The Impact of Social Media on Literature

Saed Jamil Shahwan
Department of English, Faculty of Arts
Hail University, Hail, Saudi Arabia
Email: shahwansaed@yahoo.com

Received:09/24/2022    Accepted:12/29/2022    Published: 01/20/2023

Abstract

Literature is one of society's broad and significant elements because it shows how people interact and socialize. The objective of literature is education and entertainment through songs, poems, stories, and drama. However, a challenge that limits production and access to literary content is media. Traditionally, media used to convey literature material, such as books, television, radio, and theatres were limited to people who could afford or access venues. Consequently, the spread of literary content was limited to specific areas. However, media and information technology advancement has created a paradigm shift in the production and dissemination of literary content. This research evaluated the effects of media advancement in enhancing literature's production, dissemination, and consumption. Importantly, this research will explain the types of media technology and how they affect literature. Literature has experienced changes because media provides advanced methods of producing and disseminating literary content. There is a significant difference between literature produced during the Elizabethan era and the industrialization period and those produced in the digital age. Writing technology was the earliest approach to generating literature, and this has evolved into digital technology that generates audio-visual content. Media has also influenced the globalization of literature by enabling access to literary works across countries and cultures. Media technology has simplified the production of literature and provided digital channels for showcasing literary work, making digital a significant contributor to social and economic development. Media development has supported advancement in literature.

Keywords: Digital Content , Evolution of Literature, Literature, Media Theory, Social Media

Cite as: Shahwan, S. J. (2023). The Impact of Social Media on Literature. Arab World English Journal (AWEJ) Special Issue on Communication and Language in Virtual Spaces, January 2023:226-245. DOI: https://dx.doi.org/10.24093/awej/comm1.18
Introduction

The evolution of media has transformed the processing and transmission of information. Specifically, information technology significantly influences developments in the media industry. According to the study by P. Helo and H. Hao (2019), “media” refers to the many physical means by which information may be distributed. The academic fields of media studies and media theory are dedicated to better understanding and studying the wide variety of media used to transmit data. Because of the influence of these areas, the dissemination channels for literature are no longer considered secondary to the literary substance or form but as important in their own right. Literary content and form may also be, and frequently are, significantly influenced by the channels through which they are communicated and the particular forms of media prevalent at the time and place in which they were created. Popular forms of media may also influence how readers respond to a text. To continue, the researcher will look at historical examples of literary and media interaction, as well as examples from a variety of different cultural contexts. Media theory refers to research into mass media’s impact on society, specifically how the public perceives news and other forms of content. Humans employ various media forms for information transmission and storage, and this diversity is studied in media studies.

Literature is important because of its impact on education, entertainment, socialization, and politics. People have different preferences in the literature depending on the type of literature and delivery approach. Different types of literature, such as songs, poems, novels, short stories, comics, and plays, have different delivery approaches, although they have similar objectives. However, the mode of delivery of different literary content influences the number of people accessing the content. Traditional media, such as print media, radio, television, and theatres, limits access to literary content. Additionally, the media also influences the production of literary content depending on the types of production equipment, such as cameras, printers, and computers. Generating audio-visual content was complex before the invention of cameras. Similarly, traditional printers had limited printing capacity, limiting access to printed literary content, such as novels. In contrast, in the digital age, literary material is easily accessible due to digital content. The developments in literature are largely influenced by development in media technology. Understanding how media influences literature is important because it enables the development of technologies that contribute to these literature changes. Therefore, this research evaluates how media contributes to the development of literature.

The objective of this research is to investigate how media affects literature. This research will discuss how different media technologies affects literature.

The research question that will guide this research is how developments in media affect the evolution of literature.

This research is structured into five sections: introduction, literature review, methods, findings, discussion, and conclusion. The introduction gives an overview of the research, the topic's significance, and the study’s objectives. The literature review includes an analysis of different research studies on related topics, including social media, literature, media theory, and oral transmission. The methods sections outline the research process used in this study. The research also has a findings section that discusses the research findings. The research then has a discussion section that elaborates on the findings by linking to theory. Lastly, the study has a conclusion section that summarizes the research, gives the application of the findings, and recommends future research.
Literature Review

Social Media

McLuhan, often regarded as the field's progenitor, sparked the media studies revolution with his assertion that “the medium is the message” (Mitchell, 2022). The general trend in the humanities and social sciences to refocus on the process, social context, performance, and other ostensibly secondary or non-essential aspects of texts or artifacts was influenced partly by McLuhan's insistence on viewing the medium as a primary rather than secondary focus for analysis. Recent media theory, but also literary theory, has followed this trend and given greater attention to the material circumstances of communicative actions, from the study of the technology of writing to the phenomenology of new media and how it impacts our sense of the world. For instance, because of the seminal writings of German literary theorist Friedrich Kittler, a whole generation of academics now approach literature as if it were a distinct kind of media (Trüper, 2019). His historicist methodology views literature as a form of data generation whose characteristics are primarily dictated by the reproduction and archiving technologies accessible in the time and place in which it was written.

Before the 19th century, the press was the sole means of disseminating knowledge to the public. Press and media were synonymous back then, but as new information sources have emerged, the scope of the word “media” has broadened to include these other forms of dissemination as well (Lewis, Guzman, & Schmidt, 2019). The media, whether online or in print, is always present in our lives, and its original function of education has expanded to include providing entertainment. It is the media's responsibility to convey the public's thoughts, emotions, and responses since whatever is shown in the press forms the foundation for what people believe, feel, and say. Media outlets may be found anywhere, even in seemingly unrelated fields. Something that has a significant impact on many people's lives is just as significant as anything else (Hou, Kong, Cai, & Liu, 2020). Media covers many topics, from the severe (war) to the most frivolous (fashion). The media always focuses on famous people. Even anything as mundane as a sneeze, cough, or yawn becomes newsworthy when it comes from them. Everyone who has made it big in the world owes much of their prominence to the media. Many former journalists now work as novelists or book authors.

However, the constant relevance of the media makes it impossible to ignore its influence on rapidly shifting social norms (Cornelissen, 2020). Because it reflects the reality of the situation, it might inspire individuals to take immediate action. The rapid dissemination of news and information in the modern day is largely attributable to the widespread use of electronic and social media. In contrast to the introspective nature of literature, it may elicit knee-jerk responses like large rallies and picketing. Though the impact of literature's message may not be immediately felt, once it takes hold, it tends to last for a very long time. Literature transforms and affects fundamental change because it speaks to people where they are at, in their hearts and souls. The phrase “the medium is the message” was popularised by media scholar and "father of media studies” Marshal McLuhan. According to German literary theorist Friedrich Kittler, literature is only a genre within the larger medium of media (Trüper, 2019). It is only one way that information is generated. Foregrounding the need for new literary practices, technological progress has drastically reframed and is continually rethinking the connection between media and literature.

Given the above, it seems reasonable to conclude that sharing written works on social media is one such behavior that has eradicated not only traditional forms of literature but literature altogether (Gorkhali & Chowdhury, 2022). One fundamental cause is a lack of time, which works
against developing masterpieces. Developing a timeless masterpiece is a laborious process that demands enough time, rest, and active thought. The modern, mechanized way of life leaves little time for reading lengthy works, but it also cannot function without literature, and the type of literature that resonates with this way of life is widely accessible on social media. Oral literature, such as folktales and folksongs, were popular in pre-literate societies because they could be shared without needing a written medium. They performed musical numbers, spoke poetry, and gave speeches. Through the evolution of scripts, humanity eventually figured out how to put pen to paper to record the range of human experiences. Since the development of written language, humans have been documenting the people, places, and things that have had a profound impact on our lives, given us hope, and propelled us forward, turning them into tales that live on in legend and inspiration. Modern literature has taken on a new shape due to technical developments and the proliferation of media outlets (Kumar, 2020). Due to the widespread accessibility of literature and many methods to articulate one's innermost thoughts and feelings, there are probably more authors and readers in the world now than at any other time in history.

According to the study by Kramsch (2019), only the elite of ancient societies had access to Education, and only they could read and write. As a result, word of mouth passed the period's literature down from person to person. It would undergo transformations and changes throughout this process and maybe even deteriorate into something useless. According to data, 2.2 million books are released annually, which does not even account for the vast amounts of literature available online in PDFs, blogs, vlogs, Facebook, Instagram, Twitter, YouTube, etc. Modern writing styles are far more rapid than those of the past. The rate of both invention and dissemination is accelerated.

Every day, hundreds of brand-new works are published and shared across various online channels, where they rapidly gain an audience and quickly elicit reactions from readers in the form of likes, retweets, and comments for their creators. That is why there is so much quick gratification writing on social media. When life becomes hectic, and it is hard to find time to see loved ones, social media may be a great outlet for letting out inner Shakespeare and stimulating a creative outburst. As a result, several authors have found success after first gaining exposure via social media. Writing a three- or four-line article is not difficult for individuals who have had a formal education since information is readily available online and can be checked and corrected if the user knows how to utilize the available online tools (Al Hilali & McKinley, 2021). To put it optimistically, these sites appeal to both persons with a talent for writing but no interest in pursuing it professionally and those who have never picked up a book.

**Evaluation of Social Media**

Media has transformed from traditional brick-and-mortar communication systems to digital communication systems. These changes are influenced by changes in information technology to support communication through digital channels. The use of digital communication technologies is shaping how society conducts social, economic, and political activities. The quest of people to align their activities with technology is to enhance effectiveness and efficiency. Social media use in learning has changed the delivery of teaching methods and access to learning content. One of the effects of social media in the classroom is the increased potential for student participation (Latif, Hussain, Saeed, Qureshi, & Masqood, 2019). The multimodal and participative affordances of social media facilitate communication among persons who may not otherwise come into contact with one another (Sobko et al., 2020). While classroom-based projects have a limited audience,
those presented on social media have the potential to make use of other internet resources (Reinhardt, 2019). The ability to submit comments and engage in two-way communication also helps students get more comfortable with a wider variety of communication forms (e.g., visual, linguistic, color, style, design) and open up additional avenues for more productive, real-time collaboration (Ozanne, Ballantine, & Mitchell, 2020).

In a college course on business and technical writing, Reinhardt (2019) looked at how blogs were used in tandem with other social media (Facebook and Twitter). They discovered that by facilitating more student-to-student and teacher-to-student contact and course material distribution, the collaborative and interesting tools positively impacted the learning outcomes for everybody involved. Moreover, Abdullah, Hussin, and Ismail (2019) observed that the 53 high school students who participated, in his focus group were worried about having no one listen to them speak in class but found that they had a larger audience on social media. Information exchange, student-created material, debates about this content, and enhanced social rapport are all facilitated by this kind of engagement, as stated by (Ferrer, Lorenzetti, & Shaw, 2020). Students may shape their communication settings Marich, Brandon, Greenhow & Hartman, (2021) and decide when to respond, using hashtags to organize and classify their multimodal writings and generate their content.

Moreover, Williams and Beam (2019) examined how 17 educators and their students used digital tools to create texts in the classroom. Successful technology users, she discovered, gave students access to additional opportunities for collaboration and a broader, more "genuine" audience for their work. Edwards-Groves' primary emphasis was on teaching staff and their use of technology in the classroom, but she also included student perspectives on their digital work, which emphasized the benefits of catering to a realistic, broader audience, such as paying more attention to visual representation styles and more effectively organizing information for the viewer. As with the study mentioned earlier, O'Connor et al. (2019) discovered that their target students responded well to being in front of more than just the instructor. Consequently, they started interacting and engaging more online and in the classroom. There were 78 students registered (10 of them were ELL), and Niu but Zheng, Wu, Sun, Rong, and Li, (2021) zeroed in on two because of their remarkable progress during the semester. It is possible that not all of the students were as invested in or even aware of their audience. It is also not apparent if any of these initiatives have reached an audience outside the classroom or have the potential to do so. Given the importance of audience and context in shaping how students engage with media, this disparity may impact how students adopt social media and the learning concepts within the project.

While the benefits of an interactive audience may be limited to interactions between students in the classroom, many study designers hold out hope that the benefits can extend beyond the school's walls to a wider audience that may have similar interests and be able to "jointly construct contexts through their interactive textual practices" (Singer, 2019, p. 578). For instance, (Crawford, 2020) highlighted one exceptional kid (Jack) who utilized his time in English to compose The Hunger Games fan fiction and shared his work with a receptive and engaged audience on Mockingjay.net. He also participated in the “Panem October” online game and created interactive games for people to enjoy. Jack personalized a school project to represent his interests and reach out to others outside the classroom. On the other hand, this illustrative case study shows the most successful pupils, like Lowie and Verspoor (2019), who seized the opportunity by using social media in the classroom.
In addition, Lewis et al. argue that social media, although participatory, are extremely limiting and one-dimensional since they are “focused on the communal circulation of artifacts and individual meaning-making, rather than the co-construction of meaning” (Filimonov, 2021, p. 37). YouTube and Facebook are used as examples by Lewis and co-workers to illustrate how sites with strict posting timelines and noncollaborative features (such as rating and sharing) may alter users' and students’ conceptions of what constitutes participation and even collaboration. Others have pointed out that while there may be numerous contacts on social media, these interactions may be fairly shallow (e.g., assignment due dates, worries over the syllabus) rather than the broad ties suggested by others. Researchers and teachers could confuse kids' free-flowing involvement for the co-construction of meaning if they assume that their goals mirror those of adults in the professional world rather than the world of play.

For a larger audience and a more engaging style to be beneficial in the classroom, however, students must actively embrace and be engaged in utilizing them. Some students may have a more conventional view of classroom instruction, in which the instructor's expertise and judgment on the course material are held in the highest esteem (and are ultimately examined) (Carpenter, Witherby, & Tauber, 2020). That is why they may not see the need to use social media to communicate with and learn from their peers or the general public (Djafarova & Trofimenko, 2019). Even when they are communicating with a larger audience or in plain sight, the tools for interactive communication achieve relatively little in such situations.

Lastly, some academics believe that the underlying notions of social media, such as collaborative and participatory audiences, may conflict with the education setting. According to Crook, “tasks are often confined and restricted under tight deadlines; while more fun cooperative participation in social media is permitted to wander more and is less commonly handled in the structure of discrete projects” (Silva, 2021, p. 497). Affordances for a larger and more engaged audience may have been discovered in the experiments addressed in this section by shifting the setting and power dynamics generally associated with conventional ideas of school and Education.

**Literature**

Literature is sometimes contested by those who believe it is not a talent but rather a set of behaviors that must be worked on, reinterpreted and refined through time (Kenny & Donnelly, 2020). In light of this understanding of literacy, educators and students alike should work to improve their understanding of the concept through time and use flexible teaching resources. Therefore, some researchers argue that students' usage of social media to support their multimodal learning and literacy practices and to incorporate student-centered communication into the classroom is a promising direction for future research (Niu, 2020).

Education research on social media usage in the classroom typically focuses on intricate ideas, learning, and literacies that are difficult to test, quantify, or even articulate in qualitative case studies. This has led to a plethora of research on the possibilities of Education and the methods used to foster it. For instance, Guckian et al. (2021) discovered that upon reviewing 23 radical papers investigating Facebook's efficacy as a teaching tool, students found that the majority of the research focused on coudlents' attitudes about using social media as learning aid rather than on the actual "learning" that resulted.

The authors of this review, Cavalcante (2019), argued that social media can bring together people with different backgrounds, experiences, and ways of thinking. Supporting and interacting with novel concepts, abilities, and information resources, this breadth may aid students in
developing meaning (Vaughan, Mallet, Davids, Potrac, & Lopez-Felip, 2019). Some claim that students may be able to communicate their ideas in new ways and engage in self-reflection via the use of social media and that this has important consequences for both formal and informal learning. For instance, Terre Blanche, Fourie, and Segalo (2021) employing the introspection of graduate students provides some insight into how people think they learn when they use social media. When asked about his experience in the course, one participant said that he felt pushed to think more deeply about the content since he was digesting it and then expressing his views in both written and graphic modalities.

In addition, 21 students between the ages of 14 and 15 studying science were asked to complete a project on acid rain using a range of media (pictures, text, and videos) to assess their level of participation in a multimodal project (blog-based). Siefert, Kelly, Yearta, and Oliveira (2019) stated that students could better integrate and build meaning via multimodal technologies in activities like blogging. Watkis (2020) promoted multiliteracies and conventional literacy techniques in their work with ELLs, stressing the need to use social media. They discovered that the social media's multimodal features gave pupils difficulty expressing themselves in writing various options for doing so. Students with trouble with literacy might benefit from using non-traditional forms of communication, including photos, drawings, and videos (Mardievna, Mukhamadjanovna, Nematovich, & Azamovich, 2020), to augment their written language.

As stated by Kayumova and Sadykova (2019), Multimodal features provide children with difficulty gaining literacy and learning access to the resources they need to feel included. Han and Xu (2020) found that in their final interviews with students, those students reported feeling more confident in their ability to read and write in English. These were, however, self-reported numbers from the same two students that Hughes and Morrison noticed the biggest improvement; thus, they should be treated with caution.

However, it is important to remember that context is always important, even if multimodal texts offer great promise for allowing students to express themselves in novel ways. Students might like working with multimodal texts, but they may not yet be prepared to do so or have the knowledge necessary to develop texts that accurately convey important academic content discovered that although students were interested in incorporating multimodal texts into their coursework, they mostly linked video with leisure and humour rather than the academic rigour associated with serious school tasks (Jorm et al., 2019). Therefore, it is possible that students will not know how to use the possibilities presented by multimodal social media platforms in the classroom.

Scholars argue that social media's participatory aspects, such as posting and commenting, make students' learning more transparent (Zavattaro & Brainard, 2019). Features like this allow students to demonstrate not just their ability to think creatively and independently but also their ability to bring their ideas to fruition. They may benefit from seeing other students' contributions and responses to their postings. For instance, Schiavio, Biasutti, and Antonini (2021) research suggested that students' more open Facebook interactions with their teachers and classmates revealed more information about their perspectives, habits, and potential literacy deficits. However, this concept was not well explained in the text, making it unclear how the educator and the researcher saw these.

Students are heavy Facebook users; however, recent research by Niu (2019) found that they usually use the platform for superficial encouragement rather than for discussing course material or academic issues. Ruhalahiti (2019) also discovered that although students using Facebook chat
successfully formed learning communities to co-construct knowledge, it was challenging to generate in-depth academic conversations. Metcalf (2021) proposed several solutions, including rewarding focused behavior, reducing professors' power, and integrating social media into lesson plans. Each of these requires rethinking the intent of formal Education as a whole. To better promote learning and enhance academic literacy practices, instructors may choose to include repurposing into their lessons that centre on students' usage and interaction with social media for academic objectives (i.e., teachers may need to guide students to understand expectations for how to use social media academically).

Students' familiarity with social media's norms may be gauged via the platform's public, trackable features. College student Ronnie's adept use of social media and the range of literacies he could express in that usage was the focus of Amicucci's (2020) research. She discovered that Ronnie's use of each platform showed his different literacy practices, including an awareness of the unique discourses, audiences, and semiotics. Ronnie's deep knowledge allowed him to effectively use the characteristics of social media to share the material that, in his opinion, belonged to each site. Buck remarked that researchers might gain a better understanding of the literacy practices that students bring into the classroom if they investigate how the literacy practices displayed on social media are "connected to academic literacy practices and how these different influences on the literacy work together" (Magnifico, Lammers, & Curwood, 2020, p.58). In turn, this may instruct educators on effectively adapting and utilizing social media in the classroom.

**Media Theory**

As the name implies, new media theory focuses on digital (as opposed to analog) media; data transmission and storage in digital form are examples of digital technologies (McMullan, 2020). Afterward, the data is reassembled in an interface that is more appropriate for the intended recipient. In contrast, information may be sent and stored using analogue technology without first being converted into code; however, the information itself may be changed. To illustrate, the vibrations in the air caused by a speaker's vocal cords are converted into an electrical pattern by a telephone utilizing analogue technology, which is then re-created in the receiver at the other end of the line. Encoding such patterns into binary code and decoding them with a proper interface allows a telephone or computer to accomplish the same result. Much of the work done in new media theory has focused on proving that the transition from analogue to digital technology represents a sea change in how people store and retrieve information. Theorists of new media who study literature contend that this sea shift is reflected in the works being produced and consumed (Jurgenson, 2019). Theorists of cinema have also been eager to point out the influence of the information technology revolution on the medium. Indeed, Computer-Generated Imagery CGI now makes up a significant component of the bulk of today's big Hollywood blockbusters.

**Digital Content**

Billions of people across the globe rely on the internet, social media, smartphone applications, and other forms of digital communication to carry out their daily activities. Recent data for January 2020 indicate that 5.9% of the world's population, or 4.54 billion individuals, are active internet users (Statista, 2020). Many individuals all across the globe rely heavily on their use of social media. There were an estimated 2.95 billion active social media users in the globe in 2019. By 2023, this is expected to rise to almost 3.43 billion. The use of digital media marketing
supports marketing activities while keeping expenses to a minimum. More than fifty million businesses have set up Facebook accounts, and more than eighty-eight percent of companies utilize Twitter for promotional reasons. Technology and apps based on digital and social media have also been extensively employed to raise public awareness of government offerings and promote political campaigns. More and more people are turning to the internet as their primary means of gaining knowledge about and interacting with businesses. In light of the shift in customer habits, businesses have included digital and social media into their marketing strategies.

Oral Transmission

According to the study by Havelock (2019), people have always classified cultures as either oral or literate; a society that relies solely on spoken communication is said to be an oral culture. There is widespread literacy when everybody in society can read and write. Scholarly consensus on the canonical texts that gave rise to western, literate culture was shifted by the seminal work of Milman Perry and his disciple Albert Lord. More specifically, Homer's epic poetry was supposed to be created by a single individual and then remembered and repeated by poets. Perry visited the area that was formerly known as Greece but is now known as Kosovo to record the guslars, a group of sometimes illiterate singers whose songwriting technique is strikingly similar to that of Homer's epic poetry (Juric, 2019). He believed that the Iliad and other works of epic poetry were not penned by a single author but were created orally by storytellers who handed their tales down through the ages. However, a contemporary study has started to question this black-and-white dichotomy between orality and literacy, claiming that the medium through which knowledge is transmitted is more vital than whether or not the culture uses writing.

Pictography

The term "pictography" refers to a kind of writing in which images are used to convey meaning. Some researchers suggest that the first writing forms evolved in accounting systems rather than pictographs, but the fact remains that the oldest known pictograms were employed in Mesopotamia and may have developed into the cuneiform writings of the Sumerians in the fourth millennium BCE (Laack, 2020). While a pictogram should ideally resemble the idea, it is meant to represent it; in fact, it often is not and serves as the building block for even more complicated pictorial writing systems like ideograms and hieroglyphs.

Ideograms are pictures used to express concepts, and hieroglyphs are a kind of sign often associated with ancient Egypt that combines ideographic images with letters (Reale et al., 2021). As scripts evolve, signs representing nouns and verbs start to function according to the rebus principle, standing in for the phonological element in the spoken language. Since this phonological component may convey a great variety of concepts, alphabetic systems often provide more versatility than pictorial ones. Reasons exist to think that pre-Columbian Mesoamerican pictographic systems had phonetic components.

Scholars have contended that most Mesoamerican cultures knew about phonetic writing systems' potential but chose not to create them because they were inferior to a well-developed pictographic system (Rampersad, 2022). Completely pictographic or ideographic writing systems would still rely heavily on context. For example, suppose society did not often link ladies with dresses and men with trousers. In that case, they could have trouble understanding the pictographic symbols used in many nations to designate women's and men's toilets.
By definition, literature from societies that use pictographic writing systems must rely heavily on uniquely cultural modes of expression (Huang et al., 2019). Consequently, this makes deciphering pictographic writing systems somewhat more challenging than first anticipated. Until the Rosetta stone was discovered in 1799, the interpretation of the hieroglyphs remained a mystery, although it included the same text in two ancient languages (Egyptian and Greek) based on three separate writing systems (Demotic Egyptian, Hieroglyphic, and Greek).

**Manuscript**

Any media that convey information using handwritten text on paper, parchment, or another similar substance is considered a manuscript. The difference in these types of content is the inscription in which a tool is used to write letters or numbers into a pliable surface, and printing, in which blocks or movable type are used to imprint letters or numbers on a surface, allowing replication (van Lit, 2019). Manuscripts have been around for centuries in various civilizations, and it is clear that they are here to stay. However, the era in which manuscripts were the only or even primary means of communication is long gone.

Due to Johannes Gutenberg's introduction of the printing machine to Germany in the 1450s, the use of manuscripts in European culture gradually declined (Hellinga, 2019). However, Gutenberg cannot claim exclusive credit for developing the printing press. Although block printing had been used for millennia in Europe and Asia, the invention of movable type in China's early fifteenth century made the arrangement of pages far more efficient. Many medieval literature and culture experts believe that using manuscripts as the primary means of storing and disseminating information inevitably resulted in a unique set of customs and assumptions. For instance, the information in a manuscript would have to be copied by hand to spread.

Scholars of mediaeval French literature used the term *mouvance* to describe the process by which a text copied over and over again would gather small and substantial alterations and remarks, becoming the work of several writers along the way (Brown, 2019). Because of mouvance and the strong tie between a particular manuscript and its setting of creation, the text throughout the age of manuscript had a significantly less autonomous relationship to its many material representations than is often considered to be the case now, following centuries of growing abstraction and independence due to shifting media.

Manuscripts and other forms of hand-written media have historically and now been closely associated with religious practice and feeling partly because of the tight tangible link between anything written by hand and the substance of the writing (Dekker, 2019). Words written by hand have significance and even a mystical quality in many cultures that are not shared by printed text. Words scraped off a hand-written paper were said to have magical properties when drunk as a potion in medieval Europe, and a well-known or respected individual’s signature is highly sought even in the modern day.

**Method**

This research will use a quantitative research method. Full-text papers offering empirical investigations of social media's usage in the context of higher education were the primary focus of the search, with a particular emphasis on its application to computing-related disciplines. To control the depth and breadth of the analysis, the following standards were used to select the papers for the review.
The research uses digital media to collect data. This approach is chosen because the target group has access to social media and is involved in online communication. Respondents were given questionnaires with questions about the research topic. The questions were easy to match the educational level of respondents. Additionally, respondents had online support to ask for clarification for unclear questions. Respondents sent answers through social media because it allows easy and faster transfer of files. Respondents were also allowed to record answers and send them as audio or visual files.

Participants
The research used purposive sampling. This method identifies participants who understand the research subject. This method is appropriate because the research involves literature, and most students understand the subject. College of Arts and Computer Science at the University of Hail 2022 were the primary participants, especially those majoring in computer-related fields. Therefore, this evaluation did not include any elementary or secondary school studies.

Data Analysis
This research uses thematic data analysis. This approach entails data analysis across data sets to identify trends and repeated patterns. This analysis method has five processes that help identify trends and make conclusions about data. The first step involved familiarization with the data. This step involves reading through data sets to have general knowledge of the content. The second step is coding by highlighting important data and giving them codes. The third step is generating themes from the codes and related codes. The fourth step involved a review of the themes in determining whether they align with the research objectives and questions. The fourth step involved defining and naming themes to match the research topic and questions. The last step was writing the report.

Findings
What follows is a discussion of what the researcher learned from this literature review; the study's primary views serve as the organizing principles for the results.

Student Perspectives
Most of the studies surveyed students' opinions on how they felt when their teachers used social networking sites like Facebook, Blogs, and Wikis in the classroom. Much of the study has been carried out on Facebook. According to Pearson's research on the impact of social media on Education, this is the case (Li & Liu, 2020). According to a poll of 191 students' experiences with using Facebook for a closed group discussion, Singh (2021) found that students' anticipated benefits of using Facebook in the classroom included improved performance, communication, student participation, and motivation. The effectiveness of the tool and how students received it as a learning aid has been the primary foci of studies.

Student Perceived Learning Experience
Many scholars have undertaken exploratory studies to look at how students feel they learn best while using social media in a higher education context. De Marcos-Ortega et al. (2020) studied how students in an online course who used Elgg as their social networking platform thought about the course. The pupils' responses indicated that they had a positive time. Most students said they
favored utilizing Social Networking Sites (SNSs) for schoolwork rather than Learning Management Systems (LMS) when given a choice. Students' usage of the tool was first thought to be widespread for social networking and sharing purposes, but further research revealed that students mostly used it for grading and course-related tasks. Information overload is a real risk while utilizing SNS and students have asked for help dealing with it. Some students complained that they could not efficiently identify and organize information for future retrieval, although SNS provide additional means of communicating and the opportunity to access more resources. All of their results, however, relied on students' reports of their use and impression. No study was conducted to determine how often students visited the site.

Naeem (2020) administered an online survey to 300 students and followed up with interviews with nine respondents to learn more about students' favorite means of online communication and social networking. As a whole, they found that students favored Facebook. Facebook is favored for socialising, while email is favoured over Facebook for discussing course-related subjects. Network speed, security, and privacy were all concerns that impacted students' ability to utilize SNS for educational purposes.

The researcher Famularsih (2020) interviewed 15 students about their experiences with using LMSs that were backed by social networking services. To supplement a Blackboard platform, they have implemented. When questioned about their impressions of Ning as a whole, students said that although the chat feature had the potential to improve communication, it was misused, causing more distraction than assistance with their studies. Consequently, it is recommended that additional pedagogical concerns be taken into account while introducing SNS to the classroom setting. The key to enhancing students' impressions of their educational experience may lie in determining the right degree of integration with the pre-existing LMS and implementing the most beneficial activities.

Several studies looked at the precise factors that may impact students' learning when SNS were introduced into the classroom, in addition to the broader learning opportunity and preferences of students. The positive influence of SNS on users' social lives has been the subject of several studies. For example, Wang (2019) reported on an experiment with first-year college students using Spartan Connect, a social media site they created, to examine the impact of SNS on increasing students' perceptions of social support. Before the start of the semester, students were required to register for an account on the site. After the first two weeks of school, researchers sent out a pre-test survey to all incoming freshmen, followed by a post-test survey after students had had a chance to use the website for a whole semester. Among the 1616 first-year students who participated in the post-test survey, 265 responded to both. Users reported feeling more socially supported after engaging with the platform.

In a quasi-experiment, Yoo (2019) had students utilise an in-house OSN for peer assistance recommendations. In addition, they discovered that students' perceptions of the amount of course engagement and peer support had increased as a result of using OSN, which may have positive effects on students' ability to study.

Fitri, Andreswari, and Hasibuan (2019) did a case study to see whether social networking sites like Facebook and Twitter impacted students' decision to continue taking introductory computer science courses. With the use of Facebook in CS1 class, the author claims to have seen a rise in students' ability to remember what they learned.

While many studies in the past by Zhou and Yao (2020) have shown positive results, including increased student satisfaction with their Education and feelings of social support, some
have found negative effects. Tartari, E., Tartari, A., and Beshiri (2019) surveyed students to understand how Facebook usage affects their motivation to study. Student involvement was inversely proportional to the number of times students said they used Facebook. The self-reported data also reveals a negative correlation between the time spent on Facebook chat and studying for classes. Overuse of chat may constitute a distraction for learning, as stated by Do, Yang, Choi, Fu, and Bailey (2021), who found that students who did not set aside enough time for study did so because of chat.

**Student Learning Achievements**

However, the effects on students’ actual learning outcomes were not studied as thoroughly as their perceptions of the learning experience. Twenty-one students worked on a wiki project in groups of four or five over 12 weeks for a case study (Xu, Banerjee, Ramirez, Zhu, & Wijekumar, 2019). The students were introduced to social media platforms such as ShoZu, Flickr, Google Reader Mobile, Wordpress.com, Wikispaces, FeedBlendr, and FeedBurner RSS. Video recordings, social media use logs, and pre- and post-tests of students' conceptual grasp of the contents were used to collect data. Better performance on the test of conceptual knowledge was seen after the intervention was completed compared to the baseline period. The researchers discovered that the greater the number of wiki-related activities, the better the students' test results could predict their future performance on the same material.

Deslauriers, McCarthy, Miller, Callaghan, and Kestin (2019) studied how various aids for students' learning and their sense of interaction affected their performance. Students were divided into groups that either utilized Google Docs, an LMS discussion forum, or a Facebook group that included a wiki-style document creation and wall/comment function. A comparison of group activities and output across different settings showed that Facebook groups reported greater levels of perceived involvement, shorter times between posts, and a larger number of total posts compared to other groups. However, the end outcome was the same for all groups. When comparing groups that used the same and different technologies for group communication, there was no discernible difference in the reported learning result.

Many studies either failed to account for the potential influence of SNS on learning outcomes or relied solely on students' self-reported data Astatke, Weng, and Chen, (2021) rather than an objective assessment of learning accomplishment when SNS was employed. In addition to the influence on the learning experience, further study is required to examine the impact of SNS on student learning.

**Student SNS Usage Pattern**

The potential benefits of SNS for Education and the post-patterns across various platforms were studied. As a result of a case study comparing student engagement on Facebook and Blackboard, Bastida-Escamilla, Elias-Espinosa, Franco-Herrera, and Covarrubias-Rodriguez (2022) shared their results. They found that Facebook postings were different from those on Blackboard in that they were more often used for community building and questions to the lecturer, as well as the expression of unhappiness, course administration, encouragement, discussions outside of programming, and general advice. Furthermore, students noted that they preferred using Facebook for learning help when no instructor was present.
After having students utilise an internal wiki to collaboratively modify a paper and having them complete an online lesson on how the wiki works, Luo and Chea (2020) conducted a survey. They tracked students' wiki activity to see how it changed over time. Despite students' increased proficiency using wiki over time, the authors saw a gradual decline in its utilization. They dug further into the survey instrument and discovered that students disliked being asked to alter the work of their peers. Students overwhelmingly chose the latter when given the choice between using a wiki and a regular online forum for group work.

**Faculty Perspectives**

Few of the research researchers looked at staff members' usage of SNS, in contrast to the many that focused on students' viewpoints.

**Faculty Perception**

The faculty's view of students' usage of SNS for educational purposes has been more divided than that of the students themselves. According to a poll by Iqbal and Bhatti (2020), instructors do not utilize SNS since they see it as a distraction. Webster and Paquette (2022) said they had a different impression of the teachers than the pupils. Students were shown to be more receptive to using Facebook as a means of communication than email. Traditional forms of communication, such as email, were preferred by academics. Brown also conducted a poll and a follow-up, in-depth interview with faculty members to learn more about their experiences using Web 2.0 tools in the classroom. Instructors saw potential advantages in increased student engagement, better distribution, and easier access to learning materials chosen or created by their instructors.

**Faculty Concerns**

Prior research has shown several potential problems with using SNS in the classroom, which may account for teachers' reluctance to use this strategy. Faculty members' primary issues include the lack of "added value" to instruction, too many limits (due to university policy), and misalignments between the rising quantity of collaborative group work required and continuous individual evaluation, to name a few. In addition to the challenges already described, Czerniewicz et al. (2020) noted that teachers are worried about the following: workload issues, problems with the functionality of the SNS being used to communicate with students, and problems with grading and monitoring student work.

**Discussion**

Some empirical results have been presented in the literature that this study will try to explore. There is some evidence in the literature that answers the issue of whether or not social media contribute to better learning of computing-related disciplines in higher Education. Student self-reported data demonstrates the great potential for the efficacy of SNS usage in higher education, even if the empirical research severely lacks objective performance data to highlight learning enhancement. Further, research has shown that proper pedagogical thought must be given to SNS before they can be used effectively in the classroom. Of course, further research is required.

Case studies and survey data have shown the general objective advantages of using social media in higher Education for studying computer-related disciplines. Increased social support, higher retention rates thanks to peer support, and enhanced perceptions of engagement were all noted as positive outcomes. However, empirical research found that using SNS might have a detrimental effect on student's motivation to learn.
The advantages of using social media to learn about computers are widely seen as positive by students and higher education teachers. SNS-based activities are popular among students because they are seen as a way to boost communication and interest in studying. Professors appreciate the potential of SNS to improve distribution and access to tutor-selected or created learning material, in addition to the advantages mentioned by students.

The literature analysis did not reveal the particular worries of computing faculty members. However, the literature review reveals a list of possible worries most faculty members share. Teachers are just as concerned about the safety, privacy, and efficiency of the site or tool their students are using as their students are. The workload problem, the difficulties of performance assessment and monitoring, and the necessity for careful pedagogical design are all issues that worry professors when it comes to using SNS for educational purposes. As a result of their knowledge of the technology, computer science professors may be more worried than other faculty about the potential distraction of social networking sites and their security risks. However, this was not recognized in the literature, so further research is required.

Conclusion

Even while the literature analysis demonstrates that the use of social media for educational purposes has promise, the technology is not widely used, and there have not been many controlled assessments or in-depth research carried out in higher education settings. To begin, further empirical research is required to explore the real advantages of "added" by using SNS instead of standard LMS. The fact that most of the studies relied on self-report data to determine the impact of the technology is one of the most significant shortcomings of the existing body of research. For this reason, the actual use and the learning result should be addressed and examined in more detail.

About the Author:
Dr. Saed Jamil Shahwan is an Associate Professor of English Literature. He currently teaches in the Department of English Language at the University of Hail, in Saudi Arabia. He has previously taught at Zarqa University in Jordan. He has published several articles in the area of English literature in many international journals. His areas of interest are poetry, novel, drama, and critical theory. ORCID: https://orcid.org/0000-0002-2058-8927

References


The Impact of Social Media on Literature


Cavalcante, A. (2019). They were tumbling into queer utopias and vortexes: Experiences of LGBTQ social media users on Tumblr. *Journal of Homosexuality, 66*(12), 1715-1735.


Do, H. J., Yang, S. H., Choi, B. G., Fu, W. T., & Bailey, B. P. (2021, April). Do you have time for a quick chat? Designing a conversational interface for sexual harassment prevention training. In *26th International Conference on Intelligent User Interfaces* (pp. 542-552).


The Impact of Social Media on Literature


Singer, J.D. (2019). Reshaping the arc of quantitative educational research: It is time to broaden our paradigm. Journal of Research on Educational Effectiveness, 12(4), 570-593.


