"The Linguistics Impact of Social Media on University Students' Academic Performance at Jazan University"

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Abstract:

Social media plays an important role nowadays in language learning and in communication process. This paper focuses on the role of social media on the university students' academic performance. Dramatic and catastrophic changes took place recently especially in distance learning due to the COVID 19 pandemics, therefore it is definitely useful to investigate the impact of social media on the university students' academic performance. This paper also touches the advantages and the disadvantages of social media in language learning and in communication as well. Social networking applications such as WhatsApp, Facebook, Twitter, YouTube and Wikipedia dominate the ways in which digital technology is now used around the world.

Introduction:

Undoubtedly, it is well known to anyone the great role that social media plays role in field of learning and communication. As it is now considered a free media platform. There is no doubt that it has made the world a small village, as news is seen from all sides. Social networks such as Facebook dominated the scene, and now there is no person in the world who does not have an account on Facebook or Twitter, and access to these accounts is possible and available at anytime and anywhere.

The uses of social media revolve around the fact that it is an informational and entertainment platform. But now the world is heading to take advantage of this digital technology in all fields and at all levels. Researchers want to use this digital technology in developing distance learning programs, as it is no less, if not better, in educational matters than many applications that are used in distance learning programs.

Recently, teaching methods have developed a lot because they have combined and unified traditional means and digital technology. After the COVID 19 pandemic, the world turned with all its energies to develop distance learning programs. As universities began to develop curricula in order to be compatible with electronic educational programs such as the Black Board and other programs such as Zoom, for example. Therefore, now social media has become the backbone, because its impact on educating societies and peoples has become so clear that it has dominated the scene.

Therefore, it is important to study the advantages and disadvantages of social networks if they are used as educational and scientific platforms. The world is changing and evolving, and there is a need to innovate and innovate in order to keep pace with all these radical changes that are taking place around us.

Statement of the problem:

As it mentioned in the research abstract and the introduction, researchers want to shed light on the advantages and disadvantages of social media in learning foreign languages

Significance of Study

This study is highly significant because it tends to investigate the role of social media in second language learning. Therefore, it is important to study the advantages and disadvantages of social networks if they are used as educational and scientific platforms.

Objectives of the study:

1. To investigate the significant of social media as a learning tool for foreign languages.

2. To highlight the role played by social media if it is used as an educational tool.

3. To reflect the expected positives and negatives if social media is used as educational tools.

Questions of the study:

1. To what extent can EFL learners use social media in learning foreign languages

2. What is the main role can social media play if used as educational tool?

3. What are the expected pros and cons if social media is used as an educational tool?

Hypotheses of the study:

1. The social media has a great role in the field of foreign language learning particularly for EFL learners.

2. The social media is used as educational tool to achieve efficient language learning.

3. There are several pros and cons if social media is used as an educational tool.

Methodology:

The researchers used the descriptive analytical approach with statistical analysis to investigate the importance of social media as a learning tool for foreign languages. The study is conducted to o serve the students of English language at Jazan University, Department of English.

Tools of Data Collection

To collect the required data a questionnaire consisting of 15 items has been designed by the researchers for the English language teachers who teach the English language to ESL learners in different colleges at Jazan University and some other universities in Saudi Arabia.

Limitations of the study

Theme limit : to cover main campus in Jazan university

Time limit: From 2023 to 2024

Location limit: Southern boarders / Saudi Arabia/ Jazan / Jazan University

Human limit: Experts/ Teachers/ Students

Literature review:

The significance of Social Media as a learning tool for foreign languages:

Acquiring a foreign language is not an easy task, as that of the mother tongue. Barriers have always evolved in this process, but technology revolution that marked our world and daily lives, has paved the way for multi-functional devices and Social Media platforms opening the doors wide for languages prospective. Social media began to pop up in the late 90s to early 2000s. Starting from SixDegrees.com,

AmIHotorNot.com, Friendster, Myspace, Facebook LinkedIn, etc…., up to YouTube, Twitter, What's up, Instagram and Ticktok. One by one, these apps attracted people to their platforms. Desires to be in that virtual world overwhelmed many people.

Billions of people around the world start using social media for different purposes: to share information and make connection, to communicate with friends and family, to learn new things, develop interests, and be entertained. (Rieger and Christoph, 2018; Bhatti et al., 2019; Amin et al., 2020). It has become an integral part of intellectual work for both youth and adults. but the most attracted ones are the youth who are naturally attracted to new things and literally enchanted by the new social media virtual sites, that mobilize their imagination and vision, while an unintentionally practice of learning English Language proved itself to EFL learners, followed by studied practice for many other EFL learners. Social media work as open learning tools that emerged lately, compared to traditional learning tools.

Technological tools develop highly interactive platforms wherein students may create or exchange ideas and discuss information for previously published online content in user-created group promotes interactions between teachers, subject specialists, students, communities, and major companies

Language learning professionals and teachers have attempted to investigate the impact of social media and social networking sites in foreign language learning (EFL). In one research students were divided into two groups, One group got learning through social media sites, while the second group got the same item of language on an eye to eye classes, After that both groups were subjected to an English proficiency test. The results showed that Social Media group has achieved better results.(Wamba and Carter,2016).

To investigate the comparative effectiveness of using social media by EFL Learners, a group of researchers divided students into three different groups of mobile phones, web pages, and handouts. The results of the study show that mobile phones groups developed a better pronunciation and proved a good feedback in using mobile phones for language learning purposes. Thornton and Houser (2005) also investigated the using of mobile phones in English education in Japan. In their "learning on the move" project, short mini lessons were delivered to students' mobile phone as text materials (e-mails) three times a day, and in "vidioms" comprehension project, participants received video, and web materials for teaching idioms in their mobile phones and PDAs. the results show that mobile phones participants were the best in the pronunciation of the target words.

The reason might be the mobiles and the social media availability at any time or place. The possibilities and potentials social media provide in language learning, initiated researchers to call for the use of social media in the field of education (Everson et al., 2013; Greenhow &Robelia, 2009; Roblyer et al., 2010). Another group of researchers noticed that the popularity of YouTube and Facebook among students who use them "within and outside classrooms for teaching purposes, such as to upload educational videos or learning materials, encourages students to use them widely. They consequently argued that argued that users' attitudes depend on medium functionality and students' environment, and the opportunities the students have to communicate in English as a second language, partly determine their recourse to social media to fulfill their communicative needs within a meaningful setting. i.e it determines the degree and manner in which those students use social media. Balakrishnan and Lay (2016).

Social media as an educational tool:

Globally, social networking services are becoming more and more popular. The utilization of such services is a daily activity for students today. There are two broad categories in which social media networks fall. Social media platforms like Facebook, Ning, Myspace, and Twitter fall under the first category because they act as online communities where users can interact with fellow users and share resources and ideas. The second category includes platforms for material sharing, which may be utilized to improve interaction between the various participants in the education sector, including students, teachers, and staff. Numerous research studies have been undertaken in the field of education to determine their efficacy in various fields.

Learners would have access to beneficial learning resources wherever they are by using programs like Google Apps for Education or Ning. Giving learners extra learning materials in a regular classroom can be very expensive and logistically challenging. Social media use, however, can improve the educational process. In reality, encouraging students to take part in the various learning opportunities offered by social learning platforms will boost academic engagement by increasing the amount of time a student spends completing his or her homework or other related schoolwork. Rutherford, C. (2010).

According to studies, a learning experience's success depends on a variety of factors, one of which is the teachers' ability to effectively communicate with their students. It will be challenging to teach and learn if there is poor communication between the teacher and the students. Because of this, teachers must constantly watch their students to be aware of any problems they may be experiencing. Faculty will be better able to understand students' learning difficulties if they can identify the issues, fears, or misunderstandings that they are experiencing. The greater the teachers' relationships with their pupils, the more likely it is that they will be able to support kids in learning fast and proficiently. Jones, L.; Jones, V. F. (1981). Discussions with pre-service teachers regarding the pedagogical and technical aspects of educational technology, as well as the social implications of educational technology, can be fruitful outcomes of teaching using social networks and Web technologies.How to think about developing technologies in relation to teaching using technology.(Voithofer, 2007, p.11)

Social networks are by their very nature collaborative, fluid, and subject to shifting category boundaries. Technology connectivity like this could "enable teacher education programs to effectively integrate and maintain continuity across multiple classes" (Voithofer, 2007, p.16).

By utilizing the networking capabilities of the Internet to create social networks outside of the classroom, instructors and students may have access to a different culture that aids in the clarification and revision of their attitudes around the use of technology in the classroom behaviors" (Greenhow, 2007, p.1991)   .

More and more universities (like the University of Pennsylvania's Pennster) are creating their own social networking platforms. Such campus-based social networking networks may be used by teacher education programs as safer and more practical alternatives to free access sites. The current literature on how students think of lecturers' online social networking profiles is important to note (Hewitt & Forte, 2006; Mazer, Murphy & Simonds, 2007) .

This phenomenon needs more research in order to better understand the dynamics of interactions between students and professors on social networks. There is not a lot of study on how social networks are used, making it difficult to determine who uses them and why. A deep need for leadership at the highest levels of the academy that can recognize the opportunities in these transformations and push them forward exists due to the tremendous changes that are occurring in scholarship, research, creative expression, and learning (Horizon Report, 2007, p. 4).

Miller et al. conducted a series of in-depth studies on social media usage and its effects on important issues like gender, politics, work, and education on a worldwide scale. They came to the conclusion that social media could affect schooling in both good and bad ways. Their research reveals that social media fosters better interpersonal connections among learners and offers new resources to supplement conventional instruction. Social media could obstruct learning, though.

Social Media's Pros:

Social Media as a Channel for Communication Effective communication between teachers and students is one of the factors that determines how well a learning experience will go. It will be challenging to teach and learn if there is poor communication between the teacher and the students. Because of this, educators must constantly check kids for Faculty will be better able to understand students' learning difficulties if they can identify the issues, fears, or misunderstandings that they are experiencing. Students benefit from quick learning. Social networks are primarily used by Internet users, the majority of whom are students, to stay in touch with friends, coworkers, peers, and family. It is crucial to investigate the potential advantages that these networking tools may bring to contemporary education.

In 2013, Rdouan Faizi and Abdel Latif El Afia looked at the possible advantages of social media use in education. A careful analysis of an extensive collection of these online resources has showed social media to provide a number of educational benefits. These web-based tools have been shown to enhance communication between students and between teachers and students. Within seconds, teachers and students can communicate with one another. Social media can be employed to encourage student engagement as well. On a social networking platform, students who frequently gripe about being frightened or bored in class might feel at ease expressing their creativity and opining. Social media applications foster and family, and this study also found that it's crucial to.

Understanding students' opinions of the advantages of using online social networking for teaching and learning was the focus of a study by SurayaHamid et al. (2015). However, there haven't been many research looking at how to use social technologies well and what effects they have on students' learning, especially in terms of how valuable they are for boosting relationships. 46 students participated in nine focus group discussions that were held in institutions in Australia and Malaysia. According to a thematic analysis, students recognized a number of benefits from interacting with their lecturers.The results add to our current knowledge of how students use social technology to improve interaction with one another, with their professors, and with the course material.

Despite the benefits that experts see in social media, related research has tended to focus on the risks and primarily negative effects of media use on the younger generation. For instance, the negative effects of excessive media use may contribute to mood and anxiety disorders, negative feelings about school work, appearance, family, friends, the attended school, or life , gender roles, sexual relationships, body image disturbances, obesity, and so on. Ciampaglia, G.L.; Flammini, A.; Menczer, F.(2015).

On the other hand, we also observe inspirational attitudes by scholars toward social media and its use by young people now a days. Social media can be considered as both varied and, at the same time, consistent in the context of youth education.

Time, appealing tools, and an invitation to take part in group education (as opposed to autonomous learning) are all factors. Students from many nations are collaborating online, which is showing useful, for instance, through cooperative environmental or educational programs. Petroviˇc, F.; Vilinová, K. (2021).

Last but not least, social media has a number of benefits for young people, including influencing how they perceive social support, stress, and wellbeing and maybe increasing their social capital.

Social Media's cons:

It's interesting to note that opinions among specialists on how social media affects students' welfareeven though the COVID-19 pandemic is generally cited as having negative impacts (particularly in older research), connected to social media usage. Meier claims that this is the case since "most Prior studies on the effects of social media and smartphones on wellbeing have worked from either the "screen time" or "technology addiction" viewpoint.

According to Dr. Vijay Kumar Grover (2014) following are serious cons of social media:

I. Addiction: Students shouldn't become dependent on these websites; if they do, it could be counterproductive.

ii. Profanity: The teacher must provide a guided answer to these issues. Software security and cautionary notes.

iii. Time wastage: Since internet sources are time wasters by nature, time management is crucial when using them.

iv. Distraction: Many advertisements and other forms of marketing material divert students from their studying goals; teachers must advise pupils in this area.

V. Cyber bullying: This issue can arise, and there are legal and technological solutions to protect yourself from it.

Vi. Mechanical: Even though it's argued that social media information is emotionally overloaded, in terms of learning, it can't take the place of a teacher's emotional touch.

vii. Social networking can also end relationships; this occurs when trust is not established and assumptions are made.

viii. The misuse of personal information, photos, and relationships can be prevented by implementing privacy security on most social networking sites (SNSs).

ix. The learning objective is the most crucial factor, and both students and teachers must keep it in mind while using SNSs as a teaching tool.

x. Pick one tool to use initially and make it count; attempting too many at once will be time-consuming and ineffective.

The benefits of mutual enrichment include the formation of cooperative projects, the awareness of (cultural) differences, the perception of reciprocity (as opposed to isolation), the perception of language proficiency, etc. Active forms of social media participation, implementation, and use in education therefore have a character that develops individually and within teams and delivers good incentives that can serve, among other things, to minimize the negative consequences. Minaroviˇcová, K. (2018).

Methodology

In this chapter the researcher introduces the description of the study methodology, the researcher will describe the tools utilized for data collection which contains the population (subjects), the procedure and the statistical analysis which applied in this research.

The researcher used (SPSS) which known as (statistical package social science) pogramme, to analyze this data. To know the effects of social media and its important role in language learning. So this chapter deals with procedure, data collection form the population, that's why the questionnaire is a very important tool for this process.

Population:

Consist of: -

  1- A group composed from seventy experts were chosen randomly from different institutes and universities.

Sampling:

In order to choose a sample for this study the target population is (70) experts, this group is selected randomly as mentioned above.

The following tables show the study sample with regional to their sex, qualifications, college, lectures per a week and experience.

Table 3.1: The frequency and the percentage for the sample individual survey.
Descriptive Analysis:
 Frequency Tables
Table No. (1) Gender

Gender	Number	Percentage
Male	47	67,1
Female	23	32,9

Source: Field Work, 2020.

Table No. (2) College of graduation

College	Number	Percentage
Education	41	58,6
Arts	24	34,3
Other	5	7,1

Source: Field Work, 2020.

Table No. (3) Years of experience

Years of experience	Number	Percentage
1 – 5	9	12,9
6 – 10	15	21,4
11 – 15	13	18.8
16 – 20	12	17,1
20 +	21	30

Source: Field Work, 2020.

Table No. (4) Academic qualifications

Qualifications	Number	Percentage
High Diploma	7	10
MA Degree	39	55,7
PhD. Degree	24	34,3

Source: Field Work, 2020.

Table No. (5) Lectures per a week

Lectures per a week	Number	Percentage
4 – 8	20	28,6
9 – 12	8	11,4

| 13 – 18 | 32 | 45,7 |
| 18+ | 10 | 14,3 |

Source: Field Work, 2020.

Discussion:

The tables show the demographic distribution of the individuals of the study as mentioned in the questionnaire sample. It consists of 67.1% of male and 32.9% of female. As for qualifications, there is 10% getting High Diploma, 55,7 getting master degree and 34.3 getting PhD degree. And because they are all experts it can be seen that the majority of the sample individuals 30% have experience of teaching which is not less than 20 years.

Tools:

In this study, data is collected by questionnaire. 70 experts from different universities and institutes in (KSA) answered the questionnaire inquires.

The questionnaire design:

The questionnaire was designed to collect information about (The Linguistics Impact of Social Media on University Students' on their Academic Performance at Jazan University. The questionnaire consists of (15) statements , and it was designed on the scale of six points :

Strongly agree /Agree / Somewhat agree/Disagree – Strongly disagree / Somewhat disagree

Validity:

Six judges have given their opinion on the validity of the questionnaire inquires.

Reliability:

The researcher has shown the characteristics of the sample individuals and their distribution. Therefore, the statistical divisions are as follows:

(1) The frequencies and the percentage.

(2) Degree of consistency and correlation.

Conclusion:

Using social media in language learning is a very effective strategy and encourages the students' motivation. The researcher has used many methods in conducting this study. So he used the descriptive and analytical method in analyzing data. Thus the researcher reaches the following conclusions and results.

Results:

The results of this study lie in the following points:

1. Social Media is very important in language learning.
2. After using social media as a language learning tool the Students master all the four skills of English (listening, speaking, reading, and writing).
3. It's very creative because the learners will interact directly with others and the teacher as well.

Recommendations:

- It is recommended that all language teachers should take the suitable decision at any given time to which method to be used or combination of methods inside the classroom.
- English teachers specially in secondary schools should be well aware of this opinion " The problem is not what to teach the problem is how to teach"
- It is recommended that all language teachers should stop using old fashion methods inside their classrooms immediately and try to apply another teaching methods.
- Using social media as a learning tool is very effective nowadays, so all language teachers should develop their methods.

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