

اثر التقنيات الحديثة ووسائل التواصل الاجتماعي على تعليم اللغة الانكليزية

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The Impact of Modern Technologies and Social Media on English Education

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الخلاصة:

تستكشف الدراسة استخدام وسائل التواصل الاجتماعي وتأثيرها على اكتساب اللغة الإنكليزية. تم استخدام وسائل التواصل الاجتماعي على نطاق واسع للتواصل مع العالم الاجتماعي، محلياً وعالمياً، من أجل الترفيه ومشاركة المعلومات. توفر منصات وسائل التواصل الاجتماعي سبل اتصال فعالة من حيث التكلفة ومتعددة الاستخدامات للشباب، بغض النظر عن موقعهم الجغرافي.

يتم الاعتراف بشكل متزايد بقيمة استخدام وسائل التواصل الاجتماعي للأغراض التعليمية. أظهرت الأبحاث أن منصات التواصل الاجتماعي هي أدوات تعليمية وتعلمية فعالة. كان الغرض من هذه الدراسة هو دراسة تجارب متعلمي اللغة الإنكليزية ووجهات نظرهم حول استخدام وسائل التواصل الاجتماعي في الفصل الدراسي واكتساب اللغة الإنكليزية، وتشير نتائج البحث إلى أنه تم توظيف العديد من مواقع التواصل الاجتماعي كأدوات تعليمية في سياق تعلم اللغة الإنكليزية. يستخدم الطلاب في التعليم العالي منصات وسائل التواصل الاجتماعي لتحسين

مهاراتهم في التحدث باللغة، وبناء الطلاقة، والمشاركة في التحدث أمام الجمهور، وتوصيل وجهات نظرهم بشكل فعال. يُنصح باستخدام منصات وسائل التواصل الاجتماعي بطريقة يسهل الوصول إليها لتسهيل التعلم البنائي. يقدم البحث المقدم هنا رؤية حيوية لأصحاب المصلحة، بما في ذلك الطلاب والمدرسين وأولياء الأمور والباحثين، حول استخدام وسائل التواصل الاجتماعي لأغراض التدريس والتعلم بين المتعلمين الشباب (طلبة الثانوية). بالإضافة إلى تعليم المتعلمين كيفية استخدام مواقع الشبكات الاجتماعية، نستنتج أن المعلمين يتحملون مسؤولية والتزامًا بمساعدة المتعلمين على تطوير القدرات المهنية الأخرى مثل التعاون والإبداع مع تعليمهم أيضًا كيفية استخدام الشبكات الاجتماعية بمسؤولية ومهنية.

Abstract

The study explores the use of social media and its effects on English language acquisition. Social media has been widely utilized to connect with the social world, both locally and globally, for amusement and information sharing. Social media platforms provide cost-effective and versatile communication avenues for young people, regardless of their geographical location.

The value of using social media for educational purposes is being increasingly recognized. Research has shown that social media platforms are effective teaching and learning tools. The purpose of this study was to examine into English learners' experiences and perspectives of using social media in the classroom and for English language acquisition.

The outcomes of the research indicate that several social media sites have been employed as learning tools in the context of learning English. Students in higher education use social media platforms to improve their language speaking skills, build fluency, participate in public speaking, and effectively communicate their viewpoints. It is advised that social media platforms be used in an accessible way to facilitate constructivist learning. The presented research here provides vital insights for stakeholders, including students, instructors, parents, and researchers, about the use of social media for teaching and learning purposes among young learners.

In addition to teaching learners how to use social networking sites, we conclude that teachers have a responsibility and obligation to help learners develop other professional abilities such as cooperation and creativity while also teaching them how to use social networks responsibly and professionally.



1.Introduction,

Since the early 1990s, the internet has played a key role in globalization and the spread of English. The internet helps preserve fading languages and dialects in smaller cultures. The internet is the most modern and efficient way to share information globally. The English language plays a crucial role in transmitting information amongst communities.

Technology and the internet have had a significant impact on modern English, including education. With the advent of digital learning and social media, learners today have access to an incredible amount of knowledge and tools. However, with these benefits come obstacles and potential downsides, which must be considered.

Merriam-Webster defines social media (2012) as "forms of electronic communication (such as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)" (p. 1). Merriam-Webster (2012) states that the term was first used in 2004. Social media platforms include Facebook, Twitter, MySpace, LinkedIn, Slide Share, and Flickr. Blogs, wikis, videos, and podcasts are further examples of social media that can be used in the classroom.

Technology's impact on language acquisition, evaluation, and sociolinguistics has become increasingly clear (Barrot, 2022).

Social media has an impact on English learning, particularly in programs utilized by mobile apps such as Facebook, Telegram, Whatsapp, and Instagram. The usage of Instagram, Facebook, Telegram, and Whatsapp in learning English in a classroom or as well is influenced by attitude, experience, and perception.

According to David Crystal (2015), a new technology creates new English language styles, was enabling new activities. As a result, the influence of a specific technical medium is thought to be particularly interesting. Crystal considers it a rather short-lived occurrence that takes a long time to be noticed as a significant development. Using some social media, such as Twitter, can influence what people write by altering the way they write. The English language has remained largely unchanged over the past 20 years.

As stated by Crystal (2001), internet users can converse more quickly by sending brief text messages to one another. The majority of Netspeak's vocabulary consists of abbreviations and acronyms from the internet language, as well as lists of invented terms and phrases. In particular, the new language used in electronic communication provides an intriguing glimpse into how quickly new terms might appear and subsequently be

abandoned. It may be argued that every few years, some new words become obsolete, while others are selected. This usage is typically linked to the requirements of internet users.

The aim of this research focuses on how technology and social media have impacted the English language in learning and daily conversation. This study highlights the changes that have occurred in English learning as reading or writing as a result of the usage of various types of social media devices, such as emails, chat groups, messaging applications, and websites with blogs.

2. Literature Review

2.1. The Objective and Questions of the Research

The purpose of this research is to weigh the benefits and drawbacks of utilizing social media in English learning for secondary school students and teachers, in particular, and language learners in general. The topic of this theoretical investigation will provide a complete analysis of current studies on the use of social media in Iraq's education system, as well as a nuanced understanding of its possible benefits and limitations in terms of boosting learning and participation. The findings of this study may add to the expanding body of literature on the subject and provide useful insights for educational practitioners, academics, and policymakers.

The study Questions:

- What are the benefits and drawbacks of adopting social networking platforms into Iraq's public school system to improve student achievement and engagement?
- Which particular type of social networking platforms is more beneficial to the Iraqi educational system?

2.2. Social Media Use

Since the COVID-19 pandemic, technology like cell phones, the Internet, television, computers, and video games have become integral parts of students' lives.

Language learners have made substantial use of Social media and the internet for communication, while social media for language learning has gotten less attention. As a result, the aim of this study is to demonstrate the significance and impact of social media on language learning. The present research investigates the critical role of social media in language learning. According to this research, Facebook, WhatsApp, and YouTube are the most popular social media platforms for



language acquisition. Language learning typically employs social media with a target foreign language and a second language. Social media applications in Electronic learning improve all language skills, including writing, speaking, reading, and listening, with writing being the most dominant.

Social media plays a significant role in mastering linguistic units such as spelling/pronunciation, orthography, vocabulary, grammar, and discourse. Writing is a complex process that requires adequate grammar knowledge. Using social media in English learning can help students develop social media skills that will prepare them for the future.

Cao et al. (2013) find that social networking sites (e.g, Facebook, Twitter, Instagram and other apps) as well as online learning games are commonly utilized for information collecting and distribution, collaborative learning, and online social and professional relationships.

Barrot (2021) reviews the scholarly literature on the use of social networking sites in education, and discovers that, out of the fifteen of social media platforms studied, Facebook, Twitter, and YouTube have received the most attention.

2.2.1. Facebook

Millions of students use Facebook, a social media web program. Students use Facebook to interact with friends and play games. Because they use Facebook often and comfortably, we may use this entertainment-oriented website as an educational tool. Although there are other eLearning programs available, Facebook appears to be one of the most effective since students typically respond to discussions fast and feel comfortable enough in their "space" to share their facts and ideas. By integrating Facebook in learning, students' roles can move from absorbing knowledge to searching and sharing knowledge. Furthermore, interactions with teachers can become more immediate as teachers and students respond swiftly via Facebook. It is important to understand, however, that teachers can't utilize Facebook as a sole teaching and learning tool.

Facebook has a role in the classroom, too. According to Phillips, et al. (2011, p. 2), Facebook "can provide students with the opportunity to effectively present their ideas, lead online discussions, and collaborate" and "help you, as an educator, to tap into your students' digital learning styles."

Facebook also enables teachers to engage with colleagues, parents, students, and community members (Ibid.). Because Facebook is so popular, it makes sense to use it as a means of communication.

Facebook is the most popular social networking site, with 704,130,980 member accounts as of June 24, 2011. Every day, 50% of Facebook's active users log in. A total of 80 million new users enrolled in the first three months of 2011. Almost 30% of new account as well registrations were generated by users between the ages of 18 and 24, which represents people attending colleges and universities all over the world. This age group is consistently the most active on Facebook, accounting for more than 210 million users overall (Socialbakers.com, 2011).

2.2.2. YouTube

YouTube is not just a means of communication for people to share, upload, and comment on videos; it also allows teachers and students or in general learners to make practical and effective use of it so that students can have a competitive benefit when learning a language. YouTube has the potential to be used in the framework of education, and it can help language teachers improve the skills of their students. Using multi-media content, video clips are used to strengthen teachers' ability to use technology in the classroom by teaching students' listening skills using English video and demonstrating the benefits of technology in the academic sector. YouTube is an essential tool in the classroom since it captures kids' attention while also engaging their minds and creativity (Berk, 2009).

YouTube has evolved into a social media platform when films are shared and comments and other forms of engagement occur on the site DeWitt et al. (2013). YouTube mostly develops knowledge; it provides multi-media types of teaching; learners' skills to recall and grasp enhance when they have a whole experience, that is, when they see, hear, and interact. A subject's understanding level is greater than 75% when students see, hear, and produce materials during instruction, compared to 20% for learners who only understand during preparation and 40% for those who see and hear (Lindstrom, 1994). YouTube video is an alternate medium for language training that provides audio-visual information.

2.2.3. WhatsApp

WhatsApp is mostly utilized as a learning tool in the English learning environment for group exercises, question and answer sessions, and online discussions. To encourage verbal contact, use WhatsApp group chats or voice notes for question and answer sessions (Damanik, 2019; Minalla, 2018). WhatsApp is also useful for sharing/finding knowledge, media, or material, which may be done by creating a learning



community/group. WhatsApp can be adjusted for reading activity to help students practice language skills, vocabulary, grammar, and spelling, as identified in four studies. WhatsApp is also great for publishing assignments in the form of videos, summaries, or comments, which may be controlled via WhatsApp group chats.

2.2.4. Instagram

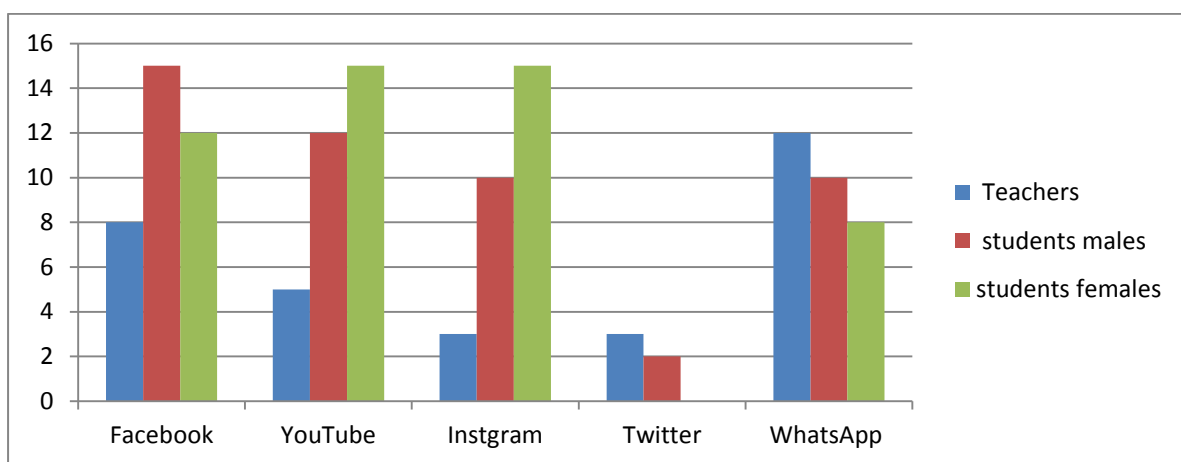
Instagram has been suggested to help learners improve their general English ability because it includes photographs, videos, and captions. captions on Instagram have been shown to be useful suggestions for enhancing skills of learners to write and read, while film clips watched and uploaded are said to help students improve their skills in speaking and listening. The consumption and creation of films and captions on Instagram may help students improve their grammar, vocabulary, pronunciation, and spelling. Considering one of the most popular social media platforms worldwide, Instagram seems to appeal to students' enthusiasm to learn by publicizing their language productions (Alhabash & Ma, Citation2017; Shane-Simpson et al., Citation2018).

In particular, it is argued that the creation of captions, pictures, and videos for students to upload to their accounts on Instagram triggered creative thinking, as well as critical captioning and commenting. Creative and critical thinking is one of Instagram's most important benefits for language learners or students (Rajendran & Yunus, 2021).

2.2.5. Twitter

Twitter is the least popular social media platform among language learners (Kircher, 2022). Students use Twitter to follow teachers' accounts and learn new language. They also use Twitter to type homework and upload them. Furthermore, there is nothing that has been conducted to identify the use of Twitter for group activities, question and answer sessions, or virtual conversations. Thus, only Facebook was used for all categories, while Twitter had the fewest actions for English learning. However, it has been utilized by students in some countries. Still, some aspects that could have been extremely beneficial to the pupils were not fully utilized. It is understandable that any study, particularly those with controlled variables, would concentrate solely on specific traits.

Yet it is additionally a clear indicator that more investigation on the other elements is urgently required for the same reason: they are all part of the students' electronic educational settings, and incorporating them into the classroom would improve the learning process chats.



(Figure 1)

3. Popular Social Media Platforms in EFL

Figure 1 shows that out of the 130 (teachers and students, males and females) chosen as the data source for the current study, 35 of them used Facebook in teaching and learning language, followed by YouTube with 32, Instagram with 28, and WhatsApp with 30. Meanwhile, only five people used Twitter to learn. It should be noted that this diagram represents the actual numbers or percentages of people who participated in answering the questionnaire (130 teachers and students, both male and female) who used social media to improve and use English.

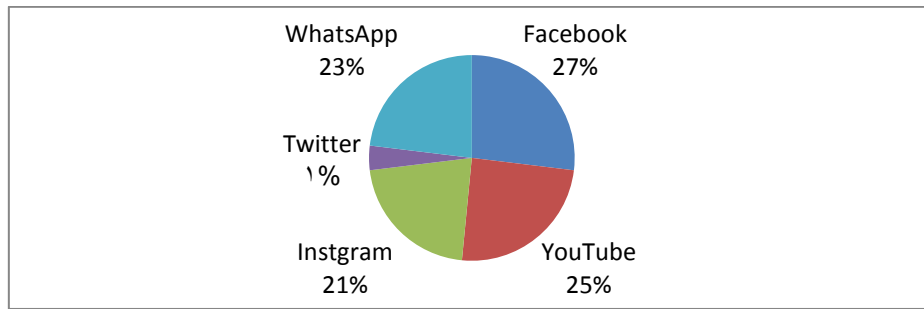
Nevertheless, the discovery of Facebook as one of the most commonly utilized social media for education purposes in English as a Foreign Language (EFL) setting among the teachers and students, males and females, explored in this study is consistent with numerous polls that indicate Facebook as the one of most popular social media.

4. Effect of Social Networking Sites

Social networking sites improve learners' performance, creativity, and analytical abilities. However, Twitter's motivating impact has not been shown in recent years due to limited content availability.

The students and teachers are already aware of the convergence of students' digital lifestyles, the availability of digital thinking tools to support learning, and the shifts in the importance of knowledge and how to extract it from/with the digital networks widely available in the twenty-first century.

According to Trilling and Fadel (2009), the convergence of these four aspects has shifted how students learn and the goal of the learning process beyond the achievement of language skills, aspects, and content to the communicative, collaborative, creative, and critical skills of the twenty-first century.(See Figure 2)



(Figure 2)

5. The Rise of Digital Learning

The proliferation of digital learning has altered the landscape of English education. Students now have access to previously unfathomable resources thanks to advancements in technology. Technology has transformed the way we study in a variety of ways, including online courses, interactive textbooks, and educational apps. One of the primary advantages of digital learning is its flexibility. Students can now learn at their own pace and on their own schedule, which is very useful for those who lead hectic lives. Furthermore, digital learning enables personalized training, as students can receive feedback and support tailored to their specific needs. However, it is crucial to recognize that there are some limitations to digital learning. As an example, Some learners might have difficulty with the lack of direct communication or the requirement for self-control when working alone (McCarthy,1998).

Cao et al. (2013) find that social networking sites (e.g, Facebook, Twitter, Instagram and other apps) as well as online learning games are commonly utilized for information collecting and distribution, collaborative learning, and online social and professional relationships.

The rise of social media platforms has substantially facilitated the use and development of language skills. Social media has shifted the focus of educational technology from individualistic to socially oriented, with a focus on sustainability, especially during COVID-19. These technologies aim to improve the process of developing and disseminating user-generated content, while simultaneously allowing individuals to engage in interactive conversation within a virtual community.

According to West (2019), online social networking has become the most commonly employed tool, and it is easily accessible through smartphone. The use of electronic devices for social media use in an educational environment provides learners with possibilities to teach a variety of skills such as information retrieval and analysis, problem solving, understanding creative developments, and learning the target language.

The scholarly community is increasingly interested in and focused on the possible use of social media for teaching and learning activities (Barrot, 2021).

Although the number of studies completed in this topic, there are few quantitative studies that help to comprehend the research landscape of social media in language learning. The findings will add to existing knowledge for future research.

5.1. Pros of Social Media in Education

The use of social networking sites provides a number of advantages to education in the world, including improved learning experiences, collaboration, and changes in the educational landscape. Here are several significant advantages:

- The accessibility of Academic Materials: Social networking websites offer a massive collection regarding educational content, such as posts, YouTube clips, articles, and tutorials, making it easier for learners as well as teachers around the world to connect with a wide range of educational resources.
- International Access: Facebook and other social media promotes global connectivity, allowing Iraqi students as well as teachers to communicate with other students, specialists, and educational groups throughout the world. This encourages global thinking and the sharing of thoughts.
- Effective Professional Development: Online social networking platforms are effective tools for teachers for participating in ongoing professional development. They may stay up to date on industry trends and best practices by participating in discussions, attending webinars, and following educational thought those in leadership positions.
- Contribution and Encouragement: Including multimedia in educational programs can boost learner engagement and motivation. Learning may be made more enjoyable and relatable by using interactive and visually appealing content on platforms such as Facebook, Instagram and YouTube. Social media allows for real-time communication among students, teachers, and parents and This can be especially effective for providing timely updates, answering questions of parents, and maintaining a transparent communication channel.

Therefore Teachers can utilize social networking websites to solicit input from students, parents, and colleagues. This input can help teachers improve their strategies, course material, and overall educational practices.





5.2. Cons of Social Media in Education

The use of social media has many benefits for educational purposes in Iraq, it is critical to make sure ethical safety and legal use. To maximize the negative influence of social media on the field of education , both teachers and students must be aware of privacy problems, online etiquette, and potential distractions (Kubey et al.,2001).

Communication via social media has been demonstrated to have a harmful effect on learners' mental health, potentially leading to sadness, anxiety, low self-esteem, and issues with physical appearance.

“Prolonged Internet use exposes students to interactive, repetitive and addictive stimuli that produce permanent changes in brain structure and function”(Connolly, 2011)

Cyberbullying can lead to severe repercussions such as sadness, anxiety, and, in extreme circumstances, suicide. With their widespread reach and anonymity, social media platforms have emerged as a prime target for cyberbullying.

This particular kind of bullying is especially devastating since it can be persistent and reach a huge number of especially students, and victims may believe they have no way out of it. The ubiquity of cyberbullying emphasizes the importance of raising awareness and educating learners about the appropriate use of electronic devices, as well as developing effective measures to avoid and respond to it.

6. Conclusion

Finally, new technology and social media have a significant impact on English education. We've seen how the use of technology has transformed the way kids study, giving them access to an abundance of tools and opportunities. Social media has additionally made an essential effect on language acquisition, enabling students to connect with native speakers and practice their abilities in real-world settings.

Nevertheless, we must equally recognize the possible downsides of these technologies, such as the possibility of disinformation and the necessity for pupils to gain digital literacy skills.

As professionals in education, it is our obligation to support students in navigating this complex world and becoming critical digital consumers.

Despite these limitations, the impact of modern technologies and social media on English education has created numerous interesting prospects for students. We can provide more engaging and successful learning experiences for our students by adopting and incorporating these tools into our teaching techniques. Finally, it is our responsibility to

harness the potential of these technologies in ways which are beneficial to both our learners and the community as a whole.

7. Future Recommendation

Based on the outcomes of this study, it is advised that future studies look at the impact of social media on the achievement of learners. This research will provide a clearer and more thorough knowledge of the role of social networking sites in the system of education. Researchers can learn more about the usefulness of implementing social media resources in educational settings by investigating the association between social media usage and academic outcomes. The study could include looking into the relationship between social media activity and academic accomplishment, as well as any potential discrepancies in outcomes between learners who use Facebook, YouTube, Instagram, and other applications as learning tools against those who do not.

In addition, researchers might investigate the precise tactics or approaches that produce the best results when incorporating social networking site learning into instructional practices. Such investigations can help to generate evidence-based guidelines and suggestions for educators and institutions looking to effectively use social media for educational objectives.

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