



THE ROLE OF SOCIAL MEDIA IN TEACHING FOREIGN LANGUAGES

Karimova Dilafruz Javlonbek Qizi

*Chirchik State Pedagogical University Faculty of Tourism
Department of Foreign Language and Literature(English)*

Bachelor degree student

Jumaeva Nasiba Komil qizi

*Chirchik State Pedagogical University Faculty of Tourism
Department of Foreign Language and Literature(English)*

English teacher

Abstract: This article discusses the impact of Social Media on the current landscape of English teaching and learning. Initially emerging from the realm of Social Networking, Social Media has long been part of informal education through avenues like teleconferencing and distance learning. Over time, it has evolved into a more advanced platform known as e-learning. The utilization of newer Social Media platforms such as Facebook and YouTube has sparked debates and diverse opinions, as evidenced by various studies. Consequently, there is a need to reassess the roles of teachers and learners, along with their emotional and attitudinal responses to the use of Social Media in education, given its inevitable integration into our daily routines.

Key words: *Immersion, Self-Direction, Social Media, Pronunciation, WhatsApp, Instagram, YouTube, Facebook.*

INTRODUCTION

It's fascinating how social media platforms have evolved beyond personal use into powerful tools for education. Integrating technology like social networking sites into language classes can indeed provide more engaging learning experiences. The ability to exchange information, engage in interactive environments, and interact with both peers and teachers can significantly enhance the learning process. Plus, with the prevalence of access to these digital platforms, educators have a wide array of tools at their disposal to create dynamic and effective learning environments. It's exciting to see how these technologies continue to shape and enrich educational practices. Social media platforms have transformed communication and information sharing in both personal and professional spheres. According to Hagler (2013), these digital tools serve various purposes such as communication, discussion, private



messaging, and sales. They enable users to create, share, and exchange information with specific groups of individuals. As social media usage permeates all aspects of life, including education, there has been significant research into their pedagogical and social benefits. Particularly in language education, online social media tools like Facebook, Twitter, Instagram, and YouTube are increasingly seen as valuable resources for teaching and learning English (Abe & Jordan, 2013; Chartrand, 2012; Seaman & Tinti-Kane, 2013). Scholars highlight that leveraging social media effectively can enrich the learning experience by fostering information exchange, facilitating interactive environments, and promoting student-teacher and peer interaction.

LITERATURE REVIEW

The landscape of self-directed language learning has been reshaped by digital technology, offering numerous online tools and platforms with immense learning potential. The Common European Framework of Reference for Languages (CEFR), established in 2001, places significant emphasis on the ability to independently communicate in a language (McDermott, 2013). The widespread adoption of information technologies, particularly social media, has become ubiquitous in both everyday life and academic circles. Social media platforms encompass various formats, including blogs, social networks like Facebook and Instagram, microblogs such as Twitter, wikis like Wikipedia, video podcasts, and photo-sharing apps like Snapchat, enabling diverse forms of interaction.

Applications like YouTube, Facebook, Twitter, and WhatsApp have profoundly impacted social interaction and information exchange within student and teacher communities. Educational technology motivates learners by fostering independent learning, engagement, collaboration, and accommodating various learning styles. Recent studies emphasize the inherently social and interactive nature of language acquisition, suggesting that leveraging social media enhances learning experiences. The dynamic nature of social media makes language learning less daunting and encourages increased effort from learners.

Utilizing electronic devices and social media enables collaborative learning and resource sharing among peers (Gikas & Grant, 2013). While there are both benefits and drawbacks to incorporating social media and mobile devices in education, the advantages primarily lie in the accessibility of course materials, videos, and lesson plans. Students perceive social media and mobile devices as the most accessible and cost-effective means of staying updated on current topics. Studies conducted in Western countries indicate that utilizing online social media for collaborative



learning significantly impacts students' academic achievements and satisfaction (Dhanya, 2016; Namaziandost & Nasri, 2019). These studies suggest that social media offers diverse opportunities for improving language skills and fosters ongoing, relevant dialogue, ultimately enhancing language production and reducing anxiety among learners.

DISCUSSION AND RESULT: Social media, with its interactive nature, provides learners with the opportunity to engage freely with others in a setting that closely resembles natural communication. When learners are immersed in an environment where the foreign language they are studying is used for instruction, they can competitively acquire new languages. This immersion can take various forms, such as partial immersion, where learners are exposed to both their native language and the foreign language they are learning. In this approach, students learn new concepts in their native language while also developing competencies in the foreign language. Technology, particularly social media platforms like Facebook and WhatsApp, can facilitate such immersion. Learners can join language-specific WhatsApp groups and Facebook pages, enabling them to use both their native and target languages for learning.

The use of these technologies enhances language teaching and learning by providing greater flexibility and accessibility. Learners can access content anytime and from anywhere, allowing for continuous immersion into the language learning process. Online learning also enables independent study, supplementing the content provided in traditional classroom settings. Learners can choose to either advance ahead of class materials, improving their understanding and retention, or review content taught in class to reinforce learning.

Overall, social media platforms enable learners to immerse themselves in environments conducive to learning foreign languages, regardless of physical location. This approach makes language teaching and learning more cost-effective, as immersion allows for more efficient language acquisition. Immersion, in language teaching, involves using the target language as the primary mode of instruction to enhance learners' proficiency. Through social media platforms, instructors can expose learners to situations where they can use the language in daily interactions, fostering comfort and proficiency. Additionally, learners can utilize built-in social media tools like translation features to improve their understanding of the new language. Immersion becomes more effective when students interact not only with fellow learners but also with instructors, creating a supportive environment for language acquisition.



CONCLUSION:

Social media serves as a potent resource for language learning and practice. Through these platforms, learners can connect with native speakers, honing their language skills through interaction. Additionally, they can access a wealth of resources tailored to enhance their language acquisition journey. In summary, social media's significance in education cannot be overstated—it elevates student engagement, encourages collaboration, and bridges classrooms with real-world contexts. Ultimately, it enriches learning experiences and cultivates global communities of learners.

REFERENCES

1. <https://scholarworks.uark.edu/>
2. <https://www.learninglanguages.eu/social-media-support-in-learning-foreign-language-challenges-strategies-for-the-21st-century/>
3. Chun, D., Kern, R., & Smith, B. Technology in Language Use, Language Teaching, and Language Learning. *The Modern Language Journal*, 100(S1), 64-80, 2016 [Accessed Nov 13, 2019]. <https://doi.org/10.1111/modl.12302>
4. Bozalek, V., Ng'ambi, D., and Gachago, D. Transforming Teaching with Emerging Technologies: Implications for Higher Education Institutions. *South African Journal of Higher Education*, 27(2), 419-436, 2013 [Accessed Nov 13, 2019]
5. Lai, C., Shum, M., & Tian, Y. Enhancing Learners' Self-Directed Use of Technology for Language Learning: The Effectiveness of an Online Training Platform. *Computer Assisted Language Learning*, 29(1), 40-60, 2016 [Accessed Nov 13, 2019]. <https://doi.org/10.1080/09588221.2014.889714>
6. S. Hussin, M. Y. Abdullah, N. Ismail, and S. K. Yoke, "The Effects of CMC Applications on ESL Writing Anxiety among Postgraduate Students," *English Lang. Teach.*, vol. 8, no. 9, p. 167, 2015. <https://doi.org/10.5539/elt.v8n9p167>
7. Turoпова F.M. Characteristics and definitions of language. / www.journal.namdu.uz/ NamDU ilmiy axborotnomasi 2023 yil, 4 son./ pages 288-293
8. Turoпова F.M. Words and word combinations to form the lexical system and cultural aspects of the English language. / International conference on developments in education, sciences and humanities. www.econferencezone.org. Pages 377-379