Efficacy and Challenges in Learning English by using Social Media: A case study on the tertiary level learners in Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements for the degree of M. A. in English

Department of English and Humanities

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Declaration

It is hereby declared that

1. The thesis submitted is my original work while completing my degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material that has been accepted or submitted for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Approval

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Abstract

This study attempts to describe the implementation of social media-based teaching and learning in improving students' language skills. As CLT (Communicative Language Teaching) and ICT (Information and Communication Technology) has already been introduced in developing the education system of Bangladesh, thus it can be said that innovative language learning with social media would bring a great change in the context of the English language teaching and learning. A qualitative multiple case study approach is used by the researcher here, and the subjects were five tertiary level learners pursuing a masters degree in English. The subjects were three females and two males established by using a purposive sampling technique. The data were collected through a series of telephonic interviews, and the interviews were recorded by the researcher with the full consent of the participants. The data analysis used the thematic analysis adapted from Brown and Clarke (2006); the findings revealed the fact that social media has the potential in developing the learners' language proficiency, but there are some challenges too faced by the learners while learning English with social media and the challenges involve traditional teaching method, less use of social media tools, less scope for writing and speaking, frequent power cut and poor internet issues. This study has pedagogical implications, which is recommended for teachers in a similar EFL context.

Keywords: Motivation; Social media; Tertiary level; ESL/ EFL; Formal and informal learning.

Dedication

I would like to dedicate this dissertation paper to my beloved parents.

Acknowledgement

Firstly, I would like to thank almighty Allah for giving me the patience and strength to accomplish the dissertation.

Then, I am immensely grateful to my supervisor, Dr. Asifa Sultana, for her constant support. Also, I am really thankful to my supervisor for guiding me properly with her valuable feedback and suggestions.

Nevertheless, I would like to thank my parents, friends and the participants for their constant support and for motivating me in every way.

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List of Acronyms

SLA - Second Language acquisition

EFL – English as a Foreign Language

ESL- English as a Second Language

CLT- Communicative Language Teaching

ICT- Information and Communication Technology

Chapter 1

Introduction

At present, social media is one of the biggest platforms for learning English, and by engaging with social media, language learning has become easier for learners. Emphasizing the effectiveness of social media for language learning Kessler (2018) said that by using social media and participatory culture, learners can easily communicate with each other, and the growing usage of social media compels the learners to increase their language learning opportunities. He also said that with the help of social media, learners could improve their speaking and pronunciation by presenting their own voice recordings to native speakers, peers, instructors and others. In Bangladesh also teachers and learners are admiring the usage of social media for learning English to a great extent. As a computer-based technology, social media facilitates sharing ideas, thoughts and information in the form of written blogs and audiovisual videos. Concerning the efficacy of blogging in language learning, Castleberry and Evers (2015) state that with the help of Blogging, teachers can find new sources of information, and learners can engage themselves in real-world communication in the target language. In Bangladesh, teachers and learners are using the largest platforms of social media like Facebook and YouTube to facilitate learners language learning. Hence, the present study aims at finding out how Bangladeshi tertiary level learners learn English effectively by using social media and what kind of challenges they face while learning English with social media. As we are living in a developing country, still we face so many problems in teaching and learning situations, whether it is online or face to face. Thus, the present study will attempt to find out the effectiveness of social media in learning English and the challenges faced by the tertiary level learners in the context of Bangladesh.

1.1 Problem Statement

Social media has the potential in enhancing learners' language skills through social interaction and collaboration. As per Kern (1995), "compared to the traditional classroom, learning via social media is more enjoyable, more motivating, and generates less anxiety" (as cited in Khan, 2021). In spite of ICT (Information and Communication Technology) integration in the education system of Bangladesh, teachers still feel reluctant in using different social media tools in the language classroom despite knowing that a large number of students still face difficulties in learning English in their language classroom. Addressing the problem regarding social media usage in a language classroom, the current study aimed at finding out how effective is social media in enhancing learners' language proficiency and what type of challenges do the learners face while learning English with social media. Also, it attempted to find out the learners' perspective towards teachers role and the implication for making language learning more effective.

1.2 Purpose of the Study

The present study attempted to find out the impact of social media in effective language learning and also intended to show the challenges faced by the learners while learning English with social media tools. Thus, this study will show how effective is social media in developing learners language skills.

1.3 Central Research Questions

The present study aimed at finding out the answers to these questions:

1. How do the uses of social media impact learners' effective language learning?

2. What kind of challenges do the learners face while learning English by using social media?

1.4 Significance of the study

This study will shed light on the impact of social media on effective language learning. Also, it will investigate the challenges faced by the tertiary level learners in the context of Bangladesh. By doing so, this study hopes to be a guiding tool for further research studies on the involvement of social media in a language classroom. Nevertheless, this study also looks forward to getting the attention of the English language teachers and other researchers. Thus, the present study promotes a new way of teaching and learning with social media applications in developing learners' language skills; also, it emphasizes the learners' learning styles which is essentially related to language learning via social media.

1.5 Limitations of the study

Due to the pandemic situation, the researcher could not connect with a large number of participants. As the new variant of Covid 19 has already emerged in our country, that made the situation even worse, and the researcher tried to investigate teachers roles from the perspective of learners.

1.6 Definition of the key term

Social media

Social media can be defined as a technological system related to collaboration and interaction (Joosten, 2012); the example of social media involves wikis, blogs, online games, and multimedia platforms (as cited in Tess, 2013). Social media is a variety of web 2.0 based technologies that accentuate the social aspects of the internet (Hu & Yu, 2021), it also involves creating and sharing user based content videos. Social media has the potential in enhancing social interaction and collaboration.

Chapter 2

Review of Relevant Literature

2.1. Introduction

The key focus of this study is to investigate the efficacy of social media in language learning and the challenges faced by the learners while learning English by using social media. This chapter thus deals with the effectiveness of social media in second language acquisition and the challenges faced by the learners while learning English via social media. It also discusses the past studies on social media and how the usage of social media work in the EFL context. This chapter also aims at locating a gap regarding social media usage in foreign language learning and highlights Bangladesh perspective and the involvement of teachers, methods, individual learners learning styles, strategies, affective factors and how they impact learners' language learning.

2.2. Role of Social Media in Education:

Social media has brought about a major change in the realm of teaching and learning, and also its' influence has been identified in formal and informal learning from the last few years. In this regard, Greenhow and Lewin (2016) identified the fact that social media involvement increases learners' collaborative and self-directive activities, and it has the potential in erasing the gap between formal and informal learning. In the same vein, Chen and Bryer (2012) have found in their study that online social media can be used for various educational purposes by integrating social media in formal and informal learning; instructors can provide a great platform for enriched discussions, engagement and broad connections. In addition, an empirical study conducted by Ansari and Khan (2020) shows that the use of online social media has the potential

in enhancing the learners' online knowledge sharing behavior, and online social media can help in making the learners more collaborative creative, dynamic, and research-oriented.

The role of social media in higher education is noticeable to a great extent. According to Tess (2013), the constant growth of social media and other web 2.0 technologies is bringing remarkable changes in higher education, and the findings of their study show that self-reflection and social interaction through Facebook, Blogs, and Twitter can increase learners' effective learning. Neier and Zayer (2015) have mentioned in their quantitative analysis that the use of social media tools such as Facebook, Twitter and Youtube can help in making the learners more self-expressive and creative.

Social media uses for the educational purpose has increased to a great amount in the pandemic situation, and the influence of social media in distance learning is identifiable; with regard to this fact, Dutta (2020) has pointed out that during the Covid-19 Pandemic crisis, different social media applications are being used by the learners for the purpose of acquiring academic knowledge.

2.3. Social media Integration in English Language Learning:

The usage of social media has got much popularity in the EFL and ESL context. Many related studies highlight the role of social media in developing learners' language learning skill. In this regard, Momani (2020) states that young learners are more interested in new technology and digital equipment. In describing the significance of mobile-assisted language learning, she emphasized on the usage of telegram messenger which is one of the tools of social media and according to the result of her study, the EFL learners had positively developed their reading skills by using telegram messenger in their language classroom. The influence of social media in developing learners' writing skills is visible in various studies conducted by researchers. In this

regard, Rinda et al. (2018) asserted that most of the EFL learners face more difficulties in writing, but in the findings of their study, it was shown that it is possible to develop learners' writing skills by sharing content writings on Instagram and the overcorrected feedback on any content writing motivates the learners to write a better essay.

As one of the major applications of social media, Youtube has gained much popularity among teachers and learners regarding language teaching and learning purposes. Concerning the efficacy of Youtube in language learning, Kim and Kim(2021) conducted a qualitative investigation on the Korean international students who are studying in the USA, and the findings of their study show that the usage of Youtube can enrich the learners' content knowledge and it also helps them in developing their language learning skills.

Regarding the usage of social network websites for learning English as a second language, Liu et al. (2015) demonstrated how web 2.0 and social network sites influence the learners' language learning skills, and the findings indicate that social network sites have the potential to facilitate language learning and also have the capabilities to increase learner autonomy, collaboration and collective knowledge experiences.

At present, the effect of social media in the EFL context is highly noticeable. In regard to the involvement of social media in the EFL classrooms, Alrasheedi(2020) speaks on the efficacy of social media applications like blogs, wikis, podcasting, WhatsApp, Facebook, Twitter in language learning classroom and also he suggests that by integrating social networking sites in language learning classrooms from elementary and preparatory stages can increase the teachers' and learners' motivation towards utilizing social media as a language learning tool.

Meanwhile, Salamah et al. (2018) investigated EFL learners' perceptions towards applying social media sites in language learning, and the result showed that learners have effectively learned the target language by using social media sites, and it plays a significant role in communication. Among the social media applications, Facebook and Youtube play a vital role in enhancing the vocabulary learning of ESL learners. Regarding the efficacy of Facebook and Youtube in language learning, Abbas et al. (2019) mentioned that Facebook has the potential in making the learners more productive and engaging through communication and interaction, and the audiovisual lessons from Youtube help the ESL learner in developing their vocabulary learning to a great extent.

2.4. Learners' Individual Differences in Language Learning via Social Media:

This part of the paper provides a brief overview of the learners' individual differences in language learning, particularly as they are reflected in learners' learning styles, learning strategies and affective factors. This part also highlights social media impact on the learners' individual differences in terms of second language learning. According to Lightbown and Spada (2013) learners, SLA success mostly depends on the positive correlation between the learners' characteristics and affective variables like motivation, self-confidence and much more.

2.4.1. Learners' Learning Styles:

Learners' learning style is one of the major traits of learners individual differences. In terms of learners perceptual and cognitive learning styles, learners could be categorized as visual, auditory—kinesthetic, field-independent and field-dependent learners. As per Xu (2011), every learner learns a foreign language in different ways with different personalities and learning experiences, cultural and educational backgrounds.

As a language learning tool, social media has a positive impact on the learners' learning styles. A recent study by Soetan et al. (2020) have found that students who feel bored and restless with the use of textbooks can learn better with the help of social media tools; also, they have found that social media tools motivate the learners more in interacting, collaborating and brainstorming. Social media tools with audiovisual properties can help the learners in improving their reading comprehension(Olagbagu& Poopola, 2020).

According to most of the researchers, field-independent learners are more successful learners than field-dependent learners. In this regard, Wu (2018) conducted a study on incidental vocabulary acquisition upon two groups of learners who possess field-independent and field-dependent cognitive style, and the findings of the study show that learners with field-independent cognitive style acquired more vocabulary knowledge through extensive reading and he also suggested that learners with high FI cognitive style tend to acquire more than those who possess field-dependent cognitive style.

2.4.2. Learners Learning Strategies:

Learners' learning strategy is another crucial aspect of learners individual differences. Vocabulary learning is very important for EFL learners, and while learning vocabulary, learners apply different strategies; in this regard, Khreshen and Ruwaili (2020) said that learners could learn more vocabulary with the help of Mnemonic tools, which is considered as one of the most effective memory strategies. On the other hand, with the help of VOVTS (video only video teaching strategy), which is considered as an effective social media mediated teaching strategy, it can provide a flexible and non pressured learning environment to the learners(Santos, 2019). Learners' self-regulated learning is considered as a skill that involves how to set goals, what is needed to achieve those goals and how to attain those goals, and in this way, learners find a to

apply learning strategy and social media plays a vital role in enhancing learners strategy (

Dabbagh & Kitsantas, 2011; Nelson, 2013).

2.4.3. Affective Factors:

Affective factors include learners' motivation, self-confidence, and anxiety, among others. The

use of social media in the EFL classroom increases learners' motivation, self-efficacy, and most

importantly, it helps in reducing learners' anxiety. A study conducted by Selcuk (2017) where it

was shown that Facebook-based collaborative writing activity can help in developing the

learners' writing skills with peer affective factors such as, giving praise and motivational phrases.

Motivation:

Different learners learn English for different purposes, and motivation plays a vital role in

learning English successfully. Motivation is of two types. One is integrative, and another one is

instrumental. Integrative motivation refers to a favourable attitude toward the target language,

and instrumental motivation refers to the different goals for learning the target language(Pastor

&Mestre, 2014). Language learning achievements mostly depend on the motivation of the

learners, and motivation is considered as one of the most influential factors in L2

success(Dornyei,1994). The use of social media in language learning classrooms can increase

EFL learners motivation, and in this regard, Xuan et al. (2020) conducted a quantitative study

among 317 Arabic learners, and the findings of their study showed that social media users have a

positive correlation with motivation. In addition, Elmahdi and Khan (2020) conducted a

quantitative study upon 36 B.A. level English language learners from Taiban University, KSA

and the result of their study identified the fact that learners who use social media can acquire the

English language proficiency to a great level.

Self Efficacy:

A person's self-efficacy can be identified through a firm belief in own capability while performing a task successfully (Heslin & Klene, 2006). Social media usage in language learning and in promoting learners self-efficacy is evident in a study performed by Iliyas (2017), where it was stated that learners who communicate in the English language on social media could deplore self-efficacy better than the other learners who less use English in their communication. Another study conducted by Bailey and Daniel (2017) identified the fact that SNSLL(social network services for language learning) can help in promoting learners self-efficacy in their writing tasks.

Anxiety:

Anxiety can be defined as a feeling of fear, dread and uneasiness. Learning a second language is not an easy task, and it involves lots of effort, learners cognition and anxiety. Most of the researchers have found that anxiety can be helpful in language learning, and it can be harmful too (Hu & Wang,2014).

Regarding this issue, Krashen (1982) had pointed out that language learning can be effective where the affective filter (anxiety) is low, (as cited in Kavitha & Kalanidhi, 2020). Many researchers have found the efficacy of social media in lowering learners' anxiety in the EFL classrooms, and a recent study conducted by Makodamayanti et al. (2020) showed that various social media applications with audiovisual properties such as content videos, virtual games help in decreasing learner's anxiety, and the numerous usage of digital media help the learners in comprehending different English texts properly, also it increases the confidence among the learners.

2.5. Bangladesh perspective on language learning via social media:

The social media mediated language learning scenario in Bangladesh is different from other countries as the students of Bangladesh lack the potential for learning English via social media because of the monolingual context and less exposure to the target language. Islam (2018) has mentioned in her study that Bangladeshi learners face multiple challenges regarding language learning via social media, and she pointed out some areas of deficiency like Facebook default in presenting correct writing, use of both Bangla and English language and limitations in education systems. Another study conducted by Sarker et al. (2019) described the challenges faced by the learners while using e-learning in their classroom, and in their findings, they have demonstrated the fact that despite being enthusiastic about the online courses through online platforms, the lack of administrative and technological equipment are creating impediment in the learning environment of the learners and other reasons involve poorly designed learning materials, less interaction between the learners and the teachers and technological issues such as poor internet connection are responsible for less access to e-learning platforms. On the other hand, Farah and Ahmed (2014) stated that the use of e-learning, which encompasses all forms of technology-enhanced learning, can enable the learning of the people at any time and anywhere but in the context of Bangladesh, the challenges faced by the learners while implementing e-learning include students' less involvement with the teachers and classmates, elimination of peer to peer learning, and inappropriate content hampers effective learning of the learners greatly.

To date, very few studies have been conducted regarding the impact of social media usage in learners' effective language learning and the challenges faced by the learners while learning English with social media in the context of Bangladesh.

Thus the present study attempts to bridge the gap of knowledge and explore the reasons why learners are not motivated enough in language learning via social media.

2.6. The Conceptual Framework of the study

This study has adapted the uses and gratification theory by Katz et al. (1974) and Vygotsky's social constructivism theory (1962) to find out the answers to the research questions. Katz et al. (1974) said that" numerous mass media studies apply the uses and gratification theory as a foundation to assess the motivation and benefit behind using various media platforms'' (p. 1151) (as cited in Liu et al. 2017). Uses and Gratification theory is a media used paradigm that investigates the reasons why people use the media and the satisfaction derived from media usage and access (Lou, 2006). According to Vygotsky (1962), classroom interaction increases cooperative learning that helps the learners in building new thoughts (as cited in Katherine et al. 2009). As per Hoover (1996), constructivist teachers engage students in learning, and through negotiation, the learners build new knowledge (as cited in Amineh & Asl, 2015).

Figure 2.1 on the next page visualizes the conceptual framework made by the researcher with the adapted variables from Katz' uses and gratification theory and Vigotsky's social constructivism theory
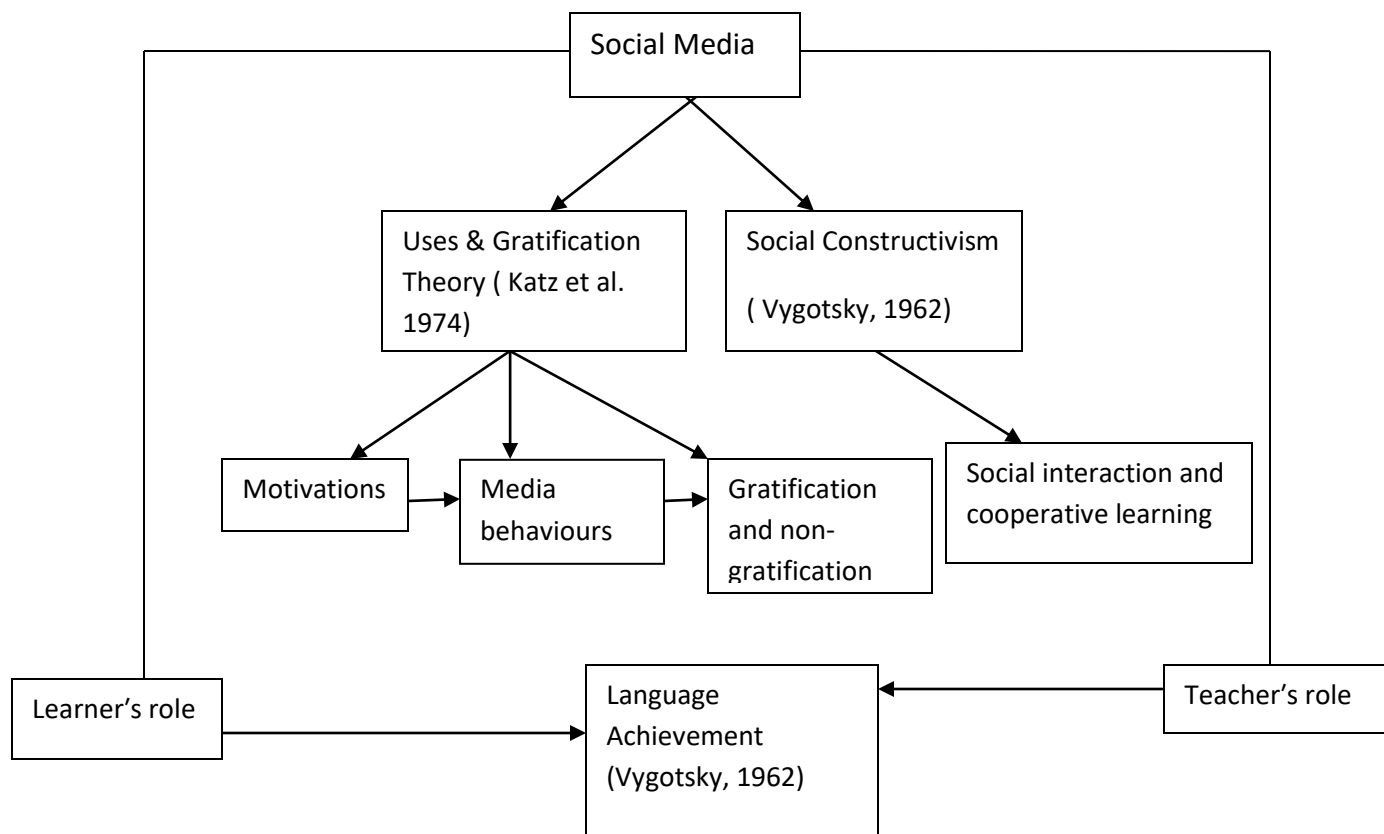
Figure 2.1: The Conceptual Framework

This study inquires what motivates the learners in learning English via social media and also discusses learners' personal experiences on teachers' role in terms of using numerous social media applications for learning English effectively. With the help of adapted variables from Vygotsky's social constructivism theory and Katz's uses and gratification theory, this study investigates social media role in language learning.

Thus, this chapter sheds light on the previous studies conducted by the researchers in the field of social media usage; also, this part demonstrates the recent scenario of social media uses in the language classes of Bangladeshi students. The gap of knowledge that has been found was placed in the light of the current studies in this field. The next chapter will focus on the methodology used for the study.

Chapter: 3

Methodology

In this chapter, the researcher provides a brief discussion over the methodology used for conducting the study. This chapter also demonstrates the research design, data collection and data analysis procedures, selection of the participants, instrumentation, ethical considerations and the trustworthiness of the study. Furthermore, at the end of this chapter, obstacles encountered by the researcher were highlighted.

3.1 Research Design

Research design is an imperative part of a study, as it helps a researcher in selecting a particular method. Hence, this qualitative study followed by the multiple case study research design helped the researcher in collecting accurate information from the real-life cases (Creswell& Poth, 2018, p, 155) and also provides an in-depth understanding of the multiple cases while analyzing data collected from them through a series of telephonic interviews and audio recordings.

The central aim of this study was to explore social media impact on the learners' successful language learning and what type of challenges they face while learning English by using social media; Bangladeshi tertiary level learners' perspective is the prime focus of this study. A further description of the research design has been given in the following sections of the chapter.

3.2 Multiple Case Study Approach

Among five qualitative research approaches, the case study method assists the researchers with an in-depth understanding of multiple cases from the context of Bangladesh. In this regard, Yin

(2014) stated that "case study research involves the study of a case (or cases) within real-life''.

Creswell and Poth (2017) defined case study approach as an intensive study on a single case or

multiple cases with detailed, in-depth data analysis procedures through observation, interviews,

audiovisual materials, and documents and reports (p,153). Thus, by applying multiple case study

approach, here the researcher have analyzed multiple cases of Bangladeshi tertiary level learners

regarding their personal experiences with language learning via social media and the data were

collected through a series of telephonic interviews. Hence, the researcher have used multiple

case study approach to interpret multiple views of the multiple cases through a series of

interviews.

3.3 Sampling

The researcher has used purposive sampling techniques in selecting the participants for the study.

Purposive sampling involves identifying and selecting individuals or groups of individuals that

are especially knowledgeable about or experienced with a phenomenon of interest (Palinkas et

al., 2015). Thus, the participants are selected by the researcher in the purposive sampling

technique. Moreover, the researcher's role in selecting the participants play a vital role as the

researcher has to be very particular about who can provide him with necessary information or

data for the research (Evans & Rooney, 2010, p. 134). Hence, through the application of the

purposive sampling technique, the researcher has aimed at reaching the participants who were

willing to be a part of this study.

For this study, the first criterion of selecting the participants was to choose participants who are

very well known and conscious about the topic, and the second criterion was to choose

participants who have basic knowledge about learners' individual differences and other issues

related to the study. In addition, the third criterion was that the participants must give consent to

take part in this study. With regard to the selection of the participants, the researcher personally knew all the participants. He contacted all of them, and they have agreed to take part in the interview.

3.3.1 Profiles of the Participants

The Profile of the participants who are interviewed by the researcher is given below:

No	Name, age and gender	Academic qualification	Participants educational background
1	Agness, 27(F)	Studying MA in English	Bangla Medium
2	Farhana, 25(F)	Studying MA in English	Bangla Medium
3	Binoy, 28(M)	Studying MA in English	Bangla Medium
4	Rafi, 26(M)	Studying MA in English	Bangla Medium
5	Mitu, 27(F)	Studying MA in English	Bangla Medium

Table 1: List of University Students Who Took Part in the Study

3.4 Data Collection Procedures

In qualitative research, there are a variety of methods for data collection like observations, interviews and questionnaires, documents and audiovisual materials (Creswell,2013; Barrett& Twycross,2018; Polkinghorne,2005). Here, the researcher selected the interview method for collecting the data from the selected participants. In terms of interviewing the participants, I have collected my data through telephone interviews. I have selected a semi-structured interview technique, and the open-ended questions helped me in finding accurate data from the

participants. Qualitative semi-structured interviews are designed in a way that ensures subjective

responses from the participants regarding their personal experiences on a specific situation (

Mclntosh & Morse, 2015; Rabionet, 2011). In addition, Brawn and Clarke (2006) stated that

"semi-structured interviews can be used as much to consider experience, meanings, and the

reality of the participants" (as cited in Evans, 2017). Hence, the researcher applied semi-

structured interviews in order to understand the subjective responses of the participants in

experiencing social media uses in language learning, and the open-ended questions helped the

researcher in collecting in-depth data from the participants.

3.4.1 Telephonic Interview and Audio Recording

A telephonic interview can be conducted in a situation when the participants are unable to

come to a central location for an interview because of their busy schedules and environmental

issues (Creswell,2013; & Holt, 2010). In addition, Farooq and Villiers (2017) showed some

arguments in favor of telephonic interviews; telephonic interviews are effective in creating and

maintaining rapport, participants' willingness towards a telephonic interview due to the busy

schedules, and it saves time and cost. Also, they have suggested some criteria for conducting a

telephonic interview, and they are, need of contextual data, which refers to the preferences of the

researchers regarding the necessity of contextual data, whether it is essential or not, researchers

own experience, and the participants' experience in using the telephone is needed to be

considered by the researcher while conducting a telephonic interview (p, 3-10). For this study, I

have chosen telephone interviews and recorded the data with the full consent of the participants,

and in this way, the rapport was maintained by the researcher, as most of the participants are job

holders, and due to the limited time schedule, they mostly preferred a telephonic interview and

the criteria were fully considered by the researcher before conducting the interview. Thus here,

the researcher conducted a telephonic interview, and with a series of interviews, the researcher tried to understand the subjective viewpoint of the participants' intensively.

3. 5 Piloting Data

Piloting is considered to be very important as it helps to sort out weaknesses and shortcomings in the process (Doody& Doody, 2015). Therefore, having received the feedback from an expert, the researcher has piloted the interview questions with one participant (the participant is also a part of the actual study) to check the validity of the interview questions and to get an overview of the actual interviews.

3.6 Data Analysis Procedures

This section of the chapter discusses the steps that had been taken by the researcher while collecting data from telephone interviews and audio recordings. Data analysis presents the credibility of the researched data. In qualitative research, thematic analysis involves six steps to be followed by the researcher and they are, collecting data(such as field notes, transcription or optically scanned materials), the researcher then prepares data for analysis through transcribing the collected data, next the researcher reads through data for obtaining a general sense of material and then the researcher codes the data by locating text segments and by assigning a code level to them, and finally, the researcher codes the text for description and themes to be used in the research report (Creswell, 2013 & Brown and Clark, 2006). Thus, to analyze the data, here, the researcher followed the phases of thematic analysis adapted from Brown & Clark (2006).

3.7 Trustworthiness of the Study

Trustworthiness of a study refers to the authenticity of the researched data collected from the participants' personal experiences on a particular phenomenon (Curtin & Fossey, 2007). Therefore, to ensure the credibility of the data, I have triangulated my data in many ways. Triangulation is of four types they are, method triangulation, investigator triangulation, theory triangulation, and data source triangulation (Denzin,1978 & Patton, 1999). Among these categories, I have followed method triangulation, investigator triangulation and theoretical triangulation. As method triangulation requires different methods for collecting the data, here the researcher has applied a series of telephonic interviews and recorder them as audio clips. Investigator triangulation is concerned with using more researchers to make coding, interpretation and analysis, and finally, the researcher has used theoretical triangulation by using more than one theory as a conceptual framework. In order to ensure the validity and the reliability of the present study, here the researcher selected the participants who are well experienced in using social media applications for learning English language.

3.8 Ethical consideration and Obstacle encountered

The researcher tried her best to follow the ethical consideration. Before taking the interviews and recordings from the participant, their consent was taken, and they were very willing to give their interview on the topic of social media involvement in language learning, and as the pandemic situation is still revolving around the world, thus it was not possible for the researcher to take the interviews face to face, either then this all the interview processes gone well.

Chapter four

Results and Discussion

4.1 Introduction

This chapter presents the results of this study, and the emerged finding are organized in a way that addresses the research questions; and the research questions are:

1. How do the uses of social media impact learners' effective language learning?

2. What kind of challenges do the learners face while learning English by using social media?

 Here, the researcher applies thematic analysis that includes familiarizing with data, generating initial codes, organization of codes based on the similarity, reviewing themes, defining and naming themes, and locating exemplars (Braun & Clark, 2006). As a qualitative method, "thematic analysis refers to identifying, analyzing and reporting patterns within a data corpus" (Scharp & Senders, 2018). Thus, the first section of this chapter describes the efficacy of social media in language learning the learners and the second section depicts the challenges faced by the learners while learning English via social media and at the end of this chapter, emergent themes were presented.

4.2 Section One: Efficacy of social media in language learning

In this section, the researcher describes the impact of social media on learners' effective language learning. In order to answer research question one, this is essential to understand the Response of the participants.

4.3 Social Constructivism

4.3.1 Social media influence in enhancing learners' Social Interaction and Collaboration

Considering learners' responses to the open-ended question, which inquires learners' opinion regarding the role of social media in enhancing social interaction and collaboration, most of the participants opined that social media has the potential in making the learners more interactive and collaborative and the notable responses are - "to develop language skills, Facebook group members help me a lot in learning phrases, and also I have learned sentence pattern and way of speaking through communication with my international friends". In the same vein, another participant has mentioned that "online collaboration like group presentations and group submissions making me more collaborative and creative".

One of the participants has emphasized the online speaking game that helps the learners in producing correct pronunciation - "Elsa speaking is an online game based on pronunciation, and the more I utter correct pronunciation, the more score I get and also it helps me in uttering native-like pronunciation". Considering the influence of social media applications in increasing learners' knowledge sharing behaviour, another participant asserted that, "Social media applications like Facebook and Instagram increased my knowledge sharing behaviour through social interaction". While emphasizing the learners' inclination towards social media in the Covid-19 pandemic situation, one of the participants has mentioned that "yes, the pandemic situation has increased my attraction towards social media extensively, which helps me in being more collaborative and creative".

4.4 Media Behaviors and Language learning

4.4.1 Accessibility of Social media apps and Their Influence on Language learning

A majority of the respondents stated that due to ease of using social media tools, they mostly try to learn English, especially from Facebook and Youtube, to increase their language skills and in this regard, one of the participants has asserted that, "Facebook and Youtube equally help me in learning English and from content videos, I try to learn mostly vocabulary and pronunciation". In the same vein, another participant has stated, "International friends on Facebook shares their writing in English that encourage me in writing good English". In addition, another participant has mentioned, "I learn vast vocabulary along with synonyms and antonyms from Facebook, and I think my reading and listening skill has developed a lot". Concerning the impact of Youtube content videos in enhancing learners' listening skills, one of the participants asserted that," BBC documentary, Learn Mate English from Youtube videos help me in developing my listening skill a lot", and again regarding reading and writing skill development another participant has asserted that, "Online write up in Facebook help me in developing my reading and writing skill, as most of my international friends share different articles in the Facebook and the way they write various articles, it inspires me in writing good English".

4.4.2 Role of Social media in enhancing learners' autonomy and motivation

The prominent findings from the open-ended questions based on the role of social media in enhancing learners' autonomy and motivation are highlighted through the responses of the participants, and the notable responses are, "yes, by using social media apps for learning English made me more autonomous and confident too" also by emphasizing the self-regulated learning one of the participants mentioned that, "as we use social media tools from our own thus it

increases our autonomy, and social media apps play a vital role for the learners' self-regulated learning" and regarding social media role in motivating the learners' one of the participants asserted that, "as a young generation are social media prone,thus learner-centred learning motivates the learners profoundly", and in the same vein another participant has mentioned that, "I personally feel really motivated when I easily find the content videos on teaching different grammatical forms and in writing job applications".

4.5 Learners' individual variance and learning context

4.5.1 Impact of Individual learning styles in learning English with social media

Most of the participants have acknowledged that their personal learning styles have a positive impact on their language learning with social media tools, and in this regard, one of the participants responded as "Yes, I prefer audiovisual learning style, and my learning style impacts my language learning via social media, content videos from Youtube and Facebook developed my pronunciation and way of expression". Concerning the same issue another participant asserted that, "As an audiovisual learner firstly I watch then I capture and then I implement, mostly content videos from a native Facebook group like, 'Bornil academy', 'Ten minutes school' inspired me learning different phrases and vocabulary". In the same vein another participant has stated that," as I prefer audiovisual learning, thus it helps me in capturing the expressions of the native speakers when they post their daily blogs on their personal Youtube channels".

4.6. Educational Context

4.6.1 Learners' perspective towards teachers' role in motivating L2 learning with social media

According to the learners' perspective, teachers play a major role in terms of motivating the learners. Regarding this factor, one of the participants has stated that teachers' use of social

media tools like a documentary from Youtube help me in learning native-like pronunciation and also it motivates me in learning English inside the classroom and also outside the classroom when I try to learn English personally". Other participants have responded as "different documentary and video clips from Youtube inspires a lot in language learning". Again by emphasizing learner-centred learning inside the classroom one of the participants opined that another participant expressed her opinion on the learner-centred learning "as nowadays most of the young learners are busy in browsing different social media apps and by keeping this trait of the learners in mind teachers can use numerous social media tools for language teaching and in this way the learners would learn English with fun and enjoyment. In the same vein, another participant has mentioned that "if teachers could use different social media tools in our language classroom, it would be very interesting to learn different language skills".

4.6.2 Learners' Self-efficacy and Low Anxiety

Most of the participants believe that social media involvement in SLA enhances learners' self-efficacy and also helps in decreasing learners' anxiety to a great extent and regarding this factor, the prominent responses that the researcher got were, "to increase my expertise, I try to learn English from different Facebook pages and Instagram and in this way my self-efficacy increases" and regarding the role of social media in decreasing learners' anxiety one of the participants asserted his Response as, "teacher-centred classroom increases anxiety among the learners but deductive learning approach and learners' interaction through Facebook, Instagram and Twitter help in decreasing learners anxiety level". In the same regard another participant has mentioned that, "In face to face classroom inhibition occurs but learning with social media tools creates a low-pressure environment". In addition, other participants stated that, "in the classroom environment anxiety works more. When there is no audience, then I learn properly" "learning

becomes fun when I feel no anxiety, and when I learn English with social media applications, my anxiety never works".

Thus, from all these statements of the learners, it became evident that learners' individual differences and affective factors influence language learning with social media.

4.7 Section Two: Key challenges experienced while learning English with social media.

In this section, the researcher mentions the major challenges faced by the learners while learning English via social media.

4.7.1 Less scope for practising speaking and writing skills

One of the big challenges learners faces while learning English with social media is less scope for speaking. Some of the participants acknowledged that online platforms provide less opportunity for speaking as learners mostly listen from the teachers and the responses that the researcher got were "lack of face to face class and less engagement with the teachers and students are the main reasons for not developing my speaking skill", and another participant asserted that "listening and writing is happening mostly but not enough space for speaking", and in the same vein another participant has mentioned that "I personally listen but fewer chances of *speaking"*. Most of the participants have found difficulties in practising writing skills with social media applications, and in this regard, some students stated, "I personally get fewer opportunities for practising my writing skill with social media apps, if I could develop my writing skill a bit that is only through Email writing", and in the same vein another participant has mentioned that, "when I try to write something with social media apps, I use both Bangle and English in my writing". Furthermore, another participant has mentioned the fact of learning wrong English, "sometimes I learn wrong English from social media because there is no one to correct me".

4.7.2 Traditional teaching method

Teachers only follow the traditional method in the classroom, which creates a lack of interest among the learners and also makes the classroom learning monotonous; in this regard, one of the participants has stated, "Only documentary usage and dull content make my classroom learning boring", "I face concentration issues when long video clips are shown by the teachers and native pronunciation in the documentary creates difficulty in understanding the target language which breaks my concentration".

4.7.3 Technical Issues

According to most of the participants, technical issues create a major impediment towards language learning with social media tools. In this vein, some participants' responses were, "when I am going to ask an important question then suddenly internet connection gets lost, and sometimes power cut also creates lots of difficulties", another participant has mentioned that, "When we are engaged in a group discussion then poor internet connection makes our voice vague which is a big issue of online media", "network buffering makes me angry when I am engaged in a conversation with my teachers or group members, electricity issues also hamper our online learning".

Therefore, from the statements of the learner, it became clear that there are so many challenges learners face while learning English with social media tools. Lack of speaking scope, teachers' teaching method and technical issues are the major problems faced by the learners while learning English with social media.

Figure 4.1 depicts the emergent themes of the study. The summary of the major themes is visualized in the framework. The next chapter will summarize the major themes and how teachers' role and learners' role is important in language learning with social media.

Social media influence in language learning

Efficacy of social media in language learning

Challenges faced by the learners while learning English with social media

Increases language skills

•sentence pattern, vocabulary and phrases learning

• Individual differences and less effective factors

•social interaction and collaboration

Traditional teaching method

•Monotonous classroom teaching

• Less application of social media tools

• Less scope for practising speaking and writing skills

Teachers' role

•Only teacher-centred classroom

•Lack of deductive approach

Learners' attitude towards language learning

• Boring content

• Concentration breakdown

Learners' language achievement

• Poor integration of multiple social media tools

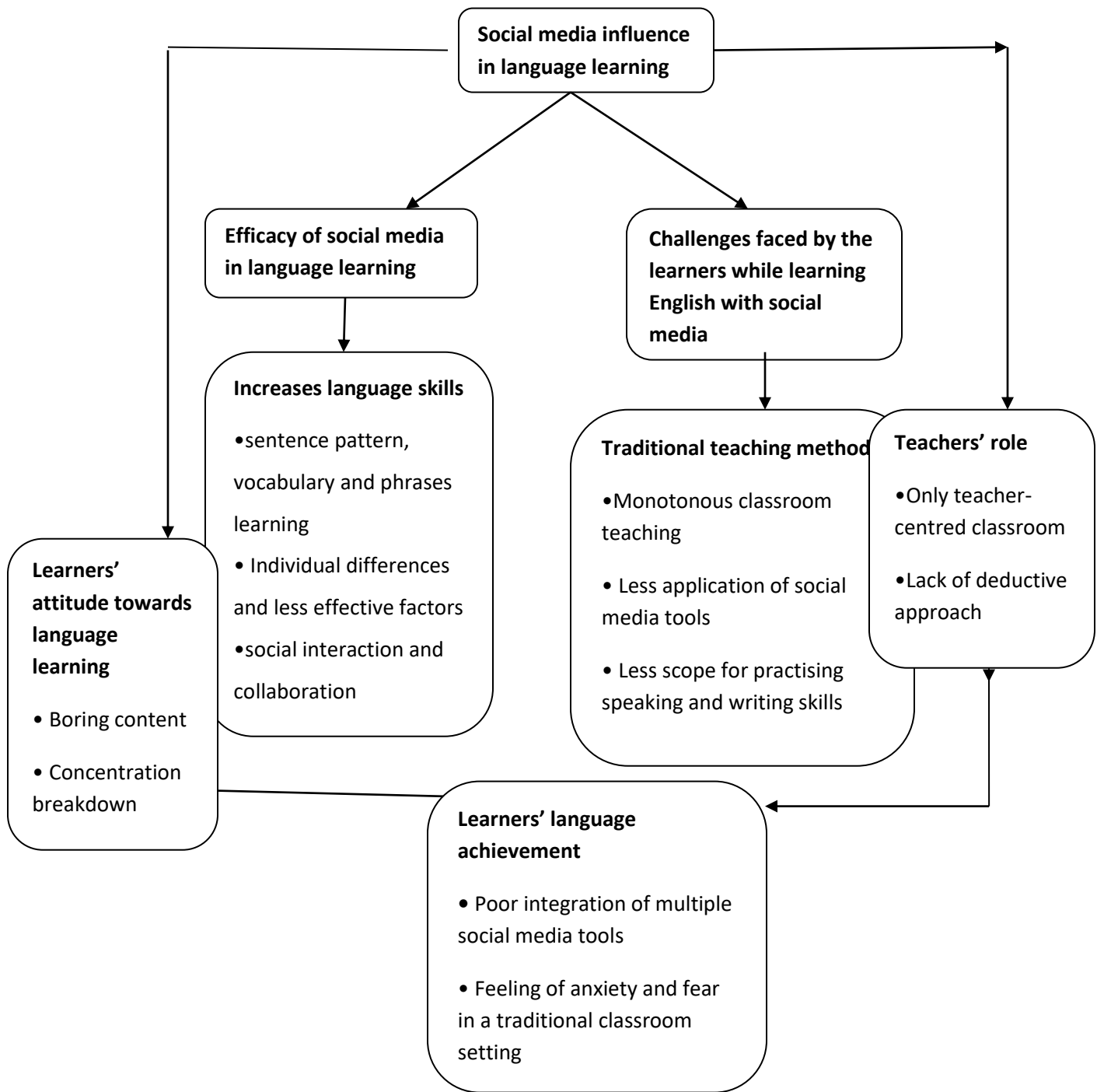• Feeling of anxiety and fear in a traditional classroom setting

Figure 4.1 Emergent Themes of the study

From the findings, these themes were generated by the researcher, and these themes refer to the efficacy and challenges regarding language learning with social media. The participants agreed on the fact that social media enhances their language skills when they learn it informally, but informal learning there are certain challenges encountered by the participants like teachers' teaching methods and less use of the social media tools inside the classroom for the purpose of language teaching. Due to the traditional teaching method, learners feel a lack of interest, and it creates concentration breakdown. Boring content uses also decreases their interest level. According to the learners' perspective, teachers role is important in making classroom learning more effective, and they also asserted that teachers should promote learner-centred learning and with the multiple uses of social media tools, teachers can increase their motivation in learning English more efficiently. Thus, teachers' role and learners' attitude is interrelated in term of language achievement, but in the themes, it was demonstrated that teachers' poor application of the social media tools inside the classroom demotivates the learners, and it also impacts their language learning to a great extent.

4.8 Discussion

This section discusses the central research questions in light of the interview questions and the interpretation of findings from the participants.

4.8.1 In Response to the Central Research Question 1

The first research question is about the impact of social media usage on the learners' effective language learning. Firstly, this study attempted to find out learners' perspectives towards social media influence in making them more collaborative and socially interactive. The open-ended interview questions from 4-15 answer to the central research question one. The findings from the participants regarding social media influence in making the learners more collaborative and

interactive are completely in line with the study conducted by Chen and Bryer (2012) and

Ansari& Khan (2020), where they have mentioned online social media can provide a great

platform for enriched discussions, engagements and broad connections also it has the potential in

enhancing the learners' knowledge sharing behaviour and in making them more collaborative and

creative. Most of the participants believed that their effective language learning increased a lot

during the pandemic situation, and this finding is congruent with the findings of Dutta (2020),

where it was shown that learners' frequent use of social media applications has a positive impact

on pursuing academic knowledge. Interview Question from 8-15 answers what motivates the

learners in learning English with social media tools, and the findings from these questions

directly corroborate with the findings of Rinda et al. (2018) and Kim & Kim (2021), where they

showed that content videos from Youtube help the learners in developing their language skills

and Instagram help them in developing their writing skill to a great extent. The findings from

questions no 11 and 14 are in line with the findings of Xuan et al. (2020) and Liu et al. (2015),

where they have mentioned that social media usage in the language classroom can increase

learners' autonomy and motivation. Findings from the learners' individual learning styles are in

line with the findings from Soetan (2020), where it was mentioned that learners feel bored and

restless with the uses of textbooks only, but social media tools with audiovisual properties

mostly developed their reading skills because they were the audiovisual learners. In this regard,

most of the participants asserted that there is a positive correlation between learners' learning

styles and learning with social media tools. One of the participants has mentioned that teachers'

numerous teaching techniques motivate the learners in developing their language skills which

corroborate with the findings of Santos (2019), where it was demonstrated that with the help of

VOVTS (video only video teaching strategy), teachers could provide a flexible and non pressured environment to the learners.

4.8.2 In Response to the Central Research Question 2

Here the researcher tries to find out the challenges learners face while learning English with social media, and the responses from the participants answer the interview questions 17 & 18. Question no 17 tries to figure out the challenges regarding social media usage in the language classroom, and the finding from this question totally corroborate with the findings from Islam (2018), where he has mentioned deficiency of teaching materials and less scope for deductive learning creates Obstacle towards learners' effective language learning. Also, he had mentioned that incorrect text samples from Facebook create difficulties for the learners in developing their writing skills. Open-ended question number 18 tries to answerthe challenges faced by the learners when they try to learn English informally with social media tools, and the findings from this question fully corroborate with the findings of Sarker et al. (2019) where he asserted the technical problems of e-learning platforms and the issue of poor internet connection and electricity issues are prominent. Moreover, The findings regarding less involvement with the teachers and the learners while learning English with social media tools corroborates with Farah and Ahmed (2014), where it was mentioned that learning with online platforms decreases learners' involvement with teachers and students and also eliminates peer to peer learning.

Thus, this chapter described the findings of the study and the emerged themes clearly show the effectiveness of social media and the drawbacks faced by the learners while learning English with social media.

Chapter 5

Conclusion

5.1 Introduction

The preponderance of social media among the young generation attracts the researchers' attention extensively, especially in the (covid-19) pandemic era where social media usage, e-learning platforms, and blended learning are becoming an essential common practice. Though the Bangladesh government has come up with a vision 2021, which stands for 'Digital Bangladesh' but still there are several issues that are hampering the education system from being fully digital. Hence, this dissertation attempted to find out the efficacy of social media in language learning and also brings out the challenges faced by the Bangladeshi tertiary level learners while learning English with social media. This chapter aims at summarizing the major findings of the study and discusses the implications of this study in the EFL context, as well as recommend some implications for the teachers and the learners to overcome the challenges. The central aim of this study is to fill the gap of knowledge regarding the impact of social media uses in learning the English language and the challenges faced by the learners. The young generations' profound involvement with social media necessitates further investigations into the effects of social media on the development of learners' language proficiency.

5.2 Major Findings of the Study

The finding has demonstrated that Bangladeshi tertiary level learners feel really motivated when they learn English with social media, and also they have found their language learning

interesting too. Social media increases the learners' language proficiency with content videos on Facebook and Youtube, and it also enhances learners' autonomy, creativity, and self-efficacy. The major challenges faced by the learners are: in Bangladesh, most of the teachers use very few social media tools for teaching English. Thus it creates a lack of interest among the learners, and other challenges involve poor internet infrastructure, frequent power cuts and less chance of interaction with the teachers and the learners. These challenges are creating great impediments towards learners' successful language learning with social media.

5.3 Contribution of the study

5.3.1 Pedagogical implication of the study

As blended learning and e-learning have already been introduced in our education system, thus it increases a great hope in implementing social media in the language classroom. This study addressed the problems faced by the learners while learning English with social media and also the teacher's role in making the classroom learning more interesting with social media usage. By using more interesting content videos with multiple social media, apps can motivate the learners in learning English effectively. Language learning with social media mostly increases learners' listening and reading skills, but the findings of this study will help the teachers in developing all the language skills of the learners. By applying the deductive teaching approach, teachers can enhance learners' self-regulated learning with social media applications. Considering the learners' learning styles, teachers can organize their teaching materials, and that will assure effective learning.

5.3.2 Implications for Knowledge

Current studies regarding social media influence in language learning cover a different aspect of the study, for instance; social interaction and collaboration (Ansari & Khan, 2020; Tess, 2013),

whereas some scholars discuss the relationship between social media and learners' individual learning styles (Xu, 2011; Soetan, 2020; Wu, 2018; Olagbagu & Poopola, 2020). Some other scholars examine the role of social media in vocabulary learning and in enhancing self-efficacy (Khreshen & Ruwaili, 2020; Heslin & Klene, 2006; Iliyas, 2017). However, very few studies have attempted to investigate the challenges faced by the learners while learning English with social media. It is essential to know the main causes, and this study bridge the gap of knowledge in the field of social media mediated language learning.

5.4 Recommendations

Considering the findings of this study, the researcher provides a number of recommendations :

- Teachers need the training to increase their knowledge on the proper implications of social media tools in the language classroom.

- Government intervention in increasing more digital platforms for teaching English properly.

- Deductive teaching approach should be increased. As social media is the most popular platform among young learners thus learner-centred learning can motivate the learners in promoting effective learning.

- Teachers should have the knowledge of the learners' most preferred learning styles to ensure effective teaching-learning.

- More engaging classroom with group works, and pair works. • Internet cost should be minimized, and the speed should be increased.

- Teachers should apply multiple teaching techniques along with interesting teaching materials to increase learners' interest in learning.

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APPENDIX A

LETTER OF CONSENT FOR PARTICIPANTS

Dear participants, I am Nurun Nahar Sritty. I am pursuing my post-graduation study in ELT &
Applied linguistics at the department of English & Humanities, BRAC University, Dhaka,
Bangladesh. My research title is"Efficacy and Challenges in Learning English by using Social
Media: A case study on the tertiary level learners in Bangladesh". This study attempts to explore
the effectiveness of social media in learning English and the challenges faced by the learners. For
being a part of the study, you must sit for a day in a telephone interview, and your interview will
be recorded and only be used for the study. It will be kept entirely private and not to be disclosed
to anyone. If you are willing to take part in the study, please read the details given in the consent
form on the next page and sign it. Your kind cooperation will be highly appreciated in
conducting the study.

Thanking you.

Nurun Nahar Sritty

M. A.student, major in ELT &, applied Linguistics at the department of English & Humanities,
Brac University, Dhaka.

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Email: nurunnaharsritty@gmail.com

Research participation consent form. Please read the following statements and tick in the box.

1. I have read the description and understood the information given, which describes what
   this study is about, and the data collection process will be taken. □

2. My participation is voluntary, and I feel free to withdraw at any time □

3. I agree to take part in telephone interview sessions of the study □

4. I agree to be audiotaped for my voice recording □

5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection. □

………………….

………………….

 Name

1. Date

2. Phone

3. Email address:

APPENDIX B

Interview Questions for the Participants

SL No	Interview Questions	Background Info	RQ 1	RQ 2
1.	Please share your educational background. What do you study at present?			
2.	In which institution are you in now?			
3.	What was the medium of instruction in your school/high school?			
4.	Do you like to learn the English language with social media applications?			
5.	Do you think social media use can bridge the gap between formal and informal learning?			
6.	Which application of social media is helping you in learning English most?			
7.	Does language learn via social media make you more creative and collaborative?			
8.	Do the social media uses help you in developing your speaking?			

9.	Do you think your writing skill is improving with the use of social media?			
10.	Social media can enhance learners' reading skills. What is your opinion?			
11.	Does language learning via social media make you more autonomous?			
12.	What type of learning style do you prefer?			
13.	Does your learning style impact your language learning via social media?			
14.	Social media uses in the language classroom can motivate the learners in learning English. What is your opinion?			
15.	Social media can help in promoting learners' self-efficacy while learning English. What is your response?			
16.	Do you think language learning via social media can help in decreasing learners anxiety?			
17.	What problems do you face in the classroom while teaching the English language with social media tools?			

18.	What are the difficulties you face while learning English with social media tools?			