



Iranian EFL Learners' Perceptions of Clubhouse as a New Social Media Platform for English Language Learning)

Mahdis Mousavi
Chabahar Maritime University
Chabahar, Iran
Mousavi933@gmail.com

Mostafa Goodarzi
Chabahar Maritime University, Chabahar, Iran
Mostafa.gudarzi1993@gmail.com

Abstract— Social media, nowadays, has provided a considerable opportunity for English language learning improvement. Accordingly, this study was aimed to investigate the perception of EFL learners toward the role of a very novel social media application called Clubhouse in English language learning. For this purpose, 134 Iranian learners using Clubhouse for learning English answered a three-part questionnaire containing 31 items. The first part of the questionnaire included six questions through which the learners were supposed to say how they perceived Clubhouse as a platform useful for educational purposes. The second part dealt with the items arising learners' perceptions toward Clubhouse as a platform useful specifically for English language learning. The last part, then, was aimed to find out what language skills are better learned through using Clubhouse based on learners' perceptions. The results for the first part of the questionnaire exhibited that participants almost agreed that Clubhouse could be regarded as a useful platform applicable for educational purposes. Based on the second part of the questionnaire, participants agreed that Clubhouse could be applied as a social media platform for language learning specially because of the opportunity it provides for their direct interaction with teachers and peers. Furthermore, it was perceived by language learners using Clubhouse that it helped them improve the language skills related to oral interaction including listening and speaking. Reading, writing, vocabulary and grammar, on the other hand, were not perceived to be influenced significantly through using Clubhouse.

Keywords- Clubhouse, Perception, education, English language learning



1. Introduction

At this time, the world is facing a problem, namely fighting the Covid-19 virus with a situation that causes everything to be done at home. Consequently, the role of technology in teaching and learning process has become more important than ever. It has become a challenge for teachers to be able to present their teaching materials appropriately online (Zaitun, Hadi, & Indriani, 2021). During this pandemic, the teaching/learning processes are mostly performed online or through e-learning along with the existing language teaching and learning through mobile-assisted language learning (Lixun, 2017).

Over the last few years with the prevalence of Coronavirus, social media technology has become an essential part of personal life through which users generate content, share photos, choose to ‘like’, or interact in a game (Tess, 2013). Social media is defined as a term that depicts any number of technological systems associated to community and partnership (Joosten, 2012). While it appears that a specific definition may be elusive (Kaplan & Haenlein, 2010), social media is often described by example. Social networking sites, blogs, wikis, multimedia platforms, virtual game worlds, and virtual social worlds are among the applications typically included in recent illustrations (Barnes & Lescault, 2011; McEwan, 2012).

Social networking is one tool that can assist teachers and learners to access information and facilitate the learning of English (Srinivas, 2010). Crowley (2015) declared that there are several reasons to apply social media in the classroom. The first reason is that social media provides situations for learners to share their stories both within and beyond the classroom. Second, it gives opportunities to learners for hearing stories beyond their school time. Third, it assists learners to identify the power of personal voice in speaking (Crowley, 2015).

Currently, several free applications could be available to support the good learning process which is planned for learning such as zoom, Google meet, and so on (Baron, 2020). Moreover, there are several websites designed for online learning such as teacher rooms, or websites from universities specifically designed for online learning such as Moodle. On the other hand, there are also social media that are often used for learning purposes such as telegram, WhatsApp, Instagram, Facebook, and so on (Baron, 2020).

Besides all the social media apps mentioned, there is another newly constructed app called Clubhouse. Being a combination of the conference call, talkback radio, audio podcast, and an online video chat, Clubhouse is considered as a new social networking app. Unlike other social networks, it offers a real-time streaming audio chat that does not ask users to share any unnecessary information like exchanging text messages, conducting video calls, or sharing photos. Instead, Clubhouse users can listen to real-time conversations, contribute to these conversations and create their own conversations for others to listen and to interact with (Strielkowski, 2021).

Since there is a strong desire for the new generation to be in touch with the newest platforms to share and exchange information, many English language teachers all around the world take advantage of that and use Clubhouse to teach English in a new context. With an overlook in this app it could be seen that a lot of rooms for teaching and learning English are created and so many people take part in the rooms to learn English. So many aspects of this kind of teaching need to be discovered to find out whether learning English by taking part in Clubhouse rooms can lead to better language learning or not. For this purpose, the perception of EFL learners towards the usage of Clubhouse as a tool for learning language was examined in this research. Therefore, through employing a descriptive research approach, the current study was carried out to find answers to the following research questions.

1. To what extent do Iranian users of Clubhouse perceive that this application influenced educational environment?



2. To what extent do Iranian users of Clubhouse perceive this application as an effective opportunity for language learning?

3. What language skills do Iranian users of Clubhouse perceive to be influenced best through using this application?

2. Review of literature

Social media has influenced all parts of human life socially, politically, economically and educationally. Recently, the proliferation of online education and learning, especially mobile education technology in higher education, has established a strong position around the world providing students with more choices and opportunities in the context of online education. Social media is also considered to be one of many technologies born within the framework of education, both inside and outside the classroom. On the other hand, students find social media and mobile devices as cheap and useful tools for getting relevant information (Ansari & Ali Khan, 2020). Studies in Western countries have also revealed that the use of online social media has influenced significantly the academic performance and satisfaction of students (Zhu, 2012).

Using Web 2.0 technologies like Facebook, Instagram and other social media applications helps people to create their own pages and websites, post photos, videos and audio files, edit others' works, and comment on others' posts. Social media compared with classrooms enables learners to interact with many people around the world by providing various platforms through which learners can create content and share it within these virtual, digital communities; they can also participate in group discussions and share resources and information with one another (Pelet, 2014; Haque & Al Salem, 2019). Nowadays these technological opportunities are becoming more included in the learning atmosphere because they provide students with the necessary mutual communication and cooperative learning.

Manning (2014) specifies two main characteristics to define social media:

“First, social media allow some form of participation. Social media are never completely passive, even if sometimes social networking sites such as Facebook may allow passive viewing of what others are posting. Usually, at bare minimum, a profile must be created that allows for the beginning of the potential for interaction. That quality in and of itself sets social media apart from traditional media where personal profiles are not the norm. Second, and in line with their participatory nature, social media involve interaction. This interaction can be with established friends, family, or acquaintances or with new people who share common interests or even a common acquaintance circle.” (p.1159)

English language learning has also been influenced by the usage of social media applications in recent years especially with the dominance of Covid 19 throughout the world. These social media apps could be effective in providing up-to-date information, significant measure of language input, and communication with native language speakers (Amin, Refiq & Mehmood, 2020). Based on the literature related to language learning and teaching, it is believed that relevant exposure plays a vital role in improving L2 proficiency (Alghamdi & Sabir, 2019). The development of new technologies has provided many opportunities in improving language learning, especially by using Web 2.0 where many information are exchanged through direct or indirect exposure to real language. For example, in an empirical research Solano, Cabrera, Ulehlova & Espinoza (2017) concluded that in order to develop students' all four language skills, integrating technology tools and appropriate teaching strategies in EFL classrooms is obligatory.

Empirical studies around the role of various social media platforms in foreign language learning have been done before sufficiently. For example, Aydin (2017) investigated EFL learners' perceptions of Facebook as a language learning environment. 174 learners studying English at a state university in Turkey were selected



as the sample of the study. First, a perception questionnaire and survey were administered and then the frequencies, mean scores, and standard deviations were computed. The results showed that Turkish EFL students perceive Facebook as an environment for communication, interaction, socialization, language learning and cultural interaction.

Abu-Ayfah (2020), on the other hand, conducted a study to investigate the views of EFL college students on using Telegram to learn English. The participants in this study were 300 EFL college students, of which 200 women and 100 men were from the English and Translation Department of Tibah University in AL Medina AL Manwarah, Saudi Arabia. This study adopted a quantitative method and used questionnaires as a data collection tool. The results showed that most EFL students regard Telegram as a useful tool for learning English language, especially vocabulary learning.

Javadi and Cheraghi (2020) investigated the effect of vocabulary teaching using augmented auditory input through Whats app on vocabulary learning and retention of EFL learners. Analysis of test results through independent sample testing and analysis of covariance (ANCOVA) indicated that enhancing auditory input through Whats app had a statistically significant impact on learning vocabulary of EFL Iranian learners.

Handayani (2019) outlined the main benefits of using Instagram for EFL, and provided a list of activities that Instagram can be used for. After discussing the activities Instagram offered and the use of Instagram, he concluded that Instagram has had a positive impact on improving students' language skills. It's a useful educational tool that provides students and teachers with an easy way to communicate beyond office hours and classrooms. Using Instagram enables students to generate ideas through context-sensitive content and provides them with an interesting learning experience. Hence, teachers can use Instagram to conduct some interesting English class activities. Finally, it should be emphasized that the use of Instagram in learning a foreign language can be an effective innovative tool, as it is appropriately used by students and teachers for educational purposes.

Clubhouse is the name of another new social media platform that has been constructed in recent years. It was first created in 2020 (Strielkowski, 2021). So many characteristics of this platform have made it popular among people all around the world. Strielkowski (2021) stated that Clubhouse users are able to give ear to different sorts of conversations, take part in these conversations, and make their own conversations in "chat rooms"; not necessary to mention that no one can record or save these conversations for later use.

No other study has investigated the role of Clubhouse in second language learning because of its novelty. Therefore, in this study, researchers tried to find the strengths and weaknesses of applying this platform for improving language learning and teaching. Finding out the perceptions of those second language learners who choose to learn English through participating in the rooms created by teachers in Clubhouse could be regarded as an important part of discovering various aspects of this increasingly used social media platform.

3. Methodology

3.1 Design and Participants

In this study, researchers used a questionnaire as an approach to collect data, and the analysis of the data was conducted quantitatively. This research is descriptive in nature, in which the researchers aimed to discover the strengths and weaknesses of the Clubhouse via one data collection instrument from the perceptions of everybody who are using this app for English language learning. For this purpose, the researchers employed a researcher-made questionnaire. The questionnaire was completed by everybody who was utilizing the Clubhouse for English language learning. In order to do this, the researchers selected six rooms such as Learn English- All Welcome, English for Iranians, English Aficionados, Smart & Easy English, English Speaking



Practice, and Lingemy which were created for learning English in Clubhouse. In these rooms, free discussion and English conversations about a wide range of topics were held. Researchers selected the participants of the study from these rooms accidentally. In other words, researchers sent the questionnaire to most learners who were members of the mentioned rooms among which 134 learners answered the questionnaire.

3.2 Instruments

The instrument that was used in this study included a researcher-made questionnaire with 31 items. For developing the questionnaire, the researchers used a questionnaire of Aydin (2017). This questionnaire has been used as an evaluation criterion in the project of evaluation of Facebook by Aydin (2017). The number of questions gathered based on this questionnaire was 55. Almost 7 questions that were repeated and 11 questions that were not related to the objectives of the research were deleted. The researchers asked three experts to read the remaining 37 items and give their comments regarding their wording and their suitability for such a project. The experts deleted several items, provided the best wording for questions in the new questionnaire, and made the wording simpler to understand. In the end, the final version of the questionnaire was set up with 31 questions. The items of the questionnaire were presented in three sections: Educational environment (6 items), Language learning (16 items), and Language Skills and Knowledge areas (9 items). To make the questionnaire easier to understand for the participants, it was translated into Persian before distributing. The translation of the questionnaire was done by a certified translator holding a Ph.D. in translation studies. The reliability of the translated questionnaire was checked through a pilot study with 42 in the first round, using Cronbach's Alpha in SPSS version 26. The rate of Cronbach's Alpha was 0.871, which indicated that items of the questionnaire were reliable (tables 1 & 2).

Table.1 Case Processing Summary.

	N	%
Cases	42	59.2
Valid		
Excluded^a	29	40.8
Total	71	100.0

Table.2. Reliability Statistics

Cronbach's Alpha	N of Items
.871	31



3.3 Data Collection and Analysis Procedures

In this study, the researchers administered the questionnaire to everybody who was using the Clubhouse. The number of participants who answered the questionnaire reached 134 learners. The questionnaire was associated with a Likert-type scale of equal range with five sections. The statements were followed by: 1- strongly disagree, 2- disagree, 3- average, 4- agree, 5- strongly agree. First, all the answers were coded and transferred to the SPSS data editor. The data were analyzed by using Statistical Package for Social Science (SPSS 26). Then, the mean and percentage were calculated to describe and summarize the responses of participants. Obtaining the mean and percentages of items, the researchers could track the items and categories that received the highest and lowest score.

4. Results and Discussion

4.1 Results

The present study was carried out to see how Iranian EFL learners who use Clubhouse as a social media platform for learning English perceive this platform as an opportunity for language learning improvement. In this regard, a three part questionnaire was designed to be distributed among the participants. In order to answer the questions of the study calculating and analysing the responses by using SPSS software were done. Mean, frequency, standard deviation and percentage were the main calculations done on the responses. The results of the analyses are put forward part by part in the following.

4.1.1 Clubhouse as an Educational Environment

As it was mentioned in previous section, the questionnaire distributed among the participants was divided into three sections. The first section was aimed to explore the perceptions of the participants towards Clubhouse as an educational environment platform. The results for this part of the questionnaire are shown in table 3.

Table 3. Frequency, Percentage, Mean and Standard Deviation of Participants' Perceptions of Clubhouse in Education

statement		Strongly disagree	Disagree	Average	Agree	Strongly agree	Mean	SD
1. Clubhouse is a platform for learning and teaching.	F	10	12	64	39	9	3.18	0.959
	%	7.5	9	47.8	29.1	6.7		
2. Clubhouse can be used for educational activities.	F	4	12	23	76	19	3.70	0.926
	%	3	9	17.2	56.7	14.2		



3. Clubhouse is a resource to support educational communications.	F	6	18	62	32	16	3.25	0.986
	%	4.5	13.4	46.3	23.9	11.9		
4. Clubhouse provides an academic interaction with my peers.	F	11	15	31	52	25	3.48	1.161
	%	8.2	11.2	23.1	38.8	18.7		
5. I use Clubhouse as an educational environment.	F	4	15	54	38	23	3.45	1.000
	%	3	11.2	40.3	28.4	17.2		
6. I use Clubhouse for academic purposes.	F	9	53	61	8	3	2.57	0.798
	%	6.7	39.6	45.5	6	2.2		
Total Mean							3.27	

This part of the questionnaire included six items. All the items were supposed to explore the participants' perceptions toward the application of Clubhouse in an educational environment. Items 1, 2, 3 and 4 dealt with Clubhouse and its general role in education while items 5 and 6 referred to the extent to which each participant use Clubhouse in educational environment. The highest mean (3.70) in this part belonged to the item 2 where it was indicated that more than 70% of the participants agreed or strongly agreed that Clubhouse could be a useful platform for educational activities. The lowest mean (2.57), on the other hand, was related to the 6th item where it was shown that only 8% of the participants agreed or strongly agreed that they use Clubhouse for academic purposes. Additionally, the interaction opportunity provided by Clubhouse for the participants and their peers was included in item 4. The responses to this item revealed that more than 56% of the participants agreed or strongly agreed that they can be in contact with their educational peers through using clubhouse. Finally, to answer the first question of the study the total mean of 3.27 revealed that most participants had a relatively positive perspective toward the application of Clubhouse in educational environment and in providing them with an opportunity for interaction with their peers; but they had not yet completely used to apply it in real educational environments.

4.1.2 Clubhouse and Language Learning

The second part of the questionnaire as the main section deals with Clubhouse and language learning. The participants answered 16 statements of this part. Their perceptions towards the role of Clubhouse as an environment for English language learning are shown in the table 4.

Table 4. Frequency, Percentage, Mean and Standard Deviation of Participants' Perceptions of Clubhouse for English Language learning

Statement		Strongly disagree	Disagree	Average	Agree	Strongly agree	Mean	SD
7. I use Clubhouse to follow specific posts about second language learning.	F	10	31	33	44	16	3.18	1.144

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	%	7.5	23.1	24.6	32.8	11.9		
8. Clubhouse is a useful language learning environment.	F	8	12	46	53	15	3.41	1.005
	%	6	9	34.3	39.6	11.2		
9. Clubhouse supports language learning.	F	5	19	48	53	9	3.31	0.929
	%	3.7	14.2	35.8	39.6	6.7		
10. Clubhouse is an appropriate platform for language learning.	F	5	13	46	35	35	3.61	1.089
	%	3.7	9.7	34.3	26.1	26.1		
11. Clubhouse demolishes borders and barriers in language learning.	F	3	17	85	24	5	3.082	0.736
	%	2.2	12.7	63.4	17.9	3.7		
12. Clubhouse is a good discussion forum about language learning	F	7	10	51	39	27	3.51	1.060
	%	5.2	7.5	38.1	29.1	20.1		
13. Clubhouse is a resource for e-learning.	F	4	8	62	48	12	3.41	0.852
	%	3	6	46.3	35.8	9		
14. Clubhouse is a resource for individual language learning.	F	5	16	89	21	3	3	0.720
	%	3.7	11.9	66.4	15.7	2.2		
15. Clubhouse is a resource for collaborative language learning.	F	3	13	37	78	3	3.48	0.792
	%	2.2	9.7	27.6	58.2	2.2		
16. Clubhouse provides moral support concerning language learning.	F	6	18	76	30	4	3.05	0.811
	%	4.5	13.4	56.7	22.4	3		
17. Clubhouse offers multimedia resources to improve language learning.	F	14	42	68	8	2	2.56	0.817
	%	10.4	31.3	50.7	6	1.5		
18. Clubhouse is an appropriate platform to share language resources and materials.	F	12	25	78	14	5	2.81	0.877
	%	9	18.7	58.2	10.4	3.7		
19. Clubhouse increases achievement in language learning.	F	11	21	50	34	18	3.20	1.115
	%	8.2	15.7	37.3	25.4	13.4		
20. Clubhouse can be used in language classes.	F	12	17	68	35	2	2.98	0.901
	%	9	12.7	50.7	26.1	1.5		



21. Clubhouse can be used in classroom practices and involvement.	F	8	14	86	23	3	2.99	0.780
	%	6	10.4	64.2	17.2	2.2		
22. Clubhouse can be a part of my regular lessons	F	14	53	35	29	3	2.65	1.004
	%	10.4	39.6	26.1	21.6	2.2		
Total Mean							3.13	

Regarding the second part of the questionnaire, the participants were asked to state their perspectives toward Clubhouse and how it helped them learn English. In this section 16 items were put forward. The first four items (7-11) generally were related to the appropriateness of using Clubhouse for language learning. Based on the results shown in table 4 the highest mean (3.61) goes to the item 10 in which more than 52% of the participants agreed or strongly agreed that Clubhouse is an appropriate platform for language learning. Other items were more specific to other situations where Clubhouse could be used for language learning. Item 12, for instance, referred to the opportunity that Clubhouse provides for discussion. The responses to this item showed that more than 49% of the participants saw clubhouse as an opportunity for having discussion with other members of the rooms made for English language learning. Item 13 introduced Clubhouse as an electronic resource for language learning but only 41% of the participants believed so. It showed that they only used Clubhouse as a side app for language learning rather than a major resource. Item 14, then, was related to how it helped participants to improve their language learning individually. The mean of 3 for this item exhibited that only a few of them (17%) agreed or strongly agreed that this app can help them improve their second language apart from interaction with others. Item 15, on the other hand, with the mean of 3.48 revealed that a large number of the participants (60%) learn English in collaborating with others through using Clubhouse. Regarding the item 16, not a large number of the participants (only 27 %) believed that Clubhouse provides moral support concerning language learning. Because of the nature of Clubhouse where interaction occurs only vocally, it was not surprising that only 7% of the participants viewed Clubhouse as a multimedia resource to improve language (item 17) as well as item 18 where only 13% of the participants found Clubhouse as an appropriate platform to share language resources and materials. Item 19 showed that with a mean of 3.2, more than 38% of the participants experienced successful achievement in language learning by using Clubhouse. Since people usually use Clubhouse outside the classrooms, means of 2.98, 2.99 and 2.65 for items 20, 21 and 22 respectively which were all related to the usage of Clubhouse inside the classrooms were not surprising. By all means, to answer the second question of the study, a total mean of 3.13 for the second part of the questionnaire conveyed that the participants using Clubhouse for language learning had a relatively positive perspective toward the application of Clubhouse for language learning.

4.1.3 Clubhouse, Language Skills and Knowledge areas

The last section of the questionnaire was specified to language skills and how the participants perceived Clubhouse as an effective platform for improving different skills of the language. Therefore, the last research question was aimed to find out the skills which are best improved through using Clubhouse for language learning based on learners' perspectives. The results in this regard are shown in the following (table. 5).

Table 5. Clubhouse, Language Skills and Knowledge areas



Statement		Strongly disagree	Disagree	Average	Agree	Strongly agree	Mean	SD
23. Clubhouse can be integrated into projects related to language learning.	F 8 % 6	10 7.5	54 40.3	57 42.5	5 3.7	3.30	0.894	
24. Clubhouse helps me improve communicational and interactional skills.	F 4 % 3	6 4.5	32 23.9	83 61.9	9 6.7	3.64	0.797	
25. Clubhouse helps me improve listening skills.	F 3 % 2.2	6 4.5	10 7.5	108 80.6	7 5.2	3.82	0.692	
26. Clubhouse helps me improve pronunciation skills.	F 8 % 6	11 8.2	22 16.4	84 62.7	9 6.7	3.55	0.953	
27. Clubhouse helps me improve speaking skills.	F 9 % 6.7	8 6	22 16.4	83 61.9	12 9	3.60	0.973	
28. Clubhouse helps me improve reading skills.	F 8 % 6	76 56.7	39 29.1	10 7.5	1 0.7	2.40	0.747	
29. Clubhouse helps me improve writing skills.	F 23 % 17.2	31 23.1	68 50.7	8 6	4 3	2.54	0.946	
30. Clubhouse helps me improve grammar knowledge.	F 3 % 2.2	7 5.2	52 38.8	66 49.3	6 4.5	3.48	0.763	
31. Clubhouse helps me improve vocabulary knowledge.	F 4 % 3	7 5.2	30 22.4	86 64.2	7 5.2	3.63	0.790	
Total Mean						3.32		

The last part of the questionnaire dealing with Clubhouse and different language skills and knowledge areas included 9 items. Item 23 as the first item of this part referred to a more general issue. It was aimed to see if learners perceived Clubhouse to be the subject of any research project related to language learning or not. More than 45% of the participants agreed or strongly agreed with this item. With other 40% who had no idea about this item, only 13% of the participants disagreed or strongly disagreed that Clubhouse could be a part of second language learning projects. The second item of this part (item 24) was generally related to communicative and interactive skills and it was aimed to see if they can be improved through using Clubhouse. The high mean of 3.64 with more than 68% of participants who agreed or strongly agreed with this item showed that the perspectives toward using Clubhouse for interactive and communicative aspects of language learning were positive.

Items 25, 26 and 27 were all related to oral interactive skills of language including listening, pronunciation and speaking respectively. All the means for these items were high. Item 25 was specifically related to Clubhouse and listening skill. The mean of 3.82 as the highest mean of this part of questionnaire showed that there was a positive perspective toward the relationship between Clubhouse and listening improvement among the participants. Item 26 and the responses to this item revealed that more than 69% of the participants agreed or strongly agreed that Clubhouse could influence their pronunciation. In regard to item 27, it was shown that 70% of the participants agreed or strongly agreed that they could improve their speaking through taking part in Clubhouse rooms specified to second language learning.



Items 28 and 29 were related to reading and writing respectively. The means for these two items were not higher than 3 (2.40 & 2.54). Therefore, it was concluded that perspectives towards the relationship between Clubhouse and improvement in reading and writing was not positive. The last two items, then, dealt with grammar and vocabulary. The means of 3.48 and 3.63 for items 30 and 31 respectively showed that participants' perspectives toward Clubhouse and both grammar and vocabulary were relatively positive. The total mean of 3.32, after all, revealed that the participants had almost a positive perception toward the usefulness of Clubhouse for learning different language skills. On the other hand, as an answer to the last question of the study and based on the results shown in table 5 Clubhouse could be regarded as a useful social media platform for improving oral interactive skills including listening, pronunciation and speaking more than other skills.

4.2 Discussion

Using social media is increasing in higher education classrooms as many educators use different software tools and applications to improve learning and communication. According to Greenhow and Robelia (2009) applying social media in educational environments may lead to new forms of inquiry, communication, collaboration, identity work, and have positive cognitive, social, and emotional impacts. The increasing use of these social media platforms such as Facebook, Twitter, WhatsApp, and others provides a flexible virtual environment in which people in the educational process communicate based on strategies that allow them to gain information, knowledge, and exchange ideas.

Besides all mentioned social media platforms, there is another novel platform called Clubhouse which is nowadays very common among people all around the world. In this study, the perceptions of Iranian users towards using Clubhouse as an opportunity for their improvement in educational environments as the first research question was proved to be positive. The results for the first part was along with some other studies where the participants saw some potential in using social media as a learning tool by indicating that they would be motivated to use social media in the classroom because it aligns with their will for interaction (Neier & Zayer, 2015; Manu, Ying, Oduro & Boateng, 2021).

Regarding the next aim of this study it was indicated that the perceptions of Clubhouse users towards using it to improve their second language learning were almost positive. English language teaching and learning is actually believed to be influenced through interaction (Philp, Adams & Iwashita, 2014; Sato & Ballinger, 2016). Online interaction is also believed to be an important aspect of any online educational context that can improve academic achievement (Muñoz, Vinuesa & Duart, 2013). The most interesting aspect of Clubhouse as a very novel social media application, which is increasingly used by many people all around the world is that the members of a room can only talk to each other and there is not any other way of sharing like chatting (Strielkowski, 2021). According to Strielkowski (2021) all Clubhouse conversations are real-time which means one can hear people throwing out their opinions on the subject and raising her or his hand to throw theirs. Therefore this is the interaction aspect of Clubhouse that makes it more especial than other social media apps. The results of current study also showed that the items which referred to the interactive advantage of Clubhouse including item 12 which was related to discussion opportunity that Clubhouse provides for learners and item 15 which dealt with the collaborative aspect of clubhouse were associated with higher means of 3.51 and 3.48 respectively.

The current study also focused on Clubhouse and its effect on various second language skills. As it was mentioned before, a major number of the participants had the idea that the opportunity that Clubhouse provides for the users to interact orally with other members is the greatest advantage of this social media platform. The results for the last part of the questionnaire also showed that the skills related to oral interaction were more affected by using Clubhouse. Actually the nature of the specific social media platform determines which skills could be most improved. For example, Facebook as another social media was proved to be more effective on vocabulary learning (Slim & Hafedh, 2019; Shahrokhi, 2009). Ying, Siang, and Mohamad (2021) stated that with the dominance of COVID-19 pandemic, in order to improve speaking skills of second language learners,



second language teachers can choose the appropriate social media application that would work best in their particular classroom. Clubhouse, as an environment in which online and real oral interaction occurs during teaching is the best opportunity for listening and speaking skills based on its users' perspectives.

5. Conclusion

The current study was aimed to see if a novel social media platform called Clubhouse has the capacity to be used as an effective learning tool for education and especially second language learning improvement based on its users' perceptions. Determining the specific language skills which were perceived to be more influenced through using Clubhouse by learners was also the other goal of this study. Clubhouse as a very new social media application which is increasingly used by many people around the world is best known for its rooms and live discussions. All the members of a room can listen, take note and take part in discussions and give their ideas regarding the specific subject. So many rooms are made by English teachers for a better virtual learning. Besides the interest the users have in this new app, the opportunity it provides for direct and at-time interaction is believed to be the most important advantage of Clubhouse.

In summary, the results showed that Iranian users of Clubhouse had a positive perspective toward using this platform in educational environment although most of them stated that they still were not used to apply it in many educational environments sufficiently. The second part of the study was related to the perceptions of Iranian users of Clubhouse toward using this app as a tool for second language learning. The participants of this study who were 134 of Iranian EFL learners and used Clubhouse for language learning regarded Clubhouse as an interesting context for improving second language learning. The opportunity that it provides for oral interaction was perceived to be the most helpful aspect of Clubhouse. The last part of the study was then related to the skills which were more influenced through using Clubhouse. As it was declared in the results, most learners believed that the skills which were related to oral interaction like listening, speaking and pronunciation were more affected by using Clubhouse.

All in all and based on the results of the current study, it was clearly concluded that Clubhouse was perceived to be a helpful opportunity for second language learning specially during Covid 19 pandemic where all learners look for the best virtual learning contexts. The nature of Clubhouse and the fact that learners could interact directly with their teachers and peers, take part in online discussions and ask their questions made learners believe that their speaking and listening can be improved through using this app.

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