Investigating The Roles of Social Media on Attitudes of Secondary School English Language Learners

Geoffrey F. C. Lim, Noorfatin Zakaria, Nur Ain Wajihah Abdullah Zawawi, Nur Ainil Sulaiman

Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia
Email: nurainil@ukm.edu.my

Abstract
Social media has become an integral part of the lives of adolescents worldwide, including in the context of education. In Malaysia, where English is taught as a second language, understanding the roles of social media on attitudes of secondary school learners is of particular importance. Nevertheless, the specific impact of social media on students' motivation in English language learning in Malaysia remains underexplored. This research investigates the types and roles of social media towards the attitudes of secondary school students in English language learning in Malaysia. The quantitative study involved 185 secondary school students from Perak. Questionnaire was conducted to gather insights into their perceptions, experiences, and motivations related to using social media for English language learning. Additionally, quantitative measures were employed to assess the correlation between roles of social media and attitudes of students. SPSS was used to analyse the frequency, percentage and overall mean score. The study highlights WhatsApp as the preferred social media platform among participants. Results indicate that students possess positive attitudes toward using social media for English language learning. This research has important implications for educational policymakers, teachers, and curriculum creators since it will help to design successful ways and recommendations for incorporating social media into English language learning environments. The research shows that by leveraging the unique capabilities of social media to foster a positive disposition towards the English language and enhance student engagement, educators can create more effective and engaging learning experiences for all students.
Keywords: Attitudes of Students, English Language Learning, Social Media

Introduction
Living in the digital age, the emergence of social media platforms has revolutionised various aspects of our life, including the educational world. Social media platforms offer unique opportunities for language learners to engage with authentic language content, connect with peers, and access a wide range of resources. Students of the digital age are bound to use one of these social media platforms in their life such as WhatsApp, Facebook, Twitter and TikTok.

With the increasing popularity and pervasive use of social media platforms among adolescents, it is essential to explore how these platforms can be leveraged to enhance students' motivation and engagement in English language learning.

As stated in Article 152 of the Federal Constitution, English is recognised as the Second Language in Malaysia (Mohd Nazri Latiff Azmi, 2013). With that being said, the Malaysian education system has made it compulsory for all Malaysian students to learn English in the context of formal education (Malaysia Education Blueprint, 2013). However, despite the amount of years spent in learning English from an early age, Malaysian students are still struggling to acquire the language. A report in the Malaysia Education Blueprint (2013-2025) states that just 28% of Malaysian students passed the 2011 SPM English exam with at least a minimum credit, which is considered as below the Cambridge 1119 standards.

In recent years, the utilisation of social media platforms for language learning purposes has gained significant attention due to their widespread popularity and accessibility among students (Ismail & Shafie, 2019; Manca, 2019). Educators are starting to be creative and innovative with their teaching strategies by exploring and utilising social media platforms to enhance the teaching and learning of English language. By leveraging social media platforms to motivate students, educators can foster a more engaging and interactive learning experience (Stone & Logan, 2018), ultimately improving students' English language proficiency.

Since social media platforms are becoming more popular and accessible, it is crucial to investigate how they impact the attitudes of English language learners in secondary schools. One issue is determining the extent to which social media influences the language acquisition process of secondary school English language learners. Chat functionality, video calls, and language study communities are just some of the communication capabilities available on social networking platforms. However, it is unclear if students' attitudes towards formal learning in the classroom are influenced by their exposure to the communication methods on social media.

The integration of social media in educational settings has the potential to offer new avenues for language learning, providing students with opportunities to engage with authentic language use, interact with native speakers, access diverse language resources, and develop their language skills in meaningful contexts (Barrot, 2021; Khan et al., 2016). Although social media platforms offer immense potential as tools for English language learning, the specific roles they play and their impact on the attitudes of secondary school students in schools in Malaysia remain largely unexplored. Attitudes, as described in the context of students' usage of social media in English learning, refer to students' thoughts, feelings, and perceptions about using social media platforms for language learning (Elverici, 2021; Sari & Auliya, 2021; Al Arif, 2019).

Overall, this study contributes to the existing literature on technology-enhanced language learning and provides insights into the potential of social media as a motivational tool for secondary school students in Malaysia. This study aims to investigate the roles of social media on the attitudes of secondary school English language learners in a religious school in Malaysia. By examining the social media platforms used by students, exploring the roles of social media in their language learning experiences, and analysing their attitudes towards English language learning through social media, this research seeks to provide valuable insights that can inform educators, policymakers, and researchers on the effective integration of social media platforms into English language learning curricula. The findings will shed light for educators in leveraging social media effectively to enhance students' motivation

and engagement in English language learning since students spend extensive hours on social media. The research questions used in this study are:

RQ1 - What are the social media used by secondary school students towards English language learning?

RQ2 - What are the roles of social media English language learning experience amongst secondary school students?

RQ3 - What are the attitudes of secondary school students towards English language learning through social media?

Literature Review
This section explains the concepts involved in this study include social media in education, social media in English language learning and social media on attitudes of secondary students. The theory used in this study is Social Learning Theory.

A. Social Media in Education
There is a growing body of research on the use of social media in education. Many studies have explored the potential benefits of using social media for teaching and learning, such as enhancing student engagement, collaboration, and motivation (Gulzar et al., 2021). Findings from some of these studies suggest that social media can positively impact academic performance (Al-Adwan et al., 2020), and that students generally have positive attitudes towards the integration of social media in education (Shaheen et al., 2020). Social media platforms like Facebook, Instagram, and Twitter are well-liked and frequently utilised as a tool for people to communicate with one another and express their thoughts (Harwati, 2021).

The use of social media in education does present some difficulties, despite the apparent advantages. The privacy and integrity of online student submissions have drawn attention in certain research (Figueroa & Rosa-Dávila, 2019), while other studies have noted that the influence of social media on student engagement in higher education is still not fully understood (Bharucha, 2018). As social media continues to develop and new platforms appear, numerous studies have emphasised the need for greater research in this field (Dogari & Apuke, 2019; Šliogerienė et al., 2014).

These studies show that social media can improve a variety of educational outcomes. It can raise student participation, encourage teamwork and communication, promote digital literacy, and support informal learning environments. Although social media has the potential to increase student participation and collaboration, it is crucial to carefully consider the difficulties and issues that come with its use in order to make sure that it is used efficiently and morally in the context of higher education.

B. Social Media in English Language Learning
Social media present a wealth of options for learning the English language by giving users access to a global community of English speakers, dynamic communication channels, and real language input. The advantages and difficulties of integrating social media into situations for learning the English language have been examined in a number of research. In recent years, research on the use of social media in English language learning has gained popularity. Research found that social media sites like YouTube, WhatsApp, Facebook, Instagram, and Twitter can be effective teaching tools that increase students' motivation, proficiency, and interest in learning English (Amalia, 2023; Ariantini et al., 2021). Based on a study in Malaysia, through the use of multimedia elements including images, audio, video, and animation,

students were able to extract information that made it easier for them to understand the text (Hasin & Khalid M. Nasir, 2021; Anthony Pragasam & Nurainil, 2023).

Additionally, research has shown that social media can enhance learning of the English language in a number of ways, including writing, reading, listening, speaking, lexical variety, grammatical usage, and communication skills (Abdalgane, 2022; Muftah, 2023; Sidgi, 2021). Social networking applications allow peer contact and engagement, both of which aid in learning, as well as exposure to a broad range of English vocabulary. These studies highlight the various ways social media can be included into the study of English. Through the use of social media, language learners are continually being taught the four main language skills of listening, reading, reading, and writing. Academics saw this as a chance to better incorporate social media's accessibility into teaching practices (Sulaiman et al., 2018). Social media offers invaluable resources and opportunities for language learners, from facilitating authentic dialogue to improving vocabulary development and cultural awareness. When integrating social media into environments for language learning, however, it is critical for educators to take concerns of digital literacy, privacy, and appropriate online behaviour into account.

C. Social Media on Attitudes of Secondary Students

Numerous studies have focused on the impact of social media on the attitudes of secondary school students, looking at a range of topics including self-esteem, body image, mental health, and academic engagement. Attitudes can reflect students' opinions regarding the effectiveness, usefulness, and benefits of using social media in their language learning journey (Solmaz, 2019; Zhao et al., 2022). According to research, students' attitudes and opinions about a variety of elements of their lives, such as academic achievement, mental health, socialisation, and sexuality, can be impacted by social media (S Mahadi et al., 2023; Ojih et al., 2016).

One study looked at how young people in Malaysia could adopt a non-hostile social media usage attitude and behavioural intention model. Before giving a survey to 384 Malaysian secondary school students, the study involves gathering secondary data on attitude models and intended behaviour. According to the study, behavioural intentions and attitudes towards using social media were significantly correlated (S Mahadi et al., 2023). Another study looked into how social media was impacting secondary school pupils in Nigeria's sexual attitudes. According to the study, which included both survey and interview research techniques, social media significantly influenced students' sexual attitudes (Ojih et al., 2016).

These studies draw attention to the possible impact of social media on secondary school students' attitudes. Social media can have a negative impact on one's self-esteem, body image, mental health, and academic engagement even while they provide many chances for connection and information sharing. To help students successfully navigate the online world, educators, parents, and politicians must be aware of these possible effects and encourage responsible social media use, digital literacy, and support systems.

D. Social Learning Theory (SLT)

Social learning theory is a psychological theory developed by Albert Bandura that emphasises the importance of observational learning, imitation, and social interaction in the process of learning and behaviour change. According to social learning theory, individuals acquire new knowledge, skills, attitudes, and behaviours through observing and modelling the actions, attitudes, and consequences displayed by others in their social environment. Social Learning

Theory posits that individuals can learn by observing and imitating others in their social environment (Lockwood et al., 2016). The concept of social learning theory has been applied in several fields such as education and clinical psychology (Chuang, 2021). The fusion of social learning theory with social media in the digital era offers chances for educators to improve student achievement. In Deaton's study, it was found that looking at how social media and social learning theory are related can provide light on how social media can be used to enhance student achievement in the classroom (Deaton, 2015).

Recent reviews of research on the use of social media in education revealed that participatory, constructivist, and social learning frameworks are frequently used to frame current research (Schreurs & Vandenbosch, 2021). Teachers are promoting fine arts and humanities education, which encourages learning that deviates from conventional rote methods, employing media education, or visual literacy (Vaishali & Misra, 2020). Innovations in pedagogical and logistical teaching techniques have also benefited from advancements in information technology (Stanton et al., 2001). In general, social learning theory is essential for comprehending how social media affects education. Teachers should think about using social media and social learning theory to improve students' learning experiences rather than sticking with conventional teaching techniques (Schreurs & Vandenbosch, 2021). Care must be taken, like with any educational intervention, to make sure that social media information is suitable, factual, and inclusive (Meister et al., 2014; Vartiainen et al., 2020).

Research Methodology
This section explains the methodology of this study as research design, population, sample, instrument, data collection procedure and data analysis.

Research Design
Using a survey research design, this study employed a quantitative method. Quantitative research, as defined by (Surucu & Maslakci, 2020), involves collecting numerical data and utilising statistical tools to analyse and explain the events under investigation. By adopting this research design, the researchers aimed to achieve several objectives: (1) identifying the social media platforms used by secondary school students for English language learning, (2) exploring the roles of social media in their English language learning experiences, and (3) investigating their attitudes towards English language learning through social media.

Population and Sample
Based on a convenient sampling technique, a total of 185 ESL students from an Islamic national secondary school in Perak participated in this study. The participants represented a range of grade levels, including Form 2 to Form 5. Among the participants, there were 122 females and 63 males, resulting in a higher female representation. The distribution across grade levels was as follows: 62 from Form 2, 46 from Form 3, 57 from Form 4, and 20 from Form 5. These students collectively formed the sample for this study, representing the diverse population of ESL learners in the school.

Instrument
A questionnaire was distributed to students from one of islamic boarding schools in Perak for the purpose of this research. The development of the questionnaire in this study was based on three sets of questionnaires published by (Ariantini et al., 2021; Baľöz, 2016; Muftah, 2023) These questionnaires were selected because they shared the same focus and objectives as

the current study. Using a similar questionnaire could enhance the comparability of results across studies, facilitating better analysis and synthesis of findings, and allowing for replication and extension of previous studies (Solans-Domènech et al., 2019). However, some adaptations and modifications were made to the questionnaire used in this study to ensure the relevance and appropriateness of the items for the research context and objectives, including the use of simpler sentence structures. Following the revision, the questionnaire's validity and reliability underwent verification by three experts who were provided with the updated items for their expert evaluations.

The questionnaire is organised into three parts. Part 1 focuses on gathering basic information about the students, including their gender and grade. Participants are requested to circle the relevant information in this section. Part 2 is dedicated to exploring their use of social media. Participants are asked to select appropriate responses related to their preferred social media platforms, reasons for using the platforms and frequency of using social media for learning English. Part C, the final section of the questionnaire, consists of 22 statements concerning their attitudes towards learning English. In this part, a 4-Likert scale is employed, ranging from "strongly disagree", "disagree", "agree" and "strongly agree." The 4-likert scale is intended to produce a more quantitative outcome and avoid respondents' "neutral" choices. Even-numbered Likert scales, according to Croasmun and Ostrom, require respondents to make a firm choice (James & Lee, 2011). It reduces the probability of respondents providing uncertain or indecisive opinions when responding to a questionnaire or a survey. Participants are instructed to select the scale that best represents their views for each statement. Also, it is emphasised that their responses will be kept strictly confidential, and their participation in the study is entirely voluntary.

Data Collection Procedure
The questionnaire was administered to all participants through Google Form platform, which allowed for convenient online completion. Participants were given a three-day period to complete the questionnaire, ensuring that they had sufficient time to respond to each question honestly and accurately. It was emphasised to the participants that their questionnaire responses would remain anonymous, ensuring their privacy and confidentiality throughout the survey process.

Data Analysis
In this study, a quantitative approach was utilised to collect data. The data collected through the questionnaire was analysed using a descriptive analysis method. To compile and examine the numerical data from the questionnaire, the Statistical Package for the Social Sciences (SPSS Ver. 27) was employed. The results were presented in the form of frequency, percentages, and overall mean score. Similar to research done by Akpan (2022), mean scores that were obtained for research question 3 in this research were interpreted by a range of scores and levels (Table 1). These findings were organised and presented in tabular format and were subsequently explained and discussed in the findings section, aligning with the study's objectives.

Table 1
Likert scale range explanation

Level	Low	Moderate	High
Mean Score	1.00 - 2.00	2.01 - 3.00	3.01 - 4.00

Findings
This section explains the findings of this research based on research questions.
RQ1 - What are the social media used by secondary school students towards English language learning?

Table 2
Responses on types of social media platforms in English language learning

Category	Social Media Platforms	Number of Respondents	Percentage
Instant Messaging and Group Chats	WhatsApp	179	95.2
	Telegram	172	91.5
	Snapchat	3	1.6
	Discord	3	1.6
Social Networking	YouTube	164	87.2
	Instagram	159	84.6
	Google+	139	73.9
	TikTok	136	72.3
	Twitter	54	28.7
	Facebook	50	26.6
Online Gaming	Online gaming platforms	84	44.7
E-commerce	Lazada	1	0.5
	Shopee	1	0.5
Visual Discovery and Inspiration	Pinterest	1	0.5
Music Streaming	Spotify	1	0.5

Table 2 above represents the social media platforms used by the research respondents who are ESL students for learning English, based on their responses. For the instant messaging and group chat category, the majority of the students reported using messaging applications such as WhatsApp (95.2%) and Telegram (91.5%), indicating a preference for real-time communication and language practice, whereas other platforms such as Snapchat and Discord showed limited usage which was 1.6%. In terms of social networking platforms, YouTube was also popular, with 87.2% of students utilising it for language learning purposes. Instagram (84.6%) emerged as another significant platform, suggesting that students engage with visual content to improve their English skills. Interestingly, while Google+ (73.9%) experienced a decline in popularity among the general public, a considerable number of ESL students still found it valuable for language learning. Social media platforms known for their entertainment value, such as TikTok (72.3%). Conversely, more traditional social media platforms like Twitter (28.7%) and Facebook (26.6%) saw relatively lower usage among ESL students. Online gaming platforms such as Mobile Legend and FreeFire (44.7%), also attracted a substantial proportion of students. These platforms may provide informal language exposure and opportunities for immersive language practice. In contrast, E-commerce platforms such as Lazada and Shopee showed 0.5% usage among respondents. Similarly, to visual discovery and inspiration like Pinterest (0.5%), and music streaming platform, which was Spotify (0.5%) were used by only a small number of students for language learning purposes. Overall, this data highlights the diverse array of social media platforms that ESL students leverage to enhance their English language proficiency, reflecting the evolving digital landscape in language education.

RQ2 - What are the roles of social media in English language learning experience amongst secondary school students?

Table 3
Responses on the role of social media among the respondents

Items	Never	Rare	Frequently	Very Frequently
I use social media to promote myself.	106 (57.3)	64 (34.5)	12 (6.5)	3 (1.6)
I use social media for studying.	3 (1.6)	35 (18.9)	108 (58.4)	39 (21.1)
I use social media as a source of entertainment and relaxation during my free time.	1 (0.5)	8 (4.3)	86 (46.5)	90 (48.6)
I use social media to share and express my opinions.	37 (20.0)	87 (47.0)	39 (21.1)	22 (11.9)
I use social media as a source of information to improve my general knowledge	1 (0.5)	18 (9.7)	100 (54.1)	66 (35.7)
I use social media to play online games	40 (21.6)	69 (37.3)	48 (25.9)	28 (15.1)
I use social media to make friends with other people I meet online	40 (21.6)	81 (43.8)	42 (22.7)	22 (11.9)
I use social media to buy or sell things online	62 (33.5)	55 (29.7)	48 (25.9)	20 (10.8)

The data reveals the various ways in which individuals use social media. When it comes to studying, the majority of respondents (108, 58.4%) reported frequently using social media, while 39 (21.1%) mentioned using it very frequently, 35 (18.9%) stated rare usage, and only 3 (1.6%) reported never using social media for studying purposes. When it comes to entertainment and relaxation during free time, a significant proportion of respondents (86, 46.5%) reported frequently using social media for this purpose, followed closely by 90 (48.6%) respondents who stated very frequent usage. Only 8 (4.3%) respondents reported rare usage, and 1 (0.5%) respondent mentioned never using social media for entertainment and relaxation. As a source of information to improve general knowledge, the data shows that a significant proportion of respondents (100, 54.1%) reported using social media frequently, followed by 66 (35.7%) respondents who mentioned very frequent usage. Additionally, 18 (9.7%) respondents reported rare usage, and only 1 (0.5%) respondent stated never using social media for this purpose.

For self-promotion, a significant number of respondents (106, 57.3%) indicated that they never use social media for this purpose, while 64 (34.5%) reported rare usage, 12 (6.5%) mentioned frequent usage, and only 3 (1.6%) stated very frequent usage for self-promotion. According to the findings, the majority of respondents (87, 47.0%) reported using social media rarely for sharing and expressing thoughts. Furthermore, 37 (20.0%) said they never use social media for sharing and expressing thoughts. 22 (11.9%) said they use it very frequently, and 39 (21.1%) respondents said they use it regularly. When it comes to playing online games, the data indicates that 69 (37.3%) respondents reported rarely using social media for gaming, followed by 48 (25.9%) respondents who mentioned frequent usage. Additionally, 40 (21.6%) respondents reported zero usage, and 28 (15.1%) respondents stated frequent usage of social media for playing online games. In terms of making friends online, a significant proportion of respondents (81, 43.8%) reported rarely using social media for this purpose, followed by 42 (22.7%) respondents who mentioned frequent usage. Additionally, 40 (21.6%) respondents reported zero usage, and 22 (11.9%) respondents stated very frequent usage of social media for making friends online. Lastly, when it comes to buying or selling things online, the data shows that a significant proportion of respondents (62, 33.5%) reported never using social media for this purpose, followed by 55 (29.7%) respondents who mentioned rarely usage. Additionally, 48 (25.9%) respondents reported occasional usage, and 20 (10.8%) respondents stated that they very frequently use social media for buying or selling online.

RQ3 - What are the attitudes of secondary school students towards English language learning through social media?

Table 4

Responses on attitudes of using social media towards English language learning through social media among the respondents

Items	SD (%)	D (%)	A (%)	SA (%)	Mean	σ	Decision
Social media makes me want to comment or post things using the English language.	11 (5.9)	22 (11.9)	94 (50.8)	58 (31.4)	3.08	.817	High attitude
I feel I use English freely on social media without worrying of making mistakes.	20 (10.8)	53 (28.6)	77 (41.6)	35 (18.9)	2.69	.902	Low attitude
Social media boosts my motivation in learning English.	9 (4.9)	19 (10.3)	80 (43.2)	77 (41.6)	3.22	.819	High attitude
Incorporating social media into my English language learning helps me to better connect with the world around me.	11 (5.9)	20 (10.8)	93 (50.3)	61 (33.0)	3.10	.818	High attitude
Social media motivates me to keep going in my studies, even when I feel like giving up.	12 (6.5)	26 (14.1)	78 (42.2)	69 (37.3)	3.10	.876	High attitude
Social media makes English language learning easier to access.	10 (5.4)	14 (7.6)	84 (45.4)	77 (41.6)	3.23	.811	High attitude
Social media provides a comfortable and enjoyable environment for English language learning.	11 (5.9)	14 (7.6)	87 (47.0)	73 (39.5)	3.20	.820	High attitude
Social media helps me to feel more confident when using English.	9 (4.9)	28 (15.1)	82 (44.3)	66 (35.7)	3.11	.834	High attitude

Social media helps me to learn in ways that suit my personality and needs.	7 (3.8)	26 (14.1)	98 (53.0)	54 (29.2)	3.08	.762	High attitude
Social media can help me to learn anything I want to at any time.	10 (5.4)	14 (7.6)	94 (50.8)	67 (36.2)	3.18	.791	High attitude
I improve my reading skills in English language through using social media	10 (5.4)	20 (10.8)	78 (42.2)	77 (41.6)	3.20	.839	High attitude
I improve my writing skills in English language through using social media	12 (6.5)	28 (15.1)	92 (49.7)	53 (28.6)	3.01	.837	High attitude
I develop my listening skills in English language through the use of social media platforms.	9 (4.9)	24 (13.0)	90 (48.6)	62 (33.5)	3.11	.807	High attitude
I improve my English-speaking skills through using social media	11 (5.9)	28 (15.1)	80 (43.2)	66 (35.7)	3.09	.862	High attitude
I improve my English grammar through using social media	12 (6.5)	29 (15.7)	84 (45.4)	60 (32.4)	3.04	.862	High attitude
I learn how to pronounce English words by watching videos on social media.	9 (4.9)	19 (10.3)	83 (44.9)	74 (40)	3.20	.813	High attitude
I learn English by going through song lyrics and movie subtitles through social media platforms.	9 (4.9)	16 (8.6)	69 (37.3)	91 (49.2)	3.32	.826	High attitude
I learn new English words, expressions, and quotes through social media posts.	9 (4.9)	16 (8.6)	66 (35.7)	94 (50.8)	3.32	.829	High attitude
When I see new English words, I become curious and want to know what they mean.	8 (4.3)	21 (11.4)	75 (40.5)	81 (43.8)	3.24	.819	High attitude
I meet and talk to people from different parts of the world using English on social media platforms.	19 (10.3)	48 (25.9)	65 (35.1)	53 (28.6)	2.82	.964	Low attitude
I see how much I have improved in English on social media platforms.	8 (4.3)	29 (15.7)	85 (45.9)	63 (34.1)	3.10	.815	High attitude
I continue my English language learning by following/subscribing to accounts that teach English on social media platforms.	14 (7.6)	38 (20.5)	89 (48.1)	44 (23.8)	2.88	.858	Low attitude

Note: N = 185, SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree.

The data analysis showed that the respondents displayed a high level of positive attitude towards the use of social media in their English language learning journey. They expressed that social media serves as a platform that motivates them to actively engage with the English language and participate in language-related activities. A significant majority of respondents agreed that social media encourages them to comment or post using English, boosting their confidence and language expression. Furthermore, they reported that incorporating social media into their English language learning provided them with a sense of connection to the world around them. They found that the exposure to authentic language usage and diverse cultural content on social media enhanced their understanding of English in real-life contexts. This exposure also helped to boost their motivation to continue their language studies, even during challenging times when they might feel like giving up.

The convenience and accessibility of social media were also highly praised by the respondents. They acknowledged that social media made English language learning more accessible and easier for them. With a wide range of language learning resources, interactive content, and language communities, social media allows for a comfortable and enjoyable environment for their language development. In terms of language skills improvement, the respondents highlighted that social media played a significant role in enhancing their reading, writing, listening, and speaking skills. They reported that engaging with English content on social media platforms, such as reading articles, watching videos, and interacting with native speakers, contributed to their language proficiency. Many respondents mentioned that they learned new vocabulary, expressions, and quotes through social media posts, and they became curious to explore the meaning and usage of unfamiliar words. Moreover, social media platforms enabled the respondents to personalise their learning experience, catering to their personality and needs. They appreciated the flexibility to learn at their own pace, accessing language resources anytime and anywhere. This personalised approach to learning helped them to feel more confident in using English and aligned with their individual learning preferences.

On the other hand, it was observed that the respondents exhibited a relatively low attitude towards certain aspects related to their English language usage on social media platforms. For example, they had a low attitude towards their feelings in using English freely on social media without worrying of making mistakes. Additionally, the respondents reported limited engagement with people from different parts of the world using English on social media platforms and they did not continue their English language learning by following or subscribing to accounts that specially teach English on social media platforms.

Overall, the respondents' positive attitude towards social media as a valuable tool for English language learning highlights its potential as a powerful educational resource. The convenience, motivation, accessibility, and engagement provided by social media contribute significantly to their language learning journey, allowing them to continuously improve their language skills and gain confidence in their English proficiency. Also, by addressing the low attitude towards certain aspects of English language usage on social media can contribute to creating a more supportive and enriching language learning environment for the respondents.

Discussion
Based on the findings of this study, it is shown that secondary students have positive attitudes towards the role of social media in learning the English language. This can be understood and analysed through the lens of the social learning theory of language learning. According to this

theory, individuals acquire language skills through a combination of observation, imitation, and social interaction (Lockwood et al., 2016). Social media platforms provide an environment that aligns with the principles of social learning theory, leading to the development of positive attitudes towards social media among secondary school students.

The data analysis provides useful insights into the social media sites favoured by respondents for language learning. It demonstrates that messaging apps such as WhatsApp and Telegram are the most popular, showing the importance of real-time communication and interactive language practice in their learning process, which is similar to research done by Al-Rahmi (2020) and Figueroa & Rosa-Dávila (2019). This research shows that educators and language learning experts can use these platforms to increase student communication, language exchanges, and collaborative learning experiences. Furthermore, the popularity of video-sharing platforms like YouTube emphasises the significance of visual content and lessons in language acquisition. Teachers can capitalise on this trend by curating or creating high-quality classroom materials that cater to ESL students' specific linguistic needs, providing them with interesting and informative learning resources (Hasin & Khalid M. Nasir, 2021, Pragasam & Sulaiman, 2023). Furthermore, the data offers insight on the growth of non-traditional platforms such as TikTok and online gaming platforms as key contributors to language acquisition. Through engaging and interesting material, these platforms offer chances for informal language exposure and immersion language practice (Barrot, 2021). Teachers can fully utilise the potential of these platforms by encouraging students to follow English-speaking accounts, participate in language-related activities, or join language-focused gaming communities. By combining these platforms into language learning activities, teachers and language experts can create a more realistic and pleasurable learning experience that matches with the interests and preferences of ESL students (Barrot, 2021; Khan et al., 2016).

One of the key aspects of social learning theory is the concept of observational learning (Lockwood et al., 2016). Students have the opportunity to observe and learn from others on social media platforms. They can follow language learning groups or educational contents or channels, where they are exposed to authentic language use, correct grammar, and pronunciation. By observing and imitating native speakers or more proficient learners, students can acquire language skills and improve their language proficiency. This aspect of social learning theory is facilitated by the diverse range of language learning resources available on social media platforms commonly used by the students such as WhatsApp, Telegram, YouTube, Instagram or TikTok.

Furthermore, social media platforms foster social interaction and communication, which are fundamental in language learning. Students can engage in conversations, discussions, and language exchange activities with native speakers or other learners from different backgrounds (Al-Rahmi, 2020). For instance, when students are playing massive multiplayer online games, they are exposed to multiple speakers of language and are required to interact with one another in order to accomplish their goals. This interaction provides opportunities for practising and applying language skills in real-life contexts, promoting language acquisition and fluency. The interactive nature of social media platforms also enhances students' motivation and engagement in language learning, as they receive immediate feedback, encouragement, and support from their peers and language communities.

Another important aspect of social learning theory is the concept of modelling. Role modelling is effective for students (Khushk et al., 2022). Students can find role models or language learning influencers on social media platforms, who can inspire and motivate them

in their language learning journey. They are called Influencers, Youtubers, TikTokkers, Instagrammers, etc, depending on what social media platforms they are popular on. These models demonstrate the possibilities and benefits of language learning, encouraging students to set goals, persevere, and continuously improve their language skills. Through modelling, students develop a positive attitude towards language learning and view social media as a valuable tool for their language acquisition process. However, students need to be cautious in choosing a role model. Educators can give suggestions to students on which role models they should follow for a better English language learning.

The convenience and accessibility offered by social media platforms align with the principles of social learning theory as well. Students can access language learning resources anytime and anywhere, eliminating the constraints of time and location. This easy access integrates language learning seamlessly into their daily routines, promoting frequent engagement with language-related content (Ismail & Shafie, 2019; Manca, 2019). This has made it possible for students to participate in their language learning because they have easy access to a limitless number of learning resources through the usage of social media, making these platforms an important tool for enhancing their language ability. Additionally, by utilising social media, they have the freedom to participate in language-learning activities at their own speed, personalising and improving the learning experience. This convenience enhances students' motivation and commitment to language learning, leading to positive attitudes towards social media as a language learning tool (Siddig, 2020).

The integration of social media into language learning offers a plethora of advantages for ESL students, particularly in the improvement of their reading, writing, speaking, and listening skills in English. Through constant exposure to authentic language content, students experience a language immersion that helps them grasp nuances, expressions, and vocabulary more naturally. Social media also facilitates writing practice as students engage in discussions, comments, and posts, gaining confidence in expressing themselves effectively. Furthermore, the platform serves as an excellent resource for enhancing speaking and listening skills, with access to diverse audio and visual content and opportunities for real-time conversations with speakers from around the world (Abdalgane, 2022; Muftah, 2023; Sidgi, 2021; Sulaiman et al., 2018). The abundance of language learning tools and resources on social media further enables students to tailor their learning experience to their individual needs and preferences, making their language journey more personalised and ultimately more successful.

Undoubtedly, social media is a valuable platform that attracts the interest of many students as an educational tool. However, it is important to exercise caution as it can also have negative effects. Users of social media often display incorrect spelling and improper grammar, leading to concerns about the language quality on the internet. There is a risk that learners may adopt slang words and expressions (Hasin & Khalid M. Nasir, 2021). Additionally, these applications can be distracting, with students spending excessive time engaging in unproductive chatting instead of focusing on their studies. They may also come across irrelevant material that does not contribute to language acquisition. Monitoring and supervision by parents and teachers are necessary to prevent social media from becoming a detrimental influence on the younger generation. Implementing parental locks on certain social media applications can restrict access to inappropriate content available on the internet (Ansari & Khan, 2020). Although numerous learning applications are accessible through social media, not all of them have been extensively tested and evaluated as educational tools. If these social media platforms are to be used in educational contexts, educators or

policymakers should carefully select and utilise them based on the specific needs of their learners.

To sum up, understanding the connection between how secondary school students use their social media and the positive attitudes towards social media platforms, and connecting the social learning theory allow educators to devise appropriate English language learning instructions by utilising the social media platforms as an educational tool.

Conclusion

In conclusion, the research shows that social media plays an important role in the English language learning of secondary school students. Social media allows students to nurture a positive attitude towards the English language which is essential in second language acquisition.

This study addressed a significant gap in the existing literature by delving into the specific impact of social media on students' motivation and its intricate roles in learning English. A noteworthy aspect of this research is its focus on students in religious school in Perak and their social media usage. This emphasis underscored that the influence of social media varies within diverse cultural and educational contexts across the country. This contextual specificity is of paramount importance for educators and policymakers as it enables them to tailor language learning interventions to the unique needs and preferences of students in various locations. By identifying aspects such as interactive learning environments and collaborative opportunities, the use of social media offers practical insights to the authorities on how to effectively integrate social media into English language learning settings. These interventions need to be resonated with the digital-native generation to ensure that teaching and learning approaches align with the technological preferences and behaviours of the students.

Implications of this research in the educational field are noteworthy. The findings emphasise the need for educators and policymakers to recognize and harness the potential of social media as a valuable tool for English language learning in secondary schools. Incorporating social media platforms into language learning curricula can enhance students' motivation, engagement, and language proficiency. Teachers can leverage the various features of social media to create authentic and interactive language learning environments, fostering collaborative learning opportunities and facilitating communication between students and teachers. Moreover, schools and educational institutions should consider providing guidelines and resources to assist both students and teachers in utilising social media effectively and responsibly for language learning purposes.

Based on the outcomes of this study, several recommendations can be made. Firstly, educators should receive professional development training to familiarise themselves with the latest social media platforms and effective strategies for integrating them into language learning. Secondly, educational institutions should establish clear policies and guidelines regarding the appropriate use of social media for educational purposes. These guidelines should encompass issues such as privacy, cyberbullying, and responsible digital citizenship. Thirdly, future research should focus on exploring the specific features and strategies within social media platforms that contribute to language learning outcomes. This will enable educators to make informed decisions on selecting and utilising social media tools effectively.

Nevertheless, it is crucial to emphasise the need for continued research on this topic, considering the rapid development of social media in the current era of digitalization. Furthermore, it is essential to expand the scope of research in this area, as the present study

focused solely on students from one religious school and cannot be generalised to encompass all secondary school students in Malaysia. Therefore, future investigations should encompass a broader range of educational institutions to provide a more comprehensive understanding of the roles and attitudes towards social media in English language learning among secondary school students in Malaysia. Future study should explore the intersection between religious beliefs and the use of social media among secondary school English language learners. Other than that, future research could delve into whether religious boarding school students' beliefs and practices shape their perceptions of social media as a language learning tool so as to not limit the study on the potential role of social media.

References

Abdalgane, M. (2022). The EFL Learning Process: An Examination of the Potential of Social Media. *World Journal of English Language*, *12*(7), 69–75. https://doi.org/10.5430/wjel.v12n7p69

Akpan, S. (2021). *The impact of social media on motivation towards learning English as a global language*. Rangsit University.

Al-Rahmi, A. M., & Shamsuddin, A. (2020). *Constructivism Theory: The Factors Affecting Students' Academic Performance in Higher Education*. *December*. https://doi.org/10.20944/preprints202012.0072.v1

Amalia, F. (2023). Analysis of Illocusary Speech Acts in Conversation on Social Media. *BirLE Journal*, *6*(1), 29–38. https://doi.org/10.33258/birle.v6i1.7438.g7379

Ansari, J.A.N., Khan, N.A. Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learn. Environ.* **7**, 9 (2020). https://doi.org/10.1186/s40561-020-00118-7

Anthony Pragasam, J., & Nurainil, S. (2023). Integrating Technology in ESL Reading Classroom: Accounting Pupils' Perspectives. *Arab World English Journal*, *1*, 324–342. https://doi.org/10.24093/awej/comm1.23

Ariantini, K. P., Suwastini, N. K. A., Adnyani, N. L. P. S., Dantes, G. R., & Jayantini, I. G. A. S. R. (2021). Integrating Social Media into English Language Learning: How and to What Benefits According to Recent Studies. *NOBEL: Journal of Literature and Language Teaching*, *12*(1), 91–111. https://doi.org/10.15642/nobel.2021.12.1.91-111

Barrot, J. S. (2021, March 6). Social media as a language learning environment: a systematic review of the literature (2008-2019). Computer Assisted Language Learning, 35(9), 2534–2562. https://doi.org/10.1080/09588221.2021.1883673

Baĺöz, T. (2016). Pre-service EFL Teachers Attitudes towards Language Learning through Social Media. *Procedia - Social and Behavioral Sciences*,*232*(April), 430–438. https://doi.org/10.1016/j.sbspro.2016.10.059

Bharucha, J. (2018, January 24). Exploring education-related use of social media: business students perspectives in a changing India. Education + Training, 60(2), 198–212. https://doi.org/10.1108/et-07-2017-0105

Chuang, S. (2021). The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development. *Performance Improvement*, *60*(3), 6–14. https://doi.org/10.1002/pfi.21963

Deaton, S. (2015). ARTICLE SOCIAL LEARNING THEORY IN THE AGE OF SOCIAL MEDIA : By. *Journal of Educational Technology*, *12*(1), 1–6.

Dogari, K. A., & Apuke, O. D. (2019). The prospects and constraints of integrating social media into the Nigerian Higher Educational System: Students' and lecturers' perspectives.

Turkish Online Journal of Distance Education, *20*(2), 162–175. https://doi.org/10.17718/tojde.557861

Elverici, S. E. (2021). Mobile Technologies for Education: Attitudes To Social Media. *European Journal of Foreign Language Teaching*, *5*(3), 20–32. https://doi.org/10.46827/ejfl.v5i3.3519

Figueroa, J. F., & Rosa-Dávila, E. (2019, October 11). Educators Perspectives on Integrating Social Media to the ESL Classroom. World Journal of Educational Research, 6(4), p478. https://doi.org/10.22158/wjer.v6n4p478

Gulzar, M. A., Ahmad, M., Hassan, M., & Rasheed, M. I. (2021, April 25). How social media use is related to student engagement and creativity: investigating through the lens of intrinsic motivation. Behaviour & Information Technology, 41(11), 2283–2293. https://doi.org/10.1080/0144929x.2021.1917660

Harwati, H. (2021). *Keywords : English as a Second Language , ESL classroom , technology , teaching writing , Technology Acceptance Model Cite as : Pheng , K . P . , Hashim , H ., & Sulaiman , N . A .(2021). The Use of Technology in Teaching of Writing among Malaysian ESL*. *7*, 314–330.

Hasin, I., & Khalid M. Nasir, M. (2021). The Effectiveness of the Use of Information and Communication Technology (ICT) in Rural Secondary Schools in Malaysia. *Journal of Education and E-Learning Research*, *8*(1), 59–64. https://doi.org/10.20448/journal.509.2021.81.59.6

Ismail, I. S., & Shafie, N. H. binti. (2019). English informal language learning through social networking sites among Malaysian university students. *Asian Journal of University Education*, *15*(3), 211–225. https://doi.org/10.24191/ajue.v15i3.7800

James, T. C., & Lee, O. (2011). Using Likert-type scales in the social sciences. *Journal of Adult Education*, *40*(1), 19–22.

Karmila Sari, R., & Auliya, R. N. (2021). An Analysis of Students' Attitude in Using Social Media Learning English with Blended Learning. *IJET (Indonesian Journal of English Teaching)*, *10*(1), 17–25. https://doi.org/10.15642/ijet2.2021.10.1.17-25

Khan, I. U., Ayaz, M., & Faheem, M. (2016, December 1). The Role of Social Media in Development of English Language Vocabulary at University Level. International Journal of Academic Research in Business and Social Sciences, 6(11). https://doi.org/10.6007/ijarbss/v6-i11/2444

Khushk, A., Dacholfany, M. I., Abdurohim, D., & Aman, N. (2022). Social Learning Theory in Clinical Setting: Connectivism, Constructivism, and Role Modeling Approach. Health Economics and Management Review, 3(3), 40–50. https://doi.org/10.21272/hem.2022.3-04

Lockwood, P. L., Apps, M. A. J., Valton, V., Viding, E., & Roiser, J. P. (2016). Neurocomputational mechanisms of prosocial learning and links to Empathy. *Proceedings of the National Academy of Sciences of the United States of America*, *113*(35), 9763–9768. https://doi.org/10.1073/pnas.1603198113

Mahadi, S. R. S., Mohtar, N. M., & Aziz, M. N. A. (2022). Developing Non-hostile Social Media Usage Attitude and Behavioral Intention Model among Youth in Malaysia. *International Journal of Academic Research in Business and Social Sciences, 13(1), 74 – 83.* https://doi.org/10.6007/ijarbss/v13-i1/15648

Malaysia Education Blueprint Malaysia. (2013). Malaysia Education Blueprint 2013 - 2025. *Education*, *27*(1), 1–268. http://linkinghub.elsevier.com/retrieve/pii/S0742051X10001435

Manca, S. (2019). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education*, 100707. https://doi.org/10.1016/j.iheduc.2019.100707

Meister, D. M., Hug, T., & Friesen, N. (2014). Educational Media Ecologies | Educational Media Ecologies. *MedienPädagogik: Zeitschrift Für Theorie Und Praxis Der Medienbildung*, *24*(Educational Media Ecologies), 10–12. https://doi.org/10.21240/mpaed/24.x

Mohd Nazri Latiff Azmi. (2013). National Language Policy and its impacts on second language reading culture. *Journal of International Education and Leadership*, *3*(1), 1–11.

Muftah, M. (2023). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*. https://doi.org/10.1108/PRR-10-2021-0060

Ojih, E. U., Agara, D., & Onoja, I. Ben. (2016). Social media child in the age of endemic sexuality: a study of secondary school students in Kogi State. *African Research Review*, *10*(5), 13. https://doi.org/10.4314/afrrev.v10i5.2

Samed Al-Adwan, A., Awni Albelbisi, N., Hasan Aladwan, S., Horani, O., Al-Madadha, A., & Hamdi Al Khasawneh, M. (2020). Investigating the Impact of Social Media Use on Student's Perception of Academic Performance in Higher Education: Evidence from Jordan. Journal of Information Technology Education: Research, 19, 953–975. https://doi.org/10.28945/466

Schreurs, L., & Vandenbosch, L. (2021). Introducing the Social Media Literacy (SMILE) model with the case of the positivity bias on social media. *Journal of Children and Media*, *15*(3), 320–337. https://doi.org/10.1080/17482798.2020.1809481.

Shaheen, A. A. M., Alanazi, F. F., Alrashid, L. B., Almadani, R. A., Altamrah, S. S., Almusallam, S. Z., Buragadda, S., & Melam, G. (2020). Undergraduate physical therapy students' attitudes towards using social media for learning purposes at King Saud University, Saudi Arabia. *Bulletin of Faculty of Physical Therapy*, *25*(1). https://doi.org/10.1186/s43161-020-00014-8

Siddig, B. E. (2020). Social Media in Teaching of Languages. International Journal of Emerging Technologies in Learning (iJET), 15(12), pp. 72–80. https://doi.org/10.3991/ijet.v15i12.12645

Sidgi, L. F. S. (2021). The Impact of social media on Learning English Vocabularies. *Journal of Humanities and Education Development*, *3*(4), 200–209. https://doi.org/10.22161/jhed.3.4.13

Šliogerienė, J., Valūnaitė Oleškevičienė, G., Fotheringham, J., & Palfreyman, K. J. (2014). Social Media Adoption in Adult Education – Administrators' Experience. Public Policy and Administration, 13(4), 690–703. https://doi.org/10.13165/vpa-14-13-4-11.

Solans-Domènech, M., MV Pons, J., Adam, P., Grau, J., & Aymerich, M. (2019). Development and validation of a questionnaire to measure research impact. *Research Evaluation*, *28*(3), 253–262. https://doi.org/10.1093/reseval/rvz007

Solmaz, O. (2019). Pre-service language teachers' use of social networking sites for language learning: A quantitative investigation. *Eurasian Journal of Applied Linguistics*, *5*(3), 423–439. https://doi.org/10.32601/ejal.651394

Stanton, N. A., Porter, L. J., & Stroud, R. (2001). Bored with point and click? Theoretical perspectives on designing learning environments. *Innovations in Education and Teaching International*, *38*(2), 175–182. https://doi.org/10.1080/14703290110035446

Stone, S., & Logan, A. (2018). Exploring Students' Use of the Social Networking Site WhatsApp to foster connectedness in the online learning experience. *Irish Journal of Technology Enhanced Learning*, *3*(1), 44–57. https://doi.org/10.22554/ijtel.v3i1.28

Sulaiman, N. A., Yunus, M. M., Hashim, H., Azilah, S. N., Kamilia, F., & Zaireen, N. (2018). Emerging Technologies for Autonomous Language Learning: Using Pre-Writing Tool for ESL. *International Journal of Engineering & Technology, 7(4.21), 42-46.*

Surucu, L., & Maslakci, A. (2020). Business & Management Studies : *Business & Management Studies: An International Journal*, 8(3), 2694–2726.

Vaishali, P. ., & Misra, P. . (2020). Implications of Constructivist Approaches in the Classrooms: The Role of the Teachers. *Asian Journal of Education and Social Studies*, 7(4), 17–25. https://doi.org/10.9734/ajess/2020/v7i430205

Vartiainen, H., Tedre, M., Kahila, J., & Valtonen, T. (2020). Tensions and trade-offs of participatory learning in the age of machine learning. *Educational Media International*, 57(4), 285–298. https://doi.org/10.1080/09523987.2020.1848512

Zam Zam Al Arif, T. (2019). the Use of Social Media for English Language Learning: an Exploratory Study of Efl University Students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224–233. https://doi.org/10.31002/metathesis.v3i2.1921

Zhao, Z., Wang, X., Ismail, S. M., Hasan, M. K., & Hashemifardnia, A. (2022). Social media and academic success: Impacts of using telegram on foreign language motivation, foreign language anxiety, and attitude toward learning among EFL learners. *Frontiers in Psychology, 13*.