

TARTU UNIVERSITY
FACULTY OF SOCIAL SCIENCES

NARVA COLLEGE
STUDY PROGRAM “LANGUAGES AND MULTILINGUALISM IN SCHOOL”

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THE USE OF SOCIAL MEDIA IN ENGLISH LANGUAGE LEARNING BY STUDENTS
AGED 15–27
Bachelor’s thesis

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NARVA 2023

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PREFACE

According to Dean's article, *Social Network Usage & Growth Statistics: How Many People Use Social Media in 2021?* (2021), 4.48 billion people currently use social media worldwide. This number is up more than double from 2.07 billion in 2015. During the pandemic in 2020-2021, the use of social media increased not only as a means for people to connect during the lockdown but also in the English teaching process, since the majority of educational institutions adopted online teaching as a primary option according to the research *English Language Teaching and Learning during Covid-19: A Global Perspective on the First Year* by Erarslan (2021). As Erarslan (2021:1) mentions, "...more than 90% of students all over the world were affected directly or indirectly by school closures and emergency online learning". Social media platforms such as Zoom, WhatsApp, Facebook, and others became popular in English teaching. The findings of Krishan et al. (2020) state that the usage of social media networks enhanced the students' tendency to adapt to online learning, although not all social media platforms are used currently.

The research problem is that social media is used in everyday life and has become very popular, and the preferences and motivations of students towards social media influence the effectiveness of using them in the process of learning English. The research aims at answering the following questions: How do students choose social media to learn the English language? How do students use social media to learn English?

The thesis aims to research the types of social media which are used in the English teaching process based on available research and publications; to develop criteria for a survey of students about which social media they use to learn English; to analyze which social media students of the 15-27 age group prefer the most and to suggest explanations of student preferences and motivations influencing the strategies of using social in English language learning.

The Introduction to the thesis presents an overview of research on what social media is and how it impacts people's lives, the expansion of social media in the world, tendencies of social media usage as an educational tool in English language teaching, and the influence of the Covid-19 pandemic on online English language learning. Chapter I "Effectiveness of Using Social Media in English Language Teaching" introduces the analysis of what social media are used in English teaching and how are they used, the theory on using social media in English teaching, and research results on the effectiveness of using social media as an English teaching tool. Chapter II "The Use of Different Social Media by English Language Learners" presents a survey among young people

of the 15-27 age group, the analysis of it and conclusions on responses on using social media platforms in the English language learning process; connecting the results with the theory on using social media in English teaching and formulating the conclusion about the preferences and motivation of choosing different social media for English learning.

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INTRODUCTION

Social Media

Social media has become a part of people's lives and a part of their identity for the younger generation. However, to research social media, its influence, its role and, its usage as an educational tool in the English language learning process, it is important to clarify the definition of the term "social media".

In this thesis, the term "social media" is used according to the definition of the term given in the *Oxford Dictionary* (para. 1): "websites and software programs used for social networking".

Nowadays, people use various websites and applications on computers and mobile phones for social networking purposes, such as Zoom, Facebook, YouTube, Twitter, Instagram and more. Each social network has its format and unique features that can find their application in the language learning process: text, video, online community, pictures and other multimedia functions. Made to connect people, social media has become a universal tool for communication, entertainment, creativity, and work, as well as an educational tool for society.

Role of Social Media in the World

As Siddiqui & Singh (2016, p. 73) state in the article *Social Media: Its Impact with Positive and Negative Aspects*, social media has a big influence on the society nowadays in different fields. It has positive impacts, such as: sharing ideas all over the world beyond boundaries, uniting people on a platform to achieve certain goals and making positive changes in the world, helping to connect to people. However, social media has negative effects as well, such as: invading privacy, making people addicted, and others.

In their research, Siddiqui & Singh (2016) studies the impact of social networks on different spheres of society. The data of this study date back to 2016 and are presented to show how social networks are developing in their daily use. Siddiqui & Singh (2016) explores the impact of social networks on four main spheres of society: education, business, society and youth. The survey data from the Pew Research Center and scientific articles by researchers in the field of social networks, business, and health were used in Siddiqui & Singh (2016) study. According to the article, 26.8% of respondents used the Internet for surfing, 33% - for email correspondence, 18.7% - for chatting, and 17% - for social networking. The author of the study also provides data on the five most popular social networks at the time of the survey: Facebook, LinkedIn, and Pinterest. His article

provides data on the percentage of adults who used them for three years: 2012, 2013 and 2014. According to these data, the number of adult online users on Facebook was 67% in 2012, 71% in 2013 and 2014, LinkedIn had 20 per cent of adult users in 2012, 22 and 28 per cent in 2013 and 2014 respectively, Pinterest had 15% of adults in 2012, 21 per cent adults in 2013 and 28 per cent of adults in 2014. Instagram - 13% of adults in 2012, 17% in 2013 and 26% in 2014. Twitter had 16% of adult users in 2012, 18% in 2013 and 23% in 2014, which suggests that most social media, with the exception of Facebook, have a majority of young users.

Among the positive effects of social media in the field of education, Siddiqui & Singh (2016) names the following: an effective way of communicating between students and teachers with students, an additional tool for improving the quality of studying material, getting an education and realizing creative potential with the help of technology.

The growth of social media usage in society is obvious. As Dean (2021, paras. 8-9) states, social media growth in different regions around the world between April 2019 and January 2020 was up to 16.98%. The slowest growth of social new accounts was found in Europe with 4.32% new active users in 2019-2021. In South America, the number of users of social media increased by 8%, while in North America the percentage was 6.96. In Australia, the number of new users was 4.9% for the period 2019-2020, and in Africa, 13.92% of active users joined social networks during this period.

It is important to note that the peak year of new users joining social networks was 2017. Dean (2021) states that in 2017, social networks numbered 2.796 billion active users - this is 21% more than in 2016. In 2021, the growth of new users was 13.13% - almost 5 billion users worldwide.

In his research, *Social Network Usage & Growth Statistics: How Many People Use Social Media in 2021*, Dean (2021) also provides statistics on the age category of people who use social networks. According to these data, 84% of social networks users are people of the age category of 18 to 29 years of age. This is the largest share of users – people aged 30-49 years took second place in this rating - 81%, 73% and 45% are users of the age categories 50-64 and 65 years and older, respectively.

The time that users of social networks spend using them shows how important a role social networks play in the life of the average person every day. In his article, Dean (2021) says that a person will spend about 6 years of their life on social networks – this is the equivalent of more than 2000 days throughout their life. Every day a person spends 145 minutes on social networks. People over the age of 16 spend approximately 37 days a year. According to surveys the researcher

conducted (Dean, 2021), people in the Philippines spend the largest amount of time on social networks every day - more than 4 hours, the smallest amount of time spent on social networks is Japan – residents of this country spend 51 minutes on social networks

In his research, Dean (2021) also points out that men and women use social networks differently. Men lead in the use of YouTube - 78 per cent of men and 68 per cent of women, Twitter - the percentage is 24% men and 21% women, LinkedIn - 29% of men and 24% of women, TikTok – 56% men and 44% women, Reddit - 5% men and 8% women, WhatsApp – 21% men and 19% women. However, women occupy the majority of users on other social networks: on Facebook, women make up 75% and men 63%, on Instagram 43% of users are female and 31% male.

Tendencies of Social Media Usage and the Influence of the Covid-19 Pandemic

In 2020, society faced the unexpected emergence of coronavirus and it impacted all aspects of life, including education, health care, and economics. Lockdowns, which came shortly after the virus spread, had most people stay at home, which caused an increase in the usage of social media platforms. People needed to be connected not only for entertainment but also for work and education.

McClaine et al. in their article *The Internet and the Pandemic* (Pew Research Center, 2021) state: “90% of Americans say the Internet has been essential or important to them, many made a video call and 40% used technology in new ways”. According to the data provided in the article (ibid.), 81% of the American population used the Internet for video calls, although 40% of respondents experienced fatigue after video calls.

People used social media for work, study, and connecting with family and friends under conditions of severe restrictions. This study was conducted in April 2021 to establish patterns of the use of social networks and their impact on people’s lives – many of the respondents shared not only positive experiences of using social networks but also negative aspects of this method of interaction.

Zoom has become one of the most popular social media during the pandemic. Universities around the world, schools and a large number of employers have used this app to contact students and employees.

Iqbal (2022) in his article *Zoom Revenue and Usage Statistics* notes that after the outbreak of the Covid-19 pandemic, the number of users of this platform has increased dramatically. By the end of May 2020, according to him, more than 300 million people were using Zoom every day. Iqbal

(2022) relies on the post of the CEO of Zoom, published on the platform's website, as the mainstay of his research.

Thus, universities, schools and employers could continue their work in self-isolation. However, frequent use of this platform has also brought negative effects not only on the academic results of students and the productivity of working people but also on the psychological state of users.

According to the report of the World Health Organization *Social Media & COVID-19: A global study of digital crisis interaction among Gen Z and Millennials* (2021), young people are the most active users of social networks. The results of the survey on what information about Covid-19 millennial and Gen Z generation users would share on social media showed the following results: 43.9% of male and female respondents shared scientific information; 36.7% of survey participants shared information related to themselves and 28.5% of respondents shared exciting information. The report also noted which type of content was most used – 28.3% were articles, 24.1% were video materials and 23% were images.

The usage of social media is also increasing in the field of education, especially, in language learning. As Yadav (2021) mentions in *The Role of Social Media in English Language Learning to Adult Learners*: “social networks have become an integral part of adult life.” Adult learners use social media to learn and improve the English language as a foreign language. Using social media for texting, chatting or communicating with friends, family members or teachers on WhatsApp, YouTube, Facebook and Twitter, students and teachers can facilitate the process of learning a language.

Moreover, as Yadav (2021) says, there is a necessity to develop ways to effectively use social media in the English language learning process because social media effectively replaces the concept of having a full-time tutor or extra language classes.

As various studies and statistics have shown, the use of social media is growing every year and new platforms and new ways for people to interact online are emerging. The use of social media for educational purposes became widespread during the Covid-19 pandemic and challenged educators to find new strategies that include the use of social media in the English language learning process.

This thesis aims to investigate the use of social media in the English language learning process among students of the age range of 15 to 27 years. The research seeks to reveal what social media is already used in English teaching, how effective the use of these media is as perceived by the

students, students' preferences in social media use and the motivations behind their choice, and their experience of using social media for English language learning purposes.

The significance of this study lies in the fact that by studying the motivation and preferences of choosing social networks for learning English among students in the age range of 15-27 years and the perceived effectiveness of already used social networks, English teachers will be able to create effective learning strategies that will help improve students' academic results in the context of the modern world.

The first chapter of this work will explore relevant articles and other studies on learning English online, the use of social media in the process of learning English, as well as the types and features of social media that have gained popularity in recent years.

CHAPTER I. USING SOCIAL MEDIA IN ENGLISH LANGUAGE TEACHING AND LEARNING

1.1.Social Media as an Educational Tool in English Teaching

Many governments of different countries had to introduce restrictions to keep people safe and schools and higher education institutions were closed and in-class teaching went online after the global pandemic began in 2020.

Although the pandemic itself took place quite recently, there are a lot of studies conducted to research the influence it had on education in general and the English language learning process in particular.

The data from studies make it possible to analyze the impact of social media on learning processes around the world. The strict limitations in schools and universities and the need for the transition of educational processes to online platforms have created suitable conditions for concluding the extent to which educational institutions are ready to use online learning tools and which of these tools has shown effectiveness.

According to the research *English language teaching and learning during Covid-19: A global perspective on the first year* by Erarslan (2021, p. 1), “more than 90% of students all over the world were affected directly or indirectly by school closures and emergency online learning”. Social media platforms such as Zoom, WhatsApp, Facebook and others became popular for English teaching – most schools and universities changed the format of learning from in-class learning to online.

In the integrative literature review, Erarslan (2021) analyzed 69 studies about the impact the pandemic made on the English language learning process around the globe. The study took place between March 2020 and February 2021 and describes the findings of the English language teaching process during the first year of the pandemic and shows how massive going to online education forms affected the students and teachers, academic results and motivation. Erarslan (2021) asserts that, unlike other forms of education and training, teaching English in an online environment was already practised before the outbreak of the pandemic – a large number of Internet resources and online courses already existed and worked effectively by the beginning of the pandemic, which gave it an advantage in conditions when the world abruptly switched to online education. However, the urgency of switching to an online learning format created challenges for students and teachers who taught English in class and relied on the experience of language transfer

from person to person. In the course of his research, Erarslan (2021) concluded that there are three necessary criteria for learning English online: “access, implementation and pedagogical aspects”.

Due to pandemic restrictions, students had to stay home and teachers had to adapt to new ways of teaching English online. Krishan et al. (2020) in *Challenges of Learning English in the 21st Century: Online vs. Traditional During Covid-19* state that not all social media platforms are used currently, although students had to adapt to a new way of learning the English language – online format. In this study, the authors study students’ perceptions of learning English using free online methods and traditional ones. The study involved 26 students from different countries aged 18 to 24. According to the authors, quantitative and qualitative methods: a questionnaire and an interview with each of the students at the end of the study. After conducting the survey and interviews, the authors concluded that social media and websites are useful tools for learning English, and the students who participated in the survey shared their positive experiences of using websites and influencing the quality of their learning. The researchers also concluded that the mixed use of online tools and traditional methods improves learning results; however, to implement such an approach, it is necessary that educators and the education system as a whole can integrate modern tools into their English teaching strategies.

The article *Role of Social Media in English Language Learning to Adult Learners* by Yadav (2021) features an analysis of using social media in the English language learning process. In his research, the author set out to find the relationship between the user potential of various applications and social networks for learning English as a foreign language and the personal experience of their use by adult students. In his study, Yadav (2021) examines various social media and applications aimed at learning English as a foreign language, ways of using them and features, analyzes them and, based on his analysis, makes a prediction of successful implementation. The author believes that if the potential of social media is realized correctly, the use of various applications and social networks can become a universal tool for learning English as a foreign language in the classroom and beyond.

1.1.1. Types of Social Media Used in English Teaching and Ways They are Used

To analyze the potential effectiveness of various social media and applications in learning English, it is necessary to identify the potential and implementation of which social media were studied in the sources, what they are, what features they have and how they were used in the course of previous research.

In his analysis of articles, Erarslan (2021) does not focus attention on certain social networks. This is explained by the specifics of his research. In the course of the study, 69 articles were analyzed. However, Erarslan presents a shortlist of social media: Zoom, Moodle, Google Meet, WhatsApp, Facebook, Blackboard and other platforms.

In addition, Erarslan (2021) notes that the Zoom, Google Meet and Microsoft Teams platforms were the most popular among teachers due to their features – they created a sense of the teacher's real presence in front of the students, which made the learning and communication process more convenient and productive. Also, features such as “*screen sharing*” and “*conference recording*” made these platforms convenient for transmitting the study material. Erarslan (2021) claims that WhatsApp was also popular among students, because of the possibility of creating chat groups in which students could communicate in English and improve their speaking skills while at home.

In the study *Challenges of Learning English in the 21st Century: Online vs. Traditional During Covid-19*, Krishan et al. (2020) also do not provide a specific list of social media that were used in the study. This might be explained by the purpose of the article, which is to compare the attitude of students towards free online resources and traditional ones. The authors, however, explain the term “*free online education*”:

Free Online Learning can be defined as instructional environments provided and supported by the Internet. When we say online learning, it encompasses a spectrum of programs based on the Internet that can be accessed in or out of school walls (Lin, Zhang & Zheng, 2017). Their main purpose is to give a resource of teaching and learning materials with instructions and guides. They also act as facilitation for teachers and learners (Krafcik 2010; Olster 2010). There are several types of online learning. Some are based purely online, and some incorporate face-to-face interactions (Krishan et al., 2020, para. 7).

In the article *Role of Social Media in English Language Learning to Adult Learners*, Yadav (2021) provides a general list of social media, applications and websites that can be used in teaching English. In addition, the author also describes in detail the characteristics of each application and the potential of their use. Yadav (2021) identified 9 types of social media:

1. Instant Messengers: WhatsApp, Facebook, Messenger, Skype, Google Meet, Zoom, IMO, Tango
2. Social Networking Sites: Facebook, LinkedIn
3. Social News: Flipboard, Play Newsstand, BBC News, CNN, HT, TOI, DNA
4. Media Sharing: YouTube, Instagram, Flickr, Intranet
5. Wikis: Wikipedia, Emojipedia, online dictionaries
6. Blogging: WordPress, Google Blogger, Blogspot.com
7. Micro Blogging: Twitter, Telegram
8. Emailing: Gmail, Outlook, Yahoo, Hot mails
9. Apps of Podcasts by British Council, Audiobooks, Hello English, speaker and writer of OALD, Speed Reading, Readerly, Hipboard, Cambly, Duolingo, Netflix, and other Apps of IELTS, TOEFL, JRE, OET, CAE, CPE, PTE and so on the other English enhance learning programs for the learners by many online international EL testing institutes and agencies (Yadav, 2021, para. 6).

1.2.Potential Effectiveness of Using Social Media in English Language Teaching

All of the studied authors have come to conclusions about the effectiveness of using social media in English language learning and teaching to various degrees. Based on the findings of their studies, it is possible to understand the criteria of effectiveness and potential for social network use in language learning and teaching, develop a questionnaire, and perform research aimed at analyzing the potential of each of the social networks as perceived by social media users.

In his research, Erarslan (2021) concluded that the results of online learning did not bring the expected results; teachers and students need more time and help in moving from the offline language learning process to the online format. Many teachers and students, according to Erarslan, viewed distance learning as an obstacle to the growth of their skills. On the other hand, some teachers considered the transition to an online form of education as an opportunity to learn new technologies and implement them into their practice.

In the article *Challenges of Learning English in the 21st Century: Online vs. Traditional During Covid-19*, Krishan et al. (2020) concluded that students preferred free online sources to traditional ways of language learning, but noted that students also needed help in finding and selecting sites and social networks suitable for learning; it would be useful for them to combine classroom and online classes. However, the researchers also note that the students drew attention to the shortcomings of teaching the English language through free online sources: the lack of feedback from the teacher and error correction, a large amount of plagiarism and the lack of competencies necessary to find the necessary resources.

In the study *Role of Social Media in English Language Learning to the Adult Learners*”, Yadav (2021) concludes that online learning arouses the curiosity of English language learners and the desire to immerse in native speakers’ culture. The author also notes that within the framework of the pandemic, social networks have great potential for use as a tool for learning English. However, according to the author, learning English on social networks requires a lot of motivation and willpower, since in this environment it is easy to lose focus and get distracted from educational goals.

Having studied and analyzed the above articles, the conclusion that, if used correctly, social media can become a useful tool for teaching English becomes obvious. However, the use of social networks as an effective learning tool requires developing suitable learning strategies, based not only on the recommendations of a teacher but also on students’ preferences. To do that, the educator has to know what social media are viewed as effective, useful and convenient by the students.

1.3.The Motivation of Social Media Choice and Criteria for the Perceived Effectiveness of Social Media in the Process of Learning English

One of the aims of this study is to research the motivation for choosing social media by students studying English, so it is important to study the phenomenon of choosing social media in everyday life.

According to research (Alhabash & Ma, 2017), the most common motivation when choosing social media is the desire to share information and learn new things. However, to date, there seems to be no research that would study the motivation for choosing social media to learn English. It becomes clear that to use social media effectively in the process of teaching English, the educator has to consider students' preferences and interests, so that they are motivated to use this resource.

Within the framework of this study, it is also necessary to research what impact, according to students, social media have on the process of developing language skills that a student develops in the process of learning a foreign language. According to Sadiku (2015), the development of four core language skills: listening, speaking, writing and reading is important in the process of learning a language and methods that take into account the development of these skills gradually and uniformly have a positive effect on the learning process. Thus, this study will also examine how students perceive the development of these skills through social media.

Another important factor that plays a role in the success of foreign language learning is communication with native speakers. In their study on the impact of communication with native English speakers, Wahyuni and Afrianti (2015) say that after communicating with a native speaker, students and teachers observed an improvement in the learning process. To date, there seems to be no studies that would focus their attention on how communication with native speakers in the online format affects the language learning process. However, social media have great potential for communicating with people around the world, and this can be used to boost English language teaching.

The second chapter of the thesis is devoted to the development and conducting of a questionnaire to find out what social media platforms students in the age range of 15-27 years prefer more and what motivation stands behind their choice, and how it affects the effectiveness of the use of social media as reported by them.

CHAPTER II. THE USE OF DIFFERENT SOCIAL MEDIA BY ENGLISH LANGUAGE LEARNERS

2.1. Survey of English Language Learners on their Social Media Use for English Language Learning: Development of the Questionnaire

2.1.1 Development of the Criteria for the Perceived Effectiveness of Social Media Platforms in English Learning

To fulfil the aims of the thesis, it is necessary to identify the criteria for the perceived effectiveness of social media in the process of learning English. After the analysis of the above mentioned studies, the following criteria were identified, not described by the above mentioned researchers, but at the same time important for choosing social media platforms as a tool for learning English as a foreign language:

1) the possibility to communicate with native English speakers – this criterion implies the practical use of English with native speakers on social media platforms. This might be the exchange of messages and comments, personal communication or other forms of communication that seem difficult or impossible in the classroom and can expose students to the opportunity to learn English in the process of communication with a native speaker in the context that is not specifically created as a learning experience. As the analysis of literature in Chapter I of the thesis shows, communicating with native speakers positively affects the results of language learning. Thus, including these criteria to research is important to find out if students use social media to connect with native speakers and if it plays a role in their motivation of choice in social media platforms.

2) development of various skills necessary for confident use of the English language in the communicative process. The researchers whose work is presented in the previous chapter of the thesis do not classify social media according to their characteristics. For example, on YouTube, users consume video content and develop their listening skills more than speaking, writing or reading. It happens due to the specifications of the website, whereas Telegram users mostly consume the text format, which helps to develop reading skills more than listening or speaking. However, it is clear from researched sources, that the development of language skills plays an important role in the language-learning process.

These criteria were added to the questionnaire, which was conducted as part of this study, to obtain more accurate data in terms of the perceived effectiveness of using social networks as a tool for learning English.

2.1.2. Development of the Questionnaire: Aims and Structure

One of the aims of the study is to identify social networks that are most preferred among students in the 15-27 age group and the reasons behind their choice. The quantitative approach was used in this study to cover various aspects of the use of social networks that determine the motivation behind students' choice of social networks and the effectiveness of their use in the learning process as perceived by the students. A questionnaire consisting of 20 questions was created on the Google Forms platform for the research (Appendix 1). The questionnaire consists of three parts: 6 questions in the first part, 13 questions in the second part and 1 question in the third part. The first part of the questionnaire helps to gather data on respondents' native language, experience and goals for studying the English language. In the second part of this questionnaire, students were asked to answer questions related to the types of social media they use to learn English and the features of those media. When asked about the types of social media used, respondents had the opportunity to choose several answers, because usually a person uses several social media at once, and the process of learning English can occur simultaneously on different platforms. In addition, in the second part of the questionnaire, respondents had the opportunity to choose the answer option "other" and add social media that they used, but which are not on the list. The questionnaire is aimed at young people from 15 to 27 years old who study English as a foreign language. The level of English proficiency in such an age group may be different, so the questionnaire was compiled in English and Estonian languages. Thus, among the respondents were native speakers of Ukrainian, Russian and Estonian languages, studying the English language.

The respondents are students of schools in Estonia, universities and other higher education institutions, as well as working adults. Access to the respondents was secured by sending a link to the questionnaire via email and publishing it on the social media accounts of the author of this study, as well as through personal messages. The questionnaire was available for 2 months and in total there were 63 responses. It should be pointed out that the responses indicate students' subjective assessment regarding the impact of social networks on their current results of learning English which may not provide an objective overview of the impact of social media on language learning.

The questionnaire has two main objectives. Firstly, the identification of personal preferences and subjective evaluation of the effectiveness of social media as a tool for learning English as a foreign language among students between the ages of 15 to 27. Secondly, to compare the results of the questionnaire with the existing relevant research on the use of social networks in the process of learning English.

To gain an insight into the perceived effectiveness of the use of social media for respondents, the following criteria were identified:

- 1) the goal of learning English: depending on the different goals of learning English, respondents could resort to different social media. For example, those who study English for academic purposes are more likely to visit websites and platforms with scientific information.
- 2) Interactivity: active learning is thought to be more effective than passive information consumption. However, not all social networks have the possibility of interactive learning (completing tasks, getting results). For example, on Quizlet, users have the opportunity to take tests, however, YouTube users can only watch videos and comment on the platform.
- 3) Feedback: one of the elements of language learning is getting feedback; if a student has the opportunity to see his/her mistakes and work on them, the effectiveness of his/her learning is higher. However, not all social media have such an opportunity. And if in such applications as Duolingo, users have the opportunity to receive short (true or false) automated feedback, then other social platforms do not present this opportunity unless a teacher or another student provides their feedback.
- 4) Sources of social media recommendations: some social media are more popular than others among educators. This implies that students studying English on their own are more likely to choose more universal social networks while students learning English with a teacher will be able to get help in choosing suitable platforms for learning English.
- 5) Psychological state during and after using social networks. Students' mental and emotional state in the learning process has a great influence on the process of learning, as well as on their choice of learning resources. This criterion is the most subjective, as it depends on the student's personal preferences, however, an important factor in determining the most effective social networks for learning English in students' opinion.

2.2 Results of the Survey

The first six questions of the questionnaire were aimed at identifying the respondents' background and their experiences and ways of learning English. According to the survey results, 57.1% of the respondents chose Estonian as their native language, 25.4% of the respondents chose Russian, 15.9% of the respondents chose Ukrainian, and the remaining 1% of those who took part in the survey chose English as their native language. It is important for the research that participants of the survey learn the English language as foreign and their native language is not English.

Your native language | Teie emakeel

63 ответа

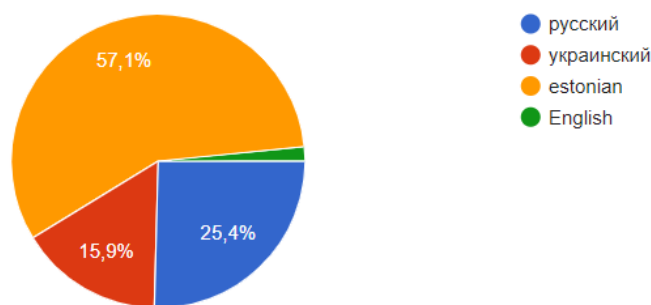


Figure 1. Respondents' native language

In the question about the age of the respondents, it transpired that 60.3% of the respondents were 15-18 years old, 27% of those who took part in the survey were in the age category of 18-22 years, and 12.7% of the respondents were 23 – 27 years old. These results allow concluding that most of the respondents are students at school or university.

Your age | Teie vanus

63 ответа

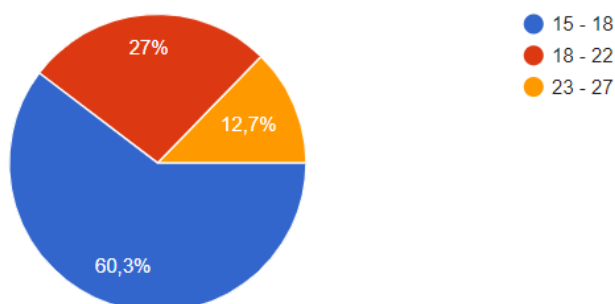


Figure 2. Respondents' age

In the first part of the questionnaire, there was also a question about respondents' experience of learning English. According to the respondents, 55.6% of them have been studying English for more than 5 years, 30.2% of the respondents chose the answer "more than 10 years" and 14.3% of the respondents opted for the answer "less than 5 years". It can be concluded that most of the respondents have extensive experience in learning the English language.

How long have you been studying English? | Kui kaua olete inglise keelt õppinud?

 Копировать

63 ответа

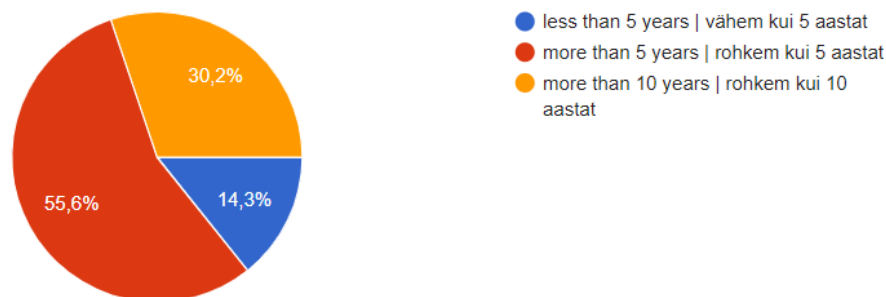


Figure 3. How long the respondents have been learning English

79.4% of the survey participants answered that they study English at an educational institution, 19% study English independently and 1% of the respondents study English via additional training opportunities. This question was proposed to find out if survey participants can rely on teachers' guidance in the process of choosing the most suitable social media to learn the English language.

How are you learning English at the moment? | Kuidas te inglise keelt õpite hetkel?

 Копировать

63 ответа

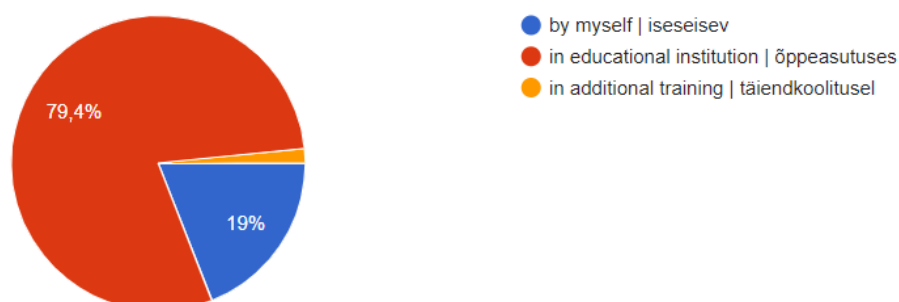


Figure 4. How the respondents are learning English

The learning goals can influence the choice of social media as a tool to learn the English language. Most of the respondents (44.4%) chose “studies” as their main goal, 39.7% of the survey participants study English for their career (work), 14.3% of the survey participants study English for entertainment, and 1% of the respondents answered they study it because of their interest. As

most of the survey participants were school or university students, the answer “studies” seems to be logical. The high percentage of those who chose “career” could be explained by the personal motivation of the respondents, who see knowing the English language as a requirement for a future career.

For what purposes do you study English? | Millistel eesmärkidel õpite inglise keelt?

 Копировать

63 ответа

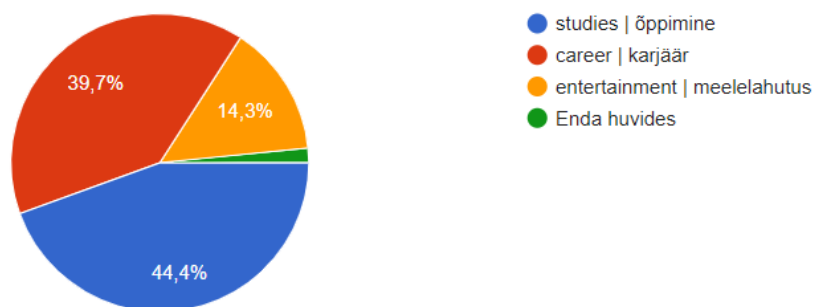


Figure 5. The goals of learning English

The next question in the survey was intended to discover how many respondents used social media as a tool in the English language learning process. 79.4% of the respondents use social media with the learning intention, while 20.6% of the respondents did not. Although some respondents answered that they did not use social media as a tool for English learning, it is important to note that the process of learning may occur unintentionally, for example, while consuming content in English.

Do you use social media in the learning process? | Kas kasutate õppeprotsessis sotsiaalmeediat?

63 ответа

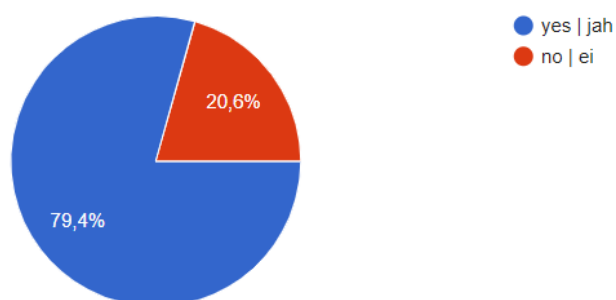



Figure 6. Whether or not the respondents use social media to learn English

The respondent's answers to the next question reveal that 60% of them use websites to learn English on social media, and 39.7% of the respondents use mobile apps for this purpose. The answers to this question may be related to the fact that a large number of social media are more convenient to use on a desktop computer or laptop.

What platforms do you use to learn the language? | Milliseid platvorme kasutate keele õppimiseks?  | 63 ответа

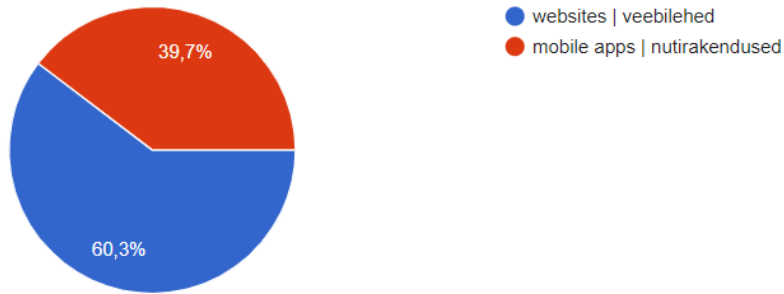



Figure 7. What platforms do the respondents use to learn English

When asked how their use of social networks has changed over the past 2 years, 58.7% of the respondents chose the option “increased”, 12.7% of the survey participants answered that their use of social networks has decreased, and 28.6% of the respondents replied that it “has not changed”. A big percentage of the increase in the use of social networks may be caused by the Covid-19 pandemic, which began 3 years ago, and forced people to isolate themselves, study and work using the Internet.

How has your use of social media changed over the past 2 years? | Kuidas on teie sotsiaalmeedia kasutamine viimase 2 aasta jooksul muutunud?  Копировать | 63 ответа

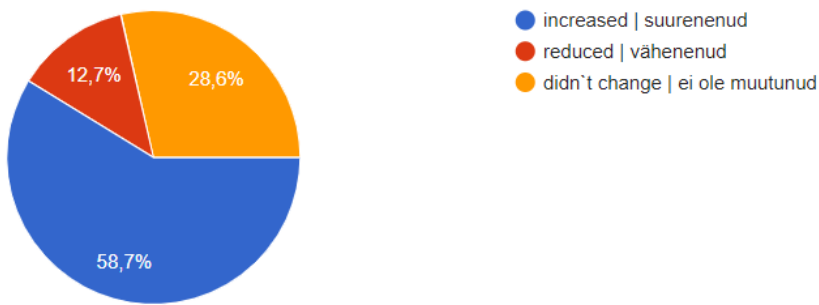


Figure 8. The change in the use of social media over the past 2 years

The next question was about how the respondents find social networks to learn English. Teachers often include the use of different social media in their classes. For example, YouTube videos, or classes in Zoom. 47.6% of the respondents answered that they learned English on the same social media that they used in their daily life in their native language, and 34.9% of the respondents said that they chose social media based on recommendations from others. 17.5% of the respondents chose social media based on their teacher's recommendations. The results indicate that although teachers in educational institutions and courses of additional education recommend social media to students that can be used to learn English, most students use those social media to learn English that they already use in their everyday life.

How did you choose the social media to study English? | Kuidas valisite sotsiaalmeedia inglise keele õppimiseks?

 Копировать

63 ответа

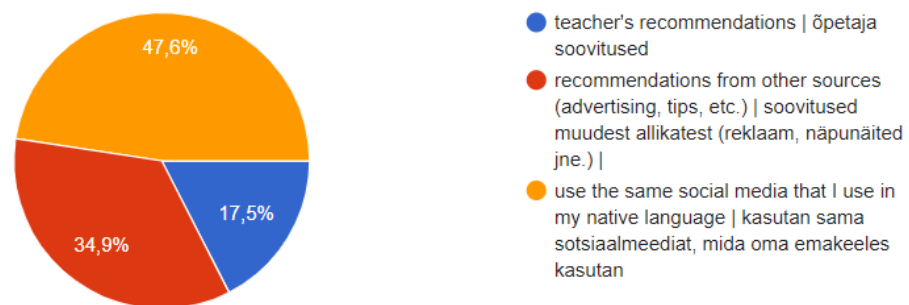



Figure 9. How the respondents choose social media to learn English

The following question provided a list of popular social media and platforms and asked the respondents to choose the five they use most for learning English. Youtube was chosen as the most frequently used platform – 93.7% of the respondents included it in their answers. Instagram was in second place in terms of the number of votes – this social media was chosen by 79.4%; TikTok was chosen by 71.4% of the respondents, and Zoom was chosen by 28.6% of the respondents. The results show that video content is the most popular among the respondents, which is the main feature of Youtube, Instagram and TikTok. Facebook, Telegram and WhatsApp were chosen by 38.1%, 30.2% and 6.3% of the respondents respectively. The main type of content available on these social media is text. 36.5% of the respondents chose Duolingo, which is an application specifically designed for language learning, and 41.3% of the respondents used other social media, which was not listed in the options provided.

Choose 5 platforms that you use most often to learn English | Valige 5 platvormi, mida kasutate inglise keele õppimiseks kõige sagedamini

 Копировать

63 ответа

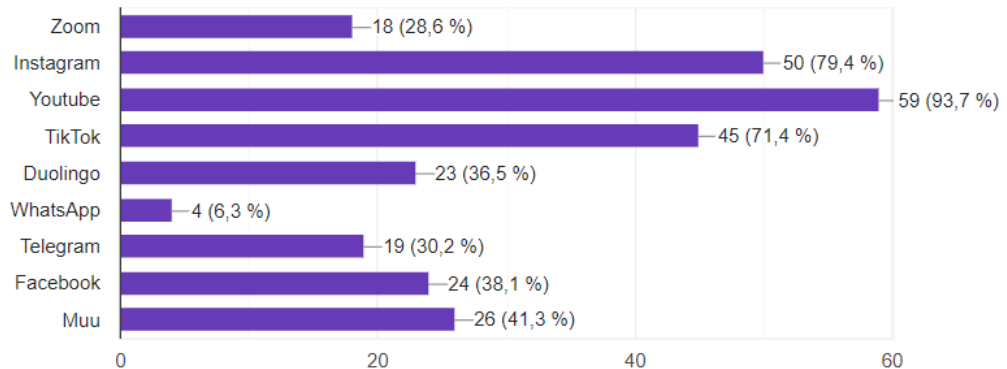


Figure 10. What platforms do the respondents use most often

The next question was included in the survey to find out what makes the respondents choose certain social media. 46.7% of the respondents answered that the main feature motivating them to choose certain social media is entertainment content, 18.3% of the respondents chose interactivity as the main reason, 16.7% chose convenient functionality, 13.3% chose the possibility of communication with native speakers, 5% chose a chance to receive feedback. Based on the results, it can be noted that the respondents highly appreciate the entertainment of using social media, as well as the opportunity to interact with the content.

Which of the features of the social media attracts you the most? | Millised sotsiaalmedia funktsioonid meelitavad teid kõige rohkem?

 Копировать

60 ответов

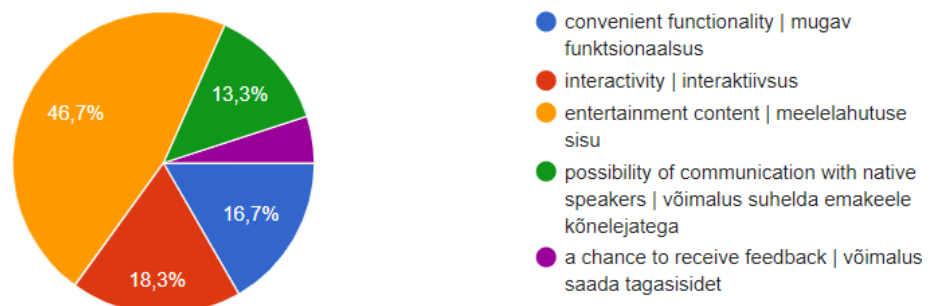


Figure 11. The features of social media that attract the respondents

The following question was suggested to find out how the respondents believe the use of social media has affected their learning process and results. 76.2% of the respondents answered that the language learning process, as well as its results, had improved via using social networks. 23.8% of respondents answered that it did not influence their learning. This question is subjective and is aimed at obtaining data on the perceptions and feelings of the respondents about how the use of social media and the results of their language learning are correlated.

How does social media influence the process and results of your learning?
| Kuidas mõjutab sotsiaalmeedia teie õppimise protsessi ja tulemusi?

 Копировать


63 ответа



Figure 12. How does social media influence the respondents' learning process and results

The following question suggested the respondents choose the language skills, such as listening, speaking, writing and reading, which they believe have improved through the use of social media. 65.1% of the respondents chose reading as the leading skill that they improved when using social media. Listening was chosen by 58.7% of the respondents, 46% of the respondents answered writing, and 39.7% of the respondents said that they improved their speaking skills when using social networks. The results support the conclusions of one of the above questions showing that the respondents prefer video content, which improves listening, and the use of such skills as speaking and writing in social networks from the point of view of learning English is not implemented widely enough.

What skills do you improve most often using social media? | Milliseid oskusi te sotsiaalmeediat kasutades kõige sagedamini arendate?

 Копировать

63 ответа

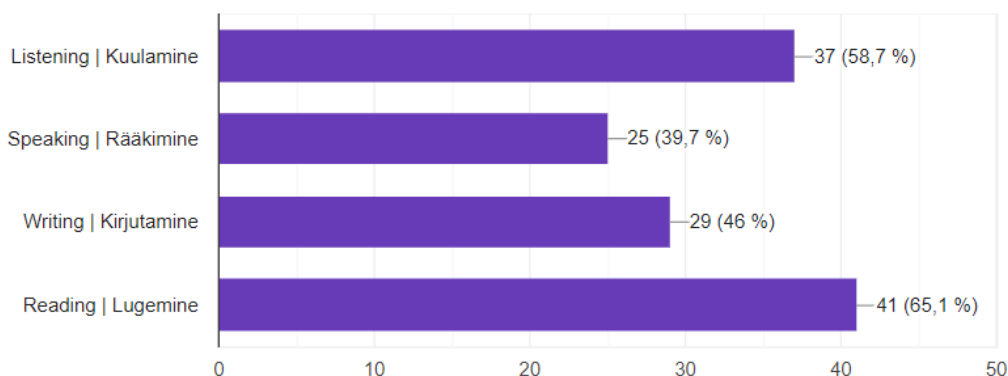


Figure 13. The skills the respondents improve while using social media

To the question “In which social media do you get the most practical language skills?”, the majority of the respondents chose YouTube – 83%, Instagram was chosen by 42.9% of the respondents; Zoom, Duolingo, WhatsApp, Telegram, Facebook and Speakly were chosen by 14.3%, 25.4%, 1.6%, 15.9%, 11.1% and 11.1% of the respondents respectively. 20.6% of the respondents chose other social media as those where they got the most practical language skills. Based on the results of this question, it can be concluded that the respondents highly appreciate the practical skills they receive on YouTube. Perhaps it could be explained by the fact that on YouTube there is a lot of educational content, which could be useful for students.

In which social media do you get the most practical language skills? | Millises sotsiaalmeedias omandate kõige praktilisema keeleoskuse?

 Копировать

63 ответа

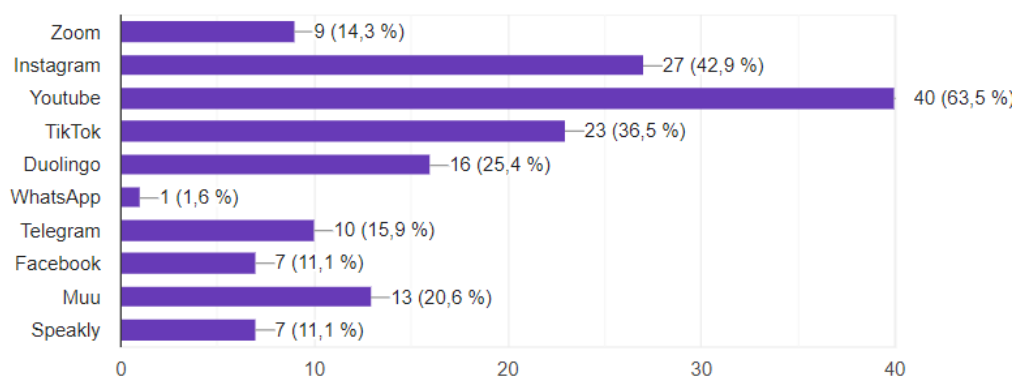


Figure 14. Social media that provide the respondents with the most practical language skills

The next two questions in the questionnaire were focused on such an important aspect of the learning process as feedback. By receiving feedback, a student can work on their mistakes and improve their skills. Feedback on social media can manifest itself in different forms:

1. Detailed, if a student receives detailed explanations from the teacher or the algorithms of social media about their mistakes and the theoretical basis for correction.
2. Short automated feedback, if a student receives a short response from the system (correct/incorrect), while not receiving any recommendations to improve their work. This type of feedback is most common among applications and social media.
3. Lack of feedback, in this case, a student becomes a passive observer in the learning process. Students will encounter this, for example, after watching a documentary on YouTube. The platform does not imply any verification of knowledge after receiving information and does not give any feedback.

The results show that most of the respondents (61.9%) did not get any feedback from the social media they used. 38.1% of the respondents answered that they got feedback. In particular, 36.6% of the respondents received short feedback, and 7.9% of the respondents received detailed feedback. These results are directly correlated with the question of how many students study with teachers at an educational institution or courses of additional education. The more teachers or educational algorithms participate in the learning process, the greater the percentage of students receiving detailed feedback. In the case of this study, it is clear that the respondents use mostly social media where getting feedback is not likely since they were not designed for educational purposes, although there is a lot of educational content published on them. For example, YouTube, Instagram and TikTok were the most popular answers of the respondents to the previous questions.

Do you get feedback in the social media you use? | Kas saate tagasisidet sotsiaalmeedias, mida kasutate?

63 ответа

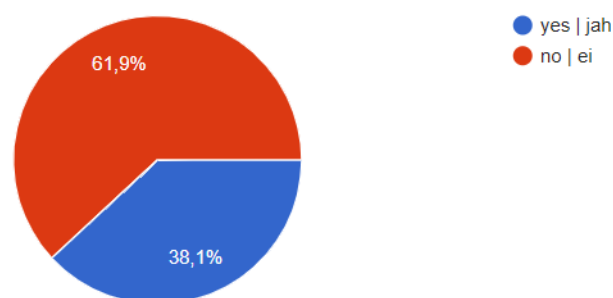


Figure 15. Whether or not the respondents get feedback on social media

Describe the quality of feedback | Kirjeldage tagasiside kvaliteeti

Копировать

63 ответа

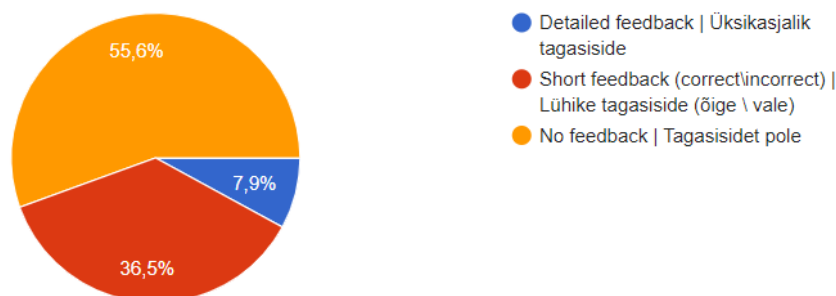


Figure 16. The type of feedback the respondents get from social media

Communication with native speakers is one of the ways to improve one’s English language skills. Instagram, TikTok and YouTube have the most opportunities to connect with native English speakers according to the respondents – 58.7%, 39.7%, and 36.5% of the respondents chose them respectively. 28,6% of the respondents chose Facebook, 15,9% - Telegram, 12,7% - WhatsApp, 14,3% - Zoom, 7,9% - Duolingo, 3,2% - Speakly; 28,6% of respondents think that they have more opportunities to connect with native speakers on other social media.

In which social media do you have more opportunities to communicate with native English speakers? | Millises sotsiaalmeedias on teil rohkem võimalusi suhelda inglise keelt emakeelena kõnelevate inimestega?

Копировать

63 ответа

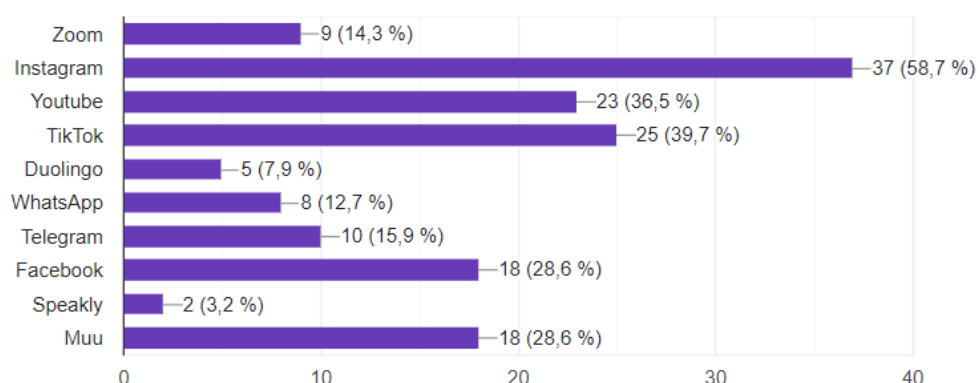



Figure 17. Social media where responders have more opportunities to communicate with native speakers

In response to the question about their user activity on social media, 76.2% of the respondents answered that they consumed more content while creating less. 17.5% of the respondents answered that they consumed and created content to the same extent, and 6.3% of the respondents answered that they created more content than consumed. The user behaviour of the respondents is important in the framework of this study because by creating content they can train their productive language skills (speaking and writing). For example, when students make videos on YouTube as homework, they improve their speaking skills and also listening, if students do the task in pairs or evaluate each other's work.

How do you use social media? | Kuidas kasutate sotsiaalmeediat?

 Копировать

63 ответа

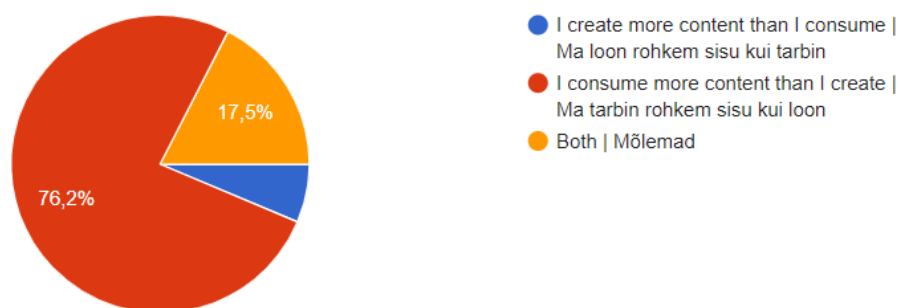


Figure 18. How the respondents use social media

The answers to the following question give an insight into the respondent's emotional reactions to certain social media; it is important in the sense of researching the motivation for choosing social media as an English language learning tool. The respondents had to indicate which social media provided them with positive emotions and could choose multiple options from the list. The majority of the respondents (68.3%) answered that YouTube invokes positive emotions in them during and after use; 63.5% - TikTok; 46% - Instagram; 20.6% - Telegram; 17.5% - Duolingo; 11.1% - Facebook; 7.9% - Zoom; 4.8% - Speakly; 3.2% - WhatsApp; 19% of the respondents chose other social media.

Which social media cause you the most pleasant emotions during or after use? | [Копировать](#)
 Millised sotsiaalmeediat põhjustavad teile kõige meeldivamaid emotsioone kasutamise ajal või pärast seda?

63 ответа

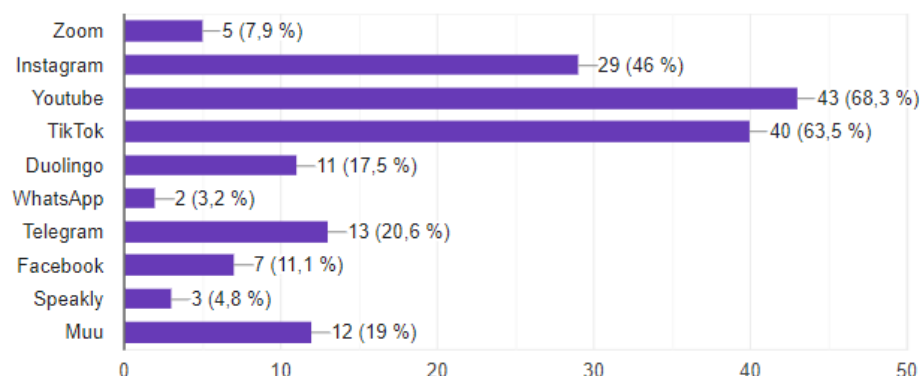


Figure 19. What social media cause the most pleasant emotions

The last question in the questionnaire was aimed at finding out the personal preferences of the respondents regarding the way they use social media to learn English. There were three options to choose from: “with a teacher, but without social media”, “with social media, but without a teacher”, and “both with a teacher and with social media”. The majority, 72.6% of the respondents, answered that the best way of learning English for them is both with teachers and social media. 14.5% of the respondents answered that the perfect way for them is “with a teacher, but without social media”, and 12.9% of the respondents chose the option “without a teacher, but with social media”. Thus, it becomes possible to conclude that students prefer to combine person-to-person training with a teacher and social media.

Choose the perfect way for you to learn the language | Valige ideaalne viis keele [Копировать](#)
 õppimiseks

62 ответа

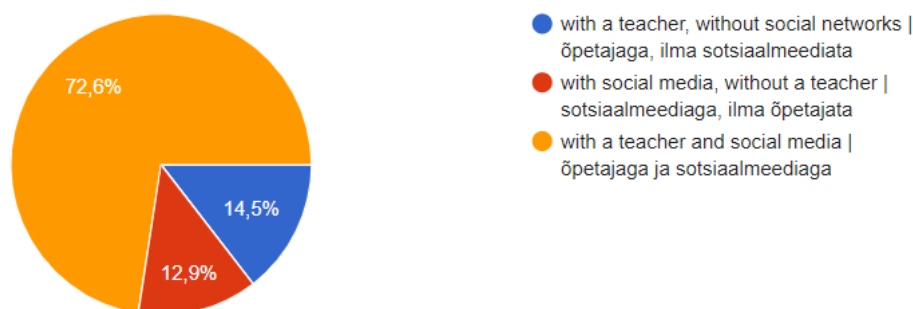


Figure 20. The perfect way in the respondents' opinion for them to learn the language

2.2.1 Discussion of the Results

According to the survey results, young people between the ages of 15 to 27 prefer to use social media as a tool for learning English, which they use in their daily lives (Figure 9). Even though the respondents had different language learning goals (Figure 5), they gave similar answers to questions about the preferences of social media they use. From this, it can be concluded that in the process of choosing social media as an English learning tool for education or work, the motivation with which they choose social media for communication and entertainment plays an important role – entertainment content, trends in the consumer market, and interactivity (Figure 11). As the survey results show, such social networks are Youtube, Instagram, and TikTok (Figure 10).

The majority of the respondents believe that the use of these social networks has a positive effect on the process and results of learning English (Figure 12). Even though this assessment is subjective – the author of this study does not have access to objective results of the influence of social networks on the respondents, it still is important. This gives the idea that a subjective sense of the benefits of using a social network dictates the motivation of the respondent in their social media choice, as well as pleasant emotions. The majority of the respondents said that YouTube, Instagram and TikTok evoke positive emotions in them (Figure 19). It is important to note that Zoom and Speakly, social media that are commonly used for educational purposes, are not popular among respondents. It is worth noting that the predominant type of content in these social media is video and text. This means that in the process of using these social media as a tool for learning English, respondents develop passive language skills: listening, and reading. (Figure 13).

Social media opens up wide opportunities for communication with people around the world and respondents who study English using social media have the opportunity to connect with native speakers in the context of natural informal communication. Analyzing the survey results, it can also be concluded that the majority of respondents see such opportunities in Instagram, TikTok and YouTube (Figure 17).

Also, a smaller part of the respondents choose social networks based on the teacher's recommendations (Figure 9), and this may indicate that the respondents' teachers do not include strategies for using social media as a learning tool in the process of teaching English, or offer students social media that do not coincide with their preferences. For the same reason, perhaps, the majority of the respondents do not receive feedback on learning English using social media (Figure 18 and Figure 19). By integrating the training with a teacher and using social networks, the respondents could use social media more effectively. This is how the majority of the

respondents see the ideal way to learn a language – in the process of which both a teacher and social media are present (Figure 20).

In general, the results of this study make it possible to conclude the preferences of the respondents and their motivation in choosing social media in the process of learning English, as well as about which social media young people aged 15 to 27 years use in education and how.

CONCLUSION

Social media have become a part of modern people's life; it is used in all aspects of life from entertainment to education and work. The use of social media increased drastically during the Covid-19 pandemic in education, specifically, in the English language learning process.

The thesis aimed to research the use of social media in English language learning and how it can be done effectively. The first chapter describes social media as an educational tool and how it has become widespread around the world, what types of social media are used in teaching English and what the results of that usage are. Each social media platform is unique, having features that can be used in the English teaching process. For example, watching documentaries on YouTube, organizing online classes on Zoom or starting a blog on Instagram. At the same time, teachers face the challenge of choosing the best suitable options from a big variety of available social media and using it most effectively. To do that, it is important to find out what motivations and preferences students have in choosing social media as a tool for English language learning and build teaching strategies accordingly.

The thesis aimed to research types of social media which are used in the English teaching process based on available publications; to analyze which social media students of the 15-27 age group prefer the most and to suggest explanations of student preferences and motivations influencing the strategies of using social in English language learning. To understand it, a survey was conducted and the results were analysed.

As a result of the survey, it can be concluded that young people aged 15 to 27 use the same social media in everyday life to learn the English language (YouTube, Instagram, TikTok); their main preferences in choosing these social media is entertainment content and interactivity, as well as positive emotional experience and a chance to connect with native speakers. On the other hand, the respondents mostly develop receptive communication skills (listening and reading), while using these social media and do not get feedback, which is essential for progress in the English learning process.

The majority of the respondents see it as ideal to learn the English language both with a teacher and on social media, which is possible and can compensate for the lack of feedback and help use the full potential of popular social media if integrated into teaching strategies.

The findings of this thesis could be useful for future research and development of learner-centred English teaching strategies in which students' preferences of social media use could be used to their full potential and incorporated into the classroom.

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APPENDIX 1. Questionnaire

Questionnaire “The use of Social Media in the Process of Learning English” | „Sotsiaalmeedia kasutamine inglise keele õppimise protsessis“

This survey is anonymous. The results of this study will be used for scientific purposes. Thank you for your time! | See küsitlus on anonüümne. Vastused kasutatakse teaduslikel eesmärkidel. Tänan teid aja eest!

1. Your native language | Teie emakeel
 - Русский
 - Украинский
 - Estonian
 - English
 - Other | Muu

2. Your age | Teie vanus
 - 15 - 18
 - 18 - 22
 - 23 – 27

3. How long have you been studying English? | Kui kaua olete inglise keelt õppinud?
 - less than 5 years | vähem kui 5 aastat
 - more than 5 years | rohkem kui 5 aastat
 - more than 10 years | rohkem kui 10 aastat
 - Другое:

4. How are you learning English at the moment? | Kuidas te inglise keelt õpite hetkel?
 - by myself | iseseisev
 - in educational institution | õppeasutuses
 - in additional training | täiendkoolitusel

5. For what purposes do you study English? | Millistel eesmärkidel õpite inglise keelt? *
 - studies | õppimine
 - career | karjäär
 - entertainment | meelelahutus
 - Другое

6. Do you use social media in the learning process? | Kas kasutate õppeprotsessis sotsiaalmeediat?
 - yes | jah
 - no | ei

7. What platforms do you use to learn the language? | Milliseid platvorme kasutate keele õppimiseks? *
 - websites | veebilehed

- mobile apps | nutirakendused
8. How has your use of social media changed over the past 2 years? | Kuidas on teie sotsiaalmeedia kasutamine viimase 2 aasta jooksul muutunud? *
- increased | suurenenud
 - reduced | vähenenud
 - didn't change | ei ole muutunud
9. How did you choose social media to study English? | Kuidas valisite sotsiaalmeedia inglise keele õppimiseks?*
- teacher's recommendations | õpetaja soovitusel
 - recommendations from other sources (advertising, tips, etc.) | soovitusel muudest allikatest (reklaam, näpunäited jne.) |
 - use the same social media that I use in my native language | kasutan sama sotsiaalmeediat, mida oma emakeeles kasutan
10. Choose 5 platforms that you use most often to learn English | Valige 5 platvormi, mida kasutate inglise keele õppimiseks kõige sagedamini*
- Zoom
 - Instagram
 - Youtube
 - TikTok
 - Duolingo
 - WhatsApp
 - Telegram
 - Facebook
 - Other | Muu
11. Which of the features of social media attracts you the most? | Millised sotsiaalmeedia funktsioonid meelitavad teid kõige rohkem?
- convenient functionality | mugav funktsionaalsus
 - interactivity | interaktiivsus
 - entertainment content | meelelahutuse sisu
 - possibility of communication with native speakers | võimalus suhelda emakeele kõnelejatega
 - a chance to receive feedback | võimalus saada tagasisidet
12. How does social media influence the process and results of your learning? | Kuidas mõjutab sotsiaalmeedia teie õppimise protsessi ja tulemusi?*
- makes it better | muudab selle paremaks
 - no influence | ei mõjuta
13. What skills do you improve most often using social media? | Milliseid oskusi te sotsiaalmeediat kasutades kõige sagedamini arendate?*
- Listening | Kuulamine
 - Speaking | Rääkimine
 - Writing | Kirjutamine
 - Reading | Lugemine

14. In which social media do you get the most practical language skills? | Millises sotsiaalmeedias omandate kõige praktilisema keeleoskuse?*

- Zoom
- Instagram
- Youtube
- TikTok
- Duolingo
- WhatsApp
- Telegram
- Facebook
- Muu
- Speakly

15. Do you get feedback in the social media you use? | Kas saate tagasisidet sotsiaalmeedias, mida kasutate?*

- yes | jah
- no | ei

16. Describe the quality of feedback | Kirjeldage tagasiside kvaliteeti

- Detailed feedback | Üksikasjalik tagasiside
- Short feedback (correct\incorrect) | Lühike tagasiside (õige \ vale)
- No feedback | Tagasisidet pole

17. In which social media do you have more opportunities to communicate with native English speakers? | Millises sotsiaalmeedias on teil rohkem võimalusi suhelda inglise keelt emakeelena kõnelevate inimestega?*

- Zoom
- Instagram
- Youtube
- TikTok
- Duolingo
- WhatsApp
- Telegram
- Facebook
- Speakly
- Other | Muu

18. Which social media cause you the most pleasant emotions during or after use? | Millised sotsiaalmeediat põhjustavad teile kõige meeldivamaid emotsioone kasutamise ajal või pärast seda?*

- Zoom
- Instagram
- Youtube
- TikTok
- Duolingo
- WhatsApp
- Telegram
- Facebook
- Speakly

- Muu

19. How do you use social media? | Kuidas kasutate sotsiaalmeediat?*

- I create more content than I consume | Ma loon rohkem sisu kui tarbin
- I consume more content than I create | Ma tarbin rohkem sisu kui loon
- Both | Mõlemad

20. Choose the perfect way for you to learn the language | Valige ideaalne viis keele õppimiseks

- with a teacher, without social networks | õpetajaga, ilma sotsiaalmeediata
- with social media, without a teacher | sotsiaalmeediaga, ilma õpetajata
- with a teacher and social media | õpetajaga ja sotsiaalmeediaga

SUMMARY IN ESTONIAN

Käesoleva bakalaureusetöö pealkiri on “15-27 aastaste õpilaste sotsiaalmeedia kasutamine inglise keele õppimisel”. Sotsiaalmeedia kasutamine on saanud osaks tänapäeva inimeste elus. Covid-19 pandeemia ajal suurenes drastiliselt selle osakaal inglise keele õppeprotsessis.

Töö eesmärk oli uurida sotsiaalmeedia kasutamist inglise keele õppes ja kuidas seda on võimalik tõhusalt teha. Esimeses peatükis kirjeldatakse sotsiaalmeediat kui õppevahendit, selle laialdast levikut kogu maailmas ja millist sotsiaalmeediat kasutatakse inglise keele õpetamisel ning selle tulemuslikkust. Tänapäeva õpetajad seisavad silmitsi väljakutsega, et valida paljude sotsiaalmeediate hulgast parimad, sobivad võimalused ja kuidas seda kõike õppetöös kasutada.

Töö eesmärk oli uurida saadaolevate väljaannete põhjal inglise keele õppeprotsessis kasutatavaid sotsiaalmeedia tüüpe; analüüsida, milliseid sotsiaalmeedia eelistusi 15-27-aasta vanused õpilased valivad ning anda soovitusi ja selgitusi õpilaste eelistuste ja motivatsioonide kohta, mis mõjutavad sotsiaalmeedia kasutamise strateegiaid inglise keele õppes. Selle mõistmiseks viidi läbi uuring ja analüüsiti tulemusi.

Uuringu tulemusena võib järeldada, et 15-27-aastased noored kasutavad inglise keele õppimiseks igapäevaelus samu sotsiaalmeediaid (YouTube, Instagram, TikTok), nende peamised eelistused sotsiaalmeedia valimisel on meelelahutuslik sisu, interaktiivsus, samuti positiivne emotsionaalne kogemus ja võimalus suhelda inglise keelt emakeelena kõnelejatega. Teisest küljest arendavad vastajad rohkem passiivset suhtlemisuskust (kuulamine ja lugemine), kuid kasutades sotsiaalmeediat ei saa nad tagasisidet, mis on inglise keele õppeprotsessi edenemiseks hädavajalik.

Enamik vastanutest peab ideaalseks inglise keele õppimise viisiks üheaegset õppimist sotsiaalmeedias koos õpetajaga.

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14.05.2023