

M-LEARNING: THE USE OF MOBILE PHONES FOR TEACHING AND LEARNING AMONG GOVERNMENT MIDDLE SCHOOL TEACHERS (I-VIII)

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Abstract: Mobile devices have become attractive learning devices for education and Technological advancements have allowed mobiles phones to perform various functions with increasingly better performance. Mobile learning offers modern ways to support learning process through mobile devices such as handheld and tablet computers, MP3 players, smart phones and mobile phones. This Mobile learning is a new research area that has become an emerging tool for our education system. The mobile learning can be used to enhance the overall learning experience of our students and teachers. The respondents were selected from five different middle schools in a village by using ease sampling method. A total 50 respondents were taken for study. The primary data was collected using questionnaire method. The findings of the study indicate in general teachers learn through mobile learning and also find new method to assist teaching. The results reveal that students can easily learn, interact and develop knowledge when teachers learn through M- Learning.

Keywords: M-Learning, Vocabulary Teaching, FAB method, App- Teaching

Introduction: The invention of mobile phone really altered the way we interact with our friends and family, how we maintain our social relationships and how we work etc. we need to understand the importance of this new technology because for past 10 years mobile phones certainly changed our lives. These days, if you notice, we tend to forget our keys but we do not forget to bring our mobile phone. Mobile phones are connecting people with each other and it was not possible before.

Mobile phone in this modern era has become an essential tool for everyone from elementary school kids, and teenagers to businessmen and senior citizen. Do you wonder how many cell phones do we have in the world right now? There are around 780 million cell phone users around the globe. Nowadays, it is rare that someone do not have cell phone as cell phone has become a need of life. Mobile phones are considered to be crucial for work, leisure, pleasure, relations and keeping up with modern times. "Education is the most powerful weapon which you can use to change the world", Nelson Mandela is famed for saying. Yet access to good quality learning is still denied to millions around the world, particularly in developing countries where teaching standards and education facilities are often poor. A popular definition of mobile learning is education that involves the use of mobile devices to enable learning anytime and anywhere. The ubiquity of mobile phones is presenting educators with a new, low-cost tool for teaching.

Mobile learning is the delivery of learning, education or learning support on mobile phones, PDAs or tablets. E-learning has provided the ability for traditional learning to break out of the classroom setting and for students to learn at home. Mobile learning has enhanced upon e-learning by taking it a step further and allowing students to learn virtually

anywhere a mobile signal is available. Mobile learning is widely used in schools, workplaces, museums, cities and rural areas around the world. In comparison to traditional classroom pedagogical approaches, mobile learning allows widened opportunities for timing, location, accessibility and context of learning

The advantages of cell phones are never ending. Our current education system if too adopts more and more of m-learning concept it may create smarter education systems for posterity. Mobile devices are easily available and even accessible to remotest corners in India.

As a country, we need to educate the next generation of scientists, inventors, engineers, and entrepreneurs. Our current education system if too adopts more and more of m-learning concept it may create smarter education systems for posterity. Mobile devices are easily available and even accessible to remotest corners in India. Educating a workforce that is effective in a global context and adaptive as new jobs and roles evolve will help to support our economic growth. Mobile learning makes it possible to extend education beyond the physical confines of the classroom and beyond the fixed time periods of the school day. It allows students to access content from home, communicate with teachers, and work with other people online. The value of mobile devices is that they allow students to connect, communicate, collaborate and create using rich digital resources.

We are in the first generation of mobile learning, since it is in its early stage of development. Nevertheless, there are billions of mobile devices being used around the world (ITU, 2013). The next generation of mobile learning will be more ubiquitous; there will be smart systems everywhere that learners can learn from, and learners themselves will be mobile. Learners will learn from multiple

sources rather than using one device. Also, the next generation of mobile technology will be virtual, with virtual input and output capabilities.

The number of mobile Internet users in India is expected to grow over 55 per cent to 371 million by June this year, driven by strong adoption in rural parts of the country, industry body IAMAI said. Mobile Internet user base in the country has steadily increased from 238 million in June last year to 306 million at the end of December 2015, a report by Internet and Mobile Association of India (IAMAI)-IMRB International said.

In this paper we are going to discuss about how M-Learning play its role in Tamilnadu government schools. The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of graduation for a bachelor's degree. The first 10 years is further subdivided into lower primary (I to V class), upper primary (VI to VIII class), secondary (IX to X) and senior secondary (11 to 12 class). This pattern originated from the recommendation of the Education Commission of 1964-66.

Lower Primary: Lower primary classes are from class one to fifth standard. Here they follow SABL (Simplified Activity Based Teaching) method for teaching. In this they follow picture board teaching like flashcards. For example if they want to teach alphabets 'A' for apple letter A will be one side the next side fruit apple will be printed and some information will be there about apple.

Upper primary: Upper primary consist of class 6th to 8th standard. They follow ALM (Activity Learning Methodology). In this method they allow students to read lesson then they are asked to understand the difficult words and find meaning after that they have to form mind map. When they form this they can easily understand the concept of the lesson they have to consolidate by drawing or create any shapes to assemble the meaning of the lesson.

Here they do projects like paper cutting, presentation, from internet they search related topics and gather information. For example if teacher gives letter R they collect things related to R and paper cutting also. They have eco club and lot of things to do on it.

Vocabulary learning: Vocabulary is the knowledge of words and word meanings. At the time of teaching when teachers find any difficult words they use mobile internet to find meanings for those words. Instant vocabulary learning is also used for learning difficult words. More over teachers implement word-play activities to motivate and enhance comprehension of texts and word learning strategies. Students were very poor in English so to make them

learn easily phonetics sound and essay reading were introduced and practiced daily.

FAB method: Formative assessment method is used for both lower primary and upper primary. It consist of FA(a) and FA(b). FA(a) comprises of drawings , songs and extracurricular activities. This activity based can be formulated through m-learning. FA(B) can be judged by using test cards. Then using m-learning they give activities using from waste, sticking newspaper cuttings, picture pasting, herbarium and craft making.

WhatsApp messenger: WhatsApp is a texting service between mobile phones as a replacement for the regular SMS text messages. Whatsapp uses an internet connection between phones. It uses the Internet to send text messages, documents, images, video, user location and audio messages. Feature phones were designed for the purpose of calling and messaging but smart phones are more intelligent as compared to feature phones. They have lot of application. By using whatsapp moral stories, thoughts and jokes can be shared. Then flash script, pre-school app, podcast everything can be used for students to learn themselves. Then new method like augmentation reality is adapted and followed in learning. This method speaks about the future of 4D. Augmented reality is the integration of digital information with the user's environment in real time. Unlike virtual reality, which creates a totally artificial environment, augmented reality uses the existing environment and overlays new information on top of it.

App Teaching: For upper primary different methods and teaching tool should be used for students to create interest on the subject. Teachers here download the app from mobile and experimentally they teach. Many lessons will be learned through these apps. First of all teacher has to understand the concept then they will teach students. It really develop the curiosity and create interest among students.

Objectivity of the study:

- To identify that M-Learning will find a new method in Learning and teaching in schools.
- To find that M- Learning is ease of access and flexible to interact with students.
- To find whether M- Learning creates interest among students in learning and developing skills.
- To find how teachers use M- learning for future education.
- To find in what way teachers use M- Learning for their updates.

Need for the study:

- To know that government schools have the possibility of learning through technology by adapting M-Learning.

- To give better way of learning and teaching through M-Learning.

Review of Literature: This chapter will present the review of earlier studies and literature related to this research purpose. Aim of this chapter is to deliver relevant literature about M-learning.

Yosef Mehdi-pour (2013) conducted a study on Mobile Learning for Education: Benefits and Challenges in India. It examines what impact mobile devices have had on teaching and learning practices and goes on. Data for this paper were collected through bibliographic and internet research from January to March 2013. A final tier of the strategy for the incorporation of mobile learning in mainstream education and training is represented by the development and offering to students of full modules by mobile learning. With the arrival of 3G technologies viable course modules can be developed. Offering these modules, with assignment submission, tutor contact, examination and assessment provision will provide further evidence of the validity of mobile learning as an attractive provider of revenue streams to mobile operators. Mobile learning is emerging as one of the solutions to the challenges faced by education. With a variety of tools and resources always available, mobile learning provides increased options for the personalization of learning. Mobile learning in classrooms often has students working interdependently, in groups, or individually to solve problems, to work on projects, to meet individual needs, and to allow for student voice and choice. With access to so much content anytime and anywhere, there are plenty of opportunities for formal and informal learning, both inside and outside the classroom. Study showed that notebooks, mobile Tablets, iPod touch, and iPads are very popular devices for mobile learning because of their cost and availability of apps. They are used for collecting students' responses (clickers), reading electronic books and websites, recording reflections, documenting field trips, collecting and analyzing data, and much more.

Simon So (2008) conducted a study On the Acceptance of Mobile phone for Teaching and Learning with a Group of Pre service Teachers in Hong Kong. A total of two main groups of data were collected in this research. The first data set was obtained in real-time from the activities themselves. The second data set was from the questionnaire. The questions could be categorized into the following four areas (1) Basic information is to establish the background of the students, (2) one is Handset and service information to find out the types, mobile service providers, tariffs, and services used (e.g. 2.5G or 3G), (3) Phone usage and practice is to survey information such as airtime, SMS, MMS, ring-tone download, Internet, and other usages, (4)

Attitude is to find out how the students feel about the use of mobile phones for teaching and learning. A total of twenty-four students completed the three activities and the survey. The data obtained from the questionnaire were keyed into the database for analysis. The result of this survey indicated that the respondents agreed that mobile phones can be used for teaching and learning. However, they were somewhat skeptical towards the quality that mobile phones can bring to education. The majority of the respondents were very liberal and interested to use mobile phones for teaching and learning. With this age group, SMS messaging was a popular way to communicate. Mobile phones were mainly used for talking, texting, taking photographs, and playing games.

Silvia Batista & Gilmar Barcelos (2014) conducted a study on Consideration on the use of mobile phones in Educational Context in Brazil. They described m-learning can promote learning both inside and beyond the physical space of educational institution. Use of such devices can also contribute to more attractive teaching and learning processes, thus catering, with their applications, to different learning styles. A descriptive research was conducted with the objective of collecting the opinion of students and teachers in a Mathematics Education program in a federal institution on the use of mobile phones in educational contexts. Two survey questionnaires were organized to collect data: one for students (pre-service teachers), another for teachers. Both questionnaires were created in Google Drive³, and their link was sent to participants by e-mail. Nevertheless, only 21 students answered the survey. Regarding the teachers, only the 11 of those working with specific Math disciplines participated in the survey. The study with these teachers took place in the beginning of the second term of 2013. In this group, nine answered the questionnaire. It must be stressed that data analysis was qualitative, which hindered generalizations from it, and in the case of the students, it was made as a whole or without specifications of the student's term. The result of this study shows that in the current society, digital mobile technologies are present in various professional fields, including the educational sector. Thus, it is important that pre-service teachers discuss the use of these technologies in educational contexts, so that they become more aware of the role of digital tools in their professional activity.

Admire Kachepa and Nobert Jere (2014) conducted a study on Implementation of Mobile Games for Mathematics Learning: A Case Of Namibian Schools in Namibia. The quantitative research methodology was applied in this research. In both studies a questionnaire was distributed. It took the participants about 15 – 20 minutes to complete the

questionnaire. Two different studies were conducted to get feedback for this paper. The first study involved Namibian High Schools targeting learners and teachers. Three rural schools were targeted and 36 learners at each school in Grade 9-10 were engaged. 17 teachers from the three schools participated in the study. It should be noted that this paper reports the findings from urban schools only from the first study. Results obtained from the rural schools were not considered for this paper. Therefore, from the first study a total of 53 questionnaires were completed by both learners and teachers. Seventy-two questionnaires were completed and returned during the second study. Game demonstrations were also done with High School participants and observations were done to determine if the participants were learning Mathematics from the games. Game demonstrations were done using Samsung Galaxy S4 with Android mobile games. The findings suggest the implementation of mobile games that are based on the Namibian participants' needs. The proposed implementation plan should enable teaching and learning of Mathematics based on mobile games. It is confident that proper implementation plan can enable mobile games development. This can improve teaching and learning of mathematics.

Lu (2008) conducted a study on Effectiveness of vocabulary learning via mobile phone in Taiwan. Thirty high school students were randomly distributed into two groups and given two sets of English words either on paper or through SMS messages during two weeks. Students recognized more vocabulary during the post-test after reading the regular and brief SMS lessons than they did after reading the relatively more detailed print material. Qualitative data from interviews offer information about the learning process as well as the benefits and limitations of m-learning. The findings of the study show that students in general hold positive attitudes towards learning vocabulary via mobile phone for its portability, immediacy, novelty, legibility and the spacing effect it generated.

John and Ahmed (2010) conducted a study on Using Mobile Phones to Improve Educational Outcomes: An Analysis of Evidence from Asia in Canada. The findings of the projects are mixed in regards to the extent to which m Learning promotes new learning. Feedback from participants indicates that m Learning enables learner-centered education, particularly in comparison to traditional distance education models. M Learning provides increased interaction, as demonstrated, for example, by the first Bangladesh project discussed. Several projects also reveal the motivational factor of the immediate feedback that M- Learning makes possible.

Ismail and Bokhara (2012) conducted a study on Teaching via Mobile Phone: a Case Study on Malaysian Teachers' Technology Acceptance and Readiness. Data for this study was collected by using a quantitative questionnaire. All scales and items used in the instrument were developed by the researchers after a review of related literature. The face and content validity of the questionnaire were evaluated by experts in the faculty and related field. The questionnaire was pilot tested with undergraduate student teachers in the university. This research involved 38 teachers who taught IT subjects at different primary schools in Penang, Malaysia. The respondents were chosen because of their knowledge of educational technologies. Acceptance of technology among respondents was studied from four components, which were awareness and motivation, training and courses, training design and supports and facilities. Positive responses gathered from each component will lead to positive acceptance of technology among the respondents.

GomangSeratwa (2013) conducted a study on Exploring the Use of Electronic Mobile Technologies among Distance Learners in Rural Communities for Safe and Disruptive Learning. Case studies were conducted to investigate both the learners and their tutors from two school districts in two rural communities of Botswana as a developing economy. However, data were limited to primarily higher economic nations that provided broadband and wireless access for pilot studies. Data from 54 participants, teachers from rural elementary schools and tutors from colleges of education in cities, were collected using interview and survey questionnaire techniques. The penetration of cellular phones among distance learners in the rural communities maybe an indicator of the peoples' longing and readiness to be connected and to contribute to their local and national communities. However, even with the ubiquitous nature of cellular phones the people in rural communities struggle with very limited access to higher education and continue to be marginalized by traditional teaching and colonizing schooling paradigms.

Research Methodologies: In this section gives a description methods and techniques employed in the study. The sampling procedure, sample size, variables use and analysis employed are given in detail.

The present study was an attempt to understand M-Learning the use of mobile phone for teaching and learning among government middle school teachers. Primary data was collected using a closed ended questionnaire method.

Variables used in this study:

Independent Variables:

1. Gender
2. Educational Qualification

Dependent Variables: M- Learning the Use of Mobile Phones for Teaching and Learning among Government Middle School Teachers (Lower primary (I-V) and upper primary (VI-VIII)).

Table 1

Independent variables and their levels

Gender	Male/Female
Educational Qualification	B Ed /graduate/ T Ed

As shown in the table 1 the respondents are categorized into their Gender, Educational Qualification

Table 2

Distribution of the respondents in terms of Gender

Gender of the respondents	Respondents	Percentage%
Female	40	90%
Male	10	10%
total	50	100%

Table 3

Distribution of the respondents in terms of Educational Qualification

Educational Qualification	Respondents	Percentage%
Diploma in Teacher Education	18	36%
Graduate + B Ed	25	50%
B Ed	7	14%
total	50	100%

Sample size and selecting procedure: Total of 50 questionnaires were distributed. The study was conducted among teachers of middle (class I to VIII) government schools in Thiruvallur district. Convenient sampling approach employed in the study to select the sample. The sample includes B.Ed and graduates teachers are from kadampathur, Satharai, Pudumavilangai, Thenkaranai and Kadampathur north.

Data Gathering Procedure:

Primary Data: Questionnaire was used to collect primary data yes or no type questions were given. Then interview was taken from the teachers and students.

Secondary Data: The secondary data for the study was collected through online journals, websites, web documents and reports.

Data Analysis procedure: Simple percentage Analysis was done on demographic variables gender and educational qualification. Simple percentage Analysis was also done for certain dependent variables to know how M-learning is used by teachers for learning and teaching for the students.

Data Analysis and Interpretation:

Table 1

Total no of sample is 27 in Lower primary

Lower primary		
Anywhere anytime access	2	7%
Information Gathering	2	7%
Activity based Learning	-	-
Innovative Learning	-	-
All the above	23	86%

As shown in the table 1 the 86% of the respondents uses Mobile Learning for its fast accessing, information gathering, activity based learning and innovative learning.

Table 2

yes	23	86%
No	4	14%

As shown in the table 2 the 86% of respondents use smart phones for M- Learning.

Table 3

yes	23	86%
No	4	14%

As shown in the table 3 the 86% of respondents know to operate device to access internet.

Table 4

yes	27	100%
No	-	-

As shown in the table 4 the 100% of respondents have an email id and they use internet frequently.

Table 5

yes	25	93%
No	2	7%

As shown in the table 5 the 93% of the respondents are aware of Social Network.

Table 6

Whatsapp	15	55%
Face book	8	30%
Instagram	-	-
Pinterest	-	-
Not use anyone	4	15%

As shown in the table 6 the 55% of respondents use Whatsapp for more Learning and sharing.

Table 7

yes	20	74%
No	7	26%

As shown in the table 7 the 74% of respondents can able to learn using mobile phones.

Table 8

Gallery	3	11%
Internet access	19	70%
Camera	3	11%
Bluetooth	-	-
Mp3/Mp4	-	-
Reminder	2	8%

As shown in the table 8 the 70% of the respondents use internet access frequently in the mobile application.

Table 9

Book learning	2	8%
E- Learning	5	18%
M- Learning	20	74%

As shown in the Table 9 the 74% of respondents accepted that M- learning is fastest way of learning.

Table 10

Vocabulary	5	18%
Flash	2	8%
App	-	-
Information	-	-
Podcast		
All the above	20	74%

As shown in the Table 10 the 74% of the respondents use M- Learning for mostly like Vocabulary, flash, App, Information, Podcast .

Table 11

yes	24	89%
No	3	11%

As shown in the table 11 the 89% of the respondents accepted that M- Learning helps to assist teaching in school.

Table 12

yes	25	93%

No	2	7%
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As shown in the table 12 the 93% of the respondents use M-Learning to interact effectively with colleagues and students.

Table 13

yes	26	96%
No	1	4%

As shown in the table 13 the 96% of the respondents use of M- Learning for teaching is encouraging.

Table 14

yes	23	86%
No	4	14%

As shown in the table 15 the 86% of respondents responded M- Learning really help students point of you.

Table 15

yes	22	81%
No	5	19%

As shown in the table 16 the 81% of respondents responded the benefits of M- Learning led to future education.

Table 1

Total no of sample is 23 in Upper primary

Upper primary		
Anywhere anytime access	1	4%
Information Gathering	3	13%
Activity based Learning	2	9%
Innovative Learning	2	9%
All the above	15	65%

As shown in the table 1 the 65% of the respondents uses Mobile Learning as it is fast accessing, information gathering, activity based learning and innovative learning.

Table 2

yes	22	96%
No	1	4%

As shown in the table 2 the 96% of respondents use smart phones for M- Learning.

Table 3

yes	20	91%
No	2	9

As shown in the table 3 the 91% of respondents know to operate device to access internet.

Table 4

yes	23	100%
No	-	-

As shown in the table 4 the 100% of respondents have an email id and they use internet frequently.

Table 5

yes	20	91%
No	3	9%

As shown in the table 5 the 91% of the respondents are aware of Social Network.

Table 6

Whatsapp	12	52%
Face book	8	35%
Instagram	3	13%
Pinterest	-	-
Not use anyone	-	-

As shown in the table 6 the 52% of respondents use Whatsapp for more Learning and sharing.

Table 7

yes	20	87%
No	3	13%

As shown in the table 7 the 87% of respondents can able to learn using mobile phones.

Table 8

Gallery	2	9%
Internet access	20	87%
Camera	1	4%

Bluetooth	-	-
Mp3/Mp4	-	-
Reminder	-	-

As shown in the table 8 the 87% of the respondents use internet access frequently in the mobile application.

Table 9

Book learning	-	-
E- Learning	5	22%
M- Learning	18	78%

As shown in the Table 9 the 78% of respondents accepted that M- learning is fastest way of learning.

Table 10

Vocabulary	-	-
Flash	-	-
App	5	22%
Information	-	-
Podcast	5	22%
All the above	13	56%

As shown in the Table 10 the 56% of the respondents use M- Learning for mostly like Vocabulary, flash, App, Information, Podcast .

Table 11

yes	20	87%
No	3	13%

As shown in the table 11 the 89% of the respondents accepted that M- Learning helps to assist teaching in school.

Table 12

yes	22	96%
No	1	4%

As shown in the table 12 the 96% of the respondents use M-Learning to interact effectively with colleagues and students.

Table 13

yes	21	91%
No	2	9%

As shown in the table 13 the 91% of the respondents use of M- Learning for teaching is encouraging.

Table 14

yes	20	87%
No	3	13%

As shown in the table 15 the 87% of respondents responded M- Learning really help students point of you.

Table 15

yes	18	78%
No	5	22%

As shown in the table 16 the 78% of respondents responded the benefits of M- Learning led to future education.

Summary of the findings:

The researcher had observed the following findings

Lower primary:

- 1. Usage of M-Learning:** 86% of the respondents uses Mobile Learning for its fast accessing, information gathering, activity based learning and innovative learning,7% of the respondents use for its anywhere and anytime access and 7% of the respondents use for its information gathering.
- 2. Use of smart phones:** 86% of respondents use smart phones for M- Learning, 14% of the respondents don't use smart phones at all.
- 3. Access of internet:** 86% of respondents know to operate device to access internet, 14% of the respondent don't know to access internet.
- 4. Use of email frequently:** 100% of respondents have an email id and they use internet frequently.
- 5. Aware of social network:** 93% of the respondents are aware of Social Network, 7% of the respondent not aware of social network.55% of respondents use whatsapp for more Learning and sharing, 30% of the respondents use facebook and 15% they don't use anyone.
- 6. Mobile phones for Learning:** 74% of respondents can able to learn using mobile phones, 26% of the respondents they don't use.
- 7. Use of Mobile application:** 70% of the respondents use internet access frequently in the mobile application,11% of the respondents use gallery and camera, 8% of the respondents use reminder in the mobile application.
- 8. Fastest way of Learning:** 74% of respondents accepted that M- learning is fastest way of learning,18% of the respondents accepted e- learning and 8% accepted book learning.
- 9. Use of M-Learning:** 74% of the respondents use M- Learning for mostly Vocabulary, flash, App, Information, Podcast, 18% of the respondent for vocabulary and 8% for flash.

10. M-learning for teaching: 89% of the respondents accepted that M- Learning helps to assist teaching in school and 11% of the respondents they don't accept this.

11. M-Learning for Interaction: 93% of the respondents use M-Learning to interact effectively with colleagues and students and 7% of the respondents they don't.

12. M- Learning for teaching is encouraging: 96% of the respondents use of M- Learning for teaching is encouraging and 4% of the respondent they don't.

13. M- Learning helps students to learn: 86% of respondents responded M- Learning really helps students point of you and 14% of the respondents they don't.

14. M-Learning for future education: 81% of respondents responded M- Learning led to future education and 19% of the respondents they don't.

Upper primary:

- 1. Usage of M-Learning:** 65% of the respondents uses Mobile Learning for its fast accessing, information gathering, activity based learning and innovative learning,4% of the respondents use for its anywhere and anytime ,13% of the respondents use for its information gathering, 9% of the respondents use for its activity based learning and 9% of the respondents use for its innovative learning.
- 2. Use of smart phones:** 96% of respondents use smart phones for M- Learning, 4% of the respondents don't use smart phones at all.
- 3. Access of internet:** 91% of respondents know to operate device to access internet, 9% of the respondent don't know to access internet.
- 4. Use of email frequently:** 100% of respondents have an email id and they use internet frequently.
- 5. Aware of social network:** 91% of the respondents are aware of Social Network, 9% of the respondent not aware of social network.52% of respondents use Whatsapp for more Learning and sharing, 35% of the respondents use Facebook and 13% they use Instagram.
- 6. Mobile phones for Learning:** 87% of respondents can able to learn using mobile phones, 13% of the respondents they don't use.
- 7. Use of Mobile application:** 87% of the respondents use internet access frequently in the mobile application,9% of the respondents use gallery and 4% of the respondent use camera in the mobile application.
- 8. Fastest way of Learning:** 78% of respondents accepted that M- learning is fastest way of learning, 22% of the respondents accepted e- learning.
- 9. Use of M-Learning:** 56% of the respondents use M- Learning for mostly Vocabulary, flash, App, Information, Podcast, 22% of the respondent for app and 22% for Podcast.

10. M-learning for teaching: 87% of the respondents accepted that M- Learning helps to assist teaching in school and 13% of the respondents they don't accept this.

11. M-Learning for Interaction: 96% of the respondents use M-Learning to interact effectively with colleagues and students and 4% of the respondents they don't.

12. M- Learning for teaching is encouraging: 91% of the respondents use of M- Learning for teaching is encouraging and 9% of the respondent they don't.

13. M- Learning helps students to learn: 87% of respondents responded M- Learning really helps students point of you and 13% of the respondents they don't.

14. M-Learning for future education: 78% of respondents responded M- Learning led to future education and 22% of the respondents they don't.

Discussion: The study discussed in this paper investigated M-Learning the use of mobile phones teaching and learning among government middle school teachers. As the empirical data show (1) the respondents prefer M-Learning would find a new method to teach students (2) M-Learning helps teachers to assist teaching in school (3) M- Learning helps to interact effectively with colleagues and students (4) M-Learning creates interest and curiosity among students point of view (5) M-Learning is easiest and fastest access way of learning (6) M-learning would help to learn ubiquitously.

The findings of the study related to the results of the survey conducted by AzwinArif Abdul Rahim. It is an expansion of the idea of learning which offers consumers more flexibility and mobile-ness. The word "learning" itself actually means mobile or mobility in which learning can happen anywhere and at any time (Vavoula&Sharples 2002). This gives a new dimension to education where the m-learning method is convenient for users to learn in a more flexible manner. Advances in technology aspects also have given a big impact on education. Education process is no longer concentrated on one platform, such as in the formal classroom orientation (MohdAliff et al., 2012). M-learning is more independent learning (self-learning) which only requires mobile. The literature suggests that the religious teachers had positive attitudes toward the use of mobile phones as learning tools

The findings of the study related to the results of the survey conducted by Mohamed Sarrab

M-Learning makes the merge and connection between technology and education possible. The learner includes nomadic, institutional, home, children and adult users and the variety of Learning environments includes standalone, schoolroom, networked, internet-based, nomadic, distance, collaborative, asynchronous and synchronous will

arise the interest of the new generation of distance learning (M-learning). The paper has discussed the background of M Learning and how it can be used to enhance the whole learning system. The paper also provides highlights of the benefits and future challenges of M-Learning in our educational environments..Finally, our learners, instructors, students and teachers should be prepared for the next generation of learning and training. The development of a mobile infrastructure for the provision of nomadic learning will meet this need and opening new scenarios for the developing M-learning and the telecommunication industry. M-learning can be used to solve the traditional learning system problems. The M-learning systems are not to replace traditional classrooms but they can be used to complement the learning process in our schools and universities.

The findings of the study related to the results of the survey conducted by Peter Ambusson. This paper reflects on the role of mobile learning in teachers' professional learning. It argues that effective professional learning requires reflection and collaboration and that mobile learning is ideally suited to allow reflection-inaction and to capture the spontaneity of learning moments. The paper also argues for the value of collaborations between teachers and students in professional learning. It suggests that authentic artefacts and anecdotes, captured through mobile technologies, can enable the sharing, analysis and synthesis of classroom experiences by teachers and students. Such analysis and synthesis helps to encourage collaborative reflective practice and is likely to improve teacher and student learning as a result.

The findings of the study related to the results of the survey conducted by EvrimBaran. Greater insight into research on mobile learning in specific teacher education contexts has potential to support more system-wide adoptions of mobile learning, where more research is needed. While the research on preservice teacher education and mobile learning mainly included the investigation of mobile learning as an approach within individual teacher education courses. These findings have been interpreted to determine their implications on the development of mobile learning experiences in teacher education, including programmatic directions for integration. Understanding the potential impact of mobile learning that is integrated into the entire teacher education programs and associated challenges and benefits are critical to gaining greater insight into the purposes of various phases of teacher education and the role of mobile learning in each.

Conclusion: The study has investigated and discussed that M- Learning the use of mobile phones for learning and teaching that help students to implement a new method or idea of the subject

easily. Teaching through M- learning is ease of access and flexible to interact with students and colleagues. M- Learning creates interest among students in learning and developing knowledge. Through M-Learning they are aware of apps and social networks. M- Learning would lead a way for future education as well as generation through technology acceptance. Teachers are also able to update their knowledge through mobile learning.

Overall, it is clear that teaching through M-Learning really made them knowledgeable and their skills have been developed. The present findings understand how far M-Learning used in middle classes (I-VIII) to educate them in easy way. It would be interesting to know what factors affecting the M-Learning in government schools.

Limitation and Suggestions for Future Research:

The purpose of this research was to study M-Learning the use of mobile phone for teaching and learning among government middle schools. The sample collected for this study is a convenient sample. Studies could be done with higher secondary also. The result of the study have given using M-learning teachers can implement new method for teaching and it can be fastest way of learning. When teach through mobile learning it create curiosity among students.

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