

Ella Tristani
Literature Summary
23 February 2020

<i>Title:</i> Implications of Social Media Networks Technology Interpersonal Skills and Academic Performances
<i>Author(s):</i> Dr. Mohammad El Khatib, Dr. M. Firdouse Rahman Khan
<i>Publication Details:</i> International Journal of Management, Innovation & Entrepreneurial Research
<i>Summary:</i> The objective of this research was to analyze the influence that social media has on the academic performance of students and their interpersonal skills.
<i>Method:</i> A literature review was conducted and a questionnaire was prepared to collect the data. 195 samples were collected from the students studying in the University from different faculties including business, engineering, law, English Studies and Language Studies. <i>Participants and/or Media Content:</i> Students studying business, engineering, law, English Studies and Language Studies <i>Results/Conclusions:</i> The results show that social media definitely enables students to communicate with others easier, though it doesn't necessarily help them in any way to provoke their learning. It was also confirmed that most students are addicted to social media.
<i>My notes/Unique Aspects of the Study:</i> I very much agree with the results of this study, technology and social media differently make it easier to communicate but I don't think it helps academic performance.

Literature Summary Document

Title: How Does Technology Affect Language Learning Process at an Early Age?

Author(s): Binnur Genç øltera

Publication Details: GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya - Turkey

Summary: Technology lets young language learners gain language skills outside the classroom when they interact actively. Many researchers claim that children can improve their language and cultural awareness by using technology in different social and cultural contexts and language awareness can be faster through intercultural communication.

Method: This research is a qualitative study which contains two structured questionnaires with 12 language teacher candidates and 10 young learners from a state primary school. In order to analyze language teacher candidates' point of view on language awareness through technology, 6 questions were prepared for them and 6 questions were also prepared for young learners' ideas. Two structured questionnaires were examined by 2 experts in the field of language teaching. After the research application, teacher candidates mentioned that technology based games, cartoon films, blogs and some social sites for children affect young learners and increased their language and cultural awareness and young learners explained that English lessons could be easy and enjoyable when the teachers use technology outside the classroom.

Participants and/or Media Content: 12 language teacher candidates and 10 young learners from a state primary school.

Results/Conclusions: When they were asked whether technology is a good way to improve language learning, O.Y said that technology is absolutely a good way to improve language awareness. S.K explained that internet is a big power on children's development. C.D said technology is an inevitable part of children's life therefore a language without technology would resemble a soup without salt. H.ù said that children are addicted to computers. If parents and teachers give importance to this addiction, they can use computers for language awareness. B.K said technology is helpful for language teachers. D.A said that technology will definitely increase language awareness if you know how to use it. Y.B said that teachers can effectively benefit from technology in order to improve language awareness. Ö.E said technology can improve children's language skills, A.A and, B.Ç said that technology is one of the best assistants of language teachers during the activities.

Although teacher candidates think that technology is really very important for young learners, young learners do not have the same idea with them. They like technology in their real life, however; they want to live real language learning atmosphere in the classroom. They want to play language games and communicate with their teachers. They only want to use technology outside in order to do their tasks and homework.

My notes/Unique Aspects of the Study: I think it is interesting that most of the teachers agreed that technology helps children in the classroom. I also thought it was interesting how a few of the teachers expressed that it is a good factor in the classroom if it is used correctly and if the children are not addicted. I also thought it was interesting that the students had the opposite idea, they would rather not use technology in the classroom.