THE EFFECTS OF USING SOCIAL MEDIA AS AUTHENTIC LEARNING MATERIALS ON ENCOURAGING EFL STUDENTS' SPEAKING MOTIVATION: A CASE AT SCHOOL OF FOREIGN LANGUAGES, CAN THO UNIVERSITY, VIETNAM

Hoang Van Anh[1],
Thai Cong Dan[2i]
[1]English Studies Program,
Department of English Language and Culture,
Can Tho University,
Can Tho City, Vietnam
[2]Senior Lecturer, Dr.,
School of Foreign Languages,
Can Tho University,
Can Tho City, Vietnam

Abstract:
With the advancement of technology, social media has been a great learning source in the field of education. This use of social media helps facilitate the exchange of ideas, insights, and knowledge, fostering a dynamic and stimulating academic environment. It is a great means in the process of EFL learners' language skill development, especially in speaking. Understanding the impact of social media on students' speaking motivation is essential, therefore, to make the speaking learning process more engaging in the lesson. The study focused on four popular platforms (1) YouTube, (2) TikTok, (3) Facebook and (4) Instagram. The author designed a questionnaire of forty-five items to explore students' perceptions of using social media as authentic learning materials to encourage their speaking motivation. At the same time, the author interviewed students to confirm the students' frequency of using these platforms in their learning process. The study sample consists of 90 EFL students who have taken the six courses from Listening - Speaking B1 to English Public Speaking Courses. The findings revealed that students use social media as authentic learning materials to a significant extent and students had positive perceptions toward their speaking motivation encouragement. It was found a medium correlation between the extent of social media as authentic learning materials impact on students' involvement and students' perceptions of their involvement. The findings may contribute to the discipline of the speaking method since they not only help students understand the significance of using social media in their speaking motivation encouragement but also help teachers understand

[i]Correspondence: emails tcdan@ctu.edu.vn, anhb2013967@student.ctu.edu.vn

students' perceptions, from which teachers can generate more effective and appropriate social media-based activities in classes for enhancing students' motivation in speaking.

Keywords: social media, authentic learning materials, EFL students' speaking motivation, impacts of social media, perceptions, Can Tho University

1. Introduction

1.1. Background of the study

In the contemporary era of digital technology, social media technologies have sparked a revolution in communication and networking, fundamentally altering global interactions and information accessibility. The emergence of social media has undeniably impacted how people worldwide interact and access information, facilitated by cloud-based technologies enabling anytime, anywhere access to vast information reservoirs (Johnson, Adams, & Cummins, 2012). Furthermore, social media plays a pivotal role as an additional learning tool, particularly in language education like English learning, where it fosters communication and resource exchanges among learners (Pitaloka *et al.*, 2021).

Just like social media, as part of the modern world, English is becoming more and more popular in daily communication and other activities of humans, such as business, cultural exchange, international integration, etc. Among the four key language skills, speaking is considered to be the most important skill in learning a foreign or second language. Brown and Yuke (1983) state that speaking is the skill that students will be evaluated on the most in real-life situations. Therefore, the common goal of English learners is to be able to communicate in their work and daily lives, speaking is an important skill for all learners who wish to learn a foreign language. They wish to use English to enhance their careers, improve business, build confidence levels, get better job opportunities, and make public speeches, attend interviews, participate in debates, and work on group projects. Even though speaking skills are important, it is still a big challenge for those who want to master it, particularly for English-majored students. Most of the learners are reluctant to speak up, have no interlocutors or even they have no platform so they have low motivation. It is supported by Nunan (1993) who mentions that there are some challenges in learning an oral skill namely lack of motivation. This problem is quite common in many non-English speaking countries around the world, including Vietnam.

Motivation plays a crucial role in language learning, influencing students' engagement, persistence, and ultimately, proficiency. Gass and Selinker (2008) believe that motivation has a powerful impact on the students' learning of a second language. According to Dornyei (2003), motivation is one of the keys that influences the rate and success of language learning, and "*motivated students are likely to learn more and learn more quickly than students who are less motivated.*" (Spolsky, 1990, p.157). In the context of speaking skills development, which often requires overcoming anxiety and actively

participating in communicative tasks, cultivating and sustaining motivation is particularly vital. Social media platforms offer a dynamic and interactive environment that aligns with the communicative nature of language learning, potentially enhancing students' intrinsic motivation to engage in speaking activities.

However, despite the widespread use of social media among the younger generation, its integration into formal educational settings remains relatively underexplored, especially concerning its impact on speaking motivation in EFL contexts. Consequently, there is a gap in the existing literature regarding the specific mechanisms through which social media usage can influence EFL students' speaking motivation, particularly within the context of Can Tho University's School of Foreign Languages, therefore, the researcher was motivated to conduct the study.

From what was presented earlier, it is worth investigating the effects of using social media as authentic learning materials on encouraging EFL students' speaking motivation. This study will contribute to understanding innovative teaching methods, promoting authentic language use, and enhancing student engagement in language learning contexts.

1.2. Research aims

The present study aimed at investigating the extent of the effects of using social media as authentic learning materials on encouraging EFL students' speaking motivation. Simultaneously, the study centered on gaining an in-depth insight into the EFL students' attitudes toward using social media as authentic learning materials on encouraging their speaking motivation.

1.3. Research questions

The study was conducted to answer the following questions:
- To what extent does using social media as authentic learning materials have an effect on encouraging EFL students' speaking motivation?
- What are the EFL students' perceptions toward using social media as authentic learning materials on encouraging their speaking motivation?

1.4. Significance of the study

Understanding how social media influences motivation and language learning outcomes can inform pedagogical practices and curriculum development in language education. This study seeks to conduct a comprehensive investigation into the effects of using social media as authentic learning materials on encouraging EFL students' speaking motivation at School of Foreign Languages, Can Tho University. It is essential not only for advancing theoretical understanding but also for informing practical pedagogical strategies aimed at optimizing language learning outcomes. By examining this topic within the specific context of the School of Foreign Languages, Can Tho University, the study provides valuable insights into the applicability and effectiveness of social media-based pedagogical approaches in diverse cultural and linguistic settings. Moreover, the

findings of this study can inform evidence-based instructional strategies aimed at fostering speaking proficiency and motivation among EFL learners, thereby contributing to the enhancement of language education practices. Ultimately, understanding students' perceptions, attitudes, and experiences regarding this innovative approach can guide the design and implementation of future language learning interventions in the digital age.

1.5. Scope of the study

The present study is a small-scale study including 90 English-majored students in the School of Foreign Languages at Can Tho University. The English language program here includes six Speaking courses such as Listening - Speaking B1, Listening - Speaking B2.1, Listening - Speaking B2.2, Listening - Speaking C1.1, Listening - Speaking C1.2 and English Public Speaking Courses. Six subjects are compulsory subjects in the school curriculum. So, this study places emphasis on the impacts of using social media as authentic learning materials on encouraging speaking motivation in learning six subjects and identifying students' attitudes towards changes in speaking motivation following the incorporation of social media-based activities. Additionally, the study will explore factors influencing speaking motivation in the context of social media-mediated language learning, and recommendations for optimizing the integration of social media in EFL instructions.

2. Literature review

2.1. Theoretical framework
2.1.1. Social media

Life in today's era cannot be separated from the role of social media because it can help people in carrying out various activities such as communicating directly remotely, making transactions, seeking the latest information, promoting merchandise, entertainment, exchanging information, and so on. Social media in the world of education functions as a form of collaboration, creativity, and learning for teachers and students. Through social media, the learning process can be carried out in order to make learning easier to do. Learning by using social media can also be an alternative for teachers in delivering learning materials, where teachers are not only focused on providing material but also support students to understand and master the use of learning technology. The use of social media in education focuses on individual learning by making other people the subject of learning. Furthermore, social media is not only about the impact of communication and information technology, but also about the communication technology that is absorbed and adopted. The role of social media now occurs in the process of distance education or e-learning, namely when the teaching and learning process is no longer limited to classrooms, distance, and time. Therefore, there are several definitions of social media from different experts and in several perspectives.

2.1.1.1. Definition of social media

The concept of 'social media' can be understood by breaking down its components: 'social' and 'networks'. The term 'social' refers to interactions within society, involving how people engage and spend time with others. 'Networks', on the other hand, refer to interconnected computer systems. According to Eren (2012), Beal (2015), and Namaziandost, Sabzevari, & Hashemifardnia (2018), these elements are fundamental to understanding social media. Kaplan and Haenlein (2010) define social media as "*internet-based applications that leverage the principles and technology of web 2.0, facilitating the creation and exchange of user-generated content*" (p. 61).

As conceived by Tados (2011), social media is defined as "*any media that helps integrate technology into lives of people for communication*". Furthermore, (Rouse, 2019) sees social media is a collective of online communications channels dedicated to community-based input, interaction, content sharing and collaboration. Various forms of social media include platforms such as forums, microblogging sites, social networking platforms, bookmarking sites, social curation platforms, and wikis, all of which are dedicated to facilitating online interaction and content sharing. Meanwhile, as conceived by (Evans, 2014) social media is an Internet-based technology that is used to create and share online information, which helps facilitate knowledge and information sharing, collaboration, and participation Furthermore, social media enables two or more people to interact and to communicate with each other. Social media platforms like Google, Facebook, Twitter, LinkedIn, and YouTube offer significant potential as online platforms to enhance student learning. They provide extensive opportunities for learners to access, collect, adjust, and disseminate information, thereby fostering the building and sharing of knowledge (Gaytan, 2013).

To sum up, social media is a tool of information and communication technology used by people to communicate online. Social media is also one famous platform used by people of every age and level. Social media is a thing as a result of the advances of technology nowadays (Monica & Anamaria, 2014). The wealth of information that is available on social media websites can now be accessed at anytime from anywhere in the world due to the features that are best known as cloud-based technologies (Johnson, Adams, & Cummins, 2012).

2.1.1.2. Types of social media platforms used as authentic learning materials

According to (Kaplan & Haenlein, 2010), social media is a group of internet applications that allows the creation of various content in the world. Various types of social media platforms exist, including Facebook, TikTok, Instagram, YouTube, and others. These kinds of social media are easy to sign up for free. It is also one of the reasons why most people use social media. Moreover, social media, with its diverse array of platforms, can be viewed as a solution because these materials possess the potential to captivate students through their flexibility, entertainment value, and interactivity. They offer an excellent opportunity for learners to express themselves confidently.

2.1.1.2.1. Facebook

Facebook, originally initiated by Mark Zuckerberg at Harvard University in February 2004, is one of the most popular social networking sites today (Nadkarni & Hofmann, 2012). The most common user group on Facebook is university students who are 18–25 years old (Sharma, Joshi, & Sharma,2016). Facebook is used for a variety of reasons such as presenting and sharing identities, social connection, status updating, social investigation, and social network surfing (Ainin, Naqshbandi, Moghavvemi, & Jaafar, 2015; Joinson, 2008; Nadkarni & Hofmann, 2012). Facebook has recently emerged as an effective learning environment in language education (Aydın, 2012; Kabilan, Ahmad, & Abidin, 2010; Sykes, Oskoz, & Thorne, 2008). Facebook has recently emerged as a new online learning environment for language instruction (Aydın, 2012; Blattner & Fiori, 2009; Kabilan *et al.*, 2010). Using Facebook as a personal domain eases communication from peer-to-peer to negotiate academic topics, group discussions and assignments, but they do not often see these practices only as instructions but also as skills enhancement (Bennett, 2011).

Facebook stands out as one of the most widely used social networking platforms, offering features for users to share information, engage in chats, and collaborate within its framework (Stelter, 2008). When students utilize Facebook as a study tool, spending time browsing profiles, connecting with new individuals, and fostering relationships in English, they gain extensive opportunities to collaborate with a global community and enhance their language skills simultaneously (Educause Learning Initiative, 2006). Feedback received through comments and suggestions can be utilized by students to refine their language abilities. Additionally, discussions on Facebook allow students to maintain anonymity, mitigating face-to-face interaction and reducing anxiety levels (Murphy, 2009), consequently lowering the Affective Filter and bolstering motivation and risk-taking in language acquisition (Krashen, 1981, 1988).

Facebook has important tools for improving student achievement in educational institutions. Shih (2013) affirmed that utilizing Facebook for language learning effectively enhances learners' grammar skills, particularly regarding tense and structure, while Kajornboon (2013) emphasized Facebook's potency as a learning space for English language acquisition and the promotion of learning attributes. Leveraging Facebook can significantly enhance learning outcomes, particularly when tailored to accommodate the diverse experiences and knowledge levels of learners. According to Tuấn and Tư (2014, as cited in Jassim & Dzakiria, 2019), Facebook usage by Vietnamese university learners has increased significantly in relation to grades. Furthermore, Tuan and Tu concluded that Facebook's improvement and value are related not only to students' academic performance but also to modulating the social atmosphere of educational institutions.

2.1.1.2.2. YouTube

YouTube, founded by Steve Chen, Chad Hurley, and Jawed Karim in 2005, has become a pivotal platform for video sharing and social media, with more than 2.5 billion users accessing the platform each month, collectively viewing over one billion hours of videos

daily. Khalid (2012, p. 527) defined YouTube as a video–sharing website on which users can upload, share and view videos. According to Burke, *et al.* (2009, p. 2) YouTube is an online platform accessible to the public, enabling individuals to effortlessly upload, watch, and distribute video clips via www.youtube.com, as well as other websites, mobile devices, blogs, and email. The use of YouTube as a learning medium can be applied to various fields, one of which is to improve English speaking skills (Afrianto & Gulö, 2019; F. M. Sari, 2017; Yuniara *et al.*, 2020). YouTube serves as a web-based educational resource that enables learners to manage content conveniently and encourages student engagement through the videos and graphics it offers (Deng & Yuen, 2010).

Numerous academics have confirmed YouTube's value in language acquisition. According to Barrs (2012), YouTube contributes to cross-cultural understanding since it allows people of many cultural backgrounds to upload videos. Also, Snelson & Perkins (2009) state that the videos improve motivation in second language acquisition and allow for stress-free video exchange among students. Without the constraints of traditional classrooms where the teacher is the only speaker, YouTube videos help students engage in constructive criticism, sharing, expressing, speaking, and thinking. According to Alastuey (2011), YouTube videos play a crucial role in facilitating learners to engage in speaking and interacting with both peers and teachers while watching the videos, thereby aiding comprehension of the content being presented.

In EFL contexts, speaking has never been easy for EFL learners. According to Zeng and Takatsuka (2009), EFL students have often been taught using traditional techniques of language instruction, which have not exposed them to the target language or the means by which they can interact, speak, and communicate in the language. Also, speaking is a difficult skill since it requires the learners to master a sum of other skills such as grammar, vocabulary, and comprehension. Silviyanti (2014) reported that speaking skills can be particularly benefited from YouTube videos as they provide learners with a full understanding of the material and boost their motivation. The results of a study examined by Jati *et al.* (2019) showed that using YouTube content has enhanced the students' speaking skill significantly in three areas: fluency, accuracy and overall performance.

2.1.1.2.3. TikTok

TikTok, administered by the Chinese corporation Bytedance, is a widely-used social media platform, that allows users to create, share, and explore short video clips. TikTok has risen to global prominence since its 2017 acquisition of musical.ly and subsequent growth trajectory to over 500 million active users and one billion app installations in less than two years (Antipova, 2020). TikTok is a social media platform predominantly utilized for sharing brief videos, as highlighted by Hanson (2020). Hence, it functions as a mobile application dedicated to short video content, often incorporating music, as noted by Scirri (2021).

One of the most popular social media sites is TikTok (Ferstephanie & Pratiwi, 2021). It is very hyped among young people. It highlights captivating and easily accessible features along with unique effects. There are a lot of trending songs and hashtags that users can use in creating content. It is a platform with various video content in it. TikTok is a place where users are free to express themselves creatively and innovatively. Many tools can be utilized in TikTok such as duet, sharing, challenging through video with other people around the world. As a result, using TikTok as social media will be an effective learning platform for students. Students have the opportunity to repeatedly practice language content and skills with ease and enjoyment through TikTok. The TikTok application offers four primary types of language subjects, including grammar, vocabulary, pronunciation, and common mistakes.

(Hayman & Smith, 2019; Smith, 2016) explained that social media plays a significant role as a helpful resource for students in education. Furthermore, (Zam Zam Al Arif, 2019) indicated that students show positive attitudes towards using social media in language learning. Utilizing TikTok has enhanced students' motivation and willingness to learn English, particularly in speaking skills. Previous research has provided evidence of the benefits TikTok offers to students' speaking skills. Putri (2022) states that the application of TikTok enhanced students' speaking abilities significantly. Students showed favorable attitudes towards integrating TikTok into language instruction. Its inclusion in the learning process inspired and motivated students to participate actively in oral communication. Students can create a variety of English-language content on TikTok as a result of the numerous tools used to make videos more interactive and engaging. By practicing and integrating language learning with TikTok, students can relate it to their everyday lives and enhance their speaking abilities for more meaningful language learning. (Manggo *et al.,* 2022) Using TikTok as a learning tool helps students learn English more effectively, particularly when it comes to speaking. The use of the TikTok application in the class has the potential usage for students in enhancing their ability to communicate in English. According to (Xiuwen & Razali, 2021), students can access short TikTok videos as a resource for studying English and promoting their speaking abilities. Additionally, students can improve their speaking abilities in terms of vocabulary, fluency, and pronunciation by watching short videos on TikTok. Students become conscious of speaking English by mimicking native speakers when TikTok videos are used in the classroom.

2.1.1.2.4. Instagram

Instagram is one of the web applications serving a large online community which was launched officially in October 2010 by Kevin Systrom and Mike Krieger. This platform is a social network that lets users share photos and videos. It allows users to post and share their content publicly with others (Wissam *et al.,* 2020). Additionally, it lets users express themselves by leaving a comment below images or videos, share knowledge, socialize, pass the time, and simply for entertainment (Alhabash & Ma, 2017; Handayani, 2016). Since Instagram proposes the concept of visualization as the character of the site, it is

even utilized by companies to promote their products and services (Alhabash & Ma, 2017; Hu *et al.*, 2017). Consequently, Instagram has reached millions of user accounts in a short time, because it is user friendly and very popular. This website has billions of photos contributed by over 150 million active members worldwide.

In terms of language learning, Handayani (2016) argues that Instagram may be used to implement a variety of activities in language schools, including role plays, digital storytelling, grammar exercises using photographs, reading, speaking exercises using videos, and more. Thus, Instagram addresses four language skills to practice the language in and outside the classroom. Additionally, it was found that Instagram increases students' motivation to learn and their participation in classroom activities (Purnama, 2018). Among the studies conducted on Instagram regarding its use for language learning, Mansor and Rahim (2017) discovered that the platform works well for encouraging students to collaborate with one another on group projects using videos they took for teacher-led assignments.

Additionally, a number of researchers have embraced new technologies, like Instagram, to work together on language learning and experience in environmental EFL classrooms (Sharples, Taylor, and Vavoula, 2005). The elements of using mobile applications, movability, social interactivity, and connectivity helped the learners to develop language skill, mainly oral communication (Duman and Orhon Gedik, 2014). There were many studies that reported the use of Instagram had great benefits for pedagogical tools since English learners could share their ideas or opinions and post it on their accounts (Phillip, 2013; Kelly, 2015; Hanieh and Shahla, 2016). Furthermore, teachers could promote activities to develop and increase their motivation to learn English better. According to Baran (2013), a significant portion of the time and energy expended by English language learners is spent reading official and informal online texts on a variety of social media pages and channels, seeing videos, and keeping up with tweets and updates pertaining to the course material. There are numerous English education pages on Instagram. Certain pages encourage vocabulary learning in English. For the average language student, expanding one's vocabulary frequently appears to be crucial (Al-Jarrah *et al.*, 2019; Botan *et al.*, 2020).

One of the difficulties faced by English language learners when studying the language is the lack of opportunity for authentic communication due to non-personalized course contents and complaints about being forced to follow a rigid curriculum. (Donmus, 2010; Lambert *et al.*, 2017; Wang & Kim, 2017). For this reason, incorporating Instagram pages into current teaching methods can offer informal learning environments and open up new possibilities for English language learning. Consequently, social media platforms like Instagram and others are being used by academic institutions and teachers more and more (Abrar, 2021; Paul *et al.*, 2012).

2.1.2. English speaking skills

2.1.2.1. Definition of speaking

There are a lot of definitions of the word "speaking" that have been proposed by researchers in the field of language acquisition. According to Chaney (1998), Speaking is the process of creating and conveying meaning via the use of both verbal and nonverbal symbols in various circumstances. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of meaning-making that involves the production, receiving, and processing of information. Bygate (1987) defined speaking as the act of producing auditory signals in order to elicit various verbal replies from listeners. It is recognized as the methodical blending of sounds to create logical phrases. It is regarded as combining sounds systematically to create meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two–way process including a true communication of opinions, information, or emotions.

Moreover, Lazaraton (2002) identifies speaking as "*the main skill by which a language is acquired, and it is almost certainly so at the beginning level*" (Lazaraton, 2002, cited in Celce-Murcia, Brinton, & Snow, 2014, p. 106). Therefore, speaking skills do not include only the verbal language to share and express feelings and thoughts but also take into account of nonverbal language including eye contact or gestures. In addition, it is also about being aware of grammar, vocabulary, pronunciation, and other aspects, also to recognising the subject matter of speaking and the appropriate time to talk. Moreover, El-Koumy (2002) explains the skill of speaking from two poles apart viewpoints. Initially by the skill-building viewpoint where speaking skill is well-defined as an assortment of micro expertise containing pronunciation, grammar, and vocabulary. The other viewpoint he adds is the whole language perspective, where speaking is explained as an oral course of constructing meaning.

Overall, speaking is an interactive skill in which parties of speech engage together in order to convey a certain message (Brown, 2014). Speaking is one of the most complicated skills for EFL learners since it involves many skills. The ability to maintain discourse flow, differentiate between ideas and content, pronounce words flawlessly, and structure the discourse (Kelsen, 2009).

2.1.2.2. The importance of speaking skills in EFL context

In the worldwide world, communication plays a crucial part in getting victory in almost all areas. Language is utilized as a device for communication. Communication without employing a language may not be conceivable. That is, it requires language to communicate with others. Nowadays, English is considered the lingua franca of the world. It serves as a reason for communicating with individuals who live in different parts of the world. It is in this regard, that placing importance on the speaking skill in English learning comes to light. Speaking aptitude can be the foremost important aptitude to procure a second language. According to Brown and Yuke (1983), "*speaking is the skill that the students will be judged on most in real life situations.*" Yet, this significant skill

has been devalued. That is, regardless of its significance, teaching the speaking skill has been underestimated and most of the EFL/ESL teachers have been continuing their teaching of the speaking skill just as memorization of dialogues. Therefore, in educational environments, speaking skills should be focused on. According to Rao, 2019, the speaking skill, comparing to the other skills, is more difficult, for learners should express their ideas on the spur of the moment.

The most crucial part of learning a second or foreign language is developing speaking skills, and the ability to carry on a conversation in the target language is the criterion for success (Nunan, 1995). Speaking is one of the most important skills of all four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). Speaking skills enable individuals to produce sentences for real communication, in other words, they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

At present, due to English's growing importance as a language for worldwide communication, speaking proficiency in the language is highly required (Nazara, 2011). Speaking is one of the primary language skills. According to Nunan (1991), cited in (Maulana *et al.*, 2018), mastering speaking is the most crucial aspect of learning. Speaking is the fundamental form of oral communication (Caroline, 2005 cited in (Maulana *et al.*, 2018)). Moreover, according to Brown (1990), referenced in Tambubolon (2018), the goal of language learning is communicative competence. Therefore, speaking is the most important skill because it is one of the abilities that is needed to perform a conversation.

However, speaking English is not an easy task because speaking English requires knowledge of several important topics, including pronunciation, grammar, vocabulary, fluency, and comprehension. To interact with others easily and productively, learners must possess a sufficient level of English language proficiency. According to Rivers' (1981) research on language use outside of the classroom, speaking is utilized twice as frequently as reading and writing put together. Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for people's interactions where they speak everywhere and every day. Oral communication, or speaking, serves as the means to convey ideas and messages verbally. To promote English language proficiency among students, it's imperative to engage them in authentic communication tasks where they actively utilize the language.

In communication, speaking has an important role in order to deliver messages from speaker to listener orally. In daily usage, there are many kinds of speaking types. Abeywickrama & Brown (2010:184-185) divides five types of speaking, namely: (1) Imitative. This type of speaking requires the test takers to copy a word, phrase, or entire statement. The primary focus of the evaluation is pronunciation; however, grammar is also included when determining a score. It is important to emphasize that imitative speaking does not require linguistic competency for communication. They must gather some information, and then verbally repeat it without further justification. All that comes out of them is what they have heard. (2) Intensive. Unlike imitative, intensive speaking does not prioritize phonological or phonetic accuracy. While it is necessary to

comprehend meaning in order to respond to some tasks, there is little interaction with the counterpart. The sample task involves reading aloud and completing sentences and interaction. (3) Responsive. Authenticity in a conversation is important. Therefore, prompt speech is encouraged by the speaker. One sort of behavior that belongs to this category of speaking is responding to a brief conversation with a simple request or statement. (4) Interactive. The key difference between interactive and responsive speaking is the amount of information and complexity in each sentence. The number of speakers also matters as sometimes it needs more than two people in the conversation, and (5) Extensive. The speaker will also have to engage in conversation and answer questions from the counter-speakers. It might be argued that the most important speaking ability requiring strong language is extensive speaking.

It is evident from the reasons that speaking is a critical skill to acquire. It is spoken in daily interactions. It is used in daily communication orally. Besides that, there are five types of speaking, namely: (1) imitation, (2) intensive, (3) responsive, (4) interactive, and (5) extensive. The employment of those types is based on the context and situation.

2.1.2.3. Components of speaking skills

In the speaking process, components of speaking have been discussed by many researchers. Riggenbach (1998) (cited in Itkonen, 2010) states that pronunciation, vocabulary, grammar, accuracy and fluency are commonly thought as the principal components of speaking, but Thornbury (2005) divides them into three main components of speaking which are fluency, accuracy and comprehensibility.

Fluency is one of the most significant criteria to help language learners communicate effectively. As Crystal (1977), Bryne (1986) & Nation (1991) (cited in Lan, 1994) state that fluency means the capacity to communicate without vacillation and pauses that make for comprehensible interaction. It means that someone is able to communicate without having to stop and think too much about what one is saying. Similarly, the CEFRL (2001) defines fluency as the ability to articulate and keep communication going. Moreover, fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Richards, Platt, and Weber (1985) stated that fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. Fluency can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns.

In terms of accuracy, Parrot (2002) described accuracy as the ability of learners in using appropriate grammar, vocabulary and phonology in their speaking. In general, accuracy is related to the way students in mastering word order and omission, pronouns and relative clauses, tenses, prepositions, producing correct sentences in pronunciation, and other grammar rules that commonly occur when they are speaking among them, so

their speaking can be understood by others. Therefore, learners should focus on vocabulary, grammatical and pronunciation.

1) Vocabulary: to achieve accuracy in terms of vocabulary means to choose a range of appropriate vocabulary in the appropriate context. The learners have to be able to use words and expressions accurately.

2) Grammar: to speak English accurately in terms of grammar, the learners should know how to put words together to make correct sentences. Learners use correct word order, tenses, and tense agreement.

3) Pronunciation: As Louma (2003, p.11), pronunciation is the sound of speech that "*can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation*". Therefore, if the pronunciation is correct, the speakers will be understood and accuracy is achieved.

Comprehensibility refers to the listener's ability to understand the speaker's utterances. In speaking, comprehensibility indicates that both parties can effectively understand each other's messages. Harmer (2005) stated that if two people want to have communication, they have to be speaking because of the different information they have. Bad communication occurs when people are still confused with the information received.

2.1.2.4. Factors enhancing the development of EFL students' speaking skills

There are a number of factors that can influence speaking skills. Second language learners can be familiarized with those factors that play a role in the development of their speaking skills. To help learners surmount difficulties in their speaking skills, it is necessary to discover the reasons affecting speaking. The factors that are suggested by Hoang & Ngoc (2015), include performance conditions, affective factors, listening ability, linguistic factors and feedback during speaking activities can affect students' speaking performance.

The first factor is pertinent to performance conditions. Students engage in a speaking activity in several conditions. Nation & Newton (2009) propose four distinct performance situations that they believe may impact speaking performance. These conditions involve time pressure; planning; the quality of performance, and the amount of support.

The second factor is related to affective ones. Oxford (1990) stated that a student's emotional side is one of the key components of language learning. Many psychological factors have been linked to the acquisition of a second language (Krasen, 1982), with motivation, self-confidence, and anxiety being the three primary types that have been studied by numerous studies. According to Woodrow (2006), anxiety can have a negative effect on students' speaking skills. Extreme anxiety can cause despondency and a sense of failure in learners (Bashir *et al.,* 2011). Anxiety and confidence are interrelated, less confident students are less likely to interact in class and often remain silent. Brown (1994) and Mahripah (2014) indicate that lack of confidence can result in students having low self-esteem and they remain silent as opposed to risking criticism in front of the rest of their fellow classmates.

In addition, listening ability is the third factor. According to Doff (1998), students are unable to improve in speaking without first developing their listening skills. Listening and speaking are related to each other, in that students are not able to reply if they cannot understand what is said to them. It is common for conversational participants to switch between speaking and listening frequently. However, mastering listening skills is a prerequisite for mastering speaking abilities (Doff, 1998, quoted in Leong & Ahmadi, 2017). Therefore, students must understand the speech first in order to make a successful conversation. Fourth, another important factor affecting students' ability to develop their speaking skill is linguistic factors. According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a challenging aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, the pronunciation of English words is not similar to their spellings. Words with similar spellings may exhibit different pronunciations due to the surrounding contexts, such as tense and phonemes that follow them. These differences can pose challenges for non-native English speakers, leading to confusion in word pronunciation. To navigate this complexity, EFL learners must acquire a deep understanding of vocabulary and sentence structures. They need to grasp how words are segmented into distinct sounds and how sentence stress patterns function. Developing grammatical competence enables speakers to accurately apply and interpret the English language's structure, thereby enhancing fluency (Latha, 2012). In contrast, native speakers typically express themselves effortlessly, drawing on their familiarity with the language. When encountering difficulties in conveying certain concepts, they employ alternative communication strategies. While they may occasionally commit syntactic errors, these deviations generally do not alter the intended meaning of their sentences, thereby facilitating comprehension for listeners.

Finally, another factor is related to the feedback during speaking activities. Feedback is a natural part of language that we use to clarify the meaning of what we say, and to help students understand what we mean. Many learners anticipate receiving feedback from their teachers regarding their speaking abilities. Harmer (1991) suggests that instructors' responses to their learners' performance vary based on factors such as the lesson stage, task type, and types of errors made. Harmer (1991) further notes that direct correction of students' issues during speaking activities can disrupt the flow of dialogue and the intended objectives of the task. This sentiment is echoed by Baker and Westrup (2003), who argue that constant correction may lead to demotivation and apprehension among learners, hindering their willingness to engage in conversation. It is recommended that instructors adopt a positive approach to error correction, offering constructive feedback and encouragement to learners during speaking activities.

2.1.3. Speaking motivation
2.1.3.1. Definition of motivation

Motivation is a part of important things in the learning process. The term motivation is derived from the Latin verb movere (to move). It means that motivation is something that gets someone moving and keeps someone working. Maehr and Meyer (1997: 372) argued *"Motivation is at the heart of teaching and learning"*. Moreover, Williams and Burden (1997: 120) define that *"Motivation is a state of cognitive arousal which revokes a decision to act; as a result of which there is 'sustained intellectual and/ or physical effort' so that the person can achieve some 'previous set goal"*. They go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he/ she wishes to achieve.

Richards & Schmidt (2002: 343) define motivation as *"The driving force in any situation that leads to action."* An important motivation theory is the expectancy-value theory. He also reports that this assumes people are motivated to do something they feel is worth doing and expect to succeed in doing. In discussing this theory, Dornyei (2001) says there are two key factors: first, individual expectations of success; and secondly the value individuals put on success (or their negative fear of failure). If individuals have high positive feelings on both factors, they will have a high degree of positive motivation. If one of these factors is missing, they will be less motivated. As Brown (2000, p.160) also states that *"it is easy in second language learning to claim that a learner will be successful with the proper motivation"*. Having the same view, Gardner (2006, p. 241) admitted that "students with higher levels of motivation will do better than students with lower levels".

According to Gardner (1985), motivation is defined as *"the extent to which an individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity"*. Crump (1995) believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. As Dörnyei's viewpoint (2001), motivation explains the reasons people decide to do something, the efforts they are going to pursue and the time they are willing to keep up the activity. Sharing the same idea, Lintern (2002) proposes that motivation is *"a desire to achieve a goal, combined with the energy to work towards that goal"*.

Although these scholars define motivation in different ways, they share the same conception that motivation is a "*drive*" or "desire" towards the goal. In summary, the concept "*motivation*" has been defined in a variety of ways. Within the scope of the current paper, the researcher adopts the definition "*motivation*" provided by (Bomia *et al*, 1997) motivation is understood as the willingness, need and desire of students to participate in the learning process because it is the most comprehensive and relevant to the language learning context.

2.1.3.1. Types of motivation

According to many researchers, there is a wide range of motivations. Gardner and Lambert (1972) introduce the notions of instrumental and integrative motivation. In addition, Harter and Connell (1984) propose that there is another type of motivation

called "*achievement motivation*". Deci and Ryan (1985) and Ellis (1994), motivation can be distinguished into intrinsic and extrinsic motivation. However, in the present research, the research will elaborate on intrinsic and extrinsic motivation.

2.3.4.1. Intrinsic motivation

The term "*intrinsic motivation*" (IM) describes the drive to perform an action because it is pleasurable and fulfilling. According to Ryan and Deci (1985), intrinsic drive stems from the basic human demand for competence and autonomy. They believe that when people are allowed to choose what they want to do; they will look for engaging circumstances in which they can overcome the obstacles that the activity presents. By striving to meet these challenges, learners develop a sense of competence in their abilities. According to Harmer (2001, p. 51), "*intrinsic motivation comes from within the individual. Thus, a person may be motivated by a desire to feel better about themselves or by the enjoyment of learning itself*". Intrinsic motivation arises from a desire to learn a topic due to its permanent features of interest. Psychologists have proved the fact that human beings have a natural curiosity drive that pushes them to explore things surrounding them.

According to Hayikaleng *et al.* (2016), in language learning, the term "*intrinsic motivation*" describes the drive to participate in an activity because it is engaging and fun. A person might be motivated by the enjoyment of the learning activity or a desire to make themselves feel better. Here the pupils are excited by their intrinsic motivation. They study English because of an internal desire. On the other hand, intrinsic motivation stems from a desire to learn a second language driven by the necessity to understand, interact, or blend into the culture of its speakers, or to engage and assimilate into the community where the language is primarily used. This motivation may also be influenced significantly by emotional or affective factors (Saville & Troike, 2006, p.86).

2.3.4.2. Extrinsic factors

On the other hand, extrinsic motivation refers to motivation driven by external factors such as rewards or avoidance of negative consequences rather than inherent enjoyment of the activity itself. It arises from the presence of externally imposed tasks or constraints rather than intrinsic interest (Deci, 1980, pp. 30–31). Abraham Maslow (1970), a behavioral psychologist, claimed that: "*intrinsic motivation is clearly superior to extrinsic. We are ultimately motivated to achieve "self-actualization" once our basic physical, safety, and community needs are met.*"

Furthermore, extrinsic motivation differs from the desire to learn for the purpose of learning or interest in tasks because it comes from the effect of an outside reward, according to Penny (1996, p. 277). Furthermore, extrinsic motivation can stem from a variety of external causes, such as the requirement to pass a test, the expectation of financial gain, or the potential for future travel, as explained by Harmer (2007:98). Additionally, this kind of motivation comes from the outside and exerts influences on an individual through rewards, punishment, and societal pressure. According to Gage and Berliner (1984, p. 441), this type of motivation comes from teachers, parents, and the

environment. Students who are motivated intrinsically are likely to perform better in the process of learning. This is because they are interested in the learning process and they want to do well for the sake of the learning and not for any awards or recognitions. They will also find their learning to be meaningful as they will be prepared to delve deeply into the things, they are learning in order to master it. This principle also holds true for the process of acquiring a second language. The more individuals participate in activities that require them to use the target language, the greater their progress in language acquisition will be.

2.3.4. Factors influencing speaking motivation in EFL contexts
2.3.4.1. Internal factors

Internal aspects of motivation and the process of acquiring a foreign language may constitute among the most significant determinants of success or failure in language learning (Dashti *et al.*, 2021). One of the most critical internal aspects is the learner's psychological condition. Individual factors in language learning have evolved to include language learners' psychological and social experiences (Fang & Tang, 2021). The emotional state of learners is what makes them less excited about learning English, especially speaking English early. It is how they produce self-motivated learning motivation. It will have an impact on the quality of their English-speaking skills. Learning to speak without psychological support is nothing. Unfortunately, because of this psychological issue, they will have difficulty learning English. This is in line with Hafis and Widya (2021), who opined that psychological or cognitive issues may contribute to EFL learners' difficulty in speaking.

One of the internal factors that causes learners to have low motivation is the lack of confidence in their talents. Tridinanti (2018) argues that in foreign language classes, individuals with low self-confidence and high anxiety, concern, and fear may have difficulty developing their speaking abilities. Another side, S. Wang and Littlewood (2021) explained that learners may think that they do not have the talent to speak English and feel dissatisfied with their performance. Learners' self-confidence is commonly influenced by negative thinking about their talents, low motivation, lack of practice, vocabulary, skill, and poor preparation (Nadiah *et al.*, 2019). Because of those mentioned above, low self-confidence can lead them to have low motivation to learn English early, especially in speaking skills. Sumarsono and Amin (2019) stated that self-confidence is the positive strength or willingness that positively affects learners during communication or topic. In this study, the context is communication in English, and the topic is learning English earlier. Thus, low self-confidence can be defined as a lack of confidence in speaking English caused by one's self-identifying characteristics (Rayah *et al.*, 2018).

Another internal factor is speaking anxiety. Anxiety is the situation that drives worry, anxiousness, or uneasiness about something that has an unclear result (Arroll & Kendrick, 2018). Speaking anxiety can be a type of anxiety disorder that occurs when a person feels nervous about giving a speech or preparing to speak in front of others (Gallego *et al.*, 2022). Learners feel this anxiety when they try to learn to speak English.

They think negatively about their psychology, which causes this speaking anxiety. Speaking anxiety here can be defined as communication apprehension (CA), a situation in which a speaker feels fear to communicate with others (Rosenfeld *et al.*, 1995).

The following internal factor is shyness. Mohammadian (2013) states that a learner's low motivation can restrict them from getting the information they need to complete a task. Also, when combined with excessive shyness, it can cause failure in the learning process. Laziness Is the next internal factor. According to Rachim (2020), learning laziness is a barrier to both teaching and learning and the more inactive a student is, the less successful they will be in their studies. In learning English, learners feel lazy because they lack vocabulary and judge that English is a complex language (Fatmawati *et al.*, 2020).

2.3.4.1. External factors

External factors are based only on circumstances outside of the influence of the learner that include the learning environment, length of exposure, and learning style.

Brianne (2006) states that a learning environment is the place or space where learning occurs, which contains Classroom size, size of the group, tools and devices provided. According to Wilson (1995), students who are provided ample access to informational resources such as books, printed materials, videos, etc., as well as tools like word-processing programs, email, and search engines, are prone to acquiring knowledge. The next external factor is the length of exposure. It refers to the amount of time they have been studying the language. The length of exposure to a language could also play a role in language acquisition, particularly in the progress and success of learners. (Brianne, p.37). Not only that, he adds: "*it was the long and sustained exposure and opportunity to use the language which gave the younger group an advantage over the older ones, not simply their being at a young age.*" (p.40). Another factor that can affect students in learning is learning style. Learning style is a particular way of learning preferred by a learner, (Richards & Schmidt 2010). Reid (1995) recognized six types of learning styles. They are known as visual learners, auditory learners, kinesthetic learners, tactile learners, group learners, and individual learners.

2.3.5. Authentic learning materials

2.3.5.1. Definition of authentic materials

Authentic materials are defined in different ways by different researchers. Originally, the word "*authentic*" was used to describe any genuine or natural communication situation. According to Kramsch (1993: 177), authentic language is spoken in daily life and is not meant for academic contexts. Any "*written or spoken texts*" that are typically not designed for language instruction are referred to as authentic materials or authentic texts (Tomlinson, 1998). Similarly, authentic texts are described as "*real-life text, not written for pedagogical purposes*" by Wallace (1992).

According to Herod (as cited in Al Azri and Al-Rashidi, 2014) authentic materials are made to mimic real-world circumstances. These materials, also referred to as printed

materials, are utilized in the classroom in a manner akin to their use outside educational settings (Jordan as cited in Al-Azri & Al Rashidi, 2014). Another definition according to Nunan (1988) is that authentic materials are created or utilized with language use as their primary objective rather than language instruction. It is not designed for pedagogical purposes. Authentic materials are vital for learning a second language since learning a second language needs more motivation and usage. These are authentic materials which makes the language use native-like for the language learners. That is how, Kilickaya (as cited in Murray and Belaid, 2015) said that authentic materials are created for native speakers to communicate in the real world, not for purposes of teaching. The usage of authentic materials has proved effective in all language skills like reading, speaking, listening, and writing. It depends on the method of a particular teacher or on the learning situation that which type of authentic materials the teacher would like to adapt. Swaffar (1988) emphasized that the main objective of authentic materials, whether in oral or written form, is to express and convey meaning. This implies that authentic texts should embody a real communicative intent, contrasting with the primary goal of foreign language textbooks, which is to instruct language rather than convey information.

Ferit Kilikia believes that authentic material is one whose language correlates with the real language and its use in its own community. He also added that the English presented in the classroom must be authentic and not artificially reproduced for educational purposes. As a rule, this involves the use of materials that include the language naturally occurring in communication, in the use of native speakers. Moreover, according to Jerry Gebhard's definition, authentic materials include anything that is used for communication. They can be presented in the form of newspapers, magazines, television or radio programs, films, songs, and advertisements.

Based on these definitions, we can find the real meaning of authentic materials: they are real language; produced for native speakers; designed without the teaching purposes.

2.3.5.2. Types of authentic materials

According to Gebhard (1996), authentic materials can be classified into three categories.

1) Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2) Authentic Visual Materials: Slides, photographs, paintings, children's artwork, stick figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3) Authentic Printed Materials: newspaper articles, movies, advertisements, astrology columns, sports reports, lyrics to songs, restaurant menus, street signs, tourist information brochures, university catalogues, telephone books, TV guides

In this sense, there are a lot of real materials in our lives, like articles from newspapers and magazines, broadcasts on TV and radio, everyday talks, meetings, papers, speeches, and movies. The Internet is among the most helpful. One of the most

useful is the Internet. While newspapers and similar resources become outdated rapidly, the Internet remains constantly updated, offering greater visual appeal and interactivity.

2.3.5.3. The impacts of using authentic materials in EFL learning

Using authentic materials in language learning environments has lots of impacts in EFL learning. Firstly, they engage both the learners' and teacher's attention in the language being taught. They have a high-interest value because of their relevance to the real world, keeping the students informed about what is happening in the world they live in. So, it can be said that they have an intrinsic educational value (Martinez, 2002). According to research on authentic materials, students' enthusiasm to learn a foreign language is greatly increased by using these materials (Akar and Yildirim, 2000). Authentic activities that are realized in constructivist learning environments with the active participation of the students enable them to become the thinkers and problem solvers of today and the future. They provide the teachers with the necessary linguistic and structural basis for them to form a highly qualified teaching atmosphere (Taylor *et al.*, 2004).

Additionally, authentic materials have at least three layers of learning embedded within them: language (the structure and vocabulary), cultural insights (cultural norms and values of the community this language is used) and practical application (using the item in the way it was intended) (Spelleri, 2002). These layers motivate the students intrinsically because students have the chance to enjoy both learning the language and the culture where this language is spoken and putting what they have learned into practice as used in the real world. Saito (1994) says that in that way, they can understand the value of learning a language.

Likewise, motivation plays a vital role in learning a language. No learning can take place without motivation and students can be motivated by using authentic materials in order to make the language use real like. Similarly, there are a number of benefits for language learners who use authentic materials. Peacock (as cited in Al Azri and Al Rashidi, 2014) presented several reasons for using authentic materials in the classroom. The first reason is that it makes the learners motivated to learn a second language and use it in different contexts. It prepares learners for real language use. The second reason is that it increases learners' level of motivation towards learning a second language since it gives cultural information about the target language which makes the learners learn the language faster. The third reason is that authentic materials are suitable for all levels. It also meets the learners' needs and interests.

Similarly, Oxford (cited in Ahmad Baniabderahman, 2006) underscored the benefits of incorporating authentic materials in second language instruction, noting that they enhance language acquisition by making learning enjoyable and nurturing the development of vocabulary and grammatical understanding. Authentic materials also encourage learners to focus on content rather than form, and they offer opportunities to navigate diverse real-world scenarios, both within and beyond the classroom. In summary, the integration of authentic materials contributes significantly to the advancement of students' language proficiency and motivation.

Moreover, Harmer (as cited in Murray and Belaid, 2015) said that the utilization of authentic materials facilitates the enhancement of students' language abilities such as reading, speaking, and listening. Consequently, these materials contribute to the improvement of both linguistic and non-linguistic proficiencies among learners. Additionally, they offer students opportunities to apply language skills in everyday situations beyond the confines of the classroom. Harmer also noted that incorporating authentic materials heightens learners' motivation levels, a crucial factor for successful second language acquisition. Thus, the adoption of authentic materials is recognized as effective in implementing innovative teaching methodologies aimed at fostering language use that is natural, effective, and reflective of real-life contexts for the second language. EFL learners said that using authentic materials develop students' language skills like reading, speaking, and listening skills. Thus, this part could be concluded by mentioning the following points about authentic materials:

- expose learners to language that serves a useful purpose,
- provide a refreshing change from the textbook,
- focus more closely on learners' interests and needs,
- provide information about a variety of topics,
- increase learners' motivation,
- connect the classroom with the outside world.

2.4 Related studies

The research conducted by Sim Monica Ariana & Pop Anamaria Mirabela (2014), titled "The Impact of Social Media on Vocabulary Learning Case Study – Facebook," aims to investigate the influence of computer and social media, particularly Facebook, on enhancing students' English vocabulary knowledge. The study focuses on intermediate and upper-intermediate first and second-year ELT students in economics at the Faculty of Economic Sciences, University of Oradea. Social media encompasses various platforms such as magazines, internet forums, blogs, wikis, social networks, podcasts, pictures, and videos, covering activities like blogging, picture-sharing, wall-posting, and music-sharing. Facebook, in particular, has become increasingly prevalent as a primary mode of communication, potentially serving educational purposes as well. While numerous studies explore the use of various technologies in education, including foreign language learning, few specifically examine Facebook's role in language learning. Thus, this study seeks to evaluate Facebook's effectiveness in vocabulary acquisition, addressing the question: "Can social media impact students' language development and progress?". The study involved 127 students from the Faculty of Economic Sciences, University of Oradea, specializing in International Business, Management, Marketing, and Finance during the academic year 2013-2014. The research aimed to identify if significant differences existed between groups using social media for learning and those who did not in terms of vocabulary knowledge development. Although the results did not strongly support the assumption that the experimental group would outperform the control group, both groups showed improvement in vocabulary knowledge from pre-

test to post-test scores. Despite not aligning entirely with expectations, this study contributes to the limited research exploring the educational potential of Facebook in Romania.

Also, 'EFL Students' Perceptions towards Using Social Media at Ajloun National University' by Nour Bani Salamah *et al.* (2018). aims to investigate EFL students' perceptions towards using social media at Ajloun National University. The researchers used a questionnaire comprising statements concerning students' perceptions regarding social media usage. The study included 50 participants (23 males and 27 females) randomly selected from the Department of English, Language, and Literature at Ajloun National University. Results indicated a high overall degree of students' perceptions regarding the efficacy of social media platforms utilized by EFL students at the university, highlighting their importance in facilitating efficient English language learning within classroom communication. Additionally, the study found no statistically significant differences between male and female students' perceptions regarding social media usage. The researchers recommended encouraging students to utilize various activities and exercises available on social media platforms to enhance the English language learning process. Furthermore, they suggested conducting further studies to evaluate the impact of social media platforms on developing the four language skills: listening, speaking, reading, and writing.

In 'Perceptions of Using Social Media as an ELT Tool among EFL Teachers within the Saudi Context' Madawi Allam (2016) explains that social media technologies have undeniably become an integral part of people's lives and they have been widely used amongst new generations, particularly, university students. This widespread use of social media has significantly influenced learning and interpersonal interactions, giving rise to communities of learning supported by collective intelligence. Allam's study employs quantitative methods, utilizing a survey to collect descriptive data on the perceptions of seventy-five randomly selected male and female English as a Foreign Language (EFL) teachers from two tertiary institutions in Saudi Arabia. The survey comprises 14 Likert scale statements, each containing five Likert-type items for participants to assess. Analysis of the gathered data reveals that the majority of participants strongly believe in the pedagogical value and benefits of using social media as an ELT tool in EFL classrooms within the Saudi context. However, most express reservations regarding the unrestricted use of social media in the classroom, citing potential distractions and unintended consequences. They perceive social media's impact as both positive and negative, acknowledging its potential for enhancing learning while also recognizing challenges such as student distractions. The study suggests further research in this area to better understand how experienced EFL teachers effectively utilize social media in their classes, aiming to develop best practices for integrating social media into EFL teaching and learning within the Saudi context.

The study "Vietnamese Students' Perceptions of Utilizing Social Media to Enhance English Vocabulary: A Case Study at Van Lang University" explores the use of social media platforms, such as Facebook, TikTok, Instagram, and YouTube, as tools for

learning English vocabulary among Vietnamese students by Pham Manh, T., Nguyen, V., & Cao Thi Xuan, T. (2023). The research uses a mix of quantitative and qualitative methods was exploited with surveys for 154 students from different majors at Van Lang University (VLU) in Ho Chi Minh City (HCMC), Vietnam, and semi-structured interviews for 15. The study found that Vietnamese students generally have a positive perception of using social media for English vocabulary learning. They find social media platforms, such as Facebook, TikTok, Instagram, and YouTube, to be useful tools for expanding their vocabulary. The study also revealed that students engage in various activities on social media to learn English vocabulary, including following English-speaking pages, watching English videos, and participating in online quizzes and discussions. Moreover, the research found that social media significantly contributes to students' vocabulary learning. It was observed that students who actively used social media for learning purposes showed better vocabulary acquisition and retention. The study also highlighted the importance of teachers and educators in guiding students on how to effectively use social media for learning English vocabulary.

A study by Hoang Quang Vinh (2020), published in the TESOL Working Paper Series, investigated the effects of using authentic audiovisual materials, including YouTube videos and TV series, on adult EFL students' speaking abilities. The study found that these materials were enthusiastically embraced by the students, who reported that real-world language samples could improve their ability to communicate in English. The study also suggested that authentic materials may motivate EFL students to speak more readily, although the degree of success may vary depending on each student's personality, interests, and classroom setting. The study by Hoang Quang Vinh also explored the students' attitudes towards the use of authentic materials and the effects of these materials on their confidence in oral activities. The findings demonstrated generally positive results, with students maintaining positive attitudes towards the project and materials. The study highlighted that the materials' demonstration of natural language use improved not only the stronger students but also those weaker in terms of confidence. This suggests that with appropriate approaches, authentic materials can be adapted to reach a wide range of students.

3. Research methodology

3.1 Research questions

The study was carried out with two main objectives corresponding to the following research questions.

1) To study the influence of using social media as authentic learning materials on encouraging EFL students' speaking motivation, the first question was formulated namely: To what extent does using social media as authentic learning materials have an effect on encouraging EFL students' speaking motivation?

2) To investigate students' attitudes toward using social media as authentic learning materials on encouraging their speaking motivation, the second question was

posed namely: What are the EFL students' perceptions toward using social media as authentic learning materials on encouraging their speaking motivation?

3.2 Research design

This study applied a mix-method as a qualitative and quantitative approach not only to examine to what extent social media used as authentic learning materials have affected EFL students' speaking motivation encouragement but also to delve into the students' attitudes toward their changes in speaking motivation by using social media.

To achieve the aims, this study applied a descriptive design. The current study described students' attitudes about speaking motivation by using social media as authentic learning materials. Furthermore, the descriptive design allowed the researcher to exhaustively understand the EFL students' perceptions and observations of students' participation in class speaking performance. The research included quantitative data from questionnaires and qualitative data from interviews. Various sources of data, according to Yin (1994), provide further detailed understanding of the issue and make significant contributions to different viewpoints on it.

Some studies on the impacts of social media on encouraging students' speaking motivation used questionnaires as valid data collection instruments (e.g., Magulod, 2018; Arboleda-Arboleda & Castro-Garcés, 2019). This study's questionnaire was based partially on the Strategy Inventory for Language Learning - SILL. Forty-five items were included in the questionnaire for students to measure the extent of social media as an authentic learning materials impacts on students' speaking motivation. The forty-five-item questionnaire was designed bilingually which help participants to make clear the questions and give appropriate answers.

Furthermore, interviews could be used to assess students' frequency of using social media as authentic learning materials in the speaking learning process. The interviews for learners in the present research were adapted from Nawaz's (2019) interviews. Five interview questions were generated to explore more data from students about their views on social media on encouraging their speaking motivation.

3.3 Participants

The participants in the present study are students at School of Foreign Languages, Can Tho University. They are majoring in English Studies and they have taken most of the Listening - Speaking courses from Listening - Speaking B1 to Listening - Speaking C1 courses. In this study, 90 EFL students were randomly selected to participate in the survey using a questionnaire. At the same time, 10 students were randomly selected from 90 participants in the interview. All participants answered the questionnaire sincerely.

3.4 Research instruments
3.4.1 Questionnaire

The questionnaire was created to analyze the impact of using social media as authentic learning materials on encouraging EFL students' speaking motivation and additionally

to investigate their attitudes towards their changes in speaking motivation by using social media. The questionnaire has 49 items to which students answered on a 5-point Likert scale ranging from 1 to 5. A score of 3.5-5 is regarded to represent high use of that technique, a score of 2.5-3.4 medium use, and a score of 1.0-2.4 poor use of that strategy (Oxford, 1990). Several more related items have been adapted from relevant research within the identical discipline.

Data on learning strategies were modified from the Strategy Inventory for Language Learning (SILL) questionnaire (Oxford, 1990), which was translated and adapted for Croatian students by Mihaljević-Djigunović (2002). The questionnaire reveals the data on how frequently students use social media as authentic learning materials in speaking practices. With two parts, each contains 25 items divided into four different social media platforms: Facebook, YouTube, TikTok and Instagram. The items are assessed by using one level of the Likert scale (N: Never, R: Rarely, O: Occasionally. F: Frequently, VF: Very Frequently).

There were four general questions and two sections included in the questionnaire. The first five questions were to know general information from the participants, section II is to study the frequency of using social media as authentic learning materials to improve EFL students' speaking motivation and section III is to explore students' attitudes toward using social media as authentic learning materials to encourage speaking motivation. The social media platforms are grouped into four categories for assessment: Facebook, YouTube, TikTok and Instagram. The version of the questionnaire was discussed and checked by a professional teacher to avoid any ambiguity in the wording of the questionnaire and to ensure content validity. There were four clusters in each section.

Table 3.1: Summary of the questionnaire

	Constructs	No of items
Optional questions	General information	4
Section 1: Frequency of using social media as authentic learning materials to improve EFL students' speaking motivation.	Facebook	7
	YouTube	7
	TikTok	7
	Instagram	4
Section 2: EFL students' attitudes toward using social media as authentic learning materials to encourage speaking motivation.	Facebook	5
	YouTube	5
	TikTok	6
	Instagram	4
	Total	49

Four clusters in Section II were associated with the extent of EFL students' involvement in the four social media platforms such as (1) the extent of using Facebook as authentic learning materials to improve speaking motivation, (2) the extent of using YouTube as authentic learning materials to improve speaking motivation, (3) the extent of using TikTok as authentic learning materials to improve speaking motivation, (4) the extent of

using Instagram as authentic learning materials to improve speaking motivation. This part requires the participant to express their ideas on statements about the frequency of their involvement in social media to improve their speaking motivation, using a 5-point Likert scale: Never, Rarely, Occasionally, Frequently, Very Frequently.

Regarding Section III in the questionnaire, four clusters corresponding to students' attitudes of their involvement in using social media as authentic learning materials to improve their speaking motivation such as (1) students' attitudes of their involvement in using Facebook, (2) students' attitudes of their involvement in using YouTube, (3) students' attitudes of their involvement in using TikTok, (4) students' attitudes of their involvement in using Instagram. This part requires the participant to express their ideas on statements about their perceptions of their involvement in using social media as authentic learning materials, using a 5-point Likert scale: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

3.4.2 Interview

In collaboration with the questionnaire, the author created a semi-structured interview, which was conducted, asked and answered in English. Student interviews focused on their attitudes toward the impacts of using social media as authentic learning materials on encouraging their speaking motivation.

3.5 Data collection
3.5.1 Questionnaire
3.5.1.1 Pilot questionnaire

The pilot study was carried out prior to the implementation of the questionnaire for data analysis to assess if the questionnaire was appropriate for the students' level. The questionnaire was translated into Vietnamese by the researcher and then was verified by the supervisor. For the pilot study, the questionnaires were handed to forty participants. Participants for the pilot research are invited randomly from the English Studies Program. On the date of the questionnaire piloting, the researcher came to one class to pilot the questionnaire. To ensure that the students clarified the study's objectives, the entire piloting procedure, including the objective statement, item description, and explanation, was conducted bilingually. To ensure that no questions were overlooked, participants were asked to fill out the questionnaire item by item.

3.5.1.2 Administration

Following the pilot research, the number of items on the official questionnaire was shortened. The questionnaire had two research purposes: first, it studied the extent to which students use social media as authentic learning materials to improve their speaking motivation and second, it investigated students' attitudes of their engagement and improvement. The questionnaires were distributed in the middle of the second semester of the academic year 2023-2024 at the School of Foreign Languages, Can Tho University. With permission given by the School of Foreign Languages, the researcher

came to each class to ask for their participation and the questionnaires were completed after class time.

As was done in the pilot study, the researcher explained the study's aims to the participants and invited them to fill out the bilingual version of the questionnaire. It took the participant approximately 15 minutes on average to complete the questions. They were required to review their answers for omitted items ahead of the submission. Totally, 90 questionnaires were distributed and returned. There was no missing or incomplete questionnaire.

3.5.2 Interview
3.5.2.1 Pilot interview
Before interviewing the twelve participants, the interview questions were piloted in the hopes of making some significant modifications for a better outcome from the interviews. The expectations of the pilot interview were to determine the format of the interview, look for ambiguity or bias in the questions, and get some understanding of the interview processes for the researchers. The samples of participants consisted of six students who were chosen from among the questionnaire respondents. It was one-by-one face-to-face interviews which were asked and answered in English. The respondents were studying Listening-speaking this semester, hence, it would be easy for the researcher to have direct interactions. The questions were simple and clear enough for the participants to comprehend.

3.5.2.1 Administration
Upon completion of the questionnaires, each student was questioned face-to-face and their responses were recorded on a separate interview sheet. To relieve their apprehension of revealing their personal opinions, participants were told that their replies would be kept anonymous and used exclusively for past studies. Before being gathered, the interviewees' true names were coded. Lastly, before beginning data analysis, the supervisor reviewed the recorded and written data to guarantee data reliability.

3.6 Data analysis
3.6.1 Questionnaire
The quantitative data from the questionnaire regarding students' attitudes and practices were coded and analyzed using the Statistical Package for Social Sciences (SPSS). Firstly, the researcher ran a reliability analysis test for each cluster of each part and for the whole questionnaire, following the generally accepted rule that reliability above 0.6 demonstrates an appropriate level. Subsequently, the frequency procedure was run to statistically identify the number of students in Cohorts, social media platforms and speaking courses were run to identify.

The descriptive statistic was run to measure the extent of students' involvement in using social media as authentic learning materials to improve their speaking

motivation and to obtain diligent information about students' attitudes of their involvement and improvement in those social media activities Then, the crosstabs analysis was run and interpreted to determine which social media platforms needed the most participation from students.

The correlation coefficient was calculated to measure the linear correlation between the extent to which social media platform impact students' involvement (Section 2) and the attitudes of students on their involvement (Section 3). The bivariate correlation also was used to measure the strength of the linear relationship between clusters. For example, the researcher measured the correlation between the extent of TikTok's influence on students and students' attitudes of their TikTok involvement in the speaking process. The last correlation was run to assess the degree of association between survey questions. Clearly, the researcher measured the correlation between the extent of social media as authentic learning materials influence on students' speaking motivation and students' attitudes of their involvement and enhancement.

3.6.2 Interview

The qualitative data reflects a thorough grasp of students' perspectives on using social media as authentic learning materials to encourage their speaking motivation. The data from the interview was transcribed by the author and then confirmed by the supervisor. The researcher conducts two rounds of interview data processing: classification and analysis of classed replies. Then, the replies of the respondents were classified as perception or degree of practice. The categorised replies were then evaluated. The interviewee's responses were evaluated to elucidate the meaning and ramifications.

4. Finding and discussions

4.1 Results from quantitative data

To investigate students' perceptions of their involvement in translation learning strategies and to study the extent to which students are involved in translation by using learning strategies. In this study, a questionnaire with sixty-six-items each section was used for students. The responses of students to two research objectives were collected and coded for data analysis.

The reliability of the questionnaire was computed. The reliability of the scale is assessed based on Cronbach's Alpha coefficient. This method was proposed by Cronbach (1951), according to which the coefficient will have values ranging from 0 to 1. According to Nunnally and Bernstein (1994), George and Mallery (2003), a Cronbach's Alpha coefficient of 0.6 or higher indicates acceptable reliability of the scale. Hair *et al.* (2003) asserted that the scale should have a Cronbach's Alpha coefficient of 0.6 or higher, and at the same time, the observations should have a correlation coefficient with the total variable of 0.3 or higher to be statistically reliable. Cristobal *et al.* (2007) also stated that a good scale has observation variables with a total variable correlation coefficient of 0.3 or higher. If this coefficient is less than 0.3, the observation variable needs be removed

(Nunnally & Bernstein, 1994). The higher the Cronbach's Alpha coefficient, the tighter the correlation between its observation variables, thus indicating higher reliability of the scale. Additionally, the total variable correlation coefficient is also important in analyzing the reliability of Cronbach's Alpha scale, helping researchers identify which observation variables contribute less to the scale, thereby considering removing observation variables to increase the scale's reliability.

For frequency variables (Table 4.1), Cronbach's Alpha coefficients for the frequency variables range from 0.618 to 0.854. All of four platforms including Facebook, YouTube, TikTok, and Instagram have high Cronbach's Alpha coefficients (above 0.6), indicating high internal consistency reliability. Likewise, for the perceptions variables, Cronbach's Alpha coefficients for the frequency variables range from 0.659 to 0.814. All of four platforms including Facebook, YouTube, TikTok, and Instagram have high Cronbach's Alpha coefficients (above 0.6), indicating high internal consistency reliability. Overall, the questionnaire demonstrates good reliability for measuring the frequency and perceptions of students when using social media platforms.

Table 4.1: Cronbach's Alpha of frequency and perceptions

Code	Variables	Cronbach's Alpha
Frequency		
FB	Facebook	0.854
YT	YouTube	0.618
TT	TikTok	0.716
IG	Instagram	0.843
Perceptions		
FB*	Facebook	0.814
YT*	YouTube	0.730
TT*	TikTok	0.743
IG*	Instagram	0.659

Table 4.2 shows the result of a questionnaire related to the frequency of students using Facebook as authentic learning materials. The data from Table 3 showed that the total mean was occasional utilization in the rating of frequency level. The total score was 3.14. Moreover, each of the statements also got a moderate rating level. Statement number 4 had an average mean score of 3.60. From this statement, it was proven that students had high motivation when practice speaking with their peers or native speakers via the Facebook platform. Meanwhile, the statements number 3 and number 7 had the average mean score of 3.21 and 3.17. The result showed that Facebook is a platform that provides a supportive environment and diverse content resources for students to learn and practice their speaking skills. However, the statistics showed the rare extent of students' involvement in English-speaking activities on Facebook (M=2.41). The mean frequency of using Facebook for language learning purposes falls within the occasionally category, suggesting that while students may not use Facebook frequently for speaking practice, they still perceive it as a valuable resource for language learning.

Table 4.2: Descriptive statistics of the impact extent of students' involvement in Facebook

Code	Statement	Min	Max	Mean	SD*	Significance
FB1	I use Facebook to enhance my English-speaking skills.	1	5	3.12	1.004	Occasionally
FB2	I frequently engage in English-speaking activities on Facebook.	1	5	2.41	1.121	Rarely
FB3	Facebook provides me with a supportive environment for practicing English speaking skills.	1	5	3.21	1.156	Occasionally
FB4	I feel motivated to engage in speaking practice when using Facebook for learning purposes.	1	5	3.08	1.192	Occasionally
FB5	I feel motivated to engage with peers or native speakers through Facebook for speaking practice.	1	5	3.60	0.946	Frequently
FB6	I find Facebook interactions helpful in improving your speaking skills.	1	5	3.40	1.058	Occasionally
FB7	I engage in spontaneous speaking activities prompted by content encountered on Facebook.	1	5	3.17	1.274	Occasionally
FB	Facebook	1.57	4.71	3.14	0.812	Occasionally

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024.

Table 4.3: Descriptive statistics of the impact extent of students' involvement in YouTube

Code	Statement	Min	Max	Mean	SD*	Significance
YT1	I often YouTube videos about English speaking.	1	5	4.26	0.978	Very Frequently
YT2	I incorporate YouTube content into your speaking exercises or conversations.	2	5	4.09	0.774	Frequently
YT3	I feel confident in expressing yourself verbally after watching different videos about English speaking.	1	5	3.88	0.910	Frequently
YT4	I actively engage in speaking practice activities facilitated through YouTube tutorials or language channels.	1	5	3.20	1.124	Occasionally
YT5	I participate in conversations with peers or native speakers through YouTube comments or live streams as part of my speaking practice routine.	1	5	3.11	1.165	Occasionally
YT6	I watch or listen to multimedia content shared on YouTube to practice my speaking and pronunciation.	1	5	3.91	1.056	Frequently
YT7	I share my own speaking practice experiences or language learning progress on YouTube.	1	5	2.47	1.384	Rarely
YT	YouTube	2.29	5.00	3.56	0.591	Frequently

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024.

As can be seen in Table 4.3 students demonstrate a high level of engagement with YouTube as a resource for language learning. They often watch videos about English speaking (M=4.26) and frequently incorporate YouTube content into their speaking exercises or conversations (M=4.09). Moreover, students report feeling confident in expressing themselves verbally after watching various videos about English speaking (M=3.88). While students actively engage in speaking practice activities facilitated through YouTube tutorials or language channels occasionally (M=3.20), participation in conversations with peers or native speakers through YouTube comments or live streams

as part of their speaking practice routine is also occasional (M=3.11). Moreover, students frequently watch or listen to multimedia content shared on YouTube to practice their speaking and pronunciation (M=3.91). However, sharing their own speaking practice experiences or language learning progress on YouTube is reported rarely (M=2.47). Therefore, we can see that students prefer watching content from YouTube platform but they may not feel confident enough in their speaking abilities to share their experiences publicly. They may prefer to focus on improving their skills privately before showcasing them to a wider audience.

Table 4.4: Descriptive statistics of the impact extent of students' involvement in TikTok

Code	Statement	Min	Max	Mean	SD*	Significance
TT1	I use TikTok as a platform to engage in real-life conversations with speakers of the target language.	1	5	2.78	1.270	Occasionally
TT2	I make short videos to share my own speaking practice experiences or language learning progress on TikTok.	1	5	2.10	1.281	Rarely
TT3	I feel encouraged to practice speaking by witnessing the progress and achievements of other language learners on TikTok.	1	5	3.50	1.265	Occasionally
TT4	I use TikTok to watch English movies, shows, or music videos to improve your listening and speaking skills.	1	5	3.89	1.065	Frequently
TT5	I use TikTok to participate in challenges or quizzes related to English learning.	1	5	3.46	1.182	Frequently
TT6	I use TikTok to find and follow English learning influencers or celebrities.	1	5	3.91	1.186	Frequently
TT7	I engage with native English speakers and learn from their pronunciation and usage through their TikTok videos.	1	5	3.60	1.159	Frequently
TT	TikTok	1	5	3.32	0.732	Occasionally

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024.

As can be seen in Table 4.4, students engage in real-life conversations with speakers of the target language on TikTok to a moderate extent (M=2.78). This indicates that while some students utilize TikTok as a platform for real-life language interactions occasionally, it is not a predominant activity for most. Activities such as watching English content such as watching movies, shows, or music videos to improve their listening and speaking skills (M=3.89), participating in challenges or quizzes related to English learning (M=3.46), and engaging with influencers are reported to be more frequent (M=3.91), while others like sharing personal videos are less common. Students may prefer to passively watch videos from influencers, participate in challenges, or engage with native speakers rather than actively contribute to the platform with their own content. Despite the potential benefits, students may face barriers such as language proficiency concerns, fear of making mistakes, or a lack of confidence in initiating conversations with strangers. These factors could contribute to the occasional rather than frequent engagement observed in the data.

Table 4.5: Descriptive statistics of the impact extent of students' involvement in Instagram

Code	Statement	Min	Max	Mean	SD*	Significance
IG1	I use Instagram to improve your vocabulary and fluency.	1	5	2.90	1.264	Occasionally
IG2	I use Instagram to find and follow English learning communities or forums.	1	5	2.98	1.315	Occasionally
IG3	I seek feedback on your speaking skills from Instagram language accounts or community members.	1	5	2.64	1.202	Occasionally
IG4	The availability of language learning materials on Instagram influenced my decision to practice speaking.	1	5	2.83	1.360	Occasionally
IG	Instagram	1	5	2.84	1.061	Occasionally

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024.

In Table 4.5, on average, students use Instagram slightly more frequently to discover and join English learning communities or forums (M=2.89). This indicates a slightly stronger inclination towards utilizing Instagram for community engagement compared to vocabulary improvement (M=2.90). Students occasionally use Instagram as an authentic learning tool for various language learning activities. While some activities, such as following English learning communities, are moderately prevalent, others, like seeking feedback on speaking skills, are less common (M=2.64). The standard deviation suggests consistency in responses across different activities, with occasional engagement.

4.1.3 Students' perceptions of using social media as authentic learning materials
Students' perceptions of their involvement in social media as authentic learning materials were also investigated by twenty items in section 3. As shown in Table 4.6, it is clear that the advantages of the utilization of social media as authentic learning materials were agreed upon by students (M = 3.62; SD = .401).

Table 4.6: The overall mean scores of the extent of students' perceptions

	N	Min	Max	Mean	Std. Deviation	Significance
Perceptions	90	2.45	4.25	3.62	0.401	Agree

As can be seen in Table 4.7, it is evident that students hold a generally positive view of Facebook's role in their language learning journey. The mean scores, ranging from 3.54 to 3.89, indicate a favorable perception among respondents, with minimal variability in responses, as indicated by the standard deviations. Students express a keen interest in utilizing Facebook for practicing speaking English (M=3.89) and report feeling motivated when exposed to others' language learning experiences on the platform (M=3.76). Furthermore, they acknowledge Facebook's role in providing opportunities for meaningful English conversations and find the interactive nature of the platform to enhance the enjoyment of language learning (M=3.89). Additionally, students appreciate the accessibility of English learning resources on Facebook, which motivates them to dedicate more time to practicing their speaking skills (M=3.54). Overall, the data suggests that Facebook serves as a valuable and multifaceted resource for students seeking to

improve their English-speaking abilities, offering motivation, engagement, and access to meaningful language learning opportunities.

Table 4.7: Descriptive statistics of the perceptions of students using Facebook

Code	Statement	Min	Max	Mean	SD*	Significance
FB*1	I have an interest in using Facebook for practicing speaking English.	1	5	3.89	1.065	Agree
FB*2	I feel motivated to speak English when you see others sharing their language learning journey on Facebook.	1	5	3.76	1.074	Agree
FB*3	Facebook has provided me with opportunities to engage in meaningful English conversations, which has motivated me to speak more.	1	5	3.89	1.126	Agree
FB*4	The interactive nature of Facebook has made English language learning more enjoyable for me.	1	5	3.77	1.152	Agree
FB*5	The accessibility of English learning resources on Facebook has motivated me to dedicate more time to practicing my speaking skills.	1	5	3.54	1.143	Agree
FB*	Facebook	1.60	4.60	3.77	0.635	Agree

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024.

Table 4.8: Descriptive statistics of the perceptions of students using YouTube

Code	Statement	Min	Max	Mean	SD*	Significance
YT*1	YouTube is a beneficial tool for language learning, especially speaking skills.	2	5	3.97	0.854	Agree
YT*2	I learn English faster and better by watching YouTube videos.	2	5	4.04	0.833	Agree
YT*3	Using YouTube videos in language learning decreases your anxiety in speaking.	2	5	4.11	0.953	Agree
YT*4	YouTube learning materials are very interesting and motivating.	2	5	4.04	1.016	Agree
YT*5	I am more likely to practice speaking in English after watching YouTube videos as a learning tool because it is engaging and relevant to my interests.	2	5	3.90	0.875	Agree
YT*	YouTube	3.00	4.80	4.01	0.364	Agree

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024.

As can be seen from Table 4.8, The mean scores for each statement range from 3.90 to 4.11, reflecting a strong level of agreement among respondents. Notably, statement YT3 received the highest mean score of 4.11, indicating that students believe using YouTube videos in language learning helps decrease anxiety in speaking. Additionally, statements YT2 and YT4 both received mean scores of 4.04, suggesting that students perceive YouTube as facilitating faster and better English learning, as well as providing interesting and motivating learning materials. Statement YT5 received a mean score of 3.90, indicating that students are more likely to practice speaking in English after watching

YouTube videos, as they find the content engaging and relevant to their interests. The aggregate score for YouTube (YT*) further validates these perceptions, with a mean score of 4.01 and a low standard deviation of 0.364, indicating a high level of agreement among respondents. Overall, these findings highlight YouTube's significant role as a valuable resource for language learners, offering engaging and relevant content that enhances language learning experiences, particularly in speaking skills.

Table 4.9: Descriptive statistics of the perceptions of students using TikTok

Code	Statement	Min	Max	Mean	SD*	Significance
TT*1	TikTok helps me in learning English speaking skills.	1	5	3.81	1.160	Agree
TT*2	I believe that watching TikTok videos as a learning tool helps me to improve my speaking skills in a more practical and effective way.	1	5	4.03	1.075	Agree
TT*3	I can use TikTok anytime and anywhere to learn English speaking.	1	5	3.56	1.210	Agree
TT*4	Learning English speaking through TikTok reinforces self-independent learning.	1	5	3.48	1.173	Agree
TT*5	Learning English speaking using TikTok is effective because I can re-watch it anytime.	1	5	3.58	1.218	Agree
TT*6	I am more motivated to practice speaking in English after using TikTok as a learning tool because it provides me with a wide range of materials and resources.	1	5	3.42	1.307	Agree
TT*	TikTok	1.83	5.00	3.65	0.602	Agree

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024

In Table 4.9, respondents generally agreed with the effectiveness of TikTok for language learning, with mean scores ranging from 3.42 to 4.03. Specifically, statement TT2 received the highest mean score of 4.03, indicating strong agreement among respondents that watching TikTok videos helps improve speaking skills in a practical and effective manner. Additionally, statement TT1 received a mean score of 3.81, indicating that TikTok is perceived as helpful in learning English speaking skills. While statements TT3, TT4, TT5, and TT6 received mean scores ranging from 3.48 to 3.58, suggesting that respondents generally agreed that TikTok offers convenience, reinforces self-independent learning, and provides motivation to practice speaking in English. The aggregate score for TikTok (TT*) further supports these perceptions, with a mean score of 3.65 and a relatively low standard deviation of 0.602, indicating a high level of agreement among respondents. Overall, these findings underscore TikTok's potential as a valuable tool for language learners, offering convenience, motivation, and practical learning resources for improving speaking skills.

Table 4.10: Descriptive statistics of the perceptions of students using Instagram

Code	Statement	Min	Max	Mean	SD*	Significance
IG*1	Instagram is a good platform to develop speaking skills in English.	1	5	2.96	1.170	Neutral
IG*2	Instagram is a good platform to reach authentic English material.	1	5	2.89	1.106	Neutral
IG*3	Instagram has provided me with exposure to diverse accents and language styles, which has motivated me to improve my own speaking skills.	1	5	2.73	1.159	Neutral
IG*4	I believe that using Instagram as an authentic learning materials has a positive impact on my motivation to speak English.	1	5	2.98	1.199	Neutral
IG*	Instagram	1.00	4.75	2.89	0.776	Neutral

Note: SD* means "Std. Deviation"
Source: Data calculated from survey results of 90 respondents, 2024.

In Table 4.10, across all statements, respondents generally expressed a neutral stance regarding Instagram's effectiveness in this regard, with mean scores ranging from 2.73 to 2.98. Specifically, statement IG1 received a mean score of 2.96, indicating a neutral sentiment towards Instagram's efficacy as a platform for developing speaking skills in English. Similarly, statement IG2 received a mean score of 2.89, suggesting a neutral perception regarding Instagram's ability to provide access to authentic English material. Additionally, statement IG3 received a mean score of 2.73, indicating a neutral stance towards Instagram's role in exposing users to diverse accents and language styles, which may motivate them to improve their own speaking skills. Statement IG4 received a mean score of 2.98, suggesting a neutral belief regarding the positive impact of using Instagram as an authentic learning materials on motivation to speak English. The aggregate score for Instagram (IG*) further supports these neutral perceptions, with a mean score of 2.89 and a relatively low standard deviation of 0.776, indicating a consistent neutral stance among respondents. Overall, these findings suggest that while Instagram may offer some potential for language learning, students generally hold a neutral perspective on its effectiveness for developing English speaking skills compared to other platforms such as TikTok or YouTube.

4.2 Results from qualitative data

After gathering data from the questionnaire, twelve sample respondents were contacted to take part in the interviews. The interviews are developed to capture more details about the participants' opinions toward their involvement in social media as authentic learning materials to improve their speaking motivation. The main questions focused on the deeper reasons for their perceived notion of using social media as authentic learning materials. Indirectly, the interviews attempt to gain insight into the distinct aspects of this innovative technique for learning speaking skills. The responses revealed that almost all of the participants had favorable perceptions toward social media used as authentic

learning materials throughout speaking practice and the learning process. They were captivated by social media, particularly in content relating to speaking skills.

4.2.1 Students' perceptions and frequency of their involvement in social media as authentic learning materials

4.2.1.1 General opinions

The qualitative data from interviews with students was used to reaffirm the quantitative data of students' opinions on their social media performance. All of the participants had some positive perceptions of their involvement in social media. Three out of twelve participants considered social media serves as a valuable resource for enhancing English speaking skills, providing motivation, exposure to authentic language use, and opportunities for interactive learning. Student 3 expressed that,

"I use social media platforms every day for entertainment and relaxation. Most of the content on my newsfeed is English so I always have a chance to improve my speaking skills. I believe my speaking ability has been enhanced a lot thanks to social media."

Or Student 7 said,

"I often use social media platforms as part of my English learning routine when having free time, I access these platforms to watch English videos such as "How to improve English speaking skills" videos, native speakers share their experience videos. Using social media platforms plays a pivotal role in improving my speaking skills. I feel more confident after watching many English videos because I can learn many tips from them."

Moreover, YouTube appears to be the most commonly used platform among the respondents. Several participants mention spending significant time on YouTube for English language learning purposes, with activities ranging from watching educational videos to learning new sentence patterns and mimicking intonation. Whereas, Instagram seems to be mentioned the least frequently among the respondents. While a few participants mention using Instagram for language practice, such as chatting with friends or learning vocabulary and grammar, it is not as prominently featured in the responses compared to platforms like YouTube, TikTok, and Facebook.

According to Student 1,

"I use Instagram, YouTube and TikTok every day when I have time such as having lunch, after doing household work. It impacts my speaking motivation through student's abroad videos. I love the way they feel confident to express their opinions in English or other languages. From there, I can learn about the way I use my studying English now."

Or Student 9 said,

"I most often utilize Facebook and YouTube as my preferred social media platforms as part of my journey to hone my English capabilities. This has greatly improved my motivation to converse in English, especially when the topic concerns."

And the response from Student 8,

"I often use YouTube to watch English channels and learn some common new sentence patterns. Watching it over and over again helps me imitate the intonation and use English appropriate to real-life communication situations."

Or Student 9 mentioned,

"I have used Facebook and Instagram as learning platforms where I can learn vocabulary and grammar. I find it useful to learn English on these kinds of platforms because I can approach various learning sources and be inspired to learn English."

Additionally, the consensus among the interviewees is that social media exposure has a positive impact on their speaking motivation, vocabulary acquisition, and confidence in English communication. They appreciate the accessibility of diverse learning materials and the opportunity to interact with native speakers, either directly or indirectly, Student 2 said,

"Social media improves my confidence excellently because I can interact with many other people. Furthermore, most online users are friendly so I wasn't afraid of asking them anything. In terms of fluency, it plays a crucial role for me, I can learn many tips and valuable knowledge of speaking skills."

According to Student 4,

"By interacting with many people online, it helps me to improve my confidence and fluency in speaking English. Hence, I can practice my speaking skills by watching English videos and then get the experience myself. Watching professionals and native speakers fix the pronunciation and share their knowledge helps me improve my English-speaking skills."

4.3 Discussions
4.3.1 Extent of students' involvement in social media as authentic learning materials to improve their speaking motivation

One of the major aims of this study was to determine the extent to which social media platforms have an impact on students' involvement in social media as authentic learning materials to improve their speaking motivation. From the short review above, key findings emerged that social media utilized as authentic learning materials in speaking practice influences students' engagement. Among the four social media platforms in this

current study, YouTube frequently attracted students' involvement. One main reason is that YouTube offers a diverse range of content, including tutorials, vlogs, educational videos, and language learning resources. Students can leverage this content to find inspiration, learn from others, and practice speaking in different contexts and topics. A similar pattern of results was obtained in the study of Syafiq (2021). He said the use of YouTube videos in learning speaking increases students' learning motivation in speaking class in the way that YouTube videos provide images and audio thus it can help students practice pronunciation, enrich their vocabulary and make it easier for them to find ideas in producing sentences while speaking. Along with that, Nasution (2019) states that YouTube is not only providing fun videos to entertain, but also can be used as a learning media to find many educational videos from the beginner level, intermediate level, and advanced level. Further, he states that YouTube facilitates the language learners with many sources that can help them to improve the target language. Sari & Margana (2019) also states that YouTube is a learning platform that provides a wider space for students to practice their speaking skills and get more feedback from many people.

In contrast, the extent to which students got involved in Instagram was marginal. It can be explained that Instagram is often used for maintaining social connections, sharing experiences, and showcasing creativity rather than for language learning or educational purposes. Students may feel more comfortable practicing speaking in environments specifically designed for language learning. Moreover, public speaking on Instagram, such as posting videos or participating in live streams, may raise privacy concerns for students who prefer to keep their online presence limited to a select audience. This can deter them from using the platform for speaking practice.

4.3.2 Students' perceptions of using social media as authentic learning materials

An investigation of students' perceptions toward using social media as authentic learning materials was carried out in part 2 of the questionnaire. In this study, four different learning strategies are referred to by participants. These are (1) Facebook, (2) YouTube, (3) TikTok and (4) Instagram. Data from questionnaires and student interviews are consistent that all students have a positive attitude toward the four social media platforms.

Based on the research conducted, this study found out that social media can be used to support students' speaking skills in language learning. (Hayman & Smith, 2019; Smith, 2016) explained that social media plays a significant role as a helpful resource for students in education. Furthermore, (Zam Zam Al Arif, 2019) indicated that students show positive attitudes towards using social media in language learning. Using social media as authentic learning materials increased students' willingness and influenced them to learn English especially in speaking skills. When asked about their impressions of utilizing these social media platforms in their speaking practices, respondents first indicated a positive attitude and acknowledged the necessity role of four social media platforms in their language learning process. In the interview, the majority of students said that YouTube's memory strategy took the most part when they learned speaking

because students felt more enthusiasm in learning the language after exposing YouTube during the learning process. Previously, (Syafiq, *et al.*, 2021) also did the same research. They said that there were some points that make YouTube in teaching speaking effective. The use of YouTube videos in learning speaking increases students' learning motivation in speaking class in the way that YouTube videos provide images and audio thus it can help students practice pronunciation, enrich their vocabulary and make it easier for them to find ideas in producing sentences while speaking. In addition, watching videos also subconsciously helps students learn grammar automatically and, they said, YouTube could be great material to teach speaking and it helps the students to understand the lesson as well during online learning. They said the speaking skills of the experimental class had proven that YouTube-based videos could be a useful way to improve students' speaking skills.

Besides, students also showed high preference for utilizing TikTok in their speaking process. This study also found that the application of TikTok in language learning decreased the students' worries about making mistakes while speaking English. Students can get feedback from their teachers through comments so that students don't feel afraid or nervous about speaking English (Zaitun *et al.*, 2021; Zam Zam Al Arif, 2019). The feedback and comments will help the students to improve their speaking competencies. It is also encouraging the students' self-assurance in speaking English. TikTok application facilitates the students to freely express their opinions and ideas while making the contents. The study also found that the use of TikTok as a learning platform supported the students in conveying their ideas with a diversity of free expressions. Students felt comfortable using TikTok in classroom learning. During implementation, students were not bored while studying English. They enjoyed every process of language learning. Furthermore, TikTok provided numerous interactive activities for teachers and students in the learning process. TikTok is a platform that allows students to share knowledge with others. Therefore, TikTok is also a platform that used to educate people with an innovative teaching model that can attract students' learning motivation and interests.

Students emphasized the importance of prioritizing social media usage in the process of cultivating speaking skills, the main point being that using a language regularly contributes to improving the communication ability of the language. The use of social networks also contributes essential to each individual, as long as it is used intelligently and selectively.

5. Conclusions and implications

5.1 Conclusion
The results casted a new light on the current literature learning methods in an EFL educational setting regarding the topic under study. This study found out that social media can be used to support students' speaking skills in language learning. (Hayman & Smith, 2019; Smith, 2016) explained that social media plays a significant role as a helpful

resource for students in education. Furthermore, (Zam Zam Al Arif, 2019) indicated that students show positive attitudes towards using social media in language learning. Using social media increased students' willingness and influenced them to learn English especially in speaking skills. This study also discovered that the utilization of social media in teaching English can assist students in improving their speaking skills. (Otchie & Pedaste, 2020) claimed that the use of social media with videos can assist students to improve their speaking competence by sharing popular topics that are shared by native educators. In other words, it can be concluded that social media can be an effective learning platform for students in language learning especially in developing students' English communication competence. Students can approach social media in a variety of ways which are online learning and traditional learning. The notion of online learning distinguishes it from the traditional way of learning English speaking. Because of this distinction, the use of social media as authentic learning materials should be studied to see how they influence EFL students' speaking motivation. Altogether, students' perspectives must be grasped in order to contribute to increasing the quality of both teaching and learning speaking through the use of innovative learning methods.

Oxford (1990) assessed the use of foreign language learning strategies on three levels: 3.5 – 5.0 (high level of use); 2.5 – 3.4 (moderate); 1.0 – 2.4 (low level). Based on the research results, the author found that students use social media in their speaking learning process at a moderate level (M>3.30), most students tend to have a positive attitude towards YouTube and use it in their own speaking learning process, so English teachers can use this vantage point to develop students' language ability, create interest in speaking learning, and help them make their own plans as well as adjust and evaluate their own learning process. In addition, students take advantage of their strengths in the ability to speculate according to the context, learn the appropriate culture and background.

Brown (2000) stated that "*it is easy to assume that success in any task is due simply to the fact that someone is motivated*". The entire learning process would be a failure if students were not involved. As a result, the impact of social media t was examined in order to evaluate the students' engagement in the process of enhancing their speaking motivation. Overall, the analysis showed that social media had a significant impact on student engagement and motivation. In which YouTube had the most influence, followed by TikTok and Facebook, while the social media platform having the least impact was Instagram.

The results of the first research question show that YouTube is the most used by students, and the results are also consistent with the studies of Hong-Nam and Leavell (2006) on 55 English learners such as: second language at Southwestern University, and Psaltou-Joycey (2010) of 516 Greek students studying English as a foreign language. Thus, it shows that (i) students have enough awareness in arranging and evaluating their own learning process, especially in speaking subjects. The reason may be that the subjects are aware that English plays an important role in future orientations, so they are working hard to improve this second foreign language. Indeed, according to Βρεττού (2011), this

awareness will help learners think positively about their own language learning progress, set goals for personal development, plan learning, and find ways to improve their language skills. practice English and self-assess. This means that (ii) the practical ability of the language in speaking develops positively, when you learn what you like and have positive thoughts, your thoughts will go with your actions, improving speaking skills in a positive direction.

On the other hand, the level of students using cognitive strategies and social strategies is low, the reason is that students see language learning as a subject instead of a tool for effective communication (Βρεττού, 2011), similar to applying translation learning strategies in a dry way, teachers need to encourage and create many practical opportunities for learners to use their own language so that they can love learning a foreign language. The students' ability to use foreign languages is raised to a new level. In addition, since these strategies require language learners to transmit and receive messages, use available learning resources, and practice language skills (Βρεττού, 2011), it is possible for learners at the primary level not confident in using the strategy, leading to the lowest level of cognitive strategy use. This can be explained because (iii) students are still unfamiliar with the environment, are not confident to communicate in front of many people, lack foreign language ability, and are not guided to use the right strategy, so they lack self-confidence in using language and applying strategies to their own learning.

5.2 Pedagogical implications

The findings of the present research could have some implications. EFL teachers should consider integrating social media into the EFL curriculum at the School of Foreign Languages, Can Tho University. This integration should be purposeful and aligned with learning objectives, focusing specifically on enhancing speaking skills and motivation.

Firstly, teachers must align the use of social media with specific learning objectives, ensuring that its integration serves a purpose in enhancing student engagement, communication skills, and digital literacy. Secondly, selecting appropriate platforms that cater to educational needs and adhere to privacy considerations is crucial. Once platforms are chosen, establishing clear guidelines and policies for responsible usage is essential, emphasizing digital citizenship and ethical online behavior. Designing diverse and interactive learning activities that capitalize on the unique features of social media fosters active participation and collaboration among students. Providing adequate support and training for both teachers and students helps them navigate the platforms effectively and maximize their educational potential. Regular reflection, evaluation, and adaptation ensure that social media integration remains relevant and beneficial to the curriculum, fostering a dynamic learning environment that prepares students for the demands of the digital age.

Moreover, effective curriculum integration is essential for maximizing the benefits of social media as authentic learning materials. EFL teachers can design speaking-focused activities that leverage social media platforms to create authentic communication

contexts. These activities may include virtual speaking clubs, language exchange partnerships with native speakers, or collaborative projects that require students to create and share spoken content on social media channels. By aligning these activities with the curriculum goals and language proficiency standards, educators can ensure that social media integration enhances both linguistic competence and speaking motivation.

The teachers' evaluation should be taken into account. The pedagogical tasks should be assessed in accordance with the level of difficulty (from simple to complex). Assessment practices should be adapted to accommodate the use of social media in speaking-focused language learning. Teachers can implement alternative assessment methods, such as peer evaluations of spoken contributions on social media platforms, digital portfolios showcasing students' speaking proficiency or self-assessment reflections on speaking motivation and confidence levels. Providing timely and constructive feedback on students' social media interactions reinforces their speaking skills and encourages continued engagement with authentic learning materials.

The following highlighted the implementation of cultural sensitivity and inclusivity when using social media. When using social media in educational contexts, cultural sensitivity and inclusivity play pivotal roles in fostering a supportive and respectful learning environment. Cultural sensitivity entails recognizing and respecting the diverse cultural backgrounds, beliefs, and values of students participating in online interactions. It involves refraining from perpetuating stereotypes or using language and imagery that could be culturally insensitive or offensive. Inclusivity, on the other hand, emphasizes creating spaces where all students feel welcomed, valued, and able to contribute meaningfully regardless of their cultural identities. This involves actively addressing barriers to participation, promoting empathy and understanding across cultural divides, and ensuring that learning materials and activities are accessible and relevant to students from diverse backgrounds. By prioritizing cultural sensitivity and inclusivity on social media platforms, educators can cultivate a sense of belonging and foster positive intercultural exchanges among students, enriching the educational experience for all.

5.3 Limitations

This study was carried out to measure the extent students involve in social media as authentic learning materials and to analyze students' attitudes toward their English-speaking motivation. Unfortunately, the researcher cannot avoid some shortcomings during the research process. The unavoidable limitations of this study were as follows:

Secondly, the scope of the participants is quite limited who participate in this study are only students majoring in English Studies. Therefore, has not been extended to students who belong to other majors, which also use social media as authentic learning materials as a crucial element in their duties and careers. Another limitation is that the findings of this study only assist students in the next courses because of the available time for this study. The study was accomplished when students closely completed the courses.

For that reason, the current participants do not benefit from the results revealed in this study.

5.4 Recommendations for further research

Due to the aforementioned limitations, further scholars may have new study aspects with multiple views based on the following suggestions:

Although the participant population of this study included students from three branches of the Department of English Language and Culture, School of Foreign Languages, Can Tho University, the number of participants was not much compared to the faculty-level research project. Therefore, it is necessary to expand the populations for further studies on this topic, as well as compare between the two sexes participating in the study.

The scope of future research should include learning strategies in other subjects so that other aspects of speaking learning strategies can be discovered. Apart from the speaking subjects, there are still many subjects with teacher-centred approaches, that being the case, those courses need innovation through speaking learning strategies.

To reinforce the findings of the study, additional tools for teacher interviews and classroom observations should be added.

The last recommendation for further research is that future studies should be conducted at the beginning of the school year so that participants can gain some benefits from the findings of the study.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Authors

Ms. Hoang Van Anh is currently a Senior in the English Studies Program, School of Foreign Languages, Can Tho University (CTU), Vietnam, and will graduate from CTU in September 2024. She is interested in researching integrating social media into language learning, EFL speaking motivation, intercultural communication, EFL learning, and teaching at any level. She can be reached at anhb2013967@student.ctu.edu.vn.

Mr. Thai Cong Dan is currently a Senior Lecturer of English, School of Foreign Languages, Can Tho University (CTU), Vietnam, -cum-a project manager. He has held his PhD at Naresuan University, Thailand since 2010 in Educational Administration (English program). He got his MA in Cultural aspects and Literature in University of Notre Dame du Lac, Indiana, USA in 1999. His main research interests are TEF/TESOL issues, intercultural communication, high school and higher education levels in English learning and teaching, English program management, curriculum design, testing and evaluation, ESP for Tourism, Political Education, Food Technology, Professional Development and Educational Administration. He can be reached at tcdan@ctu.edu.vn.

References

Ainin, S., Naqshbandi, M. M., Moghavvemi, S., & Jaafar, N. I. (2015). Facebook usage, socialization and academic performance. *Computers & Education, 83*, 64-73.

Akar, H. and A. Yildirim, 2000. Use of Authentic Texts to Improve Reading Skills with a Constructivist Approach: A Study on Language Teaching. *Edu. Sci., 25* (116): 65-72.

Akbari, O., & Razavi, A. (2016). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education, 5*(2), 105-116.

Al-Ali, S. (2014). Embracing the selfie craze: Exploring the possible use of Instagram as a language mLearning tool. *Issues and Trends in Educational Technology, 2*(2).

Alastuey, M. C. B. (2011). Perceived benefits and drawbacks of synchronous voice-based computer-mediated communication in the foreign language classroom. *Computer Assisted Language Learning, 24*, (5), 419– 432.

Al Azri, R.H., & Al-Rashidi, M. H. (2014). The effect of using authentic materials in teaching. *International journal of scientific & technology research. 3*(10), 250- 258.

Alhabash, S., & Ma, M. (2017). A Tale of Four Platforms: Motivations and Uses of Facebook, Twitter, Instagram, and Snapchat Among College Students? *Social Media and Society, 3*(1). https://doi.org/10.1177/2056305117691544

Alhamami, M. (2013). Observation of YouTube language learning video (YouTube LLVS). *Teaching English with Technology, 13*, (3), 3-17.

Antipova, T. (2020). *Integrated Science in Digital Age 2020*. Springer Nature.

Arroll, B., & Kendrick, T. (2018). Definition of anxiety. *Primary care mental health, 20*, 125-37.

Aydin, S. (2012). A review of research on Facebook as an educational environment. *Educational Technology Research and Development, 60*, 1093-1106.

Bachman, L. F., & Palmer, A. S. (1996). Language testing in practice: *Designing and developing useful language tests (Vol. 1).* Oxford University Press.

Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.

Baran, E. (2013). Connect, participate and learn: Transforming pedagogies in higher education. *Bulletin of the IEEE Technical Committee on Learning Technology, 15*(1), 9-12.

Barrs, K. (2012). Fostering computer-mediated L2 interaction beyond the classroom. *Language Learning & Technology, 16*, (1), 10–25.

Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *International Journal of Instructional Technology and Distance Learning, 6*(1), 17-28.

Beal, D. J. (2015). ESM 2.0: State of the art and future potential of experience sampling methods in organizational research. Annu. *Rev. Organ. Psychol. Organ. Behav., 2*(1), 383-407.

Brown, D. H. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall Regent.

Brown, H. D. (1994). *Teaching by Principles-An Interactive Approach to Language Pedagogy*. Prentice Hall Regents.

Burke, S., Snyder, S., & Rager, RC. (2009) An Assessment of faculty Usage of YouTube as a Teaching Resources. *The Internet Journal of Allied Health Science and Practice 7*(1)

Burns, A. & Joyce, H. (1997). Focus on speaking. Sydney: National Center for English Language Teaching and Research. Retrieved July from http://www.cal.org/caela/esl_resources/digests/Speak.html

Bygate, M. (2002). Speaking. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 14–20). Cambridge: Cambridge University Press.

Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology, 5*, (4): 67-73.

Channey, A. L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.

Chiou, B. (2014). *Rethinking the role of first language in the second language Classroom. English Instruction and Instruction, 38*(4), 53-78.

Dashti, F., Aysha, A. M., & Adey, A. B. (2021). Why are Arabic adult learners in Kuwait afraidof making mistakes in their English classroom? *European Scientific Journal ESJ, 17*(12), 15–38. https://doi.org/10.19044/esj.2021.v17n12p15

Deci, E. L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self Determination in Human Behavior*. New York: Plenum Press.

Deci, E. L., Ryan, R. M., Deci, E. L., & Ryan, R. M. (1985). Conceptualizations of intrinsic motivation and self-determination. *Intrinsic motivation and self-determination in human behavior*, 11-40.

Deci, Edward L. (1975). *Intrinsic Motivation*. New York: Plenum Press.

Deng, L. & Yuen, A. (2010). Towards a framework for educational affordances of blogs. *Computers & Education, (1)*,3.

Doff, A. (1998). *Teach English: A Training Course for Teacher*. Cambridge University Press

Donmus, V. (2010). The use of social networks in educational computer-game based foreign language learning. *Procedia-Social and Behavioral Sciences, 9*, 1497-1503.

Dörnyei, Z. (2001). New themes and approaches in second language motivation research. *Annual review of applied linguistics, 21*, 43-59.

Downes, S. (2008). Places to go: Connectivism & connective knowledge. Innovate: *Journal of Online Education, 5*(1), 6.

Efrizal, D. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Jaalhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science, 2*(20), 127-134.

Ellison, E. (2017). The #AustralianBeachspace Project: Examining Opportunities for Research Dissemination Using Instagram. *M/C Journal, 20*(4).

Eren, Ö. (2012). Students' Attitudes towards Using Social Networking in Foreign Language Classes: A Facebook Example. *International Journal of Business and Social Science*, 288-294.

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

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.

Gebhard, J.G. (1996). *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.

Guariento, W. & Morley, J. (2001). Text and task authenticity in the EFL classroom, *ELT Journal 55*(4), 347-353.

Hafis, M., & Widya, R. (2021). Psychological factors of EFL students on speaking performance. *JIIP-Jurnal Ilmiah Ilmu Pendidikan, 4*(4), 266-271.

Handayani, F. (2016). Instagram as a Teaching Tool? Really? In Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4) (pp. 320–327).

Hanson, R. E. (2020). *Mass Communication: Living in a Media World*. SAGE Publications.

Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research, 3*, 8-23.

Jati, I. P., Saukah, A., & Suryati, N. (2019). Teaching using YouTube tutorial video to improve students' speaking skills. *Jurnal Pendidikan Humaniora, 7*(3), 101-116.

Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning English in institutions of higher education? *The Internet and higher education, 13*(4), 179-187.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons, 53*(1), 59–68.

Khalid, Al-zyoud (2012). The Use of YouTube in teaching English Literature: The case of Al-Majmaah Community College, Al-Majmaah University (Case Study). *International Journal of Linguistics 2012, Vol 4*, no 4. doi:10.5296/ijl.v5i4.2930

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

Krashen, S. D. (1988). *Second Language Acquisition and Second Language Learning*. New York: Prentice-Hall.

Lambert, C., Philp, J., & Nakamura, S. (2017). Learner-generated content and engagement in second language task performance. *Language Teaching Research, 21*(6), 665-680.

Mandasari, B., & Aminatun, D. (2020a). Improving Students Speaking Performance Through Vlog. English Education: *Journal of English Teaching and Research, 5*(2), 136–142.

Manggo, I., Liando, N., & Wungow, T. (2022). Students' Perception Toward Tiktok Media to Improve Their Speaking Ability. *JoTELL: Journal of Teaching English, Linguistics, and Literature, 1*(10), 1086–1113. https://doi.org/10.36582/jotell.v1i10.4909

Mansor, N., & Rahim, N. A. (2017). *Instagram in ESL Classroom. Man In India, 97*(20), 107–114. https://doi.org/10.1021/acs.jmedchem.8b00832

Matsuta, K. (June, 2004), Applications for Using Authentic Materials in the Second Language Classroom. Retrieved from Asia University Cele Department Website.

Mazman, S. (2010). *Modeling educational usage of Facebook. Computer & Education, 55*, 444-453.

McDonough, J., & Shaw, C. (1993). *Materials and Method in ELT; A Teacher's Guide*. UK: Blackwell Publishing Ltd, p. 134.

Mohammadian, T. (2013). The effect of shyness on Iranian EFL learners' language learning motivation and willingness to communicate. *Theory and Practice in Language Studies, 3*(11), 2036–2045. https://doi.org/10.4304/tpls.3.11.2036-2045

Muliyah, P., & Aminatun, D. (2020). Teaching English for Specific Purposes in Vocational High School: Teachers' Beliefs and Practices. *Journal of English Teaching, 6*(2), 122–133.

Nadkarni, A., & Hofmann, S. G. (2012). Why do people use Facebook? *Personality and individual differences, 52*(3), 243-249.

Najiha, & Sailun, B. (2021). An analysis of students' speaking anxiety in English classroom at SMAN 2 Siak Hulu. Lectura: *Jurnal Pendidikan, 12*(2), 218–229. https://doi.org/10.31849/lectura.v12i2.7518

Namaziandost, E., Sabzevari, A., & Hashemifardnia, A. (2018). The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender. *Cogent Education, 5*(1), 1-27.

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking. ESL & Applied Linguistics Professional Series*. Routledge Taylor & Francis Group.

Nunan, D., & Bailey, K. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston: Heinle.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge.

Oktaviani, L. (n.d.). *Ethnic Snake Game: A Study on the Use of Multimedia in Speaking Class for Electrical Engineering Students*. Section Editors.

Oteir, I. N., & Al-Otaibi, A. N. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal, 10*(3), 309–317. https://doi.org/10.24093/awej/vol10no3.21

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

Purnama, A. D. (2018). Incorporating Memes and Instagram to Enhance Student's Participation. *Language and Language Teaching Journal, 21*(1), 94–103

Putri, S. M. D. (2022). The effectiveness of using TikTok to improve EFL learners' speaking ability. *MIMESIS, 3*(2), 101–110. https://doi.org/10.12928/mms.v3i2.6096

Rachim, D. K. N. (2020). Study of the lazy nature of physics students using the quadratic optimal control method. *Jurnal Penelitian & Pengembangan Pendidikan Fisika, 6*(2), 279–288. https://doi.org/10.21009/1.06214

Rayah, R. A., Jafre, N. A. M., Husain, N. A., & Nawawi, W. R. W. M. (2018). Attitude and motivation in spoken English among semester 4 students in a Malaysian Polytechnic - a correlational study. *EDUCATIO: Jurnal Pendidikan Indonesia, 4*(2), 100–107. https://doi.org/10.29210/120182256

Rivers, W. M. (2018). *Teaching foreign language skills*. University of Chicago Press.

Rosenfeld, L. B., Grant, C. H., & McCroskey, J. C. (1995). Communication apprehension and self-perceived communication competence of academically gifted students. *Communication Education, 44*(1), 79–89. https://doi.org/10.1080/03634529509378999

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist, 55*(1), 68.

Saito, Y. (1994). The MBA and Japanese: Teaching practical language skills in authentic contexts. *Theory into Practice, 33*(1), 34-40.

Scirri, K. (2021). *The Business of Being a Music Influencer*. Capstone.

Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.

Sharma, S. K., Joshi, A., & Sharma, H. (2016). A multi-analytical approach to predict the Facebook usage in higher education. *Computers in Human Behavior, 55*, 340-353.

Sherine, A., Seshagiri, A. V. S., & Sastry, M. M. (2020). Impact of whatsapp interaction on improving L2 speaking skills. *International Journal of Emerging Technologies in Learning, 15*(3), 250–259. https://doi.org/10.3991/ijet.v15i03.11534

Shumin, K. (1997). Factors to consider: Developing adult EFL students' speaking abilities. *English Teaching Forum. 35* (3), 8.

Silviyanti, T. (2014). Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube. *Studies in English Language and Education, 1*, 1, 42 -58.

Snelson, C, and Perkins, R.A. (2009). From silent on film to YouTube: Tracing the historical roots of motion picture technology in Education. *Journal of Visual Literacy, 28*, 1-27.

Syah, R. J., Nurjanah, S., & Mayu, V. P. A. Tikio (TikTok App Educational Video) Based on the Character Education of Newton's Laws Concepts Preferred to Learning for Generation Z. *Pancaran Pendidikan*, *Vol.9* no.4, pp. 132-143, 2020. DOI:10.25037/pancaran.v9i4.325

Sykes, J. M., Ana Oskoz, & Thorne, S. L. (2008). Web 2.0, synthetic immersive environments, and mobile resources for language education. *Calico Journal, 25*(3), 528-546.

Tang, F., Liang, J., Zhang, H., Kelifa, M. M., He, Q., & Wang, P. (2021). COVID-19 related depression and anxiety among quarantined respondents. *Psychology & health, 36*(2), 164-178.

Taylor, L. M., Casto, D. J., & Walls, R. T. (2004). Tools, time, and strategies for integrating technology across the curriculum. *Journal of Constructivist Psychology, 17*(2), 121-136.

Tomlinson Brian (1998). *Materials Development in Language Teaching*, Cambridge University Press.

Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asian Journal of Educational Research, 3*(2), 8-23.

Ur, P. (1996). *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.

Wagner, E. (2007). Are they watching? Test-taker viewing behavior during an L2 video listening test. *Language Learning and Technology, 11*, (1), 67-86.

Wang, Z., & Kim, H. G. (2017). Can social media marketing improve customer relationship capabilities and firm performance? Dynamic capability perspective. *Journal of Interactive marketing, 39*(1), 15-26.

Watkins, J, and Wilkins, M. (2011). Using YouTube in the EFL classroom. Language Education in Asia, 2, (1), 113-120.

Xiuwen, Z., & Razali, A. B. (2021). An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students. *Universal Journal of Educational Research*, *9*(7), 1439–1451. https://doi.org/10.13189/ujer.2021.090710

Xu, L., Yan, X., & Zhang, Z. (2019). Research on the Causes of the "TikTok" App Becoming Popular and the Existing Problems. 7(2), 59–63. https://doi.org/10.18178/joams.7.2.59-63

Yulianti, T., & Sulistiyawati, A. (2020). *The Blended Learning for Student's Character Building.* International Conference on Progressive Education (ICOPE 2019), 56–60.

Yulianto, F., Utami, Y. T., & Ahmad, I. (2019). Game Edukasi Pengenalan Buah-buahan Bervitamin C untuk Anak Usia Dini. *Jurnal Nasional Pendidikan Teknik Informatika: JANAPATI, 7*(3), 242–251.

Yuniara, R., Salasi, Ellianti, Saminan, & Abidin, Z. (2020). The students' mastery of fraction and its relation to the students' abilities on its prerequisites. *Journal of Physics: Conference Series, 1460*(1). https://doi.org/10.1088/1742-6596/1460/1/012018

Zaitun, Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Students. *Jurnal Studi Guru Dan Pembelajaran, 4*(1), 89–94.

Zeng, J & Takatsuka, S. (2009). Text-based peer–peer collaborative dialogue in a computer-mediated learning environment in the ESL context. *System 37*, 434–446.