

Teaching and Learning the English Language through Social Media Platforms (YouTube and Telegram) to Enhance Language Skills “Comparative Analytical Study”

^[1] Farid Saleh Kelantan

^[1] Midocean University, Fujairah, United Arab Emirates
Corresponding Author Email: ^[1] farid_klntn@hotmail.com

Abstract— This study explores the analysis and evaluation of the effectiveness of using social media platforms (YouTube and Telegram) in teaching and learning the English language, in comparison with studying the available content and determining language skills, quality and suitability, analyzing users' interaction and influence with the content, platforms and service providers, analyzing preference factors, advantages and disadvantages. It provides the maximum benefit in Enhancing skills and effectiveness.

The study aims to determine the quality, suitability, availability, integration of interactivity, and temporal and spatial flexibility. It also evaluates the resulting impact through feedback and achieving the goal.

The study provides a comprehensive analysis of the YouTube and Telegram platforms in providing content, and the differences in the method of delivering information, the design of videos, interactive lessons and exercises, and the level of interaction in the use of educational tools and resources.

A poly-stylistic method, namely the descriptive analytical method, is used in addition to the comparative and explorative methods with all the quantitative data of the educative performance in the two platforms, content reviews, and evaluations. The researcher will use statistical techniques, to conduct a comparative study such as measuring the effectiveness of the content, the interactivity of learning, the impact of tools and resources, flexibility, and feedback and evaluation by collecting samples that include different backgrounds and linguistic levels, the performance on the YouTube and Telegram platforms is compared. The study explores which of them has clear advantages in feedback, evaluation, resulting impact, and setting a qualitative vision with recommendations to achieve the desired results and goals.

Keywords— Teaching and learning English, YouTube, Telegram, language skills.

I. INTRODUCTION

Digital world has certainly witnessed an information revolution in the area of education, to emerge as an enjoyable and effective experience on the social media in teaching and learning the English language technology. The study indicates an analysis and evaluation of the effectiveness of using technology on social media platforms; namely, YouTube and Telegram. The study compares between them and provides a variety of relative educational resources and means of communication. This represents a modern and innovative concept in the field of education, from the perspective of stimulating interest and increasing opportunities for assimilation and effective learning of the English language. A proper method of education is to combine traditional and electronic education. Social media platforms can also be considered as an intellectual and cognitive force, capable of cultural guidance.

II. RESEARCH PROBLEM

The digital culture in teaching and learning the English language refers to the skills and concepts necessary for the effective and responsible use of digital media technology.

E-learning, then, is the reliance on modern technologies in providing educational contents in an effective and disciplined manner.

1. Ensuring the role of influential factors in enhancing educational skills and improving their procedures.
2. Developing and controlling variables and solutions with recent studies when evaluating the impact of the current result through a comprehensive analysis of the YouTube and Telegram platforms.
3. Comparing between YouTube and Telegram to determine the presentation style, content, communication, and preferences.
4. Implementing the optimal acquisition of information in a way proper to the digital age, providing an interesting and attractive educational environment and looking into the learner's activity, effectiveness and mentality.

III. SIGNIFICANCE OF THE STUDY

1. Developing linguistic knowledge and skills by providing diverse learning and teaching tools.
2. Expanding communication and interaction more effectively through using technical tools such as interactive tutorials and participation in lessons.

3. Enhancing psychological and educational support to stimulate continuous learning, developing critical thinking and enhancing self-confidence.
4. Updating professional and development in the field of teaching and learning English and access to research, articles and updates in this field.

IV. AIMS OF THE STUDY

The aims of the study is to compare between the YouTube and Telegram users in terms of sharing educational content and the methodology enhancing language skills, including:

1. Providing educational resources such as interactive educational programs, applications and websites dedicated to teaching and learning the English language so that it can be available at any time and everywhere.
2. Enhancing and improving various forms of interactive communication, and participation, such as discussions, educational communities, and dedicated social media platforms, exchanging ideas and experiences with colleagues in the area of education and sharing their ideas to improve their concepts.
3. Enforcing and supporting independent learning by providing educational resources and tools that can be used independently, personal improvement quickly and flexibly, and continuous improvement of language skills and teaching methods.
4. Promoting self-confidence in language skills and educational abilities by using available educational resources, communicating, and participating in educational communities.

V. RESEARCH QUESTIONS

1. How can digital media via (YouTube and Telegram) platforms improve language skills?
2. How can social media platforms be used as well as digital tools and technologies (YouTube and Telegram) innovatively to stimulate self-ability so as to understand and acquire the English language?
3. What are the challenges in using social media platforms (YouTube and Telegram) to improve language skills?
4. How can social media platforms (YouTube and Telegram) enhance communication and interaction between learners and trainers in teaching and learning the English language?

VI. METHODOLOGY

- The descriptive-analytical approach that describes and analyzes phenomena logically and in detail by interpreting the available data, since there are no accurate statistics for the number of websites learners or teachers in educational contents.
- Exploratory approach: Exploring new or unhandled

phenomena through research and collecting available data from different angles on YouTube and Telegram.

- The comparative approach: Comparing the different elements in YouTube and Telegram by analyzing the common aspects and differences between them.

Comparison between the Youtube and Telegram

The study compares between the YouTube and Telegram in terms of the following points:

1. Advantages and disadvantages of social media applications (YouTube, Telegram)
2. Type of communication, method of conveying information and time / place element.
3. Type of educational contents on (YouTube, Telegram).
4. Types of YouTube and Telegram instructors and students.
5. Levels of interactions in using educational tools and resources

	YOUTUBE	TELEGRAM
1	It contains a large collection of various contents, such as educational videos, lessons, and lectures on various aspects of the English language to acquire vocabulary, grammar, and the four skills.	It provides communities and educational channels of a linguistic nature, where you can join and communicate with other learners and professional trainers to develop the four skills.
	Myriads of various sources can result in distraction to learners.	Distraction results from myriads of messages or notifications.
2	Demonstrations, practical stories, and personal experiences can be used to showcase valuable products, as well as provide flexibility of access in terms of time and location.	Providing educational contents through educational articles, assignments, and discussions at any time with pre-scheduled timetables.
3	Contents often include stories and novels in English, as well as simplified methods of explanation and language exercises.	Includes links, books, apps, live broadcasts for participants, and live discussions.
4	The trainers are less formal and more intimate. They use simple and attractive methods and tools, and	The instructors are more professional and formal in terms of performance and general attire, and learners are often regular

	YOUTUBE	TELEGRAM
	the learners are often amateurs, intruders, or seeking entertainment.	students and more serious about learning.
5	Interacting is by pressing the like or dislike button and sharing the video with others by writing comments.	Interacting is timely in direct discussions, benefiting from the experiences of others, and sharing files, video clips and audios.

Review”. International Journal of Creative Research Thoughts (IJCRT) . Volume 10, Issue 6. www.ijcrt.org

[5] Samuel, Saritha. Pulizala, Rashmi. (May 2020). “ Impact of Social Media on English language learning”. Journal of Emerging Technologies and Innovative Research (JETIR), Volume 7, Issue 5 www.jetir.org (ISSN-2349-5162)

[6] Zainal, Zahirah. Rahmati, Noor Hanim. (September 2020). “Social Media and Its Influence on Vocabulary and Language Learning”. Akademi Pengajian Bahasa, Universiti Teknologi Mara (UiTM), Shah Alam, Malaysia.

VII. RECOMMENDATIONS

1. Providing high-quality and diverse educational contents to improve the four language skills through social media and forums including illustrated lessons, readable texts, educational videos, interactive exercises, and downloadable teaching materials.
2. Supporting, assisting, and encouraging collaborative learning by creating study bodies or collaborative platforms via social media and forums. The study provides guidance and support to learners via social media.
3. Providing learners with a proper mechanism to measure and evaluate their performance via social media and forums, providing exercises and tests to help them improve their language skills.
4. Monitoring contents and encouraging interactions to ensure reliability and appropriateness for each learner’s goals and level of language skills.
5. Optimizing the benefit of e-learning and traditional education in teaching and learning the English language.
6. Conducting new studies related to electronic academic practices, for social media platforms themselves may be a major source for teaching and learning the English language and may be a sub source for refining language skills.

REFERENCES

[1] Abu Al-Jadayel, Muhammad. (January, 2020). “A comparative study between YouTube users and users of digital video platforms in sharing entertainment and informational content.” Scientific Journal of Public Relations and Advertising Research, Issue.(19)

[2] Al-Basha, Ali. (September, 2020). “The Impact of the Internet on Teaching the English Language Subject to Open Education Students in Syria.” International Journal of Educational and Psychological Studies, Issue (10), Volume.(3)

[3] Al-Shammari, Matira. (February, 2022). “The Impact of Distance Learning on Developing English Speaking Skills.” Arab Journal of Science and Research Publishing, Journal of Educational and Psychological Sciences, Volume (6), Issue .(8)

[4] Gangwar, Rachana. (June 2022). “The Influence of Social Media on language Learning: A Study Based on Literature