RESEARCH ARTICLE

THE INNOVATIVE MEDIA TO EXPLORE ENGLISH LANGUAGE LEARNING SKILLS AN OUTLOOK TO LINGUISTIC APPROACH

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ABSTRACT

English is the principal language of the Internet. The Internet will in turn become the dominant place to learn English. The way languages are learned is varying and these variations are accelerating. The Internet is constantly evolving. It has created a dynamic environment for the communication and the management of information. The Internet has brought with it new forms of social interaction without boundaries. Technologies like MP3, iPod, Skype and PDAs, as well as blogs and podcasts, are making an immense variety of communication, information, literature, news and other language content available anywhere and anytime. A cascade of developments is causing interactive communities to spring up based on common interests, without regard to geography. This is going to stand traditional language learning on its head. English dominates on the Internet in areas ranging from entertainment to science. If you want to learn English, this represents an unprecedented opportunity. You can access English language content on any subject and learn from it. You can connect with English speaking people who share your interests. You can do this via e-mail, through blogs, podcasts and forums. You can link up with friends or even language tutors using free Internet telephony. The World Wide Web is the ultimate dynamic classroom and learning community. Over the next few years the Internet will take over from the classroom as the place of choice to learn English: Here are some of the reasons.

Key Words: English Language learning-Internet-Social Media.

INTRODUCTION

English is needed worldwide for opportunities in business, education and travel. While there are several types of language-learning programmes available, many English- language learners would like more opportunities to polish up their speaking skills with minimal disruption to their daily schedule. Now, users can improve their English-speaking skills during their busy schedules, and searching for alternative sources.

The World Wide Web is redefining the way we as a society communicate, learn, and disseminate information. With just the click of a button you can have access to millions of information and educational databases almost instantaneously. The internet is especially beneficial for individuals of which English is their second language. Social media sites have become especially useful for learning English. There are several ways that social media sites can be useful in your

quest to learn English. We have listed four of the best tips/tricks to improve your experience below. Computers and the Internet gave rise to the emergence of computer-mediated communication (CMC). The Influence of Computers, the Internet and Computer- Mediated Communication on Everyday English focuses on the use of English in connection with computers and the Internet and on its influences on everyday English by analysing the dispersal of new meanings of words, neologisms, features of CMC and new metaphors. The intention is to show the computer- and Internet-related impact on the English language from several perspectives and to take several ways into consideration in which the Internet and CMC are changing language use and to evaluate this influence -- at least as far as this is possible. Social media includes any kind of website that people use to connect with each other. That includes sites such as Facebook and Twitter, forums, blogs and anywhere else people talk to each other online. There are also an increasing number of sites designed specifically for language learning. They allow language learners to talk to each other, and with native speakers, and often include language learning exercises to try. What all social media platforms have in common is that they allow people to create informal networks that are not bound by geography. That is what makes them so useful to language learners: they are informal, fun, easy to use, and allow access to a far broader range of experience than would be possible without them. Use specialist social media sites for language learning. Many offer you the opportunity to try exercises and then chat to fellow language learners. They are like a virtual international classroom. While many people still want to learn English and other languages in a real classroom, many others are unable to do so because of time and cost restraints. So, if you want to improve your job prospects by taking business English lessons but you can't travel to the UK or the US for whatever reason, free social media sites could make this possible. Social Media Language Learning (SMLL) links interactive social media channels to language learning. This enables students to develop communication and language skills. Social Media consist of interactive forms of media that allow users to interact with and publish to each other, generally by means of the internet. Language learners are able to enhance their language skills due to the different avenues in which new social media have created. Social media provides the learner with the possibility of participating in actual, real-time, relevant conversations taking place

online, and practicing the target language with or without the help of an experienced teacher by his or her side. SMLL method was originally created by a Barcelona, Spain, based company called Idiomplus. In Wan Shun Eva Lam's research, she studies how forms of social networking in electronic media have provided alternative contexts of language development for young immigrants in the US. Lam (Lam, Wan Shun Eva, 2004) explains that by studying closely how people navigate across contexts of socialization in the locality of the nation-state and the virtual environments of the Internet. Through such studies, the different kinds of constraints as well as opportunities are made evident through what the internet offers language learners in various forms. Online interests groups influence language learning. According to Thorne, Black and Sykes's research, (Thorne, Steven; Rebecca Black, Julia Sykes (2009) participating in Internet interest communities has the potential to propel language learners beyond the confines of the institutional identity.

The impact of social network in English Language to teenagers:

Nowadays, social network is very popular especially to teenagers. It makes communication faster and more convenient. Examples for social networks are Facebook, twitter, MSN, Xanga and so on. People communicate through languages, and there are good and bad impacts on language English that caused by social networks. Teenagers tend to have more chance to communicate in English through using social networks. It is because typing or texting in English is much easier and faster than in other Languages. Therefore, teenagers prefer to type in English and that will definitely improve their writing and reading skill when they get more chance to communicate in English. Students perceived the benefits of chatting and writing online, through which they gained more practice with the language. They were using the language to negotiate in an authentic way, which according to Savignon is an important means when developing communicative competence in a foreign language (English). Teaching and Learning through Social Networks Learning to speak English Language can be one of the most exciting and rewarding challenges that a person can undertake—whether it is for personal enrichment, business or both. And when one is learning a language, having a friendly support group can be a huge benefit. With social learning techniques, however, learning tasks becomes easier—without excessive time or travel cost. By combining

new webcasting technologies with social networking, organizations can create virtual environments that leverage webcasting to help students learn and test language skills in a social, online environment that facilitates global connections for language learning and social media. With social learning webcasts, trainers serve a greater number of students by providing localized content and extra on-demand resources, including video, chat and social media sharing—students can share their learning experience with others via Twitter, Facebook or LinkedIn. Computer-mediated communication (CMC) CMC another media and defined as any communicative transaction that occurs through the use of two or more networked computers. CMC is widely discussed in language learning because CMC provides opportunities for language learners to practice their language. For example, Warschauer conducted several case studies on using email or discussion boards in different language classes. Warschauer claimed that information and communications technology "bridge the historic divide between speech … and writing". Thus, considerable concern has arisen over the reading and writing research in English Language due to the booming of the Internet. The Effects of Informal Use of Computer-Mediated Communication on EFL Learner Interaction The study conducted by Hassan Saleh Mahdi, Muhi Eddin Mohammed El-Naim (2012) to explore and to investigate the impact of informal use of computer-mediated communication (CMC) on English as a Foreign Language (EFL) learner's interaction. CMC is an umbrella term which refers to human communication via computer either synchronously or asynchronously. It can be implemented in two ways either formally or informally. Informal use of CMC in this study means unevaluated and unplanned activities which can occur outside the classroom, and can be initiated by the students. This study sought to examine: (a) if the learners participate actively in informal CMC; (b) the factors that help informal CMC to be a successful experience; and (c) the impact of CMC on comprehensible written output. The participants were fifty adult EFL Saudi learners at Najran University, Saudi Arabia. The study utilized a homepage on Facebook as a research tool. Data collection was done through a questionnaire and an interview. The participants' exchanges in the Facebook group and their replies to the questionnaire were analyzed. The results of the study revealed that informal use of CMC can be affected by many factors. The voluntary nature of learner participation, busy schedules, and the teacher interference were some of these factors. The results showed that the participants had positive attitudes towards using CMC to improve their language.

Computer-Mediated Communication

As A Tool for Improving the English Language among Adult Learners in Tvet Programme the computer mediated communication skills students need to become lifelong learners in an information society. Among these skills are the abilities to: use technology tools to enhance learning; use telecommunications to collaborate with and interact with peers; use technology to locate and collect information from a variety of sources; and use technology for informed decision-making. The need to master the English language has always been a never ending quest especially among ESL adult learners in various countries. Governments of local countries in the language will not only enhance academic achievements but promote one's status in the community. Despite the many years of learning English command of the language among particular language, ESL learners is still yet to be desired. One of the research conducted in Malaysia and the findings of an innovative approach to learn the English language the technology way. Using an online platform that is freely available in the Internet participants comprising adult TVET teacher trainee of Universiti Tun Hussein Onn Malaysia took part in an online discussion using the English language via the Internet for a semester. Findings of the study revealed that the online platform has helped the students improve themselves in many aspects of the learning process. There was an increase in confidence and frequency of use of the target language, improved thinking ability and least but not last provided joy for learning the English language. Using Social Networks to Improve Your English ... Learn English/ Social Networking sites for learning English Here I will try to introduce some useful web sites useful to English learners.

Babbel: it is a language learning social network where you can improve your language skills chatting with other Babble users, many of them native ones

Busuu: it is a free online community for learning languages where users have access to more than 150 highly audiovisual leaning units covering a wide range of day-to-day topics.

Italki: is a social networking site that helps people learn languages in a fun and interactive way by connecting members for language exchange.

Palabea: it is another social network for practicing, communicating and learning foreign languages which uses audio and visual tools as learning aids (podcasts, videos, etc). Shared Talk - Perhaps one of the best places on the internet to practice a language. Learn English or help someone learn your language.

English Baby - This site specializes in idioms and slang. Great video and free lessons.

Duolingo - Help the world translate websites into your native language. At the same time, this might help you improve your English. This is a very interesting idea.

Word surfing - Video collections and opportunities to communicate with other students. Free. Language Exchange - Find Language Exchange partners from around the world to practice and improve your language skills.

My Happy Planet - Learn other languages and share your language skills with people around the world. Free site. Conversation Exchange - Practice English with face-to- face conversation, find a penpal, or chat in text and voice. Free site but not a lot of members so far.

The Language Exchange - This site seems to have a lot of members who want to practice their English or teach someone else their language.

LiveMocha - Livemocha blends self-paced lessons, a vibrant community, and interactive tools to help you talk to the world. Definitely one of the best free sites out there.

Talk and Learn - Create your profile, upload pictures, make friends and chat with other members in English. Language for Exchange - This is a language exchange community which allows people to make contact with users from other countries and organize their own exchanges to learn a native language. Students' Attitudes towards the Use of Social Networks for Learning Many researchers were explored Students' attitudes towards the use of these networks for learning languages constitute a significant factor to study; we believe that it is important to identify and understand students' attitudes towards the use of these new interactive learning Instruments (social networks) for language instruction because according to the theory of Azjen & Fishbein (1980), beliefs influence attitudes which are considered the basis of behavior Using social networking to enhance English-language learning.

Research by Ajjan & Hartshorne (2008) indicates that using social networks in class increases the student's course and learning satisfaction. Along the same lines, Madge, Meek, Wellens & Hooley (2009) report that students view networks like Facebook as purely social means although they believe these networks are at times used informally for educational purposes. Moreover Silius et al. (2010) argue that students expressed a desire for using social networks in higher education because this employment of this technology would enhance their learning. As confirmed by Lewis's research (2010), students were motivated to use the social networks; in fact, he claims that social networks should be included in the curriculum for targeting students' current needs as well as modes of interaction, communication and learning. Our results agree with these outcomes in that they all express a positive attitude expressed by students (in terms of increased learning satisfaction, teaching potential, and motivation) for using social networks for (language) education. In particular, our study concurs with the study by Espuny et al (2011) who identify a general positive attitude among students towards social networks because these networks have great potential to enhance education.

CONCLUSIONS

The use of social media in language learning should not be limited to develop mere language skills; it should boost and promote reflection, through communicative skills, on learning in general and autonomous learning, respect for others and social exclusion/inclusion in their many and varied forms. Social media should alter and facilitate the way languages are learnt and not just replicate 'traditional' methodologies (teacher-centered, transmission-of-knowledge models of learning) or be used as an 'add-on'. The functionalities of social media, such as cooperation, authoring information, knowledge and identities, etc. should be fully integrated in (in)formal language learning and teaching (planning, progression, assessment…). Integrating social media in language learning should contribute to wider social inclusion within classrooms and outside. Social media have a great potential to include groups that usually have restricted opportunities and access to regular language learning and teaching.

In an online environment, strict use of the target language is unavoidably a challenge to learners with limited language competence. Communication strategies are therefore, recommended to repair communication gaps. Instructors should familiarize students with the use of communication strategies, so that they don't feel frustrated when communication breakdown occurs.

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