

# A Paradigm Shift: Utilising Social Media for English Language Practice

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## Abstract

This chapter unveils the groundbreaking potential and investigates the profound paradigm shifting impacts of social media platforms on English language practice, highlighting its growing significance in today's increasingly digitalized educational landscape. By examining how social media facilitates the development of core language skills such as writing, speaking, listening, and reading, this work underscores its potential to revolutionize traditional learning paradigms. Social media platforms are celebrated for their ability to boost student motivation, enhance linguistic proficiency, and foster cultural exchange, offering unparalleled opportunities for immersive and interactive learning experiences. The chapter also delves into the unique advantages of social media, such as its flexibility and accessibility, which render language acquisition processes more engaging, adaptive, and effective. However, it does not shy away from addressing the potential drawbacks, including distractions and the spread of misinformation, which can hinder educational outcomes if left unmanaged. Recommendations are provided for educational policymakers on optimizing the integration of social media into language learning, with an emphasis on maximizing its benefits while mitigating its challenges. Furthermore, the chapter identifies key areas for future research, aiming to deepen our understanding of social media's evolving role in language education. A critical comparison between social media-driven approaches and traditional methods sheds light on their respective strengths and limitations, offering practical strategies to enhance students' online interactions for language learning purposes. Ultimately, this chapter strikes a balanced perspective, articulating both the opportunities and challenges presented by social media in the realm of language education. It concludes with actionable insights on how to effectively incorporate these digital tools into teaching practices, paving the way for more dynamic, inclusive, and impactful learning environments.

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## 1. Aim and Scope

This section seeks to thoroughly analyse the multifaceted impact of social media on English language practice. In today's interconnected world, social media has emerged as a powerful tool that enhances and complements language learning processes. The primary aim of this book chapter is to evaluate the role, benefits, and limitations of social media platforms in fostering the development of English language skills. It delves deeply into how social media influences learners' writing, speaking, listening, and reading abilities, offering a comparative analysis between traditional language learning methods and digital platforms. The chapter also explores the ways in which social media tools boost individual motivation, cultivate cultural awareness, and foster dynamic, interactive learning environments. The most widely used language practice applications, including Duolingo, ChatGPT (OpenAI), Grammarly, Memrise, Rosetta Stone, Kahoot, Quizlet, HelloTalk, and Tandem are examined briefly. Their potential to support both learners and educators is critically assessed, alongside the challenges they may pose. Beyond individual learning, this section also considers the broader implications of social media on educational policies. Practical recommendations are presented for educators and policymakers, emphasizing the need for purposeful and conscious integration of social media into educational frameworks. Additionally, this book chapter identifies existing research gaps and proposes avenues for future exploration, with the overarching goal of contributing sustainably to the field. Grounded in the literature review method, this section combines theoretical insights with practical perspectives, drawing from the experiences of both students and educators. It serves as a comprehensive guide to understanding the educational potential of social media, offering strategies to harness its strengths while addressing its challenges. Ultimately, the current book chapter aspires to maximize the utility of social media in language learning and reshape its role in contemporary education.

## 2. Introduction

Over the past few years, the rapid dissemination of social media platforms and their becoming an inseparable part of daily life have also led to significant transformative changes in the field of education. The opportunities offered by social media, especially in language learning and practice, have enabled the adoption of new approaches that are alternative or complementary to traditional methods. Within this scope, the utilisation of social media in English language practice has become a remarkable and thought-provoking research topic for both learners and educators.

Social media can be defined as online platforms that allow users to create, share and interact with content (Kaplan & Haenlein, 2010). These platforms contribute to the development of language skills by providing language learners with access to authentic language materials, intercultural interaction and real-time communication opportunities (Blattner & Fiori, 2009). In addition, social media tools boost learners' motivation and make the learning process more interactive and fun (Wang & Vasquez, 2012).

English is regarded as the basic language of global communication and knowledge. Therefore, developing English language skills is of high significance for individuals' academic and professional success. While traditional classroom education methods form the basis of language learning, with the paradigm-shifting rapid development of technology and the proliferation of digital tools, alternative environments have emerged where learners can practice their language skills. Social media, as one of these alternatives, offers learners the opportunity to practice and develop their language skills in real-life contexts (Mills, 2011). This chapter will examine how social media has created a paradigm shift in English language practice. First, academic studies on the role and potential of social media in language learning are evaluated. Then, the transformative impacts of social media platforms on English language practice and the reflections of these effects on learners are discussed and elaborated in detail. Finally, suggestions are presented on how social media can be utilised as an effective tool in language learning.

### **3. Theoretical Framework**

The utilisation of social media in English language practice can be scrutinised within the framework of various education and learning theories. In this section, the role of social media in language learning is carefully evaluated from a theoretical perspective by considering constructivist learning theory, social cognition theory and the Technological Pedagogical Content Knowledge (TPACK) model.

#### **3.1. Constructivist Learning Theory**

Constructivist learning theory argues that individuals actively construct knowledge, and that learning occurs in interaction with the learner's prior knowledge and experiences (Piaget, 1972). Social media platforms offer interactive environments that allow learners to direct and personalize their own learning processes. For example, learners can access content based on their interests and pace, take part in discussions and create their own learning materials via social media (Greenhow & Lewin, 2016). In this context, social

media can be regarded as an effective tool in creating constructivist learning environments.

### **3.2. Social Cognition Theory**

Bandura's (1986) social cognition theory emphasizes that learning occurs through social interactions and observation. Social media offers learners the opportunity to interact within a large social network and observe language use in different cultural contexts. These interactions help learners develop their language skills and gain intercultural awareness (Wang & Vasquez, 2012). Moreover, collaborative learning activities carried out through social media support the learning process by boosting learners' motivation (Blattner & Fiori, 2009).

### **3.3. Technological Pedagogical Content Knowledge (TPACK) Model**

The TPACK model developed by Mishra and Koehler (2006) puts an emphasis on the importance of integrating technological, pedagogical, and content knowledge components for effective teaching. In order for social media tools to be utilised effectively in language teaching, teachers need to bring these three knowledge areas together in a balanced way. To give an example, when a teacher designs activities that can improve students' language skills using social media platforms, they should consider both the possibilities of technology and pedagogical principles (Kessler, 2018).

### **3.4. The Role of Social Media in Language Learning**

Social media contributes to the development of language skills by providing language learners with access to authentic language materials, intercultural interaction, and real-time communication opportunities (Blattner & Fiori, 2009). Additionally, social media tools increase learners' motivation and make the learning process more interactive and fun (Wang & Vasquez, 2012). These platforms offer interactive environments that allow learners to direct and personalize their own learning processes (Greenhow & Lewin, 2016).

### **3.5. The Advantages and Disadvantages of Social Media in Language Learning**

The advantages offered by social media in language learning include the opportunity for learners to practice their language skills in real-life contexts, gaining language and cultural awareness through intercultural interactions, and being able to personalize their learning processes (Blattner

& Fiori, 2009; Wang & Vasquez, 2012). However, social media also has disadvantages such as distracting elements and information pollution (Greenhow & Lewin, 2016). Therefore, it is important to plan social media use consciously and in a balanced manner.

### **3.6. Conclusion**

The theoretical frameworks discussed above provide a set of pivotal clues on how social media can be utilised as an effective tool in English language practice. Constructivist learning theory, social cognition theory, and the TPACK model provide guidance for understanding the potential of social media in language learning and maximizing this potential. However, in order for social media to be utilised as an effective learning tool, teachers and learners need to understand the opportunities and limitations offered by these platforms and utilise them consciously.

## **4. A Review of the Literature**

This section compiles the current research on the transformative and paradigm-shifting impacts of social media on English language practice, language learning through digital applications, and the students' and teachers' views along with their perceptions. The literature review is structured to explore the contributions in the literature to comprehend the opportunities and limitations that social media offers for English language learning.

### **4.1. The Utilisation of Social Media Tools in English Language Learning**

Zeebaree et al. (2024) shed light on the fact that social media platforms offer a wide potential to contribute to language learning processes. Platforms such as Facebook, Instagram, Twitter, and YouTube allow language learners to have a natural language learning experience by interacting with authentic content. YouTube, in particular, helps language learners improve their English-speaking skills through videos, while also providing intercultural awareness. The interactive nature of these platforms ensures students' active participation in the language learning process (Vitanova & Miller, 2020). In addition, various applications utilised to practice language have also gained a great deal of popularity among students. To illustrate it, the applications such as Duolingo, HelloTalk, and Tandem are tools that allow language learners to learn English in a gamified way. The impactful nature of Duolingo on language learning was examined in a study conducted by Vesselinov and Grego (2012), and it is stated that the application made a great contribution to language learners. The applications such as HelloTalk

and Tandem provide users with the opportunity to interact with native English speakers and practice speaking (Herring, 2020).

#### **4.2. The Impactful Nature of Social Media on Speaking and Writing Skills**

Social media makes significant contributions to the development of language learners' speaking and writing skills. Written sharing, especially on social media, is an effective tool for enhancing users' writing skills by boosting their motivation. Social media posts provide an opportunity for students to work on grammar, vocabulary, and sentence structures (Sakamoto et al., 2017). Blog posts and social media posts provide students with the opportunity to express themselves and encourage written communication (Aghaei & Kiany, 2020). Apart from this, speaking skills can also be developed through social media. The platforms such as Twitter and Instagram allow language learners to engage in short-term conversations and to take part in discussions. Thanks to these applications, students have the opportunity to express themselves in the language more naturally and quickly. In particular, interactions in social media posts allow users to practice English meaningfully (Kukulka-Hulme & Shield, 2020).

#### **4.3. Student and Teacher Perceptions on Social Media for English Language Practice**

Qualitative and quantitative studies on the contributions of social media to language learning reveal the fact that student and teacher views hold a prominent place. Students have stated that they find more motivation with social media use and that the language learning process becomes more fun (Murray et al., 2019). Social interaction and the content offered by social media platforms are among the determinants that boost students' motivation. Such platforms help students develop language skills naturally by providing them with the opportunities for interaction outside the classroom (Mann & Stewart, 2017). Teachers, on the other hand, make various suggestions on how to utilise social media more efficiently in education. It is emphasized that teachers should guide the integration of social media into language learning processes (Zhao et al., 2021). However, there are also concerns about students' security and privacy regarding social media use (Rui et al., 2020).

#### **4.4. Advantages and Disadvantages**

Social media has a number of negative effects as well as offering the opportunities for language learning. The opportunities offered by social

media include access to rich, authentic content for language learners, the opportunity to observe daily language use, and social interaction environments (Richards, 2020). Social interactions, which especially increase students' motivation, make the learning process more appealing (Sykes & Reinhardt, 2013). However, there are also negative effects of social media use. Distraction, information pollution, and loss of time can be counted among the negative aspects of social media use. In addition, excessive social media use can distract students from their academic studies and negatively affect success in language learning (Cullen, 2018). To prevent such negativities, it is suggested that teachers should regularly guide students on social media usage (Whiteside et al., 2020).

#### **4.5. Applications Used for Language Practice**

Over the past decades, various applications have been developed for language learners. The applications such as Duolingo, ChatGPT, Grammarly, Memrise, Rosetta Stone, Hellotalk, Tandem, Kahoot and Quizlet help students in the language learning process.

##### **4.5.1. Duolingo**

Duolingo is a popular language learning application that allows users to practice various languages. Developed by Von Ahn and Hacker (2011), this platform encourages learning utilising gamification techniques. In a study conducted by Vesselinov and Grego (2012), the effect of Duolingo on language learning was examined and it was concluded that the application was an effective learning tool.

##### **4.5.2. ChatGPT (OpenAI)**

ChatGPT is an artificial intelligence model developed by OpenAI and based on natural language processing technology. This model offers users the opportunity to practice languages by establishing human-like text-based interactions. However, there are no comprehensive studies in the academic literature on the effectiveness of ChatGPT in language learning.

##### **4.5.3. Grammarly**

Grammarly is an application that allows written texts to be analysed in terms of grammar, punctuation, and style. In a study conducted by O'Neill and Russell (2019), it is stated that Grammarly is a helpful tool in improving writing skills. However, it was emphasized that the feedback of the application is not always accurate and that users should evaluate with a critical approach.

#### **4.5.4. Memrise**

Memrise is a language learning platform that supports vocabulary learning based on mnemonic techniques. Richards and Rodgers (2014) stated that such applications are useful in expanding the vocabulary, but additional resources are needed for other components of the language.

#### **4.5.5. Rosetta Stone**

Rosetta Stone is a software that adopts the direct teaching method in language learning. In a study conducted by Hasani and Rasouli (2015), the effect of Rosetta Stone on language learners was examined and it was concluded that the application was especially useful for learners.

#### **4.5.6. Kahoot and Quizlet**

Kahoot and Quizlet are platforms that encourage learning by the employment of gamification elements in education. Plump and LaRosa (2017) stated that Kahoot increases classroom interaction and supports learning. Quizlet facilitates students' repetition of information with flashcard-based learning methods. Dizon (2016) emphasized that Quizlet is an effective tool for learning vocabulary.

#### **4.5.6. HelloTalk**

HelloTalk is a free app that has over 10 million users worldwide, supports over 150 languages, and allows users to learn languages by chatting with native speakers (Herring, 2020).

#### **4.5.7. Tandem**

Tandem is a mobile app that takes a one-on-one language learning approach by matching users with speakers of the language they want to learn (Herring, 2020).

### **5. Method**

This chapter is carried out with the employment of the literature review method to explore the paradigm-shifting and profound impacts of social media on English language practice. The literature review method is the process of systematically investigating and analysing previously conducted academic studies (Fink, 2014). This method presents pivotal findings to understand the relationship between social media and language learning by revealing the current knowledge on the subject. In this section, based on literature review, studies conducted on the effects of social media on



language learning processes are investigated and the findings obtained are under certain categories.

### 5.1. Data Collection Process

The data collection process includes using scientific and academic sources as the basic component of the literature review. The data sources selected for this chapter are academic articles, theses, conference proceedings and studies published in international journals. The studies are selected from the most up-to-date studies published in recent years examining the effects of social media on language learning. In the selection of studies, the currency and validity of the data are taken into consideration. Academic articles are selected from internationally indexed databases, especially Web of Science (WoS), Scopus, ESCI, SSCI. The studies on social media applications are given special importance. For example, studies on language learning applications such as Duolingo, ChatGPT, Memrise, Kahoot are selected to reveal the impact of digital tools on the language learning process. The literature reviews on these applications have examined important factors such as student motivation, language skills development, and contributions of the applications to language learning processes (Vesselinov & Grego, 2012; López et al., 2021).

### 5.2. Selection of Sources

Selection of sources is an important stage when conducting a literature review. The sources selected in this study are meticulously selected according to certain qualities and criteria. The following three main criteria are taken into consideration in the selection of sources:

**1. Quality:** The selected studies are published in peer-reviewed journals and are taken from respected and reliable sources in their fields. The factors determining the quality of studies include methodological accuracy, research design, and validity of results. This criterion covers not only academic studies but also book chapters published in important journals (Murray et al., 2019).

**2. Topic Relevance:** Sources should focus on the impact of social media on language learning. Studies in the literature should present findings on the language learning processes of social media tools or applications. Sources should focus specifically on studies on social media and digital tools rather than general research on language learning (Richards & Rodgers, 2014).

**3. Innovation:** The selected studies should be the studies that may provide an innovative contribution to the existing literature in the field

and present new data and findings. This ensures that the current studies examining new digital tools and platforms that have emerged regarding social media and language learning are preferred. Innovative studies on the impact of social media tools on language learning processes are important in filling gaps in the field and understanding developing trends in digital education (Kukulka-Hulme & Shield, 2020).

### **5.3. Data Analysis Method**

Data analysis is carried out utilising the qualitative analysis method in order to ensure that the literature review is conducted systematically. Qualitative analysis aims to examine the content of the texts in detail and to extract important themes. The research methodologies, keywords, findings, and results used in the studies are systematically coded. Each study is grouped according to its content and methodological features and grouped around similar themes. During the data analysis process, the studies emphasizing the effects of social media use on language skills are examined. In particular, the studies on the development of speaking, writing, listening, and reading skills are one of the focal points of the analysis (Zhao et al., 2021). In addition, the issues such as the effects of social media tools on student motivation in language learning processes, accessibility of applications, and interactive structures are also analysed (Dizon, 2016). As a result of the data analysis, the contributions of social media tools to language learning and the factors that ensure the effective use of these tools are determined. In addition, the advantages and disadvantages that arise during the use of these tools are also taken into consideration. At the end of the literature review, a number of suggestions are made on how social media can be utilised more effectively in the language learning process (Richards, 2020).

## **6. Discussion and Findings**

Social media has been a factor that has significantly changed the use of digital tools in education over the past years. The utilisation of social media, especially in English language learning, offers opportunities to students but also creates some limitations. The findings obtained from the literature review reveal various results regarding the effects of social media on language learning. In this section, the contributions of social media to English language practice, its limitations and comparisons with traditional language learning methods are discussed.

## 6.1. Main Themes Prominent in the Literature

The contributions of social media tools to English language learning have been one of the focal points of research in this field. There are many studies in the literature on the effects of social media platforms and technological applications on language learning processes. These studies examine how social media transforms student motivation, language skills development and language learning processes. The vast majority of studies emphasize the positive and transformative impacts of social media platforms on language learning.

**Many studies list the contributions of social media to language learning as follows:**

**1. Student Motivation:** Social media tools allow students to learn English in a fun and interactive way. The platforms such as Instagram, YouTube, and Twitter encourage students to produce and share English content and interact with others. This interactive environment increases students' interest in language learning (Vesselinov & Grego, 2012). In addition, social media also functions as a motivational tool that helps students improve their language skills. In particular, the social and community-based nature of learning processes allows students to have a higher level of motivation for language learning (Zhao et al., 2021).

**2. Language Skills Development:** Social media can be an effective platform for students to develop their language skills. For example, so as to develop their writing skills, students can write blog posts, share social media posts, and create English texts. The platforms such as YouTube and Instagram provide opportunities for students to develop their speaking skills. Such applications can make students' language learning process more interactive and closer to the real world (Kukulka-Hulme & Shield, 2020). In developing language skills, the instant feedback and continuous interaction advantages offered by social media applications create a significant difference from traditional language learning methods. Moreover, a variety of applications designed to facilitate language practice have garnered significant popularity among students. For instance, the platforms like Duolingo, HelloTalk, and Tandem serve as interactive tools that enable language learners to acquire English through engaging, gamified methods. Vesselinov and Grego (2012) conducted a study analysing the impact of Duolingo on language acquisition and concluded that the application substantially benefits language learners. Similarly, the applications such as HelloTalk and Tandem provide users with invaluable opportunities to engage in real-time interactions with native English speakers, thereby enhancing their speaking proficiency (Herring,

2020). Besides, Kahoot and Quizlet are dynamic platforms that leverage gamification to foster engagement and enhance learning outcomes in education. According to Plump and LaRosa (2017), Kahoot significantly boosts classroom interaction and actively supports the learning process. Similarly, Quizlet facilitates the reinforcement of knowledge through its flashcard-based learning approach. Dizon (2016) highlighted that Quizlet serves as a particularly effective tool for vocabulary acquisition. Rosetta Stone, a language learning software, adopts a direct teaching method, making it particularly advantageous for novice learners. Hasani and Rasouli (2015) investigated the efficacy of Rosetta Stone and concluded that it holds considerable value for language learners. On the other hand, Memrise is a platform that emphasizes mnemonic techniques to enhance vocabulary retention. Richards and Rodgers (2014) noted the usefulness of such applications in expanding one's lexicon, though they emphasized the necessity of supplementary resources to address other linguistic components effectively. Grammarly, a widely recognized application, offers advanced tools for analysing written texts in terms of grammar, punctuation, and style. In their study, O'Neill and Russell (2019) acknowledged Grammarly's role in improving writing proficiency but cautioned that its feedback might not always be accurate, urging users to approach the recommendations critically. ChatGPT, developed by OpenAI, represents an advanced artificial intelligence model rooted in natural language processing technology. By facilitating text-based, human-like interactions, ChatGPT provides users with opportunities to practice language skills in an intuitive manner. However, the academic literature currently lacks comprehensive studies evaluating ChatGPT's effectiveness as a language learning tool.

**3. Accessibility and Flexibility:** Social media platforms offer students language learning opportunities without time and space limitations. The increased use of digital learning tools, especially after the pandemic period, has further increased the importance of social media platforms. Students can interact with people from different geographical regions, cultures and languages through social media applications. This diversity also contributes to the increase in cultural awareness in language learning (Richards & Rodgers, 2014).

## **6.2. The Place and Future of Social Media in Language Learning**

The place and future of social media in language learning are widely discussed in the literature. The role of social media tools in language learning processes not only provides students with the opportunity to practice but also offers new teaching methods to teachers. Social media allows for a more

active, independent and student-centred approach to language learning. This goes beyond the limitations of traditional classroom language teaching methods.

Many academic studies emphasize the advantages of social media over traditional language learning methods. In traditional language learning, teacher guidance and classroom interaction usually play an important role. However, social media offers students individual learning opportunities and makes learning more flexible through interactive content. This feature allows students to have a language learning experience where they gain more freedom and motivation (Richards, 2020). The future of social media in language learning is becoming more important with the continuous evolution of digital technologies. Technologies such as artificial intelligence and natural language processing can enable greater integration of social media tools into language learning. For example, AI-powered tools such as ChatGPT offer students the opportunity to practice language instantly and perform teaching functions such as correcting written content. The combination of such tools with social media platforms can revolutionize language learning processes (López et al., 2021).

### **6.3. Comparisons with Traditional Language Learning**

When the place of social media tools in language learning is compared to traditional language learning methods, some differences emerge. Traditional language learning methods generally offer a structural approach that includes in-class interaction and teacher guidance. In such methods, students try to develop their language skills in line with the grammar and grammar rules taught in the classroom (Richards & Rodgers, 2014). However, it is known that these methods offer limited opportunities for students to apply their language skills in real life.

Social media offers more opportunities for students to develop their language skills. Digital platforms allow students to receive instant feedback and actively use their language skills. Through social media, students have the chance to practice the English they learn with real people in social contexts. This eliminates the shortcomings of traditional language teaching methods. However, some studies indicate that the utilisation of social media also has some disadvantages. In particular, the negative effects such as information pollution, distraction and social media addiction can be counted among the limitations of social media use (Zhao et al., 2021). Combining social media with traditional language teaching methods provides a more balanced approach to students' language learning processes. Social media

tools can complement traditional classroom teaching as well as providing opportunities for language learning. In this context, it will be important for teachers to provide conscious guidance on social media use and to develop students' digital media literacy.

## **7. Conclusion and Recommendations**

Social media has become a rapidly accepted and used digital tool in language learning processes. The literature review reveals that social media makes significant contributions to English language practice and provides students with opportunities to develop their language skills. Social media platforms, in particular, allow students to develop their language skills in many ways, such as practicing, writing, speaking, and cultural interaction. However, in addition to the advantages offered by social media, there are also limitations such as distraction and information pollution. In this section, the role of social media in language learning will be summarized and suggestions for future research will be presented.

### **7.1. The Impacts of Social Media and Digital Applications on English Language Practice**

The paradigm-shifting impact of social media platforms on English language practice are quite diverse, and these effects provide significant contributions in terms of students' motivation, development of language skills, and accessibility. In the literature, the contributions of social media to language learning have been examined in three main categories: (1) motivation, (2) development of language skills, and (3) cultural interaction. Social media offers an environment that allows students to learn a language in a fun and interactive way. Social media platforms, in particular, encourage students to interact with other users and use language in real-world contexts. For example, platforms such as Instagram and YouTube allow students to produce creative content, write blog posts, and develop language skills by creating texts (Zhao et al., 2021). In addition, students can quickly improve their language skills by receiving instant feedback. In terms of accessibility and flexibility, social media tools allow students to overcome time and space limitations in language learning. Students can practice language with people from different villages around the world at any time of the day through social media platforms. This makes the language learning process more dynamic and effective (Vesselinov & Grego, 2012). Such opportunities offered by social media tools help students practice language more freely and creatively, unlike traditional classroom teaching methods. However, in addition to the opportunities offered by social media in language learning, there are also

some limitations such as distraction and information pollution. Students should be supported with teacher guidance and strategic planning to protect them from the potential negative effects of social media use (Kukulska-Hulme & Shield, 2020).

As known, a great number of technological applications have emerged as prominent tools for enhancing English language acquisition, each offering unique features to cater to different aspects of learning. Duolingo, a gamified platform, has been shown to significantly aid language learners. Vesselinov and Grego (2012) highlight its substantial contributions to language acquisition, particularly through its engaging interface. Similarly, HelloTalk and Tandem provide immersive opportunities for real-time interaction with native English speakers, fostering improved speaking skills (Herring, 2020). These platforms emphasize conversational fluency and cultural exchange, making them invaluable for learners aiming to enhance practical language use. Kahoot and Quizlet stand out for their integration of gamification into educational contexts, boosting motivation and engagement. Plump and LaRosa (2017) affirm Kahoot's capacity to enhance classroom dynamics, while Dizon (2016) underscores Quizlet's effectiveness in vocabulary retention through its flashcard-based methodology. Rosetta Stone, focusing on the direct method of language teaching, is particularly beneficial for learners. Hasani and Rasouli (2015) concluded that it offers significant advantages for learners by immersing them in language patterns from the outset. Similarly, Memrise employs mnemonic strategies to aid vocabulary retention. Richards and Rodgers (2014) note its efficiency in lexical expansion, although they suggest supplementing it with additional tools for broader linguistic competencies. Grammarly serves as a sophisticated aid for written communication, analysing grammar, punctuation, and style. Despite its benefits in refining writing skills, O'Neill and Russell (2019) caution users to critically assess its feedback due to occasional inaccuracies. Finally, ChatGPT, developed by OpenAI, leverages natural language processing to simulate human-like interactions. While its intuitive platform enables users to practice language through conversational exchanges, comprehensive studies on its effectiveness in language learning remain limited. These tools collectively illustrate the diverse ways technology is reshaping English language acquisition.

## **7.2. Recommendations for Education Policies**

It is important for education policies to develop more innovative approaches that are suitable for the needs of the digital age by taking the effects of social media on language learning into consideration. Technology

integration in education is a critical factor for the effective use of social media platforms in language learning. While social media allows students to learn more independently and practice more language, it is a tool that teachers need to guide and supervise. In this context, teachers providing pedagogical guidance on social media use can ensure that students benefit from these digital tools more efficiently (Richards & Rodgers, 2014). In addition, it is of great importance for education policies to integrate social media tools into teaching processes and for teachers to develop their digital media literacy. In order to strengthen the place of social media in language learning, trainings and workshops on social media use can be organized in schools. Such training should provide guidelines for both teachers and students on how to use social media more efficiently and how to minimize its possible negative effects. Education policies can develop strategies that support the pedagogical dimension of social media use by determining how these digital tools can be used more effectively in language learning processes (Richards, 2020).

### **7.3. Future Research Areas**

Future research can examine the effects of social media on language learning in more depth and reveal which areas of language skills different social media platforms are more effective in. In particular, the studies on the effects of social media use on grammar, vocabulary and listening skills will be important. In addition, considering the interactive nature of social media tools, qualitative research can be conducted on how students' interactions on social media platforms contribute to language development (Kukulska-Hulme & Shield, 2020). In addition, studies examining whether social media use increases students' cultural awareness also offer an important area for future research. Social media platforms allow for the sharing of cultural information as well as language learning. In this context, the relationship between students' cultural interaction through social media and the development of language skills can be investigated (López et al., 2021). What is more, whether social media is a sustainable tool in language learning is another important issue that future research should focus on. Studies examining the long-term effects of social media use on students will be important to investigate the permanence of language learning through social media (Zhao et al., 2021).



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