ENGLISH INFORMAL LANGUAGE LEARNING THROUGH SOCIAL NETWORKING SITES AMONG MALAYSIAN UNIVERSITY STUDENTS

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ABSTRACT

The use of ICT in education has benefitted both students and educators in the education field. Currently, the social networking sites are being used widely by the university students in their daily lives for various purposes such as entertainment, networking, as well as education purposes. There are many studies conducted to figure out whether the social networking sites benefit the students in formal education but there are not many studies done to investigate whether they are beneficial to students' informal learning, especially in English language. Therefore, this study aims to investigate the contribution of the social networking sites to the university students' English informal language learning. This quantitative study was conducted on Malaysian public university students in Selangor and Negeri Sembilan. A descriptive quantitative survey research was conducted in order to answer the research questions of this study. The results of this study revealed that most of the respondents learned English informally by saving interesting English quotes or images posted on social networking sites as well as by paying attention to the sentence patterns and accent while watching videos on those sites. The respondents of this study also perceived that they informally learned listening skills and vocabulary the most from the social networking sites. To conclude, the social networking sites are not only useful for entertaining purposes, they could also be used to informally learn and improve one's English language skills.

1.0   INTRODUCTION

Humans learn a lot of things informally in their daily lives such as survival, skills and knowledge. Among the various things that a person learns daily is language which is a crucial element in a human's life. Without language, a person will not be able to comprehend most of

the things available in this world. Understanding a language helps an individual to make sense of the world around him or her. In order to learn a language, a person needs to be exposed to the targeted language and the person also needs to have access to the inputs of the target language (Taher & Tam, 2012). When a person is exposed to the target language but not in any formal educational institution, then the acquisition of the language is considered to be done informally.

There are many ways a person can learn a language informally, such as through interaction with other people and exposure to the language through technology and media (Taher & Tam, 2012). When interacting with other people especially the native speakers of the target language, there might be some aspects of the language that a person will be able to catch and keep in their minds. Informal language learning usually happens outside from a classroom environment, but informal language learning might also happen inside a classroom provided that the learning is not structured or classroom-based (Taher, Tam, & Marziyeh, 2014).

Nowadays, the Information Communication Technology (ICT) plays a huge role in language learning, either formally or informally. The rise of internet and World Wide Web (WWW) brings language learning to another dimension. With internet, people are able to connect with each other all around the globe more easily. Web 2.0 which is defined as the second generation of WWW which focuses on social interaction, connection, ideas and knowledge sharing, as well as active involvement (McLoughlin & Lee, 2007) has dominated the world in various fields. Language learning nowadays also takes advantage of the web 2.0 to help learners to learn language better. Among the benefits of web 2.0 for language learning is it could empower the students' learning, as well as help the students to take control over their own learning (Bielawska, 2015). When students are able to take control of their own learning, therefore informal language learning will occur more frequently and easily.

2.0 Statement of the Research Problem

Social media and social networking sites such as Facebook, Twitter, Tumblr and Instagram are very popular among the students nowadays. They are engulfed in these applications, and this is proven by a study conducted by Qingya, Wei and Yu (2011) which showed that most of the sample (48%) agreed that they spent about 6 to 8 hours every day to check their accounts in social media and social networking sites, while 23% of the sample agreed that they spent about 8 hours per day with the social media. This result shows us that students nowadays are engaged online for quite a long time. The question here is, for what reasons do they spend their time on those sites? Do they use those sites entirely for entertainment and leisure? Do they use those sites for other purposes such as for their learning, either formally or informally?

Thus, this is the main issue that the researcher would like to address in this paper. Since the students spend quite some time to check their social media and social networking sites, do they (social media and social networking sites) contribute to the students' formal and informal learning? As stated by Owusu-Acheaw and Larson (2015) in their study, a high percentage of 98.4% of students spent their time on the social media from 30 minutes to three hours and there was only 6.4% of them who utilized the social media for their academic work and purposes. Since there is only a small percentage of students using the social media for academic work and purposes, do these media help them to improve their learning?

In Malaysia, there are a growing number of researches regarding language learning through the social media and the social networking sites. However, most of the researches focus on the advantages and disadvantages of social networking sites, the effects on the students' learning (mostly formally) and the students' or teachers' perspectives or attitudes towards these medium. Yaşar and Karadeniz (2011) claimed that there is limited literature available regarding the usage of social media and social networking sites in informal learning. Therefore, this is the research gap that the researcher is interested to look at and it is crucial to conduct this study to see in detail what skills of English language that the students learn from the social networking sites. Apart from that, this study also figured out how the students learn English informally through the medium, if there is any.

2.1   Purpose of the Study

The purpose of this study was to investigate the contribution of social networking sites to the English informal language learning among Malaysian university students. Since students nowadays are very drawn towards social media and social networking sites in their daily lives, it is very appropriate to conduct researches involving the technology and see how the technology affects their second language informal learning. It is assumed that, if this study finds evidence that the social networking sites do contribute to the students' informal English language learning, it might help them to improve their proficiency in the language. The functions and purposes of the SNS in the students' lives could be further expanded and manipulated.

2.2   Research Questions

Following the research objectives, there were three research questions that the researcher intended to seek the answers to:

  i.   What are the ways used by the students to learn English informally through the social networking sites?
 ii.   What are the skills of English language that the students perceive they learn informally from the social networking sites?
iii.   Which of the receptive or productive skills the students perceive they learn more from the social networking sites?

3.0   Literature Review

3.1   English Informal Language Learning

There are various approaches and methods done to teach English language, not forgetting the tremendous studies and researchers done to figure out the best methods to teach English to students formally in schools and education institutions. In contrast, the process of English informal learning usually happens out of the formal learning context. A study conducted by Chusanachoti (2009) found that in order to improve and practice English language outside of the classroom, the participants were engaged with daily and routine activities such as listening to music, watching television and reading books. During these daily and routine activities in which the learners enjoy using English, the informal learning is

more than likely to happen the most. Furthermore, as asserted by Bahrani, Sim, and Nekoueizadeh (2014), "When it comes to learning the language in informal settings, language learners do not like to get involved in the same scenario which exists in most of the formal language learning settings" (p. 1720).

Pemberton, Masthoff, and Fallahkhair, (2004) conducted another study related to informal language learning with a more specific tool, which was the television. They attempted to create a framework for informal language learning through television and found out that the participants preferred to learn the language through the television with authentic materials, rather than a specific language learning programme. It is said that where an environment is not directed towards learning, a purposeful encouragement of informal learning could be employed (Bahrani et al., 2014). This simply means that even though the learners are not in a formal learning situation, they could be encouraged to learn language informally by fully utilizing the authentic materials they have in their surroundings.

Moving on to the informal language learning with technology, computer has helped students to learn the target language informally. However, to learn the target language successfully, using the computer or the software alone will not do much to help improve one's target language. This is because, the interaction one has with the computer or a software is sometimes very limited (Bahrani et al., 2014) and up to the point where the interaction will not be genuine and authentic. Therefore, it is important to have an authentic interaction not only with the technology, but with the other technology users as well. The connectivity between one language user to another language user is now possible with the emergence of the internet and the WWW. Through this connection, an authentic interaction which is absent in the computer interaction exists, hence it is more possible for the users to learn more language informally.

Since the technology is moving to the Web 2.0, 3.0 and in future 4.0, it is more than possible to have the informal language learning through the platforms such as social media and social networking sites. Yaşar and Karadeniz (2011) argue that the users of the social media such as blog, wiki and podcasts create content online in which the users will be able to collaborate with each other and edit the content that they created. As the social media and the social networking sites allow users to collaborate and communicate with each other online, the exchange of knowledge is bound to happen and indirectly, the informal learning will take place even though most of the time the users will not realize it. Similarly, Dabbagh and Kitsantas (2012) also think that the Web 2.0 technologies are promoting the students' informal learning and further suggested the use of Personal Learning Environment (PLE) which is based on e-learning, using the social media and social networking sites as the platforms to integrate formal and informal learning.

3.2   The Use of Social Media and Social Networking Sites

Yaşar and Karadeniz (2011) state in their article that the social networking sites (SNS) are the channels which allow the users to create personal accounts and join communities in which they can connect with friends easily to share either information, personal opinions or even pictures. In the social networking sites as well, the users could post and share videos or audios on their accounts and they usually reflect the users' perspectives on the world. There is a difference between the social media and the social networking sites, which is the function and focus of these platforms. The social media's focus is more on relaying information to the

others, while the social networking sites' focus is to communicate with other people, either about personal matters or other issues.

The social media and social networking sites provide a range of activities and uses for the users. Rohani and Hock (2010) discussed the features of the social networks in their article and those features allow them to have: 1) personal profile, 2) communication with online connections, 3) personal expressions, 4) thinking room for the users to comment and vote, 5) e-Newsletter, 6) friendship network and 7) forums. All of these features exist on the SNS and it is the users' choice on what to do on those sites. Students from a university in Sabah, Malaysia believed that the social media and social networking sites helped them a lot in their academic, especially in online leaning (Azizan & Garijih, 2016). It is apparent here that the students found the SNS to be helpful, thus deciding to utilize them for their own learning. Not only the students, their lecturers also encouraged them to use those sites for learning, especially when the lecturers encouraged the use of blended learning in their study. Therefore, aside from entertainment, there are also evidences that students do use the social networking sites to help improve their study and learning at school.

3.3   Social Media and Social Networking Sites in Language Learning

Bicen, Sadikoglu and Sadikoglu (2014) conducted a study to determine the impact that social networking sites could bring to the language learning of the undergraduate students. The students agreed that there were positive impacts towards their language learning by using several ways that were useful for their language learning. For example, to improve their speaking skills, they followed various accounts on the SNS such as the professional foreign language teachers accounts and in order to better understand the news they read which were in the foreign language, they make use of the automatic translation features available on the SNS (Bicen, Sadikoglu, & Sadikoglu, 2014). Different from the formal learning situation, learning the language through the SNS depends very much on the learners' efforts themselves, and not on the instructors.

Meanwhile, Shih (2011) conducted an experimental study regarding the use of web 2.0 in students' English writing. This study investigated the effectiveness of blended learning (Facebook, peer assessment and face-to-face instruction) in English writing. The in-depth experiment conducted by the researcher resulted in several significant findings. First of all, all three groups of the participants made positive progress in their English writing based on the post-test result. Secondly, through the content analyses of the Facebook writing assignments, the researcher figured out that the students commented each other's writings positively, especially for the high score group students.

On a similar note, AbuSa'aleek (2015) also conducted a study about the students' perceptions of learning language through the SNS, which was Facebook. He found that the majority of the students had positive attitude when they learned English through the sited. AbuSa'aleek also argued that the students' motivation while using FB to learn English language would help them to be more independent, therefore they would have more chances to improve their achievement in the language. Meanwhile, Alfaki and Alharthy, (2014) supported the finding of the former study through their experimental research in which through social networking sites and collaborative learning, the experimental group of students progressed more than the controlled group students. Through the SNS as well, the probability of the students to have less fear in using the language is higher than having to use the language face to face.

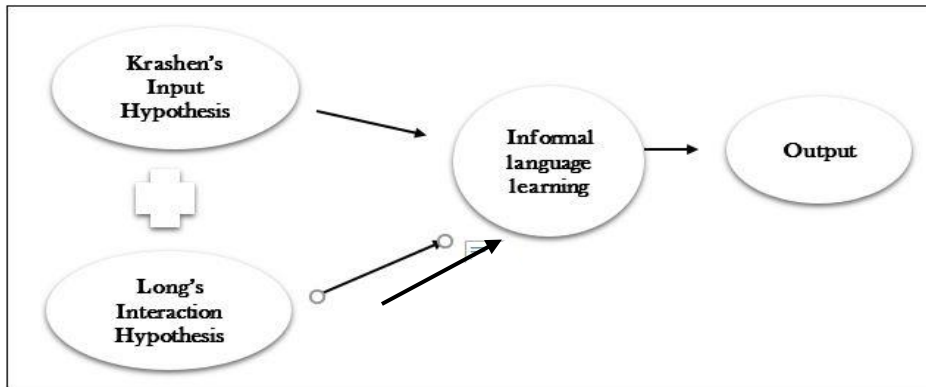The theoretical basis of the study is depicted in the diagram below:

Figure 1: Theoretical Framework of English Informal Learning through SNS

4.0   Research Methodology

The research design that the researcher decided to use was the quantitative descriptive survey research design, particularly a survey research. Since this study covered not just the four language skills (reading, writing, listening and speaking) but also vocabulary and grammar skills, the researcher found this research design to suit this study the most, given the time frame that the researcher had to complete this study.

The population of this study was the students from three public universities in Selangor and one public university in Negeri Sembilan with a sample size of 120 subjects. As university students would have more internet access in their daily lives, therefore their engagement in the social networking sites would be more active compared to the school students. Since this study relied on the population to be engaged on the social networking sites more often, hence the university students were the perfect target for this study.

This study used probability sampling, since the researcher chose the sample randomly. Meanwhile, the sampling technique chosen by the researcher in this study was a two-level cluster sampling procedure. Since the number of population for this study was too big and the area of study was wide, therefore a cluster sampling procedure was suitable for this research.

The researcher conducted a survey using the questionnaire with the university students of the selected public universities to collect the data by administering the survey herself. Other than that, the researcher also gathered the quantitative data through online survey by creating the questionnaire using Google Docs Form. From the number of responses received, the researcher selected 30 responses from each four universities to be used in the study. Using online questionnaire allowed the researcher to reach a wider number of respondents, especially those respondents who were not within the researcher's reach.

For the reliability of the questionnaire, the researcher conducted the Cronbach's Alpha internal consistency test reliability method. The overall internal consistency or the Cronbach's Alpha yielded a score of 0.946 (as per table reported) for all items in the questionnaire.

Table 1:
Overall Reliability Statistics for the Questionnaire

Cronbach's Alpha	N of Items
.946	76

Meanwhile, the data analysis of this research was done using the SPSS software. All of the raw data was keyed-in into the SPSS system and analysed accordingly. The results of the quantitative data were mostly presented in tables. The descriptive statistical analyses were conducted for all three research questions, which were mostly involving means and standard deviations of the items related in the questions.

5.0   Findings and Data Analaysia

5.1   RQ 1: Ways of Learning English Informally through the SNS

There were 18 items in this section in which the respondents had to rate (in Likert Scale) from 1 (strongly disagree) to 5 (strongly agree) to the items stated in the section. The results of this section are reported in the table that follows and they are presented from the item with the highest to the lowest mean scores.

Table 2:
Ways of Learning English Informally through SNS

Items	Mean	SD
10. Save interesting quotes/images posted on SNS in English	4.18	.922
22. Pay attention to the sentence patterns and accent while watching videos on SNS.	4.17	.853
21. Try to understand news in English language while reading them on SNS	4.14	.960
20. Watch English language videos posted on SNS to improve my English language.	4.11	.947
16. Try to answer test in Eng. language to evaluate my English level	3.87	.048
14. Copy new English words/quotes/sentences thru SNS to improve English	3.81	.075
11. Follow language learning online pages on SNS to improve English	3.70	.188
17. Force myself to learn Eng. by writing sentences on SNS	3.61	.113
6. Post status on SNS in English	3.60	.926
12. Follow online websites on SNS to learn English	3.58	.153
19. Use chat tools via social networking sites to improve my English language.	3.56	.067
15. Communicate with foreign people via SNS to enhance Eng. ability	3.55	.169

7. Download language learning Web Apps through SNS	3.32	.178
18. Write journal in English on SNS to improve English language	3.09	.238
8. Use translation features via SNS	3.00	.230
13. Follow English language teachers through SNS to improve English	2.98	.284
9. Get help from translation tools before posting on SNS	2.88	.231
23. Produce videos in English and post on SNS to improve my language.	2.46	.348
Overall English learning informally through SNS	3.53	.601

Table 2 represents the descriptive statistics on the ways of learning English informally through the SNS. The highest mean score obtained is for item number 10, which is "Save interesting quotes or images on SNS in English language" with a mean score of 4.182 (SD = .922). This is followed by item number 22 ("Pay attention to the sentence patterns and accent while watching videos on SNS") which has a mean score of 4.174 (SD = .853). On the other hand, the lowest mean scores are for the item number 23 which is "Produce videos in English and post on SNS to improve my language" (M = 2.463, SD = 1.348) and item number 9 which represents "Get help from translation tools before posting on SNS" (M = 2.883, SD = 1.231). The overall score of learning English informally from the SNS is 3.532 (SD = 0.601), which indicates a moderate score. This means that the respondents only learned English informally from the SNS in moderation.

5.2 RQ 2: Perceived English Language Skills Learned Informally from the SNS

The table below shows the results of the mean scores for all English language skills involved in this study:

Table 3:
Overall Perceived English Language Skills Learned through SNS

English Language Skills Learned	Mean	SD
Perceived listening skills learned through SNS	3.97	.695
Perceived vocabulary learned through SNS	3.88	.814
Perceived reading skills learned through SNS	3.87	.785
Perceived speaking skills learned through SNS	3.87	.696
Perceived writing skills learned through SNS	3.70	.840
Perceived grammar learned through SNS	3.62	.910

Table 3 above depicts the descriptive statistics for the overall English language skills that the respondents perceived they learned through the SNS. There were six categories altogether, (four basic English language skills, vocabulary and grammar) and the skill that has the highest mean score is the listening skill, with a mean score of 3.970 (SD = .695). Following this is the vocabulary which obtains a mean score of 3.876 (SD = .814). Meanwhile, the skills that obtain low mean scores are grammar and writing skills, with the mean scores of 3.618 (SD = .910) and 3.704 (SD = .840) respectively. Therefore, from this table, it is determined that the respondents agreed that they learned English listening skills informally the most through the SNS and the least learned skill is the English grammar.

5.3   RQ 3: Perceived Receptive and Productive Skills Learned through SNS

Next in the analysis, the researcher wanted to determine the answer to research question 3, which of the receptive or productive English language skills that the students perceive they learn the most through the SNS? The receptive skills refer to the reading and listening skills, while the productive skills refer to the speaking and writing skills. Therefore, in this section, the researcher presents the results of both categories in the table as follow:

Table 4:
Perceived Receptive and Productive Skills Learned through SNS

English Language Skills	Mean	SD
Receptive skills (listening & reading skills)	3.92	.700
Productive skills (speaking & writing skills)	3.79	.687

Table 4 above describes the mean scores for both receptive and productive English language skills in this study. Based on Table 4.14, it is clear that the receptive skills (listening and reading skills) achieved the higher score, which is 3.918 (SD = .700). On the other hand, the productive skills which are the speaking and writing skills obtain a lower mean score that is 3.785 (SD = .687). Hence, from this table it is concluded that the respondents perceived they informally learned more English receptive skills compared to the productive skills.

6.0   Discussion

6.1   Ways of Learning English Informally through the SNS

Based on the findings of this study, there were three significant methods chosen by the respondents. The first method that was chosen the most by the respondent was by saving quotes or images in English which were posted on the SNS. The second highest chosen method was by paying attention to the sentence patterns and accent while watching videos on SNS. The results of this study are different than the study conducted by Bicen et al., (2014). In their research, the most used methods when learning language through the SNS were by following foreign language teachers through the SNS to improve their target language, by using translation features available via SNS and by following online pages on the SNS to learn the target language.

The difference between the current study and the study by Bicen et al., (2014) is because in the current study, the focus is on the English informal learning while the latter's

study does not mention whether the respondents were learning foreign language formally or informally. Hence, when the focus of informal learning is mentioned in this current study, the respondents' responses reflected the researcher's intention of conducting this study. For example, the method of informal learning with the highest mean score is saving quotes or images in English. Most of the times a person will save quotes or images posted on the SNS when he or she thinks that they are interesting, beautiful or touching to them. This kind of act is usually done instinctively, and it is possible that some informal learning might happen at that time.

Meanwhile, the method of learning English informally by paying attention to the sentence patterns and accent while watching videos on SNS is almost similar to the result of a study by Pemberton et al. (2004), in which the respondents of their study mentioned that they learned their foreign language informally through watching television programme with authentic materials. As stated in their study, while the respondents enjoyed the television programme (which were not formal language learning programme), they got the extra support they needed to improve their foreign language with some features available on the programme such as subtitles. As in the current study, the respondents managed to learn English informally by paying attention to the sentence patterns and accent while watching videos on SNS. The sentence patterns and accent available on the videos are the support system for the respondents to learn English language informally while they are engaged in the SNS.

Both methods mostly chosen by the respondents of this study could be related to the Krashen's Input Hypothesis. The act of saving quotes and images, paying attention to sentence patterns and accent and reading news in English and trying to understand them involve the respondents getting inputs from them that they might not aware, hence adding to their English language knowledge unconsciously. Krashen (1982) stated in his Input Hypothesis that in order for language acquisition to happen, a learner not only has to understand most of the language used, but a bit beyond of what he or she understands. It is necessary for the learner to understand the meanings of the language first, only then he or she will be able to understand the structure of the language. Therefore, since the respondents mostly agreed that these three methods helped them to learn English informally, it is safe to assume that they managed to understand most and a little more of the English language that they encountered while they were engaged in their SNS daily.

6.2 Skills of English Language that the Students Perceive They Learn Informally from the SNS

After determining the methods that the respondents used in learning English informally, it is necessary to uncover what are the English language skills they perceived they learned from the SNS. The table below shows the summary of the mean scores of all the language skills involved in this study.

Table 5:
Summary of Perceived English Language Skills Learned through SNS

English Language Skills Learned	Mean	SD
Perceived listening skills learned through SNS	3.97	.695

Perceived vocabulary learned through SNS	3.88	.814
Perceived reading skills learned through SNS	3.87	.785
Perceived speaking skills learned through SNS	3.87	.696
Perceived writing skills learned through SNS	3.70	.840
Perceived grammar learned through SNS	3.62	.910

Based on Table 5 above, the skills that respondents perceived they learned the most through the SNS is listening skills followed by vocabulary, reading and speaking skills. This result is similar to a study conducted by Lin, Warschauer, and Blake (2016) which also revealed that the participants perceived they learned listening skills the most. However, their study showed that after the listening skills, the next skills the participants agreed they learned were speaking skills, vocabulary and reading skills. The order is different from the order of skills learned in the present study. Both of these studies discovered that both of the receptive skills (listening and reading skills) and one productive skill (speaking skills) could be improved through the SNS, including vocabulary. Through the SNS, the users are able to use specialised vocabulary authentically in an informal way especially when they want to express their feelings and personal opinions (Perez-Sabater & Montero-Fleta, 2015). The authenticity of inputs and interactions on the SNS will help the learners better in learning the English language informally, as the learners could see the how English language is used correctly. Authentic language inputs are necessary sources to the learners in the process of second language acquisition (Bahrani et al., 2014)

On the other hand, the respondents of this study perceived that they learned writing skills and grammar the least from the SNS. These findings are definitely in line with the study by Lin et al. (2016) as well. The rationale behind these findings could be because grammar and writing skills are the skills in which more hands-on practices need to be done and more time needed to improve these skills, hence the reason why they are the least skills that can be learned from the SNS. To improve writing skills is not easy, as it goes through some processes while grammar deals with the forms and structure of language (Brown, 2001) in which activities on the SNS might not be enough to help improve them as more thorough explanations are needed.

Nevertheless, Mansor et al., (2014) found in their study on the usage of Facebook in English language learning that while communicating with each other on Facebook, the students were able to improve their writing skills, albeit only constructing simple sentences. Their study suggested that with consistent communication with the others, the learners will be able to improve their writing skills even though it might be a little. This does make sense because when interacting with others, the students will need to produce their own writing in order to reply. Hence, it is possible for them to improve their writing skills especially when they see or read the replies from the others that they might not encounter before and apply the new knowledge in their writing. Since the current study revealed that the least skills learned through SNS are writing skills and grammar, it could be deduced that there might not be

enough interactions or communication in English happened among the students and the other users on the SNS to help them improve the two skills mentioned.

6.3 Receptive or Productive Skills the Students Perceive Learn the Most through the SNS

The four basic skills of English language are further categorized into two categories, receptive and productive skills. The skills included in the receptive skills are listening and reading skills while writing and speaking skills are categorized into the productive skills. Based on the results of this study, it is found that the receptive skills succeeded with a mean score of 3.918, compared to the productive skills (M = 3.785). This result matches with a study conducted by Luke and Billy (2017) who found that 33% of their respondents agreed that in order to enhance the receptive skills, the social media sites act as good medium to do so. A total of 60% of their respondents agreed that they have developed their reading and listening skills.

The reason that the SNS helps to enhance the receptive skills might be because of the numerous amounts of inputs received through the SNS. Among the features of SNS are they can act as forums, network for friendship, e-newsletter and thinking room (Rohani & Hock, 2010). While scrolling through the sites, there are a lot of inputs that the users will receive, hence the reading and listening skills do play as majority roles while the users are using the sites. Therefore, it does make sense that the users of the SNS perceive that they learn these two skills more than the productive skills. While engaging with the SNS, the users will be able to understand most of the contents posted but there will also be some of the contents that the users will need to take some effort to comprehend them. Hence, it could be seen that Krashen's Input Hypothesis does fit in this situation.

7. 0 Conclusion

The main aim of this study was to investigate the contribution of the SNS towards the Malaysian university students' English informal learning. A quantitative survey research was conducted by using a questionnaire to investigate the Malaysian university students' perspectives on learning English skills informally through the SNS. Based on the results and analysis of the study, there are several significant findings that would benefit the students accordingly.

Among the findings that are significant were the methods of learning English informally through the SNS based on the students' perspectives. Most of the respondents agreed that they learned the English skills by saving English quotes and images posted on SNS, paying attention to the sentence patterns and accents while watching videos on SNS and trying to understand news in English language while reading them on the SNS. Meanwhile, the method that was used the least was by posting videos on the SNS to improve the language. By employing these methods while they are engaged on the SNS, the students perceived that some of their English skills have improved and those skills are listening skills, vocabulary, reading and speaking skills. In overall, the receptive skills are perceived to be improved more than the productive skills of English language. Learning informally through the SNS could complement their formal learning, since these two are interrelated with each other. In brief, the SNS are the perfect platform for the students to use and improve their English language skills, even without monitoring from their instructors.

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