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Learning English from Bangladeshi Social Media Instructors: A Study among the Secondary Students at United Public School and College, Jamalpur

1. Nusrat Anamika 2. Sharif Ahmed

1. Student of MA in ELT, Department of English, Jahangirnagar University, Savar, Dhaka, Email: nusrat.anamika2017@gmail.com
2. Lecturer in ICT, United Public School and College, Jamalpur, Email: antorppp@gmail.com

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Abstract

Social media has emerged as a significant tool for learning English, offering both opportunities and challenges. The study was carried out to examine how secondary students leveraged social media to improve their English language learning, while also investigating the factors that affect the use of social media among English language learners. The study employed a Mixed-method research design, which means it focused on understanding the experiences and perspectives of the participants and at the same time quantifying attitude of the participants toward social media use for learning English. This approach included a questionnaire survey with the students and a semi-structured interview session with the teacher participants. The findings indicate that social media plays a significant role in helping secondary students learn English. It supports formal learning within the classroom and informal learning outside of it. Students are benefitted by additional resources available on social media that help improve their listening, speaking, reading, and writing skills. The study also highlights that the teachers believe social media empowers learners by providing access to various teaching techniques and course content, which can enhance their learning outcomes. Overall, the study concludes that social media can significantly support English language learning among secondary students, suggesting that its effective use could enhance educational outcomes in the future.

Key words: Learning, English language, social media, instructors, trend, motivation

I. INTRODUCTION

In the era of digitalization, education is an ongoing process that is automatically upgraded time to time. During this upgradation, education or knowledge is no more limited into the boundaries of traditional classrooms rather it has found a new degree to be spreaded via

online (Bereczki & Kárpáti, 2021). Bangladesh is a country with a vast of promising youths who want to master English language because of their academic and practical benefits. The young individuals, in order to do so, are exploring online platforms exceeding the physical ones (Shabur & Siddiki, 2024). Therefore, different social media platforms are getting popularity among the English learners, as those platforms are facilitating with English learning opportunities. The use of social media use for English learning purposes is becoming popular among the youth in Bangladesh, as it facilitates language acquisition by aligning with language theories that emphasize collaboration and social interaction, thus enhancing vocabulary, writing, and other language skills (Richards, 2015). Bangladeshi social media instructors who are teaching English also have the prominent role behind this tendency of social media use by the youth. Figures like Munzereen Shahid, Emam Hussain, Noore Jannat Meem, and Umme Maisun are very influential in the new craze of learning English through social media. Social media platforms like Facebook, Twitter, Instagram, and YouTube provide diverse opportunities for practicing English, particularly in writing, listening, speaking, and reading skills (Albiladi & Abdeen, 2021). A study found that 73.07% of pre-service EFL teachers perceived a high effect of social media on learning English, with vocabulary development being the most impacted area (Pitaloka et al., 2020). Besides, social media encourages authentic communication and collaborative learning, which can increase learner motivation and engagement (Sirivedin, et al., 2018).

However, the informal communication style prevalent on social media can negatively impact students' adherence to formal writing standards, necessitating targeted teacher training to address these issues (Blake, 2011). Technical issues, lack of internet access, and insufficient training for teachers and students are significant barriers to effectively integrating social media into English language instruction (Almurashi, 2016; Belal, 2014). This digital transformation of education, particularly English language learning from classrooms to social media platforms is a complex thing that has been brought under study with some secondary students at United Public School and College, Jamalpur (UPSC,J). UPSC,J is an educational institute having well trained English teachers. The English skills of students are constantly monitored by several strategies of the teachers. Students of this institute are much aware of the use of IT. Hence, it is a common tendency for them to be influenced by popular figures that teach English online and get confused by the duality of formal and informal learning. Because of the increasing popularity of influencers like Munzereen Shahid and Emam Hussain and their platforms '10 Minute School' and 'Headman Academy', the researchers decided to find out the possible reasons and impacts behind that.

II. OBJECTIVE OF THIS STUDY

This study primarily intended to find out the extent to which the secondary level students used social media for English language learning purposes. The study also aimed to explore the factors influencing the secondary level students to use social media for learning English language. .

III. LITERATURE REVIEW

Online language learning has gone through a significant evolution reshaping the traditional frame of education. Blake (2011) argued that this evolution with proper integration can be a

successful project in second language learning curriculum. Belal (2014) investigated the impact of social media among learners of tertiary level. He found the students more fluent in speaking as an advantage of using Social Networking System (SNS). The study of Almurashi (2016) claimed that YouTube videos are more effective and successful than textbook based English courses when it is the matter of learning English better. The study of Khan et al. (2016) reported that social media platforms could make learners proficient in talking, interacting, composing, and developing language segments such as vocabulary building and grammar competency. Sirivedin et al. (2018) found Facebook as a useful medium among English learning students via which they have developed accuracy, clarity, solidity, and suitability over the language. On account of this, the tendency of learning online platforms is vastly growing and the experiment of Istifici & Ucar (2021) considered that online media, particularly social media platforms will continue to catch the attention of learners, teachers, and researchers as well.

The literature indicates that social media platforms can enhance learning experiences by providing additional resources and opportunities for interaction among students and teachers. Previous studies further show that social media can facilitate informal learning and improve language skills through engagement and collaboration (Rabab, 2021; Storm, et al., 2009). Research has highlighted the effectiveness of social media in developing various language skills, including listening, speaking, reading, and writing (Karim, et al., 2019). Many literatures suggest that these platforms can offer authentic materials and real-life contexts for language use, which are crucial for language acquisition (Albiladi & Abdeen, 2021; Storm, et al., 2009). Several studies also discuss how social media can empower teachers by providing access to teaching resources, professional development opportunities, and a platform for sharing best practices (Istifici & Ucar, 2021; Khan et al., 2016). However, one recent study acknowledges challenges associated with the use of social media in education, such as access issues, digital literacy, and the need for proper training for both students and teachers (Arif, 2019). The study reflects these challenges, noting that some students and teachers face difficulties in using social media regularly due to lack of electricity, internet access, and appropriate devices (Elboubekri, 2017). Nevertheless, the concept of collaborative learning through social media is well-documented in numerous literatures (Chowdhury, 2021). Another study also shows that social media can create a sense of community among learners, allowing them to co-construct knowledge and support each other in the learning process (Li, 2017). This aspect is also highlighted in the findings of many other studies, which emphasize the collaborative environment fostered by social media (Muftah, 2022; Shabur & Siddiki, 2024). In summary, the literature survey in this paper underscores the potential of social media as a tool for enhancing English language learning while also addressing the challenges that need to be overcome to maximize its effectiveness. However, in the context of Bangladesh, few studies have been found at the secondary level of education related to the general objective of this study. This study tried contributes to the research gap at this particular level of education in the context of language learning in Bangladesh.

IV. RESEARCH METHODOLOGY OF THIS STUDY

This research was conducted in mixed method research approach which used both quantitative and qualitative data in data collection and data analysis procedure. The researcher developed a questionnaire and collected quantitative data from the students to avoid redundancy and conducted the study in a certain amount of time. The questionnaire had two sections containing relevant statements aligned with the research objectives. Qualitative data was collected from the teachers for receiving their individual opinions without being biased by the structured questionnaire. Sufficient numbers of core question along with some follow-up questions were developed to have deeper understanding of the information obtained from the questionnaire survey. Probability sampling through simple random sampling was chosen for this study. Sixty secondary students from various sections of the institution were selected randomly for questionnaire survey and three English teachers got involved as interview participants. Quantitative data were analyzed with Microsoft Excel and the data percentages were organized in charts and tables in Microsoft Word. The qualitative data were evaluated thematically based on the answers of the participants' interviews.

V. FINDINGS OF THIS STUDY

Findings from the questionnaire survey

Initially the researcher administered the questionnaire survey to explore the extent to which the students use social media for learning English language and the factors that influence them to use social media for language learning purposes. The findings from the questionnaire survey have been divided into two sections.

Section One: The Extent to Which Social Media Used for Learning English

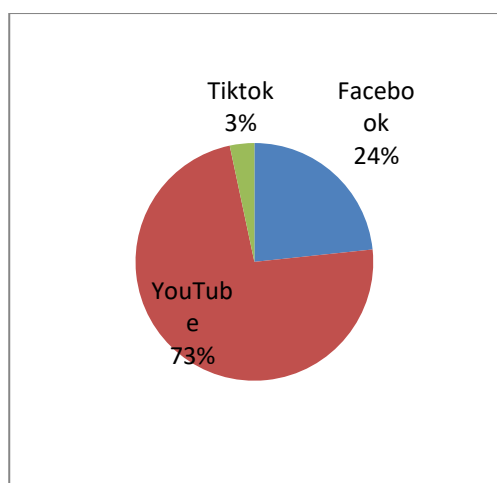
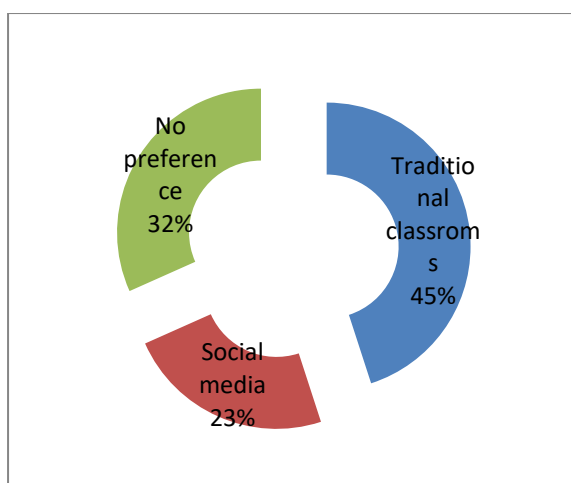


Figure 1: Students' preference for learning English **Figure 2:** Pertinence of SNS platforms

The first statement of section One explored the preferred platforms of the students for English language learning purposes. The analysis shows that majority of the students (45%) still prefer classroom setting for language learning purposes. On the other hand, 32% of the students had no given their concrete decision about the preferred platform of for English

language learning. In response to this statement, 23% participants opined that they preferred social media as language learning platform. The second statement investigated the participants' preferred social media platforms for language learning purposes. Figure 2 shows the ratio of several pertinent social media language learning platforms among the participants. Most of the participants with the percentage of 73% found YouTube as the most beneficial platform for learning English. Around 24% participants experienced Facebook to be the most useful platform while learning English online. Rest of the 3% participants was eager to consider TikTok as the best platform in this case.

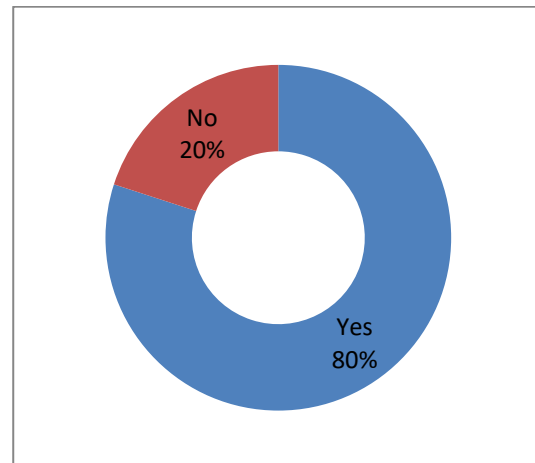
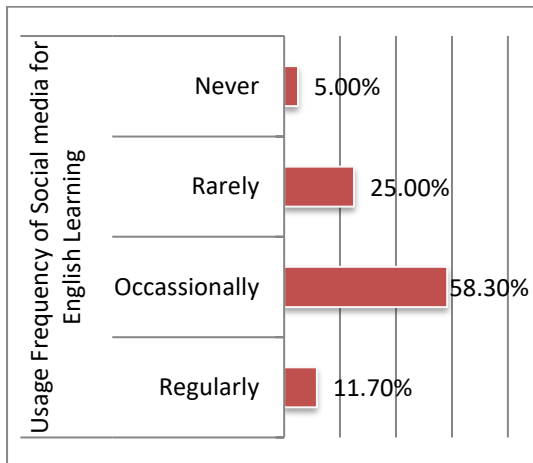


Figure 3: Frequency of social media Use

Figure 4: Social media for academic purposes

The third statement tried to find out the frequency of the social media use by the participants for English language learning. Figure 3 above portrays that every participants used social media for English language learning at several rotation. More than 63% participants had used social media occasionally to learn English whereas there were 15% participants to use social media on a regular basis. However, 21.67% participants rarely used social media for this reason. Statement 4 explored the use of social media by the students for learning academic English. Figure 4 exhibits 80% to implement the knowledge in exams or formal classrooms learned from online lecture videos uploaded by SNS instructors. Nearly everyone shared the positive feedback they received from their formal educators. Only 20% of the participants did not use social media for learning academic English.

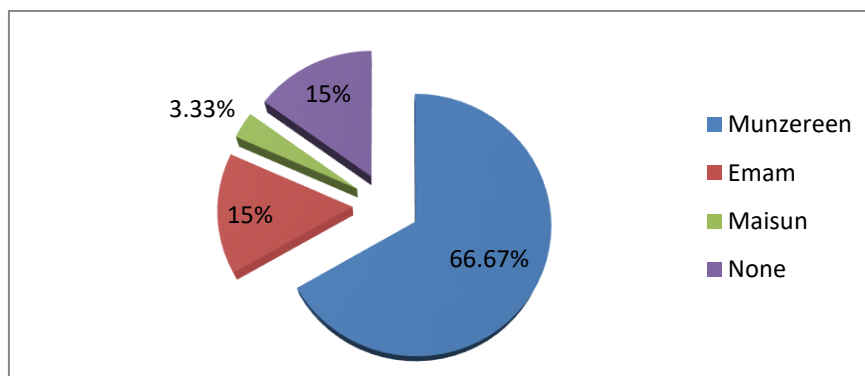


Figure 5: Instructors' popularity among participants

The fifth statement explored the most popular English instructors on social media platforms among the participants. The pie chart illustrates Munzereen Shahid as the most popular English language instructor. 66.67% participants justified their response of choosing Munzereen as their favorite instructor referring her Oxford degree, high IELTS score, manifesting accent, easier teaching technique with versatile content, motivating personality, prettier facial expressions, and warm gesture. Emam Hussain appeared as the favorite instructor of 15% learners who appreciated his quality to encourage students. Participants with the percentage around 3 liked Maisun as their online teacher and one of them took Maisun's age contemporary to theirs as a source of self-motivation. Others 15% participants stated that they randomly search necessary topics and simply learn from Facebook and YouTube videos without having a favorite teacher.

Section 2: Factors Influencing Social Media Use

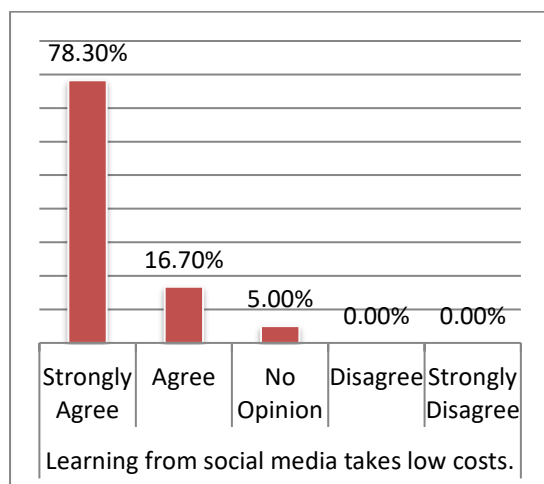


Chart 1: Low cost

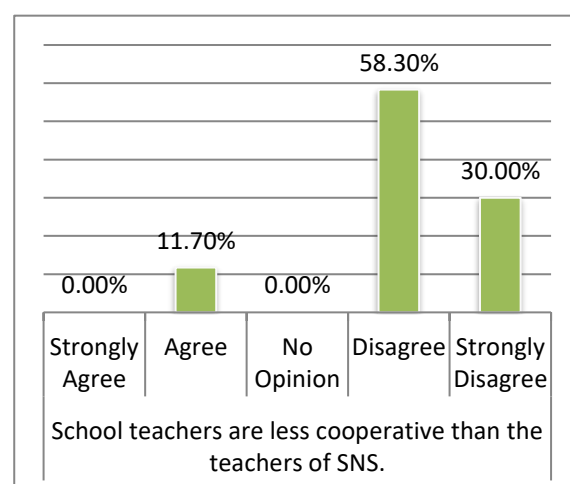


Chart 2: Teacher cooperation

The first statement of this section claimed that learning from social media takes low cost. According to the analysis almost 78% of the participant strongly agreed with the claim and at the same time almost 17% of the participants also agreed with the statement. Hence, it can be said that learning English from social media is cost-effective. The second statement of this section claimed that the school teachers were less cooperative than the teachers of SNS. Maximum students disagreed to the assumption of their academic teachers being less cooperative than nonacademic online teachers. Although 8% students agreed and 3% were neutral, more than 58% of learners disagreed and 30% strongly disagreed to consider their academic educators less cooperative.

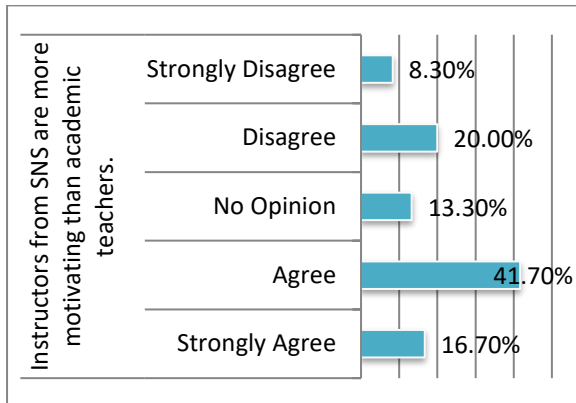


Chart 3: Motivation from teachers

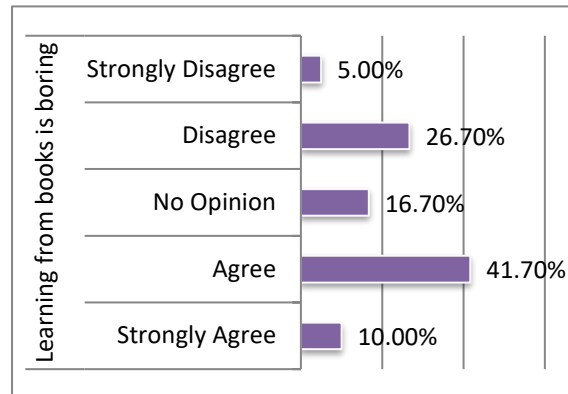


Chart 4: Textbook being boring

The third statement of this section claimed Social media instructors were more motivating to the students than their academic teachers. Surprisingly, half of those participants found social media instructors to be more motivating compared to their traditional instructors. 16.70% strongly agreed and 41.70% agreed even though 13.30% showed neutrality and 28.3% showed disagreement of reckoning SNS educators more motivating. The next statement of this section claimed that learning from books was boring to the students. More than half of the participants preferred social media to learn English as they were not eager to learn from books. Students with the percentage of 10 and 41.70 strongly agreed and agreed respectively that learning from books was boring to them. Nonetheless, almost 17% were neutral and 26.70% disagreed to the similar idea. Hence, it can be said that albeit a large portion of the participants were comfortable to learn English from SNS, many of them were concerned about the credibility of materials they accessed online.

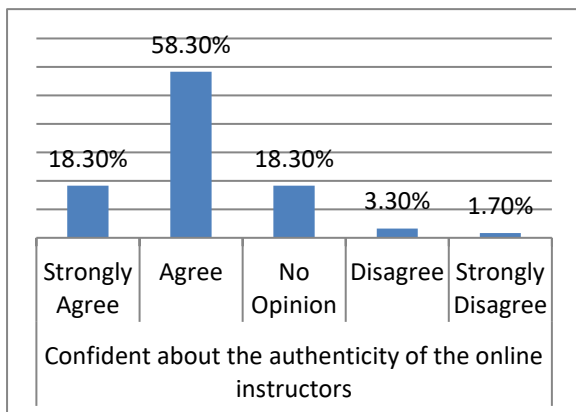


Chart 5: Authenticity of the instructors

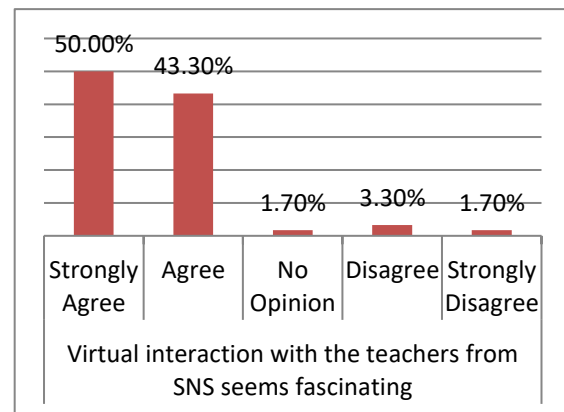


Chart 6: student-teacher interaction

The fifth statement explored whether the learners believed that the language instructors on social media were authentic or not. According to chart 5, a huge number of respondents (58.30%) agreed with the claim and at the same time, 18.30% of the participants strongly agreed with the statement. Only 5% of the respondents disagreed with the claim. Therefore, it can be said that the young English learners have a great confidence on the social media instructors about their teaching skills. Statement six claims that the young learners are

fascinated by the virtual interaction with the social media instructors. Analysis shows that almost 93% (Strongly agree 50%+agree 43%) of the respondents believed that they were fascinated by the virtual interaction with social media instructors.

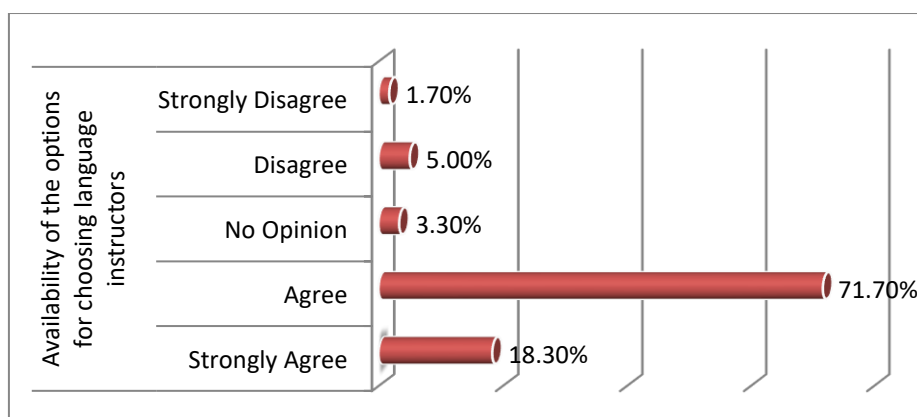


Chart 7: Available options

The seventh statement of section 2 claimed the availability of choosing teacher option on social media platforms inspired the students to use social media platforms for learning English language. The chart shows that almost 72% of the respondents strongly believed that this opportunity had a positive impact on their use of social media for English language learning purposes. At the same time, almost 18% of the respondents agreed with the claim.

Findings from Interview

Everyone has highlighted the positive aspects of learning English from SNS. One of the participants appreciated the new approach of learning saying “I consider online learning as a valuable supplement to traditional education as it implement variety of teaching methods.” He further expressed his complacency about students being interested to explore something their own instead of just being limited to the boundaries of classrooms. The interview participants regarded that learning from SNS would make students more skilled, creative as well as confident. But, at the same time, they showed their concern about potential misinformation provided by the social media influencers. Some of the participants observed positive changes in students focusing the fact that students are being self-motivated and to learn new vocabularies and different expressions in English after the use of social media platform for language learning. They uttered,

There are grammatical rules, academic writing and free-hand writing in the curriculum of secondary learning but no additional spoken course. That is why students struggle in case of fluent speaking. Students who are learning English particularly English speaking from social media should be appreciated.

One of the interview participants compared other technological tools such as computer, calculator and Microsoft applications to social media platforms in the advancement of learning. After comparison, he summarized that there is nothing wrong for students to learn English via SNS because it is their right to use technology at its best as a digital citizen. They

also believed that teachers themselves should get used to maintain the online content as an additional tool for teaching. Another participant stated,

Implementing different teaching approaches and methods is not practically possible for academic teachers while social media educators can easily do it. They make videos with cuts and edits. It helps students to learn with proper time management and catch their attention spans.

Some of the participants provided a mixed view acknowledging the benefits of students being engaged in learning even outside the classrooms but they were concerned about the lack of instant feedback to correct the mistakes and misconceptions of learners. For example, one of the teachers raised questions about students using informal expressions for example, 'I'm cool' instead of 'I'm fine' that may hinder their progress of being academic and professional. "Sometimes students try to replace easy words with idioms and slangs. They do it to sound like a native speaker but I personally have found it problematic", He narrated. Another participant raised expressed his concerns about the hype of smart English created by both social media influencers and their consumers. He stated, "Obviously content offered by the popular social media instructors are good but they promote their videos in such a way that confuses young learners." Sometimes they provide misleading information identifying formal gestures and academic words boring or unsmart that the participant had considered a big issue. Similarly, all of the teachers also showed concerns about credibility saying students can be misguided by learning wrong use of words, meaning, and pronunciation. They regarded that they are responsible to the learning of their students whereas the social media tutors are not. According to them, these online mentors can manipulate the students to get more views. The teen students are easily attracted to the popularity and lifestyle of the influencers.

VI. DISCUSSION ON THE FINDINGS

The objective of this study was to find out the extent to which the secondary level students used social media for English language learning purposes and to explore the factors influencing the secondary level students to use social media for learning English language. The students and teachers of UPSC,J showed mostly positive attitude toward learning English from social media instructors. The study has also revealed multiple factors influencing the young generation in using social media for learning purposes. These influential factors whatever positive or negative can be closely associated to social cognitive theory and teen psychology. The popular figures of social media platforms mentioned in this research are not merely instructors but influencers. They influence a mass of young students by their surroundings, lifestyles, and fostered culture. This is the reason why adolescents feel so connected with them. Munzereen Shahid, the most influential figure according to the findings of this study, has a charisma to attract teens. The students are amused by her connectivity to Oxford, '10 Minute School' and even by her personal life. Many of the participants in this study mentioned that they are fascinated by the presence of the social media instructors. This statement can be viewed through the lens of psychoanalysis of adolescents. Chaikin et al. (2006) conducted a study on young students who have found their physically attractive

teachers more motivating. Their study also showed a teacher's physical gestures such as smile and head nodding as attractive features (Chaikin et al., 2006). Many of the social media instructors also use this technique to catch the attention of young students (Cherry, 2022). Students feel more motivating by their warm greetings that they use in the introductory segment of their videos (Hall, 2007). Apart from the lecture videos, they upload various kinds of motivational posts and videos that appears as a way to reinforce students continuously (Cherry, 2022). Participants of this research also appreciated Emam Hussain as he reinforces them by his positive attitude and appreciating gesture. This might be the reason why non-academic online instructors are engaging than traditional teachers when it is the case of language learning. The influence of social media instructors are so reinforcing that few students participated in this research showed their interests to be SNS instructors imitating them.

The findings suggest that social media can serve as a valuable resource for both students and teachers. By integrating social media into the curriculum, educators can provide students with access to a wider range of materials that can improve their listening, speaking, reading, and writing skills (Reyes, et al., 2012). This can lead to a more enriched learning experience. The study highlights the potential of social media to create collaborative learning environments. Hence, teachers can encourage students to work together on projects or discussions through social media platforms, fostering teamwork and co-construction of knowledge (Sultana et al., 2023). This collaborative approach can enhance student engagement and motivation in learning English (Richards, 2015). Therefore, academic teachers are recommended to appreciate students to learn from suitable online videos as a secondary source. No welfare is supposed to done with nostalgic system of teaching, hence, teachers themselves should get used to the use of IT and suggest students' authentic material available online (Pitaloka et al., 2020). On the other hand, students have to do a good balance between the lectures of academic teachers and the tips given by non-academic online instructors (Muftah, 2022). The young students, in the process of language learning, should not consider the social media instructors as stars or celebrities but instructors (Elboubekri, 2017). The students must consider their educational background and qualifications instead of being biased by the popularity or lifestyle of the social media instructors teaching English (Li, 2017). They should not embrace ongoing trends without a valid reason when it comes to education (Chowdhury, 2021). The students are recommended to share their knowledge gained from SNS with academic teachers and check the authenticity of information via other sources online (Bereczki & Kárpáti, 2021). The online instructors should be responsible with what they teach and preach. They are recommended to clear the confusion between informal and formal use of expression instead of just distinguishing boring and fun words.

The findings of this study can inform future research on the integration of technology in language learning. Researchers can explore different social media platforms and their specific impacts on language acquisition, as well as investigate strategies to overcome the challenges identified in this study. In summary, the practical implications of this study emphasize the importance of integrating social media into English language education, addressing access

barriers, and fostering collaborative learning environments to enhance the overall educational experience for secondary students in Bangladesh.

VII. CONCLUSION

Bangladeshi social media instructors have crossed a new dimension in the realm of language learning. As secondary education of Bangladesh doesn't offer any particular subject or course for spoken English, exploring the content of SNS instructors is a wise decision to learn and use English for real life communication. SNS instructors' constant motivation and continuous reinforcement are the facts that students find more helpful than that of academic teachers. Although the new approach of learning English with SNS instructors has few challenges, it can be adjusted through conscious learning.

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