iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 12 **Issue:** IV **Month of publication:** April 2024

DOI: https://doi.org/10.22214/ijraset.2024.60471

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 12 Issue IV Apr 2024- Available at www.ijraset.com

Investigating the Impact of Social Media on Secondary School Students' Motivation and Engagement in English Language Learning

Ahmad Asad Juma
Educationalist, Hashemite Kingdom of Jordan

Abstract: ***This study explores the potential of social media platforms, particularly Instagram and Twitter, to supplement traditional English language learning for secondary school students. It acknowledges the limitations of traditional methods in fostering real-world language use and seeks to investigate how social media can enhance student motivation and engagement with English outside the classroom. Employing a quantitative approach, the study surveyed 100 randomly selected male students in grades eleven and twelve from Al-Hassan Bin Hashim Post Basic School in Muscat, Oman. Participants, aged 16-17, were active users of either Instagram or Twitter. Data was collected through a questionnaire consisting of 10 closed-ended and 5 open-ended questions. The study found a positive student perception towards the utility of Instagram and Twitter for English language learning. However, students also acknowledged that social media, despite its potential, cannot replace traditional classroom instruction entirely.***

Keywords: Social Media Platforms, Instagram, Twitter, Traditional English Language Learning, Motivation, Engagement

I. INTRODUCTION

In today's digital age, social media platforms have become an undeniable force in the lives of adolescents. Secondary school students navigate a world of instant connection, consuming and sharing information through platforms like Instagram and Twitter (Sathiyaseelan, 2018). Instagram, with its emphasis on photos and videos, offers a visually engaging way to encounter English content, while Twitter, known for its fast-paced discussions, allows students to interact and practice the language in real-time (Mohammadi, 2021).

However, the specific influence of social media on motivation and engagement in English language learning among secondary school students remains under-explored. Traditional classroom settings can sometimes struggle to keep pace with the dynamic and interactive nature of social media (Warschauer & McPherson, 2014).

This gap is the focus of this study, which investigates how social media platforms impact secondary school students' motivation to learn English and their engagement with the language. Understanding these factors holds significant value, as it can inform educators and curriculum developers on how to leverage the power of social media to create more engaging and effective English language learning experiences for secondary school students.

A. Statement of the Problem

While social media offers a potentially engaging and interactive environment for language learning, the specific impact of these platforms on secondary school students' motivation to learn English and their engagement with the language remains under-explored. Traditional classrooms may struggle to compete with the dynamic nature of social media.

B. The Aim of the Study

To investigate how social media platforms impact secondary school male students' motivation to learn English and their engagement with the language.

C. Significance of the Study

Understanding these factors holds significant value, as it can inform educators and curriculum developers on how to leverage the power of social media to create more engaging and effective English language learning experiences for secondary school students.

©IJRASET: All Rights are Reserved

D. Research Questions

This paper attempts to answer the following questions:

1) Central Question

How do social media platforms (focusing on Instagram and Twitter) impact secondary school students' motivation and engagement in English language learning?

2) Sub-questions

a) Motivation

- To what extent do using social media platforms like Instagram and Twitter influence secondary school students' motivation to learn English?
- What specific features of these platforms contribute to or hinder students' motivation to learn English?

b) Engagement

- How do social media platforms like Instagram and Twitter influence the ways secondary school students engage with the English language?
- What types of social media interactions (e.g., following English language accounts, participating in discussions) promote the most effective engagement with English for secondary school students?

II. REVIEW OF LITERATURE

The ever-growing presence of social media platforms like Instagram and Twitter has significantly impacted the lives of adolescents, including their learning habits. Secondary school students today are accustomed to a world of instant connection, consuming and sharing information through these interactive platforms (Sathiyaseelan, 2018). Social media offers unique affordances for language learning, with Instagram providing visually engaging content through photos and videos, and Twitter fostering real-time interaction and practice through discussions (Mohammadi, 2021).

However, the specific influence of social media on motivation and engagement in English language learning among secondary school students remains an under-explored territory. Traditional classroom settings, while structured and teacher-guided, can sometimes struggle to keep pace with the dynamic and interactive nature of social media (Warschauer & McPherson, 2014). This gap highlights the need to investigate how social media platforms can be leveraged to enhance motivation and engagement in English language learning for secondary school students.

A. Motivation and Engagement in Language Learning

Motivation is a complex construct that refers to the internal drives and desires that propel learners to engage in language learning activities (Dornyei & Ottman, 2000). It encompasses both integrative motivation, the desire to learn the language to connect with speakers of the target language, and instrumental motivation, the desire to learn the language for practical reasons like academic or professional advancement (Gardner & Lambert, 1972).

Engagement refers to the level of involvement and enthusiasm students demonstrate in the learning process (Fredricks et al., 2004). It is influenced by factors such as the perceived relevance and authenticity of learning tasks, student autonomy, and opportunities for collaboration (Guichon, 2016). Both motivation and engagement are crucial for successful language learning, as they influence persistence, effort, and ultimately, achievement (Dörnyei, 2009).

B. Social Media and its Potential for Language Learning

Social media platforms offer several features that have the potential to enhance motivation and engagement in language learning for secondary school students:

1) *Authenticity and Relevance:* Social media provides access to real-world English language content, such as news articles, social media posts, and videos, that can be more relevant and engaging to students than traditional classroom materials (Wei, 2014).
2) *Interactive Features:* Platforms like Twitter and Instagram enable students to connect and interact with native speakers and other learners, fostering a sense of community and promoting real-time language practice (Warschauer & McPherson, 2014).
3) *Personalization:* Social media allows students to curate their learning experience by following accounts and topics that align with their interests, fostering a sense of autonomy and ownership over their learning (Lamb & Chu, 2006)

4) *Diverse Content and Activities:* The multimedia nature of social media platforms offers a variety of learning activities, including reading, listening, watching videos, and participating in discussions, catering to different learning styles and preferences (Kukulska-Hulme, 2017).

C. Potential Challenges of Social Media for Language Learning

Despite its potential benefits, social media also presents some challenges for language learning:

1) *Limited Focus on Grammar and Mechanics:* Informal communication on social media platforms often prioritizes fluency over accuracy, which may lead to neglect of proper grammar and mechanics (Kukulska-Hulme, 2017).
2) *Distractions and Lack of Focus:* The constant stream of information and notifications on social media can be distracting and hinder focused learning (Akdeniz et al., 2018)
3) *Unreliable Content Quality:* The abundance of user-generated content on social media can be inaccurate or misleading, potentially hindering the acquisition of proper English (Benson, 2013).
4) *Lack of Structure and Guidance:* Compared to traditional classroom settings, social media platforms generally lack a structured curriculum and dedicated teacher guidance, which can be essential for some learners (Belz, 2009).

D. Integrating Social Media for Effective Language Learning

Studies suggest that social media can be a valuable supplement to traditional classroom learning, rather than a replacement (Benson, 2013). To maximize its effectiveness, educators can integrate social media strategically by:

1) *Curating High-Quality Content*: Providing students with lists of reliable educational accounts and built-in language learning tools (hashtags, vocabulary bots) on platforms like Twitter can guide them towards trustworthy learning resources (Benson, 2013).
2) *Designing Engaging Activities*: Social media platforms can be used for interactive activities such as discussions, collaborative video projects, or following English-language news accounts to expose students to current events and vocabulary (Lamb & Chu, 2006).

E. Promoting Social Media Literacy

Social media literacy is crucial for students to navigate the ever-changing landscape of online content and leverage social media effectively for language learning (Livingstone, 2004). Educators can employ several effectual strategies :

1) Critical Evaluation of Information

Educators can guide students in developing skills to critically evaluate the information they encounter on social media. This includes activities like:

- *Identifying the source of information*: Is it a reputable news organization, a personal account, or an anonymous source?
- *Checking for factual accuracy*: Are there citations or evidence to support claims? Can the information be verified through other *sources? (Thurlow et al., 2012)*
- *Recognizing bias and perspective*: Whose point of view is being presented? Are there alternative viewpoints available? (Hobbs, 2009)

2) Understanding Online Communication Styles

Social media platforms have unique communication styles and norms. Educators can help students understand these by:

- Discussing the differences between formal and informal writing styles (Crystal, 2011).
- Exploring slang, abbreviations, and emojis commonly used on social media (Baron, 2008).
- Highlighting the importance of maintaining respectful and appropriate communication online (Marwick & Boyd, 2014).

3) Cybersecurity and Digital Citizenship

Social media can pose privacy and safety risks. Educators can equip students with essential cybersecurity practices by:

- Discussing the importance of strong passwords and safe online behavior (Livingstone, 2009).
- Encouraging responsible sharing of personal information (Marwick & Boyd, 2014).
- Creating awareness of online scams and phishing attempts (Yildirim & Correia, 2014).

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

4) Language Learning Tools

Many social media platforms offer built-in features and tools specifically designed for language learning. Educators can guide students on how to utilize these features effectively, such as:

- *Hashtags:* Exploring hashtags related to specific vocabulary or topics to discover relevant content (Siemens, 2008).
- *Language Learning Accounts:* Following accounts that provide language learning tips, quizzes, or vocabulary lists (Warschauer & McPherson, 2014).
- *Translation tools:* Using built-in translation features to understand unfamiliar words and phrases (Kukulska-Hulme, 2017).

By equipping students with social media literacy skills, educators can empower them to become responsible and discerning learners who can leverage the full potential of social media platforms to enhance their English language learning experience (Benson, 2013).

III. RESEARCH METHOD

A. Participants

This study involved 100 male students, aged 16 to17 years old, from Al-Hassan Post Basic School in Mabella South, Aseeb town, Muscat region. All participants were active users of both Instagram and Twitter. To ensure a representative sample, students were randomly selected from both the 11th and 12th grades.

B. Data Collection

To gather reliable information aligned with the research reviewed, this study employed a self-designed questionnaire. The questionnaire aimed to capture the perspectives of secondary school students on several key areas:

1) *Social Media Use*: This section explored students' general views and experiences with social media platforms.
2) *Social Media for Learning English*: This section focused on students' perceptions of how platforms like Twitter and Instagram can be used to learn English effectively.
3) *Traditional Education:* This section investigated students' perspectives on traditional classroom methods for English language learning. (The specific questions can be found in the Appendix.)

To maintain student engagement and avoid lengthy responses, the questionnaire included a mix of thirteen closed-ended questions (requiring pre-defined answers) and five open-ended questions (allowing for more detailed responses). This approach aimed to:

- Understand how students view Instagram and Twitter for English language learning.
- Identify potential strategies students might use to improve their English skills through social media.
- Gauge student perspectives on the educational value of Twitter and Instagram for learning English.
- Compare student attitudes towards traditional education and social media platforms in the context of English language learning.

C. Examining the Results

The researcher employed both qualitative and quantitative methods to analyze and interpret the collected data. For each question in the questionnaire, the SPSS software was used to calculate the Frequency. The results for each question were then presented in a table for clear visualization. Additionally, descriptive statistics were generated to provide a deeper understanding of the participants' responses.

IV. RESULTS

A. Questionnaire Results

1) Social Media Use

In a study investigating student social media habits, all participants reported using at least one social media platform (table1). Instagram emerged as the dominant platform, with a staggering 85.2% of students reporting daily use. This dwarfs the frequency of Twitter usage, where only 75.4% of students access the platform daily. While both platforms boast significant daily engagement, Instagram enjoys a clear lead, with fewer students reporting less frequent use (7.3% for Instagram several times a week versus 12.6% for Twitter).

This trend continues when examining weekly usage, with Instagram use dropping to 5% once a week compared to 8% for Twitter. Overall, as can be seen, a significantly higher proportion of students use Instagram daily compared to Twitter. This suggests that Instagram might be a more preferred platform for students in this particular study.

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 12 Issue IV Apr 2024- Available at www.ijraset.com

Table (1) Frequency of using Instgram and Twitter

Question	Daily		Several times a week		Once a week		Less than once a week	
	F	%	F	%	F	%	F	%
How often do you use Instagram?	85	85.2	7	7.3	5	5	2	2.5
How often do you use Twitter?	75	75.4	13	12.6	8	8	4	4

2) Purpose of using Social Media

Question	To connect with friends and family		To follow celebrities and influencers		To see interesting photos and videos		To learn new things		Other things	
	F	%	F	%	F	%	F	%	F	%
What are your main reasons for using Instagram?	74	73.6	6	6	15	15	5	5.4	0	0
Question	To read news and current events		To participate in discussions		To follow funny accounts		To learn new things		Other things	
	F	%	F	%	F	%	F	%	F	%
What are your main reasons for using Twitter?	11	11	19	19.2	7	7.3	63	62.5	0	0

Table 2 above showed an analysis of student motivations for using Instagram reveals a clear preference for social connection. A staggering 73.6% of students reported using the platform primarily to connect with friends and family. This suggests that Instagram serves a vital role in facilitating student social interaction and maintaining relationships. Content consumption appears as a secondary motivator, with only 6% following celebrities and influencers, and 15% seeking out interesting photos and videos. Interestingly, learning occupies a niche space on the platform, with just 5.4% using it for educational purposes. While the data doesn't explicitly capture other reasons, the "Other things" category hints at additional motivations, potentially including entertainment, self-expression, or even marketing.

Overall, this analysis highlights that for the students in this study, Instagram functions primarily as a social networking tool, prioritizing connection over pure content consumption. Twitter's appeal to students appears to be driven by a unique blend of information gathering and entertainment. While a significant portion (62.5%) use the platform for "Other things" not listed, the available data offers some insights. Learning and entertainment seem to hold particular weight. A substantial 19.2% of students use Twitter to participate in discussions, suggesting a potential for educational discourse or sharing ideas. This is further complemented by 6.25% who use it to learn new things. However, the desire for lighthearted content is also evident, with 7.3% following funny accounts. Interestingly, news and current events seem to be a less prominent motivator, with only 11% using Twitter for that purpose. This suggests that students might rely on other platforms for staying informed.

Overall, the data paints a picture of Twitter as a platform where students engage in a mix of activities. While the "Other things" category remains a mystery, the available options highlight a potential for knowledge sharing, entertainment, and casual interaction alongside some news consumption.

©IJRASET: All Rights are Reserved

3) Social Media for Learning English

Table (3)

Question	YES F	%	NO F	%
Do you ever use Instagram to learn English?	70	69.8	30	30.2

The data in table 3 reveals a promising trend: a significant portion (69.8%) of students reported using Instagram to learn English. This suggests that Instagram holds potential as a supplementary learning tool for this student population. However, it's important to acknowledge the remaining 30.2% who don't use Instagram for this purpose. This might be due to a lack of awareness about educational content on the platform, a preference for traditional learning methods, or the specific content these students follow on Instagram.

Overall, the data indicates a positive possibility for using Instagram as an English learning tool for a significant number of students. However, there's also room to understand how to better encourage and guide students towards this educational potential of the platform.

Table (4) Instgram for English Learning

Question	Following accounts that post English content (e.g., quotes, vocabulary) F	%	Watching English-language videos F	%	Participating in English-language comments sections F	%	Others F	%
How do you use Instagram to learn English?	8	8	76	76.2	15	15.8	0	0

This data highlights a multi-faceted approach to English language learning among students on Instagram. The dominance of watching English-language videos (76.2%) underscores the platform's potential for video-based learning. Supplementing this with targeted content from educational accounts (8%) provides readily available learning materials. Interestingly, a portion of students (15.8%) leverage the interactive nature of the platform by participating in English-language comment sections, potentially fostering active learning and communication skills. While the "Others" category leaves room for further exploration, the data suggests that Instagram offers a diverse set of tools that students can utilize to learn English.

A closer look at the data reveals specific strategies students employ when using Instagram for English language learning a breakdown as showed below:

- *Video Content Reigns Supreme (76.2%):* The most popular method involves watching English-language videos. This aligns with the growing popularity of video-based learning and suggests students find this format engaging and informative.
- *Following Educational Accounts (8%):* A smaller, but significant, portion utilizes accounts that specifically post English content like quotes or vocabulary lists. This passive learning approach provides readily available learning materials for students to absorb.
- *Interactive Learning through Comments (15.8%):* A lesser-used, but potentially impactful strategy, involves participating in English-language comment sections. This fosters active learning by encouraging students to practice writing and potentially engage in discussions, improving their comprehension and communication skills.
- *Unexplored Avenues ("Others"):* The "Others" category suggests there might be additional learning methods not captured in the data. This could include using interactive features like quizzes or polls, engaging with English-language stories, or participating in challenges that encourage English practice.

Table (5) Using Twitter for learning English

Question	YES		NO	
	F	%	F	%
Do you ever use Twitter to learn English?	40	40.3	60	59.7

Almost half (40.3%) of the students reported using Twitter to learn English**.** This indicates that Twitter is a relevant platform for English language learning for a considerable portion of this student population. However, a significant number (59.7%) do not use Twitter for this purpose**.** This suggests there might be reasons why students don't find Twitter appealing for learning English such as:

- *Preference for other platforms***:** Students might favor other social media platforms or traditional learning methods.
- *Content not optimized for learning***:** The content students typically follow on Twitter might not be conducive to language learning.
- *Lack of awareness***:** Students might not be aware of the potential for English language learning on Twitter.

Table (6) Ways of using Twitter for English learning

Question	Following English-language news accounts		Participating in discussions with English speakers		Using Twitter language learning tools (e.g., hashtags, vocabulary bots)		Others	
	F	%	F	%	F	%	F	%
How do you use Twitter to learn English?	26	25.6	30	30.2	44	44.2	0	0

The data reveals interesting insights into how students leverage Twitter for English language learning (40.3% of respondents). A breakdown of the reported methods are summarized below:

- *Engaging in Discussions (30.2%):* This emerges as the most popular strategy. Participating in discussions with English speakers allows students to practice their writing and comprehension skills in a real-world context, potentially leading to improved communication and fluency.
- *Following News Accounts (25.6%)*: Staying informed while learning is another approach. Following English-language news accounts exposes students to current events and vocabulary used in a professional setting.
- *Harnessing Built-in Tools (44.2%):* A significant portion utilizes Twitter's built-in language learning tools (hashtags and vocabulary bots). Hashtags can help students discover relevant content and discussions, while vocabulary bots can provide bite-sized learning opportunities.
- *Unexplored Avenues ("Others")*: The "Others" category suggests there might be additional learning methods not captured. This could encompass strategies like following educational accounts, participating in Twitter chats, or using language learning threads.

4) Learning through Interaction

This data highlights the interactive nature of Twitter as a key factor in English language learning. Engaging in discussions (30.2%) allows students to practice communication skills actively. Similarly, utilizing built-in tools like hashtags (44.2%) fosters exploration and discovery of learning opportunities within the platform itself.

Overall, the data suggests that students who leverage Twitter for English language learning go beyond passive content consumption. They actively participate in the platform's ecosystem, using discussions, news content, and built-in tools to enhance their learning experience.

Table (7) Students` perception of Instagram and Twitter applications for learning English

Question	Very helpful F %	Somewhat Helpful F %	Not very helpful F %	Not helpful at all F %
How helpful are social media platforms like Instagram and Twitter for learning English?	16 15.5	61 60.7	20 20.5%	3 3.3

The data reveals a mixed perception of social media platforms like Instagram and Twitter for learning English. A majority (60.7%) of students find these platforms somewhat helpful. This suggests that social media can provide some value for language learning, perhaps by exposing users to new vocabulary and grammar in a casual and engaging way. However, a significant portion of about 15.5% considers them very helpful, highlighting the potential for effective learning experiences for some students. This could be due to factors like finding engaging content or interacting with native speakers. Conversely, a concerning number (23.8% - sum of 'Not very helpful' and 'Not helpful at all') find these platforms not very useful for learning English. This indicates that social media alone might not be sufficient for comprehensive language acquisition for all students. There could be reasons such as a lack of structured learning or exposure to incorrect grammar due to informal content.

According to the open –ended question (14) which indicated showing the student`s own perspectives concerning the most helpful social media platform for learning English. Based on the students` perspectives, it was difficult to definitively say which platform students find most helpful for learning English as their answers varied between both platforms . However, their perspectives stemmed out from their preferences since both platforms have strengths**:**

- *Instagram:* More popular overall (85.2% daily usage vs 75.4% for Twitter) and offers engaging video content (76.2% use it for learning English through videos).
- *Twitter:* Encourages active learning through discussions (30.2% use it for this) and exposes users to news and current events (25.6% follow English news accounts).

On the other hand, some insights can be gleaned from students` perspectives and usage patterns:

- Higher overall engagement with Instagram suggests it might be a more natural environment for some students to learn.
- Twitter fosters active learning through discussions, which some students might find more beneficial
- Some of the students` perspectives taken from some of the students` responses and based on their ideas:
- "*I prefer Instagram because it's more engaging and the videos help me learn new vocabulary visually***.**"
- "*Twitter is better for practicing my writing and understanding current events in English***.**"
- "*Both platforms have their uses, but I need to be strategic about the content I follow to learn effectively***.**"

Ultimately, the "most helpful" platform depends on individual learning styles and preferences**.** Some students might find success with either platform, while others might benefit from a combination of social media and other learning methods.

5) Section 4: Traditional Education vs. Social Media

Table (8) Satisfaction rate with current English learning experience at school

Question	Very satisfied F %	Somewhat satisfied F %	Neutral F %	Somewhat dissatisfied F %	Very dissatisfied F %
How satisfied are you with your current English language learning experience in school?	18 17.8	56 56.2	3 3	10 10.2	13 12.8

The data shows that a majority of students (74%, sum of "Very satisfied" and "Somewhat satisfied" percentages) are somewhat or very satisfied with their current English language learning experience in school. This suggests that the current curriculum might be working for a significant portion of the student population. However, it's important to acknowledge the remaining 26.2% of students (sum of "Neutral", "Somewhat dissatisfied" and "Very dissatisfied" percentages) who are not entirely satisfied. This indicates that there might be room for improvement in the curriculum or teaching methods to better address the needs of all students.

6) Strengths of Traditional Classroom Learning for English

According to open- ended question (19) which aims to identify the students` perspectives toward the main strengths of traditional classroom learning for English, some potential students` perspectives are showed based on the limitations of social media learning:

a) *Structure and Guidance:* Social media learning can be unstructured and lack a defined curriculum. Students might value the structured learning environment and clear learning objectives offered by a traditional classroom.

b) *Teacher Expertise and Feedback:* Social media learning lacks direct guidance from a qualified teacher. Students might appreciate the presence of a teacher in a traditional classroom who can provide personalized feedback and address specific learning gaps.

c) *Interaction and Collaboration:* While social media offers some interaction, it might not be as focused as classroom discussions. Students might value the opportunity to practice speaking and listening skills through discussions and activities facilitated by a teacher in a traditional classroom setting.

d) *Focus and Reduced Distractions:* Social media is full of distractions. Students might appreciate the focused learning environment of a traditional classroom with fewer distractions compared to learning on their own devices.

Furthermore, the open –ended question (20) requires the students to show from their own perspectives of the main weaknesses of traditional classroom learning for English. Therefore, based on the students` perspectives regarding the potential weaknesses of traditional classroom learning for English , these views are summarized as the following:

- *Limited Pace and Personalization:* Traditional classrooms cater to a group, potentially neglecting students who learn at different speeds or have specific needs.
- *Passive Learning and Limited Engagement***:** Traditional methods can focus on lectures and rote memorization, which some students might find disengaging. Social media offers a more interactive and potentially fun learning experience.
- *Focus on Grammar Over Communication***:** Traditional classrooms might prioritize grammar rules over practical communication skills. Social media exposes students to real-world English usage and encourages them to use the language actively.
- *Limited Exposure to Diverse Accents and English Varieties:* Traditional classrooms might have a single teacher with one accent.

Table (9) Social media platforms as an alternative for English learning

Question	YES		NO	
	F	%	F	%
Do you think social media platforms can be a good alternative to traditional classroom learning for English?	17	17.4	83	82.6
If yes, why? And if no, why?				

The data suggests a strong preference for traditional classroom learning over social media platforms for learning English. A vast majority of respondents (82.6%) said social media is not a good alternative. This implies that students might value the structure, guidance, and interaction offered by traditional classrooms compared to the potential limitations of social media learning.

Below is a summarization of some arguments that the students make for why social media platforms can be a good alternative for learning English:

- *Accessibility and Flexibility*: Social media is readily available on mobile devices, allowing students to learn anytime, anywhere. This flexibility can be particularly helpful for busy schedules or students who struggle with traditional classroom settings.
- *Exposure to Diverse Content and Accents*: Social media connects users with a global audience. Students can be exposed to a wider range of English varieties, accents, and cultures compared to a single classroom teacher.
- *Engaging and Interactive Learning*: Social media platforms offer various engaging formats like videos, live streams, and interactive discussions. This can make learning English more fun and motivating compared to traditional methods.
- *Focus on Real-World English*: Social media exposes students to how English is used in everyday life, from informal conversations to news articles. This can be valuable for developing practical communication skills.
- *Self-Directed Learning and Personalized Pace:* Students can choose the content and tools that best suit their learning style and interests on social media. This allows for a more personalized learning experience compared to the fixed pace of a classroom.On the other hand the majority of the students argue that social media isn't a good alternative for the traditional classroom learning .Their perspectives are recapitulated as the following:
- *Lack of Structure and Guidance*: Social media learning can be unstructured and lack a clear curriculum. Students might miss the defined learning objectives and guidance provided by a teacher in a traditional classroom.
- *Unreliable Content Quality*: The information on social media platforms can be inaccurate or misleading. Without a qualified teacher to curate content and address misconceptions, students might struggle to learn proper English.
- *Limited Focus on Grammar and Mechanics*: Social media prioritizes informal communication, potentially neglecting the importance of proper grammar and sentence structure that a traditional classroom emphasizes.
- *Distractions and Lack of Focus*: Social media platforms are full of distractions, making it difficult for students to concentrate and retain information compared to a focused classroom environment.
- *Ineffective for Developing All Skills*: Social media might be good for practicing listening and reading comprehension, but it might not provide enough opportunities to develop speaking and writing skills effectively through practice and feedback.

V. DISCUSSION

This study examined how students leverage social media platforms like Instagram and Twitter for English language learning. The findings reveal that a significant portion of students utilize these platforms for this purpose (69.8% on Instagram and 40.3% on Twitter).

Instagram appears to be the dominant platform, with a large number of students using it daily (85.2%). The most popular method for learning English on Instagram involves watching videos (76.2%), highlighting its potential for engaging learners through visual content. Additionally, some students follow educational accounts (8%) or participate in interactive discussions (15.8%), showcasing the platform's ability to provide targeted learning materials and promote active learning.

While Twitter usage for English language learning is lower than Instagram, it offers distinct advantages. Engaging in discussions (30.2%) allows students to practice communication in a real-world context, and following English news accounts (25.6%) exposes them to current events and professional vocabulary. Furthermore, a significant portion of students utilize Twitter's built-in language learning tools (44.2%) for discovery and bite-sized learning.

Overall, the data suggests a mixed perception of social media for English language learning. A majority of students find these platforms somewhat helpful (60.7%), indicating their potential for vocabulary and grammar exposure in an engaging way. However, a concerning number (23.8%) find them not very useful, highlighting the limitations of social media for comprehensive language acquisition. Choosing a platform appears to be influenced by personal preference, with some students favoring Instagram's engaging nature and video content, while others prefer Twitter's focus on active learning and exposure to current events.

According to the tension between traditional classroom learning and social media for acquiring English language skills. While the majority of students (74%) report satisfaction with their current classroom experience, highlighting the value of structure and teacher guidance, social media platforms like Instagram and Twitter offer intriguing possibilities as supplements.

Traditional classrooms provide a strong foundation for language learning. A defined curriculum and clear learning objectives offer a roadmap for students. Qualified teachers can provide personalized feedback and address individual learning gaps, while classroom discussions and activities facilitate practicing speaking and listening skills. Additionally, the classroom environment minimizes distractions, promoting focus and knowledge retention.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

However, social media can address some limitations of traditional classrooms. Open-ended responses from students revealed its potential as a supplement. Social media allows for a more personalized pace, catering to different learning styles. Its interactive features, such as videos and discussions, can make learning more engaging compared to passive methods. Furthermore, exposure to real-world English usage on social media fosters communication skills, and students encounter diverse accents from a global audience.

Despite these advantages, social media is not a replacement for traditional classrooms. A strong majority (82.6%) of students believe so. Concerns outweigh the benefits due to limitations inherent to social media learning. The lack of structure and guidance, unreliable content quality, and limited focus on grammar and mechanics can hinder effective learning. Additionally, social media platforms are rife with distractions that can make it difficult to concentrate and retain information. While social media may enhance listening and reading comprehension, opportunities to develop speaking and writing skills through practice and feedback might be limited.

Students acknowledge the advantages of social media. Its accessibility and flexibility on mobile devices allow for learning anytime, anywhere. They appreciate the exposure to diverse content and accents, as well as the potential for engaging and interactive learning experiences. Social media also provides a window into real-world English usage and allows for self-directed learning, where students can choose content and tools that suit their interests and learning styles. However, students also express concerns about social media as an alternative. The lack of structure and guidance, unreliable content quality, and limited focus on grammar are major drawbacks. Additionally, the abundance of distractions on social media platforms can hinder concentration and knowledge retention. Finally, students acknowledge that social media may not be as effective for developing all language skills, particularly speaking and writing. In conclusion, while social media offers some advantages as a supplement, traditional classroom learning with its structure, teacher guidance, and focus on all language skills remains the preferred method for most students. However, social media's accessibility, diverse content, and potential for engaging learning experiences can be harnessed to complement and enrich the traditional classroom experience.

VI. CONCLUSION

This study explored how students leverage social media platforms like Instagram and Twitter for English language learning, and compared the perceived strengths and weaknesses of these platforms to traditional classroom instruction. The findings reveal that social media has the potential to be a valuable and a promising supplement, but cannot replace traditional classroom learning.

Despite the promise of social media, the majority of students have expressed satisfaction with their current classroom learning. This emphasizes the value of structure, teacher guidance, and a focus on all language skills that traditional classrooms provide.

Social media caters to different preferences but can be unstructured and lack reliable content. While it may struggle to develop all language skills effectively, its accessibility, diverse content, and interactive features offer potential benefits. Traditional classrooms may lack personalization and might not always provide engaging experiences, but they offer a structured learning environment with a focus on all language skills. Overall, this study suggests that strategically integrating social media can enhance traditional classroom learning. Social media's accessibility, diverse content, and interactive features can create a more engaging and well-rounded learning experience for students seeking to improve their English language skills. By capitalizing on the strengths of both approaches, educators can equip students with the tools and environment they need to succeed in their language learning journey.

VII. RECOMMENDATIONS

Based on the findings of this study, some recommendations are recommended for both educators and students looking to leverage social media to enhance English language learning:

A. *For Educators*

1) *Strategic Integration*: Explore ways to strategically integrate social media platforms like Instagram and Twitter into the curriculum. This could involve using engaging videos from Instagram for visual learners, or incorporating Twitter discussions on current events to expose students to real-world vocabulary.
2) *Social Media Literacy:* Consider incorporating lessons on social media literacy to equip students with the skills to evaluate the credibility of information they encounter while learning English on these platforms.
3) *Curated Content and Tools:* Develop or curate lists of high-quality educational accounts and built-in language learning tools (hashtags, vocabulary bots) on platforms like Twitter to guide students towards reliable learning resources.
4) *Interactive Activities:* Design interactive activities that encourage students to use social media platforms for active learning, such as discussions on specific topics or collaborating on short English-language videos.

B. For Students

1) *Platform Choice:* Consider your learning style and goals when choosing a platform. If you are a visual learner, Instagram might be a good fit. If you prefer active learning and exposure to current events, Twitter could be a better choice.
2) *Content Selection:* Be critical of the information you encounter on social media. Look for accounts with a reputation for reliable content and educational purposes
3) *Focus on Learning:* While social media offers entertainment, prioritize its use for focused learning activities. Set specific goals for what you want to achieve during your social media learning sessions.
4) *Balance is Key:* Remember that social media should be a supplement to your primary learning method, likely a traditional classroom setting. Don't rely solely on social media to gain comprehensive language skills.

By following these recommendations, educators and students can leverage the strengths of both traditional classroom learning and social media to create a more engaging and effective English language learning experience.

Furthermore, some recommendations for further research are needed to build upon the study`s findings:

a) *Exploring Learning Strategies in More Depth:* The study identified various methods students use on Instagram and Twitter (e.g., video learning, discussions). Further research could delve deeper into the effectiveness of these strategies. Analyzing success rates or conducting interviews with students who find social media learning particularly helpful could reveal which methods lead to the strongest learning outcomes.
b) *Investigating Content Quality and Trustworthiness:* A major concern identified was the potential for unreliable information on social media. Future research could explore how students evaluate the credibility of content they encounter while learning English on social media platforms. This could involve analyzing student selection criteria for following accounts or how they identify trustworthy sources of information.
c) *The Role of Teachers in Social Media Learning:* The study suggests social media can be a valuable supplement. Further research could investigate how teachers can integrate social media effectively into their curriculum. This could involve exploring strategies for guiding students towards high-quality content, using social media platforms for interactive learning activities, or creating teacher-managed social media accounts specifically for English language learning.
d) *Learning beyond English:* This study focused on English language learning. Future research could explore how students leverage social media to learn other languages. Investigating potential similarities and differences in learning strategies across languages could provide valuable insights.
e) *The Impact of Social Media on Different Age Groups:* This study did not differentiate by age group. Further research could explore how age impacts how students use social media for learning. Investigating the preferences and learning styles of younger learners (e.g., middle school) compared to older students (e.g., university) could inform the development of age-appropriate social media learning strategies.

By investigating these areas, researchers can gain a deeper understanding of the potential and limitations of social media for language learning. This knowledge can be used to develop effective strategies for integrating social media into language learning curriculums and empower students to become more autonomous and successful learners.

REFERENCES

[1] Akdeniz, M., Ozcelik, M., & Karakaya, F. (2018). The effects of social media addiction on academic performance and social anxiety. International Journal of Technology and Educational Science, 6(2), 119-128.
[2] Baron, N. S. (2008). Always on: Language in an online and mobile world. Oxford: Oxford University Press.
[3] Belz, W. (2009). Motivation and autonomy in language learning: Defining the relationship. The Modern Language Journal, 93(1), 16-35.
[4] Benson, P. (2013). Teaching and researching autonomy in language learning. London: Routledge.
[5] Crystal, D. (2011). Internet linguistics: A student guide. London: Routledge.
[6] Dörnyei, Z. (2009). The psychology of language learning. Edinburgh: Edinburgh University Press.
[7] Dörnyei, Z., & Ottman, S. (2000). Motivation in language learning: Investigating the psychological mechanisms. Language Learning, 50(SI), 117-148.
[8] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Important influences and educational implications. The Journal of Educational Psychology, 96(3), 701-712.
[9] Gardner, R. C., & Lambert, W. E. (1972). Motivational variables in second language acquisition. Canadian Modern Language Review, 28(2), 187-206.
[10] Guichon, N. (2016). Engagement in language learning: A multifaceted construct. The Modern Language Journal, 100(2), 383-406.
[11] Hobbs, R. (2009). The new literacy landscape. Studies in Education, 17(1-2), 3-21.
[12] Kukulska-Hulme, A. (2017). Mobile language learning: The next chapter. Abingdon, Oxon: Routledge.
[13] Lamb, M., & Chu, H. (2006). Learner autonomy and learner agency in CALL environments: Towards a framework for CALL pedagogy. ReCALL, 18(2), 185-202.

[14] Livingstone, S. (2004). Media literacy and the transformation of childhood. Children and Society, 18(2), 149-160.
[15] Livingstone, S. (2009). Questioning the ethics of online research with children. Qualitative Inquiry, 15(6), 887-901
[16] Marwick, A., & Boyd, D. (2014). To like or not to like: On the ambiguous economics of relationships in Facebook. Social Policy & Society, 13(1), 70-82.
[17] Mohammadi, H. (2021). Social media impact on learning English language during the COVID-19 pandemic. Emerald Insight, DOI: 10.1108/EIL-02-2021-0032.
[18] Sathiyaseelan, T. (2018). The impact of social media on secondary school students' English language performance in Malaysia.
[19] Siemens, G. (2008). Learning analytics: The emergence of a new field. Educational Researcher, 37(7), 3-10.
[20] Thurlow, A., L'Hereux-Knecht, S., Squire, K. M., & Moeller, A. C. (2012). Closing the achievement gap: How technology can help. Thousand Oaks, CA: Corwin.
[21] Warschauer, M., & McPherson, J. (2014). Social media IMPACT ON LANGUAGE LEARNING FOR SPECIFIC PURPOSES: A STUDY IN ENGLISH FOR BUSINESS ADMINISTRATION.
[22] Wei, S. (2014). Exploring the potential of social media for language learning: A case study using Sina Weibo. International Journal of Asian Studies, 3(2), 142-153.

Appendix (1)

Questionnaire

Instructions: Thank you for participating in this survey! This questionnaire aims to understand how secondary school students use social media platforms like Instagram and Twitter to learn English. Your honest responses will be very helpful. Please choose the answer that best reflects your experience.

1) *Section 1: About You*

a) Age: _____

b) Grade Level: ( ) 11th Grade ( ) 12th Grade

2) *Section 2: Social Media Use*

a) How often do you use Instagram? ( ) Daily ( ) Several times a week ( ) Once a week ( ) Less than once a week

b) How often do you use Twitter? ( ) Daily ( ) Several times a week ( ) Once a week ( ) Less than once a week.

c) What are your main reasons for using Instagram? (Choose all that apply)

- ( ) To connect with friends and family
- ( ) To follow celebrities and influencers
- ( ) To see interesting photos and videos
- ( ) To learn new things
- ( ) Other (Please specify): _____

d) What are your main reasons for using Twitter? (Choose all that apply)

- ( ) To read news and current events
- ( ) To participate in discussions
- ( ) To follow funny accounts
- ( ) To learn new things
- ( ) Other (Please specify): _____

3) *Section 3: Social Media for Learning English*

a) Do you ever use Instagram to learn English? ( ) Yes ( ) No

b) If you answered yes to question 9, how do you use Instagram to learn English? (Choose all that apply)

- ( ) Following accounts that post English content (e.g., quotes, vocabulary)
- ( ) Watching English-language videos
- ( ) Participating in English-language comments sections
- ( ) Other (Please specify): _____

c) Do you ever use Twitter to learn English? ( ) Yes ( ) No

d) If you answered yes to question 11, how do you use Twitter to learn English? (Choose all that apply)

- ( ) Following English-language news accounts
- ( ) Participating in discussions with English speakers
- ( ) Using Twitter language learning tools (e.g., hashtags, vocabulary bots)
- ( ) Other (Please specify): _____

e) In your opinion, how helpful are social media platforms like Instagram and Twitter for learning English? ( ) Very helpful ( ) Somewhat helpful ( ) Not very helpful ( ) Not helpful at all

f) Why do you think social media platforms can be helpful for learning English? (Open ended - Please elaborate on your thoughts)----------

4) *Section 4: Traditional Education vs. Social Media*

a) How satisfied are you with your current English language learning experience in school? ( ) Very satisfied ( ) Somewhat satisfied ( ) Neutral ( ) Somewhat dissatisfied ( ) Very dissatisfied

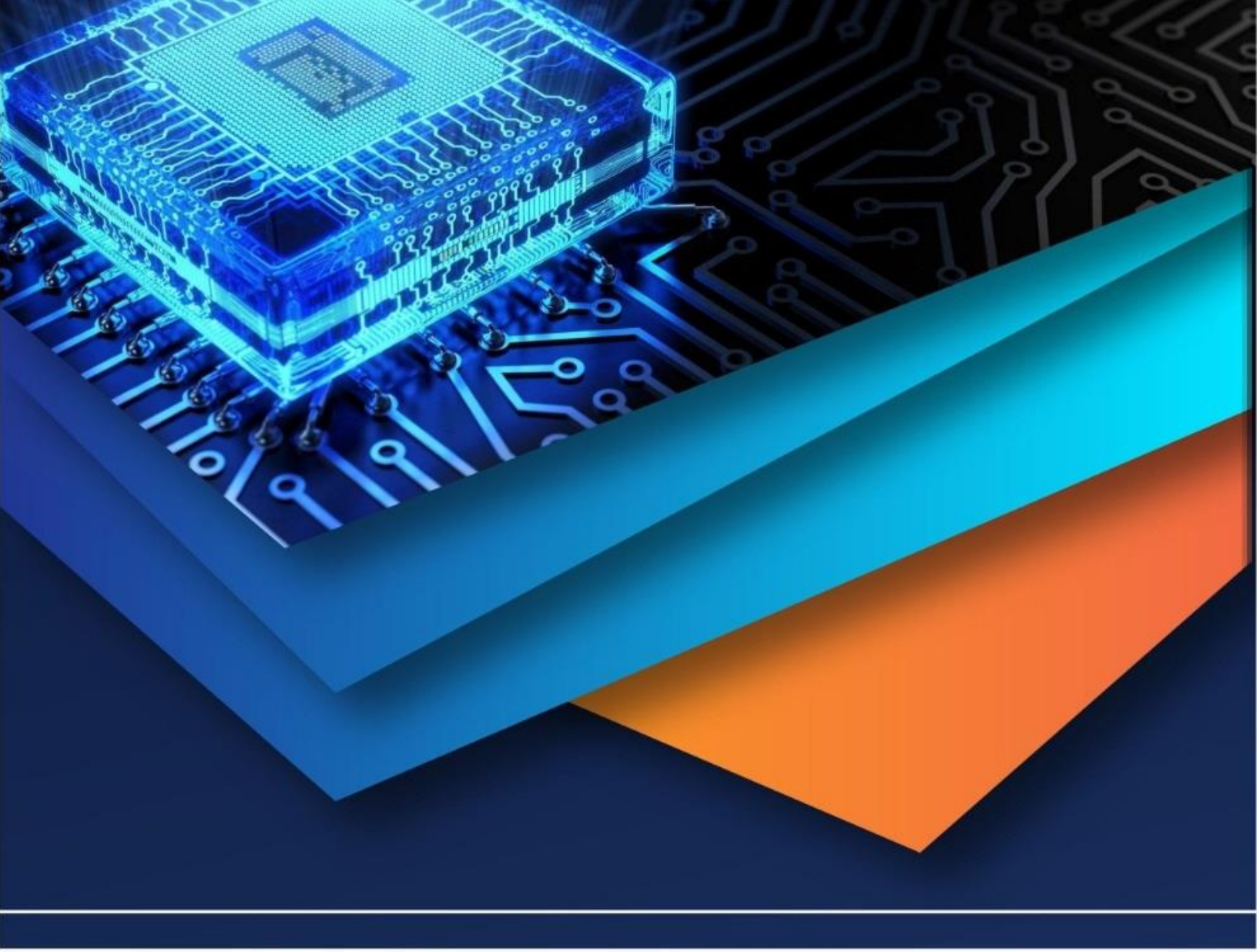
b) In your opinion, what are the main strengths of traditional classroom learning for English? (Open ended - Please elaborate on your thoughts).----------

c) In your opinion, what are the main weaknesses of traditional classroom learning for English? (Open ended - Please elaborate on your thoughts)----------

d) Do you think social media platforms can be a good alternative to traditional classroom learning for English? ( ) Yes ( ) No ( ) Maybe

e) Why or why not? (Open ended - Please explain your answer)----------

(Thank you for your participation)



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)