

***EFFECTIVENESS OF SOCIAL MEDIA FOR DEVELOPMENT OF
VOCABULARY IN ENGLISH LANGUAGE***

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Abstract

Internet has affected the preferred learning styles of young people wanting to learn English around the world. Teachers, to remain relevant and effective, need to use 'learning technologies' to help students reach the world outside the classroom. Teachers now adhere to innovative practices in teaching- learning process and have changed their roles into 'facilitators'. The role of teacher demands to promote more group tasks and stress- free learning environments. Social media is emerging in various forms to bring people together as communities. It is not denied that there is also a controversy on using new Social Media such as Face book, whats up or Web Chat. But in the present global scenario, when millions live and breathe on social media, teachers are learning how to incorporate the medium into the classroom successfully. The social media tools help the language teachers to stay connected with their peers around the world and stay updated about their fields. Moreover, these online buttons give the language teachers the chance to help others in their fields, find solutions to their problems and improve their teaching language careers. This paper focuses on the influence of social media in teaching and learning English language.

Keywords

Social Networks, Language, Teaching Process.

Introduction

English language vocabulary development is easy nowadays because, a learner may get help for online sources. According to Huyen & Nga there are different online games which improve the vocabulary of English language learners in a flexible and relax atmosphere. These online games enhance the interest of English language learners towards the language learning process. Thus the development of English vocabulary is important and plays a dominant role in language learning process as compare to structure learning. Now it is also clear form the above mentioned discussion that social media sources provide a lot of opportunities to the English language learners so that they may improve their language learning skills and competences in a systematic manner. Similarly, so for as the nature of words and kinds of meaning is concerned then there are four points according to Shahid that except for highly technical words, no two words in different languages have the same area of meaning.

TECHNIQUES TO ENGAGE WITH THE STUDENTS ON SOCIAL MEDIA

Facebook-

Many students use Facebook, a social networking service, as part of their daily lives. This use, out of college, can foster and maintain relationships and add to greater cohesion and dynamic when back in class which, in turn, can have a positive effect on their attendance and retention on the course. Create a Facebook page that your class can 'like'. Facebook can be used by the instructor to share course resources, fire up discussions, promote collaboration, improve relationships between students, incorporate an array of learning tools (such as videos, images, boards, chatting and private messaging), and use it in conjunction with other social media platforms, Facebook has endless advantages that solidly prove its social learning value.

Facebook advantages

1. Create closed groups

Participants will enter only by invitation and no one else will be able to see the contents, discussions, posts etc. inside the group. It's a great and safe way to interact and bond.

2. Create open groups

If the target is a wider audience to a specific course, domain, application or even school. Many MOOC programs have Facebook pages. With millions of FB users around the globe, the number of people that might be interested in your courses will be surprising.

3. Create polls to receive feedback about a course or a program you are thinking of implementing, to request the opinion of your audience on a specific topic, or even to generate statistics. Possibilities and options are endless.

4. Create questionnaires to comprehend the likes, dislikes and interests of your current or future students and build the course around them

5. Upload course contents material and resources in your account or the closed group you created. Think of the advantages. Everything will be available 24/7, if a mistake is made it can be corrected and reupload. The user will get immediate feedback and safe receipt confirmation, your material can be remotely accessed no matter where your students are, and you will effectively minimize classroom time.

6. Tell your students to connect their smart phone to Facebook, so they can receive instant notifications about all new messages and activities related to your course. Facebook's notification system allows everyone to keep track of anything new that happens; new groups, requests, discussions, comments, tagging, material, links etc.

7. Urge your students to introduce themselves, connect and collaborate. You can also create group assignments to further promote collaboration and improve

relationships between them and you. It's true that hierarchy might be lost in the beginning, but you can always restore it, by setting the right tone, mood and style to your groups, discussions and applications.

8. Start posting updates to your timeline, but not in English. Ask your pupils to translate the text using Face book's in-line Bing translation tool and ask them to gauge its accuracy.

Twitter -Twitter is an online social networking service that enables users to send and read short 140character messages called "tweets". Registered users can read and post tweets, but those who are unregistered can only read them. Users access Twitter through the website interface, SMS or mobile device application.

1. Create an Informative List of Resources - Before you begin, create a list of things you want to provide as information to your learners. Think what will be interesting, engaging and re-tweet able. Break apart the content and post regularly, so that you keep the interest of your learners.

2. Create Learning Hashtags - Come up with a hash tag with the help of which learners will be able to feedback and communicate on your materials.

3. Create Learning Topics - Create topics, making use of the hash tags. In Twitter you can also create regular Twitter chat events. Don't forget to encourage your learners by liking, re-tweeting and commenting on relevant tweets they share.

4. Create Learning Lists - You can create your own learninglist which basically is a curate group of Twitter users. This way you and your learners will be able to see the stream of your group's tweets.

5. Learn How to Search - Twitter has a powerful and accurate search engine that will help you get the information you need most. Get familiar with the Twitter trail.

6. Follow the Influencers - Get in touch and follow interesting people from your field of study – eLearning Developers, Instructional design etc.

You Tube -.

YouTube is one of the most popular websites on the planet and a vast resource for educational content. The site is home to over 10 million videos tagged as educational, many of them submitted by your fellow teachers. Create a YouTube account. Ask each of your pupils to record a video blog, of their hobbies, thoughts or opinions on topical news stories, but speaking only in English language. Those who want to have their video uploaded should send it to you first. 1. Bring in videos to the class. - Lessons can be enhanced with the right video. Something visual and entertaining that speaks to the subject you're teaching breaks up the monotony of a lecture, brings some fun into the lesson, and keeps the students more engaged and interested in the subject

.Create YouTube playlists as student assignments - Some people learn better by watching than reading, so providing video alternatives to the reading homework assigned could really pay off for some students. Create playlists, either to supplement the other work you assign or as an alternative, and simply send the link to the students for viewing. A playlist puts it all into an easy, wellorganized format for their using up.

Record class lessons or lectures and save them for future viewing. - YouTube can become a storehouse for saving and sharing any lectures you record. Once the video is created, YouTube makes it easy to send the link to any student that missed class, or keep track of the different videos you have in case you want to review them before giving the same lesson next year.

Blogs - Create a blog.

A blog is a self-published, webbased collection of writing and photos. Blogs differ greatly in focus, sophistication of topics and popularity. The culture of blogging calls for regular updates, exchange of comments, and short posts. Blogs offer a hugely exciting platform for learners to express themselves in a new language. The fact that posts are generally short, and that new content is added frequently, make them attractive and exciting for classroom adaptation.

Skype -

It is a proprietary voice-over-Internet protocol service that can be used to encourage students to communicate with their teacher and with each other. The studies conducted by ESOL says that previously hesitant speakers in lower level ESOL groups were encouraged to talk in greater depth when they were using material which they had created themselves as opposed to using textbook pictures. Sony PSPs were found useful for this, because personalised visual prompts can be recorded whilst capturing still images and videos, the vocabulary level can be fixed, and it uses simple buttons and direction mechanisms which require only a little pre-teaching.

Other applications - The facilities provided by mobile devices can offer a highly-valued level of independence to the user and help to provide a bridge with society at large. Much of this is related to the user being able to search the internet for information or the use of mobile applications like Dictionary, grammar and spelling applications Encyclopedias, such as Wikipedia Text translation tools, such as Google Translate etc. Journey planners and map applications offer greater independence to the user, allowing them to find out information for themselves, often accessed whilst they are on the move.

Objectives of the Study

The following were the main objectives of the study

- 1) To study the effectiveness of social media in vocabulary development at Junior college level.
- 2) To make implementable suggestions for integrating social media in vocabulary development of English language at Junior college Level.

Hypothesis of the research study:

The students learn the vocabulary with the help of various social media tools.

Null hypothesis

1. There is no significant difference between the achievement of students from controlled group and experimental group in pretest

2. There is no significant difference between the achievement of students from control group and the experimental group in post test

Key Questions of the Study

The following key questions were examined in the study

1) What is the effect of social media in vocabulary development of English language at Junior college level?

2) What implementable recommendation the study make to include social media role in vocabulary development of English language at junior level?

Research Methodology

The study was descriptive in nature which attempted to make an analysis of social media role in vocabulary development of English language at junior college level. The population consisted of all students who are learning English at junior college level at different colleges in Pandharpur Taluka. The sample of the study in hand comprised 50 learners who are currently studying English at junior college level. The researcher used experimental research method in the present a research study there are 10 junior colleges in Pandharpur Taluka but among them only one New English School And Junior College of Science Bhavani is selected by simple random method total 50 students in the class of 11th standard was elected by randomly the pre test was provided and two equivalent groups were made the control group of 25 students was created with the conventional method for teaching vocabulary in English experimental group of 25 students was created within various tools of social media for developing vocabulary in English vocabulary. The tools of social media was used in following points such as information transfer and tourist leaflet.

The research prepared and achievement test and try to collect the data of research study the achievement test was included with two questions of 8 marks the collected research data was

analysed and interpreted with the help of statistical measures to test the hypothesis and tabulated for further calculation.

Significance of difference between means in post test

Measure	Control Group	Experimental Group
N	25	25
M	37.12	44.56
S.D.	2.46	2.82
D- Means	7.44	
t value	10.19*	
Df	48	
Null hypothesis (Accepted/Rejected)	Null hypothesis is rejected	

*Significant at 0.05 and 0.01 level of significance

The researcher stated the major findings and democat the recommendation on the basis of Data Collection.

Findings of the research study

The Finding are stated on the basis of null hypothesis in the present a research study with the data collection:

1)The null hypothesis number one is accepted. There is no significant difference between the achievement of students from the control group and experimental group in pretest.

2) The null hypothesis number to is rejected. There is significant difference between the achievement of students from the control group and experimental group in post test

Conclusion

In the current context it is important that teachers keep abreast of technological developments and are aware of the skills, both literacy and IT, that each learner possesses – these need to be harnessed and developed further to both engage learners and improve their English language skills. Thus it is suggested that the integration of social media into classroom practice entails a reconfiguration of roles: the teacher is no longer the sole source of content, and the students are able to shape their learning in ways which align closely with the needs of their daily lives. All the above encourage the user to engage with information in English, reading and writing both formally and informally. The use of these techniques can act as a bridge to facilitate communication inside and outside the classroom.

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