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## USING SOCIAL MEDIA PLATFORMS IN ENGLISH FOR SPECIFIC PURPOSES, STUDENTS AT THE NATIONAL INSTITUTE OF TECHNOLOGY

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### ABSTRACT

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The purpose of this research is to identify the extent to which students use social media for ESP purposes, the benefits and challenges they face, and the strategies they use to overcome these challenges. This study analyzes how students enrolled in the English for Specific Purposes program at the National Institute of Technology utilize various social media platforms during their English studies. The students are studying English at the National Institute of Technology. Researchers collected data through questionnaires filled out by 50 students and through semi-structured interviews with ten male and female students. The results of the qualitative interviews were studied through the lens of experienced case studies and coded according to the theme. In contrast, the results of the quantitative questionnaire are reviewed through fundamental statistics. According to research, social platforms are very important for students learning English as a foreign language. Currently, students use seven different social platforms to learn English, improve their language skills, and support them in developing their language competence. On the other hand, students at the National Institute of Technology taking English lessons for various reasons use Instagram more than any other social media site to practice their English at home and in other academic settings.

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### INTRODUCTION

New technologies have considerably impacted the educational system, especially while instructing foreign language speakers in English. According to (Khaloufi & Laabidi, 2017), incorporating ICT (information and communication technology) into the English language classroom may assist students in developing greater fluency in the language (2017). Using information and communication technologies (ICT) in educational settings to teach English can also encourage and motivate pupils. The statement encourages educators to adjust their teaching methods to make lessons more interactive, adaptive, productive, and focused on the requirements of the students. This is done to enhance students' capacity for critical thinking (Kusumaningrum & Rekha, 2019). Since the turn of the century, information and communication technology, abbreviated as ICT, has become more prevalent in language

teaching. Information and communication technologies are combined under the umbrella term ICT, an abbreviation. These technologies, based on personal computers and the internet, generate, store, display, and share information. The information and communications technology industries provide a basis for human-machine interaction. It also serves as a place where many different kinds of information can be shared, made, and shown.

Moreover, it contributes to widespread social networking sites like this. Numerous social media platforms, such as Facebook, Twitter, Instagram, and YouTube, have emerged during the previous ten years (Monica-Ariana & Anamaria-Mirabela, 2014). It is not surprising that so many individuals use these social networking sites because using them may be entertaining for users, particularly college students. According to (Chou, 2014), one of the features of social media is its interactivity. Other qualities include the quality of the platform and the mechanism for exchanging knowledge. Students, therefore, have a lot of opportunities available to them through the use of social media. For instance, they can communicate with people from any location, city, or nation and form friendships with those individuals. Through social media platforms such as Instagram, students can locate photographs or videos from other nations discussing current affairs.

Students can stay more current with knowledge regarding what is occurring in their surroundings by using social media instead of other media forms, such as the news. Social media enhances and simplifies learning both within and outside the classroom by instructors and students who use it to teach English as a second language or to teach English to those for whom English is not their native language (Chartrand, 2012). It is beneficial to utilize social media to progress in one's second language, even if some people have difficulty learning a language (Mubarak, 2016). The students' writing and listening skills will improve as they pick up new grammatical rules and boost their vocabulary. They will read Instagram captions and photo posts, tweets on Twitter, and discussions on WhatsApp and LINE with native speakers, or they will watch English-language YouTube videos (Al-Rahmi et al., 2014).

Social media platforms are tools that make communication simpler. According to O'Reilly, the term "social media" has recently been replaced by "Web 2.0," which refers to a technically distinct pattern in the context of the online environment (2005). According to Greenhow (2011), students and instructors can utilize social media to gain proficiency in a second language. However, to get the most benefit from this tactic, students and instructors need to collaborate in the context of small groups. According to the results of research (Nurhantoro & Wulandari, 2017) conducted, the language used most often by users of social media platforms is English. Most individuals use English to express their feelings while posting comments or captions on various social media platforms. As a result, social networking sites let users flaunt their skills while allowing them to communicate with one another in English. Students who participate in educational activities via social media platforms to get a language can improve their knowledge owing to the simplicity with which users may create new accounts on social media platforms. It allows these students to further their education (Gikas & Grant, 2013).

Despite this, (Madni, 2014) suggests that social media users may experience many consequences due to their platform participation. People who decide to learn a language through social media will have a unique perspective and much information about the language.

The use of social media has shown that it has the potential to give opportunities and threats in a wide range of sectors of endeavor. One would see them as opportunities, while the other might see them as dangers (Khang et al., 2012). There has been a rise in the usage of social media as a general medium of communication, not only in the area of public relations but also in the field of education. This trend is becoming more common. Because of the exponential rise of technology in the society we live in today, social media has a great many effects, all of which are felt by its users, regardless of whether those effects are positive or negative.

Another learning and teaching strategy often used in EFL classrooms are video posts, photographs, and phrases shared on social media that students find interesting. It is the most influential language method, particularly when learning a foreign language. As (Singhal, 1997) stated, writing and public speaking are part of students' productive abilities while learning a foreign language. Therefore, encouraging students to practice the language and speak is a fantastic way to get them involved in learning. However, social networking platforms are not the most effective means for enhancing reading and writing abilities (Sorensen, 2013). Students need to acquire more language than they can learn through social media platforms like Facebook and Twitter.

On the other hand, using social networking sites to improve one's proficiency in English as a second language is an intelligent notion (Watkins & Wilkins, 2011). Having students perform routine assignments relating to a large amount of knowledge accessible on the internet can assist constructivist learning in a web-based educational environment. Teachers and other professionals may use social media to access a range of assignments presented in text, graphics, audio, and video formats. These multimedia materials can help boost students' enthusiasm to study English as a second language (Woo et al., 2007).

## METHOD RESEARCH

The mixed methods have been used to investigate how NIT English Study Program students use social media to learn the language. The researcher employed purposive sampling to identify the participants since they attended an ESP for Education course during the 2022–2023 academic year. It indicates that the researcher chooses volunteers to help the researcher comprehend the study's concerns (Creswell & Creswell, 2017). Fifty students from the third semester of English for Specific Purposes in the Academic Year 2022-2023 participated in this study and completed the questionnaire. The researcher has selected ten students to participate in the semi-structured interview; five are male, and the other five are female. These students have all responded to the questionnaire. The information for this study was gathered through a questionnaire and a semi-structured interview with 50 individuals who freely agreed to participate after being previously invited by the researcher. Six questions regarding utilizing social media to study English and five about the various types of social media used for this purpose were among the numerous questions asked during this interview. The questions were given to each participant between 15 and 25 minutes. The researcher recorded each conversation throughout the session to obtain information through interviews. After a survey question on respondents' social media usage, there was an interview.

**Participants in the interview also provided the following information:**

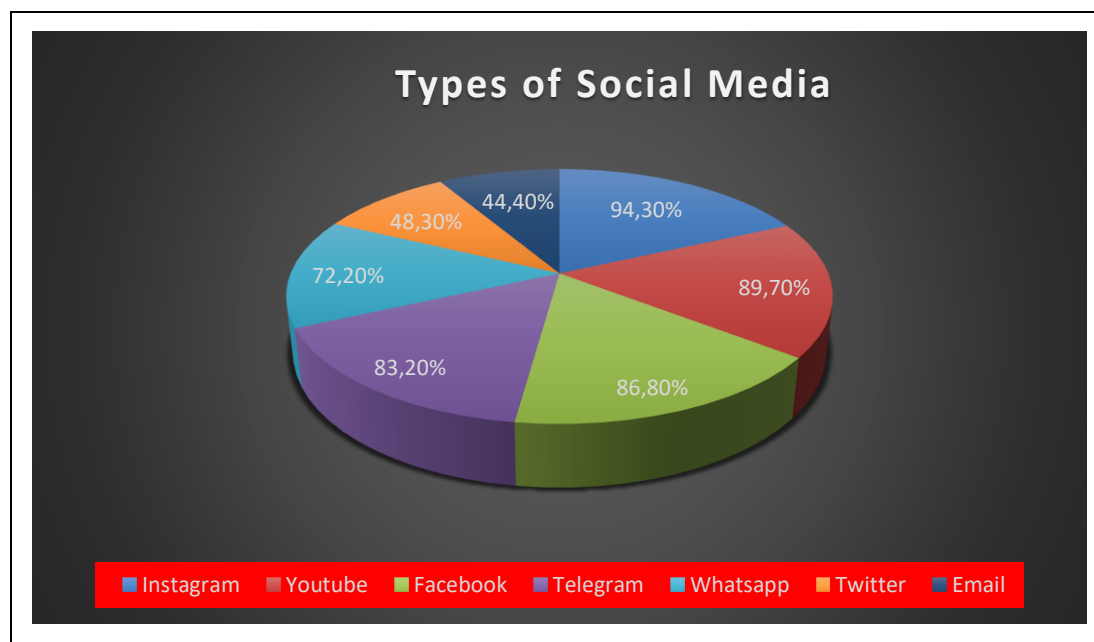
- a. Which platforms for social media can you access?
- b. Which social network do you use most frequently to practice your English?
- c. How frequently do you use social media to improve your English?
- d. Do you use social media to enhance your English?
- e. What difficulties do you encounter while utilizing social media to develop your English?
- f. What benefits can social media platforms provide to English language learners?
- g. What objectives do you have while using social media to study English?
- h. Who motivated you to improve your English on social media?
- i. How much does using media platforms aid your English-language learning?
- j. How do your attempt to study English on social media?
- k. How effectively do you find new media for English knowledge?

Descriptive statistics were used to examine the survey data using percentages and frequency. Experiential case analysis and theme classification were used to study the interview data.

## RESULT AND DISCUSSION

### The quantitative method Findings

What social media platforms do students use the most to learn English? It will be the initial inquiry used to examine the information. The data was gathered by the researcher using a survey. According to an analysis of data study, Instagram is by far the most common social media platform used by students to better their English skills.



**Figure1**

### The most popular forms of social platforms among students who are studying English

Figure 1 illustrates how often social media is used to improve one's command of the English language. Most respondents (94.3%) said they use Instagram to improve their English skills. Next, 89.7% of respondents said they use Youtube to study English, while 86.8% said

they use Facebook to learn English. Then 83.2% of Telegram and 72.2% of WhatsApp have been used by students to improve their English skills.

On the contrary, a tiny fraction of participants uses social media platforms such as email and Twitter (respectively 48.3% and 44.4%). An unusual pattern has been seen in which individuals believe that Facebook, YouTube, and many other social media websites are excellent tools for improving their English language skills. Students often use Instagram more frequently than either Facebook or YouTube combined. This is because Instagram is easier to use. It would seem that some English Language Learners use Telegram for their purposes.

### The qualitative method findings

The researcher based the study's design and the subsequent discussion on the perceived advantages students would get from using social media channels to strengthen their English abilities. The following table is an overview of some important topics and subtopics:

**Table 1**  
**Topics and sub-topics of the study**

Topics	Sub-Topics	Interviews
1. Forms and Varieties of Social Media	There are seven types of social media has been used more and less by students such as Instagram, Youtube, Facebook, Telegram, WhatsApp, Email, and Twitter	It has become routine for me to go to Facebook and participate in an online English discussion group. (P3)
2. Types of Activities	Conversation – Interaction	When we talk with friends about English class, homework, or projects, we almost always use social media. ( P7)
3. Encouragement	Self-motivated education, exciting	We can share our experiences, expertise, and even our tasks thanks to social media , and we can educate or train ourselves independently. ( P2)
4. Enhance your Capabilities in English	Enhance your vocabulary while improving your speaking, writing, listening, and reading skills. Enhance your pronunciation. Improve Grammar Proficiency	I am pretty active across several different social media channels. Reading, public speaking, and listening are the three components of the English language exercise that come most effortlessly to me. ( P5)
5. Effectiveness	Efficient, simple to comprehend, and straightforward to put into action	I have found that being engaged on various social media platforms makes it much simpler for me to remember knowledge. (P9)

In this study, there are ten male and female participants. Every one of the participants received an assumed name. Between 1 and 10 participants make up this group. The participants produced a wide range of social media due to using various social media platforms to polish



their English language abilities. Students often use Instagram, Facebook, and YouTube. Only three of the platforms are mentioned for the interview process. The remarks were made, for instance, by the pupils who were questioned;

I use various social networking sites, including Youtube, Facebook, and Instagram. However, I am utilizing Facebook to participate in discussions in a community of English speakers. (P3)

Participants in the activities category said they often use social media to communicate and debate while studying English. The data revealed that English was the primary language used by all participants while conversing and debating. For example, a participant among the *participants believed that we often use social media to talk to our friends about our English classes, obligations, and tasks.* (P7)

Students spoke about their interest in self-directed learning and improving their English language skills via social media in the context of the encouragement category. According to the words of one student, *we can share our experiences, expertise, and even our tasks thanks to social media, and we can educate or train ourselves independently.* (P2)

Enhancing capabilities in English was the fourth category, characterized as pupils learning through various social media channels, such as Facebook, Instagram, and YouTube. These resources provide various advantages to aid pupils in honing their English-language abilities. *As a student remarked, I am active across several social media channels. Reading, public speaking, and listening are the three components of the English language exercise that come most effortlessly to me.* (P5)

The final element was effectiveness, defined as the extent to which students learned using different information and communication technology resources, such as websites, internet sources, and YouTube. Using these technologies confers many advantages to students, facilitating their capacity to comprehend English instructional materials in a manner that enhances the efficiency with which they do so. One of the pupils, for example, stated: *I have found that being engaged on various social media platforms makes it much simpler for me to remember knowledge because social media platforms provide us with some opportunity to investigate English uncomplicatedly.* (P9)

This research was conducted to comprehend how students see the advantages of using social media to strengthen their English language command. The two most important aspects of this research are figuring out how English as a foreign language may be learned through social media platforms and gathering data on the subject. It is broken up into two parts, the first of which is a questionnaire and the second of which is just a semi-structured interview. The study's results show that the significant common of pupils who participated in the survey used Instagram as a means to enhance their command of the English language. Some students study English via internet communication, namely through email and Telegram. The students will be able to test their English language abilities by using several social networking platforms. This will help them improve their skills. The children will have the opportunity to enhance their linguistic abilities. Students made significant strides in their critical thinking skills after participating in social media activities. The overwhelming majority of participants said that their increased engagement with social media had a positive impact on their level of fluency in the English language. This is because both the spoken and written versions of the English

language may be used to carry on conversations and interact with one another. After that, social media consumption can also be seen in any activities that take place inside the classroom because it is common knowledge that using social media may increase the student's comprehension, particularly regarding the study of English. (Balbay & Kilis, 2017) It is common knowledge that students may improve their level of comprehension by engaging in educational activities via social media.

Students can enhance their English language skills by participating in a discussion group, which is an activity that uses a variety of social media platforms. This research found that students learning English may benefit in several ways by using social media. These methods include communication, discussion, engagement, and even finishing or handling assignments (Habibi et al., 2018). Instagram is swiftly becoming one of the most popular social networking platforms, particularly among adolescents and young adults in high school and college (Al-Ali, 2014). The most important thing that was discovered via this research was that an overwhelming of participants used Instagram as a tool to enhance their command of the English language. According to him, Instagram is a social networking site primarily sharing photographs and videos. The reason why the great majority of people would be interested in applying to Instagram is so that they can enhance their command of the English language.

## CONCLUSION

Students must examine digital channels unconnected to social networking to keep their interest in learning English as a foreign language. Suppose a person is uncomfortable using English on social media without the support of others, such as friends, professors, or parents. In that case, it is recommended that they seek guidance while doing so. This is because using English on social media may be difficult. This is particularly important for those individuals for whom English is not their first language.

On the other hand, the students must be aware that their English-language materials and education may not be perfect. Therefore, to improve one's English skills, it is necessary to use various additional resources besides those currently accessible. One may find this additional resource online. Students of English should acquire the language via phrases and words found on social media, but students should also have access to a wide variety of reference materials. Students who want to enhance their English abilities should seek the advice of their teachers and ask many questions about the many topics they are currently learning. These are the two most delicate things students can do to improve their English skills. The students have a hard time understanding, so the teacher has regular sessions in the classroom to address the issue. Finally, the researcher suggests that potential future researchers interested in this topic look for additional volunteers from various fields to increase the size of their team. This is because the researcher believes that future researchers will be interested in examining this topic. Researchers may try to get middle and high school students to participate in their studies. The results of the study and the discussion that followed those findings led the researchers to conclude that many students use social media sites like Facebook, Instagram, and Youtube to better their command of the English language. The study findings provide support to the conclusion made in this article. It is a claim for which the evidence provided may give support. Instagram, English language students' most popular social networking channel, outnumbering

all other platforms. They specifically employ Instagram. National Institute of Technology students utilize social media to study English anytime. They have free time at home, or their instructors permit them to use it in the classroom, mainly when participating in class conversations. Students, in particular, use social media to learn English while discussing issues with others. Students who struggle to concentrate during class might benefit significantly from engaging in these social platforms to expand their knowledge. Due to the more diverse information available on social media, students can improve their English skills by using it. Regular users of social media may see gains in their English abilities. Furthermore, the favorable impact students' access to social media may have on their ability to learn English must be considered to maximize the degree of fluency students achieve.

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