ASSESSMENT OF STUDENT'S PERSPECTIVE ON LEARNING THE ENGLISH LANGUAGE THROUGH SOCIAL MEDIA

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Abstract

Students utilize social networking sites like Facebook (FB) a lot right now because they believe that the internet will enhance their communication and collaboration in the classroom. Inquiring to determine whether this teaching strategy could improve students' English learning, this study aims to provide a thorough overview of the research on Facebook as an online English language learning platform. Additionally, it intends to investigate how students feel about learning English in the setting of Facebook after four interventions for language development, confidence, inspiration, and enthusiasm. At Delhi University, India 300 participated in a survey. It was discovered that the students thought Facebook might be used as an online platform to support English study. However, for the learning knowledge to be effective, teachers must incorporate Facebook as an educational activity with programmed learning goals and outcomes. Findings showed that EFL students think of Facebook as an online learning environment that encourages, supports, and helps them learn English. The results also show that by using Facebook, pupils' motivation and confidence in studying the English language increased. The study also demonstrated that students were supportive of such a teaching strategy. It is advised that TEFL teachers design learning programs that leverage SNS like Facebook as a learning medium in consideration of the study's outcomes.

Keywords: English Language; Students Perspective; social media; Facebook; Learning

INTRODUCTION

Excessive uses of social media and information technologies, in general, have had an impact on society generally as well as the educational sector in particular in recent years. People could interact in a various methods thanks to their varied forms, such as blogging, social networks, weblogs, wikis, video podcasting, and photo sharing. Websites like Twitter, YouTube, Facebook, and WhatsApp offer considerably improved social engagement and sharing of information in networks of both teachers and students [1]. The human desire for exploration, limitless connection, and the free exchange of ideas and opinions with other users who share

same interests may be the driving force behind such a development. Users of social sites platforms can interact, express themselves, and travel beyond national borders using these tools. Given that these digital interactions are likely to occur either in the same language community or across distinct ones, it concludes that the opportunities provided by social media today could potentially be intellectually beneficial for users, be they, learners or teachers. Within 1.86 billion members, Facebook is one of those applications and is ranked as the most popular social platforms ever made. Both foreign language teachers and students now have access to previously unheard-of chances thanks to its ability to send and receive an unlimited number of text messages, photos, and videos. These choices can provide users, and language learners in general, with the opportunity to engage with new texts to improve their skills and pick up new terminology over time [2].

Regarding educators, they could gain from FB by utilizing it as a channel to upload various types of materials, which can then be used, changed, further to, and shared by their learners to accomplish desired goals. As a result, the learning process could be more open and student-centered because there is more freedom for learners to engage and a culture of camaraderie and innovation is fostered among individuals. Research scholars and language experts have been debating the teaching of English as a second language and technology innovation for the past ten years. Due to educational curriculum and technological developments, English language teachers in secondary schools are being forced to modernize their teaching and learning methods [3]. There are many chances for teaching and learning English as a second language thanks to the existence of social media. Due to disciplinary issues and financial limitations, social media is not commonly employed in the South African educational system. Social media could accommodate many psychological profiles, it may be able to increase involvement by students who do poorly [4]. Social networking is useful for individualized learning opportunities. In a participatory culture, social media unites cultures using collaborative authoring and digitally enabled and networked knowledge networks [5].

Without a doubt, English as foreign language (EFL) students still struggle with speaking English, no matter how often they learn about the language. As per multiple studies, oral language usage in the classroom have actually been largely ignored, and educators have been using oral language quite often than learners do. However, even when used by the educator, oral language rarely serves as a way for pupils to learn new information and explore different viewpoints [6]. Among the primary issues is while students attempt to speak a foreign language in class but become shy. They worry a lot about making mistakes because they are afraid of being judged or looking foolish. They feel embarrassed by the attention their speech garners. Fear and inhibitions could be easily produced in a foreign language class. For pupils to successfully handle these new responsibilities, education must provide them with the necessary tools and abilities [7]. Therefore, integrating technology as a purpose in and of itself into the paradigm of education is no longer a luxury; rather, it is a critical requirement [8]. It is anticipated that the adoption of online tools to facilitate learning a second language will be a natural by-product of the altering face of the informative community given the growing technological dependence and the requirement for digital skills. Evidence has revealed that students who study online achieve better outcomes in terms of anxiety and the requirement to

be aware of gaps in their language skills than students who attend classes in traditional venues for the acquisition of a second language [9]. Studies have also demonstrated that incorporating technology into language instruction has a positive impact on students' ability to learn vocabulary, grammar, writing, and reading, pronunciation, speaking, and listening.

Social networking services (SNS), which serve the primary function of establishing connections with other people, are one form of application that is now widely utilized in language teaching and learning, notably in the context of EFL. Social media is one way to network with others since it enables users to communicate and share a variety of content, including blogs, podcasts, newsletters, videos, and more. Regarding SNS platforms, YouTube, Facebook, WhatsApp, Twitter and Instagram have the most users [10]. Regarding the primary issue raised by this study, it is essential to remember that speaking proficiency in any language is relevantly essential since it fulfils the purpose of the interaction, as every individual use language speech to discuss thoughts and communicate particularly English language speech because it is the maximum valuable in the world. Because English is mostly taught in terms of grammar and principles, they are constantly trying to enhance their speaking abilities. Therefore, speaking ability receives less focus. As a result, to stay up with the changes, the requirement to increase speaking abilities for EFL learners has driven the usage of new technologies. They use social media, adopting English as a universal medium of communication, to interact with other people all over the world [11].

The following section 2 reviews the existing study. In section 3 the methodology of the study is briefly explained. Section 4 discusses the findings of the study. The study is concluded in Section 5.

Related Works

The Covid-19 outbreak has significantly altered our educational system. Due to this circumstance, the teachers have changed face-to-face instruction to online instruction. Online education places a strong emphasis on synchronous and asynchronous network programs. In addition to its technological issues, conducting web-based learning was criticized for being monotonous since the professors favored undertaking online tasking over creating a successful learning environment. To increase the student's motivation to learn English while completing their coursework online, the researcher carried out Classroom Action Research (CAR) with the usage of Google Meet (GM). Students' motivation increased by 61, 8%. The outcome demonstrated that the students engaged in the teaching-learning process and actively participated in it. The learners were eager to respond, answer certain questions, as well as share their thoughts regarding the meeting's theme as a result of the GM application. Additionally, the improvement in student motivation had an impact on their ability to appropriately construct sentences relating to the activities they were given. The researcher concluded that the usage of GM could considerably alter students' motivation to study English during the virtual learning process depending on the findings of the study [12].

Due to the Covid-19 epidemic, learning activities are now done online. Due to this circumstance, the teacher can also select an acceptable and suitable method of instructing

students, particularly in English. It affects the students' limited English proficiency. The study examined the language learning techniques that students employ when learning English online. With a case study research design, this kind of research is qualitative. There were 59 students in the sample for this study. Two tools—a checklist of observations and interview guidelines— are used in this study. The result suggests that students actively employ four different language acquisition strategies while learning English: compensatory strategies, cognitive strategies, social strategies, and metacognitive strategies. The talents of the English teacher in instructing students must be used after the usage of language learning methodologies in online English learning. Teachers should thus assist and support pupils as they learn English online. Students studying languages online would benefit from the usage of proper teaching resources and educational tools. The techniques included cognitive, compensatory, metacognitive, and social tactics. Students exercised a language framework while learning English online, made guesses about problems using text and visuals, engaged with one another, and completed an evaluation before the course was complete [13].

The importance of technology in several facets of language acquisition has increased significantly over time. WhatsApp is currently gaining ground the most popular SNS in terms of language acquisition among college students. The study's goal is to determine whether university-level students view WhatsApp as a valuable tool for enhancing and supporting their language-learning abilities. Additionally, the proposed research refers to students' regular WhatsApp usage. According to the poll's findings, students think WhatsApp has the potential to be a useful online teaching or learning tool for them as they acquire new languages. The study's pedagogical conclusion highlights WhatsApp's effectiveness and potential role in enhancing students' capacity for language acquisition at the college level. Students should be able to improve their levels of proficiency, experience, knowledge, perspective on continuous learning, and practical skills as a result. Given that, teachers may create teaching-learning activities that make use of WhatsApp as a platform for studying and a socializing tool. It can be done in a planned manner by providing the students with information regarding the goals and learning objectives of their assignments, with a focus on the educational features of WhatsApp rather than its other general purposes. [14].

These days, web-based media have changed the way how individuals impart, pass on thoughts, and interface with others. Paul [15] recommended that online informal organizations might be seen as an accommodating instructive innovation if the more scholarly staff realized how to fuse them with their curriculum. Shravan [16] suggested that social media must be provided to the learners for the purpose of instruction only, and the systems administration destinations ought to grow folios for scholastic exercises. Aruna Roy. [17] Recommended that the web-based media should be used for instruction by creating natural exercises as it is advantageous. Rahul Verma. [18] Guaranteed that web-based media help the understudies and increment their scholastic evaluation focuses. Mingle and Adams [19] stated that for the purpose of instruction, online media are highly recommended, however, an appropriate observation must be there by advising the understudies about the odds of web-based media as they may be highly dependent on it. Butler and Teja [20] affirmed that for the purpose of learning, online media connects individuals and makes strategies for their learning. Aman and Rehan [21] directed a contextual

analysis to research understudies' mentalities in utilizing social media for the purpose of learning. Both explained that students use social media to share information, search for data, and attempt to solve their problems as social media make the students perform various exercises and assignments to upgrade their learning. Syed Idris and Ravi Kumar [22] demonstrated that most of the scholarly communities accepted unequivocally the academic qualities and advantages of utilizing online media as an instrument for learning English as a language in the setting of India; however, they made provisions that must be used in the classes. Mao [23] explored the affordance of the students at secondary schools for web-based media, the mentalities of the students, and their convictions toward this new advancement. In the study, it is indicated that most of the students depend on web-based media to make a connection with society and recreation. The students showed inspirational perspectives on the utilization of web-based media in training explicitly to develop their learning.

METHODOLOGY

This investigation was descriptive in essence. It aimed to examine and measure the role of web-based media in learning English by the undergraduate pupils. Moreover, to collect the data from the respondents, an online well-designed questionnaire was prepared. The study was carried out in different college going students online.

Materials and Methods

The popularity of social networking sites among college students is apparent, but whether they may improve students' academic performance is still up for debate. This might be the case since Facebook is an example of cutting-edge technology meant more for social interaction as well as other things than language instruction and learning. As a result, a thorough and thorough integration procedure is required to provide a foundation for the development of new learning and teaching activities.

The current study investigates how the four interventions—language improvement, competence, ambition, and attitude—affect students attitudes toward learning English in the context of Facebook. The study attempts to provide a thorough overview of the issues surrounding the usage of Facebook as a platform for online English language instruction. It especially aimed to respond to these four study questions:

1. Does Facebook's use as an online learning environment help college students learn English?

2. What do students think of Facebook as a platform for online English language instruction?

3. What do students think about Facebook's general usability in a classroom setting?

4. What do users think about Facebook's value for participating in particular language learning activities?

Sample Size

The investigation covers 274 undergraduate students of various colleges of Delhi University India, who study English as a second language. The population of this study is formed by 56% boys and 44% girls, who are from 22 different undergraduate colleges' students.

Participants

The principal research institution in Delhi University was the site of this investigation. The Ministry of Higher Education (MOHE) chose DU as the APEX (Accelerated Program for Excellence) Institution in 2018 to develop a top-tier Indian university that will rank among the top 100 universities in the world. Most Delhi University students major in science and take science courses in areas including biology, engineering, physics, pharmacy, chemistry, medicine, and manufacturing technology. It might be helpful to discover the basic issues which are of relevance to the learner's utilizing FB for English language learning by conducting a qualitative survey study that examines the leaners practicing or activities of FB and their opinions on FB as an online learning setting. For this reason, convenience sampling was used to select 300 undergraduate students from Delhi University at random to take part in the survey. The individuals were chosen because of the researchers' ability to reach the students easily. The survey was given to students who entered the university's central library and had been promptly returned after completion. An overall of 100 questions gathered have been gathered for every one of the three days these operations were carried out.

Data Collection

For this survey, the investigators took the help of Google Forms. They shared the link of the Google Form with various teachers of undergraduate colleges. The teachers sent the same to their students along with a request to fill the forms through WhatsApp. The data of this investigation were inquired using the software called Statistical Package for the Social Sciences (SPSS). The results were used accordingly to expound the outcomes, and consequently, propositions were drawn.

Data Analysis and Instruments

Two portions of a questionnaire were utilized as the survey's instrument. The pupils' demographic data and language preferences were gathered. The gender and language proficiency of the students were the two demographic details gathered. The student's use of Facebook and a structure (or a measurable element) related to educating English in a Facebook environment are also developed. The researchers designed this structure, with higher Cronbach alpha score of 0.977, depending on earlier reviews that looked at the activities and experiences through utilizing computer-mediated communication (CMC) and ICT tools for language instruction and learning. The framework used a 5-level Likert scale with the options "Strongly disagree" to "Strongly agree." The components of the construct for learning English in a social media context were taken from a strong emphasis on the development of students' linguistic abilities as well as their motivation, self-assurance, and attitudes about learning English. The

construct's items were then improved according to the observations and experiences of frequent Facebook users.

Frequency and percentages have been utilized to analyze the demographic data, whereas mean values, frequencies, and percentages were applied to describe the construct's items and the students' perspectives on Facebook as a setting for English language acquisition. The learners' responses to the open-ended questions have been categorized into patterns and themes and analyzed using scenario and activities tagging methodologies. Situation codes are assigned to digital data, which showed how the learner characterized as well as evaluated the use of Facebook for English language acquisition. The scenario indicators were utilized to specify the circumstances in which students would find it significant to learn English through Facebook. The activity codes subsequently applied to data elements that indicated the students' routine behavior, such as writing (posting messages, for example) as well as reading, which happened as a result of their Facebook activities. The quantitative research was supported and given context by the qualitative data, but every student's excerpts were systematically analyzed and presented using the codes. The responses provided by the participants were listed in the same words that the students used to express or state them, along with their corresponding codes. The depth of the qualitative data suggests that certain excerpts may allude to or cover more than one issue, and occasionally the ideas in an extract may be intertwined. This fact is disclosed to the readers.

FINDINGS AND DISCUSSION

The findings display the students' overall Facebook performance, a solution to the topic of whether Facebook, as an online learning environment, helps college students learn English. Finally, it investigates how students view Facebook as a platform for learning English online.

Most of the students who had Facebook accounts (84.61%) claimed to have signed up for the site more than two years ago. Only 15.38% of the participants stated to have been active Facebook users for a full year. The answers of respondents are shown in Table 1 according to how long they have been FB members.

Table 1: Duration of Membership on Facebook

Years				Overall
	Year 1	Year 2	Year 3	
Frequency	8	15	34	60
Percent	15.30%	25.70%	55.12%	100%

Table 2 below lists the frequency with which EFL students accessed their Facebook profiles.

Table 2: Regularity of Facebook logins

	Monthly	Weekly	Daily
Frequency	50	12	5
Percent	72.12%	18%	6.20%

It demonstrates that most EFL students became engaged Facebook users. 48 students (73.84%) were found to have checked onto their Facebook accounts 1-3 times each day, 13 students (20%) to have done so 1-3 times per week, and 4 students (6.15%) to have done so 1-3 a month on average. Figure 1 shows the graphical representation of students' activity on Facebook.
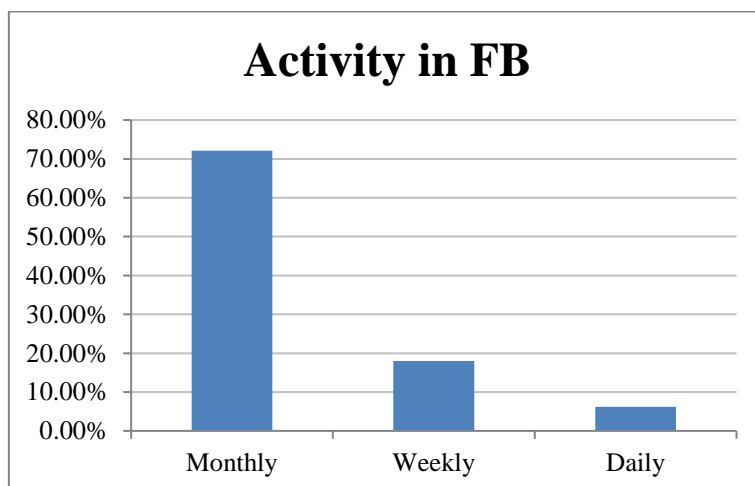

Figure 1: Student's access to Facebook

The answers to the issue of whether using Facebook as an online learning environment makes it easier to learn English are shown in Table 3.

Table 3: Facebook's Perception of Language Improvement

Characteristics	Strongly Disagree	Disagree	Slightly Agree	Agree	Average
I use Facebook to practice my English writing.	3.10	9.12	25.12	50.22	3.50
I use Facebook to practice reading in English.	3.04	3.21	20.22	40.14	3.24
Facebook boosts my confidence in my English writing.	1.53	10.02	24.18	42.04	3.62
Facebook helps me learn new words in English.	3.02	0	36.32	35.89	4.12

Data from the respondents' opinions on how using Facebook boosts their confidence in studying English are shown in Table 4.

Table 4: Improving students' self-esteem using Facebook

Characteristics	Strongly Disagree	Disagree	Slightly Agree	Agree	Average
Facebook helps me gain confidence to write in English.	3.15	10.21	16.23	42.10	3.62
Facebook gives me more confidence to read English.	3.15	11.29	16.23	45.21	3.64
Facebook boosts my confidence in my English communication skills.	0	9.45	18	55.49	3.66

The study's conclusions showed that EFL students typically had a favorable opinion of Facebook as a setting for studying English digitally. With a mean score of 3.80, the majority of the EFL students concurred that they have a favorable attitude toward learning EFL using Facebook. Conversely, 80% of EFL students had favorable opinions of English. The majority of EFL students thought Facebook motivated them to study English more frequently.

The fact that Facebook has become a well-liked setting for language study could be one explanation for the positive attitudes EFL students have regarding learning EFL using social media. Facebook is regarded as one of the most popular internet-based platforms for interpersonal connection and communication. Social networking sites gave users several options to share information, start conversations, and even generate interesting material. It demonstrates that individuals make an effort to take advantage of every chance to further their education.

By influencing students' attitudes and fostering a sense of independence, Facebook can boost motivation and improve students' achievement. Typically, technology does have the demonstrated ability to increase second language learners' desire to learn, and information technology could indeed assist second language acquisition, enhance their language skills, influence their learning attitude, and develop their self-instruction techniques and personality. Regarding examining Facebook as an online English language-learning environment and students' impressions of this learning model, the results of this research are likewise consistent with those published by earlier studies.

CONCLUSION

Currently, students use social networking sites like Facebook (FB) frequently because they think the internet will improve their ability to communicate and work together in the classroom. This study seeks to offer a detailed summary of the research on Facebook as an online English language learning platform to investigate if this teaching technique could enhance students' English learning. After four interventions for language growth, confidence, inspiration, and passion, it also aims to look into how students feel about studying English on Facebook. According to research, EFL students view Facebook as an online learning environment that promotes, fosters, and supports their English language acquisition. The outcomes also show that leaners confidence in studying the English language rose as a result of utilizing Facebook. The study also showed that students supported this type of instructional approach. In light of

the findings of the study, it is suggested that TEFL teachers create educational initiatives that make use of social networking sites like Facebook as teaching tools.

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