

majority of the students use this medium during breaks, they also happen to use this device during lessons, cheating during a test. Another issue concerned the way and purposes of using mobile phones by teachers. The analysis of the research findings in this regard reveals that over a third of the teachers involved in the study use mobiles during lessons. Therefore, both the students and teachers break the school law which forbids using mobile phones within school premises in a vast majority of the schools involved in the study. We can claim that the regulation concerning “the ban” on the use of mobile phones is not observed, it is becoming “a dead regulation”. Nearly one hundred per cent of the teachers involved in the study use a mobile phone to communicate with parents, whereas more than a half of them contact students about educational matters. It should be mentioned at this point that these calls are conducted at the teacher’s cost, not the school’s. The way of using this medium does not differ from its main functions, which facilitate phone calls or sms/mms communication. One should mention, though, that more than a half of the respondents use this device as a watch, calculator, camera, video camera or mini video game console. A solution to the last research problem concerning teachers’ attitude to mobile phones indicates their great attachment to this medium. The conducted studies make one draw the following theoretical and practical conclusions: – to implement the contents concerning the right use of a mobile phone in the junior high school teaching program; – to provide financial support to the teachers who contact parents and students about educational matters by mobile phone; – to change the school law in the scope of using mobiles within junior high school premises; – to perform M-learning workshops for junior high school teachers and design and check a theoretical basis for the junior high school teaching system which is to be based on the use of mobile phones. The accomplishment of the above-specified conclusions will comprise the basis for the introduction of mobile learning to Polish junior high schools.

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