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Research Paper

The Effects of Social Media-assisted Language Learning on Speaking Performance and Anxiety in Online and Offline Contexts

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Abstract
The integration of social media into English language instruction has become a common practice, but its impact on students' speaking performance and anxiety levels remains unclear. Thus, this study aimed to examine how social media-assisted language learning (SMALL) affected students' speaking performance and anxiety levels in offline and online contexts. This study employed a mixed-method experimental design by combining quantitative and qualitative approaches. This study recruited 46 English as a Foreign Language (EFL) students (experimental = 20; control = 26) in an Indonesian state university. The data were collected by administering speaking pre- and post-tests in online and offline contexts, speaking anxiety questionnaires, and an interview guide. All quantitative data were analyzed descriptively and inferentially using one-way MANOVA, univariate ANOVA, and paired sample t-test while the interview results were analyzed using inductive thematic analysis. The results showed that there were significant differences in students' speaking performance in online and offline settings in both groups, as well as in their online speaking anxiety levels. However, a non-significant effect on offline speaking anxiety was also discovered. Interview

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results with three themes and ten sub-themes supported the statistical results. Finally, three novel implications, specifically aimed at enhancing English language teaching practices, were discussed.

***Keywords**:* MALL, SMALL, social media, speaking anxiety, speaking performance

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1. Introduction

Recent research has shown that the use of social media platforms for learning spoken English is becoming increasingly popular among EFL students worldwide (e.g., Lamb & Arisandy, 2020; Lee et al., 2021; Lee & Dressman, 2018; Rahmawati et al., 2019; Sockett, 2014; Sockett & Toffoli, 2012). As social media continues to emerge as a potential and authentic language learning environment (Barrot, 2021; Yeh & Swinehart, 2020), it is facilitating the adoption of SMALL. Therefore, English instructors consider how SMALL can be incorporated into English language teaching and learning (Barrot, 2021; Xue & Churchill, 2022; Yu et al., 2022).

However, the implementation of SMALL in formal speaking instruction is currently receiving little attention. While previous studies have used social media platforms to deliver speaking materials to support classroom instruction (e.g., Albahiri & Alhaj, 2020; Amiryousefi, 2019; Kusuma, Mahayanti, Adnyani, et al., 2021), few have used social media platforms as a means of speaking practice to enhance EFL students' speaking skills (e.g., Cepik & Yastibas, 2013; Saed et al., 2021; Sun & Yang, 2015). Given that only a small number of social media platforms have been documented as tools for developing speaking skills (John & Yunus, 2021), there is a lack of practical recommendations and strategies for teachers on how to effectively implement SMALL, especially when combined with classroom instruction.

Therefore, there is a need to integrate social media platforms with classroom instruction to facilitate SMALL more effectively.

While previous research has shown that social media speaking activities increase students' self-confidence (Cepik & Yastibas, 2013; Kusuma et al., 2022), some studies have found that anxiety can arise in speaking performance on social media (Kusuma, Mahayanti, Gunawan, et al., 2021; Sun & Yang, 2015; Zheng & Barrot, 2022). Additionally, foreign language anxiety is always present when students are required to speak in a language other than their mother tongue (Littlewood, 2007). As students show a great interest in speaking English both online and offline contexts, it is necessary to investigate both online and offline speaking anxiety to provide guidelines that support English teachers in the successful implementation of SMALL.

Despite the potential benefits of using social media for spoken English practice, there is little information about the incorporation of multiple social media platforms with classroom instruction to improve speaking skills and alleviate speaking anxiety levels. This study, therefore, used this gap as a point of departure to expand the existing literature on SMALL, especially to facilitate speaking skill development. The purpose of this study was therefore to investigate the effects of SMALL on students' speaking performance and anxiety levels in both offline and online contexts.

2. Literature Review

This part provides a brief literature reviews about social media-assisted language learning, social media implementation in speaking courses and its effects on speaking performance, and social media effects on speaking anxiety.

2.1 Social Media-assisted Language Learning

Social media is becoming increasingly prevalent in education, particularly in English language teaching (Barrot, 2021; John & Yunus, 2021), due to its affordances for language learning (Lumby et al., 2014). Social media has been used to facilitate communication between EFL teachers and students (e.g., Froment et al., 2017; Noori et al., 2022), information sharing (e.g., Albahiri & Alhaj, 2020; Amiryousefi, 2019; Ferdiansyah et al., 2020; Kusuma, Mahayanti, Adnyani, et al., 2021), content creations, such as speaking videos (e.g., Cepik & Yastibas, 2013; Kusuma & Waluyo, 2023; Sun & Yang, 2015; Zheng & Barrot, 2022), and combined with teaching methods, such as e-portfolios (e.g., Cepik & Yastibas, 2013; Kusuma & Waluyo, 2023; Sun & Yang, 2015; Zheng & Barrot, 2022) and flipped classrooms (e.g., Amiryousefi, 2019; Kusuma, 2020). A systematic review study by John and Yunus (2021) found that the most frequently implemented social media platforms in previous studies were YouTube, WhatsApp, and Instagram. The Kusuma's (2022a) research found similar results, demonstrating that YouTube and WhatsApp were the most popular social media platforms used to teach online speaking skills during the COVID-19 pandemic.

Social media engagement also facilitates learning in a variety of contexts (Crompton, 2014) and supports individual and spontaneous learning (Tarighat & Khodabakhsh, 2016) during out-of-school time (Burden et al., 2019). Studies have shown that social media positively assists language learning (e.g., Hamat & Hassan, 2019; Ko, 2019; Lee,

2022; Roohani & Vincheh, 2021; Yu et al., 2022; Zheng & Barrot, 2022). With the capabilities it can provide for language learning, SMALL is not only a means to support language development, but it is also a means to support the language learning environment itself. However, research into social media as a means of assisting language learning is limited (Barrot, 2021; Xue & Churchill, 2022). Thus, more research is necessary to expand the existing literature on SMALL.

2.2 Social Media Effects on Speaking Performance

With its capabilities and affordances to facilitate communication and information sharing, there is growing interest in employing SMALL to teach speaking skills. Previous studies have shown that social media has been primarily used for sharing speaking materials, such as providing interesting speaking examples/materials on YouTube (e.g., Albahiri & Alhaj, 2020; Saed et al., 2021) and sending documents, pictures, and video links on messenger platforms (e.g., Telegram, Facebook, and WhatsApp) (e.g., Amiryousefi, 2019; Ferdiansyah et al., 2020; Lin & Hwang, 2018). However, other studies have reported that SMALL has been implemented in speaking courses for various purposes, such as pronunciation practice (e.g., Xodabande, 2017), uploading and submitting speaking assignments (e.g., Cepik & Yastibas, 2013; Wongsa & Son, 2022), and student discussions (e.g., Lin & Hwang, 2018; Sun & Yang, 2015). Additionally, social media has been successfully incorporated into formal teaching methods and strategies, such as flipped classrooms (Amiryousefi, 2019; Kusuma,

Mahayanti, Adnyani, et al., 2021; Lin & Hwang, 2018), e-portfolios (e.g., Kusuma, Mahayanti, Gunawan, et al., 2021; Kusuma & Waluyo, 2023; Zheng & Barrot, 2022) and regular classroom instruction (e.g., Albahiri & Alhaj, 2020; Xodabande, 2017). Social media use in classroom instruction has also been found to lead to better attitudes and motivations in speaking courses (e.g., Wongsa & Son, 2022), demonstrating its potential to facilitate innovative, interactive, and engaging speaking activities.

A growing body of research has been devoted to investigating the effects of SMALL on EFL students' speaking performance and linguistic systems, yielding positive results (e.g., Kusuma & Waluyo, 2023; Lin & Hwang, 2018; Xodabande, 2017; Zheng & Barrot, 2022). A study conducted by Xodabande (2017) found that 14 Iranian EFL students were able to improve their English pronunciation by using Telegram for regular online pronunciation practices. Lin and Hwang (2018) found that 33 Taiwanese EFL students who regularly engaged in oral live streaming on Facebook improved their oral communication skills and increased their online participation during the treatment. Similar research was conducted by Zheng and Barrot (2022), who provided QQ, a popular Chinese social media platform, to 23 Chinese EFL students and had them regularly post clips of their oral presentations. They discovered that these students had room for improvement in their public speaking abilities. Similar results were also presented in other studies using different platforms (e.g., Cepik &

Yastibas, 2013; Kusuma & Waluyo, 2023; Saed et al., 2021; Sun & Yang, 2015; Wongsa & Son, 2022).

2.3 Social Media Effects on Speaking Anxiety

Internet and Web 2.0 technologies have made language learning more accessible than ever (Arnó-Macià, 2012), however, with this increased access comes the risk that anything shared online could be seen by anyone. With the increased use of English on social media, language learners experience speaking anxiety as an emotional trait as a consequence (Lee, 2019; Lee et al., 2021). Anxiety about learning a foreign language results from the unique nature of the linguistic task at hand and manifests itself in a unique set of thoughts, feelings, and actions in the classroom (Horwitz et al., 1986). Language anxiety is unavoidable when students study languages other than their native tongue(s) (Bashori et al., 2022; Littlewood, 2007). It is influenced by such various factors as communication apprehension, test anxiety, fear of negative evaluation, low emotional intelligence, low language skill performance, low mindfulness, and low self-efficacy (Horwitz et al., 1986). Nevertheless, recent research has found that more variables contribute to language anxiety, such as low emotional intelligence (Shao et al., 2013), low language skill performance (Tum, 2015), low mindfulness, and self-efficacy (Fallah, 2017).

Regarding social media, several studies have indicated that students experience speaking anxiety when posting speaking clips or communicating in English on social media. Participants in Lee's

(2019) study, for instance, admitted they avoided using English on Facebook out of embarrassment and anxiety about what their friends might assume. Additionally, other studies have found that if students' public speaking assignments were to be posted on social media, they may experience depression due to the public nature of their speaking performance (Kusuma, Mahayanti, Gunawan, et al., 2021; Sun & Yang, 2015; Zheng & Barrot, 2022).

However, several studies have shown that SMALL could alleviate EFL students' anxiety in learning English. For instance, Kusuma et al. (2022) used e-portfolios combined with YouTube to collect speaking clips from 60 Indonesian EFL students and found that doing so on a regular basis significantly decreased students' online and offline speaking anxiety. Similar statistical results were also presented in other studies that implemented Facebook (see Wongsa & Son, 2022) and Telegram (see Zhao et al., 2022). Another example is Zalzadeh and Ghanbari's (2022) survey of 62 Iranian EFL students regarding their perceptions of learning management systems and social media instruction, which found that instruction using social media brought less online anxiety because of the delayed feedback time and learners' control of their learning. In addition, several studies reported that regular speaking activity in the SMALL classroom could enhance students' confidence, which later reduced their speaking anxiety (e.g., Cepik & Yastibas, 2013; Kusuma & Waluyo, 2023; Sun & Yang, 2015).

This study set out to answer the following research question:

1. Are there any effects of social media-assisted language learning on EFL students' speaking performance in online and offline contexts?
2. Are there any effects of social media-assisted language learning on EFL students' speaking anxiety levels in offline and online contexts?

The aforementioned studies have therefore led to the formulation of the following hypothesis:

H_1: Social media-assisted language learning improves EFL students' speaking performance

H_2: Social media combined with classroom instruction alleviates EFL students' speaking anxiety in offline and online contexts.

3. Research Methods

3.1 Design and Context

This study employed a mixed-methods experimental design, incorporating both quantitative and qualitative data to provide a comprehensive understanding and mutual validation of the findings (Creswell & Creswell, 2018). The quantitative component of the study employed a quasi-experimental design consisting of an experimental group and a control group. This design allowed for the administration of pre- and post-treatment evaluations to compare the outcomes of the two groups (Ary et al., 2019). The research methods for this study were designed to investigate the effects of SMALL on students'

speaking performance and anxiety levels in both offline and online contexts.

3.2 Participants

After obtaining the institutional review board's approval, this 14-week study was conducted in an Indonesian state university's English language department. Two classes were provided by the department head for the study and intact group sampling was employed. The study's goals, risks, and benefits were explained to participants, who signed online consent forms to ensure ethical conduct. Eventually, twenty students (8 males and 12 females) were selected to serve as participants in the experimental group, and twenty-six students (5 males and 21 females) were assigned to the control group; all participants were between 18 and 25 years old. They were all non-native English speakers with an average of eight years of English study. To collect qualitative data, purposive sampling was employed to recruit members of the experimental group who agreed to participate in semi-structured interviews. After obtaining informed consent, 17 students were interviewed in two separate groups.

3.3 Instruments

Pre- and post-tests of speaking performance and anxiety in both online and offline settings included speaking tests and anxiety questionnaires administered in each context. The speaking tests were adapted from IELTS, which required students to do a five-minute online monologue

on a topic chosen by lottery. The offline speaking tests were done in classrooms, while the online ones were done on Live Instagram (see Figure 1). Two English language teaching (ELT) professors with over five years of university speaking experience scored the performance. Dashti and Razmjoos' (2020) scoring rubric was administered to score fluency, coherence, lexical resources, grammatical range and accuracy, and pronunciation. In the experimental group, the *Cronbach Alpha* values for the inter-rater reliability of the online speaking pre-test, offline speaking pre-test, online speaking post-test, and offline speaking post-test were 0.896, 0.887, 0.968, and 0.954 respectively. In the control group, the *Cronbach Alpha* values for the inter-rater reliability of the online speaking pre-test, offline speaking pre-test, online speaking post-test, and offline speaking post-test were 0.912, 0.947, 0.988, and 0.934, respectively.

The anxiety pre- and post-questionnaires were developed and validated by Lee et al. (2021) which contained 13 items where five items were about offline anxiety and eight about online anxiety. Both offline and online questionnaires had *Cronbach Alpha* reliability values of 0.837 and 0.898 respectively. These tests were done before and after the experiment to assess the treatments' effects on speaking performance and anxiety. Qualitative data was also collected through group interviews. The interview protocol had five questions: three about speaking performance and two about speaking anxiety (see the appendix). This interview protocol and questions were based on two ELT experts' feedback.

Figure 1.

Live Instagram speaking performance



3.4 Procedure, Data Collection, and Data Analysis

This 14-week experimental study measured participants' online and offline speaking performance with pre- and post-tests. Pre- and post-questionnaires assessed students' online and offline speaking anxiety levels. The experimental group learned six topics over 12 weeks through the incorporation of social media (YouTube, WhatsApp, and Instagram for facilitating out-of-classroom activities) and classroom instruction (See Figure 2). The teacher shared YouTube videos and speaking materials on the WhatsApp group. Students wrote language expressions and practiced pronunciation with the voice note feature in this WhatsApp group (See Figure 3). The students also regularly posted live Instagram (Figure 1) and sent links to their WhatsApp

group. The students discussed speaking materials, wrote scripts, and regularly performed in front of the class. After treatment, participants were invited to group interviews. Meanwhile, the control group only had classroom instruction, where they received speaking materials in class, discussed them, wrote scripts, and performed in front of the class for 12 weeks.

Figure 2.

Activities in the experimental & control groups

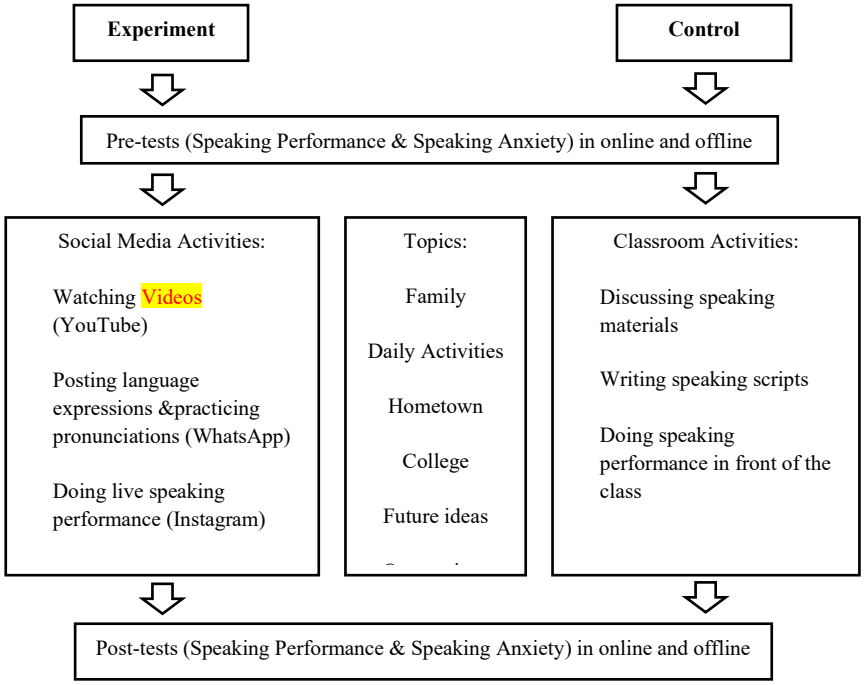


Figure 3.

Act sApp group



All quantitative data were analyzed descriptively and inferentially, while interview data were analyzed inductively. The data from the speaking post-tests and post-questionnaires of speaking anxiety levels in both contexts were analyzed descriptively to find variability (Mean, SD, Var) and inferentially using *One-way Manova* and *Univariate ANOVA* to see if both groups had significant differences in speaking performance and speaking anxiety levels in both settings. *Paired sample t-tests* were also employed to compare experimental participants' online and offline speaking performance and anxiety. For the audit trail, interview results were transcribed and sent to participants. The transcriptions were translated into English and analyzed using inductive thematic analysis to identify themes (Braun

& Clarke, 2006). The two researchers independently analyzed the interview results and used the bracketing method (Tufford & Newman, 2012) to take notes on important codes, themes, sub-themes, and anything related to analysis. Cohen's Kappa was 0.760, indicating high concordance between the two analyses. A few differences in codes, themes, and subthemes were also discussed, including the number of themes/subthemes and code names.

4. Results

4.1 Experimental results

Prior to conducting the hypothesis testing, normality and homogeneity tests were conducted. The results of normality tests using *Shapiro-Wilk* showed that all variables' *p*-values were above 0.05, indicating normal distributions. In addition, the homogeneity tests using *Levene's Test of Equality of Error Variances* showed that all variables' *p*-values were above 0.05, indicating the participants were homogeneous. Therefore, the analysis was continued to hypothesis testing.

The results of the *one-way MANOVA* test presented in Table 2, utilizing *Pillai's Trace*, *Wilks' Lambda*, *Hotelling's Trace*, *and Roy's Largest Root* indicate a significant difference in both online and offline speaking performance between the experimental group, which received treatment through a combination of social media and classroom instruction, and the control group, which only received classroom instruction. The *F*-value (2,43) was 8.02, with a *p*-value of less than 0.05, and *Wilk's Lambda* was 0.73. The partial eta squared

(n_p^2) was 0.27, indicating that 27% of the variance in speaking performance in both online and offline contexts could be attributed to the treatment. *Univariate ANOVA* analyses showed significant differences between the experimental and control groups for both online and offline speaking performance ($F(1,44) = 13.81$, $p < 0.05$, $n_p^2 = 0.24$ and $F(1,44) = 15.11$, $p < 0.05$, $n_p^2 = 0.256$, respectively). The mean scores of the experimental group were higher than the control group for both online ($M = 87.25$, $SD = 4.44$) and offline ($M = 88.30$, $SD = 4.12$) speaking performance.

Furthermore, the results of the *one-way MANOVA* test for speaking anxiety levels, as shown in Table 2, indicated a significant difference between the experimental group, which received a combination of social media and classroom instruction, and the control group, which was treated with classroom instruction alone. The results showed that $F(2,43)= 423.24$, $p < 0.05$, and *Wilk's* $\grave{U} = 0.048$. The n_p^2 value of 0.95 indicates that approximately 95% of the multivariate variance in speaking performance under both conditions was associated with the treatments. The results of the *univariate ANOVA* analysis for online speaking anxiety levels, as presented in Table 3, revealed a significant difference between the experimental group and the control group ($F(1,44) = 30.34$, $p < 0.05$, and $n_p^2 = 0.41$). On the other hand, the results of the *univariate ANOVA* analysis for offline speaking anxiety levels showed no significant difference between the two groups ($F(1,44) = 0.56$, $p > 0.05$). As Table 1 illustrates, the online speaking anxiety levels of students in the experimental group ($M = 8.90$, $SD =$

2.40) were lower than those of the control group (M = 13.92, SD = 3.49). In contrast, the offline speaking anxiety levels of the students in the experimental group (M = 9.75, SD = 2.75) were comparable to those of the control group (M = 10.42, SD = 3.20).

Table 1.

Descriptive statistical results of EFL students' speaking performance and anxiety levels in online and offline contexts

Dependent Variables	Groups	*Mean*	*Std. Deviation*	*N*
Online Speaking	experiment	87.25	4.44	20
Performance	control	83.65	1.91	26
	Total	85.22	3.69	46
Offline Speaking	experiment	88.30	4.16	20
Performance	control	83.81	3.67	26
	Total	85.76	4.45	46
Online Speaking Anxiety	experiment	8.90	2.40	20
Levels	control	13.92	3.49	26
	Total	11.74	3.94	46
Offline Speaking Anxiety	experiment	9.75	2.75	20
Levels	control	10.42	3.20	26
	Total	10.13	3.00	46

Table 2.

One-way MANOVA tests' results of EFL students' speaking performance and anxiety levels in online and offline contexts

Effect		Value	*F*	*Hypothesis df*	*Error df*	*Sig.*	*Partial Eta Squared*
Speaking	*Pillai's Trace*	0.27	8.02[b]	2.00	43.00	0.001	0.27

Performance	*Wilks' Lambda*	0.73	8.02[b]	2.00	43.00	0.001	0.27
	Hotelling's Trace	0.37	8.02[b]	2.00	43.00	0.001	0.27
	Roy's Largest Root	0.37	8.02[b]	2.00	43.00	0.001	0.27
Speaking Anxiety Levels	*Pillai's Trace*	0.42	15.32[b]	2.00	43.00	0.001	0.42
	Wilks' Lambda	0.58	15.32[b]	2.00	43.00	0.001	0.42
	Hotelling's Trace	0.71	15.32[b]	2.00	43.00	0.001	0.42
	Roy's Largest Root	0.71	15.32[b]	2.00	43.00	0.001	0.42

Table 3.

Univariate ANOVA tests' results of EFL students' speaking performance and anxiety levels in online and offline contexts

Dependent Variables	*df1*	*df2*	*F*	*Sig.*	*Partial Eta Squared*
Online Speaking Performance	1	44	13.81	0.001	0.24
Offline Speaking Performance	1	44	15.11	0.001	0.26
Online Speaking Anxiety Levels	1	44	30.34	0.001	0.41
Offline Speaking Anxiety Levels	1	44	0.56	0.457	0.01

The results of the *paired samples t-test*, presented in Table 4, indicate that the experimental group of EFL students exhibited

improvement in both online (M = 87.25, SD = 4.44) and offline (M = 88.30, SD = 4.16) speaking performance, as evidenced by higher post-test scores compared to pre-test scores (M = 82.50, SD = 2.84 and M = 80.20, SD = 3.02 respectively). This improvement was statistically significant, with t(19) values of -5.42 and -9.91 and p-values of less than 0.05. The results also indicated a reduction in both online (M = 8.90, SD = 2.40) and offline (M = 9.75, SD = 2.75) speaking anxiety levels, compared to pre-test scores (M = 17.30, SD = 6.33, and M = 15.60, SD = 3.65 respectively). The improvement in speaking anxiety levels was also statistically significant, with t(19) values of 5.85 and 7.15 and p-values of less than 0.05.

Table 4.

Paired sample t-test results of EFL students' online and offline speaking performance and anxiety levels in the experimental group

	Mean	*N*	*Std. Deviation*	*t*	*df*	*Sig. (2-tailed)*
Online Speaking Pre-test	82.50	20	2.84	-5.42	19	0.001
Online Speaking Post-test	87.25	20	4.44			
Offline Speaking Pre-test	80.20	20	3.02	-9.91	19	0.001
Offline Speaking Post-test	88.30	20	4.16			
Online Anxiety Pre-test	17.30	20	6.33	5.85	19	0.001

Online Anxiety Post-test	8.90	20	2.40			
Offline Anxiety Pre-test	15.60	20	3.65	7.15	19	0.001
Offline Anxiety Post-test	9.75	20	2.75			

4.2 Interview results

Consistent with the result of the statistical analysis, the qualitative data elucidated students' positive attitudes and perceptions towards the integration of social media with traditional offline teaching methods in speaking classes. The students acknowledged improvements in their linguistic ability, speaking performance, and reflection and self-assessment. The inductive thematic analysis generates three themes: 1) Social media as a supporting platform for linguistic ability enhancement, 2) Consistent online and offline practices lead to better speaking performance, and 3) Social media posts and offline learning activities as sources of reflection and self-assessment, with 10 subthemes drawn from 155 excerpts.

Table 5.

Inductive thematic analysis results

Themes	Subthemes	Participants (n)	Excerpts (n)	Sample Excerpts
Social media as a supporting platform for linguistic ability	Improving pronunciation	13	18	"By constantly practicing pronunciation in class and on social media, I can know the correct pronunciation of English words. I can also learn about intonation when we speak in English" (Excerpt 1 by P4)

enhancement	Enriching lexical resources	15	30	"It's very helpful because I can know more vocabulary than before and it builds …" (Excerpt 2 by P10)
	Enriching sentences/ language expressions	10	12	"I learned a lot … and expressions in English. I found a lot of new vocabulary" (Excerpt 3 by P13)
Consistent online and offline practices lead to better speaking performance	Enhancing speaking skill	10	17	"Yes, because after practicing several times on social media I feel more confident speaking in social interactions using English. For example, yesterday while on vacation I felt automatically speaking in English when I made my vacation video." (Excerpt 4 by P6)
	Boosting speaking confidence	14	20	Yes, because the pronunciation exercises on WhatsApp, Live Instagram, and regular exercises in speaking class made me practice more and I also became accustomed to speaking in English this resulted in me being more confident in speaking in English online and offline. For example, when I first performed in front of the class I felt less confident but after practicing pronunciation on WhatsApp, Live Instagram, and regular practice in class, I am now more confident. (Excerpt 5 by P5)
	Reducing speaking anxiety	10	14	"Yes, because this exercise made my way of speaking and the number of expressions to speak increase and reduced my fear of speaking" (Excerpt 6 by P1)
	Exercising public speaking skills	7	10	"In addition, using live Instagram trained me to be able to speak in front of many people" (Excerpt 7 by P14)
Social media posts and offline learning activities as sources of reflection and self-assessment	Learning from friends' feedback on social media posts	8	9	"Yes. Based on my experience, when I practice speaking on social media. I get a lot of responses both positive and negative. At first, I was afraid of the comments. But, with these responses, I can learn many things from the shortcomings. In addition, over time, I continue to correct my mistakes and no longer feel afraid of the responses given." (Excerpt 8 by P4)
	Learning from friends' social media posts and	13	20	When doing activities on WhatsApp, I learn new language expressions that I find from my friends [posts], this of course has a good effect on me because previously I did not know this, but this of course increases my knowledge in English. Learning

performance			on WhatsApp with friends certainly helps in learning English. (Excerpt 9 P11)
Learning from classroom interactions and discussions	5	5	"Yes, because in regular classes my friends and I often exchange ideas about how to pronounce some English words and discuss the right intonation that should be used when performing later." (Excerpt 10 by P6)

4.2.1 Social media as a supporting platform for linguistic ability enhancement

Given introductions to social media such as YouTube, WhatsApp, and Instagram for speaking practices, students admitted some linguistic improvement in pronunciation, lexical resources, and sentences or English expressions. As sampled by P4 in excerpt 1, most of the interviewed students (13 out of 17) perceived significant improvement in how to pronounce and articulate particular words in English. The students' excerpts demonstrate how the vibe of speaking on social media has encouraged them to invest more time in practicing their pronunciation before engaging in synchronous (live) or asynchronous speaking sessions. Likewise, the English content on social media have also helped students improve and refine their pronunciation. For example, P14 reflected, "*I am greatly helped by the existence of YouTube as my learning media. Because with YouTube, I can directly listen to what the speaker says clearly, so I can learn how to pronounce the words."* This excerpt indicates that students positioned the contents on social media as a language text mentor who has helped them improve and hone their English pronunciation.

A great number of students (n = 15) also benefited from social media in terms of their English lexical resources (vocabulary). In agreement with P10 in excerpt 2, the other students reported that social media could serve as a facilitating platform where they could enrich their English lexical resources from the social media content and their fellow learners' posts. For instance, P5's use of vocabulary in speaking practice was inspired by a YouTube video. Reflecting on learning about shopping, P5 narrated, "*I watched on YouTube how to make and handle a complaint; from the video, I learned a lot of new vocabulary and phrases, such as "refund," "if you could just bear with me for a moment," "warranty," and many more. "I think it really helped me learn vocabulary."* Further, P3 went on to say that he gained a lot of new words from watching his fellow learners' Instagram Lives. They acknowledged, in essence, that such a learning process may increase their vocabulary in the English language, which would be beneficial for their speaking performance.

In addition to pronunciation and lexical resources, many students (n = 10) felt that social media had a good influence on the way they developed their English sentences. They considered that, in comparison to themselves before enrolling in the course, they noted that after the course they could create English sentences and employ terms more appropriately, as sampled in excerpt 3 by P13. In this regard, the English contents of social media and those of their fellow learners have encouraged their enhanced capacity for English sentence

creation and appropriate use of English expression in speaking exercises.

4.2.2. Consistent online and offline practices lead to better speaking performance

The students' consistent speaking practices in online (mediated by social media) and offline learning milieus were also observed to have a better impact on their speaking performance. As outlined in Table 1, this positive impact of speaking performance includes four aspects: 1) improving speaking skills, 2) boosting speaking confidence, 3) reducing speaking anxiety, and 4) exercising public speaking skills. First, in the qualitative data, students (n = 10) highlighted the progressive impact of their consistent and regular practices in both online and offline learning milieus on their speaking skill development. Excerpt 4 by P6 reveals that through consistent practice, they were able to develop automaticity and improve their fluency in speaking. They also considered themselves to be more capable in maintaining better speaking skills, such as the ability to deliver messages attractively (P15), manage negative emotions (P10, P6), and maintain eye contact and non-verbal expression (P10).

Regular practices also lead to students' higher sense of speaking confidence. Many of the students (n = 14) expressed positive testimony, stating that regular practice with new vocabulary, sentences, and expressions, whether online or offline, has given them more confidence to speak in English. Akin to P5 in excerpt 5, the

other students felt some progression after enrolling in the course. At the outset, they saw themselves as shy or introverted students who struggled and were frightened to speak up. After constant practice, they felt more confident and more at ease speaking English. By the same token, the students also perceived that their practices in the two learning environments on the development of their speaking skills. They (n = 10) expressly stated that they felt more comfortable and excited to speak English in front of others face-to-face or concurrently on social media.

Similarly, the students' excerpts illustrate how their dependable use of social media and conventional classroom instruction gave them (n=7) chances to hone their public speaking abilities. The nature of offline classroom learning with many fellow learners and social media with a greater number of audiences has prepared their mindset to be more effective public speakers. As sampled by P14 in excerpt 7, seven students acknowledged that they became more ready to speak in front of "strangers" (P17) or larger audience because they were regularly trained to do so.

4.2.3 Social media posts and offline learning activities as sources of reflection and self-assessment

Finally, the qualitative data show that students' social media posts and offline learning activities served as silent sources of reflection and self-evaluation for them. Practically, the students (n = 8) realized that they learned a lot from their friends' feedback on their social media

posts. For example, in excerpt 8, P4 acknowledged that he had made gradual progress in his speaking performance by receiving feedback from his friends. He remarked that both the supportive and critical comments from his friends had helped him to consider, evaluate, and ultimately correct his occasional speaking mistakes.

In addition to learning from their friends' feedback, most of the students (n = 13) also benefited from their friends' social media posts and offline performance. They used them as sources of reflection on their current speaking abilities that could inspire their following performance. For instance, P5 admitted:

> *"From the expressions delivered by my friends, such as sentence patterns or vocabulary used, it is not uncommon for me to see from other friends examples of sentences they make and then change or modify my sentences a little and then submit them to social media platforms such as WhatsApp groups."* (Excerpt 11 by P8)

P8 and 10 other students regarded their friends' social media posts and performance as valuable learning sources to improve their speaking performance. Furthermore, several students (n = 5) could find classroom interactions and discussions as a source of learning. P6 made a reference in excerpt 10 to the idea that the language used and ideas shared during class interactions and discussions may serve as a

learning resource for improving and developing their speaking abilities.

5. Discussion

To answer the first research question, the findings of this study suggest that SMALL can significantly enhance students' speaking performance in both online and offline settings. The results demonstrate that the experimental group performed better in speaking performance than their peers in the control group in both online and offline contexts. These findings align with previous research (Cepik & Yastibas, 2013; Kusuma & Waluyo, 2023; Lin & Hwang, 2018; Sun & Yang, 2015; Wongsa & Son, 2022; Xodabande, 2017; Zheng & Barrot, 2022) that highlights the potential of SMALL and improve language learning and communication skills. The study's statistical results showed that the students in the experimental group experienced a significant improvement in their speaking performance compared to the initial performance in both online and offline settings. These results may be attributed to the affordances that SMALL offers, as the interviews revealed that SMALL provides a wealth of resources for improving language skills, such as pronunciation, lexical resources, and language expressions, and that consistent practice in both online and offline contexts leads to improved speaking performance as also found by several studies (e.g., Cepik & Yastibas, 2013; Kusuma & Waluyo, 2023; Sun & Yang, 2015). Additionally, the participants noted that social media and offline classroom interactions could serve

as a source of self-reflection and self-assessment, which further contributed to enhancing their speaking performance (Kusuma & Waluyo, 2023; Lee, 2014; Sun & Yang, 2015; Waluyo, 2019). Overall, this study demonstrates that SMALL can provide a more enriched learning experience and lead to improved language skills (Crompton, 2014; Tarighat & Khodabakhsh, 2016).

To answer the second research question, the results of this study suggest that SMALL leads to a significant reduction in speaking anxiety levels in online contexts compared to traditional classroom instruction alone. This supports the growing body of evidence that social media can be used as an effective tool in reducing language anxiety (Kusuma et al., 2022; Lee, 2019; Wongsa & Son, 2022; Zalzadeh & Ghanbari, 2022; Zhao et al., 2022). The findings indicate that the experimental group showed a significant decrease in speaking anxiety levels in online contexts compared to their pre-test levels. The interviews also suggest that this decrease in speaking anxiety levels may have been driven by increased confidence and exposure to speaking opportunities through social media. This is in line with previous studies that have found that observing and learning from others' speaking performance can reduce anxiety levels, improve speaking skills, and boost self-confidence (Cepik & Yastibas, 2013; Kusuma et al., 2022; Kusuma & Waluyo, 2023; Sun & Yang, 2015). Notably, the results did not show a significant difference in speaking anxiety levels in offline contexts between the experimental and control groups. Probably, since both groups had equal opportunities to

regularly perform in front of the class, both groups could alleviate their speaking anxiety levels in offline contexts in the same manner. However, the offline speaking anxiety levels in the experimental group decreased from the initial levels.

6. Conclusion

This study examined the effects of SMALL to improve EFL students' speaking performance and reduce speaking anxiety levels in both online and offline contexts. Statistically, SMALL has significant effects on EFL students' speaking performance and anxiety levels. Consistent with the statistical analysis, the analysis of interview data uncovered that social media has the potential to support classroom instruction as it provides resources for improving language skills (pronunciation, lexical resources, and language expressions), encourages consistent practices in online and offline speaking environments, and affords a wider opportunity for students to exercise self-reflection and self-assessment, which are beneficial for the development of speaking performance.

There are three implications drawn from the above results and discussion. Firstly, social media has the potential to be a supplementary tool in language education. Social media could provide students with wider opportunities to access speaking materials and engage in speaking activities that can enhance their language skills and reduce anxiety in language learning. Moreover, social media's ability to provide a platform for interaction and reflection could be

leveraged to support language learning and foster self-assessment skills among students. Secondly, social media has the potential to level the playing field for non-native English speakers. By providing equal opportunities for all participants to access speaking materials and activities, social media could support language learners in enhancing their language skills and reducing anxiety, regardless of their prior experience or proficiency level. Thirdly, social media can be used to promote collaboration and interaction among students. The experimental group participants reported that they were able to communicate with their friends on social media platforms, which allowed them to receive feedback and support in a timely manner. Moreover, feedback is said to facilitate second language learning (Afshar et al., 2025; Amani et al., 2024) as it provides opportunity for the students to revise their works (Shooshtari et al., 2024).

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Appendix

Interview Questions

1. How do you think the use of social media and regular practice in your speaking class helped to develop your speaking skills in English?

2. Do you think the use of social media in your speaking class helped you learn English vocabulary/phrases/sentences/expressions?
3. Would you mind explaining if the use of social media and regular practice in your speaking class helped you learned intonation and pronunciation in English?
4. How do you think that the use of social media and regular practice in your speaking class helped you to be more confident speaking in English online and offline (in class)?
5. Do you think the exercises on WhatsApp and Live Instagram, as well as the exercises you do regularly in your speaking classes help you to reduce your fear/anxiety when speaking in English online and offline (in class)?



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