

Effects of Facebook on Language Learning

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This study examines effects of Facebook on language learning in terms of facilitating interaction and collaboration by applying Facebook in a Korean language class. Forty one exchange students from seventeen countries who participated in the study used Facebook to exchange information and complete group projects. Results show that Facebook was effective in sharing class materials, engaging in class community and collaborating to complete assignments. Students also comment that socializing with peers was helpful, yet more activities and discussion to draw active participation is needed. This study also points out the important role of instructors who implement social media and manage the class.

Keywords : Social media, Language learning, Facebook, Interaction, Collaboration

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Introduction

Smart devices have brought out changes in learners, learning tools and learning environments. Advancement of technology results in ubiquitous learning, smart learning, clouding service and social network service and enables learners to communicate and learn in different ways. Introduction of various devices such as smartphones, smartpads and tablet PCs enables learners to obtain information and learn in any time and places. Ownership of knowledge no longer belongs to instructors, and learners who now have access to unlimited learning resources participate and collaborate actively to find alternative solutions (Kim, 2011). Responding to such demands, instructors use social media in order to facilitate interaction, engagement, collaboration and instant feedback.

Instructors using Wikipedia in the classroom seek the learning objectives of writing skills development, media literacy, research skills, collaboration, and community of practice (“Wikipedia as a teaching tool”, n.d.). For writing skills, students learn how to write for diverse and general audience, understand the difference between fact-based and persuasive writing styles, gain the ability to outline a topic area and write collaboratively. To develop media literacy skills, they gain insights into the creation of articles on a topic, obtain an understanding of the relationship between other sources, and achieve an awareness of the questions of authorship, legitimacy and reliability raised by different forms of digital publishing (“Wikipedia as a teaching tool”, n.d). Social media is used to improve writing skills to develop media literacy skills. Also, sites such as Facebook and Twitter and tools such as Skype connect students to learning opportunities in new and exciting ways. In the college classroom, social media can be incorporated in many ways. Results of 2010 Pearson social media survey show that four out of five college professors use social media in some capacity in their courses (Tinti-Kane, Seaman & Levy, 2010). According to its results, 78 percent of faculty use at least one social media site, and those teaching online use social network accounts with their students and other

educators. Marquis (2011) suggests that educators can use social media in the higher education classroom for basic course communication, connecting beyond the campus, offering research site and creating and sharing media. Instructors can use social media are offering a class about social media, collaborating with other professionals, using Twitter to teach journalism, answering questions, posting notes, tweeting lesson plans, taking attendance, giving instant feedback, and testing new technology. Social media-based learning has been widely available with use of smartphones, smartpads and tablet PCs.

Although many educators apply social media in the classroom in order to improve academic performance, there is relatively little attention on how academic performance is or is not affected in detail. Additionally, the test score was mostly used to measure performance so that the process of learning has not been thoroughly discussed. Furthermore, there is little discussion about teachers' roles for effective use of social media in classrooms. Therefore, the purpose of this study is to evaluate the effects of social media by applying Facebook in the classroom in terms of facilitating interaction and collaboration. Also, it will discuss the teachers' roles to maximize students' learning for effective use of social media by examining the process of study. Research questions are:

1. How does Facebook facilitate engagement, interaction and collaboration?
2. How is the use of Facebook helpful and not helpful in language learning?

Social media

Definition

The term social media refers to the use of web-based and mobile technologies to turn communication into interactive dialogue. Social media is an instrument for social interaction, as a superset beyond social communication, but mainly still

communicating just interactively using ubiquitously accessible and scalable communication techniques (“Social media”, n.d.). Web 2.0, the move toward a more social, collaborative, interactive and responsive web claiming to support participation, openness and sharing, is combined with aspects of social network to create the Social Network Service (SNS) platform, in which the concept of social media is emphasized to media aspects. That is, social media allows users not only obtain information, but also interact with such information.

Social media-based learning aims to promote learning by using the characteristics of social media. According to the report of National Information Society Agency (2011), social media-based learning enables learners to gain cognitive and behavioral changes by earning information, sharing knowledge, and exchanging opinions with crowds connected by networks. Whether social learning takes places in a formal learning or informal learning environment, social media-learning enables learners to actively participate and continuously make relationships with other learners. As connectivity and collaboration are emphasized in social media-based learning, it is sometimes difficult to strictly define who teaches among learners and instructors. All members can teach and learn from each other while they actively participate, voluntarily share and instantly collaborate to create contents. Properly designed and managed social media-based learning may allow learners to experience just-in-time connections and interactions.

Types

There are four kinds of social media. The first type is a communication model that emphasizes the function of communication such as blogs, Twitter, Facebook and Cyworld. The second type is a collaborative model such as Wikipedia, Agora and Naver Knowledge iN. The third type is a sharing contents model such as Flickr of sharing images and YouTube of sharing video clips. The last type is an entertainment model such as the Second Life that is a free 3D virtual world where

users can socialize, connect and create using free voice and text chat (Choi and Yang, 2009).

Among these four types, Twitter and Facebook of the communication type are popular tools used in the classrooms. Twitter, online social networking and microblogging, enables its users to send and read text-based posts of up to 140 characters, informally known as “tweets”. While other social network services provide various multimedia, it even limits the length of each posting; nevertheless, it is popular for instant information exchanges. The unique feature of Twitter is “Following” which allow a follower to subscribe tweets of that person. It provides an open structure system to connect with other people.

Another social media, Facebook is a social network service and website with the largest number of users. Users may create a personal profile, add other users as friends, and exchange messages, including automatic notifications when they update their profile (“Facebook”, n.d.). Facebook users must register before using the site. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics. This group feature may make other users join the group by invitation so that it is used by many class groups. This group often functions as a controlled open classroom online when used in an academic field.

Use of social media in the classroom

There are many cases that social media is used in classrooms. Dunlap and Lowenthal (2009) describe the use of Twitter to enhance social presence in an online course by providing a mechanism for just-in-time interactions. They designed and taught online courses in order to build in authentic and relevant opportunities for students to interaction and connect not only with the content, but also with the instructor and each other. While students carry out reading, writing and project assignments, they post questions and receive instant responses from

instructors and other students. Using a tool that enables just-in-time communication with the local and global community makes it possible to engage in sharing, collaborating, brainstorming, solving problems, and creating within the context of moment-to-moment experiences. As Siemens (2006) comments, social interactions occurred more naturally and immediately. Furthermore, Dunlap and Lowenthal (2009) state additional instructional benefits of social media as addressing student issues in a timely manner, writing concisely, writing for an audience, connecting with a professional community of practice, supporting informal learning, and maintaining on-going relationships. Social media used in the classroom can not only increase interactions among students and instructors, but also improves the quality of learning.

Social media and language learning

Social media and language subject

Features of social media that can increase immediate and just-in-time communication are useful in all subjects. However, language learning can benefit more among all subjects due to its nature. Social media is an effective tool to promote language learning in terms of enhancing engagement, interaction and collaboration. Language can be acquired better and faster by means of more interaction in an authentic environment. Aspects of social media that enhance communication and re/creation of user-generated content can benefit language learning by increasing possibilities of reviewing, practicing and applying content. That is, when learners create, distribute, share and manipulate different types of content, they can improve their academic performance more in the language class. It is because they have more opportunities to practice how to read and write the target language. In the social media-based learning, interaction occurs on an online

platform using written language, thus discussion about the language and manipulation of the language can lead to learning.

Social media and language learning

The use of social media may resolve problems raised in traditional language learning. In a formal language classroom, the target language is often used only in the classroom so that students do not have enough opportunities to practice the language. It is important for students to be exposed to the environment in which informal language is used beyond formal learning in the classroom. Moreover, a majority of lessons in the traditional language education consist of teacher-centered instructions and need more interactions among students. Lack of interaction among peers leads to failure to communicate in real situations and results in students' low confidence and motivation for learning language. The use of social media may improve language learning in terms of providing more opportunities to interact with each other.

In addition to interaction, learning with social media can enhance collaboration. Interaction among students through collaborative learning is critical since the goal of a language learning is to successfully communicate with other people in authentic contexts outside the classroom (Brown, 2001). In collaborative learning, students work together to achieve a common goal and negotiate their disagreement for mutual understanding (Dillenbourg, 1999). Working in pairs or groups “increases the amount of talking for individual students and encourages skills of cooperation and negotiation” (Harmer, 2001). Aspects of social media that promote interaction and encourage students to work with each other can improve the quality of language learning.

Also, “communicative competence” is promoted through active interaction among peers. For authentic and appropriate communication, students should acquire not only “linguistic competence” but also “communicative competence”

which includes linguistic knowledge and suitable manners in socio-cultural contexts (Saville-Troike, 1996). Students need to learn how to behave and respond appropriately as well as how to use language skills for successful communication. Through active interactions using social media, students can learn how to negotiate the meaning with each other in a collaborative process of discussing and solving the problems (Beatty, 2003). Collaborative work in language learning using social media may promote students' communicative language skills by helping each other and sharing information to achieve a goal.

Parry (2008) suggests several ways to use Twitter for academia, which are class chatter, classroom community, getting a sense of the world, tracking a word, tracking a conference, instant feedback, following a professional, following a famous person, grammar, rule based writing, maximizing the teachable moment, public notepad, and writing assignments. Continuing conversation in and outside of class and developing a sense of each other beyond the classroom space can enhance interaction and engagement. The use of social media in language learning benefits to develop spoken language since communicating in foreign language with other increases chances of learning that language. Also, acquisition of written language can be accomplished through activities such as instant feedback and writing exercise. For example, writing one story as a class such as writing a fan fiction is effective to promote collaboration among learners.

Ullrich, Borau, Luo, Tan & Shen (2008) claim that incorporating the social media has benefits on language learning. They used social media as homework assignments to post and respond to other messages in the English as a second language class, and concluded that social media is a communicative approach to teaching and learning of foreign language. That is, students use foreign language not just to fulfill a task, but to communicate about their daily chores, activities, and current events in the similar way they would do in their native tongue. In addition to increase in classroom interaction, the atmosphere between the classmates improved and meeting on the web site gave them the impression of meeting on a

virtual schoolyard. Indeed, students' participation in oral communication and frequency of practicing foreign language in limited time and without fear of losing their face are improved areas.

Method

This study seeks natural inquiry of qualitative research. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that governs such behavior. In order to obtain the process as well as the end result, it is necessary to select the qualitative research method. This study produces information on the particular cases studied and thus any generalized conclusions are only propositions. In terms of samples, cases of C University classes in S city were purposefully selected, according to whether or not they typify certain characteristics or contextual locations of Korean language classes in Korea. However, this study provides basic descriptive statistics and member checks to assure statistical support and credibility. For increased validity and reliability, triangular methods of participatory observation, survey and interview is used.

Participants

Forty one students who came to C University as exchange students participated in the study. They came from 17 different countries and their ages vary from 19 to 28. Forty one students were divided into three classes of intermediate Korean, beginning Korean and introduction to Korean according to their language fluency. Beginning Korean and introduction to Korean classes are offered with no Korean language background, whereas intermediate Korean is the second semester Korean class. Most students are already proficient users of social media and they are already belonged to other groups of Facebook. They all took three units of Korean classes

that were held twice a week for a sixteen-week semester. Among those forty one students, three students from each class were asked to participate in an interview. They have different ages and nationalities. Summary of participants' profile is presented in Table 1.

Table 1. Summary of participants' profile

Category	Subcategory	
Survey (total=41)	Nationality	Asian: 14 American or Australian: 5 European: 20 No response: 2
	Age	~ 20: 7 21~25: 30 26~ : 4
	Gender	Male: 22 Female: 19
	Levels of Korean study	Intermediate: 6 Beginning & Introduction: 35
	Interview (total=3)	Interviewee 1
	Interviewee 2	Male, American, 24 years old, Beginning Korean
	Interviewee 3	Male, Taiwanese, 20 years old, Introduction to Korean

Procedures

All participants took three units of offline Korean courses. Classes were met twice a week, each of which was seventy five minutes. While classes were run similar to other offline courses, students were asked to join Facebook group and participate in online discussion. In the group page of Facebook, students were

asked to express their ideas and ask questions freely. Topics for intermediate level students were “To make a story about Linas” in that participants write a fan fiction about themselves, and “To make a culture list that includes unique Korean cultures that you want to inform to other foreigners. Topics for beginning level students were “Let’s make a list of sites you can recommend to other foreign visitors,” and “What kind of Korean food do you like?” Meanwhile, Facebook was used to post questions and announcements throughout the semester.

In terms of participatory observation, the instructor played a role of observatory participant that she observed students, responded to their comments in the classroom and offered minimal guidelines. Throughout the semester, observation logs were filled out. some lectures were videotaped, and the group page was traced to follow the communication and learning process. In addition, face-to-face communication including negative and positive comments and suggestions were observed and reflected to online group page.

In order to enhance engagement, ten percent of the total grade was allocated for “Facebook exercise,” and students were required to post opinions and comment on others’ postings. Measurement of academic performance such as test scores were not available in the beginning, so it was difficult to gather pretest and posttest data and rule out individual differences. In addition, although it was possible to obtain the test score at the end, it was not used because the exam did not test the use of social media.

At the end of the semester, participants were asked to fill out a survey about the use of Facebook in Korean class. One week prior to the distribution, the survey was previewed by two of participants for revision. Out of forty four participants, forty one students completed the survey, which lead to ninety three percent of response rate. The survey was composed of twenty questions regarding the satisfaction, motivation, usefulness, effectiveness, interaction, engagement and collaboration on a five-point-Likert scale, and three short-answer questions to receive participants’ comments and suggestions. This study did not perform a complete statistical analysis of the survey results the goal of study is not to analyze

causational or regression relationship between variables. Also, it was difficult to determine a variable to measure academic performance directly related to use of social media. As a result, survey results were presented to observe overall satisfaction levels of certain factors. Along with survey, three students joined an interview to offer their opinions and suggestions after the semester ends. Each interviewee represented each class and three separate interviews of one hour each were carried out.

Results

Due to convenience in accessibility and familiarity, nearly all students joined the group within the first week and started discussion instantly. At first, students requested to post class materials such as syllabus and handouts, ask questions regarding the course in general. Initial discussion did not have a direct association with the learning content of the course, yet students became comfortable to exchange information and post assignments. Ways to use Facebook in Korean language class were sharing class materials, engaging in class community, and collaborating to complete assignments. Additionally, the survey results indicate that overall satisfaction was much higher in intermediate level students than in beginning level students. This is probably because students in intermediate level feel more comfortable in writing and speaking Korean whereas beginning level students are more anxious to learn how to read Hangeul so that it takes more time to read and respond to postings.

Facilitating interaction, engagement and collaboration

Sharing class materials

Results of interviews show that Facebook was most effective in facilitating

interaction. Students visited Facebook, as a tool for communication, to obtain information and talk with each other. Initial postings were mostly carried out by the instructor, followed by students' active participation exchanging information and ideas. Facebook does not have a function to upload files, so other website that supports file upload was used. For personal requests, message function was used to send files. Nearly all participants visited the individual page of Facebook every day, thus they had more chances to view the group page. Due to the “push” function that notifies a new posting, there was no need to contact participants through text messages or e-mails to check announcements. Interviewee 1 commented that lecture slides were most useful because she could review what she learned. Interview 2 said, “I felt more comfortable asking questions through Facebook because I got answers from not only the instructor but also peers.” The instructor also commented that students who were active online gave more positive feedback and earned higher points in quizzes and exams.

Table 2. Survey results of items 3, 4 and 5: Mean/SD

Items	Question	Overall	Intermediate	Beginning & Introduction
3	It was easy to use the group page of Facebook.	3.66/1.04	4.67/0.52	3.49/1.01
4	It was easy to find the information I needed on the group page of Facebook.	3.54/1.05	4.17/0.75	3.43/1.07
5	It was convenient to use Facebook for Korean class.	3.10/1.18	4.5/0.55	2.86/1.09

Table 2 shows the survey results of items that measure the usefulness of Facebook as the learning management system platform. For those who have Facebook individual pages, using the group page was not difficult (3.66). While finding information on the group page was not very difficult (3.54 point), it is still

questionable whether to use Facebook for Korean class (3.10). Combining results of survey and interview, students interacted with each other more by sharing information through group page.

Engaging in class community

The second feature of Facebook used in the Korean language class is that it facilitated students' engagement in class community. Once the group page was created, participants voluntarily and actively form class community. Participants uploaded postings to ask questions about the class contents and schedules. Questions asked most frequently were such as "How do I say ~ in Korean?" Since students stay in Korea for a certain period of time as exchange students, they were interested in cultural sites, special events and tourist places. Facebook was used to exchange such information and often times they arranged meetings online to visit places as a group. In fact, topics discussed online were often associated to extend vocabulary, phrases and expressions, which increased authenticity of language learning. Interviewee 3 shared his experience of the field trip with other students as follows:

Because it is the first time visiting Korea, it was hard to gather information about activities. One of classmates posted information about a local festival and actually we went there together. I'm not fluent in Korean, but I actually practiced my Korean there. Afterwards, Korean was more fun because I found reasons to study Korean.

Table 3 shows four items asked to figure out the effectiveness of communicating with other students and the instructor through Facebook. For asking questions about the vocabulary and schedules and getting information about the class, the group page was useful and effective by responding over four points in five-point Likert scale. However, students were reluctant to visit individual pages of classmates and the instructor to become "friends." This indicates that students value their privacy so that they want to separate their personal life from classes.

Table 3. Survey results of items 11, 12, 16 and 17: Mean/SD

Item	Question	Overall	Intermediate	Beginning & Introduction
11	Facebook is an effective tool to communicate with the instructor.	4.02/0.85	4/0.89	4.03/0.86
12	Facebook is an effective tool to communicate with other students.	4.07/0.72	4/0.63	4.09/0.74
16	I communicated with classmates in the individual page as well.	3.23/1.05	3.33/0.82	3.26/1.10
17	I communicated with the instructor in the individual page as well.	3.37/1.04	3.67/1.03	3.31/1.05

Collaborating to complete assignments

Lastly, the use of Facebook facilitated student to collaborate to complete assignments. Facebook was used to complete group assignments such as making a group document. Students joined activities such as writing one story as a group so that they can add and edit an existing document. Even though some participants from Europe had difficulty writing Hangeul because of different keyboards, students had more chances to view others' work and achieve a common set goal. Students who enjoyed this kind of exercise commented that they wanted more discussion on various interesting and hands-on topics. However, this feature was rated the lowest showing average responses of 3.83, 3.15, 3.24 and 3.11 as shown in Table 4. Participants agree that Facebook is an effective tool to make a social presence, yet it is still questionable whether it can be used as a learning tool.

Interviewee 1 from the Intermediate Korean class said, "I had so much fun to write a fan fiction. It was interesting because we wrote a story about ourselves." Both interviewees 2 and 3 said that writing in Korean was difficult because they did not personally have Korean keyboards. But, all interviewees expressed that group writing activities went smoother because they used Facebook. The instructor also mentioned the fan fiction activity that it was a valuable experience to find out about students' interests and enthusiasm about Korean singers.

Table 4. Survey results of items 10, 14, 15 and 20: Mean/SD

Item	Question	Overall	Intermediate	Beginning & Introduction
10	Facebook is an effective tool to work with other students	3.83/0.97	4.17/0.75	3.78/1.00
14	Facebook is an effective tool to make a group document.	3.15/1.22	3.83/0.75	3.03/1.25
15	Facebook is an effective tool for work on the group project.	3.24/1.09	3.67/0.52	3.17/1.15
20	I felt comfortable adding comments on classmates' postings.	3.11/1.03	3.83/0.75	2.00/1.03

Evaluation of the use of Facebook

Besides rating their satisfaction as a questionnaire form, participants expressed their opinions about the use of Facebook in Korean language learning in short answers. Also, interviews with three participants provided more opinions in detail. Their comments, shown in Table 5, are divided into three areas of what was helpful, what was not helpful and what can be done in the future. Students gave positive feedback on the use of Facebook in Korean learning in terms of easy and instant communication, easy access to obtain information and class materials, and easy group work. Interviewee 2 said that when he needed exam guide and information after absence, communication with the instructor through Facebook was immediate and effective. Interviewee 3 also commented that he did not feel comfortable writing Korean on Facebook, but being able to see others write in Korean encouraged him.

Table 5. Participants' opinions about how helpful and not helpful Facebook is for Korean language learning

Category	Subcategory	Opinions
Helpful	Communication	<ul style="list-style-type: none"> · Easy to contact · Can communicate with others · Availability to ask a teacher · Quick response from the instructor · Asking vocabulary
	Information	<ul style="list-style-type: none"> · To see others write in Korean · Easy to get information and share opinions · Easy to post Korean knowledge and show knowledge · News could be shared immediately · To know the update of the class · Uploading vocabulary · Lecture slides uploaded
	Collaboration	<ul style="list-style-type: none"> · Effective to make a group document · Helpful in group assignment · Doing assignments and asking questions
	Accessibility	<ul style="list-style-type: none"> · Problem with typing Korean with the European keyboard · Access to computer
Not Helpful	Usability	<ul style="list-style-type: none"> · Speaking and pronunciation · Typing in Korean · Pronunciation is not provided so that we can't read words · Difficult to correct errors · Sometimes forget to check the group page
	Others	<ul style="list-style-type: none"> · No serious talk · People see my posting with mistakes · Students are not active as they should be
Suggestions		<ul style="list-style-type: none"> · More activities · More discussion on certain topics · Should be more talk than assignment · Post more words and daily conversation · Use more interesting topics · Use only Korean

On the other hand, negative feedback includes difficulty in typing in Korean, lack of participation, and no function to figure out pronunciation. Students reported that typing in Korean was difficult because European keyboards have a different arrangement. Especially for those in beginning level, it is burdensome to learn Hangeul and how to type Hangeul. Various fonts sometimes confused students because shapes of certain consonants such as ‘ㅎ’ and ‘ㅈ’ look different to beginners. Moreover, students who favor the use of social media felt that activities and discussion was not enough. They wanted more activities and discussion topics. Finally, for those in beginning level wanted pronunciation function so that social media helps their listening and speaking practice.

During the interviews, students expressed what they did not like about Facebook. Interviewee 3 said, "It took so much time to type in Korean." Also, interviewee 1 replied that even though group writing had a function to revise what others wrote, she had never done it because it simply did not feel right. According to the observation log, students were active in the beginning, yet it was difficult to motivate and encourage students to participate after the half of the semester. Also, the instructor had difficulty to determine the level of intervention on Facebook whether she should merely observe or intervene because there was no guideline about the use of social media in the classroom.

Discussion

In language learning, engagement, interaction and collaboration are so critical that exposing students to an authentic environment where they can practice foreign language improves learning. In the offline class, students have limited access to communicate with people to practice language. As a complement for lack of practice, various online methods are used. In this study, Facebook was used in a Korean language class to analyze the effect of Facebook in the classroom. Results

show that Facebook plays an important role in facilitating interaction, engagement and collaboration by sharing class materials, engaging in class community and collaborating to complete assignment. In addition, there are various opinions about whether Facebook was helpful or not helpful for students to learn Korean. Students in favor of Facebook use pointed out that Facebook is such an efficient and effective tool to communicate with members of the class that valuable information and class materials can be obtained easily. Those opposed of Facebook use said that Facebook is not a media designed for language learning since it does not provide functions such as pronunciation and auto-correct.

In addition to the effect of Facebook in language learning, the importance of instructors should be noted as well as social media is used as a supplementary tool in and outside the classroom. Ali (2010) suggests four tips for educators on how to develop a technology policy that seizes on social networking as a learning tool. It includes letting down the filters cautiously, adding digital citizenship to the curriculum, keeping one eye on student conduct, the other on the law, and teaching with social media. Instructors play an important role in the success of implementing such software.

Therefore, it is critical how an instructor implements social media, runs and manages the class. The instructor decides how much social media should be used in and outside the class, what kind of activities to run, and what kind of topics to deal with. Furthermore, the instructor should manage the degree of involvement of which how active the instructor leads the discussion, changes the direction and adds comments.

Conclusion

This study attempts to utilize social media to learning in the classroom. The traditional classroom often lacks interaction and engagement that are crucial in

language learning. In order to increase interaction among participants, Facebook was used to post information, class materials, events and assignments. Participants were satisfied with sharing class materials such as syllabus, lecture slides and vocabulary lists, engaging in class community so that they communicate with each other online and offline spaces, exchange information, and ask questions, and collaborating to complete assignments such as making a group document or working together for group projects. Ownership of knowledge was partially handed over to learners so that they could learn from each other including the instructor. Aspects of social media helped learners communicate with each other simultaneously. Frequent and easily accessible communication with the instructor was beneficial while typing in Korean was hindered from visiting the group page.

Today's learners who live in a ubiquitous society are willing to participate in learning actively. They want to voice out themselves and interact with others on interesting topics. Exchanging information through the online community has such a benefit to continue collaborating to complete given tasks. Use of social media under consistent instructions and interesting topics will motivate learners to engage, interact and collaborate with each other to make progress in language learning.

It is still in progress of researching whether social media initially designed to socialize among people is an appropriate tool for learning. Nevertheless, it is worth implementing social media to find out what is helpful and what is not in learning. The high technology should be used by trained and considerate instructors who can adjust the degree of involvement and play a role to meet students' needs. Without intruding learners' privacy, instructors can facilitate opportunities to practice, extend discussion, and provide guidance.

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