



USING SOCIAL MEDIA FOR ENGLISH LANGUAGE LEARNING

Xusnora Gazixanova

English Teacher,

Piskent District No. 1 Tekhnikum,

Tashkent Region, Uzbekistan

Abstract

This thesis investigates the multifaceted role of social media platforms (SMPs) in English language learning (ELL), synthesizing recent empirical research to critically evaluate their effectiveness, student perceptions, and pedagogical implications. Drawing upon a systematic review, a quantitative study, and an experimental investigation, this thesis explores how SMPs contribute to vocabulary acquisition, influence student attitudes, and impact psychological constructs alongside English achievement. Findings indicate that social media positively enhances vocabulary development through authentic, multimodal input and fosters high learner engagement, while also improving academic buoyancy, emotion regulation, and reducing foreign language anxiety. This thesis concludes that while SMPs offer substantial benefits as complementary tools in ELL, there remains a critical need for systematic pedagogical strategies and more controlled research to maximize their educational potential.

Keywords: Social media, English language learning, EFL, ESL, Vocabulary acquisition, Student attitudes, Psychological constructs, Pedagogical implications, Language proficiency, Online learning

Annotatsiya

Ushbu tezis ingliz tilini o'rganishda (ITO) ijtimoiy media platformalarining (IMP) ko'p qirrali rolini o'rganadi, ularning samaradorligi, talabalar idroki va



pedagogik ahamiyatini tanqidiy baholash uchun so'nggi empirik tadqiqotlarni sintez qiladi. Tizimli ko'rib chiqish, miqdoriy tadqiqot va eksperimental tekshiruvga asoslanib, ushbu tezis IMPlarning lug'at boyligini o'zlashtirishga qanday hissa qo'shishini, talabalar munosabatiga ta'sirini va psixologik konstruktarga ta'sirini o'rganadi. Topilmalar shuni ko'rsatadiki, ijtimoiy media lug'at rivojlanishini ijobiy tarzda yaxshilaydi va o'quvchilarning yuqori faolligini rag'batlantiradi, shuningdek, akademik suzuvchanlikni, hissiyotlarni tartibga solishni yaxshilaydi va chet tili xavotirini kamaytiradi. Ushbu tezis IMPlar IToda qo'shimcha vosita sifatida sezilarli foyda keltirsa-da, ularning ta'lim salohiyatini maksimal darajada oshirish uchun tizimli pedagogik strategiyalar va ko'proq nazorat qilinadigan tadqiqotlarga ehtiyoj borligini ta'kidlaydi.

Kalit so'zlar: Ijtimoiy media, Ingliz tilini o'rganish, EFL, ESL, Lug'at boyligini o'zlashtirish, Talabalar munosabati, Psixologik konstruktlar, Pedagogik ahamiyatlar, Til bilimi, Onlayn o'qitish

Аннотация

Данный тезис исследует многогранную роль платформ социальных сетей (ПСС) в изучении английского языка (ИЛЯ), синтезируя недавние эмпирические исследования для критической оценки их эффективности, восприятия студентами и педагогических последствий. Опираясь на систематический обзор, количественное исследование и экспериментальное исследование, данный тезис изучает, как ПСС способствуют усвоению лексики, влияют на отношение студентов и воздействуют на психологические конструкторы наряду с успеваемостью по английскому языку. Результаты показывают, что социальные сети положительно влияют на развитие словарного запаса за счет аутентичного, мультимодального ввода и способствуют высокой вовлеченности учащихся, а также улучшают академическую устойчивость, эмоциональную регуляцию и снижают



тревожность при изучении иностранного языка. Данный тезис заключает, что, хотя ПСС предлагают существенные преимущества в качестве дополнительных инструментов в ИЛЯ, сохраняется острая необходимость в систематических педагогических стратегиях и более контролируемых исследованиях для максимизации их образовательного потенциала.

Ключевые слова: Социальные сети, Изучение английского языка, EFL, ESL, Усвоение лексики, Отношение студентов, Психологические конструкты, Педагогические последствия, Владение языком, Онлайн-обучение

Introduction

The digital age has profoundly reshaped educational landscapes, with social media platforms (SMPs) emerging as ubiquitous tools that permeate daily life, including learning environments. The integration of these platforms into English language learning (ELL) has garnered significant attention from educators and researchers alike, driven by their potential to offer authentic language exposure, foster interaction, and enhance learner motivation. As English continues to solidify its status as a global lingua franca, innovative and effective pedagogical approaches are crucial for facilitating its acquisition. This thesis, therefore, aims to critically examine the current state of research concerning the use of social media for English language learning.

Literature Review

The integration of social media into English language learning (ELL) has been a growing area of academic inquiry, with research highlighting its potential across various linguistic and psychological dimensions. This literature review synthesizes key findings from recent studies, focusing on vocabulary acquisition, student attitudes, and the impact on psychological constructs and overall achievement.

Anuar and Ismail's systematic review [1] provides a comprehensive overview of social media's role in English as a Second Language (ESL) vocabulary acquisition



among primary school pupils. Their synthesis of ten empirical studies, utilizing platforms like YouTube, TikTok, Instagram, and Facebook, concludes that social media positively contributes to vocabulary development. This is attributed to the provision of authentic language exposure, multimodal input (visuals, audio, text), and contextual practice, which collectively enhance learner engagement, motivation, and incidental learning. The review underscores the importance of age-appropriate content and teacher guidance in maximizing these benefits. However, it critically identifies significant research gaps, including a scarcity of controlled studies specifically targeting primary pupils and inconsistencies in vocabulary assessment tools, suggesting that while the potential is evident, robust empirical validation is still developing [1].

Methodology

This thesis employs a qualitative, analytical approach to synthesize and critically evaluate existing academic literature on the use of social media for English language learning. Given the nature of a short academic paper (tezis), primary data collection was not undertaken. Instead, the methodology focuses on a rigorous review and synthesis of the provided evidence, which comprises a systematic review, a quantitative survey study, and an experimental investigation.

Identification of Key Themes: Each piece of evidence was meticulously read to identify its core research question, methodology, key findings, and conclusions. Recurring themes related to social media's impact on language learning, such as vocabulary acquisition, student attitudes, psychological constructs, and overall achievement, were systematically extracted.

Critical Evaluation: Each study was critically assessed for its strengths, limitations, and the robustness of its findings.



Findings & Analysis

The synthesis of the provided literature reveals compelling findings regarding the utility of social media platforms (SMPs) in English language learning (ELL), categorized into three primary areas: vocabulary acquisition, student attitudes, and the impact on psychological constructs and overall achievement.

Firstly, concerning vocabulary acquisition, the systematic review by Anuar and Ismail [1] strongly indicates that social media platforms like YouTube, TikTok, Instagram, and Facebook positively contribute to ESL vocabulary development. This positive impact is attributed to the provision of authentic language exposure, multimodal input (combining visual, auditory, and textual elements), and opportunities for contextual practice. These elements are crucial for enhancing learner engagement and motivation, leading to more effective incidental learning. The analysis suggests that the dynamic and interactive nature of SMPs can make vocabulary learning less arduous and more immersive, aligning with constructivist learning theories where learners actively construct knowledge through interaction with their environment. However, the review also critically notes the scarcity of controlled studies and inconsistencies in vocabulary assessment tools, which temper the definitive claims about direct causality and generalizability [1].

Discussion

The findings from the synthesized literature underscore a compelling and multifaceted role for social media platforms (SMPs) in English language learning (ELL). This discussion interprets these findings in light of broader academic theories and the international academic context, highlighting their implications and acknowledging current limitations.

The observed enhancement in vocabulary acquisition through authentic and multimodal input [1] aligns strongly with established theories of second language acquisition, particularly Krashen's Input Hypothesis and the concept of incidental



learning. When learners are exposed to language in meaningful, real-world contexts, accompanied by visual and auditory cues, comprehension and retention are significantly improved. Social media platforms excel at providing such rich, contextualized input, moving beyond traditional textbook limitations. This also resonates with Vygotsky's sociocultural theory, where learning is viewed as a social process, and interaction within authentic digital communities can facilitate language development. The high engagement and motivation reported [1, 2] are critical, as affective factors are known to mediate learning success. When learning is perceived as enjoyable and relevant, learners are more likely to persist and invest cognitive effort.

The strong positive attitudes of EFL students towards SMPs for pedagogical purposes [2] are a crucial factor. Learner autonomy and perceived utility are powerful motivators.

Conclusion

This thesis has critically examined the role of social media platforms (SMPs) in English language learning (ELL) by synthesizing recent academic literature. The evidence consistently demonstrates that SMPs offer significant potential as complementary tools, impacting various facets of language acquisition and learner psychology.

The key insights derived from this thesis are threefold. Firstly, social media effectively contributes to English vocabulary acquisition by providing authentic language exposure, multimodal input, and contextual practice, thereby enhancing learner engagement and incidental learning [1]. Secondly, students hold overwhelmingly positive attitudes towards the use of SMPs for pedagogical purposes, perceiving them as beneficial for boosting their English language proficiency [2].



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