

INFLUENCE OF SOCIAL MEDIA AND E-LEARNING ON BREAKING LANGUAGE
BARRIERS DURING THE COVID19 SITUATION: SECONDARY AND TERTIARY LEVEL
STUDENT'S PERCEPTION

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A thesis submitted to the Department of English and Humanities in Partial fulfillment of the
requirements for the degree of Bachelor of Arts in English

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Declaration

I hereby reassure that the thesis work presented in this dissertation is the result of my own research. The involvement of the primary and secondary resources has been accredited with due references wherever they have been used throughout this paper.

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Influence of Social media and E-learning on breaking language barriers during the Covid19 situation

Dedication

I would like to dedicate this piece of work to my parents and my teachers who helped me, inspired me, showed me path and gave me courage whenever I was in need. Without their inspiration and motivation, I would not be able to come this far and fulfill my objectives.

Influence of Social media and E-learning on breaking language barriers during the Covid19 situation

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Influence of Social media and E-learning on breaking language barriers during the Covid19 situation

Abstract

Learning a language is always an extraordinary challenge for a person. It comes with many obstacles that one needs to overcome. From the very beginning of time there are many methods that are being followed to ensure the highest level of proficiency. However, while delivering these lessons teachers also face different types of problems. Sometimes they are able to overcome those issues and sometimes they cannot but ignore those problems. Some students are responsible enough to learn on their own, but there are also some students who does not know the process to learn the second language learning skills with their own understanding of the language learning methods. Therefore, there are students who cannot reach their goals because they could not achieve the skills which were required second language acquisition. specially during this covid-19 situation, it is now more difficult for the students to continue their language activities at home because all kind of physical classes are closed right now. However, because of social media and E-Learning platforms students are able to continue their second language learning activities at home. Again, social media and E-Learning platforms have their own positive sides and drawbacks. Also, there are students and teachers who are not used to learn and teach through social media and E-Learning sites. There are different stages and levels in language learning and also in school and colleges which makes the situation a bit complicated. Because, in this covid-19 situation not everyone gets the same kind of opportunities as they were getting at a physical class. In these paper, we are going to focus on how students at different levels of secondary and tertiary level, are dealing with learning through social media and E-Learning platforms in this covid situation, we are going to look at the advantages and disadvantages of the internet and also discuss about how to make sure the same kind of language learning environment for everyone if this kind of pandemic situation goes on in the future.

Keywords: Social media, E learning platforms, Second language learning, skills, opportunities, internet, online teaching, proficiency, goals.

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Chapter 1

Introduction

1.1 Introduction & 1.2 Problem Statement:

In this modern era of 21st century we cannot think of our daily life running without the help of internet or social media. Whether, we are working in the office or in any institution, it can be media related, it can be for business purposes or to pass our leisure times or for recreational purposes we cannot but think about social media only. Social media consumes a large part of our daily routine, either in a positive way or in a negative way. For the covid pandemic situation for almost two years now, education system is very much depended on social media and E-learning. Almost all schools, colleges and universities are now conducting classes and exams with the help of social media and E-learning Platforms. It has now become a mandatory situation for all kinds of students, younger or elder to have an electronic tab device and install social media applications in them.

Through video conference teachers are taking classes and with the help of social media applications they are posting important announcements and exams are also related to social media. As it is mentioned before that social media in education can have both positive and negative sides. We need to talk with people who are teaching and learning with the help of social media or people who are directly or indirectly are connect with E-Learning. There are a lot of things we need to acknowledge when it comes to online learning. Such as, if the standard is the same as offline classes, if the students are really learning, if the students are getting the proper help, if they are assessed properly, if they are getting their feedback properly and many more. struggles can be from both sides that means both teachers and students can have issues regarding depending a lot on social media. Many more challenges are also faced by the guardians or parents because of their children's dependency on the internet. Of course, there are benefits also, how students are developing their language skills through the help of social media, how they are open to many sources and learning about a lot of things that they did not used to know before. Language barriers are something that every other second language learner will face at some

points or many stages of his/her life because after a certain period of time one cannot achieve the exact proficiency in speaking or writing English that a native English speaker would have.

But if these language barriers can be outnumbered by some essential and significant steps then it would become easier for the second language learners to achieve more. To overcome these barriers two of the most favorite and popular items followed by people are e-learning platforms and social media in recent times. In almost every pedagogical researches and constructing materials and methods for teaching English as a second language, preferences of online teaching and social media are there, they are considered to help and progress in so many ways to make the students understand and remember more and more. Especially, in 2020 and 2021 social media and many E-learning platforms have helped the students a lot to continue their studies as well as developing their language skills and overcoming the language barriers. How much they have learned or improved we are going to find out.

1.3 Research Questions:

- How secondary and tertiary level students at different levels are dealing with online teaching?
- What they think about online teaching and learning?
- How much effective they think language learning is through social media and E-learning platforms?
- What should we do to ensure same second language learning opportunities for every level of students?

1.4 Limitations:

The limitations of this research are:

- During the pandemic situation there was no alternative to collect data online because all of the academic institutions are closed.
- For the data collection process it was necessary to create questionnaire for the target audience and collect responses through digital forms and interviews.
- Because of this pandemic it was not possible to gather more responses but the results came from different school, colleges and universities from different cities and areas of Bangladesh. Which is enough to understand the situation.

Chapter 2

Literature review

2.1 Introduction:

Second Language learning comes with a lot of barriers in the process. It is challenging for both the learners and the teachers. Second language learning has always been a challenge for learners and it also comes with lots of barriers. Second language learning requires a lot of procedures and it also requires one person to be able to write in an academic way, read, understand by listening and speaking. When a teacher is teaching second language he needs to design his materials and implement his methods very carefully so that the students can achieve the language goals. Still there is a time limit after that a student or person cannot achieve the proficiency as a native speaker of that language. By that it means, after a person hits his or her puberty according to the linguists, it is almost impossible for him or her to achieve proficiency like a native speaker. There are a lots of methods a teacher can implement in his second language learning class and it is always up to the environment and also how the students are perceiving it and learning from it. The teacher also needs to design or construct his materials according to the need and desire of the students, then there are assessment periods and the teacher needs to give feedbacks to the individuals about their learning so that the learners can develop and work on their mistakes and progress.

2.2. Social media and E Learning Progress:

The most popular method nowadays is CLT, which is communicative language teaching and most of the learning through this method is by communicating with each other using different kinds of methods such as impromptu speaking, dialogue changing, using multimedia and doing task based assignments, creating real life situations to perform various tasks in the class and so on. But, when it is about E-Learning then many more obstacles or barriers are there to face for the learners. E-learning is basically learning through electronic media and also with the help of internet. In this modern time or in 21st century E-Learning platforms are very popular

because of its availability, cost, easier and many more benefits are there when it comes to E-learning. From a website called www.weforum.com we get to know that because of the pandemic situation due to covid19 1.2 billion children are not able to attend school physically on a global term. From this website it also came across the fact that the numbers of users have increased tremendously on the internet based platforms. Apps like BY'JUS made it accessible for everyone due to the pandemic. Same way, another source called www.edapp.com said that their app users increased over 320 percent due to the covid19 situation. Now, if we get back to the language learning situations and breaking language barriers the major concern is whether or not learners are actually able to develop themselves and if they are going to function as fine as they are doing on E learning platforms with the help of social media and internet.

2.3. Language Barrier & 2.4 Influence of Online Learning:

First we need to acknowledge the language barriers as a second language learner. The basic problems in learning a foreign language are, understanding the context and applying the right word or sentences in the right context, unknown accent, unknown vocabulary, less motivation, anxiety, stage fear, writing skills, reading skills etc, (Sokip,2020). Tafazoli &Golshan, (2014) talked about how E learning and computer assisted learning can be useful but also told to be careful of the double face of technology. Muilenburg and Berge (2005), talked about language barriers in their paper called, 'Student Barriers to Online Learning: A factor analytic study'. From this paper it can be learned which can cause differences in online learning and they show us the barriers through a research referring as factors such as time, interruption, prerequisite skills and more. As I said before situations are different when it comes to teachers' perceptions about teaching and specially in case of online teaching.

Therefore, Michael (2007), in his paper called 'Faculty perceptions about barriers to active learning' talked about three different kinds of issues according to faculties in case of learning, which are student's characteristics, factors that can effect directly the faculties and pedagogical issues. (Liu et al,2010) talked about how cultural differences can bring language barriers and it is obvious that most of the e learning platforms are designed for everyone in the world, therefore picking up the context can be tough for a person who is not familiar with American or British culture. (Khan,2016) identified some other barriers such as clear objectives and the proficiency of a teacher which means if you do not have a clear objectives for your

destination how you are going to reach there and your teacher must be proficient enough to understand the needs of their students and design the materials and choose the methods accordingly, otherwise no goals for learning the language. Most of the researchers tell us how social media and E learning are helping the second language will be achieved.

Now if we talk about how social media and e learning platforms are helping the learners to overcome these barriers; then, (Asnur, 2019) talked about in his paper how students are more reliable on social media to increase their second language knowledge, they all have smartphones with them, it helps them to access anything at any moment. Colleges and universities are also embracing the online learning platforms and depending on social media platforms a lot specially during the corona situation, (Yadav,2021). Now, if we talk about some advantages and disadvantages we have to remember every coin has its two sides. Students can learn a lot from the internet and social media such as new words, accent, pronunciation etc but it is also a matter of concern that students are exposed to everything that is on the internet, (Al-Jarrah et al, 2019). Alongside of the advantages the disadvantages cannot be ignored at all such as lack of interaction or communication, lack of discipline, difficulties in assessing the actual progress of a student because it is very easier to cheating or use proxy and many more, (Arkorful, 2014).

Chapter 3

Methodology

3.1 Introduction & 3.2 Process:

The purpose of this research will be identifying in a general scenario that what are perceptions of the secondary and tertiary level student's on how much social media and E learning platforms have been helping them for almost two years of pandemic situation. How they are dealing with overcoming their language barriers, how much they have learned and progress, achieved their desired second language goals and also the problems and struggles the secondary and tertiary level students are facing due to online teaching overall. For the research a group of students of class ten students of Monipur School Mirpur will be asked some open ended questions about their experience of online learning english language, how they have dealt with reaching their language goals, how they have been overcoming their language barriers in case of listening, speaking, reading and writing. If they have suffered from anxiety, lack of

understanding the context, how they are interacting with other students, how they are doing on their exams etc. Then, some students from remote areas are also going to be asked the same questions, if they had the privilege of online learning platforms, using social media to develop their language proficiency and also if they can communicate with other classmates as well as their teacher or not. It is obvious that there will be some differences between the city students and the remote area students. Some of these questions will be asked through a virtual meeting and some of the questions will be asked through a google form where they can write their answers.

There will be another question for everyone about their opinion about E learning and social Media, that if they had to continue what are the changes should be there to improve their learning situations and increase their progress as second language learning is not an easy subject for all. Different students have different types of proficiencies, several students learn and observe differently and in case of online teaching especially, when it comes to assessing and giving feedback and communicating with other classmates, group works and so on. In this research the students of class ten have the intermediate level proficiency in their second language acquisition. On the other hand, the students from universities or tertiary level students have advance level proficiency in learning a second language. Same goes for the tertiary level students, some public university and some private university students will be asked about their second language acquisition in this covid 19 situation. After collecting all of the answers, the answers are going to be analyzed and search for the loopholes like what were the benefits they got from E learning and social media and also what were the drawbacks and struggles they faced. After analyzing and discussing the answers from the students we would be able to understand the benefits from e learning and what kind of impression it is making on the students. Also, we will be able to come up with possible solutions for the drawbacks of online teaching and using social media. Then, we would be able to realize how much we have to be advance in using these technologies, the procedures to ensure development in breaking the language barriers in real life and achieving the goals for the second language acquisition.

3.3 Participants:

In total there are 40 students who participated in the survey and also the interview. Different levels of students were involved in the research process to get an overview of the situation. There were ten students of class ten from Monipur High School and five students of class ten from a remote area school called Bhangoora Jarina Rahim Girls High School and they participated in a virtual meeting to answer the questions. 20 students from BRAC university of 1st year and five students from Khulna University of 2nd year participated in the survey to answer the questions. The age range of the secondary level students were 15-16 and the age range of tertiary level students were 21-23 years old.

Chapter 4

Data Analysis and Findings

4.1 introduction:

It is very obvious that during this COVID-19 situation the education system has encountered some drastic changes and also enormous new obstacles and difficulties in case of giving education to the students. It is completely different when it comes to online teaching because there are lots of things that you cannot do in online teaching. From the survey with the students there are so many information we came across. Different people or different students have different kind of proficiency in language skills. There are some students who already have the potential or the understanding to develop their language skills by themselves, maybe they're not very much dependent on the teacher or classes. But there are also some students in our country specially who are not very much independent about their second language acquisition which is English language. They need a teacher to guide them and also they need to practice more and more to reach their desired goals. There are a lot of students who really want to practice English in class, they need to overcome their anxiety, they need to overcome their stage fright, they need to develop their pronunciation and accent, they need to carefully listen and understand the context, they need to be fluent, they need to be able to communicate easily with others in an

understandable way and there are many more things any student needs to develop in a second language acquisition.

4.2 Advantages and disadvantages of Social Media and E Learning Platforms:

It's not a teacher's fault that in online teaching you cannot do all the things you used to do in a regular class or in a physical classroom, also online teaching is a very new concept in our country specially in the village area. Such as, it is pretty obvious that you cannot do face to face talking, face to face communication, eye contact, giving spontaneous opinions and suggestions to each other etc. When the students of 'Monipur High school, Dhaka' of class 10 were asked the survey questions a lot of information came before our eyes. Then when some girls of class 10 from a school called, 'Bhangoora Jarina Rahim girls high school', some different types of answers caught the eyes. As it was said earlier that we are also going to ask survey questions to some tertiary level students from private university and public university, we also approached to different types of answers. In Bangladesh it's not just city students and village students. There are a lot more categories that we can possibly guess. The education system whether it is offline or online is very different from one another.

Such as, the students of Monipur high school Dhaka they have a different style of learning English language than the students from the remote area, though they have the same curriculum and they have the same syllabus it's different. The reason can be proficiency, or the teachers and also the proficiency of the students. Again, the potential of the students of a public university can vary from the students of a reputed private university, in case of teachers, in case of resources, in case of understanding of the contexts and also classroom environments, eagerness to learn English, understanding of the English language, some of the students are really proficient and there are also some students even if they are a university students they don't have the advanced level proficiency in learning English as a second language. The notion of learning a second language is different to everyone, not everyone has the potential to learn a completely different foreign language on their own. Those who have basic knowledge of English and their basic is strong that they know the drill to develop and follow the rules and regulations, methods, practice the materials on their own. Obviously it is with the help and guide of the teacher but only practicing in class cannot give you the proficiency you are looking for in a second language acquisition. Even if you are attending the classes regularly you need to do some

reading, listening, writing, speaking exercises on your own. In this COVID-19 situation the offline classes are not going on, students are completely reliable on online classes. Therefore, it is really up to a student whether he is a school student or a university student, he or she needs to utilize the resources they can find around them and develop their proficiency in English.

4.3 Findings on City School:

Now let's talk about the answers we got from the secondary level students. First of all, the students of class 10 they have 3 English language class in a week and most of them said that they spend two hours or so in practicing the homework that their teachers give them. When they were asked if their teachers take help from any E learning platforms such as BYJU's or Khan Academy or any other E Learning Platforms, they said the teachers usually teach them through video conference on Zoom or Google Meet and they share all kinds of information, notices, tips, important lessons, recorded lessons and other things on the Facebook. They also added that if they have any question or confusion they asked the question on the Facebook comment section or they can call the teacher directly over phone. When they were asked about the spontaneity in an online class, they said that their teacher really encourages them to speak in the classroom, to talk about issues, to talk about what they have understood and what they have not understood, if they have any questions, if they have any confusions, he also encourages them to give their opinions, he also asks for suggestions about the class. However, most of the students do not like to speak in the online classroom, they somehow feel insecure about their speaking or what might the others think about them.

In a regular offline classroom, a teacher can just point to someone and he can actually make someone talk but in offline classroom it is really not possible for a teacher to force the students to talk. When these students were asked when did they get their own personal electronic devices, they said that after the Pandemic happened they got their personal devices, some of them used their parent's devices. They also shared that it is very new for them to learn and study with the help of electronic devices and they have to be on social media to check in if any of the teachers have uploaded anything or not. When they were asked how the exams are taken they said that most of the exams are taken through giving assignments, the teacher would give them topics to write about, homework's to do, the teachers would also post questions in these social media for the students to answer.

When the students were talking about the benefits of a learning and social media they said that they can actually research about so many things, they have lots of open resources, they can learn about anything at any moment, and they also said Internet can be really helpful for understanding things easily. When I asked them about language barriers they said in online teaching and using social media they are getting so much resources and they're actually researching about their problems but language skills like speaking and communicating and interacting with each other the Major purpose of learning a language was not fulfilling. When they were asked about monitoring their progress and study they said there are a lot of students in one class it is not possible for a teacher to go one by one and do online monitoring and giving feedback. They said that sometimes teachers give us feedback depending on our assignment but not regarding listening, speaking, reading.

Most of the feedbacks are about grammar learning and writing. they were asked about their honest opinion if social media can be disrupting or Distracting when they're studying. They said when we are reading or learning something from the Facebook where are teachers have posted something or updated something, sometimes Get distracted by the ads are the videos of the posts and notifications. They also said that just like they are not habituated with this online teaching before covid19 situation, so not their parents, even if they're studying on the Internet or the social media sometimes parents might think they're just wasting their time. Therefore, there is a really clash of opinions and situations. When they were asked about the future suggestions about E learning and how it would be more acceptable for everyone, they said it would be nicer if both the teachers and the students were given proper instructions about how to learn and function properly in an online classroom situation, rather than social media it would be more reasonable if they have their own E learning platform like Khan Academy, last but not the least the classes should be divided into smaller sections so that teachers can actually give proper attention to everyone and everyone can get their assessments and feedbacks accurately. Therefore, they would be able to learn from their mistakes and process the feedbacks to reach their ultimate language goals which is advanced level proficiency in all the language skills.

4.4 Findings on Remote Area School:

Some different answers came in front from the Bhangoora Jarina Rahim High School. When they were asked about their online learning experiences about English language and social media engagement. they said that they did not have regular English language classes. In most of the cases they were depended on individual tuition class and their previous learning about the language. Because of the lack of technological support, they were not able to continue their study through E Learning platforms and social media after the pandemic of coving 19 started for a really long time they are not in contact with their school teacher and they're not doing any kind of language practices in any online classroom. They were just given assignments from school. For their language acquisition goals after some time of the pandemic they started taking help from the Internet and social media.

They would create social media groups among themselves to help each other in learning the language skills but it was not as same as offline physical classes. There was no such arrangement for them to contact with the teacher on a regular basis. Whatever they learned, they learned it from their tuition classes and on their own. When they were asked about the benefits they got from social media and online learning they said it is very helpful to do researches but they are not used to do it. Therefore, they did not know how to function internet for their studies appropriately. When they were asked about getting feedbacks they said all they got were marks on their assignments. When they were asked about future steps for E Learning and social media uses they said they need a lot more preparation and training in online learning and during this COVID-19 situation they faced a lot of problems in reaching their language goals. They mentioned that schools and teachers should take more responsibilities in case of online teaching and using a learning platforms because if another situation like COVID-19 comes in future they should be well prepared for that otherwise it would be a total disaster for them because they would not be able to achieve the proficiency they are looking for in their second language acquisition.

4.5 Findings on Public and Private University:

Same kind of answers came from the public university students. For almost a year there was no online classes, they were not taught anything, they were totally on their own, no responsibilities from the public university were taken, they were lacking in developing their

language skills and overcoming the language barriers. However, the most positive answers came from the private university students. Their teachers were very responsible for their language learning and developing their skills to a higher advanced level. There were regular classes specially designed for second language acquisition and developing all kinds of language skills. They have class participation marks and therefore for the exercises and exams they had to spend at least two to three hours for practicing their language skills.

Their university made some platforms like coursera free for them to develop their skills where they can enroll different courses and advance themselves. The teacher used zoom and Google meet classroom for regular online discussion sessions and also used social media to notify the students about important information, daily exercises, group activities, assignment notices etc. As they have class participation marks they had to answer questions spontaneously in the virtual classrooms. The university students obviously have their own personal electronic devices such as phones and laptops, therefore it was easier for them to research about their problems and practice more as it was not possible for the students to interact like they used to do in physical classes the teachers would give group projects and activities to perform and the students were also focused because those group activities and group paperwork carried marks. Their teacher would prepare recorded lectures for the students to watch at any time and get support from it and also he would share extra articles and papers and PDFs of important books for students to read and follow.

4.6 Drawbacks of Social media and E learning sites:

Most of the exams are taken in a limited period of time and the papers were checked in a software called turnitin to check for plagiarism. The students also mentioned that learning or teaching or giving exams during COVID-19 situation is a bit more challenging than usual but the teachers tried their best to make us overcome our language barriers. Teachers would make the students give presentations on a video conference to overcome their language barriers and achieve the language skills or goals of speaking publicly, pronouncing correctly and also the teacher would be able to understand if the students have understood the context or not. The students admitted that no matter how much the teacher was trying this spontaneity was not like physical classes. They also said that it is easier to understand what the teacher is trying to teach us in the physical classes. Communication gap was also mentioned by the students. They also

mentioned that they were using social media more than before because of online classes and to follow what the teacher was updating daily.

It is very usual and pretty obvious that anyone would get distracted in using social media. There for when they were using social media for language learning purposes there were also knowingly or unknowingly wasting time on the other contents of social media. When the students of private university where asked about some of the drawbacks of E Learning and social media while doing online classes they mentioned, not every student can be as spontaneous as they were in the offline classes, it is not same as giving presentation on a video call and in front of a class. The real life communication practices, it was not happening, no matter how much modern technology there is to check plagiarism, some of the students still do cheat in the exam or while doing the assignments. They added, sometimes it is not possible for the teacher to assist or assess all of the students properly in our E Learning platform are in an online class. Certainly there are lots of benefits we can get from the Internet and social media but the main problem is it is too distracting.

Chapter 5

Discussion:

5.1 Introduction:

The purpose of this study was to know how in the pandemic situation of COVID-19, the E Learning platforms or E Learning system and this social media have helped different levels of students in case of learning English as a second language and also the perception of different types of students while they were attending online classes and how they have continued their studies through E Learning and how they have used the social media to overcome their language barriers. In the data analysis we saw different types of students had different types of point of view regarding E Learning and social media usage. The answers were pretty positive in case of private university students. the students of money poor high school of class 10, they were also continuing their online classes. But the most under privileged or the most struggles were faced

by the Bhangoora Jarina Rahim girls high school students and public university students. There are some basic problems that everyone faced during this COVID-19 pandemic in case of continuing their education, especially in second language acquisition.

5.2 Discussion on the responses of Tertiary Level students (Private):

The corona situation started March, 2020 which was really the starting point of any course our class of the year, it was the prime time for every student to understand their present situation, said their language calls, practice them in class with other students and interact with the teacher about their problems and progress. But the unfortunate situation of global pandemic happened and everyone had to switch to online classes at home, all the schools' colleges and universities had to start E Learning and take help from the social media stop he learning platforms and social media where very crucial in the online teaching, continuing the courses online was the only way to make the students concentrated do education and stay at home and be safe. According to, (Arkorful, 2014), "The adoption of E-learning in education, especially for higher educational institutions has several benefits, and given its several advantages and benefits, e-learning is considered among the best methods of education. Several studies and authors have provided benefits and advantages derived from the adoption of e-learning technologies into schools (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Marc, 2002; Wentling et al. 2000; Nichols, 2003)".

5.3 Discussion on the responses of Secondary Level students (city):

First of all, if we talk about their benefits of plus 10 in the Dhaka city in case of E Learning and social media, they were engaged in regular language activities through video conference and the teachers would post exercises for them in the social media platforms. Teachers were encouraging the students to talk in the classroom, give presentation, they were given homework's, they were learning how to do research on the Internet, they were also learning from the social media how to overcome their language barriers. According to, (Tafazoli,2014), "the use of the Internet has also been shown to promote higher order thinking skills. The Internet may increase student's motivation (Lee, 2000); and the Internet provides greater interaction (Lee, 2000). There are some activities in the Internet that give students

positive and negative feedback by automatically correcting their on-line exercises (Lee, 2000)”. But the drawbacks that they faced where, it was not possible for the teachers to give attention to everyone in a class of more than 80 students. In the virtual classroom they were only able to practice the writing skills and grammar skills, speaking reading and listening skills were not given much importance. Feedbacks were only given on assignments but no other skills are how to improve or overcome language barriers such as speaking or communicating with others fluently, pronouncing correctly and so on. They also said even if social media and Internet were very useful guide during this pandemic situation still it was distracting for them, it would consume a lot of time and also the parents feel insecure about their using social media a lot all on a sudden because nobody in Bangladesh was very much familiar or comfortable with a learning and using social media Internet for educational purposes.

5.4 Discussion on the responses of Secondary Level students (remote):

The students of class 10 in the remote area were not given any regular English language classes, they faced lacking of technological support during this pandemic, they were not able to learn through any E Learning platforms and utilize social media for their goals in overcoming language barriers and developing language skills. According to, (Mohammadi et al, 2011), “Through using internet and web, students can reinforce their communicative competencies, familiarize with different cultures and strengthen their necessary skills like: listening, speaking, reading and writing. In web-based and internet learning, anxiety is reduced and responses are transferred quickly and learners get more confident. Teachers try to integrate internet with their instructional materials and teaching styles to create a meaningful learning environment. Emails and chat rooms which are done via internet are an important part for communication between learners and professors and also improve the writing skills of learners in language learning. Learners are able to enhance both their accuracy and fluency via using internet”.

5.5 Discussion on the responses of Tertiary Level students (Public):

Now, if we talk about the findings of the students of public university, their expressions are similar to the remote area class 10 students. March 2020 was a prime time for the university students to start their higher advanced level proficiency practices in second language acquisition.

But for the unfortunate turn of events they were not able to do so and they also had to sit back at the home and rely on the university but from the survey I got to know that not all the public university provided E Learning platforms or virtual classes regularly. they were totally on their own in case of learning and practicing the language skills and overcoming their language barriers and fears. As a non-native speaker it takes a lot of practice and lot of understanding to be able to speak, right, read in English and be proficient enough to communicate publicly in English.

Chapter 6

^Recommendations and Conclusion:

6.1 Recommendations:

According to the findings, we need to be able to provide all kinds of students the same kind of learning experience and environment so that they can reach their desired language goals and be able to reach the advanced level. It is really important to acquire all kinds of language skills but during this pandemic situation the classrooms have shipped it from physical too online classes which search so many boundaries in the process. Still, institutions are finding with where they would be able to provide students the proper language learning experiences. However, in Bangladesh it is really difficult in schools and colleges both in cities and villages, and in public universities the students are not able to get the opportunities as the university students or the students in the cities. First of all, we need to make sure that all the students have Internet connection at their house, they have proper monitoring how dare using these social media, the teachers should be also well prepared and trained because online teaching is a very new phenomenon for the teachers in our country. Last but not the least students should be able to use their own understanding and knowledge to develop their language skills which will be only possible if they know how to learn from the Internet, social media, E learning platforms rather than wasting time in the social media. Because in this pandemic situation we need to survive the loss by showing our own effort towards everything.

6.2 Conclusion:

In this covered situation, it is difficult for every student to continue their studies. Especially when it comes to second language learning it is really important to be present in a physical class and follow the steps and methods, exercise the activities, take part in Group works and projects, give presentation, become more expert in all the language skills. But in this worldwide pandemic situation students have to continue their studies through the help of Internet eLearning platforms, social media. In Bangladesh online learning is a very newly recognized phenomenon. It might be easy for some level of students but it is also not very stress-free or welcomed by the students of certain level of students such as village students come on school students. Therefore, it seems, the ratio of equal learning opportunities is not even near similar. In this paper we got to know that students are trying to adopt the online learning situation and also there are students' poor deprived of such kind of opportunities. No one knows how much longer this coverage situation will long last therefore it is our responsibility to make sure everyone gets the same kind of learning experience and be able to achieve their language goals in second language acquisition through social media and online learning platforms during this COVID-19 situation

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Chapter 7

Appendix:

Questions for Secondary Level Students:

1. What is the time period of your learning English Language through e learning Platforms and social media in a week?
2. How many hours in a day do you spend for practicing your language skills?
3. How do you take help from the E Learning Platforms and social media to reach your second language acquisition goals?
4. How spontaneous are other students in the virtual classroom?
5. Do you have your personal electronic devices?
6. What kinds of activities do you do or your teacher tells you to do to interact with other students in the classroom?
7. How are the exams taken? with the help of E learning platforms or Social Media?
8. How did your teacher advise you to use social media for research purposes?
9. What were the language barriers your teacher focused on in the online teaching and how did he utilize it to overcome those barriers?
10. How much benefitted you got from online learning and using social media for your study purpose?
11. How did your teacher monitor your progress or what was the assessment process on how you are doing in the course, how much you have developed, what were the things you needed to practice more etc?
12. How did your teacher used to give you feedback?
13. Can social media be distracting when you are actually studying or using it for your educational purposes?
14. How did your parents monitor your using phones and social media or internet?
15. What are steps you think our country should take to make E learning more plausible for everyone?

Questions for Tertiary Level Students:

1. How many days a week do you have classes for English Language?
2. What are the language skills being covered by this courses?
3. Is it possible for you to focus on all the skills included in language acquisition?
4. What are the materials and methods covered by your teacher in the online teaching?
5. Does your teacher encourage you or use social media for your language practices, exams, research purposes inside and outside the virtual classroom?
6. How does he conduct the classes? What are the strategies does he follow to ensure maximum learning?
7. How does your teacher ensure interaction and communication in the classroom with other students and with him?
8. What is the notion of exams for you during the Covid 19 situation?
9. Can you tell me some of the drawbacks you faced during E learning?
10. What were major struggles you encountered during online classes and using social media?
11. How much time do you spend on social media for study purposes? is it distracting or taking more time of yours than before corona situation?
12. What are the major benefits you got from E learning and using social media?
13. How did the teacher assess you throughout the online courses in this pandemic situation?
14. How did he give feedbacks on your progress? Also, how did you manage to follow those feedbacks for your language acquisition development?
15. Did you guys were engaged in group activities? if yes, how did you organize it?
16. What are some of the major changes or upgradation would you appreciate in the E learning and use of social media for second language acquisition?

