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## SOCIAL MEDIA AS A FACILITATOR OF ENGLISH LANGUAGE AND LITERATURE ACQUISITION

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### Abstract

In the English language learning–teaching process, social media platforms have many advantages in enhancing student’s English proficiency in their own learning and teaching practices.

Technology changes the environment of learning as it provides choices of flexible features. For instance, the internet supplies students, educators, and administrators with many opportunities to do their duties and work when they need at any time and place. The social media platforms have become common tools that can be used by academic institutions and everyone to share academic work, research findings, book reviews, and communicate with their peers and teachers.

Social media should also be adopted by universities because the concept of learning itself is undergoing dramatic changes due to the unprecedented development in communication technology. Learning is no longer individually accumulated by attending teacher-centered lectures and tutorials; it is now based on “principles of collective exploration, play and innovation” Today, learning is seen as the learners’ aptitude to access databases and information hubs anytime anywhere they need to. Students nowadays live in a more dynamic, information-dependent and connected world. They have grown into information-hungry group-dependent individuals on the go, whose thirst for knowledge can only be quenched by offering them the possibility to be socially and scientifically connected to other communities of learners around the globe, with whom they can instantly exchange information to evolve into more knowledgeable individuals.

Keywords: Social media, Net-generation, Communication-skills

### INTRODUCTION

The teaching techniques that have worked for decades do not work anymore because new students learn differently too. Students today are “Tech-savvy” and have a different style of learning from the Internet. Today the students use the Web

to acquire knowledge and to learn new processes. We, as teachers have understand the change in the teaching-learning paradigm shift and adapt ourselves accordingly.

This study aims to examine the use of social media in English language learning by the students

of English Literature and Language at University Level. This study is an exploratory study to investigate the use of social media for English language learning. A range of social media especially Instagram and Facebook are used by students for Learning Process. Generally, students spend more time in using social media for general purposes than English learning purposes. However, Students have begun to show positive attitudes towards the use of social media in English language and Literature learning. Students perceive that social media plays an important role in improving their English Communication Skills, Learning Literature and language.

English as a foreign language educational settings, information and communication technologies (ICT) have initiated new educational practices that can be justifiable methods of language learning and teaching. This is because it is important to deduce whether or not such technologies have been viewed as an active force by teachers and students. The present study explored the role of social media (SM) platforms on students' English language proficiency, whereby interactions on SM may affect learners in terms of forming positive or negative views on EFL (English Students learn From , traditions, and types of poetry. For each poem we read, we examine its literary, cultural, and historical contexts. Frequent audio and video recordings highlight the relationships between poetry in print and in performance. Requirements for this discussion-based course include class participation, a poetry recitation, and short essays. Social media offers varied platforms such as blogs and wikis for teachers to use in teaching English. For Poetry lovers, Poetry Curious and Students who love English language platform provides many benefits in language educational process. When English teachers decide to use social media in class, they need to know which social media platforms can support and improve their students' outcomes and which tool they can use with students to have them experience English language. The main social media applications that review's new ways of teaching and learning English Language. English language as a foreign language which certainly assess improving students' language skills, through social media.

Really, social media is an urgent need for providing teachers with the latest methods in teaching English.

Also English as a foreign language educational settings, information and communication technologies (ICT) have initiated new educational practices that can be justifiable methods of language learning and teaching. This is because it is important to deduce whether or not such technologies have been viewed as an active force by teachers and students. The present study explored the role of social media (SM) platforms on students' English language proficiency, whereby interactions on SM may affect learners in terms of forming positive or negative views on EFL (English as a foreign language) learning.

In terms of concrete measure concerning those students, the evaluation of their assignments and co -authored works should be reconsidered in the light of their use of social media. Ways to support and supervise students using social media should be reconsidered and traditional institutional courses should be repackaged via motivating discussion groups. While certain researchers and educators lament the scarcity of empirical research which addresses the question of social media as facilitators of language learning.

Tapscott and Williams (2007:52)[8] states that "the new generation of learners are not content to be passive consumers and increasing their desire for choice, convenience, customization, and control by designing, producing, and distributing products themselves". Ulbrich (2011, p. 1) [9].

**NET GENERATION:** Members of the Net Generation use the Web differently, they network differently, and they learn differently. When they start at university, traditional values on how to develop knowledge collide with their values. Many of the teaching techniques that have worked for decades do not work anymore because new students learn differently too. The Net Generation is used to network; its members work collaboratively, they execute several tasks simultaneously, and they use the Web to acquire knowledge.

The external web applications such as blog and wiki generate for student's communicative environment

that engage them in conversation and motivate them to design their own work, experiences and share.

**BLOG:** A blog (a truncation of "weblog") is a discussion or informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries (posts). Posts are typically displayed in reverse chronological order, so that the most recent post appears first, at the top of the web page.

Teachers can create an account on any blogging service and publish class blog.

All students are considered as "Authors" on the class blog.

Teachers can ask students to write posts related to class topics that show their understanding of class content.

Teacher can post questions and ask student's to write their answers.

The teacher can ask each student to write about any specific topic and ask students to comment on their classmates' posts.

The teacher can use blog as management tool to post class announcements, homework details and feedback on students' works.

#### **EDUCATIONAL BENEFITS OF BLOG:**

- Critique and reflection
- Individual Control and ownership
- Easy sharing of opinion and discoveries
- Allow for creativity and flow
- Collaboration, negotiation, teamwork
- Track developments in knowledge
- Construction and comprehension
- Easy sharing information and data

Writing skills, integration of diverse perspectives, communication, the possible methods to transmit education and planning teaching materials have increased. Social media platforms provide teachers and students with different advantages such as improved instructional materials and endless

resources that involve students with various types of multimedia. It can also help teachers to engage students in classroom activities (Smith, 2006)[7] that can be designed in the form of small groups to allow students to interact and Share information with the help of videos ,brain storm, discuss ,chat and have diverse activities.

#### **BENEFITS OF SOCIAL MEDIA FOR ENGLISH**

**TEACHERS:** As Social media applications have grown fast all over the world and then he or she ask other's the possible methods to transmit education and planning teaching materials have increased. Social media platforms provide teachers and students with different advantages such as improved instructional materials and endless resources that involve students with various types of multimedia. It can also help teachers to engage students in classroom activities (Smith, 2006)[7] that can be designed in the form of small groups to allow students more healthy academic interaction, like poetry Recitation, Storytelling, Narration, Discussion, Power point presentation, Videos, Talks and so on.

Social media basically means any human communication or sharing information on internet that occurs through the medium of computer, tablet or mobile. There are numerous websites and apps that make it possible. Social media is now becoming one of the largest means of communication and is gaining popularity rapidly. Social media enables you to share ideas, content, information and news etc. at a much faster speed. In last few years social media has grown tremendously at an unexpected fast rate and has captured millions of users around the world. We live in a time and age where information is just a button press away. We are swayed by information all around us.

Social media can help students to nourish their knowledge with a lot of teaching aids available online. Students can watch videos, see images, check out reviews and instantly clear their doubts while watching the live processes happening. Not only students, even teachers can make their lectures more interesting. Students can enhance their knowledge by reading blogs, articles and write ups by renowned teachers, professors and thinkers. This way good content can reach wide audience. It

cannot be denied that if used wisely social media can make education much better and create smart students, by using these tools. Are becoming a viable supplement to the traditional learning environment (Ebner, Lienhardt, Rohs, & Meyer, 2010). Also, educators are examining the combination of distance education delivery with instructional social media, thus, providing new approaches to teaching and learning that blend pedagogy and technology (Brady, Holcomb, & Smith, 2010; Lee & McLoughlin, 2010; Veletsianos & Navarrete, 2012). The purpose of this literature review is to examine the use of social media in higher education. Specifically, this article reports on: (a) the use of social media by students and faculty; the use of social media for academic purpose. As educators look for ways to engage and motivate students, social media technologies, traditional and distance learning formats; and (c) the pros and cons of using social media for learning English Language and Literature Proficiently, for academic purpose. Previous reviews of the literature have suggested that access to technology is inequitable (Jackson, Ervin, Gardner, & Schmitt, 2001; Morgan & VanLegen, 2005).

The growing interest in social dimensions of learning has led educators and instructional designers to examine the integration of social media in both traditional and distance learning environments. The following sections examine the current research literature in the use of social media by faculty, and the use of social media for academic practice in a variety of ways that include sharing of resources, collaborative learning, inquiry-based learning and reflective learning.

Despite the worldwide growth of social media for personal use, educators have been slow to utilize social media technologies for academic purpose. Through telephone interviews, Chen and Bryer (2012) documented the perceptions and Proponents argue that contemporary college students have become habituated to a world where social media is the norm; thereby, as an educational tool, social media enriches the learning experience by allowing students and instructors to exchange ideas, foster collaboration and discussion, and engage and interact using such emerging social platforms (Lederer, 2012;

Kentucky Journal of Higher Education Policy and Practice, Vol. 1, Iss. 2 [2012], Art. 7 <https://uknowledge.uky.edu/kjhepp/vol1/iss2/7> (Turkle, 2004). Lederer (2012) outlines several benefits to using social media in education. First, she argues that social media is an effective way to increase student engagement and build communication skills by allowing students to feel more comfortable expressing themselves in a less intimidating environment. Secondly, Lederer believes that social media can improve communication between students and instructors, while the latter can answer students' questions, The Faculty Survey of Student Engagement (FSSE, 2010) surveyed 4,600 faculty members from 50 U.S. colleges and universities and discovered that over 80% of the faculty had never used social media technologies such as blogs, wikis, Google docs, video conferencing, video games, or virtual teaching/learning pedagogy.

The activities in using social media in learning English, with discussion and communication. The use of Social media can improve students' motivation, with sub themes self-directed learning and the Use of Social Media for English Language Learning and Literature.

Another benefit of using social media in the teaching and learning of English Language and Literature, is to improve self-learning skills. These interactive applications provide language learners with vast resources of authentic materials that encourages independent learning (Blaschke, 2014). Almost all the social media applications can be used by students to practice different language skills such as reading, writing, and listening. As a way of illustration, Chartrand (2012) indicated that students can use YouTube to learn from ESL-related videos posted by their teachers or any ESL/EFL educators. Chartrand (2012) stated further that a wide variety of topics can be covered and learnt depending on the needs of the learner.

Furthermore, Kabilan et al. (2010) reported that Facebook is one of the most beneficial applications that can be used by ELLs to improve their language skills. This website has hundreds of English teaching pages which provide students with

various lessons including grammar, vocabulary, reading, and writing lessons (Kabilan et al., 2010). Blaschke studied a group of students who used social media as a way to increase their English proficiency (2014).

The researcher found that the use of social media empowered students' freedom in choosing and exploring topics and activities that could enhance their language skills. This self-learning Seaman and Tinti-Kane (2013) indicated that social media applications and websites such as Facebook, Twitter, Wiki, YouTube, and blogs have great benefits for expanding education environments. Seaman and Tinti-Kane maintained that these materials also help in enhancing not only English skills but also other fundamental skills including the ability to search, evaluate, and interact meaningfully with learning tools. In other words, social media helps English Language and Literature Learning by expanding the educational environment beyond classroom settings. Moreover, Tiryakioglu and Erzurum (2011) noted that education activities usually take place in the classroom where teachers and students are interacting face to face. But with social media expanding, ELLs can learn and enhance other out-of-class skills including discussion, presenting their thoughts, and commenting on one another's work. Kabilan et al. (2010) stated that Facebook gives teachers the opportunity to connect with their students outside of the classroom and discuss the assignments, classroom events, and other information related to the lessons.

The attention on using social media for learning English language and literature in educational purposes is increasing. Research shows that social media platforms are effective teaching and learning tools. The purpose of this study was to examine foreign language teachers' experiences in using social media in the teaching and learning of English.

The participants used social media to support their classroom instruction and to teach English culture. They also perceived social media platforms as tools that can be used to assess student's learning and language development and differentiate classroom instruction. In terms of benefits, the

participants indicated that social media increase student motivation and engagement, enhance teaching practices, and help to build a learning community among students. The study also identified some challenges associated with social media integration, such as a lack of support and training, low self-efficacy among teachers, and misgivings about the use of social media in the classroom.

In terms of benefits, the participants indicated that social media increases students motivation and engagement, enhance teaching practices, and help to build a learning community among students.

Multiple teachers believe that social media has been part of student's lives, so encouraging them to learn through these interactive tools would increase their motivation and engagement in the learning process. Therefore, teachers mentioned that these platforms can be used as a motivational tool for English learning. For instance, one of the participants referred to social media as "motivational tools" that improve language teaching and learning. The teacher explained: Social media consumes most of students' time. They use these applications more than we think. When we encourage them to learn through what they like, they will be engaged enthusiastically in the teaching ,learning process.

In addition, the participants commented that using social media as a teaching tool improves students' engagement, and that has a positive impact on their language learning performance. In other words, social media is an engaging teaching and learning tool. That is why students usually increase their efforts to participate, and that positively affects their learning and achievement.

When Teachers design classroom activities using social media, their goal is to make students engage in learning English language and literature. This engagement, in my opinion, improves students' performance and overall achievement. I will give you an example: students usually perform better on the lesson and tasks in which social media is used. Do you know why?

It is because social media increases their desire to learn the idea of authentic learning was echoed by other teachers, who described social media as "a gold mine" and "treasures," indicating that these platforms allow for more authentic teaching experiences. These materials also represent the language used in real life beyond the classroom, and that benefits both language learners and teachers.

### **CONCLUSION**

As English teacher's we have to find the best teaching method to motivate students to learn the language... I believe social media helps us do that. It really improves our teaching. These social sites are full of real and daily live materials that can be used to develop students' reading, writing, and even their speaking or listening.

Teachers have to modify their classrooms practices to match the need of each individual in their classes. Differentiation is an important aspect of language teaching and learning. It allows teachers to provide classroom content that matches the students' language abilities, learning styles, and interests.

The above study is important because it highlights the current use of social media for educational purposes. It bridges the gap in the literature surrounding the use of technology and social media in the teaching and learning of English as a foreign language. For decades, English has been taught using traditional and less-effective teaching approaches. This decreases students' motivation to learn English as a foreign language. Also the Ministry of Education has invested money, time, and effort to develop the educational system in India.

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