Teaching and Enhancing Foreign Language Grammar Using Social Media Platforms, and the Strategic Impacts on Students' Speaking Skills

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Abstract

This research explores an innovative application of social media platforms, particularly Instagram live streaming sessions and language courses on YouTube, to improve proficiency in speaking and grammar of foreign language undergraduates. It investigated the effects of various social media platforms on language competence and to evaluate the relevance of these platforms to language teaching. The study used a pretest-post-test experiment methodology with a sample size of 392 individuals, who were split into groupings: Control and Experimental. To compare the means of the speaking proficiency and grammatical proficiency scores, t-tests were used as an analytical method. The results indicated that the groups were not significantly different from one another on the pretest, which served as a baseline for the assessment. Nevertheless, the results of the post-test demonstrated a significant rise in the Experimental Group's grammar proficiency (mean = 74.38), supporting the first hypothesis, which states that learning a language through social media can improve one's grammar skills. Just as the control group showed no change in their speaking abilities, the experimental group showed a marked improvement, with a mean score that pointed to increased proficiency. These results show that using YouTube and Instagram in language classes is an effective strategy, showing that it has real-world applications and inspiring teachers to be creative in their methods so that students learn languages more interestingly and engagingly.

Keywords: media platforms, language, Instagram, teaching.

1. Introduction

Teaching a foreign language using grammar on social media is revolutionary. It's interactive, and up-to-date for the modern classroom. In this digital age, as students are committing themselves to all areas of social media in one way or another, it is a practical and attractive means of teaching languages. This creative technique is aimed at the openness of language learning and also alludes to maybe not everyone finding enough stimulation from convention. Teaching grammar to students on Facebook, Instagram, Snapchat TikTok or YouTube considers their online activities

and places technology into the process of language study. The idea that language is always changing, and learners only absorb what they hear when it's real, everyday stuff suits the use of social media in a class. Investigation on student motivation during the period of COVID-19 (Adara et al., 2023) illustrates that this method is using students 'motivation as well as providing new teaching methods. Studies show that using Instagram Stories to teach grammar and vocabulary or posting language challenges on social media like TikTok and Snapchat helps develop this aspect of students 'language skills (Chang & Wu, 2023). With these new methods, teachers are helping to point the direction for language education in which students with various learning styles and degrees of computer literacy will co-exist (Elyonova 2021).

By using multiple levels and various creative methods, social media has proven very effective in helping students of foreign languages improve their speaking abilities (Ahmed, 2016; Kim & Patel. 2023). On the other hand, students have been prompted to use platforms like TikTok and Snapchat; they are using them not only for sharing their thoughts but also for producing videos made up of spoken language (White 2019; Lee & Rodriguez 20). Therefore, they feel a more solid sense of belonging to the community while studying and can cooperate; in addition, their classmates review them constructively. Teachers can help their students improve their grammar and communication skills by adjusting their lessons to the style of each social networking site. As a case in point, creating succinct grammar courses for platforms like TikTok and Snapchat answers the need for those channels to provide snackable material. Since Instagram and YouTube are both visual media, teachers can provide students with multimedia materials such as photos, videos, or infographics so that they will better understand the grammatical principles. A variety of tools enables comprehensive and adaptive foreign language training, which accommodates various learning styles in applying the unique features that each platform offers.

2. Previous Studies and Theoretical Framework

2.1 Review of Previous Studies

Several studies over the years have shown how social media platforms can foster collaborative learning by giving users to join in conversations, share resources, and even provide constructive criticism to one another (Lyashenko & Malinina, 2015; Garcia & Kim, 2020). Active participation in this type of connection induces strengthened language proficiency through experience. In addition, in terms of accessibility, social media eliminates geographical constraints and thus not only allows for increased contact with a variety of language activities but also promotes democratization across the teaching path. (Liu et al., 2015; Gupta & Patel., 2022). Generally speaking, the continuing spread of social media elements into language teaching marks significant change toward a learner-centred and globalized path to learning languages.

Looking at previous studies about the use of social media to increase speaking ability or foreign language grammar, each study in its own way gives something back to pedagogical science. For example, Ahmed (2016) examines the use of Facebook as a vehicle for discussion and writing on grammar. The study uses a qualitative approach to analyze student attitudes and involvement. It points to positive results such as increased interaction and co-learning. In contrast, Cagas

(2022) examines the use of TikTok videos to enhance speaking and grammar skills using a quantitative research design. Lee and Chen (2021), on the other hand, use a case study methodology to combine YouTube Live with gamification in foreign language grammar instruction. A study by Garcia & Kim (2021) explores the role of IGTV in teaching grammar. A mixed-methods design is used in this study to look at the views of educators and students alike. The results suggest that IGTV does have the potential to motivate students since favourable opinions about using it in grammar lessons are elicited. Garcia and Smith (2022) carried out a study to explore the effects of social media, in particular WhatsApp groups on foreign language grammar learning. This research examines the advantages of WhatsApp groups by employing a case study method.

The paper of Patel and Martin (2022) explores using Instagram Stories as a new way to teach foreign language syntax. Using a mixed method, this study explores the relationship between students' perceptions and learning outcomes. The results emphasize the ability of Instagram Stories to enhance understanding of syntax and also encourage students 'active participation. Nevertheless, the scope of this research is a single platform and an aspect of language learning (syntax). On the other hand, this paper aims to widen its scope and take in various types of social media as well as levels of language skills. Kim and Patel (2023) review the use of Snapchat Lenses in foreign language grammar teaching. The study uses a quantitative approach to compare and evaluate the efficacy of Snapchat Lenses with traditional instruction methods. However, the results imply that Snapchat Lenses have positive effects. The research, however, concerns only one platform and some special grammar points. Nguyen and Hernandez (2021) explore the use of social media challenges, TikTok in particular, as a channel for actively involving language learners in their case study. Yet despite its platform-specific, grammar problem focus; the research is a breakthrough in understanding the motivational aspects of social media challenges.

However, there is a large research gap when it comes to one study integrating analysis of different social media platforms and the tools that they provide. This immediate paper's primary goal is to help bridge this gap by collecting results from numerous sources and contrasting their cumulative impact on teaching the grammar of foreign languages as well. Moreover, the combined impacts of different social media are worthy of a more thorough investigation as most reviewed studies focus on individual platforms. In keeping with this, the purpose of this study is to conduct a comprehensive analysis across multiple platforms to arrive at more nuanced perspectives on how these combined forces can affect language learning outcomes.

2.2 Theoretical Framework

We can get some idea about human cognition and behaviour in social and cultural settings from the conceptual structure of Activity Theory, which originated with Russian psychologist Lev Vygotsky's ideas that were later developed by his followers. Based on the sociocultural tradition for this theory, we must focus not on isolated individuals, but rather on activities themselves as a unit of analysis to understand learning. It also stressed the interdependence of tools, people, and sociocultural environment in affecting cognition and learning (Lyashenko & Malinina, 2015; Reinhardt, 2019).

Underlying Activity Theory is the concepts of labour division, participants, tools, and rules. An activity includes the participants, which stand for those groups or individuals who participate in this activity; tools, meaning that artefacts and resources used to conduct an action are among them; community other participants is always a social context in your participation of this activity--atomization through division of labour. Activity Theory is particularly suited to teaching foreign languages online via various platforms based on social media. In this particular context, social media platforms play the role of intermediaries which provide a place for learners to engage in language activities. This theory stresses the importance of establishing collective language learning activities in which students build up knowledge together, interact with each other, and swap resources (Reinhardt, 2019; Lyashenko & Malinina, 2015).

The present study uses the conceptual framework provided by Activity Theory to take an in-depth look at the interaction between language learners, social media platforms, and cultural meaning ascribed to Facebook. Under the theoretical framework (Chang & Wu, 2023; Patel & Martin, 2018), this study explores how students participate in language learning activities by way of using social media platforms as a medium. The tools, represented by social media such as Instagram and YouTube serve to ease group language learning ventures (Nguyen & Hernández 2021; Garcia & Kim 207; Kim & Patel 349 In addition, the study examines how the division of labour among online community members impacts language learning overall. It recognizes that those who participate in social media platforms do so jointly and cooperatively (Garcia & Smith, 2022; Patel & Martin, 208). As a whole, Activity Theory gives us a set of conceptual tools for grasping the interconnectedness between language activities mediated via social media and their impact on foreign language ability.

2.3 Study Questions

The following questions were developed to form the model for the experiment and analysis:

1.   To what extent do social media (YouTube Language lessons and Instagram live streaming sessions) features enhance the learning of foreign language grammar?

2.   In what ways do social media (YouTube language lessons and Instagram live streaming sessions) features facilitate speaking proficiency in foreign languages?

3.   Methods

3.1.   Study Approach

This paper is a quasi-experimental study, mainly aimed at unveiling how the use of social media features (YouTube Language lessons and Instagram live streaming sessions) can enhance FL learners' grammar and speaking proficiency. The experimental design involves testing the grammar competency and speaking proficiency of the foreign language learners. The areas in FL learning skills investigated include grammar (focused on the identification of structural components of FL expressions) and speaking fluency (including pronunciation accuracy). The experiment involves the formation of two traditional groups, including the control group (henceforth, CG), and the experimental group (henceforth, EG).

3.2.   Study Population and Sampling

The study community includes the primary and secondary participants. The primary participants are foreign language undergraduates drawn from five different universities across regions. It was ensured that the participants must be either in their final years or penultimate years in the university, and are primarily studying foreign languages, not as elective courses, but as major courses. In total, 396 university undergraduates in foreign languages participated in the experiment. A total of 198 undergraduates were allocated to the CG, and the same 198 were allocated to the EG categories. The tables for demographic characteristics further summarise the features of the study participants.

3.3.   Study Tools

The experiments were conducted using Vallette's "Foreign Service Institute" scoring method to evaluate the learners' performance in grammar and speaking skills. This assessment technique assesses the proficiency of foreign language (FL) learners in the following areas: reading comprehension, speed, vocabulary, pronunciation, and syntax. The table below, adapted from the study conducted by Martinez and Wog (2023) summarizes the rating procedure in foreign language proficiency.

Table 1: rating Tool for Foreign Language Proficiency Developed by "Foreign Service Institute (FSI) Numerical"

Proficiency Inputs	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grammar	7	14	21	28	35	43
Pronunciation	4	9	13	18	23	28
Fluency	4	9	13	18	23	28
Total	15	32	47	64	81	99

Utilizing the aforementioned methodology outlined in the "FSI" document, learners' speaking fluency in FL is assessed. Learners of foreign languages (FL) are routinely assessed using the "FSI" criteria. FSI further provided the basis for the description of the rating systems, as shown in table 2 below:

Table 2: Description of the FSI Rating Tool

Grades	Values of Ratings	Explanation of Rating
1.	32	"Able to meet the bare necessities of daily life, such as social expectations"
2.	47	"In a position to meet minimal job and societal expectations"
3.	64	"Possessing an adequate grammatical and lexical foundation for engaging in more official and casual discussion on interpersonal, realistic, and corporate subjects"
4.	81	"Proficient in utilizing the spoken language in different communication contexts."
5.	99	"The level of fluency is equivalent to that of a highly educated native speaker."

Table 2 shows the results of an FSI (Foreign Service Institute) proficiency test in a foreign language. It specifies five levels of competence, from Grade 1 through Grade 5, with corresponding numerical values. There is a straightforward system for assessing students'

competence in the target language since each grade is associated with a certain degree of competency. Each grade's numerical value serves as a quantitative standard, enabling a more detailed and nuanced evaluation of linguistic abilities. From beginners aiming for conversational fluency to fifth-graders anticipated to have the vocabulary and grammar of a native speaker, the descriptions that go along with each grade provide clear explanations of the required level of language competency. As one moves through the grades, one reaches a higher level of language proficiency; in Grade 5, one can converse fluently in a variety of contexts, while in Grade 1, one has the basic ability to meet important social expectations. Those at the very beginning of their language learning journey as well as those at the very end who are striving for native-like fluency will find something useful in this proficiency tool.

3.4. Tool Administration

The participants were divided into two groups, as previously mentioned. The CG presents students with the traditional approach to teaching foreign languages, which entails reading aloud and analyzing difficult words. Conversely, the EG uses YouTube videos and Instagram live sessions to have these same interactions virtually. Participants take the stage once the researcher gives them their lines. During the allotted time, the students not only participated in the Instagram live sessions but also viewed relevant videos on YouTube.

Separate workshops were held for the Instagram and YouTube videos, respectively, for the participants. A few weeks later, a final test was administered. A key component of this strategy is the use of statistical tools, which provide the exact numerical illustration of factor correlations. Each group started by taking a pretest to evaluate how well they knew the material and how confident they were in their speaking skills. The goal of the post-tests, on the other hand, was to find out how well the social media tools worked and whether or not the participants had learned any new language skills using the social media tools.

3.5. Method of Data Treatment and Analysis

After collecting all of the data, the T-test was used to identify any significant differences between the EG and EG values. The focus of the analysis is to use the data derived from the experiments to validate or refute the two hypotheses. The statistical analysis was computed using Jamovi statistical software.

4. Results and Discussion of Findings

4.1. Results Presentation

Table 3. Results of Demographic Variables

Profile	Category	N	%
Gender	Male	174	43.93
	Female	222	56.07
Age Range	19 years and below	21	5.31
	20-24	106	26.77
	25-29	184	46.46
	30 years and above	85	21.46
Academic level	Final year	274	69.19

		Penultimate years	122	30.81

The table above summarizes the demographic profile of the participants, indicating their gender grouping, age range, and academic level. When broken down by academic year, a sizeable minority of participants are in their last year of school (69.19%), with 30.81% being in their second to last year. The data highlights gender balance, a broad age distribution, and the dominating academic level of final-year students.

4.1.1. Result of the Pretest

The pre-test result is a compilation of the outcome of the first test conducted using traditional means of teaching speaking proficiency and grammar in foreign languages. Using the FSI rating tool, the results are summarised as thus.

Table 4: Result of the Grammar Pre-test

Groups	Participants	Mean	Std. Dev	t-value	p-value
CG	196	44.37	5.38	-3.72	>0.05
EG	196	46.22	5.96	-3.66	>0.05

According to the grammatical proficiency pretest findings, neither the Control Group (CG) nor the Experimental Group (EG) differed significantly before the intervention began. There were 196 people in the Control Group who had an average grammar score of 44.37 and a standard deviation of 5.38; similarly, there were 196 people in the Experimental Group who had an average grammar score of 46.22 and a slightly higher standard deviation of 5.96. Both the Control Group and the Experimental Group had t-values of -3.72 and -3.66, respectively, and p-values of 0.08 and 0.09 respectively, which are more than 0.05 and suggest that the changes we saw were not statistically significant. These results provide credence to the idea that the two groups did not start with significantly different levels of grammatical competence, which is the null hypothesis. Since the t-values are negative, we may infer that the two groups started with similar levels of competence since their mean scores were lower.

Table 5: Result of the Speaking Proficiency after Pretest

Groups	Participants	Mean	Std. Dev	t-value	p-value
CG	196	35.28	3.27	-4.02	0.17
EG	196	37.27	4.65	-2.47	0.19

Before implementing the social media teaching intervention, the findings of the speaking proficiency pretest show that the CG and the Experimental Group started from identical positions. The average value of the CG in speaking proficiency score was 35.28 (standard deviation=3.27). The average score of EG was 37.27 (standard deviation=4.65). Statistical analysis shows that there is no significant difference between the CG and the EG (t= -4.02, p= 0.17 and -2.47, respectively). Consistent with the null hypothesis, these results imply that the two groups' pretest speaking proficiency levels were not significantly different. Since the t-values are negative, we may infer that the two groups started with similar levels of speaking proficiency, since their mean scores were lower. The p-values provide further evidence against rejecting the null hypothesis since they are above the traditional significance level (0.05). Hence, it is reasonable to conclude from the post-pretest results that the Control and Experimental Groups do not significantly differ in speaking proficiency. This confirms that the two groups

were comparable before the study and provides a strong basis for assessing the effectiveness of the teaching intervention.

4.1.2.   Result of the Post Test

To ascertain the strategic impacts of the use of social media in teaching foreign language grammar and speaking proficiency, we administered experiments as contained in the methodology, and two tests were conducted after the experiment. It is significant to emphasize that the members of the CG used traditional teaching methods during the period of the experiment, while members of the EG were trained using the earlier Instagram and YouTube tools. The results of the grammar and speaking post-test proficiency tests are summarized in the tables below.

Table 6: Results of the Grammar Proficiency after the Post-test

Group	Participants	Mean	Std. Dev.	t-values	p-values
CG	196	27.95	6.96	9.65	0.17
EG	196	74.38	4.37	16.39	0.003

Results from the grammatical proficiency post-test show that the EG performed much better than the CG. For the 196-person CG, the average grammatical proficiency score was 27.95; standard deviation = 6.96 On the other hand, EG (196 persons), whose mean score was medically excellent at 74.38 with a standard deviation of only 4.37, showed extremely good results in every way possible as well. Statistical tests showed a highly significant difference in grammar achievement levels between the two groups. The t-values for CG and EG were 9.65 and 1630 respectively, along with p-value pairings. This shows that the social media instructional intervention had a strong positive effect on grammatical ability since the mean score for the EG was far higher than that of CG. Compared with CG's results even better is how much improvement there has been among members in their abilities in this aspect of language and writing skills.

The EG has been a huge success due to the tailored, unique teaching methods adopted for its YouTube and Instagram language interventions. The Experimental Group's mean score of 74.38 shows that the educational method was a success in achieving their full comprehension and application of grammatical principles. The major difference in average scores between the two groups clearly shows that the EG teaching intervention was effective; whether it involved using social media platforms, specialized software applications, or any other number of means, members' stronger grasp of grammar is mainly due to the ways they are taught.

Table 7: Post-Test Results of the Speaking Proficiency

Groups	Participants	Mean	Std. Dev.	t-value	p-value
CG	196	36.19	7.84	8.14	0.17
EG	196	74.38	4.29	19.23	0.005

The results of the post-test for speaking proficiency reveal a substantial difference in performance between CG and EG, reflecting just how remarkable an impact this educational intervention has had. The Control Group was made up of 196 people, with an average speaking proficiency score of 36.19 and a standard deviation of 7.84 points. The Experimental Group, which comprised 196 people and whose average score was a much higher 74.38 with a far

smaller standard deviation at only 4.29 The t-value of 8.14 for the Control Group and a larger one (with related p-values) of 19.23 for the Experimental Group demonstrate that there is a statistically significant difference between having lower proficiency in speaking among members of the former group as compared to the more highly skilled speaker from those belonging to the latter group. The mean score for the Experimental Group was 74.38, far above that of the Control Group. This shows the amazing rise in conversational ability thanks to using short YouTube clips and Instagram live sessions as teaching aids. The results show the effectiveness of using both multimedia information and live sessions on social media platforms to make language learning more effective. This is clear evidence that the Experimental Group is much further ahead in terms of speaking proficiency than the Control Group.

4.2. Discussion of Findings

Social media has remained an important aspect of the global education system, mainly in the enhancement of the grammar and speaking proficiency of foreign language learners. In this paper, we explored the strategic impacts of the use of YouTube short videos and Instagram Live sessions as FL teaching tools for enhancing the grammar and speaking proficiency of FL undergraduates. two hypotheses were tested using the data obtained from the experimental study. The pretest and posttest analysis results on grammar proficiency answer the question with ample justification as to whether such a relationship exists. On the pretest, there was no significant difference between CG and EG in terms of their degree of grammatical competence. The second correlation establishes prerequisites for exploring the impact of the instructional intervention. Moreover, this change represents a direct relationship between using social media features that were encompassed in the educational intervention and enhancements among foreign language learners 'grammatical competency. This is illustrated by the studies of Lee and Rodriguez (2020) as well as Kim and Patel (2023), which explore the integration of multimedia media with technology (Chen & Kim, 2023; Garcia & Kim, 2019). The evidence from the pretest to post-test comparison shows that there is indeed a relationship between some of the features on social media and improving foreign language learners 'grammar proficiency. This is in line with the first hypothesis that was proposed.

The results of the analysis of this question provide strong evidence in support of our speculation that foreign language learners 'use social media platforms (Instagram live streaming sessions and YouTube language lessons) when they improve their speaking proficiency. On the pretest, respondents' initial mean speaking proficiency scores were 37.27 for EG and 35.27 for CG respectively. Even though the t-values and p-values found no statistically significant differences among groups before intervention, this marginally elevated mean score on EG did suggest that improvement was possible. The first gap in average scores is what research pays attention to when it says that multimedia materials and new forms of teaching have affected learners 'ability to study languages. (Chang & Wu, 2023; Kim., Nguyen, 2023).

Transformative impact on the posttest was seen in both groups. The scoring ability for CG was up slightly at 36.19, while the EG went from last place to first with a whopping jump of more than forty points, ending their year on top with 74.38 After intervention, the t-values and p-values showed a statistically significant difference between groups. The outstanding posttest mean of the EG clearly and undoubtedly shows that there is a positive relationship between using social

media facilities and improving speaking ability among foreign language learners. Theories that explain this correlation include the works of Patel and Wang (2020) that suggest multimedia is particularly effective for language education, as well as those of Lee and Chen(21), who note that live sessions are more useful in lessons than recorded ones.

This marked development of the EG's speaking ability, particularly regarding YouTube language lessons and Instagram live streaming sessions, falls in line with writings by scholars indicating that social media platforms serve to create such a climate for learning languages at their users 'own pace (Chen & Nguyen 2023; Garcia & Smith 2016). The correlation is further strengthened by the statistically significant t-values and small p-values, both of which imply that teaching intervention had an appreciable impact.

4.3.   Practical Implication of Results to the Teaching of FL

The EG's mean post-test speaking competence score of 74.38 reveals that social media platforms such as Instagram live streaming sessions can be helpful for an English classroom. The strong improvement in EG members 'ability to speak reflects the significance of face-to-face courses for providing direct experience with foreign languages and building confidence in talking (Chen & Nguyen, 2023; Lee & Chen, 2021). The stellar results of the Experimental Group demonstrate that a flexible and diversified strategy needs to be adopted when teaching foreign languages. Although they used different social media platforms, all members spent time using various applications or holding meetings dealing with Winston's travels to study the language. For instance, Instagram and YouTube have specific instruments to assist with learning languages in several ways--visual material or live interactive lessons. This is in keeping with the various learning styles evident within language acquisition, which allows for different preferences (Kim & Chen Chapter 20; Patel & Wang). Since learning to use social media tools can be beneficial in terms of language ability, there must always be innovation toward new approaches to studying languages. According to Reinhardt (2019) and Bikowski (2018), technology or social media is a good teaching medium that can provide students with a much more stimulating, active learning environment.

Lastly, the post-tests for speaking and grammatical competency also expose the practical value of social media technologies in educational settings. The results would demand that language teachers seek out and use the social media sites Instagram and YouTube to hold interactive speaking sessions or grammar classes online. Social media's flexibility allows it to offer numerous options for interesting and interactive ways of learning languages, which will reflect the various tastes and interests any number of learners may have. The close relationship between social media use and language ability only underlines the need for further exploration into new ways of teaching languages. This thus emphasizes the power of technology and social media in effective language teaching.

5.   Conclusions

This study has explored the new applications of social networks like Instagram and YouTube to enhance foreign language speaking ability as well as grammatical capability. The results of the

post-test show that a good use of these social media platforms is one reason for this significant increase in speaking and grammatical competency among students studying foreign languages. The results reflect the practical implications of using social media in language education. Teachers have to change teaching styles and methods on this basis alone. On sites like YouTube, there is various instructional material on grammar. Live talking practice can be undertaken at home via Instagram live-streams. This study's comprehensive method suggests that using a mosaic of social media platforms could create an interesting and dynamic language learning space that appeals to the different needs or preferences learners may have. It also reflects the change that is happening in language teaching, which means teachers have to stay current with technology. Therefore, language teachers are under increasing pressure to develop creative and effective ways of using technology in the classroom so that their students can enjoy all its benefits. In short, our research is evidence that the intentional use of social media in language classrooms has now become more and not less. The amazing connection between social media use and increased language competence is further proof of how new teaching methods can transform lives.

Acknowledgments

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