Evaluation of the Educational Impact on the Amount of Learning English through Mobile Phones

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ABSTRACT: This study aimed to examine the impact of teaching method on the amount of learning English lesson for second grade students of high school (Volume II) through mobile. Population included 2780 students from area 5 of Education in Tehran that among them 30 students were randomly selected and during 2 months were educated under vocabulary words of the second year English book by mobile phone learning. At the end, After running the 100-point test had identified English words and it was found that the sample mean has a significant difference with population can be stated with 95% confidence that mobile learning enhances learning English lesson among students in the second year of the intermediate (second round).
Keywords: Learning ,Teaching Methods, Mobile-Based education, English

INTRODUCTION

One of the areas that have changed over the past few years due to the penetration of information technology is the field of education. Seif believes that learning is any activity or pre-planned strategy that aims to create a learning in learners and learning consist of the relatively permanent changes in potential behavior of learners provided that the change occurred through experience (Seif, 2004). Therefore, the purpose is learning and teaching is one of the means or methods to achieve this goal (Ghadirian et al., 2006).

Today, innovation technologies which are consequences of technological technologies emergence cause to that the traditional and conventional methods of education lose their efficiency and effectiveness. Hence expert of education and educational planners need to keep pace with population changing development and provide new methods for knowledge transfer. "Third wave civilization for increase the knowledge of society individual needs to a powerful tool to be timely, low-cost, quick and assured" (Feizi et al. 2007). Mobile technology as one of the information - communication technologies is a tool that can be used in the educational arena. This device can alter the traditional face to face teaching method and evict students from a reactive mode and give them a greater incentive.

Learning through Mobile actually is a form of e-learning which since 2000 has been progress in the organizations and schools. Great Britain, Sweden and Italy as well as used mobile- based education system formally on the since 2007, and could cover 16 to 24 age students laggard of school. Since this information and communications device due to their special features such as transmission technology, miniaturization, storage and receiving, displaying and controlling, time and location flexibility, decentralization and asynchronous can play a significant role in education (Fakhraee, 2007).

In Iran as well, about 20 years have passed since the arrival of the first generation of mobile phones to the community but unfortunately ignored its positive aspects and functions and is considered as an entertainment device. In a study it was found that 62% of learners were interest to learning through mobile phone and expressed mobile phone technology allows learners to communicate with each other in order to exchange experiences. Well as students who their learning is performed through mobile phone have more enthusiasm in exams than their other classmates and have not a worry and anxiety (Soleymani and Papzan, 2010).

On the other hand, the importance of learning English as a common international language in the world are so that some researchers have considered it as the key to success in life (Ayati and Sarani, 2012). In addition to student motivation and attitudes towards this language another factors as well cause to increase learning English that can be reefed to teachers' skills and attractive and innovative training techniques. Motivation and reasons for learning English are very important issues which cause to a better design of curriculum materials and teaching strategies to motivate students and has a direct impact on learning English.

In 2010 a survey was conducted in Taiwan that identified the first main reason leading to failure and frustration of students is the incentive reduction to learn. For improving learning motivation and performance of teaching, especially in teaching the English language, computer technologies and mobile communications have been appear that have seriously considered by researchers. Learning English is one of

the courses that specifically uses benefits of mobile technology and Media Player (Ayati and Sarani, 2012).

Review of literature:

Despite the mobile-based training has not a great dating and experience, but have been doing a lot of research about its impact on teaching and learning that a number of them are as follows:

1) Papzan and Soleymani (2010) in a research were considered the comparison of the effect of teaching through mobile and lecture on learners' learning, and have identified that education via mobile phone has a greater impact on the students learning than learning through lectures.

2) Ayati and Sarani (2012) in a research were considered the impact of teaching methods through mobile phones on students' motivation and attitude of English courses have found that the method of teaching through mobile phone had a positive effect on the severity of the motivation, interest, the attitude towards the English language, enclosure orientation and a desire to learn English in the students.

3) a research were conducted in India on education through mobile phone in 2007 by Kumar and its colleagues and found that 69.2% of people believed that mobile phone as an effective emergency tool in their learning, and 73.4% of respondents believed that the way of learning with help of mobile phone has a temporal and spatial flexible and it is broad-based (Papzan and Soleymani, 2010).

4. The results of a pilot study of Mac Konata and colleagues in 2008 suggests that learning through mobile phone has had a significant positive effect on students' learning (Papzan and Soleymani, 2010) .

5) Huang and Chang Feng in 2011, while examining the impact of education methods through mobile phone on student learning emphasized the use of mobile phones in education, cause to improvement of attitudes, cognitive beliefs, interest, and motivation of students towards the control group (Ayati and Sarani, 2012).

Now in Japan, learning through mobile phone is growing with a strong movement, and most companies, schools, organizations and individuals find the way of their success depends on learning through mobile phone. In the twenty-first century need to wisdom will lead kids, youth, and even adults toward learning through mobile phone and Japanese is a pioneer in launch learning through mobile phone because of a very high hardware abilities and claims is a world leader about learning through mobile phone. Mobile-based learning was setup and opened by Bazkam in 1998 and covered 60 schools by learning through mobile phone. Moomo established management strategy in 2006 who is headed the theory of design, planning and development of learning through mobile phone in Japan. Moomo make it possible the ability to send content over 98% of mobile phones of learners by the teachers.

MATERIAL AND METHODS

The study aimed to determine the impact of teaching through mobile phone on learning English lesson for second grade students of high school (Volume II).

For this reason, were selected a sample with a 30 people volume among 2780-persons population who were enrolled in the second year of secondary school students(Volume II) of area 5 Education in the academic year 2013-2014 in Tehran and were trained during 2 months through mobile phone. The method was in this way that new words and vocabulary of lessons in form of text messages sent to the sample group at each day. The age range of the sample group was 16 to 18 and from this number, 18 and 12 students were enrolled in the for boy school in the for girl school, respectively.

Finally, the test was that performed for the sample group, was determined that their mea scores is 55 and standard deviation is 5. It is important that the test earlier has been implemented about 500 students in area 5 and their average score was 50.

Above test, was a researcher- made test in which has been used 100 words of the English language course in second year high school student. It is necessary to mention the reliability and validity of tests confirmed by the professors of University.

Eventually, and after running the test t single-sample test was used to analyze test data and compare the sample and population that the result will appear in the following.

RESULTS

To investigate the research hypothesis which are: "Learning through mobile phone has a better effect on the learning of English vocabulary lessons for students". The sample average was examined by population the results are summarized in Table 1.

Table 1. Results obtained from the single- person t test

Test	α	Table t	d.f	n	s	$\bar{x}$	μ
single range	0.5	1.699	29	30	5	55	50

With regard to these findings and determine the amount single- sample t at a rate of 49.5, it is clear that the null hypothesis is rejected and the research hypothesis is confirmed. In other words the difference between sample mean and population was significant and it can be claimed with 95% confidence that:

"Learning through mobile phone has a better effect on the learning of English vocabulary lessons for students."

DISCUSSION

According to many researchers, one of the most important factors in learning English, is the learning-teaching approaches especially teaching method and content presentation. Unfortunately, in our educational system, despite a lot of energy, time, money and talents of students and teachers spend for teaching and learning English, but unfortunately its performance is very poor and students after graduation and not be able to communicate useful and effective and cannot benefit from their knowledge for remove their needs .

The researchers believe that a reason for this failure and the inability due to the traditional and inefficient methods of delivery of content believe that to improve teaching and enhance the quality of learning English, traditional ways of teaching English have to revised and changed, basically.

In this regard, attention to instructional design, innovation of educational models and attention to new approaches in teaching English are considered as the most important scientific solutions to promote and develop the learning of foreign languages, especially English.

These findings imply that teaching through mobile phone is effective on the second year of secondary school students learning. Thus hypothesis of the research with 95% confidence is confirmed and accepted. Results of the research is consistent with findings of Papzan and Soleymani (2010) and Ayati and Sarani (2012).

Continuous development of training system based on e-learning especially mobile-based training is now a fundamental necessity in the face of new developments and direct the community to a wisdom orientation.

As penetration factor of mobile phone among high school students is increasingly growing, so it is necessary to optimize utilization of the issue and change the threat to the favorable opportunity because the access and mastery on information and communication technologies such as mobile phones to take its advantage in the strategic planning of community in the education is considered one of the major components of the power and capabilities of the educational system.

It is important that professionals and planners of the education must be determine situation and the role of new technologies in the educational system, and be ready the principals and teachers for its use in the process of the teaching and create an appropriate cultural contexts to use of this technologic phenomenon in schools.

On the other hand, parents and students should be aware of the fact that mobile phones are not just a means of entertainment and has various functions, including training function and this issue indicates the fact that the world tries in direction of the function of training system proportional to the needs of nowadays.

Specialists also should be used to design and production of educational content which are compatible with today's developments and must be emphasized on modification of the structure and direction of the educational system of the country according to the circumstances of science and technology new.

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