

Social Media Used In Language Learning: Benefits And Challenges

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ABSTRACT

The use of social media that is rampant today also impacts the increasing use of social media in language learning. Seeing this reality, it is necessary to research to find the benefits and challenges of using social media in language learning. The research method used in this article is in the form of library research. Sources of research data are articles from the Scopus database and Google Scholar. The study results show that using social media in language learning brings good and various benefits, such as Increasing reading, writing, and vocabulary mastery to increase students' motivation. The benefits of social media in language learning are fully discussed in the text. The challenges faced are: integrating learning with social media and giving assignments during learning. The results of this study indicate the increasing use of technology in learning. Therefore, this research provides an opportunity to develop the use of social media in language learning in the future.

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1. INTRODUCTION

The Internet, particularly Web 2.0 apps, has opened up new avenues for human contact and learning over the past two decades. The enormous and constantly expanding body of knowledge is now accessible online. In the meantime, social media platforms like Facebook, WeChat, Instagram, Twitter, Snapchat, and WhatsApp enable millions of people all over the world to communicate and uphold their friendships and family ties (Al-Kadi & Ahmed, 2018; Greenhow & Lewin, 2016). Many educational institutions offer learning opportunities through social media (Friedman & Friedman, 2013). Students worldwide spend most of their time on social networking sites, doing various activities, chatting, playing games, and interacting (Baruah, 2012). Our lives have significantly transformed in recent years due to the growth of digital technology, multimedia, and social networks (Sathish et al., 2020). These advancements and discoveries have had a substantial positive impact on the teaching and learning of foreign languages and education generally (Leung & Valdés, 2019). People use information and communication technology (ICT) and the Internet everywhere and at any time. Both daily living and academic environments are significantly impacted by technology.

Technology's widespread use has impacted many facets of human existence, including education and learning. Many academics have attempted to investigate the viability and efficiency of social media integration in education. Due to technology, teachers can now include various teaching techniques based on the needs of their students

(Chugh & Ruhi, 2018; Moghavvemi et al., 2018). Many researchers believe innovative technology fosters student interest and motivation and enables them to access target languages, more input, and interaction opportunities (Choi & Chung, 2021). In addition, innovative technology can assist educators in better managing their lesson plans and classroom procedures and can give students access to more natural instructional resources (Biletska et al., 2021; Goh & Sigala, 2020). However, due to a lack of time, expertise, and motivation, many teachers do not employ this technology in their classes, despite the fact that it may seem beneficial. Since social media cannot replace human instructors, pure e-learning may not be able to address the demands of all language learners in various groups. Traditional face-to-face learning systems have existed for centuries (Patra et al., 2022). To boost motivation, engagement, and reading performance, this study implementation session is more dynamic and grounded in reality, that is, based on technology and applications, including social networks. It also takes into account the requirements and interests of students.

Initial findings from earlier studies indicate that not all social media are used as learning media, particularly in language learning. Facebook, Youtube, Twitter, Instagram, and WhatsApp are the social media platforms that have been the subject of most studies in relation to their use in language acquisition (Manca, 2020). More crucially, it has been noted that social media is only partially used to teach languages, wasting some of its potential (Ansari & Khan, 2020). The lack of research on using YouTube videos to help students with their grammar, despite the fact that there are many videos on the subject, and the lack of research on using Facebook and WhatsApp to help students with their spelling, despite the apps' compatibility with the device's spell check feature, are two of the most striking examples (Mohamad Razali & Abdul Halim, 2021; Odili, 2021). As a result, this study will evaluate earlier research that used social media for purposes including language learning. It seeks to give a thorough overview of how social media has been used as a learning tool in the context of language acquisition, the advantages that have been demonstrated by prior research, and the potential for gaining more benefits. Based on the above, the purpose of writing this article is to find out the benefits of using social media in language learning and the challenges of using social media in language learning.

2. LITERATURE REVIEW

2.1 Social Media and Language Learning

Teachers are interested in the use and popularity of social media and social networking sites like Facebook and Twitter among young adults. Not only are there many students who are constantly signed on to the site, but the site's built-in design encourages personalization, communication, collaboration, and sharing, which is in accordance with many of the modern approaches to teaching and learning (Ansari & Khan, 2020; Young et al., 2018). In fact, research demonstrates that using social media for academically connected goals promotes engagement that serves the purposes of social learning and social constructivist learning methods (Arquero et al., 2021). Socializing, exchanging knowledge, and learning from one another are all made possible for students when social media is used for educational purposes (Zachos et al., 2018).

Student comments on the applicability of Facebook for language learning are divided into three basic types. First, compared to language classes, Facebook offers an informal setting where there is less pressure to produce language; second, Facebook also offers a chance to observe native speakers' activities and conversations, providing a venue for exposure to the native language; and third, Facebook offers an opportunity to observe and participate in open conversations with native speakers about engaging topics while using appropriate language (Hamat & Hassan, 2019a). Finally, Facebook offers an additional venue for students to practice their language acquisition in a real-world context. By creating a more intimate and laid-back atmosphere, Facebook helps beginners and hesitant students feel more at ease and confident when speaking the language they are learning (Smutny & Schreiberova, 2020). Additionally, studies demonstrate the significance of social media in informal education. According to the literature, students largely and naturally utilize social media as a casual academic tool to collaborate with peers, plan class projects, or share course content (Sobaih et al., 2020). However, even when these sites offer the capabilities or characteristics that make them real and educationally relevant, many students still see the "social" value of the sites as the primary reason why they should not be used for educational purposes (Mazer et al., 2007).

Social media has the potential to embed language acquisition in real-world social contexts and play a crucial role in the communicative and creative activities that young people engage in (Cabrera, 2018). Additionally, user-generated content on social media might let students share commonplace experiences with meaning-making processes across time and context. Social media has been extensively used for educational purposes by its communicative aspect (Lantz-Andersson, 2018). Facebook, LinkedIn, and Edmodo are some well-known social networking websites. Facebook has been widely used to improve student engagement, increase student connection both within and outside the classroom, and use the network as a tool for institutions.

3. RESEARCH METHODOLOGY

3.1 Steps of Research

A narrative literature review was carried out, which focused on describing and discussing the topic from a theoretical and conceptual point of view (Rother, 2007). The literature search was carried out on two databases: Scopus and Google Scholar. The keywords used are: "social media" and "language learning". In the initial search, 26 articles were found in the Scopus database and 203 from the Google Scholar database. The following process is removing duplicates from articles; after this process is carried out, there are 182 articles left. Finally, after applying the include and exclude criteria, as well as reading the abstract and the contents of the article. The remaining nine articles were used to answer this research question. The inclusion criteria used are Language learning that utilizes social media and scientific articles that discuss the benefits and challenges of using social media in the discussion. Exclude criteria in the form of articles that are not available in the complete article and book chapters.

The Research Questions are:

1. What are the benefits of using social media in language learning?
2. What are the challenges of using social media in language learning?

4. FINDINGS

Based on the relevant search results in the available articles, it was found that seven articles discussed the benefits of using social media in language learning, and two articles discussed the challenges of using social media in language learning. Details of research findings can be seen in table 1.

Table 1. Benefits and Challenges of Social Media

Author/s and year of the study	Benefits and Challenges
(Ariantini et al., 2021)	Benefits: They have been argued to positively affect students' language abilities, vocabulary, grammar, pronunciation, spelling, motivation, and creative and critical thinking when implemented in English learning. In addition, these findings demonstrate a favourable attitude toward social media as a necessary component of students' 21st-century learning environments.
(Gil et al., 2020)	Benefits: the advantages of the Chinese Corner/English Corner for students include active participation, significant usage of the target language, long-term involvement, greater knowledge and comprehension of the target language culture, and flexibility of access.
(Hamat & Hassan, 2019b)	Benefits: The respondents claimed that writing, communication, vocabulary growth, and reading were the competency areas that benefited most from utilizing SNSs.
(Fathi, 2018)	Benefits: For language learners, SNS can offer a welcoming environment.
(Ahmed, 2019)	Benefits: According to the study's findings, Yemeni EFL students actively used social media and were aware of its advantages for their language development. The participants claimed that social media platforms assisted them in developing a variety of aspects of their English proficiency, but they found that writing and reading abilities, vocabulary growth, access to authentic materials, and communication with English-speaking friends, both native and non-native speakers, were the most advantageous.

(Faizi et al., 2013)	Benefits: We can agree that social media platforms and language learning have grown interwoven since they make learning languages more enjoyable, participatory, and interesting.
(Al-Khalidi & Khouni, 2021)	Benefits: According to an analysis of the data, most participants had a firm belief in the benefits of social media platforms for advancing educational goals and improving their English language competence.
(So et al., 2017)	Challenges: We discuss both possibilities and challenges of integrating digital learning solutions in the developing world.
(Mondahl & Razmerita, 2014)	Challenges: The following difficulties have been noted: The key to learning facilitation is designing innovative foreign language learning assignments that enable students to communicate synchronously online, work together, and share knowledge throughout the process.

5. DISCUSSIONS

With the exception of Twitter, it has been suggested that using these social media platforms will boost students' motivation, creativity, and critical thinking. However, in 32 investigations, their motivating advantages have not been proven. This outcome is noteworthy because it shows that both students and teachers are already aware of how students' digital lifestyles are convergent, the availability of digital thinking tools to support learning, the shifting importance of knowledge, and how to extract it from/widely accessible digital networks in the 21st century. According to Trilling and Fadel (2010), the convergence of these four factors has changed how students learn and the learning process' objectives beyond the acquisition of language skills, aspects, and content to include communicative, collaborative, creative, and critical skills for the twenty-first century (Trilling & Fadel, 2010).

The findings show that social media can be useful for enhancing students' English. Facebook, WhatsApp, Youtube, and Instagram can help kids' linguistic abilities in the meanwhile (Ariantini et al., 2021b). The publications looked into for this study did not indicate how Twitter can help pupils' reading and listening skills. Unexpected considering that most Twitter updates consist of brief texts, photos, and videos, which should encourage rapid text and video comprehension to enhance reading and listening skills. Facebook, YouTube, and Twitter are thought to improve students' grammar. However, the same advantages have not been proven for WhatsApp applications in language learning (Eren, 2012). Perhaps WhatsApp messages' intended informal tone discourages pupils

from using proper phrases. However, it should be noted that further research is needed to determine whether or not this characteristic is harmful to pupils' grammar. WhatsApp and Youtube are not yet designed to help pupils with their spelling, even if the five social media sites benefit vocabulary and pronunciation. Because WhatsApp is linked to its phone or desktop settings when using WhatsApp Desktop, it can be a little perplexing. This implies that spelling issues can be flagged in any group and private chat messages. Unfortunately, once the text is delivered, the spelling error indication vanishes.

Social networking can be crucial to ESL learners' success in becoming fluent in English at the postsecondary level. According to Shaul (2014), exposure to language in a meaningful way is necessary for a learner to absorb its structure through actual use (Leedom Shaul, 2014). It contrasts with the notion of language learning, where the emphasis is on imparting knowledge of the language's structure to students with the hope that they will pick it up. The findings of this study appear to support the notion that social media is more effective when utilized as a tool for an acquisition than as a traditional teaching and learning tool. Although the media landscape is complex, schools must teach students how to use technology to successfully assist their learning and manage their learning in this social setting to profit from its use, especially for language acquisition. Additionally, language teachers in schools need to be aware of how inexpensive this social media is and figure out how to get the most out of it. The distinction between formal and casual language learning must be carefully considered when doing this.

The following difficulties have been noted in light of socio-constructivist theory and the findings of empirical research: The key to learning facilitation is building up a brand-new foreign language learning challenge that enables students to synchronously communicate online, cooperate, and share knowledge during the entire process (Li, 2018). The platform's raw style for interaction during the creation of foreign language texts is more inspiring than more conventional group work (Golonka et al., 2014). It depends on one person writing it while the rest of the group contributes throughout the conversation. The findings demonstrate how collaboration and motivation affect students' quality of work, how social media-enhanced platforms promote collaboration and knowledge sharing, and how results improve when students concentrate on solving problems that can be applied to other tasks rather than retaining local surface knowledge that cannot be applied to new contexts.

The main goal of this research program is to look into how social media can be incorporated into creating efficient mobile-assisted language learning programs and social media in schools to promote efficient contextual learning experiences in response to the new challenges facing education. With the help of this study, teachers and students will be given a fresh approach to mobile-assisted language learning. A packaged approach with predefined content, which frequently depends on the knowledge of outside academics, is not, in our opinion, a viable long-term answer in developing countries. This project investigates ways to encourage and empower learners in developing nations to participate in social learning environments where they may share ideas and create learning content that is meaningful and relevant to them. It goes beyond the language learning content delivery approach. Social media and smartphone integrations are possible with our digital learning solutions (De-Marcos et al., 2014). The use of social media in the design of

learning activities is then investigated to make the learning process more learner-centred and interactive. This essay discusses how social media is designed and evaluated and how students perceive the advantages of doing so for their English proficiency. We conclude by discussing the opportunities and difficulties of implementing such digital learning systems in developing nations.

6. CONCLUSION

The use of social media, in this case in the form of Facebook, Whatsapp, youtube, Instagram, and Twitter, positively impacts language learning. Language learning that utilizes social media can be presented interestingly and interactively, so students prefer language learning. The perceived benefits are an increase in students' ability in reading, writing, and student involvement in learning. Language learning using social media provides opportunities for the development of various language skills of students. Learning can also be done in fun and excitement; this will support the success of the learning carried out. The challenges faced when using social media in language learning are few, only in the form of integrating social media into language learning, which requires a better approach. This research shows that technology nowadays cannot be separated from the learning process. Even technology can be used to support the success of the learning carried out.

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