ISSN : 2347-503X

Research Chronicler

International Multidisciplinary Research Journal

Vol II Issue I : January 2014

Editor-In-Chief

Prof. K. N. Shelke

www.research-chronicler.com

Research Chronicler

A Peer-Reviewed Refereed and Indexed International Multidisciplinary Research Journal

Volume II Issue I: January – 2014

CONTENTS

Sr. No.	Author	Title of the Paper	Download
1	Dr. M. Ravichand S. Pushpa Latha	Bigger Thomas – The Hero in the Novel *Native Son* by Richard Wright	2101 PDF
2	Sushant Chaturvedi	The Kite Runner through Wayne Booth's Evaluative System	2102 PDF
3	Ms. Upasana Dugal	Multi Touch: A Finger Synchronized Screen	2103 PDF
4	M.K.Sharma Ankur Kulshreshtha Richa Sharma	Formulation of Linear Programming for Cost Optimization in Soap Stone Powder Industry	2104 PDF
5	Dr. Archana Dr. Pooja Singh	Spousal Violence: A Woman's Destiny	2105 PDF
6	Dr. Sutapa Biswas	Interpreting the 'World Within': A Psychoanalytical Study of the Characters from *The God of Small Things* and *Cry, the Peacock*	2106 PDF
7	Kamna Dubey Naveen Kumar Pathak	Nayantara Sahgal: A New Perspective to Women's Writing in India	2107 PDF
8	Dr. Sahebrao B. Ohol	Challenges before Co-operative Dairy Industries	2108 PDF
9	Ramchandra R. Joshi	Rethinking Classics, English and Indian: A Comparative Approach to Milton's Satan in *Paradise Lost* Book I and Bhasa's Duryodhana in *Urubhangam*	2109 PDF
10	Dr. Krishna Mohan Jha	Sarjanatmak Bhay Ki Kavita	2110 PDF

11	Mr. Anant Singh	Manpower Planning in Pharmaceutical Companies in India	2111 PDF
12	Shamrao J. Waghmare *Miss. Vijaya D. Bidwai*	Ngugi's *A Grain of Wheat*: a Saga of Common Masses Struggle	2112 PDF
13	Ms. Deepali Agravat	The Concept of 'New Woman' in the plays of G.B. Shaw & Vijay Tendulkar	2113 PDF
14	Dr. Anurag Agnihotri Rajkumar	Empirical Study of Indian Export and Exchange Rate Elasticity	2114 PDF
15	Ms. Richa Pathak Dr. Apara Tiwari	Empowered Indian Women in Selected Novels	2115 PDF
16	Vijay Lingayat	A New Media to Explore English Language Learning Skills: A Perspective Approach	2116 PDF
17	Dr. P.B. Patil	Migratory Modes in *The Shadow Lines*	2117 PDF
18	Dr. Hasmukh Suthar Prof. Vishal Joshi	Importance of Correlation in Rural Higher Education	2118 PDF
19	Dr. Meenakshi Kaushik	The Role of HR as a Knowledge Facilitator	2119 PDF
20	Dr. V. A. Patil	Feminism without Illusions	2120 PDF
21	Dr. Prakash M. Joshi	The Role of Linguistics in English Language Teaching	2121 PDF
22	Dr. Keyur K. Parekh	Rasa Theory	2122 PDF
23	Mayur Wadhwaniya	Philosophy of 'Marjaranyaya' through the characters: An Analysis (With special reference to The Cat and Shakespeare)	2123 PDF
24	Ms. Nisha Chanana Dr. Naresh Kumar	Organizational Role Stress among Management Teachers: A Comparative Study	2124 PDF
25	Harshad K. Bhosale	The Promise and Peril of Civil Society in Russia	2125 PDF

A New Media to Explore English Language Learning Skills: A Perspective Approach

Vijay Lingayat

Ph.D Scholar Pacific University, Udaipur, India
Assistant lecturer, Dept. of English, Govt. College, Fort Songadh, India

Abstract

English is the dominant language of the Internet. The Internet will in turn become the dominant place to learn English. The w ay languages are learned is changing and these changes 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

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 analyzing 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 can be used 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 on English language: Nowadays, social network is very popular especially among the 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 English language caused by these social networks.

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 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.

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, 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.

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.

Work Cited

1. Abrams, Z. (2006). *Theory to Practice: Intracultural CMC in the L2 Classroom*. book chapter, forthcoming in Ducate, Lara & Nike Arnold (Eds.) Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching.
2. Ajjan, H., & Hartshorne, R. (2008). *Investigating Faculty Decisions to Adopt Web 2.0 Technologies: Theory and Empirical Tests*. Internet & Higher Education, 11(2).
3. Ajzen, I., & Fishbein, M. (1980). *Understanding Attitudes and Predicting Social Behavior*. Englewood Cliffs, NJ: Prentice-Hall
4. Espuny. C, Gonzalez, J, Lleixà, M & Gisbert, M. (2011). "University Students' Attitudes Towards and Expectations of the Educational Use of Social Networks" in *The Impact of Social Networks on Teaching and Learning* [online monograph. Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 8, No 1, pp. 186-199.
5. "Impact of Social Network on the Language English" StudyMode.com. 03 2012. <http://www.studymode.com/essays/Impact-Of- Social-Network-On-The 951874.html>.
6. Lam, Wan Shun Eva (2004). *Second Language Socialization in a Bilingual Chat Room: Global and Local Considerations.*