

HOW CAN SOCIAL MEDIA REVOLUTIONIZE INFORMAL ENGLISH LEARNING? UNVEILING LEARNING GOALS, ADVANTAGES, AND DISADVANTAGES

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Abstract

Previous studies have revealed that social media (SM) was implemented in EFL (hereafter, EFL) students' online informal learning of English (OILE). However, the information about learning goals, pros, and cons of doing these activities remains unclear. Thus, this study aimed to explore (1) the learning goals of online informal learning of English via SM and (2) the students' perceptions of the advantages and disadvantages of using SM to facilitate OILE. This basic qualitative study recruited 14 EFL students at a university in Indonesia to join in semi-structured interviews. The interview results were analyzed using inductive thematic analysis. The findings revealed that EFL students engaged in OILE via SM for various goals (mostly for form-focused and meaning-focused goals), focusing on learning and practicing language skills. However, those learning goals primarily focused on form than meaning. In addition, the participants confessed that doing OILE brought advantages to cognitive and affective domains. Unfortunately, the participants also perceived that doing such OILE also brought some disadvantages. From the findings, we offered some implications to advance EFL learning through OILE via SM.

Keywords: EFL learning via social media, informal learning, OILE, OILE via social media

Introduction

The advent of Web 2.0 technology, particularly social media (SM), has been disrupted for educational purposes (Barrot, 2022; John & Yunus, 2021) and yielded innovative implementations in English language teaching (e.g., Amiryousefi, 2019; Kusuma & Waluyo, 2023; Sun & Yang, 2015; Zheng & Barrot, 2022). For example, SM has been incorporated with interesting teaching approaches/methods to teach English as a foreign language (EFL) students, such as flipped classrooms (e.g., Amiryousefi, 2019; Kusuma, 2020) and e-portfolios (Cepik & Yastibas, 2013; Sun



& Yang, 2015; Zheng & Barrot, 2022). These implementations have therefore attracted students' interests to learn English using SM.

Social media represents a very general term for online platforms, such as blogs, forums, microblogs, photo sharing, social bookmarking, social networking, social gaming, video sharing, and the virtual world (Aichner et al., 2021). However, this term is very wide and may be confusing when referring to a platform as a SM platform. On the other hand, Manning (2014) proposed a better definition and delineated that SM is a new form of media that involves active interaction and participation. As a result, certain platforms, such as Facebook, WhatsApp, Telegram, Instagram, and YouTube, are classified as SM because they have features for posting and commenting.

Social media platforms were initially utilized to facilitate social interaction before expanding to include instructional support. However, in recent practices, SM has been used to facilitate communication between educators and students (Noori et al., 2022). In addition, SM, with its features, is implemented as a means of delivering materials (e.g., Amiryousefi, 2019; Ferdiansyah et al., 2020), uploading and submitting assignments (e.g., Cepik & Yastibas, 2013; Kusuma, Mahayanti, Adnyani, et al., 2021), and for students' discussions (e.g., Lin & Hwang, 2018; Sun & Yang, 2015). Thus, SM can support the implementation of innovative and interactive learning activities.

Moreover, the implementation of SM in EFL learning has contributed positive effects. For instance, the implementation of SM could improve listening skills (e.g., Amiryousefi, 2019), speaking skills (Kusuma, Mahayanti, Adnyani, et al., 2021), reading skills (e.g., Ávila, 2021; Ferdiansyah et al., 2020), writing skills (e.g., Hamat & Hassan, 2019), pronunciation (e.g., Xodabande, 2017), and vocabulary mastery (e.g., Ko, 2019). SM could also improve students' learning engagement (Akbari et al., 2016; Kusuma, Mahayanti, Adnyani, et al., 2021; Kusuma, Mahayanti, Gunawan, et al., 2021), social networking (Chik, 2011; Noori et al., 2022), and knowledge construction (Babae, 2012; Huang, 2015). Thus, SM is increasingly becoming a part of students' formal English study, owing to the numerous benefits it provides.

Nevertheless, several studies have exposed the pitfalls of implementing SM for English learning. For example, in the cognitive domain, Mitchell (2012) interviewed nine ESOL students and reported that these students had some concerns regarding the grammar and spelling errors on SM posts. For instance, in the affective domain, Kusuma, Mahayanti, Gunawan, et al. (2021) explored ten Indonesian students' perceptions of using YouTube to upload and comment on assignments and found that some of these students were afraid of uploading videos on YouTube because the public could watch their videos. In addition, Bani-Hani et al. (2014) conducted research by recruiting 42 Jordanian EFL students on their perceptions of SM use in language learning. Bani-Hani et al. found that these students were easily distracted when using SM and less focused on learning.

Aside from the implementation of SM in formal language classes, it also has the ability to assist EFL learning in non-formal contexts without any connection to formal education (Burden et al., 2019). Moreover, SM in this mode facilitates individualized and spontaneous learning (Tarighat & Khodabakhsh, 2016). This mode of learning is known as online informal learning of English (OILE) (Sockett, 2014; Sockett & Toffoli, 2012; Toffoli & Sockett, 2015).

Online informal learning of English denotes informal English learning using online technology (Sockett, 2014; Sockett & Toffoli, 2012; Toffoli & Sockett, 2015). Several terms are used interchangeably with OILE but represent different definitions. For example, informal digital learning of English covers the use of both offline and online technology in informal learning of English (Lee, 2019a, 2019b, 2019c), and extramural digital English denotes students' initiative to learn a language in an out-of-class context and not related to educational one (Soyoof et al., 2021; Sundqvist & Sylven, 2016; Sundqvist & Olin-Scheller, 2013). However, Soyoof et al. (2021) asserted that informal digital learning of English is comparable to extramural digital English learning, although OILE is more focused on using online platforms for informal English learning.

Furthermore, a growing body of research has been devoted to investigating the implementation of OILE via SM, remaining unclear learning goals (e.g., Kusyik, 2017; Lamb & Arisandy, 2020; Lee, 2019c; Lee & Dressman, 2018; Lee & Lee, 2021; Nugroho & Mutiaraningrum, 2020; Geoffrey Sockett & Toffoli, 2012). For instance, Sockett and Toffoli's (2012) found that five French students, learned English through chatting with friends on Facebook, Twitter, and Myspace, besides using other technology platforms. Furthermore, these five French students confessed that they did OILE via SM to improve their English language skills and vocabulary mastery. Due to their tendency to explore issues beyond SM implementation, Sockett and Toffoli failed to precisely identify which learning goals were achieved by doing OILE via SM. Similarly, Lee and Dressman (2018) conducted a study with 94 South Korean students and found these students did OILE on Facebook, such as video chatting, reading friends' English-language postings, watching TED Talks, and writing English-language posts. However, unlike Sockett and Toffoli, Lee and Dressman then classified the students' activities into form-focused (e.g., learning grammar rules) and meaning-focused activities of English learning (e.g., chatting in English) but did not describe them in much detail nor which SM activities were implemented to achieve such goals. Unclear learning goals were also indicated in Lee's (2019c) study, in which he reported that 98 South Korean students engaged in language learning activities using SM, such as Facebook, KakaoTalk, and Line. Nevertheless, Lee did not describe what English learning goals the students did OILE via SM except for maintaining friendships with others who lived overseas. On the other hand, Lamb and Arisandy (2020) surveyed 308 Indonesian university students and reported that the most frequent OILE activities, especially those using SM, were watching videos on YouTube. Lamb and Arisandy also reported that the minor activities were writing English posts on Facebook and Twitter, talking with foreigners on Skype, and posting videos talking in English on Facebook or Snapchat. Regretfully, Lamb and Arisandy did not describe for what goals those activities were conducted.

Some previous studies have also documented the advantages that OILE brings to EFL learning, improving English learning cognitively and affectively. For instance, in the cognitive domain, Sockett and Toffoli (2012) reported that their French students could improve English language skills (listening, speaking, reading, writing, and vocabulary mastery). Similar findings were also replicated in Hamat and Hassan's (2019) study by surveying 6,085 Malaysian students. Hamat and Hassan's participants perceived that OILE helped them enhance their English language proficiency, including listening, speaking, reading, writing, vocabulary,

and grammatical proficiency, through the use of SM. In the affective domain, Lee (2019c) reported that South Korean students could improve their willingness to communicate by conducting activities on SM. Furthermore, OILE through using SM also correlates with learning motivation as Kamal et al. (2021) surveyed 55 Indonesian students and found that their OILE activities using SM correlate with their learning motivation. Similar results were also indicated in Lamb and Arisandy's (2020) study that those who did various OILE demonstrated higher motivation for learning English. In addition to the affective domain, Lee (2019a) reported that the students experienced enjoyment and improved self-confidence through doing OILE. Moreover, several studies have also reported that the use of SM improved social networking (Chik, 2011; Noori et al., 2022).

Even though very few studies have addressed the disadvantages of OILE, they do not specifically use SM. For instance, Trinder (2017) evaluated OILE implementation of 175 Austrian university students and discovered that few students believed OILE was more meaningful than using technology in formal classroom learning, which influenced their thought not to enrol in formal learning if it was conducted using technology as it could be done at home. In addition, Nugroho and Mutiaraningrum (2020) reported additional disadvantages discovered among 117 Indonesian EFL students who participated in OILE. Nugroho and Mutiaraningrum reported that these students complained that the size of their smartphone screens was not appropriate for doing OILE, poor internet connections, and the length of time needed to complete OILE, particularly when watching videos and reading online news. Even though these studies have provided little information on the disadvantages of doing OILE, what other disadvantages that OILE via SM bring remains unidentified. Thus, it remains a crucial gap in the literature and creates more room for exploration.

As reviewed previously, research provided information of how EFL students learned English through OILE with various online platforms. However, the information about the learning goals EFL students do particularly via SM is scarce as several earlier studies did not address this issue in much detail. Additionally, students' perceptions, particularly regarding the advantages and disadvantages of using SM to facilitate OILE, remain unclear, as previous studies did not provide this information. As a result, the gaps in the body of OILE literature persist. This information will help both students and teachers gain better knowledge of how to do OILE via SM to achieve some learning goals and consider using SM for OILE seen from the advantages and disadvantages. The purpose of this study was therefore to explore the learning goals of doing OILE via SM and the students' perceptions of the advantages and disadvantages of using SM to facilitate OILE. This study sets out to answer the following overarching research questions:

1. What learning goals did English as a foreign language students achieve when doing Online Informal Learning of English via Social Media?
2. What are the perceived advantages and disadvantages of engaging in Online Informal Learning of English through Social Media among English as a Foreign Language students?

Method

Design, setting, and context

This qualitative study applied a basic qualitative approach to better comprehend the participants' experiences and perspectives of OILE via SM. A basic qualitative approach was employed because it allows for greater flexibility in conducting a qualitative study without committing to a specific qualitative design (Merriam & Tisdell, 2016). This research was conducted at an Indonesian state university since it has a large number of EFL students specializing in English education. In addition, the selection of the research site was also affected by our geographic location and affiliation with this university. In addition, early observation revealed that students adopted OILE to support their English learning. Regarding the context, this study explored EFL students' learning goals of doing OILE via SM and their perceptions of the advantages and disadvantages of using SM for OILE.

Participants

Prior to contacting the research site, approval for the project from the Institutional Review Board (IRB) was requested. Next, the department chair was contacted and permitted us to get hold of only one class. Twenty-four students in this class were over 18 years old and in their third year of study. Some of the students were from different sub-districts and provinces in Indonesia, bringing diverse experience of using social media for learning from their previous schools. Before recruiting volunteers, they were explained and briefed about the study, including the risks and benefits of participating in the research. Then, the individuals were recruited using a purposive sampling technique (Ary et al., 2019; Mertens, 2015) by using the following criteria: (1) have been doing OILE for at least three years and (2) have been doing OILE via SM. Eventually, 14 out of 24 granted their consent and participated in this study because the rest did not fulfill the purposive sampling criteria. Then, the participants were called by pseudonyms to ensure confidentiality. Table 1 presents the interviewed participants' demography.

Table 1. Participants' demography

Participants	Age	Gender	Years of doing OILE	Platforms used for OILE
Participant 1	20	Female	Seven years	YouTube, Line, and Instagram
Participant 2	20	Female	Three years	Instagram and YouTube
Participant 3	20	Female	Six years	Instagram and YouTube
Participant 4	20	Male	Three years	YouTube, TikTok, and Twitter
Participant 5	20	Male	Six years	Instagram and YouTube
Participant 6	20	Female	Three years	YouTube and WhatsApp
Participant 7	20	Female	Seven years	Instagram and YouTube
Participant 8	20	Female	Five years	Instagram and YouTube
Participant 9	20	Female	Six years	Instagram and YouTube
Participant 10	20	Female	Three years	YouTube, Twitter, and Instagram
Participant 11	20	Female	Four years	YouTube, WhatsApp, Instagram, Facebook, Ome TV, and Blog
Participant 12	20	Female	Eight years	YouTube, Cakap, and Instagram
Participant 13	20	Female	Eight years	YouTube, TikTok, and Instagram
Participant 14	20	Male	Three years	YouTube and Instagram

Data collection

The data were collected through in-depth, semi-structured interviews between March and April of 2022. Five demographic questions and eight interview questions were included in the protocol created. For example, the questions are “Please mention and describe what social media you usually use to facilitate online informal learning of English using?” and “Please describe what English learning goals you usually achieve when doing OILE via social media?” Then, the interview protocol was sent to experts in second language acquisition and educational technology for content and face validity. Following the feedback, minor changes were made to the interview protocol. One of the comments given by the experts was to avoid using abbreviations (e.g., OILE) when interviewing the students to avoid misunderstanding and avoid using ambiguous words. Separate interviews with each participant were scheduled when the interview protocol was complete. Individual interviews with each participant lasted 30–40 minutes for two sessions in two months. During the initial session, the data about demographic and OILE using social media were collected. In the subsequent session, the participants' perspectives on the advantages and disadvantages of utilizing SM for OILE were explored. The interviews in Indonesian were conducted to alleviate fear and increase the likelihood of obtaining more in-depth data. During recording the data, notes were also taken if some meaningful or relevant data were found, implementing the bracketing method (Tufford & Newman, 2012).

Data analysis

After completing the interviews, two of the researchers transcribed them into Indonesian and returned them to the interviewees for approval before translating them into English for data analysis. The goal of returning the translations to the participants was to ensure the accuracy and trustworthiness of the data and to eliminate data bias. Members also double-checked the English translations in order to get the correct translations.

Then, another two researchers analyzed the interview data using inductive thematic analysis to generate relevant themes (Braun & Clarke, 2006). All transcripts were thoroughly read while analyzing the data and took notes on essential data, possible excerpts for coding, and possible themes. Then, the codes and themes related to research questions were then consciously identified before we compared our data analysis. Finally, we compared our analysis, and the inter-coder reliability was 87% (Cohen's $\kappa = 0.87$). The discrepancies were also negotiated through discussion. For example, the codes ‘learning grammar patterns’ and ‘practicing grammar skills’ were combined into one theme, learning grammar rules. Furthermore, our analysis found two themes, seven sub-themes, five OILE activities, and 56 excerpts related to the first research question and four themes, 15 sub-themes, and 112 excerpts related to the second research question.

Findings and Discussion

Findings

English learning goals of doing OILE via SM

Form-focused Goals

The analysis showed that form-focused goals were the primary English learning goals of doing OILE via SM. As listed in Table 2, the results of the

interviews revealed that learning new vocabulary was one of the participants' learning goals when doing OILE via SM. The participants (n = 5) reported that they learned new words via listening to English songs on SM (preferable YouTube). To support the above description, Participant 10 described her OILE activity:

When I want to sing an English song via YouTube, I usually look for the lyric, for example, "Happier". I will look for the ones that are already completed with the Indonesian subtitles. By having the lyrics along with the subtitles, I can find out some English words that I don't know the meaning of or are less familiar with.

It is no surprise that learning new vocabulary could also be accomplished by watching drama series/movies on SM. The participants (n = 8) admitted that they often watched drama series/movies to improve their vocabulary mastery, as demonstrated by Participant 9, who watched movies on YouTube and described, "... I firstly look at the sentence [English subtitle] to understand the context of its use. If I still do not understand the meaning yet, I will check it on the oxford dictionary" Interestingly, other participants (n = 2) reported learning new vocabulary from Instagram accounts that regularly share vocabulary materials that may be accessible by individuals of all ages, including children. Thus, they claimed they could improve their vocabulary mastery from these Instagram accounts.

The interview results also indicated that the participants did OILE via SM to learn grammar rules. The participants (n = 4) learned grammar from watching drama series/movies on YouTube as Participant 9 stated, "When I watch a movie, I also notice how the words are used to make a good sentence according to its grammatical structure" Other participants (n = 2) said that they learned grammar rules on Instagram as they followed the accounts that frequently shared English quizzes on grammar mastery. Moreover, these accounts often discussed the correct answers after their followers answered the quizzes.

The interviews showed that the participants did OILE via SM for pronunciation practices. The participants (n = 3) acquired pronunciation from the actors in the movies they viewed on YouTube, as they considered that learning from native speakers is the most effective method for acquiring better pronunciation. In addition, the remaining participants (n = 4) practiced their pronunciation by listening to English songs. Participant 6 described, for instance, how she practiced her pronunciation by singing songs on YouTube:

One way of my OILE strategy that I have mentioned before to improve my speaking skills is by watching and listening to music videos or English songs on YouTube and then practicing pronunciation by singing the song again. Sometimes, I do karaoke of English songs accompanied by instrumentals only through YouTube to practice my English pronunciation.

The participants frequently claimed that they practiced their receptive skills, such as listening and reading skills via SM. Some participants (n = 5) practiced their listening skills by listening to English songs on YouTube, while others (n = 6) did so by watching drama series/movies. For example, Participant 11 confessed, "... when I watch English movies [on YouTube], I practice my listening skill through listening to the dialogues performed by the actors. I used to watch movies with

subtitles, but now I've started to minimize the use of subtitles” Other participants (n = 2) also practiced reading abilities, particularly reading aloud, by reading news and posts on Instagram and Twitter since, according to them, there are several intriguing news articles and posts on these platforms that could help them practice their reading fluency.

Meaning-focused goals

The interview analysis also showed that few participants did OILE via SM for English learning goals that focused on meaning. The participants (n = 3) frequently engaged in video chats/calls on WhatsApp and conversed with strangers on Ome TV to practice their speaking skills. For example, Participant 3 described, “When I do video call with friends, sometimes I use English to improve our English skills, but the style is quite new which is common or currently trending. Indirectly, it still helps our speaking skills to be better” In addition, the participants (n = 2) occasionally sent WhatsApp messages in English to improve their writing skills. Other participants (n = 2) would also write posts or comments in English on those platforms to practice their writing skills, as shown by Participant 7, who mentioned, “... before posting a photo on my Instagram story, I usually write a caption in English”

Table 2. English learning goals of doing OILE via SM

Themes	Sub-themes	Activities	Participants (%)
Form-focused goals	Learning new vocabulary	Listening to English songs on SM	5 (36%)
		Watching movies/series/tutorials on SM	8 (57%)
		Reading news, posts, and comments on SM	2 (14%)
	Learning grammar rules	Watching movies/series/tutorials on SM	4 (29%)
		Reading news, posts, and comments on SM	2 (14%)
	Practicing pronunciation	Listening to English songs on SM	4 (29%)
		Watching movies/series/tutorials on SM	3 (21%)
	Practicing listening skills	Listening to English songs on SM	5 (36%)
		Watching movies/series/tutorials on SM	8 (57%)
		Reading news, posts, and comments on SM	3 (21%)
Practicing reading aloud skills		3 (21%)	
Meaning-focused goals	Practicing speaking skills	Chatting on SM	2 (14%)
	Practicing writing skills	Chatting on SM	2 (14%)
		Writing posts and comments on SM	5 (36%)

Students' perceptions of advantages and disadvantages of doing OILE via SM Supporting English language skills development

When doing OILE via SM, participants perceived positive cognitive advantages. There is no doubt that the participants (n = 11) claimed that practicing OILE via SM might improve their English language skills. For example, Participant 8 said, "It [doing OILE via SM] helps me learn the four skills in English, such as speaking, writing, listening, and reading" It was also suggested by the participants (n = 3) that OILE via SM would help them obtain more knowledge about English learning as Participant 3 mentioned, "It helps us master or understand the material more broadly, because we can get more insight and knowledge from the internet [SM]" In addition, with the abundant resources the participants obtained from SM, the participants (n = 3) admitted that the materials were easy to comprehend, which bolstered their comprehensions. In Participant 1's case, she stated, "... there are many interesting resources with simple explanations on SM, for example on YouTube ... in that way, we can more easily understand the materials we watch on YouTube" The participants (n = 6) also perceived that doing OILE via SM could be flexibly learned at their convenient as Participant 7 mentioned, "Doing OILE with SM makes it easy to learn a language anywhere"

Improving affective domains

As shown in Table 3, the participants also revealed their favorable opinions of the positive advantages that OILE via SM had on their feelings and attitudes. Participants (n = 9) indicated that OILE via SM was enjoyable and fun. For example, Participant 11 explained how excited she was as she said, "I feel great and comfortable without any pressure when I do things the way I like. Of course, I can learn without any tension and anxiety, especially when I do interesting activity [on SM] that is not boring" The participants (n = 10) also revealed that doing OILE via SM improved their motivation in learning English as demonstrated by Participant 12 who claimed, "I am more motivated in seeking information [on SM]. To be honest, I am not satisfied if I cannot confirm my own curiosity. Thus, OILE activities with SM help me increase my motivation in learning" In addition, the participants (n = 5) felt that OILE via SM enhanced their self-confidence. In Participant 13's case, she described, "The advantage that I feel in improving my English skills is that I will not hesitate to express my opinions or to talk with my friends in English" As doing OILE via SM improved motivation and self-confidence, the participants (n = 4) also confessed that such OILE decreased their anxiety in using English as many Indonesian users are using English on SM.

Yielding improper English learning

However, according to participants' confessions, doing OILE via SM also brought disadvantages to the cognitive domain of learning. The participants (n = 8) argued that they were unable to concentrate on formal learning when doing OILE via SM due to the presence of distractions. For example, Participant 4 described, "Sometimes, my attention is diverted to other things when doing OILE. For example, while searching for certain content on YouTube, I could be distracted by other videos, so it wastes a lot of my time" The participants (n = 6) also asserted that they were unable to find appropriate learning materials on SM since anyone might write and share false information without verifying its accuracy. Even worse,

the participants (n = 5) argued that OILE via SM could not facilitate appropriate English learning. For example, such activities via SM occasionally led to confusion. To support the above description, Participant 3 described her opinion:

We may find it difficult to understand something that we find on SM, especially those related to English learning because some items on SM are confusing when doing independent learning. So, it requires a direct explanation from the teacher or others who has a good mastery of the material. (Participant 3, April 2022)

4.2.4 Leading to addiction and anxiety

The results of the interviews also revealed that OILE via SM was detrimental to the affective domain of the participants. The participants (n = 4) stated that OILE via SM could lead to addiction. For example, participant 1 said, “As I focus too much on SM, its use in learning could make me addicted to the platforms and distracted from the lessons” The participants (n = 5) also believed that people on SM might be so harsh since they frequently leave nasty comments on posts and comments written in English. In Participant 7’s case, she argued, “It causes English language anxiety in which I am afraid of making mistakes in speaking and using grammar on SM because people are obsessed on perfections, especially when using English”

Table 3. Students’ Perceptions on Advantages and Disadvantages of doing OILE via SM

Themes	Sub-themes	Participants (%)
Supporting English language skills development	Improving English skills	11 (79%)
	Getting more information	3 (21%)
	Easily understand the materials	3 (21%)
	Providing more opportunities to learn English	6 (43%)
Improving affective domain	Fun and enjoyable	9 (64%)
	Improving motivation	10 (71%)
	Improving self-confidence	5 (36%)
	Decreasing anxiety	4 (29%)
Yielding improper English learning	Could not focus on formal learning	8 (57%)
	Could not provide appropriate information for English learning	6 (43%)
	Could not facilitate appropriate English learning	5 (36%)
	Gadget addiction	4 (29%)
Leading to addiction and anxiety	Increasing anxiety	5 (36%)

Discussion

This study aimed to explore the students’ learning goals and perceptions of the advantages and disadvantages of doing OILE via SM. In response to the first research question, this study found that participants engaged in OILE via SM for two major learning goals, such as form-focused goals and meaning-focused goals.

This study's findings therefore echoed the ones reported by Lee and Dressman (2018) as well as Lee (2019a) that EFL students did OILE via SM for form-focused (e.g., learning grammar rules) and meaning-focused goals of English learning (e.g., chatting in English). However, these findings suggested that our EFL participants are more likely to engage in form-focused OILE via SM than meaning-focused OILE. These findings therefore supported Lamb and Arisandy (2020) who found similar findings from their EFL participants but confronted the ones found by Lee and Dressman (2018) as well as Lee (2019a) that EFL students tended to do meaning-focused goals than the form-focused ones. Presumably, the fact that most EFL students have low English proficiency (Floris, 2014) and are not confident to communicate in English (Jon et al., 2021) then influenced the participants in this study to do OILE activities that focused more on forms rather than doing the ones on social that focused on meaning. Therefore, this study's findings are critical to EFL language instructors and researchers that the EFL students might focus on form rather than meaning when they have low English proficiency. However, the notion about why students prioritize form over meaning when doing OILE needs to be substantiated by future research.

Furthermore, the participants engaged in OILE via SM for specific English-learning goals, including learning new vocabulary and grammar rules as well as practicing pronunciation, listening, speaking, reading, and writing skills. Therefore, the findings of this study are closely aligned with Sockett and Toffoli's (2012) study, which discovered similar learning goals but did not identify which ones were attained using SM. In this regard, the current study provides more profound and reliable information on which English-learning goals were achieved by students when doing OILE via SM. This study also found that EFL students did OILE via SM primarily for practicing skills than learning linguistic knowledge. Because the participants were university students who had spent years in high school acquiring linguistics knowledge, we concluded that the principal purpose of doing OILE via SM was to practice language skills. Therefore, they had sufficient linguistics knowledge and needed to transform it into performance mastery.

To answer the second research question, the interview findings suggested that doing OILE via SM brought some advantages cognitively and effectively. The interview results indicated that the advantages of participants' cognitive domain were improving English skills, getting more information, easily understanding the materials, and providing more opportunities to learn English. Therefore, this study echoed and added to previous studies' findings that found OILE via SM supported students' English skills development (Hamat & Hassan, 2019; Geoffrey Sockett & Toffoli, 2012). It is unsurprising that with the affordances of SM (Aichner et al., 2021; Manning, 2014), the availability of authentic materials on the internet (Arnó-Macià, 2012; Chun et al., 2016; Kern, 2006), and interesting language learning materials and activities on SM (Noori et al., 2022; Wang & Chen, 2020; Watkins & Wilkins, 2011), the participants through their experiences perceived that OILE via SM had some advantages. In addition, with all affordances of SM mentioned above, the study's findings also indicated the advantages in the affective domain, such as fun and enjoyable, improving motivation, improving self-confidence, and decreasing anxiety. Thus, these findings corroborated previous studies' findings that OILE via SM improved the affective domain (Kamal et al., 2021; Lamb & Arisandy, 2020; Lee, 2019c). Additionally, since this present study administered

interviews as the data collection method, this study's findings provided more profound descriptions than the previous studies did.

Nevertheless, the interview results also indicated disadvantages experienced by the participants in the cognitive and affective domains. The participants claimed that doing OILE via SM brought some disadvantages, such as it made them unable to focus on formal learning, could not provide appropriate information for English learning, and could not facilitate appropriate English learning. Even though these findings were found in informal learning, they were also found in formal ones, as reported by Bani-Hani et al. (2014) that students were easily distracted when using SM and less focused on learning. Moreover, as found by Mitchell (2012), students tended to consider accurate language learning. Thus, since there are many untrusted language learning materials on SM, as confirmed by the participants' confessions, they made the participants perceive that doing OILE via SM could yield improper English learning. In addition, the interview results also suggested that doing OILE via SM created gadget addiction. Studies have suggested that students spend more time on SM for entertainment and learning (Moghavvemi et al., 2018; Noori et al., 2022). Therefore, it is plausible that the participants thought that doing OILE via SM could create such an addiction. The participants also perceived that doing OILE via SM could increase anxiety as many internet users are not kind when it comes to posts and comments in English. Thus, it supported Kusuma, Mahayanti, Gunawan, et al.'s (2021) findings that EFL students felt anxious when learning on YouTube as they perceived that the public is so harsh when it comes to content written or spoken in English by non-native speakers.

From the findings, this study offers some implications to advance EFL learning in informal contexts. Theoretically, this study adds to the literature suggesting students, particularly university students, use SM for OILE for some learning goals, including learning and practicing language skills that are mostly focused on form rather than meaning. This study also demonstrates that performing OILE via SM has advantages and disadvantages in cognitive and affective domains. Pedagogically, because OILE via SM has some advantages for EFL learning, EFL teachers might recommend it to their students. As the participants showed that they did OILE via SM primarily to practice language skills, EFL teachers could encourage their students to participate in OILE via SM in light of the fact that it gives several opportunities for improving one's English language proficiency. However, because OILE via SM has disadvantages, EFL teachers and students should monitor the OILE activities so that students can focus on EFL learning rather than entertainment. In addition, as most of the participants' OILE via SM was form-focused, it is recommended that EFL teachers lead their students to engage in more OILE via SM that is meaning-focused. To support the success of doing this OILE, Lee (2019c) claimed that EFL teachers must gradually familiarize their students with activities that emphasize meaning, as well as offer metacognitive strategies. For instance, before speaking on SM, students should be encouraged to develop personal relationships with interlocutors and minimize their L2 anxiety.

Conclusion

This study comes to the conclusion that EFL students engaged in OILE via SM for various learning goals, focused primarily on form rather than meaning. Even though the learning goals were similar to those reported by previous studies,

none particularly talked about learning goals achieved when using OILE via SM. In addition, according to this research, OILE via SM has both cognitive and affective advantages. However, OILE via SM will inevitably negatively affect EFL students' cognitive and affective domains.

Nonetheless, this study indicated areas for future research improvement. We only recruited 14 university participants. More participants with varying levels of education are also required to provide more comprehensive data. In addition, we found that most EFL students in this study utilized SM for form-focused OILE. Surveying more participants will undoubtedly validate the conclusions of this study. Therefore, we anticipate that other researchers will address the limitations of this study in future research.

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Appendix

Interview Questions

1. Please mention and describe what social media do you usually use to facilitate online informal learning of English using?
2. Please describe for what English learning goals do you usually do when doing OILE via social media?
3. In your opinion, what are the advantages of doing OILE via social media?
4. Could you describe what are the advantages of doing OILE via social media related to formal learning?
5. In your opinion, what are the advantages of doing OILE via social media related to non-learning?
6. In your opinion, what are the disadvantages of doing OILE via social media?
7. Could you describe what are the disadvantages of doing OILE via social media related to formal learning?
8. In your opinion, what are the disadvantages of doing OILE via social media related to non-learning?