

Spring 2017

The Impact of Social Media on ESL Students' Learning Performance

Phasita Anankulladetch
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Anankulladetch, Phasita, "The Impact of Social Media on ESL Students' Learning Performance" (2017).
Capstone Projects and Master's Theses. 135.
https://digitalcommons.csumb.edu/caps_thes_all/135

This Master's Thesis (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Running head: SOCIAL MEDIA AND ESL STUDENTS' LEARNING

The Impact of Social Media on ESL Students' Learning Performance

Phasita Anankulladetch

Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Education

California State University, Monterey Bay

May 2017

©2017 by Phasita Anankulladetch. All Rights Reserved

The Impact of Social Media on ESL Students' Learning Performance

Phasita Anankulladetch

APPROVED BY THE GRADUATE ADVISORY COMMITTEE

Kerrie Chitwood, Ph.D.
Advisor and Program Coordinator, Master of Arts in Education

Casey McPherson, Ph.D.
Advisor, Master of Arts in Education

Erin Ramirez, Ph.D.
Advisor, Master of Arts in Education

Kris Roney, Ph.D. Associate Vice President
Academic Programs and Dean of Undergraduate & Graduate Studies

SOCIAL MEDIA AND ESL STUDENTS' LEARNING

Abstract

In recent years, social media has become a common technology-supported learning tool for public and academic use. Students can use social networks to supplement their learning through the discussion and sharing of academic materials. The purpose of this study was to identify the English as a Second Language (ESL) students' experience in the classroom facilitated by using a social media platform. Specifically, a quasi-experimental quantitative research design was used to determine the impact of social media on ESL students' learning performance. Participants consisted of ESL students' at an adult school in Central California aged 18 and older ($n = 37$). In order to assess the learning performance of ESL students, a Student Perception Toward Social Media in Education survey (SPSME) was used to measure students' feelings about the impact of using social media on academic performance. Independent and paired samples t-tests were conducted to determine if there were statistically significant differences between the means of both groups on the SPSME. Data analysis revealed a statistically significant difference between the mean scores on the post-tests between the two groups (i.e., treatment and control). Meaning that the students in the treatment group demonstrated greater perception of engagement and improved upon their learning performance more than the students who did not receive the social media intervention.

Keywords: technology, social media, blogs, ESL, students' engagement, students' academic performance.

Table of Contents

Abstract.....	iii
Literature Review.....	1
Methods.....	7
Results.....	15
Discussion.....	17
References.....	21
Appendix A.....	25
Appendix B.....	27

The Impact of Social Media on ESL Students' Learning Performance

Literature Review

Social media is an Internet based technology that is used to create and share online information, which helps facilitate media and information sharing, collaboration, and participation (Evans, 2014). Furthermore, social media enables two or more people to interact and communicate with each other. Social media platforms such as Google, Facebook, Twitter, LinkedIn, and YouTube hold a great potential of being an online channel to facilitate student learning by providing a vast opportunity for learners to access and gather information to build, modify, and share their knowledge (Gaytan, 2013). With the rapid growth of technologies and the presence of social media, the potential to support learning and motivate students is abundant (Gikas & Grant, 2013).

Many students use social media in their daily lives to communicate with others. It has become a common technology-supported learning tool for public and academic use. According to Regan (2015), 1.93 billion people utilize mobile technology for social media platforms. The number of social media users has risen by 176 million in the last year and has reached over 2,206 billion active users in 2015, which resulted in 30% of global penetration. Since social media usage continues to rise, there is an opportunity for schools to integrate social media tools into students' organizational learning process which allows individuals to observe, gain, and share knowledge within their communities.

Social Media in Education

In recent years, social technologies have been widely used by students on a daily basis. Although it was perceived as a type of technology used mainly for social and

entertainment purposes, it has gradually been adapted for use in education (Top, 2012). There are many free and inexpensive applications available in app stores that provide potential opportunities to the academic world. The use of these applications helps to create social-media-focused culture that is influencing how people communicate, teach, and learn (Mao, 2014). Lau (2012) reported that online social networks help initiate learning activities among students. Students who use online social networks can develop their knowledge based on extensive communications and knowledge sharing from the social network sites. Mao (2014) investigated high school students' affordances for social media, their attitudes and beliefs about these new technologies, and related obstacles and issues in using social media. Findings indicated that students show positive attitudes and beliefs about social media use in education. Specifically, students believed they could improve their learning when using social media and also enjoy using social media for an assignment or their own learning after school. However, some students thought that social media created a distraction and was time consuming. The study results also suggest that scaffolding is necessary for social media to be used as effective learning tools (Mao, 2014).

Social media and student engagement. Social networks have been found to be a tool to facilitate interactions and support active participation (Junco, Heiberger, & Loken, 2011). A number of studies have found a relationship between technology use and engagement (Chen, Lambert, & Guidry, 2010; Faizi, El Afia, & Chiheb, 2013; Junco et al., 2011; Yu, Tian, Vogel, & Kwok, 2010). In a study using a set of items developed by the National Survey of Student Engagement (NSSE), Chen and colleagues (2010) investigated the impact of Web-based learning technology on student engagement and

learning outcomes in a traditional classroom and online learning environments. A positive relationship was found between the use of Web-based learning technology and student engagement.

Students who utilize social networking technologies in their learning were not only found to be active and highly engaged, they are also reported to have higher gains in general education. Moreover, Junco and colleagues (2011) conducted an experimental study using Twitter as a social networking platform for various types of academic and co-curricular discussions. Results indicated that Twitter can be used as an educational tool to support active participation and collaboration. Additionally, using Twitter as a microblogging tool can extend communication among students as it helps students increase a sense of connection. Further, the Twitter assignments promoted active learning and allowed instructors to provide prompt feedback. By effectively incorporating social networks as learning tools in the classes, instructors can expect to reach higher levels of learning as well as effective classroom management (Revere & Kovach, 2011).

Given the importance of collaboration in the learning process, social media tools function as platforms for learners to access, collect, and share information. Further, online social networking helps students to (a) develop satisfying relationships with peers (Yu et al., 2010), (b) improve engagement and communication with peers and teachers (Faizi et al., 2013), and (c) collaborate to achieve common goals (Faizi et al., 2013). It is also possible that some students may feel more comfortable expressing themselves and sharing their thoughts through online channels rather than through traditional face-to-face classes. Moreover, as opposed to classical instructional models that focus on individual

learning processes, online social networks allow students to bring their ideas together, examine them with peers, and publish them in such a way that allows for revisiting and revising (Faizi et al., 2013). Finally, Additional research has demonstrated that students who work as a group learn more and retain information longer, especially when they are able to be actively involved in the process; and, social media may be a way for students to engage in those activities (Faizi et al., 2013, Junco et al., 2011).

Social media and student learning achievements. The use of social media in an academic course can connect students and encourage them to create a virtual community that leads to better content learning. Social media provides an opportunity for students to expand their learning environment, explore the new resources, and be used as a tool to facilitate the learning communities by encouraging collaboration and communication. Al-Rahmi and Othman (2013a) conducted a study regarding the impact of social media use on academic performance among university students. The results revealed that social media integration facilitates students' academic experience, which relates to students' academic performance. Further, social media integration was found to increase the interaction within the class among students and teacher, which increase students' participation and enhance collaborative learning. Similarly, a study by Olaleke, Iroju, and Olajide (2015) revealed that social media can be used to enhance students' learning abilities through interactions among learners and teachers. Specifically, online social media can facilitate students' academic experience by supporting environment for academic discussions, which helps improve learning motivation. Further, by allowing students to discuss the same content at the same time within a virtual community, students can build on conversations and make connections across multiple sources (Frye,

Trathen, & Koppenhaver, 2010). This increases a chance of student learning outside the traditional classroom situation.

Social media and ESL students. The relevance of social media to educational success has been an issue of interest. It is no doubt that language and communication play an important role in exchanging data and sharing information on the use of technology in education (Reinhardt & Zander, 2011). Social media tools such as Facebook and Twitter enhance communication and can potentially be exploited for language learning (Thurairaj, Roy, & Subaramaniam, 2012). It has been incorporated in academic course content to encourage students' participation, which allows students to interact, learn and share information with others. There is research to suggest using social media in English as a Second Language (ESL) classroom helps facilitate language learning (Reinhardt & Zander, 2011). For example, Boonmoh (2010) found that using blogs in ESL writing class can encourage students to write and practice self-expression. Similarly, Puthikanon (2009) found that using WebQuests in ESL reading class can increase critical thinking. Furthermore, Bakar, Latif, and Ya'acob (2010) carried out a study on how to integrate the blog as an educational tool in the ESL classroom. The results revealed positive responses from the students about using the blog in learning the second language. They perceived that the use of blog had generally enhanced their reading and writing skills, established their self-confidence, enhanced their communication skills and reduced their anxiety (Bakar et al., 2010). It has become a productive learning tool, especially for the language learning students.

Challenges for Social Media Use. Many studies have demonstrated the benefits of using online networks in education (Al-Rahmi & Othman, 2013a; Chen et al., 2010;

Faizi et al., 2013; Junco et al., 2011). According to Gurcan (2015), social networks can be used in academic settings to improve communication skills between students and teachers, promote students' engagement, facilitate collaborative learning, and enhance academic relationship among peers. Thus, social media plays a significant role in the exchange of information, which provides an opportunity for learners to continually connect and learn within academic environments. Conceptually, the use of social media tools in the classroom has gained popularity, as it helps increased social communication and collaboration, as well as enhanced knowledge sharing (Al-Rahmi & Othman, 2013b). However, the adoption of these tools in the classroom is creating a challenge whether students can manage between personal and professional lives.

As mentioned in the study by Al-Rahmi and Othman (2013a), there is a need to control and manage students' time on the use of social media, as it would have a negative effect on the academic performance of students. An example of this concern is the study from researchers at Baylor University, who found that students spent more time visiting social networking for entertainment purposes such as follow sports figures or catch up on the news (Wood, 2014). Moreover, some students found social media to be a helpful learning tool but mentioned some difficulties, which included the weakness of the Internet at home (Al-Rahmi & Othman, 2013b). Given this evidence, researchers continue to question the role of social media in education and whether or not it supports interaction within the classroom or just creates a distraction. Additional evidence is needed in order to determine the usefulness of social media as a tool to enhance the process of learning.

Methods

Many researchers indicated that social media can be used as learning tools to enhance the process of learning (Evans, 2014; Kolokytha, Loutrouki, Valsamidis, & Florou, 2015; George, Dreibelbis, & Aumiller, 2013). It would be interesting to know if the ESL students are able to improve their language learning through the online communication. Therefore, the purpose of this study is to identify the ESL students' experience in the classroom facilitated by using a social media platform and how it uses supports their academic achievement. The research aims to uncover whether social media channels can increase ESL students' participation and improve their academic performance.

Research Question

Can social networking impact ESL students' learning performance in an adult school?

Hypothesis

The research indicated that the use of social media created opportunities for interaction and collaboration, as well as allowed students to engage in communication (Gikas & Grant, 2013). Much of the research in this field indicated that using social media as an educational tool can lead to increased student engagement and increased students' learning performance (Al-Rahmi & Othman, 2013a; Chen et al., 2010; Faizi et al., 2013; Junco et al., 2011). Based upon the research available in this topic the students exposed to teacher integrated online social networking in class were predicted to increase their participation and improve upon their learning performance.

Research Design

An experimental quantitative research design was used to determine the impact of social networks on ESL students' learning performance. The study was comprised of one control group and one treatment group. The control group was one class of ESL students; this classroom did not receive any intervention or treatment. The treatment group was another class of ESL students in the same grade level; the students in this class participated in a 4-week online blogging discussion. Both treatment and control groups took a pre-test survey to measure the students' feeling about the impact of using social media on academic performance. Then, the students in both groups took the same survey after the completion of the four weeks intervention as a post-test.

Independent variable. The independent variable in this study was a four-week online blogging discussion facilitated by the classroom teacher and the researcher. According to Bakar and Ismail (2009), blogs are best described as the websites that allow people to communicate with each other by leaving the comments on the content of the blogs or by discussing new ideas. To replicate the previous study, in-class assignments were provided through the social network platform with the ESL students.

Dependent variable. The dependent variable in this study was the students' learning performance. Students' learning performance can be defined as a students' engagement and students' academic performance (Kirschner & Karpinski, 2010). For the purpose of this study, students' learning performance was evaluated through the pre-test and post-test survey questions (Al-Rahmi & Othman, 2013a). The survey questions examined the students' opinions about the use of social media on academic performance.

In this study, this pre-post test survey was called “Student Perception Toward Social Media in Education survey” (SPSME; see Appendix A).

Setting & Participants

This research was conducted at an adult ESL school in Central California. The school serves an international community in the English as a Second Language course. The students in the school are from 28 countries. The students were placed in levels of language fluency ranging from 1st to 4th grade. Two classrooms were purposefully selected as a sample to make sure that they were in the same grade level. The total participants were 37 students, consisted of 12 males and 25 females. 32% of the students identified as Southeast Asia, 22% identified as Latino, 27% identified as East Asia, 11% identified as South Asia, 3% identified as Middle East, and 5% identified as Europeans. The age-range of the participants in both treatment and control groups were between 18-55. The SPSME was used as a pre-test and post-test to collect the information about students' experiences and impact of using social media on their academic performance.

Treatment group. The treatment group was one class of the ESL students in an adult school comprised of twenty students; all aged 18 to 55 years. Six students were male (30%) and fourteen students were females (70%). They were international students from various countries, who had fair to moderate English speaking abilities. The students were taking the classes from 9 AM to 12 PM Monday through Thursday. The everyday classes mainly consisted of reading, writing, and listening.

Control group. The control group was also the ESL students from the same grade level in an adult school comprised of seventeen students; all aged 18 to 55 years. Six students were Male (35%) and eleven students were females (65%). They were

international students from various countries, who had fair to moderate English speaking abilities. The students were taking the classes from 9 AM to 12 PM Monday through Thursday. The everyday classes mainly consisted of reading, writing, and listening.

Measures

The measure used in this study was the Student Perception toward Social Media in Education survey (SPSME). It consisted of twenty questions on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The SPSME survey asked students to respond on the Likert scale to demonstrate their level of agreement with a list of statements. The survey was designed by Al-Rahmi and Othman (2013a) to examine the students' opinions about the use of social media and its' effectiveness. The questions were divided into five sections with the subscales of: interactivity with peers, interactivity with teachers, engagement, perceived usefulness, and students' academic performance (Al-Rahmi & Othman, 2013a). Both the control and treatment groups were given the SPSME survey as a pre-test in class prior to the implementation of the social media integration. The same survey was given as a post-test to both experimental and control groups to make the data comparison.

Validity. The SPSME survey internal validity has been established in multiple studies (Al-Rahmi & Othman, 2013a; Al-Rahmi & Othman, 2013b) as it was modified with reference to a pilot study and tested before-hand to examine the students' opinions about the use of social media on academic performance.

Reliability. Al-Rahmi and Othman (2013a) analyzed the final questionnaire for the effectiveness of the research using Cronbach's alpha value to ensure stability coefficient alpha from the total amount of the questionnaires was established. The result

implied that all of the variables had high reliability with the Cronbach's alpha value of 0.85.

Intervention

Students in the treatment group participated in a 4-week online blogging project. The project featured two components, which were online blogging discussion and in class face-to-face discussion about the information posted on the blog. The teachers first provided some basic instruction on how to use online blogging platform. The students were assigned the topic and questions weekly to discuss on the blog, then used the information on the blog for group discussion in class.

The study by Al-Rahmi and Othman (2013a) provided strong support that social media facilitates interactivity with peers, interactivity with teachers, and engagement, which helps improve students' academic performance. Bakar and Ismail (2009) conducted a study incorporating blogs as part of an English project assignment and found that the students were able to write longer online compared to write on paper. The result shows that the students had a positive attitude about blogging and perceived blogging as an interesting and motivating learning environment (Bakar & Ismail, 2009). However, the limitation in the study was that the participants needed to have some basic knowledge of computer skills.

Procedures

Based on the study of Baker and Ismail (2009), the blogging integration was used in this study. The students in both groups were given the SPSME survey as a pre-test prior to the intervention to measure the students' feelings about the impact of using social media on academic performance. Then, the teacher incorporated the blog into the

treatment group's class as an online writing platform for four weeks. The teacher also set up expectations and norms for communication and participation for both face-to-face and virtual interactions. Everyone in the treatment group learned some basic knowledge how to use blog online.

Each week, the treatment group was given a discussion topic on the blog, while the control group did not participate in the online blog project. The control group was provided the normal class instruction and paper assignment. The students in the treatment group were asked to write their own response on the blog and also reply to at least one of their classmates. A notification was created so that the class was automatically notified about each new posting, and students posted their response directly to the blog using their mobile devices. The face-to-face discussion about the information posted on the blog was arranged in class to help the student learn how to construct their learning while blogging. They were encouraged to ask the questions from the teacher and discuss with peers during the class time, then completed the blog as a weekly assignment at home.

After the completion of the intervention, the SPSME survey was given to both treatment and control group as a post-test. There were no measurements taken during the intervention.

Fidelity. To ensure that the online blogging was implemented as intended by every student in the treatment group, the researcher was a second observer who monitors the process closely. The researcher and classroom teachers worked together to ensure that the online blogging intervention was only administered to the treatment group. The ESL students in both treatment and control group were not informed about the purpose of

the study. The classroom teachers were instructed not to share their opinion about the project in any other classes. They were asked to provide a constant instruction and make sure that the students know how to participate in the online blogs. The researcher visited the school sixteen times throughout the study to ensure 100% fidelity (see Appendix B).

Ethical Considerations

On agreeing to participate in a research project, the students were provided all of the information that they needed to make the decision about participating in the research. The student's name was not given in the final report to protect his/her confidentiality. There was no perceived harm or physical injured expected during the intervention. The students attended the regular class hour with no extra class work, as the regular assignment was transferred to the online writing platform. For those students who needed extra support in basic computer skills, the teacher was available after the class or by appointment.

The study required students to participate online and complete the assignments in a variety of formats, which caused the students to lose their focus on studying. This concern had a potential downside since it gave the students a chance to move their attention back and forth between studying and various forms of technology. To avoid distraction, the researcher set up expectations and discipline for online participation. The teacher and researcher worked together to make sure that the students in the treatment group did not easily get distracted and had good study habits to complete assignments and make good use of online networks.

Validity threats. Since the blogging intervention was provided online, there was a possibility that the students in the treatment group would discuss the intervention with

the students of the control group. There was also a likelihood that the students in the treatment group were not participating in the blog discussion. To address these validity threats, the students in the treatment group were informed not to discuss their class project or share their opinion with the students in other classes. The teachers included the second observer in the study process to monitor, encourage, and ensure that the students participated in the online blogging. The participation in the online blogging was counted as extra points for student's final grade.

Data Analyses

All data were entered into the Statistical Package for the Social Sciences® (SPSS®) for Windows, version 24.0.0 (SPSS, 2016). No names or identifying information were included in the data analysis. Before analyses were conducted all data were cleaned to ensure no outliers were present (Dimitrov, 2012). After cleaning the data, the final sample size was 20 participants for the treatment group and 17 participants for the control group. Independent (control and treatment groups) and paired (pre-test and post-test) sample t-tests were conducted to determine the significant difference in student perceptions between the mean scores on SPSME survey. Further, before interpreting the analytical output, Levene's Homogeneity of Variance was examined to see if the assumption of equivalence had been violated (Levene, 1960). If Levene's Homogeneity of Variance was not violated (i.e., the variances were equal across groups), data were interpreted for the assumption of equivalence; however, if the variances were not equal across groups the corrected output will be used for interpretation.

Results

Two independent samples t-tests were conducted on the whole sample ($n = 37$) for both the pre and post assessment scores. Results for the pre-test were calculated to find the mean for the treatment group ($M = 3.30$) and standard deviation ($SD = .64$) and mean for the control group ($M = 3.07$) and standard deviation ($SD = .57$). Levene's Homogeneity of Variance was not violated ($p > .05$), meaning the variance between groups was not statistically different and no correction was needed, and the t-test showed non-significant differences between the mean scores on the pre-tests between the two groups $t(35) = 1.15, p > .05$. Meaning that both groups had similar perception toward social media use in the classroom before they were exposed to the intervention (see Table 1).

Results for the post-test were calculated to find the mean for the treatment group ($M = 4.12$) and standard deviation ($SD = .40$) and mean for the control group ($M = 3.18$) and standard deviation ($SD = .49$). Levene's Homogeneity of Variance was not violated ($p > .05$), meaning the variance between groups was not statistically different and no correction was needed, and the t-test showed significant differences between the mean scores on the post-tests between the two groups $t(35) = 6.60, p < .001$. The statistic shows that the students in the treatment group demonstrate greater perception of engagement and improved upon their learning performance as compared with the students who did not receive social media intervention (see Table 1). This finding confirmed the hypothesis that students exposed to teacher integrated online social networking would increase their participation and improve upon their learning

performance, as students in the treatment group scored statistically significantly higher on the post-test than did the control group.

Table 1

Results of Independent Samples T-Tests

	Mean	SD
Pre Test		
Treatment	3.30	.64
Control	3.07	.57
Post Test		
Treatment	4.12	.40
Control	3.18	.49

Note. SD = Standard Deviation.

After determining the differences between pre and post assessment scores between groups, two paired t-tests were run for both groups (i.e., treatment and control) to determine if the mean scores from pre to post were significantly different within each group (see Table 2). Results for each group were as follows: treatment group, $t(19) = -7.26, p < .001$; control group, $t(16) = -1.51, p > .05$. The negative t-value for each group indicates an increase in scores from pre to post assessment. Additionally, the results show a significant change from pre-test to post-test in the treatment group (increase of .82 points) but not in the control group (increase of .11 points). Therefore, the treatment group scored statistically significantly higher from pre to post-test; however, the control group did not. This indicates that the treatment group demonstrated a higher increase in participant average scores than the control group. Meaning that the intervention of online blogging discussions was shown to be more effective than the traditional classroom

instruction for ESL students. Again, these results confirm the researcher's hypothesis that students perceptions about online learning would increase when using a blog.

Table 2

Results of Paired T-Tests

	Mean	SD
Treatment Group		
Pre	3.30	.64
Post	4.12	.38
Control Group		
Pre	3.07	.57
Post	3.18	.49

Note. SD = Standard Deviation.

Discussion

The purpose of this study was to identify the ESL students' experience in the classroom facilitated by using a social media platform, and how this platform supports academic achievement. This study included 20 ESL students who received an online blogging intervention and 17 ESL students who received traditional classroom instruction. Based on previous findings, it was hypothesized that the students exposed to teacher integrated online social networking in class (i.e., treatment group) would feel more engaged and improve upon their learning performance, than those in the control group (Al-Rahmi & Othman, 2013a; Chen et al., 2010; Faizi et al., 2013; Junco et al., 2011).

The results of this study indicated that the use of a blog as an online writing platform made students feel more engaged in the classroom than without the use of social media. The results of the post-test showed that students who received the online

blogging intervention had higher scores than students who received traditional classroom instruction. As mentioned by Bakar and colleagues (2010), the use of a blog as an educational tool in the ESL classroom enhanced the students' reading and writing. During the four week online blogging intervention, the students in the treatment group were engaged in the class blog discussion. As compared to the students in the class with traditional instruction only, the students in the treatment group enjoyed the online blogging discussion. They began commenting to each other and posting their ideas related to the topic assigned each week. These findings were reinforced by the studies cited in the literature review (Bakar, Latif, & Ya'acob, 2010).

Moreover, Chen and colleagues (2010) discovered that students who utilized social networking technologies in their learning were more likely to feel engaged and have higher gains in general education. Through an analysis of pre and post-test scores in this study, the students in the treatment group had a greater increase in scores than the students in the control group. In other words, the students in the treatment group demonstrated greater perception of engagement and improved upon their learning performance than the students who did not receive an online blogging intervention. The results suggested that using a blog as an online writing platform had a positive effect on ESL students' learning performance.

Incorporating online social network in the classroom creates a different learning environment for students, by allowing students to have discussion with each other within a virtual community. Students with low participation in traditional face to face discussion may have felt more comfortable expressing themselves and sharing their thoughts via text through online channels. The students in the treatment group remarked

that using the blog as an online discussion platform had benefited their personal relationships with their peers and teachers. They could discuss the same content, build upon conversations, and exchange ideas within the group. Specifically, they were able to construct their learning through the comments given by their friends, which encouraged them to learn successfully. By effectively incorporating social media in educationally relevant ways, it may lead to a positive effect on student engagement (Revere & Kovach, 2011). Although this study had positive findings that supported the researcher's hypothesis, as with every study there were some limitations that should be noted.

Limitations and Future Research

One limitation in this study was time. Due to time constraints, the study was conducted over the course of four weeks. The time constraint may have impacted student growth. A longer duration of intervention would provide richer data for more accurate results of the intervention. Another limitation in this study was that this research was conducted with a small group in only one grade level of English proficiency in an adult school. Future studies should involve more participants and include participants from different grade levels, as this would provide more information that might yield better or more transferable findings. Additionally, some ESL students were not exposed to the online blogging previously, which limited participation for these students considerably, compared with their classmates who were familiar with blogs. Previous experiences and comfort with online blogging may have affected the students' attitude and perspective toward an integrated blog project in this research. Thus, future research should provide a longer pre-intervention period where participants can become familiar with blogs before beginning the formal intervention. In addition, there is a need for future research to

explore students' actual learning in and out of classrooms with social media, moving beyond just changes in students' attitude (e.g., observe actual writing on the blog and apply a word limit to the writing).

Another recommendation for future research is to conduct similar studies with younger students to determine if the findings of this study could be seen with school-aged student. It would be worthwhile to conduct a study using social media to improve students' language learning and engagement with the students in different age groups to increase the generalizability of findings. Finally, differences in the types of social media have not been considered in this study. Therefore, the need exists for future research to determine how other social media platforms can be incorporated into academic courses. It would be beneficial to determine how different types of social media have different effects on ESL students' learning performance in the future.

During a four-week intervention, this study provided support for the usefulness of a blog in an educational setting; particularly for the ESL students in the language-learning classroom. Students shared knowledge with their peers and used online forums (i.e., blogs) to discuss new knowledge they gained from the class. The finding of this study found that social media platforms are an effective way for ESL students to improve their writing and participation.

References

- Al-Rahmi, W., & Othman, M. (2013a). The impact of social media use on academic performance among university students: A pilot study. *Journal of Information Systems Research and Innovation, 4*, 1-10.
- Al-Rahmi, W., & Othman, M. (2013b). Evaluating student's satisfaction of using social media through collaborative learning in higher education. *International Journal of Advances in Engineering & Technology, 6*, 1541-1551.
- Bakar, N. A., & Ismail, K. (2009). Using blogs to encourage ESL students to write constructively in English. *AJTLHE: ASEAN Journal of Teaching and Learning in Higher Education, 1*(1), 45-57.
- Bakar, N. A., Latif, H., & Ya'acob, A. (2010). ESL Students feedback on the use of blogs for language learning. *3L; Language, Linguistics and Literature, The Southeast Asian Journal of English Language Studies, 16*(1), 120-141.
- Boonmoh, A. (2010). Teachers' use and knowledge of electronic dictionaries. *ABAC Journal, 30*(5), 56-74.
- Chen, P. S. D., Lambert, A. D., & Guidry, K. R. (2010). Engaging online learners: The impact of Web-based learning technology on college student engagement. *Computers & Education, 54*, 1222-1232. doi:10.1016/j.compedu.2009.11.008
- Dimitrov, D. M. (2012). Statistical methods for validation of assessment scale data in counseling and related fields. Alexandria, VA: American Counseling Association.
- Evans, C. (2014). Twitter for teaching: Can social media be used to enhance the process of learning? *British Journal of Educational Technology, 45*, 902-915.
doi:10.1111/bjet.12099

- Faizi, R., El Afia, A., & Chiheb, R. (2013). Exploring the potential benefits of using social media in education. *International Journal of Engineering Pedagogy* 3(4), 50-53. doi:10.3991/ijep.v3i4.2836
- Frye, E. M., Trathen, W., & Koppenhaver, D. A. (2010). Internet workshop and blog publishing: Meeting student (and teacher) learning needs to achieve best practice in the twenty-first-century social studies classroom. *Social Studies*, 101(2), 46-53. doi:10.1080/00377990903284070
- Gaytan, J. (2013). Integrating social media into the learning environment of the classroom: Following social constructivism principles. *Journal of Applied Research for Business Instruction*, 11(1), 1.
- George, D. R., Dreibelbis, T. D., & Aumiller, B. (2013). How we used two social media tools to enhance aspects of active learning during lectures. *Medical Teacher*, 35, 985-988. doi:10.3109/0142159x.2013.818631
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18-26. doi:10.1016/j.iheduc.2013.06.002
- Gurcan, H. I. (2015). Contribution of social media to the students' academic development. *International Journal of Information and Education Technology*, 5, 965-968. doi:10.7763/ijiet.2015.v5.647
- IBM Corp. Released 2012. IBM SPSS Statistics for Windows, Version 24.0. Armonk, NY: IBM Corp.

- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning, 27*, 119-132. doi:10.1111/j.1365-2729.2010.00387.x
- Kolokytha, E., Loutrouki, S., Valsamidis, S., & Florou, G. (2015). Social media networks as a learning tool. *Procedia Economics and Finance, 19*, 287-295. doi:10.1016/s2212-5671(15)00029-5
- Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. *Computers in Human Behavior, 26*, 1237-1245. doi:10.1016/j.chb.2010.03.024
- Lau, R. Y. (2012). An empirical study of online social networking for enhancing university students' learning. *International Journal of e-Education, e-Business, e-Management and e-Learning, 2*, 425. doi: 10.7763/IJEEEE.2012.V2.158
- Levene, H. (1960). *Contributions to probability and statistics; essays in honor of Harold Hotelling*. Stanford, CA: Stanford University Press.
- Mao, J. (2014). Social media for learning: A mixed methods study on high school students' technology affordances and perspectives. *Computers in Human Behavior, 33*, 213-223. doi:10.1016/j.chb.2014.01.002
- Olaleke, J., Iroju, O., & Olajide, M. (2015). An assessment of the use of online social network sites for enhancing computing students' academic activities. *Journal of Scientific Research and Reports, 5*, 489–499. doi:10.9734/jsrr/2015/13698
- Puthikanon, N. (2009). *Examining critical thinking and language use through the use of WebQuests in an EFL reading class* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3390298).

Regan, K. (2015). 10 Amazing Social Media Growth Stats From 2015.

SocialMediaToday.

Reinhardt, J., & Zander, V. (2011). Social networking in an intensive English program classroom: A language socialization perspective. *Calico Journal*, 28, 326-344.

doi:10.11139/cj.28.2.326-344

Revere, L., & Kovach, J. V. (2011). Online technologies for engaged learning: A meaningful synthesis for educators. *Quarterly Review of Distance Education*, 12, 113-124.

Thurairaj, S., Roy, S. S., & Subaramaniam, K. (2012). Facebook and Twitter a platform to engage in a positive learning. *International Conference on Application of Information and Communication Technology and Statistics in Economy and Education (ICAICTSEE)*, 157-166.

Top, E. (2012). Blogging as a social medium in undergraduate courses: Sense of community best predictor of perceived learning. *The Internet and Higher Education*, 15(1), 24-28. doi:10.1016/j.iheduc.2011.02.001

Wood, J. (2014). College Students In Study Spend 8 to 10 Hours Daily on Cell Phone. *Psych Central*.

Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. C. (2010). Can learning be virtually boosted?: An investigation of online social networking impacts. *Computers & Education*, 55, 1494-1503. doi:10.1016/j.compedu.2010.06.015

Appendix A

Student Perception Toward Social Media in Education Survey

Please indicate whether you agree or disagree with the following statement.

Likert 5 points agree/disagree scale.

- 1 – strongly disagree
- 2 – disagree
- 3 – neutral/no opinion
- 4 – agree
- 5 – strongly agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
Interactivity with peers					
1. Using the social media in class facilitates interaction with peers.					
2. Using the social media in class gives me the opportunity to discuss with peers.					
3. Using the social media in class facilitates dialog with peers.					
4. Using the social media in class allows the exchange of information with peers.					
Interactivity with teachers					
1. Using the social media in class facilitates interaction with the teacher.					
2. Using the social media gives me the opportunity to discuss with the teacher.					
3. Using the social media in class facilitates dialog with the teacher.					
4. Using the social media in class allows the exchange of information with the teacher.					
Engagement					
1. By using the social media this class has favored my personal relationships with my peers and teachers.					
2. By using the social media in this class, my peer and faculty interactions made me feel valuable.					
3. By using the social media I felt that my opinions have been taken into account in this class.					
Perceived usefulness					
1. I believe that using social media is a useful learning tool.					
2. I feel that using social media will help me to learn more about my class.					
3. I believe that using social media enhance my effectiveness.					
4. I believe that using social media will improve					

students' satisfaction with collaborative learning.					
Students' academic performance					
1. Using of social media to facilitate academic activities and coordinate with peers.					
2. Using of social media to facilitate academic activities and coordinate with teachers.					
3. Group discussions can be arranged with my classmates using of social media and this will improve my academic performance.					
4. Using of social media to build a student-lecture relationship with my lecturers and this improves my academic performance.					
5. Using of social media improves my interaction with classmates and lecturers, thus, help me to improve my academic performance.					

Appendix B

Fidelity to intervention

Date	Treatment/Control	Signature
Monday, February 27, 2017	Treatment & Control	
Tuesday, February 28, 2017	Treatment	
Wednesday, March 1, 2017	Control	
Thursday, March 2, 2017	Treatment	
Monday, March 6, 2017	Control	
Tuesday, March 7, 2017	Treatment	
Wednesday, March 8, 2017	Control	
Thursday, March 9, 2017	Treatment	
Monday, March 13, 2017	Control	
Tuesday, March 14, 2017	Treatment	
Wednesday, March 15, 2017	Control	
Thursday, March 16, 2017	Treatment	
Monday, March 27, 2017	Control	
Tuesday, March 28, 2017	Treatment	
Wednesday, March 29, 2017	Control	
Thursday, March 30, 2017	Treatment & Control	