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Education Article

## Social Media in English Language Learning (Idiomatic Sentences): A Comparative study of Instagram and Facebook Profesional

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### KEYWORDS

**Keywords:** ICT, English language teaching, social media, Facebook Pro, Instagram.

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### ABSTRACT

This study examines the use of Instagram and Facebook Pro as ICT-based platforms for English language learning by analyzing user engagement indicators such as likes, comments, and viewers on the educational content uploaded by the researcher. The purpose of this study is to understand how both platforms function pedagogically and to evaluate how their engagement patterns align with findings from previous research on social media enhanced English learning. Using a mixed qualitative approach, the research employs a Systematic Literature Review (SLR) of publications from 2018–2025 combined with an empirical analysis of engagement data from both platforms. The findings reveal that Facebook Pro generates higher levels of visibility and interaction compared to Instagram, demonstrating its effectiveness in supporting discussion, reflection, and collaborative learning. These results are consistent with existing literature indicating that Facebook's interactive features foster deeper pedagogical engagement, while Instagram's visual and algorithm-driven nature tends to produce lighter and less reflective interaction. The study concludes that Facebook Pro serves as a more effective platform for disseminating ICT-integrated English learning materials. It is recommended that educators utilize Facebook for interactive learning activities and employ Instagram as a complementary tool to enhance visual learning within digital learning environments.

## INTRODUCTION

The integration of Information and Communication Technology (ICT) into English language teaching has reshaped the ways learners engage with linguistic input and participate in communicative activities (Poudel, 2022). As digital platforms become increasingly embedded in students' daily lives, social media has emerged as one of the most influential tools supporting language learning (Yadav, 2020). Among these platforms, Instagram and Facebook stand out for their multimodal features, user-friendly interfaces,

and strong potential to facilitate authentic, meaningful, and collaborative learning experiences (Navas Romero, 2025).

Instagram allows learners to engage with visual-driven content, fostering vocabulary acquisition, descriptive writing, and creative language production (Kovan et al., 2024). Meanwhile, Facebook supports interactive discussions, peer feedback, and community-based learning through groups, pages, and messaging features. Both platforms offer real-world communication opportunities that align with learner-centered pedagogies and communicative approaches widely adopted in modern English instruction (Sujarwo et al., 2022).

As research on digital and social-media-enhanced learning continues to expand, studies have documented various benefits of Instagram and Facebook in supporting linguistic competence, motivation, and engagement. However, the findings remain diverse across learning contexts, age groups, and instructional designs (Teng et al., 2022). A deeper understanding of how these platforms function pedagogically is essential for educators seeking to optimize ICT-based strategies and incorporate social media meaningfully into their classrooms (Yuniwati et al., 2025).

The purpose of this study is to systematically examine existing research on the use of Instagram and Facebook as ICT tools in English language teaching. This review aims to identify how these platforms are utilized in instructional practices, what language skills and learning outcomes they most effectively support, and what challenges educators and learners commonly encounter. By synthesizing findings across diverse contexts, the study seeks to provide a clearer understanding of the pedagogical value of these social media platforms and offer informed recommendations for future technology-enhanced English teaching.

In addition to reviewing previous studies, this research also incorporates original data drawn from the researcher's own Instagram and Facebook content related to ICT and applied English teaching. Engagement metrics such as likes, comments, and viewer counts from these posts will be analyzed and compared with patterns reported in earlier studies. This approach aims to identify whether current audience responses align with established findings, reveal new interaction trends, and provide a more contextualized understanding of how social media functions as a pedagogical tool in real digital environments.

## **METHOD**

This study employs a mixed qualitative approach consisting of a Systematic Literature Review (SLR) and an empirical analysis of social media engagement data (Abdussamad, 2021). The SLR component follows a structured procedure to identify, evaluate, and synthesize peer-reviewed studies published between 2018 and 2024 that examine the use of Instagram and Facebook as ICT tools in English language teaching. The review process

includes defining keywords, selecting academic databases (such as Google Scholar, Scopus, and ERIC), applying inclusion and exclusion criteria, screening titles and abstracts, and extracting relevant data from the final set of eligible studies.

In addition to the literature review, the study incorporates original data collected from the researcher’s own Instagram and Facebook posts related to ICT and applied English teaching. Engagement metrics, including likes, comments, and viewer counts, are gathered over a predetermined observation period. These metrics are analyzed descriptively and then compared with patterns identified in previous studies to examine similarities, differences, and emerging trends in learner or audience interaction within digital learning environments. By combining these two methods, the study provides both a comprehensive understanding of existing academic findings and a practical, real-time analysis of how social media audiences respond to English-teaching content in contemporary digital spaces.

## RESULTS AND DISCUSSION

Analysis of the six uploaded contents, three on Facebook Pro and three on Instagram, shows a significant difference in audience engagement across the two platforms. Overall, Facebook Pro demonstrates higher interaction rates in terms of likes, comments, and views.

Table 1. Engagement Data From Facebook Pro and Instagram Posts

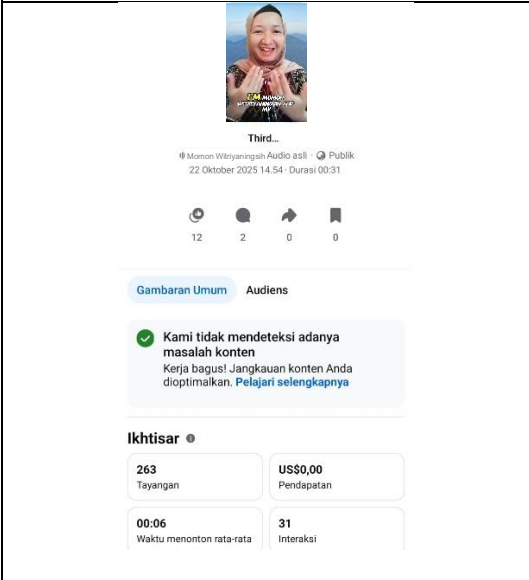
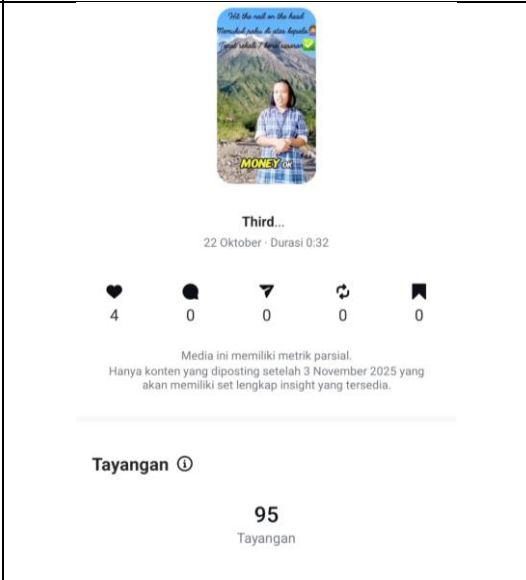
<b>Platform</b>	<b>Post</b>	<b>Likes</b>	<b>Comments</b>	<b>Viewers</b>
<b>Facebook Pro</b>	FB Pro 1	12	2	263
	FB Pro 2	23	15	615
	FB Pro 3	5	0	172
<b>Instagram</b>	IG 1	4	0	95
	IG 2	1	0	49
	IG 3	2	0	49

The engagement data presented above shows a clear contrast between the performance of ICT-related English teaching content on Facebook Pro and Instagram. Facebook Pro consistently generates higher interaction across all metrics likes, comments, and viewers compared to Instagram. The highest-performing post on Facebook Pro (FB Pro 2) reached 23 likes, 15 comments, and 615 views, indicating strong visibility and active audience participation. Even the lowest-performing Facebook Pro content (FB Pro 3) still received 172 views, which exceeds the highest viewer count on Instagram.

In comparison, Instagram posts saw considerably lower engagement. The best-performing Instagram post (IG 1) received 4 likes and 95 views, while the other two posts had minimal interaction with 1–2 likes and 49 views. No Instagram post received comments, suggesting that the platform’s users are less inclined to engage in in-depth or reflective interaction with educational content. Overall, these results indicate that Facebook Pro is

currently a more effective platform for disseminating ICT-based English teaching content, both in terms of visibility and audience engagement.

Table 2. Facebook Pro and Instagram Documentation

Facebook Pro	Instagram				
 <p>The screenshot shows a Facebook Pro post by 'Third...' with 12 shares, 2 comments, and 0 likes. It includes a 'Gambaran Umum' (General Overview) section with a green checkmark indicating no content issues were detected. Below this is an 'Ikhtisar' (Summary) section with the following data:</p> <table border="1"> <tr> <td>263 Tayangan (Views)</td> <td>US\$0,00 Pendapatan (Revenue)</td> </tr> <tr> <td>00:06 Waktu menonton rata-rata (Average watch time)</td> <td>31 Interaksi (Interactions)</td> </tr> </table>	263 Tayangan (Views)	US\$0,00 Pendapatan (Revenue)	00:06 Waktu menonton rata-rata (Average watch time)	31 Interaksi (Interactions)	 <p>The screenshot shows an Instagram post by 'Third...' with 4 likes, 0 comments, 0 shares, 0 reposts, and 0 saves. It features a video thumbnail with the text 'MONEY' and 'All the real in the hand'. Below the post, it displays 'Tayangan' (Views) with a count of 95.</p>
263 Tayangan (Views)	US\$0,00 Pendapatan (Revenue)				
00:06 Waktu menonton rata-rata (Average watch time)	31 Interaksi (Interactions)				

ICT (Information and Communication Technology) is a key element in modern English language teaching. M & Iriana, (2025) notes that ICT enables teachers to develop creative instructional materials that increase learner motivation. Meanwhile, Ghozali et al., (2024) argue that the effectiveness of ICT depends heavily on how teachers package content to be appealing and interactive. In your study, the content posted on Facebook and Instagram represents a practical form of ICT integration, combining teacher creativity with digital-era learning needs.

The use of social media as a tool for English language teaching has gained significant attention over the past decade. According to Situmorang, (2023), social media platforms can create informal learning environments that encourage interaction, creativity, and learner autonomy. These platforms can enhance motivation and participation, especially when learners are exposed to multimedia-rich content. Furthermore, Christianti et al., (2025) highlight that Facebook is particularly effective in building online learning communities because it supports two-way communication, feedback, and rapid dissemination of educational materials. In English teaching, user engagement such as likes, comments, and views, can serve as meaningful indicators of audience interest and interaction with pedagogical content.

Instagram’s strength lies in its visual nature, which, according to Lukmana & Priyatmojo, (2025) can support learners' understanding of linguistic concepts, especially vocabulary, pronunciation, and everyday expressions. However, Instagram tends to generate

lower educational engagement compared to community-based platforms like Facebook due to its competitive algorithm and focus on visually appealing content. Research by Essig et al., (2020) shows that educational posts on Instagram typically receive fewer viewers than entertainment-oriented posts, suggesting that teachers need to adopt more creative strategies for example, using reels, infographics, or interactive captions to attract attention.

According to Chan et al., (2020), each social media platform operates with distinct algorithms and user interaction patterns, meaning engagement outcomes should not be compared directly without considering contextual differences. For example, Facebook is more conducive to discussion, community interaction, and comments. Instagram supports quick visual consumption but tends to produce lower engagement for educational posts. Similarly, Dhanesh et al., (2022) emphasize that platforms offering interactive features (comments, community groups, sharing) tend to produce higher engagement than platforms primarily used for visual browsing. These findings support the comparison in your study, showing why Facebook content often receives more likes, comments, and views than similar content on Instagram.

These findings align with Kurnia & Nasution, (2023) SLR of 24 articles, which found Instagram effective for vocabulary and communication skills but with low engagement on educational visual content. Similar studies by Hustarna, (2023) show Facebook boosts student engagement in English learning through interactive discussions, mirroring Facebook Pro's superiority here. Research by AlGhamdi (2018) and others in Pérez & Cecilia, (2025) review report Instagram improvements in speaking and writing, yet lower interaction compared to Facebook in university settings Ardiel, (2024) SLR on social media for English highlights Facebook's edge in peer collaboration over Instagram, consistent with zero comments on Instagram data. Mubarak et al., (2024) notes Instagram aids EFL vocabulary but lacks deep interaction, while Khasawneh & Sulieman, (2024) report Instagram Live enhances grammar despite low views. Teng et al., (2022) confirms Instagram feed-tasks improve grammar yet require supplementary interaction tools like Facebook groups.

Overall, Facebook Pro's superiority reflects 2025 meta-analysis trends on SNS in ESL, where discursive platforms outperform visual ones like Instagram for university student engagement. Instagram challenges echo Metruk, (2022) findings on smartphone learning, where limited discussion hinders collaboration. Erarslan, (2019) affirm Instagram's supplementary role for EFL but emphasize Facebook's motivation via tasks. Facegram integration in Mahmud et al., (2023), Syafi'i et al., (2024), and Duha et al., (2025) further support hybrid use, with Facebook driving participation. This SLR strengthens recommendations for integrating Facebook in ICT English teaching at State Islamic University of Palangka Raya.

## CONCLUSION

The analysis of engagement across the six ICT-based English teaching posts demonstrates that Facebook Pro is significantly more effective than Instagram in generating visibility and interaction. Facebook Pro consistently garnered higher numbers of likes, comments, and viewers, indicating its stronger capacity to support reflective engagement, peer interaction, and community-based learning. These results align with previous studies showing that Facebook's interactive and discursive features make it more suitable for educational content, while Instagram's visual and algorithm-driven environment limits deeper engagement. Overall, the findings affirm that Facebook Pro serves as a more impactful platform for disseminating ICT-integrated English teaching materials, supporting learner participation, and fostering digital learning communities.

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