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## The Impact of Social Media on Improving English Learning Skills: A Case Study of UAE

Sameer O. A Baniyassen

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United Arab Emirates University  
College of Humanities and Social Sciences

THE IMPACT OF SOCIAL MEDIA ON IMPROVING  
ENGLISH LEARNING SKILLS: A CASE STUDY OF UAE

Sameer O. A Baniyassen

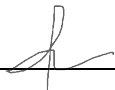
This dissertation is submitted in partial fulfillment of the requirements for the degree of  
Doctor of Philosophy

Under the Supervision of Professor Saddik Gohar

February 2020

### Declaration of Original Work

I, Sameer O. A Baniyassen, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this dissertation entitled “*The Impact of Social Media on Improving English Learning Skills: A Case Study of UAE*,” hereby, solemnly declare that this dissertation is my own original research work that has been done and prepared by me under the supervision of Professor Saddik Gohar, in the College of Humanities and Social Sciences at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma, or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

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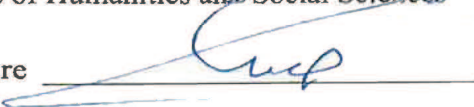
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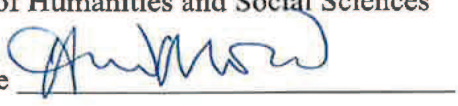
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## Abstract

Social media are one of the current forms of media that have diverse qualities and characteristics. Today, the use of social media is growing day by day at a significant rate. It is in this domain that students can virtually meet with their classmates and their teachers. They can communicate issues that are of significance and are related to their learning process. This study aimed to explore how social media platforms could affect English learning skills and to find whether social media could improve English language skills. The current study used mixed methods involving quantitative and qualitative approaches, such as interviews, questionnaires, as well as an experimental research method, which was employed in the current study. Pre-test and post-test were applied for examining the students' performance before and after the experiment to examine the influence of social media platforms usage on improving the students writing and speaking skills. Evidence from the three instruments, questionnaire, interview, and the quasi-experiment (pre-post-test) showed how social media platforms influence the students' English learning skills. Conclusively, the use of social media platforms contributes to the improvement of students' skills and increases their motivation when writing recount texts. Therefore, this study suggests that social media should be incorporated into the UAE pedagogical system to improve the reading and speaking skills of the students significantly. It is thus logical to find that social networking sites (SNS) can be an excellent platform for teaching and learning of the English language. Especially for developing English reading and writing, students can utilize the (SNS) regularly.

**Keywords:** Social Media, Technology, English Language, Reading Skills, Writing Skills.



## Title and Abstract (in Arabic)

### تأثير مواقع التواصل الاجتماعي على تعلم مهارات اللغة الإنجليزية: دراسة حالة دولة الإمارات العربية المتحدة

#### الملخص

تتميز وسائل الإعلام الاجتماعي بأنها واحدة من الأشكال الحالية للإعلام والتي لها صفات وخصائص متنوعة. كما يتزايد استخدام وسائل التواصل الاجتماعي يوماً بعد يوم بشكل كبير. حيث تتنوع استخداماتها وأصبح بإمكان الطلبة مقابلة زملائهم ومعلميهم والتواصل معهم بسهولة حول القضايا ذات الأهمية والتي قد ترتبط بعملية التعلم الخاصة بهم. وقد هدفت هذه الدراسة إلى معرفة مدى تأثير وسائل الإعلام الاجتماعي على تطوير مهارة تعلم اللغة الإنجليزية ومعرفة ما إذا كان يمكن لوسائل التواصل الاجتماعي تحسين مهارات اللغة الإنجليزية. وقد اعتمدت هذه الدراسة على توظيف المنهج الكمي والكيفي، وكذلك تم استخدام كل من المجموعة التجريبية والمجموعة الضابطة. بهدف الوقوف على مدى تأثير وسائل الإعلام الاجتماعي على تحسين مهارة المحادثة والكتابة في اللغة الإنجليزية لدى الطلبة بدولة الإمارات. وقد أظهرت النتائج أن هناك تحسن واضح في تحصيل الطلاب على وجه التحديد في متوسط درجاتهم في الاختبار النهائي وفي مرحلة ما بعد الاختبار في المجموعة التجريبية. كما أظهرت نتائج كل من الإستبيان والمقابلة مدى تأثير منصات وسائل التواصل الاجتماعي على مهارات الطلاب في تعلم اللغة الإنجليزية. وتؤكد هذه الدراسة إلى أن وسائل الإعلام الاجتماعية يجب دمجها في النظام التربوي في دولة الإمارات العربية المتحدة بهدف تحسين مستوى الطلاب في مهارات القراءة والكتابة في اللغة الإنجليزية لديهم. لذلك من المنطقي أن نجد أن مواقع الشبكات الاجتماعية (SNS) يمكن أن تكون منصة رائعة لتعليم وتعلم اللغة الإنجليزية. خاصة لتطوير القراءة والكتابة باللغة الإنجليزية، يمكن للطلاب الاستفادة من مواقع الشبكات الاجتماعية (SNS) على أساس منتظم.

**مفاهيم البحث الرئيسية:** وسائل الإعلام الاجتماعية، التكنولوجيا، اللغة الإنجليزية، مهارات القراءة، مهارات الكتابة.

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## **Dedication**

*To my beloved wife and children*

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## List of Abbreviations

CUCA	City University College Ajman
EFL	English as a Foreign Language
ESL	English as a Second Language
HSC	Higher School Certificate
ICT	Information and Communications Technology
MOE	Ministry of Education
NIIT	National Institute of Information Technology
SMS	Short Message Service
SNS	Social Network Service
SPSS	The Statistical Package for the Social Sciences
UAE	United Arab Emirates
UAQ	Umm Al Quwain

## **Chapter 1: Introduction**

### **1.1 Overview**

Social media have become the avenue through which different people across the globe converge. Social media platforms are currently used for varied reasons. Companies use these platforms for marketing and advertising. Individuals use them to build networks and communicate with their acquaintances, friends, and relatives who are distant from each other and can only connect with them through social media. There are suggestions that social media can be used to enhance learning. The role of the internet as a social and entertainment ground is irrefutable. However, as the role of the internet in the dissemination of information has been perceived positively, its contribution to academic research is profound. The internet is an archive of a full spectrum of resources and information. Therefore, a student can enhance his or her learning needs by searching for the desired content on the Internet. The focus of the current study is to investigate the role of social media as a learning resource to help English students attain proficiency.

### **1.2 Problem Statement**

Advancement in technology has led to an upsurge in the number of internet users, especially among students. According to Kaplan and Haenlein (2010), with the presence of more than 100 social networking domains and over a billion users who are registered on these sites have become a way of life for most individuals (Monica-Ariana & Anamaria-Mirabela, 2014; Cetinkaya & Sutcu, 2018). As a result of the increase in the number of users as well as social media sites, there emerge different behaviors that

have cemented themselves among the popular culture of the youth as they are more organized around individuals than interest (Boyd & Ellison, 2007). Boyd and Ellison (2007) concluded that students are more likely to access social networking domains on the internet, particularly at their institutions. He also added that some schools have gone ahead and banned access to these social sites. A significant number of students and the general population spend a lot of their time on social networking sites. Thus, it is logical to say that social media influence their English speaking and writing skills. The selection of the right platform for learning a language leads to a positive effect and, hence, significantly contributes to their language learning (Huffman, 2010; Wong & Looi, 2010). Because they chose a platform to exercise their productivity as per the language skills concerned (Cain & Policastri, 2011; Madge et al., 2009). In this regard, this study aimed to find out how social media influences speaking as well as writing skills of users based in the United Arab Emirates and how it helps and motivates them in improving their English language.

### **1.3 Reasons for Selecting the Topic**

The researcher was attracted to such a topic because he had cultivated a questioning attitude towards the media worlds in modern society. On the other hand, the study provides a measure of applying social media in the exact route for the students and helps improve understanding among the students on the implication for students. Through the study, the students in the United Arab Emirates will find the implication of social media in their lives.

It is essential to point out that the study will act as a resourceful material in influencing most of the manner in the way the students use social media. Social media are a potent tool that has effects on the social life of the user, impacts the way of life, and grooms the mentality of an individual.

#### **1.4 Research Hypothesis**

1. The use of social media enhances students learning English writing and speaking skills in the United Arab Emirates.
2. Students believe social media is a technique for improving their English speaking and writing skills.
3. The use of social media motivates students to enhance their English language skills.
4. Social media platforms play a significant role in enhancing English writing and speaking skills among UAE students.
5. Statistical differences exist at ( $\alpha=0.05$ ) in using social media platforms on improving the students learning skills in English between the pre-tests and the post-test of the control group and the experimental group.

##### **1.4.1 Research Questions**

This study was contingent upon five major research questions, which guided the research investigations as follows:

1. How does the use of social media affect the student learning of English speaking and writing skills in the UAE?

2. Why do students consider social media as a tool for improving their English speaking and writing skills?
3. How does the use of social media motivate students to improve their English language skills?
4. What is the role of social media platforms in improving English speaking and writing skills among the student community in the UAE?
5. Are there statistical differences at ( $\alpha=0.05$ ) in using social media platforms on improving the students' learning skills in English between the pre-tests and the post-test of the control group and the experimental group?

### **1.5 Significance of the Study**

This study is significant in terms of its wide-ranging impact upon the local UAE society, particularly the education providers and pedagogical institutions. Learning English language skills is crucial to the development of a society seeking to achieve paradigmatic shifts about the growth of educational systems in a globalized era. Further, learning English is integral to the use of digital technology generated by a knowledge economy. It will help individuals to master managerial capacities required for innovation and the production of sophisticated goods and services. Accordingly, the research outcomes will be useful for applications in potential educational facilities. Additionally, the research findings may serve as a breakthrough for the educationalist to improve English speaking and writing skills in the UAE.

## **1.6 Research Objectives**

The principal purpose of this research is to:

1. Identify the effects of social media on students' English speaking and writing skills in the UAE.
2. Establish whether social media motivates individuals to improve their English.
3. Explain the mechanisms through which social media aids one in improving their English language skills.
4. Determine the extent to which students believe that social media improves their English skills.
5. Find out if there are any significant differences in the students learning skills level in English as a result of using social media platforms.

## **Chapter 2: Literature Review**

### **2.1 Overview**

Social network sites are famous among youth around the UAE and the globe in general (Belal, 2014; Ahmed, 2011). Alassiri (2014) stated, SNS gives an interactive platform, which provides users with the aptitude for connecting to inaugurate a social order to share knowledge and information that are relative to individual, real-life experiences. Asad (2012) also states that social networks have increasingly been integrated into the contemporary ways in which individuals think, act, and relate to one another. In this manner, they have a significant impact on the education field (Belal, 2014). Research has depicted the efficacy of social media in the enhancement of students' stimulus to learn as well as their inclination to participate, and this can be significantly attributed to the portability, accessibility, immediacy, and interactivity of mobile devices, which lead to diverse and autonomous learning (Prensky, 2005; Murdock and Williams, 2011).

### **2.2 Uses of Social Media for Improving English Learning Skills**

Social media has become the avenue through which different people across the globe converge. Social media is currently used for varied reasons. Ahmed (2016) researched Facebook effectiveness in helping students who were learning English as a foreign language (EFL) improve their grammar. He employed a quantitative methodology with a quasi-experiment on randomly selected classes that used Facebook to study grammar as well as essay writing. The researcher found that Facebook helped



students improve their writing skills and grammar. Facebook enabled more integrations with other students and teachers, where they could ask questions to improve their English language. Another study by Alqasham (2018) investigated English language leaning mediation using virtual social networks. The researcher also examined the students' perception and experience in WhatsApp and Twitter groups in leaning. Findings indicate that students have positive attitudes to social networks in their everyday lives, although the perception of their application in classrooms may be negative.

Alsubaie and Madini (2018) researched whether blogs contributed to writing improvements among English learners. Researchers employed a quantitative method with experimental design. Both researchers used students' blogs to get the needed data for the study, primarily to assess the level of improvement after intervention. They found that blogs were useful and helped learners improve their skills in writing. Additionally, learners also improved their English vocabulary. Awada and Ghaith (2014) did a similar study on blogs where they investigated their effectiveness in improving writing proficiency as educational tools. Researchers used an experimental pretest-posttest method and collected data using tests administered on learners. They found an improvement in the proficiency of English language writing after intervention with blog posts. Awada and Ghaith concluded that the use of blogs as educational tools could effectively make the work of teachers and learners efficient and effective. Dhanya (2016) aimed to find out how social media affected English language learning and teaching. The article employed a review of literature on topics related to different social media, their use, and how they affect learning. Findings indicate that social media

enhances learning and teaching the English language, while Social sites improve interactions amongst students and between teachers and learners, leading to improved English skills. Faizi and his colleagues (2013) also investigated the benefits of using social media as a learning tool for learners. They carried out a literature review on the various articles which covered topics including analysis of the various kinds of social media and opportunities which the media offers to teachers as well as students. Findings indicate that social media present multiple benefits to educators and students. Among other things, they include improved communication between students and with their teachers, improved engagement by enabling comfort in sharing ideas, and enhancement collaboration. Haque's (2017) research examined the impact of social media language on English proficiency, spelling, grammar, and academic performance. The research employed mixed-method design with questionnaires distributed to students at the HSC level. He found that the English, which learners used on social media, had both negative and positive effects on their academic writing as well as the English language.

John's (2017) study researched how both instructors and students perceive social media. The research investigated the students' attitudes towards social media use in classroom learning and the impact of their attitudes on how they perceive teachers who use the media. John used a mixed methodology with a focus group and survey designs where university students answered questionnaires. Results indicated that students welcomed voluntary social media use in learning and teaching. Lekawael (2017) incorporated smartphones while examining the impact of technology in education. The researcher employed a quantitative methodology with a survey design where students filled in questionnaires on how they use their smartphones and the internet. The findings

indicate that most activities carried out through the internet and smartphones comprised social networking, games, and dictionaries, and concluded that educators should use the internet and smartphones to teach the English language.

Li (2017) researched students' social media usage and impacted on English learning. He employed a quantitative methodology and a survey design. Findings revealed that students had a high preference for Facebook and WhatsApp in learning English. Besides, Li found that academic interaction was higher between students as compared to student-teacher sharing. In a different research, Mabuan (2018) examined the relationship between blogs as an educational tool and teaching English. He investigated students' perception and the advantages of using blogs to learn English writing and their application as virtual writing platforms. The researcher employed a mixed research method with survey questionnaires, focus groups, and analysis of tertiary student's blogs. Mabuan (2018) found that students perceived blogs as essential platforms to learn English writing skills because they provide freedom of thought expression, enable peer interaction, and, therefore, increase English writing skills.

Mingle and Adams (2015) investigated student's participation in social media and how it affected their English language in general and overall academic performance. Mingle and Adams used a mixed methodology with a survey design where they administered questionnaires to senior high schools as well as interviews on the head teachers. Findings indicated that most students used Facebook to make friends and interact. Another finding was that social media affected grammar, spelling, and academic performance negatively.

Parusheva and his colleagues (2018) study researched the extent to which students used social media and how it affected their learning. The study investigated the extent and impact of social media on university students and the depth of their use in learning. Parusheva and his colleagues employed a quantitative methodology with a survey design where 378 students selected randomly responded to questionnaires. The results reveal that all the participants had high interests in social platforms, especially Facebook. In addition, the researchers found that out of the 24 universities investigated, 23 were using learning management systems that integrated social media tools. Raut and Patil (2016) went further to include the research of negative in addition to the positive effects of social networks on education. They reviewed the literature on topics related to social media and its effect on learning. The literature included topics related to the educational use of social media and its application in non-educational fields. Researchers found that social media affected academic performance positively and negatively. Although it is interesting to use the social network in learning, students waste a lot of time chatting with their peers. However, Raut and Patil (2016) indicate that it is possible to minimize the negative while maximizing positive impacts where parents and teachers control social media usage. and his colleagues

In a unique study, Rienties and his colleagues (2018) sorted to find out how learning design in the online environment affected learners' engagement in language learning. Researchers employed a fixed-effect model that involved recording time taken in virtual learning environments as well as observing student's behaviors in the same context. Findings indicate that the educators' module designs affect learners' perception of online learning. Seechaliao's (2015) study took a different path by examining the

interaction between educators and social sites as teaching and learning tools. The researcher sorted to find out lecturers' experience with social media in teaching. Seechaliao (2015) employed a quantitative methodology with a survey design. Randomly selected lecturers completed questionnaires, which sort to collect information on their experience in using social media where most of them were from the Educational Technology and Communication department. The researcher found that educators had more experience in teaching other than leaning using social media.

Talaue and his colleagues (2018), in a separate study, sorted to find out how social media affected college students' academic performance. They employed a descriptive methodology with survey design and questionnaires as data collection tools. Results indicate that social media had both positive and negative effects on academic performance. Researchers conclude that education institutions can and should harness the positive impacts of social media in learning. Taskiran and his colleagues (2018), on the other hand, investigated how students perceived Twitter as a language learning tool and its application in extracurricular activities. Researchers employed a mixed methodology with surveys and experiments on Twitter. Findings indicate that learner's perceived Twitter use positively, which led to improving their experience in language learning.

Thurairaj and his colleagues (2012) combined two goals by researching the depth of social media use among the youths and their impact on English language proficiency. Researchers employed a quantitative methodology with survey design, where they randomly distributed questionnaires among the youths. Findings indicate that there was

an excessive application of short messages (SMS) among the youths in conversations. Additionally, the research found that the SMS did not affect proficiency in the English language. On the other hand, Yunus and his colleagues (2012) focused more on the proposal to include social media as an educational tool. Researchers investigate how social networks as ESL learning tools benefitted learners and their limitations. Yunus and his colleagues (2012) employed a qualitative method with online discussions, using open-ended questions to elucidate Teachers' and learners' opinions on the integration of social network tools in ESL writing. Findings indicate that social media helped learners improve their language. Among them, including the ability of ESL learners to interact with other students and motivating creative thinking skills.

### **2.3 Relationship between Learning Theories and Social Media Platforms in the Field of English Learning Skills**

Learning theories explain how the learning process occurs and how learners gain knowledge. The two main categories of learning theories are education learning and social learning theories. Both categories describe a framework under which learning occurs. According to the social learning theory, learning occurs through a cognitive process involving the observation and following instructions (Lin et al., 2016). On the other hand, the education learning theories, especially the cognitive one, view learning to occur when cognitively through understanding and responses to experiences (Slim & Hafedh, 2019). In general, learning theories posit that learning occurs in a context where there is exposure to skills or knowledge. Both theories related to social media platforms in that the platforms expose learners or users to skills and knowledge. Furthermore, users can get instructions on how to learn particular skills through posts from other users

in the same group, for example, WhatsApp, Facebook, and blogs (Lin et al., 2016). Regarding the field of English learning skills, social media groups have different people with different English experiences and learning needs. In the same groups, some instructors or teachers are proficient in the language. Through instructions from teachers, English writings, for example, essays and comments from other learners or users, individuals are exposed to content and English skills, which they learn cognitively. Social media groups also act as reinforcers with negative and positive comments from other users, which encourage and correct people on their writing to continue improving (Slim & Hafedh, 2019). Social media, therefore, is like a collaborative class where students and teachers discuss and practices English skills, and through cognition and reinforcement, learning occurs.

### **2.3.1 Online Collaborative Learning Theory**

One of the models which explain the value of social media in English speaking and writing skills improvement is the Online Collaborative Learning Theory (OCL). OCL model provides a framework of how learning occurs through online platforms. According to the theory, online learning seeks to develop conceptual knowledge (Hammond, 2017). Learners learn by and how to establish concepts that can solve problems in a given concept. Concept learning occurs through idea generation where participants brainstorm and idea organization where they compare individual ideas and categorize them through discussion (Kumi-Yeboah et al., 2017). The last stage is intellectual convergence, where participants reach a consensus. Through the strategy, the teacher serves as a link to subject knowledge.

Social media is one of the online platforms and hence provides learners with a chance to develop new thinking approaches following the OCL theory. Participants within the social media group recognize how the group came up with a shared conclusion and adjust their process to share one. In an English discussion, learners in a social media group gains by developing English rules of speaking and leaning. Following the OCL model, which has a foundation on social constructivist, leaners using social media develop cognitive abilities to determine regulations which apply in particular language concepts (Stoytcheva, 2018). The rules, in this case, are a concept which students use to construct sentences in spoken or written form. Social media, therefore, has the potential to improve English speaking and writing skills through the development of rules which guide during speaking or writing language.

### **2.3.2 Connectivism Model**

Connectivism is another model that can help in understanding the relationship between social media learning and English speaking and writing improvement. According to the theory, learning occurs through the synthesizing multiple viewpoints where leaners connect different information to better what they already know (Saqr et al., 2018). The theory argues that learning involves the recognition of specific patterns of thinking by evaluating the various networks surrounding the learner. Connectivism values the role of skills in information appraisal, which helps to stay updated with the latest concepts (Goldie, 2016). Learners benefit from groups through information leverage from where they can identify their weaknesses, for example, in English language rules and update.



Following the connectivism model, social media provides the needed network to access English speaking and writing information for appraisal. Social media creates an environment where learners can get different viewpoints due to diverse group members (Foroughi, 2015). Furthermore, Social media do not only provide information about English speaking and writing but also help learners to categorize them through the provided critical analysis. Each idea which social media members offer goes through a process of scrutiny from the members before acceptance or rejection. As a result, the media does provide not only information about English as a language but also a concept of evaluating the language rules. Social media, therefore, helps in improving English speaking and writing skills through the provision of information to help learners sharpen the rules applicably.

#### **2.4 Functionalist Theory**

The functionalist theory focuses on shared public values and social stability as the aspects that cause a change in society. When technological changes occur, there is disorganization in the system. As a result, societal components must realign themselves to achieve stability. From the functionalist perspective, society operates as an entity with different interdependent parts. When changes occur, society must put in place new institutions to meet them. The functionalist theory can be used to explain social change. For example, social media brings significant changes in the way individuals communicate with their friends and families. Despite facing time and space differences, technology will allow people to communicate with each other at any time of the day. The functionalist theory asserts that a change in one societal institution reciprocates on

the other components. Besides, the process of change should be controlled to happen slowly to allow people to align their lives with new norms and values. When conflicts occur between personal values and institutional norms, society becomes unstable.

Social media can assist individuals in improving their English language skills. Social networking sites provide people with opportunities to connect and interact with native English speakers. Through online interactions, individuals share information that allows them to develop interpersonal trust (Miller, 2015). From these interactions, they can learn new vocabulary hence increasing their proficiency in English. Besides, platforms such as Facebook allow individuals to create and join groups. In these groups, they can share information that can assist others in enhancing their language skills.

## **2.5 Social Media and Social Change**

Social change involves alterations in cultural and social institutions that occur due to human relationships and interactions. As the changes occur with time, they cause long-term impacts on the community. Institutions in society influence social change. Besides, social change arises from emergent and dynamic interactions that go through various stages. Although some of the society members might become dissatisfied with the changes, the institutions influence them to change their behavior. According to Thomas (1986), all individual organisms, living systems, and societies require a substantial amount of stability for survival. Since society is composed of several interdependent parts, it is essential to maintain balance during change. In modern society, people use social media in their daily lives at work and home settings. Communication is an essential aspect of fostering political, economic, and social

development. The development of mass media and social media across the world has facilitated social change. Technological changes, such as social media development, have also influenced how people communicate and interact with each other. With the high rate of globalization, individuals can connect with others from different parts of the world, provided they have a smartphone or a laptop. From these interactions, individuals acquire exceptional interpersonal skills that allow them to contribute to social change. The causes of social change include population, environment, institutions, and technology. The evolution of mass media has evolved significantly over the years. The overdependence of radio, television, and print media for communication changed with the development of social media. The technological advancements make the lives of people easier since they can transfer and receive information quickly. Subsequently, social institutions have a significant impact on social change. Both informal and formal institutions in the community cultivate new norms and values into people, hence changing their behaviors. The interactions between individuals and the environment also lead to social change.

## **2.6 Comparison**

SNS such as Telegram and Facebook can facilitate the sharing of information to learn about friends/peers, communicating with lecturers and classmates, as well as to discuss and post information that is relevant to the class (Munoz & Tower, 2009; Grosseck & Holotescu, 2008).

Thurairaj and his colleagues (2012) also note that social sites like Twitter and Facebook lead to positive language learning. In this manner, these SNS should be used

as tools for learning languages. Based on experimentation, it was found that students were interested in social media activities, as they believed that it eased their learning process, and it increased their skills in communication (Thurairaj, 2012). There are a plethora of activities that are preferred by students, and, most critically, every action leads to positive learning of language. Thus, the students improve significantly in their speaking as well as writing skills. Besides, students also affirm the fact that they get new vocabulary sets when they check their friends' updates or activities. Thurairaj and Roy (2012) claim that besides the fact that teaching materials ought to aid the students in mastering the language, tutors should ensure that the materials used for teaching are interesting. It can be generalized that materials from SNS will tend to be more interesting to establish a positive learning process. Kabilan and his colleagues (2010) also found that students believed that SNS could be utilized as a knowledge source to facilitate the English learning process because it led to the improvement of learning skills, motivation in communication, confidence in communicating in English, and a constructive attitude towards undertaking English as a second language. In their research, only 8.1% of the students did not agree with Facebook being an excellent platform to facilitate the practice of English writing. Similarly, 7.5% disagreed with the platform's suitability of enhancing reading skills (Kabilan et al., 2010). The major conclusions by (Kabilan et al., 2010) were that language instructors should incorporate SNS as an educational project with predetermined outcomes and learning objectives to make the learning process meaningful.

## **2.7 Implementing Essential Writing and Speaking Elements through Social Media**

Social media networks, including WhatsApp and Facebook groups, do not follow the essential features of writing and speaking due to their application amongst people in the same group or level (Almarwaey, 2017). However, the media cannot serve as educational tools, especially to learn the English language with the deviated important feature of speaking and writing (Almarwaey, 2017). The most important features include clarity and focus, organization, voice, ideas and themes, credibility, grammar, and style.

## **2.8 English Learning Skills**

There is no absolute definition of English learning skills, but they can be perceived as skills required for the successful learning and use of English in different contexts. Writing, speaking, listening, and reading are the common skills that foster language learning. English learning skills enable one to understand the English language and its usage in promoting effective communication, which involves production and exchange of texts and discourses. Hence, the current study aims to investigate the acquisition of English learning skills among selected UAE students.

### **2.8.1 English Writing and Speaking Skills**

An individual must have the right skills in communicating and expressing ideas and thoughts. Writing and speaking skills allow an individual to achieve this goal. In contrast, writing skills will enable one to communicate effectively on paper using well-constructed sentences; speaking skills enable one to convey thoughts and feelings in a conversation. Different scholars use different elements to define writing skills depending on the writing aspect(s) a scholar target (Yi, 2009). Scholars integrate the various

writing aspects to come up with three strategies through which writing skills can be learned. The three approaches which encompass the entire writing process right from the purpose of writing to the end product are ‘reader/genre-oriented approach’, ‘process/cognitive-oriented approach’, and ‘product/text-oriented approach’.

### **2.8.2 Importance of Learning English Skills**

English is regarded as an international language, and globalization permits immigration and learning exchange programs, where English is a prerequisite to facilitate communication between two or more parties of different races and nationalities (McKay, 2012). However, Pandey and Pandey (2014) noted that employees have better chances of getting employment if they display excellent communication skills, which are imperative in the workplace; the converse is also true. The effective integration of listening and speaking English learning skills is considered to aid in possession of excellent oral communication skills (Sadiku, 2015). Reading and writing, on the other hand, help in the attainment of written communication skills. About four hallmarks of English learning skills, individuals become great communicators by being great speakers, readers, listeners, and writers.

### **2.9 What are Social Media?**

Social media is a technologized form of interactive communication through a website where individuals use language to create and share information such as photographs as well as exchange ideas by chatting and discourse in a virtual space. The main forms of social media include, but not limited to, Twitter, Facebook, YouTube, Instagram, Snapchat, and WhatsApp.

### **2.9.1 How Utilization of Social Networks Improves English Learning**

There have been several studies indicating the positive effects that can be derived from using social networks to promote English learning. However, these positive effects have been examined from a social context, as suggested by (Derakhshan & Hasanabbasi, 2015; Khan et al., 2016; Almarwaey, 2017; Li, 2017). There is a paucity of evidence showing how social media use in a classroom setting while applying educational guidelines promotes effective learning.

### **2.9.2 Significance of Using Social Media to Develop Student's Performance in English Skills**

Reading blogs, listening to podcasts, and taking part in internet forums that require writing or oral communication are activities that are centered on the four skills of English learning. Social media is deemed to aid in the development of writing skills and vocabulary acquisition through social interaction. Therefore, it is significant in developing groups through which students can review each other's writing skills through feedback and correction, especially outside the classroom (Derakhshan & Hasanabbasi, 2015; Khan et al., 2016; Almarwaey, 2017; Li, 2017). Such an activity promotes continuity of English learning.

### **2.9.3 The Concept of Curriculum Enrichment**

The concept of enrichment in the context of the curriculum can be thought of as a process to make learning better and improve learning outcomes by tailoring teaching strategies to individual learning needs to enhance the learning process.

Enrichment opportunities are integrated through brainstorming, discussions, practical work, and personal research.

## **2.10 Blended Learning**

Blended education is a form of distributed education, utilizing both distance and face-to-face modalities to deliver instruction (Lynch & Dembo, 2004). Blended learning means combining different learning approaches to come up with a better and improved learning approach. Indicate that in the learning context, it entails the supplementation of the traditional teaching approach with electronic learning. Based on this description, e-learning is a type of learning because it integrates electronic computers to enhance coverage. Teachers use online technology to enhance classroom experience under educational guidelines. Blended education seeks to meet the varied students' needs by using online technology supplements classroom teaching activities. Blackboard and Moodle is the most combination of hybrid classroom activities that produce a pedagogically valuable experience.

### **2.10.1 Benefits of Blended Learning**

Blended learning creates flexibility among students. A student in UAE can access a class in London; thereby, allowing flexibility in access as students across the world can access preferred learning programs from any part of the world (Smyth et al., 2012).



### **2.10.2 Blended Learning Models**

Using NIIT's categorization, as explained by Valiathan (2002), blended learning models fall into three categories. First, there is the skill-driven blended learning model that entails the combination of instructor/facilitator-led instruction with self-paced learning. Secondly, there is the attitude-driven blended learning model that is tailored to influence behavior by mixing classroom-based teaching/learning strategies with technology to achieve a desired behavioral outcome. Thirdly, there is the competency-driven blended learning model that entails the combination of online support tools with real-time mentoring to increase the knowledge base of the targeted group with the ultimate goal of attaining a certain level of competency. There have been other models developed after Valiathan's, as indicated by Ghirardini and Tisovic (2011) and (Vo et al., 2017), but they can be linked to Valiathan's model that integrates purpose.

### **2.10.3 Blended Learning Problems**

Blended learning is not without its share of problems. Students do not have adequate time to know people on the Internet because these online activities are accorded minimal time as they are integrated into other classroom activities. Thereby, a teacher needs to allot specific time to each activity, and online activities in class do not allow them to engage in communication. As a result, it is essential to examine the mediating or moderating role of time for these classroom activities to understand the role of social media. However, students with adequate resources can continue with these activities outside the classroom. Therefore, examining the use of social media outside the class is also imperative.

## **2.11 Reasons for Using Social Media in Learning**

Social media links different students who form online groups. These groups help students to learn from each other by sharing and assessing each other's abilities and competencies (Derakhshan & Hasanabbasi, 2015). The integration of social media in education helps the students to be harmonious in their use of technology in learning. Thereby, they can all benefit in a similar fashion.

### **2.11.1 Classification of Social Media**

Different scholars provide different approaches for classifying social media. Benson and Morgan (2014) indicate the classification based on whether a social media site is professional or personal. Social media platforms that allow one to link with family and friends are considered to be personal forms of social media. At the same time, those that promote business connections and advocate for opportunities in the commercial service arena are regarded as professional sites. However, the reasons for developing the different social media platforms and which form the basis for their classification have blurred over time due to changing functions.

Another classification by Kaplan and Haenlein (2010) and Chugh (2012) indicated that social media could be classified as social networking sites, social publishing sites, social bookmarking sites, and social cataloging sites. However, Benson and Morgan (2014) assert that these classifications have been overridden over time as social networking sites have come to perform professional functions as commercial interactions and publishing in the case where customers provide feedback about their experiences with certain products or services.

### **2.11.2 Mechanisms of Communication in Social Networks**

Kim and Jeong (2009) indicate that individuals use group-based activities to share and exchange information, videos, apps, and photographs, which can either be passive or active communication mechanisms. Private versus public mechanisms of communication is about private chats and sharing publicly. Another mechanism entails synchronous versus asynchronous, where synchronous occurs in real-time via chats, while asynchronous happens anytime like posting (Menefee et al., 2016).

### **2.11.3 Disadvantages of the Internet in Education**

Both students and teachers use the Internet to obtain educational content; thereby, it is easy for a student to extract the information a teacher uses from the internet during class time, and might engage in online activities that deviate from the teacher's lesson goals. Students paraphrase content from the internet and pass it on as their own by using online paraphrasing tools. Thereby, in addition to thwarting creativity and proactivity, it encourages laziness (Brandstrom, 2011). Active social media users will be tempted to engage in activities beyond the scope of a lesson. As a result, a teacher has a hard time coordinating online activities and ends up not meeting his or her goals for a particular lesson.

## **2.12 Student Problems with Social Media Use**

Media use among students is at appalling high rates, and there has been great positivity linked to social media use in this population, especially on educational use. However, new insight developed sometime last year indicates that social media use results in problems that deteriorate students' academic achievement. One 11<sup>th</sup> grade

teacher has been noted saying that social media has led to reduced social interaction among her students, which has taken a toll on their communication skills. According to the teacher's observation, social media is a blockade of face-to-face social communication resulting in lonelier and anxious individuals who are likely to develop mental problems (Barrett, 2018).

### **2.13 Summary**

English skills are essential in the contemporary world, where globalization promotes the interaction of individuals across races and nationalities. Individuals who use English as their second language need to adopt relevant strategies to attain English proficiency. Social media is one way through which individuals can acquire English learning skills. Still, the context in which these skills are attained should be clear about the type of social media platform, mode of interaction, and the English skills attained from these platforms. As a result, the current study aims to adopt a case study research design to determine the impact of social media on improving English learning skills among UAE students.

## **Chapter 3: E-Learning in the UAE**

### **3.1 Introduction**

UAE is one of the regions across the world, which has shifted into active learning through ICT application in the education sector. The country capitalization on information technology in the government, education, and other areas shows its realization of how ICT can impact the delivery of services through the efficient transmission of information (Khan et al., 2016).

### **3.2 The Concept of E-Learning**

E-Learning is the creation of teaching opportunities outside a traditional classroom in a virtual space, and this is enabled by the installation of computers. Hence, it is also referred to as other terms like internet learning, digital electronic learning, and online learning. E-Learning is interactive, and can be as limited as to include online discussions merely but can be extended as engaging in real-time classes where the activities of a traditional classroom, such as raising a hand when having a query, are evident. E-Learning is a suitable form of learning where the use of social media can be integrated to converge different learners across the globe. Thereby, learners from UAE can interact with other learners in different parts of the world through social media to enhance English proficiency.

### **3.3 Forms of E-Learning**

There are two forms of e-learning: synchronous and asynchronous e-learning (Ghirardini & Tisovic, 2011). Synchronous e-learning is learning where all learners

engage in learning activities at a given time in real-time. Online chats and video conferences are examples of e-learning modalities that fall within this category. Asynchronous e-learning is not time-dependent; thereby, it can take place at any time, depending on a student's convenience.

### **3.4 E-Learning, M-Learning and Distance Learning**

Through government support, most schools and students are adopting e-Learning, m-Learning, and distance learning. E-learning has a different definition but, in general, is learning through electronic technology, especially online access to the education curriculum. Students can access the curriculum while in class or remote places through the help of an internet-enabled computer. M-learning, on the other hand, is a subset of eLearning where students can access the curriculum through their mobile devices like Tablets and smartphones. Distance learning is another form of electronic learning that involves the delivery of learning content through electronic means from remote places (Bozkurt, 2019)

The American University of Sharjah (AUS) in UAE is an example of those institutions with an ICT system supporting e-Learning, m-Learning, and distance learning. AUS is using a management system known as Banner, not only for institution management but also for teaching and learning (Khan et al., 2016). The system has an e-Learning section that allows instructors and students to interact virtually. They can also share documents and data to engage in-group projects and manage classwork. The UAE's National University (UAENU) has also adopted e-learning, which has been growing since 2007 (Ati & Guessoum, 2010). The university has over 1000 course

sections and around 4000 active users in the online blackboard system (Alsaleh & Husni, 2014). The university has sophisticated ICT infrastructures, one of them being wired network not only in the main but also its satellite campuses (UAEU, 2019). Through the wired connection providing 100 Mbps, students, teachers, and other staff can access the internet for learning as well as administration purposes (UAEU, 2019). Apart from the Ethernet connection, students, teachers, and staff can access the university Wi-Fi to allow the use of personal devices like smartphones and Tablets (UAEU, 2019). Through Wi-Fi, Ethernet and, and Internet, UAENU offers students access to university Blackboard, Webmail, online Library, Room Assignment Services, among other e-learning services.

Abu Dhabi University (ADU), on the other hand, has a Logos system that is used for administration and E-learning purposes (Ati & Guessoum, 2010).

E-Learning has had tremendous growth in the UAE to the extent that the country hosts bi-annual conferences on E-Education to sightsee various revolutions in E-learning. However, the government in UAE has had much of the input to support E-learning with Madrasa, the latest development enabling a student to receive instructional materials (UAE, 2019).

### **3.5 Madrasa (the E-Learning Platform)**

Madrasa is the latest E-Learning development in UAE that allows students from the country to access educational content in the Arabic language wherever they are across the world. The free school portal launched in late 2018 focuses on improving content delivery and understanding by providing over 5000 Arabic translated videos for

different subjects (UAE, 2019) The various topics include mathematics, physics, chemistry, general sciences, and Biology. According to the UAE Vice-President, His Highness Shaikh Mohammad Bin Rashid, the technology can enable students from the country to develop scientific capabilities (UAE, 2019). The statement hints to the idea that e-learning supports active learning to allow efficient development of skills. Madrasa provides engaging audio-visual material for learning with a translation challenge to help students improve their skills in language, both Arabic and English.

The UAE aims at using the platform to allow access to education to all people across the Arab world. Another government objective is to raise the quality of education through the provision of the latest curriculum to all learners in mathematics and sciences (UAE, 2019). The portal furthermore will enable the development of self-learning styles and skills. Through the goals, one can speculate that e-learning increases access to educational materials, thus enabling efficient development of skills. The Madrasa portal, through the expected goals, shows that e-learning increases interaction with different learning materials to support different learning needs. It is the reason why the UAE claims that it will help in raising the quality of education. However, the government has also extended e-learning through the provision of other online programs and services, as discussed in the next section.

### **3.6 Programs and Tutorials**

#### **3.6.1 Duroosi**

Duroosi is one of the UAE government e-learning projects that aim at providing cheaper and accessible educational content to students. The government collaborated



with Google to develop the program, which offers a convenient instant learning option. It is a YouTube channel with videos for different subjects for 11 and 12-grade students currently in the Arabic language (UAE, 2019). Duroosi allows access to the curriculum for Arab students to form any place across the world. It is also interactive through visual aids, and learners can move at their own pace. The comments inform more about how UAE is benefiting from e-learning. Students can review appropriate content at any time with enhanced visual aids to allow more comprehension.

### **3.6.2 Diwan E-Book Reader**

The UAE government, through the Ministry of Education (MoE), has also come up with another e-learning support platform, Diwan eBook Reader, which increases access to educational content. Diwan is a state-of-the-art application that allows access to Arabic titles through Tablets and smartphones (UAE, 2019). It currently contains over 1000 books majority in Arabic and others in the English language, where some have free access (UAE, 2019). Through the application, students can create their library, create a wish list, and search for different titles. Diwan also has ease access to books through well-arranged categories, which saves learner's time. The unique part, which aligns with this research study, is the fact that Diwan allows users to share some content through social media. It means that the application extends e-learning to virtual social groups where students can discuss different content and share understanding.

### **3.6.3 Mohammed bin Rashid Smart Learning Project**

Another critical government e-learning project in UAE is the Mohammed bin Rashid Smart Learning (MBRSL). Currently, over 98% of schools, both public and

private, in UAE have computer laboratories (Alsaleh & Husni, 2014). Over 93% of the schools have internet, with 95% of the teachers having some professional skills in ICT (Alsaleh & Husni, 2014). Such development supports the smart learning program by ensuring connectivity and capabilities in the use of computer and related devices. The government focuses on providing stable internet and computer device connection across more than 400 campuses, including smart Tablets, 4G networks, and e-textbooks (UAE, 2019). The program, on the other hand, will enable the extensive use of the various programs, including Duroosi and Madrasa, through technology integration.

#### **3.6.4 E-Learning in Hamdan Bin Mohammed Smart University (HBMSU)**

The UAE government, to further e-Learning, has allowed the Hamdan Bin Mohammed Smart University (HBMSU) to provide masters and bachelor courses through the platforms. HBMSU is one of the universities, which are blending face-to-face and virtual learning environments (Alzouebi & El Salhat, 2016). The university also allows institutional and personal technologies in learning, which enables m Learning and distance learning. HBMSU has all-time round access to different learning resources, which, through portable devices, learners can learn from any place and at any time. The university also has systems and software that allow learners to develop online communities for academic discussions (Alzouebi & El Salhat, 2016). Such a sophisticated system and its evident use provide a broad picture of the value of e-learning in developing skills in different subjects. They are flexible to study at any time and join education communities, which can provide the needed support.

## **Chapter 4: Methodology**

### **4.1 Introduction**

This chapter discusses all the approaches that the researcher used to study the impacts that social media has on English learning skills. The section discusses the population studied, the design of the study, sample size, data collection instruments, procedure, and the analysis processes. The approaches in this section were critical in getting the results and assisted the research in analyzing data for making the conclusion.

### **4.2 Study Design**

The current study used mixed methods involving quantitative and qualitative approaches; the experimental research design was used in this study. The data collection techniques involved pre- and post-tests. Additionally, a descriptive method utilizing interview and questionnaire assisted in gathering and supporting adequate data for the study. Therefore, following a mixture of qualitative and quantitative approach provided the opportunity to obtain reliable findings. Following mixed research, a design ensured that the researcher had sufficient data from which to draw meaningful conclusions. Descriptive statistical tools were utilized to analyze the data. Multiple software tools were also used, especially in the process of analysis, which included SPSS software, Mendeley, and NVivo 12. The quantitative method was such that it allows the researcher to give the significant values obtained through the research and analysis process. All the instruments were critical for using mixed methods.

All these tools helped in collecting quantitative and qualitative data for analysis. Multiple software tools were also used, especially in the process of analysis, which included SPSS software, Mendeley, and NVivo 12. The quantitative method was such that it allows the researcher to give the significant values obtained through the research and analysis process. All the instruments were critical for using mixed methods.

### **4.3 Population**

Society depicts the population under investigation by the researcher. The population considered as relevant based on the topic of how social media impacts English learning skills in the United Arab Emirates. The society under study involved two public and three private schools. The public schools involved were Al-Ameer Secondary school in UAQ, Al Salma Secondary school for girls in UAQ while private institutions involved were the University of Sharjah, Ajman University, and CUCA. Teachers were also considered in the study where they were interviewed.

### **4.4 Sample**

For the current study, a sample was selected for the questionnaire and the quasi-experiment (pre-test and post-test). The researcher selected 300 students distributed equally among five different learning institutions to respond to the questionnaire, which entailed quantitative and qualitative questions. Male participants were more, 144 compared to females, 156, although with a small percentage, 4%, which could not affect results and generalization. Sixteen teachers were also selected to answer the interview questions. Sixty students were placed in experimental and control groups for pre-test and pro-test sessions. Considering the society of study, two public and three private

institutions with a high population with qualified participants in the United Arab Emirates, the sampling technique used was simple random technique. The selected sample represented the population that the researcher targeted to study without bias to the selection process. However, on the other hand, achieving this sampling technique is a challenge considering the time factor, money involved, and the organizational constraints involved.

The participants are defined in terms of their characteristics, demographic composition, and how suitable they are in getting relevant outcomes. They were distributed, as shown in the tables:

#### 4.4.1 Questionnaire

The distribution of the sample size in Table 1 below was based on gender. The total number of participants was 300, where male students were 144 while the female students were 156. From Table 1, there were 4% more female students than male students.

Table 1: Sample distribution according to gender

Gender	Respondents total	Percent (%)
Male	144	48.0
Female	156	52.0
Total	300	100

#### 4.4.2 The Quasi-experiment (Pre-test and Post-test)

Table 2 below shows the distribution of participants in two groups, experimental and control groups for the quasi-experiment (pre-test and post-test). The experimental group had 28 participants, while the control group had 32 participants.

Table 2: Sample distribution according to group

Group	Student total	Percent (%)
Experimental	28	46.7
Control	32	53.3
Total	60	100.0

Although the action of the control group variables did not influence the results for the study, the results of the control group were, however, used to make a comparison to those of the experimental group to influence the decision of the researcher.

#### 4.5 Instrument

The experimental research method was used in this study. The data collection techniques involved pre- and post-tests. Additionally, a descriptive method utilizing interview and questionnaire assisted and supported in gathering adequate data for the study. Therefore, following a mixture of qualitative and quantitative approach provided the opportunity to obtain reliable findings. Following mixed research, a design ensured that the researcher had sufficient data from which to draw meaningful conclusions. Descriptive statistical tools were utilized to analyze the data.

#### **4.5.1 Experiment Research Design: (Pre-test and Post-test)**

The tests were carried out on the students to monitor the changes in English learning skills before and after the students were exposed to social media platforms. For the effectiveness of carrying out the test, two groups were created; one as an experimental group with 28 participants, and the other was a control group with 32 participants. The experimental group utilized the actual data to give the results, while the control group never influenced the actual results for the study. This means the changes experienced in the control group never affected the outcome of the study. Groups composed of students from the defined study society from grade 11 at Al-Ameer Secondary school in UAQ to examine how social media helps improve the students' writing and speaking skills. The experimental group used social media platforms such as WhatsApp, Facebook, and Telegram to write and speak. However, the control group utilized the traditional means to help students learn how to write and speak. The pre-test and post-test applied for examining the students' level before and after the experiment. The t-test involved were both pre-test and post-test, where the pre-test was applied before using social media platforms WhatsApp and Telegram, and the post-test was applied after using social media platforms. However, the outcomes of the experimental group were the most preferred for the current study.

#### **4.5.2 Questionnaire**

The questions in the questionnaire were categorized into eight group number from part A to H each group with statements which required a five-level rating from the respondents. Thus, Likert scale questions were part of the questionnaire. Among the

significant advantages of the Likert scale, questions do not need a simple no/yes from the respondent but instead allow degrees of opinion or no opinion at all. In this manner, quantitative data could be obtained and could be utilized and analyzed with relative ease. Students were served survey questions in their various classrooms that had been designed for the study.

#### **4.5.3 Interview**

To interview teachers, a semi-structured interview was prepared where the researcher also utilized Mobile phones to record interviews. Notes were taken and saved for analysis. The researcher interviewed the 16 teachers for approximately 30 minutes each. The questions covered in the interviews with a series of semi-structured interviews carried out with the 16 English teachers that were selected from the chosen institutions. The interviews involved one-to-one interaction with the teachers, depending on their convenience. Interview questions were based on the objectives of the study to find out how social media platforms enhance the English learning skills for students.

#### **4.6 Data Collection**

Primary and secondary data were used for this study. Primary data defines the first-hand information the researcher obtained from the teachers and students. Secondary data, on the other hand, involved the information already collected, documented, and published in various sources. Thus, both primary and secondary sources were critical in getting the needed data for the study. The primary sources of data included students and teachers of the two public and three private institutions that had been selected for the study. Primary data was called through the use of the interview, a quasi-experiment (pre-



test and post-test), and the questionnaire. The questionnaires were administered to students in their classrooms at a convenient time, and each was allowed for 30 minutes to fill the survey and return to the researcher. The interview was used to collect primary data from teachers on various issues on social media and English learning skills. Pre-test and post-test were all critical sources of primary data where information on the intelligence and learning skills before and after the exposure to WhatsApp and Telegram was obtained and analyzed; Secondary data was also critical for comparison in this study, which involved the various researches; other sources include the schools' magazines, journals, articles, and other information sources. Secondary data was critical, especially in making the comparison with the early research done on the subject.

#### **4.7 The Procedure of the Study**

Before collecting data, the involved institutions, including Al-Ameer Secondary school for boys in UAQ, Al Salma Secondary School for girls in UAQ, the University of Sharjah, Ajman University, and CUCA ratified the process. Upon being permitted, the researcher visited the institutions to alert the students and English department teachers of the intention to have them take part in the study. The entire participant selection process was open and free to all the qualified population without coercion. The pre-test and post-test were taken before and after the students were subjected to social media platforms.

During the study, the survey for the students took place at different times in the secondary schools and the universities considering the difference in their schedules. For secondary schools, the survey was carried out during free time. The survey took about 30 minutes when all students were expected to have filled up the questionnaire and

return to the researchers. All the participating students were seated in the selected classrooms, where they undertook the survey questions. Researchers assisted in administering the questionnaires to students with each getting one. The participants could either indicate names or not and attempt all questions submitted to them. The student was allowed 30 minutes each to fill the questionnaires before they were collected by the researchers for the analysis process.

For the interview sessions, notifications were made to teachers in English departments in different participating institutions. Sixteen teachers were selected for the interview process, which was undertaken during the free time when all the students were out. The researcher interviewed in the respective offices of the teachers in their institutions. The interview sessions took between 22 to 30 minutes for each teacher. The researcher recorded the interviews using the phone to retrieve and further analysis. Each teacher was required to indicate his/her profession, gender, and the experience they had in teaching English. However, no one was obligated to indicate their names during the interview. The questions asked during the interview were similar for every teacher participant.

#### **4.8 Data Analysis Processes**

After the data was collected, they were counted with tallies. For this study, mixed methods were used, considering that the data collected was both qualitative and quantitative. Software Microsoft Excel and data analysis software were used, where the raw data was processed to get meaningful information out of it. To analyze the interview (qualitative) data, software NVivo 12 was used to get meaningful information out of the

responses. For the statistical measures, the researcher used the means and standard deviation, frequency Table-percent, and the Cronbach's Alpha. Cronbach's alpha was used to test the reliability of the pre-test and post-test of the writing and the speaking skills before and after the students were subjected to independent variables, which included social media platforms.

All coding for the qualitative data gathered during the interviews and the open-ended responses was made using NVivo 12, qualitative analysis software. NVivo helps uncover themes within data by coding data into nodes, a term used by NVivo to represent categories. The data in a node was later reviewed in a single-window, considering that it was huge and made it convenient for analysis purposes by the researcher. This analysis involved a series of coding and recordings for themes to emerge after further interpretation and reading of the data, including linking to theories, until no new themes emerged. The analysis involved three research instruments, namely; semi-structured interviews, a questionnaire, and a pre-test and post-test.

#### **4.9 Reliability and Validity**

Measuring reliability and validity defines the accuracy of the study results and make it convenient for the researcher to use the results to conclude. Reliability considers how consistent the result is with the variables across time. The validity depicts the level of uniformity or how results represent the variables used in the study. For the measurement of control and experimental test, the Pearson Correlation and Chronbach's Alpha were utilized. The Pearson Correlation measurement provided values of 0.78\*\* and 0.68\*\* for English speaking and writing, respectively. These values indicate that the

t-test conducted was sufficiently reliable to provide the relationship between social media and English learning skills.

Table 3: Chronbach's Alpha test for the reliability of the experimental and control tests

Cronbach's Alpha	Number of Items
0.87	2

Chronbach's Alpha was also used to measure the reliability of the experimental and control test. The value given after the measurement is 0.87 for the two groups. The current reliability is 0.87 showing that the t-test carried out was reliable enough to show how social media affects English learning skills. Chronbach's Alpha was used to measure 53 items in the questionnaire. The value given after the measurement is 0.94, which is more than the 0.90 regarded for the excellent level of reliability. Table 3 above shows an excellent reliability level for the questionnaire. The reliability of the questionnaire was also tested using Chronbach's Alpha, and the result was as shown in Table 4 below:

Table 4: Chronbach's Alpha test for the reliability of questionnaire questions

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.94	0.94	53

The study incorporated several measures to achieve validity. For the pre-test and post-test, the MoE criteria were employed to standardize assessment. Besides, experts from the Ministry of Education prepared the exams according to educational standards.

The institution's English department formed a specialized committee that conducted these exams. However, the researcher controlled how the participants took the pre-test and post-test, collected them and utilized independent paired sample t-test to analyze the data. The subjects completed the exams at the beginning and end of the 2019 third semester. The interview and questionnaire were clear and applicable, as supported by the ethical research committee and professionals from various universities. The ethical committee and professionals recommended the changes that were needed for the research to meet the validity measure.

#### **4.10 Variables**

The variables involved in this study were independent, dependent variables, and group variables. The independent variables affected the study outcomes. The independent variables included factors, such as social media usage. The dependent variables involved the changes in English learning skills such as writing, speaking, and reading, which were affected by the actions of the social media platforms.

#### **4.11 Limitation of the Study**

The study was limited in population by covering three emirates in the UAE, Sharjah, Ajman, and UAQ. The study also was narrow in its area of focus, English writing and speaking skills, which limits generalization in other English learning skills such as listening and reading.

#### **4.12 Summary**

The methodology section defined the research design, instruments, procedure for study and data collection, and the analysis process. The study used mixed methods where both quantitative and qualitative approaches were considered due to the type of data collected. The study society was a group of teachers and students from the selected learning institutions, two of which were the public secondary schools, and three were the private universities in the United Arab Emirates. The students were subjected to a pre-test and post-test before and after the experiment and a questionnaire to establish the extent of their improvement in English learning schools. Both qualitative and quantitative data were collected for analysis with the help of Software Microsoft Excel and data analysis software such as SPSS. The analysis of the raw data involved processing to get meaningful information out of it. Variables used in the study were both dependents involving English learning skills such as writing and speaking skills, and independent involving exposure to social media platforms such as Facebook, WhatsApp, and Telegram.

## Chapter 5: Results

### 5.1 Introduction

The current study aimed at finding out how social media platforms such as WhatsApp, Telegram, and Facebook can help improve English learning skills among students in the United Arab Emirates. This chapter presents both qualitative and quantitative data collected and analyzed using the SPSS program and NVivo. The presented results were collected through the questionnaire, interview, and quasi-experiments. Each of these instruments presented information on the effect of social media platforms on English learning skills, such as speaking and writing.

### 5.2 The Result from the Questionnaire, Interviews, and the Quasi Experiment (Pre-test and Post-test)

#### 5.2.1 Questionnaire

The results for the questionnaire were used by the researcher to answer the five questions for the study. Students were, however, asked to indicate their usage of social media before responding to the questionnaire questions. The results on how students use social media are as shown below:

Table 5: What is your most favorite social media site?

Site	Frequency	Percent (%)	Cumulative Percent (%)
Facebook	7	2.3	2.3
Twitter	25	8.3	10.7
Instagram	72	24.0	34.7
YouTube	116	38.7	73.3

Table 5: What is your most favorite social media site? (Continued)

Site	Frequency	Percent (%)	Cumulative Percent (%)
WhatsApp	80	26.7	100
Total	300	100	

From Table 5, at least every student indeed uses the social media platform. However, most students representing 38.7%, 26.7%, and 24% find YouTube, WhatsApp, and Instagram as their favorite platforms. The least liked social media platforms are Facebook and Twitter. This difference in this rate is due to fast technological advancement.

Table 6: On average, how many hours per day do you spend on social media sites?

Time	Frequency	Percent (%)	Cumulative Percent (%)
less than one hour	13	4.3	4.3
1-2 hours	62	20.7	25.0
3-4 hours	65	21.7	46.7
more than 4 hours	160	53.3	100
Total	300	100	

Table 6 above shows that 53.3% of students spend more than four hours a day on various social media platforms. The long hours spent on these platforms shows how influential these platforms are to students and their impact on English learning skills.



Table 7: What do you use social network sites mostly for?

Use	Frequency	Percent (%)	Cumulative Percent (%)
Downloading music/video	41	13.7	13.7
Uploading music/video	20	6.7	20.3
Posting photos	42	14.0	34.3
Chatting	175	58.3	92.7
Communication with teachers/class fellows	22	7.3	100
Total	300	100	

For most students, social media is used for chatting, posting photos, and downloading videos. From Table 7 above, it is clear that the highest percentage of about 58.3% of the respondents indicated that they use social media for chatting. This is likely to improve their writing skills as they are exposed to writing much of their time.

Table 8: What is the main purpose of using social media platforms?

Site	Frequency	Percent (%)	Cumulative Percent (%)
Entertainment	220.	73.3	73.3
Educational	66	22.0	95.3
Informational	14	4.7	100
Total	300	100	

As shown in Table 8 above, the highest percentage, 73.3%, and 22% of the respondents use social media platforms for entertainment, followed by education. These results explain why most students spend much time on social media and how it influences their English learning skills.

Table 9: Which social media do you find most useful?

Site	Frequency	Percent (%)	Cumulative Percent (%)
Facebook	22	7.3	7.3
Twitter	41	13.7	21.0
Instagram	76	25.3	46.3
YouTube	84	28.0	74.3
WhatsApp	77	25.7	100
Total	300	100	

According to Table 9 above, the most useful social media platforms of up to 28%, 25%, and 25% are YouTube, WhatsApp, and Instagram. This is based on the benefits students get from using these platforms concerning learning skills acquisition in the English language.

Table 10: What is your favorite device to access social media?

Device	Frequency	Percent (%)	Cumulative Percent (%)
Mobile	213	71.0	71.0
Tablet	15	5.0	76.0
computer	35	11.7	87.7
Laptop	37	12.3	100
Total	300	100	

Table 10 above shows that the students with a percentage of about 71% use mobile phones, followed by 12%, and 11%, who use laptops and computers. Only a few use Tablets to access social media. The mobile phone is cheap, readily available, portable, and convenient to use than other devices.

Table 11: If you could use only one of the following social media platforms, which would you use?

Site	Frequency	Percent (%)	Cumulative Percent (%)
Facebook	13	4.3	4.3
Twitter	19	6.3	10.7
Instagram	92	30.7	41.3
YouTube	56	18.7	60.0
WhatsApp	82	27.3	87.3
Snapchat	38	12.7	100
Total	300	100	

According to Table 11 above, the majority of the students with a percentage of about 30.7%, 27.3%, prefer to use only Instagram and WhatsApp compared to other social media platforms. Instagram and WhatsApp are commonly used and the most recent ones, thus bring students with everything they need.

### 5.2.1.1 Results for the first question of the study

Question (1): How does the use of social media affect the student learning of English speaking and writing skills in the UAE?

The researcher answered this question using the outcomes of both the questionnaire for students and the interview for the teachers. The results for the questionnaire that answered this question are shown in the tables below.

Table 12: Social media platforms promote access to credible sources of learning.

	Frequency	Percent (%)
Strongly Disagree	11	3.7
Disagree	16	5.3
Neutral	75	25.0
Agree	90	30.0
Strongly Agree	108	36.0
Total	300	100

From Table 12 above, 90 students agree, and 108 students strongly agree that social media platforms promote access to credible sources of learning materials. These numbers represent the highest percentages of 30% and 36%. Learning materials offer students with vital information to read, write, and speak. The attributes of reading, writing, and speaking affect how one expresses their English language.

Table 13: Social media platforms promote efficient support services to learners.

	Frequency	Percent (%)
Strongly Disagree	5	1.7
Disagree	12	4.0
Neutral	60	20.0
Agree	110	36.7
Strongly Agree	113	37.7
Total	300	100

Similarly, from Table 13 above, about 36.7% and 37.7% of the participants agree and strongly agree that social media offer efficient support services to learners. The support activities include opening a conversation with their peer and sharing ideas on social media.

Table 14: Social media platforms promote favored education materials.

	Frequency	Percent (%)
Strongly Disagree	10	3.3
Disagree	19	6.3
Neutral	42	14.0
Agree	95	31.7
Strongly Agree	134	44.7
Total	300	100

Table 14 above shows that the highest percentage, 33.7% and 44.7% of the students agree and strongly agree that learners who use social media platforms can access favored education materials through social media platforms. Other students can upload learning materials and share them with others on social media.

Table 15: Social media platforms promote appropriateness for communication.

	Frequency	Percent (%)
Strongly Disagree	8	2.7
Disagree	16	5.3
Neutral	56	18.7
Agree	91	30.3
Strongly Agree	129	43.0
Total	300	100

Table 15 above shows that the highest percentage, 30.3%, and 43% of the respondents agree and strongly agree that social media serves as an appropriate tool for communication. Only a few students by 2.7% and 5.3% disagree and strongly disagree with this concept. This also indicates the critical role of social media in improving learning skills.

Table 16: Social media platforms promote discussion among virtual.

	Frequency	Percent (%)
Strongly Disagree	12	4.0
Disagree	11	3.7
Neutral	65	21.7
Agree	107	35.7
Strongly Agree	105	35.0
Total	300	100

As shown in Table 16, more than 200 students represent 70% of the respondents, believe that social media help them to discuss virtually. In this manner, English speaking and writing students are immersed in the target language and are assisted by their virtual peers in social media to improve their skills.

Table 17: Social media platforms promote access to various sources of learning materials.

	Frequency	Percent (%)
Strongly Disagree	11	3.7
Disagree	12	4.0
Neutral	23	7.7
Agree	103	34.3
Strongly Agree	151	50.3
Total	300	100

Table 17 above shows that the highest percentage, 34.3%, and 50.3% of the students agree and strongly agree that they access various materials of learning from social media. The results support the students' use of social media to learn skills as the obtained materials serve different purposes in learning English.

### 5.2.1.2 Results for the second question of the study

Question (2): How do students consider social media as a tool for improving their English speaking and writing skills?

The results for the questionnaire that answered this question are shown in the tables below.

From Table 18 below, more than 70% of the students believe that social media facilitates critical thinking. Over 200 students feel that through critical thinking, they tend to find solutions to problems experienced in learning skills. When they use social media platforms, they acquire secular learning skills. These skills are essential for students to learn English, especially in speaking and writing skills.

Table 18: Social media platforms facilitate critical thinking.

	Frequency	Percent (%)
Strongly Disagree	5	1.7
Disagree	17	5.7
Neutral	64	21.3
Agree	110	36.7
Strongly Agree	104	34.7
Total	300	100

According to Table 19 below, 71% of the respondents support the idea that social media improve problem-solving methods, which indicated that the acquisition of reading, writing, and speaking skills allowed students to express themselves better.

Table 19: Social media platforms improve problem-solving methods.

	Frequency	Percent (%)
Strongly Disagree	7	2.3
Disagree	17	5.7
Neutral	62	20.7
Agree	127	42.3
Strongly Agree	87	29.0
Total	300	100

They can share ideas freely and understandably solve problems that arise. Various problem-solving methods are available on social media platforms, which apply to different challenges faced by students in learning English speaking and writing skills.

Table 20: Social media platforms support English learning skills.

	Frequency	Percent (%)
Strongly Disagree	7	2.3
Disagree	15	5.0
Neutral	30	10.0
Agree	124	41.3
Strongly Agree	124	41.3
Total	300	100

As shown in Table 20 above, 82% of the respondents agree with the fact that social media serves as a tool to support English learning skills. The medium of



instruction used in social media is generally English; thus, the English learning skills of the respondents are naturally improved by the consistency of use.

Table 21: Social media platforms support a student's knowledge environment.

	Frequency	Percent (%)
Strongly Disagree	8	2.7
Disagree	12	4.0
Neutral	58	19.3
Agree	143	47.7
Strongly Agree	79	26.3
Total	300	100

As indicated in Table 21, about 73% form the largest number of students who believe that social media platforms support a student's knowledge environment. Nowadays, social media is a learning tool as it promotes a student's knowledge environment. This includes knowledge of learning English skills such as speaking and writing. Students can learn from each other by communicating through the English language, which improves their mode of expression.

Table 22: Social media platforms improve discussion and thinking.

	Frequency	Percent (%)
Strongly Disagree	10	3.3
Disagree	10	3.3
Neutral	48	16.0
Agree	163	54.3
Strongly Agree	69	23.0
Total	300	100

The results in Table 22 show that the highest percentage, 54%, and 23% of the respondents agree and strongly agree that their thinking and discussion improved because of using social media. By offering an opportunity for students to acquire English skills, social media was highlighted as having an impactful role in generating critical thinking, an essential element of learning.

### 5.2.1.3 Results of the third question of the study

Question (3): How does the use of social media motivate students to improve their English language skills?

The third question aimed at finding out the motivation that students gain for being exposed to social media platforms and how this motivation contributes to improvement in English language skills. The researcher answered this question by analyzing the questionnaire responses as follows:

From Table 23 below, most students up to 31% and 36% agree and strongly agree that social media enhance their motivation, which in turn improves the way they acquire English language skills.

Table 23: Social media platforms enhance students' stimulus or motivation.

	Frequency	Percent (%)
Strongly Disagree	11	3.7
Disagree	21	7.0
Neutral	67	22.3
Agree	93	31.0
Strongly Agree	108	36.0
Total	300	100

The results support the discussion that social media affect the learning skills of students in the English language since it exposes students to several motivating factors.

Table 24: Social media platforms increase the English learning practice of learners.

	Frequency	Percent (%)
Strongly Disagree	5	1.7
Disagree	17	5.7
Neutral	35	11.7
Agree	83	27.7
Strongly Agree	160	53.3
Total	300	100

According to Table 24 above, the majority of the students with the highest percentage of about 27% and 53% believe that social media platforms increase the English learning practice of learners. Thus, they find more motivation from the way they use their social media platforms.

Table 25: Social media platforms develop among students' motives for more in-depth learning.

	Frequency	Percent (%)
Strongly Disagree	13	4.3
Disagree	20	6.7
Neutral	47	15.7
Agree	114	38.0
Strongly Agree	106	35.3
Total	300	100

Similarly, Table 25 indicates the highest number of students, about 27% and 53%, claiming that through social media, students tend to develop the motive for more

in-depth learning. This, in turn, improves their skills in the English language, and they become motivated to do more research.

#### 5.2.1.4 Results of the fourth question of the study

Question (4): How do social media platforms increase students' motivation in English learning skills?

The researcher aimed to answer this question from the questionnaire results, as indicated in the following tables:

According to Table 26 below, the majority of the students with a percentage of about 37.3%, 62.7% agree, and strongly agree that social media gives them the guarantee that they will be independent.

Table 26: Social media platforms guarantee students' independence.

	Frequency	Percent (%)
Strongly Disagree	11	3.7
Disagree	15	5.0
Neutral	86	28.7
Agree	76	37.3
Strongly Agree	112	62.7
Total	300	100

Many learners would want to have independence in their learning process, and by getting the guarantee that they will get independence, they get motivated to use social media to acquire the English language skills.

Table 27: Social media platforms promote self-regulation in learning

	Frequency	Percent (%)
Strongly Disagree	8	2.3
Disagree	16	5.3
Neutral	67	22.3
Agree	146	48.7
Strongly Agree	63	21.0
Total	300	100

The results in Table 27 above show that the highest number of students, up to 69.7%, agreed and strongly agreed with the statement that through social media, they gain self-regulation in learning since these platforms have all the information students require. Students learn to work with others and post information that will assist their peers, which are elements of self-regulation.

Table 28: Social media platforms improve team-working chances.

	Frequency	Percent (%)
Strongly Disagree	8	2.7
Disagree	26	8.7
Neutral	55	18.3
Agree	149	49.7
Strongly Agree	62	20.7
Total	300	100

The highest number of students, about 70.3% in Table 28 above, indicates that social media enhance the chances of team working. To some students, they feel that working in a group is the best, and that is could indicate many would get motivated to

use social media hence leading them to gain the English language skills needed for them to fit well in the group.

Table 29: Social media platforms allow for innovative training responsibilities.

	Frequency	Percent (%)
Strongly Disagree	8	2.7
Disagree	16	5.3
Neutral	61	20.3
Agree	143	47.7
Strongly Agree	72	24.0
Total	300	100

According to Table 29 above, the majority of the students with the highest percentage of about 47.7% and 24.0% agree and strongly agree that when students use social media, they gain innovative training responsibilities. Only the smallest percentage of about 2.7% and 5.3% disagree and strongly disagree with this statement.

Table 30: Social media platforms ensure the effective learning of learners

	Frequency	Percent (%)
Strongly Disagree	7	2.3
Disagree	15	5.0
Neutral	52	17.3
Agree	142	47.3
Strongly Agree	84	28.0
Total	300	100

Table 30 results indicate that the highest percentage of about 47% who are the majority of those investigated agree with the fact that learners can learn more effectively if they are exposed to social media. In return, it becomes easy for these students to gain the necessary English learning skills that facilitate their writing and speaking in English. It was only the smallest percentage of less than 10 percent of the students who disagreed with this statement.

### 5.2.1.5 Results of the fifth question of the study

Question (5): What is the role of social media platforms in improving English speaking and writing skills among the student community in the UAE?

In Table 31 below, it is clear that the highest percentage of about 44% and 26% represents the majority of the students who agree and strongly agree that when students use social media platforms, they are motivated towards having competition in learning.

Table 31: Social media platforms promote competition motive.

	Frequency	Percent (%)
Strongly Disagree	11	3.7
Disagree	25	8.3
Neutral	53	17.7
Agree	133	44.3
Strongly Agree	78	26.0
Total	300	100

In turn, the students get an opportunity to learn English skills. The smallest percentages of 3.7% and 8.3% did not agree with this statement; however, most learners agree that social media platforms provide avenues for healthy competition motive in learning English skills.

Table 32: Social media platforms develop opportunities for social learning.

	Frequency	Percent (%)
Strongly Disagree	4	1.3
Disagree	21	7.0
Neutral	39	13.0
Agree	165	55.0
Strongly Agree	71	23.7
Total	300	100

According to Table 32, the highest number of students, 236 of about 78%, support the statement that through social media, they can develop social learning opportunities. The social learning skills include collaboration, interpersonal relations, and general sharing of life experiences. The smallest percentage of less than 10% of the participants disagreed with the statement indicating that social media makes it possible for students to learn English skills.

Table 33: Social media platforms enhance opportunities for confidence.

	Frequency	Percent (%)
Strongly Disagree	10	3.3
Disagree	21	7.0
Neutral	57	19.0
Agree	127	42.3
Strongly Agree	85	28.3
Total	300	100

According to Table 33 above, the majority of the students with the highest percentage of about 42.3% and 28.3% agree and strongly agree that they can gain the



required confidence. Only the smallest percentage of about 7% and 3% disagree and strongly disagree with this notion.

Table 34: Social media platforms support the interactive abilities of learners.

	Frequency	Percent (%)
Strongly Disagree	14	4.7
Disagree	9	3.0
Neutral	56	18.7
Agree	143	47.7
Strongly Agree	78	26.0
Total	300	100

From Table 34 above, more than 70% of the participants did agree with the statement that through social media, students can gain interactive abilities amongst themselves. As students interact, they can learn about many aspects of the English language, which facilitates them through the process of acquiring the necessary skills.

Table 35: Social media platforms enhance secular learning skills among learners.

	Frequency	Percent (%)
Strongly Disagree	15	5.0
Disagree	10	3.3
Neutral	53	17.7
Agree	135	45.0
Strongly Agree	87	29.0
Total	300	100

Based on the results in Table 35 above, it is evident that more than 215 students, who are a representation of more than 70%, do agree with the fact that when they use

social media platforms, they acquire secular learning skills. These skills are essential for students to learn English, especially speaking and writing, in the right way.

Table 36: Social media platforms support personal learning tendencies of learners

	Frequency	Percent (%)
Strongly Disagree	8	2.7
Disagree	14	4.7
Neutral	43	14.3
Agree	155	51.7
Strongly Agree	80	26.7
Total	300	100

Table 36 above shows the highest percentage, 51%, and 26% of the students agree and strongly agree that they can gain personal learning tendencies when they engage in social media. This result is attributed to the fact that social media presents multiple aspects that allow students to learn on their own without the aid of others or from their teachers. The attribute encourages independent learning and acquisition of knowledge beyond what is taught in the regular classroom set-up.

Table 37: Social media platforms cause loneliness.

	Frequency	Percent (%)
Strongly Disagree	51	17.0
Disagree	34	11.3
Neutral	52	17.3
Agree	101	33.3
Strongly Agree	62	20.7
Total	300	100

From Table 37 above, students with the highest percentage of 33.7% and 20.7% agree and strongly agree that students who use social media most of their time are likely to suffer loneliness. Though, under this statement, most students were almost evenly distributed, with a considerable percentage disagreeing with this statement.

Table 38: Social media platforms increase alienations.

	Frequency	Percent (%)
Strongly Disagree	43	14.3
Disagree	34	11.3
Neutral	40	13.3
Agree	112	37.3
Strongly Agree	71	23.7
Total	100	100

Table 38 above shows the highest percentage, 37.3% and 23.7% of the population agree and strongly agree that students who use social media platforms in many cases feel alleviated. This happens because students would prefer to remain alone

in these circumstances whenever they use their preferred platforms. This circumstance creates a source of alienation.

Table 39: Social media platforms create social difficulties.

	Frequency	Percent (%)
Strongly Disagree	48	16.0
Disagree	32	10.7
Neutral	60	20.0
Agree	101	33.7
Strongly Agree	59	19.7
Total	300	100

It is clear from the initial responses from Table 39 that when using social media platforms, students would acquire the necessary skills for them to learn English. From the outcomes of the investigation, as indicated in the statement of Table 39 above, over 50% who are the majority agree that social media usage creates some social difficulties among learners.

Table 40: Social media platforms cause health and physical problems.

	Frequency	Percent (%)
Strongly Disagree	30	10.0
Disagree	33	11.0
Neutral	34	11.3

Table 40: Social media platforms cause health and physical problems. (Continued)

	Frequency	Percent (%)
Agree	131	43.7
Strongly Agree	72	24.0
Total	300	100

Sometimes social media can be very addictive, especially for students who spend more than 4 hours a day visiting many social media sites. One critical feature of social media is the information it carries. The majority of the students with the highest percentage of about 43% in Table 40 above support the statement that social media usage causes health and some physical problems. Mental issues include anxiety and stress, while physical effects may be associated with eye problems for much use of the phone.

### 5.3 Results of the Five Questions of the Study

Question (6): Are there statistical differences at ( $\alpha=0.050$ ) in using social media platforms on improving the students learning skills in English?

The researcher answered this question by the use of the experimental and control tests to figure out the significance of the differences in statistics caused by using social media by the students in gaining the English learning skills for both speaking and writing. The results of the question are as shown in the statistical sample below or the experimental group.

### 5.4 Paired Sample t-test (Pre-test-Post-test)

The paired sample t-test, which is commonly referred to as the dependent sample t-test, is a procedure that determines if the mean difference between sets is zero

(Kim, 2015). In this analysis, the subjects are measured twice, leading to observational pairs. The study measured the effectiveness of social media on improving English learning skills before and after tests. The means in this study represent two times that are different, which are pre-test and post-test, including an intervention between them.

Table 41: Paired sample experimental group- T-test.

Exam	Mean	Deviation	Degrees of freedom Standard	t	Sig(2-tailed)
Writing Pre-test	12.17	1.82	27	-3.45	0.002
Writing Post-test	13.14	1.88			
Speaking Pre-test	11.25	1.81		-8.92	0.000
Speaking Post-test	13.78	2.29			

Table 41 presents the students' grades on the pre-test, and the post-test of the experimental group, the average difference (grade mean), standard deviation, the test statistic, the p-value, and the degree of freedom. From Table 41, it is clear that pre-test and post-test scores were correlated positively at  $p < 0.05$ . The mean of the writing pre-test was (12.17), while the means of the writing post-test was (13.14) for the students of the experimental group.

Besides, the mean of the speaking pre-test was (11.25) while the mean of the speaking post-test was (13.78) for the students of the experimental group. These numbers showed that the students of the experimental group were affected by using social media platforms in improving their speaking and writing more than the students of the control group.

Table 42: Paired sample control group- T-test.

Exam	Mean	Deviation	Degrees of freedom Standard Deviation	t	Sig(2-tailed)
Pre-test Writing	12.84	2.28	31	4.712	0.000
Post-test Writing	10.56	2.28			
Pre-test Speaking	11.87	2.51		2.339	0.026
Post-test Speaking	11.12	2.87			

From Table 42, it is clear that there was no statistical significance where the mean of the pre-test writing had a higher score of (12.84), and a pre-test speaking at (11.87). The scores were positively but weakly correlated for writing at  $p < 0.001$ ,  $\alpha \leq 0.05$ . The mean of the writing pre-test was (12.84), while the means of the writing post-test was (10.56) for the Students of the control group. On the other hand, the mean of the speaking pre-test was (11.87) while the mean of the speaking post-test was (11.12) for the students of the control group. These numbers showed that there was little progress in the results of the students of the control group in comparison with students' progress in the experimental group.

Table 43: Paired sample T-test (the mean of the post-test due to the control group and the experimental group).

Exam	Control group		Experimental group		t	Sig(2-tailed)
	Mean	Deviation	Mean	Deviation		
Post-test Writing	10.67	2.38	13.14	1.88	-4.312	0.000
Post-test Speaking	11.03	3.02	13.78	2.29	-4.314	0.000

Table 43 presents the Students Grades on the Post-Test of both the Experimental Group and the Control group. From Table 43, it is clear that post-test scores were correlated positively at  $p=0.000$ , both the writing and speaking for the students of the experimental group. The mean of the writing post-test was (10.67) for the students of the control group, while the means of the writing post-test was (11.03) for the students of the experimental group. Also, the mean of the speaking post-test was (11.03) for the students of the control group, while the means of the speaking post-test was (13.78) for the students of the experimental group. These numbers showed that the students of the experimental group were affected by using social media platforms in improving their speaking and writing more than the students of the control group.



## 5.5 Interview Questions

The teachers were asked different questions that were required to answer the five questions of the study. First, the researcher wanted to know how social media impacted students' learning skills, and the following question was posed:

Question (1): Could you describe how social media usage affects students learning skills in English?

The researcher wanted the respondents to describe how social media usage impacts students' learning skills in English. From the interviews, it is clear that most of those interviewed confirmed that social media affects students' learning skills positively. The interviewed saw social media as a platform that allows users to use their previous knowledge to find new vocabularies, hence thinking and reacting in English, leading to its proficiency. On this query, A. Rafeeg had the following to say: *“Social media affects student's English skills as they find themselves in a situation where they can use their previous knowledge to understand the meaning of some vocabularies. Also, they find themselves forced to think and react in English more than translating from Arabic to English”* (Personal interview, September 9, 2019). The sentiments were supported by A.Istiti, who confirmed that social media had the following effects: *“First Social media platforms increase English learning practice. Second, it supports personal learning tendencies; thirdly, it improves solving methods”* (Personal interview, September 10, 2019). According to A. Burns, *“Social media can give students greater access to motive English speakers on a medium that motivates them, which allows them to acquire English in a natural setting and more easily”* (Personal interview, September 3, 2019). Such sentiments were supported by K.Ashoor, who confirmed that Social media is a safe

learning environment for shy and reluctant students, a huge source of learning materials, enjoying, and schooling to students (Personal interview, September 3, 2019). H. Hisham confirmed that social media platforms are a leading platform for improving English learning skills and she said: *“It is very useful to enrich their information; it improves the student's skills, especially listening and speaking.”* (Personal interview, September 5, 2019). J.Kerr also affirmed that the platforms were positive as they eliminated fake data that emanated from the community in general. He posed that *“Social media can often be a distraction and has a lot of miss information, or fake news that can taint student views, using community pages and support groups are positives”* (Personal interview, September 7, 2019). K. Shuker supported the importance of social media in ensuring better skills because it allows increased reading (Personal interview, September 10, 2019). At the same time, M. Nafila confirmed that some information in the sites had negative impacts *“I believe social media will help students to improve their English skills because they are constantly reading different pieces of information. It could also distract them from learning as they could have their focus on different topics”* (Personal interview, September 3, 2019). On the same question, T.Garden believed that social media was vital in ensuring increased learning and improved the English language by way of watching videos. He said, *“I believe that social media usage can have a positive impact on students learning skills in English if used correctly. In particular, watching both educational and social videos in the English language on YouTube can improve students' English ability”* (Personal interview, September 10, 2019). From the gathered information, it is clear that social media impacts the learning capability of students

positively. It was, therefore, necessary to inquire how social media improved students' English learning skills, and the researcher asked the following question:

Question (2): How do you think social media could improve students' English learning skills?

Those interviewed were also asked how social media improve students in English learning skills. The majority of the respondents agreed that social media could improve students' learning skills through problem-solving and critical thinking. They also contended that the platforms were able to improve the skills through discussions. According to A. Rafeeg, social media quickly develop students' problem-solving techniques while encouraging critical thinking. When students make use of social media in communicating their thinking also improves, and this is what he had to say: *“It will improve problem –solving methods, encourage critical thinking, improve their ways of thinking about discussing things, encourage them to search for information, and provide opportunities for communication that students lack”* (Personal interview, September 9, 2019) A. Istiti on his part, confirmed that social media improved the students' skills, both writing and speaking (Personal interview, September 10, 2019), while A. Burns. Assured that social media ensures the learning of idioms and mannerisms, leading to efficiency in the ability (Personal interview, September 3, 2019). Burns also Indicated that social media could help students gain expressions and native speaking mannerisms more easily. K. Ashoor also said that *“Social media platforms facilitate discussions and critical thinking through the provision of different techniques that suit the learners”* (Personal interview, September 3, 2019). At the same time, H. Hisham saw social media

as vital in improving the students' speaking skills (Personal interview, September 5, 2019). Both Ashoor and Hisham agreed that social media platforms facilitate discussion; the use of social media promotes critical thinking; it provides a variety of technologies that suit the different types of learners. For speaking skills, social media platforms are useful in enhancing students' efficiency. J. Kerr saw video as vital (Personal interview, September 7, 2019); while K. Shuker confirmed that social media lead to positives through the learning of new words. It was also seen as being critical in the area of speaking, as it improved the students' knowledge through discussions. (Personal interview, September 10, 2019). M. Nafila confirmed that twitting and the use of Facebook were vital as it allowed communication between native speakers leading to increased proficiency. She said: *"Social media like Facebook or Twitter a helpful tool to talk to native speakers and practice the language. It offers games to train their vocabulary"* (Personal interview, September 3, 2019). Lastly, T. Garden supported the other teachers by saying that the assignment of questions leads to the proficiency of the English language. He confirmed *"Using social media in an educational way such as assigning comprehension questions for a YouTube video or using it for assessment methods such as setting a quiz on one of social media platforms"* (Personal interview, September 1, 2019) After understanding how social media could improve the English skill of learners it was vital for the researcher to inquire, how similar platforms were able to increase motivation for learning and this was successful through the following question:

Question (3): How do you think social media platforms can increase students' motivation in English learning skills?

The researcher also sorts to understand how social media increases students' motivation in learning English. Most of the respondents confirmed that social media encourages independent learning, as students can do those things they like without any cohesion. They are therefore motivated to increase their knowledge, as they enjoy chatting with their friends. A. Rafeeg, on his part, confirmed that *“Social media increase the practice of learning, and students learn independently. They allow innovative training responsibility, as the students are free to do what they want and at what time they want. They are motivated by themselves, as students would enjoy chatting, surfing the net, and watching videos about what they learn”* (Personal interview, September 9, 2019). A. Istiti confirmed that social media enhances motivation as it allows for teamwork, which is achieved through collaborating. Since the lessons posed are engaging, the students will form a habit of using social media to learn English skills much more quickly (Personal interview, September 10, 2019). A. Burns mentioned that social media could make the language relevant to students' daily lives, leading to increased motivation to learn. On his part, he said the following: *“Social media makes English relevant to their lives, and therefore they will be more motivated to learn the language so they can communicate with everyone they want”* (Personal interview, September 3, 2019). K. Ashoor confirmed that the time used in social media platforms lead to increase teamwork, and ensure independent learning (Personal interview, September 3, 2019). H. Hisham was on the view that the students could be more motivated when using social media platforms, and this helps them to increase their mastery of the English language (Personal interview, September 5, 2019). J. Kerr had a different view, on his part, he confirmed that the cultures that are trending are often in

English, and this exposes students to the English language (Personal interview, September 7, 2019). Kerr had the following to say: *“A lot of popular cultures (i.e., Music, movies, and television) can increase student exposure to English”* K. Shuker confirmed that motivations are as a result of the need to learn English for purposes of interacting with one another (Personal interview, September 10, 2019). While M. Nafila said that the students were motivated because using social media platforms is fun. *“Students are motivated to learn more as they can access any information and knowledge and learn from various websites anytime. The use of social media is more interesting than just reading books or listening to lectures for them”* (Personal interview, September 3, 2019) T. Garden confirmed that motivation was increased through the engagements because they are never thinking of regular learning practices. Through such interactions, they are motivated and not able to think about what they are strictly required to do (Personal interview, September 1, 2019).

Question (4): What is your opinion about the role of social media platforms in inspiring and engaging students?

On the role of social media platforms in inspiring and engaging students, most of the respondents confirmed that it improved critical thinking and discussion capabilities. Besides, the platforms help students to learn new things they have not learned before while developing students' skills. It also fosters unity among the students, and this helps them to discuss new issues that are brought about in their discussions. A. Rafeeg indicated that social media are beneficial, attract the attention of students, and inspire them to practice new things never done before (Personal interview, September 9, 2019). A. Burns said that *“Social media could be a great tool to inspire and engage students.*

However, students must be careful because there are many unhappy people act there, that would be willing to spread hate among the students” (Personal interview, September 3, 2019). K. Ashoor confirmed that social media improve thinking (Personal interview, September 3, 2019); while H. Hisham confirmed that the platforms have a role because of the current technological error (Personal interview, September 5, 2019). The sentiments were disagreed by K. Shuker, who said that “*social media was not, in a way, a tool for inspiring students in schools*” (Personal interview, September 10, 2019). M. Nafila was for the idea that the internet is a tool that is required in schools, hence the need for the various platforms to ensure better learning capabilities. Students are, therefore, able to update their knowledge and get relevant data for their learning process (Personal interview, September 3, 2019). T. Garden said that “*Social media platforms could only be inspirational if used as required. This issue of engaging and inspiring students is relevant, and this leads to the need to understand how social media platforms are useful and important in the learning process*” (Personal interview, September 1, 2019).

Question (5): Could you explain how Social media platforms are essential and useful in the English learning process?

The teachers were also asked to explain how the platforms could be valuable and essential in the learning process. They were quick to point out that it ensures the understanding and learning of certain words, while their vocabularies are improved. The students are also able to regulate themselves and learn on their own when they encounter difficult topics, leading to increased research. Their sentiments are indicated below: A. Rafeeg mentioned that “*Social media platforms help students understand the different*

*meanings of certain words. Students usually tend to watch movies or listen to songs. So these platforms give them chances of doing so, and they would know new vocabularies and things the amount of language practice through discussion and freewriting they learned”* (Personal interview, September 9, 2019). A. Istiti confirmed that *“Social media platforms help students communicate with people from all over the world, so that makes them feel obliged to improve their English language skills for better communication and interaction”* (Personal interview, September 10, 2019). According to A. Burns posted that social media platforms enable students to interact with native speakers, *“lets students try art skills risk-free, and greater connection to students”* (Personal interview, September 3, 2019). While K. Ashoor said that *“Social media platforms increase the amount of language practice through discussion and freewriting; it promotes self-regulation”* (Personal interview, September 3, 2019). K. Shuker mentioned that *“Social media platforms help students understand the different meanings of certain words, and confirmed that using YouTube improves their information and vocabulary”* (Personal interview, September 10, 2019). M. Nafila confirmed that most platforms make use of the English language hence ensured natural learning processes (Personal interview, September 3, 2019). At the same time, T. Garden said that *“The platforms are easy to use and engage with others leading to better learning capabilities”* (Personal interview, September 1, 2019).

Question (6): In your opinion, what is the role of social media platforms in motivating and involving students?

From the responses, it was clear that most of the teachers confirmed that social media platforms have a role in involving and motivating students. According to A.



Rafeeg, “*Students can participate without any form of being shy*” (Personal interview, September 9, 2019), while A. Istiti, on his part, saw the platforms as a guarantee that ensured increased involvement and participation on the part of the student learners. (Personal interview, September 10, 2019). A. Burns confirmed that when done right, social media platforms lead to better engagements leading to motivated students and more in-depth learning (Personal interview, September 3, 2019). While H. Hisham confirmed that the platforms lead to improve teamwork (Personal interview, September 5, 2019), and J. Kerr was for the idea that the tools ensured and supported different groups leading to increased motivations (Personal interview, September 7, 2019). K.Shuker said that “*It is a worldwide platform, so if students do not have friends in their school, they can make friends online and discuss subjects with them. It is obvious that students usually tend to watch movies or listen to songs .so these platforms give them chances of doing so, and they would know new vocabularies and things they learned. It increases the amount of language practice through discussion and free writing. It promotes self-regulation*” (Personal interview, September 10, 2019). M. Nafila saw social media as being easily accessible, leading to involved students (Personal interview, September 3, 2019). while T. Garden saw the idea of natural happenings as an avenue that leads to inclusion and motivation, as shown in the following: “*Something students already want to do not something they need to be forced to do. Therefore, motivation comes naturally also; interaction nature of social media means it can involve all students*” (Personal interview, September 1, 2019). From the idea of involving and motivating students, the researcher inquired how the different social media platforms could participate in skills. 21- Century.

Question (7): How do you think social media platforms could participate in promoting 21-century skills?

All the respondents agreed that social media platforms have a place in participating in 21-century skills, and this will be through competition, interactions, and the use of technology. A. Rafeeg asserted social media platforms participate in the 21-century skills, by first ensuring increased competition while developing various opportunities for social learning. (Personal interview, September 9, 2019). A. Istiti, said that social media platforms enhance confidence and support personal learning styles(Personal interview, September 9, 2019). A. Burns, on his part, confirmed that the interaction capabilities of learners are increased, and this is an essential concept for 21-century skills (Personal interview, September 8, 2019). K. Ashoor said that social media platforms could participate in promoting 21-century skills through social learning appeals and safe environments of learning (Personal interview, September 3, 2019). The same sentiments were echoed by H. Hisham, who asserted that the platforms develop learning opportunities and support interactive learning abilities (Personal interview, September 5, 2019). J. Kerr said through technical skills, advancements students can advance in any nation they wish (Personal interview, September 7, 2019). Lastly, M. Nafila confirmed that the skills could be honed by improved data interpretation and presentation skills, which are learned while using different social media platforms (Personal interview, September 3, 2019). From the idea of participation in the 21<sup>st</sup> century, the researcher also wanted to understand the role of social media in the pedagogy education process, and a question on the same was posted.

Question (8): In your opinion, what is the role of social media in the pedagogy education process?

The respondents were quick to point out that the platforms offered efficient forms of data, which were relevant for the learners. On the role of social media in the pedagogy education process, A. Rafeeg confirmed that social media platforms offer practical information, enable learning with other students, and ensure self-paced education. It is also a place for cross-cultural perception (Personal interview, September 9, 2019). K. Ashoor was for the idea that the devices used could affect learners (Personal interview, September 3, 2019); while H. Hisham confirmed that social media could be a potentially helpful tool that helps in the improvement of self-paced education (Personal interview, September 5, 2019). J. Kerr saw the platform as connectors to communication (Personal interview, September 7, 2019). M. Nafila confirmed that students are advantageous as they could get more information from different sites (Personal interview, September 3, 2019). T. Garden said that *“Social media platforms are vital for pop quizzes leading to video comprehension. After understanding the different precepts of social media, it is time to find out how the platforms are detrimental to the student user”* (Personal interview, September 1, 2019).

Question (9): Could you describe how Social Media could cause social problems for students?

Most of the respondents contended that social media platforms could be potential risk areas of being unhealthy, while others saw the idea of social alienation as being supreme. J. Jabari was for the idea that social media could lead to minimal communication among students and may have adverse health effects leading to eye

problems (Personal interview, September 9, 2019). A. Istiti noted that the idea of spreading hate among those involved as easy as they could be in positions that are not in line with the laid down rules and regulations (Personal interview, September 10, 2019). M. Nafila brought about the issue of bullying and the spreading of unwanted data. The different problems brought about the idea of why social media platforms are vital in improving the English language (Personal interview, September 3, 2019).

Question (10): In your opinion, what makes it necessary to use social media platforms for improving English learning skills?

The respondents agreed in unison that the platforms were vital as they ensured communication among the different parties involved. A. Rafeeg posed that social media platforms provide coordination and communication between parties and enhance vocabulary search leading to better learning capabilities, and this makes social media platforms necessary for learning the English language (Personal interview, September 9, 2019). A. Istiti noted that they also lead to teamwork. Through group work, students can learn from one another (Personal interview, September 10, 2019), while A. Burns saw the idea of motivation as being paramount (Personal interview, September 3, 2019). After many discussions on the platforms, those interviewed were asked the different platforms that were in use, and this was achieved by the question below.

Question (11): In your opinion, which social media platform is the best use for improving English learning skills for UAE students?

The respondents had different platforms in mind; A. Rafeeg mentioned YouTube and WhatsApp, and these were relevant because they lead to better vocabularies leading to improved skills of the English language (Personal interview, September 9, 2019).

While H. Hisham saw Twitter, WhatsApp, online chat rooms, and Facebook as being superior, she added: *“Twitter because this social media platform has the most information, a lot of news articles to read and then respond too with your opinion .helping to improve reading, writing, and thinking skills”* (Personal interview, September 5, 2019). The interview closed with the desire to understand the disadvantages and advantages of using social media platforms, and this was easily achieved by asking the question below.

Question (12): Would you tell me what the advantages/disadvantages of using social media for improving English language skills for UAE students are?

The respondents saw social media as a tool that is advantageous as it ensures practice, hence able to increase English proficiency. The majority of them contend that the platforms are vital in learning, but are informal, while others note that they can be controlled, albeit their advantage of motivating. Also, the respondents said the platforms guarantee better learning environments, but have minimal parental guidance. Further, they see them as a form of exposure, while others feel that they offer more information to students. On the downside, the platforms are viewed as having negative social impacts on learners. A. Rafeeg said that *“I believe that it will have advantages more than having disadvantages as it will be encouraging for students to learn. Besides, students would practice their styles of learning and help them think critically. It will increase the respect toward other students and teachers if that means communicating outside of the classroom setting and may give students the feeling that they closer to their colleagues and teachers”* (Personal interview, September 9, 2019). A. Istiti said that *“Social media platforms enable students to learn from each other; also, it is a useful tool for shared*

*learning and a place for cross-cultural perception and a place for cross-cultural perception*” (Personal interview, September 9, 2019), while A. Burns confirmed that social media platforms enhance confidence, motivation, and support personal learning styles, but are informal, and can’t control the content (Personal interview, September 3, 2019). On the other hand, Burns added that *“The interaction capabilities of the learners will be increased, and this is an important concept for 21-century skills”* K. Ashoor indicated that social media guarantee a safe learning environment, encourage discussion and free independent learning, but it could sometimes; divert students' attention from education (Personal interview, September 3, 2019). H. Hisham said that *“Social media platforms can support English learning skills, improve English skills and away from exposure to more Written and verbal English”* (Personal interview, September 5, 2019). K. Shuker indicated that social media enable students to develop their critical thinking. Still, it could be distracted because sometimes, it is not an exact representation of the real world (Personal interview, September 10, 2019). According to M. Nafila the availability of information at fingertips is one of the advantages of using social media platforms, which help them to improve their vocabulary. *“Social media platforms are beneficial for getting general information, knowledge and a way to increase their language Competency”* she added, *“It has a positive effect to some extent, but the informal language used while chatting has a negative impact on their academic writing”* (Personal interview, September 3, 2019). T. Garden asserted that social media platforms are also found able to participate in 21-century skills, accessible for students to use and understand. According to him, students are comfortable using social media interface.

But on the other hand, social media could cause a negative social impact if abused or misused (Personal interview, September 1, 2019).

## Chapter 6: Discussion

### 6.1 Interpretation of Results

Evidence from the three instruments, questionnaire, interview, and the quasi-experiment (pre-post-test) shows how social media platforms such as Facebook, Twitter, WhatsApp, and others influence the students' English learning skills. From the results, the majority of interviewees could reveal social media supported students in their learning of English. Moreover, the interview responses suggested that those students who used social media more often could help reduce the anxiety that students have in schools. As a result, they can increase the level of their confidence and motivated further to do when in acquiring the English learning skills.

The results of the interview also show significant improvements among students after using social media networks. These include development and learning new words, working on assignments and research works, and discussion of questions after class hours to share ideas. Besides, learners were able to exchange and share examination questions from each of their schools on these networks (Alassiri, 2014). The interview also revealed that students could make use of these platforms for sharing ideas, and exchange of examination questions. Similarly, it was evident that students gained the ability to explore unasked questions inside a less formal atmosphere, getting a loud voice through web technology. Teachers revealed that students who regularly used social media platforms were more motivated, inspired, and were more engaged in the learning process (Habes et al., 2018). These ideas indicated by the respondents are supported by the fact that social media platforms have increased to become the latest



forms of exchange not just for individuals who belong to social groups but institutions that exchange notes on various subjects (Wilkins & Huisman, 2015). Students who may have challenges on some issues may use social media to seek solutions from their peers, teachers, and other experts. From the outcomes of the questionnaire, the respondents, the majority who were the students, had a positive indication of how social media influences their learning skills in English. For instance, more than 250 students indicated to belong or to have used their preferred social media platform. The answers to the questions show that Facebook, WhatsApp, and Instagram are the most preferred social media platforms. Mostly students use these platforms for various purposes such as chatting and communicating (Watat et al., 2018). For most of the statements indicated in the questionnaire about social media and how it influences the learning skills in English, the majority of the respondents seem to agree with such statements (Al-Ali, 2014). The statements were regarding the improvement of the learning skills in English regarding reading, writing, and speaking skills.

The advancements have influenced the positive indications by the students on this topic in the technology. Today, mobile phones are all over and can be accessed by anyone, including the students, due to the affordability rate they carry. The same way, unlike in the early days when phones were only used to make calls, they are now used in multitasking. In addition to mobile phones, other devices such as computers and laptops have become readily available and installed with various software applications that facilitate social media exchange. As a result, students no longer use these devices for one common reason but multiple purposes. For instance, most platforms allow the students to exchange ideas, get to know new thoughts, vocabularies and even engage in

discussions with peers and experts about different topics online (Badri et al., 2017). Exchange ideas facilitate the learning process at an extensive level hence promoting the acquisition of skills that allow improved writing and speaking. The situation explains the results of the quasi-experimental (pre-test and post-test), which showed that speaking and writing skills in the pro-test were more improved than in the pre-test before the experiment (Srivastava & Rauta, 2006). In the study, the exposure of the experimental group to social media platforms allowed the group members to get new ideas and approaches to learning English.

## **6.2 Conclusion**

Social media have had a critical role in the founding of the bridge among individuals that enable them to interconnect on a common platform. (SNS) can be an essential way in which people can stay in touch with one another. Several students have embraced the novel communication as a means to connect with their classmates and to be in touch with their associates. Interaction is dynamic and has been changing rapidly, as now the students and their respective educators communicate via (SNS). In this manner, it is crucial to embark on how tutors can aid their students in utilizing the advantages of (SNS) in cultivating their productive skills. Therefore, this study recommends that if students, as well as teachers, correctly use digital social media, it will be constructive for them in terms of enhancing their English speaking and writing skills. Thus, it should be incorporated into the UAE educational system as a supplementary source of knowledge for the teaching and learning of the English language.

### **6.3 Recommendations of the Study**

The results support the idea that exposure to social media platforms helps students improve their skills in learning English. However, there were revelations that there are a considerable number of stakeholders in English that either do not support this idea or lack facts to substantiate this course. The following measures are essential in enhancing the role of social media in learning:

#### **6.3.1 Decision-Makers, Regulators/Administration**

All the stakeholders in the education sector need to be involved when examining the topic to have their inputs for better results since the proper acquisition of learning skills can be achieved through the efforts of everyone. Decision-makers in the education sector should come up with ways of ensuring that social media platforms are incorporated in the process of learning the English language. Because such platforms are vital and able not only to increase the learning and reading abilities of the students but to ensure increased vocabularies and team-work among them (Rasiah, 2014).

#### **6.3.2 Teachers**

The department in charge of education should define and formulate guidelines that direct students and teachers through the process of learning using other platforms to harness the best out of it. Teachers, on their part, are always in constant communication with their students, and they should allow the use of social media platforms in their continuous connection and teaching capabilities. Besides, teachers should encourage students to use such platforms outside the classroom to ensure increased learning capabilities among themselves.

### **6.3.3 Students**

There is a need to create awareness among students, teachers, and other users of social media to avoid negative impacts it has on the students' learning and performance to minimize the technological risks experienced. The students on their part should be at the forefront of using social media platforms and always encouraged to use them in their communication inside and outside their classrooms.

### **6.3.4 Parents**

There is a need to encourage parents to purchase gadgets that can make use of the different social media platforms for their children, as they will become handy in their learning experiences. The stereotypes that exist on the use of such platforms should be explained to the parents who will also be required to pass such information to their children. While at home, the parents also have the responsibility of making sure that they have internet, as such go hand in hand with social media platforms.

## **6.4 Further Research**

The research delved into finding out how social media platforms were a necessary tool in ensuring improved learning through reading and writing of the English language in UAE. The importance of various social media tools cannot be underestimated, hence the need for more research. Another research that should be done is “The impact of social media on discipline among students in UAE”

## 6.5 Summary

The section highlighted various topics ranging from the results, discussion and interpretation, and the recommendations of the study. The results section presents data collected by the research through the use of the interview, questionnaire, and the t-test. Data from the interview indicated that the majority of those interviewed believe that social media impacts students in many ways towards learning English skills such as speaking and writing skills. Teachers agree that through social media platforms, students get an opportunity to engage in the exchange process with peers and teachers. In the same way, students are motivated and encouraged to explore new ways that expose them to various learning materials. The questionnaire also revealed that the majority of the students belong to one of the social media platforms. They accept that they use these platforms for various purposes, which enhance their knowledge in learning skills. The t-tests showed significant improvements in both the writing and speaking skills for the experimental group. However, recommendations reveal the need to have a whole-system approach to the use of social media in the learning environment.

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## Appendix

### Appendix A



Letter of Ethics Approval for Dr. Sameer



جامعة الإمارات العربية المتحدة  
United Arab Emirates University

Baniyassen Research Application

ERS\_2019\_5954

This is to certify that the Research Application ERS\_2019\_5954 by Dr. Sameer Baniyassen for the project on “The use of social media platforms: The impact of social media on improving English learning skills, a case study,” has been approved by the UAEU sub-committee for ethics in social sciences.

Sincerely,

Associate Professor William McDonald

Chair of UAEU Research Ethics Sub-Committee for Social Sciences

United Arab Emirates University

UAE

Email: [wmcdonal@uae.ac.ae](mailto:wmcdonal@uae.ac.ae)

Phone: +971 3 713 6494

## Appendix B



No.: CHSS-R 010/2019

Date : 17 / 09/2019

To: University of Sharjah

From: Prof. Ahmed AlNajjar

Assistant Dean for Research and Graduate Studies

College of Humanities and Social Sciences

United Arab Emirates University

Date: 17 September 2019

Re: CHSS-R 010/2019

**Subject: The Impact of Social Media on English Language Learning in UAE**

Sameer Baniyassen will be conducting a study to fulfill the requirements for the degree of Doctor of Philosophy in UAEU. At the College of Humanities and Social Sciences, Department of Mass Communication. Under the supervision of Prof Saddik Johar. We would like to ask for your participation to complete this study.

We are hoping to utilize the data to improve and enhance the span of research for students and facilities in the field of scientific research at universities.

**Note:** The following research application (ERS-2019-5954) has received ethical approval from UAEU Research Ethical Sub-Committee for social Science.

Thank you in advance for your cooperation

Prof. Ahmed A. Alnajjar

Assistant Dean for Research & Graduate Studies

College of Humanities & Social Sciences

United Arab Emirates University

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**No.:** CHSS-R 010/2019

**Date :** 17 / 09/2019

**To:** Alameer secondary School for Boys in UAQ(MOE)

**From:** Prof. Ahmed AlNajjar

Assistant Dean for Research and Graduate Studies

College of Humanities and Social Sciences

United Arab Emirates University

**Date:** 17 September 2019

**Re:** CHSS-R 010/2019

**Subject: The Impact of Social Media on English Language Learning in UAE**

Sameer Banyassen will be conducting a study to fulfill the requirements for the degree of Doctor of Philosophy in UAEU. At the College of Humanities and Social Sciences, Department of Mass Communication. Under the supervision of Prof Saddik Johar. We would like to ask for your participation to complete this study.

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Thank you in advance for your cooperation

**Prof. Ahmed A. Alnajjar**

Assistant Dean for Research & Graduate Studies

College of Humanities & Social Sciences

United Arab Emirates University

P. O. Box 15551

Al Ain, United Arab Emirates



**No.:** CHSS-R 010/2019

**Date :** 17 / 09/2019

**To:** Ajman University

**From:** Prof. Ahmed AlNajjar

Assistant Dean for Research and Graduate Studies

College of Humanities and Social Sciences

United Arab Emirates University

**Date:** 17 September 2019

**Re:** CHSS-R 010/2019

**Subject: The Impact of Social Media on English Language Learning in UAE**

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Thank you in advance for your cooperation

**Prof. Ahmed A. Alnajjar**

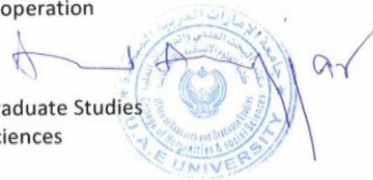
Assistant Dean for Research & Graduate Studies

College of Humanities & Social Sciences

United Arab Emirates University

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Al Ain, United Arab Emirates





**No.:** CHSS-R 010/2019

**Date :** 17 / 09/2019

**To:** Alsalama secondary school for girls in UAQ(MOE)

**From:** Prof. Ahmed AlNajjar

Assistant Dean for Research and Graduate Studies

College of Humanities and Social Sciences

United Arab Emirates University

**Date:** 17 September 2019

**Re:** CHSS-R 010/2019

**Subject: The Impact of Social Media on English Language Learning in UAE**

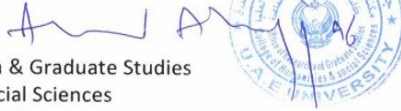
Sameer Baniyassen will be conducting a study to fulfill the requirements for the degree of Doctor of Philosophy in UAEU. At the College of Humanities and Social Sciences, Department of Mass Communication. Under the supervision of Prof Saddik Johar. We would like to ask for your participation to complete this study.

We are hoping to utilize the data to improve and enhance the span of research for students and facilities in the field of scientific research at universities.

**Note:** The following research application (ERS-2019-5954) has received ethical approval from UAEU Research Ethical Sub-Committee for social Science.

Thank you in advance for your cooperation

**Prof.Ahmed A. Alnajjar**



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**No.:** CHSS-R 010/2019

**Date :** 17 / 09/2019

**To:** CUCA University

**From:** Prof. Ahmed AlNajjar

Assistant Dean for Research and Graduate Studies

College of Humanities and Social Sciences

United Arab Emirates University

**Date:** 17 September 2019

**Re:** CHSS-R 010/2019

**Subject: The Impact of Social Media on English Language Learning in UAE**

Sameer Baniyassen will be conducting a study to fulfill the requirements for the degree of Doctor of Philosophy in UAEU. At the College of Humanities and Social Sciences, Department of Mass Communication. Under the supervision of Prof Saddik Johar. We would like to ask for your participation to complete this study.

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**Note:** The following research application (ERS-2019-5954) has received ethical approval from UAEU Research Ethical Sub-Committee for social Science.

Thank you in advance for your cooperation

**Prof. Ahmed A. Alnajar**




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مساعد العميد لشؤون البحث العلمي و الدراسات العليا

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## Appendix C

كشف درجات الامتحان  
 مدرسة الأمير للتعليم الثانوي للبنين - 2019/2018  
 نوع التعليم: عام Grade:11 الفصل الدراسي: الفصل الثالث  
 Experimental Group Third Semester

Students Number		Pre-Test		Post-Test	
		Writing (16)	Speaking (16)	Writing (16)	Speaking (16)
1	13916	13	12	15	13
2	07961	9	9	8	10
3	20456	11	10	14	13
4	20453	11	12	14	12
5	10209	14	12	16	16
6	07850	12	14	13	14
7	11203	13	12	12	14
8	11609	12	8	12	14
9	42388	15	12	14	14
10	89133	10	8	14	9
11	19948	9	11	9	15
12	16632	12	12	11	13
13	07828	14	11	13	14
14	22144	14	13	14	16
15	97226	13	12	14	16
16	16585	12	12	11	10
17	21507	12	10	14	15
18	33412	14	12	15	16
19	16610	12	10	14	16
20	15927	12	14	14	14
21	3297	15	14	15	16
22	11620	10	14	12	16
23	07873	12	14	15	15
24	18834	12	12	13	10
25	11616	10	9	12	9
26	20455	14	8	14	16
27	15272	15	12	15	16
28	08723	9	14	11	14

## Appendix D

كشف درجات الامتحان  
مدرسة الأمير للتعليم الثانوي للبنين -  
**Control Group - Pre-test – Post-test Results**

	Student Number	Pre-test		Post-test	
		Writing (16)	Speaking (16)	Writing (16)	Speaking (16)
1	11621	12	15	9	13
2	32404	8	10	7	9
3	14931	15	10	8	10
4	27708	12	10	8	8
5	07890	15	15	8	15
6	07849	15	15	14	15
7	07824	12	15	8	13
8	22092	12	10	8	10
9	12365	15	10	13	9
10	20454	15	10	8	9
11	07947	13	10	14	10
12	14639	12	10	9	8
13	14478	10	10	12	8
14	07957	15	15	12	14
15	07806	15	15	13	9
16	17277	10	10	10	8
17	20725	12	10	13	14
18	21161	10	10	11	10
19	07870	13	12	8	7
20	01659	15	15	12	15
21	22123	10	8	8	6
22	03805	15	10	13	11
23	22154	15	15	12	15
24	91923	10	10	9	10
25	07945	15	15	13	14
26	2067	15	15	14	16
27	2380	10	15	13	15
28	10210	10	10	12	8
29	12367	15	10	8	11
30	19950	15	15	10	14
31	22127	10	10	10	11
32	22107	15	10	11	11



a) less than one-hour b) 1-2 hours c) 3-4 d) more than 4

**3. You use social network sites mostly for.**

- a) Downloading music/video
- b) Uploading music/video
- c) Posting photos
- d) Blogging
- e) Chatting
- f) Communication with teachers/class fellows
- g) Other (please specify)

**4. What is the main purpose of using social media platforms?**

a) Entertainment b) Educational c) Informational d) Other (specify)

**5. What social media do you find most useful?**

- a) Facebook
- b) Twitter
- c) Instagram
- d) YouTube
- e) WhatsApp
- f) Snap chat
- g) Other (please specify)

**6. What is your favorite device to access social media?**

- a) Mobile
- b) Tablet
- c) Computer
- d) Laptop
- e) Other (please specify)

**7. If you could use only one of the following social media platforms -which would you use?**

- a) Facebook
- b) Twitter
- c) Instagram
- d) YouTube
- e) WhatsApp
- f) Snapchat
- g) Other (please specify)

**PART 1:** To what extent do you think social media platforms could immediately access to sources of advanced information? Please indicate whether you agree/disagree with the following statements.

- 1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

	Statement/ Theme	1	2	3	4	5
	Social media platforms promote					
1	access to credible sources of learning					
2	efficient support services to Learners					
3	access to learners' favored education materials					
4	appropriateness for communication					
5	discussion among virtual					
6	access to various sources of learning materials					

**PART B:** The following questions are about the role of social media platforms in inspiring and engaging students. To what extent do you agree with the following statements?

- 1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

	Statement/ Theme	1	2	3	4	5
	Social media platforms					
7	facilitate critical thinking					
8	improve problem-solving methods					
9	support English learning skills					
10	support a student knowledge environment					
11	improve discussion and thinking					
12	show the implementation of theories /techniques					
13	enhance the futuristic vision					
14	are a useful and effective tool for improving English learning skills					

**PART C:** the following statements are about the role of social media platforms in motivating and involving students. Do you agree/disagree with the following statements?

1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

	Statement/ Theme	1	2	3	4	5
	Social media platforms					
15	enhance students' stimulus or motivation					
16	increase English learning practice of learners					
17	develop among students motive for deeper learning					
18	guarantee students' independence					
19	promote self-regulation in learning					
20	improve team working chances					
21	allow innovative training responsibilities					
22	ensure the effective learning of learners					

**PART D:** How do social media platforms participate in promoting 21st-century skills?

To what extent do you agree with the following statements?

1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

	Statement/ Theme	1	2	3	4	5
	The use of social media platforms					
23	promotes competition motive					
24	develops opportunities for social learning					
25	enhances opportunities for confidence					
26	supports the interactive abilities of learners					
27	enhances secular learning skills among learners					
28	supports personal learning tendencies of learners					

**PART E:** the following questions are about the role of social media in the pedagogy education process; please indicate whether you agree/disagree with the following statements?

1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

	Statement/ Theme	1	2	3	4	5
	Social media platforms are a useful					
29	instrument for efficient information					
30	in learning from and/ with others					
31	in improving self-paced education					
32	in enhancing the chance of cooperative education					



33	tool of shared learning					
34	place for cross-cultural perception					

**Part F:** Do you think social media could cause problems for students or not, please indicate whether you agree/disagree with the following statements?

1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

	Statement/ Theme	1	2	3	4	5
	The use of social media platforms					
35	causes loneliness					
36	increases alienation					
37	creates social difficulties					
38	causes health and physique problems					

**Part G:** Here some questions about your attitude towards social media, please indicate whether you agree/disagree with the following statements.

1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree

	Attitudes to social Media	1	2	3	4	5
39	I enjoy using social media platforms.					
40	I know that social media can assist me to improve my English learning skills.					

Thank You for completing the survey