



Social Media's Impact On English Language Students Study In Dharwad District

SMT. VIJAYLAXMI PATIL

Assistant Professor and Head Department of English

Shri M, B Halli Government First Grade College Annigeri

Abstract:

Introduction: Social media has a big effect on how students in Dharwad district learn and use the English language. It gives them chances to practice their language skills and see different ways people communicate. However, it also brings some problems, like grammar mistakes, difficulty with new words, and the risk of developing poor communication habits. Both teachers and students need to understand how social media influences language learning in many ways. They should use the good parts of social media while being careful to avoid the bad effects. This discussion will look at both the positive and negative influences of social media on language learning, communication styles, and overall English language ability among students in Dharwad district.

Review of literature: Wang et al., (2011) found that using social media too much can lead to feelings of being alone and less face-to-face time, which might lower learners' motivation and how well they learn overall.

Objective of a study: The aim of this study is to examine how social media affects the English language skills and fluency of language learners in the Dharwad district. This research paper looks at both the good and bad ways social media can influence different language abilities and the general interest people have in learning English.

Research methodology: Using a mix of different research methods, including both asking questions and gathering numerical data, is best for understanding how social media affects English as a second language learner. This approach helps fully understand the complex ways social media influences language learning, by looking at both measurable improvements in language skills and personal stories and opinions from students.

Data analysis and interpretation: This article paper discusses the relationship between social media and the English language. It covers the impacts of multimedia resources, how they affect collaborative learning, their

influence on motivational engagement, the effects of distraction and time consumption, and the limitations of face-to-face interaction in Dharwad District. Conclusion: In conclusion, social media is a vital resource for English language learning, but its effects are nuanced.

Keyword: Social Media's, Impact on English Language, Students, Dharwad District

INTRODUCTION:

Social media has a big impact on how students in Dharwad District learn and use the English language. It brings both good and bad things for their learning. Platforms like YouTube and Instagram can help students grow their vocabulary, improve reading and listening skills, and practice speaking. However, the informal and short way people write online can harm grammar and writing abilities. This discussion will look at both sides of how social media affects language learning, communication, and overall English skills in Dharwad District.

Positive effects of social media on English learning in Dharwad District:

- Increased Vocabulary and Reading Skills: Social media introduces students to different ways of using the English language, including new words and expressions, which help them, learn more and understand better in Dharwad District.
- Better Listening and Speaking Skills: Using websites like YouTube, students can listen to native English speakers and practice pronunciation, making communication easier for students in Dharwad District.
- Convenient Language Practice: Social media allows students to practice English in a comfortable and flexible way, helping them feel less shy when speaking, especially when using English as a second language in Dharwad District.

Negative effects of social media on English learning in Dharwad District:

- Poor Grammar and Writing: The informal and short way people write on social media can lead to mistakes in grammar and writing for students in Dharwad District.
- Spread of False Information: The easy sharing of incorrect or unsupported information on social media can make it hard for students to tell real facts from made-up ones, affecting their ability to think critically in Dharwad District.
- Trouble with Time Management: Using social media too much can take away time from more organized learning activities, which can hurt their academic progress in Dharwad District.

REVIEW OF LITERATURE:

1. Relationship between social media and English learning:

Huang and Hsieh (2013) say that online resources let people learn in a way that suits their own needs.

Prensky (2009) warns that using informal English online can stop people from developing proper language skills. English learners often use short and simple language on social sites because it's easier and faster.

Wang et al., (2011) say that using social media too much can make people feel lonely and reduce time spent talking face-to-face, which could lower their confidence and how well they learn English.

2. Positive impacts of social media on English learning:

Kessler (2018) says that social media lets people practice using English in different ways and gives them quick access to many learning materials. Since social media is a big part of daily life for young people, especially students, it helps them find free stuff like articles, videos, and podcasts. This helps them use English in real-life situations and become more fluent.

Kabooha and Elyas (2018) say that YouTube helps people learn new words.

Fahdin (2021) says that TikTok helps people speak more naturally. Overall, these platforms help learners improve their language skills by giving them useful resources that match what they can handle and what they want to learn.

3. Negative impacts of social media on English learning:

Tariq et al. (2012) say that social media can distract students from their studies.

The endless content and notifications on social media can make it hard for people to stay focused on their English learning. Students might plan to check their accounts for a short time, but they end up spending hours watching videos and chatting about things that aren't related to their studies. This can waste time and slow down their progress.

Kramsch (2009) says that learners miss out on the subtle parts of real conversations, which are important for developing good communication skills.

Thorne (2016) says that this can cause problems in real-life interactions. For English as foreign or second language learners, being away from face-to-face conversations can make them feel nervous and less confident. It's important to use both online and offline learning methods to help learners avoid these problems.

Chapelle (2001) says that learners might rely too much on technology and stop thinking deeply about what they are learning.

Selwyn (2016) says that it's hard to know if the content people share online is accurate or not. This can spread wrong information and stop language learning and critical thinking.

OBJECTIVE OF A STUDY:

- The main purpose of this research is to look at how using social media impacts the English language skills and fluency of learners in the Dharwad District.
- This research paper delves into the ways social media can have both beneficial and detrimental effects on different language abilities as well as general interest in the language.
- The studies may also strive to discern the part social media plays in boosting motivation, providing resources, and fostering new word usage and communication techniques.

RESEARCH METHODOLOGY:

A mixed approach to research that uses both question-based and numerical data collection is best for understanding how social media affects English learners in Dharwad District. This method gives a full picture of how social media influences language learning, combining numbers that show language skills with personal stories and feelings from the students.

Qualitative Techniques Study:

- Interviews: Conversations with students to understand their personal experiences, thoughts, and strategies for using social media for language learning in Dharwad District.
- Focus Group Discussions: Group discussions with students to delve into various viewpoints, facilitating the identification of common themes and patterns in Dharwad District.
- Case Studies: In-depth examination of individual students or groups to unveil the complexities of social media use and its impact on language learning in Dharwad District.
- Content Analysis: Examination of language utilized in social media posts and interactions to discover trends in vocabulary, grammar, and communication styles in Dharwad District.

Quantitative Techniques Study:

- Surveys: Distribution of questionnaires to numerous students to gather quantitative data on social media usage patterns, language proficiency levels, and perceptions of social media's impact in Dharwad District.
- Language Proficiency Tests: Assessment of students' English language skills before and after a period of social media interaction to measure its influence on language in Dharwad District.
- Statistical Analysis: Analysis of quantitative data using statistical methods to discover correlations between social media use and language proficiency, identifying potential relationships and trends in Dharwad District.

RESEARCH QUESTIONS:

- How do English language learners use social media platforms for language learning in Dharwad District?
- What are the perceived benefits and drawbacks of using social media for English language in Dharwad District?
- What is the relationship between social media usage and English language proficiency scores in Dharwad District?
- How can social media be effectively integrated into English language teaching and learning in Dharwad District?

DATA ANALYSIS AND INTERPRETATION:

Table No 1.

Demographic Analysis in Dharwad District

Sl. No	Details	Number (No)	Percentage (%)
1.	Gender:		
	Female	118	59
	Male	82	41
	Total	200	100
2.	Age:		
	15–16 years	136	68
	17–18 years	52	26
	18years and above	12	6
	Total	200	100
3.	Degree Program:		
	Secondary school	172	86
	Pre-university	24	12
	Undergraduate	4	.2
	Total	200	100
4.	Program:		
	Nursing College	26	13
	Science College	24	12

	Medicine College	4	2
	Arts and Commerce College	118	59
	Education College	12	6
	School	16	8
	Total	200	100

(Source: Data collection from field in Dharwad District)

Table 2.

Relationship between social media and English language in Dharwad District

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I. Online platforms help people learn English.	32.6%	53.4%	13.2%	0.8%	0%
II. Social media helps improve English skills using fun and interactive methods.	33.6%	51.8%	12%	1.0%	1.6%
III. Social platforms are useful for better English learning.	34.8%	52%	8.7%	1.3%	1.20%
IV. Social media offers many advantages for learning English.	31.6%	52.7%	14.0%	1.4%	1.30%

(Source: Data collection from field in Dharwad District)

Table No.2 shows what English students in Dharwad District think about how social media affects their English skills. For statement I, more than 53.4% of students believe online platforms help them learn English. Very few, only 0.8%, do not agree, and 13.2% are unsure. Statement II had similar results, with 51.8% of students thinking social media improves their English in a fun and interesting way. Only 1.0% disagreed, and 12% were unsure. In statement III, nearly 52% of students said social media helps them improve their English skills. 1.20% did not agree, and 8.7% were unsure. For statement IV, 52.7% of students approved of how social media helps in learning English. 1.30% disagreed, and 14.0% were unsure. Overall, these results show that most students in Dharwad District see social media as an important tool for learning English and for their academic success.

Table No.3.

Impacts regarding multimedia resources in Dharwad District

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I. Social media is good at offering different kinds of language materials.	45.7%	44.2%	7.6%	1.7%	0.8%
II. Using multimedia content helps make language learning better.	34.8%	51.7%	12.7%	0.1%	0.7%
III . Students appreciate advice and support from online language experts.	36.6%	47.6%	13%	1.4%	1.4%
IV. Being exposed to different languages helps with understanding.	44.6%	46.4%	7.3%	0.6%	1.1%

(Source: Data collection from field in Dharwad District)

Table No. 3 explains the effects of social media on multimedia resources, based on a study in Dharwad District. It includes four statements. For the first statement, 44.2% of participants thought social media was good for getting different language materials, while 7.6% were unsure and 0.8% didn't agree. In the second statement, only 0.7% disagreed, and 12.7% were neutral, but 51.7% believed that multimedia content helps in learning language better. For statements III, 84.2% agreed that online language influencers provide helpful guidance, while 13% were unsure and 1.4% disagreed. In statement IV, 46.4% agreed that being exposed to different languages improves understanding, with 7.3% unsure and 1.1% disagreeing. Overall, English students in Dharwad District see social media as a big help in improving their language skills, thanks to the variety of real and authentic multimedia resources available online.

Table No.4.**Impacts relevant to collaborative learning in Dharwad District**

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I. Digital communities help language learners by interacting with others.	29.6%	43.3%	22.8%	2.6%	2.7%
II. Students have trouble expanding their vocabulary through online interactions.	33.7%	45.8%	14%	3.8%	2.7%
III. It was found that getting helpful feedback improves English skills.	31.7%	51.3%	13.7%	1.7%	2.3%
IV. Online learning groups help improve conversational abilities.	28.6%	49.7%	14%	3.9%	1.8%

(Source: Data collection from field in Dharwad District)

In statement one of Table No.4, almost 43.3% of people said that digital communities help improve language learning through talking with others in Dharwad District. About 22.8% said they weren't sure, and 2.6% did not agree. For statement two, only 14% said they found it hard to learn new words through online chats, while 45.8% agreed and 14% were unsure. In statement three, more than 51.3% thought that getting useful feedback helped them learn English better, while 2.3% did not agree and 13.7% were not sure. Regarding statement four, 49.7% believed that online learning groups help with speaking skills, 14% were neutral, and 3.9% didn't agree. Overall, these results show that working together and interacting through social media greatly helps students improve their English in Dharwad District.

Table No.5.**Impacts on motivational engagement in Dharwad District**

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I. Encouragement from others' achievements improved their language skills	34.7%	51.4%	9.6%	2.3%	2.0%
II. Comfortable practicing English online	33.3%	47.8%	13.3%	3.3%	2.3%

III. Gamified language platforms	38.7%	47.3%	10.6%	1.0%	2.4%
IV. Claimed that online challenges boosted their enthusiasm for improving English	28.2%	47.6%	17.4%	4.6%	2.2%

(Source: Data collection from field in Dharwad District)

Looking at Table No.5, it's clear that students had different opinions about how motivational engagement affects English learning in Dharwad District. For the first statement, about 51.4% of the students said that seeing others' achievements helped them improve their language skills, while 9.6% weren't sure and 2.3% did not agree. In the second statement, 47.8% of the students felt more comfortable practicing English online, with 3.3% not agreeing and 13.3% being neutral. For the third statement, only 2.3% of the students were against using gamified language platforms, while more than 47.3% agreed, and 10.6% were unsure. In the fourth statement, 47.6% of the students said that online challenges made them more excited about learning English, with 17.4% being neutral and 2.26% opposing it. All in all, these results show that motivational engagement plays an important role in improving English skills, and that using social media for language learning can be very effective.

Table No. 6.

Impacts concerning distraction and time consumption in Dharwad District

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I. Social media makes it harder to improve English because it's too easy to use	29.1%	44.2%	18.7%	3.2%	4.8%
II. Using social media during study breaks makes it harder to stay productive .	33.3%	52.7%	8.6%	3.2%	2.2%
III. The habit of endlessly scrolling on social media takes away from focused English practice .	36.4%	46.6%	8.0%	3.8%	4.2%
IV. Notifications from social media interrupt the	31.6%	53.2%	9.1%	3.3%	2.8%

process of learning a language .					
----------------------------------	--	--	--	--	--

(Source: Data collection from field in Dharwad District)

Looking at Table No.6, which looked at how distractions and time spent on social media affect English learning in Dharwad District? The table had four statements. In the first statement, about 44.2% of people said social media gets in the way of improving English because it's too easy to use, while 18.7% weren't sure and 3.2% didn't think so. In the second statement, 52.7% agreed that checking social media during breaks makes studying less effective, with only 3.2% disagreeing and 8.6% unsure. The third statement showed that 46.6% believed that getting addicted to scrolling on social media takes away from focused English study, with 8% being neutral and 3.8% disagreeing. In the fourth statement, more than 53.2% said that constant social media alerts stop language learning, with 9.1% being neutral and 2.8% not agreeing. Overall, these results show that distractions and time spent on social media are major obstacles to improving English in Dharwad District.

Table No.7.

Impacts related to limitations of face-to-face interaction in Dharwad District

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I. Misunderstanding English nuances due to a lack of non-verbal communication	28.6%	46.0%	16.0%	7.2%	2.1%
II.The absence of direct interaction limits fluency and conversational skills	33.3%	44.5%	12.7%	4.0%	3.5%
III.Reliance on digital interactions could harm their confidence and proficiency	28.0%	43.7%	14.8%	11.0%	3.5%
IV.The informal nature of social media restricts proficiency in formal English	24.3%	44.8%	22.2%	3.8%	2.9%

(Source: Data collection from field in Dharwad District)

The table numbered 7 shows the limitations of face-to-face interaction in English learning through four points. In the first point, 46% of the people said they often misunderstand English because they don't get non-verbal clues, while 16% were not sure and 7.2% disagreed. The second point says that 44.5% felt that without direct

talking, it is hard to be fluent and good at conversation. In the third point, 43.7% were worried that using only digital ways to talk might make them less confident and worse at English, while 11% disagreed. The fourth point says that 44.8% agreed that the informal way of using social media makes it hard to learn formal English. All together, these results show that not having much real-life English communication is a big problem for students in Dharwad District to understand and use English well in real situations.

Table No.8.

Impacts in technological overdependence in Dharwad District

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I.Social media promotes social isolation and limits exposure to diverse languages, negatively impacting language growth	23.6%	47.7%	18.4%	7.8%	3.5%
II.Students tend to prefer passive learning	25%	52.8%	13.3%	5.1%	1.8%
III.Passive engagement on social media can weaken cognitive skills essential for language learning	20.7%	52.2%	16.1%	5.8%	5.2%
IV.The prevalence of unverified information on social media undermines the quality of language acquisition	22.8%	54.9%	12%	3.8%	4.5%

(Source: Data collection from field in Dharwad District)

Table No.8 highlighted four drawbacks of relying too much on technology in language development in Dharwad District. Statement I shows that 47.7% of respondents agreed that social media leads to social isolation and limits exposure to different languages, which can hurt language growth. Statement II indicates that 52.8% felt students often prefer passive learning, which might stop them from developing active language skills. Statement III shows that 52.2% agreed that being passive on social media can weaken the thinking skills needed for learning languages. Statement IV states that 54.9% noticed that false information on social media can lower the quality of language learning. Overall, even though social media can help with language education, using it too much might harm important learning processes.

RECOMMENDATIONS:

1. Students should be motivated to carefully scrutinize information from social platforms and understand the differences between informal and more formal speech in Dharwad District.
2. It's important to maintain a balance between using social media and academic work, making sure social media doesn't interfere with learning or other significant tasks in Dharwad District.
3. Teachers can significantly help students in learning to utilize social media effectively while minimizing its potential harmful effects in Dharwad District.
4. Teaching students about digital knowledge, such as media literacy, information assessment, is vital in our social media-dominated era in Dharwad District.

CONCLUSION:

In summary, social media has both positive and negative effects on English language learners in Dharwad District. It can help improve language skills and provide chances to practice speaking and writing, but it also brings challenges that need to be managed carefully. Teachers and students should think about how to use social media in a smart way to support language learning without facing problems like mistakes in language or wasting too much time. Social media should be seen as a helpful tool, not a main way to learn English. This study shows how social media can be both useful and tricky for language learning, and it helps students understand both sides so they can make better learning plans. For future studies, it would be good to look at more people and include opinions from non-English students or teachers to learn more about how social media affects language learning in Dharwad District. Researchers can use these findings to come up with new ideas or study different areas in the region.

ACKNOWLEDGMENT:

By acknowledging the complexities of its influence and adopting a proactive approach, educators can help students leverage social media for language development while minimizing its potential pitfalls, fostering both language proficiency and effective communication skills.

References:

1. Boyd, D., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230.
2. Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge University Press.
3. Fahdin, A. (2021). TikTok and language learning: An innovative approach to improving fluency. *Language Learning Journal*, 49(4), 441-452.
4. Huang, Y. M., & Hsieh, Y. C. (2013). The effects of integrating social media into English language learning. *Educational Technology & Society*, 16(1), 210-221.
5. Junco, R., & Cotten, S. R. (2012). No A 4 U: The relationship between high school seniors' use of social media and their academic performance. *Computers in Human Behavior*, 28(6), 2086-2090.
6. Kabooaha, R., & Elyas, T. (2018). YouTube as a tool for teaching English vocabulary: A case study. *International Journal of Instruction*, 11(1), 195-210.
7. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59-68.
8. Kessler, G. (2018). Social media for language learning: A personal perspective. *Language Learning & Technology*, 22(2), 1-5.
9. Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. *Computers in Human Behavior*, 26(6), 1237-1245.
10. Kramsch, C. (2009). The multilingual classroom: Where language and culture meet. *Modern Language Journal*, 93(4), 1-11.
11. Lie, A. (2007). English language education in Vietnam: A historical overview. *International Journal of Educational Development*, 27(3), 273-287.
12. Mphahlele, M. L., & Mashamaite, K. (2005). The impact of SMS language on literacy. *International Journal of Language Studies*, 1(1), 59-70.
13. Piaget, J. (1973). *To understand is to invent: The future of education; right to education in the modern world*. Grossman Publishers.
14. Prensky, M. (2009). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6. <https://doi.org/10.1108/10748120911001716>.
15. Selwyn, N. (2016). *Education and technology: Key issues and debates*. Continuum.
16. Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.
17. Thorne, S. L. (2016). Language learning in the digital age: The role of social media. *Language Learning & Technology*, 20(2), 1-18.