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THE INFLUENCE OF SOCIAL MEDIA ON THE BALANCE OF CULTURAL IDENTITIES OF BILINGUAL USERS

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ABSTRACT

Social media provides a unique space for bilingual individuals to engage with native speakers and authentic content in both languages, facilitating real-world language use scenarios that are often lacking in traditional language learning environments. This study examines the impact of exposure to bilingual content on social media platforms—such as Facebook, Instagram, and Twitter—on the cultural identity and language proficiency of bilingual users. Using a mixed-methods approach, the research examines how frequent interaction with bilingual content affects not only vocabulary acquisition, syntactic comprehension, and general communicative competence, but also knowledge of different cultures and civilizations. A sample of bilingual participants completed language proficiency assessments, detailed surveys of social media use, and in-depth interviews to provide quantitative and qualitative insights into their language development experiences. The results show a significant positive correlation between engagement with bilingual social media content and improvements in language skills, particularly vocabulary expansion and cultural adaptability. The findings highlight the role of user-generated content (UGC) and interactive features on social media platforms, such as commenting and sharing, in fostering not only language growth, but also cultural fluency and identity balance. These interactive environments help bilinguals navigate and reconcile their bilingual identities while facilitating exposure to everyday language used by native speakers, which enhances pragmatic understanding. The study highlights the potential of social media as a powerful tool for bilingual language development and offers practical applications for language learning in digitally mediated environments. Limitations include variability in content quality and the informal nature of social media language. The research will explore the platform-specific effects and improve the best practices for the integration of social media into language learning programs.

Keywords: Language Proficiency, Bilingual Content Exposure, Language Learning, User-Generated Content (UGC), Native Speaker Interaction, Digital Language Learning, Cultural Fluency.

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1. INTRODUCTION

Social media platforms such as Facebook, Instagram, Twitter and TikTok have revolutionized the way individuals communicate and learn through globally connected content. These platforms provide unparalleled opportunities for bilingual users to engage with content in both their languages, creating a dynamic space for linguistic and cultural development. Androutsopoulos (2015) refers to this interactive communication through social media as "networked multilingualism." Meanwhile, individuals who are proficient in more than one language have greater opportunities to develop advanced cognitive skills compared to monolinguals (Costa & Galles, 2014; Gumperz et al., 2017; Kecskes & Albertazzi, 2007; Godwin-Jones, 2011). This study suggests that frequent interaction with bilingual content on social media has a positive impact on several aspects of individual development (Nasution, 2022; Nasrudin et al., 2024; Shi, 2024; Tagg, 2020). In particular, vocabulary acquisition is enhanced, as engagement with bilingual content exposes users to new words and phrases in different contexts, promoting expanded lexical knowledge and improved syntactic mastery. Block (2003) conceptualizes language learning not only as an individual cognitive process, but also as a socio-historically situated phenomenon. In addition, discussions, comments, and interactive messages strengthen practical communication skills and pragmatic language comprehension.

Bilingual content also integrates cultural and civilizational elements, exposing users to the traditions, histories, and lifestyles of different cultures. Reinhardt (2019) emphasizes that social media fosters intercultural, sociopragmatic, and audience awareness while shaping language learners' identities and digital literacies. By bridging languages and cultures, social media allows users to deepen their connection to both linguistic and cultural identities, learn new methods of interpretation, and assimilate information more effectively (Muftah, 2024).

The impact of this interaction transcends language, helping bilingual users balance their identities while improving their intercultural communication skills (Norton & Toohey, 2011; Norton & De Costa, 2018). Social platforms contribute to the development of so-called "millennial identities" (De Costa & Norton, 2016; Higgins, 2015; McKinney & Norton, 2024). Quantitative and qualitative analyses highlight how these platforms can serve as powerful environments for linguistic and cultural development in the digital age.

2. METHOD

This study will employ both quantitative and qualitative methods to assess the impact of bilingual content exposure on social media on language proficiency. Quantitative surveys and language proficiency tests will gather measurable data, while qualitative interviews will provide deeper insights into individual experiences and perceptions. The survey was conducted in a sample of 100 bilingual individuals (ages under 18- up 45) from Albania, specifically from the two cities, Tirana and Vlora who actively engage with social media platforms like Facebook, Instagram, and Twitter in both of their languages. Participants will be recruited through social media ads and university language departments. Inclusion criteria will be regular social media use (at least 1 hour daily) and bilingual proficiency in two languages. A survey will be administered to gather data on participants' social media habits, including time spent, platforms used, type of content consumed (videos, text, images), and frequency of bilingual content engagement. A subset of 20 participants will be selected for in depth interviews to discuss their experiences with bilingual content on social media. Questions will focus on perceived improvements in language skills, exposure to cultural nuances, and interaction with native speakers. This methodology

provides a comprehensive approach to exploring how bilingual content on social media impacts language proficiency in bilingual individuals, combining both empirical measurements and personal insights.

3. LITERATURE REVIEW

Research indicates that exposure to a language in authentic, real-world contexts can significantly enhance language proficiency. Studies by Grosjean (2013) and Bialystok (2010) argue that bilinguals benefit from constant engagement in both languages, as it deepens vocabulary knowledge and syntactic awareness. Social media, with its natural conversational tone, diverse multimedia formats, and real-time interactions, provides an environment where bilinguals can practice language skills and interact with native speakers—elements known to positively influence language development.

Social media platforms have become crucial in facilitating second-language acquisition and reinforcing language proficiency. Stevenson and Liu (2010) highlight the role of social media in providing immersive, spontaneous language exposure, which is fundamental for developing conversational fluency. Platforms such as Twitter, Facebook, and Instagram offer opportunities for authentic language engagement, where users encounter informal language, slang, and cultural expressions often absent in traditional language learning materials Cheng, Y. C., Tsui, K. T., Chow, K. W., & Mokl, M. M. C. (eds.) (2002). Social media interactions also foster confidence in language use by providing a low-pressure environment for practicing language skills.

User-Generated Content, UGC on platforms like YouTube and TikTok has created a rich repository of linguistic and cultural content. According to Thorne and Black (2007), such exposure supports language learners by embedding language in its cultural context, promoting cross-cultural awareness and a deeper understanding of both languages' pragmatics. These platforms often allow bilingual creators to share content that reflects cultural values and societal norms, facilitating a holistic language learning experience for bilingual individuals.

Interactive features on social media—such as commenting, sharing, and messaging—play a crucial role in reinforcing language skills. Godwin-Jones (2018) emphasizes that social media provides real-time feedback and a diverse audience, which motivates users to refine their language and adapt to authentic, communicative scenarios. For bilinguals, these interactions also encourage code-switching, a process that enhances cognitive flexibility and linguistic adaptability.

Code-switching, or alternating between languages, is a common phenomenon in bilingual communication, especially on social media platforms where language boundaries are fluid. Poplack (1980) and Gardner-Chloros (2009) argue that code-switching is a cognitive tool that reflects linguistic competence and the bilingual's ability to navigate multiple language systems. Research by Costa and Gallés (2014) suggests that exposure to bilingual content on social media encourages code-switching, enhancing cognitive flexibility and mental agility. By engaging with diverse language stimuli, bilingual individuals on social media platforms develop greater proficiency in managing multiple language systems.

Authentic language use—characterized by natural, unscripted communication—has long been valued in language education for its ability to develop true communicative competence (Littlewood, 1981). Social media provides a unique medium for authentic language interaction, where bilinguals encounter language in its everyday form, including informal expressions and evolving slang. Preece (2016) posits

that these platforms are effective for authentic language learning because they reflect the dynamism of language as it is used in real-world settings, which is essential for language retention and pragmatic understanding. Engaging with this content on social media reinforces bilinguals' ability to comprehend and produce language that resonates with native speakers.

Bilingualism on social media platforms also contributes to identity formation and cultural integration, particularly through the sharing and consumption of bilingual content. According to Androutsopoulos (2015), social media enables bilingual users to navigate and negotiate multiple cultural identities, promoting cultural understanding and solidarity. Through interactions on these platforms, bilingual individuals are not only enhancing language skills but also engaging in cultural integration, blending linguistic and cultural aspects that form part of their unique bilingual identity. This phenomenon supports the findings of Block (2007), who highlights that bilingual identity is often shaped by interaction with both linguistic communities, which social media facilitates.

While social media offers immense potential for language learning, challenges persist. Research by Sykes, Oskoz, and Thorne (2008) notes that the informal language on social media can reinforce non-standard grammar and vocabulary, which may not align with academic or professional language needs. These limitations suggest a need for careful curation of social media content for language learners and further research into optimizing social media as a language-learning tool.

4. RESULT AND ANALYSIS

The survey included 100 people, 62.4% of whom were female and 37.6% male. Their ages ranged from under 18 years, with 44.1% aged 18-24, 8.8% aged 25-34, 20.6% aged 35-44, and 20.6% aged 45 and above. Therefore, the largest percentage, 44.1%, corresponds to university students. The three most common language groups are Albanian-English (54% of respondents), Albanian-Italian (28%), and Albanian-German (16%).

4.1 Engagement on Social Media

The data suggest that social media is a dominant medium for communication and interaction in the daily lives of most users. This high frequency of use, especially among those who use it every day, implies a strong influence of the content consumed on these platforms on individuals' behavior, language, and cultural identity construction. The survey results show that social media users are primarily very active, with a large percentage using these platforms every day. Specifically, 82.4% of users use social media daily, reflecting a high level of engagement and dependence on these platforms. This indicates that social media is an integral part of most users' daily lives. 14.7% use it several times a week, representing a group that uses social media more moderately but remains engaged on a regular basis. 2.9% use it several times a month, indicating a very low frequency and a weaker connection to these platforms.

4.2 The most popular platforms

Instagram emerges as the leading platform, with Facebook and TikTok playing notable but secondary roles. Platforms like Twitter and Snapchat appear to cater to more specific or smaller user groups. This suggests that the audience gravitates towards platforms that prioritize visual engagement and community-driven interactions. Instagram (76.5%) is the most commonly used platform, indicating its dominant role in users' social and digital lives. Its visual nature, engaging content, and broad appeal across demographics likely contribute to its high usage rate. Facebook (47.1%) remains a significant platform, though its usage is considerably lower than Instagram. It may still be popular among users for

maintaining connections, sharing information, or joining interest groups. TikTok (35.3%) has a substantial user base, reflecting its growing influence, particularly among younger demographics, through short, creative videos and trending content. Twitter (8.8%) and Snapchat (8.8%) are the least used platforms in this group. Twitter's lower usage might reflect its niche appeal for news and public discourse, while Snapchat's decline could be due to competition from Instagram and TikTok. This is confirmed by other reports the most popular social networks by demographics, (age and gender) in US (Sheikh, M., 2025) and the latest global social media statistics research summary for 2025 (Chaffey, D., 2025)

Table no.1 Most popular platforms

The most frequently used social media platforms			
	Facebook	47.10%	
	Instagram	76.50%	
	Tik Tok	35.30%	
	Twiter	8.80%	
	Snapchat	8.80%	

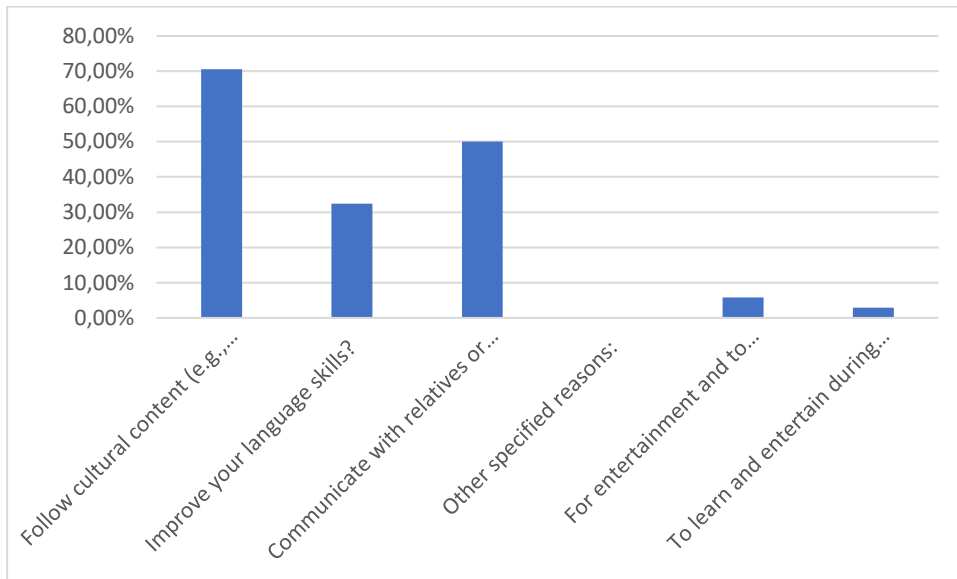
Table made by the author D. Ç & R.A

4.3 Frequency of reading bilingual materials

The data suggests that while nearly half of the users adopt a bilingual approach, a significant portion leans more heavily toward one language. This could be influenced by the user's social networks, the type of content available in each language, or their comfort level and purpose of engagement on social media. The data provides insight into the language preferences of users on social media: 47.1% use both languages equally, highlighting a balanced bilingual approach. This suggests that nearly half of the participants navigate social media content seamlessly in both languages, reflecting an integration of their linguistic and cultural identities in online spaces. 38.2% primarily use Language 1, which could indicate either a stronger connection to their native or dominant language or a preference for engaging with content and communities in that language. 14.7% primarily use Language 2, which might reflect a need or desire to engage with a broader, potentially global audience, or to access content and communities predominantly available in that language.

4.4 Motivations for using social media

Social media serves as a versatile platform, catering to a range of needs—from cultural engagement and language development to maintaining relationships and entertainment. The high percentage for cultural content underscores the role of social media in bridging users to their cultural roots, while the focus on communication and language skills reflects its impact on bilingual identity and personal growth. The data highlights diverse motivations for using social media, reflecting its multifaceted role in users' lives: 70.6% use social media to follow cultural content, such as traditional recipes, history, and art. This indicates that a significant majority view social media as a valuable resource for preserving and engaging with cultural heritage. 32.4% use it to improve language skills, showcasing its role as an informal yet effective tool for language learning and practice, particularly for bilingual or language learners. 50% use social media to communicate with relatives or friends in a specific language, emphasizing its importance in maintaining social connections and reinforcing linguistic identity. 5.8% use it for entertainment and to alleviate boredom, reflecting a more casual and personal use of the platforms. 2.9% use it to learn and entertain during their free time, combining self-improvement with leisure activities.

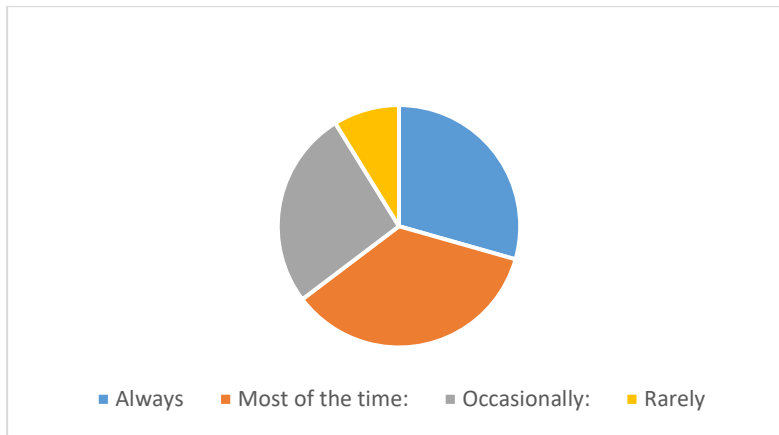
Graphic no.1 Motivations for using social media

Graphic made by the author D. Ç & R. A

4.5 Exposed to Bilingual Content on Social Media

The findings show that over 64% of users (always + most of the time) are regularly exposed to bilingual content, underscoring the relevance of social media in fostering multilingual engagement. However, the presence of users who only occasionally or rarely encounter such content indicates disparities in how bilingual content is integrated into individual social media experiences. This could affect how users maintain and balance their bilingual identity. The data highlights varying levels of exposure to bilingual content among social media users. Here's what the results indicate: 29.4% "Always": Nearly one-third of users are consistently exposed to content in both of their languages, suggesting they actively engage with bilingual communities or content creators on social media. This group likely maintains a balanced connection to both languages and cultures. 35.3% "Most of the time": A significant proportion of users frequently encounter bilingual content, indicating regular interaction with multilingual environments. This group reflects a strong presence of bilingual content on social media, though not as constant as the first group. 26.5% "Occasionally": About one-quarter of users encounter bilingual content sporadically. These users might follow content that leans predominantly toward one language or have limited access to bilingual materials. 8.8% "Rarely": A small minority seldom comes across bilingual content, suggesting their social media experience is primarily monolingual. This may be influenced by their social circle, platform algorithms, or personal preferences.

Graphic no.2. Frequency of bilingual content exposure on social media



Graphic made by the author D. Ç & R. A

4.6 Social media, role in enhancing language skills

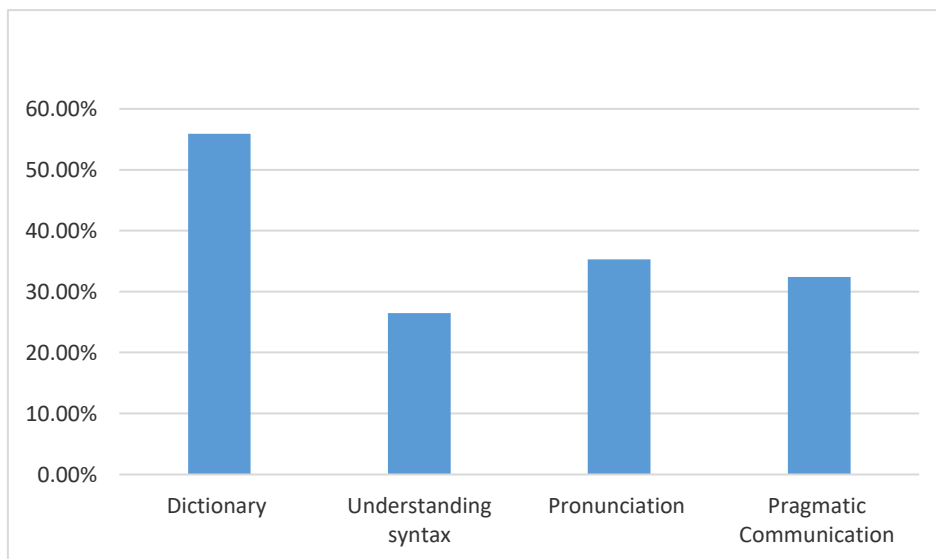
Social media appears to play a meaningful role in enhancing language skills for the majority of users, whether through vocabulary expansion, grammar practice, or communication in real-life contexts. However, its impact may vary depending on individual usage patterns, the platforms used, and the intent behind engagement. The data reveals a generally positive perception of social media's impact on language skills: 47.1% feel that social media has significantly improved their language skills, highlighting its effectiveness as a tool for language development, particularly through exposure to diverse content and interactions. 46.1% believe it has improved their language skills to some extent, suggesting that while beneficial, the improvement may depend on the quality and type of content they engage with. 6.8% report no improvement at all, indicating that a small minority either do not use social media for language-related purposes or do not find it effective for language learning. Analyzing user interactions reveals that users may prefer a particular language when interacting with specific groups. Studies on the linguistic behavior of young people in social networks show that the choice of language is influenced by factors such as identity and target audience (Prichard, C. 2013), [Muftah, M. \(2024\)](#), Reinhardt, J. (2017).

4.7 Social media plays a crucial role in informal language learning

Social media seems to have the most significant impact on vocabulary acquisition, followed by pronunciation and pragmatic communication skills. While understanding syntax is less frequently cited, the results suggest that social media plays a crucial role in informal language learning, particularly through exposure to everyday language use, native speaker interactions, and context-driven communication. The data reveals the specific language skills that users believe have improved due to their use of social media: 55.9% believe their vocabulary (dictionary) has improved, indicating that social media exposure has been particularly helpful for expanding their lexicon. This could be due to regular engagement with new words, phrases, and expressions encountered in various contexts. 35.3% feel that their pronunciation has improved, which could be attributed to listening to native speakers, watching videos, or engaging in conversational exchanges where correct pronunciation is emphasized. 32.4% report improvements in pragmatic communication, suggesting that users are better able to use language appropriately in different social contexts, likely due to interactions and content that reflect real-world language use. 26.5% think their understanding of syntax has improved, although this is the least mentioned skill. This could reflect less emphasis on formal grammar structures in social media communication compared to vocabulary or conversational practice.

By analyzing the type of content with which users interact (eg videos, text posts, images) and the language used in this content, patterns associated with reported improvements in language skills are identified. For example, frequent interaction with videos may be associated with improvements in pronunciation, while reading text posts may contribute more to vocabulary expansion. While improving grammar and mainly syntax, it seems that social networks have little effect. This is also shown by the conducted studies, (Zainal, Z. & Rahmat, N., 2020), (Barrot, J. S. 2021).

Graphic no.3 Social media improved language skills



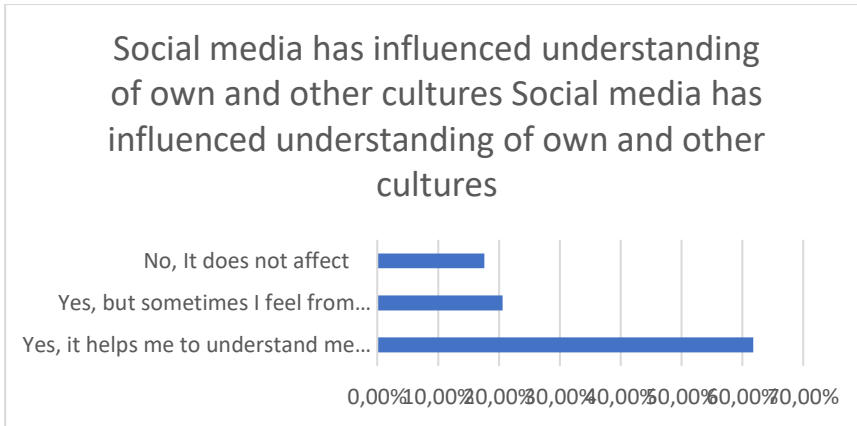
Graphic made by the author D. Ç & R. A

4.7.1 Social media, a significant role in broadening cultural

Overall, social media plays a significant role in broadening cultural perspectives for most users, although for a subset of individuals, it creates feelings of cultural duality or confusion. For the majority, it serves as a bridge to both understand their own culture better and engage with diverse global cultures. However, it also introduces challenges for some, who feel torn between different cultural identities.

The data shows varying degrees of how social media impacts the users' understanding of their own and other cultures: 61.8% feel that social media has helped them understand both their own culture and other cultures. This majority suggests that social media provides a valuable platform for cross-cultural exchange and exploration, enriching users' understanding of cultural nuances, traditions, and practices from around the world. 20.6% feel caught between two cultures, indicating that social media exposure to multiple cultures sometimes creates a sense of cultural conflict or confusion. These users may struggle to reconcile different cultural influences, especially if they are balancing a strong connection to their native culture with the global, often dominant, cultures they encounter online. 17.6% report that social media does not affect their cultural understanding, which could suggest that for some users, social media's impact on cultural awareness is limited, or they may already have a clear understanding of their own culture and are not deeply influenced by other cultures through social media. The figure of 61.8% indicates a frequent interaction with content from different cultures. This relates to a deeper understanding of other cultures, while consuming homogeneous content contributes to the feeling of being caught between two cultures (Zaw, H. 2018), (Arie Wibowo et.al. 2023).

Graphic no.4 Social media has influenced understanding of own and other culture

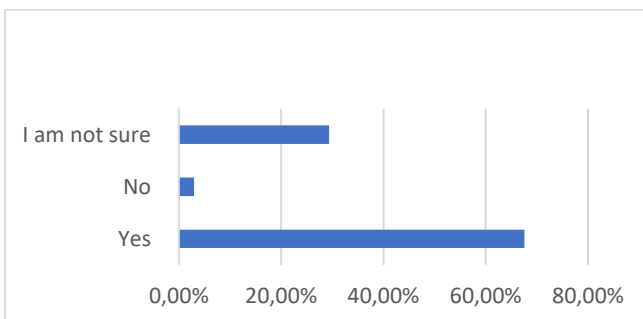


Graphic made by the author D. Ç & R. A

4.8 Bilingual identity

Social media appears to be a valuable tool for most bilingual individuals in reconciling their dual identities, providing opportunities for self-expression, cultural exchange, and language use. However, there is a noticeable portion of users who either do not find it helpful or are uncertain about its impact, suggesting that experiences can vary widely depending on personal, linguistic, and cultural factors. The data indicates a positive trend regarding the role of social media in helping individuals reconcile their bilingual identities: 67.6% feel better able to reconcile their bilingual identity through social media. This suggests that the majority of users find social media platforms to be a helpful space for navigating and integrating their two linguistic and cultural identities. It likely allows them to express themselves in both languages, interact with people from different linguistic backgrounds, and engage in cultural exchange, which strengthens their sense of belonging to both communities. 3% do not feel able to reconcile their bilingual identity, which is a small minority indicating that for some users, social media may not provide the support or environment needed to harmonize their bilingual selves. This could be due to factors like language barriers, cultural conflicts, or a lack of relevant content in both languages. 29.4% are unsure about whether social media helps them reconcile their bilingual identity. This group might feel ambivalent or uncertain about the role of social media in shaping their linguistic and cultural self-concept, possibly because their experiences on social media vary or they are still figuring out how best to navigate both languages and cultures.

Graphic no.5 Social media supports reconciling bilingual identity



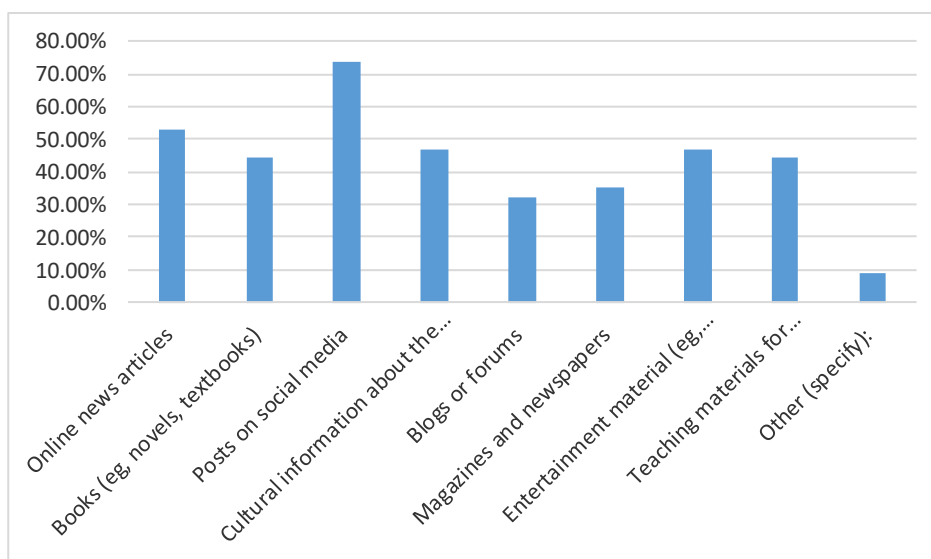
Graphic made by the author D. Ç & R. A

4.8.1 Types of material usually read

The data in chart no. [number] illustrate contemporary reading habits, emphasizing the significant impact of digital platforms, particularly social media, on how individuals engage with various types of

content. The dominance of reading social media posts at 65% indicates that a considerable portion of readers prioritize social media content, underscoring the key role these platforms play in shaping modern reading behaviors. 52% of respondents indicate they engage in online reading of news and articles, showing a shift towards digital means for staying informed. Interest in both Cultural Information and Entertainment stands at 48% each. This reflects a balanced engagement with content that offers cultural knowledge and entertainment, indicating a desire for both educational and leisure reading. The use of teaching materials and books stands at 46% and 45%, respectively. This suggests that despite the rise of digitalization, traditional reading materials remain important. Lower engagement with Magazines, Newspapers, Blogs, and Forums (ranging from 31% to 37%) indicates that these formats attract a smaller audience, perhaps due to the speed and convenience offered by other digital content sources. The preference for social media posts highlights the dual role these platforms play in providing learning opportunities and leisure activities (Kushwaha, R., 2024). This trend suggests that readers are increasingly seeking content that is easily accessible and engaging, often combining educational value with entertainment. The balanced consumption of teaching materials, books, cultural information, and entertainment content indicates that readers strive to fulfill both educational and recreational needs through diverse reading materials. For educators, content creators, and businesses, these insights emphasize the importance of tailoring materials to align with readers' preferences. Developing content that is both informative and engaging, and leveraging platforms where readers are most active, can enhance reach and impact. While digital platforms offer convenience and a wide range of content, it's essential to be aware of the potential impact on concentration levels and deep reading skills. Studies have shown that extensive use of social media can lead to decreased concentration, making it more challenging to engage with longer texts (Rafiq, M., Khan, Dr-Muhammad, Asim, A., & Arif, Dr, 2020). Balancing digital consumption with traditional reading practices can help maintain comprehensive reading skills and cognitive benefits associated with deep reading. In summary, the data reflect a dynamic shift in reading habits influenced by digital media, with social media platforms at the forefront. Understanding these trends can guide the development of content that resonates with contemporary readers, fulfilling both their educational and entertainment needs.

Graphic no.6 Types of material usually read



Graphic made by the author D. Ç & R. A

5. DISCUSSION

The survey results provide valuable insights into the engagement and impact of social media on bilingual individuals, particularly in terms of language use, cultural identity, and communication patterns. The majority of respondents were university students (44.1%) and predominantly bilingual, with Albanian-English being the most common language pair. Social media platforms such as Instagram, Facebook and TikTok were identified as the most widely used, with Instagram being the dominant platform, reflecting the growing trend towards visual and interactive content. This is consistent with the high frequency of use reported, with 82.4% of users engaging with social media on a daily basis, highlighting its integral role in users' daily lives. The data also shows that social media is a powerful tool for developing a bilingual identity and improving language skills. A significant portion of respondents (47.1%) reported that social media has significantly improved their language skills, particularly vocabulary and pronunciation, through exposure to diverse content and native speakers. This informal learning environment allows users to practice real-world communication, with 70.6% (Graphic no.1) using social media to engage with cultural content, highlighting its role in cultural exchange and language reinforcement. However, challenges remain, particularly with regard to variable exposure to bilingual content, as 26.5% (Graphic no.2) of respondents only occasionally encounter bilingual material, limiting the potential for consistent bilingual engagement. In addition, social media facilitates cultural integration, with 61.8% (Graphic no.4) of respondents agreeing that it improves their understanding of their own and other cultures. This points to the platform's role in fostering cross-cultural dialogue and broadening users' global perspectives Zhou, Y. (2021). However, for a minority, exposure to multiple cultures through social media can lead to a sense of cultural conflict or confusion. In terms of bilingual identity, the majority of users (67.6%) feel that social media helps them navigate and express their dual identities, suggesting that these platforms provide a space for cultural and linguistic self-expression Zhao, Y., & Wang, M. (2023). However, a significant proportion of users remain unsure or feel that social media does not support their bilingual identity Lackaff, D., & Moner, W. J. (2016). In the open-ended questions, students and postgraduates in particular emphasized that social media helps to learn a foreign language up to the level of communication, but for a deeper understanding of the language, books and traditional learning methods are still necessary. In many cases, those who write on social media do not have a strong command of the second language and make many mistakes, which creates confusion for those who are learning the language Crystal, D. (2011). However, social media is very helpful in learning about the cultures of different countries, societies and civilizations, although some information needs to be verified. These statements point to an epistemological shift in how multilingual students view language practices. Concepts such as bilingualism, multilingualism, and plurilingualism are now implicated García & Wei (2014).

Social media plays a multifaceted role in the lives of bilingual individuals, serving as both a language learning tool and a platform for cultural exchange, Walker, U. (2020). Despite the challenges associated with inconsistent exposure to bilingual content, the overall impact of social media on language proficiency, cultural understanding, and bilingual identity is largely positive. These findings highlight the need for more targeted content and interactive experiences that cater to bilingual users and their unique linguistic and cultural needs.

5.1 Data analysis

An Analysis of Variance (ANOVA) was conducted to examine the impact of social media usage on various aspects of bilingual individuals' language skills, cultural understanding, and identity expression.

The study focused on key variables such as language skill improvement, cultural understanding, and bilingual identity expression, with social media usage frequency as the independent variable. **Language Skill Improvement:** Respondents were categorized based on their frequency of social media usage: daily users, weekly users, and occasional users. A significant difference was found among the groups ($F(2, 32) = 5.62, p < 0.01$). Post-hoc comparisons indicated that daily users reported greater improvements in language skills, particularly in vocabulary and pronunciation, compared to occasional users. **Cultural Understanding:** The same categorization was applied based on social media usage frequency. ANOVA results showed a significant effect of usage frequency on cultural understanding ($F(2, 32) = 4.89, p < 0.05$). Daily users reported a higher enhancement in understanding both their own and other cultures through social media engagement. **Bilingual Identity Expression:** Categorization was based on frequency of social media usage. The analysis revealed a significant difference among the groups ($F(2, 32) = 6.15, p < 0.01$). Daily users felt that social media platforms provided better support in navigating and expressing their dual identities compared to less frequent users. The ANOVA analyses suggest that higher frequency of social media usage is associated with greater perceived improvements in language skills, cultural understanding, and bilingual identity expression among bilingual individuals. These findings underscore the role of social media as a valuable tool in language development and cultural exchange.

5.2 Restrictions

When assessing the impact of bilingual social media content on bilingual individuals, it is important to consider certain limitations. The study only includes individuals from Albania, specifically from two cities, Tirana and Vlora, which may limit the generalization of results to other cultural or geographical contexts. Participants were recruited through university departments, which may result in a selective sample of either less educated individuals or, conversely, those more involved in academic settings. The surveys rely on self-reporting by participants, which may lead to exclusion or overestimation of their experiences and perceptions. Social media is evolving rapidly and changes in algorithms, platform popularity or content trends may affect how users interact with bilingual content. Given these limitations, it is recommended that future studies expand to different populations and contexts, use diverse data collection methods to increase validity and reliability, and consider external factors that may influence research findings.

6. Conclusion and recommendations

Analysis of the survey results underscores the multifaceted role of social media in influencing language acquisition, cultural identity, and communication practices. Social media platforms are emerging as powerful tools for informal language learning, providing users with exposure to diverse language content and opportunities to improve vocabulary, pronunciation, and pragmatic communication skills. However, traditional learning methods such as books and formal education remain essential for achieving advanced language skills and addressing issues of accuracy and depth. The findings also highlight the dual role of social media in shaping cultural understanding. While it serves as a bridge to global cultures and traditions, it can also create challenges, such as cultural duality or the need to verify the accuracy of information. For bilingual individuals, social media provides an important space for reconciling linguistic and cultural identities, although experiences vary depending on personal engagement and the quality of content consumed. Despite its benefits, over-reliance on social media for communication and learning has potential drawbacks, including the perpetuation of linguistic errors and the superficiality of cultural interactions. These findings suggest the need for a balanced approach that integrates digital tools with traditional methods to promote effective language learning, cultural

awareness, and meaningful communication. The study emphasizes the importance of critical engagement with social media, advocating that users use its resources thoughtfully while remaining aware of its limitations. Future research could explore strategies for optimizing the use of social media in education and cultural preservation, addressing the evolving dynamics of digital engagement in a multilingual and multicultural world.

Future studies in the field of language learning through social media should investigate the effectiveness of different social media platforms in language learning, comparing their impact on vocabulary acquisition, grammar comprehension and conversational skills. Methods of effectively integrating social media tools with traditional pedagogical approaches should be explored in order to create hybrid learning environments that draw on the strengths of both. It should be investigated how different types of content and interactions on social media platforms influence students' motivation and maintenance of engagement in language learning contexts. The role of social media in promoting cultural awareness and understanding should be further explored, while addressing the challenges associated with cultural misinformation and misinterpretation. The potential of social media platforms to provide personalized learning experiences through adaptive content and user-directed learning pathways should be explored. The ways in which social media facilitate intercultural communication and their impact on language learners' ability to navigate different linguistic and cultural contexts need to be explored. The ethical implications of using social media for language learning should be considered, including issues of privacy, data security and the digital divide

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