



"UNLOCKING LANGUAGE: EXPLORING THE IMPACT OF SOCIAL NETWORKING PLATFORMS ON L2 VOCABULARY ACQUISITION"

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ABSTRACT

The following article investigates the efficiency of social networking sources in L2 acquisition process. The research aims to assist EFL teachers and material developers in evaluating the effectiveness of technology-based platforms, namely telegram in terms of learning new vocabulary in a foreign language. The study suggests that incorporating social networking platforms into language instruction can foster positive teacher-student relationships and improve learning outcomes. As such, it advocates for the integration of these tools into teaching techniques to meet the needs of today's learners in the digital age.

Introduction

It is clear that the XI century is called the century of technology as today's generation can not imagine their lives without information and communication technologies. It is very important not only for everyday issues but also for academic achievements as well. Some scholars, including Van der Beemt, Akkermen, and Simons (2010), called today's younger generation the "net generation" because, for them, social networking or World Wide Web plays a very crucial role in terms of learning up-to-date information and foreign languages. This research was conducted to help EFL teachers and material developers determine whether the incorporation of technology improves students' vocabulary learning process or whether it is better to conduct traditional ways of teaching vocabulary.

Material and methods

The following research discusses a very interesting topic about the importance of social media and social networking in the lives of young Uzbek learners as well as their learning English procedure. The research continued within 8 weeks and was carried out using two methods of teaching English. For the first four weeks, English vocabulary was taught using Telegram, which is an available social network for all participants in the research, while for the next four weeks, the lessons were conducted by applying traditional face-to-face classroom instruction. In order to conduct the research, 24 female participants whose ages differed from 18 to 24 were selected from the University of Chirchik State Pedagogical University. Their L1 is Uzbek, and all of them have roughly similar language backgrounds. The research was conducted by implementing a pre-test, an attitude questionnaire, and post-test results were studied to come

to the final decision. The results of the study demonstrated that students showed great interest while topic-based vocabulary was given through the Telegram platform. The students who learned the words traditionally performed fewer results, stating 14, 38, while the telegram-taught vocabulary results were rather higher, demonstrating 17,54. It means that using online tools such as Telegram has got more benefits compared with the traditional ways of learning new L2 vocabulary.

Results and discussions

The following results of research show that today's new generation prefers the new tools and applications of technology in every sphere and in language learning processes as well. Having conducted an experiment I can be sure that social networking and the role of multimedia are very essential in terms of learning not only new words but also implementing the language in their usage. The study conducted by Ghaeme and Golshan (2017) is another example that describes outstanding results of the efficiency of social networks, as they are essential assistants or teaching tools that make it easier to conduct EFL classes for instructors and more enjoyable and effective for language learners. Kabli (2010) explains that for some students' social networks, such as Twitter, Telegram, or Facebook, are considered useful online tools that improve students' motivation, learning skills, and confidence and help them apply the language successfully.

Conclusion

One more thing that I have learned from the experiment is that before I thought utilizing social networks in the teaching process would diminish the subordination between teacher and students, while Kablin (2011) and Girgin (2011) state that this way of learning and teaching will enhance the interaction of students outside of the classroom, and it is very useful in terms of creating positive, friendly, interesting, and comprehensive relationships between teachers and students outside of the classroom. As an EFL instructor I once am sure that since we are living in fast developing era, implementing social networking sources in teaching should be part of our teaching techniques. For that reason I also planned to implement this way of teaching vocabulary to my learners in my further teaching processes.

In conclusion, while challenges and opportunities abound, the evidence presented in this study supports the adoption of social networking platforms as valuable tools for facilitating L2 vocabulary acquisition. As we navigate the complexities of language education in the 21st century, let us embrace innovation and collaboration to empower learners and foster a lifelong love for language learning

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