

Chapter 6

Uses of Mobile Apps for Youth in Education Purposes

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ABSTRACT

People nowadays use their phones constantly throughout the day, for a variety of reasons. It seems reasonable that they may be used for educational purposes as well. The process of education has become much easier with mobile applications. Through these mobile apps, students can access all kinds of books and information. They can save a lot of time without the need to go to the library to acquire it. Thanks to these mobile apps, classes and lectures are not confined to physical classrooms only. Students no longer have to wait until class to ask questions; instead, they may get in touch with their professors whenever the need appears. When schools were closed and lessons were done online during Covid-19, mobile applications were also incredibly helpful.

INTRODUCTION

The main goal of this research is to determine the extent of smartphone addiction and how male and female users respond differently when engaging in various smartphone activities. Mobile technology has brought the globe closer together by enabling contact between individuals in various locations and developing new capabilities like internet access, gaming, email sending and receiving, music listening, and book reading (Chinnery et al., 2006) (Burch et al. 2019). The second-largest telecom market worldwide is reportedly found in India. Phones are considered essential for sustaining social connections and carrying out other everyday chores. Despite the

DOI: 10.4018/978-1-6684-8582-8.ch006

numerous benefits they offer, they also create a great deal of issues (Canuel et al. 2015). Face-to-face interaction is decreasing as a result of people being glued to their mobile devices. Machine learning is an aspect of artificial intelligence that focuses on creating software that can access data and utilize it for its own purposes. Unsupervised learning (when the model is trained in an unlabeled dataset) and supervised learning (where the model is trained using a labeled dataset) are both possible (Compton et al. 2018). Every piece of information used in this particular study is unlabeled and unclassified. According to this survey, men access books and e-books on cell phones more frequently than women do. Males had the highest percentage of phone possessions lasting fewer than six hours, while females have the highest percentage of phone possessions lasting more than 12 hours (Canuel et al. 2016). The findings also revealed that most guys had phones with batteries that last for a day, although the percentage of ladies who answered “yes” and “no” was about equal. The entire population is divided into three clusters: “extremely addicted,” “moderately addicted,” and “non-addicted” (Carlos et al. 2012).

One of the key educational topic areas where technology has played a significant role over the past few decades is foreign languages. E-readers are becoming widely used, particularly among young people (Kukulska-Hulme et al. 2008). Mobile applications allow students in contemporary schools to take a break from the traditional classroom setting while continuing to learn. But as technology grew in popularity, students’ spans of concentration grew shorter (Davidson, J. et al. 2016) (Carter, A. et al. 2015). This study examines how Moodle, a mobile application, affects the instruction of ESL students (Chen, B. et al. 2015). In 2005, the initial version of this mobile application was released. It is renowned for offering social interaction, uniqueness, and engagement to language learners. The effectiveness and use of the Mobile Aided Language Learning Portal (MALLP), whose population is the tenth grade of Laboratory High School (LHS), served as the foundation for this study (EDUCAUSE et al. 2019) (Fosnacht, K. et al. 2017). Investigating how the MALLP assisted ELLs become more fluent in the English language in comparison to the use of standard resources in teaching English Language was one of the goals of this study (Chen, B. et al. 2013) (Oz, H et al. 2013).

Fifty LHS students participated in the experiment for three to four weeks. The control group and the experimental group were each given a portion of the respondents. The experimental group was taught utilizing mobile applications while the control group received instruction using the normal method of education (Galanek et al. 2019) (Chen, G. et al. 2011). According to the study, the experimental group performed better on the test, with a passing percentage of 75%. The control group, on the other hand, received lower marks, with a 60% passing rate (Galanek et al. 2018). The experimental group of students considered the mobile app for learning the English language to be beneficial because it was downloaded into their phones

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