

ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL

Available Online: <https://assajournal.com>

Vol. 04 No. 02. October-December 2025. Page# 1650-1659

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)

Platform & Workflow by: [Open Journal Systems](#)

<https://doi.org/10.5281/zenodo.17616815>



Investigating the Social Context of Online English Language Teaching Platform: A Critical Discourse Analysis of YouTube Comments

Zarhat Ali

Ph. D Scholar KUST University, Assistant Professor Department of English, Northern University KPK

zarhatali11@gmail.com

Saifulislam

M. Phil scholar department of English Northern University KPK

saif.mamoon212@gmail.com

Fatima Kalsoom

M. Phil scholar department of English Northern University KPK

khattakseerat@gmail.com

Abstract

Investigating the 'social context' of online 'ELT platforms' on social media is goal of this work. Data is collected for its purpose from four the most widely used 'English languages' noted YouTube channels that focus on communication skills and speaking. To examine social environment of the education on Social media, one hundred comments were taken from each "ELT YouTube channel". To control that phenomenon, both quantitative and qualitative methods were applied. The 3D model of speech developed by Norman Fairclough served as a theoretical foundation. This study employed critical discourse to examine how language is used in comments. The advancement of language learning that made it possible for commentators and users to engage in debate, express themselves, and these formal language choices significantly improved their ability to develop an aesthetic sense of self-assurance in understanding of the English language.

Key words: *the social context of online teaching, critical discourse analysis, comments on You Tube channels*

Introduction

There are some advantages to using the social media, the availability of resources of education, videos, and transfer notes for instruction (Botero 2018). Usually, students are certain that the most accessible and reasonably priced ways to learn about topics are through social media and mobile devices. All elements of life are impacted by social media, including the political, social, economic, and the educational spheres. In education, the media increases student's learning opportunities

and widen the scope of 'round-the-clock student-teacher interactions (Mohammad, 2013)'. Facebook is as a resource for education too.

This website will have all the standard social networking features like games, images, but it will focus mostly on the educational collaboration. Dialectical view of the speech, held by the CDA researcher (N. L. Fairclough, 1985) holds that speech is both a part of society and socially created. They are still clearly motivated to actively oppose or meddle in the social issues or power structures under study. Several CDA techniques relate micro and macro scale social phenomena by mapping discourse analyses across various sizes. According to the N. Fairclough, (2005), these scales are three-dimensional model composed of discourse technique, social frameworks and discourse occurrences (micro, macro). The research should vary between the descriptive, interpretive and explanatory phases, each of which is bolstered by a shift between different scales of analysis, according to CDA (N. Fairclough, 2006). To give a detailed account, researchers analyze texts or other speech forms at the micro level of discursive events.

CDA research usually starts with an issue or study subject. It is anticipated that thorough contextual understandings of the dynamics of certain topics or problems (as well as the particular discourse under consideration) will inform specific study design decisions concerning theory, methodologies and technique. Consequently, based on specifics of a project. According to Balaaco (1996), digital learning is "Just in time" and on-demand, providing the information when and where workers require it. Students benefit from concept of "Anywhere-anytime" on a broader scale. English language teaching (ELT) is the process of instructing non-native speakers of language. Without any doubt, technology has affected all aspect of our life in that day and this age. Our students are using the technology more often, and it is becoming an increasingly significant part of both our professional and personal life (Ahmad, 2012). It is not deniable that language learning by using technology is not a novel approach. In fact, if we think of the chalkboard as a form of technology, it has been utilized for decades—one could even say for thousands of years—in language instruction.

Research objectives

1. To evaluate the social context of online teaching through the use of you tube channels.
2. To examine the critical discourse analysis through the text employed by you tubers.

Research questions

1. What social context is employed for online teaching platform?
2. How textual discourse analysis explain online teaching platform?

Significance of the study

Online teaching platforms has bring forth a revolutionary changes in the world. This study has explored various parameters in order to find out the influence of online teaching in the area of English. You tube is one of the best platform employed by the teachers. On the other hand, the use of metaphorical text in the channel draws back good and some ways bad

influence on teachers and students. Though, critical discourse analysis is interdisciplinary subject that evaluate the use of the text on media sites and newspapers.

Delimitation of the study

Online teaching platform, is broader spectrum used to employ by the researcher on various platform. The current study, is delimited to YouTube only and few number of online platform channels has been selected for the research analysis.

Literature Review

Social media is giving the students a realm of educational opportunities. It merely addresses the issue and offers answers to such uncertainty (Greenhow 2019). Today's educators and students are using this platform to make their studies easier. The development of social media technologies for students and various research methods for teachers were the primary focus of this study. It also looked at scholarships, teacher preparation programs in schools, and the accessibility of contemporary technologies for students. The availability of contemporary media for education policy is suggested by this study.

The study (Vanwynsberghe & Verdegem, 2013) looked at social media and contemporary technology and offered a framework for their use in educational settings. Social media is seen as an effective tool for teaching and learning languages. Various scholars have examined the adoption and incorporation of social media in the field of education, however this study concentrated on how teachers and students behaved and teachers behaved after using the technology. For this reason, the UK University compares the two workshops with respect to how users interact with social media for learning and how they utilize it generally.

The workshop's attitudes and opinions were examined through the use of thematic analysis. This gave rise to three distinct themes: Social media as a tool for language acquisition, constructive and destructive criticism, and appropriate avenues of communication. They made various suggestions for participants and researchers: appropriate use of social media characteristics, focus, areas for learner-owned and learner-led creativity, social media evaluation tools, and organized maps for social media use (Lambton-Howard et al., 2021). Social media has shown itself to be a genuine and effective digital communication medium during the past few decades. Numerous organizations and social media users have mastered the usage of the novel technique to communicate with their followers (Ranginwala & Towbin, 2018). Additionally, medical students began using social media to share content relevant to their discipline. Demonstrate the use of social media for medical education.

The authors also covered the benefits and drawbacks for each network's users to assert how users used these platforms to focus the audience. Various social media platforms have different limitations, and different types of social media are discussed differently. Manipulation is one of the key ideas in critical discourse analysis, which leads to other theoretical conceptual models (Van Dijk, 2006). In order to control social concerns, such as power, class, and discourse

interaction, this study looked at triangle analysis. According to cognitive theory, the mind regulates ideologies by taking into account social concepts, and manipulation is defined as social instability. Ideas of formal and informal discourses, such as negative perceptions or positive opinions, are frequently used in manipulation. This level of study illustrates the distinction between a legal attitude and manipulation. Using this idea, the 2003 US war against Iraq is examined in relation to Tony Blair's speech in the House of Commons Legalizing.

The research conducted by Baker et al. (2008) altered an approach that is closely related to the corpus that discourse analysts successfully adhere to linguistics. To do this, 140 million words of British news items about refugees, immigrants, and asylum seekers (RASIM) were gathered. Through quantitative analysis, the common trends of (RASIM) were found through the collocation and concordance analysis techniques. The framework for tracking corpus trends is proposed by this critical discourse analysis study. Over the past few years, the linguistics field's text analysis has taken a significant approach to examining news items and media messaging.

Discourse analysis is not only the modern method used to examine text but is also considered a research application and paradigm. Following the descriptive details, the findings indicated that the majority of news stories adhered to a methodical the previous two years. Stylistic analysis and the investigation of coherence are relevant in media (Van Dijk, 1983). Discourse analysis is one of the most prominent multidisciplinary approaches and is regarded a complete field in education to examine discourse. One of the best resources for studying all facets of discourse analysis, including semantic, pedagogical, pragmatic, and cognitive elements, is the Handbook of Discourse Studies (Van Dijk, 2011). The students would investigate every kind of discourse, including political, social, and economic perspectives.

The goal of this study was to examine the representation of Muslims worldwide in the corpus data of the 105M words of a giant Swedish internet-based forum. These findings showed that conventional media can readily be a genetic method to disrupt public debate, regardless of religion or social group, on social media platforms, regardless of how specific the discourse is (Törnberg & Törnberg, 2016). This study investigated how social setting affected secondary school pupils' use of emotional expressions in communication via the internet (Derks et al., 2007). There were 158 people who responded to the brief online discussions. The discussions' social context, which included both positive and negative valences, was examined. After responding to the text, participants were free to engage in both casual and emotional conversations. According to the results, the task-based social environment was where the respondents employed the socio-emotional emoticons the most additionally, the respondents employed more negative emoticons in negative circumstances and more positive emoticons in positive contexts. There was also an interaction between the valence and various context types; the facial expressers employed negative contexts the least in the task-based process. However, because of these works' limits and lack of in-depth analysis, many facets of social context are currently being examined. Applying the

social context of the system (Sánchez-Rada & Iglesias, 2019). By offering three primary categories—a correct definition of social context, a framework for examining social context, and a review of the literature based on the framework—this study sought to close the gap. Instead of socializing knowledge, which allows any researcher to quickly identify the community and the educator's field of knowledge toward novelty, various study disciplines concentrate on knowledge production, creativity, and the generation of new ideas (Diehl, 2022).

English language instruction is essential for preparing students and scholars to compete in current and future language (Chvala, 2020) problems. The purpose of this study was to examine Norwegian teachers' views on English in 21st-century schools and societies. Understanding instructors' inclinations toward English and certain facts about ELT was another major goal of this study. Twelve basic education instructors in Norway were interviewed in order to gather data. Grounded theories and instructors' conceptual framework ideologies were used for the data analysis. The results showed that in Norwegian society, English is both a natural and an unnatural setting.

In every aspect of life, including politics, culture, and other everyday subjects, English has left a lasting legacy. A study by Ahmad (2012) asserted that using electronic devices in the classroom is more credible than natural methods of teaching. To this end, he conducted three statistical surveys at JCC, King Abdul Aziz University, (KSA), to examine the impact of media technology, learners' writing skills, and students' response to the implementation of modern electronic devices in the classroom. This study not only changed the method of learning and teaching modules, but it also proved to be a critical factor. The findings demonstrated how engaging and excellent it was to use contemporary technology in the classroom. The goals of this study by Ashraf et al. (2017) and Sabari et al. (2023) were to uncover the most prevalent reasons why ELT classrooms do not use technology and to look into the attitudes of English teachers about computer innovation at university. Thirty university professors were chosen for this purpose. Semi-structured interviews and a questionnaire were employed to gather the data.

The data was analyzed using both descriptive and inferential statistics in addition to content analysis. According to the study's findings, the majority of educators supported the use of technology in language instruction. The results showed that ICT devices that are disregarded should never be used in classrooms (Hismanoğlu, 2011). Over the past few years, concordance programs have become increasingly significant in literary text analysis (Yavuz, 2014). Its primary objective is to tally the frequency, function, and grouping of a given word in any given text. It aids in determining the words' structure and significance within a given text. Concordance is another computer software used to read text, and it also includes lexeme advocates to learn the language.

In the last few of years, these concordances and software have been used to investigate the text, although they do not need language learning. Additionally, the study provided descriptive information about concordance and Dudeney and Hockly's (2012) research supported the use and

advancement of ICT and its effects on ELT for the previous three years. They claim that this development inspired teachers to teach languages in addition to having an impact on classrooms. The taxonomies of Mark Warschauer and Stephen Bax's implementation of (CALL) are used for this. They also followed the methods of teaching and language learning development from the starting point to the ending point of (CALL) (1980 to 1990) from (CALL) to WEB 2.0. Last, they also looked at the brief overview of the future implications of technology for ELT learning.

Research Methodology

Both quantitative and qualitative methods were used in this study's data collecting and analysis, and statistical data collection was used. For this reason, four important ELT we followed the YouTube channels to fluency, Rachel's English, EngFluent, and TED-Ed. The comments on each of the four YouTube channels dedicated to teaching English were analyzed using Norman Fairclough's 3D model of discourse. The Fairclough 3D model of discourse and syntactic description were used to manipulate one hundred well-liked YouTube comments on these four significant ELT channels. When interpreting the data, a common theme of speaking and communication abilities across all mediums was used. AntConc (3.5.9) was utilized by the researcher. The graphical data were interpreted using tables and charts.

Discussion

Commenters' word order was followed by s-v-o, an unofficial online messaging technique. (Vanwynsberghe & Verdegem, 2013) dialogue. The sentences contained full meanings and were shorter (Ranginwala & Towbin, 2018). The users demonstrated a thorough understanding of English. Formal sentences were followed by a verb and a subject. Social media and digital technology typically employ this command users to convey information more succinctly. The present tense was typically employed by the commenters to express their individual opinions and experiences. In addition, the vocabulary ranged from basic to high. Additionally, the comments showed varying degrees of skill and ability. Along with various acronyms, contractions were also used during the language acquisition process. This exemplified a causal perspective on commenting, which is a common online conversational style.

The commenters expressed their opinions about language acquisition with emoticons. Various emotions. The commenters used terms like "struggle, difficult judge, self-assured, and lonely" (Sánchez-Rada & Iglesias, 2019). These phrases conveyed difficulties and individual difficulties encountered during language acquisition. This kind of terminology was employed because to the commenter's capacity to share their opinions with other users of the online platform. Various pundits cited their own nations and cultural backgrounds, including the "Netherlands, USA, Malaysia, Japan, and Canada. This made it possible for the global population to take part in the conversation while learning a language (Derks et al., 2007). In addition to providing an opportunity to engage and converse with users from various social contexts, this would also teach users more about how to use language in various settings.

To express support for the content authors, several terms of admiration and gratitude were also employed (Dudeney & Hockly, 2012). The users expressed their respect for the content providers in the language learning process by using words like "wonderful, love, amazing, superb." This will encourage other participants to participate in this environment in addition to improving the context and design of language acquisition. The comments' text demonstrated a broad range of proficiency and ability levels in the conversation language. A few users others revealed widespread fluency, while others found language acquisition difficult and information-seeking. The comments also mentioned various settings for English-speaking (Lambton-Howard 2021). This was the outcome of learning a language: the more we study, the more proficient. According to this dimension, the majority of commentators used informal, conversational language and a cumulative amount of personal narrative, concepts, and the desire for additional material in the future.

The use of metaphors in the remarks allowed for the expression of emoticons like "storyteller and throughout the career." According to this dimension, the majority of commenters employed a broad spectrum of language skill and proficiency (Greenhow 2019). To express their opinions, some commenters employed code-switching and various language tactics. Additionally, the responders used the terms In order to create a fair relationship between the commentators and highlight the importance of familiarity, users also used pronouns. Additionally, the commentators used a variety of vocabulary variations, including "positive, thankful, and complimentary. Various discourse techniques, including intellectual thinking, self-confidence, self-belief, and self-comparison, as well as shared experiences, were employed by the participants in the remarks. These techniques preserved the text's cohesion while also effectively communicating the message.

In addition, these methods were designed to increase and value a person's self-assurance and enthusiasm for studying English. Additionally, one could strengthen their poor areas of public speaking in English by using the comparison method (Ashraf 2017). Additionally, self-perseverance was encouraged throughout the speaking and communication process. Additionally, intellectual reasoning was another primary focus of the comments was the sharing of personal challenges and struggles, which helped other people—in addition to the users—improve their English proficiency. The audiences' comments included a variety of speaking acts, including requests, recommendations, willingness, and thankfulness. Additionally, commenters shared personal stories to foster a favorable mindset on language learning strategies Van Dijk (2011). The comments represented a broad range of social settings, identities, and cultural origins, including students from various linguistic and national backgrounds.

In order to acknowledge and comprehend the content authors' expertise as language teachers, the commentators also exchanged power relations with them (Van Dijk, 2006). By offering their own opinions and ideas about language acquisition, the commentators also exposed society-centered language. Users also identified many problems in the English process through

comments because of particular social and regional customs. The comments exposed the impact of digitalization and social media. The commentators also shared differing social norms about education, social interactions, and public discourse (Van Dijk, 1983). Commentators from a wide range of origins and social circumstances came to interact with users of many identities.

The users reflected various social situations based on the circumstances. The commentators, who came from a variety of nations and sociocultural backgrounds, including "Turkey, the USA, the UK, Algeria, and Brazil," used a variety of linguistic variations and approaches to express their opinions and experiences (Törnberg & Törnberg, 2016). A variety of remarks and approaches from various concepts influenced the English acquiring communication and language skills to keep a healthy atmosphere. From the standpoint of linguistic proficiency and learning, the dynamics of ideology and power were also mentioned. Some comments expressed their frustration and jealousy of other users who speak English more effectively. They also brought up the power disparity and expressed a desire to become as efficient as native English speakers. Speaking English fluently and with confidence was another prominent and common way to increase and sustain one's self-esteem.

Conclusion

The current investigation came to the conclusion that context affects language usage. The study's results offered useful insights and showed that online commenters expressed their ideas in the comment section using formal, uncomplicated sentence forms. Additionally, it was noted that the commenters expressed their curiosity by using emotion reactions and ellipses. The study also found that the usage of formal, brief syntax was motivated by the belief held by users of other online forums that their idea may be comprehended completely because it didn't require any background knowledge and was pertinent to the subject under discussion. The social backgrounds of the various individuals from various nations were also represented in the study.

In addition to helping the other commentators comprehend how they used English in their own context, this allowed them to interact with users in a productive learning community by sharing their diverse sociocultural backgrounds. First of all, by enabling other language learners to engage in the language learning process actively and organically, the commenters employed straightforward language to foster a good and laid-back atmosphere. Second, the conversation was straightforward, which encouraged the use of basic language and grammar is a style of internet discourse. By taking into account the word's limits, respondents felt that their thoughts and messages were comprehended more quickly and efficiently. Thirdly, in the comment part of online ELT platforms, commentators used rudimentary syntax and vocabulary in accordance with the several distinct learners and competence levels. This method made it possible for students from various social and language backgrounds to comprehend and take part in conversations. Finally, following an analysis of the data, it was discovered that these comment sections preserve the

formality and precision of language acquisition while enabling users to communicate effectively and share cultures.

Reference

- Ahmad, J. (2012). English Language Teaching (ELT) and Integration of Media Technology. *Procedia - Social and Behavioral Sciences*, 47, 924–929. <https://doi.org/10.1016/j.sbspro.2012.06.758>
- Ashraf, H., Kazemi, B., & Kazemi, S. (2017). Technology in ELT: Iranian EFL Teachers' Perception Towards Using Fotobabble in English Classes. *Language Teaching Research Quarterly*, 4. <https://doi.org/10.32038/ltrq.2017.04.03>
- Baker, P., Gabrielatos, C., Khosravini, M., Krzyzanowski, M., McEnery, T., & Wodak, R. (2008). A useful methodological synergy? Combining critical discourse analysis and corpus linguistics to examine discourses of refugees and asylum seekers in the UK press. *Discourse and Society*, 19(3). <https://doi.org/10.1177/0957926508088962>
- Chvala, L. (2020). Teacher ideologies of English in 21st century Norway and new directions for locally tailored ELT. *System*, 94. <https://doi.org/10.1016/j.system.2020.102327>
- Derks, D., Bos, A. E. R., & Grumbkow, J. von. (2007). Emoticons and social interaction on the Internet: the importance of social context. *Computers in Human Behavior*, 23(1). <https://doi.org/10.1016/j.chb.2004.11.013>
- Diehl, D. K., Tunzi, D., & Marx, R. (2022). On contexts and cores: is there a core body of knowledge taught in social context of education courses? *Teaching in Higher Education*, 27(1), 70–83. <https://doi.org/10.1080/13562517.2019.1696299>
- Dudeney, G., & Hockly, N. (2012). ICT in ELT: How did we get here and where are we going? *ELT Journal*, 66(4), 533–542. <https://doi.org/10.1093/elt/ccs050>
- Fairclough, N. (2005). Discourse analysis in organization studies: The case for critical realism. *In Organization Studies* (Vol. 26, Issue 6). <https://doi.org/10.1177/0170840605054610>
- Fairclough, N. (2006). Language and globalization. *In Language and Globalization*. <https://doi.org/10.4324/9780203593769>
- Fairclough, N. (2013). Critical discourse analysis and critical policy studies. *Critical Policy Studies*, 7(2). <https://doi.org/10.1080/19460171.2013.798239>
- Fairclough, N. L. (1985). Critical and descriptive goals in discourse analysis. *Journal of Pragmatics*, 9(6). [https://doi.org/10.1016/0378-2166\(85\)90002-5](https://doi.org/10.1016/0378-2166(85)90002-5)
- García Botero, G., Questier, F., Cincinnato, S., He, T., & Zhu, C. (2018). Acceptance and usage of mobile assisted language learning by higher education students. *Journal of Computing in Higher Education*, 30(3). <https://doi.org/10.1007/s12528-018-9177-1>
- Greenhow, C., Galvin, S. M., & Staudt Willet, K. B. (2019). What Should Be the Role of Social Media in Education? *Policy Insights from the Behavioral and Brain Sciences*, 6(2). <https://doi.org/10.1177/2372732219865290>

- Hismanoğlu, M. (2011). The integration of information and communication technology into current ELT coursebooks: A critical analysis. *Procedia - Social and Behavioral Sciences*, 15, 37–45. <https://doi.org/10.1016/j.sbspro.2011.03.048>
- Lambton-Howard, D., Kiaer, J., & Kharrufa, A. (2021). 'Social media is their space': student and teacher use and perception of features of social media in language education. *Behaviour and Information Technology*, 40(16). <https://doi.org/10.1080/0144929X.2020.1774653>
- Mohammad, S. (2013). *Role of Social Media in Education*. <https://www.researchgate.net/publication/353958127>
- Ranginwala, S., & Towbin, A. J. (2018). Use of Social Media in Radiology Education. *Journal of the American College of Radiology*, 15(1). <https://doi.org/10.1016/j.jacr.2017.09.010>
- Sabiri, M. S., Rubab, U., Batool, R., Iqbal, R. H., & Farid, A. (2023). Exploring the impact of information and communication technology (ICT) on English language instruction at secondary schools in Faisalabad: A survey study. *VFAST Transactions on Education and Social Sciences*, 11(2), 131–145
- Sánchez-Rada, J. F., & Iglesias, C. A. (2019). Social context in sentiment analysis: Formal definition, overview of current trends and framework for comparison. *Information Fusion*, 52. <https://doi.org/10.1016/j.inffus.2019.05.003>
- Törnberg, A., & Törnberg, P. (2016). Muslims in social media discourse: Combining topic modeling and critical discourse analysis. *Discourse, Context and Media*, 13. <https://doi.org/10.1016/j.dcm.2016.04.003>
- Van Dijk, T. A. (1983). *Discourse Analysis: Its Development and Application to the Structure Of News*.
- Van Dijk, T. A. (2006). *Discourse and manipulation*. *Discourse and Society*, 17(3), 359–383. <https://doi.org/10.1177/0957926506060250>
- Van Dijk, T. A. (2011). *Discourse studies: A multidisciplinary introduction*. *Discourse Studies: A Multidisciplinary Introduction*. <https://doi.org/10.4135/9781446289068>
- Vanwynsberghe, H., & Verdegem, P. (2013). Integrating social media in education. *CLCWeb - Comparative Literature and Culture*, 15(3). <https://doi.org/10.7771/1481-4374.2247>
- Yavuz, F. (2014). The Use of Concordancing Programs in ELT. *Procedia - Social and Behavioral Sciences*, 116, 2312–2315. <https://doi.org/10.1016/j.sbspro.2014.01.565>