



**THE RELEVANCE OF USING SOCIAL MEDIA
AND TECHNOLOGICAL ADVANCEMENT IN
LEARNING ENGLISH AS A SECOND
LANGUAGE: STUDY OF (ENGLISH LANGUAGE
LEARNERS IN IRAQ)**

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MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Hanan Abdul Ghani ALI titled “THE RELEVANCE OF USING SOCIAL MEDIA AND TECHNOLOGICAL ADVANCEMENT IN LEARNING ENGLISH AS A SECOND LANGUAGE: STUDY OF (ENGLISH LANGUAGE LEARNERS IN IRAQ)” is fully adequate in scope and in quality as a thesis for the degree of Master of Arts in English Literature.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master of Arts thesis. Feb.15 . 2023.

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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Müslüm KUZU

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DECLARATION

I, at this moment, declare that this thesis is the result of my work, and all information has been obtained and expounded under the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, and materials not original to this thesis have been cited and referenced literally. Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the statement as mentioned earlier.

Name & Surname: Hanan Abdul Ghanni ALI

Signature:

FOREWORD

Firstly, I would like to express my sincere gratitude to my supervisor, Assoc. Prof. Dr. Ozkan Kırmızı for the continuous support of my Master's study and related research, and for his patience, motivation, and immense knowledge. His guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my Master's study.

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ABSTRACT

This thesis work major focused on exploring the relevance of using social media and technological advancement in learning English as a second language using English learners and English teachers in Iraq as the study participants. The issues, phenomena, and variables surrounding studying English as a second language are still gaining attention and research focus across various fields because of the international spectrum of the English language. The relevance of the English language cannot be overemphasized as the language continues to provide a unified medium for communication among people from various backgrounds and language orientations globally.. The participants for the quantitative part of the study comprised (151) respondents while the qualitative part of the study comprises (5) English language teachers and (10) students from different educational institutions in Baghdad-Iraq as study participants. Statistical Package for Social Sciences (SPSS) was the statistical tool used, regression was used for analyzing the collected data from participants, while the interviews conducted were also critically analyzed and presented. The result from the data analysis and interviews showed that over the years, social media and technological advancement have contributed holistically to the learning of the English language as a second language and have also contributed to the wide acceptance of the English language globally as a medium of communication as all the questions tested in the study showed a positive and significant correlation. The study also concluded by making some relevant recommendations that can further help and aid the smooth and easy learning of the English language among learners who are learning the English language as a second language.

Keyword: Social media, technology advancement, facilitating conditions, behavioral intention, technology integration.

ÖZ

Bu tez çalışması, çalışma katılımcıları olarak Irak'taki İngilizce öğrenenleri ve İngilizce öğretmenlerini kullanarak ikinci dil olarak İngilizce öğrenmede sosyal medya kullanımının ve teknolojik ilerlemenin önemini keşfetmeye odaklandı. İngilizce'yi ikinci dil olarak öğrenmeyi çevreleyen sorunlar, olgular ve değişkenler, İngilizce dilinin uluslararası yelpazesi nedeniyle hala çeşitli alanlarda ilgi ve araştırma odağı kazanıyor. Dil, küresel olarak çeşitli geçmişlere ve dil yönelimlerine sahip insanlar arasında birleşik bir iletişim aracı sağlamaya devam ettiğinden, İngilizce dilinin alaka düzeyi ne kadar vurgulansa azdır. Çalışma, çalışma katılımcıları olarak Bağdat-Irak'taki farklı eğitim kurumlarından (5) İngilizce öğretmeni ve (10) öğrenciden oluşmaktadır. İstatistiksel araç olarak Sosyal Bilimler için İstatistik Paketi (SPSS) kullanıldı, katılımcılardan toplanan verilerin analizinde regresyon kullanıldı ve yapılan görüşmeler de eleştirel olarak analiz edildi ve sunuldu. Veri analizi ve görüşmelerden elde edilen sonuç, yıllar içinde sosyal medyanın ve teknolojik ilerlemenin İngilizcenin ikinci bir dil olarak öğrenilmesine bütünsel olarak katkıda bulunduğunu ve aynı zamanda İngilizcenin küresel olarak bir dil olarak geniş çapta kabul görmesine katkıda bulunduğunu göstermiştir. Araştırmada test edilen tüm sorular pozitif ve anlamlı bir korelasyon gösterdiğinden iletişim. Çalışma ayrıca, İngilizceyi ikinci dil olarak öğrenen öğrenciler arasında İngilizcenin sorunsuz ve kolay bir şekilde öğrenilmesine daha fazla yardımcı olabilecek ve yardımcı olabilecek bazı ilgili önerilerde bulunarak sona erdi.

Anahtar Kelime: Sosyal medya, teknoloji ilerlemesi, kolaylaştırıcı koşullar, davranışsal niyet, teknoloji entegrasyonu

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ARŞİV KAYIT BİLGİLERİ

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SUBJECT OF THE RESEARCH

The relevance of using social media and technological advancement in learning English as a second language a study of English language learners in Iraq.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The main purpose of this study is to explore the relevance of using social media and technological advancement in learning English as a second language a study of English language learners in Iraq. Limited studies have made a serious attempt to explore the relevance of using social media and technological advancement in learning English as a second language, especially from the perspective of English language learners in Iraq. This is a major research gap identified and needs to be addressed. This will help give insights to students, lecturers, and academic institutions and it will also serve as a guideline for future and further research on issues related to the relevance of social media and technological advancement tools in learning English as a second language.

METHOD OF THE RESEARCH

This study applied mix method. A quantitative questionnaire was used by the researcher as a tool to collect the data. The Statistical Package for the Social Sciences (SPSS27) was utilized to analyze the data with several other data analysis tools, including the test (ANOVA). As for the qualitative part interviews were conducted with some selected teachers and students. A thematic analysis used by reporting the responses got from interviews and then transcribed and classified into needed data for analysis.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The concept of using social media and embracing technological advancement for teaching English as a second language is still attracting divergent opinions from scholars, teachers, and researchers. While some schools of thought think that social media and the use of technological advancement tools have helped learners of the

English language better master the English language, other schools of thought believe that face-to-face teaching of the English language is more effective than using social media as means of learning the language. This mainly motivates this study to examine the relevance of using both social media and technological advancement tools to enhance the learning of English language among learners.

POPULATION AND SAMPLE (IF AVAILABLE)

The study population majorly comprises different secondary and university students in Baghdad - Iraq who are learning English as a second language.in the year 2021-2022

For the quantitative part the study population consisted of (151) males and female as for the qualitative part , the researcher selected five (5) teachers from different secondary schools in Baghdad - who teach English as a second language and another set of ten (10) students who are learning English as a second language from different educational institutions

SCOPE AND LIMITATION/DIFFICULTIES

The study and the methodology as a whole faced some limitations in the course of carrying out the research study that needs to be stated in this section.

The process of going to the field to get needed data became a daunting task because of the current coronavirus issue facing the entire globe, and getting participants became more difficult because even after opting for the online option of using google link to put the questionnaire and send to the participants, some of the participants were difficult to reach and some did not respond to the questionnaire as quick as expected while some needed some clarifications about the intended research before filling the questionnaire. This formed a major limitation that took the researcher time, energy, and making constant calls to contacts to overcome the challenge.

1. INTRODUCTION

1.1. The Background to the Study

The use of social media and embracing technological advancement in the educational circle and also in teaching English as a second language are now witnessing more acceptance, especially with the current global Covid 19 pandemic across the world that necessitated the closure of schools and prompted the need to embrace technological advancement and use of social media for learning English as a second language by learners. Thus, using technology has become a viable alternative for academic institutions and schools to keep teaching, learning, and education amid the global pandemic outbreak (Dahmash, 2019; Chawinga, 2017).

The use of social media has become a global phenomenon as more people continue to embrace the use of social media for learning, training, and connecting with people across the world (Iredale, Stapleford, Tremayne, Farrell, Holbrey, & Sheridan-Ross, 2020). Social media can generally be classified into six main categories which include social networking comprising Facebook, LinkedIn, and Google+; Microblogging comprising Twitter, and Tumblr; Photo sharing comprising Instagram, Snapchat, Pinterest; and Video sharing comprising YouTube, Facebook Live, Periscope, and Vimeo.

Social media can be defined as the means through which interactions take place among people and with the ability to share and exchange ideas and information in real-time promptly using virtual communities and networks to enhance communication and information dissemination (Rwodzi, De-Jager, & Mpofu, 2020). Social media can be also defined as a technology that is computer-based and facilitates the sharing of thoughts, information, and ideas over a virtual network, and it also allows users to get quick access to electronic communication content (Xodabande, 2017).

Social media is generally seen as a computer-based interactive technology that enhances the sharing and creation of information, interest, or idea through a virtual network or community (Treem, Dailey, Pierce, & Biffel, 2016). The use of social media for teaching and learning foreign languages by both teachers and students is now a common phenomenon as teachers and students now leverage these social media

platforms to enhance and promote foreign language learning (Obar, & Wildman, 2015). The trend of using social media platforms for teaching and learning foreign languages too is increasing daily as the number of social media users keep soaring (Salamah, Abu-Dames, Al-Zaareer, Al Zoubi, & Sobh, 2018). Learning and teaching foreign languages through social media are also enhanced because of the simplicity and convenience these social media platforms present to teachers and learners of foreign languages (Mubarak, 2016). Researchers and scholars have also carried out several studies examining and exploring the benefits and effects of using social media platforms to learn and teach foreign languages and most of these studies have presented positive results (Le, Janssen, & Wubbels, 2018; Gülbahar, Rapp, Kilis, & Sitnikova, 2017). The world is also gradually moving away from the traditional physical classroom teaching and embracing other platforms to enhance teaching and learning foreign languages; consequently, this has given more importance and necessitated the need to engage in teaching and learning foreign languages using social media (Kajee, 2018; Allam, & Elyas, 2016). The outbreak of the coronavirus pandemic also necessitated a lot of physical teaching and learning to be moved online; this also affected the learning and teaching foreign languages online via social media platforms as learning and teaching needed to continue during the pandemic outbreak (Iredale, Stapleford, Tremayne, Farrell, Holbrey, & Sheridan-Ross, 2020). Social media is also very common among the young generation, thereby embracing it for teaching and learning a foreign language has become easier (Abraham, Mir, Suhara, Mohamed, & Sato, 2019). The advancement in technology and availability of fast internet connections to aid live teaching and learning foreign languages using social media platforms is another booster that has propelled the acceptance of using social media for teaching and learning foreign languages (Chawinga, 2017; Dağgöl, & Akçayoğlu, 2018).

Earlier, it was rare to use online learning and teaching of foreign languages using social media platforms, but at present technological advancement has changed teaching and learning which has also impacted the increasing number of people using social media to teach and learn foreign languages (McKnight, O'Malley, Ruzic, Horsely, Franey, & Basset, 2016). Teaching and learning foreign languages using social media also offer real-time teaching and learning experience coupled with the convenient experience usually associated with it making it very easy to embrace by all

parties involved (Namaziandost, & Nasri, 2019). Though some studies still prefer and promote physical teaching and learning foreign languages, a large number of recent research studies prefer the use of social media for teaching and learning foreign languages (Rwodzi, De Jager, & Mpofu, 2020; Šerić, 2019). Some of these social media platforms give room for real-time communication and feedback between teachers and students which makes learning and teaching very seamless, less cumbersome, and less stressful for teachers and students learning foreign languages (Xu, Banerjee, Ramirez, Zhu, & Wijekumar, 2019). Some researchers and some research works have also focused on the dangers and disadvantages of using social media for teaching and learning foreign languages such as cyberbullying, identity theft, seeing offensive images, invasion of privacy, and others (Yarbro, McKnight, Elliott, Kurz, & Wardlow, 2016). Some studies agree that such dangers and disadvantages can be managed and scholars also agreed that using social for teaching and learning foreign languages offers many benefits and advantages like convenience, opportunities for real-time interaction between teachers and students, distance learning, time-saving, and other benefits (Abraham, Mir, Suhara, Mohamed, & Sato, 2019).

Social media has been found to play a very important and crucial role in connecting people from various parts of the world and also helping develop relationships across the world in the same vein as social media over the years has enhanced the teaching and learning of foreign languages by breaking distance barriers to teaching and learning (Al-Jarrah1i, Talafhah, & Al-Jarrah, 2019). Social media is fast taking over many aspects of people's lives as many students and young people virtually live and spend most of their day on social media giving rise to using social media for learning and teaching foreign languages. Social media is not just used as a platform for social engagement and connection; it is also used as a medium for learning and teaching especially for learning English as a second language (Alnujaidi, 2017).

1.2. Problem Statement

The concept of using social media and embracing technological advancement for teaching English as a second language is still attracting divergent opinions from

scholars, teachers, and researchers. While some schools of thought think that social media and the use of technological advancement tools have helped learners of the English language better master the English language, other schools of thought believe that face-to-face teaching of the English language is more effective than using social media as means of learning the language. For instance, Chawinga (2017) focused on employing social media in university classrooms and its impact on language learning, especially on university English language learners' perception of the use of social media for learning the language. Another study by Al-Jarrahli, Talafhah, and Al-Jarrah, (2019) examined the impact of Social Networking Sites and English Language Learning. Also, Alnujaidi (2017) examined the effects of social networking sites on English language teachers and students, especially on the actual preference for either using social media or face-to-face methods for teaching and learning English as a second language. The study done by Dahmash (2019) focused on the approaches used to craft English language learning as a second language on social media. The findings indicated that different approaches are usually employed by English language learners and English language teachers and that the approach adopted is usually determined by the categories of students being taught the language. In their study, Gülbahar, Rapp, Kilis, and Sitnikova (2017) conducted a study that focused on enriching higher education with social media; the study focused on how social media can be used to enhance the teaching of the English language as a second language and also the processes that are needed to be put in place to be able to pick the right mode of social media that can be employed by schools and academic institutions intending to use social media for teaching and learning English as a foreign language among learners. Further, a study by Namaziandost and Nasri (2019) examined the impact of social media on English learners' speaking skills; the study focused on examining whether social media has helped improve English language learners speaking skills and whether social media has given the learners' opportunity to practice their speaking skills. Nikolopoulou, Akriotou, and Gialamas (2019) also focused on early reading skills in English as a Foreign Language especially on how social media has helped improve the listening skills of English language learners. Further, a study by Reinhardt (2019) focused on social media in second and foreign language teaching/learning using Blogs, wikis, and social networking. Some of these studies have majorly focused on the use of social media for learning English as a second language or the use of social

media as a tool used for improving speaking and reading skills for language learners, but limited studies have made a serious attempt to explore the relevance of using social media and technological advancement in learning English as a second language, especially from the perspective of English language learners in Iraq. This is a major research gap identified and needs to be addressed. Thus, this study will explore the relevance of using social media and technological advancement in learning English as a second language in the Iraqi context.

1.3. Objective of the Study

The main objective objectives of this study is to explore the relevance of using social media and technological advancement in learning English as a second language. The specific objectives are:

- To determine the influence of Performance expectancy on English language learners
- To reveal the influence of Effort expectancy on English language learners.
- To indicate to what extent does Social influence affect English language learners.
- To expose the effect of Facilitating conditions on English language learners.
- To indicate whether Trust in social media usage influences learners' quest to learn the English language.
- To identify the behavioural intention of English language learners.
- To examine the role of technology integration in the learning of the English language

1.4. Research Questions

In an attempt to explore the relevance of using social media and technological advancement in learning English as a second language in the Iraqi context, the following research questions were raised.

- What is the Performance expectancy of english language learners ?
- What is the Effort expectancy of English language learners ?

- How does Social influence affects English language learners ?
- What are the Facilitating conditions affecting English language learners ?
- How does Trust in social media usuage influences learner's quest to learn English language ?
- What is the behavioural intention of English language learners ?
- What is the role of technology integration in the learning of English language ?

The relevant hypotheses for this study are stated below:

Hypothesis One

Performance expectancy does not influence english language learners.

Hypothesis Two

Effort expectancy does not influence English language learners.

Hypothesis Three

Social influence does not affect English language learners.

Hypothesis Four

Facilitating conditions do not affect English language learners.

Hypothesis Five

Trust in social media usuage does not influence learner's quest to learn English language.

Hypothesis Six

Behavioural intention has no influnce on English language learners.

Hypothesis Seven

Technology integration does not play any major role in the learning of English language.

1.5. Significance of the Study

The world is changing fast and ways of doing things are also changing daily, especially with the disruptions caused by the global outbreak of Covid 19 pandemic which affected every sphere of life including organizations, firms, universities, schools, colleges, and almost all business entities around the world. The fact that this

entity operates in an environment that can be considered to be dynamic and uncertain indicates that events in the environment may force academic institutions and schools to begin to adopt more online teaching methods, especially in pandemic-prone times (Adnan, & Anwar, 2020; Adedoyin, & Soykan, 2020). While academic institutions are looking for alternative methods and embracing new ways of ensuring continuity with the study and learning of English as a second language among learners due to the circumstances and health-related implications caused by Covid 19, the need for these academic institutions and schools to embrace alternative methods with less reliance on face to face teaching has become a priority necessitating the adoption of social media platforms and embracing the use of technological advancement tools for teaching and learning the English language by both teachers and learners of the language. While there might be calls by scholars and researchers for the adoption of social media for teaching the English language as a second language to learners, the call for inclusion and embracement of technological advancement tools for teaching and learning English language as a second language among learners is not pronounced compared to the call for the adoption of social media in learning and teaching English. This mainly motivates this study to examine the relevance of using both social media and technological advancement tools to enhance the learning of English language among learners. While some studies have also justified the fact that students hardly learn the language well through social media or an online platform, the fact remains that learning and teaching cannot be put on hold because of the global outbreak of Covid 19 pandemic, and an alternative must be provided which makes the use of social media and online platforms become very handy. However, not all learners of the English language will be able to attend face-to-face classes and not in every situation face to face learning will be available necessitating the need to embrace online platforms though caution must be also taken to ensure that the right platform is adopted for learners to get the best results from the English language learners. This study has many significant implications as the study intends to provide deeper knowledge and understanding of social media and the adoption of technological advancement tools for learning English as a second language, especially among English learners in Iraq.

The importance of studying the relevance of using social media and technological advancement in learning English as a second language among English learners in Iraq is to give a concise narrative to the relevance of using social media and

technological advancement in learning English as a second language among English learners in Iraq especially as it relates to the participants and country under focus in this study.

The study will help educational institutions identify the right method to adopt when teaching English to students as a second language and it will also help schools choose the right social media and technological advancement tools that will aid students' abilities to learn the English language faster and for continuous improvement. Hence, this will also differentiate schools from all other schools teaching the English language.

It is also significant to know that this study will be of great benefit to the educational sector i.e., the school environment. This will help give insights to students, lecturers, and academic institutions and it will also serve as a guideline for future and further research on issues related to the relevance of social media and technological advancement tools in learning English as a second language.

The study will be useful for schools also having problems in identifying the right method to adopt for teaching English to learners and it will also help schools identify whether English language learners prefer learning English through social media or face-to-face learning.

Finally, this study will empower and motivate English language learners by teaching them the effective way of learning the English language by embracing both social media and technological advancement tools in learning the language and how such tools can help improve the speaking and reading skills of the language learners. The study will also highlight the importance and opportunities that are inherent in the use of social media and technological advancement tools for learning the English language as a second language, especially among English learners in Iraq.

1.6. Scope of the Study

This empirical study focuses on exploring the relevance of using social media and technological advancement in learning English as a second language, especially from the perspective of English language learners in Iraq (Altae, 2020). The study will also attempt to establish the influence of embracing technological advancement tools

for English language learning and also make a clear distinction about the preference of English language learners in Baghdad-Iraq if they prefer learning English through social media platforms or face-to-face traditional teaching methods. The study also restricted its scope and participants to be limited only English language learners in different educational institutions in Baghdad- Iraq.

The study will equally attempt to conduct an empirical study into the level of understanding of participants when it comes to issues related to the use of social media and technological advancement in learning English as a second language while also seeking to know the preference of learners when it comes to learning English as a second language in Baghdad-Iraq. Also, the study will be interesting to note whether the learners place more emphasis on speaking or reading the English language when learning.

2. LITERATURE REVIEW

2.1. Introduction

The urge or need to learn English languages is now a trending and global phenomenon as more students and people engage in learning other foreign languages to add to the list of languages they can speak and communicate with and to make communications easy with the outside world, especially for those who don't speak foreign languages officially recognized for international engagements and communications.

The urge to learn foreign languages, especially English is more among non-English natives and among non-English speakers as more and more of them actively engage in the act of learning and perfecting their English. There are several foreign languages spoken across the world, but English learning seems to attract more attention as more people enroll in language school to learn English while most students will choose to learn English as their number choice foreign language to learn (Rwodzi, De-Jager, & Mpofu, 2020).

The use of social media for teaching and learning foreign languages has also played a critical role in enhancing learners' ability to learn these foreign languages without stress and at their convenience (Namaziandost, & Nasri, 2019).

2.2. Social Media and Language Learning

Some empirical studies have examined the effectiveness of social media platforms used in teaching and learning foreign languages and the studies found a positive relationship between teachers, students, and their peers the studies also show that using social media for teaching and learning foreign languages motives and boost student's confidence level to speak the foreign language been learned (Abraham, Mir, Suhara, Mohamed, & Sato, 2019). Many studies have also claimed that the excessive use of social media by students learning foreign languages can make them self-isolated from the society and their peers as excessive use of the internet can make most students withdraw from many other activities thereby making it difficult for them to maintain interpersonal relationships with their peers and others in society as they may

likely become addictive to social media (Alnujaidi, 2017; Inayati, 2015; Namaziandost, & Nasri, 2019). Empirical studies on social media usage further found that constant and addictive use of social media can affect the well-being of the students as the constant use can lead to health conditions, illness, decrease in self-esteem, depression, sleeping problems, and stress but in terms of academic grades, it may affect their performance positively because of the flexibility, less stress and convenience it offers. Literature also supports the fact that there are several cases of abuse of social media for learning foreign languages such as cutting and pasting materials found online into papers from websites without acknowledging the author and the issue of plagiarism has been of great concern in the academic field and also a great concern to educators. The importance and role played by social media are usually related to how these tools have been used to ensure the adequate and creation of learning communities that provide new members with guidance, directions, and support and also provide information to help enhanced the growth and development of the students (Nikbakht, & Boshrabadi, 2015; Ngesi, Landa, Madikiza, Cekiso, Tshotsho, Walters, 2018). While on the delivery level, social media has enhanced teaching and learning by providing students with opportunities for mentoring, tutoring, support services, and feedback. To fully harness the benefits that can be derived from using social media for teaching and learning foreign languages, there will be a need to implement best practices and a well-developed strategy that will help reduce the incidence of harm that may be caused by excessive use of social media as the use of social media for teaching and learning of foreign language is now a popular knowledge acquisition means (McFarland, & Ployhart, 2015; Sarwar, Zulfiqar, Aziz, & Ejaz-Chandia, 2019).

2.3. Technological Advancements and English language learning

The use of technological tools in English language learning has become a known and welcome development as teachers and students now embrace every available technological advancement tool available to enhance the teaching and learning of the English language. Technological advancements have continued to play an important part within the learning and teaching environment and also played a critical role in the teaching profession which helps teachers to help students to

facilitate their learning. When technological advancement is infused into education, it becomes an integration process that gives room for technology to be infused into the learning process to create better learning experiences among learners (Al-Jarrahli, Talafhah, & Al-Jarrah, 2019). In the world generally, the use of technological advancements tools has become a part of everyday life and it's no more logical to infuse and integrate technological advancements into English language learning. As technological advancement continues to find its way into every stratum of human life, technological advancement integration into learning is becoming more significant and it's also beginning to form the major planning talk point of educational and academic institutions especially as it relates to learning English as a second language (Iredale, Stapleford, Tremayne, Farrell, Holbrey, & Sheridan-Ross, 2020). The study by Kavaliauskienė, and Ashkinazi, (2014), supported the view projecting that process of teaching and learning of English language as a second language has been influenced and changed as a result of technological advancements and tools infusion into the entire process of teaching and learning. Studies have also found that the integration of technological advancement tools has assisted to adjust their language learning process to give them more access to needed information that their teachers are yet to give to them or are unable to give to them further indicating the need for the teachers to understand and have full knowledge these technological advancements tools when teaching English language (Le, Janssen, & Wubbels, 2018). The integration of technological advancement tools in the English language learning process has also shown great potential in changing the existing methods of the traditional ways of teaching the English language as a second language. The integration of technological advancements tools will also make it possible for learners of the English language to have equity of opportunity regardless of the English language learner's background. The need for learners to also be taught the effective way of using these technological advancements tools when learning the English language as a second language becomes a major point of discussion because, even though learners can be born into a technologically rich world, the learners may not be skillful enough in the use of these technological advancement tools and therefore, there's need for teachers to be well equipped on how to use these technological tools to be able to effectively teach the learners the use of the technological advancements tools (Nikbakht, & Boshrabadi, 2015). Integrating technological advancements tools into the English language learning

process is not only limited to computer hardware and machines only, it also includes the structured interrelations with machines, environment, and humans leading to better integration and understanding of the infusion of technological advancements into the teaching and learning processes of English as a second language. The integration of technological advancements tools also helps English language teachers to perform known teaching activities more efficiently and helps to shape these known teacher's activities to achieve the best result in terms of student performance in learning the English language. Technological advancements tools also support and help advance the classroom teaching experience by creating room and opportunities for students and learners to do assignments and submit the assignments on their computers instead of the usual paper submission assignments and using of pen and pencil to write such assignments (Reinhardt, 2019). Some studies have also made cogent calls for educational institutions and teachers to model the integration of technological advancements into the academic and school curriculum to increase the skills of both teachers and learners in the use of these technological advancements tools which can also increase the corporation of learners and better equip them to also make the best use of these technological tools to further develop their English language learning capacities (Sarwar, Zulfiqar, Aziz, & Ejaz-Chandia, 2019). Studies have also found that the integration of technological advancements tools has enabled globalization in the teaching and learning processes of English as a second language and gives room for the expansion of thought sharing among a global audience on issues surrounding teaching and learning English language as a second language; its worthy of note to also point out that, the positive side of technological advancements tools is not automatic when teaching and learning English because attaining the positive side of technological advancement depends on how the teachers use these tools in their language teaching classrooms (Šerić, 2019). The infusion and integration of technological advancements tools into the educational system and school curriculum has also erased the traditional methods of teaching using chalk in the classroom, which can be said to be an insufficient way of teaching today and technological advancements tools integrated into the educational system has made it possible to teach with electronic boards, to teach with PowerPoint presentations slides using projectors and also to teach language using graphic animations to better attract the students and to create their interest in learning the English language as a second

language (Yunus, & Suliman, 2014). Technological advancements and integration have also made it possible for English language teachers to make use of multimedia texts when teaching in the classroom which assists learners to build their vocabulary and the structures of the language. Using multimedia also gives room for the printing of texts, allows films to be used for learning, and also the use of the internet to enhance the collection of information and materials that can help learners to make better analyses and interpretations of what is being learned and to make a better context of the English language structure and vocabulary.

2.4. Social Media Role in Education

Over the past two decades, research studies have made attempts to promote the infusion of social media into the educational system especially as it relates to the potential these social media platforms will offer students and learners. Research in this field of study also projects that infusing social media into the learning education process will offer teachers the opportunity to implement teaching methodologies that are capable of enhancing the student's performance. The modern-day integration of social media into education now provides ample opportunities for students to get more and easy access to needed information that is useful for the students to interact and connect with other educational systems around the world and with other groups of learners online through social media networks (Falloon, 2015). Social media has also given educational systems around the world the needed opportunities for integration of students and academic institutions to improve the learning experiences of the students and also the teaching experiences of the learners (Gülbahar, Rapp, Kilis, & Sitnikova, 2017). Apart from the fact that infusing social media into the educational system has helped students to get in touch, connect and get access to needed information, infusion of social media into the educational system has also afforded students with the opportunities to get timely information, communicate better and to socialize online (Allam, & Elyas, 2016). Infusing social media into the educational system has also helped teachers to post homework to students, remind students of upcoming events, it has enabled teachers to create study groups to help students improve their capabilities, it has also been used to share classroom news with faculty members and parents of the students (Aydin, 2014). Social media infusion into the educational system has also

made it possible for parents to be part of their children's education and to get firsthand experience of their children learning and education. The use of social media in education and for education delivery especially for teaching and learning is now a trending occurrence in modern-day education as technological advancement and the digital age have helped in projecting education through the use and adoption of various social media platforms for delivering effective and efficient teaching. Social media is also used widely daily by students necessitating its use and adoption for educational purposes (Yarbro, McKnight, Elliott, Kurz, & Wardlow, 2016). There are also several applications been developed and enhanced for use by social media for education delivery, the use of these applications has helped to create social media-focused learning and a community of learners learning through the use of social media platforms. Several research works have also found that social media helps initiate students learning as students using social media platforms to learn foreign languages can develop knowledge based on the extensive opportunity for communication and knowledge sharing from social media (Alnujaidi, 2017). Some studies also found that many students learning foreign languages via social media platforms usually show positive attitudes as they believe they can always improve their learning of foreign language by using social media for doing assignments or for learning on their own even after school period, however, in the study, some students also believed social media can be a distraction and a time-consuming medium. Understanding students' attitudes and expectations especially regarding teaching and learning via social media platforms will also help the teachers to deliver tailor-made tutoring that meets the expectations of the students (Al-Sharqi, Hashim, & Ahmed, 2016; Chawinga, 2017). The use of social media platforms for teaching and learning has come to stay and it's now a major part of education delivery as more and more institutions are adopting social media for teaching and learning foreign languages indicating that those who resist or fail to adopt social media platforms into their educational system may remain backward as the world continues to move more into online teaching and learning via virtual means and social media will continue to enable and support this act of learning and teaching via social media. Therefore, the importance and impact of social media on the further development of educational systems around the world cannot be overemphasized as the world moves further toward the use of social media across all areas of endeavours, the educational system cannot be left behind in this move and

educational system must continue to plan and make space for the infusion of social media into the educational system to further enhance the growth already witnessed especially as traditional classroom learning is fast reducing and hybrid educational system is now been welcomed by students and learners across the world.

2.5. Role of Technological Advancements in Second Language Learning

The development and growth witnessed in different sectors can be said to be influenced by the advancement in technology and the same can be said in the educational sector and also when it comes to learning English as a second language. The educational sector has also embraced these technological advancements to help enhance the traditional teaching and learning methods in schools and also to make the teaching and learning experience more interesting and better for both the teachers and learners. Technological advancements tools have also been used to bridge the gap that was before now experienced in learning and teaching and to also ease the difficulties experienced in teaching and learning especially as it relates to learning English as a second language. Technological advancement has also given English language learners the opportunity to use tools that have helped learners to better master English language learning and improve the learner's proficiency in the language (Yunus, & Suliman, 2014). Technological advancement has been used by academic institutions, teachers and students to help improve language learning and to enhance the process of helping students to grasp the language quickly. Technological advancements have also enabled teachers to adapt classroom activities to enhance the language learning process as embracing technological advancements has also been said to improve language learners learning skills (Yarbro, McKnight, Elliott, Kurz, & Wardlow, 2016). Technological advancements also have some benefits that include motivating and stimulating students' interest in learning a language, it creates room for easy managing and monitoring student's performance and progress in language learning, technological advancements tools also complement the teachers' efforts in the classroom to create a better teaching and learning experiences (Xu, Banerjee, Ramirez, Zhu, & Wijekumar, 2019). Currently, technology can also be said to be used to help and assist learners in their language learning efforts and technological advancements tools have also

continued to play an important and critical role in facilitating and mediating language learning among learners and creates room too for language learners to have access to unlimited resources that can help enhance their language learning capabilities (Salih, & Elsaid, 2018).

Technology advancement over the years has made social media platforms become a veritable tool for education delivery and for enhancing teaching and engaging learners. Some studies also found that using social media for teaching and learning foreign languages enables students to have a voice, interact freely, and are more engaged with their teachers and peers (Allam, & Elyas, 2016; Gülbahar, Rapp, Kilis, & Sitnikova, 2017). Rwodzi, De Jager, & Mpofu, (2020) opined that learning through social media gives room for the much-treasured student-centered approach to learning and gives opportunities to teachers and educators too to get feedback from student's real-time and also gives room to evaluate such learning delivery. Using social media platforms for teaching and learning foreign languages is now seen as an important aspect that allows the teacher to properly monitor their student and also to allow the students to comprehend the course content taught which gives room for the foreign language teachers to identify language gaps and address such gaps immediately among the students (Ngesi, Landa, Madikiza, Cekiso, Tshotsho, & Walters, 2018).

According to Kajee, (2018), the traditional physical face to face teaching usually comes with a lot of restrictions, especially regarding time and space, but using social media for teaching and learning foreign languages tends to break such barriers as space is not needed and virtually classes can be conducted at any time convenient for both teachers and students to learn and it also breaks the barriers associated with distance and need to go through the stress of leaving the house to attend physical traditional classes as the media becomes the class in electronic media learning when using social media platforms. Using social media for teaching and learning foreign languages also breaks the barriers associated with the traditional class attendance from Mondays to Fridays giving room for classes to be held any day and anytime that is convenient for both the teachers and students.

Researchers have identified three usefulness of using social media to teach and learn foreign languages whether computer-based or mobile-based teaching and

learning. Firstly, researchers found that social media supplements blended learning that can help students to create a positive learning experience. Secondly, the use of social media for teaching and learning foreign languages gives students opportunities to engage in collaborative learning, and thirdly, using social media for teaching and learning foreign gives motivation to students to ask questions, post comments, and engage in discussions on what is being taught to build mastery of the language (Al-Sharqi, Hashim, & Ahmed, 2016; Chawinga, 2017; Le, Janssen, & Wubbels, 2018).

Empirical evidence from previous research on social media use for teaching and learning foreign languages also showed that technology is a major catalyst for the increasing embracement of using social media for teaching and learning foreign languages which allows students a flexible learning experience (Iredale, Stapleford, Tremayne, Farrell, Holbrey, & Sheridan-Ross, 2020). Given the fact that knowledge quickly gets outdated, using social media platforms as a means for learning foreign languages gives both teachers and learners the needed opportunities to be exposed to current events and happenings regarding current developments in the particular foreign language being taught by the teachers and being learned by the students (Nikolopoulou, Akriotou, & Gialamas, 2019).

Over the past decades, advancement in technologies which has enhanced the use of social media has caused a revolution in the way the world communicates and network. The coming on board of social media has influenced the way people relate and communicate with each other around the world which has also necessitated the use of social media platforms as a means to learn and teach and also a means to access various kinds of information that surrounds the world. The high volume of information available on social media can be accessed from anywhere in the world and at any time of the day since it makes use of cloud-based technologies; the same way it makes using social media for teaching and learning foreign languages easier than the traditional physical learning (Arrosagaray, González-Peiteado, Pino-Juste, & Rodríguez-López, 2019). The use of social media technologies has led to a serious shift in paradigm in the face of education delivery across the world giving room for more personalization, collaboration, and opportunities for users to generate content that suits their needs. The new generation of teachers and learners also believe the use of digital technologies like social media to deliver teaching is now of utmost importance and that integrating learning through social media platforms will give them

the flexibility they desire and makes learning foreign languages easier (Allam, & Elyas, 2016).

The world is growing rapidly with changes in technologies leading to changes in the way the world communicates and interact and also in the process of knowledge acquisition creating the need for teachers of foreign languages to also familiarize themselves with advancement in technologies that will make it easier for the teachers to connect easily with students and to ensure effective and efficient teaching is delivered over these social media platforms (Ngesi, Landa, Madikiza, Cekiso, Tshotsho, Walters, 2018). However, research has found that changes in the social, cultural, or educational process are sometimes accompanied by fear which makes many teachers very reluctant to accept change and use new technology for teaching as many teachers find the constant changes taking place in technologies as stressful learning how to use new technology for teaching delivery from time to time. Due to this reluctance to embrace the changes and fear of going through the stress of learning new technology use, most teachers will rather hold teaching through the traditional physical class rather than use social media platforms (Yarbro, McKnight, Elliott, Kurz, & Wardlow, 2016). Some teachers also go further to justify their dislike of using technologies and social media platforms to teach foreign languages to students by claiming that overuse of technology can affect students psychologically, neurologically, and socially and therefore using technology and social media for teaching and learning of foreign languages should be highly discouraged (Xu, Banerjee, Ramirez, Zhu, & Wijekumar, 2019). Therefore, this has constituted one of the reasons we see as barriers to teaching and learning been created as students who are tech-savvy, digitally inclined, and eager to see technology forming part of the learning process and been integrated into the learning process and also ready to make technology part of their lives and education life too, but on the other hand, the teachers who are not interested in the changes and who are not tech-savvy prefer to enforce the traditional teaching methods and system on the students learning foreign languages (Shava, Chinyamurindi, 2018). The development and advancement in technologies are now re-occurring phenomena and as years move by, changes will continue to occur around all aspects of human endeavors and the education system will not be left out in this technological advancement, therefore it's imperative for both teachers and students to embrace these changes and make the best use of it especially as it concerns

using social media for teaching and learning of foreign languages especially as social media platforms have been empirically known to offer flexibility in learning and also bridge the distance barrier to learning.

2.6. Relevance of Social Media

Social media has become a vital tool and a critical part of our lives as humans. The relevance of social media cannot be underestimated as it has been used by millions of people around the world to interconnect and conduct business activities around the world. Social media has made it possible to break many communication barriers that formerly existed among people. Most people across the world can now easily find each other across social media platforms and they can also easily communicate by exchanging ideas or by transacting business activities. Social media platforms have made it possible to also learn about other people's cultures, traditions, and ways of life without them having to leave the comfort of their homes. Social media has also created a communication connection that would ordinarily not have to happen among people thereby creating room for unity and exchange of ideas. Social media platforms have also created room for sharing of thoughts among people and creating room for people to contribute their knowledge to these thoughts for an all-inclusive discussion. In terms of knowledge sharing too, social media platforms have also created room for knowledge to be shared across different continents and countries around the world creating a pool of world knowledge people can draw from to make valid assertions. In terms of learning, social media has created enough room for people to learn and acquire necessary knowledge via these social media platforms and social media has also acted as a platform through which people improve their knowledge and understanding of critical issues. In terms of job offers, social media has also made it possible for people to connect with organizations and human resources departments, inquire about available job offers, and apply for the job offers while some other organizations also make effective use of social media platforms in their job advertisements and recruitment process. Social media platforms have also made it possible for people to connect with industry experts in their field and to get first-hand mentoring and information from such industry experts about the industry. Social media has also created enough room for training to be held and taught to training participants

through various social media platforms creating convenience for both the trainers and the participants. In general, social media has helped to improve the methods of communication among people by creating real-time communication experiences, bringing people closer, and bridging most physical barriers to communication thereby enabling people around the world to stay in touch and communicate effectively.

2.7. Relevance of Technological Advancements

The advent and advancement of technology have changed lives positively and made the life and well-being of people across the world to be less stressful and better than it was when we look back fifty years ago. Before the advent of technology and technological advancements, most things were done manually and in a very tedious and stressful way leading to waste of resources and time wastage while incurring more costs too. But the advent of technology and technological advancement has led to globalization and the bringing of the entire world under one umbrella. In terms of education, technological advancement has made the process of teaching and learning seamlessly as technological advancement has helped to develop and advance teaching methodologies that create better performance in their students and it has also made it possible to access other online materials that can help them learn better and technological advancement has also made it possible to integrate and infuse technologies into the teaching curriculum leading to improved performance on the part of both the teachers and the learners. In terms of health, technological advancements have made it possible to develop better healthcare around the world, it has made it possible to develop improved drugs and vaccines to fight against diseases and technological advancement has also helped to develop machines that better support people's health to give them a longer life than it would have been if there was no technological advancement in the healthcare sector. In terms of Business, technological advancement has made it possible for people to conduct business and also carry out business transactions across the world even from remote villages around the world. Technological advancement has made it possible for businesses to have branches in different countries and across the world and these businesses can carry out businesses and transactions in a seamless manner without any hitches; all these have been made possible by technological advancement. In terms of sports, various sports

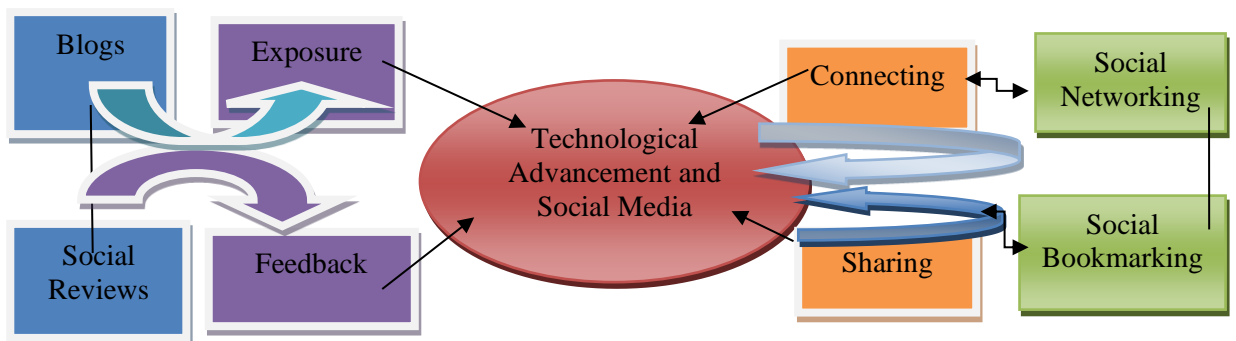
activities are conducted or carried out across the world and people from different parts of the world who are far away and millions of miles away can stream these sports activities live and in real-time without missing any action and with the feeling of being there live to watch the sports activities even though they are miles away. In terms of research, technological advancement has made it possible for scholars and researchers to conduct research and make valid findings on various subjects, issues, or events from many miles away and technological advancement has also made it possible for researchers to collaborate and carry out research work together and technological advancement has also made it possible for researchers to conduct research studies seamlessly and to get necessary data easily needed for the research studies. In terms of communication, technological advancement has helped to improve communication significantly and it has also made communication to be seamless and to be real-time communication. Technological advancement has made it possible the use video calling, conference calling, email exchange, and other means of communication that make the exchange of information seamless. The proof of the relevance of technological advancement to modern-day life and living cannot be overemphasized as technological advancement has continued to make lives easier for everybody across the world and technological advancement will continue to improve situations around the world and also help to produce solutions to numerous world problems.

2.8. Thesis Underpinning Theories

Theories can be classified as groups of an idea linked together to explain something or to give theoretical backing to a phenomenon. Theory can also be classified as speculation, law, or guessing about phenomena that cannot be seen directly. Theory can also be described as a system or supposition of ideas that are meant to explain a phenomenon especially when such phenomenon is based on independent general principles of the phenomena to be explained.

The need to give this thesis work theoretical backing and to support the study with the right theories cannot be overemphasized as the theories to be examined in this thesis work will help to give more credence to the work and it will help to also situate the study within some specific theories related to the topic under consideration. Some theories have been used by researchers and scholars to explain the infusion of

technological advancement and social media in second language learning. These theories also help to give further insight and explanations as to why we are witnessing a massive shift from the traditional physical classes to the adoption of technological advancement tools and social media platforms for learning English languages as a second language. The use of social media and technological advancement has continued to be a veritable tool for teaching and learning of English language as a second language. Learners of the English language are also exploring various additional options to add to the teaching they receive from their teachers by using available technological advancement tools at their disposal and social media platforms to learn and further develop their capabilities in their mastery of the English language. This section will examine the theories of Constructive Language Theory .



Source: Madakam, and Tripathi, (2021). Model showing Technological Advancement and Social Media Integration.

Figure 1. Technological Advancement and Social Media Integration model

2.9. Constructive Language Theory

This theory explains that knowledge is achieved through learning from various contexts to serve various purposes. The theory also put forth that knowledge is constructed by learners rather than our thought of knowledge transmission from teachers which shows that students are active knowledge constructors and they are not passive. The theory stated that participation by learners of foreign languages on social media and through technological advancements tools from different groups presents the needed opportunities for such learners to construct knowledge from various and different contexts. This further explains why the adoption of social media platforms and technological advancement tools for learning foreign languages as learners see these platforms as a community and an opportunity to learn and form knowledge from

a different context. This theory helps gives insight as to why people thirst to acquire other languages different from theirs thereby giving this thesis work the needed theoretical background and backing needed.

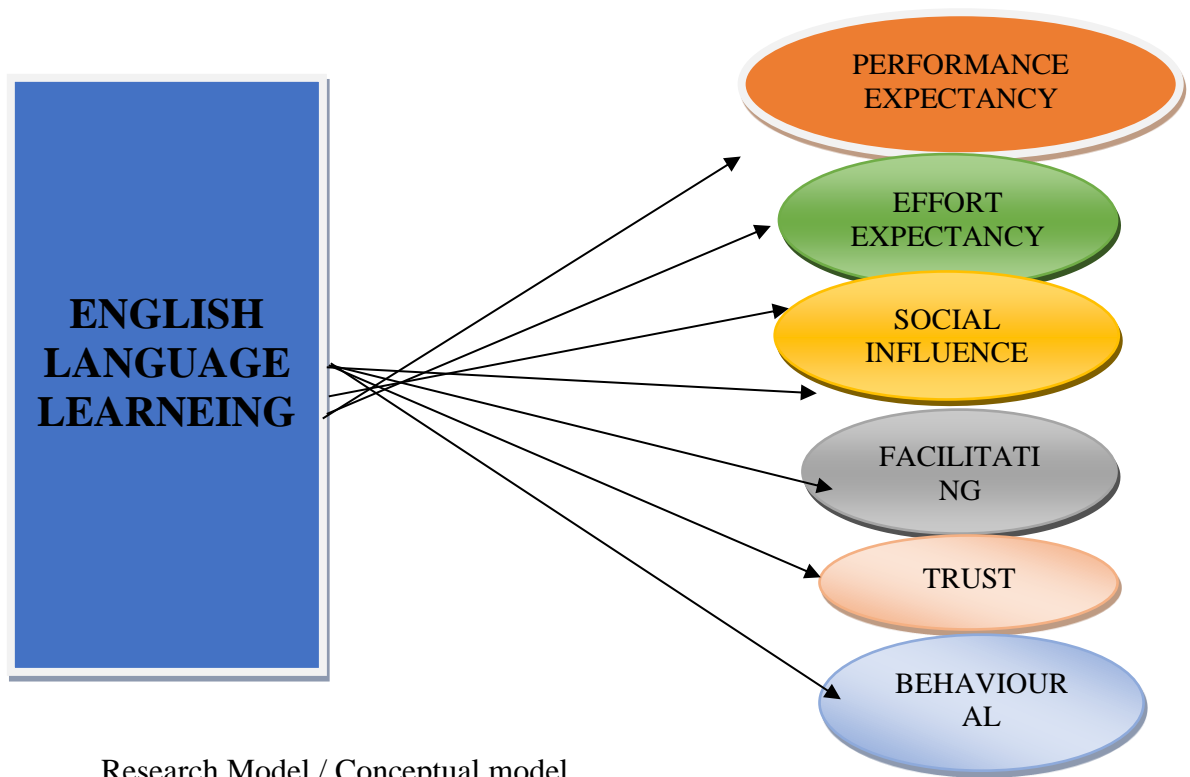


Figure 2. Technological Advancement and Social Media Integration model

2.10. Previous Studies Related to this Study

This thesis study focused on exploring the relevance of using social media and technological advancements in learning English as a second language while focusing on participants learning English as a second language in Iraq. While exploring this phenomenon, some previous studies were holistically explored to give the study a more empirical and holistic approach. The following empirical studies were fully explored by this thesis work.

The study done by Abraham, Mir, Suhara, Mohamed, and Sato, (2019) explored the use of structural equation modeling and confirmatory factor analysis of social media use for learning English as a second language. This study made use of participants from various backgrounds and then applied the use of a structural equation

model to examine the data from the participants the outcome showed that the use of social media among the participants was more advantageous as the participants were able to fully explore the use of social media to enhance and better improve the learning and their use of English language for communication which further indicates the relevance of social media in the learning of English as a second language.

The study done by Adedoyin, and Soykan, (2020), took the direction of examining the effect of the Covid-19 pandemic which led to many organizations and academic institutions and learning centers switching to the online learning platform. The pandemic caused a lot of closure across many countries and across every area where there used to be physical interactions and connection, everything was switched to an online platform which also led to learning at all levels being switched to online mode, this study showed and indicated that online platforms and social media became the major tool through which learners used to continue and advance their learning process. The use of social media and online platforms became the major tools and platforms through which learners used to continue learning and improve their English language skills further showing and indicating the relevance of social media and online learning platforms as relevant tools for improving language skills and usage.

The study done by Allam, and Elyas, (2016), was of great relevance to this study as their study explored the perceptions of using social media as a tool used by people learning English as a second language. The study explores the perception of English language teachers. The study was able to pose critical findings from the perception of teachers indicating that using social media to to teach English as teachers was critically relevant as the social media platform provided a veritable tool and platforms to use in achieving the objective of both learning and teaching. The study indicated that social media has projected and helped both learners and teachers to learn and to teach holistically making the learning of English much easier and opening rooms to get access to more relevant resources to support the teaching and learning of English as a second language.

The study done by Al-Musawi, (2014), focused on exploring the strategic use of translation in learning English as a Foreign Language, the study focused on translation as a means of learning English by participants learning English as a second language indicated that participants used the study focused on using social media

enabled platforms for translating English language content and grammars into their mother tongues for better understanding and then using the translation to get a better understanding of the English language concept. The study further indicated that this process was more profound among learners as this process creates room for better understanding and makes learning the English language much easier for the participants. This, according to the study also significantly improve the learning level and assimilation of the English language rules among the participants of the study, this study has important relevance with this thesis work because it explores the use of social media from a unique dimension in his adoption into learning English as a second language among participants.

The study done by Al-Sharqi, Hashim, and Ahmed, (2016), examined the perceptions of social media as a learning tool and made a comparison among selected participants for the study. The study indicated that participants explored various means and platforms for learning English as a second language. The study used participants from two different programs, some of the participants for the study were art students while the second category of participants in the study were students in the science programs. The study further established that the use of various platforms especially social media was beneficial as the students fully explored these avenues to greatly improve their learning skills and the mastery of the English language skills. The study showed that the participants corroborate with the study findings that social media was of significant importance in their mastering of the English language as a second language.

The study done by Alnujaidi, (2017), on social network sites focused on participants learning English as a second language. The study took a critical review and holistically examined participants learning English as a second language. The study indicated that the growing number of English language learners are constantly looking and exploring available means and ways of effectively learning and also learning in a more effective and efficient manner. The study shows that exploring social media and technological platforms was a major means through which English was been learned by learners. The study was holistic as the study also explore different empirical studies in this dimension further indicating the relevance of social media and online avenues for learning English as a second language.

Alnujaidi, (2017), the study also focused on the effects of social networking sites on English as a foreign language for teachers and students. The study combined both the perspectives of teachers and students by exploring their perspectives and intentions while teaching and learning English as a second language respectively. The study indicated that the challenge of learning and teaching English as a second language may be similar between students and teachers, while the use of technology and employing the use of social media as a tool for learning and mastering English has become a middle ground where both teachers and learners can both achieve the main objective of teaching and ensuring their students learn the English language as expected. The study's relevance is related to this study as the study also indicated the importance of technology and social media has helped advance and improved the learning of English as a second language among learners.

3. METHODOLOGY

3.1. Introduction

The methodology is a critical part of any research work, which gives details and insights into the methods adopted for the research thesis, the details of how data were obtained, the method used in the analysis, the tools used, and also the design that was adopted for the thesis. The methodology will also give insight into why this study adopted the mixed methodological approach, the motivation behind such adoption of mixed methodology, and also a detailed explanation of why the mixed methodology was adopted and the expected result from the analysis and the study itself. This will also consider in detail the following sub-sections in the methodology:

This study will make use of both data collection through primary means (Questionnaire Administration) and also a series of interviews with students (learning English as a second language) and teachers (who teach English as a second language). This is expected to make the data more reliable and a good fit for analysis. This section will also address issues related to the research tools used, the kind of analysis done, the analysis techniques and tools, the reasons for adopting the techniques, and also the limitations associated with the methodology will be clearly stated in this section of study.

3.2. Thesis Design

The research design is the blueprint of the research study and basically provides the basic needed guidelines for the study. There are different types of research design available to a researcher to choose from depending on the nature or kind of research being undertaken. The research design may include the following: a case study research design, a descriptive research design, an experimental research design, a survey research design, a cross-sectional design, a causal design, etc.

This study made use of a questionnaire as the main research tool for data collection from the study participants, adopting question items from previous empirical studies to achieve the need for the validity of the used research question items and also to ensure each question in the questionnaire measures what they are intended to

measure since the same questions have been used in previous empirical studies. Also, before adopting the questions to be used in the research tool, the researcher scrutinized several published empirical research articles and studies related to the intended areas of research especially studies that have critically examined the learning of the English language as a second language. This process may be cumbersome, but it was highly necessary, and some of the published empirical studies that the research items were adopted from include the followings: Performance expectancy (Davis, 1989; Davis et al., 1989; Moore & Benbasat, 1991; Compeau & Higgins, 1995; Compeau et al., 1995; Venkatesh et al. 2003), Effort Expectancy (Davis, 1989; Davis et al., 1989; Moore & Benbasat, 1991; Venkatesh et al., 2003), Social influence (Balakrishnan et al., 2017; Venkatesh et al., 2003), Facilitating conditions (Ajzen, 1991; Taylor & Todd, 1995; Thompson et al. 1991; Venkatesh et al. 2003), Trust (Gefen & Straub, 2003; Belanche et al., 2012), Behavioral intention to use the system (Venkatesh et al., 2003), and Technology Integration (Gefen & Straub, 2003; Belanche et al. 2012; Venkatesh et al., 2003; Ahmadi & Reza, 2018). To minimize physical contact with people due to the global coronavirus ravaging the world presently, the questionnaire was put in the google form and an online link was created which made it easy for the researcher to easily contact the study participants via phone, giving them the required information needed about the research, whereas some participants who could be reached physically were given the questionnaire to fill their response. The online google link used to share the questionnaire also gave the study participants the convenience required.

3.3. Population of the Study

The study population majorly comprises different secondary and university students in Baghdad - Iraq who are learning English as a second language. For the quantitative part of the thesis, seventy-five (75) questionnaires were administered to secondary school students in Baghdad- Iraq learning English as a second language, and other seventy-six (76) questionnaires were administered to university students in Iraq learning English as a second language, making the total number of questionnaires administered and collected back to be a total of one hundred –fifty-one (151). On the other hand, the qualitative part of the methodology collected needed data the

researcher used purposive sampling to select five (5) teachers in Baghdad -Iraq who teach English as a second language and another set of ten (10) students who are learning English as a second language based on their scores on the survey who responded at least three questions with "agree" or "strongly agree." to participate in the interview sessions and identified as active participants on social media platforms so that the researcher could conduct in-depth interviews with them and gather qualitative data. Purposive sampling, enables the researcher to choose participants with specific traits in order to better comprehend the research problem and respond to the research questions. The interview questions used for interviewing the teachers and the students were adopted from previously published empirical studies. This procedure was carried out to ensure validity and also to ensure the question items in the interview questions are valid enough to measure what they are expected to measure since the same set of questions have been used to measure variables similar to what this study intends to examine. The interview protocol was divided into three components. The first was intended to establish a rapport with participants so they would feel more at ease sharing more in-depth and detailed information about their experiences. The second component included the questions . Thanking the participants for taking part in the study was the final section. The researcher believes that one hundred fifty-one participants used for the study are adequate coupled with the mixed method adopted giving room for interviews to be conducted thereby getting additional data used for a more comprehensive analysis. The result from both the quantitative and qualitative analyses can also be put side by side for comparison of results and findings. The use of both questionnaires and interview also gives the researcher more insights into the phenomenon under study and to be able to make adequate inferences from the data analyzed.

3.4. Sampling / Technique Size

The researcher made use of the purposive sampling method which enables the researcher to also divide the study participants into strata to give room for randomization of participants who participated in the survey. In selecting participants for the study, the researcher also made use of purposeful and stratified random

sampling techniques to ensure all elements in the strata are given an adequate and equal chance of being selected as participants for the study.

3.5. Method For Data Collection

The collection for any research work could be through primary means or secondary means of data collection, but for this study, the major method of data collection is through the primary means as the researcher majorly collected data from the field while engaging with participants. The primary means of data collection is more favored by this type of research and it is seen to be more appropriate for gathering the kind of data needed for this study. The researcher also needed to get highly involved in the data collection to ensure the accuracy and reliability of data in the study. In order to explore students' and teachers' perspectives on social media and technological advancement and to complement the data from the scale, open-ended questions were used in interviewing teachers teaching English as a second language and students learning English as a second language, the researcher was also able to get fully involved by giving further explanations on each question so that the participants can understand and be able to respond accurately to the questions. This also allows the researcher to do an observation of the participants as they give answers to questions asked. Interviewing the participants also brought more insights into the participant's opinions on the questions being asked since they were not restricted in their answers to the questions, unlike the questionnaire where the respondents are confined with limited options to choose from. The researcher sent emails to the participants with the consent form for the interview after choosing 10 students. Those who agreed to take part, signed the consent form, and returned it back to the researcher via email and were asked to recommend a good day and time for the interview. As for the teachers, the consent form for the interview were administered to them personally after visiting some schools for this purpose to get approval for the interview. Each interview lasted for around 30–40 minutes, and they were all digitally audio-recorded. A mixed method approach aids comprehension by enabling a more thorough and in-depth comprehension of the subject being studied.

The questionnaire was taken from some of the published empirical studies which includes the followings: Performance expectancy (Davis, 1989; Davis et al.,

1989; Moore & Benbasat, 1991; Compeau & Higgins, 1995; Compeau et al., 1995; Venkatesh et al. 2003). Effort Expectancy (Davis, 1989; Davis et al., 1989; Moore & Benbasat, 1991; Venkatesh et al. 2003). Social influence (Balakrishnan et al., 2017; Venkatesh et al. 2003). Facilitating conditions (Ajzen, 1991; Taylor & Todd, 1995; Thompson et al. 1991; Venkatesh et al. 2003). Trust (Gefen & Straub, 2003; Belanche et al., 2012). Behavioral intention to use the system (Venkatesh et al. 2003). Technology integration (Gefen & Straub, 2003; Belanche et al. 2012; Venkatesh et al. 2003; Ahmadi & Reza, 2018). The questionnaire was also done with five five Likert scale with the options: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

3.6. Data Analysis Method

The method to use in data analysis is also very critical and this informs the decision of the researcher to ensure the right and appropriate data analysis method is used in this study. The data were collected through a questionnaire from participants used in the study and after collecting the data, and the row score was coded and classified into the analysis software used for the analysis. The researcher was also very careful while exporting the data from the online google form to avoid mistakes, coding the wrong data, and also to ensure data cleansing since the result that comes from the data after the analysis plays a very key role in the outcome of the study. The data related to the interview of teachers teaching English as a second language and students learning English as a second language were transcribed and classified into needed data for analysis. Getting data through the questionnaire administered to participants and data obtained from the interview of both some selected teachers and students gave this study the quality of data needed to be able to make an informed and valid conclusion based on the analysis result output.

The analysis of the data was based on using descriptive and regression analyses to test all the questions formulated for the study to be able to get answers to the research questions and also to be able to report the findings. The major analysis tool used for the analysis of data was Statistical Package for Social Science (SPSS).

3.7. Limitation of the Methodology

The study and the methodology as a whole faced some limitations in the course of carrying out the research study that needs to be stated in this section.

Firstly, the process of going to the field to get needed data became a daunting task because of the current coronavirus issue facing the entire globe, and getting participants became more difficult because even after opting for the online option of using google link to put the questionnaire and send to the participants, some of the participants were difficult to reach and some did not respond to the questionnaire as quick as expected while some needed some clarifications about the intended research before filling the questionnaire. This formed a major limitation that took the researcher time, energy, and making constant calls to contacts to overcome the challenge.

Secondly, the researcher needed to interview some selected teachers teaching English as a second language and also some selected students learning English as a second language too. This posed a great limitation as most of the participants contacted were skeptical about physical contact and were not ready to do the interview thereby slowing down the data gathering and collection process.

Thirdly, while the researcher was trying to get needed data from the participants, the researcher faced the difficulty of convincing the participants to take part in the study by filling out the study questionnaire as some of the participants were highly skeptical, and some of them refused to participate in the study whereas other participated in the study after being convinced about the positive aspects of the research and why it was necessary to collect the data from them.

Fourthly, the study adopted a mixed methodology approach; this makes the entire process more cumbersome and elaborate, especially in dealing with the huge limitations and challenges that come with using a mixed methodology for a research study. The data collection process was also cumbersome as both quantitative and qualitative data needed to be collected for analysis and both categories of data needed to be analyzed separately making the entire process a difficult and time-consuming process, but it must be noted that the mixed methodology adopted made the data analysis and the study findings more comprehensive.

Finally, just like no process or method in any research work can completely be said to be perfect, so also are some of the methods used in this study. For example, the sampling technique and sampling method cannot be said to be completely perfect especially as the study participants impact mainly this process, and if care is not taken, participants can ruin the process as the randomization of participants may not be completely random. Also, the survey feedback from the study participants may not be completely objective as some of the participants may be subjective in their responses. There is a possibility that some participants do not respond to the questionnaire accurately. Some of the highlighted points stated acted as the major limitations faced by the researcher while carrying out this study. The study also has limited time for completion; therefore, the researcher is pressed for time and needed to work extra hard to do a lot of writing within a specific period and also gather needed data from participants within the same period to get the study to work completely.

4. THESIS ANALYSIS AND INTERPRETATION OF DATA

This chapter addresses the Quantitative and Qualitative analysis of the data collected by the researcher for analysis and interpretation.

4.1. Demographic Analysis of the Study Participants

Table 1. Descriptive Statistics and Demography

		Frequency	Valid Percent	Cumulative %
Gender	Male	86	57	57
	Female	65	43	100
	Total	151	100	
Age	Less than 25yrs	78	51.7	51.7
	25-30yrs	21	13.9	65.6
	31-40yrs	28	18.5	84.1
	41 yrs. and above	24	15.9	100
	Total	151	100	
Marital Status	Single	83	55	55
	Married	64	42.4	97.4
	Others	4	2.6	100
	Total	151	100	
Educational Qualification	Secondary	75	49.7	49.7
	University	76	50.3	100
	Total	151	100	
English proficiency level	Beginner	33	21.8	21.8
	Middle	72	47.7	69.5
	Advance	40	26.5	96
	Others	6	4	100
	Total	151	100	
Years of English Language usage	Below 2 yrs.	12	7.9	7.9
	2-5 yrs.	40	26.5	34.4
	6-8 yrs.	44	29.1	63.6
	Above 8 yrs.	55	36.4	100.0
Total	151	100		
Method of English language learning	Face to face	97	64.2	64.2
	Online classes	23	15.2	79.5
	Self-learning	31	20.5	100
	Total	151	100	
Academic grade point	60%-69%	51	33.8	33.8
	70%-79%	37	24.5	58.3
	80%-89%	43	28.5	86.8
	90%-100	20	13.2	100
	Total	151	100	

In Table 4.1, the total number of respondents was 151 English Language Learner In Iraq Among these 151 respondents, male participants numbered 86 with a percentage of 57.0%. While the number of female participants was 65, with a percentage of 43.0%. This implies that we have more male than female respondents English Language Learner in Iraq.

Considering the age range Table 4.1 of respondents from the English Language Learner in Iraq. 78 (51.7%) of the surveyed respondents are less than 25 years old, 21 (31.9%) are within the range of 25 years to 30 years, and 28 (18.5%) of the surveyed respondents are adjudged to be between 31 and 40 years of age, while only 24 (15.9%) of the respondents claimed to be 41 years and above. The summary of responses gathered here implied that the larger population of respondents is English Language Learners in Iraq. 78 (51.7%), within the range of the surveyed respondents less than 25 years old was the most significant respondent.

Table 4.1: Marital Status of English Language Learner Respondents in Iraq the majority of respondents 83(55.0) were single, married status was 64 (42.4), and other status was represented by only 4 (2.6) respondents.

Table 4.1: Educational Levels of English Language Learners Respondents in Iraq, 75 (49.7%) held secondary school certificates, while 76 (50.3%) were university students. This revealed that the majority of university respondents were the most English Language Learners in Iraq.

It could be noted from Table 4.1, English Proficiency, in the Beginner Class Column that only 33 (21.9%) of the total respondents were English Language Learners in Iraq, 72 (47.7%) of the surveyed respondents claimed to be in the Middle Class Category, and only 40 (26.5%) of the surveyed respondents are in the Advanced Class. while the Other had only 6 (4.0) respondents. The summary of responses gathered here implies that a larger proportion of respondents are in the Middle class of the English Language Learner Respondents in Iraq sampled by the researcher.

From Table 4.1, Years of English Language, it was also revealed that 12(7.9%) of the surveyed respondents were below 2 years. 2-5 years, 40 (26.5%) and 44 (29.1%) respondents have had 6-8 years of work experience, and 55 (36.4%) have worked as English language learners for 9 years or more. This means that the majority of

respondents in the survey framework have been working as English learners for 9 years or longer.

The Method Of English Language Learning for the surveyed respondents is shown in Table 4.1: face-to-face for 97 (64.2%), online for 23 (15.2%), and self-learning for 31 (20.5%). This meant that the majority of respondents were responding face to face.

The final component of the demographic analysis is academic Grade Point Average, as shown in Table 4.1, with the grade point for 60% to 69% being 51 (33.8%), 70% to 79% being 37 (24.5%), 80% to 89% being 43 (28.5%), and 90% to 100% being 20 (13.2%), the lowest respondent in the academic grade point average.

4.2. Quantitative Questions Testing and Interpretation

Table 2. Performance expectancy does not influence English language learners.

Model	R	R Square	Adjusted R ²	ANOVA		Unstandardised coefficient		Standard coefficient	t
				F	Sig	B	Std. error	Beta	
1	.221 ^a	.049	.042	7.652	.000	3.339 .180	.262 .065	.221	12.722 2.766

Predictor: Performance expectancy

Dependent: English language learners.

The tables explain that there is a positive correlation between performance expectancy and English language learners (R-value .221). The tables also show that performance expectancy among friends, fellow students, and family in Iraq accounts for 22.1 percent of the capability of English language learners going by the R Square value at .049. The adjusted R² value is .042, which will produce a difference of .007 when subtracted from the R square value of the model (.042), that is, .049-.042=.007. This means that if the model was to be applied to the entire population as opposed to a sample, it would account for 0.7 percent with less variance in the outcome. This indicates that the sample is a good representation of the population.

The table also shows that the model has an *F*-ratio of 7.652 and it is significant at a 5 percent level of significance. The b-values further explain the relationship between performance expectancy and the English language learner. Performance

expectancy b -value = .180, which means that for every unit increase in performance expectancy, there will be a corresponding decrease in the English language learner's capacity by .180 units. The standardized beta value for performance expectancy is .221, implying that performance expectancy has some impact on predicting English language learners. This means that for every unit increase by the standard deviation in performance expectancy, there is a .221 decrease in the standard deviation of the English language learner. The result of the model is significant at a 5 percent level of significance at .000. Therefore, the hypothesis which states that performance expectancy does not influence English language learners is rejected.

Further indicating that performance expectancy of the learners influences learners' performance since the urge to improve the level of performance in their learning of the language drives the learners to work hard and to measure their learning performance

Table 3. Effort expectancy does not influence English language learners.

Model	R	R Square	Adjusted R ²	ANOVA		Unstandardised coefficient		Standard coefficient	t
				F	Sig	B	Std. error	Beta	
1	.152	.023	.017	3.537	.062	3.581	.256	.152	14.009

Predictor: Effort expectancy

Dependent: English language learners

A positive correlation exists between effort expectancy and English language learners (R-value .152). The result shows that the effort expectancy accounts for 2.3 percent of the English language learner, going by the R Square value at .023. The adjusted R² value is .017, which will produce a difference of .006 when subtracted from the R square value of the model (.023), that is .023-.017=.006. This establishes that the sample was a good representation of the population by accounting for 0.5 percent more variance than the population would have.

The table also shows that the model has its F -ratio as 3.537 and it is insignificant at a 5 percent level of significance. The b -values further explain the relationship between the effort expectancy in students and the English language learner. Effort expectancy b -value = .115, which means that for every unit increase in effort expectancy, there will be a corresponding increase in the English language

learner by 115 units. However, the model reveals an insignificant result at a 5 percent level of significance at .062. Therefore, the hypothesis which states that effort expectancy does not influence English language learners was retained. This further indicates according to the data analyzed and the result got from the analysis that the learners do not perceive effort expectancy as a major drive for learning the English language among English language learners.

Table 4. Social influence does not affect English language learners

Model	R	R Square	Adjusted R ²	ANOVA		Unstandardised coefficient		Standard coefficient	t
				F	Sig	B	Std. error	Beta	
1	.316	.100	.094	16.564	.000	3.181 .238	.218 .059	.316	14.565 4.070

Predictor: Social influence

Dependent: English language learners

Social influence from the immediate environment and the English language learner recorded a positive correlation, as revealed by the R-value of .316. The table shows that the social influence from the environment accounts for 10 percent of capacity in English language learners, going by the R Square value at .100. The adjusted R² value is .094, which will produce a difference of .006 when subtracted from R square value of the model (.100). This means that if the model were to be applied on the entire population as opposed to a sample, it would account for 0.6 percent less variance in the outcome. That is to say, the sample is a good representation of the population.

The table also shows that the model has an *F*-ratio of 16.564 and it is significant at a 5 percent level of significance. The *b*-values further explain the relationship between the social influence of the environment in Iraq and the English language learner. Effort expectancy *b*-value = .238, which means that for every unit increase in effort expectancy, there will be an increase in the level of English language learner capability by .238 units. The result of the model is significant at a 5 percent level of significance at .000. Therefore, the hypothesis which states that social influence does not affect English language learners was rejected. Further indicating that social influence and social interactions across social media and the use of other

technological advancements too actually influences and plays a major role in influencing language learners

Table 5. Facilitating conditions do not affect English language learners

Model	R	R Square	Adjusted R ²	ANOVA		Unstandardised coefficient		Standard coefficient	t
				F	Sig.	B	Std. error	Beta	
1	.400 ^a	.160	.154	28.329	.000	2.914	.682	.400	13.370
						.299	.157		5.323

Predictor: Facilitating conditions

Dependent: English language learners

The R-value of .400 shows that a positive correlation exists between the facilitating conditions of learning and the English language learner. The R square value of .160 establishes that the facilitating conditions of learning in Iraq account for 16 percent of the English language learner in the country. The adjusted R² value is .154, which will produce a difference of .006 when subtracted from the R square value of the model (.160). This indicates that the variance in the outcome of this study is minimal compared to the entire population if it were used. Basically, it tells us that the sample is a good representation of the population.

The table also shows that the model has an *F*-ratio of 28.329 and it is significant at a 5 percent level of significance. The *b*-values further explain the relationship between the facilitating learning conditions and the English language learners in Iraq. The facilitating condition *b*-value is .400, which suggests that for every unit increase in facilitating condition of learning, there will be a corresponding increase in English language learners by .400 units. This implies that the increase in the facilitating conditions of learning improves the trajectory of English language learning. The standardized beta value for facilitating conditions is .400; indicating that facilitating conditions for learners have helped in elevating English language learners. This means that for every unit increase by the standard deviation in facilitating conditions, there is a .400 increase in the standard deviation of the English language learners. The result of the model is significant at a 5 percent level of significance at .000. Therefore, the hypothesis which states that facilitating conditions do not affect English language learners is rejected. further indicating that facilitating conditions are

credible components and factors that actually help English language learners to grasp and learn the language better and to also improve on their language skills.

Table 6. Trust in social media usage does not influence learners' quest to learn the English language

Model	R	R Square	Adjusted R ²	ANOVA		Unstandardised coefficient		Standard coefficient	t
				F	Sig.	B	Std. error	Beta	
1	.175	.031	.024	4.688	.032	.109	.199	.175	18.319

Predictor: Trust

Dependent: English language learners

The R-value of .175 shows that a positive correlation exists between trust in social media and the English language learner. The R square value of .031 establishes that trust in social media accounts for 3.1 percent of the English language learner capacity in the country. The adjusted R² value is .024, which will produce a difference of .007 when subtracted from the R square value of the model (.031). Consequently, this indicates that the variance in the outcome of this study is minimal compared to the entire population if it were used. In essence, it tells us that the sample is a good representation of the population.

The table also shows that the model has an *F*-ratio of 18.319 and it is significant at a 5 percent level of significance. The *b*-values further explain the relationship between the trust in social media and English language learners in Iraq. Trust in social media's *b*-value is .109, which suggests that for every unit increase in trust in social media, there will be a corresponding increase in English language learners by .109 unit. This implies an increase in trust in social media and English language learning. The standardized beta value for facilitating condition is .175, thereby indicating that trust in social media for learners has helped in elevating English language learners. This means that for every unit increase by the standard deviation in trust in social media, there is a .175 increase in the standard deviation of the English language learners. The result of the model is significant at a 5 percent level of significance at .032. Therefore, the hypothesis which states that trust in social media usage does not influence learners' quest to learn the English language was rejected. further indicating that English language learners actually trust and believe that the use

of social media is a veritable tool and a good medium to learn English as a second language.

Table 7. Behavioral intention does not influence English language learners

Model	R	R Square	Adjusted R ²	ANOVA		Unstandardised coefficient		Standard coefficient	t
				F	Sig.	B	Std. error	Beta	
1	.515	.265	.260	53.831	.000	2.728 .353	.184 .048	.515	14.796 7.337

Predictor: Behavioural intention

Dependent: English language learners

The R-value of .515 shows that a positive correlation exists between the behavioural intentions of learning and the English language learner. The R square value of .265 establishes that the behavioural intentions of learning the English language by learners in Iraq account for 26.5 percent of the English language learner in the country. The adjusted R² value is .260, which will produce a difference of .005 when subtracted from the R square value of the model (.265). This implies that the variance in the outcome of this study is minimal compared to the entire population if it were used. In other words, it tells us that the sample is a good representation of the population.

The table also shows that the model has an *F*-ratio of 53.831 and it is significant at a 5 percent level of significance. The *b*-values further explain the relationship between behavioural intention and English language learners in Iraq. The behavioural intention *b*-value is .353, which suggests that for every unit increase in behavioural intention, there will be a corresponding increase in English language learners by .353 units. This implies that the increase in the behavioural intentions of learners improves English language learners. The standardized beta value for behavioural intention is .515, thus indicating that behavioural intention has aided English language learners. This means that for every unit increase by the standard deviation in behavioural intention, there is a .515 increase in the standard deviation of the English language learners. The result of the model is significant at a 5 percent level of significance at .000. Therefore, the hypothesis stating that behavioural intention does not influence English language learners was rejected. further showing and indicating that behavioural intention and the intention of learners to actually learn and

perfect their skills and mastering of the English language actually influences language learners.

Table 8. Technology integration does not play any major role in the learning of the English language.

Model	R	R Square	Adjusted R ²	ANOVA		Unstandardised coefficient		Standard coefficient	t
				F	Sig.	B	Std. error	Beta	
1	.811	.658	.656	284.613	.000	1.558 .628	.150 .037	.811	10.386 16.870

Predictor: Technology integration

Dependent: English language learners

The R-value of .811 presents a very strong positive correlation exists between Technology integration and the English language learner. The R square value of .658 establishes that the technology integration predicts 65.8 percent of the English language learner. The adjusted R² value is .656, which will produce a difference of .002 when subtracted from the R square value of the model (.658). This indicates that the variance in the outcome of this study is very minimal if it is carried out on the entire population. The sample is therefore a good representation of the population.

The table also shows that the model has its *F*-ratio as 284.613 and it is significant at a 5 percent level of significance. The *b*-values further explain the relationship between technology integration and English language learners in Iraq. Technology integration has a *b*-value of .628, which suggests that for every unit increase in technology integration, there will be a corresponding increase in English language learners by .628 units. This implies that the increase in technology integration increases English language learning. The standardized beta value for facilitating conditions is .811, indicating that technology integration has helped elevate English language learners. This means that for every unit increase by the standard deviation in technology integration, there is a .811 increase in the standard deviation of the English language learners. The result of the model is significant at a 5 percent level of significance at .000. Therefore, the hypothesis which states that technology integration does not play any major role in the learning of the English language was rejected.

4.3. Qualitative explanation and discussion of the Interviews Conducted

The interview was conducted with five (5) teachers and ten (10) students by the researcher and. The interview questions used for interviewing the teachers and the students were adopted from previously published empirical studies, this was done to ensure validity and also to ensure the question items in the interview questions are valid enough to measure what they are expected to measure since the same set of questions have been used to measure variables similar to what this study intends to examine.(APPENDIX II) .The data gotten from the interview of teachers teaching English as a second language and from students learning English as a second language was well transcribed and classified into needed data for analysis . The explanation/discussion of the interview is combined and analyzed below for each interview question posed.

Summary of both the Student's and Teacher's Interview

4.3.1. Teachers Interview Discussions

Interview Question 1: What is the role of English Language teachers in learners' perception of the foreign language culture in the classroom?

All 5 teachers interviewed stated that English language teachers in Iraq usually play a great role in creating opportunities for their students/pupils and even the society to learn the English language as the teachers continued to engage the best teaching methodologies to ensure their students are well educated in mastering the English language **TEACHER 1** said, *“As an English teacher, I have the main role in the classroom, I have to use different methods in delivering the lesson, and different techniques to improve students ‘skills in reading speaking listening, and writing and mainly to have them eager to learn and study and try to provide an effective interactive environment”*

Interview Question 2: What are the advantages of being a non-native speaker who teaches the English language in terms of giving cultural information in the foreign language?

All teachers also agreed that there are many advantages of being non-native English teachers, and some of the advantages stated include the ability to know the English language deeper than expected, get a deeper understanding of the English literature, and also with the ability to communicate and speak English language almost like native speakers. **TEACHER 3** stated, *“Of course, it may actually be beneficial for the English language teacher. It may improve his/her technical skills as well as their academic level when I give the students a new vocabulary day by day, I collect a good number of vocabulary. By this, I will be controlling teaching or speaking the English language, so in this way, I get an advantage as a non-native speaker.”*

Interview Question 3: What are the disadvantages of being a non-native speaker who teaches the English language in terms of giving cultural information in a foreign language?

All teachers indicated that the major disadvantages include the difficulties that the teachers face in persuading others that they can actually teach the language and convincing others about their proficiency in the English language. **TEACHER 2** illustrated that when said *“Actually, one of the main disadvantages of persuading others is that I am as good at language as a native speaker and how to make them trust me and believe in my abilities as a teacher who has all the requirements to teach a second language.”*

Interview Question 4: How do you diagnose problems faced by students who have difficulty expressing themselves in the English Language?

The 5 teachers agreed that various problems usually arise when teaching non-native speakers the English language knowing that the grammar structure and rules of the language may differ from the learner’s native language. This becomes a major problem and the teachers use all available channels to diagnose the learner’s problem with learning the language and seek ways to address the issues. **TEACHER 1** commented, *“ Through teaching a foreign language, I expect that students will face many problems and difficulties, especially since the new language is totally different from their own in relation to grammar and structure and I can diagnose that easily by tracking student performance in class like poor reading and wrong speaking and spelling and as an experienced teacher, I try to find solutions to address these issues.”*

Interview Question 5: While teaching English, do you follow lessons mainly adopting a traditional approach, with the explicit teaching of grammar rules and meanings?

Most of the teachers agreed that learning a second language affected their personalities in many ways. Firstly, it made them understand English properly. Secondly, the language helps them understand the world around them, and thirdly, it gives them the opportunity to travel and live anywhere in the world because they can speak a global language that can be used anywhere in the world. **TEACHER 3** comment on that , *“In my opinion, there is no ideal style for instructing , actually, it depends on the teacher himself/ herself as the teacher must follow the required approach to teaching and keep on trying many methods whether traditional or modern to become more effective and in order not to make my teaching options limited and that what I do in teaching. ”*

Interview Question 6: What methodologies do you employ to guide your students in order to express themselves and to take the learning of the English language seriously?

All of them agreed that there are many methods of teaching English such as direct grammar-translation, the audio-lingual, the structural approach, and the communicative approach, and there are many new methods for a teacher with a long-term experience in methodologies that can be used to ensure their students are well-engaged to be able to learn the language effectively. **TEACHER 5** reported, *“I tend to use many ways in delivering the lesson to make sure that students follow me and enjoy the class such as the direct, grammar-translation, Audio lingual, structural approach, the communicative approach, and there are many new methods for a teacher with a long experience can use to make it easy for the students to understand”.*

Interview Question 7: What are the assessment techniques you use to measure your student’s performance in their English language learning?

They agreed that their assessment techniques to measure their students’ performance depend on the whole course activities and rating students’ performance is based on each activity’s rating and general performance in writing, speaking, listening etc. which has helped shape the way teachers rate the performance of their students. **TEACHER 2** said, *“In fact, there are different types of assessment in education and I*

choose among these depending on different purposes during and after instruction. Actually, I do not depend on the degrees that they get during exams, but I depend on the whole course activities”

Interview Question 8: What are the most difficult experiences you have had with students while teaching them the English language?

All of them agreed that teaching a foreign language remains a difficult experience especially when the students have not really mastered their own native languages and they are made to learn another foreign language like English whose language grammar and structure may be completely different, making it difficult to teach such students the English language. **TEACHER 5** stated ,*“So many difficulties and different situations but the most difficult one that I faced was when the student can not understand his native language well so it is too difficult to make him understand and speak English well, yet I stay motivated by thinking about the end result. I have found that even in the midst of a challenging situation, reminding myself of my goals helps me take a step back and stay positive. ”*

4.3.2. Students’ Interview Discussions

Interview Question 1: At what age did you begin learning English? Why did you need/want to learn English?

Most of the students interviewed agreed that they started learning the English language at a very early age ranging between the age of 7 years to 10 years. The students also agreed that learning the English language will help them communicate with the whole world and open room for opportunities for them. **STUDENT 1** reported,*“ I started to learn the English language when I was 10 years old in the fourth grade of primary school. I need to learn English because this language helps me communicate with the whole world and to add something to my qualifications because when people ask you how many languages do you speak and you answer is more than one language, they will admire and respect you. ”*

Interview Question 2: In what circumstances did you learn English (e.g., at school, at work, in an English-speaking country or elsewhere, from friends)?

They agreed that they learned the English language at schools and in some accredited language course centers to improve their English language schools. **STUDENT 2** said,

“ Mainly at school because it is one of the curricula in the educational system in Iraq. Before 2003, it was since the fifth year, but after this year it becomes since the first year. ”

Interview Question 3: How does it feel when you try to communicate in a foreign language?

Most of the students interviewed agreed that they feel proud to be able to communicate in the English language but also admitted that they feel nervous sometimes too because it is their second language and that sometimes they forget some English words while speaking.

STUDENT 3 commented on that by saying, *“ I do not know, actually different feelings, a little shy, a little scared to make mistakes but communicating with others I mean foreigners helps communicate our thoughts freely without the feelings of fear, embarrassment, and low self-confidence which eventually help me deal with my speaking difficulties and enhance my speaking skills”*.

Interview Question 4: What are the rewards and the frustrations of learning a second language?

All of the students agreed that the reward of learning the language is the ability to use and speak the language effectively while frustration usually arises when trying to use some words in the English language that is very difficult to pronounce. **STUDENT 4** stated,

“ Well, it depends because each one thinks of the situation in a different way. It is exciting to be able to speak another language but can of course be frustrating too. Not being able to pronounce some words or express how you feel or what your opinion is on something can feel terrible. Being with a group of native speakers and not being able to follow the group conversation can leave you feeling alone. ”

Interview Question 5: How does Learning a second language (English) affect your personality?

The students interviewed agreed that learning the English language has been a good experience and that it has affected their personality positively as they feel more confident knowing that they can speak and understand a global language like English. **STUDENT 5** reported, “ *It really affects my personality in different ways, it boosts my self-confidence, and pride in front of my friends increases my knowledge and is able to have new friends from other nationalities, especially native-speaker countries* ”.

Interview Question 6: In what ways has watching TV programs in English or films helped in improving your English Language knowledge?

The students agreed that watching Television in English and watching films in the English language has helped them know more words in English, the usage of the word, and the right pronunciation of the words. **STUDENT 6** indicated that, “*When I watch a TV Program or movie whether on TV OR (on social media) I watch and read the English subtitle so that indirectly I practice my reading skill. It also improves my reading skill. And if I find difficult words and I am really curious about what it means, I check them in my dictionary. It also adds to my vocabulary knowledge I think that watching TV helps me learn English more effectively*”

Interview Question 7: Which is better for you to be bilingual/multilingual or to be monolingual?

The students interviewed agreed that being bilingual or multilingual is a great advantage because it makes it easier to communicate with different people from different parts of the world and to seek opportunities globally. **STUDENT 7** said, “*Of course, knowing more than one language is better because it helps communicate with others from different states. We can share our experiences and knowledge but we need to use them daily in order not to forget them. I had a friend at school back then in Oman, and she often posted things in English on Twitter when I read it, it made me want to write as well, and imitate her (writing) style, which makes me more confident in posting what I feel every day in English*”.

Interview Question 8: What other subjects did you study using the English language when you were at secondary school or university?

The students interviewed had divergent answers to this question, but the majority of them said they also learned literature, drama, and poetry and also read

novels in the English language while in school apart from learning English as a second language. **STUDENT 8**

commented, “ *I study drama poetry and novels at the university and at school because teaching English became obligatory from the first year of schooling. ”*

Interview Question 9: How far are you concerned with the opinion that native speakers have about your level of English language knowledge?

All participants agreed that the opinion of native speakers of the English language is important because they help them practice and improve their English skills and helps them avoid confusion in the usage of the English language. **STUDENT 5** reported, “*At first, I am afraid of doing mistakes, but because I have knowledge. I have knowledge about grammar, structure, verbs, and everything, it makes me more confident. We chat through WhatsApp. During the chat, If I misspell words in English, they will correct my mistakes. I also have a friend, much older than me, in his 40s, I think. I learn (English) a lot from him. He frequently asks me to read (English) novels and he always corrects my mistakes”*

Interview Question 10: What was your feeling while speaking English in class in front of your classmates?

All of them agreed that speaking the English language in front of their classmates boosts their confidence and helps them practice their speaking and get fulfillment especially when they see that their classmates understand what they are saying when they speak. **STUDENT 10** indicated that , “*I chat with my friends from other countries using English every day. Because I use English every day, I am confident and not anxious when I have to deliver a presentation in my class. Actually, it is good practice for me and I feel happy and confident when they understand me“*

In brief, a positive correlation exists between the quantitative analysis and the discussion interpretations from the interview conducted as the study shows a positive and significant relationship between the use of social media and the use of technological advancements tools in learning the English language as a second language among the participants.

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

This chapter addresses the conclusion, summary, recommendations, and suggestions for further studies.

Conclusion

This study examined the relevance of using social media and technological advancement tools in learning the English language as a second language among selected learners of the language in Baghdad - Iraq. Exploring these phenomena required the strong involvement of the selected participants as they provided the data used for analysis and were able to make a valid conclusion about the study. The issue of learning the English language as a second language for non-native speakers is still a valid area of inquiry as various studies and researchers continue to explore the topic from different perspectives and put forth valid arguments for the coping mechanisms of the non-native participants in such studies. While the English language is seen as a global language spoken by millions of people across the world, the language is also likened to the currency called 'American Dollars' that can be spent across the world. The language is also seen as an opportunity vehicle through which learners can get better jobs, and opportunities and the ability to easily relocate to countries where the language is majorly spoken and with the ability to be able to speak the language in the new country and settle easily because they know the language and the language will not be a barrier to communication.

The necessity to learn a global language like the English language has caused a push globally among non-native speakers to learn the language and to make usage of the language more serious. Most international programs, conferences, workshops, and seminars are also mostly held in the English language necessitating the need and desire for people to be a part of the global English language speaker's community. In some countries where the English language is not the official language, some job positions and some undertakings are only given to citizens of the country who know the English language and who can speak the English language effectively as some of those positions involve a relationship with the international communities and organizations

necessitating the need to have citizens who have mastery of the language to occupy such reserved positions

The study adopted a mixed methodological approach as both quantitative and qualitative methods were explored in data gathering and analysis for the study. The study developed seven questions to be tested in the quantitative aspect of the study while interviews were conducted in the qualitative aspect of the thesis. The questionnaire was used to collect data for the study and it was adopted from previous empirical studies. The research items in the questionnaire were tested again to ascertain they measure what they were expected to measure while the interview questions were also adopted from previous empirical studies. The interview questions were administered to ten students who are non-native English language learners and five English teachers who are non-native English teachers and their responses to the interview questions were collated for the study. The data collection process was rigorous for the researcher because a mixed method was adopted for the study and the fact the city used as a case study (Baghdad-Iraq) was just gradually coming out of the coronavirus period when the data gathering and the interview were conducted. The regression analysis method was employed in the quantitative aspect of the study, whereby one hundred and fifty-one (151) questionnaires were directly administered to the study participants by the researcher. The study participants comprise different high school students and university students in Baghdad- Iraq who are non-native English language speakers. The selected participants also participated actively in the data process which enables the researcher to get the needed data to be able to make an analysis and obtain conclusions.

Findings and Summary

The findings and summary of the study address concrete issues related to the entire study.

The study tested seven questions and interviewed another set of ten students who are non-native learners of the English language and also five teachers of the English language who are non-native speakers.

The first questions tested indicated that performance expectations on the part of the students learning the English language influence the student's motivation and desire to learn the language seriously as their performance in the language is monitored and tested by their school and the teachers teaching them. The fact that the student's performance will be rated determines if they proceed to the next level of language learning which makes the students put more effort into learning the language, especially as the school they attend provides every avenue for them to learn the language and learners also know the advantage involved in learning English as a second language.

The second question tested indicated that the effort expectancy does not influence the learners as the learners are more moved by the desire to learn the languages themselves and develop mastery in the language and the usage of the English language especially as it relates to using to study and interact with the outside.

The third question tested shows a significant correlation indicating that social media influences English learners in Baghdad- Iraq as many of them use their social media platforms to also learn the English language and to connect across social media platforms where they can practice their English skills and also connect with native speakers across the world. The result of the third question analysis also shows that social media plays an important role in influencing learners' intent to learn the language in Baghdad - Iraq and to improve their English language skills.

The fourth question tested in the study indicated that the facilitating conditions influence English learners to learn the English language in Baghdad -Iraq. These facilitating conditions include the availability of the needed tools and materials to learn the English language and the needed technological tools to make English language learning easier and faster. These facilitating conditions also include both physical and audio-visuals which can easily aid the learning of the language and make the learning experience attractive to learners as a means of attraction and to get the interest of the learners to learn the language.

The fifth question result showed that trust in social media influences English language learners in Iraq. The quest and drive to learn the language is more influenced by using social media because of the trust learners have in the social media platform. Many of the learners see the use of social media as a veritable that can be used to

further learn and enhance their English language skills to complement what they are being taught in school especially as social media give them the opportunity to engage with native speakers and practice their listening, writing, and speaking skills in the English language.

The sixth question examined the behavioural intentions of the selected English learners in Baghdad - Iraq and the result showed that the behavioural intentions of the learners influence their motivations to learn the English language. Their attitude and disposition toward learning the language can be said to be positive with the intention to learn the language and improve their skills. The behavioural intentions also make some of the selected students for the study get involved in speaking clubs, watch English films, and listen to English conversations to master the language. The behavioural patterns and attitude of learners towards the language motivate and encourage others to learn the language necessitating the long-term overall improvement in the usage and speaking of the English language among the youth and young adults in Baghdad -Iraq who had English language lessons at school.

The seventh question examined the role played by technological advancement in the learning of the English language among participants of the study. The result shows a positive and significant relationship between the role played by technological advancements and the learning of the English language by learners. Technological advancements have made it possible for learners to have access to the best of gadgets and to be able to use the technological gadgets to learn the English language and to improve their language skills. As technology improves, the students also take advantage of the technology and channel it towards the learning English language because the students find it easy to join international programs, participate and practice their English language skills in such programs. Technological advancement is also seen as a positive outcome because it makes life easier for learners of the English language. They can easily take online classes in English using their technological gadgets during the coronavirus lockdown period, and their learning of the language did not stop because they were able to easily switch from traditional classroom learning to online learning without losing their class time which was made possible by the availability of technological tools for learning.

In conclusion, the findings fully indicated that the use of social media and the adoption of technological advancements and tools have greatly influenced English learner's performance and interest in the English language in Baghdad - Iraq among the participants as both the quantitative and the qualitative analysis both indicated these positive facts and give credence to the rising number of English speakers in Baghdad - Iraq, especially among young people. The research questions raised in the study were effectively answered too as both major methodologies adopted and used to gather data and analyse also both indicated a positive and significant relationship between learners' use of social media and technological advancement among non-native English learners in Iraq.

Previous Studies Findings Comparison

There are empirical studies that support this thesis's work findings and indicated the relevance of technological advancements and the use of social media in learning English among English language learners. While this thesis work focused on exploring the relevance of using social media and technological advancements in learning English as a second language while focusing on participants learning English as a second language in Iraq, the study has some similarities and relevance with some of the empirical studies examined below.

Altae, (2020), the study examined the overview of the stages of development of the Iraqi English language curriculum and found that the school curriculum in Iraq has incorporated the learning of English language as a foreign language into the education curriculum making it a good avenue for student to start learning English from an early age in school, this has boosted the enthusiasm of students in Iraq to learn English and also apply the use of English language in their daily communication when necessary, these findings relate to findings in this study as this study was able to put forth similar findings of students engagement in learning English from an earlier stage in their school life and how that early opportunity to learn English has driven up the number of English speakers in Iraq. Amjah, (2014), study also focused on teachers' strategies to develop students' interest in learning English as a second language. The study explored and explained different kinds of strategies used by teachers to ensure their students learn the English language effectively, these strategies included both

traditional and online approaches, this thesis work also incorporates and has similar findings from the analysis showing that students engaged in both traditional and online approach and made use of social media including the use of available technologies to enhance their English language skills and abilities. Aydin, (2014), examined the use of blogs in learning English as a foreign language, the study findings indicated that the use of blogs and social media was a common means through which learners of the English language especially the participants adopt in the study to improve their English language learning skills and abilities, these findings corroborate the findings of this thesis work as the result from this thesis work also indicates that the use of social media has had a significant impact on the learners of English as a second language in Iraq. Chawinga, (2017), study focused on taking social media to a university classroom using Twitter and blogs for teaching and learning English as a second language. Twitter and blogs are part of what can be fully classified as part of social media and the study findings indicated that among university students used in the study, the students (participants) showed that the students used blogs and Twitter as a means to interact with other English speakers across the world which exposes them to more native English speakers and that made the practice and use of English language more pronounced among the participants necessitating their faster adoption to learning English as a second language, this findings as similarly with this thesis result findings as the result from this thesis also shows that access to social media and technology has continued to project and provide good opportunities for participants used in the study to learn and improve their mastery of English as a second language. Dehghanzadeh, Fardanesh, Hatami, Talaei, and Noroozi, (2019), did a critical and systematic review of using gamification to support learning English as a second language. Most of the studies and articles reviewed by the authors indicated that most of the participants used in the studies examined and critically analyzed made use of young people and the participants were filled with generation Z who are mostly involved in playing online games and engaging in lots of online engagements and interactions, the online gaming platforms they used exposed them to playing games and competing playing games online with different other young people across the world. The need to have and understand a common language universal enough to aid communication and given room for better online interactions and engagements when meeting online also pushed a lot of the study participants to increase their desire to learn the English language and

this platforms also provided the needed opportunities for participants to learn and improve their English vocabulary and usage showing that the use of online gaming platforms has helped and aided the participants learning of English language. These same findings have cogent semblance with this thesis work as the findings fully align with the thesis findings further indicating that the use of technology and online platforms have aided and continued to aid the learning of English as a second language, especially among young people which comprises the majority of this thesis participants. Inayati, (2015), examined English language teachers' use of social media technology in the Indonesian higher education context. This study actually explored the use of social media from a higher education perspective in Indonesia, the study approach was to examine higher education students, their behaviour, interest, and desire to use social media in their learning of foreign languages especially the English language, the result from the study indicated that higher education students used in the study were fully exploring social media options and technology as a supplement for whatever they are been taught in school to improve their English language skills and mastering, the result from the study further indicated that the participants for the study were actually able to effectively use technology and social media platforms to improve their English language mastering, this result is in tandem with this thesis work as the result of the study is similar and also indicated that technology and the use of social media have aided participants mastering of English as a second language. Kavaliauskienė, and Ashkinazi, (2014), examined social networking systems in teaching and learning English for specific purposes. The study focused on a specific purpose for which participants were teaching or learning English as a second language. Some of the specific reasons include the desire to learn a globally acceptable language, access to international opportunities, room to take a better position currently or in the future, and the specific reason of being able to travel and live anywhere in the world while reducing the problem of a language barrier as knowing the English language can help bridge this gap. The study also found that participants were united in their use of technology and social media to enhance their English language learning skills and also engage in the practice of language use and mastering through online platforms. The result of the study is similar to the findings of this thesis work showing that the additional adoption of social media and technology to enhance the learning of English as a second language has been a veritable tool being explored by teachers and learners

of the English language across the globe. The study done by Khoshnoud, and Karbalaeei, (2014), focuses on the effect of interaction through social network sites on learning English in Iran among participants learning English as a foreign language. This study deviated a bit from some other studies examined earlier as the focused on critically examining the likely effects and consequences of using social network sites to learn foreign languages especially English as a second language, the study found that there are many positive effects of using social network sites to learn English as participants were exposed to native speakers and lots of online friends which gave them the opportunity to use their learned vocabulary, grammars and words learned during the online conversation, using social media sites to learn English by learners also gave them access to lots of learning resources which the learners took advantage of to learn and improve their English language learning skills. The findings from this study are similar to this thesis work as the findings also indicated that there are many positive effects and advantages inherent in using social media and technology for the learning of English as a second language. Namaziandost, and Nasri, (2019), examined the impact of social media on EFL learners' speaking skills. The study focused its survey on the speaking skills of English language learners and findings from the study indicated that many of the participants used in the study majorly use social media as a major tool to practice and improve their English-speaking skills, further showing the relevance and importance of social media and technology adoption into improving English language speaking skills. Finally, Rwodzi, De-Jager, and Mpofo, (2020), examined the innovative use of social media for teaching English as a second language. The outbreak of the coronavirus pandemic caused a major disruption to the learning and education systems across the globe, and many teachers had no option but to use online platforms for teaching their students. The teaching of students online alone was not enough, participants explore other learning avenues for learning English and the use of social media and technology became a top priority, this significantly helped the examined study participants to improve their English language skills significantly. These findings align with this thesis work findings indicating that using social media and technological advancements in learning English as a second language has significantly and holistically improved the English language skills and ability of English language learners.

Recommendations

The study examined the relevance of using social media and technological advancement tools in learning the English language as a second language among some selected non-native speakers in Iraq. The study was able to establish a positive significant relationship among the variables tested in the study.

The following recommendations are made based on the findings of this study

- Learning English as a second language should be implemented and encouraged more from the elementary school level so that the language can be mastered earlier and can be built upon when the students get to high school or the university.
- The importance of the English language has become universal and a global language, and there should be strong policies in Iraq to encourage the learning of the language.
- Encouraging the employment of native English language teachers at the schools who will be given the task of monitoring the skills of the students in the language and also helping the students practice the language as a supplement to what their non-native English language teachers teach them.
- Some of the teaching methods and systems of teaching the English language should be examined and improved to make learning the English language more attractive for learners in Iraq.
- The traditional face-to-face learning of the English language should be also complemented by the availability of online options for people who are busy and who may be interested in learning the language.
- Signing agreements and having exchange programs for students in English-native-speaking countries by the government of Iraq will be another excellent channel that can be used to help the students learn and improve their English language skills and make it a reward for the top ten students to motivate others.
- The government can also dedicate television and radio channels and programs where the English language is taught to encourage online learning and practice for people who may prefer online learning.

Suggestions for future studies

The study examined the relevance of using social media and technological advancement tools in learning the English language as a second language among some selected non-native speakers in Baghdad - Iraq. The study was able to establish a positive significant relationship among the variables tested. Therefore, a future study can be carried out to examine the negative and positive impact of using social media and technological advancements in learning the English language among participants in two or four different selected industries to examine the impact on the selected participants.

Another future study can be also carried out by examining the impact of education policies, the education system, and the quality of education and its role in the learning of the English language by non-native English speakers. The study also suggests expanding the number of participants to include both students and people who just graduated from school and also expanding the study beyond one region of the country to include other regions and make a comparative analysis.

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APPENDIX I

Thesis Questionnaire

Dear Respondent,

The researcher is a Master's student at Karabuk University, Turkey carrying out a thesis study on the topic titled: Exploring The Relevance Of Using Social Media And Technological Advancement In Learning English As A Second Language: Study Of English Learners In Iraq.

You are personally requested to supply all necessary information to help aid the researcher to get needed data for the purpose of analysis for this study. Please help provide response to the questions on this questionnaire to the best of your knowledge.

Your responses will be treated with utmost confidentiality as it will be used strictly for the purpose of this research.

Thanks for your anticipated cooperation

Thank you.
Researcher

SECTION A

Instruction

For each of the following questions, kindly tick (✓) the option that best fits your response.

Respondents Demographic Data

1. **Gender:** Male [] Female []
2. **Age:** Less than 25 years [] 25 - 30 years [] 31 – 40 years [] 41 years and above []
3. **Marital Status:** Single [] Married [] Others []
4. **Educational Level:** Secondary School [] University Student []
5. **English Proficiency Level:** Beginner Class [] Middle class [] Advance class []
Others Please state.....
6. **Years of English language learning:** Below 2 years [] 2-5 years [] 6-8 years []
9 years and above []
7. **Method of English language learning:** Face to face [] Online Classes []
Self Learning []
8. **Academic Grade Point Score:** 60% to 69% [] 70% to 79% [] 80% to 89% []
90% to 100% []

SECTION B

Instruction

This section of the questionnaire seeks to know your perception on the impact of social media and technology advancement on English language learners as second language and also to examine if online English language learning is preferred to face to face learning among English language learners in Iraq. For each statement, kindly tick [√] the column that best describes your thought based on the following ratings: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1).

Social Media and English Language Learning		5	4	3	2	1
a	I find social media-based learning useful for my study and it helps me acquire and practice new vocabularies in English language.					
b	I can accomplish my tasks more quickly by using social media-based learning and it also helps me decrease my spelling errors.					
c	I can increase my learning productivity by using social media-based learning and I also find it entertaining and exciting.					
d	Social media helps me improve my English language fluency.					
e	Using social media helps me improve my skills in the English language.					
f	I waste my time when I use social media to learn English language.					
g	Using social media develops my interaction with classmates and lecturers; accordingly, it helps me to improve my academic performance in English language					
h	Using social media to learn English language gives me convenience and comfort.					
i	Social media makes it possible for me to connect to other English language speakers across the world to learn the language from them.					
Technological Advancement and English Language learning		5	4	3	2	1
a	Visual technological aids enable me to learn English language faster.					
b	I find electronic learning tools such as blogs, podcasts, smart boards, etc. useful and applicable in my learning English as foreign language.					
c	I always look for new technological advancement tools that can help me learn and practice English faster.					
d	I find it entertaining using technological tools to learn English as a second language.					
e	Using technological advance tools allows me the flexibilities I need to learn English as second language.					
f	The uses of technological advance tools enhance my productivity while learning English as second language.					
g	The use of technological advancement tools for learning English as second language further enhance and propel my capacity to learn the					

	language faster.					
h	The use of technological advancement tools to learn English has reduced my stress compared to when I have to do everything myself.					
i	I find it easy to master and use various technological advancement tools for learning English as second language.					
j	Using technological advancement tools to learn English gives learners more advantages compared to students who use only traditional class methods only for learning English.					
	Online versus Face-to-face English language learning	5	4	3	2	1
a	I prefer online learning when learning English language as my second language than face to face learning.					
b	My expectations for English language learning are more met online than during face-to-face learning.					
c	My English language learning motivation is higher when I learn online than when I attend face to face class.					
d	I quickly acquire English language knowledge when I learn online than when I learning through face-to-face learning.					
e	Can you easily get access to your English language teacher to ask questions when learning English language online compared to face to face English language learning.					
f	Online English language learning encourages cooperative learning among students compared to face-to-face English language learning.					
g	Online English language learning encourages creative thinking among English learners compared to face-to-face English language learning.					
h	The learning resources and materials for online English language learning are more suitable compared to face-to-face English language learning.					
i	Online English language learning requires strict time management compared to face-to-face English language learning that gives more time for learning.					
j	Online English language learning fostered the development of a sense of responsibility for learning compared to face-to-face learning of English language.					
k	Online learning of English language gives more flexibility and conveniences needed for learning compared to face to face learning of English language.					
	Integration of Technology in English language learning in Iraq	5	4	3	2	1
1	Integration of social media into English language learning will be more beneficial to learners in the future					
2	I trust social media-based learning when learning English language.					
3	I am certain about what to expect from social media-based learning					

	when using social-media to learn English.					
4	Using social media-based learning in learning English is Trustworthy.					
5	I intend to continue using social media-based learning for English in the future					
6	I have the resources necessary to use social media-based learning for English language.					
7	I have the knowledge necessary to use social media-based learning for English language.					
8	I easily get assistance from experts when I face difficulties with social media-based English language learning					

Thank You...

APPENDIX II

Interview Questions

Interview questions for students

I. Introduction

Let me begin by asking you some questions about your personal information (e.g., age, academic program)

II. Questions

1) What age did you begin learning English? Why did you need/want to learn English?

2) In what circumstances did you learn English (e.g., in school, on the job, in an English-speaking country or elsewhere, from friends)

3) How does it feel when you try to communicate in a foreign language?

4) What are the rewards and the frustrations of learning a second language?

5) How does Learning a second language (English) affect your personality?

6) In what ways watching TV programs in English or films help in improving your English Language knowledge?

5) which Is better do you think , to be bilingual/multilingual or to be monolingual? Why

7) What were other subject you studied using English language when you were at secondary school or the University?

9) How far Are you concerned with the opinion that native speakers have about your level of English language knowledge?

10) What was your feeling while speaking English in class in front of your classmates

III. Conclusion

Thank you very much for sharing your ideas!

Do you have any questions or remarks?

Interview Questions for Students

Interview Questions for Teachers

I. Introduction

Let me begin by asking you some questions about your personal information (e.g., age, years of teaching experience, specialised teaching subject, participation in collaborative learning training courses)

II. Questions

1) What is the role of English Language teachers in learners' perception of the foreign language culture in the classroom?

2), what are the advantages of being a non-native speaker who teaches English language In terms of giving cultural information in the foreign language, ?

3) what are the disadvantages of being a non-native speaker who teaches English language ,In terms of giving cultural information in the foreign language,,?

4) How do you diagnose problems faced by students who have difficulty in expressing themselves in English Language.

5) While teaching English, do you follow Lessons mainly adopting traditional approach, with explicit teaching of grammar rules and meanings?.

6) What methodologies do you employ to guide your students in order for them to express themselves and to take learning of english language seriously

7) What are the assessment techniques you use to measure your students performance in their English language learning.

8) What are the most difficult experiences you have had with students while teaching them English language.

III. Conclusion

Thank you very much for sharing your ideas! Do you have any questions or remarks?

APPENDIX III

Questionnaire Measurement Scale

Measurement Scale for SOCIAL MEDIA

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

Davis, R., Piven, I., & Breazeale, M. (2014). Conceptualizing the brand in social media community: The five sources model. *Journal of Retailing and consumer services*, 21(4), 468-481.

Measurement scale for Technological Advancement and English Language learning

Shroff, R. H., Ting, F. S. T., & Lam, W. H. (2019). Development and validation of an instrument to measure students' perceptions of technology-enabled active learning. *Australasian Journal of Educational Technology*, 35(4).

Rafiee, M., & Abbasian-Naghneh, S. (2019). E-learning: development of a model to assess the acceptance and readiness of technology among language learners. *Computer Assisted Language Learning*, 1-21.

Measurement scale for Online versus Face-to-face English language learning

Alenka Tratnik, Marko Urh & Eva Jereb (2019) Student satisfaction with an online and a face-to-face Business English course in a higher education context, *Innovations in Education and Teaching International*, 56:1, 36-45, DOI: 10.1080/14703297.2017.1374875

Bali, S., & Liu, M. C. (2018, November). Students' perceptions toward online learning and face-to-face learning courses. In *Journal of Physics: Conference Series* (Vol. 1108, No. 1, p. 012094). IOP Publishing.

Measurement scale for Integration of Technology in Language Learning

Ahmadi, D., & Reza, M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115-125.

Gefen and Straub (2003), Belanche et al. (2012) and Venkatesh et al. (2003).

APPENDIX IV

Interview Questions Measuring Scale

For Students

Bebout, L. (2001). " What Was It Like to Learn English?" Learner Interviews in TESL Training. *TESL Canada Journal*, 73-79.

Tragant, E., Thompson, M. S., & Victori, M. (2013). Understanding foreign language learning strategies: A validation study. *System*, 41(1), 95-108.

For Teachers

Bayyurt, Y. (2006). Non-native English language teachers' erspective on culture in English as a foreign language classrooms. *Teacher Development*, 10(2), 233-247.

Hismanoglu, M., & Hismanoglu, S. (2010). English language teachers' perceptions of educational supervision in relation to their professional environment: a case study of northern Cyprus. *Novitas-ROYAL (Research on Youth and Language)*, 4(1).

APPENDIX V

Data Output From Spss Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221a	.049	.042	.48778

Predictors: (Constant), PE

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.820	1	1.820	7.652	.006b
Residual	35.451	149	.238		
Total	37.272	150			

a. Dependent Variable: ELL

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.339	.262		12.722	.000
	PE	.180	.065	.221	2.766	.006

Dependent Variable: ELL
Predictors: (Constant), PE

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152a	.023	.017	.49431

Predictors: (Constant), EE

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.864	1	.864	3.537	.062b
Residual	36.407	149	.244		
Total	37.272	150			

a. Dependent Variable: ELL
b. Predictors: (Constant), EE

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.581	.256		14.009	.000
EE	.115	.061	.152	1.881	.062

a. Dependent Variable: ELL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152a	.023	.017	.49431

a. Predictors: (Constant), EE

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.864	1	.864	3.537	.062b
Residual	36.407	149	.244		
Total	37.272	150			

a. Dependent Variable: ELL
Predictors: (Constant), EECoefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.581	.256		14.009	.000
EE	.115	.061	.152	1.881	.062

a. Dependent Variable: ELL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.316a	.100	.094	.47447

a. Predictors: (Constant), SI

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.729	1	3.729	16.564	.000b
Residual	33.543	149	.225		
Total	37.272	150			

a. Dependent Variable: ELL
b. Predictors: (Constant), SI

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.181	.218		14.565	.000
SI	.238	.059	.316	4.070	.000

a. Dependent Variable: ELL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400a	.160	.154	.45846

a. Predictors: (Constant), FC

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.954	1	5.954	28.329	.000b
Residual	31.317	149	.210		
Total	37.272	150			

a. Dependent Variable: ELL

b. Predictors: (Constant), FC

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.914	.218		13.370	.000
FC	.299	.056	.400	5.323	.000

a. Dependent Variable: ELL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.175a	.031	.024	.49373

a. Predictors: (Constant), TC

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.143	1	1.143	4.688	.032b
Residual	36.079	148	.244		
Total	37.221	149			

a. Dependent Variable: ELL

b. Predictors: (Constant), TC

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.637	.199		18.319	.000
TC	.109	.050	.175	2.165	.032

a. Dependent Variable: ELL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515a	.265	.260	.42867

a. Predictors: (Constant), IU

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.892	1	9.892	53.831	.000b
Residual	27.380	149	.184		
Total	37.272	150			

a. Dependent Variable: ELL
Predictors: (Constant), IUCoefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.728	.184		14.796	.000
IU	.353	.048	.515	7.337	.000

a. Dependent Variable: ELL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811a	.658	.656	.29351

a. Predictors: (Constant), TI

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	24.519	1	24.519	284.613	.000b
Residual	12.750	148	.086		
Total	37.268	149			

a. Dependent Variable: ELL
b. Predictors: (Constant), TI

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.173a	.030	.023	.49259

a. Predictors: (Constant), T

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.558	.150		10.386	.000
	TI	.628	.037	.811	16.870	.000

a. Dependent Variable: ELL

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.117	1	1.117	4.603	.034b
	Residual	36.155	149	.243		
	Total	37.272	150			

a. Dependent Variable: ELL

b. Predictors: (Constant), T

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.640	.198		18.388	.000
	T	.108	.050	.173	2.145	.034

a. Dependent Variable: ELL

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	86	57.0	57.0	57.0
	Female	65	43.0	43.0	100.0
	Total	151	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25 years	78	51.7	51.7	51.7
	25-30 years	21	13.9	13.9	65.6
	31-40 years	28	18.5	18.5	84.1
	41 years and above	24	15.9	15.9	100.0
	Total	151	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	83	55.0	55.0	55.0

Married	64	42.4	42.4	97.4
Others	4	2.6	2.6	100.0
Total	151	100.0	100.0	

educational level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary school	75	49.7	49.7	49.7
University student	76	50.3	50.3	100.0
Total	151	100.0	100.0	

English proficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Beginner class	33	21.9	21.9	21.9
Middle class	72	47.7	47.7	69.5
Advance Class	40	26.5	26.5	96.0
Others	6	4.0	4.0	100.0
Total	151	100.0	100.0	

Years of English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 2 years	12	7.9	7.9	7.9
2-5 years	40	26.5	26.5	34.4
6-8years	44	29.1	29.1	63.6
9years and above	55	36.4	36.4	100.0
Total	151	100.0	100.0	

Method of English language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Face o face	97	64.2	64.2	64.2
Online classes	23	15.2	15.2	79.5
Self Learning	31	20.5	20.5	100.0
Total	151	100.0	100.0	

Academic Grade point Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60% - 69%	51	33.8	33.8	33.8
70% - 79%	37	24.5	24.5	58.3
80% - 89%	43	28.5	28.5	86.8
90% - 100%	20	13.2	13.2	100.0
Total	151	100.0	100.0	

CURRICULUM VITAE

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