



Aladdin Ka Chirag in English Language Classroom

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Abstract

These days mobile phones are used everywhere by everyone. The school and college premises are filled with mobile phones which outnumber the students. The time spent on mobile for various reasons and specifically for being active on social media has celebrated the invention more than expected. In last ten years, this has seriously led the educational system/administration to answer two fundamental questions related to use of mobile phones on educational campus. The first question is how to delink students from the overuse of mobile phones that easily surpass the time spent on studies? The second one is how to use mobile phone as an aid in the classroom that would support teaching-learning to be effective? There are answers to these questions many in number.

Here, in this article, I present 10 practical ways to use mobile phone in English language classroom to contribute to effective learning of the language. The device, if used as an educational aid, potentially becomes Aladdin ka Chirag in the hands of the teacher and his/her students.

Introduction

Recent advancement in technology has engulfed every human affair. There are a number of technical devices that support teaching learning process. Among these, the recent and most portable device is mobile phone. It is cost effective and easy to use for both teachers and students. The need is to systematically orient the use in and outside the classroom. This seems easy on the one hand since the primary stakeholders of the learning process are well aware and acquainted with the device and its possible usage. Nevertheless, minute description of the activity regarding its nature, scope, student orientation, physical and technical availability, etc. shall be a precondition to using it in the language classroom. The description also needs to be flexible enough to accommodate situational changes that arise during classroom interaction. Its use for general purposes reflects its enormous potentiality. The teacher shall find out beforehand the topic and the possible activities that would be organized by using mobile to achieve the intended effect as learning.

Immobile to Mobile

In a heterogeneous class, variation pertaining to student interests, mother tongue, social, economic, cultural and religious beliefs, background physical and technical facilities, make it difficult for the teacher to accommodate the differences. Thus, the teacher in a traditional classroom resorts to the general course of action that most teachers find accommodative. They read the text and explain it to the students. Students try their best to understand/memorize what the teacher explains to them. In this process, students remain immobile for most of the classroom time, except a few minutes of question-answer session at the end of the lesson. Strategic use of mobile phone in the classroom would substantially prove useful in dealing with LSRW skills as well as with vocabulary, grammar, and communication skills. Lave and Wenger (1991) state that strategic use of mobile phone in the classroom would prove "an ideal tool to support situated learning theory, which states that learning is more likely to take place when information is contextually relevant and can be put to immediate use." The activity based on use of mobile phone will make students mobile in the classroom. This is possible since students are quite familiar with the device and are in a position to understand myriad