CALL and education: Challenges that face use the social networking in education

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ABSTRACT
Technology is considered a critical principle in delivering high-quality education in recent years. Computer technology plays the most significant role in teaching and learning languages. It can be utilized to connect with language students with more extensive networks and neighborhood and worldwide societies and upgrades their network's feeling by taking an interest in the network outside the study hall. In other words, it provides language learners to be more interactive and socialize, which is supported by constructivists. Online learning has emerged as one of the most significant and quickest moving patterns in training. Nowadays, a large number of individuals are utilizing person to person communication destinations. Millions of people use social networks and online learning through computers, one of the most important and fast-moving education trends. While social networks have become one of the essential communication tools, they have been incorporated with correspondence to challenge how people blend with each other. This article aims to review the utilization of social networking from the perspectives of education, privacy, and health. This review is beneficial for teachers and students that use social networks for teaching and learning.
Keywords: Computers, Social Networks, Education, Online Learning, CALL

Introduction
One of the important elements that influence international communication activities is Language. Students use diverse English language skills such as listening, speaking, reading and writing to improve their communication skills (Grabe&Stoller, 2002).Furthermore, one of the important fundamentals for learning is the way that teachers use in their classes to simplify the language learning process (Ahmadi, 2017). Computers are regarded as instruments that enable students to experience a second language and culture they could not previously experience; Computers permit students to access an extensive range of language documents, such as videos, podcasts, blogs, and offer more chances to interact with native speakers (Dickinson, Brew &Meurers, 2012).
Computers are considered as an important teaching tool in language courses where teachers have easy access, are adequately prepared and have freedom in the curriculum(Becker, 2000). For many teachers, computer technology plays an important role in delivering high quality education. Tomlison (2009) and Gençlter (2015) reported that computer-based activities provide learners with quick data and relevant content. They also reported that the use of the Internet motivates learners to learn more.A wide range of computer programs, dictionaries, and electronic material are used to replace traditional books and content and to facilitate language learning and teaching (Mokhtari, 2012; Tatiana Dina &Ciornei, 2013).

Computer-aided language learning (CALL) was developed in the 1980s and 1990s with learners' access to personal computers. CALL is a universal key term which covers computer applications implemented in second language acquisition (Chapelle, 1998).The use of the Internet in 2000 assisted instructors to create web-based applications that permitted students to use this language in a real context (Chapelle, 2001). However, CALL is a young subdivision of applied linguistics that has to go far beyond its identity and orientation (Beatty, 2010). Although regarding it as a kind of language learning and teaching, CALL is still a Cinderella aspect of other issues in the field of language learning (Jahromi&Salimi, 2013).

In the process of learning a language, many different skills such as grammar, speaking and pronunciation, writing and other necessary skills can be learned through CALL programs. It can also provide comments that are considered an important feature of any teaching style. Nevertheless, some teachers see this educational goal as a plan to shift attention away from the real goals of education (Chapelle, 2007).

Since the presentation of computers in foreign/ second language teaching, researchers and theorists have recognized that computer technologies offer considerable potential for language learning (Bax, 2003, Levy, 1997, Warschauer& Healey, 1998). In addition, the increasing development and speed of the internet has significantly increased language learning online (Levy &Stockwell, 2006, Recker, Dorward& Nelson, 2004, Warschauer& Grimes, 2007). In fact, as stated by Nah (2008), computer and internet technologies have been often used in language learning to increase students' attention, interaction, and collaboration.

In terms of education theory, various researchers including Bax (2003) and Warschauer and Kern (2000) have recorded how CALL moved out of its initial stage and into an intellectual view that provoked students to ponder and work things out. This was then trailed by a socio-subjective view whereby learning is seen as occurring through reasoning, yet in addition through association and arrangement with others. Here learning is socially developed, regularly including students speaking with one another by means of computers. With these changing periods of CALL has come a move from surveying the computers as a coach or a device to a medium.

Over the previous decade, CALL has progressively become a significant piece of the language learning process. In the mid-seventies, computers went to the bleeding edge of language learning and educating. In the wake of being connected to a nearby system or the overall web in the nineties, computers turned into the vehicle for a developing number of sight and sound apparatuses explicitly intended for use in the unknown dialect learning process. New advancements in instruction are inciting profound changes in realizing, which are outperforming the conventional talk and gathering work and transforming them into learning conditions with games and exercises; these new learning conditions brief the understudies to utilize L2 in circumstances that re-make life conditions as close as conceivable to the genuine ones and such situations permit L2 students to accept control of their own learning without relying upon the instructor (West, 2008).

To be sure, technology can be utilized to connect with language students with more extensive networks and neighborhood and worldwide societies and upgrades their feeling of network by taking an interest in the network outside the study hall (Reinhardt and Nelson, 2004). These days, the web, innovation, and the media, and the utilization of English in virtual interpersonal organizations, give language students more prominent open doors for important and credible language use than are accessible in the study hall (Richards, 2015). All the more as of late, the term CALL has been supplanted to "innovation upgraded language learning" (Walker and White, 2013). Walker and White expressed that in TELL the utilization of different ICT instruments including cell phones and tablets is perceived as a setting where language exists and is used. Under such a circumstance, long range informal communication destinations have been used for intuitive language learning (Shih, 2013). In addition, Today's language students are receptive to using such web based life stages as Social Networking Sites (for example Facebook), online journals/microblogs (for example Twitter), collective undertakings (for example Wiki), content networks (for example YouTube), and virtual social universes (for example Second Life) (Kaplan and Haenlein, 2010).

In contrast, technology, in the form of social networks (SNs), has been combined with communication to encounter the way people mix one another (Richardson &Hessey, 2009). Today, millions of people are using social networking sites and online learning has arisen as one the most important and fastest moving

trends in education (Palmer and Bray, 2001). Especially in recent years, social networking sites have become conspicuous genres, having hundreds millions of users worldwide (Selwyn, 2009). Indeed, technology, as social networks (SNs), has been incorporated with correspondence to challenge the manner in which people blend each other (Richardson and Hessey, 2009). Today, a large number of individuals are utilizing person to person communication destinations and web based learning has emerged as one the most significant and quickest moving patterns in training (Palmer & Bray, 2001). Particularly lately, social networking destinations have become obvious classes, having hundreds a huge number of clients around the world (Selwyn, 2009). Without a doubt, ongoing perceptions and studies propose that specific measure of learning a subsequent language happens while imparting through social networks (Mills, 2011). The web can possibly furnish the language student with tremendous assets of legitimate composed, sound and video materials for students; likewise long range social network sites have made open doors for language students to increment authentic way that was beforehand hard to accomplish (Chartrand, 2012). Social networks have become one of the most principal communication tools (Zaidieh, 2012). As said by Boyd and Ellison (2007), SNS is a web-based service that allows users to create a public or semi-public profile in a restricted system and create a list of other users of the system. Online social networking tools offer a wide range of educational activities and are defined by Goodwin Jones (2005, as cited inJeong, 2015)as "disruptive technologies" because they let learners perform familiar tasks innew and diverse manner.

A Brief Review of CALL and its Theories

Levy (1997) characterized CALL as "the quest for and investigation of utilizations of the computer in language educating and learning" (p.1). Despite the fact that the name incorporates "computer", the term CALL grasps any utilizations of Information and Communication Technology (ICT) to educating and learning unknown languages. Two unique terms, for example, CALI (Computer-Assisted Language Instruction) and CAI (Computer-Assisted Instruction) was utilized rather than CALL before the early 1980s (Davies and Higgins, 1982). CALL has advanced into the standard educating of L2, broadly and globally, and the eventual fate of CALL is legitimately identified with language instructing (Hubbard, 2008).

On the other hand, Cabrini Simões (2007) referenced a few points of interest of applying the innovation, generally the web, in language training. Besides, it is referenced that the utilization of the web has likewise been appeared to advance higher request thinking aptitudes. The Internet may build understudy's inspiration and the web gives more noteworthy association (Lee, 2000). There are a few exercises in the web that give students positive and negative criticism via consequently amending their on-line works out (Lee, 2000). From the bigger point of view, the web gives worldwide getting (Lee, 2000). Additionally he noticed that, trading email furnishes students with a magnificent open door without a doubt, characteristic correspondence. At long last, the Internet enables students the world over to collaborate with each other efficiently, rapidly and dependably (Cabrini Simões, 2007).

The subsequent theories support the application of CALL in foreign language teaching classrooms: behaviorism, cognitivism, along with communicative language teaching theory (Jia, 2007).In light of Behaviorism, the perspective on learning prompted a lot of redundant activities, acclaim for right results and quick amendment of missteps. The behaviorist thinks about computers as coaches, accordingly, the language training programming structured depend on drill and practice programs, for the most part used to rehearse syntax, jargon, just as assessment. Since behaviorism accepts redundancy precisely is the presupposition of language learning, computer to language learning is the thing that coach is to students (Jia, 2007).

Cognitivism is the theory that humans generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The learner requires assistance to develop prior knowledge and integrate new knowledge. The cognitive theory regards computers as pupils, which successfully transfers the target from teaching software to students. During this period, preciseness of language learning is no longer that stressed, instead, it encourages the students to acquire new knowledge through self-

exploration. The design of teaching software is not limited as the previous drill and practice program; it takes the new form such as problem solving and hypothesis testing(Jia, 2007).

Cognitivism is the concept that people produce information and importance through successive advancement of a person's psychological capacities, for example, the psychological procedures of perceive, review, investigate, reflect, apply, make, comprehend, and assess. The student expects help to create earlier learning and incorporate new information. The psychological hypothesis views computers as pupils, which effectively moves the objective from instructing programming to students. During this period, exactness of language learning is never again that worried, rather, it urges the students to secure new information through self-investigation. The structure of training programming isn't constrained as the past drill and practice program; it takes the new structure, for example, critical thinking and theory testing (Jia, 2007).

Communicative language teaching (CLT), or the open approach, is a way to deal with language training that underscores connection as both the methods and a definitive objective of study. In view of Communicative language teaching approach, computers go about as apparatuses which plan to free students from human-computer correspondence, making computers as instruments to improve the connection among students and the educator, students and students (Jia, 2007).

Advantages and Disadvantages of CALL

A number of studies have shown that students who use CALL scored better than those who did not (Grgurovic, Chapelle& Shelley, 2013). CALL not only simplifies student learning, but also it has been shown to enable students to learn autonomously, analyze information, think critically, and solve problems (Smith, 2008). Koua (2012) noted that computer- assisted learning technology, such as the internet, is a good tool for language education. The program supports a student-centered and functional approach, but it can be an easy learning tool but culturally limited learning medium. Al Abdul Halim (2009) reported significantgrowths in students' reading speed and comprehension in computer-assisted reading education studies. Noemi (2007) stated that although they never substituted teachers, computers could provide excellent, relatively inexpensive accessories to improve classroom instruction.

Computers can accelerate various learning tasks and have considerable power as teaching tools. They can help students and teachers due to their unique features. This article discussed the benefits and drawbacks of CALL for foreign language learning and teaching (AbuSeileek& Abu Sa'aleek, 2012).In addition, it has been found that computers not only stimulate visual, verbal and kinesthetic learning, higher level thinking and problem solving (Turnbull & Lawrence, 2002) but also provide immediate feedback, active learning, and collaborative education (Noemi, 2007; Al Abdel Halim, 2009).

The benefit of Behaviorism CALL mode is that it underscores the exactness of language, and it is anything but difficult to plan, which suits language learning at essential stages. The impediment of this mode, notwithstanding, lies in that it neglects to stir students' enthusiasms, who are dealt with only as latent students (Jia, 2007). Specialists and scientists accept that students under Cognitivism showing mode, have increased more independence and controlling capacity towards the computer, in this manner, experienced less tension during the procedure. Inverse contentions are broadcast since they stress the job of educators under CALL and that there is little collaboration between peers since everyone is caught up with associating with his/her computer (Jia, 2007). In light of informative methodology of CALL, students are urged to accomplish important communication in real talk communities (Jia, 2007).

Warschauer and Healey (1998) abridged diverse helpful parts of CALL: 1) multimodal practice with input, 2) individualization in an enormous class, 3) pair or little gathering work on ventures, 4) the fun factor, 5) assortment in the assets accessible and learning styles utilized, 6) exploratory learning with a lot of language information, and 7) genuine expertise working in computer use.

Although the use of computer technology in learning a language has advantages, it has limitations and disadvantages, as well. The first point to be discussed is thatthe learner should have a background in technology before using computers to practice second-language learning.Not all teachers have enough technology training to guide their students in computer exploration and internet research. Therefore, this does not appear to be a complete training method (Roblyer, as cited in Lai &Kritsonis, 2006). Another problem with this approach is programs that teach students three of four skills: reading, listening and

writing skills, but not speaking. Recently, some programs have been designed for listening, although they are not assumed to be practical. They are intelligent enough to evaluate the accuracy of users' speaking but they are not appropriate (Warshauer, as cited in Lai &Kritsonis, 2006).SNSs carry an alternate point of view to the setting of training which gives a chance to both teachers and students to be presented to the language through legitimate exercises and materials, and accordingly can advance constructivist learning through significant correspondence (Woo, Herrington, Agostinho&Reeves, 2007).

Levy (1997) records a few reactions of CALL use in the language study hall. The most significant are: (1) material delivered by inability educators (programming), (2) deficient improvement of regular language handling procedures, (3) poor etymological displaying, and (4) false starts and fragmented acknowledge of CALL. Levy likewise keeps up the computer's constrained capacity in taking care of regular language.

The Role of Social Networking in Education

Having assumed a substantial role in the change of prior web innovations to Web 2.0 (O'Reilly, 2005), social networking phenomenon wonder enabled web clients to stretch out their eye to eye fellowships to online spaces just as shaping new relationship through online social connections. The appearance of these advances in the more extensive setting of web 2.0 has likewise made another portable and multimodal social space for students and instructors and it is turning into a need step by step. It is a marvel that is abused by SNS, which endeavor to change connections among individuals and gatherings of individuals, which as of now exist into an online system which can be crossed and misused (Wu, et al., 2010). Today, with the across the board utilization of instructive innovations and online life, this social procedure is regularly seen in instructive settings. Through social networking, individuals are amazing to share, making the world increasingly open and associated. This is of much more noteworthy significance thinking about that the more youthful ages, who will be students in a couple of years, have completely coordinated the advanced condition into their lives (Bechina and Hustad, 2012). The utilization of online social networks in language educating appropriately mirrors the hypothesis of language socialization. In view of Vygotsky's social constructivist hypothesis, instruction doesn't simply mean a psychological reason for development, yet additionally a socio-cultural action (Vygotsky, 1978 as cited in Harland, 2003). As indicated by Vygotsky, learning happens in a social situation wherein people gain from each other by communicating with one another always and seeing what the others are doing. This social learning procedure has suggestions in training as well.

These instructive advancements and internet based life give plentiful chances to students to interface, team up, and associate as Vygotsky himself underlined the significance of association in individuals' impression of the occasions (Lindqvist, 2003 as cited in Taskiran, Gumusoglu& Aydin, 2018). As indicated by Duff (2010, p.427), language socialization is where "linguistic, pragmatic and other social learning" are gained through social encounters eventually prompting the advancement of "social and open skill". In basic terms, language socialization is the procedure through which students investigate the fundamental and certain guidelines of correspondence and connection utilizing the language in a general public. It is imperative to know about the language rehearses in a general public so as to have the option to work as per the standards of a general public (Duff, 2010).

Online social networks can give a stage to L2 students "for network investment and personality development" (Rheinhardt and Zander, 2011). In an investigation where online informal community "Facebook" was utilized for language educating, they have discovered that the utilization of online social networks in language showing support in language socialization and thus advances language securing as well. Harrison and Thomas (2009) additionally found in their examination that the utilization of online social networks advances dynamic language learning as the two educators and students can take an interest in a "collective learning condition" which gives chances to communication and consequently helps in language socialization. The online social networks, Facebook gives the office of individual and gathering collaboration to its clients. Clients can likewise transfer pictures, melodies, make gatherings, sends messages, and so forth on Facebook and be along these lines presented to the legitimate language (Baralt, 2011). Utilization of online social networks may motivate (Greenhow, Robelia, and Hughes, 2009) and connect with students more with language practice as the exercises on the informal community

Facebook, builds up quick correspondence and result. Various contemplates likewise demonstrated that SNSs made a virtual augmentation of the vis-à-vis study hall setting.

For example, Mills (2011) observed that such a virtual environment opened up opportunities for learners to engage through exchange of cultural multimedia, interpretive, interpersonal and presentational modes within the social context of their communities. By emphasizing the mobility of these spaces, this type of classroom extension was considered a gathering place where students navigated and interacted in an authentic environment.

Based on such findings, it might be argued that SNSs offer opportunities for learners to enrich their language learning experiences by means of engaging in an informal exploration thanks to the extension of formal lessons into an informal online environment. Moreover, they could conceivably assist individuals with various personality types and learning preferences in experiencing a relatively anxiety-free progression during their L2 learning process.

The beneficial outcomes of various advanced specialized devices in training have been examined in various investigations and from various angles, for example, their possibilities for upgrading learning (Cifuentes & Lents, 2011), expanding casual correspondence among students (Smit, 2012), expanding relational cooperation among students and educators about course substance and individual issues (Cifuentes & Lents, 2011), making a feeling of having a place and network (Doering, Lewis, Veletsianos, and Nichols-Besel, 2008; Sweeny, 2010), separating conventional instructor understudy (Doering et al., 2008), and improving students' inspiration and reality when their assignments are open (Sweeny, 2010). Then again, some different investigations have revealed that instructors had worries about the non-scholastic condition of these applications (Church and de Olivia, 2013; Doering et al. 2008).

Social Networking and Privacy

The expanded inescapability and utilization of data correspondence advances have changed numerous individuals' lives as far as how they work, structure, and keep up social relations. A significant number of the students are charm with long range social network locales like Facebook, Twitter and some more, with assistance of which they interact with numerous other individuals whom they never had met, seen previously or even had talked previously. They share their own and private data which commonly might be utilized for wrong deeds. Albeit a ton of data people's stockpile on long range social networking destinations is elective; clients are logically comfortable with showing a lot of individual data on the web. Students and many others begin accepting effectively on outsiders and offer their private talks which might be abused. This is extremely testing undertaking which is being looked by Social Media. Along these lines, this ascent in informal organizations or arranged social orders accompanies a ton of concerns, for the most part the security concern. Without a doubt, security is one of the snags that have confronted the utilization of long range informal communication in instruction.

While the idea of protection isn't new, present day innovative progressions have implied that security concerns have developed. New data correspondence innovations have changed our capacity to gather, total, and offer information. Current innovation has the capacity and capacity to catch, store, redistribute, and use information from singular clients. The issue is that the proprietor of this data is frequently uninformed of, or possibly detached to, its stockpiling and use, and that such pervasive information gathering is hurtful to individual protection (Houghtona & Joinsona, 2010). The degrees of security exhibited for clients in informal organizations change from one system to the next. Some urge clients to give genuine names and other individual data, for example, age, family, instruction, interests, and even relationship status. Facebook has stood out over its arrangements in regards to information stockpiling, for example, making it hard to erase a record, clutching information after a record is de-enacted and being found imparting individual information to outsiders (Bangeman, 2010).

Social Networking and Health

Each individual dread is having medical issues. When somebody has medical problems, their life will be influenced. Thus, individuals should be cautious and value their great wellbeing. These days, a medical problem, not just originates from the supposed condition of the individual, yet additionally inside the web 2.0 condition. In the earlier years, the fundamental talk issue was the dependence on TV, the present

issues manage web compulsion and the expanded measure of time youngsters and grown-ups spend on looking through the web. Web use plays in the lives of the present youthful grown-ups, understanding conceivable wellbeing suggestions is of clinical significance. Specifically, problematic internet use (PIU) is another and developing wellbeing worry for youths and youthful grown-ups. PIU does not have an institutionalized definition, however it has additionally been alluded to as web compulsion (Christakis &Moreno, 2009; Dell'Osso, Altamura, Allen, Marazziti& Hollander, 2006).

Online Interaction Substitution for Offline Interaction
Some people argued that social media really encourage antisocial human behavior. Since people are connected all the time and you can criticize a friend's social profile with a click of the mouse or a tap of the smartphone. It is becoming a lot informal to use online interaction as a temporary for face-to-face communication.

Conclusion
Computers are considerably more powerful and flexible than they were over the past decade. Several educational programs were focused on drill and practice at that time, but it is now easy to find interactive and engaging programs. Teachers can improve lessons by using social networks and the right combination of hardware and software to increase student skills in information recovery, the data presentation, the comparison and evaluation of various perspectives, and essential reflection and decision making. Computer-based instruction regarding social networks needs accurate planning, up to date choices of hardware and software, and the matching of educational programs to syllabus objectives and student abilities to be successful.

CALL has experienced several dynamic stages from the beginning. First, the behaviorist trend emphasized repetitive language exercises and drills and language was regarded like a mechanical process supported by the computer. Next, it established a communicative approach in which the equipment was used as a tool to practice grammar implicitly instead of explicitly, and the target language status in the computer was incredibly natural, in and out of the screen. At last, it hypothesized to an integrative approach in which stimulating a learning environment improves authenticity and meaningfulness through integrating four skills. Such new approach develops autonomous learners by facilitating approach to authentic materials toward collaborative and individualized learning.

Web-based learning supports a constructivist model of education in which students turn into more interactive learners and they are more involved in their learning as makingtheir knowledge. Social Media requires not only an undisruptive and robust internet connection, but also smartphones or computers with multimedia features.

Technical skill is demanded by teachers to efficiently integrate Social Media in the teaching-learning process. Students must also be trained before applying social networking as a learning tool. Lack of training will make the teaching-learning process difficult instead of completely employing its potential for learning purposes.

Cyberbullying is defined as using internet technology to repeatedly harm or bother other people deliberately. The learners' age group makes them a simple goal for cyberbullying. Shortage of suitable orientation and training in utilizing Social Media is one of the main reasons for meeting cyberbullying in one form or the other. There is a significant concern between the educators that tools like Social networking might switch students' attention from classroom participation and finally are disruptive to the learning process.

The opponents of using social networking for academic purposes claim that it will decrease face to face communication, which finally will weaken the value of system. Someother concerns which should be answered and tackled to effectively integrate Social networking in the education system are assignment concerns for faculty and students, poverty of trust in peer feedback, and ownership issues as regards public and collaborative spaces. Although the challenges are plentiful, the benefits are overwhelming yet.

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