

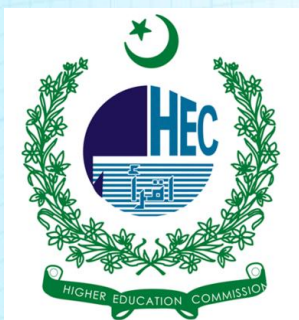
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**Social Media influencing Speaking Skills of English Learners: A
Review of Existing Literature**



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Abstract

This review paper is an attempt to present a synopsis of the body of literature on social media use incessantly influencing language learners' speaking skills. This paper primarily aims to understand how social media platforms, more precisely Facebook, Instagram and YouTube, influencing English language learners' speaking skills. A total of 31 research articles were retrieved from three databases Google Scholar, Science Direct, and Research Gate, ranging from 2014 to 2024. To find out the most pertinent articles a procedure was strictly followed meanwhile, certain key words were used as prompts to extract the relevant research papers from the databases. Afterwards, these papers were thoroughly reviewed and analyzed. This narrative review's findings reveal that the using social media is positively influencing the speaking skills of English language learners. The younger generation these days uses social media sites like Facebook, Instagram, and YouTube on a regular basis. Through these forums learners get enough exposure of English language by watching videos where they witness the speakers of English, both native and non-native, using English language fluently and accurately. Moreover, these platforms also offer them the opportunities to practice English language fearlessly. Furthermore, they are a having stress-free environment suitable enough to acquire a language and develop their speaking skills. On the basis of the thorough analysis of the available research, it is suggested that future studies needs to be carried out to explore more about the effects of social media on the important areas of speaking like pronunciation, fluency and accuracy while speaking in English language; how English learners can master these areas using different platforms of social media.

Key words: Speaking skills, social media, English language learning, social networking sites (SNS).

Introduction

The preferred pastime among young learners these days is using social media. The extensive use of social media has influenced their lives in many different ways, from communication to education. It shapes their thought process; their conduct and the way they interact with the other people around them. Recently Muftah, (2022) has

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conducted a study in which he stated that presently, every facet of life is impacted by social media platforms, including business, education, communication, and information delivery. He further added that scholars from numerous disciplines have started put their efforts and provide more insights on the significance and effects of social media on different aspects of life, which include social and educational elements as a consequence of the large-scale use of variety of social networking platforms through Internet. Youngsters are thus accustomed of surfing through various social media platforms and they see social media as an inseparable part of their lives. Resultantly, it leaves a strong imprint on their educational, political, commercial and social life.

Social media provides a worldwide platform for individuals to express their thoughts and viewpoints. The social media is commonly used platform to socialize through multiple different websites and applications. Manca (2020) in her study referred to social media as 'web-based applications' that are used for the purpose of sharing images (like Instagram), organizing information (like Pinterest), sending instant messages (like WhatsApp), sharing photos or videos (like Skype), or doing all of these things at once (like Facebook). Likewise, some other scholars as Akram, & Kumar, (2017) have mentioned in their paper that The term "social media" denotes the production, sharing, and intermittently exchanging of ideas, photos, videos, and a lot more among people or groups in online and virtual communities. Progressively, variety of platforms are included in social media, including wikis, blogs, podcasts, social networking sites, picture and video sharing websites, instant messaging. Social media is used for different reasons and functions but most people utilize it to build social networks or to connect with other individuals with similar kind of hobbies, interests, pursuits in their everyday lives, either in a personal or professional capacity. Mirrlees, (2020) in his study stated that these days, few of the most prominent social media networks , services, and apps include micro blogging platforms like Twitter, websites for sharing videos like YouTube, and social media networks like Facebook, cross-platform messaging and VoIP services like WhatsApp, photo-sharing sites like Instagram, content aggregation, rating, and discussion sites like Reddit.

There is exponentially an enormous literary corpus on the impact and

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implications of social media on the life of younger generation which is often referred to as gen Z and alpha generation. Akram, & Kumar, (2017) have precisely discussed social media's impact on individuals within society. They have highlighted the twofold effects of social networking. The positive effects for example involve assisting others with health related causes, socializing, learning, updating and more. whereas, the darker side suggests some of the negative effects of social media such as breach of privacy, highly time consuming activity, reducing real human contact, scams and frauds, addiction, cyber harassing etc. In addition to its influence on life in general, there has been a lot of debate lately on how it affects education and particularly language learning. The advantages which social media provide for education in secondary and university level have been thoroughly studied over several years, and noteworthy findings have been made across a range of disciplines. Research revealed that social media might support creating knowledge and deep learning in e-learning at universities and at higher educational contexts (Mnkandla & Minnaar 2018; Manca's 2020). Zachos et al. (2018) conducted a study on social media use in higher education which indicated that young people's lives are constantly impacted by social media. Social networking sites have influenced various aspects of education and practices and procedures in education, in addition to being used for informative and entertaining purposes. They also mentioned that Students may use social networking sites to participate in both formal and informal learning contexts, such as reviewing course material or looking up for useful information anywhere. khatoon Thaheem, et al (2023) has mentioned that Educators also use a variety of social media platforms in their classrooms, including Twitter, LinkedIn, Facebook, Telegram, and WhatsApp. All of these social media platforms are now appropriate for various uses in educational settings based on how well-suited they are for the learning environment. More precisely, social media can make great contribution to the learning of language and in the process of enhancing major skills in a language.

There is plethora of literature which provides evidences in this regard. Barrot, (2022) mentioned in his study that social media seems to be quite popular among today's population, even while studying its use as a language-learning environment is a novel approach in the field of education. According to his study, peer evaluation, resource sharing, content creation and distribution, and collaboration and discussion

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are the most popular uses of social media in language classes. Chowdhury (2021) conducted a study in Bangladesh, with the purpose to explore SNS (social networking sites) having an impact on the learning of English language at university level. The results of this study clearly showed that learners do use social media in order to actively engage in language acquisition when perusing reading, writing, speaking, and listening resources. This indicated that they have a positive attitude regarding learning English through social networking sites. Despite the abundance of systematic reviews in this field, which offer a more comprehensive look at the scholarly literature about using social media to assist in learning a language i.e. Barrot, (2022), Donny & Adnan,(2023),Chowdhury (2021). However, scarcity of research remains that specifically address English learners speaking skills are impacted by social media. Muhammad, (2022) has recommended in his paper that upcoming research on making use of Facebook and WhatsApp to improve reading, listening, and speaking abilities should be conducted. Therefore, by reviewing the relevant scientific literature, the current study fills this vacuum.

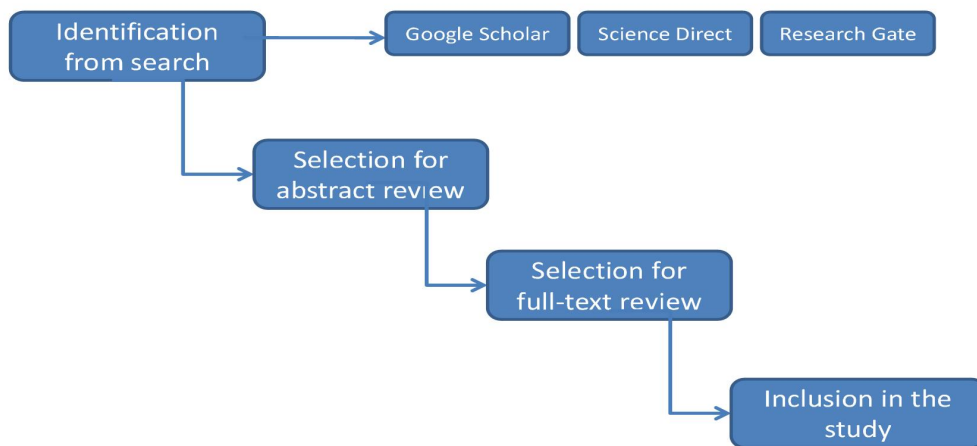
Methods/ Material

This research study employed the narrative review approach. The narrative review also known as semi-systematic review approach is meant for topics that are challenging for a thorough systematic review procedure to address since they have been analyzed and interpreted differently by several research groups in various academic fields (Wong et al., 2013). According to Snyder (2019), there exist several approaches for literature review which are often applied in the social sciences, including integrative, semi-systematic, and systematic reviews of the literature. Snyder (2019) further elaborated that finding themes, theoretical stances, or recurring issues in a particular field of study or methodology can be facilitated by the use of a semi-systematic approach. A semi-systematic review often focuses on how a topic has changed over time within different research traditions or how research has evolved within a certain field.

For this study the most prominent publications were first found using three popular databases, as Research Gate, Science Direct, and Google Scholar. This was the first step in the data collection process. The process of obtaining the most relevant articles initiated with identifying the research papers across search engines having

similar or closely related titles. In the next step, the articles were filtered by reading their abstracts. At this stage many articles were excluded as they did not fit into the criteria (given below) set for this study. Afterwards, the filtered articles were selected for full-text review. Finally, after giving full readings and analyzing the selected articles their findings were synthesized and included in the study.

Figure 1.



Adapted from: Cheston, et al.(2013)

Inclusion and Exclusion Criteria

1. Research articles on different social platforms as tools to improve English speaking skills were included. It implies that articles which address the objective of improving English language skills and English speaking skills through various social media platforms were opted for review.
2. Research papers from previous 10 years (ranging from 2014 to 2024) were included.
3. Studies following any kind of approach e.g., mixed method technique, qualitative, quantitative, etc were selected for reviewing.
4. The research studies pertaining to the topic conducted anywhere around the world were included.
5. Articles that were published or available in English language were selected for

review.

Data Collection

For this research study primary source of data collection was collecting and reviewing the research articles published in recognized journals from online databases i.e. Google Scholar, Science Direct and Research Gate. A few keywords such English language learning on social media, use of social media by ESL learners, use of social media sites for improving English speaking skills, social networking sites influencing speaking skills, speaking skills via Facebook, Instagram and English speaking, YouTube for improving speaking, practicing English speaking on social networks, watching videos and shorts for improving speaking skills were used to extract the most relevant articles from three online sources mentioned above. As the primary objective of this study was to review and demonstrate the development of literature, on the topic, in the previous decade, hence the range of these databases was set from 2014 to 2024 while searching for articles.

Findings

For this study 31 research articles were retrieved from three data bases, following the procedure mentioned in Fig: 1 which appropriately discussed the social media and its most popular platforms influencing speaking skill of English learners. Majority of the research papers have been downloaded from Google Scholar, while a few from Research Gate and Science Direct. After thoroughly reviewing and analyzing these articles, the obtained results of these studies have been discussed below.

Usefulness of Social Media Platform for Enhancing Students' Speaking Skills

There are numerous research studies that regard social media as a useful tool for developing language skills, especially speaking skills. The potential advantages of social media for enhancing speaking skills have been substantiated by multiple researches studies. Here a few of these are addressed: Namaziandost & Nasri, (2019) have discussed about improving speaking skills using of social media in their paper. The objective of this research was to investigate to what extent the use social media affects EFL learners' speaking skills. This study was a survey at Islamic Azad universities of Iran from where sample of 100 EFL teachers and 100 learners was selected. This study's findings proved that social media use on a daily basis by EFL students and teachers has a significant impact on both them. Integrating social media

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into EFL classes would enable teachers to assign more language-intensive assignments and, more importantly, it would boost students' motivation to learn how to speak, which is seen to be the main area where traditional classrooms fall short. Recently, a study conducted in Pakistan by Mushtaq et al, (2022) on English Learners at Secondary School Level. This article aimed to find out how social media helpful for ESL students in improving their speaking and writing skills as well as how social media can serve as a source of motivation for ESL students to master the speaking and writing skills. Mixed method approach was followed in study by researchers and its sample consisted of 229 ESL learners and 20 ESL teachers, which were selected using simple random sampling technique. The final results obtained from the questionnaires showed the strong impact of social media on ESL learners' speaking skill and ability to write, foster their talents, build their confidence, and give them ample opportunities to practice these skills. It also gives them a platform to Exchange their thoughts and opinions, open the doors for them to discuss with others, also serves as a great source of motivation for them. In light of this research, it is highlighted that social media platforms as Facebook, Instagram, YouTube, and WhatsApp are useful sources for improving the speaking and writing abilities of ESL students. These platforms offer ESL students an authentic environment in which they can practice and refine their speaking skill and writing skill. Additionally, it recommended that social media must be incorporated into the educational framework to drastically improve the speaking and writing abilities of ESL students. Yet there is another study conducted by Donny & Adnan, (2022) with the main purpose to investigate TESL undergraduate learners' perceptions on their level of speaking skills and utilizing social media to improve their speaking abilities. For this study quantitative approach was employed with sample of 132 undergraduates from the faculty of education in a public research university situated in Malaysia. According to data collected for this study, social media really helps learners to improve the speaking skills. The most prominent three social media platforms among learners for improving their oral communication abilities were TikTok, YouTube, and WhatsApp.

This paper further mentioned that with the support of the research's findings, other instructors can interact with their students, engage these learners utilizing social media and more importantly, assist learners in mastering their required speaking skills.

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Nilayon & Brahmakasikara, (2018) conducted a research on the use social network sites for English language acquisition and speaking skills. This study investigates how social media and video conferencing help people enhance their English speaking skills. This research was qualitative in nature, from 6 participants data was collected. Finding of this research revealed that individuals at a lower level made remarkable progress. The results also pointed to the possibility that the online practice might serve as an appropriate remedial course for students who cannot speak English effectively. The majority of participants indicated that this method of learning increased their confidence and their speaking skills in English language. These findings have also been supported by a very recent study conducted by Garbha, (2024). Qualitative method was used for this study and tools used for data collection of this research study were survey and interviews. Participants for this study were fifteen SPEAK UP English course students. The results of this study showed that Twitter, blogs, and Instagram are among the social media platforms that students frequently use. The EFL participants consider social media can improve their ability English communication. It is clear from the data gathered through questionnaires and interviews that social media proves as an extremely effective source for EFL students studying English. They all acknowledge how greatly social media has aided them. Moreover, connecting with other people around the world through messaging services also aid in the development important areas of language as acquiring vocabulary, this has crucial role in language learning.

Among various platform of social media, Facebook and WhatsApp messaging service are commonly used. khaton Thaheem, et al (2023) conducted a study in Pakistan, on whatsApp use for developing vocabulary. This was mixed method study. Results of this study proved that applications like WhatApp have played a positive role in the development of vocabulary of language learners. They also suggested for language teachers to must make use of it for improving learners' vocabulary. Meanwhile, there are some other notable research studies that were conducted to highlight the social media impact on communication skills and English speaking skills i.e. Mufti, et al. (2023), Rwodzi, et al. (2020), Nkhi, (2023), Ravindran, et al. (2022), Poramathikul et al. (2020), Sun, et al. (2017), Ismail & Shafie, (2018).

Using YouTube to Elevate Students Speaking Skills

YouTube is an extremely popular social media platform across the world. Users of this website are not only youngsters but people of all ages around the world. YouTube is on third number among the most popular and frequently used websites on the internet (Ilyas, & Putri, 2020). It is used for a variety of purposes and language learning is one of them. There is plethora of literature that indicates its use for improving English speaking skills. A qualitative research was conducted Carolinaliwati, et al. (2021) on the use of YouTube videos for speaking skills. The purpose of the research was to find out the learners', non-English major from the faculty of economics, use of social media platforms particularly YouTube, in the context of University of Palangka Raya. The findings demonstrated that using of social media, specifically YouTube, could boost students' ability to overcome obstacles and enhance their speaking skill. According to their video and the in-depth information collected from the interview, the results also showed that usage of social media, particularly YouTube, had a significant influence on non-English major students' the speaking skills. Another study conducted by Meinawati, et al. (2020) following qualitative descriptive method. This study aimed to explore whether using YouTube enhanced the English speaking skills of SMA IT Rahmaniya's 10th graders. Findings of this research highlighted that learners of 10 grade were able speak more confidently and expressively as a result of using YouTube, which had highly beneficial results. During this study it was also observed that students were less worried about the phrases and terms that they used while speaking in English as they witnessed the English speakers from foreign speaking properly. Ilyas & Putri, (2020) conducted experimental study with the purpose to ascertain if utilizing a YouTube channel has certain effects on students' ability of speaking. Based on the results of this investigation it can be said, learners in the class who received treatment via a YouTube channel had greater motivation level. They actively to participate in the classroom, and also they were confident in speaking.

This research proved that a YouTube channel could have a strong impact on first-semester English language students' speaking proficiency at FKIP UIR. Mustafa, (2018) conducted a research in Riyadh on understanding the affect of using YouTube, Whatsapp, and Skype for ameliorating speaking skills. The aim of this research was to

provide useful advices for educators, instructors, and students to enhance the spoken English teaching and learning processes. For this research he used experimental design; in which pre-test and post-test were given to a sample of 22 beginner students from Arab Open University, Saudi Arabia, Riyadh branch. The results of the research showed that usage of social media networks had a profound impact on speaking. The researcher mentioned in this study that students may use Skype, YouTube, and WhatsApp to get better at speaking English. The researcher also recommended that teachers should take these apps into account while planning lessons if they want to help learners become more proficient in speaking. In this light of the above mentioned research studies it can be concluded that using YouTube is regarded as one of the most efficient ways to help students become better speakers.

Effectiveness of Facebook for Enhancing Speaking Skills

Facebook is not often thought of in the same manner as conventional education methods. But its frequent use as a great source of learning cannot be overlooked upon. Facebook is globally acknowledged for its various features which can be used flourish different skills of youngsters. According to Toetenel (2014), millions of people use Facebook on a daily basis as a social networking online program. It is a common and comfortable form of authentic communication used by students, mostly stay to connect with friends. As mentioned facebook is known for its potential to make genuine communication possible without requiring much of the energy, facebook is the platform that is used to ameliorate the communication skills, precisely the speaking skills of language learners. Multiple studies throughout the world have proven this point till date. To prove the influences of Facebook on users' communication skills Dweikat, (2016) conducted a research at Al-Quds Open University. This was experimental research, in which the researcher purposively selected sample of 50 English students and divided them into two groups: experimental and control. The end results of this research study demonstrated a substantial contrast between the experimental and control group, with the experimental group showing the improvement in the posttest. It showed a big difference in the experimental group's achievements before and after using Facebook. Since students accessed Facebook group resources at their own speed outside of the classroom, such findings seem to confirm the notion that blended

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learning using Facebook was particularly beneficial for language course. Alsaleem, (2018) conducted a study in Jordan in the English department at Yarmouk university, to see the role of Facebook activities in development of oral communication. This was a quasi-experimental research which aimed to investigate how Facebook activities can help English language learners, who are speaking in different languages, improve their speaking abilities. This study's findings indicated that, when it comes to the post-test results for altogether oral communication abilities, the experimental group's mean scores were different noticeably from the others (learned through Facebook activities) in comparison with the control group (who received instruction via the traditional method). This research supported the importance and usefulness of Facebook activities for enhancing oral communication abilities in EFL classrooms. Furthermore, the researcher, in this study, recommended implementing Facebook activities throughout different levels of education, including elementary, secondary, and college. Yet another recent study surfaced which supported these findings by Mykytiuk et al. (2022). It followed quasi-experiment design, 116 first-year undergraduate students from Yaroslav Mudryi National Law University were the participants. The results confirmed that in terms of vocabulary expansion, knowledge English grammar, development of interpersonal skill, and the pronunciation, the experimental group did far better than the control group. According to this study, the majority of students believed that Facebook activities helped them strengthen their four speaking competencies. These include vocabulary, grammar knowledge and pronunciation. Moreover, Facebook platform can create an adaptable learning environment for students. As this study highlighted that Facebook space offers students a range of media sources, uploaded material, many links of some other apps, and also additional networking options that support the alignment among educational program objectives with the interests of students, in this digital era.

Social media sites such as Facebook and others of this kind may bring ease in the phenomena of language instruction and greatly help ESL teachers to incorporate various learning activities to improve students' language skills. As a research conducted by Yen, et al. (2015) in Taiwan, with the aims of (1) conducting instructional course, for English learners, through the use of Facebook and Skype as forums for role-playing educational exercises, (2) to assess how this course

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affects the difficulties associated with teaching languages. Results showed that Facebook has the potential to be an exceptionally versatile platform for EFL applications with the appropriate role-playing material, as the findings show that Facebook can improve speaking and writing abilities of learners. This study mentioned that as an EFL teaching technique, the Facebook platform and the role-playing method proven to be highly successful when combined. Thus, researchers suggest incorporating facebook combined with role-playing activities as an additional support to improve speaking skills. Wongsa & Son, (2022) conducted a research in Thailand to understand how drama-based activities and Facebook can enhance speaking skills. This research followed mixed methods approach, with the sample of 40 students and 2 teachers were purposively selected from high school in Thailand. This study's findings showed that Facebook and drama-based activities improved learners' speaking skills along with that affected on the positive attitudes of learner towards learning English, boosted students' motivation level. Such online platforms offered these learners an open access to the adjustable dynamic environment for learning where they could actively engage in interaction and communicate with their classmates and instructors. According to the study, EFL teachers should think about using Facebook or other online platform to help with their teaching in the classroom. This way, platforms like this may serve as a forum for learners to voice their concerns and share thoughts on homework, educational resources and material.

Improving Speaking Skills through Instagram

One of the widely-known social media sites is Instagram that, since its launch, has captivated the interest of youngsters. According to Huey & Yazdanifard (2014), Instagram launched in 2010 as a response to social networking sites like Facebook and Twitter. As of January 2014, 150 million users started to use Instagram. Social networking sites like Instagram is typically used where its users may upload their photos and videos, while sharing these users can put captions over their posts meanwhile other people using instagram like and comment on their posts, generally as a reaction which might encourage them. This platform is also equipped with some other features which its users can take benefit from as: adding a hash tag, adding a description, changing the look using filters, taking a picture or a video and tagging other people their posts, etc.

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Instagram is widely used as a networking site to socialize with others and as a major source of entertainment but simultaneously it can be used as an educational tool; it may serve well for learning language and improving language skills. There is plenty of research which highlights its use for improving speaking skills of language learners a few of these have been discussed here. Utomo & Bastiar, (2020) conducted a study on Instagram to improve English learners' speaking skills. The purpose of the study was to explain how Instagram can help English literature students enhance their speaking skill and increase their self-confidence. This was qualitative research; the sample included 28 first-semester students from English literature department Mulawarman University. This study discussed two major findings: (1) the majority of participants strongly agreed that using Instagram to develop speaking skills is beneficial and helpful (2) It is possible to enhance the confidence of students while speaking. Additionally, it mentioned that speaking on Instagram can relieve the discomfort of classroom passive learners. Students feel more confident while speaking English using Instagram. Instagram vlogs is another important feature of this platform which aid language learners to master the speaking skills. Devana & Afifah, (2021) conducted a similar kind of research in Indonesia with the objective of using Instagram Vlogs to improve students' speaking skills and motivation. It was a quasi-experimental study in which the sample consisted of 36 students of English at FKIP Baturaja University. Two groups were created from this sample: an experimental group and a control group. In order to determine the effects of the Instagram treatment, both the groups completed pre- test and post-test. The results of study proved that, when the treatment was implemented students' motivation and speaking skills both improved later on when results of control and experimental group were compared. Subsequently it established how teaching speaking to English learners using Instagram vlogs may enhance their English-speaking skills.

Mahmudah & Ardi, (2020) also conducted a research study on speaking skills development through Instagram. The purpose of this study was to find out how speaking skills were impacted when individuals use Instagram as a learning tool. Researchers adopted quasi experimental design for this study, 57 students from second grade were selected as the sample following cluster random sampling technique. The data analysis result indicated that using Instagram as a teaching and

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learning medium had a distinct impact on students' speaking abilities. Furthermore, it is anticipated that educators, lecturers, and practitioners would be able to implement this in their language classrooms due to its pedagogical value. To understand learners' views and opinions on Instagram as a learning tool to be used in speaking classes Devi, et al (2020) conducted a research. This was a descriptive study in which 40 fourth semester students majoring in Communication Studies, University of Baturaja were purposively selected. According to the study's findings, students' perception to use Instagram for enhancing their ability to speak in English was generally positive. Moreover, Instagram may also be utilized as an additional instructional tool for speaking. This is also shown in this study that students find Instagram to be a useful learning tool. It is further strengthened by students' growing confidence, motivation to study, and eagerness for speaking English. Such results can be supported by another research study conducted by Ramadoni, (2019). Following experimental research design, Ramadoni divided the participants of this study into two groups: experimental group included 38 students from XI class, whereas the control group consisted of 37 students of XI SIG 1. Primarily, this research aimed to determine how speaking skills of eleventh-grade learners get affected by the use of Instagram. As a result, this study showed that the post-test score of the experimental group was 47.92, which comparatively was greater than that of control group, as they scored 27.81 in the post-test. The researcher further mentioned in this study on the basis of the result of all the data, it is feasible to conclude that the alternative hypothesis (H_a), according to which there is an apparent difference in the speaking abilities of eleventh-grade students when using Instagram, is accepted. In a nutshell, the speaking skills of learners in the eleventh grade are influenced by Instagram.

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Table 1: Summarized review of literature on speaking skills of English learners influenced by social media.

S. No.	Title of articles	Year of publication	Results of research articles
1.	English Informal Language Learning Through Social Networking Sites Among Malaysian University Students	2019	Findings of this study showed that most of the participants learned informal English by bookmarking amusing English phrases or saving pictures from social networking sites and by observing the accents and sentence structures while viewing videos on such platforms. In addition to being a source of entertainment, social networking sites may be utilized to help people learn in an informal way and develop their English language skills.
2.	Using Social Network Sites for Language Learning and Video Conferencing Technology to Improve English Speaking Skills: A Case Study of Thai Undergraduate Students	2018	The results indicated that individuals at a lower level of English speaking have made remarkable progress. The results also point to the possibility that the online practice might serve as an appropriate remedial course for students who are not competent in speaking English. The majority of participants said that this method of instruction enhanced their confidence and ability to speak English.
3.	Social Media and Communication Skills: The Role of Social Media on ESL Students'	2023	The findings showed that while social media was helpful for enhancing learning, it had detrimental consequences for students' health and education. According to the survey, advanced level students

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	English Language Communication Skills		should use a variety of platforms on social media in order to enhance their English communication skills. Additionally, this study suggests that social media might be helpful especially for those ESL learners who have trouble at speaking English.
4.	An Investigation into the Impact of Digital Social Media on the Writing and Speaking Skills of Tertiary Level Students in one Institution in Lesotho	2023	Results obtained from students' group discussions showed two separate findings: first, they attributed their improved speaking skills to digital social media, and second, they declared that social media negatively affected their writing skills due to the colloquial language employed on these platforms. Findings from interviews with the lecturers also showed that digital social media negatively affected students' grammatical competency because of the fact that students utilize short forms in official writings.
5.	TESL Undergraduates' Perceptions: Utilizing Social Media to Elevate Speaking Skills	2022	According to data collected for this study, learners find social media extremely helpful in the process developing the speaking skills of these learners. Data also revealed students' top three preferred platforms of social media for the improvement of their speaking skills included TikTok, YouTube, and WhatsApp.
6.	The Impact of Social Media on the Teaching and Learning of EFL	2022	This research highlights that social media use has good effects on speaking and advantages for speaking classrooms though there are difficulties caused by the

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	Speaking Skills during the COVID-19 Pandemic		COVID-19. Research indicates that social media use could be beneficial for learners in speaking classes.
7.	ROLE OF SOCIAL MEDIA IN IMPROVING SPEAKING AND WRITING SKILLS OF ESL LEARNERS AT SECONDARY SCHOOL LEVEL	2022	According to the data collected through questionnaires, the speaking of English learners and their writing skills are significantly influenced the use of social media; besides this it affects their ability to develop new skills, confidence, and number of opportunities for practicing their skills. It also gives users a platform to share ideas, encourages discussion among peers, and helps them express themselves.
8.	The Influence of Using Social Media as a Learning Platform by Bilingual and Multilingual Learners on English Speaking Skills	2020	According to the speaking test results for this study, every single participant (three out of twenty) who consistently uses social media for oral communication with native English speakers reached at the very excellent level of English .It also demonstrates how social media may help English language learners with their speaking skills.
9.	Improving the English-speaking skills of young learners through mobile social networking	2017	The study showed that young EFL learners' oral English fluency improved when they used SNS on their mobile phones. This research is significant because it reveals potential benefits for improving EFL learners' speaking (oral communication) by utilizing social media and mobile technologies.

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10.	The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students	2019	This study's results proved that frequent social media usage by EFL learners and teachers has a substantial effect on both parties. Social media integration in EFL contexts will make it possible to encourage more language activities and, more importantly, to improve students' motivation for acquiring speaking skills, which is seen to be the major issue where traditional classrooms fall short.
11.	YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill	2020	This research showed that the students who received treatment through a YouTube channel had higher levels of motivation. A YouTube channel has a major impact on first-semester English language students' speaking skills at FKIP UIR.
12.	INCREASING ENGLISH SPEAKING SKILLS THROUGH YOUTUBE	2020	This study highlighted that using YouTube had a really positive effect since it gave learners confidence and expressiveness to talk more freely. It further mentioned that learners had the opportunity to observe the way foreigners spoke English proficiently, so they did not need to be worried about the terms they used when speaking. Further it mentioned the using YouTube inside the classroom can help to alter the dynamics and environment. As, learners observed that watching videos made their learning easier.

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13.	THE USE OF YOUTUBE VIDEO BY NON-ENGLISH MAJOR STUDENTS FOR SPEAKING SKILLS	2021	The findings demonstrated that social media use, particularly YouTube, had a significant influence on students' speaking abilities, which do not major English, as evidenced by the data collected through their videos and in-depth interviews. The usage of social media, mainly YouTube, may facilitate students' capacity to overcome obstacles and enhance their speaking skills.
14.	The Impact of YouTube, Skype and WhatsApp in improving EFL Learners' Speaking Skill	2018	The findings of the study showed that social media sites had a lot of influence on speaking. It also implied that teachers should take such applications into account while planning lessons if they want to assist learners in enhancing their ability of speaking. Ultimately, this study concluded that Skype, WhatsApp, and YouTube were very helpful for the improvement of oral communication skills of EFL students.
15.	The Effect of Using Instagram on Eleventh Grade Students' Speaking Skill	2019	In the results section of the study it is clearly stated that hypothesis (Ha) is accepted, according to this hypothesis there is a notable difference in the speaking skills and the performance of the eleventh-grade students when using Instagram. Therefore, it can be said that the eleventh grade learners' ability to speak has been impacted by their use of Instagram. To be more precise, it's a teaching tool that educators may use to help students learn how to speak English,

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			particularly via exemplification.
16.	INSTAGRAM: HOW DO STUDENTS VIEW ON IT IN SPEAKING CLASSROOM	2020	Finding of this research indicated that students' opinions about using Instagram to acquire English speaking were mostly favorable and positive. Instagram may also be utilized as an additional instructional tool for teaching speaking. This may increase motivation, self-confidence and learners' interest to speak in English.
17.	The Use of Instagram Platform Toward Junior High School Students' Speaking Ability	2020	According to findings this study using Instagram as a platform of teaching as well as learning a language has a distinct impact on learners' speaking skill. The students were extremely motivated and enthusiastic for learning when they started to learn through this process of teaching, subsequently, this process had a fine impact on their ability to speak properly during projects and dialogues.
18.	Enhancing Students' Speaking Skill and Motivation Through Instagram Vlog	2021	Here findings demonstrated a difference in experimental class and the control class when compared after the treatment was applied, the students' motivation and speaking skills significantly improved. It also mentioned that teaching speaking to pupils using Instagram vlogs can improve their English-speaking abilities.
19.	THE USE OF INSTAGRAM TO IMPROVE	2020	Results of this study indicate two important points (1) majority of learners strongly agree that using Instagram to

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	ENGLISH LITERATURE STUDENTS' SELF-CONFIDENCE IN MASTERING SPEAKING SKILL		develop speaking skills is beneficial; (2) students' self-confidence in their speaking abilities may also be enhanced. These results suggest the possibility that Instagram might enhance students' speaking skills. Additionally, speaking using Instagram makes passive learners in the classroom more at ease.
20.	IMPROVING ENGLISH SPEAKING SKILL OF EFL CLASS BY USING VIDEO BLOG ON SOCIAL MEDIA	2021	It is clear from the findings that students' skill of speaking in English is much enhanced by video blogs. It is also evident from the results that learners' mastery over vocabulary, grammar increased. Furthermore, it also helped them with their pronunciation, fluency, and content too.
21.	Facebook as a Flexible Ubiquitous Learning Space for Developing Speaking Skills	2022	The results revealed that the experimental class surpassed the control group in terms of their command over vocabulary, English grammar, pronunciation, as well as their interactive skill and discourse management. According to this study, most of the learners thought that Facebook activities are helpful for them to strengthen their four speaking competencies. The majority of respondents reported that their mastery of grammar and vocabulary for communication was growing.

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22.	Impact of Using Facebook on Improving English Communication Skills - The Case of Implementing the English Language Course as a model at Al-Quds Open University	2016	The results showed clear difference in the experimental group's accomplishment before and after using Facebook. These findings appear to validate the idea that integration of Facebook as blended learning method for the Language course was effective indeed. As the learners could make use of Facebook group resources outside of class, in their free time, at their own speed.
23.	Enhancing Thai secondary school students' English speaking skills, attitudes and motivation with drama-based activities and Facebook	2020	This study's findings show that learners' positive attitudes towards English language learning, their motivation along with speaking skills were all improved by drama-based activities and Facebook. These platforms further ensure the availability of an engaging and adaptable learning environment in which they could actively interact and work together with peers and instructors.
24.	Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: a case study in Taiwan	2015	The content analysis demonstrated how peer-to-peer and self-correction practices might aid learners in developing their speaking and writing skills. The outcomes of our instructional activity, which included Skype, Facebook, and role-playing, had a major impact on the formula employed in EFL learning. Facebook has the potential to be an exceptionally versatile platform for EFL apps with the correct role-playing material, as the findings show that

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			Facebook can improve speaking and writing skills.
25.	The Effect of Facebook Activities on Enhancing Oral Communication Skills for EFL Learners	2018	According to results, the participants' spoken communication skills improved as a result of the Facebook activities. The results of this study confirmed the advantages and effectiveness of engaging in Facebook activities to enhance oral communication skills of learners in EFL classrooms.
26.	The Help of Social Media In Improving The English Skills of EFL Students	2024	It is clear from the data obtained through surveys and interviews that social media is an extremely useful tool for EFL students studying English. Social media, according to the EFL participants, can improve their English language skills. In order to improve their language skills, they might use social media to make acquaintances from abroad, which help them to practice speaking skills as well. Social media is source that can allow them to look for foreign friends with whom they can practice their English communication skill.
27.	Fluent in English with Social Media Platforms during the Covid-19 Pandemic	2022	According to this study, Instagram can be a useful tool for learning speaking. Social networking sites like Instagram may be entertaining educational tools. It was possible to increase students' speaking abilities without forcing them to complete traditional learning procedures by offering many social media application tasks.

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28.	A Systematic Review of Social Media Integration to Teach Speaking	2021	Results show that speaking skills have improved, along with confidence in speaking and fear of speaking has decreased as well. It became possible through social media use. These days, Popular social media networks like Facebook, WhatsApp, Telegram, and many others can be used by teachers to provide students extra opportunities to practice that does not only occur in the classroom but also outside of it.
29.	The innovative use of social media for teaching English as a second language	2020	Results of this study show that the sampled English instructors utilized social media as an opportunity for networking, communication, cooperation, as well as for other digital literacy activities after-school. The study also highlights that instructors and students of English who learn it as a second language have chances to practice, exchange, and develop knowledge as they interact in their different settings due to the innovative and positive social media use. Instructors who are interested in teaching English as a second language must acquire pedagogical skills in using social media.
30.	Using Social Media to Promote EFL Learners' Speaking Skill: Perceptions from both Teachers and Learners	2020	This study's findings indicated that social media is crucial for improving students' speaking competence and it is important for both educators and learners. Teachers and students both showed favorable attitudes towards using various social

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			media platforms for developing their L2 speaking skills.
31.	Fostering Students' Self-Esteem in Speaking by Extending Speaking Activities in Social Media	2019	According to this study, increasing activities related to speaking on social media significantly improved the students' confidence and their speaking skills.

Conclusion

Currently, the most prevalent behavior among young students is social media use. These students are surfing on different platforms of social media for a significant portion of time. Consequently, it has diverse impacts on their lives; their behaviors, life-styles, thought process and their education. In addition to that, it also has incessant effect on their language acquisition and on the development of their linguistic skills. Primarily, this review paper aimed to understand how social media platforms, more precisely Facebook, Instagram and YouTube, having an effect on English learners' speaking skills. A total of 31 research papers were obtained from three databases and carefully reviewed. The thorough analysis of literature revealed English learners globally use several social media networks to acquire English language skills. According to the results of majority of research articles, English learners benefit from social media platforms when it comes to enhance their ability to speak English. The vast majority of these studies highlighted that, social media as a language learning tool certainly boosts learners' motivation, confidence, and their desire to elevate the ability of speaking English. Moreover, multiple research studies revealed several advantages of social media participation to enhance English learners' speaking skills i.e. offering learners' a satisfactory environment, providing them a plentiful number of opportunities to practice English speaking (via videos, audios and texts), more importantly social media networks such as YouTube, Facebook, and Instagram give these learners enough exposure of English language which can really assist them in enhancing the standard of their speaking and strengthening their English speaking skills. To conclude, it can be said with

conviction that social media use has positive influence on speaking skills; thusly it plays a pivotal role in the enhancement of English learners' speaking skills. On the basis of this thorough literature analysis, it is suggested and recommended that future studies should be carried out to explore more about the social media influence on the important areas of speaking like pronunciation, fluency and accuracy while speaking in English language; how English learners can master these areas using social media platforms.

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