Technology Enabled Learning via Facebook in the Age of Google

Jinali Patel
Assistant Professor
Ashvinbhai A. Patel Commerce College
Gandhinagar – India

Abstract: In this research paper researcher has examine the use of Facebook in the age of Google. The research tests the hypothesis: using social networking website such as Facebook has neither interfering nor assisting effects on learning English. The data are collected from group of undergraduate students and various universities teachers using online questionnaire method. After presenting a descriptive analysis of the data, the researcher conclude with the finding that when it comes to learning English, the negative effects of using social networking sites such as Facebook balance the positive one.

Keywords: Technology Enabled Communication, Facebook, Google.

I. INTRODUCTION

"Send the friend request n I'll friend u" while this sentence makes sense to some users of English, others will find it absolutely idiotic. Since the meaning of language has a social significance and depends largely on the consensual understanding among the users, the members of Facebook may not see any problem in the aforementioned sentence. Their main argument will be that they can completely understand the meaning conveyed in the sentence.

1.1. English Language Learning:

Like many Facebook users, the researcher began using the site while a student. At first the site was a fun way to get to know friends, classmates, to reconnect with childhood friends and to share information. As a result, researcher found himself/ herself being more in touch with the latest news and events. However, it was also evident that the way researcher reading and writing was changing on the Facebook. Surprisingly, the researcher came to know that no one was instructing his/her to change, where it has linguistic errors.

In the era of Google, computer-based technology is playing such a vital role in language learning and teaching that a new mode of language learning Computer Assisted Language Learning (CALL) is currently in practice. Nowadays, language learning taking place in various forms such as email exchanges, chat lines, online projects and webinar. People across the world are using social networking websites such as, Twitter, Orkut, My Space, Google + and Facebook for socialization; moreover many of them find the sites helpful in developing English Language skill by making virtual friendships and chatting with English speakers.

In the age of speedy communication, it is hard to ignore the role of communication technologies in English language learning. In the field of language learning and teaching CALL has secured strong positions. However, it is not free from controversy. Many scholars, educators and professionals find it an effective medium for teaching because learners tend to be better engaged in CALL activities. On the other hand, those who are skeptical about CALL express their concerns about the quality of teaching materials and evaluation systems, and affordability of new costly technology. To evaluate whether or not CALL is an effective approach to teaching English is not the objective of this study. The main focus is on the use of social networking websites such as Facebook and its effect on English language learning.

II. Methodology

2.1   Research Design

For this research, researcher has followed the descriptive method. Kothari points out, "Descriptive research includes surveys and fact finding enquires of different kinds."(2). since researcher wanted to investigate the existing phenomena with specific question in mind, researcher chose to use descriptive method.

A set of self-administrative questionnaire was distributed to the respondents' via online survey through email or directly on Facebook. Since researcher wanted to investigate the existing phenomena with specific question in mind, researcher chose to use descriptive method.

2.2   Research Hypothesis

The research tests the hypothesis: using social networking website such as Facebook has neither interfering nor assisting effects on English language learning.

2.3   Population

For the research, researcher chooses population of following universities undergraduate   students and teachers:

1.   Kadi Sarva Viswavidyalaya

2.   Gujarat University

2.3.1.   Respondents

A total 51 Undergraduate students and teachers, who were studying and teaching at Kadi Sarva Viswavidyalaya and Gujarat University, were invited. Participation was voluntary.

2.4   Sample

For this research, researcher chose a specific group of people. The sample was choosing based on random selection techniques. All of them were Undergraduate students and teachers, who were studying and teaching at Kadi Sarva Viswavidyalaya and Gujarat University. The Sample size was 51. There 15 teachers and 35 students. The group of students and teachers comprised from various disciplines and with varying proficiency levels in English. There 15 teachers and 35 students.

III. Data Collection

The researcher chose the questionnaire method to collect the data because it was particularly useful for a large group of subjects. Data was collected via online questionnaire. In this questionnaire researcher has presented precise questions with a narrow array possibilities. The participants responded to each questions by checking "YES","NO" or "OTHER". A set of questionnaire consists of 10 questions was developed to investigate technology enabled learning via Facebook in the age of Google. The link for online survey has been distributed among students and teachers via E- mail and Facebook. Students and teachers were required to 4- 5 minutes to complete the questionnaire.

IV. DATA ANALYSIS

Table: 01: Frequency of Demographic information:

Demographic Information	Frequency (Number)	Percentage (%)
Gender		
Male	30	58.83
Female	21	41.17
Occupation		
Students	36	70.59
Teachers	15	29.41

Table: 02: Usage of Facebook

Frequency to log on Facebook	**Frequency (Number)**	**Percentage (%)**
YES	44	86.27
NO	07	13.73

There were a total of fifty- one participants and forty four of them frequently logged on to Facebook. Moreover, Facebook operates primarily teachers' use it as a tool for communication among students. Majority of students use Facebook to send message and share information with their friends. The use of 'message' in Facebook can save time and money and it was the fastest way to share information from one to another. Students and teachers can easily share information regarding their university activities, class notes, and assignments. Following are the key results of the words.

Table: 03: Facebook and its effect on English Language Learning

| **Facebook and its effect on English Language Learning**	YES		NO	
	Frequency (Number)	**Percentage %**	**Frequency (Number)**	**Percentage %**
1	Do you use abbreviated words phrases and sentences such as 'gr8'. 'LoL', 'Whtls up'?	45	88.24	6	11.76
2	Do your Facebook friends understand these abbreviated words, phrases and sentences?	46	90.20	5	9.80
3	When you write on wall, send messages or chat with your friends, do you try to convey as much information as possible in each word or phrase?	38	74.51	13	25.49
4	Do you use abbreviated language because it's save time?	42	82.35	9	17.65
5	Do you become less careful of grammar and spelling when you chat or write on Facebook?	30	58.82	21	41.18
6	Do you think that Facebook influences the students who learn English as a foreign language to use words and expressions which are not grammatically correct?	33	64.71	18	35.29

1. 88.24 % respondents used abbreviated words such as 'gr8', 'lol' etc...

2. 90.20% believed that their Facebook friends understood the abbreviated words and expressions.
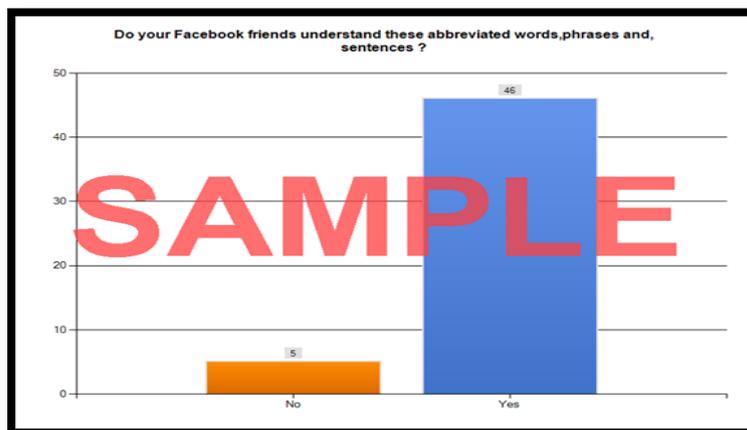
3. 74.51 % of them felt a necessity to convey as much information in words as possible.

4. 82.35 % of them respondents preferred to use abbreviated words/ phrases because it saved time.

5. 58.82 % of them become less careful of grammar and spelling while writing on Facebook.
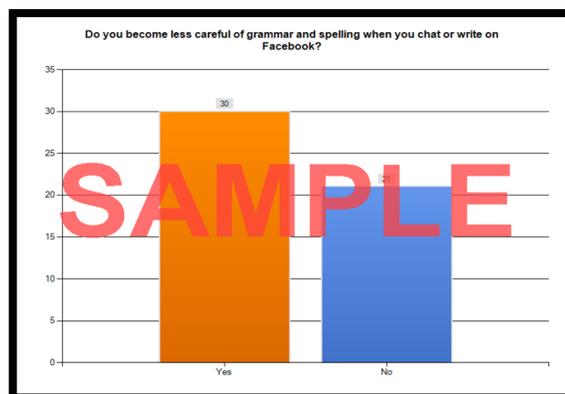
6. 39.22% respondents sometimes wrote "U" for "You" and "n" for "and" in their academic writings.
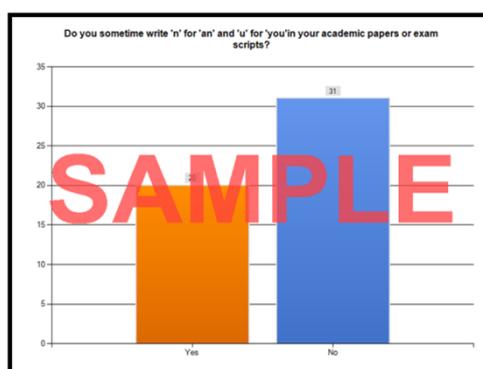
7. 64.71% thought that Facebook influenced students to use words and expressions which were not grammatically correct

A researcher began his/ her research with hypothesis using a social networking website such as Facebook has neither inferring nor assisting effects on learning English as a foreign language. 64.71% of the respondents think that Facebook encourages then to use grammatically incorrect words and expressions. This is no doubt on interfering effect of using Facebook on learning EFL. A number of respondents, on the other hand, wrote short comments in the questionnaire. Two randomly selected comments read:

"It is a nice way of sharing our thoughts and I like it" and,

"Facebook is wonderful site for entertainment"

Some of them also think that Facebook helps them learn new vocabulary and elements of effective cross-cultural communication. It is obvious from the respondents' comments that they find Facebook a good site for socialization and entertainment. However, many of them at times fail to differentiate between the standards English and to typical informal English used on Facebook. The finding of the research have shown that using Facebook has both interfering and facilitating effects on learning English as a foreign language; therefore, the hypothesis of this research has been rejected.

V. CONCLUSION

Opinions' regarding the usage of social networking sites, such as Facebook is varied from person to person.

- The first group of people believes that Facebook does not have affirmative effects on learning.
- However, the second group disagrees with the first.
- And the third group sees Facebook as both "poison" and "medicine".

Moreover, Facebook has few positive effects such as socialization and entertainment. However, when it comes to learning English, the negative effects of using Facebook compensate the positive ones. Websites like Facebook open new vistas of possibilities generates many questions in researchers' minds. We surely need to wait to see where the new communication technologies take us.

From the researcher view, inclusion of Facebook in the classroom is a positive idea because it helps dissolve the stigma of learning being institutionalized, stale, and boring. When learning experiences are infused with online platforms students learn while having fun. It does not have to be separate and unattached. Researcher allows students to create a group on his/her Facebook profile. The group titled as 'Effective Public Speaking', where students who have attended the workshop of 'Effective Public Speaking' share their views to many of their friends and because of that they recharge themselves.

Educators may see that social networking is not a pesky distraction, but a valuable resource that can bring even more success to students in all educational environments.

References

1. Boyd, D., Ellison, N. Social Networking sites: Definition, history, and scholarship, in journal of Computer- Mediated Communication. Vol. 13(1), article 11.2007.Web. http://jcmc.indiana.edu/voll3/issue1/boud.ellision/jhtml

2. Facebook, Facebook Statistics. Accessed on 12th April, 2013 from: http://www.facebook.com/press/info.php?statistics

3. Hutchinson,T. and Waters. English For Specific Purposes: A Learning Centered Approach. Cambridge University Press, 1987. Print.

4. Kothari, C. R. Research Methodology. New Delhi: New Age International (p) Ltd.Publishers, 2009. Print.

5. Marshall, John P. The Teacher and His Philosophy. Nebraska: Professional Educators Publishers Co., 1973. Print.

6. MLA. MLA Handbook for Writers of Research Papers. 7th ed. 2009. Print.

7. Rahman, Hifzur. Teaching of English. New Delhi: Sanjay Prakashan, 2005. Print.

8. Severin,W.J.,Taknard,W.J. Communication Theories Origins, Methods, and Uses in the Mass Media.4th Ed., NY: Longman, 2007. Print.

9. Link of the survey: http://www.surveymonkey.com/s/9L5SDBK

Jinali et al.

International Journal of Advance Research in Computer Science and Management Studies
Volume 2, Issue 6, June 2014 pg. 143-148

AUTHOR(S) PROFILE

Ms. Jinali Patel earned M.Phil degree in English Language and Teaching and pursuing Ph.D from K.S. University, G'nagar. At present she is working as an Assistant Professor at Ashvinbhai A. Patel Commerce College, Kadi Campus, Gandhinagar. An experienced faculty and mentor with an extensive knowledge of Literature, Research and Communication Skill. In her academic career up till now three Research articles have been published. Also, she has presented papers at different seminars at state, national and an international level.