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The Role of Social Media on English Language

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ABSTRACT: This study explores the role of social media in shaping the landscape of English language usage. The impact of social media on language learning is examined, considering how these platforms influence communication, vocabulary acquisition, and language evolution. The study will focus into the transformative effects of social media on traditional language norms and the broader implications for English language education. The integration of technology has facilitated a more systematic approach to language learning, significantly impacting the motivation of students who are exposed to technological advancements. It is crucial for educators to stay updated on technological developments, recognizing the necessity to harness and further develop these tools to engage learners and enhance their English language skills. Teachers have transitioned to adopting innovative practices in the teaching-learning process, assuming the role of “facilitators.” This shift requires educators to promote group tasks and cultivate stress-free learning environments. Social media tools enable language teachers to connect with peers globally, staying informed about developments in their field. The influence of social media on English communication is profound, leading to observable changes in writing and spoken English due to the evolving nature of communication on social networking platforms. One of the most noteworthy effects is the impact on vocabulary acquisition. Additionally, social media has introduced a new vocabulary to English communication, playing a dominant role in English language learning. It offers learners opportunities to enhance their writing and reading skills, exposing them to new texts and phrases that contribute to the improvement of their vocabulary. This research paper will provide an insights into the evolving nature of language in the digital age, which can be used clearly and efficiently in improving the student’s English language.

KEYWORDS: Media, Social Networks, Digital, Innovation, technology, vocabulary

I. INTRODUCTION

The incorporation of technology in English class room has completely changed the teaching learning process. With the emerging trends in technology, teachers are embracing and integrating technology to enable students to become more efficient in language acquisition. The conventional classroom teaching can be replaced by social media networking sites. It provides teachers and students lots of creative and practical ideas to create a learner-friendly environment. The internet has become one of the most important influences of the English language in recent times in not only appropriating existing vocabulary, but also has given life to a plethora of new words and phrases. Among a wide range of web-based technologies, social networking has dramatically dominated human life for about a decade. Evidently, social media is a rich playground for experimenting, creating new words and it also provides a platform for people who aren’t stifled by grammatical rules and syntax, because of the freedom to flout the usual maxims of conventional English Language and be innovative and creative. Language is, and has always been ever-evolving. Social networking sites have been the most effective tools for communication owing to the user-friendly and easy to access features. Social media, for example Face book, Chat room, Twitter, Skype, We Chat and other sites to keep them updated with friends and current happenings around the world. As Prime Minister Shri Narendra Modi quote “Dream of a digital India where quality education reaches the most inaccessible corners driven by digital learning.” Today the classroom environment is quite different from the traditional classroom environment. Information technology brought tremendous change in every fact and facets of human lives like player piano to the vinyl disc, from reel-to-reel tape to the cassette, from the CD to the digital download, and from the manual catalogue to digital libraries, dictionaries, thesauri, phonetics, grammar, comprehension, oral speech, etc. have facilitated quicker learning and have substantially improved interactive learning. Classrooms are enlivened with use of new technologies like Internet, Blue Tooth, YouTube, Tweeter, Blogs, I-pad, Mobile phones, E-mail, Interactive boards and also learners engage in different ELT technique like English songs, movie clippings, dramatics, advertisements, sports commentaries, and other activities to become skilled at English language.

The way we communicate is changing drastically and a host of new words are originating from social media. For example ‘blogosphere’ (the collective word for personal websites called blogs), ‘troll’(someone who creates conflict online by starting arguments or upsetting people) and buzzword (a word or phrase that is fashionable at a particular time or in a particular context). Social Media has also created words of their own. Words like Blog, Hashtag,



Selfie, and Tweet. These words have never existed before the invention of social media, but now with the introduction of social media they have become more prominent than ever. Even some acronyms, OMG, TBT, DM, and LOL have trickled from social media platforms to ordinary verbal and written English. Another interesting phenomenon we have witnessed in the recent years is the reappropriation of existing words and words based on brands to refer primarily to their social media context. Reappropriation is the cultural process by which a group claims words that were previously used in a certain way and gives them a new meaning. In this way the people who engage with social media are quite literally creating new words and giving new meanings to existing words. 'Friended' and 'unfriended' are two examples of words that have been given a new meaning due to their usage online. The word 'friend' and 'befriend' is from Old English originating in the 13th Century, but it has been given an entirely new meaning thanks to Face book (the process of adding or removing someone from your circle of friends). 'Like' and 'viral' are other popular examples of words that have had their meaning reappropriated by social media. Another evolution in the language of social media is the usage of emojis and emoticons. Emoticons have been in use since the early days of the internet, before social media emerged. The usage of emoticons has been tracked back to the 19th century. The first usage of emoticons in the modern, digital age was by Professor Scott Fahlman in 1982.

II. ROLE OF SOCIAL MEDIA IN ENHANCING LANGUAGE SKILLS

Nowadays, language learning taking place in various forms such as email exchanges, chat lines, online projects and webinar. People across the world are using social networking websites such as, Face book, Twitter, Whats app, Blogs, Web chat, Skype etc for socialization; moreover many of them find these sites helpful in developing LSRW skills.

In addition to this we are also equipped to set specific homework assignments on social media, for example asking a student to write a response to a relevant post online. We can also make constructive use of messaging apps such as Whats app and set up social media forums on platforms such as Face book for students to practice their language skills online as follows :

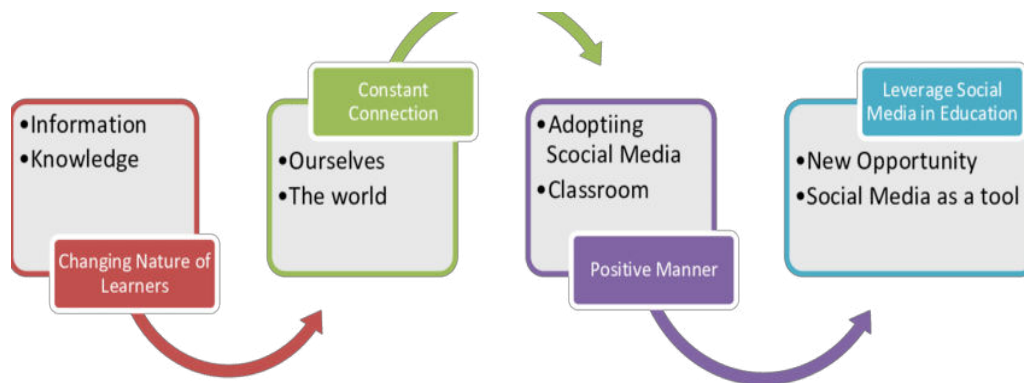


FIG:<https://images.app.goo.gl/5NwXJHnV4g4oqyAfA>

1. Facebook

Facebook is a highly interactive virtual social communication tool that has gained increasing popularity, particularly on college campuses. Research findings suggest that Facebook could serve as an effective platform for informal learning. Launched in February 2004 in the U.S., this well-known social networking site has achieved global popularity in recent years. Many students incorporate Facebook into their daily lives, utilizing it as a social networking service. Facilitators can leverage Facebook to share course resources, engage in discussions, foster collaboration, enhance relationships among students, and integrate various learning tools, including videos, images, boards, chatting, and private messaging. With over 2.989 billion (April 2023) daily users, as reported by Facebook's newsroom, the platform has revolutionized our ability to connect with individuals who would otherwise be beyond our reach. It enables users to establish closer ties with a growing number of people who share common interests and backgrounds, creating a social network that surpasses our previous imaginations. The impact of these social media sites and platforms on our language is undeniably a noteworthy phenomenon. They have not only influenced our vocabulary but also increased the frequency and speed of our daily communications, instilling in us a newfound responsibility to stay connected with the broader world.



2. Twitter

Twitter, a popular micro-blogging application, enables users to share ideas and information through short texts. Its utility extends beyond general communication, finding effective applications in various professions. In educational settings, Twitter facilitates communication among students, between students and teachers, and among teachers. This extends beyond the confines of the classroom, reaching participants from the same class, institution, or different geographical locations. Recognized as a valuable teaching and learning tool, Twitter broadens the scope of discussions, transcending traditional classroom limitations. With a 140-character limit on Twitter, users, particularly students, are encouraged to convey information concisely. This limitation fosters the development of writing and reading skills through the practice of expressing ideas in short sentences. Regular use of Twitter contributes to continuous learning, exposing students to new words and ongoing trends on a daily basis.

3. EFL/ESL: Tweets about learning and teaching English as a second or foreign language.

#eal: Tweets about English being used as an additional language

#ellchat: English language learning chat platform

#grammar: Tweets related to English grammar, spelling, punctuation, etc.

#TESOL: Teachers of English to speakers of other languages/ Teachers of English as a Second Language Association

#twinglish: for learners of English Twitter can also be a backchannel discussion tool, as some students are quite introvert and shy in the classroom, but are found to be outspoken online.

Also, due to time constraints, each student cannot be given a chance to share their idea in the classroom. In this situation, Twitter is a good choice to address this problem. Twitter can be used to develop Listening, speaking, reading and writing skills among learners.

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Twitter can be used to develop Listening, speaking, reading and writing skills among learners.

- Listening: This skill can also be integrated with writing and speaking. There are plenty of twitted video or audio texts available that can be utilized for this activity, where students can listen to a particular text and write a summary. This can be followed by teacher's and other students' feedback.
- Speaking: Speaking skill can also be developed through Twitter. Many activities can be assigned to students. Similarly, while the class is going on, live-tweet can be used to make the students to interact with competent speakers of English from other countries. This is especially helpful to the students who need assistance and help them improve their language.
- Reading: Students can be encouraged to develop reading habits and they can practice reading skills on Twitter. The theory of multiple intelligences suggests that different learners have different intelligences and they have unique learning abilities, for example, some students are good at learning through pictorial representation while some are good at verbal description.
- Writing: Writing can also be developed through Twitter. For this, reading and writing can be integrated. As the students are asked to read written texts and write a similar sort of text and post it.

4. YouTube

YouTube is a widely popular online video-sharing platform that serves as a vast resource for a variety of content, including educational material. Teachers can create YouTube accounts to leverage the platform for educational purposes, encouraging students to contribute by recording video blogs expressing their interests, thoughts, or opinions. Integrating relevant videos into lessons can enhance the learning experience, providing visual and engaging content to break the monotony of traditional lectures and keep students more engaged.

The platform allows for easy searching and browsing, enabling teachers to find existing videos on specific subjects to supplement their teaching. YouTube's versatility caters to different learning preferences, offering an alternative for students who learn better through visual means than reading.

Beyond its role in traditional teaching, YouTube can be utilized for recording and storing class lectures. Teachers can create playlists to organize content, providing students with easy access to supplementary materials or alternative assignments. The platform thus serves as a valuable tool for both delivering educational content and archiving recorded lectures for future reference.



5. Blog

The word 'Blog' is a shortened version of 'weblog', which is a platform to engage in a discussion, exchange and express ideas and thoughts on various topics, promote and expand business etc. There is an increased demand in blogs as it is one of the most important medium of communication and a potential tool to unleash creativity. Blogs can effectively facilitate language learning in terms of expressing ideas and establishing arguments. Blogging also gives a feeling of contentment in learners as they upload their posts and receive comments and feedback from their peers and teachers. Blogs allow the learners to express their thoughts and feelings at their own pace and time and also aid in creating content. The only element that drives the attention of the reader is content. Blogs can effectively facilitate language teaching and learning especially in terms of learners' language complexity, grammatical correctness, and fluency. Blogging also helps in writing clearly and concisely, editing and proof reading. It also gives insights into nuances of writing. Blog writing not only helps in sharing feelings and opinions but also paves way to diverse learning. For example, if learners want to write a blog on any topic which is close to their heart ranging from sports to lifestyle, they explore and try to use the right vocabulary. When learners are encouraged to write for a purpose they become conscious to produce fluent language which is considered to be a potential tool for developing linguistic skills. Blogs can also be designed to provide class notes, guidelines on learning, learning materials, and interactive exercises. They also enable forum discussions between students and teachers, and among students. Blogging can also be used as a tool in enabling students to write captivating and inspirational lines on any topic.

III. CONCLUSION

In conclusion, the continuous progress of information technology has profoundly impacted all facets of contemporary life. Social media, in particular, has democratized access to learning, playing a crucial role in inspiring learners to engage with technological innovations and discover novel opportunities. Consequently, there is undeniable evidence that social media has fundamentally altered the manner in which we communicate and express ourselves in English.

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