English Language Learners as Digital Content Creators: An Exploration of Social Networking on the Perceived Development of Language Skills

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Abstract

Social networking sites (SNS) have revolutionised how we build and maintain connections with people all over the world. Transcending their usual purpose, SNS are now also shaping our interaction with language itself through online learning communities and new ways of meaning-making. Participating in online spaces has become an integral part of learners' everyday practices. Many language learners are enacting the role of 'content creators' on SNS, resulting in authentic language use. This study aims to explore the perceived effect of SNS on their English skills. An extensive review of literature and an identification of theoretical paradigms provide a basis for the study. Through a survey questionnaire administered to 79 digital content creators who are learning English as a second language, the study investigates their perceptions of the impact of content creation on incidental and conscious language learning. The findings reveal that creating content on SNS is perceived to assert a significant positive influence on the development of language skills through incidental language learning. Further, writing skills are perceived as having improved most from SNS use compared to other skills. The development of popular vocabulary was also found to be a positive outcome of SNS use. Implications for teaching practices are discussed.

Keywords: Social networking sites, content creation, incidental learning, technology mediated language learning, language skills

Introduction

The impact of internet technology has been felt in various fields including that of language education. The interface of language and technology has resulted in practices which extend beyond the four walls of the classroom to contexts which are part of the real world of language users. Since informal learning situations constitute 80% of learning in everyday life (Ludwig & Poel, 2015),

social media with its exposure to infinite instances of language use leads to informal and incidental language learning. Describing the impact of new technologies on literacies, Muftah notes that "texts of the new technologies have mutated into complex hybrid systems that have made new demands on reading and writing, viewing, social exchange, and communication" (Muftah, 2022, p. 3).

Web 2.0 technologies, as opposed to Web 1.0 technologies, paved way for a larger number of users to generate content online, "centred around developing online communities based on greater degrees of interactivity, inclusion, collaboration, authentic materials and digital literacy skills. This has opened the door to numerous possibilities for interactive and collaborative language use" (Craig, 2013, p. 5). Web 2.0 includes a variety of social media sites like Facebook, Twitter, Youtube, and Tiktok; online platforms like blogs, microblogs, and wikis; language learning applications like DuoLingo, Babble, HelloTalk, Memrise, etc. Commenting on their potential for language learning, Huang (2013) notes that with Web 2.0, "learners have more opportunities to use a target language for communication purposes and to experience collaboration and participation in the learning process" (p. 1). Raith (2009) asserts that "Web 2.0 has changed language learning because speakers of a foreign language already use Web 2.0 to communicate meaning and generate content in new genres, by using the foreign language as a lingua franca" (p. 289). Therefore, such environments appear to be more effective in discourses of language use for communication.

Recent studies have shown that L2 learners are beginning to adopt less conventional language learning methods. They "are turning to social media of their own initiative to immerse themselves in the culture and social media communication of their learned language" (Lambton-Howard et al., 2020, p. 1). Acting as a catalyst to this trend in learning are recent mobile technologies and resultant social media applications falling under the umbrella of MALL which cater to the needs of language learners separated by time and distance, wanting to learn a language of their choice from the comfort of their homes and without needing the expertise and expense of a tutor in person.

By promoting authenticity and interactivity in communication patterns, SNS have enabled users, whether native or non-native, to get meaningful exposure to target language texts. Aside from the apparent socialising power vested by such platforms, they also pose as a potent tool in areas such as marketing, brand and identity management, content creation, media creation, promotion, etc. Godwin-Jones (2011) also linked the growth of self-directed learning to the dramatic increase in various online resources and educational software. Thus, SNS have great potential to be used in language learning by utilizing their pedagogical affordances, i.e. features that are not actually designed to be used in the teaching learning process but can be used if language learners and teachers exercise their creativity and agency (Lee, 2022). Therefore, it has become crucial to understand learners' participation in online communities and their digital practices to inform classroom practices.

Theoretical Framework

In this section, we identify the theory of social constructivism and language learning approaches - autonomous learning and collaborative learning as being closely related to language learning through SNS. Learners actively engage with others, collaborate, and construct their understanding of the language through these social interactions, aligning with the fundamental

principles of social constructivist learning theory. Collaborative learning and autonomous learning are two distinct but complementary approaches to language learning, and they can both be effectively employed in the context of language learning through social media.

Social Constructivism. Social Constructivism (Vygotsky, 1978) postulates the social co creation of knowledge. Knowledge, according to Vygotsky, is an inter-psychological phenomenon which takes place when people engage in dialogue with each other in a social environment. The convergence of the theory of social constructivism and social media language learning seems befitting in the sense that social media allows for authentic and collaborative practices in dialogue and discourse. Engaging with others' posts can prompt users to comment and reevaluate their own beliefs, values, and knowledge, thus co-constructing knowledge and meaning using language as a tool. In technology-mediated environments, social interactivity is intensified as learners have to exhibit social competencies in the form of collaboration, responsiveness, empathy and tolerance towards others' views and actions, and socio-cultural understanding to build a healthy network. In line with the sociocultural theory wherein learning is mediated by artefacts, the presence of images on social media platforms offers multimodal input (text-based and audio-visual modes) that can scaffold language learning (Carver, 2019). Technology including Web 2.0 applications can be seen as representing one such artefact in the 21st century (Craig, 2013).

Autonomous Learning. Autonomy is a multidimensional concept (Lai, 2017), defined as "the ability to take charge of one's own learning' (Holec, 1981, p. 3). Dickinson (1995) notes that 'autonomous learners become highly motivated and that autonomy leads to better, more effective work'. Further, it has been found that 'proactive' learners learn better than 'reactive' learners and exhibit greater purpose and motivation (Knowles, 1975). Benson (2001) identified five key principles to promote autonomous learning, viz. active involvement by students in their own learning, providing options and resources, offering choices and decision-making opportunities, supporting learners, and encouraging reflection. These principles can be facilitated through social media use in language learning.

Autonomous language learning in technology-mediated environments may require an additional set of competencies, such as metacognitive, cognitive, and social interactive competence. For instance, the archiving feature of blogs can enable learners to reflect on their writing, "fostering the development of metacognitive strategies for monitoring learning progress" (Richardson, 2006; Sun, 2009; Xie & Sharma, 2004). Digital media creation promotes autonomy and self-reflection as it requires learners to "engage in self-motivated and self-monitored forms of content creation and set their own learning goals and standards in relation to their textual products" (Black, 2009, p. 695).

Collaborative Learning. Black (2009) discusses the various social roles enacted by language learners on social media platforms including "peer, mentor, learner, collaborator, technology-expert, webmaster, author, reader, and consultant." (Black, 2009, p. 695). By providing "non-threatening spaces for language learners to experiment and practice what they have learned", SNS in turn ease collaboration among users (Zhou, 2021, p. 3) Online collaborative fiction sites like 'Fanfiction.net', 'Archive of Our Own (AO3)', 'Critique Circle', 'Scribophile' have marked their presence among those looking to produce collaborative fiction. They allow people to share their stories with others privately or publicly, receive feedback in the form of comments, work together on manuscripts, edit others' work, take turns writing or editing chapters

or story sequences, and so on. The collaborative potential can also be seen in various popular SNSs such as Instagram, TikTok, YouTube, and Facebook, where content is being produced in collaboration. According to Henry (2018), such a community of co-creators serves both as collaborators and as critics, and hence, can be a positive motivational influence for language learners producing content online.

In summary, social constructivism theory is highly relevant to language learning through social media because it underscores the importance of social interaction, collaboration, cultural context, and the active construction of knowledge—all of which are prominent features of language learning experiences on social media platforms. Collaborative learning and autonomous learning are related in the sense that they can coexist and support each other in the context of language learning through social media. Learners have the flexibility to engage in collaborative activities while maintaining their autonomy to tailor their learning journey according to their individual needs and preferences. The combination of these approaches can create a dynamic and effective language learning experience on social media platforms.

Literature Review

Research in the field of SNS and language education has explored learners' perceptions of the efficacy of SNS-based language learning, the affordances of popular social media applications like Facebook, Twitter, and Instagram for language development, new literacies emerging from technology use, the motivational influences in Web 2.0 communication like blogging, social media participation as a means of curating an identity, and the like.

A number of studies contain systematic reviews of literature in the area of social media and language pedagogy. Zhou (2021), for instance, carried out an extensive review of literature on the effects of social media for LSRW skills development, L2 motivation and socio-pragmatic competence. He highlighted the affordances of social media that positively contribute to the aforementioned, such as access to multimodal resources, author-reader interactions, opportunity to modify one's writing, reading a variety of authentic material, conversing with native speakers, and being part of an intercultural community. In light of socio-pragmatic competence, he discusses social media resources as having their own linguistic norms and thus comprising a 'genre'. A comprehensive literature review from 2008 to 2019 on social media as a language learning environment was conducted by Barrot (2021), who identified social media platforms as emerging language learning environments due to a "social turn (i.e., a shift from predominantly individualistic to socially grounded use of technology)", also discussing the concept of "a web community" (p. 2). Cong-Lem (2018) carried out a systematic survey of 31 research studies on the pedagogical use of Web 2.0 technologies for developing oral competence in a foreign language. In particular, the study found that the use of YouTube to create and interact using video blogs or vlogs was motivating for learners and it promoted collaborative construction of intercultural knowledge.

One of the primary areas of focus within SNS and language learning research has been the exploration of theoretical underpinnings. Boyd and Ellison (2007) outlined the theoretical perspectives on SNS and language learning along with their implications for teaching and learning. They pointed out that users focus on 'identity' while developing their profiles online and in carrying out four key 'community processes' which include impression management, friendship management, network structure, and bridging online and offline social networks. McBride (2009)

reviewed relevant learning theories to evaluate SNSs as a potential tool for supporting activities on foreign language learning, followed by an identification of the ways of using SNS in FL classrooms and a discussion of various SNS projects in the area of language education. Lomicka and Lord (2016) analyzed four theoretical underpinnings for SNS use in language learning, viz. technological, psycholinguistic, sociocultural, and ecological. A notable concept they discuss is that of *'digital tribalism'*, a sense of community and collective identity, "the push toward smaller subpopulation groups with shared interests".

The perceptions of learners regarding different aspects of social media use for language learning have been given attention in recent studies (Aloraini & Cardoso, 2018; Erarslan, 2019; Al Jahromi, 2020; Muftah, 2022). Aloraini and Cardoso (2018) used a social constructivist approach to study the perceptions of Saudi EFL learners towards the use of social media for language learning. They pointed out that technology, including Web 2.0 technologies, has great potential to "contribute to the development of a constructivist learning context" (pp. 1-2). Erarslan (2019) employed a mixed-methods approach to gauge university students' perceptions of Instagram as a language learning platform to supplement formal classes. He reported favorable perceptions of learners towards Instagram, particularly for reducing their inhibitions, lowering the stress of making mistakes, and utilizing time otherwise perceived as wasted on social media. Positive perceptions were also reported by Al Jahromi (2020) who analyzed the practices and perceptions of non-native Bahrainis about social media for English learning using an online questionnaire. Lambton-Howard et al. (2020) highlighted the concept of social media as 'learners' space' by both teachers and learners, leading to concern regarding norms of appropriateness in teacher-learner interactions. The COVID-19 pandemic also motivated research on technology and autonomous language learning; in this regard, the efficacy of social media use for language education was also explored reporting positive findings (Muftah, 2022; Kabeteh, 2021; Guillén et al., 2020). Chartrand's (2012) research on social networking for language learners highlighted the reasons for their popularity as a means of expression, interaction, and community building. Such a web-based environment, according to him, can promote constructivist learning. Kondapally et al. (2020) analyzed ways in which language learners utilize social media applications and the nature of cognitive, metacognitive, and self-learning strategies employed by them based on O'Malley et al.'s proposition of learner strategies. The researchers postulated that social media offers creative pathways to employ self-directed learning which helps in the implicit and involuntary learning of language.

With the multitude of options that the web offers, research studies have assessed the efficacy of specific platforms on language learning, both for formal instruction and for autonomous learner-led incidental learning. Black (2009) conducted a longitudinal ethnographic study as a participant observer in online fanfiction communities over a period of three years to identify the communicative practices of adolescent English Language Learners (ELLs) and to examine their effects on language learning and the development of 21st-century literacy skills. He argues that it is wrong to "dismiss youths' online activities as leisure-time pursuits that have little relation to academic endeavors" as these interactions form the basis for the development of digital proficiency and 21st-century skills (p. 696). Carver (2019) studied the role of Instagram in promoting written interaction in French learning classes. They also investigated the perceived effect of images as scaffolds in reading and writing, which was found to be in terms of "topic preferences, commenting practices, reading comprehension, and writing" (p. 9). Their findings indicated that learners expressed greater interest in posts with non-academic authentic topics. Along similar lines, Lee (2022) explored the pedagogical affordances of Instagram and TikTok, outlining the four key

dimensions of image-based social media: multimodality, mobility, instantaneous participation, and interactivity. Lee illustrates interactivity in terms of comments and sharing, such as "the Instagram 'hashtag' – a word or phrase prefaced by the hash symbol (#) marking content on a specific topic (e.g. #language) [that] hints at its capability to promote interactions among users". (p. 4) For language learning, Lee describes the use of hashtags as a means for people with similar interests to connect "to build online spaces beyond target users, including those who may have never thought about learning the language" (p. 14).

Blogs, particularly voice blogs, have received attention as one of the popular forms of online content creation for language learners. Hsu (2016) notes that since blogs are asynchronous, producers have the time to revise and edit their content before posting it online, which can lead to low-stress language production and encourage participation by hesitant learners. A study by Kang et al. (2011) on blogs as pedagogical tools highlighted their role in providing learners with agency and voice. It was noted that the interaction that emerged between teachers and learners on the blogging platform was decentralized as opposed to the hierarchical pattern that is generally found in the classroom; teachers and learners participated as co-learners. The process of blog composition has also been the subject of research in ESL and EFL studies. In Sun's (2009) exploratory study on the use of voice blogs for enhancing the speaking skills of Taiwanese English Language Learners, the following stages in blogging were identified: conceptualizing, brainstorming, articulation, monitoring, and evaluating. The study also highlighted blogging as an outlet for self-presentation and social networking. Sun commented on the potential of blogs as a "dynamic forum that fosters extensive practice, learning motivation, authorship, and development of learning strategies." (p. 99). Along similar lines, Hsu (2015) conducted a semester-long study to investigate the effects of weekly voice blogging on 30 college Taiwanese EFL learners' complexity, accuracy, and fluency (CAF) development. It was found that learners' speaking performance at the end of the semester exhibited improvement in terms of syntactic complexity, while accuracy and fluency did not benefit from the exercise. Positive outcomes of voice blogging were also reported by Huang (2013).

As clear from the literature stated above, while considerable research has been undertaken to examine the role of social media environments on conscious language learning practices, not much work has been done to explore language learners' perceptions of digital content creation and the incidental development of their language skills. With regard to language learners' digital participation, Ushioda (2021) asserts that it is this "highly interactive world of the current net generation that we need to connect with and tap into as a motivational resource for language learning and language use, since participation in this cyberworld has become such an integral part of their identity, motivation and daily activity in life." (p. 207). Highlighting the implications of such studies for language teaching, Black (2009) suggested that insight into "youth-led, technology-mediated learning and literacy practices" is important so that educators' "understandings of 21st-century skills in out-of-school spaces might inform pedagogical approaches in the teaching of language and literacy in more formal learning environments" (p. 688).

In language classrooms where students are made to role-play authentic situations existing outside the world of classrooms, it has become imperative for teachers to include activities that replicate the communication patterns found on SNSs since the latter comprises an effective and highly sought-after mode of communication and identity performance. Likewise, it has become crucial to understand learners' participation in online communities and their digital practices to inform classroom practices. Stressing the importance of exploring SNS as language learning

environments, Lambton-Howard et al. (2020) also observe that "the teaching of social media and the incorporation of social media into teaching practice is still in its infancy, even in fields where it may offer significant contributions, such as language learning." (p. 1).

This study views digital content creation as a source of incidental language learning and a form of autonomous language use outside the classroom. It explores the perceived effect of SNS use on the English language development of digital content creators. By gaining insight into these perceptions, the study brings a focus on reimagining classroom practices that can cultivate and support learners' activities as creators of content in digital spaces.

Research Questions and Objectives

The study seeks to answer the following research questions based on the gaps identified in the literature review:
- What theoretical premises do SNS support for language learning?
- What is the perceived impact of SNS on the development of language skills by digital content creators who are learners of English as a second language?

Similarly, the study has the following objectives:
- To assess the role of SNS use in the language learning process from a theoretical perspective.
- To explore the perceived impact of SNS use on the development of language skills of digital content creators who are learners of English as a second language.

Methodology

Participants

This study employed an online survey questionnaire to gather data from 79 adult English Language Learners who are also producing content actively on various social media platforms. They were contacted in person and through various social platforms such as Instagram, WhatsApp, and Facebook through snowball sampling method across India. The demographic and background information of the participants is presented in Table 1.

Instrument

A 27-item questionnaire was administered to the participants online. All the questions were close-ended and measured on a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The first part of this questionnaire contained 7 items to collect participants' demographic information. The second section contained 20 items on language learning using SNS. An outline of the instrument is presented in Table 2 in the appendix.

Reliability and Validity

The scale was developed with insights from the literature on various dimensions related to SNS content creation. Three subject experts examined the survey instrument to validate the survey design. Their suggestions were taken into account and the survey items were revised to remove

any redundant and irrelevant items. The reliability of the survey was measured through Cronbach's Alpha to establish the internal consistency of the items. A Cronbach's Alpha value above .70 is considered to be significant. The Cronbach's Alpha value for the scale, when computed on both MS Excel and SPSS, came out to be .84, which indicates good reliability, i.e. strong internal consistency of the items in the scale.

Procedure

The questionnaire was created on Google forms and was sent the participants online. Though the questionnaire was sent to a large number of people, due to the requirement of responses from only content creators, only 79 responses were received. The data was then quantitatively analyzed using SPSS to ascertain its reliability and to answer the research questions of the study.

Data Analysis: Results

The data was analyzed using descriptive statistics on SPSS. For the descriptive analysis, the study focused on mean and standard deviation values. The descriptive statistics for each item were calculated using SPSS software and analyzed as below.

60 (76%) participants agreed that SNS offers them opportunities for meaningful interaction in English. With regard to the development of writing skills, 63 (80%) participants reported that SNS provide encouragement through the posting and sharing of content. 67 (85%) respondents noted that SNS develops their reading skills by exposing them to various reading inputs. Moreover, it was reported that 67 (85%) participants felt their exposure to the different varieties of spoken and written English increased through SNS participation. For listening skills, 62 (78%) participants felt that they saw improvements through the use of exposure to various listening inputs on SNS. Moreover, 66 (84%) participants noted that SNS participation has improved their vocabulary of popular usage.

It is worth noting that only 48 (61%) participants reported improvements in pronunciation skills through the use of SNS and only 47 (59%) participants reported positive changes in their English speaking accent by listening to content shared by proficient speakers on SNS. 58 (73%) participants agreed that SNS help them to engage with English as an online lingua franca. Majority of the respondents (N = 67, 85%) noted that they learn English through SNS subconsciously. To corroborate this, only 24 (30%) participants reported that they use SNS to learn English consciously. Compared to classroom interactions, 53 (67%) respondents felt that using English on SNS was more motivating for them. Only 40 (51%) participants said that they experienced less fear of being judged while using English on SNS. An even lower number, i.e. 36 (45%) participants agreed that SNS represent authentic language use outside the classroom. This suggests that SNS are not perceived as a dominant source of authentic language use or a less-anxiety-inducing space for language production compared to in-person exchanges by all participants. It also suggests that affective variables like anxiety and motivation to use a language may be transferable and do not necessarily change when the medium of communication changes. 60 (76%) participants responded positively regarding SNS as a creative outlet for self expression, as opposed to only 4 participants who responded otherwise. 63 (80%) respondents felt that SNS allows them to use language independently. Only 27 (34%) respondents feel that SNS are a part of their private space and

should not be used for educational purposes. This suggests that the majority of language learners in the study are open to the use of SNS for teaching and learning apart from their social purpose.

To assess the perceptions of respondents regarding the development of different language skills by creating content on SNS, a question was added as shown in Figure 1. It was found that SNS was perceived to have the most significant positive impact on writing skills and vocabulary development. Grammar was perceived to benefit the least from using SNS. The responses are shown in the figure below. It is likely that many of the digital content creators in the study produce written content on SNS, leading to improvements in writing skills.

Discussion

The study explored the perceived effect on language skills development when language learners create digital content on SNS using English as an online lingua franca. It was found that participants perceived a significant positive impact of SNS participation on the development of their popular vocabulary, reading, writing, and listening skills as well as awareness of the varieties of English. When compared, writing skills were considered to have improved most from creating SNS content as has been found in other similar studies conducted by Azlan et al. (2020), Carver (2019), Muftah (2022), Shahzadi & Kausar (2020), and others. Popular vocabulary is often circulated widely on SNS in the form of content like memes, videos, reels, hashtags, and so on. Therefore, SNS provide language learners with a platform to autonomously acquire new linguistic forms and develop their language skills while keeping in touch with novel uses of language to make meaning, as also highlighted by Zainal & Rahmat (2020). The responses also suggest that SNS is seen as a space for incidental language learning, as indicated in previous research (Ludwig & Poel, 2015; Zainal & Rahmat, 2020). It was found that a less significant impact of SNS use was perceived on speaking skills, pronunciation, and accent. This could be because the participants in the study might primarily be producing written content. It is also possible that the short versions of popular spoken content on SNS such as reels are not long enough to retain attention and lead to language learning, while written forms are retained better and may also be supplemented by visual and multimodal content. It also suggests that interacting with and generating content on SNS may not be sufficient for the improvement of speaking skills including pronunciation and accent, and learners may need more formal instruction for the improvement of these skills. ESL classroom activities can lay greater emphasis on speaking skills and activities to compensate for this gap based on a needs analysis of the students. Moreover, the findings suggest that some respondents use SNS as a more expressive medium where they can communicate freely without being bound to the conventions of written communication. SNS was also seen as a source of inspiration for creative language use. As part of a digital literacy skills framework, language learners can be taught the art of composing captions and condensed narratives, and the use of appropriate hashtags to increase reach and visibility on SNS.

Limitations and Recommendations

The study used snowball sampling to identify participants specifically English language learners who also actively create content on SNS, resulting in a low response rate. Further research can use qualitative and quantitative methods on a large scale to generate more in-depth and conclusive data regarding the factors that affect content creators' language learning in digital spaces.

Conclusion

This study explored the perceived role of SNS in language learning by digital content creators using English as an online lingua franca. The study identified the effective use of SNS particularly in the subconscious and autonomous learning of language through exposure to vocabulary of popular usage, various reading inputs, and different varieties of spoken and written English. Writing was perceived to have improved most as compared to other language skills from SNS content creation as SNS represent authentic language use environments where language learners produce written content for an audience. Therefore, the study found that creating content on SNS has a positive role in language learning.

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Appendix 1

Research Questionnaire with Descriptive Statistics of Responses (Strongly Disagree=1, Strongly Agree = 5)

S.No.	Item	N	Frequency/Percentage (1=Min, 5=Max)					Mean	SD
			1	2	3	4	5		
1	SNS offer me opportunities for meaningful interaction in English.	79	1.3%	3.8%	19%	53.2%	22.8%	3.92	0.829
2	SNS encourage me to develop my writing skills through posting and sharing content.	79	1.3%	5.1%	13.9%	44.3%	35.4%	4.08	0.903
3	SNS help in developing my reading skills by exposing me to various reading inputs.	79	0%	2.5%	12.7%	36.7%	48.1%	4.30	0.790
4	SNS help in developing my listening skills by exposing me to a variety of listening inputs.	79	1.3%	3.8%	16.5%	41.8%	36.7%	4.09	0.894
5	SNS help in familiarizing me with	79	0%	2.5%	12.7%	39.2%	45.6%	4.27	0.780

	the different varieties of spoken and written English.							
6	SNS help in developing my vocabulary of popular usage.	79	0%	3.8%	12.7%	40.5%	43%	4.22	0.811
7	I feel my pronunciation has improved through using SNS.	79	1.3%	6.3%	31.6%	30.4%	30.4%	3.82	0.984
8	My accent has improved by listening to the content shared by proficient English speakers.	79	0%	5.1%	35.4%	30.4%	29.1%	3.84	0.912
9	SNS work as a platform to engage with English as an online *lingua franca**.	79	0%	2.5%	24.1%	40.5%	32.9%	4.04	0.823
10	I feel I learn English subconsciously while using SNS.	79	0%	3.8%	11.4%	54.4%	30.4%	4.11	0.751

11	I use SNS to learn English consciously.	79	5.1%	25.3%	39.2%	22.8%	7.6%	3.03	1.000
12	I find using English on SNS more motivating than classroom interactions.	79	3.8%	12.7%	32.9%	34.2%	16.5%	3.47	1.036
13	I feel less fear of judgement in using English on SNS compared to the classroom.	79	5.1%	15.2%	29.1%	2.4.1%	26.6%	3.52	1.186
14	SNS represent authentic language use outside the classroom.	79	5.1%	19%	30.4%	31.6%	13.9%	3.30	1.090
15	Participation on social media enables me to express myself creatively in English.	79	1.3%	2.5%	20.3%	41.8%	34.2%	4.05	0.876
16	SNS expose me to new ways of using language such as reels and captions.	79	0%	2.5%	13.9%	49.4%	34.2%	4.15	0.753

17	SNS enable me to learn and use language independently.	79	0%	1.3%	19%	55.7%	24.1%	4.03	0.698
18	It would be more motivating for me if SNS-based activities were used for language teaching in the classroom.	79	2.5%	7.6%	26.6%	32.9%	30.4%	3.91	0.950
19	I think SNSs are my private space and should not be used for educational purposes.	79	10.1%	30.4%	25.3%	24.1%	10.1%	3.11	1.166

Appendix 2

Table 1. Demographic and General Information of Participants

	n (N=79)	Frequency (%)
Age		
15 to 20	39	49.37%
21 to 25	20	25.32%
26 to 30	21	26.58%
Gender		
Male	15	19%
Female	64	81%
Level of studies		
Undergraduate	48	60.76%
Postgraduate	15	18.99%
Doctorate	16	20.25%
Frequently used platforms		
Blogs	05	6.33%
Youtube	19	24.05%
Instagram	50	63.30%
Facebook	05	6.33%
Hours spent on SNS daily		
1-2	31	39.2%
3-4	35	44.3%
5 or more	13	16.5%
Following accounts that teach English		
Yes	56	70.9%
No	23	29.1%
Member of online English learners' group	24	30.4%
Yes	55	69.6%
No		

Appendix 3

Figure 1. A Comparison of the Perceived Development of Different Language Skills from SNS Use

20. Which language skill do you feel has improved most while using SNS?
79 responses