Educational Administration: Theory and Practice
2024, 30(5), 6342- 6347
ISSN: 2148-2403
https://kuey.net/

Research Article

Knowledge of Mobile Apps for Spoken English Among Arts and Science College Students

Mrs. G. Revathi[1*], Dr. N. Ramakrishnan

[1*]Research Scholar, Department of Educational Technology, Tamil Nadu Teachers Education University & Registrar i/c
[2]Registrar i/c, Former Member Syndicate, Professor Department of Educational Technology, Tamil Nadu Teachers Education University

Citation Mrs. G. Revathi (2024), Knowledge of Mobile Apps for Spoken English Among Arts and Science College Students, Educational *Administration: Theory and Practice, 30(5), 6342- 6347*
Doi: 10.53555/kuey.v30i5.3938

ARTICLE INFO

ABSTRACT

Mobile apps have become increasingly popular in recent years, and they are now being used for a variety of educational purposes, including learning English speaking skills. Arts and science college students are no exception, and many of them are using mobile apps to improve their speaking skills. The studies also found that arts and science college students are generally aware of mobile apps for speaking skills. However, some students reported that they did not know where to find reliable mobile apps for speaking skills. Additionally, some students reported that they found it difficult to choose the right mobile app for their needs. The study found that mobile apps can be a valuable tool for arts and science college students who are looking to improve their speaking skills. However, the study also found that students need more information about mobile apps for speaking skills and how to choose the right app for their needs.

KEYWORDS: Knowledge, Mobile Apps, Speaking Skill, Arts and Science Students

NEED FOR THE STUDY:

Mobile apps for English language learning can help learners improve their English skills in a variety of ways. some apps provide learners with opportunities to practice speaking English with native speakers or other learners from around the world. This can help learners improve their fluency and confidence. Other apps focus on helping learners improve their pronunciation. They may provide users with feedback on their pronunciation or offer exercises to help them practice specific sounds. Still other apps can help users learn new vocabulary and improve their vocabulary recall. Mobile apps for English language learning have become increasingly popular in recent years. They offer learners a convenient and affordable way to practice their English skills on the go. Mobile apps can also be more engaging and motivating than traditional methods of learning English, such as textbooks and grammar exercises. mobile apps that can help students to stay organized and on top of their coursework. Having seen the benefits of mobile apps, it has become the natural quest of the investigator to explore under the title “Knowledge of Mobile Apss for Spoken English Among Arts and Science College Students”.

TERMS AND DEFINITIONS

knowledge- refers to mobile applications that are designed to help users learn and acquire new knowledge. These apps can cover a wide range of topics, including science, math, history, literature, language learning, and more. Knowledge mobile apps can be used by people of all ages and backgrounds, and they can be a valuable tool for both formal and informal learning.

Mobile apps for spoken English- refers to mobile apps are mobile applications that are designed to help users improve their spoken English skills. These apps can cover a wide range of topics, including pronunciation, grammar, vocabulary, and conversation skills.

Mobile apps- refers to software applications designed to run on mobile devices, such as smartphones and tablets. They are typically downloaded from app stores, such as the Google Play Store and the Apple App Store.

Arts and science college students- Mobile apps can be a valuable tool for arts and science college students. They can help students to learn new concepts and skills, be more productive, and collaborate with others. By choosing the right apps and using them effectively, students can enhance their learning experience

and achieve their academic goals.

OBJECTIVES OF THE STUDY:

The study has formulated the following objectives

1. To find out the level of mobile apps for spoken English among arts and science students at college level
2. To find out the level of general awareness of mobile apps usage among arts and science students at college level
3. To find out the level of knowledge of mobile apps for spoken English among arts and science students at college level.
4. To find out the significant difference in the level of knowledge of mobile apps for spoken English among arts and science students at college level in terms of

- Gender
- Stream

HYPOTHESIS FORMULATED FOR THE STUDY

The hypotheses stated are as follows:

- The general awareness of mobile usage among arts and science students at college level is average.
- The level of knowledge of mobile apps for spoken English among arts and science students at college level is average.
- There is no significant difference between knowledge of mobile apps for spoken English among arts and science college students in terms of Gender.
- There is no significant difference between knowledge of mobile apps for spoken English among arts and science college students in terms of Stream.

ESTABLISHING THE RELIABILITY OF THE TOOL

The tool was administered among 50 arts and science students. After a gap of 30 days the test was re-administered among the same 50 arts and science students. Pearson's product moment correlation was applied to the scores. The correlation value out was 0.92. It is a high level of correlation. Thus, the reliability of the tool was ensured.

SCORING:

The tool is having 35 multiple choice items. The correct response was given 1 mark.
The maximum mark will be 35.

SAMPLE DESIGN:

The investigator has followed stratified random sampling method for the present study. The investigator has collected a sample of 450 arts and science students in Madurai district.

ANALYSIS

Hypothesis no. 1: The level of knowledge of mobile apps for spoken English among arts and science students at college level is average.

TABLE 1: DESCRIPTIVE ANALYSIS FOR KNOWLEDGE OF MOBILE APPS FOR SPEAKING SKILL AMONG ARTS AND SCIENCE COLLEGE STUDENTS LEVEL.

S. No	Description	Value
1	N	450
2	Mean	26.1
3	Median	26.5
4	Mode	29
5	Standard Deviation	4.11
6	Range	15
7	Minimum Score	18
8	Maximum Score	33
9	Sum	11745

It is evident from Table 1 that the median and mode values for the knowledge of mobile application for speaking skill among arts and science college students' level are 26.5 and 29 respectively. The highest score is 33 and the lowest score is 18. The mean value obtained is 26.1 with standard deviation of 4.11. It is well above

the theoretical mean of 25.8 It is proved from the above table that the arts and science students at college level are having knowledge of mobile application for learning spoken English at college level. So, the hypothesis stated as "The level of knowledge of mobile apps for spoken English among arts and science college students' level is average" is rejected.

It may be concluded from the above that the level of knowledge of mobile apps for spoken English among arts and science college students at college level is high.

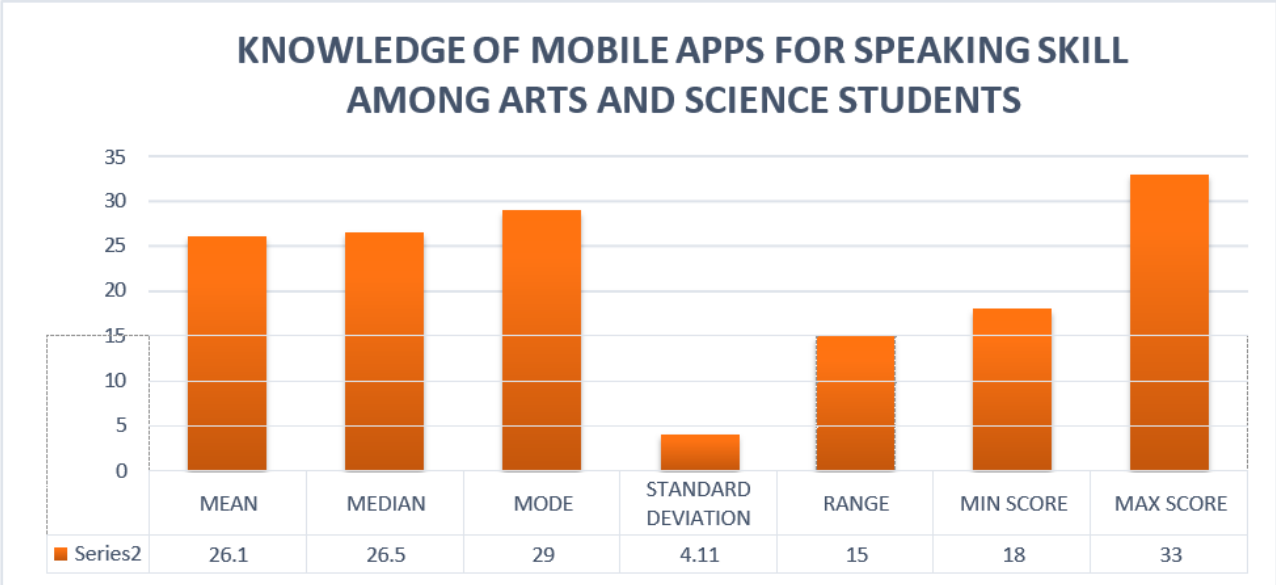


FIGURE 1: BAR DIAGRAM SHOWING KNOWLEDGE OF MOBILE APPS FOR SPOKEN ENGLISH AMONG ARTS AND SCIENCE COLLEGE STUDENTS.

INFERENTIAL ANALYSIS

Inferential analysis always involves the process of sampling and the selection of a small group assumed to be related to the population from which it is drawn. The small group is known as the sample, and the large group is population. Drawing conclusion about population based on observation of samples are the purpose of different analysis

DIFFERENTIAL STUDIES

The dependent variable knowledge of mobile apps for spoken English at arts and science college students in terms or various subgroups of the sample is presented here. The subgroups selected for the study were gender and stream.

DEGREES OF FREEDOM:

The number of degrees of freedom in a distribution is the number of observations (or) values that are independent of each other that cannot be deducted from other. The number of degrees of freedom for the significance of difference of difference between the means of two independent groups would be N1+N2-2

HYPOTHESIS NO. 2

There is no significant difference in knowledge of mobile apps for spoken English among arts and science college students in terms of gender

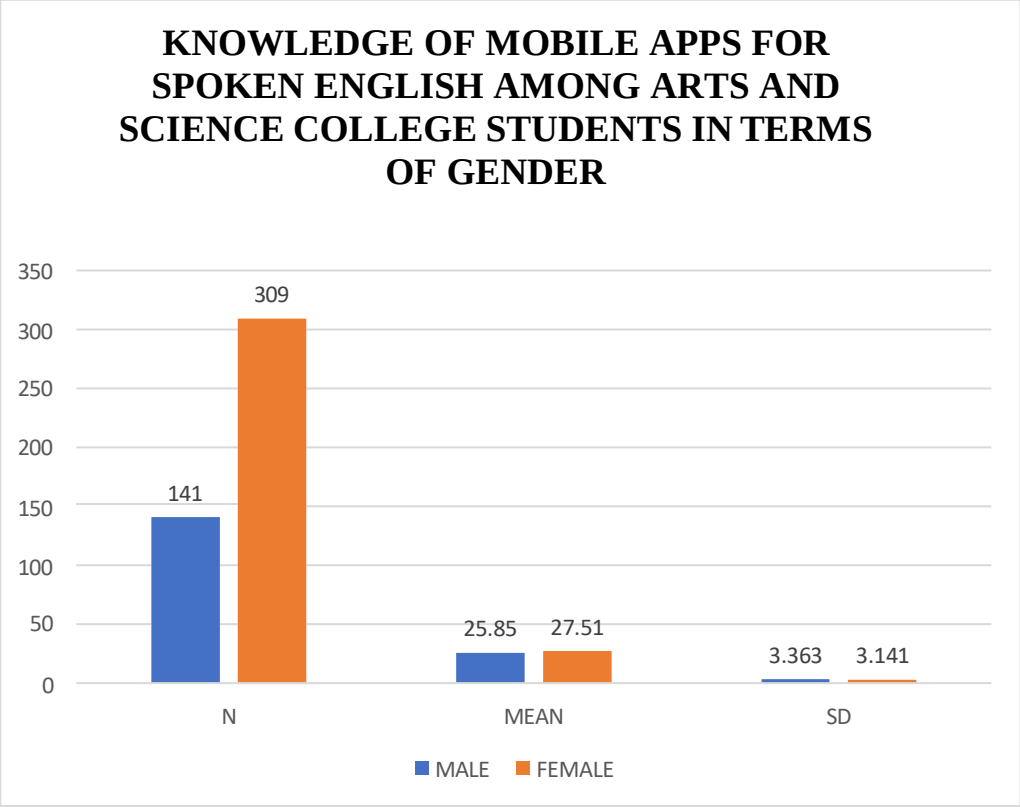
TABLE 2: MEAN, S.D. AND 't' VALUE FOR KNOWLEDGE OF MOBILE APPS FOR SPOKEN ENGLISH AMONG ARTS AND SCIENCE COLLEGE STUDENTS IN TERMS OF GENDER

Gender	N	Mean	Standard deviation	Calculate d 't' value	Table 't' value at 5% level	Remarks
Male	141	25.85	3.363	1.617	1.96	Not Significant
Female	309	27.51	3.141			

It is evident from Table 2 that the obtained' value is 1.617. It is lower than the critical value of 1.96. It is Not significant. Hence the hypothesis stated as 'there is no significant difference in the knowledge of mobile apps for spoken English among arts and science students at college level in terms of gender' is accepted. The mean value of male college students on knowledge of mobile apps for spoken English is 25.85. It is lower than the

mean value of female college students on knowledge of mobile apps for speaking skill that is 27.51. It is inferred from the above that the female college students on knowledge of mobile apps is better compared to knowledge of mobile apps for spoken English of male college students.
It may be concluded from the above table that there is no significant difference in the knowledge of mobile apps for spoken English among arts and science students at college level in terms of gender. The level of knowledge of mobile apps spoken English among female college students on knowledge of mobile apps is better compared to knowledge of mobile apps spoken English of male college students.

FIGURE 2: BAR DIAGRAM SHOWING THE SIGNIFICANT DIFFERENCE IN KNOWLEDGE OF MOBILE APPS FOR SPOKEN ENGLISH AMONG STUDENTS IN ARTS AND SCIENCE COLLEGES IN TERMS OF GENDER



HYPOTHESIS NO. 3

There is no significant difference in knowledge of mobile apps for speaking skill among arts and science college students in terms of stream.

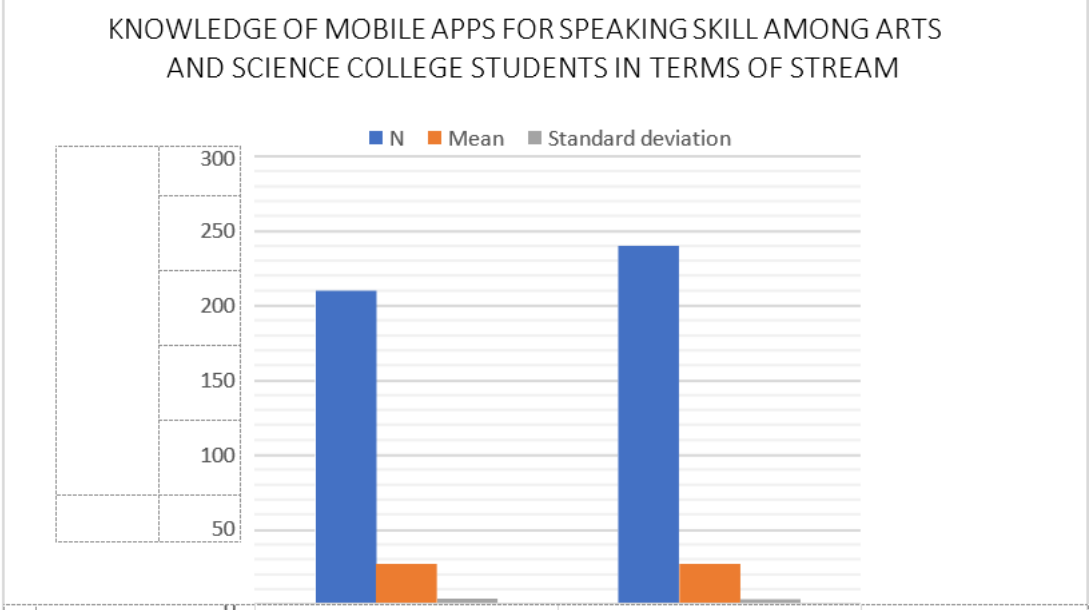
TABLE 3: MEAN, S.D. AND 't' VALUE FOR KNOWLEDGE OF MOBILE APPS FOR SPOKEN ENGLISH AMONG ARTS AND SCIENCE COLLEGE STUDENTS IN TERMS OF STREAM

STREAM	N	Mean	Standard deviation	Calculate d 't' value	Table 't' value at 5% level	Remarks
SCIENCE	210	27.25	3.363	0.352	1.96	Not Significant
ARTS	240	27.25	3.363			

It is evident from Table 3 that the obtained' value is 0.352. It is lower than the critical value of 1.96. It is Not significant. Hence the hypothesis stated as 'there is no significant difference in the knowledge of mobile apps for spoken English among arts and science students at college level in terms of stream' is accepted. The mean value of science college students on knowledge of mobile apps for spoken English is 27.25. It is lower than the mean value of arts college students on knowledge of mobile apps for spoken English at is 26.92. It is inferred from the above that the science college students on knowledge of mobile apps is better compared to knowledge of mobile apps for spoken English of arts college students.

It may be concluded from the above table that there is no significant difference in the knowledge of mobile apps for spoken English among arts and science students at college level in terms of stream'. The level of knowledge of mobile apps for speaking skill among science college students on knowledge of mobile apps is better compared to knowledge of mobile apps for spoken English of arts college students.

FIGURE 3: BAR DIAGRAM SHOWING THE SIGNIFICANT DIFFERENCE IN KNOWLEDGE OF MOBILE APPS FOR SPOKEN ENGLISH AMONG ARTS AND SCIENCE COLLEGE STUDENTS IN TERMS OF STREAM



	SCIENCE	ARTS
N	210	240
Mean	27.25	26.92
Standard deviation	3.363	3.141

FINDINGS OF THE STUDY:

- The level of knowledge of mobile apps for spoken English among arts and science students at college level is average
- There is no significant difference between knowledge of mobile apps for speaking skill among arts and science college students in terms of gender. The level of knowledge of mobile apps for spoken English among female college students on knowledge of mobile apps is better compared to knowledge of mobile apps for spoken English of male college students.
- There is no significant difference between knowledge of mobile apps for speaking skill among arts and science college students in terms of Stream. The level of knowledge of mobile apps for spoken English among science college students on knowledge of mobile apps is better compared to knowledge of mobile apps for spoken English of arts college students.

CONCLUSION

It is concluded from the above findings that the arts and science students are having knowledge of mobile apps for spoken English at high level. The variables
of gender and stream influence the knowledge of mobile apps for spoken English of arts and science students. knowledge of mobile apps for spoken English among female college students on knowledge of mobile apps is better compared to knowledge of mobile apps for spoken English of male college students. knowledge of mobile apps for spoken English among science college students on knowledge of mobile apps is better compared to knowledge of mobile apps for spoken English of arts college students.

EDUCATIONAL IMPLICATIONS

The study has brought out an important finding that the knowledge of mobile apps for spoken English at arts and science students is high. Generally, students are well versed in mobile technology. So, this finding is in tune with the general trend. Mobile apps have the potential to revolutionize English language learning by making it more effective, accessible, collaborative, and personalized. English college students who embrace

mobile learning are well-positioned to succeed in their studies and in their future careers. However, it is important to note that mobile apps are not a silver bullet for English language improvement.

REFERENCES:

1. Berger, A., & Klímová, B. (2018). Mobile application for the teaching of English. In Advanced multimedia and ubiquitous engineering
2. Godwin-Jones R. Mobile apps for language learning[J]. Language learning & technology, 2011, 15(2): 2-
3. YANG Lifang. The application of mobile learning in college English vocabulary learning [J]. Foreign language e-learning