Social Media to Acad Media: A Paradigm shift in English Language Teaching

Deepak Mashru

Assistant Professor, Marwadi Education Foundation, Rajkot and Research Scholar, C U Shah University, Wadhwan, Surendranagar.

Dr. P. D. Bheda

Associate Professor, Department of English, C U Shah University, Wadhwan, Surendranagar.

Dr. Ami Upadhyay

Professor (English) & I/C Registrar, Dr. Baba Saheb Ambedkar University, Ahmedabad

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Abstract

The present paper deals with the novel concept of converting a Social Media into an Academic Media aka Acad Media with reference to English Language Teaching. With the advent of Web 2.0, there has been found lots of potentials in using internet and technology for the purpose of effective and better education which has also been an area of research under the title of Educational Technology in recent years. The researchers have tried to highlight and explore the various tools of Social Media which can be used as one of the effective tools for effective English Language Teaching. The researchers have tried out Facebook, What's App, Blogs along with other ICT tools in order to find the effectiveness in English Language Teaching. The researchers have revealed through the research that it would be better to offer new learning opportunities at the platform where the learners are comfortable instead of inviting them to teachers' platform. The 21st century has brought enormous pedagogical innovations which have opened up the new vista of English Language Teaching with the help of ICT and Social Media. The four walls of the classroom have been replaced by Facebook wall and the role of a teacher has been replaced by a trainer to a facilitator.

Key words: Social Media, Acad Media, ICT, ELT, Web 2.0, Facebook, What's App, Blog
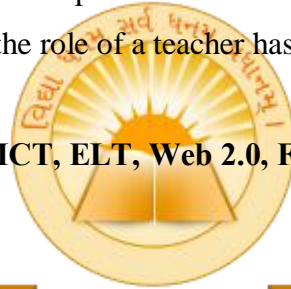
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Introduction

"The things you share are things that make you look good, things which you are happy to tie into your identity."

—Hilary Mason, chief data scientist, bitly, Venture Beat, 2012

A social networking service is a platform to build social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Online community services are sometimes considered as a social network service, though in a broader sense, social network service usually means an individual-centered service whereas online community services are group-centered. Social networking sites allow users to share ideas, pictures, posts, activities, events, and interests with people in their network.

The use of online social networks by school libraries is also increasingly prevalent and they are being used to communicate with potential library users, as well as extending the services provided by individual school libraries.

Social networks and their educational uses are of interest to many researchers. According to Livingstone and Brake, "Social networking sites, like much else on the Internet, represent a moving target for researchers and policy makers." Recent trends indicate that 47% of American adults use a social network. A national survey found that 73% of online teenagers use SNS, which is an increase from 55% three years earlier. Recent studies have shown that social network services provide opportunities within professional education, curriculum education, and learning. However, there are constraints in this area. Researches, especially in Africa, have disclosed that the use of social networks among students have been known to negatively affect their academic life. This is buttressed by the fact that their use constitutes distractions, as well as that the students tend to invest a good deal of time in the use of such technologies.

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Technology Used in Language Learning and Teaching

According to Zhoa, the application of ICT approaches can be effective in almost all areas of language education. (Zhoa) Modern technology can be helpful in enhancing the quality of input, authenticity of communication, can provide more relevant and useful feedback, and can effectively increase learner autonomy (Manyard). Extensive use of technology in education has manifested itself in various forms, such as the use of the Internet through multimedia learning, online learning, web-based learning, and information and communications technology (ICT), Computer Assisted Language Learning (CALL) and in recent times Technology-enhanced language learning (TELL). Computers have added a new dimension to education technology (Kudchedkar). With this paradigm shift, the focus is more on learning. The role of teacher changes from the source of knowledge to that of the facilitator. Since the early 1960s, language learners in developed countries have been exposed to the use of computers. In recent times the impact of ICT coupled with CALL and TELL is being felt significantly in the field of education. It is believed that it has made language learning innovative, interesting, and effective research in order to bring effectiveness in ELT using ICT approaches in updating the technology as every sun rise brings new technology. (Hiradhar)

21st century is the age of globalization and s important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol's study suggests that in the year 2000 there were about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today.

Sample of the Survey

The researcher had taken the sample of 200 respondents within the area of Saurashtra Region. There were 225 respondents from various backgrounds addressed for the aforesaid research and interviewed and asked to fill the questionnaire and return. There were 200 respondents whose answers were logical and complete for the purpose of consideration of aforesaid research.

Data Analysis and Major Findings

1. The sample selected for the research has a variety of educational qualifications of respondents. Wherein, 46% respondents were Under Graduate, 14% were Graduate, 26% were Post Graduate, 8% were Diploma and 6% belonged to other qualifications which can be reflected from the given below chart.

2. It was found that 89% respondents of the sample use Internet and only 11% respondents do not use Internet.

3. It was found that 59% respondents preferred to use internet through mobile. Whereas Laptop users were 39%, Desktop users were 18%, Tablet users were 15% and others were 6%.

4. It was found from the survey that there were 56% who preferred mobile as a tool for using internet. 20% preferred laptop, 12% preferred tablet, 10% preferred desktop and 2% preferred other tools.

5. The survey reflected that 26% respondents use internet for socializing, 22% respondents use for searching details, 18% respondents use for education, 8% use internet for online business and 6% use for video calling.

6. It was found that 82% respondents use Social Media.

7. It was reflected from the research that 14% are found always online, 48% use Social Media between 3 to 6 hours a day, 20% use between 1 to 3 hours a day and 18% use less than 1 hour a day.

8. It was found from the survey that 79% believed that social media can be used effectively.

9. The survey reflected that 88% use Social Media to stay connected with family and friends, 82% use for Entertainment, 76% use for knowledge sharing and 71% use for learning English as a second language.

10. It was found from the survey that 66% respondents believed that there are groups related to Education on Social Media can be used.

11. 91% respondents have downloaded applications related to English Language Learning.

12. It was reflected by the survey that 74% respondents believe that English Language can be taught through Social Media.

13. The survey made for the research showed the reasons why Social Media can be used for an effective English Language teaching. 66% believe that it is easy to reach to the receiver, 64% believe that instant feedback is possible, 68% believe that pictures can be used, 81% agree that

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audio can be used effectively, 76% consider that videos can be used, 82% presume that mass can be targeted at a time, 56% infer that its only media with instant feedback whereas 74% assume that it is easily accessible.

Conclusion

Many branches of language emerged from philosophy. Psychology is one of them. The development of psychology in the field of philosophy has made teaching and learning very effective and scientific. First the education was in shadow of teacher. They were the master of education and what they spoke was next to God. The education was slave of teacher. They have no any role in teaching learning process. Whole teaching learning process was teacher centered. Teacher teaches in his own way. He did not think the mental condition of child. The psychology has made us eligible for think minutely   understanding teaching more scientifically. It has provided the way of teaching and learning both teacher and students have got this advantage from the psychology. The psychology has helped "How to teach language and "How it may be useful in teaching learning process."

The different languages are spoken in the world. The different languages are used all over the world. There are many varieties within the language. How these languages are originated, it is very difficult to know. It is believed that people started conveying message quest, signals, postures, gestures and sign etc. The Researcher has made it clear that the language is a medium through which a one can express his ideas, thought, feeling and message. Robins rightly points out those definitions tend to be trivial and uninformative but he does list and discuss a number of silent facts that must be taken into account in any seriously intended study of language.

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