

Research Article

Social Media and Learning of English Language: A Study on the Undergraduate Students of Assam, India

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Social media plays an important role among the masses and students all over the world. Here, in this study, the main aim is to explore the role of social media among the undergraduate college-goers of Assam in learning English. The study covers the available social media platforms, such as WhatsApp, Facebook, Twitter, Instagram, YouTube, Messenger, and IMO. For this purpose, the researchers imply a qualitative approach along with a survey method, which includes a questionnaire on the web. It has four parts, namely access to ICT tools, competency to use social media, elements influencing the use of social media, and the perceptions of the English language when they use social media. It is distributed to the undergraduate students in the form of Google Forms through WhatsApp. The findings indicated that the students learn new things and gather new knowledge using social media. According to the result, social media plays an important role, and it helps them improve all their skills in the English language. Hence, the learners may be encouraged to engage themselves to use social media in English to master it and improve their proficiency.

1. Introduction

Nowadays, advances in technology are playing a significant role not only in human life but also in the education sector. To improve the language skills of students, the use of ICT in English can be of great help [1–3]. Moreover, the utilization of ICT can also help in empowering and motivating new learners in English language acquisition. To sharpen the critical thinking skills among the students, social media makes the teachers more active, flexible, effective, and student-centered [4]. Also, the use of ICT can supply some great exercises to cooperate and collaborate in the English language learning process, and furthermore, its adaption

should be scaffolded for the students to profit from such chances [5–8].

It has become a common factor since the last decade to use information and communication technology (ICT) for the teaching-learning process, and so has it become in language learning. With regards to English as a foreign language, ICT has opened the doors for the learners of English so that they can collaborate with the native English-speaking people through online media, such as Facebook, Instagram, and video calling apps like Skype and WhatsApp, which are the most popular instruments of ICT [9]. In fact, ICT is one type of online media; it is an after-effect of the development of innovation [10–12]. Additionally, it works

like a bunch of apparatus that permits individuals to make relation with one another. Most individuals and students all over the planet use web-based media because of its advancement. The students of colleges generally utilize online media in different circumstances of their daily life [13–15].

For the purpose of information and communication, people use online media or social media as a tool. Human beings of any age or status use social media as it is one of the most famous platforms. Kaplan and Haenlein [16] assert that online media platforms are a gathering of web applications that permit the formation of different substances on the planet. Indeed, numerous types of online media are available in the world, for example, Facebook, Twitter, Instagram, YouTube, and so forth. Moreover, it is not difficult to pursue these types of web-based media freely. Because of this reason, the vast majority utilize these web-based media. These kinds of web-based media are frequently utilized by individuals, particularly students, since they give them amusement. Chou [17] points out that online media have a few attributes, for example, intuitiveness, stage quality, and information sharing system. Along these lines, through web-based media, understudies can do a great deal of things. Most of the students know how to update their knowledge about classroom materials quicker through web-based media in comparison with other media like paper-based materials. Karim and Hasan [18] concluded in their study that a huge number of learners are satisfied with the online mode of learning.

In the EFL setting, the utilization of online media gives a few occasions to build up understudies' English language abilities. It cannot be ignored that English is one of the dialects generally utilized in web-based media, in light of the fact that English is known as a global dialect that is utilized everywhere in the world to impart one another. In India, English is utilized by individuals, particularly understudies, as an unknown dialect. They generally learn English in schools and colleges as an accessible subject. The English-learning students utilize their cell phones with online media platforms to impart one another, and they accept that portable learning can encourage them to learn it whenever at any place [19–22]. There is neither a problem for them nor any negative insight in utilizing ICT for the learning of English [23–26].

A dominating language, especially unknown dialects like English, is truly expected to rehearse in perusing, composing, talking, and tuning in. The skills of language should be possible by web use as it has a ton of English language content. The development of web use in India is quick. The web is utilized not only in the urban areas but also additionally in the towns and villages. These days, the web turns into a significant need for Indian individuals. It is worth mentioning that approximately 560 million individuals in India are connected with the web. It is the second biggest online market on the planet, positioned uniquely behind China. It merits referencing that most of the Indian web clients are somewhere in the range of 20 and 29 years old [27]. A larger part of India's advanced populace get to the web through their cell phones. An expanded accessibility of modest information designs alongside different government

activities under the Digital India Crusade cooperated to make versatile the essential web access in the nation. One angle wherein India shares the attributes of other worldwide web clients is its obsession with web-based media. It was assessed that by 2023, there would be nearly 450 million interpersonal organization clients in India. Truth be told, with around 280 million Facebook clients in the nation, India had the most elevated Facebook clients on the planet, starting in 2020 [27–30].

With this backdrop, it becomes pertinent to study the competencies to use social media by the college students of Assam, India, and how they learn English using popular social media platforms. Therefore, this study aims to investigate the abilities of the students with respect to operating the ICT tools, their perceptions towards social media, and how they use social media to improve their skills of English language.

2. Research Questions

Subsequently, this investigation was proposed to analyze the role of online media in learning English by the students in the colleges of Assam, India. To accomplish the motivation behind this examination, the exploration endeavors to address the following inquiries:

- (1) To what extent do the students of Assam access the tools of ICT?
- (2) To what extent do the students of Assam have the competence to use social media?
- (3) What are the elements that influence the usage of social media among the students of Assam, India?
- (4) How do the undergraduate students of Assam, India, use social media to learn English?

3. Literature Review

These days, web-based media have changed the way how individuals impart, pass on thoughts, and interface with others. Paul et al. [31] recommended that online informal organizations might be seen as an accommodating instructive innovation if the more scholarly staff realized how to fuse them with their curricula. Osharive [32] suggested that social media must be provided to the learners for the purpose of instruction only, and the systems administration destinations ought to grow folios for scholastic exercises. Alsuraihi et al. [33] recommended that the web-based media should be used for instruction by creating natural exercises as it is advantageous. Amin et al. [34] guaranteed that web-based media help the understudies and increment their scholastic evaluation focuses. Mingle and Adams [35] stated that for the purpose of instruction, online media are highly recommended, however, an appropriate observation must be there by advising the understudies about the odds of web-based media as they may be highly dependent on it. Butler and Matook [36] affirmed that for the purpose of learning, online media connects individuals and makes strategies for their learning. Abdulgalil and Abuelgasim [37] directed a contextual analysis to research understudies' mentalities in

utilizing social media for the purpose of learning. Both explained that students use Social Media to share information, search for data, and attempt to solve their problems as social media make the students perform various exercises and assignments to upgrade their learning. Allam and Elyas [38] demonstrated that most of the scholarly communities accepted unequivocally the academic qualities and advantages of utilizing online media as an instrument for learning English as a language in the setting of Saudi Arabia; however, they made provisions that must be used in the classes. Mao [39] explored the affordance of the students of secondary schools for web-based media, the mentalities of the students, and their convictions toward this new advancement. In the study, it is indicated that most of the students depend on web-based media to make a connection with society and recreation. The students showed inspirational perspectives on the utilization of web-based media in training explicitly to develop their learning.

A number of ways are there to learn informal English, and learning English online is one of the best sources among them [40–43]. Jurkovic [44] conducted a study and found that the students of Slovenia like to access the materials of English on the sources online to enhance their acceptant skills to effective skills. Moreover, there are some other nations that also studied the utilization of web-based media in the teaching-learning process of English as an unknown dialect. Sakkir et al. [45] led an investigation on college and university students' discernment on utilizing online media in learning English in STKIP Muhammadiyah Rappang. The study suggested that most of the pupils showed inspirational disposition and eagerness to utilize web-based media in their writing classes. In any case, there are a few issues that may be the boundaries for the students in utilizing online media, for example, a large number of classes, the absence of preparation in utilizing the web, and insufficient facilities. Sakkir [46] undertook another study, where he found that the use of social media platforms like Facebook enhanced the pupils' interest in participating the writing classes. It was proved and concluded in the study that the learners have great interest in using social media platforms like Facebook to write in English and keep their curiosity to learn English. An examination in learning English through web-based media has been directed by Sirivedin et al. [47]. This examination meant to research the utilization and effectiveness of Facebook among the English-learning students, and the results showed that to improve composing abilities, specifically exactness, seriousness, clearness, and pertinence, Facebook was very helpful. Furthermore, it can upgrade familiarity, self-assurance, fulfilment, and worth. Web-based media has been demonstrated to help college students in Khyber Pakhtunkhwa to enhance their skills in English language, which was uncovered through an examination held by Khan et al. [48]. Their study reported that the utilization of web-based media platforms, such as Facebook, Twitter, Flickr, WhatsApp, and Skype, could enhance the aptitudes of students in learning English, specifically tuning in, talking, perusing, composing, and language segments; in particular jargon and grammar. The benefit of using web-

based media to learn English as an unknown dialect additionally has been concentrated by Al-Mubarak [49]. His study was based on the 4-year B. A. students of English Major, at Al Ardh School of Science and Arts for the female students of Jazan University, Saudi Arabia. The result of this study explores that using online media is enormously helpful in the teaching-learning process as it affects the pupils' accomplishment to learn an unknown dialect like English. Another similar investigation has additionally been directed by Belal [50]. Here, the researcher just featured the impact of online media on the students of tertiary level talking and composing. The after-effect of this investigation found that web-based media decidedly influenced the students just as the instructors' talking and composing abilities through the discussions of group, where they could trade their thoughts and share their subject materials and tasks. An investigation on the impact of utilizing Facebook to improve the skills of writing and vocabulary among the students of the University of Jordan was undertaken. The results of this investigation showed that the pupils who were instructed to compose utilizing Facebook attained better scores and had more extravagant jargon compared with those students who utilized the traditional strategy [51]. Several other online media applications are there that might be pertinent to learning English. Anwas et al. [52] concluded that social media is necessary to learn English in Indonesia as a foreign language. Another important cell phone application known as WhatsApp permits clients to send messages, voice messages, reports, pictures, and allows voice and video calls as well. In an investigation including college-level English language students, Hamad [53] revealed that students consider this App extremely useful in creating English abilities and improving English jargon. Duffy Bayuon et al. [54] reported that 94% of respondents in their study believed that social media is one of the best ways to learn English. The present study focused on the status of the undergraduate students of Assam, India, whose mother tongue is Assamese, with respect to their using social media and mastering English, thus understanding the condition of the students with their counterparts in various parts of the world.

4. Methodology

This investigation was descriptive in essence. It aimed to examine and measure the role of web-based media in learning English by the undergraduate pupils of Assam, India. Moreover, to collect the data from the respondents, an online well-designed questionnaire was prepared. The study was carried out in different colleges across Assam.

4.1. Sample Size. The investigation covers 274 undergraduate students of various colleges of Assam, who study English as a second language since the mother tongue of the students is Assamese. The population of this study is formed by 56% boys and 44% girls, who are from 22 different undergraduate colleges across Assam, India.

4.2. Research Instruments. A structured questionnaire was used for this investigation as the research instrument to gather the perspectives of the respondents about their accessibility of technology, their competencies with social media, usage of social media, and applicability of English. The research instrument included 34 items, out of which 16 were based on “yes” and “no” type, and 7 items related to competency were with a five-point Likert Scale of “Very good,” “Good,” “Moderate,” “Weak,” and “Not applicable.” 11 things identified with the use of online media are incorporated with a five-point Likert Scale, fluctuating from “Strongly Agree” to “Strongly Disagree.”

Table 1 shows the reliability statistics of the instrument employed in the research. It was measured based on Cronbach’s Alpha, and the overall reliability coefficient of 0.69 reveals that it is reliable and can be accepted. Moreover, Table 2 shows the interpretation of Cronbach’s Alpha reliability statistics.

4.3. Data Collection. For this survey, the investigators took the help of Google Forms. They shared the link of the Google Form with various teachers of undergraduate colleges in Assam. The teachers sent the same to their students along with a request to fill the forms through WhatsApp. The data of this investigation were inquired using the software called Statistical Package for the Social Sciences (SPSS). The results were used accordingly to expound the outcomes, and consequently, propositions were drawn.

5. Results and Findings

Table 3 displays the result of the demographic depiction of the population in this investigation.

As far as the gender of the demographic profile of the respondents is concerned, Table 3 reveals that 56% of respondents were boys, whereas 44% were girls. All the students are undergraduate and are from the colleges of both urban and rural areas. In terms of the courses, 78% of respondents are from degree level and only 22% of students are from higher secondary (10 + 2) level. These findings showed that girls and the HS level students had less participation in the survey. Maybe the girl students and higher secondary level students had less access to internet and ICT tools like mobile phone through which the Google form (questionnaire) was circulated. The answer to the first research question, i.e., “To what extent do the students of Assam have access to ICT tools?” is provided in Table 4 along with the findings.

It is shown in Table 4 that 97% of students have access to smartphones as shown in the mean score (9.7). The 95% access to the internet by the respondents seems to be a shred of healthy evidence that shows that almost all the students are connected with their teachers and fellow learners through the internet. Most interestingly, 96% of respondents have access to social media. In terms of computer, only 44% of students have this ICT tool in their homes. Only 7% of students have access to IPAD as it is a costly device, while 93% of students do not have this device. The results revealed

that the least number of students use IPAD, and their mean score is (0.7). It is likely to be the poor financial state of the understudies’ guardians. However, 96% of pupils are using web-based media, meaning that almost all the students are connected to teachers and other fellow students through the different platforms of web-based media. The answer to the second research question “To what extent do the students of Assam have the competency to use social media?” has been discussed in Table 5.

As far as the competencies of the respondents are concerned, the findings show that the highest competency among the students is in using WhatsApp, the mean score being 7.81 and the percentage being 96% (moderate, good and very good). The second highest competency of the students in handling social media is YouTube (mean score 7.58). It means that 95% of students have the competencies to use this social media platform. The famous social media platforms like Facebook have 69% of students who have the competencies to use it (mean score 5.88), and 31% of students either do not use it (not applicable) or are weak in using it. It is shown from the table that Instagram (mean score 5.68) and Messenger (mean score 5.30) are the two social media apps in which the students have medium competencies; the percentages are 65% and 57%, respectively. The findings shown in Table 3 also revealed that Twitter (mean score 3.83) and IMO (mean score 3.01) are the two social media apps the respondents either do not use (not applicable) or may not have the competency to use. Thus, it can be concluded that WhatsApp is the most famous web-based media platform among the college understudies of Assam, India. Findings on the elements that influenced the use of social media are shown in Table 6. The answer to the third research question “What are the elements that influence the usage of social media among the students of Assam, India?” has been discussed.

Table 6 above showed that 90% of students agreed and strongly agreed to item no. 3, i.e., “I utilize online media to learn new things,” the mean score of which is 7.79. The second highest element that influences the usage of social media is item no. 7 (mean score 7.62), “I use social media to gain knowledge.” 89% of understudies concurred and emphatically consented to this factor. 80% of respondents agreed and emphatically concurred that they utilize online media in learning English (mean score 7.38). The other factor that almost reached up to 80% in terms of “agree” and “strongly agree” is item no. 10, “I use social media because it is useful for me” (mean score 7.23). The findings also revealed that 73% of respondents use web-based media to communicate with their friends. It means, besides learning new things, gaining knowledge, and learning English, a good number of students use social media as a tool for communication with their friends and relatives. Some elements with average frequencies are item numbers 6, 8, 2, and 11, the mean score of which are 6.75, 6.63, 6.41, and 5.29, respectively. A total of 55% of respondents differ in their views and firmly conflicted to the fact “I use social media because my friends use it,” and only 23% of students agreed that they used social media because their friends use it. However, 38% of students disagreed and strongly disagreed to the fact “I

TABLE 1: Reliability statistics

Component of questionnaire	Cronbach's alpha	Cronbach's alpha based on standardized items	Number of items
Accessibility of technology	0.365	0.453	5
Competencies	0.787	0.785	7
Usage of social media	0.764	0.775	11
Applicability of English language	0.726	0.733	11
—	0.660	0.686	34

TABLE 2: Interpretation of Cronbach's Alpha reliability statistics.

Cronbach's alpha score	Level of reliability
0.0–0.20	Less reliable
>0.20–0.40	Rather reliable
>0.40–0.60	Quite reliable
>0.60–0.80	Reliable
>0.80–1.00	Very reliable

TABLE 3: Demographic depiction of the respondents.

	Item	Percentage of frequency
Students	Boys	155 (56%)
	Girls	120 (44%)
Course	Higher secondary (HS)	61 (22%)
	Degree	214 (78%)

TABLE 4: Allocation, frequency, and mean on the access to ICT tools.

Sl. No.	ICT items	Yes (%)	No (%)	Mean
1	Do you have access to a computer?	120 (44%)	155 (56%)	4.4
2	Do you have a smartphone?	266 (97%)	9 (3%)	9.7
3	Do you have an IPAD?	20 (7%)	255 (93%)	0.7
4	Do you have access to the internet?	262 (95%)	13 (5%)	9.5
5	Do you use social media?	263 (96%)	12 (4%)	9.6

TABLE 5: Allocation, frequency, and mean on the respondents' competency to use social media.

Sl. No.	Social media item	Not applicable	Weak	Moderate	Good	Very good	Mean
1	I am competent to use Facebook.	64	21	34	101	54	5.88
2	I am competent to use WhatsApp.	5	6	20	121	122	7.81
3	I am competent to use Twitter.	145	39	33	32	25	3.83
4	I am competent to use Instagram.	73	22	38	84	57	5.68
5	I am competent to use YouTube.	9	6	25	129	105	7.58
6	I am competent to use Messenger.	95	21	30	72	56	5.3
7	I am competent to use IMO.	205	18	10	25	16	3.01

burn through my time when I utilize online media,” while 31% of respondents thought that using social media is a waste of time. The finding shows that many students use social media for entertainment purposes and not for learning new things or for learning English. Maybe, this is the reason why 31% of respondents concurred and emphatically consented that using social media is a waste of time. Findings on the perception of the usage of English while using social media are shown in Table 7. The answer to the fourth research question “How do the undergraduate students of Assam, India, use social media to learn English?” has been discussed.

Based on Table 7, it is understood that most of the students responded quite positively (71%–90%). The

findings in the above table showed that 90% of students prefer to use English while they use social media with a mean score of 9.0. The study also revealed that 89% of respondents believed that they felt comfortable writing in English on social media. 85% of respondents liked copying words, phrases, or sentences from social media in their notebooks, meaning that most of the understudies had the option to administer their learning methodology. Also, 84% of students believed that social media was another best platform to develop English, and it helped them improve their skills in English. The study also uncovered that 29% of respondents did not allude to the dictionary prior to posting anything via web-based media, and 25% of respondents were not sure to address their companions' mistakes in grammar via online

TABLE 6: Allocation, frequency, and mean on the elements influencing the usage of social media.

Sl. No.	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
1	I utilize online media to speak with my companions.	6	11	58	144	55	7.02
2	I utilize online media to speak with my family.	8	37	76	114	39	6.41
3	I utilize online media to learn new things.	5	2	22	132	113	7.79
4	I use social media to follow my favourite artist.	16	31	51	123	53	6.59
5	I utilize online media to learn English.	8	9	37	130	90	7.38
6	I utilize web-based media to pass my free time.	8	23	57	143	43	6.75
7	I use social media to gain knowledge.	7	1	23	151	92	7.62
8	I use social media to follow the latest trend (fashion, movie, music).	12	34	48	130	50	6.63
9	I use social media because my friends use it.	40	109	61	51	13	4.71
10	I use social media because it is useful for me.	6	8	40	158	62	7.23
11	I burn through my time when I utilize online media.	23	81	86	70	14	5.29

TABLE 7: Allocation, frequency, and mean on the respondents' perception of the usage of English language while using social media.

Sl. No.	Items	Yes (%)	No (%)	Mean
1	When I use social media, I like to use English.	248 (90%)	27 (10%)	9
2	I feel good writing in English via online media.	244 (89%)	31 (11%)	8.9
3	I feel excited to use English on social media.	228 (83%)	47 (17%)	8.3
4	I improve my English writing skill by writing posts on social media.	229 (83%)	46 (17%)	8.3
5	I improve my speaking fluency using social media.	215 (78%)	60 (22%)	7.8
6	In improving English, social media helps me.	232 (84%)	43 (16%)	8.4
7	I refer to the dictionary before posting anything on social media.	194 (71%)	81 (29%)	7.1
8	Using social media develops my interaction with classmates and lecturers; it is also helping in my academic performance.	226 (82%)	48 (18%)	8.2
9	I believe that social media is another best platform to develop English.	231 (84%)	44 (16%)	8.4
10	I am confident to correct my friends' English grammar mistakes on social media.	207 (75%)	68 (25%)	7.5
11	It helps me in copying words, phrases, or sentences from social media in my notebook.	234 (85%)	41 (15%)	8.5

media. These respondents may not have good command over grammar to rectify the mistakes of their friends' writings on social media.

6. Discussion

The results and findings above are from the feedbacks gathered through a set of questionnaires by 274 undergraduates from 22 different colleges across Assam. The research questions of this qualitative study are enumerated and discussed one by one.

Research Question 1: to what extent do the students of Assam are accessing the tools of ICT?

As far as the above research question is concerned, it is found that 97% of the respondents have access to smartphones, and 95% of them use the internet. Surprisingly, 96% of them have access to social media platforms, such as Facebook, WhatsApp, YouTube, etc.

This finding indicated that almost all the students had proper access to ICT, which is an effective tool in the present era of the modern education system. It is in line with the conclusions drawn in an earlier study, wherein it was reported that the combination of ICT in the students' lively learning process has emphatically affected learning perception among the students [55]. The findings shown in Table 4 also supports the results of previous studies undertaken by Khaloufi and Laabidi [1] and Asmara et al. [4], which reported that the use of ICT could be a great help in improving the language skills and helped in empowering and motivating new learners in English language acquisition.

Research Question 2: to what extent do the students of Assam have the competence to use social media?

The results and findings showed that the students are most competent in using WhatsApp, which is the most popular social media app in the world today. It is

expected that WhatsApp is the most suitable mobile app that could benefit their learning needs in the twenty-first century. The students could possibly engage themselves using WhatsApp, which allows them to operate its various functions in linking and interacting with others in a group by the way of sharing and conversation. The finding of WhatsApp being the most popular social media supports the findings of Budianto and Arifani [56], wherein it was reported that WhatsApp can be a satisfactory predominant tool for learning English by the EFL students. The respondents showed their second highest competency in using YouTube. It may be agreed that almost all the undergraduates watched YouTube and thus have the competency to use it. Though Facebook is a famous social media platform, only 69% of undergraduates of Assam have the competency to use it. It may be because of the reason that students do not have much time to spend on Facebook or they may think that using Facebook is a waste of time [57–59]. This finding is unlike the finding of Sakkir [46], who found that the use of social media platforms like Facebook enhanced the pupils' interest in participating in the writing classes. Also, maybe the instructors have not engaged the students with the help of Facebook in the class. The study by Bailey and Almusharraf [60] found that Facebook is one of the social media platforms that supports instructor-led engagement strategies. The findings with respect to less competency in handling Twitter (32%) and IMO (18%) may be because of the fact that they do not like to use it as many of their friends are not using it or maybe these social media platforms are not popular in the state of Assam. The findings in [32] also reported that 96% respondents did not have competency in using Twitter.

Research Question 3: what are the elements that influence the usage of social media among the students of Assam, India?

With respect to the elements that influence the usage of social media, 90% of respondents reported that they learn new things using social media. This finding is in conformity with the earlier study by Nasrulla and Firdouse Rahman Khan [61] who reported that students exchanged academic materials using social media and learned new things. Social media is a good platform for them to gain knowledge, and they think that they learn English when they use social media [62–64]. They also feel that the usage of social media is very useful for them. However, some respondents honestly confessed that they waste their time when they use social media. This finding is unlike the findings of a previous study, where it was stated that Facebook had an important role in aiding the pupils to master the English language [65]. This finding comes closer to the observation of Altam [66] who observed that while using social media, students do not realize the passage of time, especially when they chat with their friends. Hence, we may appreciate the use of social media as a tool for learning

English, however, at the same time, we must be cautious of such drawbacks.

Research Question 4: how do the undergraduate students of Assam, India, use social media to learn English?

As far as the perception of the usage of English while using social media is concerned, the findings indicate that the respondents prefer to use English, and they feel comfortable writing in English on social media. It is against the findings of a previous study, where it was discovered that students used regional language instead of English, and it was suggested that one can learn using social media if one used it with the aim of learning alone [67]. Social media helps them improve their skills in English. This finding is in agreement with the findings of Al Arif [68], where the researcher found that social media may help the pupils learn English for communication, daily interaction, group discussion, and preparing assignments. From the study, it was found that the students also copied the interesting words, phrases, or sentences from social media in their notebooks. Moreover, the attitude of the respondents to various social media platforms as a pedagogical tool is encouraging and affirmative; they feel that social media is one of the best ways to practice English. Hence, it is suggested that the positive impacts of various social media platforms might be taken into consideration to enhance their skills in the English language and help the college students improve their all-round personality.

7. Implication of the Study

The implication of the research is that using social media in a foreign language like English may require skill in a place where the native language is not English. The results and findings of the investigation may provide some insights into how the teachers could exploit the various functions of social media to teach English. College teachers may be benefited from this study, who can motivate the students to use various ICT tools to engage them in using social media with a view to enhance their English language skills.

8. Limitations and Suggestions

This study, like other studies, has some limitations. Firstly, the sample of the study only covers 274 college students of the lower Assam region instead of the entire state. Because of this limitation, the research might not mirror the real conditions of the undergraduates of Assam properly. It is, therefore, recommended that future research may be undertaken with a bigger sample across the entire state. Secondly, the study was undertaken to explore the role of social media in learning the English language in general. Future studies may be replicated or extended, focusing specifically on single skills like writing or speaking. Additionally, this research is based on only six social media platforms. Further research could also be undertaken based on other social media platforms, such as LinkedIn, Telegram, Snapchat, and

Quora. Thus, further research on a similar topic might be held by the researchers who may study the role of social media on specific language skills like reading, writing, listening, and speaking so that broader viewpoints can be divulged and the shortcomings of the study can be overcome.

9. Conclusion

The current investigation aimed to explore the role of social media among the undergraduates of Assam in learning the English language. In the study, all the popular social media platforms in Assam were taken into consideration, and it was investigated whether college-goers learn English using social media. A remarkable finding is that most of the undergraduates think that they learn English when they use social media platforms, such as WhatsApp, YouTube, Facebook, etc., though some of them find Facebook to be a waste of time. They also learn interesting words, phrases, or sentences from social media and copy them in their notebooks. Moreover, the attitude of the students toward the social media platforms as pedagogical tools is encouraging and positive. They also feel that social media is one of the best ways to practice English. To sum up, it is propounded that social media has a great role in learning English, especially in a state like Assam, where the mother tongue of the students is Assamese. The outcome of this study recommends that the learners must be motivated to engage themselves to use social media in English to master this language and improve their English proficiency.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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