

USING MOBILE PHONE TECHNOLOGY IN EFL CLASSES

In our experience teaching language through using mobile phone technology do interest students as much as we expect. This article will suggest a motivating way to teach listening with mobile phone with the audio lessons of NEP. We are sure taking into consideration of lacking of audio visual classes we suggest students to use mobile phones in English classes. It is more effective way of teaching audio lessons.

Teachers of English as a foreign language who want to develop successful lessons face numerous challenges, including large class sizes and inadequate instructional materials and technological support. Another problem is unmotivated students who refuse to participate in class activities. According to Harmer, uncooperative and unmotivated students are a serious problem and can easily disrupt the instructional process.

Often, routine activities structured around whole class lectured and drills can contribute to the lack of motivation, especially when the students are children or adolescents. As many teachers know, project-based tasks alleviate this problem by allowing students to use their imagination and creativity and actively express themselves in a variety of interesting and enjoyable tasks. A project-based task focused on students' interests also helps transfer the limited facilities of the classroom setting to the real world, where students are freer to use individual learning styles and make personal choices.

This article discusses how teachers can have their students use mobile phone technology- which is not typically considered an educational tool- to produce video projects and thus boost their communicative use of English.

An analysis of English language teaching (ELT) methodology reveals that achieving communicative competence in a second language involves not only knowing the grammatical rules of a language but also knowing when, where, and with whom to use the language in a contextually appropriate way. This requires more than mere knowledge of English grammar and vocabulary; it requires skill in how to use English in communicative situations. For example, a person with communicative competence will know how to do things in English – such as making a purchase, asking for directions, persuading someone and expressing personal feelings- and will also know how to manage formal and informal language styles. According to Brown, communicative language teaching allows learners to practice English as it is actually used in a speech community and equips them with the language skills they will need when they leave the classroom for the real world.

As teachers search for solutions to large class sizes and unmotivated students, they should consider projects that match the principles of CLT. In contrast to teaching a structural syllabus with a preponderance of grammar and vocabulary drills, project work lets students collaborate on tasks that demand authentic, relevant, and real-life communicative interactions. In turn, this type of authentic communication helps students to acquire communicative competence in a second language, much as a person learns his or her first language.

The principles of CVLT are not always easy to put into practice. For instance, large class sizes tend to favor receptive activities involving reading and listening because they are less demanding and time-consuming for the teacher than productive activities involving speaking and writing in pairs or groups. The result is teacher-centered instruction that does not provide students with critical unrehearsed language practice and individual attention. The combination of grammar-based instruction, limited oral interaction of students in class, and inadequate opportunities to

speak English outside of class with foreigners or to travel abroad does not support the development of communicative competence.

Another barrier to CLT is the fact that students may feel too shy or embarrassed to speak in class or perform in front of an audience, especially in English. This type of performance anxiety, and other feelings students have in the language learning process, have long been an important consideration in ELT.

Top make matters worse, students' reluctance to engage in communicative activities may be exacerbated by cultural differences. Since the communicative approach is of Western origin, it is best suited for the interactive classroom of Western cultures, where communicative activities are more common. In cultures where the teacher-centered classroom is still the norm, learners may not respond willingly to communicative activities. Teachers will surely be disappointed if they expect CLT to be easy in a country like Turkey, where it is a virtue for students to listen to older people and not to speak before asked as a sign of respect.

Producing drama activities with mobile phones. To overcome barriers, teachers must be creative in seeking methods to make their classrooms more communicative. One method I use is to take advantage of students' interest in the latest mobile phone technology by designing a project-based video task. This task, which combines drama, technology and CLT, motivates students because they enjoy recording with their mobile phones and when they do so in a group they receive approval, cooperation and support from their peers, which is an important factor in their adolescent psychology. There is agreement in ELT literature about the motivating effect of dramatization. It breaks the monotony of traditional class teaching and is enjoyable and stimulating.

A drama project is an excellent way to get students to use different communicative functions in English, including description, narration, identification, debate and decision-making. Drama also integrates the four language skills, as students must write English scripts, engage in peer correction, and design and produce the video in English.

In addition to fulfilling the objectives of CLT, developing and recording a dramatic performance with a mobile phone can also address problems such as large class sizes, bad behavior and performance anxiety.

To be sure, drama activities require optimum space, time and materials that are difficult to provide in large classes with limited lesson time. However, not all the activities have to take place in the classroom and students can conduct a large part of the filming outside of the classroom.

Problem behavior

A specific benefit of utilizing mobile phones for video project is its effect on student behavior. In Turkey, at least finding an educational use for mobile phones negates problem behavior from undisciplined students who abuse the video recording capability of their phones. Video recordings taken at school appear on websites enthusiastically making fun of students and teachers. In more disturbing cases, students use their mobile phones to infringe on others' privacy and even to harass them. Whether a behavior problem is malign or benign depends on how it is handled by the school system, curriculum and teachers. For example, the Turkish Ministry of Education took the reasonable step of regulating students so they use the technology for positive social and educational benefits.

As noted above, anxiety interferes with second language acquisition. Project-based learning overcomes students' anxiety about class participation because it deals with interesting, real-world topics. Nevertheless, drama and role-play may still cause embarrassment, and not every learner finds it easy to perform in front of an audience, especially in a second language. One way to gradually make shy students more assertive and participatory is to not require them to stand up and act in front of the whole class. With a mobile phone project, hesitant and uncommunicative students have the option of creating their film in a non-threatening home or neighborhood environment where they feel comfortable. With this experience and the help of rehearsals, students

can get accustomed to speaking or acting in front of an audience. Those students who are still embarrassed to be in front of camera can be take more responsibility for writing the scripts and dialogues and gradually take on minor roles until they feel more comfortable.

Another way a mobile phone drama project reduces anxiety is by offering numerous choices for students with different interests and abilities. Several research studies examine the interaction between language learning and individual differences. Instructors must create suitable settings and appropriate methods and materials to fit the different cognitive or affective needs of students, and this is a strong rationale for considering individual differences in aptitude, attitude, motivation, and learning styles. For example, while an extroverted student might participate enthusiastically in group work and play the leading role in a film, an introverted student might perform best by working independently at home using toys or puppets for the roles, than appearing personally in the film.

Ideas for mobile phone video projects. Students can consider a wide range of topics to produce a drama project with their mobile phones. To begin, they can get ideas from many popular programs on television, including talk shows, gameshows, news specials, and parodies . Following are four ideas for projects that can be expanded or reduced to adapt to the requirements of semester length, class size, language level and age group. They are a short film, a documentary, an instructional video and a commercial.

Assessment of video projects. In addition to providing meaningful and real-world language experience, Skehan lists two other important elements of project-based tasks: 1) students work towards a goal, and 2) the activity is evaluated by its outcome. A mobile phone project consists of several stages done both in and outside of class. All of these stages can be graded independently, including the drafting of scripts, peer review and revision, and rehearsals of the film. To give feedback and evaluation of the outcome, teachers and students can use a video assessment instrument like the rubric, which lists six criteria and allows for a maximum score of 24 points.

A mobile phone drama projects can also be assessed through the internet by uploading the videos to a website, preferably an official site under Ministry of Educational and having students, teachers, parents and academicians evaluate and rank them. Then, at the end of the school year, the best works for each drama category can be selected and given awards by the Ministry of Education. Some of the drama production may also compare in national or international competitions.

With a video project, students produce something tangible that they can keep in their portfolios or personal albums to show their parents, friends or perhaps their grandchildren. Moreover, students will see themselves actually speaking English. All of these factors will come together to give them a sense of accomplishment.

Additional activities for mobile phone features. The previous projects require a mobile phone with a video recording function, but teachers can also create activities for mobile phones that do not have video capabilities. Three examples of such activities are described. They are: Phone auction, text messaging and reminder function.

Conclusion. Project-based tasks are an effective way to create a rich environment for language learning. As students work through the different stages of a project, they must negotiate and use all their language skills to reach the end goal.

There are many projects to select from and a drama activity is one of the best. Introducing drama projects into the classroom is highly recommended because they are inherently interesting and motivating and they are offer great potential for student interaction and practice with authentic communicative language functions. Like any speaking or acting project, drama activities face challenges, including performance anxiety and classes that are too large. These problems can be lessened when teachers allow students to do video-based mobile phone projects, working

independently outside of class, where time is more flexible and students are free from the anxiety of speaking or acting in front of an audience.

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