



RESEARCH PAPER

Role of Collaboration in Learning English as a Second Language (ESL) Writing through Social Media from Pakistani University Students' Perspective

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ABSTRACT

The main purpose of this study is to investigate students' understanding of collaboration to learn ESL writing and the role of social interaction in higher education from the student perspective. A quantitative survey using social analysis is used to examine the role of social media in collaboration to learn ESL writing in higher education from students' perspectives. This study was conducted on 6 university students from Lahore region. The research includes two public schools and four private schools. All male and female students at six universities constitute the target group of this study. The scale is based on a five-point Likert scale ranging from strongly disagree to strongly agree. Demographic information includes the student's major, semester, and name. We used SPSS (Social Science Statistical System) to analyze the data. With the help of statistics, we can determine the frequency, mean and standard deviation of the data. Differences in knowledge between male and female students were investigated using an independent sample t-test. Two-way ANOVA statistics were used to determine the significance of the differences between the mean scores of university students

KEYWORDS Collaborative Learning, ESL Writing, Role of Social Media in Learning

Introduction

Online knowledge sharing is desirable through social media use for student learning. This means that students who use social media to share information with their peers could more likely to achieve better academic results. Social media encourages collaboration and this is about using social media platforms to encourage student collaboration. For example, students can use social media to share resources, discuss projects, and work on projects together. Discussion with teachers refers to effective communication between students and teachers. Social media can facilitate interaction with teachers by providing a platform for students to ask questions, receive feedback, and submit assignments.

Peer communication refers to the frequency and quality of student communication and collaboration. Social media can facilitate peer interaction by providing a platform for students to communicate, share ideas, and work together on projects. Student engagement: This refers to students' interest and motivation in learning. Students who focus on their studies are more likely to succeed academically. Student academic achievement refers to how well students achieve academic goals. Online information behaviour, refers to the frequency and quality of students sharing information with their peers via social media.

Research on the relationship between social media and students learning ESL writing is still in its infancy. Still, findings suggest that social media can play an effective role in encouraging student collaboration and active learning (Muzaffar, Chohdhry, & Afzal, 2019).

The study's objectives show the interaction between students, teachers, and social media for collaboration. These objectives demonstrate that social media can be used to improve students' relationships with their teachers and peers, thereby increasing student engagement and academic achievement.

Literature Review

In this age of technology, everything is rapidly affected and the Higher Education (HE) teaching methods are no exception (Alkathlan & Al-Daraiseh, 2017). Modern technology has also been adopted in higher education in Pakistan (Khan et al., 2021). Another goal is to understand what influences students' understanding of the value of social media as an educational tool. Today, due to the prevalence and importance of social media, especially in the field of education, researchers have focused on this area.

However, with the emergence of new technologies, learning ESL writing has now become an important part of the daily lives of today's students. To learn ESL writing is a product of the connection between information technology and university education, providing students with opportunities to expand their knowledge and mutual understanding. In today's learning ESL writing environment, students play a more direct role in learning the ESL writing process as compared to the previous classes. Students are much more than readers of teacher-created textbooks and other materials (Mason and Rennie, 2008)

There is a growing trend in the use of social media to support learning ESL writing at home and in the community, and this type of ESL writing is increasingly becoming an important part of learning ESL writing skills for students of all ages (Zachos et al., 2018).

Institutionalized and highly structured learning ESL writing that takes place in classrooms and universities and results in evidence such as a diploma or certificate is called formal education. Al-Rahmi et al. (2018) define informal learning ESL writing as "any activity that involves the pursuit of understanding, knowledge, or skills without an external educational process" (p. 5). This teaching is especially useful for adults because it demonstrates the student's organization of learning, which is present in most situations of daily life and provides access to the kindness of learning. In other words, this helps to enhance students' informal learning of ESL writing and enhance ESL writing through the use of social media technologies.

Despite the widespread adoption of social media by the internet generation, gaps in social education, coaching and behaviour remain in higher education. Manca (2020). To learn ESL writing through social media. Opportunities to create and sustain ESL writing environments that facilitate learning ESL writing and connections with peers and relationships across time and space (Robinson, Kilgore, and Warren, 2017).

The impact of social media and mobile phones on higher education is huge and it is suggested the use of social media to provide new opportunities to individuals in various schools (Muzaffar, Yaseen & Safdar, 2020). One such institution is the City University of New York (CUNY). CUNY faculty and graduate students have their own private university social networks, and SUNY students have their virtual communities. ASU's

social media channels (such as Facebook, Twitter, and RSS) can also be used as an online alert system to alert students and faculty to potential threats. London University of Business and Finance is another university that uses social media to educate its students. They offer a Master of Business Administration degree to those who qualify. These resources include forums, lectures, and newsletters that help students balance personal interests, enroll in courses, and pay course fees.

Another respected institution for teaching and learning is the University of Nevada. It is noted that the College Affordability Challenge awarded a grant to a Las Vegas student named Devon Valencia to create a Facebook app to help students find financial aid. The library is connected to Facebook, so students can use the platform to browse available resources, reminisce about their time there, and publicly announce the financial aid they will receive (Agarwal, R., & Prasad, J., 1998). Aalborg University in Denmark uses Ekademia, an open social networking site, to facilitate communication and collaboration between students and faculty (Teng, et al. 2009). Ryberg and others describe how students use these technologies for communication, socialization, invitations to sporting events, and celebrations. (2010). Research by Michigan State University studied students using Facebook to create online study groups. Their research shows that Facebook is an important tool for college students to establish and maintain supportive networks. An example of a social capital connection is when people in your social network offer “useful information or new ideas” (P.1146). Because many people use Facebook as a virtual learning community, there is a relationship between Facebook students and Facebook use, the proliferation and popularity of casual connections, and the maintenance of social capital. Woman. Aifan, (2015) created a Facebook group for university students interested in social studies so that they could share resources, discuss topics, and interact with each other. They will publish announcements and posters prepared by their students. Stated that students turn to Facebook and other social media as resources. The need for students to use social media for learning and learning, to use this technology for learning and to help digital people take their search for learning even further. Researchers and came to the same conclusion: more and more people are using YouTube to learn, but there is not much data to support this trend.

Material and Methods

The research is multi-faceted in terms of design. The cross-sectional study collects data from a survey among college students. This study is descriptive. The content of this study is for university students in the Lahore region. The research includes two public schools and four private schools. All male and female students at six universities constitute the target audience of this study.

A stratified random sampling technique was used to select the sample of the study. Unequal standards are used for boys and girls. The total sample size is 600 students. A sample of 100 students was selected from each school based on convenience.

In this study, students' surveys are used as tools. The instrument was adapted and modified under the guidance of the experts. After modifying the questionnaire, the validity of the instrument was ensured by the 3 research experts. The instrument was based on a Likert scale of five, from strongly disagree to strongly agree. The demographical information included students' universities, semesters and names.

The validity of the instrument was ensured by the 3 research experts. For reliability, the questionnaire was administered to 50 university students before final data collection. The reliability of the instrument was ensured by using Cronbach Alpha.

Certain academic institutions visited the researcher. Researchers initially sought approval from relevant department heads. Students' information was gathered with their consent.

To analyze the data, we used SPSS (Statistical Package for the Social Sciences). With the help of descriptive statistics, we were able to determine the frequency, mean, and standard deviation of the data. Differences in knowledge between male and female students were investigated using an independent sample t-test. One-way ANOVA statistics were used to determine the significance of the differences between the mean scores of university students.

Before starting data collection, the researcher met with the department head. After convincing them, the data collection process begins. All participants stated that they were hopeful. All participants are volunteers. In this case, we took all ethical issues into account.

Results and Discussion

This study provides a comparison of students' perceptions of the social impact of learning English as a Second Language (ESL) writing in six different schools. Universities are divided into public and private, and each field is represented by two institutions. A total of 600 students participated in the research and 100 students from each school were interviewed. The average score, reflecting average student understanding, ranged from 216.66 to 228.53. Different models illustrating these differences of opinion differ between universities. Degrees of freedom (df) relate to the F test and indicate that means can be compared between groups using analysis of variance (ANOVA). The F value at "Sig" and the corresponding p value. The column gives an idea about the importance of analysis of variables. More importantly, the p value is high, with the highest value being 0.086, indicating that the difference in understanding between universities may not be considered statistically significant. To understand the implications of this finding, further details and explanations are needed to provide a broader understanding of the relationship between social media and ESL writing skills in college.

Table 1
Comparison among different Universities' students' perceptions of the effects of Social Media on the quality of Learning ESL Writing

University Name	N	Mean	SD	df	F	Sig.
Public Sector Uni 1	100	216.6600	31.85168	5	1.937	.086
Public Sector Uni 2	100	221.9900	29.59883	594		
Private Sector Uni 1	100	218.9500	32.77853	599		
Private Sector Uni 2	100	228.5300	32.62101			
Private Sector Uni 3	100	223.8900	26.28165			
Private Sector Uni 4	100	224.5400	28.58919			
Total	600	222.4267	30.49746			

Discussion

The results in the table illustrate various factors in college students' understanding of the social impact of writing in learning English as a Second Language (ESL). The analysis showed that there was no difference between the scores of students from different universities (public and private) regarding the impact of social interaction on ESL writing skills measured by Likert scales. Although the difference is significant, the difference in average scores between school groups is not very large.

Further analysis of the data shows that male students tend to have higher mean scores than female students when it comes to understanding the impact of the relationship between ESL writing quality. However, this difference is not significant. Interestingly, there is a significant difference between second-semester students and fourth-semester students, with fourth-semester students having higher scores (2nd = 221.1139, fourth = 223.8873, $p = .040$). Awareness of the impact of social media on research quality has increased.

Specific issues regarding students' digital skills and learning habits are also addressed. For example, some students don't have the knowledge to use online libraries. Learning behaviour and skills show that students enjoy completing tasks independently but should not be distracted while studying.

The findings also revealed many factors that influence students' thinking, such as life skills, intellectual ability and social skills. More importantly, the results show that most students enjoy participating in online class discussions but may experience difficulties interacting with other online class participants.

Recommendations

Results and Discussion reveal positive findings, especially that there is no difference between students' perceptions of public and private schools. This study provides insight into the relationship between collaboration, social interaction and ESL writing in Pakistani schools. The authors' suggestions, such as integrating social media technology into the classroom and addressing privacy concerns, are practical and open to improvement. Overall, this research contributes to the study of interactive technology-assisted language learning.

Conclusion

In summary, this study highlights the importance of understanding students' perspectives on the use of social media for ESL writing instruction. Recommendations from the research results show that universities should integrate social media technology into classrooms by teaching teachers and making education and training plans. The study also recommends addressing privacy and security concerns, adapting the curriculum to accommodate Web 2.0 tools, and increasing ethical awareness. Overall, these recommendations aim to improve learning and outcomes for students using social media in ESL writing.

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