

The English Language and the Cyberspace: Teaching English to the Digital Learners

Vidhiya R., M.Phil. Scholar and Dr. David Arputha Raj V.

=====

Abstract

Cyberspace is promoting English Language Teaching to a higher platform. English language being a Lingua Franca is used as a tool to share knowledge in a common platform. The Language has been transforming its shape according to the transformation of technology. Transliteration helps the Techno users of different countries to share their knowledge in the cyberspace. The platforms of variety of knowledge gaining method in cyberspace help the users to read and write a lot where language acquisition is done unconsciously. As the knowledge is already being invested in the digital form so the conscious effort of giving language input is not needed as in the physical classroom setup. The only problem is to convert the users to learners. This paper deals with the conversion of the invested capital to the profit of language acquisition in the cyberspace.

Introduction

Twenty-first century is the platform to the Generation C learners. These generation C learners are digital natives who are connected in online and everything is stored in cloud networks. Everything is getting out-dated in every minute. These learners have higher cognitive capacity but less patience. Their mind gets easily bored to the old system of education. They learn more things through cyber world than in a physical classroom setup so the system of learning should be modified to the generation C learners. Education 4.0 helps them to do it, not only focuses on 'what is taught' but also focuses on 'the way it is taught'. It is an education that will eventually go on to define the manner in which is aligned with future trends in order to develop and enhance individualised education that will eventually go to define the manner in which youngsters of the future will work and live.

Social Networking Platforms

Social Networks are the easiest way to attract the Generation C learners. The number of students using social networking is larger than the number of students reading books. They don't have patience to sit in a place and read a book. According to 'The Statistics Portals', there are around 2.86 billion youngsters in the world who use Social Networks. 'Interaction' is the key concept in those cyberspace Social Networks, where language acquire through social interaction. These Cyber networks are user friendly; it enhances face to face learning of 12 people. As per the research done by Iskold, a linguist in 2012, these networks enhance self-description and creates self-engagement tasks so it easily attracts the present generation people. When these networks are incorporated in classrooms, students could be more engaged.

Types of Social Networking Sites

Name	Description	Url
Edmodo	Education oriented site, shares layout of popular SNS. Provides a safe and easy way for the class to connect, collaborate, share content and access homework, grades and school notice.	http://www.edmodo.com
Face book	Online Social Networking Service originally designed for college students but now extended to general population.	http://www.facebook.com
Instagram	An online photo-sharing, video-sharing and social networking service that enables its user to take pictures and videos, apply digital filters to them, and share them on a variety of social networking services such as Facebook, Twitter etc.,.	http://www.instagram.com
Pinterest	A visual discovery tool that people use to collect ideas for their different projects and interest. People create and share collections of visual bookmarks called pins that they use to do things like plan trips and projects, organise events or save articles and recipes.	http://www.pinterest.com
Snapchat	A mobile app that lets users take photos and short videos. Users decide how long data will be visible once opened upto 10 seconds and then it supposedly disappears forever.	http://snapchat.com

English being a global language, most of the content in the cyberspace is available in English Language. They develop cultural and linguistic awareness at the same time. Twitter, WhatsApp sites provides option for uploading status for limited words. This enhances the brain to give the total content in limited words. This could be adapted to the students while giving homework where they need not mug up things while doing it. They have to assimilate things and then have to do it. This will enhance their creativity and imagination. The Pinterest articles enhance the cognitive capacity of people. When the classroom is linked with YouTube they make the students to improve their pronunciation, pitch, rhythm and ultimately speech of pattern.

Drawbacks

The problem is that most of the digital sites such as Instagram, Snapchats gives preference to images so the digital users acquire the content that is available in English language but their subconscious mind lack to acquire the language in the content. This problem arises to the people who use English as secondary language. The content is important to the mind so it translates it to its convenient language that is the mother tongue. When these people are asked to deliver the content in English language they will struggle to deliver. The mode of delivery may be different whether it may be in speaking or in the form of writing the content words will be in English language but the connectors may be with grammatical errors.

Computer Assisted Intrusion

Computer Assisted Intrusion and Multimedia in education have significantly changed learning and cognitive process. This enhances children's fine motor skills alphabet recognition, counting skills and pre mathematical knowledge. According to Piaget's definition of game, it is an assimilation of stimuli from outside world and put them into adaptation system. He proposed six parameters of games which benefits the engagement of

the learners. Games are rules based and gave variable quantifiable outcome, they value the result of the game, the player invests the effort to win the game and they expect negotiable consequences. The games provide them surplus energy which makes them to win the game when they are introduced into the language learning they capture the attention of the learners and motivate them. Creativity and imagination will be enhanced when the language is given in the form of cyber games. These games have vocabulary skills that enhance the written language of the 12 learners.

Conclusion

Thus cyberspace provides various platforms that engage the learners subconsciously to acquire language which reflected in their way of deliverance. The involvement in social networks makes the learners to be always involved with language which may not be seen in the learners who don't use it. This makes the acquisition process very easier. The invested capital can be turned to products with these cyber networks.

References

- Aghlara, Laleh, and Nasrin Hadidi Tamjid. "The Effect of Digital Games on Iranian Children's Vocabulary Retention in Foreign Language Acquisition." *Procedia - Social and Behavioral Sciences*, n.d. Web. 21 Dec. 2018.
- Berkes, Firket. "Evolution of co-management: Role of knowledge generation, bridging organizations and social learning" *Journal of Environmental Management* 90.5 (2009): 1692-1702. Web.
- Kaufmann, Steve. "Learning Languages is a Subconscious Process" *The Linguist*, 30 Jan. 2018. Web. 18 Dec 2018.
- Lomicka, Lara, and Gillan Lord. "Social Networking and Language Learning." *The Routledge Handbook of Language Learning and Technology*, n.d. Web. 22 Dec. 2018.
- Marrison, Debbie. "How Generation 'C' will change Education...forever." *Online Learning Insights*, 9, Apr. 2012. Web. 30 Dec, 2018.
- "Number of Social Media Users Worldwide from 2010 to 2021 (in Billions)." *The Statistic Portal*, Statista, n.d. Web. 22 Dec 2018.

Vidhiya R
M.Phil. Scholar
Department of English and Foreign Languages
Bharathiar University
Coimbatore – 641046
vidhyaravichandran47@gmail.com

Dr. David ArputhaRaj V.
Assistant Professor
Dept. of English & Foreign Languages
Bharathiar University
Coimbatore – 641046
dr.v.davidarputharaj@gmail.com