

**A CASE STUDY: AN IMPACT OF FACEBOOK ON ENGLISH AS A SECOND LANGUAGE (ESL) LEARNING IN HIGHER EDUCATION INSTITUTIONS**

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**ABSTRACT**

In modern age Facebook is most wide spreading, popular and vital social networking tool for social interaction and learning English language as well and usually students use Facebook for different purposes like, education, communication, business and marketing. In many researches have focused on user behaviors using wrong English Language in sentences, words and code mixing in texts, pictures and videos. The purpose of this research was to investigate the impacts of Facebook on English as a Second language in Higher Education Institutions. Qualitative method was used to conduct the research because it helps deeper to investigate the problem. In addition, it is more useful for educational purpose and suitable for small population. Participants of the study were the undergraduate students of the Shaheed Benazir Bhutto University, Naushahro Feroze Campus aged from 20 to 25 years old. Web based survey was used on Facebook to collect the data. Group posts were categorized into three user interfaces like, text, pictures and videos. Findings the study depicted negative impacts of Facebook on English as a second language.

**Key Words:** Facebook, Social Media, Code Mixing, Text Messaging, Communication.

**INTRODUCTION**

Current time is the age of technology and students are dependent on the modern technology. Technology helps a lot in communication and it has left back the old methods of communication. Because of technology work and communication have been so easy and fast. The work which had taken years to complete now a days it is completed on months and days. Communication messages and letters used to reach in months to the people now days message is conveyed and received in seconds.

English is international language and it is used as main source of instruction in the higher education intuitions. British Standard English is followed in Pakistan because it is the gift of the British Empire before partition. Technology has a great impact in learning English like, Facebook, Twitter and What up are major source of Social Networking which are used for better and fast communication around the world. Students also learn and teach English through these Social Networking Medias. In this regard, students use messaging in their academic writing. Special groups are made on Facebook for learning English. From literature it has been found that English is the most used language in text messaging on Social Networking. Wrong use of Social Networking like, Facebook has also wrong impacts on Standard English. According to Rankin (2010) mentioned that text messaging has wrong impacts on student's grammar usage, spelling and abbreviated words. In addition, such wrong usages disturb the correct use of English Language.

### **IMPORTANCE OF THE STUDY**

Facebook is considered one of the source of learning English language. Its positive or negative interaction influences on English language because it is easy and cheaper source of communication. In higher education institutions English is main language of communication and students interact usually with others through text messaging, pictures and video. Ashrat (2013) mentioned, Internet, Facebook, Cellphone, Chat rooms, Twitter and WhatsApp are leading center of technological instruments for instant communication. These Technological Medias have huge negative and positive impacts of English as a Second Language. In addition, Facebook is informal media of learning, teaching and communication. As Meshamaite (2005) proposed, Technological Medias have harmful impacts on English Language Proficiency and communicators commit errors in grammar usage, spelling and sentence structure on Facebook in instant messaging, pictures and videos interaction. The purpose of this study is to investigate impacts of instant and text messaging on the English Written Language (EWL) in Higher Educational Institutions.

### **PROBLEM STATEMENT**

As a teacher, I have often found that in Higher Education Institutions students make lots of mistakes writing in Standard English. Meshamaite (2005) suggested that students make unlimited mistakes in grammar usage, spelling and sentence structure through text messaging in Facebook. Further, students do not usually write in formal English in text messaging and comments in Social Network like, Facebook and they use:

- Short sentence
- Abbreviated words
- Make grammatical errors in sentences

Statement problem is to find out above mentioned errors and how these mistake impact on English as a second language and that thing motivated me to select and researchon this issue in

Shaheed Benazir Bhutto University (SBBU), Naushahro Feroze Campus District Shaheed Benazir Abad.

## OBJECTIVES

In this study objectives are:

- To investigate impact of Facebook on English as a second language in Higher Education Institutions
- To explore the interaction of texts and pictures for English as a second language
- To examine the interaction of videos for English as a Second Language

## 5. Research Questions

- How text, picture and video interactions impact on English language?
- Do texts, pictures and videos interaction have diverse impacts on English language?
- What extent Facebook language has negative impacts on English language?

## SCOPE THE STUDY

Facebook is used as the modern technological instrument to improve English in Pakistan. Ayden (2012) mentioned that Facebook is source to improve human interaction and communication and it is useful tool to enhance English language learning. In higher education students also obtain benefits from Facebook to learn English through text messaging, video sharing and picture sharing.

Students also use wrong language in Facebook as Meshamaite (2005) suggested that students make unlimited mistakes in grammar usage, spelling and sentence structure through text messaging in Facebook. Thus, on one hand wrong Facebook English impacts a lot on Standard English, on the other hand students become habitual to commit mistake in English and such errors are not only decadent for Standard English but also for their educational and future professional career. The main scope of the study to provide constructive information to people that how Facebook leaves positive and negative impacts on English.

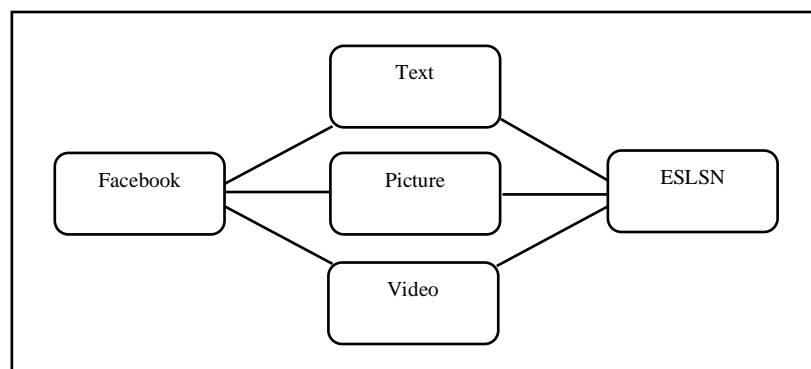
## LIMITATIONS OF THE STUDY

This research carefully constructed and designed. In this regard it reached designated aims but every research contain certain flaws and limitations. As Dang Thi Kim (2013) mentioned, every research has certain limitations, flaws and weaknesses. Moreover, this study contained limitations and first, due to time, the study conducted on small population only two Information Technology (IT) and Business Administration (BBA) departments of the SBBU, Naushahro Feroze campus. Generalizing it to the larger population it should have involved large population

at different levels. Second, Facebook group was made to get students responses from text messaging, pictures and videos interaction and that strategy might give more helpful information in finding impacts on English as a second language. It seems students slow responses not to find out desired impacts of their interaction on Facebook group. Finally, research sight selected Shaheed Benazir Bhutto University Naushahro Feroze Campus because actual problem found there in students communication in English. It should have involved the other Higher Education Institutions to find out more impacts of students interactions on English language.

## THEORETICAL FRAMEWORK

Literature mentions, Facebook is huge source of communication and power to share information for the people around the world and it is making the world connected, alive and open minded. According to Facebook survey (2011) about 5 million active user were using Facebook for communication, to share information through messaging, pictures and videos. Different features of Facebook are used for communication and sharing information such as, comments, unlike, like, links, blogs, info, wall, sending and receiving messages, picture sharing and video sharing. In this regard, mentioned features of Facebook are the source for improving English. These features of Facebook have also positive and negative impact on English as a second language. Theoretical framework of the study is mentioned bellow that discuss the Facebook interaction features and their impacts on English as second language.



**Fig.1.** Study Theoretical Framework

## LITERATURE REVIEW

Facebook is huge source of communication and power to share information for the people around the world and it is making the world connected, alive and open minded. It plays important like a bridge for communication for the uses and the other world. In addition, chat rooms, blogs, likes and unlike are key features of Facebook where user communicate with people. In education and higher education institutions Facebook is very useful for the students for learning one of the most spoken language in the world, English. Facebook is constructive tool of learning and sharing language as Aydin (2012) mentions, in education information technology play useful role for language learning and communication. Further, he mentions that to increase language knowledge and skills Facebook is useful technology of the time and it is best factor for

students learning motivation for language learning. In addition, Facebook provides online English learning environment for students as Kabilan et al. (2010) mentioned, students believe Facebook provides online atmosphere for learning English and as it is formal platform to improve language skills, motivation and confidence to communicate in English. For more useful learning Kabilan (2010) suggested, instructor need to suggest Facebook as students tool for more easy way for language learning. In this regard it creates positive image toward English as a second language. It is found, Facebook is source of broadening students' knowledge and confidence. Md Yunus et el (2012) reported, discussion and writing methods through Facebook broaden students' knowledge and become helpful to increase confidence in English as Second Language. Moreover, literature shows, Facebook messaging improve students literacy as Craig and David (2008) proposed, Facebook messaging has huge impact on English literary to increase student's knowledge of English in oral and written.

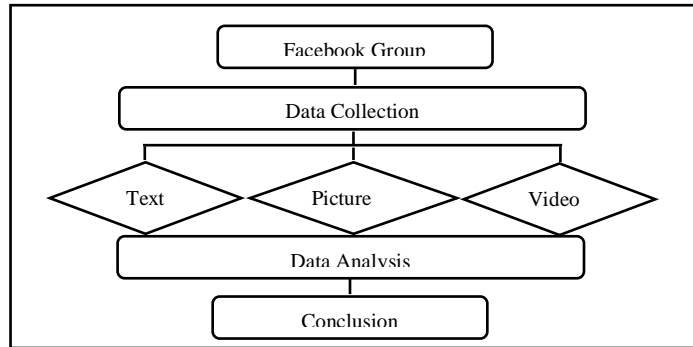
Facebook has negative impacts on learning and teaching English. Craig (2003) mentioned, messaging also disturbs student's literacy because student's engage in undesirable reading and writing due to informal use of abbreviated words and jargon. Hence, such use damages student's actual English language skills. In addition, social networking has negative impact on student's performance. According to Meshamaite (2005) mentioned, students make mistakes in written composition and they commit errors usually in grammar usage, spelling and sentence structure in text messaging on Facebook. Students become habitual committing language errors because they consider usually Facebook informal way of communication.

## **METHODOLOGY**

In this study qualitative approach is used. It helps to understand the problem in profound manner. Cohen (2007) mentioned, Qualitative Research provides comprehensible approach to uncover the opinion and problem in deeper way.

Structured statement were given in form of posts, pictures and videos for collecting data and it was based on web-based survey on Facebook. Further, method included students participation and after it observation and analysis of participants interactions. Because respondent were advised to comment on text, picture and videos with open choice of comments according to their knowledge.

## **RESEARCH DESIGN**



**Fig.2.** Research Design of the Study

**RESEARCH SIGHT**

The research is conducted in 2017 and sight selected Shaheed Benazir Bhutto University (SBBU), Naushahro Feroze Campus.

**RESEARCH POPULATION**

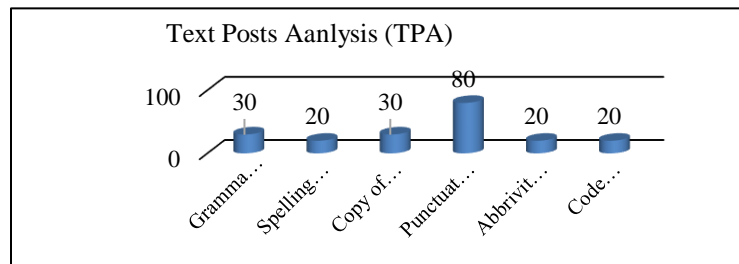
Population of the research was the undergraduate students of Department of Business Administration (BBA) and Department of Information Technology (IT), Shaheed Benazir Bhutto University Naushahro Feroze Campus. Student’s age ranged from 20 to 25 years old.

**DATA ANALYSIS AND DISCUSSION**

Data analysis considered a major part of the research. Cohen (2007) mentions, accurate data analysis brings desire results of the research.

For this study a Facebook group created, named Students Response on Social Networking for English Language. In addition, two departments selected, one Business Administration (BBA) and other Information Technology (IT) at SBBU, Naushahro Feroze campus. Three categories created for the posts on Facebook, one in text, second in pictures and final in videos. Further, total posts were six; two posts were in texts, two posts were in picture and two posts were in videos. Analysis of all posts mentioned categorical below.

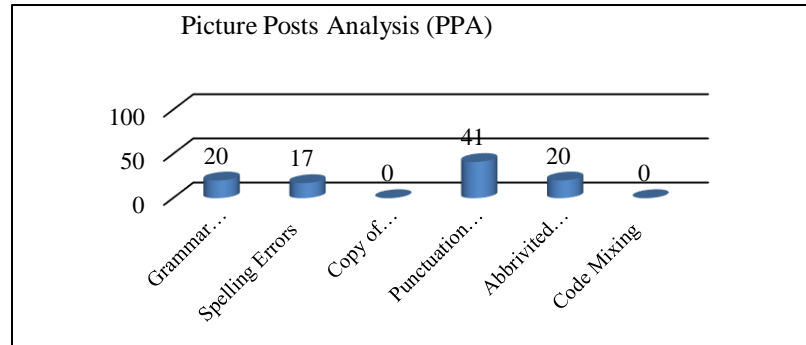
**A. Text Posts Category Analysis**



**Fig.3.** Text Posts Analysis

Figure three shows the analysis of the two text posts. Total responses were fifty-four in the text posts. Further, in the text posts respondents made different errors such as grammar errors 30%, spelling errors 20%, comments copy 30%, punctuation errors 80%, and code mixing 20% and abbreviated words 20%. In this regard, mostly mistakes made in punctuation, grammar and comments copy.

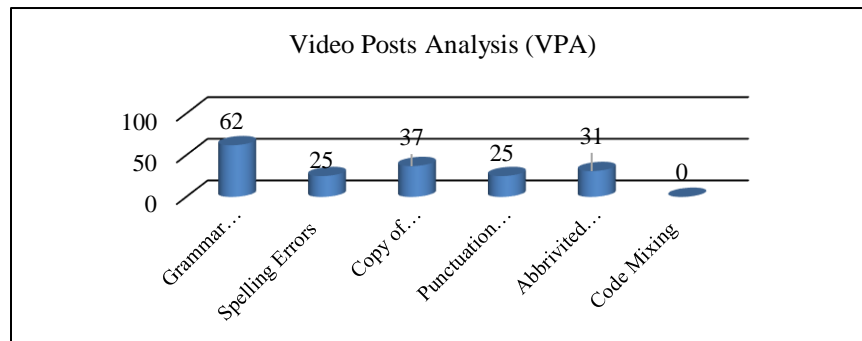
**B. Picture Posts Analysis**



**Fig.4.** Picture Posts Analysis

Figure four mentions the analysis of the tow picture posts. Combined results of the two posts are given. In the picture posts, one was about the beautification of the new constructed flyover costs 660 million to complete in four months and the other post related to the carbon pollution in China, Pakistan and India. Thirty-four were total responses in picture posts. Respondents made errors in English writing while commented on picture posts. Grammar errors 17%, punctuation errors 41%, abbreviated words 20%, code mixing 00%, comments copy 00%. Most error are in comments copy, punctuation and grammar. Picture posts punctuation 41% errors are less as compare to the text post punctuation error 80%. Grammar errors 30% were more as compare to grammar errors 20% in picture posts. Comments copy and code mixing are zero in both the picture posts and the text posts

**C. Videos Posts Analysis**



**Fig.5.** Videos Posts Analysis

Figure five describes the combined analysis of the two videos posts. The two videos related to the Intermediate Education System of Punjab (IESP) Province in Pakistan. Video posts total responses were Twenty-six. The respondents made errors in English language writing in comments on videos such as abbreviated words 31%, code mixing 00%, punctuation errors 25%, comments copy 37%, spelling 25% and grammar errors 62%. Consequently, most errors are made in grammar comments copy. In video posts grammar errors 62% are more as compare to the picture 20% and text posts 30%. In video posts spelling errors are 25% which are more from picture and text posts. Further, punctuation errors in video posts are 25% which are less from picture posts errors 41% and the text posts errors 80%. Comments copy in video posts are 37% which are more from picture posts errors and the texts posts errors. Abbreviated words errors are 31% in video posts while this ratio exceeds from both picture 20% and text 20%. Thus, code mixing is zero in video posts.

**D. Final Comparative Result of Text, Picture and Video Analysis**

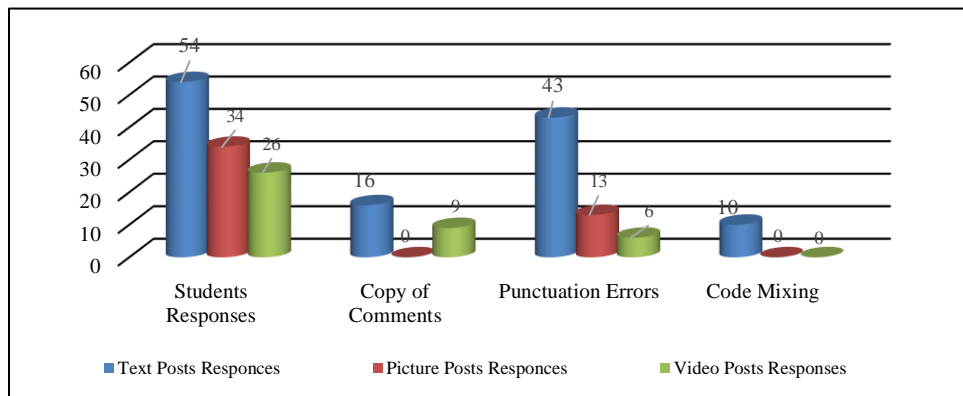


Fig.6. Comparative Results of Texts, Pictures & Videos

In figure six comparative result has depicted of text posts, picture posts and video posts. Text posts respondents is 54 that is more from video posts 26 and picture posts 34. Sixteen students made errors in text posts while zero students in picture posts and nine students in video posts. Further, forty-three students made errors in text posts and that number is more from video posts and picture posts. Further, number of students of code mixing in text posts is more as compare to picture and video posts. In text posts 10 students have done code mixing in their communication while in the picture and the video their number is zero. In this regard, students have responded more in text posts. That was the main reason that their errors are more in text posts as compare to picture and videos.

**CONCLUSION**



Facebook as social networking is the major instrument to teach English as a second language in higher education institutions. It provides convenient sources for researching, learning and interacting in English language not Pakistani students but also with abroad students. English language has positive and negative due to Facebook language. Students use informal and improper English during Facebook interaction. Wrong Facebook English is making Standard English worse. Evidences of the study depict negative impacts on Standard English such as sentence structure, spelling, punctuation errors, abbreviated words and code mixing. Therefore, such errors not only violate the rules of Standard English but they will also be harmful for the student's professional career.

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