

Influence of Selected Social Media Platforms on English Language Instruction in Public Secondary Schools in Muthambi Sub County, Tharaka Nithi County Kenya

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ABSTRACT

Social media has become an irreplaceable part of our lives in today's world. Social media platforms are an essential form of knowledge along with a stream of fun. According to most of the population, social media is considered a diverting tool for students. However, use of specific social media platforms in classroom teaching and learning of various subjects in Kenyan schools has not been widely researched thus creating a gap in knowledge that this study filled. Therefore, this study sought to influence of selected social media platforms on English language instruction in public secondary schools in Muthambi sub county, Tharaka Nithi County Kenya. The descriptive survey research design was employed on a population of 8269 constituting of form three students, teachers of English and school principals. A sample of 325 respondents was selected by use of purposive and simple random sampling techniques. Questionnaires and interview schedules were tools utilized for data collection. The data was analyzed descriptively via the Statistical Package for the Social Sciences version 26 and presented on frequency distributions. The findings indicated that there's Influence of selected social media platforms was found to have a strong positive relationship with English language instructions in public secondary schools in Muthamb sub county Tharaka Nithi county. It was recommended that secondary schools management should provide appropriate and adequate digital resources such as the promotion of ICT integration, Laptops for the teachers and students and internet connection.

Key Words: Social media, English language instructions.

INTRODUCTION

English is an international language and is the world's most widely used language in newspaper publishing, book publishing, international telecommunications, scientific publishing, international trade, mass entertainment and diplomacy. English has been recognized as one of the most important languages in the world and the cornerstone of human existence according to Stoios (2019). English is used in many countries for business, tourism, and education. English is the most spoken language in the world; with over 18% of the world population being speakers of English thus proficiency in English is significant. English can be categorized into first language, second language speakers and foreign language. First language speakers are the native speakers of English, those who speak English as the first language or else mother tongue and include Britain, U.S.A., Australia, and Canada among others. Second language speakers belong to countries where English is spoken as a second language. English in these countries is used as a second language for education, government, or domestic business, and its routine use for school instruction and official interactions with the government, for broadcasting or for local official purposes (Trudgill & Hannah 2008) and include countries such as Philippines, Jamaica, India, Pakistan, Singapore, Malaysia, Kenya and Nigeria among others. English as a foreign language is common in countries where people learn English as a foreign language and include Poland, China, Brazil, Germany, Japan, and Egypt among others. Rao (2018) mentions that numerous countries where English is not the first language have embraced it as their official language. In the context of English as a second language, English has become a crucial tool for students and professionals alike. Additionally, Rahman and Pandian (2018), and Sah and Li (2018) noted several developing countries are considering teaching English as well as other foreign languages in school settings. This therefore underscores the importance of the English language globally.

English language involves four skills that are categorized into receptive skills- listening and reading, and productive skills- speaking and writing. The former help learners decode and understand spoken or written output while the latter involve producing coherent and cohesive output. Teaching English language includes both aspects of the language system and the skills that learners have to develop to be able to use the language. In addition, its teaching has to engage learners in developing receptive and productive skills. English language instruction involves learning the four skills plus grammar and vocabulary to enable communication through the language. English is not a subject but skill oriented language. Language is indispensable to students' learning in order to communicate or understand a subject. There are many teaching methods and techniques used by teachers in teaching English language. An approach effective for one teacher may not be useful for another because every method uses various tools and techniques for achieving common educational goals (Reena, 2023). English language instruction is pivotal in equipping students with the necessary communication skills for academic success and future employment prospects (Abbas, 2017). The integration of digital content and technology further enhances the teaching and learning process, catering to various learning styles. In Kenya, English language is the medium of teaching from primary schools to the university. English in Kenya is also not only the language of instruction in schools but also the language used in examinations and an official language as well. In East Africa, English is the regional language of communication and an international language. Language has copious uses among them communication, to express identity, play, imaginative expressions and to express emotions and feelings (Robert & David 1999). Through language also, international interaction between and among countries is enabled.

English language teaching contexts can be divided into two kinds; English as a Foreign Language (EFL) and English as a Second Language (ESL). Both EFL and ESL are the English language teaching contexts that bear directly on the use or study of English by non-native English speakers, who already use another language (Tomlison, 2005). In ESL context, English is learned in order to function in the new host country, for example within a school system, to find and hold down a job, to perform the necessities of daily life and to use English within an English-speaking region (Johnson & Johnson, 1998). According to Gupta (2019), English language instruction entails the study of the process of preparation, presentation and evaluation of English language concepts which includes grammatical structures, pronunciation, reading, writing and oral communication. English language instruction is geared towards helping students acquire skills necessary to speak the language fluently, read and write effectively and efficiently. According to Kipkoech (2017) therefore, English language instruction should be aligned to the specific requirements of learners in order to achieve the intended objectives.

Digital technologies can assist language teachers in providing timely feedback and support the development of listening, reading, speaking, and writing skills (Hockly, Nicky and Dudeney, 2018) and Kessler (2018). Moreover, integrating digital technologies into classroom settings has been found to enhance student motivation and interest in learning, as well as improve self-regulation and collaboration, as stated by Golonka, Bowles, Frank, Richardson and Freynik (2012) and Warni, Aziz, Silih and Febriawan (2018). In Kenya, the KICD outlines the importance of use of ICT in teaching and learning. According to them, Technology is to be used in educational institutions to support the teaching, learning and management processes. Further, ICTs are enablers in the acquisition of twenty first Century skills in the implementation of the Competency Based Curriculum (CBC) and Competency Based Education and Training (CBET). Seamless integration of ICT in education and training will improve learning outcomes across all levels. Policy formulation, capacity development, digital content and ICT infrastructure are critical pillars for the integration of ICT in education and training (KICD, 2021).

Despite the benefits of digital content in instruction, there are challenges facing their implementation in the developing countries, Kenya being one of them, Tabira, Yoshihiro and Otieno, (2017). One of the primary challenges is the lack of resources, such as computers and internet connectivity, which hinder access to digital content. Additionally, inadequate training of teachers on the use of digital content is another challenge facing the implementation of this mode of instruction. The government has invested in the provision of ICT infrastructure, internet connectivity, capacity development and digital content, Ismail, Ahmed and Jogezei (2020). Despite these efforts, the number of available devices compared to the number of learners is still low, internet connectivity is still a challenge, limited and uncoordinated capacity development of educators and

other key players remains a major barrier and provision of appropriate digital content has not been realized. Further, overhead costs on power, repair and maintenance and internet among others are a setback to realizing ICT integration. The various initiatives by MoE on ICT in education and training have largely remained uncoordinated, segmented and often, resulted in duplicated efforts by implementing agencies (KICD, 2021).

Many studies conducted on the integration of technology in Kenyan schools have not explored the actual use of technology in teaching different subjects. Instead, these studies mainly focus on the availability, usage, and acceptance of technology at the school level, without delving into its use in classroom instruction and the associated benefits and learning outcomes of using digital content. Moreover, these studies often refer to information communication technology without providing any details about the specific hardware and software used for teaching and learning Mbithi, (2016). This study therefore comes in handy to explore the use of the specific software in English language in and out of classroom.

In the World Summit on the Information Society (WSIS) 2014, Target 2 underscores the importance of connecting all schools with ICTs. Information and Communication Technology connectivity in schools provides learners with new resources and pedagogical tools, allows them to acquire the skills required for the information society, improves administrative processes and supports teacher training. Research conducted in Africa has not yielded the same level of output as seen in developed countries where the practice has become more widespread. In Africa, the use of information communication technology in teaching and learning English language has been reported to have limited use in schools, despite the numerous benefits it offers across the continent. Mafuruga and Muremi (2017) found that teachers in Botswana recognized the importance of technology in teaching English, but rarely used it due to a lack of resources and knowledge. Nongueh (2016) observed a limited use of digital resources in language learning in Cameroun despite the potential benefits of technology. In developed countries, the use of technology in teaching was hindered by the lack of localized content and inadequate teacher skills in utilizing digital resources (Chowdhury, Mahmoud, Bashar, Ahmad, 2011).

There have been a few studies conducted on the use of ICT in teaching English language in Kenyan secondary schools. There are many challenges that limit the frequency, extent, and effectiveness of using technology to teach English language in a classroom setting. For instance, Okenyuri (2016) found that only a few secondary schools use ICT to teach various skills in English language, such as reading, writing, listening, and speaking. Other challenges reported in these studies include the lack of effective teacher preparedness and the lack of accessibility to ICT resources for teachers of English in Kenyan secondary schools Maina, (2018). This study aims at examining the perceptions on selected social media platforms on English language instruction. Use of mobile phone applications is seen as a beneficial approach to facilitating formal and informal learning and access to language knowledge (Viberg, Kukulska & Peeters, 2021).

Statement of the Problem

In Kenya, English is not only an official language but also the language of communication and instruction in all schools. Kenya retained the English language after independence, just like other former British colonies. According to the Kenyan constitution, English and Kiswahili are positioned as the two official languages. Despite English being the primary language used for teaching in Kenyan schools, the performance of students in English is still unsatisfactory. The performance of students in the English language in the Kenya Certificate of Secondary Examinations has consistently been poor over the years, despite the academic, social, and professional advantages of being proficient in English. Poor performance denies learners opportunities in careers that require English language. Strategies have been put in place to see English in Kenya is being performed and higher grades being attained in national exams. One of the key measures taken to enhance English language performance is the use of social media platforms in teaching and learning. However, it is not yet clear how social media platforms contribute to English language instruction and the achievement of specific learning outcomes, as it has not been thoroughly researched in Kenya. The precise guidelines for incorporating social media platforms into classroom instruction are not well-defined among secondary schools that have access to digital resources. This study investigated the perceptions of social media platforms in terms of specific outcomes in English language instruction in Muthambi Sub-county, Tharaka Nithi County, Kenya.

Research Objective

This study sought to examine the to explore the influence of selected social media platforms on English Language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi county Kenya.

Research Hypothesis

H01: There is no statistically significant influence of use of selected social media platforms on English language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi county Kenya.

LITERATURE REVIEW

Several studies have confirmed the positive impact of social media platforms on language learning. In Greece, a study by Sofia (2020) on the use of technology and social media tools in English language teaching and learning examined the importance and the effectiveness of utilizing technology as a means of teaching English as a Foreign Language. The study employed experimental designs and incorporated both quantitative and qualitative instruments and attempted to identify the attitudes of two groups of Greek Secondary school students toward the use of digital technologies in the EFL classroom as well as their teachers' stance towards these teaching tools. The findings revealed a positive stance of both teachers and students regarding the use of technology in the English classroom.

In Asia, a study by Idrisovna (2023) on EFL teachers' perspectives on social media platforms aimed to investigate the role that social media tools can play in enhancing the productive and receptive language skills of students who learn English as a foreign language. The study adopted the quantitative research approach by using a questionnaire for data collection. The questionnaire was designed to investigate teachers' perceptions of using social media tools as a method for teaching English as a Foreign Language. The results showed a high perception of teachers toward social media and its use for improving students' language skills, which can be attributed to their awareness of social media importance and benefit in education.

In Indonesia, a study by Sari (2019) on the use of social media tools for learning in EFL context explored the social media tools that have been employed by pre-service teachers and also aimed to examine the benefits the pre-service teachers perceived in applying some of the tools for their learning process in EFL context. The results showed that video sharing platforms, social networking tools, social photo tools, blogs and game-based learning platforms were used by pre-service teachers. The pre-service teachers noted that the social media tools were beneficial in the EFL context as it allowed them to find information more easily and also allowed them collaborate with other people, enhance their language skills and increase their motivation.

In Pakistan, a study by Asiksoy (2018) on ELT students' attitudes and awareness towards the use of technologies for language learning sought to investigate the ELT students' attitudes towards the use of social media tools to improve their language skills and identify the social media tools used by the students. The study conducted with the descriptive, survey design was carried out in the spring semester of 2017-2018 academic years. The sample of the study was composed of 207 students studying in the English Language Teaching department at Gazi University and Hacettepe University Faculty of Education. The data of the study were obtained by using the "Attitude questionnaire for social media tools". The study found that students were aware of the existence of social media tools used in Learning English and that they had a positive attitude towards the use of the tools. The findings have shown that the vast majority were aware of the social media tools in language learning and that they believe these tools help them in learning English. Students have stated that social media tools developed their English listening skills the most.

In Turkey, a study by Seher and Gokce (2018) on perceptions of instructors on using social media tools in academic English courses sought to explore the ELT instructors' perspectives on the use of technologies in university level academic English skills courses in an English-medium university, and to test whether a year-long regular training program made a difference in their perceptions and practice of the use of social media tools in their teaching. Twenty one instructors from Middle East Technical University were offered regular training sessions on the practical uses of certain internet tools such as, the Google Drive, Google Sheets,

Google Slides, Google Docs, Google Forms, Kahoot, Mysimpleshow, Poll Everywhere, Nearpod, Mentimeter, Edpuzzle, and Quick Response codes. A pretest and posttest to explore the instructors' knowledge of and attitudes towards tools were administered before and after the series of training sessions to see if there were any significant changes. Also, follow-up interviews were carried out with the instructors who participated in the sessions to obtain a deeper insight into their perspectives. Both the questionnaire and the interview results revealed that there were significant changes in these instructors' attitudes towards the use of social media.

In Malawi, a study by Chawinga and Zinn (2016) on use of internet applications by students in the Faculty of information science and communications at Mzuzu university aimed at ascertaining students awareness of and familiarity with media technologies and to identify the factors that affect students use or non-use of internet technologies. Mixed methods approach was adopted with questionnaires used on 186 students and interviews on 7 lecturers in the faculty of information science and communications. Findings revealed that students use internet technologies to search for information, to communicate with lecturers, to submit assignments and to communicate with friends on academic work. Wikipedia, Google Apps and YouTube were the internet technologies most used by students. Poor internet connection coupled with absence of Wi-Fi prevents the successful adoption of social media platforms' use by students.

In Kenya, Muvango (2021) conducted a study on assessment of integration of e-resources in teaching and learning of English language in public secondary schools in Kakamega County, Kenya. The study aimed at examining e-resources available for use in teaching and learning of English language, to determine perceptions of principals, teachers and learners on e-resources in teaching and learning of English language and examine e-resource pedagogic methods for use in learning of English language. The study adopted descriptive study design and the study population was 150 principals, 250 teachers of English and 10000 form 2 students. Simple Random sampling was used to select 108 principals, 152 teachers and 370 form 2 students. Research instruments used included questionnaires for principals, teachers and students, interview schedule and observation checklist for teachers. The findings revealed that e-resources were available but inadequate for frequent use; e-resources ensured understanding of concepts and made learning lively and learner-centred method supported with e-resources enhanced learning.

METHODOLOGY

The research employed a descriptive design.

Target Population

The target population was drawn from extra-county public secondary schools in Muthambi Sub County, Tharaka Nithi County and comprised of principals, form three students and teachers of English language in these schools. There are 5 public extra-county secondary schools. There are 1040 form three students, 5 principals and 30 teachers of English in the 5 public extra-county schools in Muthambi Sub- County, Tharaka Nithi County (Muthambi Sub County Director of Education, 2023; Teachers Service Commission Tharaka Nithi County, 2023).

Sampling Procedure and Sample Size

Purposive sampling was used to select 5 extra-county schools. This was in line with Mugenda and Mugenda (2003) who opined that purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of a study. It was deemed that the extra-county schools have more of the required facilities that facilitate the use of digital content in the instruction of English language. Purposive sampling was also used to select 5 principals from the 5 extra-county schools. There were 30 teachers in the 5 extra-county schools who taught English. The 30 were purposively selected. Form three students were selected to take part in the study since they were deemed information rich on the various language skills. Form threes have been exposed to almost all the English language skills taught in the secondary school syllabus in Kenya's 8-4-4 system of education. The form three students sample was obtained using Krejcie and Morgan (1970) table for determining sample size for a finite population. Total number of form three students in the 5 public extra-county schools was 1040. The sample size was 290. To give each

extra-county school an equal opportunity to participate in the study, the 290 were divided by the number of schools, so 58 from three students was drawn from each extra-county school. The 58 were selected using simple random sampling

Research Instruments

The instruments of data collection that were used were interview schedules and questioners

Data Analysis and Presentation

Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire were coded and entered into the computer for computation of descriptive statistics. The Statistical Package for Social Sciences (SPSS version 26.0) was used to run descriptive analyses to produce frequency distribution and percentages. Tables were also used to summarize data. The qualitative data generated from interview guide were categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data was used to reinforce the quantitative data. Inferential statistics such as chi-square was used to analyze data and the hypothesis was tested at 0.05 level of significance.

RESULTS AND DISCUSSIONS

The following were the results and discussions of the study:

Introduction

This chapter discusses the results in relation to the objectives of the study. It describes the response rate, diagnostic tests, demographic characteristics, descriptive analysis, inferential statistics as well as discussion of the findings. The study assessed the perceptions on selected social media platforms and English language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi County, Kenya. Moreover, this chapter discusses the findings in relation to the challenges faced by teachers in their use of selected social media platform in English language instruction in public secondary schools in in Muthambi Sub County, Tharaka Nithi County, Kenya.

Response Rate

The study targeted 325 respondents consisting of 5 principals, 30 teachers, and 290 students. Out of these 4 principals (80%) responded to the interview schedules while 28 (93.33%) teachers and 265 (89.83%) students responded to the questioners. Babbie and Edgerton (2023) assert that a response rate of over 70 percent is excellent. The response rate of the current study falls above the threshold, allowing for different estimations and data analysis. The response rate is presented in table 1.

Table 1: Results of response rate

| Respondent | Expected Respondents | Actual Responses | Response rate |
|------------|----------------------|------------------|---------------|
| Principal | 5 | 4 | 80% |
| Teachers | 30 | 28 | 93.33% |
| Students | 290 | 265 | 89.83% |
| Total | 325 | 297 | 91.38% |

The high response rate in the current study could be attributed to good logistical preparations prior to and during data collection, which enhanced the respondents' social acceptability of the researcher and data collection assistants.

Influence of Selected Social Media Platforms Descriptive and Inferential Findings

The objective of the study was to explore the influence of selected social media platforms on English Language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi county Kenya.

The selected social media platforms in this study were WhatsApp, YouTube and TikTok. The results obtained are shown in Table 2.

Table 2: Influence of Selected Social Media Platforms

| Descriptive Statistics | N | Yes (%) | No (%) |
|--|-----|---------|--------|
| Student learn faster than other methods | 265 | 100.0 | 0.0 |
| Better retention taught content | 265 | 100.0 | 0.0 |
| Helps students participate in lessons better than traditional methods | 265 | 100.0 | 0.0 |
| Students have improved concentration span when the teacher uses digital content to teach | 265 | 100.0 | 0.0 |
| More students participation in the lessons | 265 | 100.0 | 0.0 |
| Better accusation of skills taught in English | 265 | 100.0 | 0.0 |
| Improved performance by students in English | 265 | 100.0 | 0.0 |
| Students being more interested in the lesson | 265 | 100.0 | 0.0 |
| Valid N (Aggregate) | 265 | 100.0 | 0.0 |

Results on Table 2 show the results on influence of selected social media platforms on English language instructions. The findings had an aggregate score of 100%. This indicates that, on average, students in public secondary schools in Muthambi Sub County in Tharaka Nithi, Kenya agreed on all statements on the influence of selected social media platforms to learn English. As opined by Amin et al., (2020) there were different roles of social media in enhancing English language learning. The study highlighted several benefits, including increased student engagement, enhanced collaborative learning opportunities, and greater access to diverse language resources. These advantages were seen as significant in supporting the language acquisition process. However, the study had a notable gap as it primarily relied on qualitative data and did not provide empirical evidence on how social media use affected academic performance in English language learning. The current study bridged the gap by using both the qualitative and quantitative data to explore more on influence of selected social media platforms in Muthambi Sub County in Tharaka Nithi County, Kenya which brings out strong conclusions and recommendations needed to assist out in this area.

Inferential Findings on Influence of Selected Social Media Platforms and English Instructions

This section offers inferential analysis of the third study objective that was to explore the influence of selected social media platforms on English Language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi county Kenya. The results are shown in Table 3.

Table 3: Influence of Selected Social Media Platforms on English Language Instruction

| Chi-Square Tests | | | | |
|--------------------|---------------------|----|-----------------------------------|---------------------|
| | Value | df | Asymptotic Significance (2-sided) | Exact sig (1-Sided) |
| Pearson Chi-Square | 84.000 ^a | 12 | .000 | |
| Likelihood Ratio | 58.085 | 12 | .000 | |

| | | | | |
|---|-------|---|------|------|
| Fisher's Exact Test | | | | .000 |
| Linear-by-Linear Association | 1.457 | 1 | .227 | |
| N of Valid Cases | 28 | | | |
| a. 19 cells (95.0%) have expected count less than 5. The minimum expected count is .04. | | | | |

| Symmetric Measures | | | | | |
|--|----------------------|-------|--|----------------------------|--------------------------|
| | | Value | Asymptotic Standard Error ^a | Approximate T ^b | Approximate Significance |
| Interval by Interval | Pearson's R | .532 | 0.206 | 1.218 | 0.034 ^c |
| Ordinal by Ordinal | Spearman Correlation | .146 | 0.274 | 0.754 | 0.257 ^c |
| N of Valid Cases | | 28 | | | |
| a. Not assuming the null hypothesis. | | | | | |
| b. Using the asymptotic standard error assuming the null hypothesis. | | | | | |
| c. Based on normal approximation. | | | | | |

The Chi-square test results determined that there was an association between influence of selected social media platforms and English Language Instruction. The value of Pearson chi square p (0.000<0.05) demonstrated statistical significance at the 0.05% level, whereas the corresponding result for Pearson's correlation coefficient was 0.532. Influence of selected social media platforms was found to have a strong positive relationship with English language instructions. This suggests that if the teachers increase the frequency of use of the selected social media platforms that is WhatsApp, TikTok and YouTube then the impact in the teaching of English language is likely to be improved positively and strongly. Since the p value (0.00) was less than 0.05, we may be certain that the observed relationship between the two variables is not merely coincidental.

Therefore, the null hypothesis formulated that there is no statistically significant influence on use of social media platforms on English language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi county Kenya was rejected and therefore the conclusion was that there was a positive influence in the use of selected social media platforms in teaching of English in public secondary schools in Muthambi Sub County Tharaka Nithi County in Kenya. The study had similar findings with the study conducted by Al-Shammari (2020) In terms of attitude, students generally held positive views towards using social media for English language learning. The study reported that these platforms helped them improve their language skills, particularly in areas such as vocabulary acquisition, listening comprehension, and speaking. The interactive and multimedia-rich nature of social media was seen as a significant advantage, making learning more engaging and effective.

These finding are similar to the study by Rached (2023), as the study found that the integration of media platforms and educational applications significantly improved student engagement and learning outcomes. The study indicated that these tools provided interactive and multimedia-rich environments that facilitated better understanding and retention of information. Features such as videos, animations, and interactive quizzes allowed students to engage with the material in diverse and dynamic ways, making learning more appealing and effective. However, the study had one major gap that was the digital divide, where students from lower socioeconomic backgrounds lacked access to necessary technology, such as reliable internet connections and modern devices. This inequality posed significant barriers to equitable education and required targeted interventions to ensure all students could benefit from online learning tools.

SUMMARY, CONCLUSIONS, RECCOMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Summary

The findings established that the teachers fully agreed on that the selected social media platforms influenced English Language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi county Kenya. Specifically there was a full confess that the use selected social media platforms influenced student learn faster than other methods, better retention of taught content, students participation in lessons as than traditional methods and students have improved concentration span when the teacher uses digital content to teach. The Chi-square test results determined that there was an association between influence of selected social media platforms and English Language Instruction. Influence of selected social media platforms was found to have a strong positive relationship with English language instructions. This suggests that if the teachers increase the frequency of use of the selected social media platforms that is whatsapp, TikTok and YouTube then the impact in the teaching of English language is likely to be improved positively and strongly. Therefore, the null hypothesis formulated that there is no statistically significant influence on use of social media platforms on English language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi county Kenya was rejected.

Conclusion

Basing on the findings of the third study; there is statistically significant influence on use of social media platforms on English language instruction the study concludes that use of the selected social media platforms positively impacts English language instructions in terms of Improved students concentration, improved learner engagement in lessons and increased students' acquisition of skills (reading, writing, listening and speaking).

Recommendations

- i. The study recommends that public secondary schools should sustain and continually improve on the use of social media platforms to acquire digital content to teach English. This can be done by investing in teaching staff attending: seminar/workshop/capacity building program/examiners training, organized activities and staff mentorship programs as this will improve students concentration, improve learner engagement in lessons and increase students' acquisition of skills (reading, writing, listening and speaking).
- ii. Public secondary schools should have a policy on the use of social media platforms such as WhatsApp, TikTok and YouTube to acquire enhanced digital content to teach English Language. When such a policy is in place they should be followed and lived to the letter and individuals held to account for any deviations to the practices.
- iii. The study further recommends that secondary schools management should ensure that there is enough time set aside to ensure that teachers prepare adequately on the digital content. Policies and rules should be set and teachers should ensure that students taking the digital content are not doing it for fun but learn effectively. This will improve students' concentration, improve learner engagement in lessons and increase students' acquisition of skills (reading, writing, listening and speaking).
- iv. The study also recommends that secondary schools management should provide appropriate and adequate digital resources such as the promotion of ICT integration, Laptops for the teachers and students and internet connection. This is expected to enhance English language instructions.

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