities, even in Bangladesh to communicate with each other based on a topic. Questions are posted by one student and others express their ideas based on the questions. Students also share real life experiences. Teacher moderates all the comments posted by students and gives feedback. However, some people argue that student are wasting time by using Facebook, Viber, Imo or other social networking sites. Nafiz (teaching in armed forces institution) thinks students can learn a lot from Facebook or other social media because these help them to connect with the rest of the world. Students also use different educational pages in facebook related to English Language which allow them to practice and improve English language skills. For example, his students learn to write grammatically correct sentences with the help of the educational page in facebook named "Sentence Master Pro." Kaniz Fatema (who is a lecturer in a private university) thinks there is nothing to learn by sending messages or chatting with friends in facebook. While sending messages in messenger, people shortens the word (such as "u" (you), "r" (are), "plz" (please), "omg" (oh my god) etc. They also use emojis to express their thoughts. It is hampering the writing skills of students. Students are making a lot of mistakes in their written documents which they submit to teachers. Antora (studying in a private university of Dhaka city) suggested a facebook page named "English Today" where the moderator does several Live sessions for IELTS preparation. "English Today" also offers online courses for IELTS preparation. Learners can enroll themselves in IELTS preparation

courses by sitting at their home. They can do all the classes using smartphones anywhere with internet connection. She also suggested youtube videos of Liz and Asiya for IELTS preparation of students.
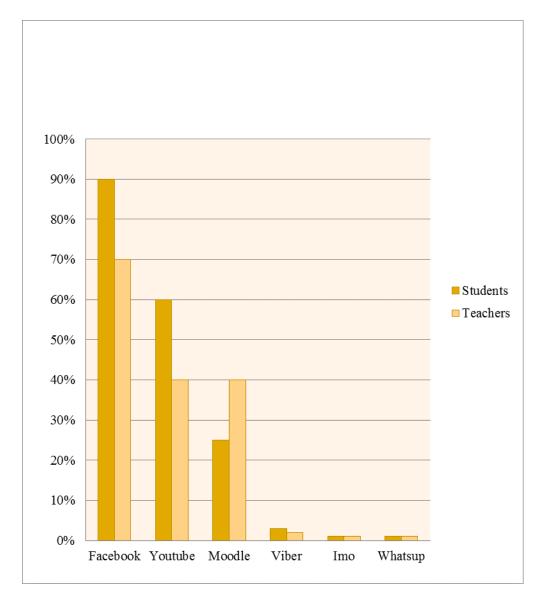

Fig 3: Students' and Teachers' preference on social networking sites in English Language learning

Figure 3 represents the percentage of students' and teachers' preference on social networking sites in English language learning. 90% of students and 70% of teachers prefer facebook, 60% of students and 40% of teachers prefer youtube, 25% of students and 40% of teachers prefer moodle. However, connection with teacher and student through moodle is not present

in all the private universities. Viber, Whatsup and Imo cannot help students learn English language because they cannot visit different pages from these social networking sites. Users can only send messages and share photos with friends. Only 3% of students and 2% of teacher agreed that Viber can help learners in English language learning. 1% of student and 1% of teacher agreed IMO and Whatsup can assist learners in language learning.

4.6 Students' and Teachers' view on Acceptance of Smartphones in English Language Learning:

Researcher observed that participants understand the effectiveness of smartphones to learn English language both inside and outside classroom. Using smartphones inside classroom makes the classroom environment learner centered. However, the class size is large in Bangladeshi universities. Teacher cannot assign group work properly for traditional seating arrangement. Seating arrangement cannot be changed because there is not enough space in the classroom. Teacher cannot monitor properly the class work of the students. Teacher stands in front of the classroom and observe students from there. If teacher permits students to use smartphones inside classroom, students can play games or visit other websites which are not related to study. Teacher cannot reach to every student and monitor their class works because teacher cannot walk in the classroom for little space.

Learners can use smartphones outside the classroom for English language learning freely. Learners use online dictionaries for learning vocabulary and pronunciation of English words. However, they are not familiar using mobile apps or visiting educational websites of British Council and BBC. When researcher asked them about the use of mobile apps, they cannot give fruitful answer. Researcher observed that some of the students have downloaded Food Panda, Uber, Pathao apps in their smartphones but there are no language learning apps downloaded in the home screen of their smartphones.

Students can participate on various online classes through the smartphone by sitting anywhere with internet access. One student can see the teacher and keep connect with the peers on online classes. "Scaffolding refers to the way a competent language speaker helps a less competent one to communicate by both encouraging and providing possible elements of the conversation" (Scrivener, 2011, p. 227). Tilottoma & Sabbir (both studying in a private university of Dhaka city) prefer online classes of "English Today." "English Today" is an online IELTS preparation course where speaking skills are practiced by scaffolding the less competent students.

Learners will get instant feedback, if they use mobile apps in English language learning. Mobile apps correct the errors of students instantly by marking red. " Most teachers feel that correcting a student in mid sentence is generally unhelpful unless the student is floundering and is giving the teacher signals that she wants some help" (Mcdonough, Shaw & Masuhara, 2013, p. 179). When learners are learning through smartphone, it will play the role of teacher. May be, some students may feel de motivated when their will be red marked automatically. However, their scores will be deducted and they will not be able to reach the next level of worksheets while giving tests in the mobile apps. It will make them competitive. Learners will compare their scores with their peers. It will make them try hard to get good scores.

Chapter 5: Conclusion

Mobile assisted language learning system makes the class learner- centered. The education system of Bangladesh is based on teacher- centered classroom. Teacher will come to the classroom, give lectures and students will take notes. Some of the private universities of Dhaka city cannot even provide multimedia advantage in every classroom. Using of smartphones can solve this problem as teacher and students both have smartphones. They can bring it to classroom and use it for teaching and learning.

Proper training on using smartphones for learning purpose inside classroom should be given to teachers. Teachers should make the lesson plans in a way that will promote the use of mobile apps in classroom. It will save paper and time because the materials are already designed in the mobile app. Teachers can also give tests by using mobile apps. It will instantly check the exam scripts and show score of the students. It will increase interaction of students with their peers and teacher. Bangladesh is also lagging behind in making language learning apps on smartphones. Trainings should be arranged for software experts to create more language learning mobile apps.

To sum up, smartphones are connected with every aspect of our life. We should use our smartphones in English language learning. It will save our time and money. The websites and mobile learning apps can monitor our work and give feedback instantly. However, too much dependence on smartphones can hinder the cognitive skills of learners such as brainstorming and recalling. If students can access and find information from smartphones within a second, they will not find it necessary to store information in their minds. Learners can take help from their smartphones to learn English language rather than going to coaching centers and private tuitions. The government of Bangladesh took several steps to stop the private tutoring of teachers as private tuition is a non- taxable income of teachers and it also

harms students' learning ability, creativity and money of parents. Integration of smartphones in English language learning both inside and outside classrooms can reduce private tuitions.

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Appendix 1

Interview Questions for Students

Read the questions carefully before the interview starts. The information will be used for academic purpose only. (Your name will not be disclosed anywhere)

Name of the University: ---

Participant's information:

Name of the cell phone you use: ------------------------------

1. How many hours do you spend on mobile phones everyday? (approximately)

2. Do you think your cell phones will be useful for English language learning?

3. Which websites you visit more to learn English?

4. Do you think chatting on facebook, viber or whats up can help you improve English? Can you please tell me the name of the social networking sites you prefer for learning English language?

5. Can you use your cell phones in English classes for searching information in front of your teacher?

6. Do you use mobile phones for downloading articles and pdf books for academic purpose? Can you say something about the last academic article you have downloaded on your mobile phone?

7. How can you improve your vocabulary and grammar through mobile phones?

8. Do you have any idea about the English language learning apps? Do you use them in mobile phones? Why or why not?

Appendix 2

Interview Questions for Teachers

1. You can observe your students are spending a lot of time using smartphones. Do you think they can learn English language from smartphones?

2. Do you allow your students use their smartphones during class time?

3. Can you suggest the name of some helpful websites for students' English language learning on smartphones?

4. Can you please tell me the name of the social networking sites you prefer for learning English language?

5. Downloading academic articles and e books (pdf form) on mobile phones is reducing the presence of students in library. Do you think it will have a negative effect on students' education?

6. Now a days student can download research materials and lectures related videos on mobile phones. Do you think it lessens the attendance of students in classroom?