



“Impact Of Social Media In English Language Acquisition Of First Generation Students”

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Citation: Dr. M. K. Padma Lata ,(2024), “Impact Of Social Media In English Language Acquisition Of First Generation Students”, *Educational Administration: Theory and Practice*, 30(5), 12910-12916, Doi: 10.53555/kuey.v30i5.5556

ARTICLE INFO ABSTRACT

The use of social media and social networks by teens and adolescents has become a new normal. The impact of social media is visible in their English language usage, as well as technical awareness. Non-native and native speakers of English speaking users have made an astonishing effect in an innovative way, which in turn made the dictionary, heavier with new words; but grammar vanished with the incorrect, abbreviated words. The findings of the research were identified with close-ended questionnaire. The study divulges that maximum students use Face book, Whatsapp Instagram, Tiktok, etc., to explore their acquaintances to other demographics, apart from their known physical social circle. In terms of grammatical/ legible the sentence format is challenging for both social media and non-social media users if there is no proper exposure. The Present generation should understand that Communicative Competence or Linguistics is a wide perspective that refers to syntax, morphology, phonology, to social knowledge of appropriate use of words, rather than speaking without grammatical convention with auto-correction and sentence-predictions' writing has become easy but verbal interaction is still a “Million Dollar Challenge”. Students Inquisition in exploring social media and its features normally sidetrack their goals of academic activities.

Keywords: Social Media, acquisition, first Generation Students.

Language Competency

Language competency is the ability of an educated individual to be successful in their respective profession. Language competency is attributed to an individual for specified developmental goals. Thereby, meeting the demands posed by the external factors. As per Webster's Dictionary competence is defined as “fitness or ability”, accompanied as “capacity”, “capability”, “proficiency” as synonyms. If we see the Latin roots of historical variation competencies considered as “Cognizance”, or “Responsibility”.

The concept of competence is used with a diversified approach technically for linguistics, sociology, political science, economics etc. Similarly in the syntax of compound words to exhibit Competence in media, business, social, motivational...etc. With the digital approach Cognitive competence is given high preference rather than grammatical competence.

Communicative Competence

Communicative Competence or Linguistics is a wide perspective that refers from syntax, morphology, phonology, to social knowledge of appropriate use of words, for any language with grammatical usage. English has been an indispensable piece of the Indian educational plan for quite a long time and it assumes a significant part in securing position arrangements in eminent associations. India and the English language have gotten indivisible because of British colonization and English has become the second language to many instructed Indians. In addition, it has gotten an interfacing language for taught Indians as individuals communicate in various dialects in each condition of the nation.

In 1700s, English turned into the official language of organization and many instructed Indians took in the language as it made a difference for them to go up the professional stepping stool. The impact of English became unabated even after the British left India in 1947. Today, the English language assumes an

indispensable function in advanced education, media and the organization of private and government associations. English has become an amazing influencer in India (Graddol, 2010).

Second Language Competency of Indians

The quantity of designing universities in India has expanded exponentially in the most recent decade. As indicated by the news story in India Today, there are 3393 universities in (India Today, 2013) and a huge number of designing understudies graduate each year. This expansion in the quantity of designing alumni has caused genuine choppiness in the activity market and the employability of graduates has become the central issue in instructive also, industrial areas. The present activity market in India is very requesting and testing that the designing graduates are relied upon to have employable characteristics when they show up for prospective employee meet-ups. Applicants are expected to voice their thoughts in English with no equivocality and dread. English correspondence ability is one of the most significant employability prerequisites in current India. Sadly, more number of designing graduates in India thinks that it is a provoking errand to talk or write in English with familiarity and precision.

English is instructed in the initial two semesters of designing examinations in the vast majority of the administration and private colleges in India. The essential target of this course is to improve the relational abilities of understudies in all four aptitudes (LSRW). These courses are educated by teachers with M.Phil or PhD capabilities. The majority of these educators have finished their graduate degree in English writing. ESP or CLT are not comfortable terms among numerous English educators in India as the majority of them were not prepared in ELT philosophies. Exploration in ELT procedures is another wonder in India as British Council has presented proficient turn of events programs for English instructors working in schools (Padwad and Dixit, 2011). Even though there have been numerous meetings and workshops on new approaches of language instructing, the truth of study falls at present with a distinctive picture because of different reasons:

- 1) Lack of preparation for English teachers.
- 2) Students of various levels in a similar class.
- 3) Number of understudies in each class (60 for every class).
- 4) Lack of time to finish the endorsed schedule.
- 5) More significance on composed tests (conventional strategy in India).
- 6) Pressure on instructors to create pressure and tempo in the last, most important tests.
- 7) Lack of value course books.
- 8) Use of exercise manuals that accumulate the activities from past college question papers.
- 9) Lack of help from school administrations.
- 10) English being treated up 'til now another subject to examine.
- 11) Irrelevant prospectus plan.
- 12) Lack of significant philosophies (P'Ryan, 2008).

The conventional techniques for instructing are still trailed by numerous English educators in colleges especially in engineering. In most cases, English teachers are feeling the limit to finish the suggested schedule within a quarter of a year also; appraisals are finished by composed tests toward the finish of the semester. This technique for evaluation takes the shine of learning a language with inspiration and makes the learning's insipid and worthless. Accordingly, numerous engineering undergraduates don't gain a lot of ground in learning new abilities that are needed to make them employable. In numerous institutes, a paper called 'Relational abilities' has been presented in the third year and students are made to tune in to English discussions in correspondence labs. Understudies are prepared to partake in group interactions/ Group Discussions to share their thoughts. Notwithstanding these endeavors, the absence of capacity to impart in the English language has been a perpetual test for some engineering colleges in India.

Technical Competency for Language learning:

For **iGen/ Gen Z** and **Gen Alpha** (Jean M. Twege) knowledge imparters and learners are enriched with multiple technical options of teaching and learning. Technology showered **iGen/ Gen Z** and **Gen Alpha** with multiple options of teaching learning experiences while accessing the provided information without any time constraint, online presentations, reciprocal and task-based activities, and effective propagation of information, and distance education which is a minimal possible option in traditional classroom (Nam & Smith- Jackson, 2007)

Sampson (2003) mentioned that interactive online learning/ Web based learning includes self study texts and asynchronous communication.

Lack of Grammatical Competence:

The command over language code, rules of sentence formation and word usage, spellings, jargon focuses on grammatical competence of language users. Larsen-Freeman (2001) rightly points out, that attention to be

paid on Grammar & Language in three dimensions: form, meaning and usage. Even though students learn English language as second language or medium of instruction, qualified teachers need to teach explicitly the grammatical forms for students' language proficiency.

English language should have similarities with native languages especially speech and sound. Hardison and Debra of Michigan State University did a research towards multiple tools used in learning English as Second language.

“Studies have indicated how computer programs providing a visual display of pitch contour are effective tools for training learners for a second language (L2) to produce more native-like speech. This article reports a study conducted in a university in the USA with the 28 advanced speakers of English whose first language was Mandarin Chinese. Two computer-based tools were used to compare the effects of prosody training on two groups of participants” (Hardison and Debra M, 2005)

From the above citation based on the research and compilation of the researchers show that with regular practice through the developed tools in computers, it is likely to master native English accent. Irony is students rely/ prefer instant results.

Methodology and Procedure:

The survey conducted using Analytical Research with the help of a questionnaire in a cross-sectional of both rural and semi-urban students followed by a critical analysis of the collected data mentioning the facts and figures.

Population The target population for the study was the college students of both first-generation students as well as second and third-generation learners.

Sample Study

A Sample study composed of 30 participants was selected using the Purposive Sampling Technique to select a particular group of undergraduate learners to compose the sample as a mirror to the whole clue to the point in question.

Variables in this Research are Social Media as Independent Variable and Students as Dependent Variable. In this research, the learners are not passive but take an active role to use social media for interpreting and integrating their requirements explicitly. The theory seizes learners are conscientious of their choice in Social media to meet their educational requirements.

Literacy of a family for this study is mainly focused on parents, grandparents(both maternal and paternal)and siblings to identify the support they receive for education. Use of social media and its impact on education from the sample taken is quite clear that since the family literacy activity is less it turns out they have less encouragement to be lifelong learners, but still they were motivated to continue the education of the next generation. When discussed further (verbally) students mention that their parents take a lot of physical and mental pain and pleasure in educating them which is a boom for the next generation.

Most students feel they enjoy social media, irrespective of time, preference, information and language, but primary preference is given to the English language (Refer Figure- 10). At the same time when discussed face to face, many students considered messaging in Mother tongue (The Regional language of the Sample size is Telugu) using the English Alphabet is also considered as communicating in English.(Refer Fig-1 Question VX(4))

For instance, many students considered Whatsapp, YouTube and Instagram as social media, but not aware of what is the real meaning of social media, and what other interfaces are available. (Refer Figure: 5 “Social Media Interface do you use?”)

Also, for most students, expressing ideas and feelings on Social media is more convenient than that of real interaction. The Irony is, every student goes through real interactions in life rather than virtual interactions(refer Figure-6) that contradicts the above statement (refer Figure – 5)maximum students answering “No” to the question-“Do you have more virtual friends than real/physical) when inquired further verbally, they said they feel free to communicate as the others follow civility, or the synonyms (Communication in the Real World | Interpersonal Relations Chapter 15 “Media, Technology, and Communication” and Chapter 16 “New Media and Communication)of politeness, courtesy, cordiality, etc. Or they just reduce their prolonged expressions with emojis.

Paradoxically speaking, the survey found that there is a contradictory skew, as too much time spent on social media(refer Figure -8) but due to the present ‘Post COVID-19’ situation preferences of social media (refer Figure -7)is more than that of following trend or fun.

Teaching and Learning need to be equally collaborated for elaborative peer interaction and discussion.Students rely on social media, rather than Web-Based learning, which provide multiple tools like Basecamp, Edmodo,Live text Mindomo (Mind mapping) etc.

Even knowledge / language imparters should be open to different tools in evaluating of class progress as pandemic (COViD-19) situation that opened the doors of online teaching and learning. Tools like **Animoto**(for creation of videos, presentations, etc.),**Charles Kelley Quiz Generator** (for multiple choice questions),**Online stopwatch**(for time exams and assignments) instead of **Google Forms**(for exams& assignments), **Zoom or Google Talk**(for sessions). A breath of newness leads to creativity, but again should cross check with the compatibility of students (which lacks in the area of Sample taken).

Finally, it's discovered through this study that social media network sites are not effective in English language acquisition even though the students rely on them rather than the highly competent teachers. With auto-correction and sentence, predictions writing have become easy but verbal interaction is still a "**Million Dollar Challenge**". Students Inquisition in exploring social media and its features normally sidetrack their goals of academic activities. It is also concluded that without adult support in attending sessions using ICT and students relying on Social Media rather than peers (physical) interaction is likely less successful in (Refer Fig-6) achieving the required goals in time (Refer Fig: 8). Students spend as much time as they spend outside the school educational institutes, but due to less awareness and support students, these days rely more on social media for interaction as the parents are not literates.

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The survey is being conducted for the research regarding

"Impact of Social Media in English Language acquisition of First Generation Students." Your contribution is appreciated...

Name of the Student:			
Education:			
S.No	Topic	Yes	No
I. Literates in the Family			
1	Grand Parents (Maternal)		
2	Grand Parents (Paternal)		
3	Father		
4	Mother		
5	Siblings		
I. Do you have a Phone			

1	Keypad				
2	Smart Phone				
3	Use Parents or Siblings				
III. Do you use Social Media					
IV. Do you use Social Media through mobile only					
V. What Social Media interface do you use					
1	Youtube				
2	Whatsapp				
3	Twitter				
4	Instagram				
5	Facebook				
6	Tik Tok				
I.	You have more virtual friends than real/physical.				
I.	Easy to express ideas and feelings on Social media				
I.	Social Media primarily used for	Education	Fun	Follow trend	others
K.	Time spent on Social Media	30 minutes	1 hour	2 hour	No idea
K.	Time spent on Social Media for Education				
	Topic	Yes	No	May be	Can't say
I.	Do you prefer English over mother tongue for interaction				
I.	Do you agree with Social Media can be an effective tool for e-learning				
I.	Do you find any information related to your education on Social media				
V.	Did you find any change in your English language usage				
V.	Communication in English while using Social Media				
1	Listening				
2	Speaking				
3	Reading				
4	Writing				

Figure 1: Questionnaire

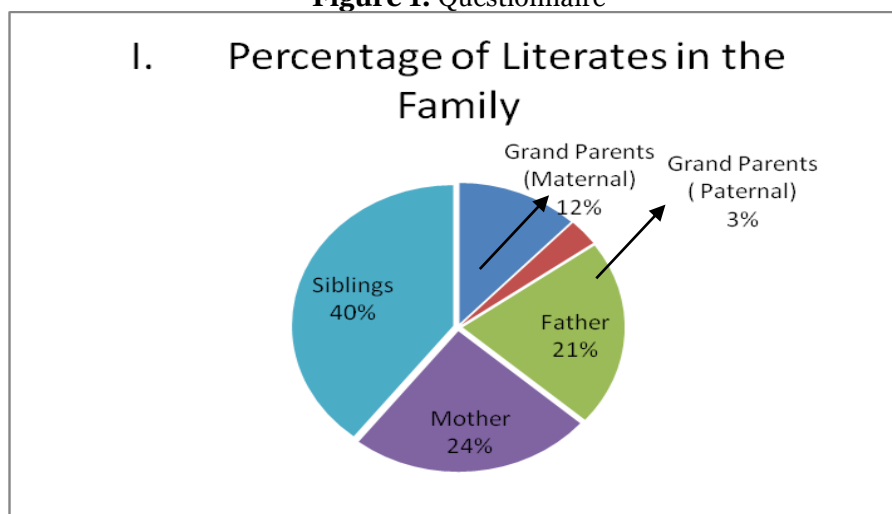


Figure 2: Literates in the Family

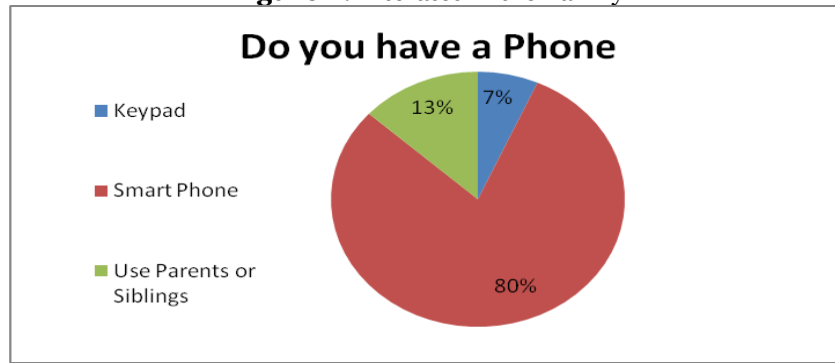


Figure 3: question II of questionnaire (Refer Fig:1)

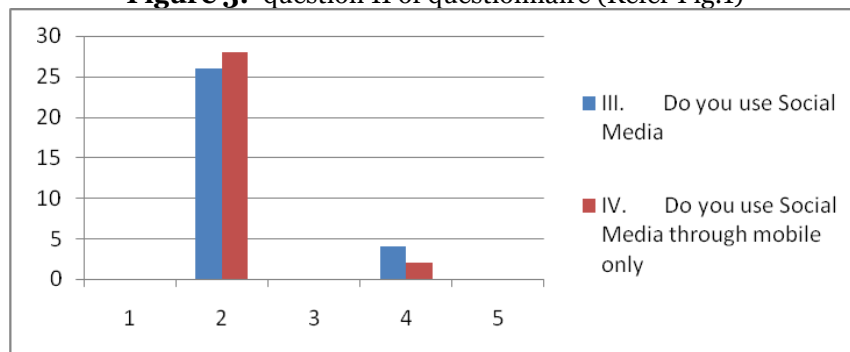


Figure 4: Use of Mobile

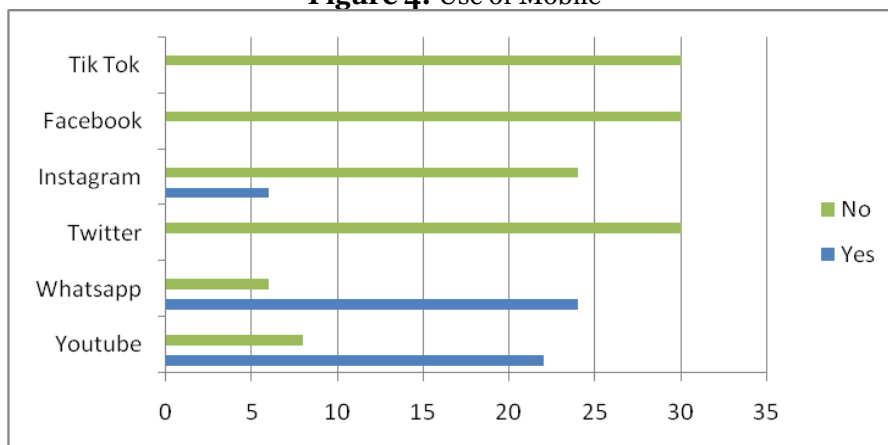


Figure 5: What Social Media interface do you use?

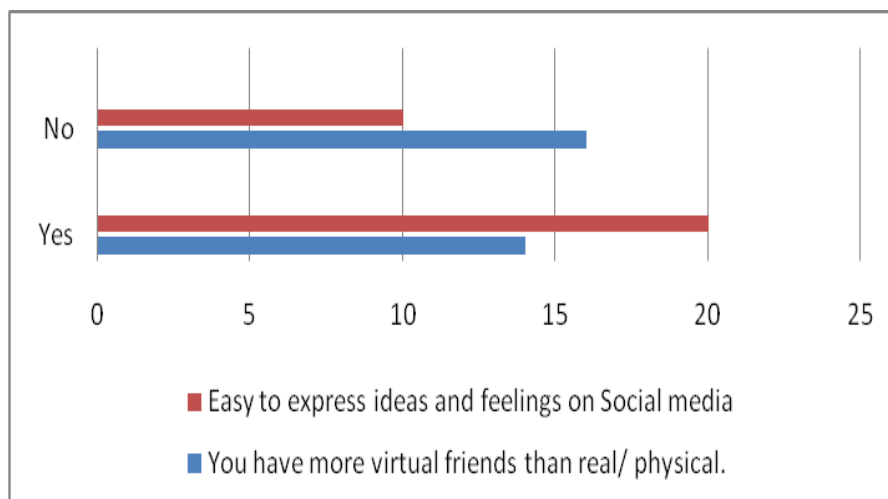


Figure 6: Question Vi & Vii of Questionnaire (Ref. Figure 1)

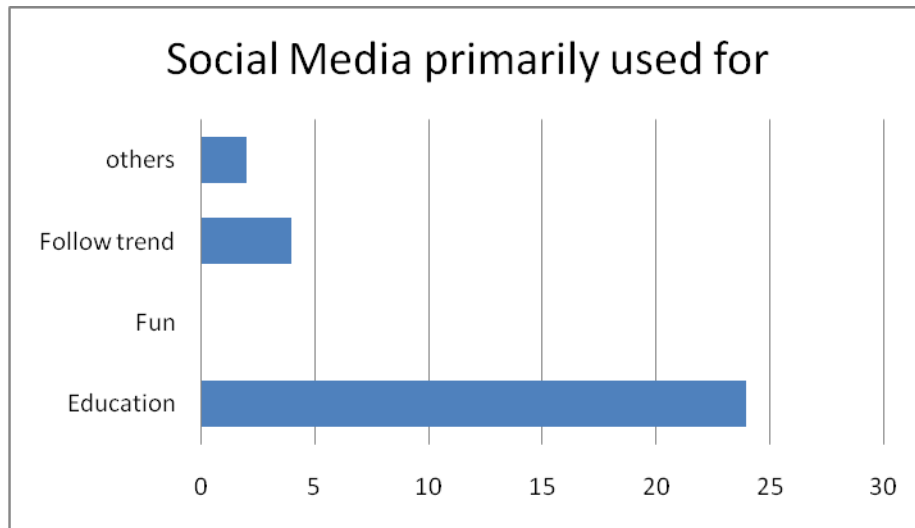


Figure 7: Primary use of Social Media

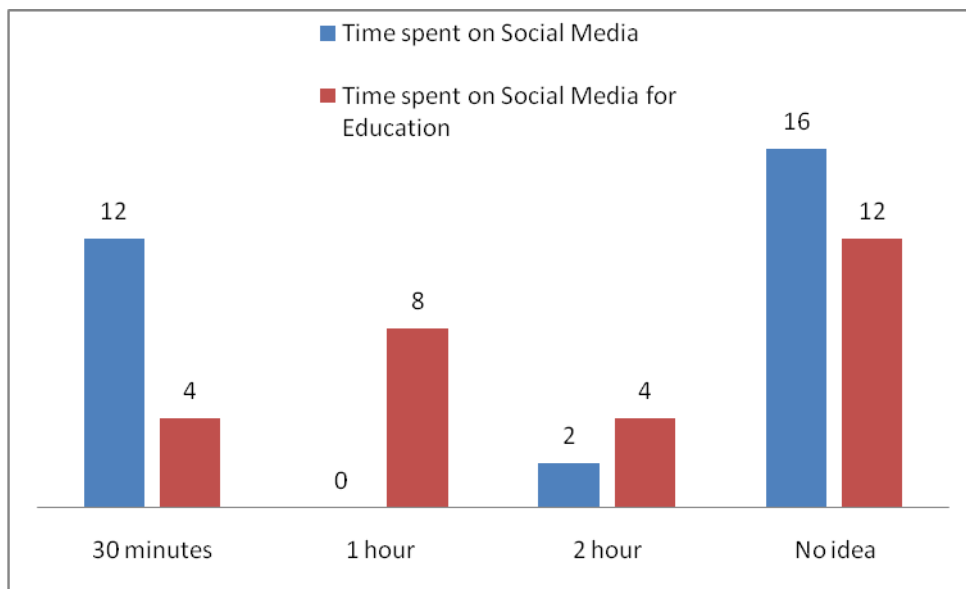


Figure 8: Time Spent on Social Media & Time spent on Social Media for Education.

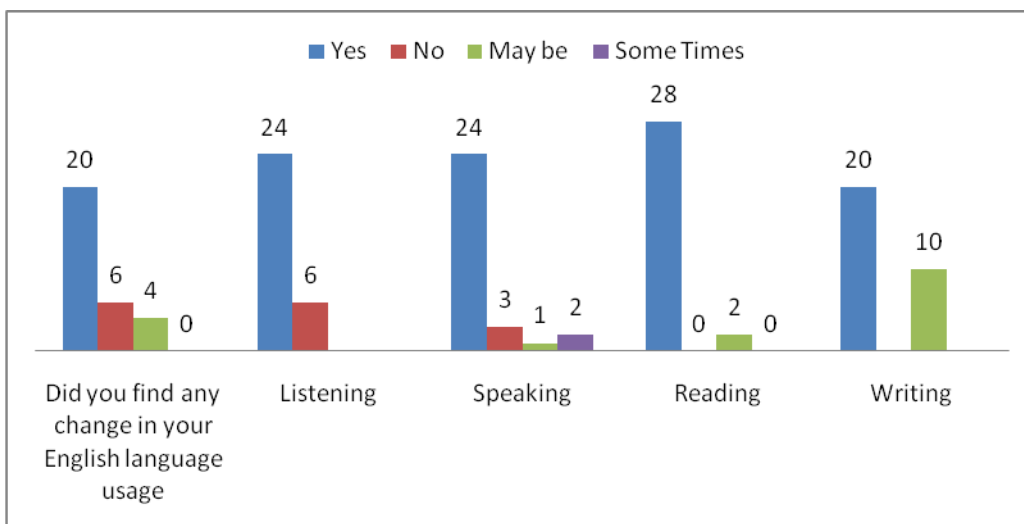


Figure 9: Information in Social Media for Education, e-learning & English Language