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## INTERVENTION OF SOCIAL MEDIA TO ENHANCE ENGLISH LANGUAGE AND LITERATURE LEARNING

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### Abstract

Social media can help students in learning English for communication, discussion, interaction, and doing or submitting their assignment. Social media helps students to improve their English Language skills from the content of the social media that is more varied and this encourages students in English language learning and expanding their domain knowledge by using social media.

The use of social media can improve students' English Language skills with sub themes improving Reading skills, speaking skills, pronunciation, Grammar, and vocabulary effectively. The use of social media can make ELL more effective with sub themes, easy to understand, and easy to be practiced.

Several benefits of using social media in education are that social media is an effective way to increase student engagement and build communication skills by allowing students to feel more comfortable expressing themselves in a less intimidating environment. Secondly, Social media can improve communication between students and instructors, while the latter can answer students' questions, post homework assignments and lesson plans, send messages and updates, schedule or announce upcoming events, and share Web sites and multimedia content. Finally, students use social networking sites to find employment by establishing a professional Web presence, posting a resume, and researching potential employers.

The growing interest in social media has led educators to examine its use for academic practice. As institutions of higher learning are challenged to enhance collaborative learning and community building amongst students, Minocha (2009) recommends that educators make use of tools that facilitate collaborative authoring, such as blogs and wikis; applications that enable it.

**Keywords:** Social Media, English Language Skills, Communication-Skills

## INTRODUCTION

Social media can help students in learning English for communication, discussion, interaction, and doing or submitting their assignment. Social media helps students to improve their English Language skills from the content of the social media that is more varied and this encourages students in English language learning and expanding their domain knowledge using social media.

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With respect to the traditional classroom environment, faculty and instructional designers have successfully utilized social media technologies for various types of academic activities that include collaborative learning, inquiry-based learning and reflective learning (Deng & Yuen, 2010; George,

2011; Junco, et al., 2010). Based on students' responses, it is evident that using social media in distance learning environments allowed for increased collaboration.

Despite its popularity among students for personal use, there is an ongoing debate concerning the role of social media in education. Advocates point to enhanced student engagement, enriched learning experiences, and increased communications as reasons to incorporate social technologies in the learning environment (Lederer, 2012; Turkle, 2004) while critics cite cyberbullying, faculty and student workloads, and technology infrastructure issues as reasons to censure the concept of social media in education (Lederer, 2012; Waycott, et al., 2010).

The published research on the effectiveness of social media in teaching and learning is limited to the use of discussions, chats, blogs, and wikis; therefore, the need exists for further exploration in determining how other social media platforms can be used for academic practice.

The review of literature presented only began to delve below the surface with social media. There are numerous opportunities for researchers and educators alike to continue to build upon the current studies cited in this article in determining the usefulness of social media.

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This study aims to examine the use of social media in English language learning by the students of English in the University. This study applied an exploratory study to investigate the use of social media for English language learning. However, they showed positive attitudes towards the use of social media in English language learning. Students perceive that social media plays an important role in improving The purpose of this study was to examine students' perceptions on the advantages of using social media for English language learning. As we

know that this research has two instruments the data and information about the use of social media in learning English as a foreign language. They are the questionnaire and semi-structured interview. From the questionnaire, it showed that the majority of the students used Instagram for English language learning purposes. and the minority of the students use telegram for English Language Learning.

The activities in using social media in learning English, with subthemes discussion , communication and Motivation. The use of Social media can improve students' motivation, with sub themes and self directed learning. The Use of Social Media for English Language Learning and Improving English language skills. The use of social media can improve student's English Language skills with sub themes improve Reading skill, speaking skill, pronunciation, Grammar, vocabulary and effectiveness. The use of social media can make ELL more effective with sub themes , easy to understand, and easy to be practiced. the use of social media enables Students to practice English skills, because they can make a discussion and communicate both oral and written English language.

After that, the use of social media also can be seen in any kind of activities in The class, since it is known that learning using social media can improve the knowledge of the students' especially in learning English (Balbay & Kilis, 2017).

Students can use social media in learning English in a discussion group. In addition, social media can help students in learning English for communication, discussion, interaction, and doing varied activities. The use of social media enables Students to practice English skills, because they can make a discussion and communicate both oral and written English language.

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communication, discussion, interaction, and use of social media enables Students to practice English skills, because they can make a discussion and communicate both oral and written English language.

After that, the use of social media also can be seen in any kind of activities in the class, since it is known that learning using social media can improve the Social media is also one famous thing which is used by people of every age and level. Social media is a thing as a result of advanced technology. There are seven kinds of social media. The use of social media provides some opportunities for the students to practice their English skills. Social media is very beneficial for students in gaining knowledge in their domain field, Honing Skills, use of social media enables students to practice English skills, because they can make a discussion and communicate both oral and written English language.

After that, the use of social media can also be seen in any kind of activities in the class, since it is known that learning using social media can improve their critical thinking.

#### **OPPORTUNITES FOR LEARNING ENGLISH:**

The positive impacts of social media provides some opportunities for the students to practice their English language skills. Social media is very beneficial for students in improving their ability of critical thinking.

Use of social media enables Students to practice English language and Literature skills, because they can make a discussion and communication both oral and written English language.

After that, the use of social media can also be seen in any kind of activities in the class, since it is known that learning using social media can improve the knowledge of the students' especially in learning English (Balbay & Kilis, 2017).

The activity that the participants can use social media in learning English is a discussion group. In addition, as found in this study that social media can help students in learning English for

communication, discussion, interaction, and doing or submitting their assignment.

Hybrid learning exists as one more option to help students catch up on coursework, graduate on time, or even graduate early. Hybrid learning refers to a new line of thinking that combines online learning with face-to-face classroom instruction. This gives students more flexibility when planning their course schedules and achieving their graduation goals. Instructors, too, can be more flexible in what courses they can offer.

The internet has created a platform for millions of computers at numerous sites in various countries, belonging to thousands of businesses, governments, research institution, educational institutions and other organizations to enrich the teaching, learning Pedagogy, and even to link up with one another. It provides a very rich medium for information dissemination, exchange and collaborative interaction among individuals and computers without regards for geographical limitation of space and time. Social networking has become a common international trend which has spread across almost every corner of the world. The Use of Social media sites have exploded and evolved into an online platform where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry.

In the last ten years, Online world has changed dramatically, thanks to the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. Seventy-three percent of wired American teens now use social media websites (Oberst, 2010).

The increased use of Social Networking Websites has become a social norm and way of life for people from all over the world (Boyd. 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers around the globe, share information, reinvent

their personalities, and showcase their social lives (Boyd, 2007).

With these developments in technology social networking sites have become more and more popular among undergraduate students

The proliferation of mobile phones and advancement of media technology has had a great influence on the way Raut & Patil (2016) highlights how social media influenced education sector the study revealed various positive and negative impacts of social media on education or students. It also highlighted measure to minimize the negative impact of social media on students' academic performances such as; moderating their access to social media sites, reducing the amount of time spent on social network sites. Relationship between the use of Social Media sites and the Academic Performance of the students, as to how Students communicate on a daily basis. The use of social media among the youths of today is growing exponentially and gaining more and more popularity among students. Language is evolving and technology is a healthy part of that evolution. In some ways, Technology has taken us full Circle.

"When we first began to write things and moved away from oral culture, it changed the way things worked," Carton said post-printed era. If you look at the characteristics of social media ... it's much more like oral culture than written culture" because it's so conversational.

However, for many educators, it is time for teachers and school leaders to be aware of the significant role of social media in enhancing the teaching strategies and improving the learning environment in language classrooms (Abe & Jordan, 2013; Kessler, 2013).

Researchers believe that the use of technology in teaching and learning offers many benefits for students academic and social skills. Educators need to take advantage of this technological revolution to be current in the digital world (Dwyer, 2016).

Hence, the conceptual lens for this study rested on New Literacies Theories. According to Leu, Kinzer, Coiro, Castek, and Henry (2013), because of

an increase in the global sense of competition and the spread of the Internet, the digital literacy and the use of Internet have been integrated in literacy education and curricula in many nations around the world. This has resulted in the development and increase of multimodal and New Literacy theories, which involve understanding literacy education in the Internet and technology era. Leu, Kinzer, Coiro and Cammack (2004) defined the significance of the New Literacies Theories as:

The new literacies of the Internet and other [ICTs] include the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives. These new literacies allow us to use the Internet and other ICTs to identify important questions, locate information, critically evaluate the usefulness of that information and synthesize information.

This study aimed to explore English teachers' perceptions concerning the use of social media applications and websites in teaching and learning English as a foreign language. Specifically, the purpose of this study was to explore how teachers feel these tools can and should be used to improve not only students' English skills, but also language teaching practices.

The findings were important because they shed light on the challenges that foreign language teachers face when implementing social media in language classes. There has been an increased attention toward the use of social media platforms for educational purposes. Social media platforms have the potential to augment or even replace traditional teaching tools and make language classes more engaging, interesting, and appealing to all language learners (Kessler, 2013). Given the current growth of social media use, it is important to understand how social media can be integrated effectively in foreign language teaching and learning practices.

Exploring these perceptions could be used to better understand what foreign language teachers need in terms of training, knowledge, and

professional development opportunities to use technology, specifically social media platforms, in their teaching practices.

English Literature is relevant to understanding the use of technology, specifically social media in English Literature and language classes. The review of the literature discusses the use of technology and social media as teaching and learning tools. This Study emphasizes the pedagogical benefits and challenges of integrating social media applications and websites in teaching and learning of English.

Over the years, the English language has become one of the most significant and dominant languages in the world. Sharifian (2013) claimed that English is rapidly taking the role of a world language, and there is no other language that has spread around the world so extensively as English.

Students worldwide are introduced to second language approaches, distinct techniques, and various methods to learn and develop their speaking, listening, reading, and writing abilities

(Sharifian, 2013). One method that has been recently used in integrating technology to teach and learn English. The use of technology in ESL/EFL teaching and learning has received much attention from second language researchers and educators who have encouraged employing technology as an aid to English teaching and learning. Using these tools and technology in general in teaching and learning English is aligned with New Literacies Theories, which emphasize the role of the Internet and technology in literacy education. Leu et al., (2013) mentioned that digital literacy has been integrated in literacy education and curricula because of an increase in the global sense of competition and the spread of the Internet. For many educators

(Leu et al., 2013; Grabill & Hicks, 2005) New Literacies provides guidelines from teachers to Students worldwide are introduced to second language approaches, distinct techniques, and various methods to learn and develop their speaking, listening, reading, and writing abilities (Sharifian, 2013). One method that has been

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#### **LEARNING ENGLISH WITH ePals:**

ePals is the largest language Website that can benefit language teachers and learners in many ways. To begin, ePals provides opportunity for teachers to connect, communicate, and collaborate with classrooms globally. It offers pairing services for language classrooms around the world to learn from one another and exchange ideas, thoughts, and experiences regarding teaching and learning English (Dwyer, 2016). In more than 200 countries around the world, teachers and language learners from these countries can access and interact through different ways such as video chatting, live conversations, and written comments. This way of

interaction increases the sense of global learning among language learners. Teachers and students can observe and see how people from other countries learn and teach English and English Literature.

To illustrate the benefits of ePals, language teachers can access to numerous foreign language classes that appear in the website and benefit from the ideas and teaching strategies listed in these classes. Teachers also can comment on each other's ideas and teaching practices through instant and live conversations.

Furthermore, ePals is a secure and safe learning site. That is, the site has a strict and clear privacy rules to ensure safe and appropriate content for all its users. This sites also allow teachers to manage and detect with whom students in their classes can engage. Hence, it is a safe environment for both teachers and language learners to interact. Dwyer (2016) stated that since 1996, ePals site has provided a safe, secure, and moderated social learning environment which connect teachers and students with global community networks of classrooms in which they can exchange ideas, learn new strategies, and benefit from one another. In addition, ePals is a free website, and that is one of the most essential aspects of it. Teachers and students need only a user name and a password to be able to access numerous learning and teaching Resources. Teachers and language learners will be able to connect to thousands of classrooms and collaborate with other teachers without any additional cost. Finally, this site can be used to increase student's self-learning and learning autonomy. Nomass (2013) mentioned that many learning and teaching programs and sites allow students from both genders to discover an educational world that is full of possibilities and ways of learning. These learning tools encourage independent learning by allowing students to choose what they are learning.

Educators are interested in understanding the effects of integrating and using diverse kinds of social networking in classrooms (Abe & Jordan, 2013; Blaschke, 2014; Chartrand, 2012; Seaman & Tinti-Kane, 2013; Tiryakioglu & Erzurum, 2011).

Much research has been conducted to explore the effectiveness of today's technology in the learning classroom. Social media can be an effective tool for English teaching and learning in all educational stages including elementary, secondary and even higher education (Seaman & Tinti-Kane, 2013). Tiryakioglu and Erzurum, (2011) also stated that the use of social media in classrooms has become a necessity due to students of all ages being exposed to these kinds of interactive applications. It is time for Educators to be aware of the potential use of social media to enhance the teaching strategies and improving the learning environment.

#### **Social Media as Authentic Learning Sources:**

Chartrand (2012) pointed out that ESL/EFL teachers need to teach ELLs a real language, a language which is presented in everyday life, and social media is a great source for this language. Almost all students play computer games, write blogs, surf the internet, watch TV, and use mobile phones, iPods and iPhones. In other words, they have access to all kinds of social interactions. Hence, it is important to find a beneficial use for these applications to improve their English proficiency level (Chartrand, 2012; Erben et al., 2008). These authentic experiences will motivate students to learn, and that makes the learning process more interesting and appealing.

According to Clavel-Arroitia and Fuster-Márquez (2014), authentic materials in English teaching and learning refer to English texts that are not designed for learning purposes. The language of these texts is not simplified, artificial, or concentrated on developing learners' language skills.

Clavel-Arroitia and Fuster-Márquez (2014) added the difference between authentic and nonauthentic materials are the audiences. Some examples of authentic materials that can be used in ESL/EFL classes include recent newspaper articles, daily magazines, advertisements, movie reviews, train schedules, and nutrition labels.

Ultimately, the review of literature revealed many social media applications and websites that can be used in language classes. Some of these

programs and applications focus on teaching English as an international language, whereas others are used to develop learners' language skills such as speaking, listening, and pronunciation. In other words, these programs have been used by both language teachers and learners to facilitate learning and teaching of English.

Accordingly, the following are some of these programs that teachers can utilize in most educational settings.

#### **YouTube as an Educational Tool**

YouTube is an online video-streaming website and application that hosts more than 2 billion videos and clips from millions of users. It is a tremendous resource that includes such a wealth of educational and non-educational content (Berk, 2009). The use of YouTube as an educational tool has grown rapidly in this digital era, and for many educators, YouTube can be Berk (2009) also listed several potential learning outcomes that occur when using YouTube in learning. These learning outcomes include but are not limited to increasing students' participation, grabbing students attention, promoting more creative learning and thinking, enhancing their motivation and concentration, decreasing anxiety and tension when discussing some controversial topics, fostering deeper understanding and learning, creating more interests in class among students, and developing their attitudes toward the taught content and learning.

Similarly, Boster et al (2006) examined the impact of video streaming applications such as YouTube and Daily Motion on students' educational achievement. They found that these applications have a positive impact on students performance not only scientific courses but also on other fields of study such as social studies, English language, and communication and conversational skills. The researchers also mentioned that using and integrating these streaming video applications promote more authentic and innovative types of teaching.

Furthermore, Terantino (2011) believes that the use of YouTube in English teaching and learning expands and widens the learning environment

beyond classroom settings. Terantino (2011) pointed out that social media applications and websites such as Facebook, Twitter, Wiki and YouTube have great benefits for expanding education environments. Using these materials beyond the method in traditional language classes also helps in enhancing not only English skills but also other fundamental skills including the ability to search, evaluate, and interact with each other's, share ideas and information, engage in effective communication, discuss lesson objectives and goals, reflect on individual and cooperative work, comment on each other's work, and also share jokes and humor. According to the researchers, these are some indicators that the teachers built a strong educational community among them. Lord and Lomicka have reached the conclusion that the teachers showed "high appreciation" for using Twitter to communicate outside the class time to and that contributed to building a strong community among themselves. (Teaching with Twitter may motivate students, create more opportunities for students to express thoughts, help develop digital literacy, encourage collaboration, and improve reading and writing skills. School districts also can communicate important events more quickly to parents with Twitter.

The researchers found that YouTube improved students' literature knowledge, because they did better in the post-test. Students also showed increased interest in the course and provided positive feedback regarding the method used to teach the courses. The researchers also used the course evaluation questionnaire to gauge the students' feelings and attitudes about the use of YouTube during their English literature class. According to Khalid and Muhammad (2012), students provided positive feedback about the use of YouTube as a teaching and learning tool. The researchers concluded by saying that the use of YouTube in the class helped them in many ways: it enhanced their understanding of the selected novels, enriched their knowledge of English literature, increased their motivation to read and interact more with the text, allowed for more innovative and flexible ways of teaching and learning, and encouraged more independence and

self-learning. Finally, YouTube should be integrated as an essential source for teaching English literature in all higher education institutions.

Arno (2012) said: "Using technology as a gateway to the discourse community allows teachers and learners to bridge the gap between the learning situation and professional contexts by engaging in genuine interaction and collaboration with other learners, teachers, discipline experts, and professionals/students" (p. 100).

Significantly, many educators believe that the use of teaching and learning programs has many academic, social, and pedagogical advantages. These include increased student engagement and participation, development of better language skills, more modern and creative ways of teaching, enhanced student motivation, a reduction in teachers' time and effort, and an improved learning environment (Arno, 2012; Berk, 2009; Nomass, 2013; Terantino 2011).

While the recent emphasis on using digital programs to teach English has grown, foreign language teachers still need to put more effort into integrating effective and useful digital programs into their teaching practices. Many of these programs and applications can be used to educate Students with variety and create curiosity with Motivation for Learning.

## **CONCLUSION**

Social media is a motivational tool that increases students interest and eagerness to learn the language. The final codes used to describe this theme includes "engagement," "eagerness," "participation," and "willingness to learn."

Secondly, autonomy helps teachers as well as reported students' autonomy in terms of foreign language learning. In other words, because they include numerous learning materials and resources, social media platforms allow students to be autonomous learners, as they become motivated and are engaged in the benefits of using social media in English Language and Literature Learning. Motivation and engagement were consistently mentioned by participants and is, therefore, presented as one theme. Specifically, 11 out of the



15 teachers indicate that increased students' motivation and engagement are considered as two benefits of using social media in English Literature and Language classes.

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