

# Systematic Review: Effectiveness of Social Media in Improving Speaking Skills of ESL Learners

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## Abstract

The Ministry of Education (MOE) has traditionally placed a strong emphasis on both the teaching and learning of English as a second language by its learners. It is crucial for the Malaysians as a second language users of English to improve their language skills especially speaking skills as it enables language users to be very much involved in verbal communication for the motive of providing and exchanging information as well as establishing long term bonding. Acquiring better speaking knowledge presents a severe challenge for ESL learners who struggle with their speaking, therefore, educators moved beyond traditional teaching approaches to modern ones that involve various tools such as social media which is a new technique for improving their learners' speaking skills. This systematic review focuses on the effectiveness of social media in improving speaking skills of ESL learners. This paper provides a systematic review of relevant published studies on the effectiveness of social media in improving the speaking skill of ESL learners from the year 2017 to 2021. This systematic review tries to answer a research question, i.e., what are the benefits of using social media in enhancing the speaking skills of ESL learners? For this research, fifteen studies were chosen to be reviewed in detail. The findings show that social media is an excellent resource that can be utilized by the educators during teaching and learning of ESL classroom since it improves their speaking skill as well as boosts ESL learners' motivation level and gives suggestions and information on content on how educators can integrate social media into their own teaching methods. As a suggestion for further study in the future, more attention could be paid to investigating the usefulness of social media in teaching and learning of English Language skills including listening, reading and writing.

**Keywords:** Speaking Skills, Social Media, ESL Learners, Learning Strategy, Motivation

## Introduction

Since the nation is progressing toward technology, the English language is becoming increasingly important for many individuals around the world. As a result, young minds should be fully prepared with the English language in order to meet the world's hardships in the 21st century. There is a strong need for Malaysians to learn English because it is a global language that is now spoken across different countries around the globe (Putra, 2020). Mastering the English language by Malaysians can help them communicate with many foreigners visiting the

country and also opens doors for them to study many disciplines which are taught in English across the globe (Annamalai, 2019). English is an important language medium in Malaysia firstly because the country was colonized by the British and belongs to the commonwealth countries which identify through the speaking of English, secondly the ASEAN region has also been able to adopt English as a second common language for ease of integration (Kirkpatrick, 2020). It is also the reason why in Malaysia, English has become a lingua franca to produce learners who can compete for jobs globally and for ease of communication with foreign countries (Hashim and Leitner, 2014). To master a language and be fluent, it requires one to master all the four linguistic skills which are reading, writing, listening and speaking. The four skills are related in two ways, when one speaks and writes, it means they are creating the language, while reading and listening, it means they are consuming the language. The four components are interrelated such that both consumption and creating work together. This means that for a person to be considered fluent in English, he or she needs to be able to write, speak, read and listen to the language effectively (Gilakjani, 2017). The Education system in Malaysia is encouraging the reinforcement of speaking skills among learners as mentioned in the education policy in effort to create proficient English language speakers. Therefore, the learning of English language is important in the 21<sup>st</sup> century since it is global language that is widely spoken across the globe and makes learners compete globally (Putra, 2020; Al Arif, 2019)

### **The Importance of Speaking**

Mastering speaking skills of the English language is important in helping the learners be able to easily express themselves eloquently and share their views and opinion to others (Ali et al., 2019). Speaking skill is necessary to help an individual achieve success in their careers and grow in their professions. This is because speaking allows professionals to easily network with people to cross their paths hence opening new opportunities for them. In the professional world, one needs to always be presentable and able to communicate with different stakeholders such as investors, customers and suppliers or partners among others. Which means one requires to grasp better speaking abilities to tackle the professional challenges that need effective speaking.

To help the ESL learners master speaking skills, educators usually apply methods such as incorporating the use of social media in their teaching to encourage regular speaking that could build their fluency. Besides that, adaptation of various learning styles that are most engaging in the classrooms, such as having presentations in English classes are also found to be helpful in improving fluency of the learners in schools by educators. Moreover, the use of social media is one of the strategies that has been found to encourage learners' engagement to speak outside the classrooms as well.

### **Speaking problem among ESL speakers**

Most English as a Second Language (ESL) learners struggle to improve their speaking skills despite the fact that English is used as a second language in Malaysia. Some learners that have learned English as their second language for 11 years is still a challenge for them to speak the language (Ama, 2018). Although, the most of the learners completed their English language test, not everyone can use the language proficiently while speaking. This is mainly because non-English speaking countries like Malaysia create very limited opportunities for ESL learners to apply the language beyond the classroom. Previous studies show that the problems of speaking English due to the use of local language or mother tongue on a daily basis. Besides,

in the schools, there is a limited learning environment where learners only find the chance to practice their English Language speaking skills in the language classroom settings. However, sometimes learners are not taking English language learning seriously.

According to the research by Kashinathan and Aziz (2021), lack of confidence is on the top list of challenges that Malaysian learners face in speaking English. Learners are found to be avoiding speaking in English since they are afraid to make mistakes while speaking and easily be judged by their friends. Other than that, learners are not motivated to speak English, they rather speak in their mother tongue. First language interference is also found to be another challenge for Malaysians as well as coming from a community where English is spoken in a very limited setting.

Since 2017, a new curriculum called the Common European Framework of Reference (CEFR) has been adopted in the Malaysian educational system. In comparison to the previous curriculum, more emphasis has been placed on speaking skills, which is evaluated by educators in every teaching and learning process. Thus, Malaysian learners need to improve their English skills since it is their second language for most of the speakers other than their mother tongue.

### **Research Question**

(a) What are the benefits of using social media in enhancing the speaking skills of ESL learners?

### **Literature Review**

#### **Social Media in Education**

Social media has become increasingly significant in all aspects of life, including the education field. Selwyn and Stirling (2016) defined social media as the platforms used by a large number of people to connect with their friends, families and workmates. Social media from a platform that has been used for merely sharing social experiences and daily life of an individual in the early days of generation to a platform that can be used by individuals across the globe to share their educational experiences notes (Selwyn & Stirling, 2016). It is stated that social media allows learners to interact with their friends and classmates about what has been taught in class and also do group discussions which enhance their learnings. Moreover, this process has been made possible by the introduction of video sharing tools on social media platforms such as Facebook, Twitter, Instagram and Snapchat among others. The study has implied that social media is no longer a tool for merely sharing social experience but can also be used by the learners to make learning easier and more meaningful to them. Therefore, social media has been the answer to some of the most relevant and pressing needs of the learners in the education setting especially to the international learners studying abroad.

Furthermore, Solidjonov (2021) investigated the advantages of social media to the educational setting. One of the advantages is that the school setting uses social media that takes unsolved classroom discussion further online because some learners feel shy to discuss in classrooms. Hence, it gives them an opportunity to even understand the content better. Other than that, the use of social media has been found to allow learners to discuss their classroom problems with other learners at the international level to widen their scope of learning as well as enhance learners' ability to search for information on the internet. It also agreed by Ansari and Khan (2020) who mentioned that learners can speed up the development of their creativity, critical thinking, and effective communication in particular ways when they utilise social media because of the interactive context and open discussion it promotes, as well as the speedy information sharing it provides.

According to Hosen et al (2021), social media has become one of the major tools that is used for teaching and learning by helping facilitate the sharing of documents, knowledge and ease of communication virtually among the learners and their educators. Online learning tools such as Google Classroom, Zoom, MS Teams, YouTube, and other similar platforms during the lockdown (Masfarizan & Yusoff, 2020), emphasizing the necessity for new technology usage to maintain the teaching and learning process. Moreover, Mikum et al (2017) added that social media promotes active learning, which allows learners actively participate in their very own learning process rather than simply acquiring knowledge that they would probably forget after the assessment is completed. If it is by a shared topic with discussion capabilities, a livestream of a crucial incident, a review related to topic or quiz questions posed by educators, social media forms and provides knowledge in a manner that explains to and inspires learners far beyond traditional methods do.

Blaschke (2014) asserted that an increasing number of educators are using social media in their classes to involve learners and boost their learning achievement, whether virtually or in reality. Learners can use social media in education to gain more meaningful knowledge, engage with educational groups, and reach multiple educational platforms that enable learning more effective, as according to (Devi et al., 2019). In recent years, technology and ICTs, along with social media sites, have attracted the attention of policymakers and educators as a new platform for language teaching and learning (Yunus & Salehi, 2012). Several surveys have been conducted by many researchers in recent years, demonstrating that social media might well be utilised to assist and improve the learning practise, motivate learners, and link for educational tasks (Balakrishnan and Gan, 2016). Results revealed that social media aided interaction and information sharing, as well as having a good impact on their academic performance. In summary, learners can benefit from online lessons and resources provided on social media tools which is moulding how today's learners' study and socialize.

### **Social Media in ESL Teaching and Learning**

In recent years, the usage of social media in ESL classrooms has grown. The pandemic of Covid-19 has successfully led to the delay of countless tasks throughout the world, especially educational activities, leading in significant educational crisis evacuation adopting online learning as the instructional tool. According to Adedoyin and Soykan (2020), the issue has prompted most educational systems to develop alternatives to face-to-face teaching and learning, and many have switched programs online to maintain that teaching occurs even though classrooms are shut. Social media had been utilised by many educators as a teaching tool in the traditional and online classroom in past years, particularly after the Covid-19 outbreak (Jaffar et al., 2019).

Ying et al. (2021) stated that some intervention used for teaching English during Covid-19 such as use of online tools such as video conferencing and social media platforms like WhatsApp and Facebook among others. Educators also took the advantage of Facebook platforms to engage their learners and coordinate class presentations and feedback obtained from the learners on work from each other on Facebook (Al-Jarf, 2021; Bayuong et al., 2019)

Furthermore, Van Den Beemt et al (2020) found that there is increased use of social media among the learners that the educators have begun exploring the possible methods of introducing the use of social media in classrooms as well. Sivagnanam and Yunus (2020) added that social media can be used in the vocabulary enhancement as well as to engage the

learners when educators instruct them to create English contents for their peers on platforms such as Facebook, Blogger and Twitter among others.

Fitria (2020) claimed that 2.6% of learners across the globe used WhatsApp during the pandemic for learning purposes such as sending their class notes and learning contents between themselves and their educators. Identically, Budianto and Yudhi (2021) also found in their study that EFL learners perceived WhatsApp to be useful for their learning during the pandemic through sharing of messages of class works, carrying out discussion and presenting their work via WhatsApp among themselves and the educators.

With the rise of a new generation of education and social media, English language teaching and learning has encountered a lot of innovation and developments for the past few years. The field of education, both primary and higher education, has been influenced by social media, and therefore has significantly impacted on the field of English as a Second Language (ESL) teaching (Mansor & Rahim, 2017). In a nutshell, social media, as an educational medium, enhances the learning approach by enabling learners and educators to engage and participate in innovative and engaging methods.

### **Social Media in Improving English Language**

Previous studies have found that educators have utilised social media platforms in their English classrooms to create blog contents that help the learners in writing and allow others to comment on their blogs. The learners are also connected to virtual classrooms in other institutions to encourage knowledge sharing and learning from each across nations. Besides that, educators have also created YouTube channels where learners record their English Language speaking presentations outside of the classrooms which enhances their speaking skills (Albiladi and Abdeen, 2021). The learners are also allowed to use Facebook, WhatsApp and Twitter to hold group discussions outside classrooms where they could talk to each other in English and practice to polish their speaking skills (Fitria, 2020; Ghounane, 2021; Ying et al., 2021). In addition, educators use online teaching approaches such as creating a digital classroom for the learners on social media, namely WhatsApp and Facebook through group chats, and Facebook pages where notes and tasks are readily available for the students (Albiladi and Abdeen, 2021).

### **Potentials of Social Media in Enhancing English Speaking Skill**

Social media can enhance the speaking skills of language users (Poramathikul et al., 2020). Due to COVID-19 outbreak has pushed educators to seek alternative strategies to teach and connect to their learners, social media is viewed as a convenient and easily accessible tool to be implemented particularly as tasks which involves speaking can now occur through the use of comment features on social media platforms. Through use of social media in the classroom, such as YouTube, WhatsApp, Telegram, or Skype, is seen as a way to boost educators' creative talent and improve their teaching methods while facilitating mobile applications (Namaziandost & Nasri, 2019). Furthermore, Bayuong et al (2019) claimed that participants in their research enjoyed accessing social media since it enabled them to interact and share information, and evaluate what they had learned on social media with their peers. This can help to polish learners' confidence in speaking English by listening to fluent speakers on Facebook, YouTube, Instagram and TikTok. Additionally, employing social media in ESL classrooms enables the learners to learn more vocabularies that they can later use in their conversations and writing. Besides that, learners' personality in learning is enhanced by inquiry and sharing, and, more crucially, their speaking skills are enhanced through online

communication, due to social medias that go beyond their primary role of interactions and enjoyment. Thus, social media can be utilized as a channel for communication which can create additional speaking opportunities for learners in an environment in which they are not afraid to voice out and are less worried over creating errors.

### Methodology

The systematic review was carried out using the four strategies mentioned by Jain and Sharma (2016). The first stage was to determine the review's purpose. The next step was to look for studies that use social media to boost learners' speaking skills. Before the findings were presented, the validity of previous investigations was assessed. The expect checking approach was utilised to evaluate the fifteen past studies that were chosen to be linked to social media as an educational tool in improving learners' speaking ability. Google Scholar, Human Resource Management Academic Research Society (HRMARS), Scopus, JSTOR and Educational Resources Information Centre (ERIC) were the international digital bibliographic libraries used to find research publications. The research publications were published during 2016 until 2021, based on the findings of six years of research. The key phrases chosen to gather prior relevant research from multiple websites were social media, EFL or ESL learners, speaking skills, and impact or effectiveness of social media in the teaching and learning of ESL classrooms. Following that, the research publications were assessed and selected based on various specifications:

- 1) The articles focused on the effectiveness of social media in enhancing speaking skills.
- 2) The investigations indicated numerous speaking activities that could be used in language learning utilising social media.
- 3) Systematic review, literature review, qualitative, quantitative, action research, mixed-method research, library research, experimental study, or survey are examples of research designs.
- 4) The study's participants or respondents are from primary, secondary, or tertiary education.

### Results and Discussion

Fifteen past relevant researches on the effectiveness of social media in improving speaking skills of ESL learners from the years 2017 to 2022 were selected using the processes stated above. Table below summarises the empirical evidence supporting the effectiveness of social media in enhancing ESL learners' speaking skills.

No	Title of the article, author and year	Number of participants/subjects	Research Design	Social media use/ Intervention	Main findings
1	<b>A Systematic Review of Social Media Integration to Teach Speaking</b>  John & Yunus (2021)	none	Systematic review	none	<p>-highlighted the various social media applications that are found and known to learners, and manipulated those applications to help learners to <b>acquire speaking skills</b>.</p> <p>-the impact or benefits of social media applications that helped students to <b>reduce their speaking anxiety, gain confidence in speaking</b> and, at the same time, become <b>more motivated to use the language</b>.</p> <p>-provides ideas and content knowledge of how educators can <b>employ social media integration in their own teaching methods</b>.</p>



2	<p><b>The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students</b></p> <p>Namazandost &amp; Nasri (2019)</p>	100 EFL teachers & 100 EFL students of Islamic Azad universities of Iran.	survey (qualitative and quantitative approaches)	Skype, WhatsApp, Telegram	<p>-teachers at the university are conscious of the <b>advancement and progress of communication and technology</b> and its assumption to the field of education, and what makes this true is the frequent use of Social media by teachers who tend to <b>publish educational links and share knowledge</b> with their students.</p> <p>-Social media gives the students the <b>opportunity to practice the language</b> due to the motivating and helpful environment it provides.</p> <p>-Social media can be used at university to <b>improve speaking and listening</b> as well.</p>
3	<p><b>The Use of Social Media Instagram in Teaching EFL: Effect on Students' Speaking Ability</b></p> <p>Devi et al (2020)</p>	50 fourth semester students of Communication Science Study Program of Baturaja University in the year 2019/2020	a pre-experimental quantitative with one group pre-test post-test design	Instagram	<p>-A video recording activity helped EFL learners to <b>boost their oral performance</b> by evaluating their performance and doing self-reflection by watching back the videos.</p> <p>-integrating Instagram in teaching English speaking <b>increased their self-confidence</b>.</p> <p>-through Instagram tasks, students were able to <b>improve their communicative skills</b>.</p> <p>-encouraged them to achieve <b>self-confidence</b> and <b>increased their motivation to talk English</b> more</p>
4	<p><b>The Challenges of Learning English Skills and the Integration of Social Media and Video Conferencing Tools to Help ESL Learners Coping with the Challenges during COVID-19 Pandemic: A Literature Review</b></p> <p>Ying et al (2021)</p>	none	Literature review	WhatsApp, Facebook	<p>-it is <b>vital to determine the strategies used by English language educators</b> in teaching and strengthening speaking abilities among ESL learners during the COVID-19 pandemic.</p> <p>- educators must be <b>aware of their learners' obstacles</b> and provide <b>solutions to their problems through interventions</b> (including social media such as WhatsApp, Facebook, YouTube and so on) that address the learners' obstacles.</p>
5	<p><b>Learners' Challenges and English Educators' Approaches in Teaching Speaking Skills in an ESL Classroom: A Literature Review</b></p> <p>Paneerselvam &amp; Mohamad (2019)</p>	none	Literature review	none	<p>-The past studies that have been reviewed and discussed earlier indicate that there are several suggested approaches which have been <b>proven as effective tools</b> in overcoming the ESL learners' challenges and <b>enhancing their speaking skills</b>. The approaches include using social media such as Instagram, flipped classroom, debates and games as learning activities within and outside the classroom.</p>
6	<p><b>The use of YouTube in developing the speaking skills of Jordanian EFL university students</b></p> <p>Saed et al (2021)</p>	80 students attending Oral Skills classes in the English Language and Literature Department at a private university in Jordan.	pre-test and a post-test (a control group & an experimental group)	YouTube	<p>- the use of YouTube in the EFL classroom help <b>boost the speaking skill</b>, but it also develops fluency &amp; coherence through <b>enhancing pronunciation, lexical choices, and grammatical structures</b>, leading to a coherent and meaningful discourse</p> <p>-using YouTube in the EFL classroom seems compelling, encouraging, and beneficial, where students appear to be enthusiastic and willing to watch different videos, then <b>practice pronunciation and speaking</b> in the same way as native speakers</p> <p>-YouTube acquainted students with native English speakers' culture, which, in turn, <b>enhanced their language proficiency</b>.</p>
7	<p><b>The Impact of Social Media on ESL Students' Learning Performance</b></p> <p>Anankulladetch (2017)</p>	37 students from an adult school in Central California aged 18 and older.	quasi-experimental quantitative research	online blogging	<p>-The use of a blog as an online writing platform made students feel <b>more engaged in the classroom</b> than without the use of social media.</p> <p>-the students demonstrated <b>greater perception of engagement and improved</b></p>

					<p><b>upon their learning performance</b> with online blogging intervention.</p> <p>-Incorporating online social networks in the classroom creates a <b>different learning environment</b> for students, by allowing students to have discussions with each other within a virtual community.</p>
8	<p><b>Role of Social Media in Education: A Teachers' Perspective</b></p> <p>Orlanda-Ventayen &amp; Ventayen (2017)</p>	<p>45/55 students of Pangasinan State University Open University (2016 - 2017)</p>	quantitative method	none	<p>-social media was seen as very useful for <b>student interaction in collaborative learning</b>, followed by <b>student teacher interactions</b></p> <p>-social media <b>facilitated communication and built connections</b></p> <p>-social media as <b>an education alternative</b> in the absence of <b>learning management systems</b></p> <p>-A total of <b>97.8% used social media accounts for education-related activities</b></p>
9	<p><b>YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill</b></p> <p>Ilyas &amp; Putri (2020)</p>	<p>48 students of the first semester for English language study program of Universitas Islam Riau</p>	quasi-experimental research	YouTube	<p>- students were <b>more care to participate in class and interact</b> with their classmates.</p> <p>-students were confident <b>to speak</b> without worrying about their limitations.</p> <p>-the use of the YouTube channel was effective <b>to motivate students to be more active in the class.</b></p>
10	<p><b>Integrating Social Media Into English Language Learning: How And To What Benefits According To Recent Studies</b></p> <p>Ariantini et al (2021)</p>	none	library research	Facebook, Youtube, Whatsapp, Twitter, And Instagram	<p>-<b>improve students' language skills</b></p> <p>-<b>improve students' motivation, creativity, and critical thinking,</b></p> <p>-the benefits argued by the previous studies are the <b>improvements</b> of the students' <b>reading, listening, speaking, and writing skills, vocabulary, pronunciation, spelling, motivation, and their creative/critical thinking.</b></p>
11	<p><b>Influence of social media on EFL Yemeni learners in Indian Universities during Covid-19 Pandemic</b></p> <p>Altam (2020)</p>	<p>120 EFL Yemeni learners studying in Indian universities</p>	quantitative design	Facebook, Twitter, YouTube, and WhatsApp	<p>-a <b>positive attitude and motivation</b> towards social media as <b>an educational tool for learning English</b></p> <p>-using social media for learning the English language is <b>entertaining and exciting</b></p> <p><b>Facebook</b></p> <p>-<b>improve their writing, acquire new vocabularies, and improve spelling</b></p> <p>-<b>develop and decrease spelling errors</b></p> <p><b>WhatsApp &amp; Messenger</b></p> <p>- <b>improves fluency and interaction</b> with peers</p> <p>-Learners can <b>speak freely and without barriers</b></p> <p>-makes learners <b>socialize and practice speaking</b> in the English Language especially when making friends with English native speakers on Facebook or WhatsApp</p> <p><b>YouTube</b></p> <p>-not only useful to <b>enhance speaking and listening skills</b> but also to <b>teach reading and writing skills.</b></p> <p>-make the learners focused on the <b>varieties of English spoken</b> around the globe and to afford them with <b>reliable resources for speaking skills</b></p>
12	<b>Students' Perception on Online</b>	20 postgraduate	descriptive	Youtube &	-YouTube is be as <b>tools to improve students'</b>



	<b>Application in Speaking Skill</b> Baron (2020)	students of English Language Program Universitas Indraprasta Jakarta who received the Speaking course	qualitative method	Whatsapp	<b>English-speaking skills</b> -to <b>facilitate</b> of the learning <b>communication</b> used WhatsApp so that the difficulties are faced by students in the <b>learning process can be done easily and quickly</b> -students <b>practice speaking</b> using Zoom Cloud Meetings and they can also share material concepts discussed in the conversation -The use of <b>online videos (YouTube) to learn speaking skills</b> has introduced visual perception to students in developing speaking competence
13	<b>Impact of WhatsApp Interaction on Improving L2 Speaking Skills</b>  Sherine et al (2020)	110 randomly selected undergraduate engineering students in IELTS	quantitative and qualitative research	WhatsApp	-WhatsApp though very <b>convenient for instant communication and information sharing platform</b> -It can be an <b>extension of classroom discussion and provides room for teachers for giving more practice and monitor the performance</b>
14	<b>The Impact of YouTube, Skype and WhatsApp in improving EFL Learners' Speaking Skill</b>  Mustafa (2018)	22 beginners students from Arab Open University	pre-test and post-test (SPSS)	Skype, YouTube and WhatsApp	-students can <b>improve their English spoken language</b> through Skype, YouTube and WhatsApp -Skype is considered as one of the <b>effective social media networks that can improve our students' speaking skills</b> because students will be able to <b>practice real conversations</b> . -when using YouTube we don't speak but we just <b>listen</b> although it is <b>considered as one of the effective means that can improve our students' speaking skill</b> .
15	<b>TikTok as a Media to Enhancing the Speaking Skills of EFL Student's</b>  Zaitun et al (2021)	36 students of class VIII H SMP Negeri 164 Jakarta	Action research	Storytelling videos related to the descriptive text in Tik Tok application	-students can <b>increase their confidence</b> so that their speaking skills also improve and they also <b>get new experiences</b> by using Tik Tok when learning English -still confused about using the features in the Tik Tok application. - <b>increase student enthusiasm</b> and student confidence. Because in making videos on the Tik Tok application, students also <b>get feedback from the teacher through comments, so students don't feel afraid in English pronunciation</b> . Meanwhile, the other 3 students were not interested in using the Tik Tok application, because they never knew how to use the application. -Tik Tok is not boring so that it makes them <b>motivated and confident</b> in their English speaking and writing skills. Thus, the Tik Tok application <b>helps students convey their ideas with a variety of free expressions</b> .

### Social media improves speaking skills

Social media is an interactive learning medium that refine the speaking skills especially for English as second language users. John and Yunus (2021) from their systematic review paper highlighted the many social media tools that learners could access and were familiar with, then used those tools to aid learners in developing their speaking abilities. Some of the social media like Skype, WhatsApp and Telegram. Namaziandost and Nasri (2019) stated that social media assists learners of university level to develop their listening and speaking skills. Devi et al (2020) agreed with the statement that learners were able to improve their ability to communicate by participating in activities on Instagram as well to enhance their oral performance through the use of an activity that involved video recording. By playing back the

recordings, the learners were able to evaluate their own performance and engage in self-reflection. Furthermore, Saed et al (2021) claimed that using YouTube in an ESL classroom not only helps learners improve their speaking ability, but it also helps learners develop fluency and coherence by improving their lexical choices, pronunciation and grammatical structures, which ultimately results in a coherent and valuable discourse. Other than becoming more familiar with the culture of native English speakers when using YouTube where it can actually makes the ESL classroom looks more interesting, motivating, and advantageous, with learners showing interest and willingness to view various videos and subsequently practise pronouncing and speaking in much the same way as native speakers. This statement is also supported by (Ariantini et al., 2021). In addition, Altam (2020) found that EFL Yemeni learners from Indian universities make use of social media such as Facebook, Twitter, YouTube and WhatsApp to help with their language skills. With the use of Facebook which improves and minimizes spelling errors, expands their vocabulary, as well as improves their writing. Moreover, WhatsApp and Messenger assist learners to socialise and practise speaking in the English language, especially when they make friends with English native speakers on Facebook or WhatsApp as it also promotes fluency and peer interaction. YouTube on the other hand, is not only helpful for teaching reading and writing skills as well as for improving speaking and listening abilities which guides learners mainly when focusing on the different dialects of English used around the world and provides them with trustworthy tools for improving their speaking abilities. Besides that, both Baron (2020); Mustafa (2018) acknowledge YouTube as a great tool for learners to brush up on their speaking skills. YouTube gives the opportunity to develop learners' visual awareness and listening skills which helps them to talk more fluently. Aside from that, both agreed that Skype is one of the most effective social media platforms for enhancing our learners' communication abilities because it allows them to practise having real-world interactions.

### **Social Media as a Different Pedagogy for Educators**

Based on the review's findings, it can be stated that social media can be used as a fun teaching instrument and an interactive educational medium by the educators in ESL classrooms. John and Yunus (2021) presented concepts and subject matters that educators need to grasp in order to successfully incorporate social media into their own instructional practices. According to Namaziandost and Nasri (2019), educators at universities are aware of how communication and technology are developing and how this will affect the field of education. This is proven by the regular use of social media by educators, who frequently post links to educational resources and impart knowledge to their learners. Due to the encouraging and beneficial environment it offers, social media gives learners the chance to develop their language skills. In addition, Ying et al (2021) argued it is crucial to identify the methods English language educators employed to instruct and improve speaking skills in ESL learners especially throughout the COVID-19 pandemic. In other words, educators must be aware of the challenges that their learners face and help them overcome those challenges through interventions such as social media like WhatsApp, Facebook, YouTube, and other platforms. Furthermore, Paneerselvam and Mohamad (2019) claimed that from the earlier reviewed and discussed research from the past shows that a number of proposed strategies have been successfully used to help ESL learners overcome obstacles and improve their speaking abilities. The ideas include using social media such as Instagram, debatings, flipped classroom and games as learning activities within and outside the classroom. Anankulladetch (2019) also added to this statement that incorporating online social networks in the classroom produces

a distinct learning environment for learners, by enabling learners to conduct discussion with one other inside a virtual world. Besides that, Orlanda-Ventayen et al (2017) findings shows that 97.8% of 45 learners of Pangasinan State University Open University used social media for educational purposes as an alternative to learning management systems for education. Interactions between learners and educators were deemed to be the most helpful via social media for collaborative learning therefore it strengthened contacts and communication. Statement from Orlanda-Ventayen et al (2017) holds up the point from (Namaziandost and Nasri, 2019). Baron (2020); Akkara et al (2020) both reinforced that social media like WhatsApp, a very practical tool for sharing information and fast contact, may be used to extend class discussions and give educators space to give learners additional practice and track their progress plus it make learning communication easier so that learners could overcome any obstacles to learning quickly and effortlessly.

### **Social Media Enhances Motivation Level of ESL Learners to Speak**

The findings of seven previous studies (John & Yunus, 2021; Devi et al., 2020; Aankulladetch, 2017; Ilyas & Putri, 2020; Ariantini et al., 2021; Altam, 2020; Zaitun et al., 2021) indicated that social media can be used to increase learners' motivation towards speaking English. John and Yunus (2021) asserted that social media as a tool in assisting learners in overcoming their fear of public speaking, developing their communication skills, and increasing their motivation to utilize the language. Devi et al (2020) found out from their study that the self-confidence of Baturaja University learners grew when Instagram was used as a tool to teach English speaking. It inspired them to speak English more and helped them to develop their self-confidence. Besides that, Anankulladetch (2017) stated that 37 learners from the study felt more involved in the classroom when a blog was used as an online writing medium as compared to not using social media. Learners who didn't participate much in the traditional, in-person discussion have felt more at ease expressing themselves and sharing their opinions by text through online methods. Ilyas and Putri (2020) affirmed that usage of social media such as YouTube has escalated participation level and prompted the 48 learners of Universitas Islam Riau to speak with confidence. Adding to that, the learners had a greater interest in participating in class and engaging in conversation with their fellow friends. They have the self-assurance to talk without being constrained by concerns about their limitations. In other words, the usage of YouTube channels was successful in inspiring students to participate more actively in class discussions and activities. Ariantini et al (2021); Altam (2020) agreed that the cooperation of Facebook, Youtube, Whatsapp, Twitter, and Instagram in the language learning process, increases the learners' sense of motivation and innovativeness, as well as their capacity for critical thinking. It is an optimistic approach to make use of social media as an enjoyable and stimulating instructional resource for improving one's mastery of the English language. Moreover, Zaitun et al (2021) stated that, with the use of TikTok to learn English, learners can boost their self-confidence, which in turn will improve their speaking abilities and provide them with opportunities for new experiences. Features of TikTok application that allows the educators to evaluate the learners in the form of comments while they are recording videos on the TikTok, which enables the learners to not have any anxiety over their English pronunciation. According to Zaitun et al (2021), TikTok is not dull and boring as it encourages learners to participate and enhances their speaking and writing skills in English. Thus, social media aids learners to communicate their thoughts using a wide variety of creative expressions.

## Conclusion

This systematic literature review analysed the effectiveness of social media in improving speaking abilities of ESL learners. As a final result, based on the review of all the articles, social media is definitely a blessing for the educators to be utilized as another pedagogy, learners' speaking skills can be strengthened with social media, as well as it elevates the motivation level of ESL learners to speak English. This evidently shows that social media facilitates on improvising learnings of English Language speaking proficiency during ESL teaching and learning (John & Yunus, 2021; Namaziandost & Nasri, 2019; Devi et al., 2020; Saed et al., 2021; Orlanda-Ventayen et al., 2017; Ariantini et al., 2021; Altam, 2020; Baron, 2020; Mustafa, 2018). Now educators can believe that using social media is a terrific engaging technique for ESL learners or any learners to strengthen speaking abilities while having fun and fostering a positive mindset. In other words, educators can use social media in ESL teaching and learning of speaking to ESL learners without feeling concerned, which will eventually increase their confidence level. By utilising social media in ESL learning, learners' learning spirits are encouraged to grow which offers learning-based pleasure and satisfaction in addition to good vibes that ultimately could develop into motivation. Therefore, the research questions of this current study are answered, and it is acceptable to conclude that social media is effective for ESL learners improving speaking skills, enhances motivation level of learners to speak and an alternative pedagogy for educators. In the current virtual environment we now live in, it is imperative that all parties involved in the education system recognise and comprehend the capabilities of social media to improve education for learners of different levels. Changes begin in the classroom by educators who finally push Malaysia's educational system to a beautiful level so that learners can become proficient in the English language and become excellent people throughout. Future research should consider examining the topic of social media implementation in greater detail, in terms of English Language skills other than speaking such as listening, reading and writing. The community would not be able to recognise the positive effects that social media can have on education systems around the world until appropriate research has been carried out on the topic.

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