

# CREATE ENVIRONMENTS FOR SPECIALIZED ENGLISH LEARNING OUT OF COURSE TIMES THROUGH THE USE OF SOCIAL NETWORK AND SOME INFORMATION TECHNOLOGY TOOLS SUPPORT

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Receipt date: June 9, 2021

Posted date: July 30, 2021

## ABSTRACT

This article aims to propose the use of social networking site and some information technology tools to support the teaching of English for Special Purposes and to enhance students' self-study outside of classroom hours.

**Keywords:** English for Special Purposes – ESP, social networking site – SNS , Facebook.

## I. INTRODUCTION

Teaching and learning by credit has been applied at Tan Trao University for many years. Compared with teaching and learning by modules, learning by credit has a large amount of knowledge, but the time in class is reduced. Students meet their teachers for only 2 or 4 periods per week. That is common practice and also with English subjects. Very little time will not be enough for students to practice English and teachers will not have enough time to support students in class. Meanwhile, learning a foreign language requires regular and continuous practice. How can students still learn English and do exercises outside of the classroom, but the teacher can still control that process? This need is even more urgent for specialized English subjects when students need to have the necessary English to work in their major when they graduate, to meet social needs in the context of international integration.

The development of information technology and the Internet allows teachers and educational administrators to apply technology to lesson design, making teaching and learning more and more interesting and engaging for students. Information technology and the Internet help teachers teach more and information reaches students faster. Moreover, the Internet will help with uninterrupted learning when class time is up. This is perfectly suitable for teaching and learning foreign languages that need regular practice

In this article, the author offers solutions for applying social networks and supporting tools that have been applied to foreign language learning and proposed to be applied to specialized English at Tan Trao University.

## II. SCIENTIFIC BASIS

Initially, social networking is designed to socialize and exchange information has now become one of the effective tools in supporting and motivating students to learn. Many lecturers in universities around the world have used social networking sites to serve their teaching. Social networks not only help teachers communicate knowledge, but also have many features to

control the process of students' knowledge acquisition, classroom management, assessment and comment on the learning process.

Among them, Facebook is the largest and most popular social network. Facebook not only allows users to post photos, videos, share information, communicate with people through messages or calls, videos, but also allows users to create groups (open or closed), events, and pages for other personal and commercial purposes.

#### **Facebook 2021 stats in general**

- 2.8 billion is the number of monthly active users on facebook.
- 1.84 billion is the number of daily active users on facebook.
- 28.07 billion (\$) is Facebook's revenue in 2020, up 33% over the same period last year.
- 1.3 billion is the number of fake accounts deleted by facebook.
- The United States is considered the country that brings the highest revenue for facebook through this platform despite their very low number of users.
- The 5 most followed pages by users worldwide are: 214,617,638 (Facebook), 159,802,273 (Samsung), 122,524,428 (Cristiano Ronaldo), 111,182,379 (Real Madrid CF), 107,296,593 (Coca Cola).

#### **Specific 2021 Facebook usage statistics:**

- 400 is the number of users who sign up for facebook per minute.
- 35 million people update their status on facebook every day.
- 4 million is the number of likes that users use on facebook every minute.
- 2/3 of internet users have a facebook account (accounting for 60.6%).
- 58.5 is the average number of minutes users spend on facebook per day.
- 18% is the increase rate of users on Thursday and Friday on facebook.
- 88% is the percentage of users accessing facebook using mobile phones.
- More than 350 billion is the number of photos that have been uploaded to Facebook.
- 85% is the proportion of smartphone users out of the total 2.53 billion Facebook users.
- 88% is the percentage of users who stick with Facebook just because they see it as a platform to connect with friends and relatives.

#### **Detailed marketing Facebook stats 2021:**



87.1% is the percentage of US businesses using Facebook in marketing.  
 44% is the percentage of users who think that their shopping behavior is influenced by facebook.  
 80 million is the number of pages on facebook.  
 90 million is the number of small businesses that use Facebook for marketing purposes.  
 57% of businesses find it effective to promote products and services on facebook.  
 600% is the increase in engagement when posting videos instead of text or images.

**Facebook stats 2021 for specific ads:**

11 is the number of ads that 1 user can click within 1 month.  
 \$1.72 is the average cost per ad click.

Due to the popularity of Facebook, there have been many studies on the effectiveness of Facebook in language teaching and learning. Research shows that students learn more new words through reading comments, discussing to get writing ideas, recognizing mistakes from which they can write essays more easily. pointed out that if teachers combine teaching and learning with social networking sites like Facebook, lectures will become more lively and interactive. Compared with traditional teaching methods, students become more active in exchanging information through Facebook and learn more vocabulary by reading comments from friends. Another study found that all students agree that Facebook helps them learn English better and is the teaching-learning tool of choice for students to study together outside of class time.

So what is the student's attitude when applying Facebook to learning? According to Piriyaasilpa (2010) and LaRue, 2012, Facebook is an effective tool to help students have a positive attitude and study motivation to practice language skills. Facebook is also effective in promoting interaction between teachers and students. And clearly found that students engaged in more learning activities and read more material.

So why are social networking sites necessary for English for Special Purposes? Dogoriti and Pange (2014), Bremner (2010) and Evans (2012) concluded some common benefits of using technology in professional English such as: being able to use real documents and real contexts in teaching. ButlerPascoe (2009) suggested that social networking sites in a English for Special Purposes class will help learners interact and communicate with each other, learning collaboratively, focusing on cultural aspects, society of language, students play a central role and enhance student motivation and self-study.

### **III. SOCIAL NETWORK APPLICATIONS AND INFORMATION TECHNOLOGY TOOLS SUPPORT IN TEACHING SPECIAL ENGLISH**

#### **1. Objectives of teaching English for Special Purposes**

- To equip English for Special Purposes vocabulary and grammar necessary to serve some majors.
- Practice English communication skills according to specialized situations in which reading is an important skill. Therefore, students need to read a lot of specialized materials to practice reading skills.

#### **2. English for Special Purposes teaching activities may be applied**

- The teacher sets up a group of English for Special Purposes and invites students to join the group. Groups can be open or closed, but most are closed groups for teachers to easily manage the classroom. Only students in the group can read the content posted in the group and post.

- The teacher gives lectures and learning materials to the group. There are many types of exercises used such as word filling exercises, answering questions after reading passages. Teachers can also share information about the subject in English, post many links to other newspapers for students to read more.
- Facebook allows teachers to post lessons in many different formats: word, excel, power point, pdf, audio and video. Or teachers can take documents from available websites, copy the link and paste it into the group's page. Specialized videos can be obtained from many different sources on you tube, ted talk...and other specialized websites.
- Read specialized documents that need accompanying exercises. Facebook has a feature to support writing quizzes (quizzes on Facebook), self-marking and summarizing results. Or you can compose a questionnaire to get students' opinions on the subject. This way is very fast, effective and does not take the time of teachers and students in class.
- If teachers want more diverse types of exercises, they can compose exercises on Google forms (Google Form), dropbox and copy and paste the link into the group's page.
- Teachers can encourage students to ask questions after reading specialized documents. Good, invested questions will be highly appreciated and scored by teachers. This will encourage students to read more to get good grades. Teachers can also ask students to translate some published specialized documents.
- In addition to reading activities, students can practice listening skills through watching videos, and practice speaking in some situations related to their major.

#### **IV. BENEFITS AND DISCONSSES OF USE OF SOCIAL NETWORKS IN TEACHING SPECIAL ENGLISH**

##### **1. Advantages:**

- Most students already have a Facebook account and are familiar with how to use it, so this method will have less technology problems than applying social networking sites or other websites. Teachers do not take much time to guide students how to log in, comment on friends, etc.
- Surfing Facebook is a daily habit of many students, so incorporating learning activities into their daily routine will help learners learn more, while learning while playing. New posts or new comments of students in the group will be communicated to each group member, students will not miss any updates. Students can read and do exercises right away or quickly respond to comments.
- Students can access the group's page from many different devices such as phones, Ipads, laptops, as long as there is an Internet connection.
- Students can continue to use and learn on the site after the course has ended. The learning process is not limited and is not encapsulated in the classroom.

##### **2. Limitations:**

- Online exercises should be combined with classroom activities and teachers must control this process to avoid students cheating, asking someone to do homework for them...
- The classroom is not connected to the Internet. Teachers have difficulty connecting classroom lectures and posted online lessons
- Posts are by time, not by topic, so it's hard to find old posts

#### **V. CONCLUSION - PROPOSAL**

With the application of social networks to the teaching of specialized English, it will make the lectures more lively, exciting and close to reality. In addition, the exposure to technology devices helps students learn English more effectively and this is also a global trend. In order to achieve such results, the author has some suggestions as follows:

- Classrooms need to be connected to the Internet so that teachers can combine classroom lectures and online assignments, as well as check and compare students' learning.
- Composing documents on the group's site takes a lot of time and effort. It takes time to find real, useful resources for students. In order to do this, it requires the cooperation of many teachers, especially between English teachers and specialized teachers.
- Schools need to have an appropriate regime for teachers to compile teaching materials through websites to encourage teachers to apply technology in teaching.

## VI. ACKNOWLEDGEMENT

This research is funded by Tan Trao University in Yen Son District, Tuyen Quang Province, Viet Nam.

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