The concept of utilizing Smartphones for competence building: comparison and contrast

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Introduction:

For a few years now, the concept of language development through ICT integration has been popular. Almost all young learners choose to use the learning-related aspects of their smartphones. Most of the scholars agree that using a smartphone to increase language skills is exciting. We barely ever come across somebody who doesn't have access to a smartphone. The user-friendly interface of the Smartphone is its key selling point. These interactive features of mobile applications provide captivating and inspiring tools with instantaneous outcomes. If language growth is not time-consuming, learners experience the ease. A big number of students are being drawn in by user-friendly interfaces and mobile classroom amenities. Students download mobile programs that mimic the classroom environment and begin using them. On smartphones, there are preloaded dictionaries that are bilingual and multilingual. In order to meet the educational demands of students, several government regulations in India promote access to smartphones, tablets, laptops, and language labs. Therefore, the researcher is investigating how cellphones may be used for both educational and non-educational objectives. The researcher thinks that a number of smartphone characteristics make language learning simple and straightforward. Additionally, it fosters the idea of self-directed learning and makes room for long-term development. Because cellphones have intuitive conceptual designs, students get emotionally attracted to them. Here, the researcher wants to show that the smartphone provides a lot of help for anyone's language development overall.

Keywords: English for specific purposes, Smartphones, mobile application, Language development.

Application for language learning purposes

Active language learners are constantly passionate about language learning and regularly try out different applications to acquire new vernacular forms and useful material. If active language learners are presented to a language learning app, they are immediately interested significantly as active participants. In addition, applications are the introduction of language learning applications has been one of the most significant breakthroughs in education (Rosell-Aguilar, 2014). A learner-centric language user can access multiple applications easily thanks to the overall technological architecture. However, applications could not be relied upon in this respect to replace a teacher, and they should not be used to promote just mobile-assisted English language instruction.

After installing the program, students are occasionally instantly amazed by outlook, an excellent foundation, and cutting-edge capabilities. The multi-sensory experience necessary for efficient language learning is made possible by responsive touch displays, improved text entry, high-quality image, audio, and video recording, editing, and sharing, voice recognition, storage, networking, and GPS. (Rosell-Aguilar, 2014) Students favour challenging assumptions and conducting their own research. The regular practice sessions that they engage in to hone their linguistic abilities are shared more frequently by learners.

The pupils are achieving an astounding degree of English language competency after using this type of application-based instruction and services for some time. Importantly, it demonstrates astounding results when students are truly enjoying their own learning and believe that these applications were ultimately created for them.

if a language student finds it difficult to acquire a language on his own. They make an effort to attend the classes, but occasionally give up midway through owing to boredom. Similar to this, students who are studying using mobile applications may be considering quitting their studies. If they manage their learning, it is commendable. If a teacher is monitoring their behaviour and providing, the notion has the power to alter their lives for good. To maximize language learning, a teacher may combine several language learning applications and resources (freeware sources) from diverse sources. It takes time and preparation to implement new technology to improve teaching and learning, and both students and teachers must be aware that their readiness and level of preparation appear to be interdependent (Metruk, 2022). As a result, both groups must take action.

Many language learners have found that specific applications have a bigger influence on particular learning styles than other text-based approaches. It displays quick results. Here, students won't wait for instructor explanations and reactions. The main benefit of these applications is that learners may use many apps at once. and put them to use over a period of time to fulfill their own unique needs. Without a doubt, they can quickly advance their language skills in any. Furthermore, the ability to save study materials on mobile devices significantly reduces the weight that kids must carry on their backs (Klmová, 2019). They can work on some of the repeated grammatical exercises as well as tasks involving real-world communication. They feel at ease in this respect because a learner's extraordinary achievement in learning the language much more quickly than anticipated is made possible by such enthusiasm in the subject. According to (Klomová, 2019),

"the key features of m-learning, such as personalized learning, independent on time and place, collaboration with peers and teachers in both formal and informal settings, ubiquity and interactivity of mobile devices, make m-learning efficient" in this case.

The ability to install programs from third parties is one of the primary characteristics of smartphones (Metruk, 2022).

A new technology-based teaching and learning system will be introduced by a number of academic organisations in schools and colleges. Further research should be done in this area as new smartphone functions and applications are created on a regular basis. (Metruk, 2022). The transfer should, in the opinion of young instructors, be as seamless as possible. We are aware that the instructors and students would require some time to become used to this ICT-based educational system. Teachers are setting up seminars and workshops for the faculty and students in an effort to educate them how to use the various technologies effectively. The advantages of this technology-based method are seen by the students and teachers after a few weeks of diligent, fruitful effort. It makes sense to suppose that one app could not provide all the answers students are looking for. This issue can be overcome by downloading many smartphone applications, depending on the language learning topics on which students choose to concentrate. (Metruk, 2020) For sustained growth, the students found mobile aided language study to be more convenient. Students may access all of their notes from any device with an internet connection thanks to these types of studies. Teachers also found it stress-free to follow their students' daily practices utilizing applications to keep tabs on their academic progress. There are some free online examinations and evaluation tools accessible. As a result, they can devote more time to teaching. There are times when slow Internet connections, their availability, and stability might be improved; internet service providers appear to provide consumers faster and more reliable Internet connections on an annual basis. (Metruk,2022)

Reference:

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