

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework:**

##### **1. MALL (Mobile Assisted Language Learning)**

In recent years, social media has transformed various aspects of life, including education. Çakmak (2019), for more than a decade, m-learning has been playing an important role in foreign language learning and has contributed to language learning in a more flexible way with Mobile-Assisted Language Learning (MALL). Historical background of MALL applications first published work in 1994 to the end of 2012 (Burston, 2013). According to (Sharples et al., 2005) and (Kukulka-Hulme et al., 2005) the concept of MALL was first introduced in early studies by Mike Sharples, Agnes Kukulka-Hulme, and John Traxler, who in the early 2000s developed mobile learning theories that later became the foundation of MALL. (Kukulka-Hulme & Shield, 2008), one of the key figures in the development of MALL formulated how mobile devices can be utilized in language learning, particularly in terms of content design, mobility, and cross-context use. Although (Stockwell, 2022) is not the original initiator of MALL, he expanded and updated the concept within the context of modern, digitally oriented language learning.

Building on these earlier developments, Stockwell (2022) defines MALL as an approach that utilizes mobile devices such as smartphones, tablets, and other portable digital tools to support language learning. This definition aligns with Yedla's (2013) emphasis that MALL enables flexible learning facilitated through handheld technologies. In addition, Read et al., (2021) highlight that MALL supports multimodal communication and digital interaction, enabling dynamic and context-connected learning. Thus, MALL represents both a pedagogical framework and a technological ecosystem that accommodates the evolving needs of modern learners. This broader theoretical landscape provides the foundation for selecting MALL as the central framework of this research.

Adapted from Stockwell (2022), the MALL framework provides a clear and systematic perspective for analyzing how users integrate mobile devices, particularly social media platforms, into their English language learning process. The application of MALL is especially relevant in this context, as social media naturally embodies mobile-based affordances such as accessibility, interactivity, and personalized content. As noted by Alisoy and Sadiqzade (2024), MALL framework as it provides a structured approach to analyze learners' use of mobile devices, including social media platforms, enhances their English language learning through increased accessibility, engagement, and personalized experiences. Therefore, this study employs three core indicators: mobility, interactivity, and personalization as analytical categories that reflect essential characteristics of mobile-based English learning and correspond directly to students' social media usage patterns.

Mobility, refers to learners' ability to access learning materials anytime and anywhere through mobile devices. Kuimova et al., (2018) highlight that mobile technologies enhance language learning by enabling students to engage in educational activities flexibly, supporting both independent and collaborative learning experiences embedded in daily routines. In the context of this study, mobility explains how students use social media across a range of settings whether in class, at home, or while commuting to encounter English input and engage in spontaneous learning moments. This indicator is particularly significant because social media itself is designed to be accessed on the move, making mobility a central factor in understanding how students integrate English learning into their everyday lives. Supported by ШИКУН (2023), mobility significantly impacts language learning by allowing learners to immerse themselves in new linguistic environments, and online platforms further facilitate this integration by enabling mobile students to access resources and connect with native speakers to enhance their English learning in everyday contexts.

Interactivity, captures how learners engage, communicate, and participate in language-related activities through social media. Most social media platforms are equipped with diverse interactive features, such as commenting, replying, direct

messaging, content sharing, and user-generated content creation. These features support active engagement, encourage language practice, and facilitate communication with global communities. As Lomicka (2016) explains, interactivity in social media enhances communicative practices by enabling learners to respond to posts, join discussions, consume multimedia content, and connect with English-speaking communities. For this research, interactivity it reflects the social and participatory nature of language learning within digital spaces.

Personalization, refers to how mobile technologies and social media algorithms tailor content to users' interests, behaviors, and learning preferences. Through algorithm-driven recommendations, curated feeds, and targeted learning content, learners receive English exposure that aligns with their personal motivations. Kukulska-Hulme (2016) emphasizes that mobile learning supports personalized language learning by adapting to learners' needs and preferences, creating individualized learning pathways. In this study, personalization is particularly relevant because students' social media feeds differ significantly depending on what they follow, search for, or interact with. As a result, the English content they encounter varies greatly, influencing their learning experiences and shaping their self-directed learning.

A study by Aloraini and Cardoso (2022) examined students' perceptions of using social media as a pedagogical tool in learning English in Saudi Arabia. The results of this study indicate that social media, such as Twitter, Snapchat, and WhatsApp play a significant role in improving English language skills through dynamic social interaction and language practices. In the context of MALL, social media provides students with flexibility to learn English anywhere and at any time, aligning with the principles of mobility and accessibility promoted by MALL. According to Rosell-Aguilar (2018), as cited in Aloraini & Cardoso (2022) other researchers believe that social media can expand students' learning experiences by allowing them to interact and communicate easily, which has the potential to result in more effective learning. Social media, with its flexibility and accessibility, allows students to learn more conveniently and according to their preferences, which can increase the effectiveness of language learning. This study revealed that students

used Twitter to read and practice the language, while Snapchat was chosen to improve listening and speaking skills because of its video feature, which allows for immediate language production and reception. On the other hand, WhatsApp was used for daily communication and sharing learning-related information, strengthening writing and reading skills. Thus, social media not only facilitates access to English learning content but also allows interaction with native speakers and fellow students, creating a collaborative and interactive learning environment.

By integrating social media into the MALL framework, this study aims to uncover the potential of social media as a tool for students' English language learning process. It examines how students engage with content and users on social media, the features they use, and the impact on their English skills, including vocabulary, grammar, reading, writing, and speaking.

The findings are expected to provide insights into the effectiveness of social media in language learning and contribute to a broader understanding of MALL applications in learning environments. This approach aligns with the evolution of language learning in the digital age, which emphasizes the role of mobile technologies and social platforms in facilitating accessible, interactive, and personalized language education.

## **2. Social Media**

Social media refers to a collection of digital platforms that enable users to create, share, and interact with various forms of content in real time. According to Kaplan (2015), as cited in Kaplan and Haenlein (2010, p. 61), social media is defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content”. Matuszewicz and Allen (2025) further describe social media as a disruptive innovation that has transformed communication, education, entertainment, social interaction, and business. Similarly, K (2024) characterizes social media as a set of web-based, interactive platforms that facilitate user-generated content and connect individuals with shared interests, thereby enhancing social interaction across physical distances. In line with this, Pérez and Cecilia

(2025) emphasize that these platforms operate through participatory and collaborative mechanisms, enabling engagement with multimodal input such as text, audio, video, and real-time communication which is essential for language development.

Social media is a powerful technology-enabled innovation that has become integral to daily life (Burns, 2017). This perspective aligns with West et al. (2024), who highlight that social media fosters communication, interaction, and engagement that collectively contribute to meaningful learning experiences. With smartphones and tablets, learners can access social media anytime and anywhere, allowing learning beyond classroom boundaries. Ye and Li (2024) support this view by explaining that mobile technologies enhance accessibility and enable learners to participate in educational communities wherever they are, thereby expanding learning opportunities outside traditional settings. This phenomenon aligns closely with the principles of Mobile-Assisted Language Learning (MALL), which emphasize mobility, flexibility, and learner autonomy (Stockwell, 2022). Consequently, the integration of social media into everyday life naturally creates opportunities for learners to engage with English naturally and spontaneously.

Therefore, social media provides a dynamic learning space that supports the development of formal and informal English. Ahmad1 (2024) notes that social media platforms enhance learning through interactive features that encourage engagement, collaboration, and personalized learning. These tools enable learners to access educational content that aligns with their interests and pace, fostering a dynamic and responsive learning environment. As stated by Anghelo Josué et al. (2023), social media further empowers students to actively participate in knowledge construction through communication, collaboration, and interactive learning processes. Also, Bozkurt (2022) affirms that social media enriches the educational landscape by offering diverse features that facilitate communication, collaboration, and engagement among learners and educators. Ultimately, such features make social media an effective medium for increasing exposure, practice, and interaction, thereby strengthening the overall English language learning process.

### **3. Features of Social Media That Support the English Language Learning Process**

Social media platforms offer a wide range of features that enable users to create, share, interact with, and respond to digital content. As noted by Reza Abedi and Chhibber (2023), these platforms provide diverse tools that support the creation and sharing of educational materials, allowing students to engage with content that enhances various English skills, including listening, speaking, grammar, and vocabulary. Similarly, Li et al. (2014) emphasize that advancements in mobile technology have made content generation and access increasingly seamless, further expanding learning opportunities. In the context of language learning, Singer (2024) explains that a “feature” refers to any tool or interactive element within a platform that facilitates communication, collaboration, content access, or participation in online community elements that collectively contribute to dynamic and interactive learning environments beyond traditional classrooms. Common features such as comments, replies, direct messages, group chats, voice notes, and live broadcasts significantly broaden opportunities for language interaction. Supporting this view, Samuel and Pulizala (2020) highlight that these interactive tools help foster vocabulary development, promote communication, and create low-anxiety learning spaces conducive to English language acquisition.

These features closely support the key principles of Mobile-Assisted Language Learning (MALL), particularly interactivity, mobility, and personalization (Stockwell, 2022). Interactive features including comment sections, replies, direct messages, group chats, voice notes, and polls allow learners to communicate actively and collaboratively in real time, facilitating immediate feedback and peer engagement (Minh Tung et al., 2024). In addition, algorithm-driven content feeds provide continuous exposure to English-language materials tailored to learners’ interests. According to Zhu (2025), such algorithms enhance informal English learning by presenting personalized content that boosts motivation, engagement, and participation within digital learning communities, ultimately enriching learners’ overall experience.

The usefulness of these features directly aligns with the broader theoretical foundations of MALL. Mobile social media applications allow learners to access English learning materials anytime and anywhere, transforming routine moments into opportunities for meaningful language practice (Stockwell, 2022). Interactive features further strengthen MALL's emphasis on communicative participation by enabling instant feedback, social interaction, and collaborative meaning-making (Kukulska-Hulme & Shield, 2008). Alisoy and Sadiqzade (2024) affirm that such interactivity increases learner engagement and encourages active involvement in the language learning process. Moreover, algorithmic personalization reflects MALL's learner-centered approach, as platforms tailor content to individual users' preferences and usage patterns, ensuring more relevant and engaging exposure to English materials. Yi (2019) also notes that personalized learning recommender systems adapt content according to learners' backgrounds, cognition, and interests, thereby enhancing engagement and supporting interactive learning experiences. Through these combined features, social media functions not just as a supplementary tool, but as a dynamic, mobile learning environment that sustains continuous language engagement.

Overall, the diverse features of social media play a crucial role in supporting the English language learning process by fostering interaction, promoting mobility, enabling personalization, and providing spontaneous exposure to authentic language input. These features align strongly with the principles of MALL and contribute to the creation of accessible, everyday learning environments. Thus, understanding how learners utilize these features becomes essential for assessing the educational potential of social media for English language learning in the digital era.

#### **4. The Benefits of Learning a Language Using Social Media**

Social media offers benefits for English language learning due to its accessibility, flexibility, and capacity to provide authentic and diverse linguistic input. Wati et al. (2024) argue that social media enhances English language learning by providing access to authentic language use and real-time engagement with native

speakers, while its interactive nature fosters active participation, supports diverse learning preferences, and simultaneously improves learners' digital literacy and technological skills. One of the primary advantages of social media is increased exposure to real-world English. Learners can engage with authentic materials such as videos, posts, news, and online discussions produced by native speakers, which support the development of vocabulary, discourse competence, and cultural awareness. Supporting this view, Dj (2024) stated that authentic materials from social media such as videos, posts, and discussions enhance vocabulary acquisition, discourse competence, and cultural understanding by providing real-life language exposure that fosters learner engagement and supports effective intercultural communication. According to Richards (2015), meaningful exposure to authentic language is essential for developing communicative competence, and social media naturally supplies this exposure through multimodal content. In addition, social media fosters motivation by offering enjoyable and engaging learning environments where English is encountered in everyday contexts. In addition, encountering English in everyday digital contexts makes language learning more enjoyable and relevant to real-life situations.

Another benefit is the opportunity for interaction, which is a key element in obtaining information. Sharma Yadav (2021) notes that social media facilitates English language practice through comments, replies, direct messages, group chats, voice notes, and live communication features, fostering meaningful interactions among adult learners, peers, influencers, and global communities, enhancing their learning experience in English as a foreign language. Roinah et al. (2024) further note that these interactive opportunities support important processes in language learning. Interactive digital platforms create collaborative learning spaces where students communicate, share resources, clarify misunderstandings, and exchange feedback, thereby enhancing productive skills such as speaking and writing through virtual practice and rapid responses while supporting personalized interactions that build communication skills and confidence across diverse situations. Additionally, Lai et al. (2023) found that social media use is negatively correlated with social anxiety, suggesting that online interaction may lower affective barriers by allowing

learners to communicate at their own pace. Improved communication competence mediates this effect, further supporting learners' willingness to engage in English.

Social media also promotes personalization in learning language process. Through a constant flow of personalized content generated by algorithms, learners can shape their learning environment to align with their interests, level, and goals. According to Godwin-Jones (2021), personalized digital environments encourage self-regulated learning by enabling learners to make independent decisions regarding what, when, and how they engage with English. Furthermore, Tsvetkova et al. (2021) stated social media enhances learners' digital literacy, a critical skill in contemporary education, by encouraging them to evaluate information, navigate multimodal texts, and participate in digital communication. These competencies complement language learning and support holistic skill development.

The benefits of social media for language learning are closely connected to the principles of Mobile-Assisted Language Learning (MALL). MALL emphasizes mobility, interactivity, and personalization features naturally embedded within social media platforms (Stockwell, 2022). Mobility allows learners to access English input anytime and anywhere, maximizing learning opportunities beyond the classroom. Kukulska-Hulme et al. (2005) argues that mobile learning environments support continuous, situated learning, enabling learners to engage with the target language during everyday activities. Interactivity, another core principle of MALL, is manifested through real-time communication tools on social media that allow learners to negotiate meaning and co-construct knowledge with others (Kukulska-Hulme & Shield, 2008). Meanwhile, algorithmic personalization aligns with MALL's emphasis on learner-centeredness by ensuring that the content learners encounter matches their interests and proficiency levels, thus enhancing engagement and retention.

Overall, social media provides a wide range of benefits for English language learning including increased exposure to authentic input, enhanced opportunities for interaction, improved motivation, personalized learning pathways, and greater learner autonomy. These advantages align closely with the principles of MALL, positioning social media as a valuable tool that expands traditional learning

boundaries and supports continuous, flexible, and meaningful language development. Understanding these benefits is essential for justifying the integration of social media into contemporary language learning practices and for highlighting its potential to enrich students' linguistic experiences in the digital age.

## **B. Study of Relevant Research**

This section briefly reviews previous studies on the use of social media as a medium for learning English. The first section discusses the role of social media in developing English writing skills at the school level. The second section deals with the impact of social media on learning during COVID-19 explaining that social media has a positive impact on English learning, improving various skills such as writing, reading, listening, and communicating. The third section examines the role of social media in developing English speaking and reading skills at the educational level.

Al-Jarrah et al. (2019) conducted a study on the role of social media in the development of English writing skills at the school level. The study used a quantitative approach with a sample of 132 secondary school students, and analyzed data through descriptive statistical tools. The findings showed that social media significantly contributed to improving students' writing performance in English. Social media serves as a valuable learning platform, allowing students to engage in self-learning, exchange ideas, and submit assignments, which improves their grammar knowledge and writing ability. Moreover, the community-centered design of social networking sites encourages meaningful interactions outside the classroom, thus facilitating the spread of the native language. Research by Khan et al. (2016, as cited in Al-Jarrah et al., 2019) confirmed that social media plays a dominant role in developing English comprehension at the university level. They found that social media helps students learn new words and phrases, which in turn can improve their writing skills.

Muftah (2023) conducted a study on the impact of social media on English language learning during the COVID-19 pandemic, focusing on undergraduate students in Saudi Arabia. The study used a quantitative approach with a sample of

166 students, using a closed-ended questionnaire consisting of 10 multiple-choice questions to collect data. The study findings showed that social media positively impacted English language learning, improving various skills such as writing, reading, listening, and communication. Social media platforms, especially WhatsApp and Facebook, served as useful tools for interaction and access to resources, which can provide students with opportunities to engage in educational communication with teachers and peers. The study highlighted that the majority of students (86.75%) believed that social media had a positive effect on their English language learning, with 60.84% using it for learning purposes. Furthermore, the study showed that writing and reading skills improved the most through social media engagement. Most students spent 1–2 hours daily on these platforms. Overall, this study illustrates how social media can effectively improve English language skills among students, helping students to communicate and learn, especially during difficult times such as the pandemic. The study suggests that educational institutions should integrate social media into language teaching and provide training for students and educators to maximize its benefits.

Al Fadda (2020) conducted a study on the role of social media in developing English speaking and reading skills at the educational level. This study used a qualitative approach with samples taken from various databases, including Academic Search Complete, Education Source, ERIC, Library, Information Science, and Technology Abstracts. The findings of the study indicate that social media, especially mobile applications such as Instagram and Snapchat, significantly improve English language skills. This study identified that Instagram is more effective than Snapchat in improving English language skills. This platform helps students better understand the English language and culture, provides knowledge more easily, and increases interaction. Social media serves as a learning platform, making it easier for students to participate in independent learning and exchange ideas, which ultimately improves their grammar knowledge and speaking skills. This study also highlights that the community-centered design of social networking sites encourages meaningful interactions outside the classroom, thereby facilitating the spread of the native language.

Although previous studies have demonstrated various benefits of social media for English language learning, these findings predominantly emphasize the outcomes students gain such as improved vocabulary, enhanced reading comprehension, or increased exposure to authentic language input. However, far less attention has been given to how social media actually facilitates these learning outcomes. Limited research has examined the underlying mechanisms of students' engagement with social media, particularly how interactive features, user-generated content, or online communication practices contribute to their English learning process. Moreover, most existing studies were conducted outside the Indonesian higher education context, leaving a gap in understanding how Indonesian university students utilize social media as part of their everyday learning experiences.

To address this gap, the present study draws on the Mobile-Assisted Language Learning (MALL) framework, which emphasizes mobility, interactivity, and personalization as key principles of mobile-based learning. By examining students' social media use through these indicators, this study aims to explore not only the learning outcomes but also the processes and platform features that enable English language learning. This approach provides a deeper and more comprehensive understanding of how social media supports students' English learning process. In conclusion, while previous studies confirm that social media positively influences various English language skills, they have not fully explained the mechanisms or contextual factors underlying this influence. Therefore, this study contributes to the existing body of research by offering process oriented, and context-specific analysis of social media as a tool for the English language learning process.