



An Investigation into the Impact of Digital Social Media on the Writing and Speaking Skills of Tertiary Level Students in one Institution in Lesotho

Sekoai Elliot Nkhi¹

¹Limkokwing University, Lesotho, Africa; senelliot@gmail.com

ABSTRACT

This study set out to explore the impact of digital social media on the writing and speaking skills of English as second language tertiary level students in one institution in Lesotho. Current research stipulates that digital social media can have a negative impact on students' grammatical competence if not used properly. However, digital social media has also been found to have a positive impact on students' productive skills. In order to find out the impact of digital social media on students' written and oral skills, the study adopted a qualitative approach confined in a case study. Face-to-face interviews with five (n=5) lecturers and focus group discussions with sixty (n=60) students were used as tools for data collection. Findings from face-to-face interviews with lecturers reveal that digital social media has a negative impact on students' grammatical competence because they employ short forms in formal writings. Furthermore, findings from group discussions with students reveal two things; firstly, they point to digital social media as having a positive impact on their speaking skills, and secondly as having an adverse impact on their writing skills because of the informal language used in the social media platforms. These findings suggest that students should be taught how to properly use the platforms in order to balance the two skills. The study consequently concludes by recommending that lecturers should constantly encourage their students to chat using formal language all the times especially amongst themselves as this will help them to improve their writing skills.

ABSTRAK

Studi ini dilakukan untuk mengeksplorasi dampak media sosial digital pada keterampilan menulis dan berbicara bahasa Inggris sebagai bahasa kedua siswa tingkat tersier di satu institusi di Lesotho. Penelitian saat ini menetapkan bahwa media sosial digital dapat berdampak negatif pada kompetensi tata bahasa siswa jika tidak digunakan dengan benar. Namun, media sosial digital juga ditemukan memiliki dampak positif pada keterampilan produktif siswa. Untuk mengetahui dampak media sosial digital terhadap keterampilan menulis dan lisan siswa, penelitian ini mengadopsi pendekatan kualitatif yang dibatasi dalam studi kasus. Wawancara tatap muka

KEYWORDS

Social media; English language teaching; Grammatical competence; Oral skills

KATA KUNCI

Media sosial; pengajaran bahasa Inggris; Kompetensi gramatikal; Keterampilan lisan

dengan lima ($n=5$) dosen dan diskusi kelompok fokus dengan enam puluh ($n=60$) mahasiswa digunakan sebagai alat untuk pengumpulan data. Temuan dari wawancara tatap muka dengan dosen mengungkapkan bahwa media sosial digital memiliki dampak negatif pada kompetensi tata bahasa siswa karena mereka menggunakan bentuk pendek dalam tulisan formal. Lebih lanjut, temuan dari diskusi kelompok dengan siswa mengungkapkan dua hal; pertama, mereka menunjuk media sosial digital memiliki dampak positif pada keterampilan berbicara mereka, dan kedua memiliki dampak buruk pada keterampilan menulis mereka karena bahasa informal yang digunakan di platform media sosial. Temuan ini menunjukkan bahwa siswa harus diajari cara menggunakan platform dengan benar untuk menyeimbangkan kedua keterampilan tersebut. Konsekuensinya, penelitian ini diakhiri dengan merekomendasikan bahwa dosen harus terus-menerus mendorong mahasiswanya untuk mengobrol menggunakan bahasa formal sepanjang waktu terutama di antara mereka sendiri karena hal ini akan membantu mereka meningkatkan keterampilan menulis mereka.

Corresponding Author:

Sekoai Elliot Nkhi

Limkokwing University, Lesotho, Africa; senelliot@gmail.com

INTRODUCTION

Digital social media has made it easier for people to communicate to one another around the world. Ravindran, Ridzuan and Wong (2022) claim that an upsurge of different digital social media platforms has accelerated the manner in which communication; either spoken or written is shared. In consonance, Budree et al., (2019) assert that people easily share information through these platforms. The information is shared through written messages or voice calls. The coming into being of these sites has revolutionized completely the landscape of communication (Mitu, 2020). Through this revolution, the world of communication today celebrates the improvements brought about by different digital social media platforms (Ghabanchi & Dirjal, 2020). The enhancements in communication emanating from the proliferation of social media networking sites is evident not only in entertainment, but also in education in the classroom (Belal, 2014; Mitu, 2020). The researcher however believes that these digital social media platforms have an adverse impact on student written communication. The researcher's argument emanates from Songxaba and Sincuba (2019), Nkhi (2018) and Ghouali and Benmoussat (2019) findings that as a result of the influence of writing short texts on social media, students have also developed a habit of shortening words and sentences when writing academic essays. They also fail to start sentences with capital letters and often forget about punctuation (Mashiane & Ngoepe, 2021). However, Vikneswaran & Krish (2016) have a different opinion; the authors found in their study titled "*Utilising social networking sites to improve writing: a case study with Chinese students in Malaysia*" that Facebook as one of the

social media platforms enhanced students writing skills. This is because of the “peer influence” and school surroundings which motivated the students to write better in English on Facebook”. It is therefore against the same backdrop that the researcher wishes to embark on a research-appraised approach in order to explore the impact of these new social media technologies on both written and spoken communication on tertiary students.

Social media sites such as Facebook, Whatsapp, Twitter and Instagram, through the use of different internet compatible gadgets such as smart phones, laptops, tablets and iPads have made communication easier (Mitu, 2020). According to Budree et al. (2019), this has breached a gap that existed in communication where people had to rely solely on traditional methods such as letters and phone calls as a mode of getting in touch with friends and relatives. These sites are mainly used for written and spoken communication through texting and video calling (Ravindran et al. 2022). According to Ravindran et al. (2022), social media improves students’ speaking abilities. Inconsonance, Ghabanchi & Dirjal (2020) add that social media increases students’ speaking skills. Furthermore, Zhou (2021) asserts that social media site such as YouTube have been found to enhance students’ oral production. Mitu (2020) adds that students who constantly use digital social media stand a better chance to enhance their communicative competence as compared to those who do not use it. It is for this reason that the researcher believes that these social media networking sites influence students’ spoken and written communication positively and negatively. It appears given the above postulations that, digital social media positively impact on students’ productive skills, while it negatively impact on their writing skills.

Different documented studies prove that social media does taint student’s writing skills. For example, Ghouali & Benmoussat (2019) explain that the unwarranted use of social media by students has an adverse impact on their writing skills and to a particular point, even their academic performance becomes affected. In another study, Songxaba & Sincuba (2019) point out that as a result of the influence of writing short texts on social media, students have also developed a habit of shortening words and sentences when writing academic essays. They also fail to start sentences with capital letters and often forget about punctuation. In the same sense, Funnell (2017) also points out that writing text messages on social media has rendered students incapable of writing coherent essays and reports. Students have now developed a habit of shortening words and sentences when writing which also affects their academic performance (Zhou, 2021). However, no studies to the researcher’s knowledge on the impact of digital social media on students’ written and spoken English have not been conducted in Lesotho. The aim of this study therefore is to necessitate the exploration of the impact of digital social media on the writing and speaking skills of tertiary level students.

The main objective of this study was to find out the impact of digital social media on tertiary students’ spoken and written skills. This was achieved through focus group discussions with students and face-to-face interviews with lecturers.

The study intended to answer the following question in order to find out the impact of digital social media on tertiary students’ written and spoken skills.

1. What impact does social media has on students’ written and spoken skills.

Literature review

Social media refers to the websites and applications that are programmed to permit people to instantaneously segment content proficiently (Hudson, 2020). Furthermore, Dollarhide (2021)

and Moosa (2022) adds that social media is a computer-based technology that expedites the division of thoughts, opinions as well as information over the building of computer-generated networks and societies. This means that students in the context of the study can share their thoughts through the social media sides and thus improve their speaking skills. I believe that they can watch how native speakers or communicatively competent people express themselves in English which will in turn help them to enhance their speaking abilities as suggested by Ilyas & Putri (2020). This is because Mitu (2020) asserts that “good command over oral skill of English determines one’s position in the society, in the job field and in other spheres of life (p.78)”. They can also improve their writing skills by constantly practising amongst themselves by sending one another formally written texts and then correct one another as suggested by Zhou (2021).

Therefore there is no doubt that digital social media can also have an adverse impact on students’ academic performance. In order to highlight the negative influence of social media on tertiary students’ written communication, Belal (2014) states that students use informal words such as LOL meaning “laugh out loud”. The researcher believes that these informally abbreviated words will find their way in formal written language. This assertion holds also for Nkhi (2018) that students’ written English has deteriorated because of the influence of digital social media. Ghouali & Benmoussat (2019) further substantiate that the short hand text used in these platforms has manifested itself in their formal writing and consequently, their written communication will subside. Because of this negative influence of social media networking sites on students’ written and spoken English, the researcher opines that more research should be conducted on how the digital social media could be used in favour of their written and spoken discourse.

However, social media is not short of advantages. Liccardi et al., (2007) highlight that there is a positive correlation between social media usage and English Language learning in universities. In consonance, Bicen et al., (2015) in their study of “*the impact of social networks on undergraduate students learning foreign language*” found that there is indeed a positive effect of social media sites on learning English as a foreign language. The findings also reveal that students follow foreign English Language teachers online and make use of various social media sites such as You Tube to watch English Language tutorials (Ilyas & Putri, 2020). It is through the use of these social media sites that students strongly attest to the fact that they have ameliorated their productive skills (Bicen et al., 2015; Manogaran & Sulaiman, 2022). Furthermore, Vikneswaran & Krish (2016), Mitu (2020) and Zhou (2021) affirm that digital social media can enhance students’ communicative competence if utilised properly. The aforementioned postulations simply suggest that social media can indeed have a positive effect on students’ written and spoken discourse. Therefore, the study aimed at finding out if the above hypothesis holds also for the students of the institution under study.

Social media has affected the writing skills of many tertiary students. (Florence, 2018) explains that the language used in the social media is becoming common in many students’ formal writing exercises. Most tertiary students have developed the habit of applying the informal language of social media to their various academic writing activities such as essays, examinations or assignments (Ghouali & Benmoussat (2019). This is an indication that the excessive use of social media has negatively impacted on the writing skills of students. Obi et al., (2012) explain that most students who regularly text on social media have developed and adopted strange writing habits that are unacceptable in formal writing such as abbreviating

contracted words. Omoera et al., (2018) emphasize that expressions such as ‘u’ for ‘you’ ‘gr8’ for ‘great’, ‘urs’ for ‘yours’ are among other odd patterns of writing made by students on social media even when writing academic texts. As a result of texting on social media on a regular basis, students have become accustomed to making many grammatical errors such as using contracted forms, without any punctuation where necessary as well as failing to start sentences with capital letters (Belal, 2014). This style of informal writing has become visible in their academic writing, and it is not acceptable as it could result in students failing their assessments (Ghouali & Benmoussat, 2019).

Apart from writing and speaking, social media addiction also has a negative effect on students’ reading skills. Kojo et al., (2018) point out that the major reason why students have lost complete interest in reading is due to the rise in social media addiction that has taken over their lives. This simply means that students are more likely to spend more time on social media than on reading (Zhou, 2021). Consequently, there has been a sharp decline in the rate at which students read books in recent years (Obaidullah & Rahman, 2018). The less time students spend on reading books because of social media, the more they fail to develop reading skills that will sustain them during their studies and even in the future (Kojo et al., 2018). I believe that students should be encouraged more to engage their schoolwork even if they are online. They can be encouraged to read academic articles to improve their vocabulary and writing skills. They can improve their writing skills by following scholars in different fields. Furthermore, students should be encouraged to use formal language, with correct spellings even when they are ‘chatting’ with their friends to avoid transferring spelling errors to their formal work. (Obaidullah & Rahman, 2018) explain that students who are growing up in the era of social media cannot read books deeply, and they fail to maintain longer attention span while reading. As such, the reading skills of many students have become severely affected by their constant use of social networking platforms. This will further dent their chances of fully acquiring communicative competence because one of the ways through which students can enhance their competence is through reading (Krashen, 1989).

METHOD

In order to find out the impact of social media on students’ writing and speaking skills, the study adopted a qualitative approach confined in a case study. Qualitative research therefore guided the researcher in trying to understand the students through their social and cultural milieu within which they acted and lived which in this case was the classroom setting (Myers, 2009) and (Aspers 2022). Data for this study were collected through face-to-face interviews with five (n=5) lecturers and focus group discussions (FDGs) with sixty (n=60) students from the selected institution. Participants were told that participation in this study was voluntary, and therefore they could withdraw anytime they felt uncomfortable. The researcher introduced himself with an introduction letter from the gatekeepers and all participants signed the consent forms before participating in the study. Male lecturers were assigned codes, i.e. ML1, ML2... and female lecturers were assigned FL1, FL2 ...etc. Male students were assigned MS1, MS2...and female students were given FS1, FS2...etc.

In this study, the researcher applied Braun & Clarke (2006) latent thematic analysis because he went beyond the explicit or surface meaning of the data set. My view of the participants’ assumptions was subjective because I used my own words and thoughts to interpret what they told me. The also identified themes in the data inductively. That is, the

researcher analysed the responses from the participants through the inductive thematic analysis by critically reading through the data to classify meanings related to the topic of the study. Furthermore, the researcher followed three of the six steps as outlined by Braun & Clarke (2006). Firstly, the researcher familiarised himself with the data and then searched for themes within the data set, and lastly, the researcher defined and named the themes before interpreting them. After completing the study, the researcher gave it to his two colleagues to go through the whole study and find out if it was relevant. Furthermore, the researcher went back to the participants especially the lecturers to go through the findings and check if their views were well captured in the study.

FINDING AND DISCUSSION

Findings from lecturers (n=5)

Does social media play any role in students' written skills?

Lecturers appeared to be concerned over the electronic social media to which students are amply exposed. They revealed that students' grammatical competence suffers because of bearing English which is ungrammatical. For instance, when stressing the difficulties that students encounter in using grammar accurately, one lecturer expressed the following:

"...they are so ignorant of the rule restrictions that they write words such as, fishes, sheeps and mouses...they also overgeneralise the rule in the past tense by producing words like, goed, speaked and weared, quited and this is the kind of language that they when chatting"(f11).

Another concerned lecturer added that students use short forms even in formal writing. The concerned lecturer said:

"Some of them use short forms unnecessarily, and they are not even aware how dangerously it affects them. i use the adverb 'dangerously' on purpose because of one student who wrote 'fiend' instead of friend and 'cunt' instead of can't. i asked her to look for meaning of those nouns and she was so disappointed after realising that their carelessness will land them in trouble one day. This is the kind of words they use in social media" (m13).

The above quote seems to suggest that students are a bit careless when it comes to their formal writing in the classroom because of social media

How do digital social media impact on students' oral production?

Regarding the use of digital media in relation to their speaking skills, lecturers reported that students' oral production has significantly improved. Lecturers further revealed that they used to complain about student's low oral production, but they now complain about their poor grammar. One lecturer expressed the following;

"Nowadays their English has improved a lot, and I think it's because of these many social media platforms to which they are amply exposed" (m11).

Another lecturer added the following;

“They spent too much time chatting on these platforms, so it is safe to say that they help them to improve their language, especially the oral production” (m15).

The above comments imply that digital social media plays a pivotal role towards students’ oral production.

Students’ interviews (n=60)

Findings from students’ interviews revealed the following themes; weakens grammatical skills and improvement in oral production.

Weakens grammatical skills

When asked about the causes of grammatical challenges they face in their formal writing, most students revealed that social media impacted on them negatively because of their ample exposure to it. This is how one student expressed her feelings:

“I make silly grammatical mistakes when I have to write formally because of the short forms that we use when we chat with my friends. We use contracted forms and we also do not follow any grammatical rule. This impacts us negatively because we tend to transfer those mistakes to our formal writing” (fs50).

In addition, another student said the following;

“It comes naturally, even when I try to write properly, I always write the language that we use especially the short forms. I remember once when I tried to write ‘my friend’ but wrote ‘mi frnd’, and my lecturer embarrassed me in front of the whole class” (fs4).

The above comments seem to suggest that digital social media has a negative impact on students grammatical competence.

Improvement in oral production

Regarding the impact of social media on students’ oral production, students revealed that social media help them a lot in enhancing their speaking skills. Asked how it helps them, one student expressed the following;

“I follow videos on you tube and this has improved my English and public presentation skills” (ms6).

Students seem to agree about the importance of digital social media on their speaking skills. Students who are amply exposed to social media have seen their oral production skills enhanced because they watch videos as well as exchanging messages online.

DISCUSSIONS

Lecturers are also concerned that because of the electronic social media to which learners are amply exposed, their grammatical competence suffers because the kind of English used therein is ungrammatical. This finding is consistent with Ghouali and Benmoussat (2019) that the improper language that is normally used in the social media has become common in many students’ formal writing exercises. as stated in literature, Omoera et al. (2018) emphasised that expressions such as ‘u’ for ‘you’ ‘gr8’ for ‘great’, ‘urs’ for ‘yours’ are among other odd patterns of writing that students who often text on social media use when writing for academic purposes. As a result of texting on

social media on a regular basis, students have become accustomed to making a lot of grammatical errors such as writing words in short form, and not including punctuation marks where necessary as well as failing to start sentences with capital letters. This finding has become a reality in the context of this study because students seemed to have been negatively affected by the ample exposure to social media. For instance, when stressing the difficulties that students face in using grammar accurately, (f12) showed that;

“...they are so ignorant of the rule restrictions that they write words such as, fishes, sheeps and mouses...they also overgeneralise the rule in the past tense by producing words like, goed, speaked and weared.”

Asked what interventive strategies employed to address these grammar deficiencies, some lecturers reported that they tell students to write sentences or paragraphs and then see if such sentences are correct. They also give them fill in exercises on the board.

Additionally, students also agreed that social media weaken their writing skills. This is because they use contracted forms as well as informal language used when chatting amongst themselves. They therefore admit that their informal way of writing finds its way to their formal writing in the classroom. For instance, one lecturer reported that;

“Some of them use short forms unnecessarily, and they are not even aware how dangerously it affects them. i use the adverb ‘dangerously’ on purpose because of one student who wrote fiend instead of friend and cunt instead of can’t. i asked her to look for meaning of those nouns and she was so disappointed after realising that their carelessness will land them in trouble one day. This is the kind of words they use in social media” (m13).

Noting the above, lecturers should encourage students to use formal language whenever they communicate amongst themselves to avoid making unnecessary mistakes. They should be encouraged to chat using formal language amongst themselves in order to avoid these mistakes that weaken their writing skills.

Regarding the impact of digital social media on students’ speaking skills, both students and lecturers agreed that indeed social media enhances students’ oral production skills. This was confirmed by one lecturer who revealed that students’ oral production skills have improved as compared to the past years when they used to complain about their low English proficiency. This finding is commensurate with Mitu (2020), Zhou (2021) and Ravindran et al. (2022) findings that digital social media improves students’ oral production skills because they watch videos as well as practising amongst themselves. It is therefore evident given the above findings that social media improves students’ speaking skills. However, much work is still needed in regard to the writing skills because it is an aspect that is weakened by social media since students transfer their informal language to the classroom where they are expected to use a formal when writing essays or continuous proses.

The study intended to find out the impact of digital social media on both students’ written and oral production in one institution, however the results of this study cannot

be generalisable to other tertiary institutions. This therefore leaves a gap for further research that will include many institutions in the country as well as a larger sample and a different methodology in order to determine the impact of digital social media on tertiary students' writing and speaking skills. Research is also needed on the impact of digital social media on all the four language skills but not on writing and speaking only.

CONCLUSION

Given the lack of research on the impact of digital social media in Lesotho, the study thus sought to find out the impact of digital social media on tertiary students' written and oral production. This is because findings from Belal (2014), (Florence, 2018), Nkhi (2018), Ghouali & Benmoussat (2019) and Songxaba & Sincuba (2019) on the one hand reveal that social media has a negative impact on students' grammatical competence because of the informal language used therein. On the other hand however, findings from Bicen et al. (2015), Vikneswaran & Krish (2016), Mitu (2020), Zhou (2021), Ilyas & Putri (2020), and Manogaran & Sulaiman (2022) revealed that it is through the use of these social media sites that students strongly attest to the fact that they have ameliorated their productive skills. Furthermore, the authors affirm that digital social media can enhance students' communicative competence if utilized properly. Findings from this study are commensurate with the ones cited above because both lecturers and students agreed that digital social media has a positive impact on students' oral production skills while there is an apparent decrease in their writing skills because of the informal language they use when they chat amongst themselves. Regarding the question of this study, it is revealed that digital social media enhances students' oral skills while it negatively impacts their grammatical competence. The researcher's conclusion is therefore that students' poor writing skills are technology-induced. The study, therefore, recommends that students should be encouraged to use formal language when they chat amongst themselves so that they can get used to writing formally especially in the classroom.

REFERENCES

- Aspers, P. (2022). What is qualitative research? *Qualitative sociology*, 44(2). <https://doi.org/10.1007/s11133-021-09497-w>
- Belal, A. (2014). *Influence of digital social media in writing and speaking of tertiary level student*. Unpublished Masters Dissertation. Brac University.
- Bicen, H., Sadikokglu, S., & Sadikokglu, G. (2015). *The impact of social networks on undergraduate students learning foreign language*. *Social and Behavioural Sciences*, 186, 1045-1049. <https://doi.org/10.1016/j.sbspro.2015.04.072>
- Budree, A., Fietkiewicz, K.J., & Lins, E. (2019). Investigating usage of social media platforms in South Africa. *The African Journal of Information Systems*, 11(4), 314-336.
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3, 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Dollarhide, M. (2021). Social Media. *Investopedia*. Retrieved from <https://www.investopedia.com/terms/s/social-media.asp>

- Florence, F. F. (2018). Social Media Language and Secondary School Students' Written English: Implications for Teaching-learning. *FUOYE Journal of Education*, 1(1), 50–55.
- Funnell, J. 2017. Is Social Media Really Killing Business Writing? *Emphasis*. Retrieved from <https://www.writing-skills.com>.
- Ghabanchi, A.H., & Dirjal, Z. (2020). The impact of Social Media Application in Promoting Speaking Skill of Iraqi University Learners of English: a Skype-based Study. *Arab World English Journal: Special Issue on the English language in Iraqi Context*. 76-89. <https://dx.doi.org/10.24093/awej/elt2.5>
- Ghouali, K., & Benmoussat, S. (2019). Investigating the Effect of Social Media on EFL Students' Written Production: Case of Third-Year EFL Students at Tlemcen University, Algeria. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3400418>
- Hudson, M. (2020). What is social media? *The Balance Small Business*. Retrieved from <https://www.thebalancesmb.com>
- Keku, E., & Patterson, E. (2022). The impact of social media outages on Ghanaian users: a snapshot of the October 2021 Facebook outage event. *Academic Voices*, 15-18. <https://doi.org/10.57040/av.vi.187>
- Kojo, D.B, Agyekum, B.O., & Arthur, b. (2018). Exploring the effects of social media on the reading culture of students in tamale technical university. *Journal of Education and Practice*, 9 (7).
- Liccardi, I., Ounnas, A., & Pau, R. (2007). The role of social media networks in students' learning experiences. *ACM SIGCSE Bulletin*, 39(4), 224-237. <https://doi.org/10.1145/1345375.1345442>
- Krashen, S. 1989. We acquire vocabulary and spelling by reading: additional evidence for the input hypothesis. *The Modern Language Journal*, 73(4). <https://doi.org/10.1111/j.1540-4781.1989.tb05325.x>
- Ilyas, M., & Putri, M. E. (2020). YouTube channel: an alternative social media to enhance EFL students' speaking skill. *J-SHMIC: Journal of English for Academic*, 7(1), 77-87. [https://doi.org/10.25299/jshmic.2020.vol17\(1\).4141](https://doi.org/10.25299/jshmic.2020.vol17(1).4141)
- Manogaran, D., & Sulaiman, N. A. (2022). Systematic review: effectiveness of social media in improving speaking skills of ESL learners. *International Journal of Academic Research in Progressive Education and Development*, 11(3), 737–752.
- Mashiane, M.V., & Ngoepe. L.J. (2021). A qualitative exploration of the management of grammar structures by English language curriculum advisors in concert with FET educators. *Journal for Language Teaching*, 55(2), 169-193. <https://dx.doi.org/10.4314/jlt.v51i2.7>
- Mitu, R.K. (2020). Using social media to promote EFL learners' speaking skill: perceptions from both teachers and learners. *International Journal of Advanced Research in Education and Society*, 2(1), 74-84.
- Moosa, h. (2022). *Importance of social media in our lives-IIM skills*. Retrieved from <https://iimskills.com/importance-of-social-media-in-our-lives/>
- Myers, M. D. (2009). *Qualitative research in business and management*. London: Sage Publications.

- Nkhi, S.E. (2018). *Exploring communicative activities that enhance aspects of communicative competence in English language teaching: a case of three selected high schools*. National university of Lesotho. Roma.
- Obaidullah, Md., & Rahman, M. A. (2018). The impact of internet and social media on the habit of reading books: A case study in the southern region of Bangladesh. *Studies in English Language and Education*, 5(1), 25–39. <https://doi.org/10.24815/siele.v5i1.8966>
- Obi N.C., Bulus, L. D., Adamu, G. N. & Sala'at, A. B. (2012). The need for safety consciousness among youths on social networking sites. *Journal of applied science and management (JASM)* 4(1) 40-45
- Omoera, O. S., Aiwuyo, O. M., Edemode, J. O., & Anyanwu, B. O. (2018). Impact of Social Media on the Writing Abilities of Ambrose Alli University Undergraduates in Ekpoma-Nigeria. *GiST Education and Learning Research Journal*, 17, 59–80. <https://doi.org/10.26817/16925777.412>
- Ravindran, L., Ridzuan, L., & Wong, B.E. (2022). The impact of social media on the teaching and learning of EFL speaking skills during the covid-19 pandemic†. *Proceedings*, 82(38), 2-10. <https://doi.org/10.3390/proceedings2022082038>
- Songxaba, S.L., & Sincuba, L. (2019). The effect of social media on English second language essay writing with special reference to whatsapp. *AOSIS*. Retrieved from <https://www.files.eric.ed.gov>.
- Vikneswaran, T., & Krish, P. (2016). Utilising social networking sites to improve writing: a case study with Chinese students in Malaysia. *Technology, Pedagogy and Education*, 25(3), 287-300.
- Zhou, Y. (2021). Impacts of social media on language learning: a review of literature. *Advances in Social Science, Education and Humanities Research*, 615, 743-749. <https://doi.org/10.2991/assehr.k.211220.128>