

Enhancing Learning Technology: By Incorporating Social Media Platforms in Language Teaching Classrooms

Pradeepa K.
SRMIST, Kattankulathur-603203

Hema N.
SRMIST, Kattankulathur-603203

Social Media performs a high-surpassed position in English, as it allows English language beginners to improve their studying and writing abilities. Social media is utilized in classrooms, wherever students can begin their blogs. They will make their connections with humans more prominent and construct a social community known as PLN (Personal Learning Network). Throughout COVID-19, all social media networks became popular, and plenty of used sites for an off-the-cuff time-pass. With the assistance of web 2.0 technology, blogs became treasured and engaging equipment for English and Foreign Languages, teachers the scope of these social networks, significantly blogs, thus, will broaden the learner-learner and learner-teacher interactions. The researcher will analyze the difficulties of EFL learners and suggest technical remedies to eliminate the problem and face barriers in writing English via educational technology.

Keywords: blogs, language acquisition, learner-teacher interaction, reading and writing skills, social media, technology

INTRODUCTION

Technology has the potential to improve teacher-student connection and interaction. Technology may help in instructing/teaching and learning more significant and enjoyable; students are likewise ready to team up with their peers through technology applications. Technology is used in education to help both teaching and learning, it infuses the classroom with advanced learning digital tools such as PCs, and other handheld gadgets, upholds learning 24 hours every day, and also builds 21st-century skills like critical thinking, problem-solving, reasoning, analysis, etc., it supports students engagement and motivation and accelerates learning. Technology can modify teaching by bringing up another model of associated education. This model connects the educators to their understudies and proficient substance, assets, and frameworks to assist them in working on their guidance and customized learning. Social media or online communities fabricated by web 2.0/web 3.0 technologies emerged as a new social space throughout the previous decade. They are increasingly used for supporting students' communicative and creative endeavors (Greenhow and Robelia, 2009). They promote process-oriented learning by empowering Communication among students and also with students and teachers; students and teachers can include others in their thinking through posts and thoughts (Ebner, Lienhardt, Rohs, & Meyer, 2010). A collection

of internet-based applications based on the conceptual and technological foundations of web 2.0 enables the creation and exchange of user-created content. (Kalpan&Haenlein, 2010). Social networking services have become well-known for connecting and engaging with individuals worldwide. New ages are being exposed to the actual world through this advanced/digital environment. That is why social networking services such as Facebook, Wikis, MySpace, YouTube, and Blog are used in L2 teaching (second language) and learning to procure the target language and enhance writing abilities.

Social media is possibly powerful in that it is universal and controllable. Technological advancement has expanded the chances of composing and made editing more accessible and straightforward. An expanding number of students partaking and sharing information on the internet have accomplished the participatory culture, which moves the mark of combination and capacity from individual enunciation to local area inclusion (Clinton, Purushoma, Robinson & Weigel, 2009). Numerous students use online media in their regular routines to communicate with others. It has evolved into a standard technology-aided learning tool for general/public and scholarly/academic usage. The number of social media users has risen by 176 million in the last year and has reached over 2,206 billion users in 2015, which resulted in 30% of global penetration. As social media usage keeps on ascending, there is a potential for schools to coordinate online media apparatuses into a student hierarchical learning process that allows people to observe, gain and share information inside their networks and communities. Throughout COVID-19, all online media networks became famous, and many utilized destinations for a spur of the moment time-elapse. Language acquisition is fundamentally social and participatory; therefore, this technique enhances learning. In the more significant social media, youngsters have already been acknowledged for contributing to a blog. Blogging assists students in internalizing knowledge by permitting them to review their archived articles and reflect on their earlier works, just as the remarks their peers and teachers give.

OBJECTIVES OF THE RESEARCH

- To Examine EFL learners' issues and recommending specialized solutions to eliminate the problem and confronting hindrances to writing in English using educational technology.
- To enhance online peer feedback through publishing content to a blog can improve student composing /writing capacities.
- To foster communication among students and teachers by building up a blog
- To improve one's writing abilities/skills via blog composing.

SOCIAL MEDIA IN LANGUAGE LEARNING

Language and technology have evolved since the time development of writing 5000 years ago, making language noticeable and reversible writing empowered humans to connect across space and time. Writing likewise made an investigation, prompting the improvement of meta-linguistic conceptions of words, parts of speech, grammatical features, and rules that could be standardized in word references and grammar taught unequivocally. Social media has a few valuable attributes for language adapting to be specific intuitiveness, stage quality, and information on sharing components (Chou, 2014). Social Media Language Learning or SMLL concentrates on associating language learners with interactive social platforms. Studies demonstrate that language acquisition is social and participatory, so this technique works with learning. The existence of social media offers many advantages compared to traditional media because of its efficacy in breaking through the barriers of time and location to interact with people (Throne, 2010). As educational institutions embrace social media, there is a need to improve the constructive outcomes of such technologies to incorporate them into teaching methods to make guidance pertinent to the digital environment of the new century. Social networking is already the most common application for the information capacity of cell phones, and the effect of the mobile revolution has had a global influence. It is evident that global education is undergoing a transition of emerging technologies, for instance, web 2.0 and web 3.0, which enable students to make content, trade thoughts, share

knowledge and offer information. To the point that, in recent years, there has been extensive discussion and debate over social media in journal papers and conferences. Many conversations regarding this have zeroed in on fostering a more precise comprehension of the abilities of such a new platform as technology serves as a new platform for boosting students' free learning and the amount social media yields in terms of academic accomplishment and regardless of whether it is very well utilized as an academic instrument inside and outside the classroom. The learners will enthusiastically welcome using social media as a device to further develop listening and speaking skills since it corresponds to their interests (Gibbons & Greenhow, 2016). In a world full of advanced technology, ICTs have contributed hugely to the existing teaching/ learning process educators and instructors, for their part, should utilize technology as precisely as feasible. ICTs are increasingly becoming a requirement in the EFL classroom; as a result, it is easily accessible, yet instead, it is necessary for improving students' skills. Technology has the potential to improve teacher-student connection and interaction. To examine EFL learners' issues and recommend the specialized solutions to eliminate the problem and confront hindrances to writing English using educational technology.

BLOG WRITING

Barger initiated blogging in 1997 as a log or weblog (BarlettBarg, A.2003). A web log in, a shortened version known as a weblog, is an online diary or instructional website that displays content in reverse chronological order, with the most recent updates at the top. Blog writing is a platform where one can express their thoughts and feelings on a specific topic. A weblog is a website managed by an individual or a group of contributors. It has frequent postings of commentary, depiction of occasions, connections to other websites, and different assets like other resources such as images and multimedia. Blogs allow students to express their thoughts transparently, engage in knowledge production, and participate in social and similar conversations; students can create blogs and express their thoughts and feelings abundantly, inventively, and artistically. Despite this technology's receptiveness to innovativeness and flexibility, usability keeps students from completely communicating their thoughts on the blogosphere. As blogs become increasingly typical, teachers have begun to see the potential for teaching and learning in recent years. Currently, utilizing blogs in education, especially in language acquisition, is still innovative and is very important if included in the syllabus; through this blog writing, students can acquire language, enhance their reading skills, and improvise speaking skills. Blogs are straightforward to use only internet access is required. In this digital era, people use all these technologies to show off their photos and upload audio and video files.

Furthermore, audio can be used for informational purposes, and blogs can be used for educational purposes, mainly communicating in English and in the classroom to develop the English language. Blogs necessitate the users to improve their writing skills regularly. As a result, improvement of writing skills is unavoidable. Students can develop their reflective thinking and cognitive skills by using blogs, spontaneously speaking inside and outside of the classroom setting, and being exposed to the teacher. It also develops peer collaboration and instructor/peer interaction; likewise, Students' examination study abilities can be encouraged using contributing to a blog. DiGregoria (2016) focused on the usage of blogging by ESL teachers. A subjective report was led where they researched how blogs were utilized in the ESL classrooms and focused on the pedagogical implications of using blogs in the ESL curriculum.

BLOGS IN LANGUAGE CLASSROOM

Modern technology has come to overwhelm the classroom, and utilizing technology has become a typical peculiarity. Computers in the classroom have expanded enormously, rapidly becoming one of the learning instruments utilized in language classes (Nadzrah, 2005). Blogs can be utilized as a writing tool to encourage students to engage in active writing. Indeed it can also be utilized as a source of inspiration while writing. It acts as an apparatus and creative tool for students. When students have access to the internet, blogs can supplant or become an option in alternative conventional journal writing without much

of a stretch. Blogs have additionally acquired ubiquity in training, notably in language schools. Educators utilize blogs in three distinct ways, furthermore, with various purposes. These three blog kinds are tutor blogs, learner blogs, and class blogs.

Tutor Blogs

Tutor builds and manages tutor blogs to give day-by-day understanding practice for students. In contrast, students, using this tutor blog, can explore many English websites where they can study and investigate. It additionally fills in as an asset of joins for self-study, this sort of blog can be utilized as a forum to encourage students to partake in web-based verbal correspondence. It can also be a place for instructors to submit learning information such as assigned tasks and course details.

Learner Blogs

Students develop and manage learners' blogs, either independently or as small collaborative groups; they communicate themselves through free writing. It can likewise be a discussion area for students can discuss and examine their writing.

Class Blogs

The whole class can maintain this sort of blog. It may serve as a discussion platform for project-based language learning and a freestyle notice board where students can post any material for others to read. Moreover, a class blog can fill a space for international classroom language interaction.

SOCIAL MEDIA IN SHAPING THE WRITING SKILL OF TERTIARY LEARNERS

Many studies support using social media in ESL classrooms and how web technologies can improve learning and teaching skills. Yunus, Salehi, and Chenzi (2012) emphasize in their study on brainstorming using social networking since brainstorming is considered a vital stage before beginning to write, students can share not just thoughts yet additionally they can share a few pictures, recordings, videos, audio samples, and hyperlinks which helps them to make their thoughts. The way of beginning conceptualizing is by creating a blog or an account on Facebook or wiki, which educators can regulate; the advantages of utilizing group discussion or brainstorming its similar to a training approach in which learners can think critically and fundamentally and get "work- peer skills" to improve their express abilities. Learners may produce good thoughts and share them with others using social networks; one more advantage of using social media networking sites is that it allows novices to speak with cohort certainly. Few people are humiliated because their speaking and listening skills are insufficient to engage with their peers. In addition, social media networks outside the classroom will urge students to collaborate and communicate with their peers and professors regularly, giving them the confidence to write and express themselves in English (Yunus, Salehi, Chenzi 2012). In brief, social media networking sites helps the students to acquire certainty and to feel unrestrained by connecting them with professor and their peer group. When L2 learners participate in social networking sites, they get motivated and enthusiastic, resulting in creative writing; Gibbon (2010) emphasizes that writing cooperation is a faster and more successful device for L2. Students who feel shy can express their opinions and thoughts on social networking sites; it can neglect students' nervousness while speaking, and it helps students enhance their creative abilities. Creative writing is an excellent way for students to share and express their ideas. Another benefit of social media networking is getting feedback from their peer group and teachers. By receiving feedback, L2 learners can improve their writing by listening to those comments; in this way, students will learn language collaboratively. Lee (2009) highlights the ability of L2 learners to communicate and gather information and raise their awareness of diverse cultures with the help of peer feedback. Lee prefers using collaborative scaffolding in peer feedback can give comments on each other's work and rectify their mistakes based on the peer assessments before their works are checked by their peers. Thus, L2 learners can make groundbreaking thoughts and see their phonetic issues through interactive peer feedback. Through peer feedback, students improve their writing standards to improvise many skills like grammar,

vocabulary, content, and spelling. Likewise, some students find writing difficult, so social networking sites like blogs or Facebook can help and motivate them to write and leave comments on their peer group.

To summarize, peer input through social networking platforms allows learners to practice critical thinking and rectify language difficulties through collaborative input. Another quality of integrating social networking services is that it permits one to explore the actual world by positively connecting with native and non-native speakers. According to Ducate and Lomicka (2008), social networking sites give a platform that provides greater chances for students to break the pattern of traditional learning. Because sites like blogs, Facebook, and Twitter has an extensive readership. Students can take this opportunity to discuss effectively and connect with people worldwide. These tools are very accommodating for bashful students to get them included, share their focuses of view, and offer view remarks to the individual. In short, social media networks not only help L2 students improve their writing abilities but also permit them to interchange ideas and cultures.

Furthermore, social media network research shows a significant association between peer commonality, written exchanges, and writing performance. Kim (2009) thinks that peer commonality and writing collaborations among students are crucial in upgrading the writing cycle and quality. Kim claims in his study that when students regularly use this social network analysis (weblog), they become anxious to create more writing on the weblog, express their thoughts, and provide direct peer feedback by commenting on each other's work weblog. Utilizing weblog prompts students to improve their writing skills to incorporate criticism and peer comments into their work. To summarize, written interactions, writing performance, and peer familiarity improved writing using social network analysis.

METHODOLOGY

Exploratory research was used in this study to examine a thorough investigation of social media usage in the classroom. The researcher employed questionnaires to obtain quantitative data from student respondents. The study data were obtained from each web-based space using an online survey questionnaire that comprised multiple choices, yes/no, agree/disagree. In addition to closed questions, open questions allow students to express their views on social media usage in and outside the classroom. The survey question focused on social media in language learning, using this social networking site, how it helps students in the acquisition of language, using blogs, how can students enhance their writing skills, the meaning of activities in a web-based connection to their daily lives and learning. Adult users (those above 17) were the intended participants.

DISCUSSION

FIGURE 1
SOCIAL MEDIA IN LANGUAGE LEARNING

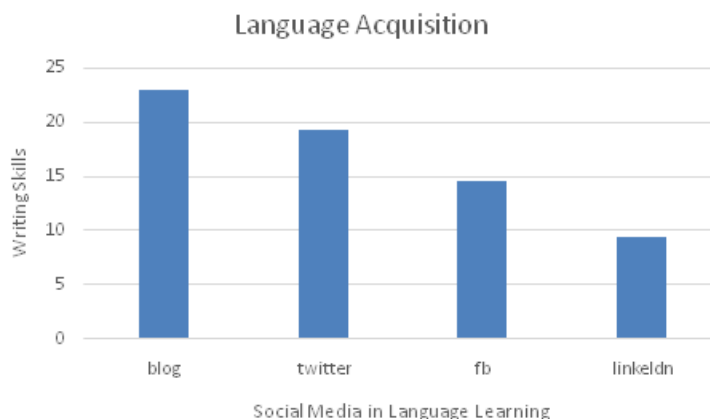
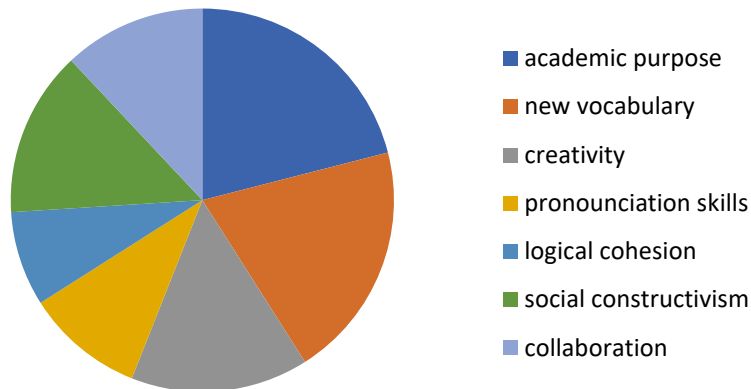


FIGURE 2
BENEFITS OF SOCIAL MEDIA THAT STUDENTS USE FOR LANGUAGE ACQUISITION



This study aimed to inspect students' insights on the benefit of utilizing social media for language acquisition. This study employs two instruments, the data, and information regarding the use of social media, and the role of social media in language learning as a foreign language. They use many types of social media for language learning, but the most common ones are blogs and Twitter, as shown in a bar chart. Social media as a model for learning language provides users with schedule flexibility. Social media has significantly influenced students in all parts, including language. The more significant part of social media and information technology equipment uses English as the default language. Many students also utilize English as a mode of communication because it is preloaded on the device in the first place. In this study, the researcher examined students' insights and the utilization of social media such as "Blog, Twitter, LinkedIn, Facebook, etc." as aids in English language learning.

Students' respondents stated that social media had improved their grammar, vocabulary, social constructivism, pronunciation skills, logical cohesion, academic purpose, creativity, and collaboration; thus, socially enabled them to express their views and share information with their peer group and teachers well. Most students appreciate using social media to aid their learning process because the internet and social media give practically everything that the students need to learn the language. Students and professionals can maximize their time and effort by using social media effectively for Communication and other objectives. The study's result demonstrated that participants could obtain enormous ideas and information from social media and express them in English, which helped them in the language acquisition process.

FINDINGS AND OUTCOMES

TABLE 1
WRITING ACTIVITIES IN CLASS BY USING BLOGS

	Sum of squares	Df	Mean square	F	Sig.
Between groups	1.143	1	1.143	8.122	.006
Within groups	6.896	49	.141		
Total	8.039	50			

The above table determines the writing activities in a class using blogs, and it answered the research question by using blogs, students' writing/ composing abilities improved. ANOVAs was used for this study; there were statistically significant scores (M=1.143, S=0.006, Df=1, F=8.122); these results

suggest that students have used blogs for academic purpose, and there has been a lot of improvement in writing skills, especially in blogs when comparing to other social media.

TABLE 2
IMPROVISATION OF PEER FEEDBACK

	Sum of squares	Df	Mean square	F	Sig.
Between groups	1.768	1	1.768	11.692	.006
Within groups	7.409	49	.151		
Total	9.176	50			

ANOVA test was used to assess whether there is improvisation in peer feedback while using blogs. The results showed statistically significant scores (M=1.768, S=0.006, F=11.692, D=1). These results suggest that while composing/writing blogs, learners will get feedback from their peer group members or teachers, which is more beneficial for them to rectify their mistakes in their next blog, which helps them to write in an error-free way.

TABLE 3
SOCIAL CONSTRUCTIVISM HELPS IN STUDENT-TEACHER INTERACTION

	Sum of squares	Df	Mean square	F	Sig.
Between groups	.605	1	.605	3.065	.036
Within groups	9.475	49	.197		
Total	10.080	50			

Table 3 suggests that this kind of social constructivism enhances student-teacher communication. The result showed statistically significant scores (M=0.605, S=0.036, Df=1, F=3.065) when blogs are created. It helps students and teachers communicate effectively inside and outside the classroom, so this kind of interaction is known as social constructivism.

TABLE 4
STUDENT-TEACHER INTERACTION CORRELATION

Pearson Correlation	1	.245
Sig.(2-tailed)		0.36
N	50	50
Pearson Correlation	.245	1
Sig.(2-tailed)	0.36	
N	50	50

Table 4 suggests that there were statistically significant scores; the results determined that student-teacher interaction is happening effectively. Pearson correlation is 1 & .245, whereas sig. (2-tailed is 0.36), it reveals this will benefit students and teachers; sometimes, it acts as student-centered learning.

CONCLUSION

Based on the study's findings and discussion, it can be inferred that students frequently utilize social media for language learning, such as blogs, Facebook, LinkedIn, Twitter, etc. Moreover, social media's positive effects should be examined to increase students' English language acquisition quality. This

research has found that blogs are an effective and successful tool for ESL students to rehearse and practice their writing. When incorporating an online learning environment with pedagogy, the type of activity chosen is essential to influence students' learning. For instance, writing a blog provides extra benefits to students by sharing their writing in an interactive social context, motivating them to improve their writing.

Most importantly, students can learn about their adapting needs and survive their work while writing a blog. Students become more aware of their learning requirements and evaluate their work when blogging. Students utilize these blogs to express their views and try to communicate with each other, which automatically builds confidence in them and improvises their language skills, especially reading and writing skills. These communicative skills are mandatory for all students to improve their personal and professional lives. English becomes more intriguing to learn when more sophisticated technology is available. As a result, students rely on more time to utilize social media for academic purposes, like writing and other aspects of the English language. Technology is accessible to assist students and provide them with opportunities to accomplish more in and outside the classroom. Hence, more intuitive methods of utilizing web 2.0 technologies may ensure more diversified and a higher and better quality of writing.

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