

Chapter 15

Smart E-Communication Through Smart Phones

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ABSTRACT

The advancements in digital technology have made the learning and understanding process, a simple and candid one. Today's children want to learn colorfully and practically in the classroom. In this technological era, gadgets are helpful for teachers to develop e-teaching in the classroom. Smartphone is a very common gadget that is being used in all the developed and developing countries. Smartphone is an interesting teaching tool which would help students to learn deliberately. This paper examines how Smartphone is helpful for learners from K-12 grades to learn and develop e-communication

INTRODUCTION

The advancements in digital technology have made the learning and understanding process, a simple and candid one. The linguistic boundaries of countries and states have been amalgamated for all good reasons especially for the development of English as a second language. Bringing technology to the classroom will draw two inferences, the first one is, technology will have a pervasive effect on the learning process and the second one is as a language, English will help every student his/her future global explorations professionally or personally. Presently, classroom teaching is changed considerably and technology mediated teaching is an extensively accepted method for teaching English as a second language.

Communication plays an important role in everybody's life. School children should enhance their communicative skills especially by using gadgets like Smartphone. Using them in the classroom will kindle the interest of learning. Applications like Face book, Whatsapp, Twitter, Instagram, Hike, You Tube, Blog, Vlog are helpful for learners to develop their e-communication which will ultimately enhance their real-time communication. Smartphone assisted teaching enables teachers to modify their teaching style according to the learning scenario and also get instant feedback about their new teaching style from the students.

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BACKGROUND

There is a plethora of literature relating to the language learning process, individual learning process, neuro-cognitive factors, socio-cognitive factors etc. It is therefore necessary to initially prioritize those research aspects that seem most pertinent to the present study. Language learners should develop proficiency in four categories to acquire the second language. They are grammatical, sociological, conversational and strategic proficiency. Consciousness and noticing (Tomlin & Villa, 1994) are two important cognitive strategies which are particularly relevant to second language learning (SLL). It is critically important that the learners should gain knowledge in linguistic structures (feature analysis, lexical items etc.,) in order to develop fluency in second language.

Second language learners interact constructively with the learning environment, both internal (Murphy, 1989) and external (Stern, 1983). The external environment could be considered as a learning atmosphere and the internal environment included the learner's knowledge about language, including cognitive experiential level, belief and values, affective states, cultural background etc., would contribute to language learning as a 'hermeneutical' experience (Murphy, 1989).

David Crystal (David Crystal, 2004, viii) in his book *Language and the Internet* mentions:

An emphasis, which formerly was on technology, has shifted to be on people and purposes. And as the Internet comes increasingly to be viewed from a social perspective, so the role of language becomes central. Indeed, notwithstanding the remarkable technological achievements and the visual panache of screen presentation, what is immediately obvious when engaging in any of the Internet's functions is its linguistic character. If the Internet is a revolution, therefore, it is likely to be a linguistic revolution.

In the present world, technology appreciates the revolution in teaching from the grammatical structures to the nurturing of communicative abilities. Technology is a boon for learners as well as for teachers as it attracts everyone due to its multiple usages. Brinton (2001, p. 461) supposed that media tools serve as an important facilitator in the language teaching development because "media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world".

Since 1990s many noted seminal studies have been centered on the application of technology, its apprehensions and the positive impact in the classroom and the outcome of the second language learners. Bax (2003, p. 27) expresses:

Computer Aided Language Learning (CALL) finally becomes invisible, serving the needs of learners and integrated into every teacher's everyday practice... It will require change in attitudes, in approach and practice amongst teachers and learners; it will require fuller integration into administrative procedures and syllabuses.

In the beginning of the millennium, the focus on computer aided learning was gradually shifted to technological tools available on new or social media. Campbell (2003), Bax (2003), Godwin (2003), Johnson (2004) and Eastman (2005) elaborated the significance of technological advancement in the learning sector and the collaborative learning atmosphere prevailing among English Second Language Learners (ESLLs).

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