Using Social Media to Reduce Language Barrier among Foreign Students in Pakistan

**Taha Shabbir[1*], Syed Minhaj Hussain[2], Sabir Ahmed[3],
Arjumand Zehra[4], Ahmar Hamid Khan[5]**
Federal Urdu University of Arts, Sciences & Technology, Karachi Pakistan[1,2]
Greenwich University, Karachi Pakistan[3]
University of Karachi, Pakistan[4]
Iqra University, Karachi Pakistan[5]
Email : tahashabbir51@gmail.com

ABSTRACT

Social networking is rapidly changing the communication environment of contemporary social media. Social media's growth has had a profound effect on students' academic lives. Institutions and researchers are actively playing with social networking technologies with the expectation of stimulating strategic thinking, collaboration, and knowledge rising. Today's higher education establishments have adopted social media to communicate for students with teachers, fellow students, and other higher authorities. This necessitated the investigation and analysis of the impact of social media on students' academic lives in this report. The study argued for a qualitative approach to assessing these effects. Thirty international students enrolled at Karachi's university were randomly chosen and questioned over four weeks. Following an examination of the phenomena that motivated the study and transcription of the participants' comments, the results suggest that students in higher education often use social networking and that participants believe that social media plays a major role in their academic success. Social networking applications can augment classroom content and have a beneficial effect on conversations, community service, and authoring. However, since these media are inherently accessible, it is critical to closely understand the advantages, consequences, and pitfalls of transparency, as well as the critical nature of ongoing contact with students in order to discuss their concerns and resolve any problems that arise as a result of social media use. The analysis concludes that as an international student studying in Pakistan, social media contributes to academic creativity.

Keywords: Social media, Innovation, International Student, Smart Learning

INTRODUCTION

In recent years, technology has attempted to serve society by providing substantial participation in both the social world and schooling and learning. Many higher educations have spent years investigating the exciting possibilities that new technology offers institutions, learners, and students. The way people communicate has shifted due to technological advancements, resulting in the creation of an accessible virtual network, such as social networking, that enables residents of this planet earth to interact with one another, effectively transforming the globe into a global village. Social networking sites such as Facebook, Twitter, Youtube, Whatsapp and Instagram are used in education to promote communication with students and, potentially, with others outside the classroom, such as other students learning the same

subject and subject experts. Social media's emergence has had a tremendous effect on the way students study and instructors instruct. Social networking has encouraged teachers, educators, and others in today's higher education settings to collaborate on curriculum construction activities in learning and teaching environments. Social networking applications can augment classroom content and have a beneficial effect on conversations, community service, and authoring. Educators and educators are increasingly playing with social networking tools in order to develop students' ability to think logically, collaborate, and create material. However, since these media are inherently accessible, it is critical to closely understand the advantages, consequences, and pitfalls of transparency, as well as the critical nature of on going contact with students in order to discuss their concerns and resolve any problems that arise as a result of social media use.

The Description of the Issue With the proliferation and use of social media as a key means of communication for individuals and its penetration into teaching and learning in higher education has increased proportionately. This report would explore and assess the impact of international students' intelligent usage of social media in higher education in Pakistan.

This research aimed to determine the effect of social media on foreign student's academic life. Existence to be more precise, this research would examine the types of social networking that student are acquainted with, how students in higher education utilize them, and their effect on their academic lives. A very little work has been previously done regarding the issues and problems which foreign students face while studying in a country where mode nd language of instruction is usually in Urdu.

The study's primary research issue was "Does social media have a distinct effect on foreign students' academic lives?" To address these concerns and examine the manner in which this effect occurred. The following questions were considered: What are how students use social media? And what degree has social media aided in the education of students?

The study's impact on an awareness of social networking, its use, and how it affects the academic atmosphere of students will be extremely beneficial for students, researchers, student relations professionals, and all other stakeholders involved in discussions around social media and school life. The study's findings will aid participants in strategizing and reconstructing their attitudes about social media use. Additionally, it would encourage us to recognize the fascinating possibilities social networking provides for individual and college life as a whole.

Literature Review

a) Social Networking Sites

The term "social networking" refers to an application that allows users to collaborate and connect; to generate, modify, and share new categories of textual, visual, and audio material, categorize, label, and recommend previously generated forms of information. Thus, social networking is a broad term that encompasses various Internet- and mobile-based services that allow users to share, interact, discuss, and share ideas and information within an online community. The below are a few examples of Internet technologies often associated with social networking (occasionally referred to as "Web 2.0"): Blogger. Weblogs, or blogs, as they are more widely referred to, are easily created and updateable websites that allow authors to instantly publish content to the Internet, thus enabling contact between teachers and students. In its simplest type, a web is an internet journal with pages shown in reverse chronological order. On websites such as Word Press, Tumblr, and Blogger, you will host a blog for free.

A wiki is described as "a shared website in which any user may edit existing pages or create new ones using her Web browser." Any user can contribute to and delete previously written material. Wikipedia is a well-known example of a collaborative encyclopedia built on wiki technology. Social network bookmarking that allow users to arrange and share links to websites. This enables users to create a searchable internet that is uniquely theirs. Tumblr, StumbleUpon, and Digg are also representations of social media sites. Boyd described social networking sites as publicly available web-based tools that allow users to build a personal profile, connect with other users, read and react to other users' posts, and privately or publicly send and receive messages. Individuals can use these web-based tools to establish a public or semi-public identity within a bounded scheme. Facebook and LinkedIn are two of the most common social media platforms. Frequently referred to as micro blogging platforms, status notification services such as Twitter allow users to post quick updates about individuals or events and see other users' tweets. There are very few who are certain to revolutionize the market quickly, most certainly due to our efforts.

b) Media Platforms and Intellectual Life In Tertiary Education

Academic existence is characterized in these contexts as activities correlated with college and university work, specifically those that emphasize learning and logic over practical or technological skills. On the other hand, higher education is a professional level that broadly relates to post-18 education at universities and other institutions and organizations that award advanced degrees and specialized qualifications. Apart from the fact that most conversations regarding social media are either straightforward or philosophical in nature, a growing number of educationalists exploring and aspiring in this field are starting to recognize the possible significance and likely implications of social media for education practice provision, especially in higher education. Social networking has been an integral aspect of college life. Indeed, some critics identify social networking as a self-networked avenue for recognition that acts as a key platform for social engagement and identity identification for a large number of citizens.

The obvious evolution of a university-bound student's essence will ultimately expose the critical nature of social networking in higher education. In a practical context, social networking is a characteristic that describes a fully interconnected, collaborative, and creative technology that is more agile, responsive, and swift. Consequently, social networking is associated with an uptick in young people's propensity for multitasking, depending on automatic juggling of daily activities and obligations. Subtly, the reason young people adopt these emerging technologies is often attributed to social networking's autonomous presence, which grants students greater control regarding the extent and type of work they do and the place, scheduling, and manner in which they perform it. Tapscott (2017) asserts that young people are rapidly fulfilled with their need for choice, convenience, customization, and control by designing, making, and selling their products. According to many academics, social networking is crucial in higher education if organizations want to retain (re)connections with these students. Numerous universities now maintain profiles and communities on social media sites such as Facebook, where students and faculty can communicate, share resources, and articulate learner voices. Social networking platforms liberate students by openly expressing and communicating their thoughts and perspectives on topics that may not have been addressed in a conventional classroom.

As Mason reasoned, shared meeting spaces and intergroup connectivity are important indicators of what motivates young people and may lead to their persistence. According to Douglas Thomas's (2018) description of a technology-enhanced modern culture of learning in which learning is focused on the collective discovery, play, and creativity rather than on individualized teaching, one might contend that social networking promotes facets of information usage and construction that are diametrically opposite to epistemological traditions. These ideas are more specifically articulated in connectivity. The idea that is learning in the new networked era now relies on the ability to access and use distributed information "just in time." Simply put, learning is the capacity of a person to connect to specialized information nodes and outlets when and when they are needed. Thus, intelligence necessitates the protection and maintenance of these relationships. As Siemens (2017) states, learning can thus be conceptualized as a 'capacity to know more' through social networking, rather than relying on an individual acquisition of prior knowledge relative to what is currently known.

METHOD

The methodological portion of this research utilized a qualitative method, using a semi-structured interview with a small group of students from Beijing Regular University. Qualitative analysis was chosen over quantitative research because it is more suitable for collecting data in a natural environment than in a contrived scenario (Creswell, 2018). To the extent practicable, this analysis used a face-to-face interview with researchers and participants to prevent individual prejudice. As a result of in-depth interviews, the researchers in this analysis could elicit extensive knowledge on how students use and learn from social media.

The study's population is comprised of foreign master's students enrolled at the University of Karachi. The sample was drawn from the international student population. During the research, thirty foreign students agreed to participate. The researchers selected participants using a convenient screening method. Fifteen female and Fifteen male students are included in the study, with six students from each of the following programs: Education, Mass Communication, Political Science, Economy, and Environmental Science.

The entire data collection cycle lasted approximately one week. Each interview lasted roughly 20–30 minutes and was performed in English. The researchers took notes after the interviews to aid in transcription. With the participants' consent, all interviews were audiotaped for accuracy and easier transcription. The first section of the interview elicited information about the participants' research program. The second section included interview questions on (a) how students utilize social media and (b) how social media has aided and enhanced their learning. In regards to how students utilize social media, issues such as "Are you acquainted with social media?" (ii) "What social media platforms are you familiar with and which ones do you use the most?" and (iii) "do you use social media in your scholarly study, and if so, how?" The second issue, which examined the degree to which social networking has aided and enhanced student academic life, included sub-questions such as "do you believe social media can improve your learning?" and (ii) "do you believe social media can enhance your learning?" (ii) "How much of an effect has social media had on your academic life?" (iii) "Do you face any difficulties as a result of the usage of social media?" (iv) "How will you rate social networking as a positive or negative experience?"

The data were then transcribed and classified according to the participants' responses. The transcriptions were then used to create pertinent themes. The data for this analysis were interpreted inductively, beginning with raw data derived from various sources of knowledge and then narrowing down to some basic themes. Additionally, main phrases were jotted down in the margins, and the margin notes were organized into distinct subthemes and patterns.

RESULT AND DISCUSSION

Social networking platforms have been ingrained in our culture. You will see them being used often by our pupils. Facebook, Wiki, YouTube, message boards, LinkedIn, tweeting, and Twitter, are among the most common resources. Modern technology advancements make every effort to meet the needs of people, especially the younger generation. How, as educators, do we capitalize on this momentum? The thesis examined students' usage of various social communication platforms, their views and behaviours toward these tools, and their preferred social networking groups. The findings indicate that Facebook, Wikipedia, and YouTube are the three most often used social networking platforms; the main four explanations for utilizing social media tools are social interaction, path coordination, the pace of input, and relationship building. In terms of social networking groups, they favoured those that were civically active and did not need participation and those that focused on a timely subject. The author proposed some instructional ramifications of some of these resources as a valuable resource for teaching and learning based on their feedback.

PARTICIPANT	GENDER (3 Each)	FIELD OF STUDY
1	Male/Female	Mass Communication
2	Male/Female	Education
3	Male/Female	Political Science
4	Male/Female	Environmental Science
5	Male/Female	Economy

This summarizes the findings from the data analysis to address the research questions. Relevant themes and subthemes were identified concerning each research issue. This thesis completed and reviewed thirty-person interviews. The information gathered during this analysis report would be used to answer the following questions:

a. What are how students use social media?
b. To what degree has social media aided in the education of students?
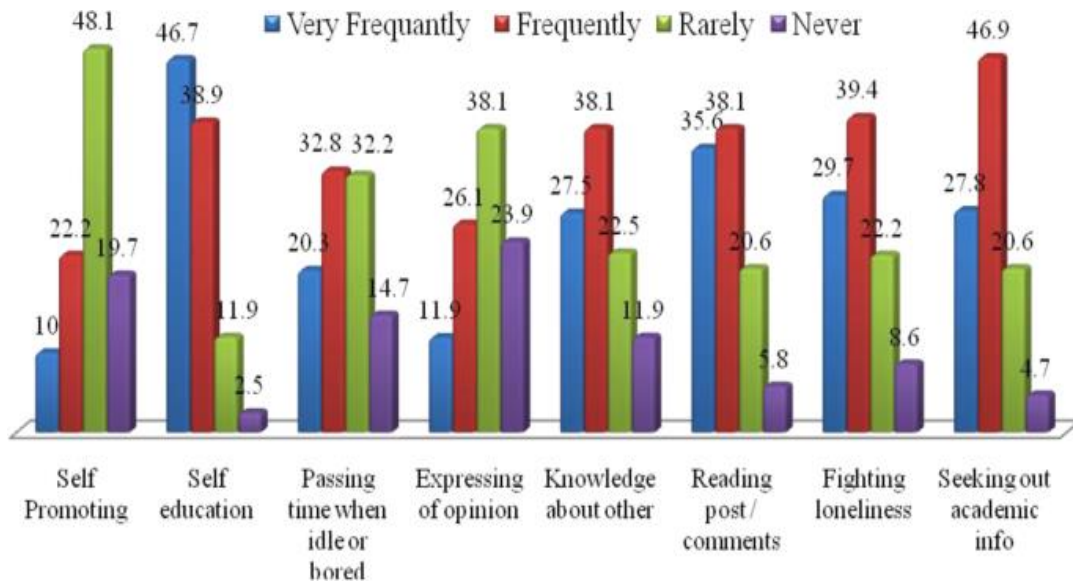c. To what degree has social media aided in the enhancement of student academic performance?

Figure 1. DOI https://slejournal.springeropen.com/articles/10.1186/s40561-020-00118-7

The respondents were also questioned if they think social networking would improve their learning, how much social media has aided their academic lives, and how they will rank social media in academic life as "healthy" or "poor." The majority of the ten participants unequivocally replied "yes" when asked, "do you think social networking will help you learn?" However, social networking was rated as beneficial to scholarly work by both participants. However, when asked how social networking has aided their academic success, participant 1 stated: "Yes, I believe that, because sometimes we have discussions about certain topics discussed in class, such as I've entered two communities that were created primarily to complete our assignments; because information should not reside solely in the mind of one person. We communicate that WeChat. I've been using social media to access updates and assistance from my classmates since I began my studies in China. Through WhatsApp and Facebook, I sometimes have the opportunity to address various subjects and concerns with my friends; we sometimes share our perspectives and assist one another in understanding relevant issues; I must agree that social networking has benefited me significantly.
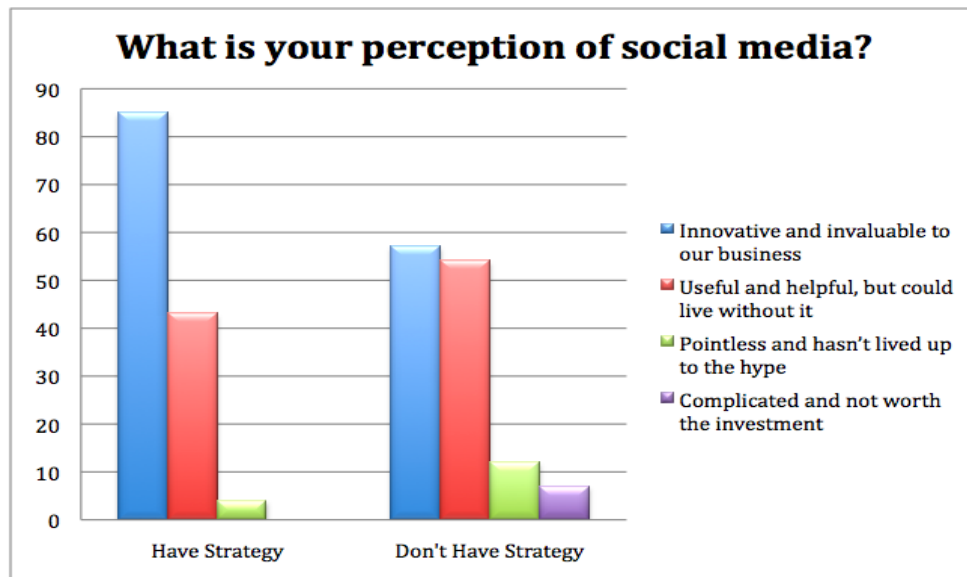
What is your perception of social media?

Legend:
- Innovative and invaluable to our business
- Useful and helpful, but could live without it
- Pointless and hasn't lived up to the hype
- Complicated and not worth the investment

Categories: Have Strategy, Don't Have Strategy

Figure 2. DOI https://www.socialmediaexaminer.com/most-marketers-not-profiting-from-social-media/

Social networking is gathering unprecedented traction. This demonstrates that we, as social creatures, need continual contact with one another and with the outside environment. Thanks to the exponential development of technology, society is more accessible than ever before, with vast potential for sharing thoughts, insights, and intelligence. Though social networking has rapidly penetrated the business landscape, educators are exploring ways to use social media technologies in the educational arena. Social networking resources allow learners to develop new levels of independence in their study and learning. They promote a broader spectrum of verbal capability. According to a University of Houston research report, student usage of wiki and YouTube is growing and has become extremely widespread. There are primarily two methods for using social networking platforms for educational purposes. One strategy is to incorporate social networking resources into the new school environment as a teaching and learning resource to aid in the content delivery phase. Now, we see a steady integration of certain resources into CMS. This is a prudent decision that would have the least disruption to the existing education delivery structure. Another approach is to utilize social media to supplement traditional content implementation, transform the classroom environment into the physical world, and enrich students' academic environments with real-world practice. The second option would prove more complex to incorporate and manage with the existing state of education. Here, we'll look at the first method of integrating social networking with the curriculum.
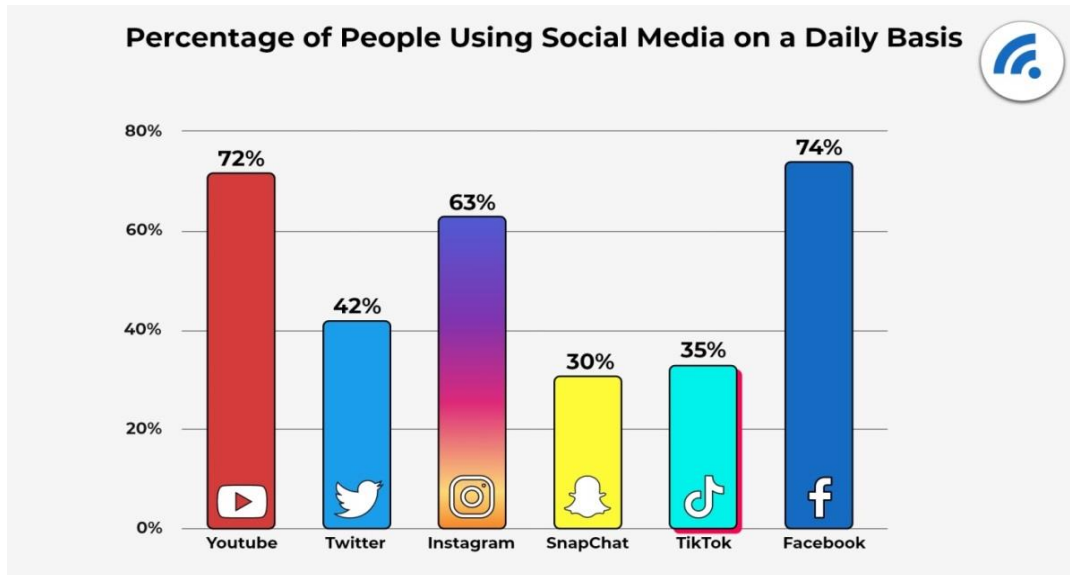
Figure 3. DOI https://www.broadbandsearch.net/blog/social-media-facts-statistics

The study's results illustrate how students at higher education institutions utilize social media and the important impact and contribution it has on their academic lives. According to your results, students are conversant and acquainted with social media, especially social networks. As Gurman (2018) said, "social networking zips across our campuses." In the literature, social networks have been controlled in terms of student usage of social media. Students mostly utilize social media platforms such as Facebook, WeChat, WhatsApp, and LinkedIn. In general, students utilize social networking as a forum for discussing their assignments and other course work; they obtain class schedules and locations, exchange details with their classmates, and explore topics relevant to their course work. This corroborates the assertion that social networking enables users to recognize other users with whom they share a bond, read and respond to their on-site posts, and submit and receive messages privately or publicly. By examining the answer rate and inferring from the literature, the research will confirm that social networking provides students with a novel method for completing a familiar exercise. It offers students an immediate means of openly evaluating and commenting on their campus conditions, educational practices, classrooms, teachers, and administrators, as well as their fellow students. Thus, social networking may be correlated with an increased propensity for young people to multitask, to focus on the digital balancing of everyday tasks and obligations. However, the potential dangers of social interactions are too high when students participating in private relationships outside of the classroom invite improper behaviour to begin.
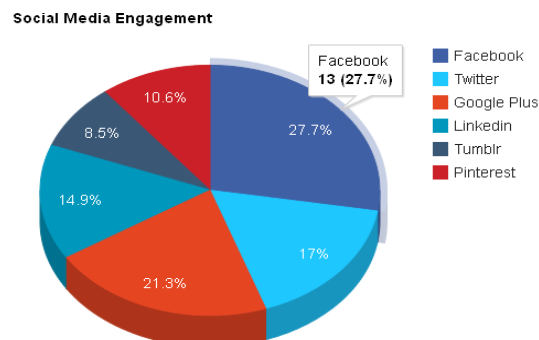
Social Media Engagement

Facebook
13 (27.7%)

27.7%

17%

21.3%

14.9%

8.5%

10.6%

- ■ Facebook
- ■ Twitter
- ■ Google Plus
- ■ Linkedin
- ■ Tumblr
- ■ Pinterest

Figure 4. DOI https://www.businessinsider.com/facebook-dominates-most-popular-social-media-apps-chart-2017-7

CONCLUSION

This study concludes that:

1. With the rapid development in technology, new cutting-edge innovations can enter the industry regularly. Can educators avoid them or pursue them? Keeping up with emerging technological trends is still a significant obstacle. It is much more important to consider the nature of technology in the educational process than integrating technology, regardless of how the new social networking technologies that we examined and explored in this paper are now widely used by students. We should use this resource to render education more affordable. Students are at ease as they utilize materials they are already familiar with. Social networking resources are online resources, which ensure they are accessible to the general public without restriction.

2. Educators are responsible for ensuring that this learning experience is protected in the best interests of student learning. Educators must also educate students to equip them with reflective and critical thought capabilities using social networking tools.

3. Adopting social networking platforms will involve students in immersive learning, which is critical for a good education.

4. This research examined the effect of social media on academic life in higher education students. Since examining the phenomenon of concern and transcribing the different replies of the researchers, some of which were not transcribed since they all communicated the same concept, the findings indicate that social networking is commonly utilized by students enrolled in higher education.

5. At the very least, each student utilizes at least one social networking platform. Additionally, results showed that participants agree that social media plays a major role in the growth of their academic lives.

6. Therefore, to be innovative in academic life, a student needs to use social media positively, especially if you study abroad.

The Study's Limitations

The study's drawback is the small number of participants since only ten students were randomly selected to participate. Through comprehensive knowledge is gathered from face-to-face interviews, the focus should also be on the number of participants. The study's findings are somewhat restrictive in the context that such a small sample cannot have an all-inclusive representation. A larger amount will improve the validity.

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