

# Exploring the Efficacy of Social Media Narrative-Based Activities in Improving Digital Communication Skills and Digital Literacy Among Tertiary-Level ESL Learners

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## Abstract

This research article aims to explore the efficacy of social media narrative-based activities in improving digital communication skills and digital literacy among tertiary-level English language learners in the Chennai district. Using a mixed-methods approach with pre- and post-surveys and semi-structured interviews; this study examined the impact of the intervention. The sample consisted of 102 participants who participated in a four-week social media narrative-based activity program. The initial outcomes indicated a significant improvement in digital literacy skills among the participants. The students exhibited a better understanding of digital tools and were more confident in using them for academic and personal purposes. In addition to this, the qualitative findings revealed that the social media narrative-based activities were engaging and effective in enhancing the learners' motivation and kindling their interest in learning digital literacy skills. The study elucidates that narrative-based social media activities can be a practical pedagogical approach to enhancing digital communication skills and digital literacy among ESL learners. The study could aid in exploring new possibilities for merging the casual usage of social media with technology-integrated language learning.

**Keywords:** social media, narrative-based activities, digital literacy, tertiary-level learners

## 1. Introduction

Paul Gilster (1997) is credited with coining the phrase "digital literacy," defining it as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" and referring to it as a logical extension of literacy. (Fulton & McGuinness, 2016). In recent years, digital literacy has become essential for individuals to function effectively in modern society. As such, educators and policymakers have been focusing on enhancing learners' digital literacy skills. The onus is on our education system to ensure students are employable when they graduate, and now more than ever, digital literacy is a foundational skill for building future careers. "Digital literacy has material outcomes for job prospects after high school or college, as it has become more prominent in jobs that traditionally haven't required such skills," says an expert (Teaching Digital Literacy Is a 21st Century Imperative & This Is Why -- THE Journal, 2022). Among these efforts, the use of social media has been gaining popularity as a means to engage learners in enhancing their digital literacy. Social media narrative-based activities can help learners develop a range of digital literacy skills, such as critical thinking, digital citizenship, media literacy, and information literacy. "Most students are active on social media and adept at using it. They must be made aware that platforms like Twitter can be used to conduct research polls, and Facebook and LinkedIn can be used to connect with peers" (Arora, 2022). These skills are crucial in enabling learners to navigate the complexities of the digital world effectively. By incorporating narrative elements, these activities can also help learners engage with the content more effectively and create a more immersive learning experience. Social media platforms provide an ideal environment for narrative-based activities, allowing for interactive engagement and providing a wide range of multimedia resources. The popularity of these tools and applications among the younger generations, who are obsessed with technology and cannot imagine life without it, has been the driving force behind this innovation (Al-Shammari, 2022). Tertiary-level education in Chennai District emphasizes English language proficiency, making it an ideal location to explore the efficacy of social media narrative-based activities in improving digital literacy among English language learners.

### 1.1 Literature Review

This review of literature provides us with a comprehensive understanding of existing research based on improving digital communication skills through social media, enhancing digital literacy, and narrative-based activities and their significance.

Al Arif, in 2019, published an article titled "The Use of Social Media for English Language Learning: An Exploratory Study of EFL

University Students,” which examined the use of social media as a tool for learning English among university students in Saudi Arabia. The study is based on an exploratory approach using both quantitative and qualitative data. The article explored the possible ways in which social media can be utilized for developing one’s language and highlighted the students’ perceptions and attitudes towards using different types of social media platforms in language acquisition. The results suggest that, despite some initial challenges, social media can improve students’ language skills and provide them with opportunities for authentic communication and exposure to the English language.

In 2019, Namaziandost and Nasri conducted a study investigating the impact of social media on developing the speaking capabilities of EFL students from the perspectives of teachers and students in the title “The impact of social media on EFL learners’ speaking skills: a survey study involving EFL teachers and students”. Data was collected from EFL teachers and students in Iran using a survey methodology, exploring the frequency of social media use, the types of social media used, and their perceived impact on speaking skills. The findings indicated a correlation between the use of social media and the students’ proficiency in speaking English. The study exposed the possible challenge of making full use of social media for speaking practice and feedback collection, as reported by language teachers, and emphasized the compelling need to create a proper pedagogical practice to adopt social media in language education to increase the effectiveness of learning.

Sharma’s article “Saudi Students’ Perspective on Social Media Usage to Promote EFL Learning.” in 2019 investigated the perspectives of students in Saudi Arabia regarding the use of social media in aiding English as a Foreign Language (EFL) learning. The authors used a qualitative research design with semi-structured interviews to gather data from university students from Saudi Arabia studying English in the States. While highlighting the growing use of social media among students and the eventual improvement in language use, the study identified numerous potential benefits of integrating social media in language acquisition, such as getting access to a plethora of academic materials, enhanced platforms for interactive communication practice, and greater motivation for learning.

In 2019, a study undertaken by Slim and Hafedh in a research paper titled “Social media impact on language learning for specific purposes: A study in English for business administration” investigated the impact of social media on language learning for specific purposes (LSP), specifically English for Business Administration (EBA). With a mixed-methods approach combining both qualitative and quantitative analysis, data was collected from a group of university students from Tunisia. Potential benefits of utilizing social media in LSP, such as getting authentic materials online, encouraging communication and collaboration, and promoting learner autonomy, are highlighted in the study, along with the preferences of students for specific social media tools and the possible challenges. The results noted students’ positive attitudes toward using social media for LSP.

Azlan, Zakaria, and Yunus’s (2019) article titled “Integrative task-based Learning: Developing Speaking Skills and Increasing Motivation via Instagram” proposed the use of integrative task-based learning Teaching (TBLT) approach for developing speaking skills and increasing motivation in English as a Second Language (ESL) learners through Instagram. A mixed-methods approach was used by combining both quantitative and qualitative data sampling from FSL learners in Malaysia. By creating engaging and authentic language learning tasks and integrating them into the learners’ usage of Instagram, the study found improvements in speaking skills, increased motivation, and positive attitudes towards language learning among the participants. Apart from the chosen platform, the study also claims that this approach can be integrated into any other form of social media.

In the article “Digital learning of English beyond classroom: EFL learners’ perception and teaching activities”, Nugroho and Atmojo (2020) investigated the perceptions of Indonesian EFL learners regarding digital learning of English outside the classroom and touched on the extent to which digital learning is incorporated into ELT activities by teachers. The researchers used a mixed-methods approach of surveys and interviews to gather data from language teachers and students. The findings suggest that EFL learners have positive perceptions of digital learning for English language learning, particularly in terms of providing opportunities for autonomous learning, authentic materials, and engaging activities, as well as the need for teacher training and support to effectively integrate digital learning into English language teaching practices.

In 2020, research was undertaken by Mudra under the title “Digital literacy among young learners: How do EFL teachers and learners view its benefits and barriers?” which examines the perceptions of EFL trainers and learners regarding the uses and difficulties of utilizing digital literacy in language training for young learners. Using a mixed-method approach involving surveys and interviews, data was collected and analyzed from EFL teachers and learners across Indonesia. The results reveal both the positive attitude of teachers toward utilizing digital literacy to gain access to authentic materials, increase engagement, and improve language skills, and a few barriers to implementing digital literacy, including limited access to technology, a lack of technical skills, concerns about distraction, and adverse effects on traditional learning methods. The study ended with a firm appeal to address the challenges and promote digitized language education among young EFL learners.

The article “Technology-based Language Learning: Investigation of Digital Technology and Digital Literacy” by Alakrash and Abdul Razak (2021) explores the use of technology-based language learning and digital literacy in learning languages. The authors thoroughly analysed the relevant literature to study their findings in understanding the use of technology in learning a language. The study suggests that a learner must be proficient in digital literacy; that is, a profound knowledge of technical and critical thinking skills is needed while using technology to learn a new language. The results reveal multiple forms of digital platforms, like virtual reality, mobile devices, and online learning, that can effectively enhance the language learning experience.

Ahmed and Roche, in their 2021 study on “Making the Connection: Examining the Relationship Between Undergraduate Students Digital Literacy and Academic Success in an English Medium Instruction (EMI) University”, investigated the relationship between undergraduate students' digital literacy and academic success in tertiary level education. The quantitative data were collected using a survey to analyze and assess the level of students' digital literacy skills and academic performance. The results proved a significant correlation between a student's digital literacy level and their academic performance, and those students tend to utilize technology in their academic work. The study asserted that digital literacy is a critical factor in academic success, particularly in EMI settings. It is recommended that universities prioritize the development of digital literacy skills in their curriculum.

Purmayanti, in 2022, conducted a study and published an article, “The Challenges of Implementing Digital Literacy in Teaching and Learning Activities for EFL Learners in Indonesia” examining the challenges of implementing digital literacy in teaching and learning activities for English as a Foreign Language (EFL) learners in Indonesia. The article highlights the importance of digital literacy and the potential benefits of incorporating it into language education. Quantitative data was collected from EFL teachers in Indonesia through interviews and analyzed to identify the hurdles they face in implementing digital literacy-oriented language teaching in the classroom. Challenges like lack of infrastructure, limited access to technology, and inadequate teacher training in digital literacy were identified, and the study concludes by emphasizing the need for policymakers and educational institutions to prioritize digital literacy and provide the necessary support and resources to digitize language education.

In 2022, Mardiah proposed a cooperative learning approach for integrating digital literacy into EFL classes in a research article titled “Integrating Digital Literacy Into English As A Foreign Language (EFL) Class: A Cooperative Learning Approach.” Digital literacy as an essential skill for modern language learning is the primary focal point of the article, and the author substantiates the merits of digital literacy integrated cooperative learning by citing several literature reviews. According to the findings, cooperative activities like group work, peer feedback, and collaborative project-based activities can make the learners indulge in functional language practice in the classroom. The study concludes that language teachers can incorporate digital literacy-based cooperative activities in the EFL classroom to enhance learning.

### *1.2 Research Objectives*

- 1) To evaluate the impact of social media narrative-based activities on the digital communication skills of tertiary-level English language learners in Chennai District.
- 2) To identify the most effective types of social media narrative-based activities for improving digital literacy among tertiary-level English language learners in Chennai District.
- 3) To explore the relationship between language proficiency and the efficacy of social media narrative-based activities in improving digital communication skills and digital literacy among tertiary-level English language learners in Chennai District.

### *1.3 Research Questions*

- 1) How effective are social media narrative-based activities in improving digital communication skills among tertiary-level English language learners in Chennai district?
- 2) What are the attitudes and perceptions of tertiary-level English language learners in Chennai district towards social media narrative-based activities for enhancing digital literacy?
- 3) How do social media narrative-based activities impact the language learning experiences of tertiary-level English language learners in Chennai district?

## **2. Significance of the Study**

This study is significant for its exploration of the use of social media and narrative-based activities to enhance digital communication skills and improve digital literacy among tertiary-level English language learners in the Chennai District. It has the potential to inform further educational practices and research, and could significantly impact the learners' future prospects and success. By identifying the barriers to digital communication skills and digital literacy faced by English language learners, this study can help create more effective digital communication skills and digital literacy interventions that are tailored to their needs.

## **3. Conceptual Framework**

The conceptual framework for this research article focuses on the integration of social media, narrative-based activities, digital communication skills, and digital literacy in the context of tertiary-level English language learners in the Chennai District. The framework draws on crucial components from social media, which provides an interactive and engaging environment for learners to participate in narrative-based activities and enhances their motivation (Al Arif, 2019; Sharma, 2019). Narrative-based activities incorporate storytelling techniques, interactive elements, and scenarios to engage learners in meaningful language learning experiences. These activities promote digital communication skills and digital literacy by incorporating tasks that require critical thinking, collaboration, information evaluation, and media analysis (Azlan et al., 2019; Mardiah, 2022). Digital communication skills encompass effective communication and collaboration using digital tools, online etiquette, and the ability to navigate various communication channels (Gilster, 1997; Purmayanti, 2022). On the other hand, digital literacy encompasses accessing, evaluating, and utilizing information from digital sources effectively (Fulton & McGuinness, 2016). By integrating these components and engaging learners in social media narrative-based activities, this

framework aims to enhance language learning outcomes and develop learners' digital communication skills and digital literacy.

#### 4. Theoretical Underpinnings

The research article adopts the Social Cognitive Theory (SCT) proposed by Albert Bandura as its theoretical framework. According to SCT, learning is influenced by reciprocal interactions between personal factors, environmental factors, and behavior. (Bandura, 1986) In the context of this research, narrative-based social media activities serve as an environmental factor that impacts learners' behavior and cognitive processes. By engaging with narrative-based activities on social media platforms, learners actively participate, interact with peers, and observe and model behaviors, thereby gaining exposure to authentic language use and real-world contexts. This exposure facilitates the development of digital communication skills and digital literacy through active practice, feedback, and reflection. Bandura's SCT highlights the importance of self-efficacy, which refers to learners' belief in their ability to succeed. Participating in social media narrative-based activities can enhance learners' self-efficacy in using digital tools and technologies, motivating them further to develop their digital communication skills and digital literacy. By grounding the research in social cognitive theory, the study aims to investigate the impact of social media narrative-based activities on learners' self-efficacy, cognitive processes related to digital communication, and the environmental factors that shape their learning experiences. This theoretical connection with SCT provides a solid foundation for understanding the effectiveness of social media narrative-based activities in enhancing digital communication skills and digital literacy among tertiary-level English as a Second Language (ESL) learners.

#### 5. Sample and Sample Size of the Research Study

This research involved 102 tertiary-level ESL learners from various institutions in Chennai, who had enrolled in B.Com. in different semesters and had diverse educational backgrounds, as shown in Table 5.1. The age range of the participants was 17 to 21, with the majority being 18 years old. A stratified random sampling technique was used to select the participants from the population. Two questionnaires were developed using a Google Form to collect data on the students' opinions and perspectives on using social media to enhance digital communication skills and digital literacy before and after the intervention. The questionnaire consisted of 12 statements, each of which had four possible responses: agree, strongly agree, disagree, and strongly disagree. The researcher used a self-created questionnaire as the research instrument to collect data, which was then statistically analyzed to draw valid conclusions for the study.

Table 5.1. Gender Distribution Of The Participants.

Category	Number of Samples
Male	51
Female	51
Total	102

#### 6. Research Design and Procedure

The present study employed a combination of analytical and descriptive analysis to investigate the use of social media-based narratives for enhancing digital communication skills and digital literacy in the language learning process. After collecting the pre-survey, a four-week social media narrative-based activity program was conducted as an intervention. The learners were given a 15-minute tutorial on how to use the apps, which included

- A brief overview of how to use apps like Adobe Spark, Instagram, Canva, Anchor, Google Slides, etc. through which the activities were conducted to enhance their digital communication skills.
- The trainer's demonstration of how to use each application on a weekly basis.
- Hands-on experience using it individually.

Following this, the researcher created a WhatsApp group. Following the conversation, the researcher instructed the participants to share the ideas and ways they had learned to improve their digital literacy through these social media apps. Participants engaged in language learning projects like digital storytelling, infographic design, virtual poster making, online debates, a digital scavenger hunt, a social media campaign, and Insta-chat where they engaged in discussions with the instructor and peers to explore the educational potential of these applications. They were encouraged to share their ideas and how they improved their digital literacy through social media apps. To foster collaborative learning, participants were asked to share their content based on their project with the group and interact with other students' content by viewing and commenting on it. This practice allowed the learning community to exchange knowledge and feedback. Finally, participants completed a questionnaire designed for the study to gather their perspectives on using social media to enhance digital literacy in the learning process. The questionnaire aimed to gain insights into their experiences, challenges, and perceived benefits related to digital literacy development through social media. By implementing this practice-based teaching approach, the study provided a structured framework for investigating the effectiveness of social media in enhancing digital literacy. It ensured that participants had a clear understanding of the study objectives and procedures while actively engaging them in real-world tasks and collaborative learning experiences.

7. Results

Table 7.1. Mean Values And Standard Deviation Values Derived From Pre- And Post-Survey Responses From ESL Learners

Survey Statements	Pre-Survey Mean	Pre-Survey SD	Post-Survey Mean	Post-Survey SD
Confidence in ability to use social media for enhancing digital communication skills	3.95	1.037	4.5	0.741
Belief in using social media to improve digital literacy and digital communication skills	3.627	1.125	4.617	0.614
Familiarity with social media platforms and their language learning features	3.088	1.099	4.568	0.802
Belief in social media promoting critical thinking and language literacy	3.284	1.2135	4.49	0.805
Awareness of potential risks associated with social media use for language learning	4.127	1.04	4.607	0.719
Interest in social media narratives for digital communication skills	3.352	0.874	4.372	1.013
Motivation to learn more about digital communication skills and digital literacy through social media	3.205	1.065	4.411	0.904
Comfort with using privacy settings on social media for language learning	3.431	1.189	4.509	0.817
Confidence in ability to evaluate credibility of language learning information on social media	3.529	1.04	4.549	0.816
Belief in social media as a valuable tool for improving digital communication skills and networking with language learners	3.362	1.002	4.401	0.987
Awareness of ethical considerations related to social media use for language learning	3.294	1.02	4.382	1.053
Interest in using social media for positive language learning outcomes	3.225	1.013	4.519	0.886

The table includes the means and standard deviations for 12 survey questions that gauge respondents' attitudes and beliefs about using social media for language learning in various contexts. The survey was composed of a preliminary pre-survey and an additional post-survey. The means and standard deviations of the pre- and post-survey results for each statement are presented separately (See Table 7.1).

The pre-survey's mean values for each statement ranged from 3.088 to 4.127, indicating that the participants' familiarity with and awareness of the use of social media for language learning varied widely. The post-intervention mean values ranged from 4.372 to 4.617, indicating that familiarity, awareness, and confidence increased among the participants.

The standard deviation values for each statement on the pre-survey ranged from 0.874 to 1.2135, indicating that participants' responses varied considerably. Following the intervention, participants' responses were more consistently distributed, as evidenced by the post-survey's standard deviation values, which ranged from 0.614 to 1.053.

The means and standard deviations for each statement increased between the pre- and post-survey periods, showing a progression in the participants' use of social media narratives based activities for language learning. Particularly, post-survey means are consistently higher than pre-survey means, demonstrating that participants became more comfortable, knowledgeable, and enthusiastic about using social media for digital communication skills, which also aided them in enhancing their digital literacy. Additionally, the standard deviations fell for the majority of the statements, demonstrating that participants' responses became more consistent over time, perhaps as a result of growing awareness of the benefits and drawbacks of social media for language learning.

Overall, these findings imply that the intervention, which may have involved education, training, or exposure to social media platforms and language learning resources, positively influenced participants perspectives and also prove that the learners' perspectives represented through mean values and standard deviation before and after the intervention have a significant improvement in enhancing digital communication skills and digital literacy through social media based activities (See figure 7.1).

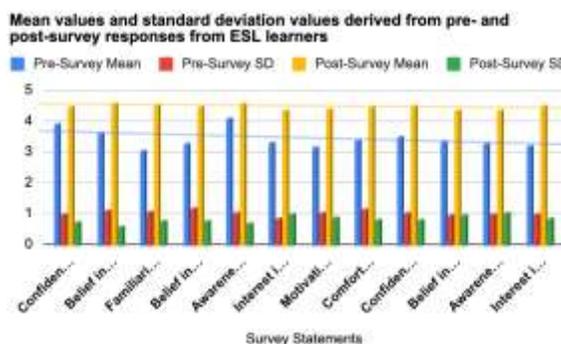


Figure 7.1. Graphical Representation Of Mean Values And Standard Deviation Values Derived From Pre- And Post-Survey Responses From ESL Learners

Figure. 7.1 shows that the study explored the possibilities of utilizing social media based narrative strategies to encourage English language usage among college students in Chennai district. The result proves that this study could aid in understanding potential digital tools and applications that can be used in language classes to stimulate students' active participation in language based activities. The habitual and partial usage of English language by youngsters in casual usage of social media can be further improved through interactive narrative activities that will not only enhance digital communication, also help the students learn more about digital literacy, through which they can use such tools and platforms to improve their language. Thus, this study could aid in developing a social interaction based language learning strategy to encourage tertiary level ESL learners to improve their digital communication.

In order to ensure the accuracy of the study's conclusions regarding the effectiveness of social media-based narratives in enhancing digital communication skills and digital literacy, twenty participants from the sample population who participated in the study were asked open-ended questions in a semi-structured interview. The results are mentioned below in Figures. (7.2. to 7.6)

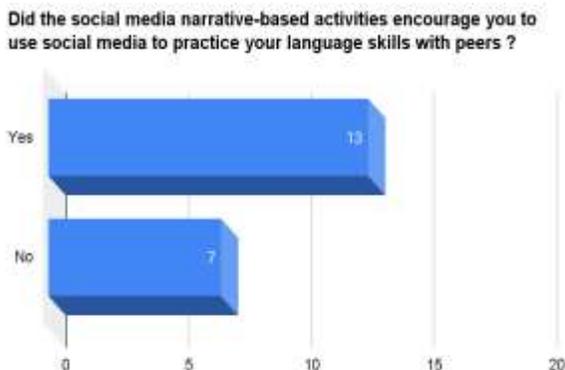


Figure 7.2. Displays The Responses To The First Question Of The Semi-Structured Interview From ESL Learners

The first question is, “Did the social media narrative-based activities encourage you to use social media to practice your language skills with peers?” Thirteen of the twenty interviewees said that the social media narrative-based activities had inspired them to use social media to interact with peers and practice their digital communication skills. As part of the activities, they had to have conversations, giving them a chance to use their language skills in a practical setting. Additionally, they received feedback on how they were using the language, which helped them develop their abilities.

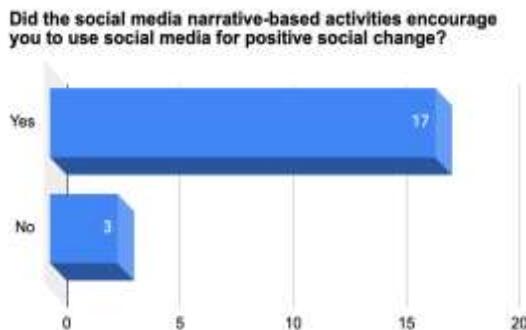


Figure 7.3. Displays The Responses To The Second Question Of The Semi-Structured Interview From ESL Learners

The second question is, “Did the social media narrative-based activities encourage you to use social media for positive social change?” Seventeen of twenty interviewees reported that narrative-based social media activities encouraged them to utilize social media for positive social change. Through the activities, they learned about a variety of social issues and how social media can serve as a potent tool for raising awareness and fostering change. They are inspired to use social media platforms to spread awareness about issues they care about and support causes they believe in.

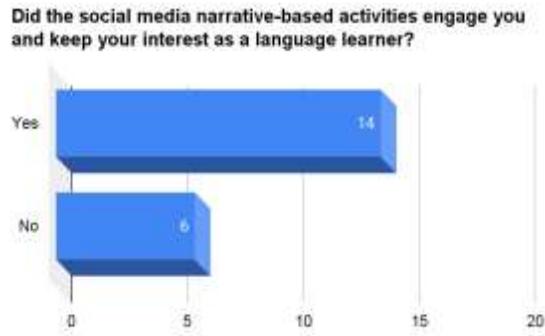


Figure 7.4. Displays The Responses To The Third Question Of The Semi-Structured Interview From ESL Learners

Third question, “Did the social media narrative-based activities engage you and keep your interest as a language learner?” 14 out of 20 interviewees found the narrative-based activities on social media to be interesting and helpful in their language learning. All of the exercises were interesting, engaging, and tailored to our specific needs. The use of narratives and storytelling made the activities more engaging and helped them remember the newly introduced vocabulary.

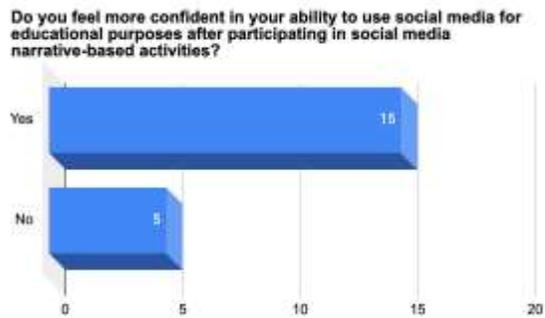


Figure 7.5. Displays the Responses To The Fourth Question Of The Semi-Structured Interview From ESL Learners

Fourth question, “Do you feel more confident in your ability to use social media for educational purposes after participating in social media narrative-based activities?” Fifteen of twenty interviewees stated that the activities taught them how to use social media effectively for enhancing their digital communication skills and education in general. They gained an understanding of the various resources and tools that are available and how to use them to their advantage.

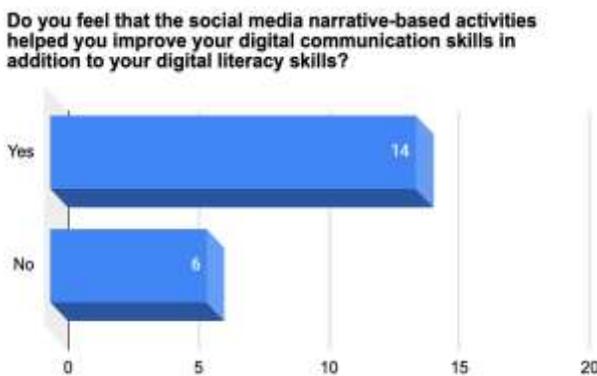


Figure 7.6. Displays The Responses To The Fifth Question Of The Semi-Structured Interview From ESL Learners

Fifth question, Do you feel that the social media narrative-based activities helped you improve your digital communication skills in addition to your digital literacy skills? Fourteen of twenty interviewees stated that the activities taught them how to effectively communicate in their target language on social media platforms, thereby improving their digital communication skills. They also gained knowledge of the various features and functions of social media platforms, thereby enhancing their digital literacy.

## 8. Discussion

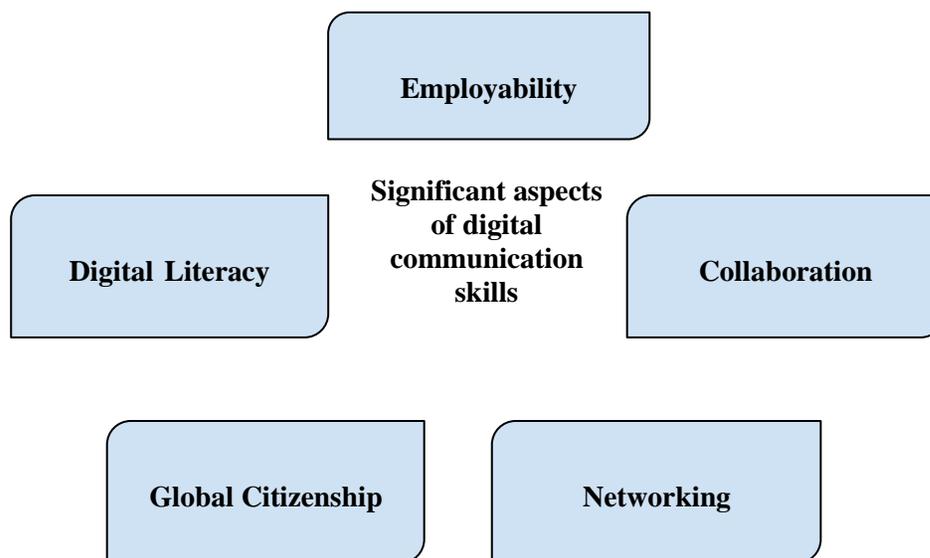


Figure 8.1. A Visual Representation Of The Vital Aspects Of Digital Communication Skills

This research recommends that social media narrative-based activities can constructively improve learners' digital communication skills and digital literacy. The intervention program focuses on improving digital literacy skills among learners. Although it indirectly improves reading, writing, listening, and speaking skills, digital communication skills are the most specific language component that can be improved through these activities. Such activities can help ESL learners understand the social and cultural contexts of digital communication, develop critical thinking skills, and enhance their ability to communicate and create digital content. By engaging in narrative-based activities, learners can gain extensive pragmatic knowledge of social media platforms and learn how to use them effectively for various purposes, such as networking, collaborating, and disseminating information. In terms of attitudes and perceptions, learners may have positive views towards narrative-based social media activities as they offer an engaging and interactive learning experience. Learners can learn at their own pace and in their own way, which can make the learning process autonomous, more enjoyable, and more meaningful. Social media narrative-based activities can provide learners with opportunities to connect with peers, share ideas, and receive feedback, which can enhance their motivation and confidence. Regarding language learning experiences, narrative-based social media activities can positively impact learners' digital communication skills. By engaging in social media activities, learners can practice using English in real-life situations, gain hands-on experience, and improve their proficiency in the language. Also, learners can learn new vocabulary, expressions, and grammar structures through exposure to authentic social media content. Learners can also develop their storytelling and narrative skills, which are essential components of effective communication in any language. Overall, narrative-based social media activities have the potential to improve digital literacy and language learning experiences among tertiary-level English language learners. However, the effectiveness of such activities may vary depending on various factors, such as the learners' prior knowledge, motivation, and learning styles, as well as the quality and relevance of the social media content. Also, the study was conducted with a limited number of participants from a specific geographic location, which may limit the applicability of the findings to other populations and regions.

## 9. Contribution of the Study

The study significantly advances our knowledge of social media's role in language learning, particularly for tertiary-level ESL learners. It offers empirical evidence and insights into the effectiveness of social media narrative-based activities in enhancing learners' digital communication skills and digital literacy, thereby informing pedagogical approaches in language education. By integrating narrative elements into social media activities, learners are actively engaged and can develop crucial storytelling skills for effective communication. This research emphasizes the importance of digital literacy in language learning and demonstrates how social media narrative-based activities can foster learners' digital literacy skills. The findings have practical implications for educators, curriculum planners, and researchers, providing valuable guidance for integrating social media and narrative-based approaches to enhance language education. Altogether, this study expands our knowledge and understanding of effective pedagogical strategies by examining the impact of social media narrative-based activities on digital communication skills and digital literacy among tertiary-level ESL learners.

## 10. Implications of the Study

The study's findings have significant implications for tertiary-level ESL learners. Integration of social media narrative-based activities into language learning curricula is proven to enhance learners' digital communication skills and digital literacy. By actively engaging with

social media platforms, learners have the opportunity to practice the language in real-life contexts and effectively navigate the digital landscape. These activities also boost learners' motivation and engagement, providing an enjoyable learning experience. Collaborative learning is facilitated through social media, allowing learners to connect with peers globally, enhancing language skills and cultural understanding. Learners gain practical experience in authentic language use, improving overall proficiency. Also, critical thinking skills are developed as learners evaluate information on social media platforms. Incorporating social media narrative-based activities prepares tertiary-level ESL learners for success in the digital age by improving their language skills and digital literacy.

### 11. Recommendations

Based on the study findings, it is recommended to incorporate social media narrative-based activities into language learning curricula for tertiary-level ESL learners. By providing students with engaging opportunities to use the language in authentic contexts, these activities have been shown to improve digital communication skills and digital literacy. Teachers and instructors should receive appropriate training and support to effectively implement these activities. Likewise, it is vital to foster critical thinking skills by designing tasks that encourage learners to analyze and evaluate the credibility of information found on social media platforms. Designing activities that encourage interaction and collaboration with peers can promote collaborative learning. Ethical considerations related to social media use should also be addressed to develop responsible digital citizenship among learners.

### 12. Conclusion

In conclusion, the findings of this exploratory research demonstrate that social media narrative-based activities can be an effective teaching strategy for improving the digital communication skills and digital literacy of tertiary-level English language learners in the Chennai district. The focal point of the study was the impact of social media, specifically narrative-based activities, on the digital communication skills and digital literacy of ESL learners. Digital literacy is a crucial component of modern education, and the findings suggest that social media can be a valuable tool for enhancing this skill. The use of narrative-based activities on social media platforms was found to be an engaging and effective way to improve students' digital communication skills and digital literacy, allowing them to develop the ability to access, evaluate, and utilize information online. This research has implications for educators, as it suggests that social media platforms can be leveraged to support learning digital communication and digital literacy skills in non-traditional classroom settings. By incorporating narrative-based activities into their teaching methodology, teachers can create an engaging learning atmosphere that is feasible and relevant to today's students. These findings may also be helpful for curriculum planners, who can consider the inclusion of social media narrative-based activities in their course-structure to enhance students' digital communication skills as well as digital literacy. To conclude, the use of social media narrative-based activities offers a promising approach to improving digital communication skills and digital literacy among ESL learners and offers exciting opportunities for future research and exploration.

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## Appendix

### Intervention Chart

Week	Activity	Description
1	Digital Storytelling	A platform like StoryMapJS or Adobe Spark can be used by students to create a digital story. They can pick a subject involving digital literacy and use multimedia components to improve their storytelling. This activity can help students improve their digital literacy skills while also encouraging creativity and storytelling.
1	Insta Chat	Students can take part in a Insta chat on a digital literacy-related subject. Students can participate in discussions, ask questions, and share resources in the chat, which can be moderated by a teacher or subject matter expert. With the goal of encouraging networking and collaboration, this activity can aid students in advancing their social media skills.
2	Infographic Design	Students can use a platform like Canva or Piktochart to create an infographic on a subject related to digital literacy. Through this activity, students can improve their design abilities as well as their comprehension of digital literacy concepts.
2	Digital Scavenger Hunt	Students can take part in a digital scavenger hunt in which they are required to locate and distribute digital resources pertaining to digital literacy. Scavenger hunts can be held on social media sites like Instagram and Twitter. As well as fostering engagement and participation, this activity can aid students in honing their research skills.
3	Podcasting	Students can produce a podcast episode on a subject pertaining to digital literacy. They can select a format (for example, an interview or a panel discussion) and record and edit the episode using a platform such as Anchor or Audacity. This activity can help students improve their communication skills while also encouraging them to experiment with new formats and platforms for content creation.
3	Online Debate	Learners can take part in an online debate about a digital literacy topic. They can use platforms such as Flipgrid or VoiceThread to record their arguments and debate with their peers. In addition to encouraging cooperation and teamwork, this activity can aid students in strengthening their critical reasoning and argumentation abilities.
4	Virtual Poster Session	Students can take part in an online poster session where they can present their work on a subject related to digital literacy. They can use a tool like Google Slides or Canva to create a poster, then use Zoom or Google Meet to share it with their peers. Learners' presentation skills can be improved through this activity, which also encourages participation and engagement.
4	Social Media Campaign	To advance digital literacy, students can plan and carry out a social media campaign. They can select a platform (such as Instagram) and produce content (such as posts and videos) to promote digital literacy and inspire their peers to improve their abilities. Through this activity, students can advance their knowledge of social media while also encouraging activism and community involvement.

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