

The Impact Of Using Social Media On Improving English Listening Skills Among Students At Dong Nai University

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Abstract

Improving listening skills is a serious concern for students at Dong Nai University (DNU) as it is one of the four skills that they find the most difficult and that they have to study during four years. Therefore, this research was carried out to investigate the impact of using social media on helping students at DNU improve their English listening skills. The participants involved in this research were 94 DNU students from freshmen to final year students to collect data on using social media habits and self-perceived English listening abilities. The aim of this research is to find out that students who use social media to watch English videos, listen to news, songs ... in English at least one or two hours per day can improve listening skills, gain more knowledge, vocabulary and grammar in everyday conversations and have a better ability to learn English with native speakers. Listening skills enhancement through social media under the guidance of the teacher or on students' own promotes their learning because they can get accessed to a wide variety of materials which are suitable for their levels. Additionally, these students reported that they had greater confidence in understanding academic lectures and following English-language media content. Especially, their exposure to authentic English speech patterns, accents, and content via social media boosts real-world listening skills. Thus, within the limitations of this study, social media activities appear beneficial as supplementary tools when blended with traditional classroom instructions in enhancing English listening skills among DNU students. The study provides preliminary evidence that educational use of social media can effectively help students develop listening skills needed for academic and professional success. Further research is recommended to give support for the promising patterns observed here.

Keywords: impact, social media, improving, listening skills, DNU

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I. Introduction

As English is very important at this age and it is an essential international language, in order to master English, especially listening skill which can be improved by practicing day by day. It is crucial for DNU students majoring in English. Therefore, mastering four skills: listening, speaking, reading and writing in English in their courses is important, especially listening skills which are great concerns to DNU students. They said that they could not follow native speakers or understood what the speakers wanted to convey their meanings. Nowadays, learning a new language is not as difficult as it was in previous years as there are many advanced technologies and facilities so students can choose from a variety of social media platforms which are suitable and available for them to learn English better and DNU students have used social media as a technical tool to improve their listening skills. With the advance of modern technologies and online social platforms, learning English has become much easier and wider than before. Students can use some social media such as Facebook, Instagram, Youtube, Podcast, Skype or even TikTok as tools to help them learn English more easily. For instance, one can use Youtube, Podcast, TikTok... to improve their listening skills. These platforms help them listen to as many as native speakers with different accents. Not only that, they are also great sources of education for students as social media operates a newer concept of studying, which is different from others. These platforms provide students with a concept of likely real-time interaction opportunities. Users can access a random stream and send things they want to talk about in the live chat section, so the host may know and answer it directly, so if it is a study progress, students can get feedback to improve things better. Moreover, when listening on these live

stream, students can still enhance their level of listening skills and also their accents when speaking English. Considerably, social media is being used widely and learners can develop English listening skills through its multifaceted uses. The variety of social media has given the advantages for enhancing listening skills so students can choose the materials that they find interesting and suitable for their levels. To illustrate, there is a study investigating that Skype, one of social media applications, has benefits in improving and advancing both the motivation and listening skill of students (Dirjal et al, 2020). In addition, Mohamed (2020) confirmed that YouTube is an efficient social media and a helpful learning tool in enhancing English receptivity by its various digital content. Or according to Indahsari, D.,2020, Podcast can be used to support English language learning, especially on the listening skills.

Statement of Problem

During the Covid-19 crisis, lots of DNU students used social media as an accountability partner to learn English skills when in-person classes are unavailable. Social media has enormous potential to provide students as it is flexible, communicative, experienced and resource-rich in nature (Ismail et al, 2018). For example, the Social platform (Facebook) provided a virtual educational setting and helped learners and educators to contact each other by sharing documents and experiences (Rodríguez et al, 2019). Besides, Mensah & Nizam (2016) concluded in their study that social platforms have a serious impact on students' academic record. However, students who lack time management can simply become victims of social media negativity. Likewise, distraction and addiction, students immerse themselves in social media platforms cause miss out on learning, which affects their academic performance. As a result, a large number of students are patronizing these social media applications. So this may bring along both advantages and drawbacks influence on students as far as their improving English listening skill is concerned.

Purpose of the Study

The purpose of this research is to investigate the impact of using social media on developing listening skills among DNU students. Specifically, the paper attempts to answer the following questions:

1. Why do students choose social media to develop listening skills?
2. How do social media develop DNU students' listening skills?

II. Literature Review

The search process

In the search for relevant related studies, two main search engines were used: Google and Google Scholar. All searches were performed through those tools using the following keywords: social media, listening skills, comprehension. In addition, other related articles were searched from online journals & digital databases: Arab World English Journal, Atlantis Press, Asian Social Science, Asian Institute of Research, Ciex Journal, postScriptum: An Interdisciplinary Journal of Literary Studies, Ethical Lingua: Journal of Language Teaching and Literature.

Result of the research

Technologies and online courses have provided students with a number of possibilities to learn English. Sitorus and Azir (2021) reported that Instagram, one of the social platform websites, enables English language learners to access supplementary reading and listening content from authentic and well-known verified accounts. And the result of this study shows that social media language learning by using Instagram verified accounts promotes learners' capability in receptive skills and sufficiently supports creative and effective learning. Similarly, social platforms, specifically YouTube and Snapchat, can be productively used as a didactic tool to reinforce the listening skill of Saudi EFL learners, compared with other long-established audio recording appliances (Harbi, 2020).

Another study reveals that a change can occur in the current teaching and learning landscape in terms of receptive skills if language teachers make a little effort to use the vast teaching-learning facilities that the Internet and Google Play Store provide. It motivates students to make use of these apps and in the long run, it improves receptive skills at tertiary level to a certain extent. However, teachers also need to consider the risk of information overload, privacy violations, cyberbullying and monitoring when students use social media apps (George, 2018).

In addition, Rizkan et al. (2019) argued that Youtube is more efficient than audio toward students' listening skill and educators are recommended to use Youtube as an accountability partner to their students in teaching listening.

Moreover, another study suggests that the Facebook-integrated instructional method has a positive impact on the advancement of listening aptitude. Therefore, ELT practitioners are recommended to integrate it in teaching listening skills. (Sijali et al, 2020).

III. Research Methodology

A quantitative research design is utilized for the analysis of the data obtained in this study.

The Research Subjects

This research is based on a survey conducted among DNU students showing the use of social media for improving listening skills. The reason for selecting these students comes from the fact that the researchers are students and a teacher at Dong Nai University during the research period. It shows that social media use is correlated with gains in listening comprehension skills and that with the use of social media, DNU students have improved their English listening abilities dramatically.

The authors, both as researchers and course participants, acknowledges that their personal opinions might influence the research outcomes. Therefore, the authors have made an effort to collect extensive data, aiming to describe, analyze, and interpret the findings from the participants' perspectives as objectively as possible.

Data Collection Instruments

The purpose of the study was to find answers to all two research questions stated above. The survey was made by the authors and consists of two components. The first section of the survey includes questions related to personal information, while the second half contains questions about the student's opinions on how using social networks can help improve their listening ability in English. In total, the survey has 16 questions with multiple choice and tick- all-that-apply options, which elicit respondents' opinions regarding the frequency, feelings, influence, incentive, and relationships between social media use and enhanced listening abilities.

Data Collection Procedures

The authors created a form on the Drive and constructed a table of questions. The questions were designed to identify the attitude and opinions of DNU students on using social media for improving listening skills. The authors then attempted to get in touch with the DNU students who were the research subjects via Zalo and Messenger. When the authors contacted the survey respondents, the authors assured the participants that the data provided by the students would be kept confidential, so that only the authors and those who completed the form were aware of the response.

Data Analysis

Based on Google Forms, we received 94 responses from DNU students after distributing the survey. The authors synthesized students' viewpoints on the impact, motivation, reasons, and frequency of utilizing social media in relation to their English listening abilities. Following that, the authors approached the EXCEL, WORD, and CALCULATOR software for help. In response, the authors obtained comprehensive diagrams and information through viewpoints on the influence of social media on learning.

IV. Findings

Sample Characteristics

The research crew conducted a study with 94 students at DNU to comprehend the opinions of the younger generations regarding the relationship between social media access and the development of English listening skills. The 94 participants were 36.17% male and 63.83% female. Sophomore students account for 47.87% of them, while freshmen students stand for the fewest amount at 4.26%, followed by third-year students at 37.23% and final year students at 10.64% as illustrated in this Table

Table: General information about participants

General information	Freq (N)	Percentage (%)
Male	34	36.17
Female	60	63.83
Freshman	4	4.26
Sophomore	45	47.87
Third year	35	37.23
Final year	10	10.64

Results of the study

The study's findings show that most students, who account for 54.4%, believe that social media gives them access to a wide variety of vocabulary by listening to stories, news and songs. There are some minority views; 7% of students count on using social media to distract students from strengthening their listening skill.

Furthermore, 17.5% of students trust that using the media makes it easier for them to maintain communication with friends abroad, while 21.1% of students take it as gospel that there is no impact on the development of English listening abilities while using social media.

The influence of social networks on improving listening skill

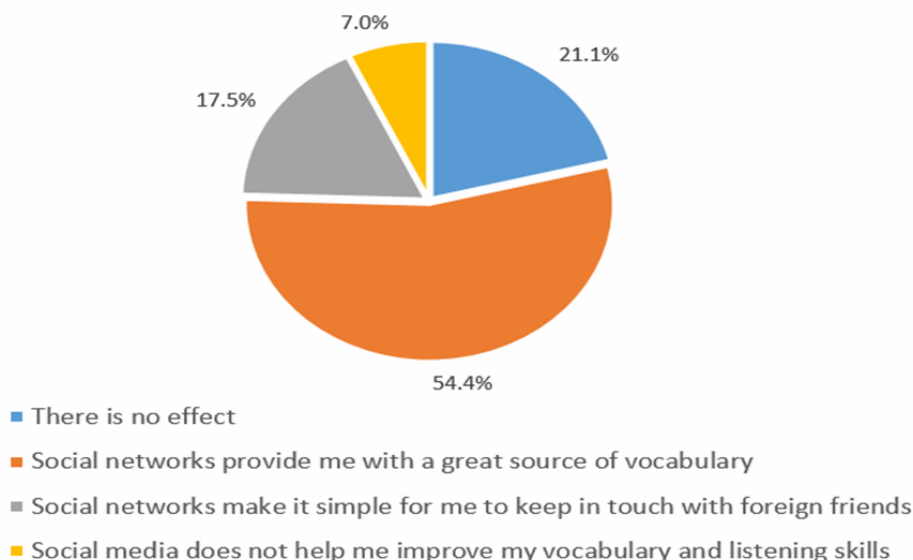


Figure 1: The influence of social networks on improving listening skills

The majority of survey respondents (87.8%) stated to have chosen to participate in social media over alternative strategies because social media provide an ideal setting for forums for rapidly assisting learners in exchanging knowledge with others. While 77.4% of students believe that websites are set up with various sources of documents to turn to. Moreover, 73.8% of students indicate that songs or European-American movies make it easy to learn English. Additionally, 62.1% of respondents claimed that using social networking sites aids in the acquisition of vocabulary expansion. Furthermore, 30.3% of students believe that utilizing social networks is entertaining, which helps them suspect more at ease when learning English listening skills.

Reason for choosing social media to improve English listening skills

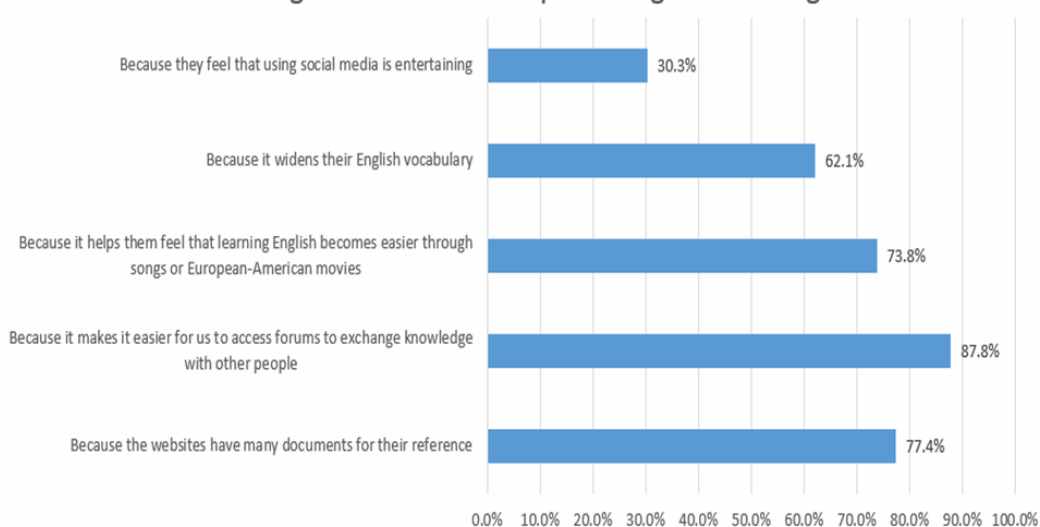


Figure 2: Reason for choosing social media to improve English listening skills

According to the authors' survey, the majority of students (87.8%) reported favorable changes after using social media to improve their listening skills, which help learners be more confident in communicating

with foreigners, and learners' grade are improving day by day. However, there are still 14% of negative changes that learners perceive, such as the prevalence of online resources, which causes learners to get caught up and waste more time. Furthermore, several students are unable to observe any change (15.8%) between before and after utilizing social networks for the aim of boosting listening skills, as well as a small number of people who have never done this before and do not know (7%).

The difference between before and after using social media platforms for listening improvement purposes

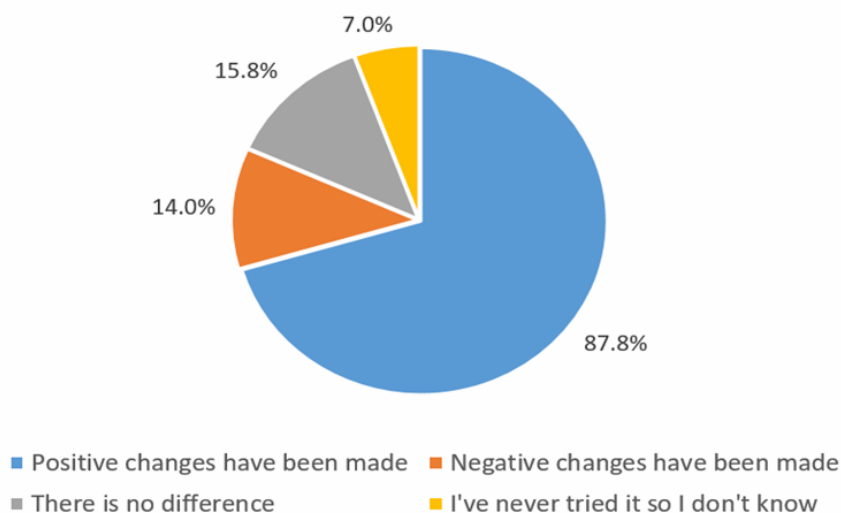


Figure 3: The difference between before and after using social media platforms for listening improvement purposes

The results showed a positive connection between frequent use of social media like YouTube, Facebook, Instagram, Twitter, Podcast, etc. for English listening comprehension levels.

V. Discussion, Recommendation And Conclusion

Discussion

The results of this research shows that DNU students have improved their listening skills a lot by using social media. The main aim of using these platforms is to enhance learning English especially improving listening skills and the various reference materials from these platforms are accessible and suitable for their levels. George (2018) asserted that YouTube is the most effective medium for learning, but this study reveals that students also rely on other social media outlets such as Facebook, Instagram, Twitter, Podcast..., which provide valuable sources as well.

Recommendation

Teachers at Dong Nai University should explore social media to encourage students to look for materials that help them improve their English. This approach can support students' language development and prepare them for confident English communication. Teachers should also use social media platforms to provide students with additional listening practice. For example, YouTube can offer a variety of content that makes students engaged and motivated to listen. If long videos are too challenging for students to maintain focus, shorter videos can help build their listening gradually. YouTube also supports adjusting the playback speed to accommodate students' listening abilities. Students can slow down the speed if they find the material difficult and gradually increase it as their skills improve.

TikTok is also a valuable social media platform for enhancing listening skills. Students can expose themselves to diverse accents and vocabulary by following educational accounts. Moreover, TikTok offers opportunities for interactive learning through discussions, fostering a collaborative environment for English language learners.

Another platform is Facebook which is very useful for developing listening skills. Students can join English learning groups or relevant teams to access a variety of shared materials. These groups also provide experiences, tips, and stories about advanced learners who have mastered or succeeded in acquiring listening skills. This can inspire students and guide them toward different ways to develop their English skills.

Additionally, Podcasts also offer a flexible way to develop English listening skills. They allow students to choose all topics and listen to them as many times as they want to. Nowadays, the majority of Podcasts are

free so students can find them in a variety of ways that suit their preference, interests and levels. For example, Elementary Podcasts provide structured lessons with conversations and exercises to enhance listening comprehension and develop natural speaking skills for beginners or ESL Pod, another valuable resource, not only improves listening skills but also expands vocabulary. Furthermore, Instagram is also a tool for enhancing listening skills. It exposes students to commonly used expressions that can be integrated into students' own conversations and students frequently access to it to improve listening skills. Therefore, by using social media, students can effectively improve English listening skills.

Conclusion

The researchers investigated the impact of social media use on improving the English listening skills of DNU students. They also reported that students who used various social media platforms such as YouTube, Facebook, Instagram, Podcast, etc., have made a lot of progress in listening after a while. and they also use them for other learning purposes. The findings of the study showed that students at Dong Nai University found social media platforms for the purpose of improving listening skills to be effective in improving their proficiency, especially in the way positive changes were made and their listening skills improved rather than just reading books or doing grammar exercises. The students said that they were more confident to do the listening tests. This may be because social media provides students with many opportunities to listen to English in many different contexts, such as watching videos as well as movies that use English, listening to English songs, and talking with native English speakers.

The findings of the study also reveal that a large number of students believe that social media helps them to simplify the process of keeping in touch with foreign friends as they can understand and communicate better. This can be beneficial for students since it allows them to practice their English listening and also speaking skills in a more relaxed and informal environment. Overall, the study suggests that social media can be a useful tool to improve the English listening skills of Dong Nai University students. It is vital that students use social media purposefully and with an educational focus in mind without overuse or dependence.

In conclusion, social media is of great importance in the process of learning and using English with accessibility and flexibility. The impact of social media cannot be denied for the improvement of listening skills, as it provides authentic linguistic resources that are worth their weight in gold and offers a number of possibilities to be explored in class and at home. Moreover, they can also be very helpful for students in their English listening practices during their free time.

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