
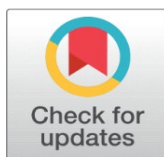
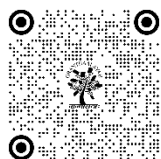


THE IMPACT OF SOCIAL MEDIA ON VERBAL COMMUNICATION AMONG UNDERGRADUATES – A CRITICAL PERSPECTIVE

Dr. Vijayalakshmi R ¹  

¹ Associate Professor, AIESR, Amity University, Noida, India



Corresponding Author

Dr. Vijayalakshmi R,
rajuviji092@gmail.com

DOI

[10.29121/shodhkosh.v5.i5.2024.1472](https://doi.org/10.29121/shodhkosh.v5.i5.2024.1472)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

The development of digitalization and social media in the world has made the lives of people easy. It helped users to get connected with the rest of the world to share information, knowledge, opinions, share views, etc. With the arrival of the covid- 19 pandemic, socializing had been replaced by social media. The government protocol of social distancing, online lifestyle, and online education. Social distancing had resulted in the greater usage of social media platforms like YouTube, Facebook, and Instagram by citizens. But among youngsters, the usage of social media platforms can be observed to a greater extent. Though social media platforms are widely used for entertainment and relaxation at the same time availability of infotainment can be observed by academicians, scholars, and teachers to a greater extent. As the effect covid – 19 teaching and learning methodology from chalk and talk method had completely become virtual. Online learning through social media apps can be seen in greater demand and sharing information through social media had made the work easy. Taking this into consideration the research paper tries to look into the effect of social media teaching on respective platforms of YouTube, Instagram, and Facebook and how far the implementation of social media teaching and learning in regular classes can help the undergraduates to be active in regular offline classes. The study includes both quantitative and qualitative research analysis to draw out the accurate outcome for undergraduate students and to suggest the implementation of social media teaching with an example of a draft lesson plan.

Keywords: Social Media, Verbal Communication, YouTube, Facebook, Instagram

1. INTRODUCTION

Social media is a set of internet-based tools that facilitate cooperation and the exchange of information. Over the past few years, the use of technology and social media had rapid growth in its utilization by all age groups. Greater usage of social media and technology can be seen in generation-z learners. Social networking sites have surpassed email as the primary mode of communication and a means of maintaining a social life (Li and Croucher, 2020) because every day, everyone engages in some form of social media connection. As long as one has access to the internet, anyone, anywhere, at any time, can connect through social media.

The arrival of covid-19 had brought an enormous impact on the usage of social media platforms for educational purposes apart from the apps which primarily focus on e-learning for example Byjus, Vendatu, Unacademy, etc. social media apps

like Facebook (2004), Instagram, YouTube (2005), Twitter (2006), WhatsApp (2009), Snapchat (2011), etc. and it has proved that distance is no more a hindrance in teaching and learning. Development of social media interaction among youngsters and through the change of time numerous academic professions started focusing on the promotion of education through their social media accounts globally. As rightly mentioned by (Throne, 2010) Users of social media can communicate and express themselves on a worldwide scale, regardless of their country of origin. Considering this many educational institutions had brought social media platforms to share the information to all the learners in one share or one click. The effect of online education had brought a drastic change in the usage of social media for example many WhatsApp, Instagram, and Facebook groups had formed for each class respectively to share information. The usage of YouTube can be seen to a greater extent by the educational institutions through uploading respective classes by their teachers so that learners can access the information at any point of time. Through the passage of time, online educational programs had come online through the usage of YouTube recorded classes. Usage of Facebook and Instagram can also be widely used for teaching and learning process by teachers through sharing a small video of 30 seconds of their respective lessons which are more to the learners and in one of the studies it was found that more than 95% of Facebook interactions in the U.K were related to academic concern (Selwyn 2009).

2. BACKGROUND OF THE STUDY

Learners of all ages have become increasingly reliant on social technology on a daily basis in recent years. Technology is a method or approach for creating anything that allows people to share their knowledge, complete a task, or perform a function. The Internet is a global network of circuits, data packets, and tubes that connect billions of electronic devices, as well as people. Social media platforms are mostly employed for social and entertainment purposes the youth have become increasingly reliant on social technology on a daily basis. Despite its reputation as a sort of technology mostly employed for social and entertainment purposes, The use of these apps contributes to the development of a social-media-centric society that is influencing how people interact, teach, and learn (Mao, 2014).

Language learning experts and educators have intended to examine the impact of social media and networking sites on learning a second language. The study reveals that students who received learning, dedication, and motivation through social media sites performed better on an English proficiency test than those who received training on a face-to-face interaction (Wamba and Carter, 2016). The best example of the usage of these social media apps can be seen during covid 19 pandemic classes have been canceled at universities and colleges, and administrators have battled to transition courses to an online format in days or weeks (McMurtrie, 2020) and it is also seen that the usage of social media apps and offline teaching are going hand in hand in present-day times.

Despite the disadvantages, academicians should be aware of the usage of social media apps in teaching and learning. The majority of learners say that social media aids them much in learning, locating information, reading, and researching. Learners can easily be Sinfluenced by the information they receive on social media. So, learners are more likely to use social networking domains on the internet, according to Boyd and Ellison (2007), especially at their universities. Many students and members of the general public spend a large amount of time on social networking sites because of these advantages of social media, it has become an important component of students' daily lives as a result, it is reasonable to conclude

that social media has an impact on their English speaking, reading, listening and writing skills.

YouTube, Instagram, Twitter, Google Social media sites like Facebook and LinkedIn, for instance, offer a wealth of opportunities for learners to interact and gather knowledge in order to create, modify, and share their ideas. As such, they have the potential to be an online conduit for aiding student learning (Gaytan, 2013).

3. RESEARCH GAPS

- The usage of social media learning after the effect of covid-19 in undergraduate learners.
- The use of YouTube and Instagram as social media learning platforms for improving verbal communication.
- There haven't been many studies that outline the methods and procedures for creating a successful digital learning environment.

4. RESEARCH OBJECTIVES

- To find the impact of social media as a learning platform on undergraduate learners after the pandemic
- To examine the usage of social media as a learning platform for improving verbal communication.
- To identify the most used social media apps for learning.

5. REVIEW OF LITERATURE

- 1) Monica-Ariana and Anamaria-Mirabela had conducted research with intermediate and upper-intermediate first and second-year ELT students in Economics at the Faculty of Economic Sciences, Oradea University. the paper aims to investigate the impact of computers and social media in improving students' knowledge of the English language, specifically vocabulary acquisition (focused on Facebook). The research involved 127 students from Oradea University. learners are from the stream of, Marketing, Management, Economic Sciences, and students studying International Business and Finances. The progress of each group was measured, and it was obvious that the group exposed to the Facebook group had a greater gain in vocabulary knowledge. 2014 (PP.120–130)
- 2) Lejla Abazi Bexheti, Burim Ismaili, and Betim Cico researched to examine the use of social media in teaching and learning in different faculties at South East European University. The influence of social media applications on personal and educational use is investigated in this study. According to the research, social media is already influencing how instructors find, produce, share, and gain information through media possibilities and cooperation with one another. Teachers consider social media to be a valuable tool for improving teaching and learning. However, the patterns of use differ significantly from one social networking site to the next. It was also found that Facebook is the most popular site for personal usage. YouTube and online videos account for about half of all social media usage for online videos in education. The survey also highlighted the problems and

concerns that instructors have with using social media. The majority of instructors are concerned about the time commitment. The privacy and integrity of teachers' usage of social media in teaching and learning are the primary concerns. Regardless of these reservations, instructors feel that social networking sites might be useful in the classroom. 2014 (PP.90-94)

- 3) Madawi Allam and Tariq Elyas had conducted research on English as a foreign Learning teacher's Perceptions on Using Social Media as an ELT Tool in the Saudi Context. The majority of the participants firmly believe in the educational merits and benefits of adopting social media as an ELT tool in Saudi EFL sessions. Nonetheless, the majority expressed reservations about the extent to which social media can be freely used in the EFL classroom, believing it to have a double-edged sword effect, owing to some unwanted distractions that some students may engage in, which may occasionally result in the opposite of the intended effect of their use. 2016 (PP.1-9)
- 4) Mardiana, Harisa in their study examined the impact of social media on the educational process and discovered a variety of good and bad effects. The paper's findings revealed that there was no difference in usage between university learners and lecturers when it came to evaluating social media and the internet. They conducted a survey with 75 participants from the University college Buddhi Dharma, which includes 40 students and 35 teaching assistants from the Information Technology Program Study, and the findings suggested that social media could be used in university courses to impart knowledge and engage students and educators in new ways. 2016 (PP.58-68)
- 5) Garcia and Elaine conducted a case study in UK and US on the usage of the blog for teaching and learning. This study uses a quantitative research design method and a post-positivist research strategy. This research establishes a paradigm for student blogging in higher education teaching and learning. The findings of this study were analysed using PLS-SEM, and they revealed that the effective use of blogs for teaching is complicated. Students report better levels of learning when blogs are included. The study has implications for Higher education teachers and students, and they give a framework for ensuring the successful use of blogs in Higher education. 2017 (T)

6. GENERAL HYPOTHESIS

The undergraduate learners will be able to:

- 1) To develop verbal communication through the usage of social media as a learning platform like YouTube, Facebook, and Instagram.
- 2) To use social media platforms effectively for teaching and learning practice.

7. RESEARCH DESIGN

To suggest the outcome, the researcher had conducted a case study, the two most crucial factors used in assessing and understanding the data were thorough description and reflective thinking. The research design that the researcher had followed is:

7.1. EMPIRICAL RESEARCH

The empirical method is a type of method which examines real-life experiments and observations. It is defined as any study in which the study's results are obtained solely from concretely empirical evidence, and hence "verifiable" evidence. This style of study is based on the idea that seeing things directly is the best approach to assessing reality and producing truth about the world (Bhattacharya, 2008). So, the study here examines the usage of the social media platform for teaching and learning in verbal communication.

7.2. QUALITATIVE RESEARCH

Qualitative research is a type of research that includes the study of texts, feelings, emotions, and time. This study takes the consideration of the in-depth analysis of the social media platform for teaching and learning by taking learners' points of view on the usage of social media platforms for the development of verbal communication.

7.3. QUANTITATIVE RESEARCH

Quantitative research is a type of research that includes the sample population, and statistical and hypothetical analysis. This study collected the data by sharing the questionnaire with 50 undergraduate learners. As this study is conducted through a survey it even involves a descriptive research methodology.

8. DATA COLLECTION

The researcher analysed the usage of social media platforms like Facebook, YouTube, and Instagram after covid-19, and taking this into consideration the researcher had tried to propose the outcome for the development of verbal communication in teaching and learning for undergraduate learners. The researcher had examined various teaching methodologies that connect to social media teaching.

The researcher examined the review of the literature and prepared a questionnaire for 50 students with 5 questions regarding the participant's demographic details and 15 questions with four options respectively which had been framed logically and distributed through hard copies and collected.

The researcher interviewed people regarding the usage of social media platforms like Facebook, YouTube, and Instagram for the development of verbal communication had been conducted and considered their points of view on the usage of the social media platform for verbal communication.

The researcher collected the results from the questionnaire. Firstly, the researcher presented the data in an excel sheet which was later depicted in Pie chart analysis. The researcher used pie charts to present the exact percentage of accurate data collected from the response in the next chapter.

The researcher after analysing the collected data the researcher proposed the outcome, scope of further study, recommendations and suggestions, and conclusion in the last chapter.

9. SAMPLING TECHNIQUE AND SAMPLE SIZE

The questionnaire was distributed to all the participants through hardcopies, all the participants had submitted their answers by choosing the options given in the questionnaire. The researcher provided ample time for the learners to mark their responses.

Sample size

The researcher had chosen the sample population of 50 students who are from various U.G. Programmes like J.E.P, B.C.A. from REVA University. The age group of the participants ranges from 19 to 21. The participants are natives of Bangalore, Andhra Pradesh, Andaman Nicobar Islands, and Nepal. Out of 50 participants, there was equal participation of both the genders i.e., 25 females and 25 males.

The sample students chosen for the study had a background in the usage of social media platforms and have a good idea of the operation of social media usage and all participants are users of social media. The sample size of all 50 participants participated with their will and interest, there was no force or compulsion by the researcher to participate in the research. The researcher had also given the purpose of the study and how the participants will contribute to the research by participating.

10. TYPES OF DATA COLLECTION

10.1. PRIMARY DATA

The researcher collected Primary data from questionnaires, surveys, interviews, and Observations. The questionnaire was distributed among 50 learners from J.E.P, M.C.A backgrounds. The questions asked to the learners consider the daily usage of social media concerning Facebook, Instagram, and YouTube and how interested they are to use social media platforms for the development of verbal communication, and also their point of view on the usage of social media as a permeant platform. The questionnaire also brought out how far the students can focus on social media platforms for a learning platform. The researchers used statistics to bring an accurate percentage from the data collected in the form of a questionnaire. Pie chart analysis is used in specifying the exact percentage of accurate data collected from the response given by the learners.

10.2. SECONDARY DATA

The researcher had collected secondary data from various Journals, Learning theories, e-websites, Thesis, Research papers, and Blogs on the online platform related to social media teaching and learning. The researcher collected secondary data from various websites from google, research gates, journals, etc. The researcher studied and had done an in-depth analysis of all the selected secondary data that is required for the research and acknowledged all the resources that are added to the research. The secondary that is considered is about social media teaching and learning its progress and development through the passage of time, as examining this makes the research to focus on what is not explored and propose the outcome.

11. QUESTIONNAIRE AND SURVEY

By analysing the approach of cultivating a questionnaire, the researcher devised fifteen questions that were brief and straightforward enough for the responders to comprehend. The questionnaire is organized in a logical manner, making it easier to determine the outcome.

The researcher had surveyed by distributing a hard copy of the questionnaire which consists of five basic demographic details i.e., Name, Gender, Place of Birth, and Medium of Instruction, and 15 questions on the development of verbal communication with the usage of social media platforms i.e. Facebook, Instagram, and YouTube. and the researcher had examined and questioned their capacity to use social media for learning and teaching on daily basis and their opinion on considering it as a permeant platform in their regular academic classroom.

12. DATA INTERPRETATION

Gender

Figure 1

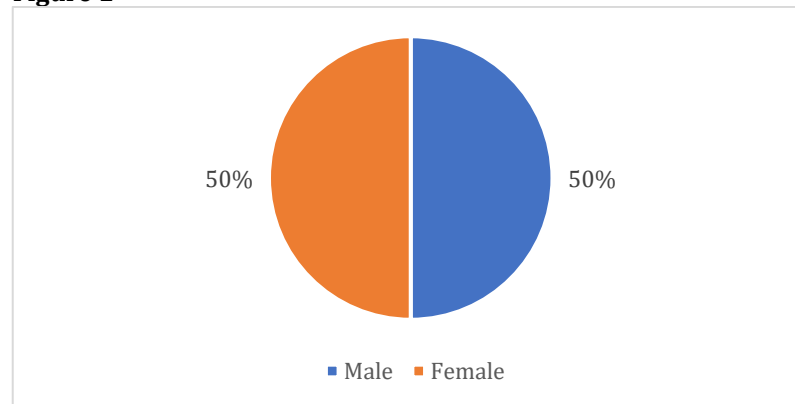
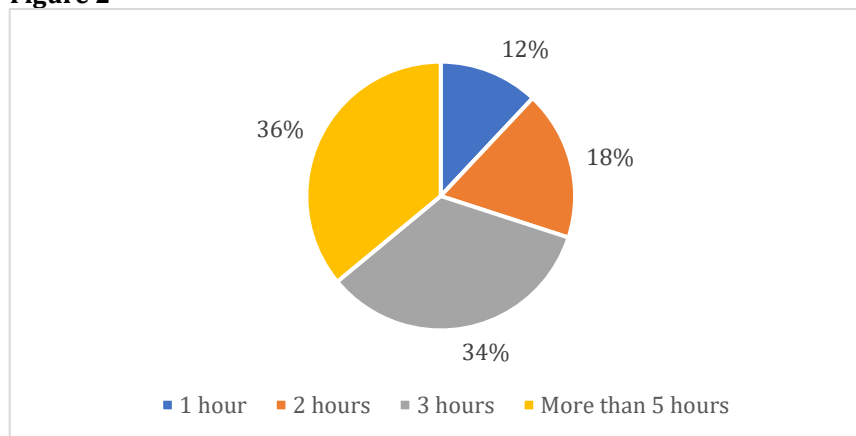


Figure 1

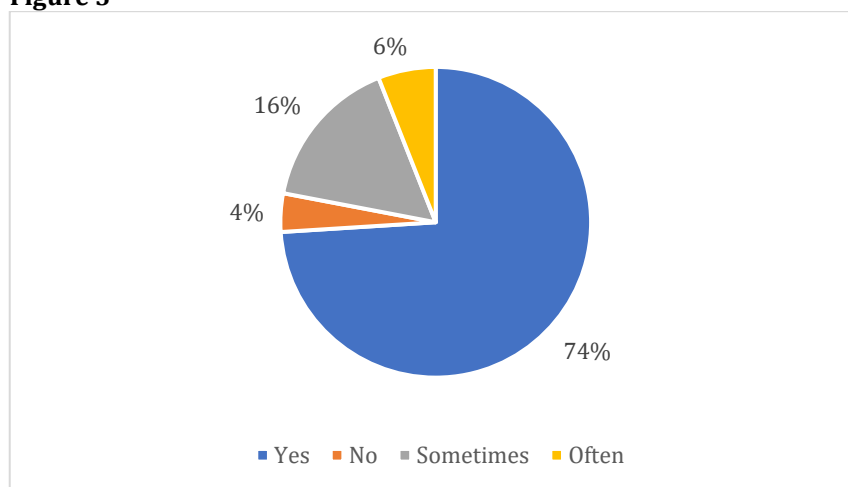
The data was acquired using a survey with 15 questions that were shared in hardcopy and collected. The learners chosen for the research are from J.E.P and B.C. Students from REVA University with a sample size of 50 students, which the pie chart depicts are 25 females and 25 males which projects an equal share of gender participation for the study. The researcher examined and questioned their capacity to use social media for learning and teaching daily, as well as their opinion on considering it as a pervasive platform in their regular academic classroom, by asking 15 questions about the development of verbal communication with the use of social media platforms such as Facebook, Instagram, and YouTube. By analyzing the approach of farming a questionnaire, the researcher crafted fifteen questions that were brief and straightforward enough for the responders to grasp. The questionnaire is organized in a logical manner that aids in the determination of the outcome.

How much time do you spend on social media in a day?

Figure 2**Figure 2**

The first question tested and revealed undergraduate learners' usage of social media in a day. Out of 50 participants, it was discovered that 13% of students decided to spend one hour on social media. 18% of students indicated they would spend 2 hours on social media in a day whereas 34% of learners spend 3 hours on social media platforms but 36% acknowledged that they spend more than 5 hours on social media platforms. The results depict the learner's addition to social media usage regularly. This reveals that social media platforms can be used for social media teaching and learning as the least spend is an hour this helps in the convenience and ubiquity of social media, which will help the learners to choose their study timetable in a day. If students are at various levels in the use of such media, then they would need to be guided and monitored to ensure that they did so ethically.

Do you use YouTube, Instagram, and Facebook regularly?

Figure 3**Figure 3**

Question 2 investigates the learner's use of social media apps i.e., YouTube, Instagram, and Facebook. Out of 50 participants, 74% agreed that they use YouTube, Instagram, and Facebook regularly, whereas only 2% of learners had opted that they won't use YouTube, Instagram, and Facebook on regular basis. 16% of learners mentioned that they use YouTube, Instagram, and Facebook sometimes and 6% of learners admitted that they use YouTube, Instagram, and Facebook often on regular basis. This reveals that all three apps can be used for the teaching and learning process as learners are involved in the use of all three social media apps i.e., YouTube, Instagram, and Facebook on regular basis. So, it is suggestible that Universities can also employ social media because the concept of learning is changing dramatically as a result of the remarkable advancement in communication technologies.

Did you ever use social media platforms for educational purposes?

Figure 4

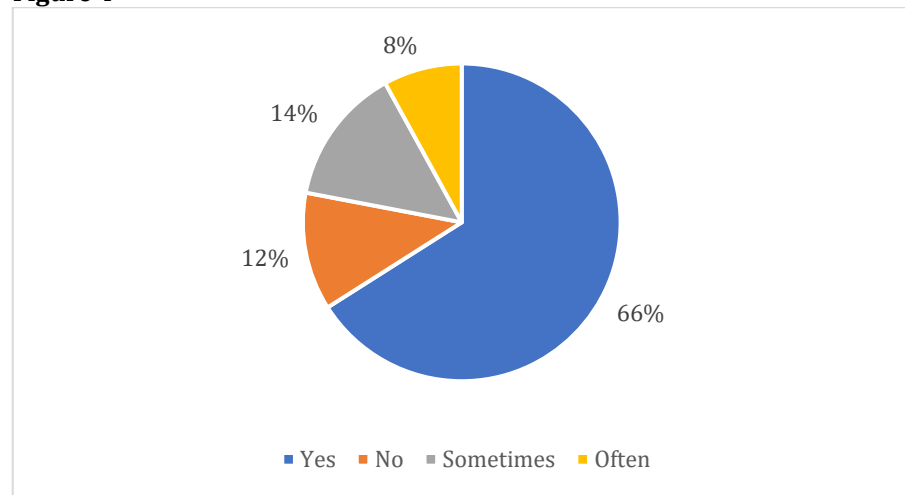


Figure 4

The third question sought information on how students use social media for educational purposes. Out of 50 participants, it was discovered that 66% of students agreed that they use social media platforms for educational purposes, 12% of students disagreed, 14% of students said they occasionally use social media platforms for education, and 8% of students said they frequently do use social media. This demonstrates the uniqueness of each student while using social media platforms for instruction and learning. Individual learning is no longer achieved by offline attendance at lectures and tutorials guided by teachers. So, Learning is defined as a person's ability to access databases and knowledge hubs at any time and from any location through the implementation of social media teaching and learning.

How much time can you allot for educational purposes on social media?

Figure 5

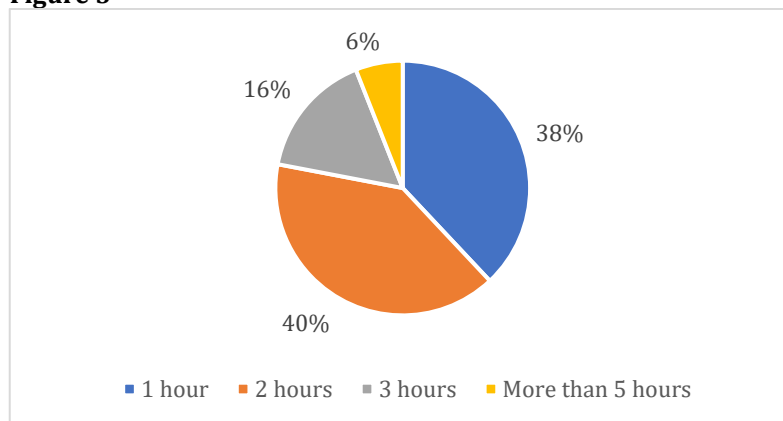


Figure 5

Question 4 checks and takes the learner's perception of the allotment of time for educational purposes regarding social media platforms. Out of 50 participants, 38% of learners had chosen 1 hour for educational purposes on social media, 40 % of learners had agreed to 2 hours allotment for educational purposes on social media, 16% of learners had specified that they can allot 3 hours for educational purposes on social media whereas 6% of learners had agreed that can concentrate 5 hours for educational purposes on social media. This reveals learners' capacity for concentration for teaching and learning on the social media platform. This reveals that learners of this generation are more dynamic and merely ruled on social media or online hubs for learning. Learners had evolved into information-hungry and self-learning. This finding proves a favourable impact of social media platforms on learners teaching and learning which should be incorporated by universities and all educational institutions.

Do you think social media platforms can be used for educational purposes?

Figure 6

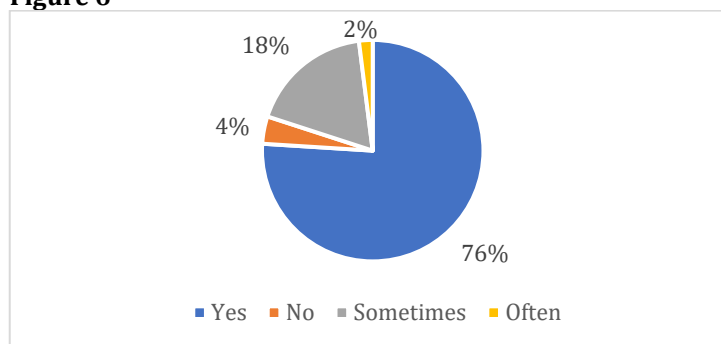


Figure 6

Question 5 questions the learner's understanding of the use of social media platforms for teaching and learning. Out of 50 participants, 76% of students agreed that they have some knowledge of the use of social media platforms for educational purposes, while only 4% of students disagree. However, 18% of students believe that social media platforms can be used occasionally for educational purposes, and

2% believe that social media platforms can be used frequently for educational purposes. This indicates that the majority of students are familiar with the use of social media platforms for education. Though 4% of learners do not have an idea they have opted for contributing a particular time on social media for educational purposes. So, the teachers and administrators should make the use of digital literacy and the Internet in literacy instruction and curriculum as the world resulted in increased global competition and the growth of the Internet.

Did you feel easy during covid-19 to adapt to the social media learning platform?

Figure 7

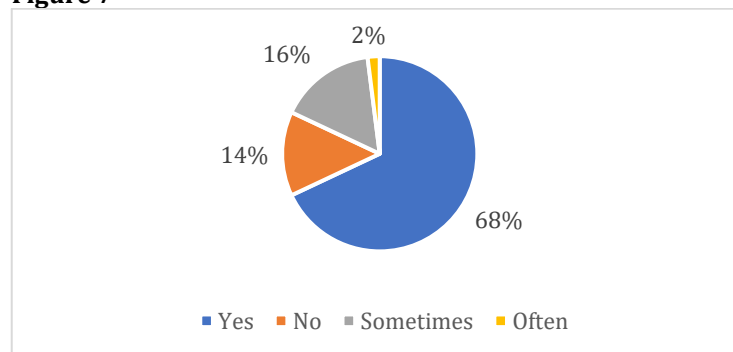


Figure 7

Question 6 checks the learner's adaptability to social media teaching during covid-19 this question helps in understanding how far the implementation of social media platforms can be used for educational purposes. Out of 50 participants, 68% of learners felt easy to adopt social media teaching during covid-19 whereas 14% of learners felt difficult to adopt social media teaching during covid-19 but 16% of learners gave mixed feelings on the adoption of social media teaching during covid-19 as they felt easy sometimes and difficult sometimes and 2% of learners felt easy often to adapt to social media teaching during covid-19. This proves that social media platforms do have the ability to supplement, if not completely replace traditional learning methods, making language sessions more engaging, entertaining, and attractive to all language learners (Kessler, 2013).

Do you think the usage of social media platforms can bring out introvert students to speak through comments?

Figure 8

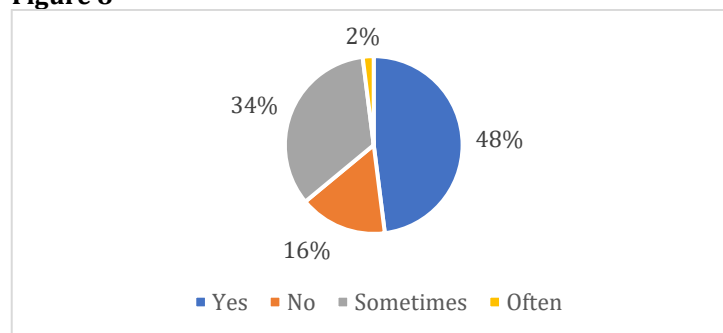


Figure 8

Question 7 brings focus on the introvert learners who hesitate to ask questions in the regular traditional classroom, from the learner's perspective on whether introvert learners can speak through comment sessions. Out of 50 participants, 48% of learners agreed that introvert learners can speak through comment sessions but 16% of learners disagree that introvert learners can speak through comment sessions whereas 34% of learners feel that introvert learners can speak through comment sessions sometimes, and 2% of learners have an opinion that introvert learners can speak through comment sessions often. As social media teaching and learning is completely learner-centered in learning content, learners should feel free to communicate, and even the teachers and administrators should look at the interaction of all the learners in social media learning and guide them. So, using social media platforms makes the introvert learners communicate better than the traditional teaching atmosphere.

Do you think using social media regularly will make you motivated?

Figure 9

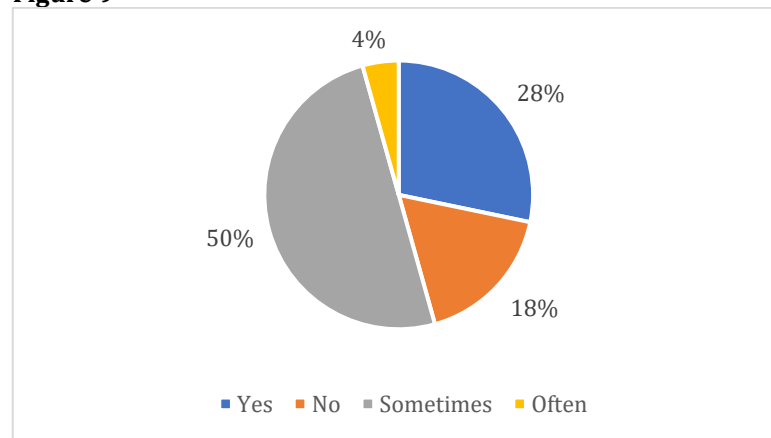


Figure 9

Question 8 is based on the learner's motivation in social media teaching and learning. Out of 50 participants, 28% of learners feel that they can be motivated during the usage of social media regularly, whereas 18% of learners perceived that they won't feel motivated during the usage of social media but 50% of learners felt that they feel motivated during the usage of social media sometimes but 4% of learners feel motivated during the usage of social media often. This presents the homogenous atmosphere of the learner's perception. As most learners feel that usage of social media keeps them motivated the educators should make use of this and incorporate social media in teaching and learning by making it more interesting and active. Prensky (2001) stated that combining education and enjoyment, called "edutainment," is essential for teaching and learning through social media.

Do you think the usage of social media through audio, and video information will make you easily retain the information?

Figure 10

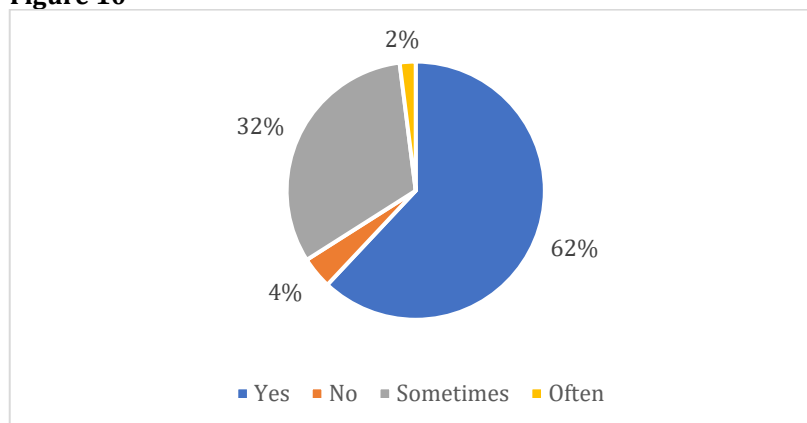


Figure 10

Question 9 checked on learners' perception of how easily they can retain information with the usage of audio, and video. Out of 50 participants, 62% of learners had agreed that they can easily retain information with audio, and video on social media platforms but 4% of learners disagreed that they can't retain information easily with the usage of audio and video on social media platforms they had mostly preferred to practice by reading and writing to retain information, 32% of learners feel sometimes easy to retain information easily with the usage of audio and video on social media platforms which they feel difficult to understand in the regular classroom environment and 2% of learners feel easy often to retain information easily with the usage of audio and video on social media platforms. Most of the digital tools with the use of audio and video with good quality help learners in retaining information easily.

Do you think the usage of social media platforms will make you learn vocabulary (video dictionaries) easily?

Figure 11

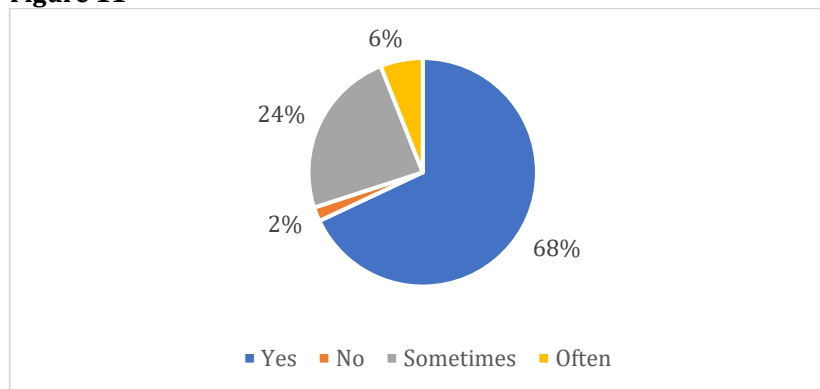


Figure 11

Question 10 depicts the learner's ability to develop verbal communication through the use of video dictionaries which are supposed to be uploaded or shared by the teachers. Out of 50 participants, 68% of learners agree that the use of video

dictionaries makes them learn vocabulary which helps in the development of verbal communication, whereas 2% of learners disagreed with the usage of video dictionaries in developing vocabulary who believed in traditional learning, 24% of learners felt that usage of video dictionaries in developing vocabulary can help them sometimes but whereas 6% of learners had felt that usage of video dictionaries in developing vocabulary is often. So, the teachers should be able to spend time making and uploading video dictionaries with video and audio by explaining the meaning of the word, giving an example of how to use it in a sentence, and also the teachers should be able to give the learner to upload a video doing the same.

13. FINDINGS

The findings of the research are as follows:

- The research found that out of 50 participants, 12% of learners spend 1 hour. 18% of learners spend 2 hours, 34% of learners spend 3 hours and 36% of learners acknowledged they spend more than 5 hours on social media platforms.
- The research found that learners use social media platforms i.e., YouTube, Instagram, and Facebook can be used for the development of verbal communication in undergraduates.
- The research also found that learners prefer to have audio and video usage on social media platforms for the development of verbal communication.

14. CONCLUSION

The present study tried to present social media platforms like YouTube, Instagram, and Facebook for the development of verbal communication. The researcher proposed the outcome by conducting an empirical, qualitative, and quantitative research methodology. The research had conducted through a questionnaire with 50 participants with 15 questions on social media usage by undergraduates and their take on the usage of the social media platforms i.e., YouTube, Instagram, and Facebook for the development of verbal communication. The researchers analyzed and interpreted the collected data in a detailed manner that is conducted in the form of interview sessions and questionnaires. Pie chart analysis is used in specifying the exact percentage of accurate data collected from the response of the learners to the given options.

The research had emphasized that undergraduate learners presented a positive attitude towards the usage of social media platforms i.e., YouTube, Instagram, and Facebook for the development of verbal communication. The research also suggested that the usage of social media platforms for verbal communication or teaching and learning should be with audio and video as the survey found that the majority of learners shared their opinion that it helps them in retaining information easily and for a long time. The research had also found it would be preferable to have blended teaching and learning methods for the development of verbal communication.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- A Baniyassen, Sameer O., (2020). "The Impact of Social Media on Improving English Learning Skills: A Case Study of UAE.".
- DeBell, M., & Chapman, C., (2006). "Computer and internet use by students in 2003. Statistical analysis report." NCES 2006-065. National Center for education statistics.
- Faizi, R., El Afia, A., & Chiheb, R., (2013, pp. 50-53) "Exploring the potential benefits of using social media in education." International Journal of Engineering Pedagogy 3(4).
- Garcia, Elaine, (2017) "The use of blogs for teaching and learning in UK and US Higher Education." Diss. University of Plymouth.
- Greenhow, C., (2011). pp. 139–146 "Youth learning, and social media." Journal of Educational Computing Research.
- Harappa, (August 2020) "What Is Verbal Communication?".
- k. Ebiraj, (April 2022). "Academic and psychosocial impact of construction and dynamics of social media among university students".
- Lee, Cheng Ean, (2018), "Assessing the uses and impacts of Facebook for teaching and learning in classroom education contexts in Malaysian universities." Lancaster University.
- Lenhart, A., Arafeh, S., & Smith, A. (2008). Writing, technology and teens. Pew Internet & American Life Project.
- Monica-Ariana, Sim, and Pop Anamaria-Mirabela, 23.2, 2014, pp. 120-130. "The impact of social media on vocabulary learning case study Facebook." Annals of the University of Oradea, Economic Science Series.