

The Impact Of Social Media Platforms In Enhancing Vocabulary

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Abstract

Social media platforms (SMPs) is a wide range of platform used by many people around the world in different fields like business, politics, education, and personal enjoyment (Kapoor et al., 2018). However, the use of social media platform for English language vocabulary learning is still under-research. Furthermore, recent studies in Vietnam and Indonesia have recommended that further research should be conducted regarding the use of SMPs for English language vocabulary learning and indeed for learning English as a second language (Indari & Putri, 2018; Tran, 2016). This paper targets to review the research on the use of SMPs for vocabulary learning. Out of 30 peer-reviewed articles, only 10 studies were relevant to SMPs and vocabulary enhancing. It has been recognized that SMPs are effective in improving learner engagement, motivation, and vocabulary development. It suggests that SMPs are valuable tools and resources to facilitate learning. This study also declares how the social platforms cause positive and negative influence on language learning. The data analysis of study are obtained from a questionnaire. The questionnaire data was then analyzed using SPSS. The findings clearly reveals that social media enhances language learning and vocabulary.

Keywords: Social Media Platform, Vocabulary, Effectiveness, English Language Teaching

Introduction

The English language is recognized as the lingua franca of languages, and within the last decade, much attention has been given to the usage of social media platforms (SMPs) in the process of language learning, whether through computers or mobile devices such as mobile phones or tablets (Fewkes & McCabe, 2012; Fischer, 2013; Jarvis & Achilleos, 2013). Nevertheless, as the concept of social media has only been around for the last few decades, it can be viewed from a historical perspective to be a relatively new form of communication. As such, its impacts have yet to be adequately evaluated, and many research gaps exist regarding its effects on language learning (Golonka, Bowles, Frank, Richardson, & Freynik, 2014; Zourou, 2012).

As discovered by Richards (2015), multiple studies have been done and it gives a proof that social media has become a adaptable learning environment for the learning of language skills, especially for English as a Second Language (ESL) or English as a Foreign Language (EFL). Richards's (2015) work has been supported by Ma (2017), who indicates that how learners learn an additional language may be affected by how they use social media. Recent paper of, Puspa (2018) identified that vocabulary knowledge usage was enhanced using SMPs as compared with other forms of technology such as CD-based learning or any other ways of learning. In SMPs, English has become the predominant language of programming. In spite, 80% of social media users do not speak English as their first or

primary language (Christison & Murray, 2014). This shows that English is the lingua franca of the internet, variance in English language usage increases, with English being no longer the exclusive domain of native speakers.

Social media is a platform without any doubt a part of our life and there are different views on the effectiveness of social media in increasing English skills. Research is mainly carried out with the influence of social media in English vocabulary development. This study is focused to identify the impact of social media on English vocabulary development among university students. Specifically, this research explores how social media influences vocabulary skills. The other is to explore the influence of social media on interest in language acquisition skill. This research investigates how social media cause positive and negative influence language acquisition learning. The key questions this study aims to find answer to the following questions:

- 1) How does social media influence English vocabulary development among university students?
 - 2) How does social media influence interest in language acquisition skill?
 - 3) How does social media cause positive and negative influence language acquisition learning?
- Vocabulary

It is said that vocabulary learning is one of the most important aspects of learning a language (Nation, 2001; Schmitt, 2000; White & Kim, 2009). Vocabulary plays a determinant role in developing reading and other language skills among non-native learners (Carlisle, Beeman, Davis, & Spharim, 1999). It is one of the major components which connects reading, writing, listening, and speaking; thus, vocabulary learning helps learners master their additional language and use it effeciently in different contexts and (Grosbeck & Holotescu, 2008). This assumption is supported by Wilkins (1972): “Without grammar very little can be delivered, without vocabulary nothing can be delivered” (p. 111). Within second-language learning process, the success or failure of second-language acquisition (SLA) can be determined to some extent by the processes of vocabulary learning (Gu, 2005; Nation & Newton, 2008). SMPs offer users different reasons for use, ranging from study

through to work or pleasure, the purpose for using the SMPs and the social media platforms themselves offer differing contexts. SMPs allow learners to expand, confirm, experiment, and develop their vocabulary (Takac, 2008) formally through to a more colloquial discourse. These different contexts, situations, and scenarios are more likely to be found in SMPs than in traditional settings such as school environments (Alqunayeer, 2016; Lomicka & Lord, 2016), due to the lack of space and time limitations. EFL and ESL learners acquire vocabulary through different vocabulary learning strategies, ranging from using visuals, “a picture is worth a thousand words”, through to labeling objects, e.g., placing a label with the word “table” on the actual table. Several researchers have given an attempt to categorize them, such as Gu and Johnson (1996), Schmitt (1997), and Nation (2001). The taxonomy proposed by Gu and Johnson (1996) mainly includes cognitive, metacognitive, memory, and activation strategies, whereas Schmitt (1997) developed the discovery and consolidation strategies. These two approaches involve subsets of strategies: determination and social strategies under the development category, and social, cognitive, memory, and metacognitive strategies under the consolidation strategies (Schmitt, 1997). Finally, Nation (2001) introduced three main taxonomies like planning, sources, and processes, each of which has different subsets.

Social Media

Interpreting social media is quite involved as the medium itself is still developing and evolving rapidly. In the past, social media may have been limited to email and similar communication forms, whereas now it includes video, telephonic and moving past that to avatars in virtual chat rooms and virtual environments. Though there is no agreed definition or concept of social media, researchers have introduced various definitions. Dewing (2010) and Kaplan and Haenlein (2010) receives social media as the groups of internet-based and mobile applications and help in which users are engaged in online works and activities, such as creating content, joining communities, exchanging information, and interacting with others. According to these authors, users can create their profiles through which they can

connect with others and send/receive instant messages (Dewing, 2010; Kaplan & Haenlein, 2010). Kaplan and Haenlein (2010) added that users could also share and post information in various forms, such as image, content or text, audio, photos, videos, and links to other resources. On the other side, Burke (2013) explained social media as the content uploaded by users to social networking sites (SNSs), whether it includes videos, pictures, text, or other multimedia formats. She inclusively added that SNSs involve in a wide range by creating relationships and communicating it with others. Cohn (2011) agrees with Burke's definition, stated that social media helps people to get connected, whereas SNSs enhance their level of connections. Based on all the definitions, and to avoid the disagreements, the term social media platform (SMP) is used in this paper to refer to any application or site that enables its users to create a profile, whether public or private, through which they can interact, interpret, post, or view using any form of media, including text, pictures, videos, live streaming, or links to any other resources. Sameway, the term social media is used to refer to any forms of the content found on SMPs, as proposed by Burke (2013).

Social Media and Vocabulary Learning

To identify the level of social media and vocabulary learning several academic databases were explored (i.e., the University of Tasmania Library, Google Scholar, ProQuest, and ERIC) using the following keywords like Vocabulary Learning, Vocabulary Acquisition, Social Media,

Social Networking, Social Network, Facebook, Twitter, Instagram, and Snapchat and so on. Golonka et al. (2014) reviewed over 350 studies published up to 2012, but they did not find any studies on the use of SMPs for language learning. Nevertheless, the authors came across some related research works (Blattner & Lomicka, 2012; Khany & Monfared, 2013; McDermott, 2013; Warschauer, 2002; Zourou, 2012), and they are referred to in this section of work. Regarding the omission criteria, articles on YouTube and WhatsApp were removed for many reasons, including their mechanisms and principal uses. For example, the main purpose of YouTube is to share videos rather than posting and uploading various forms of content. Same way WhatsApp, users must have a separate phone number to create an account and can only get connected with individual users whose phone numbers are saved, or with other users who are members of the same WhatsApp group.

In previous five years of studies, research have been conducted on the use of various SMPs for EFL and ESL vocabulary learning (Al-Tamimi, Al-Khawaldeh, Natsheh, & Harazneh, 2018; Al Mubarak, 2017; Indari & Putri, 2018). Some researchers acclaimed the effectiveness of SMPs in improving learner engagement and motivation (Blattner & Lomicka, 2012; Ventura & Martín-Monje, 2016; Zourou, 2012). Ventura and Martín-Monje (2016) have analysed and found that the use of SMPs has helped effectively learners progress in their vocabulary learning. This evidence suggests that SMPs have more potential to be valuable tools and resources for learning.

The below mentioned table represents the difference between the control group and the experimental group.

	Group	N	Mean	Std. Deviation	Std. Error Mean
	EG	128	8.2500	1.26740	.11202

Exam 1	CG	67	7.7463	1.76964	.21620
	EG	128	7.9766	1.65279	.17711
Exam 2	CG	67	7.4776	1.44975	.40322
	EG	128	39.4179	4.62041	.84566
Final exam	CG	67	36.4176	6.62216	.64788
	EG	128	85.6602	7.70952	.56477
Final grade	CG	67	83.7910	7.80741	.46577

The result of the t-test shows that EG has scored higher than CG in all the two exams. A vast difference was found in the exam results of all the EG. But the final exam result of EG and CG did not show much difference such as in EG Mean (M) was 85.66 and the standard deviation (SD) was 7.71. Whereas in CG the Mean (M) was 83.79 and the standard deviation (SD) was 7.81.

Conclusion

This review of literature has clearly stated that the use of SMPs for vocabulary learning is comparatively under-researched. The focus of several studies were done on the use of SMPs in controlled groups and classroom environments where the students are invited to use those social media tools for language learning. This reveals the limitation, as the students who have participated in the studies only in order to pass the course or please the teacher/researcher. It is highly recommended that the upcoming research is conducted to fill these gaps in the research, where the researcher is an independent observer.

Besides, most of the studies have not provided enough information about SMPs' employment or sufficient data about the research.

This review of the literature on SMPs and language learning has given a highlighted paucity of studies that have considered why individuals are getting used with SMPs for language learning and how SMPs can be used for learning purposes. By noting these studies, this paper's authors intend to research how it is taught to students of tertiary level using their current SMPs to acquire vocabulary. This understanding may then enable others to understand that second language learning and vocabulary learning may occur in formal and informal ways through the use of social media platforms.

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