

INFLUENCE OF SOCIAL MEDIA IN ENHANCING ENGLISH
LANGUAGE SKILLS OUTSIDE CLASSROOMS:
A STUDY ON TERTIARY LEVEL STUDENTS

By
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A thesis submitted to Brac Institute of Languages in partial fulfillment of the
requirements for the degree of
Master of Arts in TESOL

Brac Institute of Languages
Brac University
November 2022

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing 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 which 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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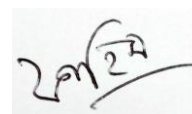
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Acknowledgement

First, I would like to thank Almighty Allah for showering his blessings on me. Then I would like to thank my thesis supervisor Dr. Faheem Hasan Shahed, former Coordinator of MA in TESOL Program, from the core of my heart for his support and guidelines. My supervisor very generously gave me suggestions and motivation to bring out a good thesis in the best possible way. My thesis journey would have been challenging without his continuous motivation. He is a mentor who always praises his students for their creative works which is one the best parts of his character. I am also grateful to other faculty members of the TESOL program. Mr. Md. Mamunur Rashid, Mr. Harunur Rashid Khan, Mr. Md. Mahbubul Islam, Ms. Hasna Khanom, Mr. Zohur Ahmed, and Mr. Md. Abu Sufian; all of them were extremely supportive from whom I have learned a lot of things in my courses.

I am also thankful to my TESOL class fellows. Most of my TESOL classes were online due to the Covid situation. However, my classmates supported me and created a collaborative environment, which is why I felt like I was in a real classroom.

Finally, my heartiest gratitude goes to my parents, younger sister, and my best friend for being there for me in every difficult situation. In addition, I would like to thank my two toddler cousins, who always cheered me up in monotonous situations.

Abstract

Among the people of the 21st century, the formation of digital social media has brought a massive change. The use of these new media tools has specific effects on learning English. This study aims to find out how digital social media influences learners to enhance their English Language skills at the tertiary level. The researcher followed the qualitative method in this study. To collect the data from total of seven students, close-ended questions and semi-structured interviews have been taken. The study's findings show how the students of tertiary level used different social media namely; Facebook, YouTube, Instagram, WhatsApp, Twitter, etc., outside the classroom for self-development as English learning materials. In doing so, the study found a list of authentic channels and sources to learn accurate language inputs. Moreover, this study also allowed to a deeper understanding of effective usage of social media by the tertiary students for enhancing their English language skills.

Keywords: Social media, English language skills, learning, sources, development.

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Chapter-1

Introduction

1.1 Background

Admittedly, English is one of the most widely used languages gaining the status of being the language for international trade and commerce, science and engineering, arts and culture, tourism, entertainment, sports etc. (Rao 2019). In Bangladesh, though English exists neither as a foreign language nor as a second language, its overwhelming stature as a crucial language for communication with other countries has been accepted by all quarters (Shahed, 2022). Though English is being taught at all levels of education, the tertiary level students still suffer from the fear of frequent English usage. There are some reasons behind it: traditional lecture-based English classes, dearth of practice outside the classes, and lack of equal focus on all four skills, especially in the Bangla medium. On the other hand, the classroom is more formal or academic because the teachers teach particular topics in the classroom. It is impossible to get a good command of English by practicing it only in the classroom. However, with the availability of advanced technology, the elements of language teaching and learning are no longer confined within classrooms. Particularly, due to the influence of social media, members of the young generation are now mostly connected with people through social networking sites (SNS), allowing them to intentionally or unintentionally, follow the diverse trends of language acquisition. Students can get their desired notes, content, topics, and materials by clicking on different social networking sites. Moreover, the arena of social media provides a pathway to communicate with people of similar interests.

The learners roam around on different social media platforms namely Facebook, Twitter, Snapchat, Instagram, YouTube, Pinterest, WhatsApp, etc. to enhance their English language

skills. Moreover, the captivating methods of social media help students learn and remember anything better than academic lessons. (Papademetriou et al. 2022).

The tertiary level students showed that they were more likely to access social networking sites on the internet at their schools than anywhere else (Boyd, 2008). With the aura of the internet, the youth are involving themselves in different activities. At the tertiary level, students are using different social media for different purposes. The idea of using social media is not limited to chatting and connecting with people; rather, social media is providing several productive opportunities. If we look at social media platforms, we will see the young generation expressing themselves on social media using the English language. The students are learning and practicing English language skills using social media. As there is no academic pressure and no bindings, students can watch the content of their interest areas. When they learn English literacy skills through entertainment, it stays with them for a long time. Different and interesting content also releases students from memorization. English is not a subject; it is a language, and to master this language, we have to acquire it, not learnt it. Students are too naive to understand this when they are at the secondary or higher secondary level. The tertiary level shows students the primary glimpse of the future competition. To overcome their fear and develop themselves, students focus on enhancing their English language skills by following different sources on social media. They are also getting their desired information from different groups or pages, which is beneficial because they can connect with people who share the same interest. Social support can keep students' mental health as well as well-being and improve academic performance by expressing their feelings freely through new channels in learning the English language, such as social media to form friendships, online interactions, and gain more knowledge and information (Yu, Tian, Vogel, & Kwok, 2010; DeAndrea, Ellison, Larose, Steinfield, & Fiore, 2011;

Nadkarni & Hofmann, 2012; Kirmizi, 2015). When students interestingly get different learning content they keep themselves engaged in social media for learning English language skills.

1.2 Purpose of the study

In the case of enhancing language skills, self-awareness and urging is crucial factor. Learners should explore different social media sites, channels, and pages to help themselves in the best way possible. There are many ways of developing one's existing knowledge of English language skills. Different learners are following different strategies to achieve their desired results. The purpose of this research was to find out the ways of using different English contents on social media by students. This research also found out how students practice as well as evaluate their learned English literacy skills through social media.

1.3 Problem statement

English is necessary for academic purposes as well as to survive in today's world. The people of Bangladesh have been acquainted with English for many years. Still, students struggle with English. English language covers four important skills; reading, writing, listening and speaking. Unfortunately, our syllabus only emphasizes reading and writing at the primary and secondary levels, particularly in the Bangla medium. In the case of writing, students only have ideas for some fixed academic writing; paragraphs, essays, letters, applications, etc. If they practice some exercises from books and solve some practice test papers, they can easily pass the exam. Students face challenges when they enter the tertiary level. The tertiary level demands a realistic portrait of skills they have learned from the secondary and higher secondary levels. Many students face problems when they are asked to make presentations or submit assignments.

Furthermore, students feel it is hard to understand English instructions in the classroom due to a

lack of listening practice. These areas become even more challenging for students from the countryside. So, it poses a challenge for learners to master a foreign language efficiently. As the acquisition of English is not possible only through classroom practice, it requires alternative ways to make students more skilled and fluent. Internet technology has made countless contributions to peoples' lives. Students nowadays are more used to using smartphones and computer technologies. They can search for anything on the internet, especially on social media, Facebook, Twitter, YouTube, Instagram, Pinterest, Snapchat etc. It is important to know which sources the students are browsing to learn English language skills. In response to the challenges of learning English, my study proposed investigating the influence of different social media in enhancing English language skills outside classrooms.

1.4 Significance of the study

English is essential for every aspect of life. In the 21st century, it cannot be thought that we can create a global network without English. English has created an avenue to make a connection with the contemporary world. It is impossible to use the English language naturally as a mother language while knowing only some academic structures. If we want to develop Bangladesh, we need students to be skilled in English as they are the future of the nation. However, not every student is getting the same treatment when learning English. Therefore, students from the Bangla medium are significantly weaker in English than that from the English medium and English version students.

Moreover, till now, teachers of Bangla medium schools are taking English classes by using Bangla, for example, থার্ড পারসন সিঙ্গুলার নাম্বারের সাথে “s” অথবা “es” যোগ করতে হবে (‘s’ or ‘es’ must be added with third person singular number). This teaching process creates

an obstacle to developing competence in English. Day by day, this narrow curtain is becoming weighty, and at a specific time, it may prohibit us from manifesting our general instincts.

Nowadays, students are surrounded by different social media platforms, and they browse different sources and websites through these platforms. This research intended to explore the benefits of using social media for learning English language skills, and also how students explore different social media to fulfil their goals of learning English. It was also essential to find out which specific channel and platform they have been using to learn and practice. At the same time, it was important to enlighten EFL and ESL learners with authentic English learning resources on social media. Therefore, the following research questions were formulated in this regard.

1.5 General question

What are the influences of different social media in enhancing students' English language skills outside their classrooms?

1.6 Specific questions

1. What is the frequency of students' use of social media to learn English?
2. What are the specific sources of social media that helps to develop students' English language skills?
3. What is the extent and nature of students' self-learning through the use of social media?

1.7 Primary objective

To investigate the influence of different social media in enhancing students' English language skills outside their classrooms

1.8 Secondary objectives

1. To find out the frequency of students' use of social media to learn English language skills
2. To find out specific sources of social media beneficial to developing students' English language skills
3. To find out the extent and nature of students' self-learning through the use of social media.

1.9 Delimitation

This research only focused on learning English language skills through social media by tertiary level students. Moreover, the research scaled down its area from the internet to social media. To make this research specific and concise, the researcher focused on only students learning exercises by themselves without any institutional guidelines. Within the limited time frame, the study could not focus on several universities only three public universities and four private universities were focused.

1.10 Limitation

This study was conducted in seven universities in Bangladesh. Because seven students were interviewed from seven universities, the study was time-consuming because students had to make a schedule for giving interviews according to their free time. Furthermore, two interviewees were from different cities, so the researcher had to take their interviews via Zoom.

Chapter 2

Literature Review

2.1 Introduction

Social media are an online pathway for creating people's profiles. Moreover, people can interact with people all over the world through social media. By social media, people can virtually communicate with each other, and share their feelings, emotions, daily activities, thoughts, likes, dislikes, and professional and non-professional experiences. Social networking sites (SNS) or social media have already gained popularity among the young generation worldwide. People have information and knowledge according to their individual experiences, and social media provides an interactive platform for its users to communicate with other members and share their experiences (Alassiri et al., 2014). Social media play an enormous role in learning a language in the contemporary world.

The English language teaching in the classroom should cover theoretical knowledge and practices on how to use the language adequately related to the topic being taught. Moreover, the learner should attain proficiency in the four language skills. Speaking a foreign language is not simple, and it is undoubtedly not as easy as speaking mother language. Learning English as a foreign language demands a fruitful way that could help students acquire and understand the language in a better way. It is complex and challenging to learn a language only in the classroom. Social media provide those fruitful ways for ESL and EFL learners. Moreover, the learners are also interested in learning through new media tools (Hasan & Khan, 2017).

2.2 What is social media?

The word “social media also known as “social networking sites (SNS)” is a very commonly used word nowadays. “Social media” is usually used to refer to the technological systems connected to community and collaboration (Joosten, 2012). Facebook, Skype, YouTube, Wiki, Twitter, Myspace, Flickr, blogs, Delicious and Second Life, Instagram, WhatsApp, Snapchat, etc. are known as social media, and these social media are extensively utilized to create online social connections, gather and disseminate information, and learn through cooperation (Cao et al., 2013). These social media are free and involve people from the whole world. The exciting thing is that social media are frequently employed by many people, the majority of whom are students (Dahlstrom et al., 2011).

2.3 Reasons for popularity of social media among students

Social media provide a convenient way for individuals to express themselves, inaugurate new relationships, as well as maintain old relationships” (Gremu & Halse, 2012). One of the reasons why most people use these social media is that social media such as Facebook, Twitter, Instagram, YouTube, WhatsApp, Pinterest, etc., are easy to be signed up for free.

People can now gain important information and the modern online culture to learn about previously unknown things; in addition, new values and symbols for communication developed for learning in an online environment give rise to new cultural cues (Quader, 2014, p. 6). Most people belonging to the previous generation commonly use social media to create profiles, get updated, share videos or maintain their old relationships, comments and private messages, etc. The young generation, including students, uses social media for various purposes.

Social networking sites have gradually unified into the way many people today think, act, and relate to each other; therefore, social networking sites have an immense number of implications in the field of education, which is why these impacts on students, educators, administrators, including parents (Asad et al., 2012). Moreover, in social media, individuals can discuss any subject or topic, and they feel comfortable discussing it in social media rather than in the classroom (Quader, 2014). Tertiary learners use social media in various situations in their daily activities (Al Arif, 2019). Furthermore, students could achieve more beneficial cooperation in their studies if they could make friends outside of tutor groups and other traditional channels; that is why social media can be seen as one answer to this problem. (Silius et al., 2009.)

2.4 Self-regulated learning and social media

Self-regulated learning (SRL) is closely entangled with learner autonomy (Oxford 2015), is considered to be essential for learners, and it emphasizes ‘the autonomy and responsibility of students to take care of their own learning’ (Carneiro et al. 2011,). Autonomous Learning talks about empowering learners to make decisions about their own learning, monitoring their progress, and evaluating their performances (Bashir, 2012). social networking sites (SNSs) provide an avenue for pupils to learn and discuss outside the formal classroom setting; again, it encourages learners to use materials for academic purposes and everyday life (Asad et al.,2012) It is complex and challenging to learn a language only in the classroom. Research showed that out-of-class learning plays a crucial role in language learning (Inozu et al., 2010; Pearson, 2004). Researchers have paid growing attention to the role of self-regulation in EFL learners’ learning of English in L2 education. For example, self-regulated learners are likelier to have more remarkable language learning achievements. (Şahin Kizil, Savran; 2016).

2.5 Social media as a tool for language learning

The learners largely depend on new social media tools for educational purposes as a result of the technological revolution in education. Teachers and students use different social media tools to facilitate education (Jones et al., 2010). The social media tools such as Facebook, Twitter, WhatsApp, etc., play a vital role in the student's motivation while learning English language skills (Soomro & Farooq, 2018).

Different social media can play different roles. For example, previously, internet-based life was utilized for entertainment and fun purposes, but now alongside those activities, it is also utilized for different sorts of exercises, one of which is education-based. This exercise includes sharing URLs or links, posting any write-up or status, and sending messages through inboxes; individuals can share any information without hesitation (Shih, 2011). Students can create Facebook or messenger groups for common interests, and these types of collaborative groups are essential. Acquiring a foreign language is a long process that needs interaction with peers and professors, constant feedback, and feedback towards the following learning objective. Collaborative learning, knowledge sharing, problem-solving, and empirically based materials will help students in acquiring foreign languages and develop a broader understanding of culture (Vygotsky, 1978).

Another vital tool is Instagram; Instagram is beneficial for learning that relates to exceptional and linguistic intelligence (Wiktor, 2012). In general, using social media technology encourages learning collaboration between foreign language learners in both creative and active methods (Kabilan, Ahmad, & Abidin, 2010; Cahyono & Mutiaraningrum, 2016).

On the other hand, watching different videos on YouTube such as shows, movies, songs, interviews, videos related to IELTS and English language skills, TED talks, etc., help students to

learn. The learners watch and listen to YouTube videos as the content allows them to listen and watch simultaneously (Metekohy, 2010). Activities such as listening and imitating native speakers' pronounced words and sentences by the native speakers, as learning materials, can assist students in improving their pronunciation (Afrizal & Putra, 2018). TED talks have grown into a global platform in recent years.). The lessons-based TED talks can be used to make the language lessons exciting and enjoyable, though students should be careful while selecting the talk, planning the pre- and post-listening, viewing activities, and managing time (Ahluwalia, 2018). Different social media platforms give valuable and exciting materials to students, and those help them to learn English language skills effectively.

2.6 Benefits of social media for Students

For fostering positive youth development and future civic engagement, social media has been found to play a critical role (Lee & Horsley, 2017). Learning should no longer be tied to a fixed location and timetable. Different interesting materials, videos, blogs, stories, etc., on social media help learners to generate different ideas and strategies to master a language. The learners can find a plethora of information on social media websites, and learners can go through them at anytime from anywhere in the world due to the features best known as cloud-based technologies (Johnson, Adams, & Cummins, 2012).

In recent years, especially during the pandemic, educational institutions have made their presence on social media, for example, Blogs, Twitter, YouTube, and Facebook, to make effective ways to set up a collaborative and interactive online learning system. In the context of EFL, learners can get the opportunity to interact with native speakers through ICT tools such as E-mail, social media like Facebook, Instagram, and video-based communication like Skype (Annamalai, 2017).

Teachers can show that they are engaged in students' social media learning by liking a link that a student shared, writing an encouraging comment to a post or referring in class to an exciting discussion on the page (Harwood & Blackstone, 2012). It helps the learners feel free to participate and improve their language production by reducing anxiety.

2.7 Drawbacks of social media in students' life

One of the most significant drawbacks of social media in education is privacy; sometimes, students can be too naive to understand the consequences of posting personal information on social networking sites. As a free platform, sometimes, people can post wrong information that can distract students. On the other hand, sometimes students spend so much time on social media that it increases the risks of psychological disorders and health problems such as anxiety, social isolation, depression, time mismanagement, lack of physical exercise, etc.

2.8 Research gap

It is evident that several research papers have been written based on social media to enhance English language skills. Some researchers focused on only two English language skills while, some focused on social media usage for academic purposes. Another group focused on both teachers' and students' perceptions. However, the related studies did not address the specific sources or ways of learning English using social media. For example, this study is essential due to the increasing number of students using SNSs as a platform to learn the English language through communication, interaction and browsing educational materials. So, it is required to explore the extent to of students use SNS positively in learning the target language. In this connection, my research aimed at to finding out the particular social media tools the tertiary level learners have been using for self-development and also, how they have been practicing those.

Chapter 3

Methodology

3.1 Introduction

This chapter comprises the methodological outline of the research to fulfil the research objectives, including research design, selection of the participants, instrumentation, research questions, data collection and analysis procedures, and obstacles encountered.

3.2 Research design

Since this study aimed at finding specific information on how students navigate social media to learn English language skills, it was designed based on the qualitative method, because of its detailed approach to elicit in-depth information. Qualitative research helps to understand the phenomena from the respondents' perspectives (Hair et al., 2015). This qualitative study took a phenomenological approach and thematic analysis for the data analysis phase. Phenomenology is used to study the meaning of lived experiences of people.

Moreover, the reason behind choosing semi-structured questions was because such questions allowed the researcher to explore the reasons and to identify any comments that the participants might want to mention that may not be collected through close-ended questions (Creswell, Plano Clark, Gutmann & Hanson, 2003). However, some close-ended questions were asked where it was deemed necessary. To dig deeper into the students' minds and get engaged in spontaneous in-depth conversations, a limited number of seven students were selected for the interview.

3.3 Selection of the participants

The researcher selected participants in two ways. Firstly, the researcher applied a snowball sampling method to collect the participants. ‘Snowball sampling is a recognized and viable method of recruiting study participants not easily accessible or known to the researcher’ (Marcus et al., 2017; Naderifar, Goli, & Ghaljaie, 2017; Reagan et al., 2019; Wohl et al., 2017). Secondly, the researcher collected two participants from social media. Seven students from both private and public universities were interviewed to elicit the data. The focused students were those who had developed their English literacy skills by themselves through different social media. The selected students came from Bangla medium backgrounds.

3.4 Instrumentation

The researcher conducted three close-ended and nineteen open-ended semi-structured questions to understand the students’ perceptions of learning procedures, challenges, motivational level, and gaining competence using social media. Five students gave face-to-face interviews, while, two students gave interviews via zoom. A mobile phone was used to record the face-to-face and online interviews, which were recorded with the students’ permission.

3.5 Data collection and analysis procedure

The researchers followed some steps to get the answers. First of all, the researcher submitted the questions to her supervisor. Upon getting approval from the supervisor, the researcher contacted the participants using a mobile phone and social media. Next, the researcher fixed dates with the participants and took their interviews. Finally, transcription was done in Google Docs by listening to the records files.

3.6 Obstacles Encountered

The researcher had to face some turmoil in collecting the data. Since the seven students were selected from different public and private universities, the researcher had to fix time according to the students' university schedules. Furthermore, the interviews were lengthy, so students had to face difficulties in managing their time besides studying and other personal work. That is why the interview and data collection procedure took around two months.

Chapter -4

Findings and Analyses

4.1 Introduction

In this chapter, the researcher has provided the findings of the close-ended questions and semi-structured interviews of the ten tertiary students of both public and private universities. The interviews were taken in a friendly environment where students freely expressed their opinions and personal experiences. After the data collection, the researcher analyzed the findings from the results. The responses of the close-ended questions have been provided in tables and a pie chart for a clearer deep understanding.

Table 1: Responses to questions 1 - 6

Students	(1) Medium of instruction at the secondary and higher secondary level	(2) Current educational status	(3) Frequency of use of social media	(4) Duration of social media usage per day	(5) Activities	(6) Accounts on social media
A	Bangla	Under-graduation	Regularly	3-4 hours	a,b	LinkedIn, Facebook, Instagram, Twitter, YouTube
B	Bangla	Under-graduation	Regularly	1-3 hours	a, b, c, d	Facebook, Instagram, Twitter, YouTube, Whats app (not very active)

C	Bangla	Under- graduation	Regularly	1-3 hours	a,b,c	Facebook, Instagram Whats app YouTube
D	Bangla	Under- graduation	Regularly	1-3 hours	a,b,c,d,	Facebook, Instagram Whats app YouTube
E	Bangla	Post- graduation	Sometimes	1-3 hours	a,b,c,d,	Facebook, Instagram YouTube Whats app
F	Bangla	Under- graduation	Frequently	3-4 hours	a,c,d	Facebook Instagram YouTube Whats app
G	Bangla	Post- graduation	Regularly	1-3 hours	a,b,d	Facebook, Instagram YouTube Pinterest Twitter (not regular)

7. What is your parent’s point of view regarding your using social media?

In response to this question, most students said that their parents had negative and positive views regarding their use of social media. Only two students said their parents had no opinion on this issue as they were mature enough. Some students explained how their parents changed their minds about social media.

According to participant A,

“Their point of view was not positive before. Our university classes were held online during the pandemic situation. So now they know social media can help us in many ways”.

Participant E said,

“They gave mixed expressions; before, they thought it was a waste of time, and it is quite natural as they are not used to it. However, now my mother, along with me, watch cooking videos, home remedies, etc., so now she knows social media can be helpful”.

Analysis

Students’ parents were from different generations; moreover, they were not involved in social media like the young generation. That is why sometimes they gave negative impressions regarding the concepts of using social media. However, parents have been taking it positively; the pandemic situation somehow helped them to think about the positive sides of social media.

8. Have you ever thought of using social media to develop your English language skills?

Most of the students said they thought of it as there were different ways of learning a language through social media. They also added that to build a good career, English language competency is very important. Participant G said,

“Not really thought of it, but it does help”.

Some participants explained the background stories behind their thinking of using social media to develop their English language skills.

Participant C said,

“To be honest, in the lockdown situation, I was scrolling down my Facebook timeline and watched “Maison videos”, a kid who is from Bengali medium with excellent English-speaking skills. She learned English language skills from cartoons and videos from social media; she inspired me to think about it”.

Participant D said,

“Yes, I did; after my university admission, I had to suffer a few things, especially speaking. We do not use or speak English in School and college, but university lectures, presentations, and everything are in English. Most of my classmates used to ask questions or communicate with teachers in English, as my English was not good, I had to suffer, so I thought that I have to learn and use English and then thought of social media”.

Participant F said,

“Honestly, my English was super bad, and after passing my secondary level when I was trying for admission in universities, that time as my English was not up to the mark, I struggled a lot. Then I got connected with some people on Facebook, and that actually helped me”.

Analysis

Some students found their deficiency in English while communicating with each other through social media and felt the urgency of improving their skills in English. It seemed that students were thinking of using social media to enhance their English language skills, but there were some reasons behind this thinking, for example, academic competition, job competition, higher studies etc. That is why students came up with different reasons along with explanation.

9. Have you ever used social media to develop your English language skills?

Students' responses were positive as they answered in the previous question that they thought of using social media to develop their English language skills.

According to participant C,

“Yes, I do because I can watch the content of my preference. Sometimes English lecture-based content can be boring, so I can watch something from my interested area”.

Participant G said,

“As I mentioned earlier, intentionally, I have never used social media to learn or develop my English language skills, but it helped me a lot”.

Analysis

After getting answers from the students, it seemed that, unintentionally or intentionally, students were getting help from social media to develop their English language skills. Another important thing is that as there were no bindings or pressure, students could think out of the box and enjoy learning.

10. What pages or channels do you follow to learn and enhance your English language skills?

Students’ responses were very informative under this question. Students basically followed pages or channels related to three things. Firstly, they followed the channels related to their academic subject. Secondly, they followed the pages or channels for developing English language skills or related to the IELTS test. Thirdly, they followed channels and pages for entertainment. The names of the channels have been provided in the table below.

Table 2: Responses to question 10

Channels/ Pages Name	Purpose of following these channels/pages
Learn English with Awal	Learning different aspects of English

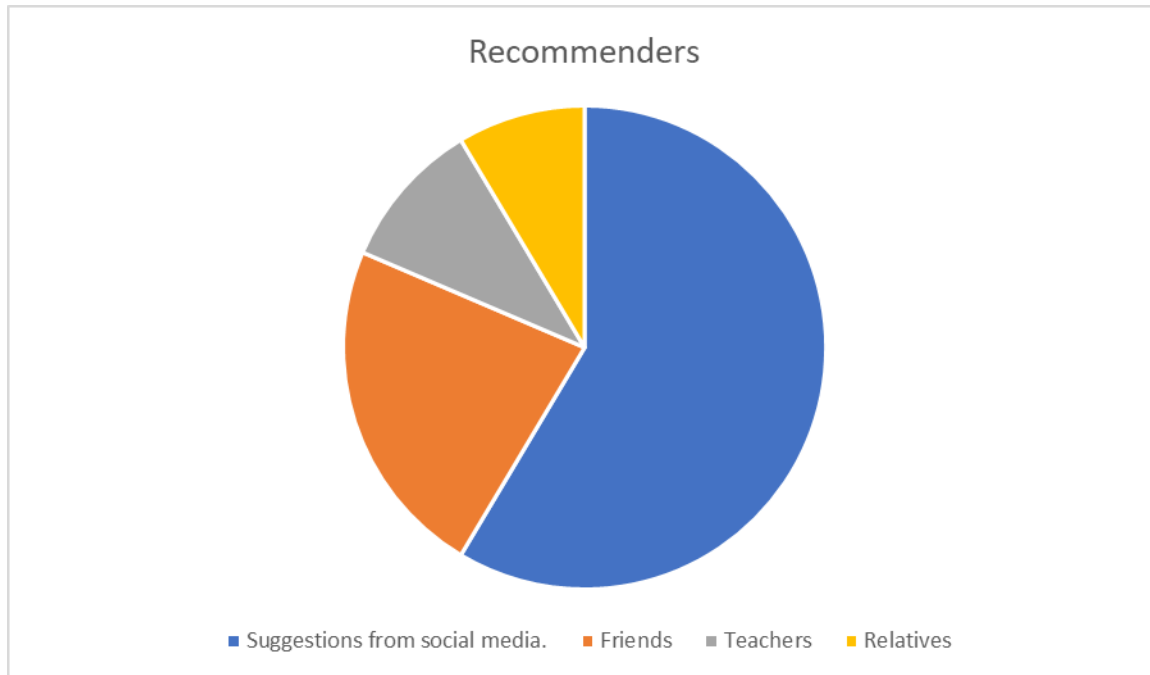
	language
Friday Night with Jonathan	Entertainment
10 minutes school	Learning English language skills
Shafins	Learning English language skills + IELTS
Eat Right Nutrition	Subject related content
English with Emma	Fluency, pronunciation, vocabulary
E2 IELTS	IELTS Preparation
Lecturio Medical	Study
WION	News
nutrition Bee	Study
English. Grammar. Tips	For English grammar and tips
Banglae IELTS	IELTS
Ross IELTS Academy	IELTS
Headman academy	Learning different aspects of English language
Maisun's World	Learning different aspects of English language
Asad Yaqub	IELTS
Peoples career	English Expressions and prepositions

BBC One	English Language skills
BBC iplayer	English Language skills
Beyond Ghibli	Entertainment
The Film Fella	Entertainment
The School of life	Learning different aspects of English language
Bailey Sarian	Entertainment
Films & Art	Entertainment + vocabulary
Learn English vocabulary through pictures	Vocabulary
Learn English Teen-British council	English Language skills
Learn English Classes 101	Helpful for teaching tips
English Grammar	Helpful for work and lecture sheets
CENTA	Short videos + webinar link+ helpful tips.
Learn English with fluency Academy	Fluency in English

11. Who recommended you to use these pages or channels?

Students' responses have been given in the pie chart below.

Pie chart 1: Responses to question 11



Analysis

Social media systems are based on algorithm structure of the users' tendency. So, when students watch any Content on social media, they get more suggestions related to that content. That is why most of the students said they got recommendation from social media. Apart from these the others got recommendation from friends, relatives, and teacher.

12. What type of English content do you watch?

The students shared their experiences regarding the contents they watched; Participant A said, "I watch things related to my study subject. As my subject is food and nutrition, I watch most of the videos based on health and nutrition. Sometimes, I watch content related to IELTS and English grammar, then Subject, movie-related content, etc".

Participant B said,

“I watch content based on IELTS, then British vogue, documentaries, English language skills development videos, etc. I want to talk about one of my favourite channels, “Bailey Sarian”; Bailey is an interesting makeup artist because she talks about true crime stories, dark history and psychological issues while doing makeup. She helped me learn new vocabularies. Not only that, I am learning about different psychological issues”.

Participant C said,

“I watch talk shows and photography-related content as I have an interest in it”.

Participant D said,

“I watch videos related to cinematography, English vocabulary, movies and behind the scenes, etc.”

Participant E said,

“Actually, I watch different content, interview sessions, motivational speech, etc. Moreover, as I am working at a school now as a teacher, I also watch some videos related to teaching”.

Participant F said,

“I watch Motivational speeches for self-satisfaction, then videos related to climate change because I am too much focused on learning the utmost beauty, and these types of videos are helpful for vocabulary”.

Participant G said,

“I watch Films on YouTube, tv shows, sports commentary etc., celebrity talk shows like the “Graham Norton Show”, comedy shows etc.”

Analysis

Social media has vast area. Different types of content can be found on social media. If students do not understand class lecture or any topic related to their topic, they can easily get different types of explanation related to their studies along with examples. These types of contents help learners to understand their subject related matter in innovative way. Moreover, when students watched contents of their interested area, they learn more effectively because those contents could hold their attention for long time. Whatever they watched in English helped them to acquire English literary skills. It has also been found from the analysis that most of the students need to increase their stock of vocabularies by various types of social media in order to improve their skills in English.

13. How do you know they are authentic channels

The students said that there are some pages which are “unquestionably authentic”, for example, BBC One, 10 minutes school etc. In addition, they said by the number of subscribers and comments; we came to know that they are authentic channels. One student said,

“I asked for the suggestion in the English learning group, and from the comments section and review, I got some good channels name”.

14. Who are the instructors: native English speakers, non-native or Bengali? And what kindsof instructors are more helpful, according to you?

Students gave different opinions and responses; participant A said,

“Some of the instructors are native, and some of them are non-native. I think beginner level non-native or Bengali instructors are helpful, and for upper intermediate or advanced level, native instructors are good”.

Participant B said,

“I listen to the instructions of three kinds of speakers, I won't judge because I have found all of them are helpful”.

Participant C said,

“I listen to the instructions of these three types of speakers but sometimes, Bengali or Indian instructions are helpful as they speak a bit slowly, so I can easily catch them”.

Participant D Said,

“I listen to all of the instructors; actually, there are no boundaries that an instructor has to be a native speaker”.

Participant E said,

“I listen to all types of speakers. Actually, I would say the speakers who are the best (native, non-native or Bengali) depend on personal improvement. I prefer native speakers as I have reached a certain level. However, when I prepare a worksheet, notes, or lecture sheets for my students, I follow Non-native or Bengali instructors. The reason behind it is that as a second language or foreign language speaker, they know the struggling points of the beginner-level students”.

Participant F said,

“I listen to native speakers’ instructions, and it is helpful for me because they are prompt”.

Participant G said,

“Most of them are native; there are some not native speakers as well. I think both kinds of instructors are helpful, but for pronunciation, native speakers are best as English is their language”.

Correlation and Analysis

From the students’ responses, it seemed that students felt comfortable listening to non-native

instructors at the beginner level. Participants E and C highlighted that to understand a particular topic at the beginner level, non-native instructors are helpful. These two students' statements go with the statement; Non-native speakers can be more sympathetic towards students' learning problems (Boyle, 1997; E. Lee & Lew, 2001) and can anticipate their learning difficulties, especially when sharing the same first language (L1) with learners (Medgyes, 1994; Phillipson, 1996). Another noticeable thing is that students follow Indian instructors as non-natives other than other non-native speakers (Chinese, Indonesian). The reason behind it is that we can relate to Indians both culturally and linguistically.

15. Do you read English newspapers, magazines, or blogs to improve your reading skill on social media?

Students read newspapers, mostly "The Daily Star". Students also read magazines and short stories from social media. These reading contents are helpful for vocabulary and sentence structure, which are important for reading skills. Participant D said,

"I love literature. There is a page called "film & art" where dialogues and quotes from famous movies and books are founded that also help develop vocabulary skills".

Other students highlighted the name of other newspapers, namely, "The New York Times", "The Guardian", and "The Business standard".

16. When you post a status based on your thoughts, do you write it in English or Bangla?

Students gave mixed answers to this question; two students said they did not post statues on Facebook, but one of them wrote fanfiction in English on Instagram, and another one wrote pieces of writing in English in her university writing club, which runs through Facebook. Two students said they gave status in English, and the rest said they gave status both in Bangla and

English.

Analysis

Students' responses depicted that, because of social media, students got a free platform to show their writing talents. Previously people had to go through some steps, but now these online platforms are encouraging them to expose their writing skills.

17. What do you do to improve your writing skills?

Students said they chatted with their friends in English. Some students elaborated on their answers.

Participant D said,

“I am a teacher, and as a teacher, I make worksheets, notes etc. During the time of lockdown, we took online classes. We still run two messenger groups which were open at that time. One group is for the teacher-students, and another group is for the teachers. As I work for an English medium school, in both groups, conversations in English is a must. Moreover, one of my university teachers often publishes her articles. Her research works inspire me a lot. I chat with her in English and recently worked with her on one of her articles; she also gave me some writing tips”.

Participant F said,

“I write and write; for example, I am writing something about my country, I write the same thing thrice a day with different vocabularies to improve my efficiency”.

Participant G said,

“I used to write on my Facebook page regularly, which was based on movie reviews, but now I do not get much time for it”. Then I also give comments using English on different posts. Sometimes I write short stories on Facebook and chat with some of my friends in English”.

18. Do you auto-correct if there are mistakes in your status or English writing? If not, who corrects them?

Some students said there was an auto-correction process in the devices that helped a lot. Moreover, sometimes instructors of the pages asked to write a sentence in the comment box after teaching, and they corrected them with explanations. Some students added further information.

Participant C said,

“When I write a big piece of writing, I send it to my cousin via WhatsApp; my cousin is an instructor at a renowned English coaching center. He corrects them. Then auto-correct is another option.”

Participant D said,

“I depend on an auto-correction but sometimes send it to my friend who is from English medium background, he gives me good guidance”.

Participant E said,

“As I am working at a school, sometimes my colleagues help me. Moreover, my brother works for the Daily Star; sometimes, I send him via messenger for feedback”.

Participant G said,

“My school tutor, who is now doing PhD in the UK, corrected my Facebook Post twice”.

19. What Specific media do you use to improve your listening and speaking English skills?

Students gave different answers to this question; according to Participant A,

“I listen to Instagram reels and songs from YouTube to improve my listening skill. And for speaking, weekly I speak with a friend on messenger or on WhatsApp”.

Participant B said,

“I listen to English songs, audiobooks and documentaries. My cousin lives in Australia, and she introduced me to some of her foreign friends. I talk to them sometimes”.

Participant C said,

“I listen to songs, audiobooks etc. From YouTube to improve my listening skill, and I speak with my cousin to improve my speaking skill. We both want to go abroad for higher studies, and sometimes we take each other’s interviews on WhatsApp like the IELTS speaking test. We both are big fans of the friends show and Steve’s talk show; sometimes, we talk about episodes and characters in English. Another thing is that my another cousin (Works at a renowned coaching center) takes my free mock test on WhatsApp or messenger monthly once or twice.”

Participant D said,

“I listen to audiobooks, songs, and other videos as I mentioned earlier. To improve my speaking, I practice with a friend on a regular basis, weekly once or twice at least”.

Participant E said,

“For Listening, I listen to Podcasts, Songs or any content, sometimes BBC news. I speak in English every day with my student at School. And whenever I talk to my students and colleagues through social media, as we have a messenger group, we talk in English”.

Participant F said,

“I listen to English content from YouTube, like educational serials, TEDx, TED Talks, etc. Through social media, I connected with some native speakers, and for the last two years, I have been talking to them, which has improved my speaking skill a lot. Again, whenever I listen to any Ted talk, I try to mimic the speaker to bring the correct

pronunciation from my mouth.”

Participant G said,

“I would like to say, for me, Songs, films, and sports commentary were very helpful for listening improvement, especially sports commentary, as they are stylistic and simple at the same time. I also watch cartoons. Sometimes I listen to British council correct pronunciation videos. To improve my speaking skills, whenever I get a chance to talk in English in class, I grab the opportunity. I do not have any speaking partner on social media as my English-speaking skill is more or less good, and I do not practice it with anyone through social media”.

Analysis

It seemed that students followed different strategies regarding enhancing their listening and speaking skills. Participant F said that he tried to mimic the native speakers while listening to TED Talks to bring the correct pronunciation; it helped him. His statement goes with the statement; activities such as listening and imitating native speakers ‘pronounced words and sentences by the native speakers, as learning materials can assist students in improving their pronunciation (Afrizal & Putra, 2018). On the other hand, participant C said she talks about different topics with her cousin, which matches the statement; in social media, individuals can discuss any subject or topic, and they feel comfortable discussing it in social media rather than in the classroom (Quader, 2014).

20. Do you get in touch with other English learners through social media?

Most of the students said they were in touch with their friends and cousins, who were willing to enhance their English language skills. They also added through English learning groups in social media we were also connected with other learners unknown to us.

Participant F said,

“In the IELTS learning group, I got three people, and we studied together by creating a messenger group. They were very serious students, and we all got good scores in the IELTS examination”.

Analysis

Students got motivation when they learned something in a collaborative environment. Through socialmedia, they could join group studies from anywhere. Furthermore, students could achieve more beneficial cooperation in their studies if they could make friends outside of tutor groups and other traditional channels; that is why social media can be seen as one answer to this problem. (Silius et al., 2009.) In general, using social media technology encourages learning collaboration between foreign language learners in both creative and active methods (Kabilan, Ahmad, & Abidin, 2010; Cahyono & Mutiaraningrum, 2016).

21. How do you know you are improving, or how do you evaluate yourself?

Most of the students said that they could judge themselves when they compared their previous works and present works. Moreover, they also got feedback from their teachers and friends. However, three students added more information to their answers.

Participant C said,

“As I mentioned earlier, I have some foreign friends, and from their feedback, I can evaluate myself. Another thing is that before, I used to write short pieces of Writing, but now, I write big pieces of writing”.

Participant E said,

“I have been teaching at the school for the last three years; when I compare my journey of three years, I can notice my improvement. Moreover, for my performances, I have been promoted to senior section from junior section”.

Participant E said,

“As I mentioned earlier, I used to do online group study with three people; after one month, I could notice my improvement, and my group members also gave me feedback”.

Analysis

After practicing, students could judge their progress when they reached a certain level. Students developed their language skills through social media willingly. Autonomous Learning talks about empowering learners to make decisions about their learning, monitoring their progress, and evaluating their performances (Bashir, 2012).

22. Would you like to recommend other students to increase their English language skills through social media platforms?

Students came up with crucial explanations while answering this question.

Participant A said,

“I want to recommend it as there are different and interesting contents. The lectures we got from social media were not available at our primary and higher secondary levels”.

Participant B said,

“Yes, I want to recommend it; actually, I am a home tutor of an English medium student, so before going to teach him, I prepare myself, and make notes from different content on social media, and explanations from YouTube; those help me to describe my student. Some prepared notes are also available on social media. When I was in School, I did not get that many opportunities; moreover, I used to memorize lessons, but for social media, the study has become flexible and easy to learn; that’s why I want to recommend others so that they can get help”.

Participant C said,

“Yes, of course. It’s a helpful platform, and you can get any type of content you want. It’s not boring, no pressure. And we automatically learn things. Social media is not only developing our English skills but also, we can gain knowledge about other subjects or topics”.

Participant D said,

“There are both negative and positive sides of social media. As there are different content in English available on social media, if someone wants to utilize it, he/she can learn and develop his/ her English language skills.”

Participant E said,

“I would like to recommend others because I have improved a lot. As there are thousands of contents, people can get guidelines from their preferable content”.

Participant F said,

“Social media is a blessing for the young generation. Whenever people want to improve their English language skills, they go to coaching centers. To be honest, the

coaching centers want to make money. But social media can help you for free, and you can both learn and practice through it. There are tips and videos for every level of students, from beginner to advanced. But patience is important, and students have to be focused; then, within one year, one can be excellent in English”.

Participant G said,

“I would like to recommend students use social media to develop their English language skills. As I mentioned in the beginning, I never intentionally used social media to develop my English language skills, but I still improved a lot. I would like to give an example; in Bangladesh, you will see people understand the Hindi language; even they can speak Hindi; interestingly, most of them don’t know how to write or read Hindi. This is because Bangladeshi people are fond of Indian culture; they watch Indian entraining shows and automatically learn it. Though Hindi is similar to Bangla, still, it is a different language. In the same way, we can learn English through entertainment”.

4.2 Overall discussion on research findings

There are several kinds of social media; Instagram, Facebook, Twitter, YouTube, WhatsApp, Email, Telegram, Snapchat, Pinterest, Messenger, etc. However, the questionnaire results showed that the study participants mostly used Facebook, YouTube, Instagram, and WhatsApp to learn English skills, which was also shown in some previous researches. The students described everything in their answers which were mentioned above, along with analysis. After those analyses, the researcher went through all channels and pages. The researcher found that those channels are definitely beneficial. There are many reasons for relying on these sources. Students provided the name of some channels, and “Ross IELTS academy” and “E2 IELTS” are

two of them. Ross IELTS academy has channel 639k subscribers, and E2 IELTS has 1.77M subscribers till now. According to students, the number of subscribers was a reason for trusting those channels. In those channels, the instructors not only gave effective tips but also gave exercises. These channels also talked about the mistakes previously made by the students and provided suggestions on how to avoid them. Moreover, Students also relied on the comments of particular channels.

E2⁺
TEST PREP

15 Reading Tips for IELTS Academic & IELTS General

348K views 5 mo ago IELTS 2022 ...more

E2⁺
TEST PREP

Comments 448

Amandaglory Hungu · 5 mo ago
Thank you Jay, Alex and Mark and all the ETS team. I'm highly recommending everyone now who is doing the last minute preparations to watch these clips. They did a life saving moment for me. I just got my results with an overall 7 (R-7, L-7, S-6.5 and W-6.5) again thank youuu soo much. With love from 🇬🇪🇬🇪

minnu s · 5 mo ago
Thank you so much team E2.I just had 3days to prepare for my IELTS and I scored an overall band of 7.5;all thanks to you guys 🙌

SENTENCE COMPLETION
Complete the sentences below.
Use **NO MORE THAN ONE WORD** from the passage.

6. Because caribou hair is _____ it retains heat and keeps warmer for longer.

7. The design of the Inuit garments was typically _____ so that rising heat would not easily disperse.

8. Animal skins are effective at managing sweat via airflow because they are _____

9. Unlike woven materials, animal skins provide the wearer with more _____ because they don't become stiff.

10. Traditionally, walrus _____ were used to make wet weather clothing.

11. Men's coats had loose-fitting _____ areas so they could hunt more easily.

12. To carry babies, women's clothing sometimes incorporated a _____

C. Making clothing that was impervious to the wet was a major concern for the Inuit, especially during summer when rain was more frequent. The skin of marine mammals such as seals sheds water naturally and is relatively light and breathable, making it ideal for this type of clothing. Before artificial weather-proof fabrics became available, the intestines of walruses were used to make raincoats and other wet-weather gear. While seams are generally areas in clothing that can be prone to leaking, skilful sewing techniques, especially in footwear, allowed the Inuit to keep dry.

E2⁺
TEST PREP

15 Reading Tips for IELTS Academic & IELTS General

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E2⁺
TEST PREP

E2 IELTS 1.77M

Figure 1.1: Picture of E2 IELTS channel along with the comment section

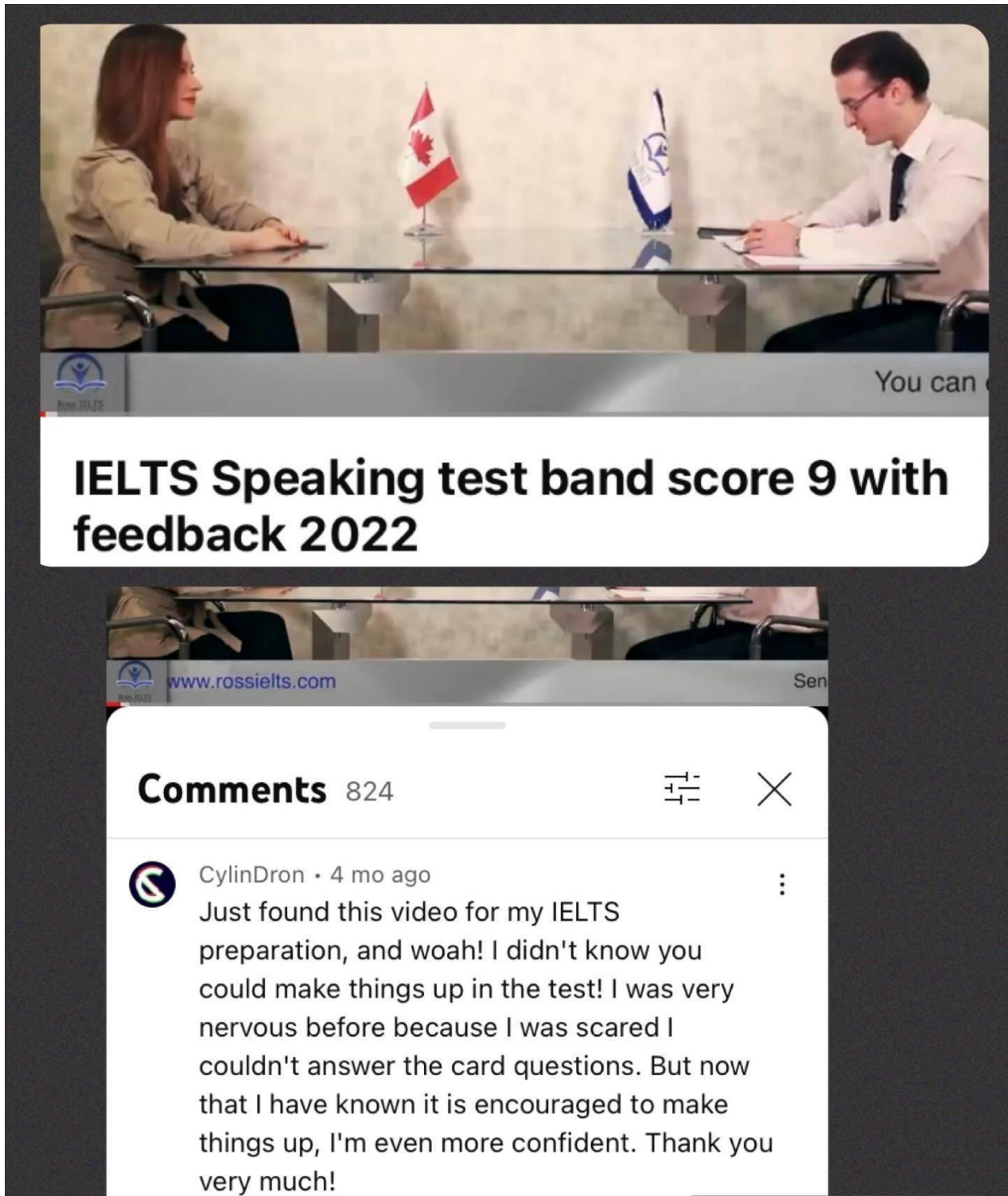


Figure 1.2: Picture of Ross IELTS Academy channel along with the comment section

Students said some pages provided pictures of essential topics, vocabulary, and pronunciation. Students talked about Instagram reels, which provided tips by micro-teaching. Students also got some notes from different pages.

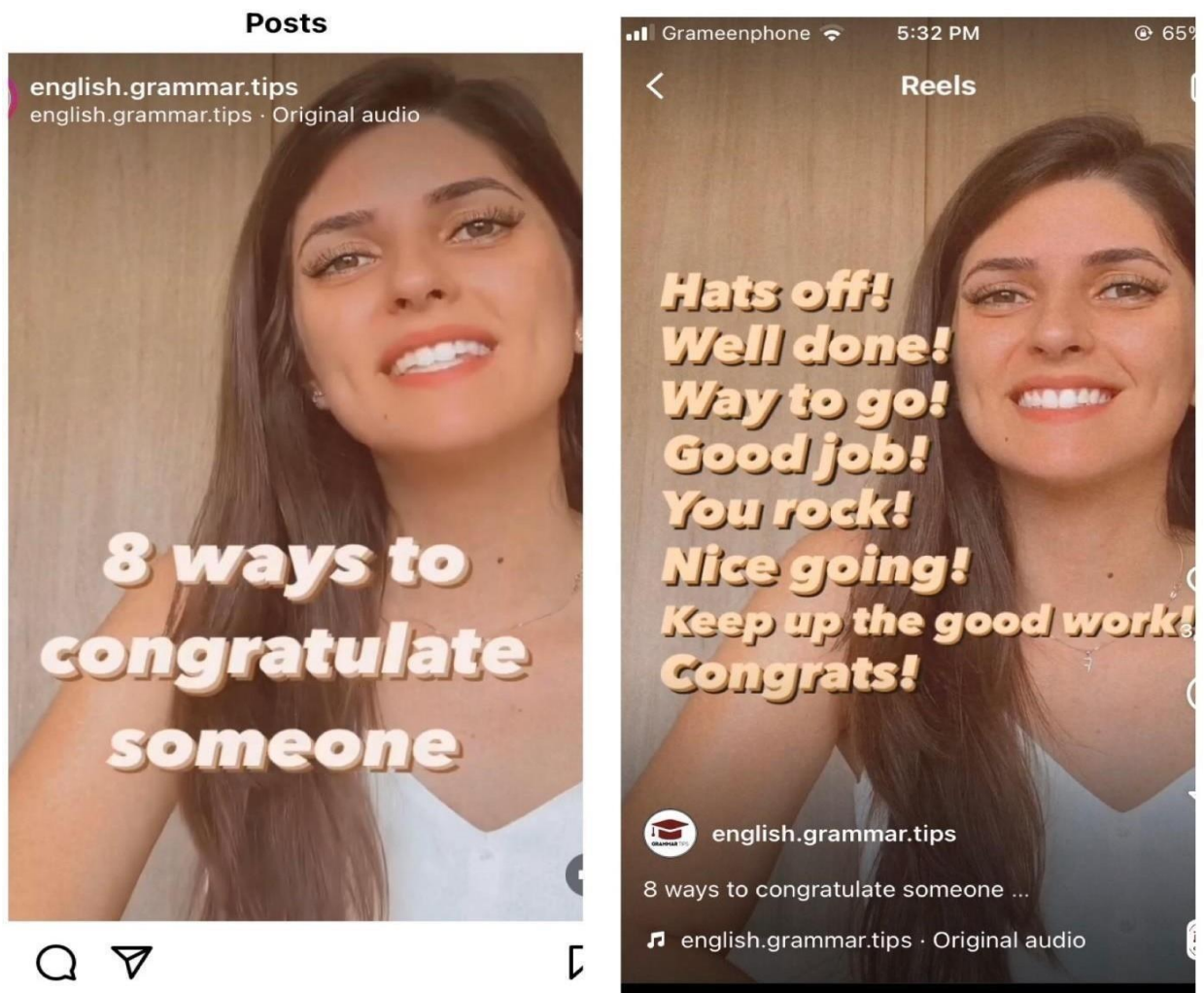


Figure 1.3: Picture of Instagram reels of microteaching.

 Pronunciation

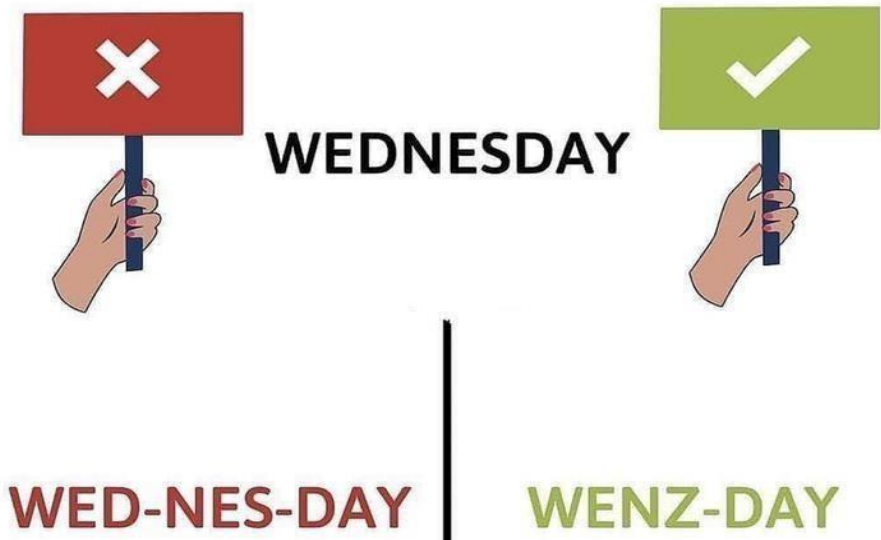


Figure 1.4: Picture of pronunciation-related note.

The researcher also got information about some channels students followed for entertainment. In addition, as those channels had English content, students were automatically learning different expressions, talking styles, pronunciations, etc. Students could watch any type of content of their interest area. From those channels, they were not learning English skills but also gaining knowledge about different things. A student followed a channel named “bailey Sarian” a make-up artist who talked about mystery, murder and dark history. She talked about real case studies and history, which helped her audiences to be aware of criminals and crime. Moreover, this channel also helped a participant to learn new vocabularies. This one channel helped audiences in three ways. Some students followed celebrity talk shows, and some followed pages related to art and films. Students were watching those channels for entertainment purposes but automatically learning the English language through those channels.

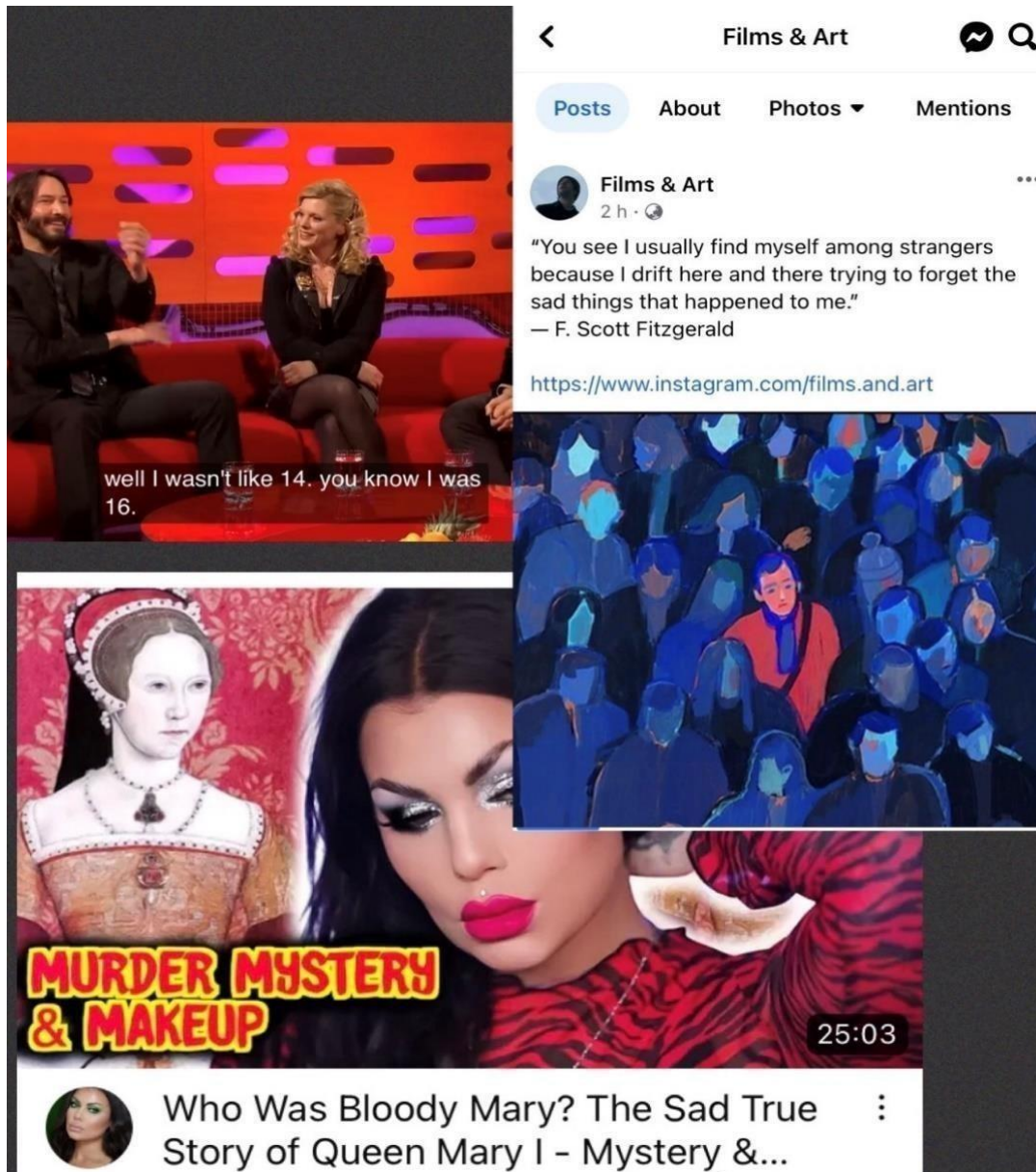


Figure 1.5: Picture of the channels students followed for entertainment

There were some teachers who taught sentences or expressions, and to make sure their students understood the lesson or not, they asked to make another sentence using the particular word learned from the video lesson and post it in the comment section. The teacher corrected them if they were wrong. And interestingly, instructors were doing those for free.



Figure 1.6: Picture of Learn English with Awal channel along with comment section

Chapter-5

Conclusion

5.1 Summary of the overall discussion

This study aimed to explore tertiary-level students' use of social media to enhance their English language skills. The researcher wanted to find out the frequency, specific sources, and way of practicing English literacy skills used by tertiary-level students through social media. After taking interviews with the students, the researcher got some helpful information and strategies to help other learners navigate the right path. Students increasingly require web-based tools and freely accessible materials. There were so many resources which are free but valuable. These resources provided students with attractive content that made students enhancing English language skills.

5.2 Recommendation

Based upon the findings of the study, the statements recommend students to be more involved in browsing social media to be developed and proficient users of the English language. They can get any content they want. There are sources for every English language skill. Some students feel hesitant and nervous in front of their friends or classmate to show their weakness, there is a solution for this problem. They can even get partners to practice and share their knowledge through social media.

Creating groups on social networking sites of the same interest can increase their interpersonal skills because of oral and written communication. The learners emphasized the benefits of the

environment in evoking mutual support and social consolidation, factors that support collaborative learning processes. This study gave the guidelines for following, practising, and evaluating the steps to master English language literacy skills.

5.3 Future research:

Depending on this research, future works might examine how learning from social media impacts their academic life; moreover, it might generate a study on secondary and higher secondary level students similarly.

5.4 Conclusion

Learners are attached to technology in language learning through social media, which shows their positive attitude towards social media (Mehmood, 2013). There are both advantages and disadvantages of social media. Not only social media everything has pros and cons. Students should focus on the positive sides of social media and take advantage of the resources to make learning more accessible. If students safely use social media, then it can be a real blessing in their life.

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Appendix

1. Where do you study?
2. What was your medium at your secondary and higher secondary level?
3. What kind of social media user are you?
 - a. regularly
 - b. frequently
 - c. sometimes
 - d. never
4. How many hours do you use social media per day on average?
 - a. 1-3 hours
 - b. 3-4 hours
 - c. 4-8 hours
 - d. more than 8 hours
5. What kinds of activities do you usually do on social media?
 - a. chatting
 - b. watching and sharing posts and videos
 - c. study
 - d. others
6. How many social media do you have accounts?
7. What is your parents' point of view regarding your using social media?
8. Have you ever thought of using social media to develop your English language skills?
9. Have you ever used social media to develop your English language skills?
10. What pages or channels do you follow to learn and enhance your English language skills?
11. Who recommended you to use these pages or channels?
12. What type of English content do you watch?
13. How do you know they are authentic channels?

14. Are all the instructors native English speakers, non-native or Bengali? And what kinds of instructors are more helpful, according to you?
15. Do you read English newspapers, magazines, or blogs to improve your reading skill on socialmedia?
16. When you post a status based on your thoughts, do you write it in English or Bangla?
17. What do you do to improve your writing skills?
18. Do you auto-correct if there are mistakes in your status or English writing? If not, whocorrects them?
19. What Specific media do you use to improve your listening and speaking English skills?
20. Do you get in touch with other English learners through social media?
21. How do you know you are improving, or how do you evaluate yourself?
22. Would you like to recommend other students to increase their English language skills through social media platforms?