

EFFECTIVENESS OF SOCIAL MEDIA IN EDUCATION

Fatemah Nasser Alazemi
Public Authority for Applied Education and Training
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Abstract

As Maya Angelou once said, “if you are trying to be normal, you will never know how amazing you can be,” is the classic example of the lessons that the Corona pandemic re-introduced to us. Before the strike of the covid-19 virus, no one ever imagined if it was possible to close shops and schools and get people to work and study from home. Now that this is the new normal, the education stakeholders have considered alternative learning approaches to allow for continuity of the school calendar, particularly during the lockdown period occasioned by the need for social distance curb the transmission of the Covid-19 virus. Online learning has prompted different asynchronous and synchronous digital platforms for interaction between students and learners and amongst learners themselves.¹ Some commonly used platforms for real-time video conferencing include the Google classroom, Cisco weber meeting, WeChat, Zoo, and Skype. While interactive media channels like such as YouTube, Twitter, Facebook, Instagram, and WhatsApp have been greatly used for learning and interactions, document sharing, discussions amongst students and learners. Social media tools have improved learning skills, for languages and other fundamental subjects, due to the web pages set up that group elementary language elements such as phonetics, grammar, and vocabulary and allow for teaching and learning of education skills such as speaking, writing, reading, listening. While there is a need for continuous improvements to address the challenges identified, such as internet and electricity connectivity and digital literacy, E-learning, particularly social media platforms, have provided a conducive learning environment, supported the implementation of alternative education structures, and improved the students’ learning skills.

¹ Lacka, E., Wong, T.C. and Haddoud, M.Y., 2021. Can digital technologies improve students' efficiency? Exploring the role of Virtual Learning Environment and Social Media use in Higher Education. *Computers & Education*, 163, p.104099.

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Introduction

Famous Dave Willis once said that, “don’t use social media to impress people; use it to impact people.” Social media commonly referred to as interactive media can be defined as the applications and websites designed to allow users to create and share content and network locally and globally. This technology facilitates users' sharing of information, ideas, and thoughts by providing virtual social communities and networks.² Over the past years, social media was not highly rated as a useful platform by most ordinary people, but with evolution, it has now become the world’s most powerful tool for connecting socially, economically, politically et al. With 4 billion people globally using social media, the tool has rapidly grown to impact people across different facets of life ranging from education, business, innovations, politics, non-governmental charitable organizations et al.

The world continues to evolve, and technology happens to be one of the most rapidly growing facets of life. Web-based interactive media tool including applications such as YouTube, Facebook, Twitter, Snapchat, WhatsApp, and Tik Tok are being used by billions of people across the globe for various reasons, including connecting, sharing information, and, most importantly, conducting E-learning sessions, especially during the Corona Pandemic lockdown. With the uptake of communication devices such as mobile phones, tablets, and laptops increasing at an increasing rate and the expanding increase and availability of internet connectivity, web-based solutions remain the most optimal of a kind in the world today. Social media channels are becoming the main form of communication. Most people adopt the use due to the need and pressure of being up to date with the current local and global trends, news, and other issues. For the longest time, social media has been used for social connections and business purposes to some extent; however, with the strike of the Corona Virus in Dec 2019, the tides have changed, and social media platforms are being used to drive important discussions and key sectors such as education. With the need to keep social distance and directives for people to work and study from home, social media applications are now being used to conduct M-learning and E-learning activities as alternative learning approaches.

They say necessity is the mother of innovation, and the Coronavirus pandemic proved to be the indispensable necessity to shift the world of teaching to the next level of technological adoption on a large scale than ever seen before. Several renowned scholars have dissected the place of social media in society today and the impact it has created in the past few years; education and learning systems are some of the most impacted spaces that have experienced the benefits of social as real-time value addition, particularly during the Corona pandemic period which affected all sectors globally.³ Digital technology, especially social media, has become the new normal today and has greatly impacted how different sectors, including business, social connectivity, politics, and the education sector, have experienced the impact of this new wave in administering learning and teaching, especially during the Covid-19 pandemic. This paper focuses on how social media has impacted learning in schools for theoretical subjects and general learning in school by exploring the importance and effectiveness of using social media platforms including Twitter, Facebook, YouTube, and WhatsApp in the implementation of education policies and teaching environment as well as how it is improving the learning skill among students especially in the wake of Corona Virus disruption. This research paper will employ secondary data sources through a literature review of relevant

² Fuchs, C., 2021. *Social media: A critical introduction*. Sage.

³ Rathje, S., Van Bavel, J.J. and van der Linden, S., 2021. Out-group animosity drives engagement on social media. *Proceedings of the National Academy of Sciences*, 118(26).

books, articles, journals, and web publications from authors across the globe to address the requirements of this exploratory qualitative research paper.

Literature Review

How Digital social media has impacted Higher Education system of India when used as a substitute teaching and learning tool in during COVID-19 Pandemic Crisis.

A research paper by Dr Ankuran Dutta highlights the effect of interactive media India's higher institutions of learning by reviewing the alternative digital or online learning approaches experienced during the Corona pandemic. With an estimated total loss of 100 million academic hours due to the impact of the Coronavirus, the government, through the education sector, advised the education stakeholders to consider alternative learning approaches using the ICT tools to ensure continuity of classes. This action would cushion the country from the loss of academic hours, which would otherwise be difficult to compensate in the future. Dutta's research paper aimed to identify social media tools deployed to distribute educational materials to the learners to impact the foreseeable educational loss. It clarifies how effective online learning can be, the pedagogy of e-learning, and the possible outcomes achieved through a well-structured qualitative analysis. The education system in India has grown to be the largest of its kind, with rapid exponential growth in the higher education system comprising over a 37million students in the 53,620 institutions.⁴ The Gross Enrolment Ratio in higher education is estimated at 26.3%, with males to females being almost equal.⁵ The impact of Corona pandemic phase 1 & 2 threatened to cost the country's education system an estimate of 10million academic hours, which prompted the advisory to University Grant commission to direct institutions to engage the ICT tools and skills as consider alternative feasible learning approaches that were available and compatible to learning discourse to ensure continuity of activities and programmes. Whereas the pandemic proved e-learning as a necessity and feasible alternative learning approach, the idea of online learning was not entirely new in India's higher education system because some institutions like Gauhati University in Assam were using already using skype, YouTube, Google classroom run live classes, recorded lectures, and readymade lectures for their student in remote areas.

Dutta employed an empirical research design with a qualitative approach using a semi-structured interview that involved participating students from three selected universities in India. This qualitative research methodology sought to answer research questions on the popular social media platforms used in various institutions of higher learning, the impact of the identified platform on efficiency maintenance and students and teachers' interactions, as well as benefits derived from the use of social media tools as alternative digital learning approaches in the dissemination. The research findings reported that students in higher learning institutions used different social media platforms to acquire academic knowledge. Students used Platforms like Instagram, Twitter, and Facebook to collect information and unrelated to academic knowledge. On the other hand, messaging applications like WhatsApp are widely used for interactive purposes beyond the confines of the classroom to share information, texts, documents, video, presentations, et al. YouTube topped the list as the most-used application for self-learning.⁶ Live session applications such as Zoom, Jitsi Cisco Weber, Skype, Hangouts, Whereby, Star leaf et al. were used to keep touch with students in live audio or video classes

⁴ Dutta, A., 2020. Impact of digital social media on Indian higher education: alternative online learning approaches during Covid-19 pandemic crisis. *International journal of scientific and research publications*, 10(5), pp.604-611.

⁵ Ibid, Dutta, 2021

during the Corona Virus pandemic, especially during the increasingly social isolation period. These social media platforms allowed students to create communities to share experiences, develop co-learning spaces, and discuss ideas and conceptions.

The use of social media tools enhanced efficiency and interactivity among teachers and learners, as students who were not technologically savvy previously have been able to use social media tools to improve their learning experiences. Students described social media tools as a miracle they found to use as an alternative learning approach while the world was waiting on a miracle to eradicate the Coronavirus menace. The use of social media tools in learning was a silver lining on the pandemic cloud as it allowed students to enjoy a fun and educative experience in learning, promoted interactions between teachers and students, and as well enhanced the ability to learn, share, access, and create and gain useful information in various academic subjects.

Digital learning experiences added value to the teaching pedagogy and broke the monotony of class confinement, allowing students to access materials like videos, presentations, lecture notes while expanding the access to online experts and resources. While there were some challenges with online classes, such as poor network connectivity and other technical glitches in social media usage as an alternative online approach globally, there was immense usefulness to over 80% of the students participating in the study. Some of the feedback received from the students on the advantages of virtual learning compared to conventional face-to-face classroom learning include the invoked interest in being academically connected through virtual classes, which was not the case when students carried books to read over the holiday. Other students highlighted how technology brought relief to the education sector as the disruption for physical classes due to lockdown would have dire consequences to the school calendar. The use of social media platforms in learning also bridged the gap between education and the challenge of inaccessibility of transportation. The ultimate benefit of online learning is the commitment by higher education to bridge the gap of connectivity challenges, teachers' accountability to their students, and the compulsion of students to retain education and ensure completion of their academic programmes.

This study revealed the massive use of social media as an alternative learning approach in India and globally and highlighted the benefits and opportunities of social media to students who were not visible before the pandemic. Necessity presented a revolutionized approach to adopt E-learning as an alternative teaching and learning technique. The Indian Education system had not systematically implemented E-learning policies because it was not a foreseen necessity. The success of digital social media usage as an alternative to physical teacher-student classroom setup depends on the commitment of the higher education faculties and authorities. Going by the students' feedback, the covid-19 pandemic crisis justified the popular phrase, hope for the best and prepared for the worst in the learning system.

The impact caused by interactive media on EFL Yemeni learners in Indian Universities after the strike of covid-19 Pandemic

Another research article by Saleh Altam on Indian universities that sought to understand how social media influenced the EFL learners in Yemen during the Corona pandemic shows how e-learning as an alternative tool to learning can increase efficiency. The research considered a quantitative design research methodology using an online questionnaire to scrutinize the impact of four interactive media channels, namely Facebook, YouTube, Twitter

and WhatsApp.⁷ The findings obtained from this close-ended Google forms questionnaire demonstrated that students use more time on interactive media teaching and learning the theoretical subjects and languages through improved listening skills. The study further revealed that social media allowed learned to acquire and execute additional terminologies and decrease reading errors. While the study established YouTube as the most used online media channels to learn while at home, out of the four channels reviewed, the scholar recommended further study to establish and better understand the influence of other platforms such as WeChat, Instagram, and Snapchat on the students.

Use of Blended learning innovation of social media-based active English as an alternative teaching and learning tool during the COVID-19 pandemic

The study by Mustadi reviewed described the execution of a unique learning technique dubbed, the blended learning innovation through an interactive media-based method of training students to improve their active learning skills, particularly during the Covid-19 crisis. The study implemented the innovation through a Communication Approach that harmoniously integrated the virtual learning spaces such as Google classroom, Be-Smart, and Zoom, with ordinary social media platforms like Instagram, Facebook and Youtube.⁸ Achieving competence in learning skills for various subjects especially the young generation, is a top priority for the Indonesian education sector through Primary Teacher Education (PTE).

The study employed a case study qualitative research method. The researcher being the main instrument of the study, employed active observation, recording, and interviewing all the events during the study. The context of the study was exploring how to improve learning skills activities using blended learning innovation and the Communicative Approach and improving Active learning skills of the students at PTE Yogyakarta State University (YSU). The study involved 179 students from the A, B, C, and D students pursuing bachelor's degree classes of 2019; it also worked with 42 students as participants using the technique of purposive sampling. The data for this study was collected through interviews, observations, documents, and field notes. Data analysis was a continuous process from the beginning of the study till the end of data collection. The collected data was accessed using the Be-Smart tool revealed that the students involved in the study were had a high-level sense of activeness, creativity and innovation, and self-confidence in the production and uploading of the theory class practice videos motivated by their need for likes, comments, views, and subscriptions form their peers. This participatory activity demonstrated a natural motivation for students to do their best to improve Active skills and motivation.

How interactive media spaces demonstrated efficacy on distance learning sessions during the pandemic period of COVID-19

Another study by Nadeak on the efficacy of using online spaces to carry out distance learning in universities during the Corona Pandemic found that distance learning was only effective for non-technical subjects and topics. The practical and technical lessons were less effective using social media platforms as an alternative learning approach. The Covid-19

⁷ Altima, S., 2020. Influence of social media on EFL Yemeni learners in Indian Universities during the Covid-19 Pandemic. *Linguistics and Culture Review*, 4(1), pp.35-47.

⁸ Mustadi, A., Annisa, F.C. and Mursidi, A.P., 2021. Blended learning innovation of social media-based active English during the COVID-19 pandemic. *Ilkogretim Online*, 20(2).

pandemic resulted in drastic changes from conventional physical classroom learning to online learning in schools, particularly institutions of higher learning. In mid-March 2020 ministry of Education and Religion of the Republic of Indonesia implemented learning and working from the home policy as a mitigation measure against Covid-19, forcing the campuses to transform and innovate alternative learning approaches for distance learning. Online learning was a feasible alternative method of learning that required internet networks for access, flexibility, connectivity, and the ability to harness different learning interactions between teaches and learners. The use of multimedia technology and the internet proved it possible to overhaul the conventional ways of delivering knowledge as an alternative learning approach to traditional classrooms.

This study employed quantitative description using survey methods involving 250 respondents who are students carrying out theory lectures. A collection of secondary data from journals, documents, books, et al., related to learning effectiveness using social media complemented this study. At the end of the study, the scholar analyzed the data, and the findings indicated that most universities in Indonesia had headed to the ministry policy to introduce online lessons or distance learning to prevent the spread of Covid -19. Teachers and students employed virtual teaching and learning elements such as video conferencing social media applications like Facebook, Twitter, Instagram and emails. Some interesting findings of the study are that students were more comfortable asking questions and participating in the lecture during virtual classes compared to face-to-face sessions, which was linked to decreased peer pressure from fellow students and comfort away from the teacher who could not read their expressions. Additionally, the absence of physical barriers and the limited time and pace made it easier for students to communicate during classes.

The study also reported that online learning fostered learning independence among students as they were learning without direct guidance from the instructors. Thus, they could independently search for the relevant information to the assignments and other course materials. Online learning entailed reading books, scientific journals, online articles, or discussing with peers using instant messaging applications. Another benefit of online is that it is student-centred compared to the face-to-face sessions as it requires students to organize, prepare and evaluate their learning while maintaining the motivation to learn, which fosters student autonomy and responsibility.⁹ One of the challenges identified during this study is students' lack of attention in class since the instructor is not aware or around to closely monitor behaviour, which may lead to poor performance and understanding. The study also reported that some students had difficulties understanding the learning materials provided online as some students required some verbal explanation which was not sufficiently provided by lectures via instant messaging applications.

Using a unique learning research technique called theory of Multi-attribute Utility (MUAT) applied in this study, the results revealed that online learning by use of interactive spaces was more efficient but mostly for the theory-based and other non-technical courses but proved rather difficult for practice courses and distance field courses learning using interactive media spaces was less effective. Online learning easily delivered subjects like social sciences, languages, and some art compared to technical subjects such as mathematics, sciences, and technology.

⁹ Nadeau, B., 2020. The effectiveness of distance learning using social media during the pandemic period of COVID-19: A case in Universitas Kristen Indonesia. *International Journal of Advanced Science and Technology*, 29(7), pp.1764-1772.

The Use of virtual teaching and learning approaches to Teach English during the era of Covid-19 Pandemic

Another study published by Henry Mardiah of the English department in the English Teaching and Linguistics Journal (ETLiJ) explored the e-learning approach to teach during the Covid-19 pandemic. Among the preventive and mitigation measures against the covid-19 virus, the Indonesian government installed several measures, including wearing face masks, social distancing, and closing public access to malls, terminals, and airports. This move led to people working and learning from home to reduce the exposure to the virus and reinforce the spelt-out measures.¹⁰ The government issued a circular letter directing the schools and institutions of higher eLearning to shift to virtual learning to provide continuity of the school calendar during the pandemic.

This study employed descriptive qualitative research to understand e-learning tools to teach various subjects during the Corona Pandemic. The research method combined primary data collection techniques like interviews and additional techniques of collecting secondary data such as literature review. The research focused on observing various variables without manipulation to understand and present the real scenario of the E-learning implementation and its merits and demerits. Some of the virtual learning features considered in the research include the utilization of electronic technological services, advantages of using computers, use of autonomous learning materials, learning schedule, learning process results curriculum, and other education administrative elements using the computers. Other elements explored include the use of web courses, web-centric course and web-enhanced courses. The study also observed online learning events like synchronous events that take time in real-time, such as video conferencing, application sharing, polling, whiteboard presentation, live webcasting, etc. On the other hand, the asynchronous events which are time-independent such as discussion forums, emails, blogs, webcasting, wiki et al. The research highlighted some benefits of e-learning as the increase in students' active participation, the use of online learning supported the learning process and increased the learners' understanding of the materials shared, fostering abilities of the students to learn independently. Other benefits include improvement of quality training material and delivery and the developed ability of students and instructors to present and display information using technological devices, which was previously difficult to do.

Some of the teachers' expectations to deliver good quality e-learning sessions include the provision of learner-centered aligned to the needs, roles, and the responsibility of the learner's professional life. The element of granularity where the e-learning content is well segmented allows for assimilation and flexible learning time scheduling. E-learning content should be personalized to imitate the learners' interests and requirements such that the instructor can follow through with the individual learner's performance and progress. The content should also be engaging by creatively developing methods and techniques that engage and motivate the learner.

The study identified that e-learning as a medium of teaching the most subjects is enhanced by web pages clustered based on the various domains like grammar, terminologies, phonetics, and the four fundamental language skills, including writing, reading, speaking, and listening. Teachers can now share information or links on various lessons with students discussed during class sessions to enhance virtual learning and understanding. Additionally, using Web-centric pages would help teachers inform students about academic resources and assess the progress of learners through virtual conferencing platforms such as Google classroom, Cisco Webex Meetings, Zoom, and Cloud meetings. Schools can also conduct face-

¹⁰ Mardiah, H., 2020. The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic. *English Teaching and Linguistics Journal*, 1(2), pp.45-55.

to-face classroom sessions, examinations, attend to any students with special needs when required, and engage the learners in an interactive dialogue relating to the topics taught.

The study also identified several challenges that required to be addressed to streamline the e-learning method as an alternative learning approach in universities and other educational institutions. Topping the list was the unavailability of the internet, learning devices like computers, laptops or phones, Wi-Fi, electricity, and other infrastructure necessary for e-learning. Lack of more affordable software and classroom-like presence of the teacher, poor attitude towards ICT (Information, Communication and technology, poor skill, and knowledge in usage of digital technology amongst both teachers and learners. Other challenges were the feeling of isolation by learners and, as such, less motivation to attend virtual learning sessions and poor levels of engagement by students to external disruptions in the home environment compared to school.

This research aimed to investigate how the E-learning approach can help teach non-technical subjects by evaluating the strengths and weaknesses in the actual teaching practice. The research found online learning as good complementary to the conventional classroom; however, during the covid-19 pandemic, it was the most appropriate learning method since students were studying from home. An interview conducted on the lectures suggested that e-learning was still less effective and required more investments to streamline, particularly by equipping students with the required infrastructure. The interesting part of e-learning, particularly in teaching theoretical subjects, is that students can learn the language through various modes of listening, speaking, writing, and reading through real situations. Whereas this experience is different for learners and lecturers, which would lead one to think it is exciting, the challenges facing the approach are immense. Poor internet service would hinder some features in class, especially when using the Zoom App, which is more internet-consuming. There is a need for the government ministries and institutions to support this venture to improve its success. These stakeholders must realize the importance and potential benefits of e-learning and support the operation by providing the necessary infrastructure such as computers, internet networks and other necessary facilities. The institutions' authority must continuously improve technology to ensure the success of the E-learning programs amongst teachers and learners. Additionally, the teachers need increased creativity and expertise to keep the learners excited and interested in learning and achieve higher levels of engagement, which is a challenge to most of the students due to a lack of close monitoring. Learning institutions should consider training teachers to upgrade their skills, especially on digital literacy, and guide students who are experiencing difficulties accessing online platforms and systems while ensuring the availability of functional infrastructure and facilities that can support the dispensation of the e-learning process.

This study concluded that while e-learning is relevant and the only platform applicable for learning continuity during the covid-19 pandemic lockdown, the conventional face-to-face classroom remains very reliable to both learners and teachers. The education system needs to check and devise ways of addressing social needs such as attitude to encourage and motivate learners, which is easy to achieve in a conventional classroom setup. While dispensing e-learning protocols, the education stakeholders must acknowledge the importance of breeding all-around global students who are competitive intellectually to confidently compete for their space of the active and creative world and with good morals and character.

Methods

This research paper employed secondary data collection, a literature review of articles, journals, and reports from various authors worldwide. We employed an explorative qualitative study to understand how using social media e-learning platforms improve teaching and training of the non-technical subjects, especially during the Corona pandemic. Different articles have shown how the covid-19 pandemic slowed down every sector, including the education sector. While there were no structured policies to address the new normal of studying from home, most governments and institutions moved with speed to create programs for virtual learning to ensure continuity of the education calendar. By evaluating different research papers and studies done by scholars around the globe on the impact of social media as an alternative teaching approach, particularly because of Coronavirus, we get a clear picture of the education system that has been revolutionized by the use of technology bot out of creativity and innovation and the compulsion necessity due to Covid-19 protocols such as studying from home.

Results

E-learning employs synchronous and synchronous techniques of social media tools used in teaching languages and other subjects. Such platforms include real-time video conferencing applications such as zoom, skype, WeChat, and Google Classroom. Other interactive digital spaces like such as Twitter, Instagram, WhatsApp, and Facebook are used by learners to share information, documents, and texts, while YouTube is commonly used for self-teaching. Teaching and learning require more than an ordinary classroom, either virtual or traditional. Some fundamental elements must be incorporated into the learning to make it effectively, such as writing, speaking, listening, and reading incorporated into the learning to make it effective. E-learning proved to be effective compared to conventional classrooms because social media tools like instant messaging applications, video conferencing, e-learning materials like videos, texts, and documents available on virtual learning provided learners with these elements better than could be achieved in a conventional classroom.¹¹ While autonomous and independence of learning by learners presented a challenge of dis-engagement, it also provided a better opportunity for students to express themselves more freely during virtual classes where there was no peer pressure on intimidation from the teaches, which resulted in building learner's self-confidence and better comprehension of learning various lesson. The web pages are the web pages, the other e-learning platform that has enhanced teaching and improved learning skills, particularly in the wake of the Corona Pandemic. The structuring and grouping of web pages are such that it allows for input and output experiences since it provides the four fundamental elements of the learning skills, including writing, speaking, listening, and reading and as well as the other elements such as grammar, vocabulary, and phonetics arranged in a manner that is easy to learn.

Some of the studies evaluated through literature review and analysis include a study by Dutta Ankarani, highlighting the impact of digital social media on the e-learning system of Indian institutions of higher learning, especially during the global pandemic of covid 19. Dutta employed a descriptive qualitative study that analyzed primary and secondary data to understand social media's role in bridging the gap in learning during lockdown to observe Covid-19 protocols.¹² Dutta employed a semi-structured design using interviews with students

¹¹ Mustadi, A., Annisa, F.C. and Mursidi, A.P., 2021. Blended learning innovation of social media-based active English during the COVID-19 pandemic. *Ilkogretim Online*, 20(2).

¹² Ibid Dutta, 2021

from three different universities in India who narrated personal experiences and those of their peers in the light of online learning using interactive media platforms, especially during the Covid-19 pandemic. Since there were no previous establishments or structures in India on deploying this new learning approach, the relevant authorities and institutions' leadership moved with speed to devise an alternative approach to ensure the continuity of school programs. The results of Dutta's study revealed that while schools adopted E-learning using social media out of necessity, the assimilation was fast due to the existing robust higher education system.

The study by Altam Saleh in Yemen, which sought to understand the effect of digital media on university learners during the covid-19 period, revealed that universities spend most of their time on social media improving their learning skills through improved listening compared to other subjects and that the most commonly used channels social media channels for e-learning included Facebook, WhatsApp, Twitter, and YouTube though there was a need for further studies to explore the use and impact of channels such as Snapchat, Instagram, WeChat et al.¹³ Another study on blended active learning skills innovation during the covid-19 pandemic revealed that the communicative approach aided the implementation of live learning of competence skills through virtual learning on spaces like Be-Smart and Google classroom, while social media channels such as Facebook, YouTube, and Instagram aided in interactions and information sharing. Using social media as an alternative learning approach through blended learning increased the students' natural motivation to learn Active learning skills.

Another study by Nadeak on the efficacy of using social media in distance learning in the era of Covid-19 pandemic employed a quantitative survey that involved 250 students taking theory courses in different universities. This study consisted of both primary and secondary data sources. The findings of this study were interesting and albeit different from other studies. It revealed that during the e-learning sessions, students were more comfortable expressing themselves in a class by asking questions and discussing issues since there was no peer pressure from students or a sense of intimidation from teachers. The multi-attribute Utility Theory (MUAT) applied in the study showed that E-learning for theory courses was more effective compared to the Henry Mariah, an author in the English department of English Teaching and Linguistics Journal (ETLiJ) conducted a study to understand the use of online learning approach to teach the various subjects in Indonesia.¹⁴ This study employed a descriptive qualitative research method encompassing both primary and secondary data to complete the research. The primary data source used was observation and interviews to understand the benefits and challenges in E-learning platforms, especially in the various subjects.¹⁵ The study reviewed various technological features employed in teaching and training, including the types of technological services used, use of autonomous learning material, advantages of using computers in learning, and learning schedules. Some of the E-learning benefits identified in teaching and learning non-technical subjects included web pages where students would get various elements of language such as grammar, vocabulary, phonetics properly grouped, the fundamentals skills such as reading, speaking, writing, and reading are also available. The study established live assessment of student progress, and online exams can use web-centric live platforms such as Google classroom, Cisco Weber meeting, and Zoom.

¹³ Ibid, Altima 2020

¹⁴ Ibid, Mariah, B., 2020.

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Discussion

While e-learning protocols for technical subjects such as mathematics and sciences have been less effective, teaching and learning theoretical subjects has not experienced major difficulties either on the side of learners or the teacher apart from the global challenges of internet connectivity, lack of learning devices at al. Covid-19 has become a necessary evil that had prompted people to rethink structures and processes of operations across all sectors. It has proved that the unimaginable can happen, and people can adapt to the situation presented to them by considering alternative approaches as in the case of education system bring on board e-learning which proved to be effective albeit with some challenges to ensure continuity of learning during the lockdown period to curb the transmission Corona Virus. Since Covid-19 struck and imposed the new practice of social distance requiring people to work and study from home, technology uptake in the education system has equally increased.

While it has led to the loss of most direct jobs and economic disruption, the impact of covid-19 has accelerated some sectors, particularly the education system, and changed the way of doing things from conventional to the contemporary digital era. The situation might have happened as a necessity as a preventive and mitigative measure against covid-19, but its adoption is now becoming the new normal with most education systems and learning institutions preferring to engage the e-learning approach while streamlining the identified gaps have realized that the future is digital. While challenges still need to be streamlined to ensure universal delivery of E-learning programs globally, it is evident that it might not be possible to fully go back to the conventional face-to-face learning setup even after the review of Covid-19 policies to return the thing to normalcy. This scenario was the case for the education system and most other sectors, as people have realized that physical meetings and engagements are not mandatory to achieve different tasks.

Learning and understanding the dynamics of theoretical subjects is the gateway to comprehending other subjects and courses. For people who use the English language as the primary language of command or operation, it is critical to keep learning and understand the language's application in one's daily activities. Additionally, students in institutions where English is the language of command must learn English to help them understand other courses. Learning this language is a continuous exercise and should be availed on as many platforms as possible. For instance, during this period of the Covid-19 pandemic, when people were required to study and work from home, social media channels and other e-learning platforms such as basic web pages like wiki were instrumental in teaching and learning non-technical courses. In the middle of the Covid-19 crisis, social media has proved crucial in teaching and learning the skills for languages and other courses.

Conclusion

Throughout our study, one thing that has remained constant is that interactive media platforms have had a huge effect on the education sector, especially during the Covid-19 period. Like other subjects, teaching and learning of different subjects happened through the E-learning approach that included interactive media spaces such as YouTube, Facebook, Twitter, and Instagram. Other videoconferencing channels like Zoom, Skype, Be-Smart, Google classrooms, Cisco Weber meeting have also been used. While these methods were effective, especially for theory and theoretical practices like social sciences and languages, E-learning had challenges in effectively delivering mathematics and other technical sciences. There is a need for further education technological innovations such as virtual simulations to improve the delivery of technical courses and bridge the gap currently being experienced by

learners and teachers. Whereas there are challenges such as poor or lack of internet and electricity connectivity, unavailability of technological devices for some students, and low digital literacy amongst learners and teachers, E-learning, especially through social media channels, has presented a great opportunity in promoting teaching and learning of languages and other non-technical units. The alternative has proven to be effective in delivering teaching and training for language subjects and other courses, thus ensuring continuity for the school calendar.

This study has demonstrated that E-learning is effective and can improve students' learning skills because it's more fun, convenient, trendy, and adventurous. Due to reduced peer pressure and perceived intimidation, students can improve their learning interest and engagement in class using E-learning platforms. The use of digital interactive spaces like Twitter, Facebook, YouTube, and Instagram to learn and share information can motivate students, especially as they work towards achieving engagements such as views, shares, comments, and likes, which uplift their self-esteem. Social media can also be a great tool for teaching and learning academic subjects, especially through web pages that classify language components. Harnessing the power of social media and other digital platforms to develop and sustain learning motivations and improve students' skills is important, especially in this digital era when the whole world has shifted its attention to digital elements. Digitizing learning is a necessary evil that must be adopted out of necessity and continued technological innovations even though it has a share of challenges and vices.

The education systems must evolve and develop proper infrastructure to accommodate the changing needs of E-learning. The concerned stakeholders need to address the issues raised as the hindrances to complete adoption of digital learning, including lack of electricity connectivity, poor or no internet connection in some households, digital literacy among students and teachers et al. Additionally, E-learning requires to be complemented with face-to-face sessions particularly for technical subjects to ensure a satisfactory delivery and adoption of the knowledge.

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