

Social Media for English Language Enhancement and Digital Literacy Skills: A Pathway to Global Citizenship

Media Sosial untuk Peningkatan Bahasa Inggris dan Keterampilan Literasi Digital: Jalan Menuju Kewarganegaraan Global

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ABSTRACT

The use of social media as a tool to improve English language skills and digital literacy among students has been the subject of significant research. This research aims to explore the contribution of social media in the development of English speaking skills and digital literacy in various global contexts. The research method uses a systematic approach by conducting a literature review of relevant articles from international databases. The research results show that social media provides great potential in facilitating collaborative learning, increasing learning motivation, and developing online content evaluation skills among students. The implication of this research is the importance of integrating social media in educational practices to strengthen students' English language and digital literacy skills, as well as to prepare them for future global challenges.

Keywords: Social Media, English Speaking Skills, Digital Literacy, Learners of English as a Foreign Language

ABSTRAK

Pemanfaatan media sosial sebagai alat untuk meningkatkan keterampilan bahasa Inggris dan literasi digital di kalangan siswa telah menjadi subjek penelitian yang signifikan. Penelitian ini bertujuan untuk mengeksplorasi kontribusi media sosial dalam pengembangan keterampilan berbicara bahasa Inggris dan literasi digital di berbagai konteks global. Metode penelitian menggunakan pendekatan sistematis dengan melakukan tinjauan literatur terhadap artikel-artikel yang relevan dari database internasional. Hasil penelitian menunjukkan bahwa media sosial memberikan potensi besar dalam memfasilitasi pembelajaran kolaboratif, meningkatkan motivasi belajar, dan mengembangkan keterampilan evaluasi terhadap konten online di antara siswa. Implikasi penelitian ini adalah pentingnya integrasi media sosial dalam praktik pendidikan untuk memperkuat keterampilan bahasa Inggris dan literasi digital siswa, serta mempersiapkan mereka untuk tantangan global di masa depan.

Kata Kunci: Media Sosial, Keterampilan Berbicara Bahasa Inggris, Literasi Digital, Pembelajar Bahasa Inggris sebagai Bahasa Asing

1. Introduction

Social media has been identified as a valuable tool for improving English language skills and digital literacy among students, contributing to the development of global citizenship. Research supports that platforms such as Facebook, Twitter, and WhatsApp can improve students' English proficiency in listening, speaking, reading, and writing skills, as well as in terms of vocabulary and grammar (Anwas et al., 2020). In addition, social media has also been proven to encourage collaborative learning, creativity, dynamism, and research-oriented behavior among students (Ansari & Khan, 2020).

In the context of digital literacy, it is important for students to have these skills to participate effectively in online learning activities, which prepares them for future educational and career endeavors (Ussarn et al., 2022). Digital literacy includes practical experience with digital tools, critical evaluation of online content, and the ability to collaborate in digital

settings (Oktarin, 2024). Furthermore, digital literacy is a multi-aspect skill which includes information literacy, computer literacy, media literacy, communication literacy, visual literacy and technological literacy (Arsari, 2022). In addition, the influence of social media on language learners not only improves language skills, but also impacts learners' self-confidence, attitudes, and motivation, which contributes to a more comprehensive development of language learners (Tufail, 2021). Additionally, social media plays an important role in enhancing the learning abilities of English language learners, emphasizing its importance in language acquisition and proficiency (Saeed, 2021). In conclusion, the use of social media to improve English language skills and develop digital literacy skills can help in fostering global citizenship among students. By integrating social media platforms into educational practices, educators can leverage technology to improve language skills, encourage collaborative learning, and develop important digital literacy competencies among students.

Mastery of English is becoming increasingly important in the era of globalization which is characterized by increasingly intensive cross-border interconnections and interactions. English serves as a lingua franca in a variety of fields, including commerce, technology, science, and education. The ability to communicate in English opens up access to various international opportunities and expands the reach of individual knowledge in the global information era. Social media has become an integral part of the daily lives of people around the world. Platforms such as Facebook, Instagram, YouTube, and TikTok are not only used to interact socially, but are also starting to be integrated in educational contexts. The potential of social media in language education is enormous, especially in terms of providing easy and interactive access to learning materials, as well as enabling more authentic and contextual communication practices for English as a Foreign Language (EFL) learners.

EFL learners often face various challenges in developing speaking skills, such as lack of opportunities to practice speaking with native speakers, anxiety in speaking a foreign language, and limited interactive and authentic educational resources. This hinders their ability to communicate effectively in English. Digital literacy, which includes the ability to use digital technology effectively and ethically, is also a significant issue. Gaps in digital literacy can affect learners' ability to utilize social media and digital technology in language learning. Differences in technological access and skills between developed and developing countries exacerbate this gap, affecting the effectiveness of the use of social media in English language learning.

This research question focuses on exploring how social media can contribute to the development of English speaking skills and digital literacy, as well as the differences in its impact in different countries with different social and technological backgrounds. Although there are many studies discussing the use of social media in education, there are still few studies that specifically and comprehensively explore the relationship between social media, English speaking skills, and digital literacy, especially in the context of EFL learners in various countries. Given the increasingly widespread use of social media and the importance of English language skills and digital literacy, there is an urgent need to understand how social media can be leveraged effectively for these educational purposes. It is hoped that this research can answer these needs by providing evidence-based insights.

This research offers a new approach by exploring the specific role of various social media platforms and how each of them can support the development of English speaking skills and digital literacy. The focus on different countries also adds a new dimension to understanding the global context. This research will provide valuable insights into best practices in using social media to improve English speaking skills and digital literacy, which can be used by educators and educational institutions in various countries. In addition, the results of this research will provide practical recommendations for educators and policy makers in designing and implementing learning strategies that utilize social media effectively to improve language learning outcomes and digital literacy.

2. Research Methods

The collection of articles in this research was carried out through searches in reputable international databases, including Scopus, Web of Science, and PubMed. The method used to organize and report search results is PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). PRISMA is a systematic and transparent approach that helps in the identification, selection and reporting of research articles relevant to the topic under study.

Keywords used in the article search included "Social Media," "English Speaking Skills," "Digital Literacy," "EFL Learners," and "Global Citizenship." These keywords were chosen to ensure broad and relevant coverage in finding research that discusses the use of social media in improving English speaking skills and digital literacy among learners of English as a foreign language.

The number of articles obtained from the initial search was recorded in detail. In the initial stage, the search produced a large number of articles which were then selected based on predetermined inclusion and exclusion criteria. Inclusion criteria include articles published in reputable journals Q1 and Q2, studies that focus on the use of social media in English language learning and digital literacy, as well as research conducted in the last 5 years. Exclusion criteria included articles that did not have full text access, studies that were not relevant to the research topic, and studies that did not use valid and reliable methods.

The selection process was rigorous to ensure that only the most relevant and high-quality articles were included in this literature review. Articles that met the inclusion and exclusion criteria were then analyzed further to explore the role of social media in improving English speaking skills and digital literacy for learners of English as a foreign language in various countries.

3. Results and Discussions

3.1. Basic Concepts and Theories

Social media refers to computer-mediated communication channels that allow users to interact socially with large or limited audiences, both in real-time and asynchronously (Valkenburg, 2022). Initially, social media focused on user interactions, but more recent definitions emphasize the creation and exchange of user-generated content (Aichner et al., 2021). This platform is a dynamic digital communication channel that allows users to create and share content, connect with others, and engage in various activities (James et al., 2020).

In the context of language learning, social media platforms offer features that support language acquisition. Social media provides opportunities for users to engage in authentic communication with native speakers and other learners, which can improve language skills such as writing, speaking, reading, and listening (Prihatini et al., 2023). Social media can also improve communicative competence, develop vocabulary, and promote language learning both inside and outside the classroom (CASIPIT et al., 2022). In addition, the facilities provided by social media enable language learning to occur in authentic community contexts outside traditional educational environments (Alfarisy, 2021).

Overall, social media serves as a versatile tool for language learning by providing a platform for authentic communication, vocabulary development, and engagement with a variety of language resources. The dynamic nature of social media platforms continues to shape and influence user interactions and content creation, making them a valuable resource for language learners looking to improve their language skills.

3.2. English Speaking Skills

Speaking skills in English as a Foreign Language (EFL) include various components such as pronunciation, fluency, and accuracy (Abugohar et al., 2019). This skill is critical but difficult to master, requiring learners to speak accurately, confidently, and fluently (Abugohar et al., 2019). EFL students often aspire to speak fluently in order to feel confident in English

conversations or to pass language proficiency tests (Refaey, 2023). Achieving fluency in speaking does not only involve language mastery but also the ability to express oneself naturally and impressively to listeners (Samad, 2023).

Challenges in learning speaking skills for EFL learners include barriers such as fear of making mistakes, difficulty finding the right words, low participation, and reliance on the mother tongue rather than English (Bubula et al., 2021). In addition, the complexity of speaking skills lies in the need for expertise and exposure to the target language (Sheerah & Yadav, 2022). Factors such as the learning environment, social influences, and teaching methodology influence EFL students' speaking abilities (Kashmiri, 2020). Developing speaking skills also requires innovative strategies, adapted syllabi, and appropriate teaching materials to meet learner needs and market demands (Al-Hassaani & Al-Saalmi, 2022).

Various approaches have been explored to improve EFL speaking skills, including the use of technologies such as smartphone applications, AI-based speech evaluation programs, and video-based tasks (Zou, 2023; Menggo et al., 2022; Sintayani & Adnyayanti, 2022). These tools offer opportunities for interactive and engaging learning experiences, aiding the development of speaking fluency. In addition, self-assessment, storytelling, and applying innovative strategies have been identified as effective methods for improving EFL speaking skills (Anggarini et al., 2023; Amer, 2023).

In conclusion, mastering speaking skills in EFL involves a combination of linguistic mastery, confidence building, and effective communication strategies. By overcoming challenges through innovative teaching techniques, adapted syllabi, and utilizing technology, educators can improve EFL students' speaking abilities and help them communicate effectively in English.

3.3. Digital Literacy

Digital literacy encompasses a wide range of competencies that are important for effectively navigating the digital landscape. This competency includes the ability to find, understand, analyze, produce and share information using various digital devices (Akyüz, 2021). The concept of digital literacy has evolved, encompassing not only technical skills but also critical thinking, creativity, collaboration, and ethical considerations in the use of digital technology (Serafin, 2022). These digital literacy skills play an important role in increasing creativity in language learning by enabling learners to explore linguistic nuances with creativity, thereby creating a mutually reinforcing relationship between digital skills and linguistic creativity (Muawanah, 2023).

In the context of language learning, digital literacy is closely related to the effective use of information and communication technology (ICT) (Hidayat, 2019). The relationship between digital literacy and language learning is emphasized by the idea that digital literacy skills facilitate learners to interact with language content critically, creatively, and flexibly, thereby enriching the language learning experience (Muawanah, 2023). In addition, the rapid development of digital technology and the internet has redefined access to language resources and language learning approaches, highlighting the importance of digital literacy in facilitating language acquisition (Zhang, 2023).

Overall, digital literacy is a complex set of skills that involves not only technical competence but also critical thinking, creativity, and ethical considerations. In the realm of language learning, digital literacy plays a key role in enhancing creativity, critical engagement with language content, and redefining access to language resources through digital technology. By developing digital literacy skills, learners can navigate the digital landscape effectively and utilize digital tools to enrich their language learning experience.

3.4. Social Media as a Tool for Developing English Speaking Skills

Social media platforms such as YouTube and Instagram are increasingly recognized as valuable tools for improving English speaking skills among learners. Research shows that using YouTube videos as English learning materials can significantly improve students' speaking skills, including fluency, vocabulary, pronunciation, grammar, and content (Syafiq et al., 2021; Baroroh, 2023; Saidalvi et al., 2021; Despita, 2021). Likewise, Instagram has been proven to have a positive impact on students' English skills, enriching their vocabulary, and providing a fun learning experience (Khasanah, 2023; Krisdianata & Ena, 2022).

Students find platforms such as Instagram and YouTube as convenient, fun, and motivating tools for developing speaking skills, as they offer interesting content and opportunities for consistent practice (Hikmah, 2024; Zulkflee et al., 2022; Alawiyah & Santosa, 2022). This platform not only helps in improving speaking skills, but also contributes to improving reading, writing and listening abilities (Khasanah, 2023). Active participation through this platform allows learners to imitate speech patterns and expressions, which further helps in the development of English speaking skills (Melisa, 2023).

Research also highlights positive perceptions from both students and teachers regarding the role of YouTube and Instagram in improving English speaking skills (Baron, 2020; Alawiyah & Santosa, 2022; Truong & Le, 2022). Teachers note that YouTube serves as an effective educational resource that positively influences students' speaking abilities (Zulkflee et al., 2022). Additionally, the use of authentic YouTube videos in the classroom is recommended to help students hone their speaking skills (Muslem et al., 2022). In conclusion, research supports the effectiveness of using YouTube and Instagram as tools for developing English speaking skills. The platform offers engaging content, opportunities for consistent practice, and a positive learning experience that contributes to improving various aspects of speaking proficiency among learners.

3.5. Interaction and Collaboration Through Social Media

Social media has been identified as a valuable tool for improving English language skills through interaction and collaboration. International collaboration and cultural exchange facilitated by social media platforms enable language learners to interact with native speakers of the target language (Ansari & Khan, 2020). Additionally, discussion groups and language learning communities on social media offer authentic contexts for learners to practice English and receive feedback from their peers (Almushwat, 2023).

Research supports the idea that social media significantly contributes to improving various language skills, such as vocabulary, spelling, reading, writing, and speaking (Ahmad et al., 2022; Nasution, 2022). Studies show that social media simplifies the process of learning new words and phrases for English language learners, leading to increased vocabulary mastery and higher motivation (Almushwat, 2023; Anwas et al., 2020). In addition, the integration of social media applications in e-learning environments has been proven to improve language skills, especially writing skills (Prihatini et al., 2023).

Furthermore, the use of social media in language learning has been associated with positive outcomes, including improved communication skills, language learning ability, and overall language proficiency (Ahmad et al., 2022; Alenazy et al., 2019). Learners show more positive attitudes towards English language learning when using social media platforms that offer features to improve their language skills (Tufail, 2021). Social media not only serves as a platform for collaborative learning but also contributes to a personalized learning environment, encouraging self-monitored learning and skill development (Alenazy et al., 2019). In conclusion, social media serves as a versatile tool for developing English speaking skills by providing opportunities for interaction, collaboration, and language practice. Through international collaborations, language learning communities, and various language skills enhancements

facilitated by social media, learners can engage in meaningful language learning experiences that improve their overall proficiency in English.

3.6. Use of Interactive Features

Social media platforms offer various interactive features that can be utilized effectively to improve English speaking skills. Video calls and live broadcasts provide opportunities for real-time speaking practice (Sudarmaji et al., 2021). The platform also allows user engagement through comments, likes, and feedback, which can contribute to improved pronunciation, grammar, vocabulary, and fluency in speaking (Sudarmaji et al., 2021). Video-based assignments have been shown to strengthen speaking skills by enabling learners to achieve fluency in English (Menggo et al., 2022). Additionally, interactive videos have been found to improve students' speaking skills by providing a more engaging and dynamic learning experience (Ummah, 2023).

Furthermore, the use of video streaming for informal foreign language learning is recognized as a valuable tool that can support language learning activities outside the classroom (Dizon, 2021). Live broadcasting apps, such as 'Ome TV,' have gained popularity among language learners because they offer the opportunity to connect with native speakers and engage in real-time conversations to practice language skills (Ratnawati et al., 2023). Additionally, video-based learning on platforms such as YouTube has been shown to improve speaking skills by improving pronunciation, lexical choices, and grammatical structures, leading to coherent and meaningful discussions (M.A.A, 2023).

Integrating technologies such as video recording, live broadcasts, and interactive videos into language learning can significantly impact students' speaking abilities. These tools not only provide a platform for practice but also create a more engaging and interactive learning environment that can result in improvements in fluency, pronunciation, vocabulary development, and overall speaking competency (Darong et al., 2023; Suadi, 2020; Shofatunnisa et al., 2021). Additionally, the use of video content in English speaking lessons has been found to improve students' speaking performance and contribute to a more effective language learning experience (Dinh, 2023). In conclusion, making use of interactive features on social media platforms, such as video calls, live broadcasts and user feedback, can be an important instrument in developing English speaking skills. These tools offer a dynamic and engaging way for learners to practice speaking, receive feedback, and improve various aspects of their speaking abilities, ultimately improving their overall proficiency in English.

3.7. The Impact of Social Media on Digital Literacy

Social media plays a significant role in shaping digital literacy, especially in the development of technical skills such as navigating social media platforms and creating and editing digital content. The unique characteristics of social media, including content creation, interaction, and social comparison, require a special approach to social media literacy (Schreurs & Vandenbosch, 2020). Digital literacy includes the ability to access and use information intelligently, which is closely related to the use of social media (Harnum, 2023). Additionally, the impact of social media on literacy culture varies between generations, which emphasizes the need for adapted literacy strategies to promote sustainable literacy activities in the era of social media (Farid, 2024).

In the context of digital media literacy, this concept is defined as a multidimensional concept that involves competencies such as using social media platforms effectively, evaluating content critically, creating customized content, managing emotional reactions, and encouraging prosocial behavior (Liventsova, 2024). Studies show a positive correlation between students' social media use and their level of digital literacy, emphasizing the importance of social media in improving digital literacy (Tinmaz et al., 2022). In addition, the use of digital-based learning

media, such as podcasts, has been proven to significantly improve students' digital literacy skills (Saripudin et al., 2023).

The relationship between digital literacy and social media is increasingly emphasized with the expansion of digital literacy to include media literacy along with the evolution of social media platforms (Nam & Hwang, 2021). Critical digital literacy has gained attention due to issues such as algorithmic sorting and misinformation on social media, which emphasizes the need to develop critical digital literacy skills (Jones, 2022). Research also shows the positive impact of digital literacy and social networks on academic literacy, indicating the interconnectedness of these skills (Ma & Nie, 2022). In conclusion, social media significantly influences digital literacy by offering skill development opportunities in platform navigation and digital content creation. A tailored approach to social media literacy, understanding generational differences, and developing critical digital literacy skills are essential in improving overall digital literacy in the age of social media.

3.8. Critical Skills Development

Digital literacy is an important skill that plays a crucial role in dealing with the complexities of social media. This literacy includes competencies such as critically evaluating content and information on social media platforms, ensuring digital security, and promoting ethical use of these platforms. The Social Media Literacy (SMILE) model introduced by Schreurs and Vandenbosch (2020) emphasizes how social media literacy can influence the relationship between users and social media platforms. Liventsova (2024) further outlines the multidimensional nature of digital media literacy, highlighting competencies such as critically evaluating content, producing creative content, and reflecting on one's own behavior.

Research by Saripudin et al. (2023) show that the use of digital-based learning media, such as podcasts, can significantly improve students' digital literacy skills, indicating the positive impact of technology in educational settings on the development of digital literacy. Additionally, Weninger (2022) emphasizes the government's focus on digital literacy as an educational priority, leading to the implementation of policies and curricula aimed at improving students' digital literacy skills.

Furthermore, digital literacy is not only important for individuals but also for businesses. Umboh and Aryanto (2023) highlight how digital literacy mediation can improve SME performance through increasing digital marketing capabilities, showing the broader implications of digital literacy in professional and business contexts. In conclusion, the reviewed references emphasize the multifaceted nature of digital literacy and its significance in dealing effectively with social media platforms. From educational settings to business environments, digital literacy is a critical skill that enables individuals to evaluate content, ensure digital safety, and interact with social media platforms ethically.

3.9. Empirical Study and Findings

Digital literacy has become very important in English as a Foreign Language (EFL) education, especially because of the pervasive influence of social media. Research shows that increasing digital literacy skills among EFL learners correlates with increased learning achievement, higher motivation, self-confidence, and ability of various language competencies (Lailiyah et al., 2022). Additionally, social media use has been shown to significantly shape digital literacy, where proficiency in digital skills predicts the frequency of social media use for various purposes ranging from social interactions to educational activities (Durak & Seferoğlu, 2020).

In the context of EFL teacher education, digital literacy is an irreplaceable competency for prospective educators to be able to master the digital landscape well and empower their students with the skills needed in the digital era (Muslimin, 2023). The integration of digital literacy in EFL content courses increases students' digital intelligence quotient, prepares them

to evaluate and select appropriate teaching resources, use online platforms for language assessment, and develop digital citizenship skills (Indah et al., 2022).

Additionally, the development of digital literacy goes beyond technical skills to include critical abilities such as assessing the credibility of online sources and selecting trustworthy information on the internet (Silvhiany et al., 2021). This critical digital literacy is essential for EFL learners to be able to effectively navigate the vast online information landscape and make informed decisions regarding the sources they use. In conclusion, the influence of social media on digital literacy among EFL students is very significant, where digital literacy skills play an important role in improving educational outcomes, fostering critical thinking skills, and preparing students to face digital challenges in contemporary society. It is important for educators and policymakers to prioritize the integration of digital literacy in the EFL curriculum, so that students are equipped with the skills necessary to succeed in this technology-saturated world.

3.10. Factors that Influence the Effectiveness of Social Media in Language Learning and Digital Literacy

Factors influencing the effectiveness of social media in language learning and digital literacy include various dimensions, especially the availability and accessibility of technology. Disparities in technological infrastructure between countries play an important role in determining how social media can be utilized for educational purposes (Khelkhal & Ouahmiche, 2022). The accessibility of internet connections also influences the extent to which social media can support language learning, with research showing significant benefits for learners (Khelkhal & Ouahmiche, 2022). Additionally, self-administered use of podcasts and metacognitive strategies has been shown to be effective in improving foreign language listening skills, indicating the importance of easy access to these resources (Bozorgian & Shamsi, 2022).

Technology, especially platforms such as WhatsApp and YouTube, is recognized as having a positive impact on language learning outcomes. For example, WhatsApp integration has been shown to increase students' self-confidence, increase language proficiency, and improve language skills (Hanif & Sajid, 2020). Likewise, multimedia tools such as YouTube are recommended for their effectiveness in improving writing fluency among language learners (Alobaid, 2020). These findings emphasize the role of technology in providing accessible and engaging resources for language acquisition.

Mobile-assisted language learning (MALL) has emerged as an important approach in promoting self-directed learning experiences and increasing digital literacy among language learners (Jeong, 2022). The integration of social media in the MALL framework also increases learner engagement, motivation, and academic achievement in foreign language acquisition (Yi, 2022). In addition, the use of mobile applications in language learning facilitates skill development and supports independent learning, tailored to learners' individual preferences and needs ("Mobile-Assisted Language Learning Applications: Features and Characteristics from Users' Perspectives", 2022).

Overall, the availability and accessibility of technology, coupled with internet access, significantly influences the effectiveness of social media in language learning and digital literacy. Utilization of platforms such as WhatsApp, YouTube, and MALL not only improves learners' language skills, motivation, and engagement, but also changes the landscape of language education by offering diverse and customizable learning opportunities.

3.11. Student Motivation and Attitude

The factors influencing the effectiveness of social media in language learning and digital literacy are varied, with student motivation and attitudes playing a crucial role. Attitudes towards the use of social media in learning are influenced by various factors, such as perceptions of usefulness and ease of use (Kim, 2023). A positive attitude towards digital

technology can improve the learning process in language classes (Alhamami, 2022). In addition, learners' attitudes towards language learning significantly influence learning outcomes (Aika et al., 2021). Studies show that the use of social media tools can benefit language learning by improving communication skills, vocabulary development, and language acquisition (Ahmad et al., 2022; Wannas & Hassan, 2023; Malik & Asnur, 2019).

Getting students motivated to use social media in language learning involves factors such as self-efficacy, motivation, and interaction between peers. Self-efficacy influences learners' persistence, effort, and self-regulation, which leads to positive learning outcomes (Manipol, 2024). Motivation, both intrinsic and extrinsic, is very important to maintain learners' positive attitudes towards language learning, especially during difficult times such as the COVID-19 pandemic (Adara & Pusphaty, 2021). Interactions between peers and positive attitudes of instructors also play an important role in motivating students (Yean et al., 2022). In addition, integrating social media into educational activities and curricula can have a positive impact on the language learning process (Sharma, 2020). In conclusion, students' motivation and attitudes towards the use of social media in language learning are crucial determinants of the effectiveness of digital tools in improving language acquisition and literacy. Positive attitudes, self-efficacy, motivation, and interactions between peers are key factors that influence students' engagement with social media for language learning purposes.

3.12. The Role of Teachers and Lecturers

Social media has become an integral part of education, including language learning and digital literacy. The role of teachers is very important in utilizing social media effectively in education. First, teachers provide support and guidance to students in utilizing social media for learning (Kamarudin & Aziz, 2023). This guidance is important in helping students navigate the digital landscape and make the most of social media platforms for educational purposes. Additionally, teacher training in using social media for learning is essential (Greenhow et al., 2020). Proper training equips teachers with the skills necessary to effectively integrate social media into their teaching practice, improving student engagement and learning outcomes.

Research shows that social media can improve language learning, especially English teaching (Ubaedillah et al., 2021). By integrating social media into classroom activities, teachers can create more engaging and interactive learning experiences for students. Additionally, social media platforms have the potential to complement traditional teaching tools and make language classes more interesting and engaging for learners ("Toward an Understanding of Social Media Use in English Teaching and Learning: English Language beyond Traditional Classrooms", 2021). This shift towards integrating social media in language teaching is further supported by the finding that social media can improve students' knowledge and skills in digital literacy (Caballero et al., 2023).

Additionally, the use of social media in education is not limited to students; teachers themselves rely on a variety of online materials and tools, including social media, for professional development (Ito, 2024). Platforms such as social media can facilitate teachers' learning about technology in language teaching and learning, ultimately providing benefits to educators and students. The effective use of social media in supporting new teacher development has been explored across teacher education sectors (Iredale et al., 2019). This highlights the importance of understanding how social media can support teacher growth and learning in a variety of educational settings. In conclusion, the effectiveness of social media in language learning and digital literacy is greatly influenced by the support and guidance provided by teachers, as well as their training in utilizing social media for educational purposes. By effectively utilizing social media platforms, teachers can create engaging learning environments, improve student outcomes, and strengthen digital literacy skills among learners.

4. Conclusions

Social media is a valuable tool in the development of English speaking skills among learners, offering engaging content and a variety of interactive features that facilitate consistent and meaningful speaking practice. Research shows that platforms like YouTube and Instagram not only improve students' fluency and vocabulary, but also provide a fun and motivating learning experience. Teachers and students observe significant benefits from the use of social media in language education, reinforcing the role of these platforms as effective learning tools.

The use of social media in English education has far-reaching implications. First, learning can be more oriented to students' needs by utilizing platforms that they enjoy and understand. Second, social media allows for more intensive collaboration and interaction between students, teachers, and native English speakers, which increases students' confidence and motivation in speaking. Third, the integration of digital literacy in the context of social media can help students develop critical and evaluative skills towards online content.

Although social media offers many benefits, there are some limitations to be aware of. First, the risk of inappropriate or addictive use can disrupt the learning process. Second, access to unprotected content and privacy issues can affect user experience. Third, the digital divide and differences in digital literacy between users can reduce the overall effectiveness of teaching.

To develop a deeper understanding of the use of social media in English education, future research could explore optimal strategies and methods for improving students' speaking skills. Comparative studies between different social media platforms and their influence on various aspects of language can provide additional insights. Additionally, it is important to evaluate the long-term impact of social media use on students' digital literacy and possible interventions to address emerging challenges.

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