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## LINGUISTIC SOCIALIZATION OF ESL STUDENTS THROUGH SOCIAL NETWORKS

*In the article, the importance of learning English as a second language that can promote effective communication and productive interaction with the representatives of different cultures is raised. Communicative competence of students is the main objective of the teaching process in the ESL classrooms in the higher educational institutions. Students who learn a second language and are able to use it with the aim to solve professional goals will obviously get more benefits while building a successful career. Moreover, they have become deeply involved in the process of language and cultural socialization while studying lexical units, grammar structures and getting new knowledge about the history, customs and traditions of the English speaking countries. It is proved that these both processes are interconnected. The issues of linguistic and communicative behavior acquisition through the language are being discussed in the paper. The use of social networks was chosen for analyses because they offer awesome opportunities for students to find native speakers and become familiar with peculiarities of communicative behaviour in a foreign language.*

*The article considers the importance of using social networks in learning English as a second language, which can promote effective communication, productive interaction with people from different cultures and language socialization. The huge popularity of social networks has created new opportunities for students. They can easily communicate with other students in practice, which helps to promote language acquisition and motivation. Students who learn a second foreign language and know how to use it for professional purposes will gain more career benefits. The role of social networks is identified and possible social networks are outlined, through which students are deeply immersed in the process of linguistic and cultural socialization, learning lexical items, grammatical structures and gain new knowledge about the history, customs and traditions of English-speaking countries.*

*The survey was conducted among students of technical specialties in order to explore their opinions about the impact social networks on the development and improvement of their language skills and how they are useful to immerse ESL students in another language. The results of the survey showed that social networking enables students to connect with native-speaker communities, to get information involving two case-study participants using Facebook, MySpace, Pinterest, Edmodo, GroupMe.*

**Key words:** *language socialization, communicative competence, language acquisition, cultural aspects, linguistic behavior.*

**Problem statement in general and its connection with important scientific or practical tasks.** The policy in the sphere of education in most countries of the world reveals the urgent demand for teaching second language at schools and higher

educational institutions at a level adequate to prepare students for further interaction with their future employers and business partners, investigation of other cultures. While learning a second language the target for students is not just to acquire lexical

and grammar concepts of the language, but be able to use this knowledge with the purpose of socialization in any community and be a full member of it if it is necessary. The process of socialization includes the ability of a person to interact with local people and examine peculiarities and differences of cultural backgrounds. ESL teachers are responsible for helping students achieve fluency in English. With this aim, they use various useful approaches, methods and techniques at their lessons. Modern technologies offer a wide range of interactive Internet based applications that allow teachers to bring real-life language use into ESL classrooms.

The request for specialists who can provide effective interaction and solve professional targets with positive feedback has dramatically increased. Students are expected to show their abilities to express themselves and demonstrate knowledge in new ways. The knowledge of language will help them to achieve good results and become a successful professional. While studying a second language students should pay their full attention to cultural issues and diversity because cultural aspects can play a crucial role for building customer relationships or any type of contacts with representatives of other cultures. Nowadays students are offered with many awesome opportunities where they can apply their professional skills and knowledge. It means that they can travel and work abroad, participate in different scientific conferences and be enrolled in various professional communities. In this context, we are talking about the importance of the process of language socialization. This process can help ESL students to become a competent member of society where he/she lives, studies or works. The researchers of the problem of language socialization prove the fact that the processes of linguistic and cultural development are interconnected.

Considering this, the aim of ESL teachers should be to teach students using such technologies, which will be helpful and effective for students to adopt appropriate forms of sociality and acquire linguistic behavior through the language.

Therefore, we consider that electronic social spaces on the WWW and online interaction contribute a lot in the formation of language competence of ESL students. Utilizing social networks, they become aware that language can be used for exploring new learning opportunities for global and intercultural skills. It gives a chance to find new friends, partners or customers. In addition, successful socialization will bring its benefits for work projects young specialists can take on.

The request for investigation of the impact of social networks and their role in language development has recently significantly increased due to the widespread tendency of using modern digital technologies in all aspects of our life. That's why we have taken an

opportunity to study the relationship between the use of social networks and the improvement of ESL students' English language production and social interaction.

#### **Analysis of recent studies and publications.**

The issues in second language learning/teaching concepts and the search for connection between language development and the process of linguistic socialization have become the goals of numerous studies conducted by many scientists in the field of pedagogy and philology. They are searching for ways to make the process of language acquisition more effective and productive. We are primarily interested in the research projects related to the topic of linguistic socialization using social networks and its impact on ESL students.

Patricia A. Duff devoted her work to the investigation of the relationship between language socialization and sociocultural theory (SCT) and the implications of this connection for second language socialization (SLS) studies. She concluded that in the context of SLS, the coexistence of participants' multiple communities and sociolinguistic norms, languages, registers or styles, hybrid activities, codes, and identities must be taken into account better [9].

Garrett and Baquedano-López consider that language socialization research is concerned with all of the knowledge and practices that one needs in order to function as – and, crucially, to be regarded by others as – a competent member of (or participant in) a particular community or communities, however broadly or narrowly defined [3].

Ochs and Schieffelin (1984); Schieffelin and Ochs accessed a key aspect of language socialization as the development of communicative competence, which involves acquiring proficiency in the use of a given language (or languages) as well as the culturally based knowledge that one needs in order to use language in culturally intelligible, socially appropriate ways [8].

The results of the research made by Jonathon Reinhardt and Victoria Zander (2011) proved the fact that the students' awareness of social-networking site (SNS) use is able to promote learner-learner interaction and the development of transcultural, plurilingual identities. It is very important for human beings to interact to form and develop their personalities and it becomes possible through language and linguistic socialization inside the community of native speakers [3].

Thorne and Black (2007) explain that "opportunity to interact primarily with peers and within a peer-centered communication environment affords opportunities to perform identities not traditionally associated with those of 'student' in instructed institutional contexts". In their work, the authors insisted on the fact that "existing and emerging digital

media, communicative genres, literacy practices, and the communities made possible through them, can help to forge more responsive, and more ecologically responsible, language-learning opportunities for students who are expected to navigate increasingly mediated social and professional worlds" [11, p. 137].

Mazman, S. G., & Usluel, Y. K. explain that "within the context of the network society, SNSs can be considered as spontaneous contexts with some potentialities for informal learning to take root because they are open to participation and learner self-control and allow people to share information and interact with one another in a dynamic environment of flexible interconnections" [6].

The actuality of the study is determined by the demand to explore the productive outcomes of language socialization for ESL students, which allow to understand individual development as flexible, contingent, not straight, and open-ended. Social networks must become a good background for this process.

**Formulation of the goals of the article.** This paper aims to examine the role of social networks in second language acquisition by ESL students and evaluate the impact of online interaction on the process of language socialization. To achieve this aim, the following targets are developed:

- to explore opinions of ESL students on social networking capabilities that can improve their language skills and help immerse them in the natural language environment while answering the questionnaire.
- to develop strategies and recommendations for students and teachers for implementing electronic social spaces in their ESL classroom activities and make them a part of language learning and teaching processes.

In this study we hypothesize that due to both social networks and online communication ESL students have a great chance to evaluate and practice their linguistic skills and develop their cultural openness. It is essential to understand that linguistic and sociocultural knowledge should be considered as an integral part of language acquisition and language learning.

**Presentation of the main research material.**

The main purpose of learning language is to communicate and negotiate effectively in different contexts. Foreign language learners should learn how to act in different social interactions, share meanings and engage in several activities, because language learning is aimed at communicating successfully in different spheres. Language socialization reveals how participants socialize and use language [8].

Language learning social network sites, online communities especially aimed at encouraging collaboration between students, bring together opportunities to receive structural tutorials

and investigate what they learn in authentic communication with native speakers around the world [4]. Regarding the use of social networks among ESL students, several studies highlight the importance of socialization. Mitchell proposes that learners of English should use Facebook to help acclimatize themselves to studying life, build relationships with English native speakers, and experiment with the language. Vie also considered that the use of social networks provides a space for socialization in which students are exposed to authentic language used for diverse social purposes [8].

In order to define strategies aimed at improving students' language skills and help immerse them in the natural language environment and developing strategies for students and teachers for implementing electronic social spaces in their ESL classroom activities we conducted a survey. Third-year students were included in the survey. The research was conducted during the first term of the academic year, in which 48 students of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" took part.

The main methods of the survey were: –questionnaire which helped to collect information; – interview which included open questions which had to be answered by students.

Experiences and comments were gathered from students of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute".

The survey was conducted with the help of Google Forms service. The respondents had to choose from the suggested variants. Data obtained from the results of the questionnaire showed in Table 1.

The results of the study are presented in accordance with the objectives indicated at the beginning of the paper. The questionnaire results showed that the majority of respondents realised the importance of using social networks to communicate with other people and establish relations. Approximately 100% of the respondents use electronic social spaces on the WWW many times a day, and about 83% consider electronic social spaces on the WWW as a way that enables second language development. At the same time, 52% prefer practicing a second language online and 13% – offline.

The aim of the interview was to get students' views on the linguistic socialization through social networks. Students were asked to express their thoughts about electronic social spaces. At National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" students use open "Social networking". At the end of the survey, an open-ended questions were added to encourage participants to explain their opinions about language learning social network sites. In the interview they indicated on usage digital platforms and sites. Based on the results of students interview we have listed down popular

Table 1

## Students' views on social networking

Questions	very satisfied	satisfied	neither satisfied nor dissatisfied	dissatisfied	very dissatisfied	it is hard to answer
How satisfied or dissatisfied are you with your general experience using following approaches of linguistic socialization?	Bilingual Chat rooms					
	<i>Number of students , %</i>	<i>Number of students , %</i>	<i>Number of students , %</i>	<i>Number of students , %</i>	<i>Number of students , %</i>	<i>Number of students , %</i>
	25 (52,08%)	15 (31,25%)	5 (10,4%)	1 (2,08%)	1 (2,08%)	1 (2,08%)
	Social networking sites (Facebook, Instagram etc.)					
	20 (87,66%)	18 (37,5%)	8 (16,66%)	2 (4,16%)	0 (0%)	0 (0%)
	Skype, Zoom, Meet platforms for communication					
	28 (58,33%)	20 (41,66%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Participation in fan fiction communities					
	40 (83,33%)	5 (10,41%)	3 (6,25%)	0 (0%)	0 (0%)	0 (0%)
Using social networks made it easy for me to communicate with other people and establish relations	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree or disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>it is hard to answer</b>
	20 (41,66%)	22 (45,83%)	3 (6,25%)	1 (2,08%)	0 (0%)	1 (2,08%)
How likely is that you would recommend to your groupmates or friend to use social networks for further second language acquisition ( <i>range it from 0 (not at all likely) to 5 (extremely likely)</i> )	0	1	2	3	4	5
	40 (83,33%)	5 (10,41%)	0 (0%)	0 (0%)	0 (0%)	3 (6,25%)
Do you consider electronic social spaces on the WWW as a way that enables second language development?	Yes, of course		Neither agree, nor disagree		No, definitely not	
	<i>Number of students , %</i>		<i>Number of students , %</i>		<i>Number of students , %</i>	
	40 (83,33%)		5 (10,41%)		0 (0%)	
To practice a second language do you prefer:	online contacts		offline contacts		it is hard to answer	
	<i>Number of students , %</i>		<i>Number of students , %</i>		<i>Number of students , %</i>	
	25 (52,08%)		13 (27,08%)		10 (20,83%)	
How often do you use electronic social spaces on the WWW?	<b>Never</b>	<b>Once or twice a month</b>	<b>Many times a week</b>		<b>Many times a day</b>	
	0 (0%)	0 (0%)	0 (0%)		48 (100%)	

social networks that offer students opportunities to engage in socializing. The results were summarised in Table 2.

Interview findings revealed that specific social networkin technologies, such as Facebook, LinkedIn and YouTube are widely used as an effective tool to socialize. Edmodo is used for learning and providing students with possibilities to encourage students' interaction.

Our paper, as well as that of other scientists, emphasises the effectiveness of social networking technologies in the academic context and they may play a crucial role in promoting learning and teaching the target language in foreign language contexts. The interactive environments can improve the socialization where English foreign language

learners can communicate with English speakers worldwide [1].

Our survey is also in line with those studies, which are specifically related to social networking tools, which are becoming more popular, have contributed to the improvement of students' socializing overall language learning process and indicated that online conversations, whether orally or written, have displaced traditional face-to-face dialogues [10].

**Conclusion.** Based on the results of our study, we can conclude that social networking capabilities have become a trend of the 21st century that can improve language skills and help in the natural language environment. Social networking enables students to connect with native-speaker communities, to get information involving two case-study participants

Table 2

## Social Networking sites for socializing

NAME	DESCRIPTION	URL
Edmodo	Education oriented site, shares layout of popular SNSs. Provides a safe and easy way for class to connect and collaborate, share content, and access homework, grades and notices.	www.edmodo.com
GroupMe	A mobile group-messaging app owned by Microsoft.	www.groupme.com
LinkedIn	A social networking service with similar functionality to Facebook.	www.linkedin.com
SnapChat	A mobile app that lets users take photos and short videos; users can decide how long data will be visible once opened, which can span of up to 10 seconds, and then supposedly disappears forever.	www.snapchat.com
Pinterest	A visual discovery tool that people use to collect ideas for their different projects and interests. People create and share collections (called "boards") of visual bookmarks (called "Pins") that they use to do things like plan trips and projects, organize events or save articles and recipes.	www.pinterest.com
MySpace	On MySpace all the people in friends' become part of network. In that sense, everyone on MySpace is Extended Network. As part of terms of MySpace, the user must be at least 14 years old to register.	https://myspace.com
Meetup:	Meetup is an online social networking portal that facilitates offline group meetings in various localities around the world. It makes it easy for anyone to organize a local group or find one of the thousands already meeting up face-to-face. More than 2,000 groups get together in local communities each day, each one with the goal of improving themselves or their communities.	https://www.meetup.com

using Facebook, MySpace, Pinterest, Edmodo, GroupMe etc. At the same time the conclusion can also be drawn that it is not always easy to achieve the effects, and an effort is required to design and implement a system, which would be able to fully motivate students.

Several recommendations of the current study need to be noted. There was no experience, we could not measure the progress of participants in each skill and compare it directly with their perceived progress using social networking. We collected and analyzed the opinions about social networking capabilities, and we suggest that future research will provide an experiment to examine students' language development in these environments.

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**Ямшинська Н., Крюкова Є., Мелешко І., Вороніна Г. Мовна соціалізація студентів, які вивчають англійську мову як другу, з використанням соціальних мереж**

*Проблема соціалізації студентів, які вивчають англійську мову як другу, надзвичайно значуща, у зв'язку з новими вимогами до формування активної творчої особистості, здатної самовизначитися та реалізувати себе у світі.*

*У статті розглядається важливість використанням соціальних мереж при вивченні англійської як другої мови, які можуть сприяти ефективному спілкуванню, продуктивній взаємодії з представниками різних культур та мовної соціалізації. Величезна популярність соціальних мереж створила нові можливості для оволодіння студентами англійською мовою. Студенти можуть легко спілкуватися з іншими студентами на практиці, яка допомагає сприяти опануванню мови та мотивації. Студенти, які вивчають другу іноземну мову та вміють використовувати її для вирішення професійних цілей, отримають більше переваг у кар'єрі. Визначено роль соціальних мереж та окреслено можливі соціальні мережі, за допомогою яких студенти глибоко занурюються у процес мовної та культурної соціалізації, вивчаючи лексичні одиниці, граматичні структури та отримують нові знання про історію, звичаї та традиції англomовних країн. Для аналізу впливу соціальних мереж на розвиток і вдосконалення мовних навичок було проведено опитування серед студентів технічних спеціальностей. Результати опитування показали, що соціальні мережі дають змогу студентам зв'язатися зі спільнотами носіїв мови, отримати інформацію.*

*На основі результатів нашого дослідження ми можемо зробити висновок, що можливості соціальних мереж стали трендом 21 століття, які можуть покращити мовні навички та допомогти в природному мовному середовищі. Соціальні мережі дають змогу студентам зв'язуватися зі спільнотами носіїв мови, отримувати інформацію за участю двох учасників дослідження за допомогою Facebook, MySpace, Pinterest, Edmodo, GroupMe тощо. Водночас можна зробити висновок, що не завжди легким є досягнення ефекту, і потрібні зусилля, щоб розробити та впровадити систему, яка б могла повністю мотивувати студентів.*

**Ключові слова:** мовна соціалізація, комунікативна компетенція, оволодіння мовою, культурні аспекти, мовна поведінка.