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Evaluating the Effectiveness of Social Media in English Language Development

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Abstract:

The use of social media (SM) in language learning challenges existing pedagogical practices and opens up new avenues for promoting English language learning. This study examines the multifaceted role of platforms, including Facebook, WhatsApp, YouTube, Twitter, and Instagram, in promoting English language development. Real-time interactions, genuine engagement with others, and constant exposure to native-like input indeed enhance reading, writing, listening, and speaking skills. It also introduces learners to idioms, slang, and cultural nuances, making the language learning experience more enjoyable. Moreover, social media helps reduce language anxiety, enhances learner motivation, and facilitates collaborative learning through peer interaction and online communities. Based on the literature, case studies, and learner experience, it concludes that when properly integrated and used with traditional teaching methods, SM can significantly underwrite the process of English language acquisition and become the source of a dynamic and catalytic learner-centered environment. This highlights the importance of providing an educational context that can appropriately combine the informal with the rigorous to seize opportunities.

Keywords: Classroom, Social Media, English Language Development, Student, Teacher.

Introduction

The social media sites that students use for both academic and social purposes are developing along with technology. Social networking sites' community-based design is effective in academic language learning because it disseminates real language and fosters interaction that is important outside of the classroom. Learning even in classrooms with parental approval (Akhiar et al., 2017), it's time for institutions to realize their full potential so they can better meet the inventive requirements of their students. At present, Twitter, Instagram, and Facebook are widely used for social networking purposes, and an extensive number of university students use them (Gettman & Cortijo, 2015). Therefore, it can be utilized as a mobile

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learning aid to enhance language acquisition. English is the official language of the entire world. However, because English instruction in Jordan is primarily lecture-based and mainly employs a chalk-and-talk approach, it has largely failed to achieve the ideal of language mastery among students and has been restricted to mechanical memorization (Al-Jarrah et al., 2019). SM has revolutionized modern-day communication, fundamentally changing the way people communicate, share knowledge, and learn. However, in particular, it has fueled the widespread adoption of the English language and created an unprecedented platform for practice, engagement, and performance. Using its global scale and interactive, live format, social media connects learners with native speakers, teachers, and language lovers in a way that allows for real-time interaction and the exchange of valuable resources. SM sites such as Facebook, Instagram, LinkedIn, and Twitter have evolved into a kind of unauthorized classroom and practice tool for English language learners. Users can improve their English reading, writing, speaking, and listening skills by participating in operations, watching videos, and listening to current posts. These platforms encourage students to be more active than they would be in traditional classroom settings considering that they are based on the concept of interactivity. (Islam, 2022).Thus, linguistic innovation the spread of new linguistic features within a language community can be considered a process of language evolution in Figure 1.
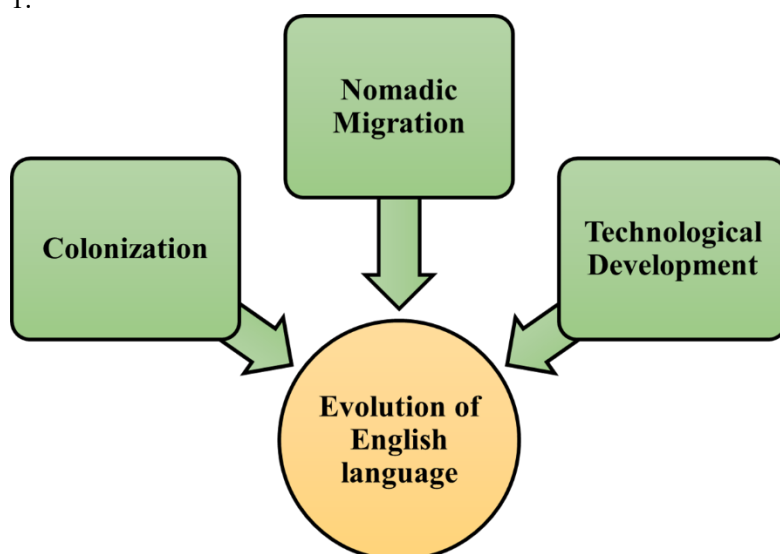
Figure 1: Evolution of the English Language (Raghava et al., 2023).

Moreover, social media introduces users to different English dialects, slang words, idiomatic expressions, and cultural subtleties. When students listen to English 24/7, they become accustomed to hearing real-world English which helps them learn

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how the language is used in their daily lives, how people in the community use the language, and how the English language is used in business. Direct interaction and observation allow learners to acquire subtle grammatical and cultural elements that are essential for fluency. Moreover, social media platforms have also been great sources of help as they have plenty of online communities and language-focused groups. Learners get instant feedback, peer encouragement, and interaction with native speakers, which builds their confidence and proficiency (Zainal & Rahmat, 2020). Language learning is community-based which allows global learners to motivate and encourage each other. In addition, influencers and content creators on social media contribute significantly to English learning. By using fun, rich, and informative content, these creators make it easier to understand grammatical ideas, vocabulary use, and pronunciation. Platforms such as YouTube, TikTok, and Instagram Reels have also become treasure troves for language learning that are small but powerful, easy to use, and extremely engaging, especially for younger audiences. Unlike textbooks and formal educational settings, social media is much more informal and conversational, which reduces the anxiety many adult learners experience when learning a new language. They feel less obliged to interact online, make mistakes, and test the language in use. This low-stress environment encourages risk-taking, creativity, and deeper and better learning. In conclusion, the power of social media as a tool for increasing English language proficiency cannot be underestimated, it should not displace traditional teaching methods, and both methods should work together for global interaction (Sharma, 2017).

This study is about the role of SM in English language development and begins by describing the important role of SM in language acquisition and language use, especially for English learners. Specifically, the literature review builds on existing research, reviewing how platforms such as WhatsApp, Twitter, and Facebook provide exposure to authentic language use and facilitate interactions. The discussion section highlights some of the specific effects that come from watching movies, such as increasing one's vocabulary, becoming familiar with grammar constructions, or learning how to converse, thereby showing how beneficial but also detrimental it can be. Finally, the main findings are summarized, highlighting that SM has great potential as a supplementary tool for English language development in conclusion.

Literature Review

The English language is a universal language that continues to evolve with the modern age. Social media sites, including Facebook and others, are very important for learning English as a second language. For students, social media has many benefits, such as increased motivation and social skills. A study by (Dhanya, 2016) and (Namaziandost & Nasri, 2019) found that the range of opportunities SM offers allows students to advance their language proficiency. Furthermore, SM allows

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students to engage in a genuine, ongoing, and pertinent conversation in these online communities, which suggests that social media use lowers anxiety and enhances language production. Students have a great deal of experience with networking sites because they increase their engagement and motivation. (Zainal & Rahmat, 2020) Claims that fostering active learning through the provision of favorable learning environments is one strategy for inspiring language learners. The use of social media can accomplish this. According to (Rouis et al., 2011), students can communicate with people worldwide, learn the language, and finish language exercises using social media sites like Facebook without having to meet native speakers. Students' English is generally affected by social media. Students' literacy knowledge and abilities may be at risk due to the current social media trend of using unusual jargon and contractions in writing. According to (Derakhshan & Hasanabbasi, 2015), Facebook use can encourage bad behavior and unfavorable social promotion. SM users have also documented the detrimental effects on students' usage of spelling and grammar.

It has emerged as an ordinary environment for learning a second language, with social media providing meaningful English input. Dynamic Space for Language Acquisition If one looks at the nature of Facebook and Twitter very carefully, one realizes that they are dynamic as they help learners live an authentic and localized experience of contextual use of English (Blattner & Fiori, 2012). Students can acquire the language in a transactional manner through this kind of interaction, just like they would in everyday life. (Lomicka & Lord, 2016) Explained how learners' participation in social media contributes positively to language learning. Being constantly immersed in the flow of live conversations allows learners to become familiar with the language used in the real world, allowing them to learn language patterns, cultural nuances, etc.

SM is essential for improving language proficiency because it develops interactive platforms that enhance language learning. They found that users who regularly engaged with a wide range of social media showed significant improvement in English reading, writing, and listening skills (Khan et al., 2016). Alm (2015) explained the benefits of Twitter's concise communication style, particularly for those learning to write, as it challenges individuals to be clear, concise, and precise. This micro-blogging format motivates users to communicate using as few characters as possible, leading to greater ease with the language overall. In addition, learners are exposed to real-life language used on social networks, allowing them to observe, imitate, and use real-world language in a variety of contexts. With continued practice, they become confident and familiar with words, idioms, and informal language. Thus, social media provides opportunities for purposeful language practice while also

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helping learners express themselves more easily while improving many dimensions of language learning.

Social media has made it possible for students to access real language in a variety of contexts related to culture and society. As (Chun, 2016) has argued, platforms such as YouTube and Instagram have the potential to create a space where learners can access authentic language use and cultural practices. These platforms introduce learners to informal language, idiomatic expressions, and modern vocabulary that native speakers use in their most informal conversations (Barton & Lee, 2013). This contact helps learners to understand and use language in nuances that would otherwise be difficult in a traditional classroom setting. Additionally, genuine social media content contributes to cultural awareness by sharing various cultural norms, values, and practices. As a result, they are more linguistically agile and interculturally competent, which prepares them to communicate in the real world. Therefore, incorporating social media in language education enriches the learning process by providing genuine language contact in the context necessary for the development of various linguistic and cultural aspects.

They establish cooperative and encouraging work environments, which significantly affect students' motivation and language proficiency. According to (Reinhardt & Zander, 2011), participation in an online community of practice focused on language use can provide collaborative work by expanding the reach of learners' experience beyond the participants. These platforms also promote peer-to-peer language suggestions, feedback, and correction in an environment that is great for group integration. These elements help accelerate new language learning while also reducing language anxiety which is expected to significantly increase learners' confidence levels. (Stevenson & Liu, 2010). The constant interaction in such virtual environments allows learners to manipulate acquired language skills authentically and frequently, often leading to improvements in fluency and accuracy. These communities are also extremely supportive, providing not only linguistic support but also emotional encouragement that helps learners cope with the natural feelings of isolation that come with learning a new language. Ultimately, online peer-supported communities not only develop linguistic competencies, they also foster positive identities as learners, establishing them as an indispensable source of language development in the digital age.

The ability of influencers and content producers to transform abstract linguistic concepts into palatable, entertaining digital content makes them indispensable for language instruction. In fresh formats, with engaging visuals, they mesmerize learners, particularly young people who favor interactive, enjoyable forms of

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presentation. Research (Wang & Chen, 2020) has shown that platforms similar to those mentioned above, such as TikTok and YouTube, can substantially increase students' motivation, as well as the retention of the knowledge acquired in learning English. These creators leverage a mixture of short hits of information in video, quizzes, and storytelling, bridging the old and the new in education outside of the traditional system. Through creating relevant platforms to learn about world languages, influencers shape positive language mindsets by tailoring experiences specific to learners. Their causal style decreases anxiety, promotes self-efficacy, and motivates engagement. This casual but organized methodology holds self-directed learners accountable and provides them with exposure frequently, which not only increases engagement but also parallels language instruction at school, entertainingly reinforcing grammar and vocabulary. So, influencers and content creators provide a solution to modern-day language learning by incorporating technology into the process.

Social media psychology differs significantly from that of a conventional language learning setting. Participation in social media platforms has been demonstrated to lower language anxiety and improve learners' self-efficacy (Warschauer & Liaw, 2011). In those very informal digital spaces, learners feel comfortable, which encourages their participation. Furthermore, the relaxed atmosphere encourages learners to try out the language freely and gain confidence without worrying too much about mistakes. This means that this openness to experimentation helps learners develop better long-term language retention, as well as fluency. (Greenhow & Lewin, 2016). Due to the informal and interactive nature of social media, it reduces the fear that often comes with language learning, leading to regular practice. Overall, incorporating SM in language teaching provides learners with a friendly environment and reduces anxiety, encourages risk-taking and gradual growth in their target language.

1. **Discussion**

Social media has become an influential factor in various dimensions of modern life, including language learning and development. This discussion evaluates the effectiveness of SM platforms in facilitating the English language.

This trend has been further accelerated by the proliferation of social media sites including Facebook, Instagram, and Twitter, which encourage more casual and conversational communication. This informal style of English has so mixed up spoken and written English that contractions, colloquialisms, abbreviations, and even emojis have all found their way into global Standard English, with the consensus being that they are so widely accepted that there is little or no need to follow explanations about written English. Users increasingly care more about speed and

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being able to express themselves than grammar and punctuation, which have become flexible. Some critics consider this development a catastrophic decline in linguistic quality, while others consider it evidence of the adaptability and dynamism of English. After all, languages naturally adapt to changes in culture and new forms of communication. The informal language presented and disseminated online is much closer to its oral counterpart, but it also creates space to play with new and inventive ways of communicating. So, the rise of the informal language, rather than signifying decline, reflects the vibrancy and adaptability of English in modern times (5minuteenglish, 2021).

The development of 'global English' has been largely facilitated by social media and global communication. English, which is frequently employed for international communication, has evolved into a more simple and flexible language that both native speakers and non-native speakers may comprehend more easily. The combination of technology, a more interactive business culture, and a decline in formalities has led to this change, which reflects a move towards how work is done and how people speak rather than strictly following grammar rules. As a result, there is now a focus on real-world applications in English language teaching and preparing learners to engage meaningfully in everyday global environments where correctness is not a requirement. This dynamism helps to ensure that the language remains accessible to all and can foster intercultural conversations so that people from different backgrounds can connect and communicate more easily in the digital age. Yet the One World, One English paradigm fails to consider dynamic global English, a phenomenon exhibiting speed, diversity, and velocity that can threaten principles of clarity, precision, and coherence across geographically and socially dispersed language communities. In short, global English is an inclusive and flexible medium that defines education, business communication, and intercultural exchange in our increasingly interconnected global world (Nurmi & Koroma, 2020).

Social media has enhanced vocabulary and expression. Words such as 'selfie', 'trending', and 'viral' derive directly from online interactions, describing activities unique to the digital environment. The speed at which these platforms integrate slang, abbreviations, and idioms that began within niche networks quickly becomes pervasive in the mainstream vocabulary. Furthermore, visually oriented apps such as Instagram and Snapchat promote image-based communication, shaping the expression of emotions through emojis, memes, and GIFs. As a result, the building blocks of our language change, leading to a reconfiguration where spoken lines of dialogue can no longer effectively convey the subtle shades of emotions and ideas we wish to communicate through text-based conversations infused with visual forms. This shift in linguistic patterns highlights the role of SM in reshaping our means of

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communication by making language more fluid and expressive and more representative of modern culture (Asharaf, 2025).

The emergence of emoticons and emojis has significantly changed how people communicate their feelings, and the expansion of social media and online communication has made this change possible. These simple picture-like characters are highly effective tools, enabling users to express emotions and subtle tones that cannot be expressed in words. Since digital conversations lack tonal elements, body language, or other visual cues, emojis fill this gap by visually expressing emotion, irony, humor, or empathy. And their universal nature enables them to be used in a variety of languages, as a way to foster greater mutual understanding in the global online community. This prevalence is evidence of the adaptability and constantly evolving nature of language, which challenges traditional notions of written expression. Emojis accompany the written word, but more and more they can stand alone, acting as meaningful units of communication, transforming the way we interact and how we view ourselves in a modern cultural context. Essentially, the advent of emojis and emoticons reflects how technology is continually reshaping human interactions, and pushing the boundaries of language in modern building (Ali-Chand & Naidu, 2024).

Hashtags have become a linguistic component that has gone far beyond a simple way to categorize online content based on context, sentiment, social commentary, etc. Originally, hashtags were a tool for users to find group discussions and topics, but in current times, it has evolved into something much more meaningful they reflect the mindset of society and have become a tool for advocacy. The success stories of initiatives like #BlackLivesMatter and #MeToo demonstrate how hashtags can amplify the voices of marginalized people, catalyze international discourse, and promote collective actions in the real world. These hashtags have gone beyond social media platforms to directly influence mainstream conversations, shape political narratives, and raise public consciousness. This shift highlights social media's ability to change the framework of language, allowing people to express complex concepts in short, powerful phrases. Hashtags are no longer just a way to document trending topics, they represent a form of collective identity, solidarity, and a paradigm shift in the way we communicate." Digital expression, social movements, and language evolution continue to interact in ways that could counter the tendencies of stagnation and isolation noted by the thinkers above, and lead to significant changes in our social order (Hashtags et al., 2016).

English language teaching is greatly affected by social media's influence on language, which has both positive and negative consequences. The current challenge

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for teachers is to adopt social media language into their teaching (such as messages using emojis and internet slang). Recognizing these elements as legitimate forms of communication helps to reduce the gap between students' digitally based lives and classroom learning. It provides the most opportunity for student participation, remains aligned with the future of the English language, and gives a more comprehensive understanding of things that may be important with English teaching in the future. Still, teachers need to walk a fine line between accepting informal digital language and at the same time teaching formal language skills for academic and professional settings. As a result, curriculum design should include critical conversations about context-appropriate language use. Overall, incorporating social media language into English studies promotes a deeper understanding of language, encourages students to consider the implications of different modes of communication, and prepares them to communicate appropriately in diverse linguistic environments in both online and offline contexts (5minuteenglish, 2021).

EFL instruction has been conducted on a variety of social media platforms, but the most widely used ones are YouTube, Facebook, and Twitter (Handayani et al., 2021; Rezaul Karim et al., 2022). YouTube is the most popular social media platform for learning English, according to both studies, which also take into account the opinions of Indonesian students. In addition, the study showed that social media helps improve English language proficiency in vocabulary and delivery. These platforms have been shown to offer EFL students exposure to native speakers, real English content, and collaborative learning opportunities. The needs of the students and the learning objectives dictate which platform should be used. Several popular social media platforms for teaching English as a second language.

One of the most widely used social media sites, Facebook offers a versatile environment for teaching English as a foreign language (EFL). Instructors can set up groups or pages and distribute 24/7 learning resources like articles, videos, and grammar advice. It also interacts with learners through group discussions, comment threads, and live sessions in which learners interact with each other which helps in collaborative learning and communication skills. Facebook's chat and video features also enable real-time conversation practice to improve your speaking and listening skills. Teachers can create quizzes, assignments, and group projects within the platform and encourage active participation. In addition, learners can also surf pages, posts, and news articles of English content outside of the classroom, which helps them immerse themselves in the language naturally. Facebook creates an EFL learning community within reason using its familiar and user-friendly interface, which not only enables students to learn engagingly but also connects students with their

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teachers, introducing them to a community of learners from different regions (Zainal & Rahmat, 2020).

Twitter has a dynamic platform to improve EFL teachers through micro-blogging and short-form content. Its 280-character limit prompts learners to practice concise writing, vocabulary usage, and sentence structure. Teachers can develop engaging tasks such as tweeting daily reflections, responding to prompts, or summarizing articles, which practice language regularly. Hashtags allow learners to track relevant trends, engage in worldwide discussions, and see language used in real, authentic situations. Similarly, Twitter chats enable real-time engagement and interaction, fostering both communication skills and cultural exchange. Students can also read the news in English by following English-language news outlets, educators, or authors to help expand on their exposure to diverse writing styles and current events. Teachers might use Twitter to share resources, assign assignments, or create opportunities for peer feedback. Reversing these pervasive fears of innovative technology strikes me as a necessary yet perilous step toward integrating active learning into language education and real-world skills for all (Kassens-Noor, 2012).

Instagram is a useful weapon in EFL teaching, providing fun opportunities for students to practice English. By using visual content such as pictures, reels, and short videos, teachers can create an engaging and interactive platform for digital-native learners. Asking students to write captions, describe photos, and comment on posts will also help them practice vocabulary, grammar, and sentence structure in real-life contexts. Quick language quizzes or opinion sharing can also be achieved using Instagram Stories and polls, which encourage interaction and active learning. In addition, following educational pages or English-speaking influencers introduces students to the natural state of the language, slang, and culture. Teachers can also create classroom accounts where they can share assignments, daily vocabulary, or thematic content, making learning more accessible and fun. In general, Instagram offers creativity, collaboration, and practical exercises, which enhances the EFL learning ecosystem beyond traditional classroom methods (Rezaul Karim et al., 2022).

In EFL teaching, YouTube is one of the best courses for learners to get exposed to authentic language input. Videos, podcasts, interviews, and vlogs introduce students to real conversations, different accents, and natural speech, which is extremely helpful in listening comprehension and building pronunciation. It also enables learners to understand cultural nuances and colloquial terms, which are often lacking in textbooks. Teachers can use YouTube content to create interactive lessons, ignite discussions, and set listening tasks appropriate for different language proficiencies. There are a few options available such as subtitles and playback speed for better comprehension and optimized learning. The visual and auditory elements

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of the platform help keep students captivated, making learning more fun and effective. YouTube is a useful tool for enhancing general English language proficiency that can be utilized in the classroom or for independent study. It motivates students to practice on their own and make the connection between theory and practice.

In the context of EFL teaching, WhatsApp is a powerful tool for dialogue and collaboration between teachers and learners. It allows users to easily share resources, clarify doubts, and continue classroom discussions outside of school hours. WhatsApp can help teachers send vocabulary lists, grammar exercises, audio notes, and video materials, encouraging students to take a more communicative approach to the target language. It can encourage peer learning, discussions, and feedback, which are essential for building a community of learners. The app also provides voice and video messaging, allowing speaking and listening practice without pressure. Students can also receive immediate feedback on their language tasks, which reinforces to promotes learning and enhances performance. In general, WhatsApp also facilitates ongoing learning and increases learner motivation by making language practice more informal, collaborative, and accessible, leading to better language skills and increased learner engagement in the EFL environment. It is crucial to remember that proper instructor supervision and assistance are necessary while using social media platforms in EFL instruction. Giving precise instructions on proper conduct, internet safety, and privacy issues is one way to do this.

In response to the widespread use of social media, researchers who study language instruction and learning look into how social media aids in language training for different language skills. The potential of social media to support writing and reading in a range of contexts has been specifically the subject of several studies. Previous empirical research on the enhancement of writing abilities through social media use has concentrated on writing self-efficacy, writing quality, and writing fluency. Writing fluency is "cohesiveness and intelligibility of ideas in written form," according to (Lannin, 2007). In other words, coming up with ideas is a major part of improving writing fluency. Vikneswaran and Krish observed that students had trouble writing coherently because they were anxious and lacked ideas, so they developed a case study to see if using Facebook in formal writing instruction could help. According to the study, Facebook enhances writing in several ways (Stapa & Majid, 2006; Vikneswaran & Krish, 2016). Crucially, the interview data revealed that students' writing had become more fluid as a result of exchanging ideas on private group websites. Social media can benefit language learners by offering collaborative writing spaces where they can come up with, develop, and revise ideas. This result is consistent with Alberth's research, which also indicates that authors may generate

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better ideas when working online by utilizing a range of online resources (Alberth, 2019).

There is an increasing number of research using various study techniques, even though there are currently few studies examining the impact of SM on language learners' speaking skills. The educational affordances of SM as output spaces are noticeably explored by the majority of them. Speaking, in Brown's view, is a reactive activity that both receives and generates information (Dawn, 2006). (Namaziandost & Nasri, 2019) recognizes that speaking is a challenging skill to master in traditional EFL classes since students must acquire social skills for interactions in addition to having sufficient language proficiency. They started a survey to investigate the issue after thinking about how social media might help with this problem. However, based on self-reported data, it is also one. According to the data collected, most students believed that speaking with native speakers on social media prompted them to work on their speaking skills.

It includes case studies and examples of successful use of SM in language classrooms, as well as learners' experiences and testimonials in Table 1. These examples determine the potential of SM platforms to improve interaction, collaboration, and practical language use in language-learning settings.

Table 1: Represent the successful use of social media in language classrooms.

Case Study	Description	Learner Experience
"English with Lucy" YouTube Channel	Created by Lucy Bella Earl, this channel offers English language lessons to a global audience, focusing on pronunciation, vocabulary, and grammar.	Learners have praised the channel for its clear explanations and engaging content, noting significant improvements in their English proficiency.
Use of Facebook in English Language Learning	Facebook's contribution to English language learning and improving students' analytical abilities, understanding, and motivation was examined in a study.	Students reported that Facebook provided a collaborative environment, allowing them to practice English in real-life contexts and receive immediate feedback (Faryadi, 2017).
Integration of Social Media in Nepalese	The study investigated the use of social media platforms by Nepalese	Students stated SM allowed them to interact with teachers and peers, access a variety of

Secondary Schools	secondary school learners for both formal and informal English language learning during school and outside of it.	resources, and participate in cooperative education, all of which improved their language proficiency (Ghimire, 2022).
"English-MOOC" and "MOOC de Español" Language Exchanges	Todd Bryant's initiative connected English and Spanish learners via The Mixer platform, facilitating mutual language exchanges through social media tools.	Participants highlighted the value of real-time conversations with native speakers, which enhanced their speaking and listening skills in the target language.
Utilizing Instagram for Digital Storytelling in Language Learning	According to one article, using Instagram as a multimodal digital storytelling tool can help college-level English language learners become more motivated and involved (Yeh & Mitric, 2019).	Students found that creating and sharing stories on Instagram improved their writing and oral proficiencies, while also allowing their voices to be heard in a broader community.
Live Mocha: A Social Network for Language Learning	Live Mocha was an online platform combining traditional language lessons with social interaction, allowing users to learn and practice languages with native speakers worldwide.	Users appreciated the peer review system and the opportunity to engage with a global community, which enhanced their language acquisition process.
Impact of Social Media on English Vocabulary Development in Malaysian Universities	A study examined how social media affected students' growth in their English vocabulary across both private and public colleges in Malaysia (Zainal & Rahmat, 2020).	Students reported that SM exposure introduced them to new vocabulary and colloquial expressions, contributing to their overall language proficiency.

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There are numerous aspects to SM's potential for language learning in the future. Transformative technologies such as AI and VR (such as AI chatbots for conversation practice) will provide more personalized, immersive experiences, from scripted training to free-form, adaptive conversations. Key platforms are becoming informal language classrooms for millions of learners around the world TikTok's short-form challenges and Instagram's interactive content make learning fun and relevant (they improve vocabulary, listening, and speaking skills), while YouTube shines with in-depth lessons and cultural immersion. These tools are being progressively incorporated into the curriculum of formal education to better engage students who are growing up with technology by connecting lessons in class with informal digital practice. Similarly, SM provides intrinsic motivation to the learner through autonomy and choice and the support of a global community. Learners can self-direct their learning interests and practice communicating confidently online (even the shyest learners are often more engaged online than in class). This trajectory towards the future points towards a more engaging, accessible, and learner-centered language learning sector.

Conclusion

In conclusion, SM has transformed English language teaching and learning through the use of vibrant, interactive, and accessible learning spaces that encourage authentic interaction with the language. These social media sites which include YouTube, Facebook, Twitter, and Instagram allow students to experience both formal and informal language usage in real time while also enhancing their vocabulary, grammar, communication, listening, reading, and writing abilities. These digital platforms enhance culture, bring world communication closer, and reduce the anxiety that comes with learning a new language. Involving influencers, content creators, and online communities, ensures that members stay connected, receive feedback, and gain inspiration from their peers. But social media's ability to allow learners to access and connect with real-world English far outweighs any negative impact it may have on literacy, as long as it is guided wisely. Educators need to walk a fine line with this new trend to preserve academic language and maintain standards in this digital world. In an increasingly interconnected world, social media can be a helpful tool for traditional schooling and, in particular, give students greater freedom throughout their language development.

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