

Social Media in Speaking Skills

Subjects: Education, Special

Contributor: Emily John

The ubiquitous nature of social media (SM) makes it a very essential tool to use in the world of education, especially with the advent of the COVID-19 pandemic which has led to a paradigm shift in the approaches used in the teaching and learning of English language skills. Findings reveal that there are improvements in speaking skills, as well as confidence to speak and a decline in speaking anxiety. Teachers and educators can now make use of the various social media platforms such as Telegram, Facebook, WhatsApp, and others to provide learners with more practice that is not only restricted to the classroom but has moved beyond it.

Keywords: social media ; technology ; integration ; speaking skills

1. Introduction

As English is accepted as a global language; it is important to learners to be able to communicate well in the language and to take part in communicative activities around them. Among the four language skills, as a productive skill speaking is noted as the most difficult skill to master by most language learners ^[1]. Ur ^[2] reinforced this outlook by stating that speaking is looked upon as being the most vital skill to master among the four skills.

In a study carried out to investigate the problems and difficulties learners face when learning speaking, Al Nakhalah ^[3] highlighted some of the factors that may hinder learning to speak, which include the fear of making mistakes, feelings of shyness, feeling anxious, a lack of confidence in speaking, and a lack of motivation to speak in the language. In another study conducted by Al-Sobhi and Preece ^[4], five factors that hinder students from speaking were identified: (1) lack of exposure to language, (2) lack of motivation, (3) students' anxiety and lack of confidence, (4) limited knowledge of English, and (5) inefficient teaching methodology. In other studies, researchers also looked at issues and problems related to the acquisition of speaking skills such as speaking anxiety, speaking difficulty, speaking challenges, speaking performance, and speaking problems ^{[5][6][7][8][9]}. ElNaggar ^[6] focused his study on preparatory students at the Al-Baha University who had problems in speaking skills as they were lacking in grammar, listening, reading, and writing skills. These students were also shy when attempting to speak. Djahimo et al. ^[8] discovered that students' speaking abilities were affected by their anxiety and led to their failure to communicate in English.

Ur ^[2] explained that the learners' psychology was the main reason for their speaking problems, as the learners had low self-confidence and feared making mistakes. These learners were also found to be lacking in ideas and were unable to take part in the speaking activities. As asserted by Saputra ^[9], speaking is perceived as the most anxiety-provoking activity as it involves interactions and communication. Therefore, it is vital that English language teachers create interactive environments for their students to practice speaking. The fear of making mistakes is ingrained in all learners of languages, so teachers must be creative and use a variety of techniques to help their learners acquire speaking skills. One suggestion given by Rao ^[10] is to work towards learner-centered approaches by involving the learners directly in speaking activities. One way of doing this is by making use of pair or group work where learners are encouraged to work on their own and to produce more speech. At the same time, their confidence level would increase, and they may be inspired to practice speaking when the opportunity presents itself.

One way of creating more opportunities for learners to improve in their speaking skills is by utilizing technology such as social media as learning platforms for learners. Kaplan and Haenlein ^[11], grouped social media into a wide scope, ranging from low social presence or self-presentation, to medium and high ranges. In regard to social presence, social media such as Wikipedia and blogs are at the lowest end. This is followed by content communities and social networking sites at the mid-level, with examples like YouTube and Facebook. The highest level is the virtual gaming world such as World of Warcraft, which has virtual scenarios. On the other hand, Faizi et al. ^[12] grouped social media platforms into three categories. The first category is social network sites which include Facebook, WhatsApp, Telegram, Skype, Twitter, and Tik Tok, where members of the sites can connect and share ideas and resources. The second category comprises of sites like Snapchat, Flickr, Pinterest, YouTube, Tumblr, SlideShare, and Google+, which focuses on content-sharing

organization. The third category includes sites like Google Docs, PowToon, and Canva, which looks at content creation and editing. Thus, social media, in the broad sense, encompasses a wide range of tools that integrate technology, social interaction, content sharing, and content creation. Another important feature of social media applications is to bring lessons outside the classroom, allowing for more opportunities for learners to practice using the language.

With the ubiquitous nature of social media, many educators are coming to see this technology as an avenue to make learning more accessible to their students. This positive nature of social media was even more evident with the emergence of the COVID-19 pandemic, which forced educational institutions and schools to move online to continue with teaching and learning [13][14][15][16]. As being connected to learners was a major issue during the pandemic, social media applications or networks were viewed positively and seen as a method to get students to engage in the learning process [17][18][19][20][21]. Furthermore, social media is also accepted as a medium that helps facilitate learning in a more engaging and motivating way [22][23].

2. Theoretical Background

2.1. Social Media in Education

Social media is defined as any technology that enables the distribution and sharing of knowledge over the Internet [24]. There are so many social media applications or websites that allow users to text, blog, or use images or videos in the course of their work. Some examples include Facebook, Twitter, Snapchat, Pinterest, Instagram, and Youtube.

What makes social media easily accepted by students and teachers alike is the ubiquitous features of the applications, which can be easily accessed using mobile gadgets and computers. Some of the notable studies that were carried out on social media focused on academic achievements [17][25][26][27].

Meanwhile, other studies have been conducted to investigate the perception of different users of social media. In one study conducted in Saudi universities with teachers, the researchers discovered that the participants strongly believed in the advantages of social media as a tool for teaching [20]. Sobaih et al. [28] examined the need to use or not to use social media among faculty members in Egyptian higher education institutions; the findings of the study showed that social media has a tremendous value for academic related purposes.

In contrast, some studies did reveal that social media usage has some risks or negative impacts such as procrastination and addiction, and harmful communication aspects such as cyberbullying, writing, and spelling problems [26][29]. In a study carried out in Malaysia, it was also discovered that the participants of the study, who were primary school pupils, lacked the experience of learning English on social media sites [30]. Another study conducted in Malaysia used the approach of creating videos and uploading them to YouTube as a fun and engaging way to improve learners' self-confidence as well as increasing the motivation level of the learners [31]. These studies proved that the use of social media use needs to be done in a proper manner so that learners may acquire the best of these resources. As many of the studies were focused on learners in higher institutions and colleges, and were more general in research topics [32][33][34][35][36], there is a need for more focused research in the primary and secondary school levels.

2.2. Social Media—A Constructivist Perspective

Vygotsky's sociocultural theory of human learning describes learning as a social activity, and teaching becomes more interactive, student-centered and practical while giving meaningful authentic experiences [37]. In this sense, social media is seen through the perspective of social constructivism. Therefore, the idea of interaction and collaboration is encouraged and valued where social media is concerned. Furthermore, meaningful communication is encouraged with authentic learning tasks assigned to learners to encourage interaction and collaboration. In this way, learners interact, learn, discuss, collaborate, and share information and skills through social media platforms. As scaffolding is an important aspect of the socio-cultural theory, a teacher or an experienced peer may act as a guide for learners to achieve their potential within the Zone of Proximal Development [37]. Here, the learners act as support for their peers and this role is reinforced by the teachers or facilitators who also give support in the teaching and learning process.

3. Social Media Integration to Teach Speaking

Learners are already familiar with social media use for communication and entertainment; this made it easier for the researchers to apply social media applications like Tik Tok, YouTube, Instagram, Skype, Facebook, Whatsapp, WeChat, and Telegram in teaching speaking skills. Some were new, or not so commonly used, such as ooVoo, Ted Talks, Imo, and Voice Thread. YouTube was the most frequently used social media platform, used with seven studies [38][39][40][41][42][43][44].

This is followed by WhatsApp, with five studies [45][46][47][48][49], and Instagram, also with five studies [50][51][52][53][54]. TED Talks comes next with three studies [55][56][57], and Telegram also with three studies [55][56][57]. Facebook was next, [58][59] and three studies used a single social media application: Tik Tok [60], Skype [61], and Voice Thread [62]. All of these studies utilized social media applications to carry out speaking activities, and the findings in all the studies clearly indicate improvement in speaking skills, including confidence in speaking as well as the motivation to speak in English. Among all the social media applications reviewed, YouTube emerged as the highest in number. This may be due to the versatile nature of Facebook, where students are able to view visuals as well as hear the spoken language. WhatsApp and Instagram also seem to be popular among researchers, as seen in the articles reviewed. From the studies done, it has been shown that researchers were able to use WhatsApp effectively to increase oral communication outside the limits of the classroom. This was equally effective in the use of Instagram, which is a very popular social media platform among young people. In a study that made use of Instagram, the response from the learners were positive, and they perceived this application as a tool which is comfortable to apply in learning to speak, even for weak and passive learners [51].

Overall, the response was positive, and showed indication of improvements in speaking skills as well as motivation and confidence to speak. The study by Nilayon and Brahmakasikara [53] suggested using social media platforms like Edmodo and ooVoo to help provide learners with lower English-speaking proficiency with appropriate remedial activities. Ghoneim and Abdelsalam [62] also highlighted the fact that the aspect of social interaction is the key to the improvement of speaking skills. This is also stressed in another study by Sevy-Biloon and Chroman [63], who emphasized that using video chat functions enables learners to practice speaking in authentic and meaningful communicative activities which are purposeful. This would enable educators and teachers to encourage practicing speaking in a more natural and relaxed environment that would also reduce students' anxiety level and help increase their confidence [60][38][51][64][54]. Zaitun et al. [60], who used Tik Tok as a medium for speaking activities, showed that the students were able to use the application interactively and improve their speaking skills, as well as having the opportunity to express their ideas freely on Tik Tok. The study conducted by Rahmah [54] was unique, where the researcher used photographs shared on Instagram as a method of increasing the students' confidence in using the language. The results from the study showed that Instagram helped in improving the students' confidence. In addition, the use of visual images is a useful method which can aid in understanding. At the same time, it would cater to learners who are more visually inclined.

Another study reviewed showed the effect of social media integration, and focused on the fact that social media integration was an advantage for teachers to compensate for the lack of time in class, and to carry out of class practice to teach pronunciation [57]. Social media integration like the use of YouTube, WhatsApp, Telegram, or Skype in teaching speaking is also perceived as being able to improve teachers' creativity and enhance their teaching procedures while utilizing online applications [65][66]. The results of one study done with Skype instructions revealed gender-specific positive results in their speaking skills, where the female respondents scored higher in their pretest and posttest as compared to the male respondents [61]. Albahlal [43] used YouTube to look at how a group of forty male EFL English teachers were able use this social media application in many ways, such as getting the students to point out details in videos or asking them to share information as well as opinions regarding the materials in the videos. The outcome of the study revealed that the teachers had positive perceptions about utilizing YouTube in helping students improve their speaking skills. Consequently, knowing how a specific gender reacts or responds to a certain social media application may help teachers and educators to plan their activities to suit their students' needs. Another aspect of speaking skills is public speaking skills [67] or oral presentation skills [64] where the researchers used TED Talks as the social media application to improve learning to speak confidently in English. As such, students would acquire the practice of speaking in front of an audience in a more conducive environment which would help to reduce the feeling of inhibition.

It can be seen that social media has grown and expanded with pedagogical affordances that help teachers and educators to use this platform for teaching and learning and is not seen as only being beneficial for entertainment and socializing. It is evident that social media is perceived as a viable tool to include in the teaching and learning activities to improve speaking skills, as seen in the articles reviewed. In the study conducted by Poramathikul et al. [68], the bilingual and multilingual students found that using a variety of social media networks, such as Facebook, WhatsApp, YouTube, Line, Skype, and Wechat, helped them to improve their speaking skills, where they were able to speak English fluently. Besides this, Baron [65], who also looked at students' perceptions, found that students were interested in learning English using social media applications. Among the social media applications that were used were YouTube, WhatsApp, Zoom, and Google Hangouts. In another study carried out with engineering students, Akkara [46] revealed that there was a vast difference in the students' speaking skills as well as a considerable change towards their perceptions in learning to speak in English. All these studies clearly indicate that it is vital and timely for educators and learners to incorporate social media usage into their language practices in order to move beyond the classroom and to provide learners with an authentic and engaging new environment. Learners are also given opportunities to speak in a conducive and relaxing atmosphere which greatly reduces their inhibition as well as their speaking anxiety.

Another important thing to note is the digital divide which exists when a person has access to various resources and communications technology and another person does not have the same privilege of access to the same information [69]. As such, there is an inequality in terms of knowledge distribution and access, which is very much vital where social media is concerned. As stated by Izquierdo and Lozano [70], the digital divide can be categorized according to a lack of access to a number of factors such as mental knowledge, material and network possessions, digital skills, and usage opportunities as related to information and communications technology. In other words, some students may have better access to computers or mobile phones, and may have better knowledge as well as the opportunity to go online and share content or access information. In the studies reviewed for this paper, the majority of the students or learners were from higher institutions of education such as universities [40][41][71][67][72][62], or students enrolled in secondary schools [60][38][39][50][52] or a language institute [55]. These students most likely already had access to technology, either personally or at the institutional level. Therefore, the issue of digital divide was not highlighted in any of the studies, and all of the studies did show improvements in the mastery of speaking skills. The tasks assigned to the learners, or the activities carried out during the research process, were also conducted successfully. These learners were able to use the technology appropriately, and were able to access the information required to complete their tasks. For instance, in the study that Xodabande [57] carried out with 30 EFL learners, the learners were able to practice speaking using a variety of materials shared with them via Telegram such as pictures, text messages, and audio, and also video clips.

From the various social media platforms available, providing learners with the opportunities to use the language meaningfully and effectively has become more feasible, as students can connect with their teachers and peers as well as explore new resource landscapes and use them to improve their learning through collaboration and communication [65][68][63][48][73]. Much of the research done on social media has pointed out that the benefits far outweigh any negative effects [18][74][28][67][75][76]. However, as stated by Ogugou et al. [17], learners must be guided in the use of social media applications so that they do not acquire the negative effects while utilizing social media. This was reaffirmed by Gedik and Cosar [29], who said that students can be taught to use social media correctly and efficiently by exposing students to social media use via seminars and conferences.

4. Conclusions

Social media has always been embraced by people for its unique features of connecting people as well as providing platforms for communication and entertainment. Social media helped students to reduce their speaking anxiety, gain confidence in speaking and, at the same time, become more motivated to use the language. This shows that social media affordances make it a versatile, flexible, and useful tool in helping educators to become innovators and mediators of knowledge, rather than just information or knowledge givers.

It cannot be denied that social media use has received some negative feedback in terms of addiction or time spent using social media applications, as well as the effect of the digital divide which still exists in many countries. Nevertheless, the need to connect to learners and to engage them in conducive learning environments far outweighs the negative effects of social media integration to teach speaking. As it is imperative for teachers to move forward with the changes that are happening around them, teachers must be open to the idea of using social media as a medium to conduct their activities for teaching the English language. This is especially vital as teaching and learning have moved online during the COVID-19 pandemic. Teachers must be open to new ideas and accept that social media integration is something that they cannot avoid and something that they must embrace.

References

1. Leong, L.M.; Ahmadi, S.M. An analysis of factors influencing learners' English speaking skill. *Int. J. Res. Engl. Educ.* 2017, 2, 34–41.
2. Ur, P. *A Course in Language Teaching. Practice and Theory*; Cambridge University Press: Cambridge, UK, 1996.
3. Al Nakhalah, A.M.M. Problems and difficulties of speaking that encounter English language students at Al Quds Open University. *Int. J. Humanit. Soc. Sci. Invent.* 2016, 5, 96–101. Available online: <http://www.iaset.us> (accessed on 9 June 2021).
4. Al-Sobhi, B.M.S.; Preece, A.S. Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *Int. J. Educ. Lit. Stud.* 2018, 6, 1.
5. Le, T.M. An investigation into factors that hinder the participation of university students in English speaking lessons. *J. Humanit. Soc. Sci.* 2019, 24, 84–94.

6. ElNaggar, A.I.M. Investigating Problems of Speaking Skill: A Case Study at Al-Baha University. *Int. J. Linguist. Lit. Trans.* 2020, 2, 20–29.
7. Zainurrahman, Z.; Sangaji, S. A Study on the University Students' Speaking Difficulties. *Lang. J. Ling. Lit. Lang. Educ.* 2019, 2, 1–8.
8. Djahimo, S.; Bili Bora, D.; Huan, E. Student anxiety and their speaking performance: Teaching EFL to Indonesian student. *Int. J. Soc. Sci. Humanit.* 2018, 2, 187–195.
9. Saputra, J.B. An analysis of students' speaking anxiety toward their speaking skill. *Premise J. Engl. Educ.* 2018, 7, 111–123.
10. Rao, P.S. The importance of speaking skills in English classrooms. *Alford Counc. Int. Engl. Lit. J.* 2019, 2, 6–18.
11. Kaplan, A.M.; Haenlein, M. Users of the world, unite! The challenges and opportunities of social media. *Bus. Horiz.* 2010, 53, 59–68.
12. Faizi, R.; El Afia, A.; Chiheb, R. Exploring the potential benefits of using social media in education. *Int. J. Eng. Pedag.* 2013, 3, 50–53.
13. Huang, R.H.; Liu, D.J.; Tlili, A.; Yang, J.F.; Wang, H.H. Handbook on Facilitating Flexible Learning During Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak; Smart Learning Institute of Beijing Normal University: Beijing, China, 2020.
14. Mustafa, N. Impact of the 2019–20 Coronavirus pandemic on education. *Int. J. Health Pref. Res.* 2020, 1–12.
15. Singh, S. Impact of COVID-19 pandemic on education system. *Tathapi* 2020, 19, 58–63.
16. Ya, S.W. Education during COVID-19. Brief Ideas No.19. 2020. Available online: https://www.researchgate.net/publication/340860261_Education_during_COVID-19 (accessed on 1 August 2021).
17. Oguguo, B.C.; Ajuonuma, J.O.; Azubuike, R.; Ene, C.U.; Atta, F.O.; Oko, C.J. Influence of social media on students' academic achievement. *Int. J. Eval. Res. Educ.* 2020, 9, 1000–1009.
18. Rwodzi, C.; De Jager, L.; Mpofu, N. The innovative use of social media for teaching English as a second language. *J. Transdisc. Res. S. Afr.* 2020, 16.
19. Ahmed, R. Social media integration in secondary education in Pakistan. *J. Educ. Educat. Dev.* 2016, 3, 74–99.
20. Allam, M.; Elyas, T. Perceptions of using social media as an ELT tool among EFL teachers in the Saudi context. *Engl. Lang. Teach.* 2016, 9, 1.
21. Daniel, B.K.; Ismail, M.; El-Nabahany, U.; Yunus, S.; Mwinyi, M.; Mohammed, A. The role of social media technologies in teaching at the State University of Zanzibar. *Int. J. Soc. Media Interact. Learn. Environ.* 2016, 4, 187–209.
22. Mikum, S.; Suksakulchai, S.; Chaisanit, S.; Murphy, E. Students' participation in peer-to-peer communication supported by social media. *Educ. Inf. Technol.* 2017, 23, 659–679.
23. Khan, I.U.; Ayaz, M.; Khan, S.; Khan, M.F. Effect of social media on enhancement of English learning proficiency at university level in Khyber Pakhtunkhwa. *J. Humanit. Soc. Sci.* 2016, 2, 71–84.
24. Robbins, S.P.; Singer, J.B. From the editor—The medium is the message: Integrating social media and social work education. *J. Soc. Work Educ.* 2014, 50, 387–390.
25. Ciampa, M.; Thrasher, E.H.; Revels, M.A. Social media use in academics: Undergraduate perceptions and practices. *J. Educ. Technol.* 2016, 12, 10–19.
26. Tayo, S.S.; Adebola, S.T.; Yahya, D.O. Social media: Usage and influence on undergraduate studies in Nigerian universities. *Int. J. Educ. Dev. Using Inf. Commun. Technol.* 2019, 15, 53–62.
27. Hussain, I.; Cakir, O.; Candeger, Ü. Social media as a learning technology for university students. *Int. J. Instr.* 2018, 11, 281–296.
28. Sobaih, A.E.E.; Moustafa, M.A.; Ghandforoush, P.; Khan, M. To use or not to use? Social media in higher education in developing countries. *Comp. Hum. Behav.* 2016, 58, 296–305.
29. Gedik, H.; Cosar, H.A. Perception of social media in secondary students. *Int. Educ. Stud.* 2020, 13, 6–17.
30. Xin, T.C.; Yunus, M.M. Primary pupils use of social media to learn ESL. *Int. J. Innov. Technol. Explor. Eng. (IJITEE)* 2019, 8, 2076–2080.
31. Shariff, S.B.M.; Basri, H.; Yunus, M.M. YouTube: Using YouTube as an interactive approach to foster confidence in speaking among ESL students. *EDUINNOVATION* 2018, 2018, 87–90.
32. Yavich, R.; Davidovitch, N.; Frenkel, Z. Social Media and Loneliness—Forever connected? *High. Educ. Stud.* 2019, 9, 10.

33. Ertekin, A.B.; Avunduk, Y. The attitudes of the young towards social media. *J. Educ. Issues* 2020, 6, 287–296.
34. Abdullah, A.; Bukhari, B.; Almutairi, F. The relationship between being exposed to culture through social media and the willingness to learn English. *Eng. Lang. Teach.* 2019, 12, 62–72.
35. Ahmed, S.S.; Hassan, A.Q.A. A Study on the rationale of social media use by the students of King Khalid University. *Eng. Lang. Teach.* 2017, 10, 43.
36. Ismail, I.S.; Shafie, N.H. English informal language learning through social networking sites among Malaysian university students. *Asian J. Univ. Educ.* 2019, 15, 211–225.
37. Vygotsky, L.S. Socio-cultural theory. *Mind Soc.* 1978, 6, 52–58.
38. Meinawati, E.; Harmoko, D.D.; Rahmah, N.A.; Dewi, N. Increasing English speaking skills using YouTube. *Polygl. J. Ilm.* 2020, 16, 1–13.
39. Mariyana, Y. The effectiveness of using YouTube as media in teaching speaking at Man 4 Kediri. *J. Pendidik. Bhs. Ingg. Profic.* 2019, 1, 12–18.
40. Ilyas, M.; Putri, M.E. YouTube Channel: An alternative social media to enhance EFL students' speaking skill. *J-SHMIC J. Engl. Acad.* 2020, 7, 77–87.
41. Hamad, M.M.; Metwally, A.A.; Alfaruque, S.Y. The impact of using YouTubes and audio tracks imitation YATI on improving speaking skills of EFL learners. *Engl. Lang. Teach* 2019, 12, 191–198.
42. Carolinaliwati, C.; Usadiati, W.; Misrita, M. The use of Youtube video by non-English major students of the Faculty of Economics for speaking skills. *J. Compd. Improv. Q. Engl. Educ.* 2021, 9, 78–86.
43. Albahlal, F.S. The impact of YouTube on improving secondary school students' speaking skills: English language teachers' perspectives. *J. Appl. Ling. Lang. Res.* 2019, 6, 1–17.
44. Saed, H.A.; Haider, A.S.; Al-Salman, S.; Hussein, R.F. The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon* 2021, 7, 7.
45. Hamad, M.M. Using WhatsApp to enhance students' learning of English language "Experience to Share". *High. Educ. Stud.* 2017, 7, 74.
46. Akkara, S.; Anumula, V.S.S.; Mallampalli, M.S. Impact of WhatsApp interaction on improving L2 speaking skills. *Int. J. Emerg. Technol. Learn. (IJET)* 2020, 15, 250.
47. Marleni, L.; Asilestari, P. The effect of using social media: WhatsApp toward the students speaking skill. *J. Engl. Lang. Educ.* 2018, 3, 1–16.
48. Minalla, A.A. The effect of WhatsApp chat group in enhancing EFL learners' verbal interaction outside classroom contexts. *Engl. Lang. Teach.* 2018, 11, 1–7.
49. Noni, N.; Basri, M. WhatsApp audio and video chat-based in stimulating students' self-confidence and motivation to speak English. *Asian EFL J.* 2019, 23, 181–203.
50. Ramadoni, Y. The effect of using Instagram on Eleventh Grade students' speaking skill. *RETAIN* 2019, 7, 123–130.
51. Utomo, A.; Bastiar, I. The use of Instagram to improve English Literature students' self-confidence in mastering speaking skill. *J. Pendidik. Edutama* 2020, 7, 81–92.
52. MR, E.R.; Seftika, S. How is Instagram implemented in teaching speaking? In Eleventh Conference on Applied Linguistics (CONAPLIN 2018); Atlantis Press: Amsterdam, The Netherlands, 2019; pp. 386–388.
53. Rakhmanina, L.; Yuneva, Y. The application of Instagram activity to improve students' motivation in English speaking. *Edu-Ling J. Engl. Educ. Ling.* 2018, 2, 49–59.
54. Rahmah, R.E. Sharing photographs on Instagram boosts students' self-confidence in speaking English. *Ped J. Eng. Lang. Teach.* 2018, 6, 148–158.
55. Abbasi, M.; Behjat, F. The effect of storytelling via Telegram on Iranian EFL learners' speaking complexity. *Int. J. Educ. Investig.* 2018, 5, 28–40.
56. Khodabandeh, F. The impact of storytelling techniques through virtual instruction on English students' speaking ability. *Teach. Engl. Technol.* 2018, 18, 24–36.
57. Xodabande, I. The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent Educ.* 2017, 7, 1347081.
58. Kostikova, I.; Miasoiedova, S.; Razumenko, T.; Chernenko, A.; Pochuieva, O. Teaching English speaking for FCE: Using Facebook as a tool of instructional practice. *Amazon. Investig.* 2019, 8, 719–727.

59. Su, Y.R.; Fatmawati, F.; Selamat, E.H. Fostering students' self-esteem in speaking by extending speaking activities in social media. *Pedag. J. Engl. Lang. Teach.* 2019, 7, 65–74.
60. Zaitun, Z.; Hadi, M.S.; Indriani, E.D. Tik Tok as a media to enhancing the speaking skills of EFL students. *J. Studi Guru Dan Pembelajaran* 2021, 4, 89–94.
61. Hasan, D.A.; Ghabanchi, Z. The impact of social media application in promoting speaking skill of Iraqi university learners of English: A Skype-based study. *Arab World Engl. J.* 2020, 2, 76–89.
62. Ghoneim, N.M.M.; Abdelsalam, H.E. Using Voice Thread to develop EFL pre-service teachers' speaking skills. *Int. J. Engl. Lang. Teach.* 2016, 4, 13–31.
63. Sevy-Biloon, J.; Chroman, T. Authentic use of technology to improve EFL communication and motivation through international language exchange video chat. *Teach. Engl. Technol.* 2019, 19, 44–58.
64. Salem, A.A.M.S. A sage on a stage, to express and impress: TED Talks for improving oral presentation skills, vocabulary retention and its impact on reducing speaking anxiety in ESP settings. *Engl. Lang. Teach* 2019, 12, 146.
65. Baron, R. Students' perception on online application in speaking skill e-learning. *VELES Voices Engl. Lang. Educ. Soc.* 2020, 4, 213–221.
66. Namaziandost, E.; Nasri, M. The impact of social media on EFL learners' speaking skill: A survey study involving EFL teachers and students. *J. Appl. Ling. Lang. Res.* 2019, 6, 199–215.
67. Li, Y.; Gao, Y.; Zhang, D. To speak like a TED speaker—A case study of TED motivated English public speaking study in EFL teaching. *High. Educ. Stud.* 2016, 6, 53.
68. Poramathikul, P.; Arwedo, N.; Abdulhakim, I.; Wattanaruwangkowit, P. The influence of using social media as a learning platform by bilingual and multilingual learners on English speaking skills. *Engl. Lang. Focus (ELIF)* 2020, 2, 111.
69. Van Dijk, J.A. Digital divide: Impact of access. *Int. Encycl. Media Eff.* 2017, 1–11.
70. Izquierdo, J.; Lozano, A.A. The use of technology in second language education: Some considerations to overcome the digital divide. *Emergent Trend Educ.* 2019, 2, 52–70.
71. Yükselir, C.; Kömür, S. Using online videos to improve speaking abilities of EFL learners. *Online Sub.* 2017, 3, 255–266.
72. Nilayon, N.; Brahmakasikara, L. Using social network sites for language learning and video conferencing technology to improve English speaking skills: A case study of Thai undergraduate students. *LEARN J. Lang. Educ. Acquis. Res. Netw.* 2018, 1, 47–63.
73. Mustapha, S.M.; Abd Rahman NS, N.; Yunus, M.M. Factors influencing classroom participation: A case study of Malaysian undergraduate students. *Procedia-Soc. Behav. Sci.* 2010, 9, 1079–1084.
74. Alghamdi, M.; Sabir, M. The relationship between EFL learners' perception of social media platforms and English Language proficiency. *Int. J. Lang. Ling.* 2019, 6.
75. Said, N.E.M.; Yunus, M.M.; Doring, L.K.; Asmi, A.; Aqilah, F.; Li, L.K.S. Blogging to enhance writing skills: A survey of students' perception and attitude. *Asian Soc. Sci.* 2013, 9, 95–101.
76. Yunus, M.M.; Suliman, A. Information & communication technology (ICT) tools in teaching and learning literature component in Malaysian secondary schools. *Asian Soc. Sci.* 2014, 7, 136–152.

Retrieved from <https://encyclopedia.pub/entry/history/show/31402>