

Contrast between English Language Learning Capabilities and Extensive Usage of Electronic Devices among Students' Community in India

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Abstract: This research paper tried to understand the contrast between English language learning capabilities and extensive usage of electronic devices among students' community in India. After using electronic devices students are still on the way to learn the English language. They do handle any electronic device like a computer, laptop, tablet and smart phones but struggle to learn basic language skills. It has become habitual of handling electronic devices and use the English language without any mistake but the considerable number of students in any village or cities are failing to utilize these devices for the sake of education. They can't acquire language skills even though there are hundreds together mobile apps and websites. Tony Bingham said, "Technology is enabling our need to be mobile. We want to ensure that Learning matches our Lifestyle." The moral and ethical issues which related to the smart phone and other electronic devices with data connection are widely discussing today. Because of data connectivity, parents are really scared about the future of their children. The unwanted sites which are often interrupting and misleading our students lead them to take a diversion in their studies and teaching some other things. Many students are aware of such interruptions and blocking them in their devices. They are learning the usage of devices fast but lagging to gain language learning skills especially English. According to Seymour Papert, "You can't teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it." We have to teach the mass only as per their requirements. But when they use the devices every day they do learn to operate but cannot teach core language skills. An uneducated fellow can operate smart phones. Educators must educate the students to use electronic devices in order to uplift their standard and level of understanding about the subject and students' community has to understand the interest and moral and ethical aspects hid behind the educators' intension.

Keywords: Electronic devices, ICT, Core language skills, Capabilities, Advanced technology, Moral and ethical issues.

1. INTRODUCTION:

Information revolution brought drastic changes in the 21st century. Life becomes easy and comforts spread all over the world. In education information technology is playing a vital role and due to ICT teaching-learning activities become effective. But at the same time, students are using so many websites, mobile applications and self-learning devices. In these days most of the students addicted to you tubes because information of a particular subject is available in brief and to the point. Experts of the respective subjects are sharing their knowledge through youtube videos. Learning skill and capabilities are limited to the learner how he receives the knowledge and makes use of it.

It is known truth that online learning definitely beneficial. According to Ryan, "Learning through virtual environment is becoming increasingly popular especially in the field of language, and more specifically the English language. One of the main reasons for this growth in online learning is an improvement in resources, technology and established effective methods of learning. All these important factors amalgamate to a very practical and convenient option for an English learner. An option that millions of people are now choosing online learning can be implemented in a verity of ways, such as through the use of self-passed independent study units, asynchronous interactive sessions (where

participants interact at different times) or synchronous interactive settings (where learners meet in real time)."

Computers are making modern life easy and fast. "Computers have been used for computer teaching ever since the 1960s. In the 1960s and 1970s, the first form of computers – Aided Language learning featured language drill and patterns were practised. It was based on the behaviourist learning model and as such a computer was viewed as little more than a mechanical tutor that never grew tired. Behaviourist CALL was first designed and implemented in the era of the mainframe and best-known tutorial system (Programmed Logic for Automatic Teaching Operation), run on its special hardware. The aim of developing the PLATO system was to demonstrate the technical facility and economic viability of an extensive computer-based educational network. It was mainly used for extensive drills, explicit grammar instruction and translation tests." (Chapelle)

Students are almost depended on mobile applications and websites and losing their original thinking capacity. Creativity is visible only in WhatsApp messages. Educationists and parents should intervene in order to convince to use electronic devices only for the sake of learning where they are lagging. Students must aware are making use of such device and apps for educational purposes.

Computers, internet, mobile applications, social media and other electronic devices are part and parcel of human life today. But one should know how to use them for the betterment. Language skills can be acquired easily if students are aware of the usage of these devices and applications.

Zhang D. and Nunamker both supported computer aided online learning. "Online learning creates an opportunity of global access to education because the students can do their course from any one of the education providers worldwide without leaving their country, even without leaving the house. In early days people utilized flights and ships to travel to different parts of the globe to seek knowledge but today ICT can be used to seek knowledge from a university situated far away from the student's location. Not only will current occupation of the students not allow them to travel to seek knowledge but also the commitments they have with the family and the workplace. Online learning enhances the learning and teaching process so that the stakeholders of education find more opportunities such as

lifelong learning regardless of learner's age, location, current occupation and time".

Students can gain knowledge on a subject including English language and literature. But it is quite difficult to cultivate core language skills like LSRW i.e. listening, speaking, reading and writing. With the help of various websites and mobile application, students acquire reading and listening skills but lagging in speaking and writing skills.

Students are expert in texting, browsing and active in social networks. They are gaining knowledge all day. Useful and junked information is flowing among young minds wasting a lot of valuable time and energy.

Both Kenning and Kenning opined about computer-aided language learning as. "The Final stage of Computer-Aided Language Learning is known as Integrative CALL. Communicative CALL was criticized for using the computer in an ad hoc and disconnected fashion and using the computer made a greater contribution to marginal rather than central elements of language learning." Further, both experts stressed the role of teachers. "Teachers have moved away from a cognitive view of communicative language teaching to a socio-cognitive view that emphasizes real language use in a meaningful, authentic context. Integrative CALL seeks both to integrate the various skills of language learning (LSRW) and to integrate technology in full extent of language teaching that's why multimedia network computers provide a range of informational, communicative and publishing tools that are potentially available to each learner".

Students are easily acquiring mobile skills but rarely core language skills. It is believed that whatever is available on the internet is right and apt. One should think over it. Apart from this creativity, divergent thinking, critical thinking and analysis, application of original thinking is being curbed by advanced technology. Everything is available but we have to sieve and absorb the cream which is useful for the sake of our education. Before referring secondary sources learning community must be aware of learning in classrooms with interactive sessions. Due to outcome-based education (OBE) system where there is a prominent role of the computer is feeding learners as much as possible and preparing them to refer addition information on websites and mobile applications. Here teaching team is also responsible to create interest in their subjects using ICT. Moreover, if students are referring secondary sources there must be knowledge follow prepared by the same teachers.

Teachers are also becoming resourceful with these electronic devices and mobile applications.

2. CONCLUSION:

No doubt computer-aided language learning is supporting learners to learn subjects as well as languages. But students are failing to acquire core language skills. Partial skills making them paralysed and with little knowledge, they are trying a lot to compete in the present competitive world. Treasure is on the palm but they have to search and absorb. Teachers are also responsible for this. Core skills (LSRW) are acquired under the guidance of the teaching team. Students should refrain to unwanted sites which are distracting their education and diverting to reach their destination. Moral and ethical issues are questioned on education platforms. Educationalists are trying to find out a solution and teaching strategies. In higher education teaching team must have ethics. Moral aspects are often questioned during one or the other embarrassing situation in India. Teachers must be computer savvy. Technological advancements are inevitable in the education system. Apt and wise use of these technologies would create wonders in language learning and acquiring core skills.

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