

ACCEPT OR IGNORE: THE EFFECTS OF FACEBOOK ON STUDENTS' ENGLISH GRAMMAR SKILLS

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In the modern digital age, social media platforms like Facebook have become global, profoundly influencing various aspects of individuals' lives, including language use and communication. Among the concerns raised is the potential impact of Facebook on students' English grammar skills.

Facebook serves various purposes for students, offering both academic and social benefits. Facebook provides a platform for students to communicate with peers, teachers, and mentors. They can form study groups, collaborate on projects, and discuss academic topics in real-time. Additionally, students can use Facebook to share educational resources, articles, videos, and study materials with classmates. Facebook groups and pages dedicated to specific subjects or academic interests facilitate the sharing of valuable information and insights, enhancing learning outside the classroom.

Consequently, prolonged exposure to this linguistic environment may erode students' understanding of grammatical rules and conventions, leading to suboptimal writing skills in formal contexts. Moreover, the prevalence of user-generated content on Facebook, including posts, comments, and messages, exposes students to a wide range of linguistic models, both proficient and deficient. While some users demonstrate commendable language skills, others exhibit poor grammar, spelling errors, and misuse of punctuation marks. Students, particularly those in the lower years (grade 7 and 8), may unconsciously internalize these linguistic patterns, perpetuating grammatical mistakes in their own writing.

Furthermore, the addictive nature of social media can divert students' attention away from traditional learning resources and practices, potentially impeding their language acquisition and proficiency. Instead of engaging with literature, grammar exercises, or academic writing, students spend excessive time scrolling through their Facebook feeds, interacting with friends, and consuming bite-sized contents.

However, it is essential to acknowledge that Facebook also offers opportunities for language learning and skill development. For instance, students can join language-focused groups, participate in discussions, and interact with native speakers, facilitating linguistic exchange and learning. Additionally, teachers can use Facebook as a supplementary teaching tool, integrating grammar exercises, writing prompts, and peer review activities into the platform to enhance students' language proficiency in a familiar digital environment.

Undoubtedly, Facebook influences students' language use and communication habits. Its impact on English grammar skills is multifaceted. Although the platform's informal nature and user-generated content may pose challenges to grammar learning, it also presents opportunities for language exposure and interaction. Teachers must navigate this digital landscape thoughtfully, balancing the benefits and pitfalls of social media to foster students' linguistic development effectively. Ultimately, with strategic guidance and support, students can maximize the potential of Facebook to enhance their English grammar skills and overall language proficiency.

References:

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