



Understanding The Impact of Web 2.0 and Social Media on English Language Learning and Teaching: A Systematic Literature Review

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Abstract: This study aims to analyse the significance of Web 2.0 and Social Media in terms of English language learning and teaching. A structural literature based analysis has been conducted to interpret the objectives. Social media has a significant contribution in English language learning as well as teaching. Advanced technology makes sure that social media tools are available all over the world. Learning English is an indicator of quality improvement in the least developed countries and developing countries. Developed countries are also viable to increase the proficiency of English language. Practicing English in social media is popular among the younger generation via inside or outside of the classroom. This investigation contributes to summing up a review of the contribution as well as consequences of social media in teaching learning strategy, which is able to increase the value in existing research.

Keywords: Social Science, English Language, Learning, Teaching, Social Media

Received : 21 August 2022

Revised : 30 September 2022

Accepted : 23 October 2022

Published : 23 December 2022

TO CITE THIS ARTICLE:

Uddin, M., Saif, S., & Montaha, S. (2022). Understanding the Impact of Web 2.0 and Social Media on English Language Learning and Teaching: A Systematic Literature Review, *Society and Culture Development in India*, 2: 2, pp. 305-317. <https://doi.org/10.47509/SCDI.2022.v02i02.05>

Introduction

As claimed by Zeng *et al.* (2015), the advancement of technology and Web 2.0 gives boundless opportunities for the progress of social media, which features content creation, circulation of information as well as interactive communiqué. With advancement in technology and Web 2.0 and the burgeoning of smart mobile devices, different social media applications, which mirror various forms of social media, have risen. For example, as stated by Pikalek (2010), Facebook is an example of a social networking site that is accessible and convenient for the public to use for sharing and connecting with family and friends online. On the other hand,

Instagram and YouTube provide multimedia sharing for their users. Apart from WeChat, Viber, WhatsApp, and Facebook Messenger (instant messaging), Twitter, Pinterest, Snapchat, and Tumblr (blogging) as well as Wikipedia, BoostHQ, EdCast, GSuite, Evernote, and Zoho (knowledge accumulation and sharing) are also prominent social media applications that are characterised by different social media forms. The application to be discussed in this study is social media (SM). Social media arose from the fusion of do-it-yourself communication, videos and social networking known as messages, and was reborn, improved, and rebranded to a multifunctional social media platform that gained popularity globally.

According to Gupta and Bashir (2018), the four primary purposes of using social media applications are entertainment, socialisation, and academics. Academics, one of the four primary purposes of using social media applications, have gradually become a significant factor for educators in improving learners' language proficiency when used as a platform in language teaching and learning contexts. Numerous studies have undoubtedly investigated the effects of using social media to assist language learners in improving their language skills and proficiency (Tarantino *et al.*, 2013; Basöz, 2016). Regardless, as indicated by our insight into concentrating on search and materials assortments, hardly any examinations have been done on the value of involving web-based learning for English language instruction and gaining according to the points of view of educators and understudies. Thus, this study plans to fill the gap by leading a methodical writing survey to examine teachers' and students' points of view on the utilisation of one such Web 2.0 and multifunctional virtual entertainment stage in English language learning and instructing. The ebb and flow research means to direct a hypothetical survey to examine how understudies and English language educators see the utilisation of virtual entertainment in English language learning and educating. The reasoning for this sort of exploration originates from the recently referenced connection between language learning and online entertainment: it is important to look at how students and educators see web-based entertainment as this decides its true capacity in English language learning and education. Another goal of the study is to raise awareness of the use of social media in language learning and to encourage students and teachers to consider incorporating it into their English language classes. There are numerous studies like Lapuz (2009), Esteves (2012), Esguerra (2019), Olea (2019) and Hursen (2021) that have absorbed Web 2.0 and social media applications into learning and teaching, but these studies in English language learning and teaching, explicitly on the use of SM, have not been studied widely. Moreover, the purpose and objectives of this study elaborate that the sole purpose of the present research is to determine

the impact of utilising Web 2.0, multifunctional social media platform on English language learning and teaching where this study considered the perspective of students as well as teachers. Currently people are largely being modified by social media through culture, entertainment, and language learning. The present research aims to answer the succeeding objectives through a theoretical overview.

1. To investigate the advantages and disadvantages of integrating social media with English language (ESL) classroom teaching considering English teachers' and students' perspectives.
2. To review the attitude held by students and teachers towards the use of social media in the English language learning environment.

Literature Review

The impacts of utilising distinctive web-based media stages, for example, Facebook, Skype, YouTube and online talk rooms in language learning and educating have been examined all throughout the world (for example Zheng *et al.* (2009), Terhune (2016). These investigations have generally detailed positive outcomes that have upheld understudies' learning; however a few difficulties have likewise arisen. According to Zheng *et al.* (2009), internet games can assist with English language learning and illustrate how English language learning occurs in online game-based virtual worlds. Other research has looked into how language acquisition takes place via Skype, Facebook, and Twitter. In light of the review led by Terhune (2016), it uncovers that by planning Skype-based English learning meetings, English language understudies at a private Japanese college can concentrate abroad. The discoveries uncovered that while most understudies were not excited with regards to the talking project, perhaps because of the absence of explicit assignments and objectives, they actually acquired important experience that pre-arranged them for their abroad investigations and acquainted them with the sorts of language learning openings that PC interceded correspondence can give (Terhune, 2016). Furthermore, Monica-Ariana and Anamaria-Mirabela (2014) investigated the impact of Facebook on increasing students' English language vocabulary at the University of Oradea. When the results of students exposed to vocabulary via Facebook were compared to the results of students who did not use Facebook, the study discovered that their vocabulary proficiency and confidence improved at least slightly (Monica-Ariana & Anamaria-Mirabela, 2014). Jokinen and Vaarala (2015) explored understudies' utilisation of microblogs as a learning help in two colleges with Finnish as a subsequent language course, with an emphasis on Twitter tweets.

The understudies accepted that tweeting assisted them with learning, however it was challenging for them since they were new to Twitter, were careful, and found composing troublesome. At last, a few examinations have explored the impacts of web-based entertainment on language learning and instruction, which are likewise the subject of ebb and flow research. According to Nabilah *et al.* (2021), Tik Tok is a video-sharing app that allows users to create and share 180-second videos about any content. Tik Tok videos are one example of a video that can be used in the teaching and learning process. As stated by Pratiwi *et al.* (2018), Tik Tok is new social media software that allows users to create and interact with entertaining videos through comments and private chats. This program offers a variety of fun and easy-to-use special effects. One of the reasons they strongly recommend it is that students already have a platform account, making it easy to engage them in innovative learning through video using the technology's tools (Abdi & Mohsenpour, 2021). The social media platform allows users to produce and post messages, video material, including lesson videos, and contains editing capabilities that allow even the most inexperienced users to achieve near-professional results. Teacher-made videos that students may watch over and over again are perhaps the most impactful use of SM in the educational sector. Some teachers have created their own videos to illustrate difficult concepts or provide specific assignment instructions in the spirit of flipped classrooms. This method benefits students because they are not distracted by the need to memorise every word in their notes. Instead, they have unrestricted access to the most important parts of the video version. This method of using social media also eliminates any potential issues that may arise from student's use. According to Karthigesu and Mohamad's (2020) paper, integrating social media tools in teaching and learning action verbs for ESL writing skills and motivating students' participation in language learning, video sharing websites are a fantastic tool for encouraging high-involvement learning through the use of multimedia and social media. It encourages students to employ action verbs in an engaging learning environment while also allowing them to recall the knowledge afterwards by seeing the movies made. Students can use social media as a portable learning tool instead of carrying around a heavy textbook. Furthermore, writing, cognitive, interaction, listening, acting out, association, and remembering are among the skills students develop with the tools of social media. Social media like Facebook, email, YouTube and others help teachers in a variety of ways, including teacher-directed study, self-paced student study, and enabling students to study independently to improve their writing skills. Students will cultivate a positive learning culture and, at the same time, encourage their peers to learn in an innovative manner. This will motivate

students to learn English in a fun and useful way, preventing them from abusing social media.

According to a recent study by Zhang *et al.* (2019), Facebook, Whatsapp, Tik Tok, and other Medias are extremely popular among Generation Z users, or those born after 1996. Students can use the implementation to create educational videos that cover difficult concepts in mathematics, physics, and chemistry that would otherwise be boring to students. Hundreds of examples from around the globe, especially how teachers in primary and secondary schools, as well as higher education institutions, have used short videos and notes to teach a variety of complicated topics (Adams *et al.*, 2018; Zhang *et al.*, 2019). As added by Li (2017) and Reinhardt (2019), social media has a potential for teaching many topics and communicating beliefs, concepts, and abilities has been highlighted in recent research. Given social media, current popularity and future potential, educators in primary and secondary schools, as well as higher education institutions, should think about how to include teaching pedagogies (Siddig, 2020). Above all, incorporating social media into teaching and learning processes stimulates the creation of innovative content that follows instructional design principles. As a result, effective use of social media bringing advantages for teaching can be customised to meet learning objectives and aid student learning; this strategy may aid learners in comprehending complicated topics and acquiring new creative abilities and knowledge.

Framework of this Analysis

Cognitive Theory of Multimedia Learning

As proposed by Mayer (2005), the Multimedia Learning Theory, which states that multimedia education, improves a person's brain's functionality. The notion asserts that efficient learning necessitates the use of both visuals and words. The use of text and images, visuals and sounds, or any combination of visual and audio signals is referred to as multimedia. One of the key goals of teaching with multimedia, according to the theory, is to help the student to construct a cohesive mental image from the supplied material. As claimed by Mayer (2003), as an active participant, the learner must make sense of the content offered, which leads to the creation of new knowledge. Significant learning occurs, according to Mayer (2010), when a student participates in five intellectual cycles while learning from words and visuals. Picking critical words for taking care of in verbal working memory as well as important pictures for planning in visual working memory, figuring out chosen words into a

verbal model as well as chosen pictures into a pictorial model, lastly coordinating the verbal and pictorial depictions with each other and past data are vital for this cooperation. To associate the Multimedia hypothesis to the current review, sight and sound guides in the production of more profound significant learning as opposed to repetition retention, so joining social media into ESL homerooms can expand understudies' English language abilities and improve the language learning experience.

Mobile-Assisted Language Learning (MALL)

As defined by Viberg and Grönlund (2012), MALL (mobile-assisted language learning) is the use of mobile devices to aid language learning. MALL can be thought of as a subset of mobile learning (m-Learning) or as explained by Stockwell and Hubbard (2013), it is a distinct discipline with some similarities to computer-assisted language learning (CALL) and mobile learning (m-Learning). The main characteristics of mobile devices are portability, interactivity, connectivity, and context awareness (Miangah & Nezarat, 2012; Gangaiamaran & Pasupathi, 2017). As determined by Ozdamli and Cavus (2011), the qualities of MALL were identified as universality, accessibility, immediacy, interaction, and the location of educational activities. As a result, MALL provides maximum possibilities for both language teachers and learners to make language learning happen regardless of time or placement, and to access a wide range of English learning tools and facilities via mobile devices such as Smartphone's, tablets, MP3 players, and other similar devices. MALL has also been shown in multiple studies to help learners improve their vocabulary, listening, reading, and other English language skills (Nezarat & Miangah, 2012).

Technology and Web 2.0 Tools in Language Learning and Teaching

Modern technology is continually evolving, and so-called Web 2.0 tools have introduced new dimensions and potentialities to English language learning. Web 2.0 refers to a read/write Web, which indicates that students can publish and develop content on the Internet in addition to reading and watching readily available information on the internet (Crane, 2012). Moreover, Thomas *et al.* (2013) recommended that the term "Web 2.0" refers to both Internet users and Web programmers. According to Crane (2012), Web 2.0 tools are defined as "internet applications that allow participatory information sharing, user-centered activity, and collaboration in an online world." Skype, Wikis, Facebook, podcasts,

and YouTube are examples of Web 2.0 programs. Web 2.0 tools and technology usage are rapidly increasing in schools because they provide new opportunities to engage technologically savvy students in computer-based educational activities. Students can use online programs to post their work on the internet, encouraging them to focus more on the superiority of their work, which is especially beneficial for English language learners whose English abilities are still developing.

As indicated by Ramirez (2010), the notoriety of Web 2.0 devices and the utilisation of modern innovation increments quickly in schools, since it gives better approaches to connect innovatively experienced understudies in PC based instructive exercises. Web programs permit understudies to distribute their work to the Internet and urge them to focus harder on the nature of their work, which is particularly essential to English language students, whose English abilities are simply starting to enhance. TESOL (Teachers of English to Speakers of Other Languages) national standards can be directly linked with Web 2.0 tools: for instance, Goal 3, standard 2 explains “to use English in socially and culturally acceptable ways: students will use nonverbal communication suitable to audience, purpose, and setting” (Ramirez, 2010). Crane (2012) also added that Web 2.0 also makes networking easier: students and educators from all over the world may readily communicate with one another. Furthermore, Reich and Daccord (2015) stated that plans and activities that employ technology to put students at the center of the learning procedure are beneficial. They also claimed that when students employ a variety of learning methods, they are more likely to learn and remember, and Web 2.0 technologies help them achieve both goals. Because there isn't always enough time to teach English at school, it's very important to look for ways to extend English language attainment ahead of the school day so that learning can be maximised. One solution to that problem is the utilisation of Web 2.0 applications in English language acquisition. Web 2.0 applications are a remarkable supplement to language learning tools that are accessible anywhere and anytime. Web 2.0 tools, in other words, allow students to perform a variety of language-learning tasks at home, such as listening to a podcast online, watching a YouTube video, and, most crucially, developing, creating, and sharing their work online. As a result, when students negotiate meaning and create media for a global audience, they can be active learners. Moreover, Web-based platforms can provide a more secure and anonymous environment for English speakers to perform. Some students are afraid, speaking in front of big audiences or presenting their work in class, but by using Web 2.0 tools, they may create work in a controlled environment where they can perform and re-record their exertion (Ramirez, 2010). As explained by Crane (2012), it's also worth noting that learning a language using

Web 2.0 technologies is enjoyable: the Internet lacks the stress and monotony of traditional classrooms, which boosts students' enthusiasm. However, when using Web 2.0 tools, language learners and educators should be aware of specific issues. Teachers and students may be hesitant to share their names or publish personal information online and sensationalised media accounts of cyberstalkers may lead schools to refuse to employ Web 2.0 tools in language learning and teaching, despite their usefulness. As a result, before using Web 2.0 tools, you should be able to know the online activity policies in place at your institution (Ramirez, 2010). Moreover, some English language students are older people who may find it difficult to use digital equipment, which should be taken into account while integrating Web 2.0 technology in language training (Polyudova, 2014). Another point of contention is whether or not teachers are permitted to use web videos in their classrooms.

Language Learning Strategy beyond Classroom

As added by Peters *et al.* (2019) to formal classroom language learning, informal language learning outside of the classroom has also been shown to have a major impact on language learners' learning outcomes. Beyond the classroom, to attain good language learning results, it is necessary to apply effective language learning strategies. Although explained in a variety of ways, learning strategy refers to the tactics, technologies, or behaviours used by language students to acquire knowledge and control their literacy development (Griffiths & Oxford, 2014). As stated by Ehrman and Oxford (1990) for the identification of language learning strategies, the Oxford taxonomy, which divides cognitive and linguistic processes into direct and indirect methods, is widely recognised when it comes to classifying linguistic approaches. Memory tactics, cognitive strategies, and compensatory procedures are examples of direct approaches, whereas metacognitive strategies, social competence, and social characteristics are examples of indirect approaches. Learners' learning motivation, attitude toward language learning, and years of learning have all been shown to influence a learners' choice of language education methodologies, according to the use of various strategies (Sedighi & Zarafshan, 2006).

Audio Visuals

Audio-visual aids characterised by Richards (2005), are valuable instructive devices in language showing homerooms, especially in open language educating (OLE), which stresses the significance of learning a language through genuine correspondence. Language learning apparatuses that can be both heard and seen are alluded to as

“general media helps.” According to Macwan (2015), sound materials incorporate any recorded discourse, voice, or music that can be utilised for language instruction and learning, though video materials incorporate, in addition to other things, different sorts of movies and video cuts, PowerPoints, and photos. A few examinations have shown that consolidating valid general media supports English showing homerooms which can further develop language students’ language abilities and dynamic information while likewise expanding their inspiration to learn (Mathew and Alidmat, 2013; Mamun, 2014; Mutar, 2009; Park and Jung, 2016).

Methodology

The research is conducted through a systematic review of literature on investigating the impact of social media on English language, covering the perspective of both students and teachers. The theoretical analysis indicates the investigations by utilising relevant theories, information, previous studies and opinion. Whatever, this study ensures the review of relevant literature which may help to fill the research objectives and questions which are investigated.

Significance of the Study and Advantages for the Stakeholders

The proposed study hopes to shed light in understanding the perceptions of students and teachers on the utilisation of one such Web 2.0 and multifunctional social media platform, social media in English language learning and teaching. Furthermore, this research proposal could be of importance to the following:

Discussion

Students: Through this research, learners have a meaningful English language learning experience. Using SM creative features, students will be exposed to different kinds of environments depending on how their teachers utilised the features of the application that will lessen their anxiety and boredom that will result in better acquisition of knowledge and information shared by their teachers. Students were visioned to be inspired and be a content creator and likewise be an inspiration to others.

Teachers: The present research has served as an alternative platform for teachers in imparting knowledge, wisdom, and information. Utilisation of SM in English language features will help educators to show their creativity in making valid, reliable, and quality assured content.

Administration: The information presented in this research will help the administration to further investigate the potential of using SM in providing knowledge and information anchored on the Four Pillars of Aggressive Reform Quality DepEd, Mission, Vision, and Core Values of Department of Education that will be very beneficial to the learners, teachers, and partner stakeholders.

Education Sector: The information presented in this research contributes to the education sector of our country especially in the Instructional Design Section to further explore the advantages of using Web 2.0 and other SM in improving the quality of Education. In addition, this will also be a good opportunity for the Department of Education to conduct a series of seminars and training sessions for potential educators who will develop and implement this utilisation of social media applications. Also, this is a good opportunity for the Education Sector to examine Web 2.0 and social media applications as alternative Unified Supplementary Learning Materials (UsLem) that can be easily downloaded in the tablets and laptops donated by the local government to its students.

Program and Software Developers: Through this study, the researcher is hoping that it can encourage program and software developers to continue developing and inventing applications that could help improve our education system. Also, this will urge them to upgrade their application to the extent that it will reach its maximum potential in facilitating learning and teaching.

English Language Teaching (LET): This study will be an effective one to contribute existing literature in the relevant field. The teaching materials will be enriching and able to understand the importance and negligence of social media in English language teaching. Whatever, Web 2.0 and social media may help to raise the efficiency of ELT; on the other hand it may create consequences for the teaching learning philosophy of a teacher as well as students.

Summary and Conclusion

Social media has gradually permeated every aspect of modern life. It is reasonable to assume that knowing how to communicate successfully through social media is progressively recognised as similar to an essential piece of linguistic capability. Regardless of this, the teaching of online media and the consolidation of social media into showing practice are as yet at their outset, even in fields where they might offer critical contributions, for example, language learning. Regardless, understudies of dialects are going to social media on their own initiative to immerse themselves in the way of life and social media correspondence of their learned

language, for example, English. The need to further develop English proficiency and consideration of social media in language instructing has brought about instructors growing new showing techniques joining advanced apparatuses. English educators in municipal settings need to foster teaching methodologies reasonable for showing English utilising social media stages, particularly in asset-obligated schools, colleges and universities. From literature and investigations, this research emphasises that, English instructors in municipal settings need to foster teaching procedures appropriate for showing English utilising social stages, where educating for advanced proficiency is emphatically suggested, on the grounds that web-based media assumes a critical part in instructing the English language. Moreover, this examination has been explicitly directed to investigate this marvel and look for observational avocation in such a manner by considering Web 2.0 and the fundamental contributory factors towards the English language.

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