



UTILIZATION OF WHATSAPP IN ENGLISH LANGUAGE LEARNING AMONG B.Ed. STUDENTS OF ANNAMALAI UNIVERSITY

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ABSTRACT :

Mobile phones have broadly been adopted as a platform for mobile learning as it presents both students and educators with an opportunity for innovative pedagogy. Moreover, its characteristic of enabling students to participate in lessons and access material as well as the language teacher outside class hours at any place and any time makes mobile learning less selective than other modes of technology enabled learning. WhatsApp is one of the world's most popular communication applications in 21st century. The present study aimed to examine the utilization of WhatsApp in English Language Learning among 50 B.Ed. students. Survey method was conducted on a purposive sample of 50 B.Ed. students of Annamalai University, Chidambaram, Tamil Nadu. Data was analyzed by t-test and F-ratio. Result found that the utilization of WhatsApp in English language learning of B.Ed. students is average. Findings also indicated that the utilization of WhatsApp in English language learning among B.Ed. students is not significant in terms of gender, age and marital status.



KEYWORDS : Utilization of Whatsapp, English Language Learning, B.Ed. Students.

INTRODUCTION

Today's world is predominantly technological driven which has brought about diverse innovation. The complexity of these technologies requires users to abreast themselves with the ever-increasing changes in these technologies. One of such innovations is the upsurge of social network technology. This social network also has opened up new opportunities of interaction and collaboration between teachers and learners. Now social networking is reducing time and distance constraint in the teaching learning process.

WhatsApp Inc. was founded by Brian Acton and Jan Koum in 2009. WhatsApp Messenger is a proprietary, cross-platform instant messaging subscription service for Smartphone's and selected feature phones. It uses the internet for communication. In addition to text messaging, users can send messages, images, video and audio media as well as their location. WhatsApp providing several opportunities to the students to learn and share their resources among each other. Now WhatsApp has a potential to provide a digital platform for student and teacher according to their need and preference. It works real time. Communications and effective information-sharing, the negative impacts were distraction from studies and completing assignments, damaging language spellings and grammars and lack of focus in lectures.

Need for the Study

WhatsApp was adopted for an information technology course at all universities with a view to heighten lecturer-student and peer-based participation, and enhance pedagogical delivery and inclusive learning informal (lectures) and informal spaces. WhatsApp-mediated learning's support for multiple access to learning resources impacted students' ability to engage with peers and the tutor synchronously. Smartphone personalization and adaptation to different contexts ensured persistent supply of texts, information and learning recourses, which enabled networked learning and multiple peer-based feedbacks. The informal, convenient context for instantaneous sharing of vital academic information activated by the "porting" of learning resources across different spaces extended learning times and augmented traditional consultation spaces. By the introduction of WhatsApp it motivates the student to learn effectively to a greater level. By learning through WhatsApp the student will save their time, they spend less every for study. So the investigator selected this topic to find out the utilization of WhatsApp in English Language Learning among B.Ed. students.

OBJECTIVES OF THE STUDY

1. To find out the level of utilization of WhatsApp in English Language Learning among B.Ed. students.
2. To study the significant difference in the utilization of WhatsApp in English Language Learning among B.Ed. students with respect to their gender, age and marital status.

HYPOTHESES

1. There is no significant difference between the utilization of WhatsApp in English Language Learning among B.Ed. students with respect to their gender.
2. There is no significant difference between the utilization of WhatsApp in English Language Learning among B.Ed. students with respect to their age.
3. There is no significant difference between the utilization of WhatsApp in English Language Learning among B.Ed. students with respect to their marital status.

METHOD & SAMPLE

Normative survey method was used for this study. The sample of the study consisted of 50 B.Ed. students of Annamalai University, Chidambaram, Tamil Nadu. The students were selected on the basis of purposive sampling technique.

Tool

- Utilization of WhatsApp Questionnaire was developed and validated by the investigator.

Analysis of Data

Table 1: Level of Utilization of WhatsApp in English Language Learning among B.Ed. Students

Utilization of WhatsApp	N	Mean	SD	Level
	50	11.44	2.15	Average

Table-1 shows that the level of utilization of WhatsApp in English Language Learning among B.Ed. students is average.

Table 2: Utilization of WhatsApp in English Language Learning among B.Ed. Students based on Gender

Gender	N	Mean	SD	t-value	Result
Male	21	11.83	3.1	0.243	Not Significant
Female	29	10.69	2.4		

From Table-2, the obtained t-value is found to be 0.243 which is lesser than the table value at 0.05 level of significance. Hence the hypothesis-1 is accepted.

Table 3: Utilization of WhatsApp in English Language Learning among B.Ed. Students based on Age

Age	N	Mean	S.D	F	Result
Below 25	16	10.3	2.1	1.03	Not Significant
26-30	23	11.58	2.7		
Above 30	7	8.34	1.3		

From Table-3, the obtained F-value is found to be 1.03 which is lesser than the table value at 0.05 level of significance. Hence the hypothesis-2 is accepted.

Table 4: Utilization of WhatsApp in English Language Learning among B.Ed. Students based on Marital Status

Marital Status	N	Mean	SD	t-value	Result
Married	18	10.55	2.7	1.48	Not Significant
Unmarried	32	11.98	2.3		

Table-4 shows that the obtained t-value is found to be 1.48 which is lesser than the table value at 0.05 level of significance. Hence the hypothesis-3 is accepted.

FINDINGS

1. The respondents have an average level on the utilization of WhatsApp in English Language Learning.
2. There is no significant difference in the utilization of WhatsApp in English Language Learning among B.Ed. students with respect to their gender, age and marital status.

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