

IMPACT OF SOCIAL MEDIA PLATFORMS ON ENGLISH LANGUAGE LEARNING SKILLS OF SELECTED STUDENTS AT LIPA CITY COLLEGES

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Abstract

This study examined the impact of social media platforms on the English language learning skills of selected College of Education and Liberal Arts (CELA) students at Lipa City Colleges. The study aimed to determine how social media affects listening, speaking, reading, writing skills and how it influence students' motivation, interest, and learning style. A mixed-method sequential explanatory design was used, involving survey questionnaires with 111 students and interviews with 7 volunteer participants. Purposive sampling and stratified-random sampling were used to determine the sample size and select respondents from different year levels and academic programs.

This study is anchored on Krashen's Input Hypothesis, which states that language is acquired through understandable input slightly above the learner's level, Swain's Output Hypothesis, which emphasizes learning through producing the target language, and Vygotsky's Social Interaction Theory, which highlights learning through interaction and collaboration.

The findings revealed that lower-year students, particularly first-year AB Psychology students, are active on social media, with TikTok as the most frequently used platform, spending three to four hours daily. Social media platforms positively impact English language learning skills; however, students rarely engage in real-time speaking due to discomfort, and not all consistently use English in writing as some prefer their native language. Social media also influences motivation, interest, and learning styles, but motivation remains moderate as students still prefer traditional classroom learning. Engagement with English content is often spontaneous, and social media is not viewed as a replacement for textbooks. Furthermore, there is a highly significant relationship between social media use and English language skills, with consistent engagement across year levels and variations depending on program and active practice. Finally, Project G.I.G.A. Bytes was proposed to address identified gaps.

Keywords – *social media platforms, English language skills, listening skills, speaking skills, reading skills, writing skills, learning style*

Introduction

The English language plays a pivotal role in the world as a universal language. According to the article Simon & Simon International, English is the most spoken language worldwide, with almost 1.5 billion people speaking it natively or fluently. English is also the most studied language worldwide. In Continental Europe, English is the most commonly studied language, with an estimated 96% of students learning English. Because English is the most widely used language worldwide, most learners want to improve their English skills, and they do so through global social media platforms (Dinsa & Taddese, 2024).

Paljug (2025) characterizes social media platforms as online spaces where users connect through text, videos, images, and other content to form virtual communities. Platforms such as Facebook, YouTube, Twitter, TikTok, and Instagram influence students not only in social interactions but also in academic development, particularly in improving their English language skills, reading, writing, speaking, and listening. With just one click, students can instantly access a wide range of educational resources that support the development of their language skills.

According to previous studies, social media offers authentic opportunities for language learning. Different platforms expose learners to real-life English through videos, comments, live interactions, and more, enhancing reading, writing, listening, and speaking skills. Features such as chats, voice notes, and video calls create environments where learners can practice and receive feedback, build confidence, and promote learner autonomy by allowing them to set goals, choose content, and learn at their own pace. These platforms also provide learning aids suited to different learning styles, enabling flexible learning anytime and anywhere.

Based on Sitorus and Azir (2021), most students (54.4 percent) believe social media provides access to a wide vocabulary through stories, news, and songs, making language learning easier in the present digital age and supporting listening skills. Furthermore, although social media is mainly text-based, many platforms support video content that helps develop speaking skills. Apps like TikTok, YouTube, Instagram, and Facebook Reels allow students to share spoken content, improving clarity, fluency, and confidence. According to Manogaran and Sulaiman (2022), social media supports the development of speaking skills and encourages engagement outside the classroom. Additionally, social media improves reading skills through exposure to diverse posts and educational content on platforms like Facebook and Twitter, helping students develop comprehension, vocabulary, and critical thinking. Similarly, writing skills improve through watching content and actively engaging in captions, comments, blogs, and academic posts, which enhance grammar, structure, and coherence, making students more proficient in English expression.

Furthermore, previous study suggests that the effectiveness of social media in English language learning is influenced by learners' motivation, interest, and learning styles. Social media has been found to enhance students' motivation and interest by providing engaging and interactive English content (Maulida et al., 2024); while also accommodating various learning styles, particularly visual and auditory preferences common among digital learners (Sari & Wahyudin, 2022). These factors play a crucial role in determining how effectively social media platforms support English language learning.

However, despite the increasing use and advantages of social media platforms among students, it remains unclear whether these platforms significantly contribute to the development of English language skills. While some students claim that social media helps them improve in reading, writing, speaking, and listening, others struggle with the informal language, slang, and grammatical inaccuracies that these platforms often promote. Malik and Qureshi (2024) warned that frequent exposure to informal language may hinder students' ability to communicate effectively in academic or professional settings. Hence, despite the widespread advantages of social media platforms among students, the educational value of these platforms, particularly in enhancing core English language skills, remains unclear, whether it affects them positively or negatively.

Thus, the researchers of this study want to explore the impact of social media platforms on the English language learning skills of selected students at Lipa City Colleges. Specifically,

it explores how these platforms enhance learners' English language skills, and how they influence their motivation, interest, and learning style. Ultimately, this study aims to promote more purposeful and effective integration of social media in language learning, particularly for future educators and psychologists.

In line with this, this study aligns with SDG 4: Quality Education by enhancing students' English language skills through social media as an accessible learning tool. It is also related to SDG 9: Industry, Innovation, and Infrastructure, as social media represents digital innovation that supports language learning and improves educational practices. In addition, it supports SDG 10: Reduced Inequalities by providing flexible learning opportunities regardless of socio-economic background, helping reduce learning gaps. Lastly, it contributes to SDG 17: Partnerships for the Goals by emphasizing collaboration between education and technology.

Methodology

This study employed a mixed-method sequential explanatory design to examine the impact of social media platforms on the English language learning skills of selected students at Lipa City Colleges. Smajic (2022) summarized that mixed-methods involve the use of both quantitative and qualitative data in a single study, highlighting the method's integrative nature. This design enabled the researchers to gather both statistical trends and personal experiences, thereby creating a more comprehensive picture of the phenomenon under study.

This study involved 111 participants from the College of Education and Liberal Arts (CELA) in Lipa City Colleges consisted of first- to fourth-year students enrolled in the academic year 2025–2026 under the following programs: Bachelor of Arts in Psychology (74 students), Bachelor of Secondary Education major in English (28 students), and Bachelor of Elementary Education (9 students). To determine the sample size, the researchers used both purposive and stratified-random sampling. Purposive sampling was used to intentionally select students who actively use social media platforms on English language learning. At the same time, stratified-random sampling was applied to ensure fair representation across different academic programs and year levels.

To explore the impact of social media platforms on the English language learning skills of selected CELA students, the researchers employed a closed-ended, structured self-made survey questionnaire for the quantitative phase and open-ended interview questions for the qualitative phase. In the quantitative phase, a self-designed questionnaire with three distinct sections was developed to capture comprehensive data. On the other hand, a self-made interview questions were used in the qualitative phase to deepen understanding of the impact of social media platforms on English language learning. The researcher carefully designed these interview questions to elicit detailed responses about participants' experiences, perceptions, and insights into how social media platforms influence their motivation, learning strategies, and language development. The use of self-made interview questions enabled the researcher to gather rich, in-depth data that supported and complemented the study's quantitative findings.

The researchers employed a systematic approach to ensure the study was conducted methodically. A pre-survey was administered via Google Forms to identify CELA students who used social media for English language learning, and was distributed to all CELA students. Subsequently, the researchers developed a self-made survey questionnaire and open-ended

interview questions, which was validated by professional validators to ensure content validity and reliability. After validation, the researchers sought approval from the research professor, research adviser, research office and the dean of the CELA department to conduct the survey. Students in the CELA department at Lipa City Colleges were also asked to provide informed consent to participate.

The questionnaire was prepared in paper format and personally distributed to selected students. A designated focal person oversaw both the distribution and collection of completed questionnaires to ensure an organized, efficient data-gathering process. Responses were assessed using a 4-point Likert Scale to measure the participants' perceptions and experiences regarding the impact of social media platforms on their English language learning. After data collection, the researchers evaluated the responses. They collaborated with a statistician to analyze quantitative data using appropriate statistical tools to identify relationships and differences across demographic profiles. The researchers synthesized the results and substantiated the findings with relevant literature.

Furthermore, in the qualitative phase, the researchers interviewed seven (7) students from the participants who volunteered to participate in the study. Their responses were recorded and transcribed to reinforce the quantitative results. Finally, the researchers formulated conclusions and recommendations.

In addition, in this study, the principles of informed consent, anonymity, and confidentiality. In compliance with the Data Privacy Act of 2012, all responses were kept confidential and were not accessed by anyone outside the research team. The collected data were used solely for research purposes. Furthermore, the researchers ensured that any form of data falsification was strictly avoided; only credible, reliable, and accurate findings were reported. All forms of plagiarism were also prevented throughout the study.

Finally, the study used statistical tools to analyze the data. Frequency and percentage were used to present the respondents' demographic profiles and social media use. Ranking and weighted mean identified the most used and most influential social media platforms for English learning. Pearson's correlation was used to determine the relationship between social media use and the development of English language skills among CELA students.

Finding and Discussion

This chapter presents and discusses the major findings of the study based on the data gathered from the survey questionnaires and interviews conducted with selected respondents.

One of the major findings of the study is that a substantial number of students rely on TikTok as their primary source of exposure to the English language. This indicates that students are more engaged in short-form, interactive, and visually driven content. The result suggests that TikTok has become a dominant platform for informal English exposure among students. This finding is supported by a study of Ilham et al. (2025) found that TikTok is an effective tool in improving English skills such as vocabulary skills, pronunciation, listening, and speaking.

The findings also revealed that majority of the students spend 3-4 hours daily on social media for English language learning. This suggests that students are highly engaged with social media, devoting a significant portion of their daily routines to these platforms. According to

Godwin-Jones (2018), learners who spend more time engaging with digital content in English tend to develop better comprehension and communication skills.

Another major finding of the study is that learners can understand spoken English better because of social media platforms. Thus, the results imply that engagement with English audio and video content provides repeated exposure to pronunciation patterns, intonation, and sentence flow, which are essential for developing listening skills. In support of this, Benmostefa (2023) highlighted that engagement with social media not only strengthens writing skills but also indirectly supports listening skills. This finding is further supported by interview data, where one student stated that watching English content on social media improved their pronunciation and intonation, as they observed how speakers stress words and use pauses to convey meaning (Student 1).

Furthermore, the study revealed that social media platforms also help improve students' speaking skills, particularly pronunciation. One of the interviewed students shared, "The majority of the videos, films, and other media content that I watch and listen to are using the English language; hence, my consistent exposure to them helps me adapt their manner of speaking... I also become more observant of how they stress certain words and how their intonation changes... When I hear these repeatedly on social media, I naturally imitate them without noticing" (Student 4). This suggests that students use social media not only for entertainment but also as an informal space for language learning and speaking development. Supporting this, Hasanah and Wahono (2022) found that consistent exposure to native-speaker YouTube videos significantly improved students' pronunciation scores from poor to very good.

However, despite these positive effects, the respondents disagreed that they actively practice speaking English through live streams or video chats. One student explained that they avoid such activities due to anxiety, shyness, or lack of confidence in spontaneous speaking (Student 4). This shows that although students are exposed to spoken English, they are not always willing to actively produce the language in real-time contexts. This finding aligns with studies on synchronous communication, which show that learners may perform well but avoid live speaking due to discomfort. Chen and Chew (2021) found that speaking performance is closely linked to anxiety levels, as real-time communication can trigger anxiety despite active engagement.

Moreover, the study found that social media platforms help students improve vocabulary and comprehension. The respondents strongly agreed that the unfamiliar English words they encounter enhances their vocabulary acquisition. To support this, an interviewed student stated, "Reading online posts introduced me to new words and modern terms like 'nepo baby' and 'contractor.' By encountering such terms in real context, I understand their meaning more deeply (Student 1)." This implies that social media is a resource for vocabulary enrichment. Similarly, Al-Jarf (2021) emphasized that digital platforms enhance incidental vocabulary learning, as students who regularly engage with English content acquire more words and improve reading comprehension. Additionally, reading captions and comments enhances students' understanding of English. One student stated that reading captions on Facebook and Instagram helped them learn informal expressions and everyday language (Student 2). This supports Pertiwi (2022), who described social media captions as "micro-texts" that enhance comprehension by combining language with visual cues. Similarly, Aldukhayel (2021) found that interaction with online comments supports deeper understanding through explanations and user engagement.

Further major finding is that social media platforms help improve students' writing skills. The respondents strongly agreed that they try to use proper English when writing online, indicating that social media serves as a meaningful space for writing practice. One interviewed student stated, "Being consistent in writing in English through posts or captions helps me become more used to it and more confident. I can also review my previous writing and see where I need to improve (Student 6)." Supporting this, Dewi and Fauzan (2022) found that students use various social media features to practice writing, interact with peers, and enhance their skills. However, the respondents only agreed that they often write comments, messages, or posts in English. This indicates that while social media is used for writing, its use is moderate rather than dominant because not all students consistently use English when writing online, as some prefer their native language for informal communication. Wijayatiningsih and Erito (2025) found that although students see social media as helpful for improving writing, some question its suitability for academic writing.

Another important finding is that students are motivated to improve their English skills by observing fluent English speakers on social media. One student mentioned that, "I remember watching verified content creators like Ayn Bernos. She often uses English with a distinct Filipino accent, but she explains things clearly and confidently. Her videos helped me understand that different accents can still communicate meaning effectively (Student 1)." This exposure helps reduce anxiety and increases motivation to learn. Supporting this, Nguyen (2021) and Sari and Ningsih (2023) stated that relatable English models online enhance motivation and reduce language anxiety.

However, some respondents remained neutral or slightly negative regarding the effectiveness of social media for English learning. One respondent stated, "I still prefer learning English in a classroom. Although social media is entertaining at times, that area is highly distracting, and I tend to lose focus and do doom scrolling instead of actually learning a concept (Student 6)." This shows that while social media provides convenience, it often leads to distraction and disengagement (Bincar et al., 2024).

Moreover, this study also found that students find interest in using social media platforms for English language learning. Supporting this, one respondent stated, "The usual topics or contents that pique my interest... are those basic grammar structures discussions... I need to assess which areas I should focus more on learning English (Student 6)." According to Sari (2021), learners are more motivated to interact with English content when it is entertaining and relatable, that they regularly follow English-language content creators. This suggests that their exposure to English is more spontaneous rather than intentional, depending on the content that appears on their feed, making learning largely incidental (Kabilan, Ahmad, and Abidin, 2021).

The study also found out that students strongly prefer visual content such as videos, infographics, and memes because these improve comprehension. Supporting this, Akbari and Razavi (2021) stated that visual content significantly improves English learning outcomes. However, students do not view social media as a replacement for textbooks. Instead, they still rely on traditional materials for deeper understanding, as supported by Sari and Wahyudin (2021).

Further findings revealed that when students use different social media platforms to improve their listening skills, it also helps them to become more motivated and interested in learning English, and it affects how they prefer to learn. Moreover, using social media for speaking practice makes them feel more motivated to study. Likewise, using social media for

reading skills positively affects motivation, interest, and learning style, as students learn new words and better understand concepts.

Another major finding is that engagement with social media remains consistent across year levels. Supporting this, Al-Asmari and Khan (2020) stated that social media use remains consistent regardless of academic level. Additionally, students from different academic programs consume different content based on learning demands, but both demonstrate similar patterns in using social media for speaking, reading, and writing skills.

Moreover, students' listening and reading skills vary by platform. Platforms with videos, sound, and captions may enhance listening, while those with articles or discussions support reading. This is supported by Jurnal Pendidikan Indonesia (2022). In contrast, speaking and writing are less influenced by platform type and depend more on active practice, aligning with Alrashidi and Phan (2020).

Furthermore, writing skills vary depending on time spent on social media, as longer exposure provides more opportunities to engage with content. However, listening and speaking are less affected by duration and require active participation. This supports Alrashidi & Phan (2020), which noted that passive exposure alone is insufficient.

Another finding shows that students across year levels share similar views on social media's influence on motivation, interest, and learning styles. Omar, Embi, and Yunus (2020) support this, while Alharthi (2021) found that motivation does not significantly differ across academic programs, though interest and learning style may vary. Finally, while social media can enhance motivation, interest, and learning styles, its effectiveness depends on content type and engagement. Interactive content increases motivation, but time spent does not guarantee it. This aligns with Alrashidi & Phan (2020) and Hussein, Majid, and Rahman (2019).

Conclusions

Several conclusions were drawn from the findings of this study. Firstly, the study reveals that lower-year students, particularly first-year AB Psychology students, are active on social media, with TikTok emerging as the most frequently used platform for enhancing their English language learning. These students typically spend 3–4 hours daily on social media.

Moreover, the study revealed that social media platforms positively impacts CELA students' English language learning skills. However, the findings also reveal limitations: students rarely engage in real-time speaking activities on social media due to discomfort in spontaneous communication, indicating limited engagement in actual speaking practice. Likewise, in writing, not all students consistently use English online as some prefer their native language for informal communication. Overall, while social media can support speaking and writing development, its effectiveness depends on students' comfort level and language preference.

Furthermore, the study revealed that social media positively influences CELA students' motivation, interest, and learning style, which are relevant to their academic needs. However, the findings also reveal limitations: students' overall motivation and excitement for learning English on social media remain moderate rather than strong, as many are not consistently driven to use these platforms and still value traditional classroom learning more. Additionally, social media is not viewed as a full substitute for traditional learning resources.

In addition, the study demonstrates a highly significant relationship between CELA students' use of social media platforms and the development of their English language skills. The findings indicate that frequent social media use not only enhances these language skills but also positively influences students' motivation, interest, and preferred learning styles.

Similarly, the study revealed that CELA students' use of social media platforms positively contributes to the development of English language skills, with consistent engagement observed across all year levels. Academic programs influence the type of listening content chosen, yet the benefits of speaking, reading, and writing are similar across programs. Additionally, certain social media platforms are more effective for listening and reading, while speaking and writing skills depend more on active practice than platform choice. Furthermore, longer time spent on social media improves writing skills, though listening and speaking are less affected by duration.

Likewise, the study showed that social media positively influences CELA students' English language learning by enhancing their motivation, stimulating interest, and supporting preferred learning styles, with students across all year levels sharing similar motivation and finding interactive platforms. However, the findings also reveal limitations: interest and learning style vary by academic program, motivation is influenced by the platform used, and not all platforms provide meaningful educational content, suggesting that the effectiveness of social media for language learning depends on students' programs.

Finally, the study recommended an action plan, Project G.I.G.A. Bytes (Growth, Improvement and Articulation Through Social Media Platforms), to address the gaps and limitations identified in the use of social media for English language learning among CELA students. This project is an initiative designed to enhance CELA students' English language skills.

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