



Investigating the Impact of Social Media as an EFL Learning Source in EFL Classrooms (A Case Study of Qassim University in Saudi Arabia)

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ABSTRACT

This study aims to examine the contemporary utilization of social media in English language instruction for scholarly objectives, to examine the resistance and obstacles associated with the utilization of social media in English language instruction, and to investigate the potential for systematic and thoughtfully structured utilization of social media in English language instruction. This study employed the analytical-descriptive research approach. The questionnaire comprised ten statements was used as an instrument to collect data. The collected data was analyzed utilizing SPSS software. The research sample comprised 22 English as a Foreign Language (EFL) university students. The main findings of this study comprise that the majority of participants agreed that: it is engaging when the professor permits the use of tablets and smartphones as supplementary learning tools in EFL lessons, they consistently utilize YouTube, TikTok, Facebook, and WhatsApp as tools for EFL learning, utilizing various social media applications enhances general learning skills and vocabulary building, social media applications facilitate the enhancement of their listening abilities through EFL recorded courses, as well as enhancing the acquisition of speaking skills by enabling communication with native English speakers. The main recommendations include: the use of social media for academic purposes is undeniably significant in English Language Teaching (ELT) situations at the university level in Saudi Arabia, a paradigm shift from dependence on conventional instructors and textbooks has transpired; hence, the adoption of digitalization should be welcomed, the use of social media for English language instruction and acquisition should extend beyond the mere collection of information from these sites, the issues related to the effective and efficient utilization of social media must be continually addressed, institutional-level training for the effective use of social media should be instituted, and collaborative development of customized ELT materials should involve both educators and students.

Keywords: social media, ELT strategies, educational obstacles, privacy & security.



1. Introduction

AbdAlgane (2022) noted that numerous individuals, particularly students, depend on social media for daily contact. It has, indeed, become a prevalent technology educational instrument for both public and academic applications. In contemporary times, the utilization of social media has emerged as a significant and essential component of academic environments, hence amplifying its influence on both individual and institutional levels (Hafeez et al., 2023). Hafeez et al. (2023) indicate that social media has garnered both commendation and condemnation; some regard it as a valuable tool for academic endeavors, while others perceive it as perplexing and a misuse of time. The connectedness of an individual with the global community is currently predicated on the utilization of social media. Social media has become a crucial instrument in the domain of EFL education, providing many options for the improvement of language proficiency. The incorporation of platforms such as TikTok, Facebook, Instagram, and YouTube into EFL instruction has demonstrated the ability to enhance authentic communication, foster collaborative learning, and elevate student engagement. These platforms serve as a conduit between formal education and practical language application, enhancing the learning experience by granting access to varied linguistic materials and promoting online communities for collaborative learning (Alsenafi et al., 2024; Alkamel, 2024). Students allocate significantly more time to social media and considerably less to face-to-face interactions, adversely affecting their communication abilities (Abbas et al., 2019). School administrations have the ability to include social media technologies into the learning processes of EFL students, as social media usage is quite prevalent among student groups worldwide (AbdAlgane 2022).

1.1 Problem

The main aim of this research is to investigate the influence of social media platforms on the improvement of oral communication skills among EFL students majoring in English at universities in Saudi Arabia. Individuals utilize these talents routinely in their life. Current observations confirm the dominance of oral communication in contemporary society. Individuals must possess the requisite competencies to proficiently communicate knowledge. The main aim of this study is to enhance oral language proficiency. In this context, social media applications are regarded as viable platforms that can replicate genuine language usage for international learners.

1.2 Research Questions

1. How far is social media a crucial resource for the advancement of English language teaching and learning?
2. What impact do social media applications have on the development of English language learning skills among EFL students at Saudi universities?
3. To what extent are social media applications beneficial in enhancing English language learning skills?

1.3 Objectives of the Study

The present study aims to ascertain the following objectives:

1. To examine the contemporary utilization of social media in English language instruction for scholarly objectives.



2. To examine the resistance and obstacles associated with the utilization of social media in English language instruction.
3. To investigate the potential for systematic and thoughtfully structured utilization of social media in English language instruction.
4. To assess the influence of social media on English language acquisition skills.
5. To investigate how university students of English develop their language competencies through social media utilization.
6. To formulate a series of recommendations that may assist students in addressing issues related to social media usage.

1.4 Significance of the Study

This study possesses the following notable characteristics:

1. Provide guidance for the successful utilization of social media as a credible resource for material development in English language teaching and learning, dispelling the negative perceptions that social media is only a time-wasting platform and a source for plagiarism and rote memorization of existing content.
2. Customized material development can be undertaken by both educators and students in English Language Teaching (ELT) classrooms for the objectives of language instruction and acquisition.
3. Modernization and enhancement of English language teaching classrooms can be achieved by demonstrating to educators and students the utilization of contemporary academic resources.
4. Prominent social media platforms such as TikTok, Facebook, WhatsApp, and YouTube, together with online classroom applications like Zoom and Google Classroom, can be utilized from a novel perspective for the development of ELT materials by educators and students.
5. Foster autonomous educators and students by providing them with innovative applications of social media.

2. Literature Review

2.1 ELT Strategies for Arab EFL University Instructors

AbdAlgane & Elmahdi (2024) assert that teaching strategies are essential for enhancing the quality of English language education at the university level for Arab students. Customizing instruction to address particular challenges remains pertinent for learners. Modifying strategies to more effectively meet learners' requirements can enhance results for everyone (Raza, 2018). Targeted exercises focused on spelling have benefited Saudi undergraduates when combined with reflective teaching methodologies (Altamimi & Rashid, 2019). Strategies should also utilize pupils' prior knowledge. Code-switching between Arabic and English enhances the memory of lexical collocations by using first language skills (Sneida et al., 2023). Leveraging working memory facilitates the acquisition of new words. Meticulous lesson planning also contributes, enabling educators to design intentional activities that enhance comprehension (Ahmed, 2023). Reflection facilitates the enhancement of future class



design by self-analysis (Mekki, 2020).

2.2 Social media in EFL Instruction

Social media continually alters various facets of human existence. Currently, numerous social media platforms influence communication, information dissemination, knowledge transfer, business, education, and various facets of life (Rieger and Christoph, 2018; Bhatti et al., 2019; Amin et al., 2020). Tkacová et al. (2022) examined the utilization of social media during the Covid-19 pandemic. The research indicated that most educators utilized social media for online instruction. Likewise, pupils demonstrated a strong inclination to utilize social media for their educational purposes. Utilizing social media can facilitate relationships among students and encourage them to create online communities, hence enhancing subject comprehension. Students can enhance their educational environment by utilizing new tools and employing social media as a means to facilitate learning and engage with communities collaboratively. Consequently, numerous research articles have assessed the influence of social media on students' academic performance (Safwat & Al Salaimeh 2020; Tambunan & Mukhyidin, 2022). Social media sites such as Facebook, WhatsApp, and Twitter enhance communication and can facilitate language acquisition (Pikhart & Botezat, 2021).

2.2 Social Media & Augmenting Linguistic Proficiencies

2.2.1 Writing Proficiency: Social media sites such as Instagram and Twitter enhance writing proficiency by prompting students to participate in innovative and informal writing activities. Instagram's visual format promotes creativity and engagement, rendering it a valuable instrument for improving English language acquisition (Abdyrakhimova, 2024; Pandey, 2024). Likewise, Twitter has been employed in grammar instruction to motivate students to construct grammatically accurate phrases, receiving favorable responses from students (Marlowe, 2023). Social media platforms, especially Instagram, have been employed as writing instruments, fostering creativity and interaction among students. This method enhances English writing proficiency by enabling pupils to participate in informal writing activities, thereby increasing their confidence (Abdyrakhimova, 2024).

2.2.2 Speaking and Oral Communication: Platforms like YouTube and Instagram live sessions have demonstrated a substantial enhancement in speaking skills among EFL learners. These platforms provide real-time engagement and feedback, essential for the enhancement of oral communication abilities (Ahmad & Khasawneh, 2024; Idries et al., 2024). Asynchronous social media platforms, such as Instagram, have shown useful for vocabulary instruction, yielding superior retention and learning outcomes relative to conventional methods (Rajayi & Maleki, 2023). Moreover, social media enhances grammar acquisition by enabling students to practice and obtain feedback in a dynamic and interactive setting (Marlowe, 2023).

2.2.3 Speaking and grammatical Proficiency: Platforms such as YouTube and Instagram live sessions have been successful in enhancing speaking and grammatical skills. Experimental studies indicate substantial enhancements in students' grammatical competency and speaking skills when these platforms are incorporated into language learning (Khasawneh, 2024).



2.3 Promoting Collaborative Learning via Social Media

Peer Collaboration: Social media facilitates peer collaboration by permitting students to participate in discussions, exchange materials, and offer feedback to one another. This collaborative environment enhances language acquisition by cultivating a feeling of community and collective learning objectives (Alsenafi et al., 2024; Alkamel, 2024). Access to Varied Resources: Social media platforms offer a plethora of linguistic resources, such as videos, articles, and interactive content, which can enhance the learning experience and expose users to diverse language applications and contexts (Alsenafi et al., 2024; Yousaf, 2023).

2.4 Challenges and Optimal Strategies in Utilizing Social Media in ELT

The integration of social media into English language instruction poses various problems for educators, although its potential advantages for improving student engagement and language proficiency. These issues are complex, involving technical, pedagogical, and socio-cultural aspects. Comprehending these problems is essential for formulating efficient strategies to include social media into English language pedagogy.

2.4.1 Technical Challenges

1. Technical obstacles: Incorporating social media into EFL instruction poses problems, including technical difficulties, reluctance from students and educators, and the necessity for suitable pedagogical approaches (Alkamel, 2024). Educators must receive training to proficiently utilize these platforms and provide engaging activities that correspond with learning objectives (Alkhalaf, 2023). Limited Access to Technology: Numerous educators encounter obstacles stemming from insufficient access to essential technological resources, including dependable internet connections and devices, which are crucial for the effective integration of social media in the classroom (Mauliska & Karlsson, 2024; Wibowo et al., 2024).

The effective use of social media in EFL instruction necessitates the selection of suitable platforms, the design of activities that foster interaction, and the provision of essential support for both educators and learners. Institutions are urged to integrate ICT into their teaching methodologies to improve learning results (Alkamel, 2024; Pandey, 2024).

Although social media provides various advantages for EFL learning, it is crucial to confront the obstacles related to its utilization. Through the application of best practices and the provision of sufficient assistance, instructors can proficiently utilize these platforms to improve language learning results.

2. Insufficient technological Proficiency: Educators frequently possess inadequate technological abilities necessary for effectively navigating and incorporating social media sites into their instructional methodologies. The deficiency in abilities may impede the efficient utilization of these instruments for educational objectives (Mauliska & Karlsson, 2024; Shiu, 2024).

2.4.2 Educational Obstacles

1. Informal Communication Styles: The casual aspect of social media may adversely affect students' compliance with rigorous academic writing norms, presenting a problem for educators striving to uphold academic rigor in language instruction



(Ahmed, 2024).

2. Resistance to Change: Teachers and students may oppose the incorporation of social media into conventional teaching techniques due to entrenched classroom practices and unfamiliarity with new technology (Alkamel, 2024; Wibowo et al., 2024).

3. Equilibrium Between Engagement and Distraction: Although social media can augment student motivation and engagement, its excessive utilization may result in distractions and diminished concentration on educational goals (Hamad, 2024).

4. Identity and Professionalism: Educators encounter demands concerning self-presentation and the preservation of a professional identity on social media platforms. The necessity to adhere to prevailing trends may clash with educators' perceptions of authenticity and professionalism (Song & Nejadghanbar, 2024; Nejadghanbar et al., 2024).

2.4.3 Socio-cultural Issues

Cultural Nuances: Navigating communication style disparities on social media can be problematic, especially in diverse classroom environments where students possess differing levels of digital literacy and cultural backgrounds (Liu, 2024).

2.4.4 Concerns Regarding Privacy and Security

Data Privacy: Concerns over privacy and data security are substantial, since educators and students may be apprehensive about disclosing personal information on social networking platforms. This worry may restrict the inclination to utilize these instruments for instructional objectives (Mauliska & Karlsson, 2024).

Despite these considerable problems, it is essential to acknowledge the potential benefits that social media presents for English language instruction. Social media can facilitate genuine communication, promote collaborative learning, and enhance student motivation and engagement. To capitalize on these advantages, it is imperative to confront the problems with comprehensive solutions, including focused teacher training, the establishment of a robust technology infrastructure, and the cultivation of a supportive learning environment that promotes the responsible utilization of social media. By doing so, educators can proficiently include social media into their pedagogical methods, so enriching the learning experience for students.

2.5 Advantages & Disadvantages of Utilizing Social Media in ELT Classrooms

Social media has become a crucial instrument in English language instruction, presenting both advantages and obstacles. The possible advantages encompass increased engagement, access to genuine language input, and higher language proficiency, but the disadvantages include distractions, casual language usage, and privacy issues. Educators can alleviate these disadvantages by employing smart methods for social media inclusion within the classroom. The subsequent sections examine these facets in depth.

2.5.1 Advantages of Social Media in English Language Instruction

1. Augmented Linguistic Proficiency: Social media platforms such as Facebook, Instagram, and YouTube offer avenues for students to refine diverse language competencies. Students have indicated enhancements in speaking, reading, and



vocabulary by engaging with English content on these platforms (Nekson, 2024; Malik & Qureshi, 2024).

2. Authentic conversation: social media promotes genuine conversation and interaction with native speakers, hence improving intercultural competence and language competency (Singer, 2024; Bjornsson, 2023). The interactive characteristics of social media can enhance student motivation and engagement, rendering language learning more attractive and pertinent to students' daily life (Alkamel, 2024; Abdyrakhimova, 2024).

3. Collaborative Learning: Platforms such as Twitter and Instagram facilitate collaborative learning by enabling students to participate in debates and exchange resources, therefore enriching their educational experience (Alkamel, 2024; Marinković, 2023).

2.5.2 Disadvantages of Social Media in English Language Instruction

1. Distractions and Information Overload: social media may serve as a distraction, as students frequently shift their attention to entertainment content instead of educational resources (Abedi & Chhibber, 2023). The extensive volume of information accessible may result in cognitive overload (Bjornsson, 2023). The widespread use of informal language and online slang on social media may adversely affect students' comprehension of official English language structures (Bjornsson, 2023).

2. Privacy and Security Issues: The utilization of social media in educational environments generates apprehensions regarding the privacy and security of students' personal data (Singer, 2024).

3. Technical and Pedagogical Challenges: Educators may encounter technical difficulties and student resistance when incorporating social media into the curriculum. Furthermore, training is necessary to utilize these platforms successfully for educational objectives (Alkamel, 2024).

2.5.3 Strategies to Alleviate Disadvantages

1. Curated Content and Explicit Objectives: Educators must select high-quality content and provide explicit learning objectives to direct students' utilization of social media for language acquisition (Bjornsson, 2023).

2. Digital Literacy Programs: The implementation of digital literacy programs can assist kids in properly navigating social media, hence reducing their exposure to improper content and distractions (Nekson, 2024).

3. Teacher Training and assistance: Offering training and assistance for educators can improve their capacity to effectively use social media into language instruction (Hamad, 2024; Alkamel, 2024).

4. Time Management and Self-Regulation: Promoting the development of time management and self-regulation abilities in students can enhance their concentration on educational material and mitigate the likelihood of distraction (Abedi & Chhibber, 2023).

Although social media provides several advantages for English language instruction, it is crucial to consider its possible disadvantages to enhance its efficacy. Through the application of strategic methodologies, educators can leverage the transformative capabilities of social media to establish dynamic and interactive learning



environments that transcend conventional classroom limits. This equitable strategy can improve language acquisition experiences and results for students, equipping them for success in a progressively digital environment.

2.6 Previous Studies

Alsenafi et al. (2024) examine the influence of social media platforms on improving academic and social connections among EFL students at the College of Basic Education in Kuwait, emphasizing their perspectives of these tools for language acquisition. This research employs a qualitative analysis method via semi-structured interviews with 60 college students to investigate how platforms such as Facebook, X (formerly Twitter), Instagram, and WhatsApp can enhance language learning by connecting formal education with practical language application. Alkamel (2024) The research study examines the significance of social media in teaching English as a Foreign Language (EFL), concentrating on identifying primary platforms utilized, evaluating their efficacy, and comprehending the obstacles encountered by both students and educators in this domain. This analysis examines the current literature regarding the influence of social media on English language acquisition, highlighting how platforms such as Facebook, Twitter, Instagram, and YouTube can improve skills including listening, speaking, reading, and writing, while also addressing the benefits and obstacles of incorporating these tools into EFL pedagogy.

Abdyrachimova (2024) The research examines students' views on utilizing social media, particularly Instagram, as a writing instrument in EFL courses, emphasizing the influence of digital platforms on language learning and educational methodologies in the contemporary digital era. It highlights the prospective advantages of incorporating social media into conventional educational settings, concentrating on how these tools can augment student engagement, creativity, and the advancement of English language proficiency, while also acknowledging the challenges that may emerge from their application in education.

Khasawneh (2024) examines the novel application of social media technologies, particularly Instagram live streaming and YouTube language classes, to improve the speaking and grammatical ability of foreign language undergraduates. The objective is to assess the efficacy of these platforms in language instruction and their influence on students' linguistic proficiency. The study employed a pretest-post-test experimental design involving 392 participants, categorized into Control and Experimental groups. It revealed substantial enhancements in grammar proficiency and speaking skills within the Experimental Group following their interaction with social media resources, underscoring the efficacy of these platforms in facilitating engaging and effective language learning.

Pandey (2024) The study examines the use of social media as an educational platform for undergraduate EFL (English as a Foreign Language) students, emphasizing their use of social media to improve their English writing abilities. The study, through a meta-analysis of seventeen peer-reviewed articles from the past five years, concludes that social media functions as an informal learning environment where students participate in independent writing, interact with peers, and enhance their writing



confidence, albeit with a tendency towards informal language structures. Alkhalaf (2023) This study examines EFL teachers' perspectives of utilizing Mobile Social Network Sites (MSNS) for language instruction and acquisition, specifically within the Saudi Arabian setting. It underscores the growing interest in incorporating technology into language instruction, facilitated by the availability of devices such as smartphones and tablets, which may enrich the learning experience with real resources and interactive exercises. The research seeks to comprehend the advantages and obstacles linked to the utilization of social media in English as a Foreign Language instruction by analyzing educators' viewpoints. It underscores the significance of educators' perspectives in the efficient incorporation of social media into language instruction and discusses some obstacles that may impede the utilization of MSNS in the classroom.

3. Method

This study employs the analytical-descriptive research approach. The research sample comprised 22 EFL tertiary-level students who were matriculated at the Department of English Language & Literature, College of Languages & Humanities, Ar Rass Campus, Qassim University, Saudi Arabia. The collected data was analyzed utilizing SPSS software. Subsequently, the figures and percentages were methodically delineated in comprehensive paragraphs, which accompanied the figures below. These students were engaged in EFL specialization in different educational levels, from first-year undergraduates to final-year seniors. The data collection technique utilized a questionnaire to obtain the requisite information. The questionnaire comprised ten statements. Three university academics assessed these questionnaire statements to evaluate their validity, appropriateness, and reliability.



4. Results, Analysis & Discussion

Table 1. I effectively use multiple social media applications in EFL classes.

	Frequency	Percent
Strongly disagree	2	9.1
Disagree	0	0.0
Neutral	9	40.9
Agree	10	45.5
Strongly agree	1	4.5
Total	22	100

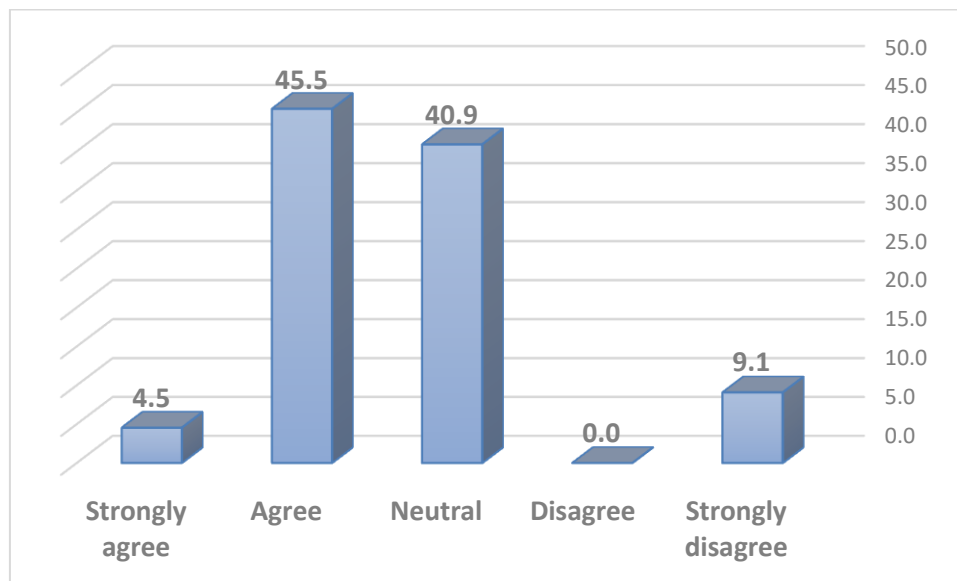


Fig. (1) I effectively use multiple social media applications in EFL classes.

When responding to the first item "I effectively use multiple social media applications in EFL classes," (50%) of the study subjects agreed that they use multiple social media applications effectively in classes. However, the graph also shows that (40.9%) of the participants decided to be natural. The questionnaire item also shows that (9.1%) of the study subjects strongly disagreed with it.



Table 2. I systematically use You Tube, Tik Tok, Facebook and WhatsApp applications as EFL learning resources.

	Frequency	Percent
Strongly disagree	0	0.0
Disagree	2	9.1
Neutral	5	22.7
Agree	7	31.8
Strongly agree	8	36.4
Total	22	100

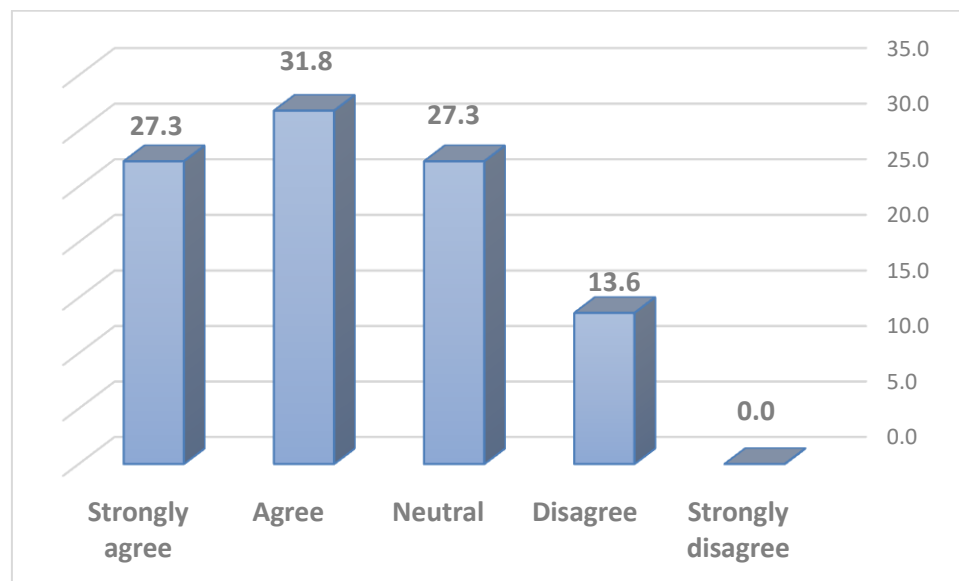


Fig. (2) I systematically use You Tube, Tik Tok, Facebook and WhatsApp applications as EFL learning resources.

(59.1%) of the responders agreed with the second questionnaire item: "I systematically use YouTube, TikTok, Facebook, and WhatsApp applications as EFL learning resources," affirming that a great deal of EFL students are aware of the effective role of using some social media applications in learning in today's digital world, while (27.3%) remained neutral and (13.6%) disagreed.



Table 3. It is interesting when the professor allows me to use my Tablet and smartphone as secondary learning means in EFL classes.

	Frequency	Percent
Strongly disagree	0	0.0
Disagree	2	9.1
Neutral	5	22.7
Agree	7	31.8
Strongly agree	8	36.4
Total	22	100

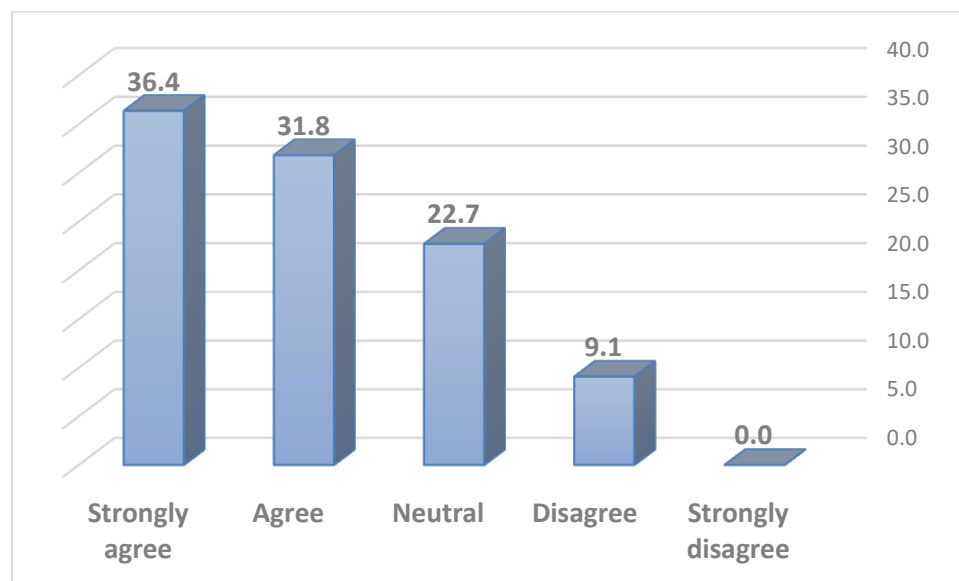
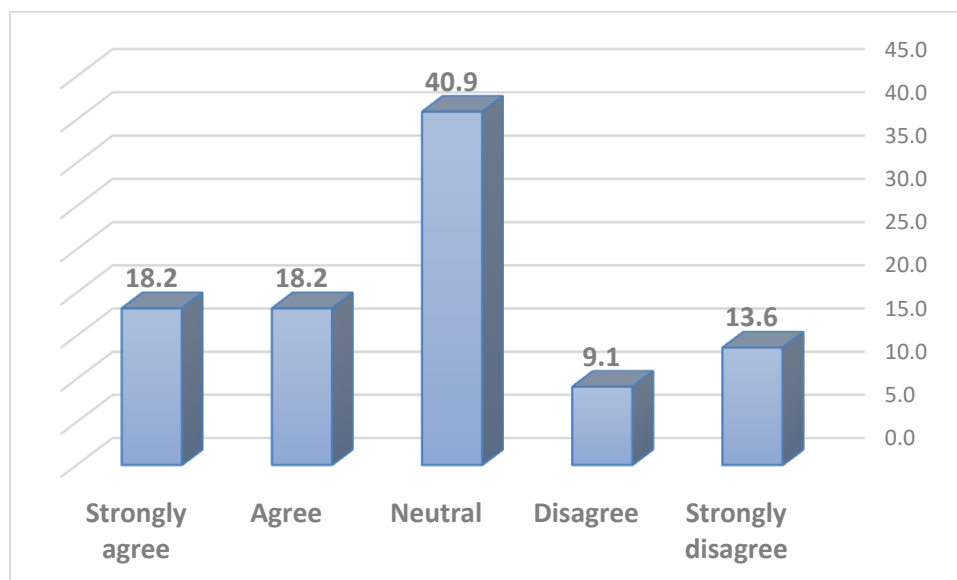


Fig. (3) It is interesting when the professor allows me to use my Tablet and smartphone as secondary learning means in EFL classes.

The survey found that (36.4%) of participants strongly agreed and (31.8%) agreed with the questionnaire item: "It is interesting when the professor allows me to use my Tablet and smartphone as secondary learning means in EFL classes." Thus, it is indicated that the majority of EFL students use their smartphones effectively while in class, and that is why they feel happy to allow them to use such devices as learning sources in EFL classes. Whereas, (22.7%) remained neutral.

**Table 4. I regularly avoid using electronic devices such as smartphones inefficiently during EFL classes.**

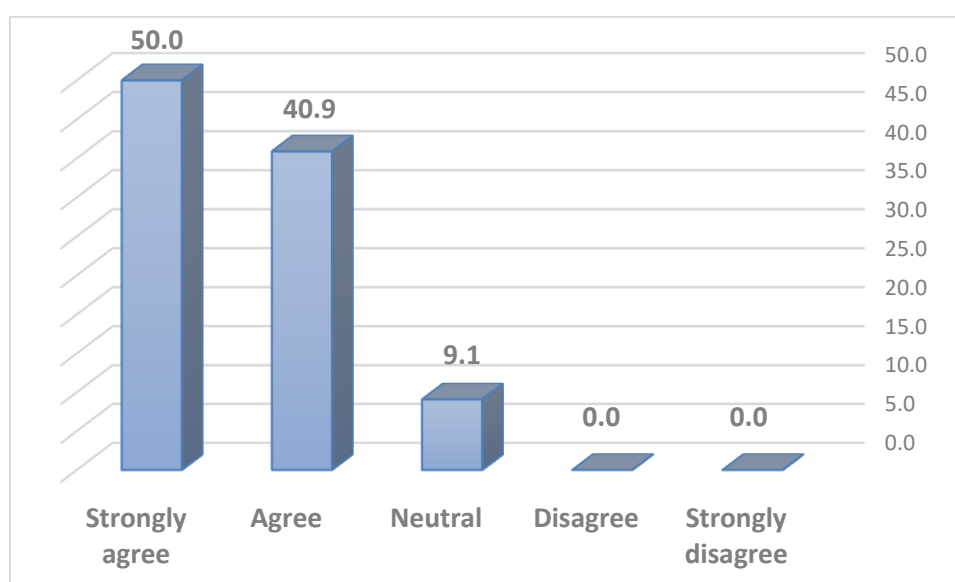
	Frequency	Percent
Strongly disagree	3	13.6
Disagree	2	9.1
Neutral	9	40.9
Agree	4	18.2
Strongly agree	4	18.2
Total	22	100

**Fig. (4) I regularly avoid using electronic devices such as smartphones inefficiently during EFL classes.**

Interestingly, the fourth item illustrated that (36.4%) of the participants agreed that they do not use such devices ineffectively. In other words, they do not use smartphones for non-academic purposes such as contacting friends via Facebook or WhatsApp, as stated by the following item: "I regularly avoid using electronic devices such as smartphones inefficiently during EFL classes." Whereas (40.9%) remained neutral and (22.7%) disagreed with the statement.

**Table 5. It is helpful to improve overall learning skills and vocabulary via using multiple social media applications.**

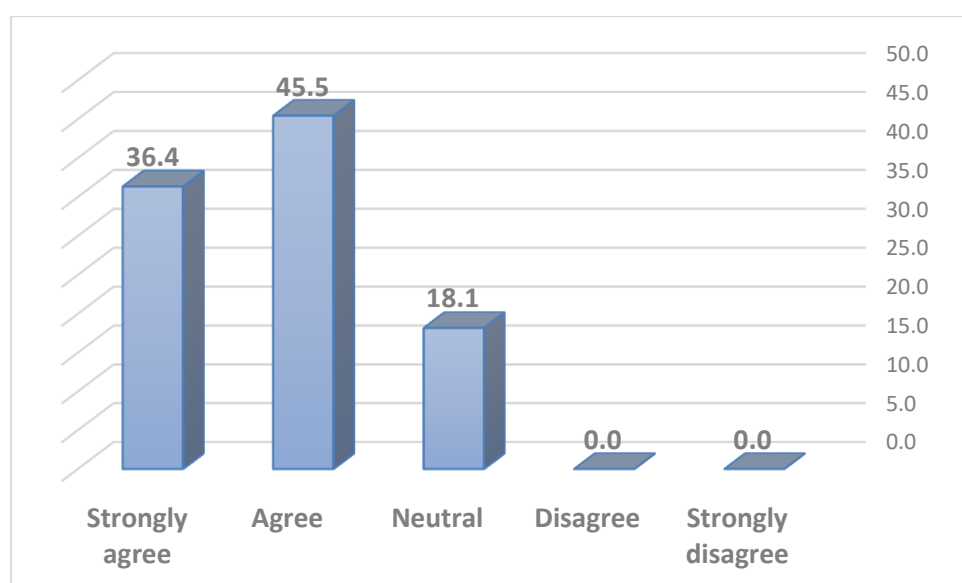
	Frequency	Percent
Strongly disagree	0	0.0
Disagree	0	0.0
Neutral	2	9.1
Agree	9	40.9
Strongly agree	11	50.0
Total	22	100

**Fig. (5) It is helpful to improve overall learning skills and vocabulary via using multiple social media applications.**

When responding to the fifth questionnaire item, "It is helpful to improve overall learning skills and vocabulary by using multiple social media applications," (90.9%) of the respondents agreed that social media usage can effectively improve their language skills in general and vocabulary-building skills. Whereas, (9.1%) decided to remain neutral.

**Table 6. Social media applications enable me to improve my listening skills by listening to some EFL recorded lessons.**

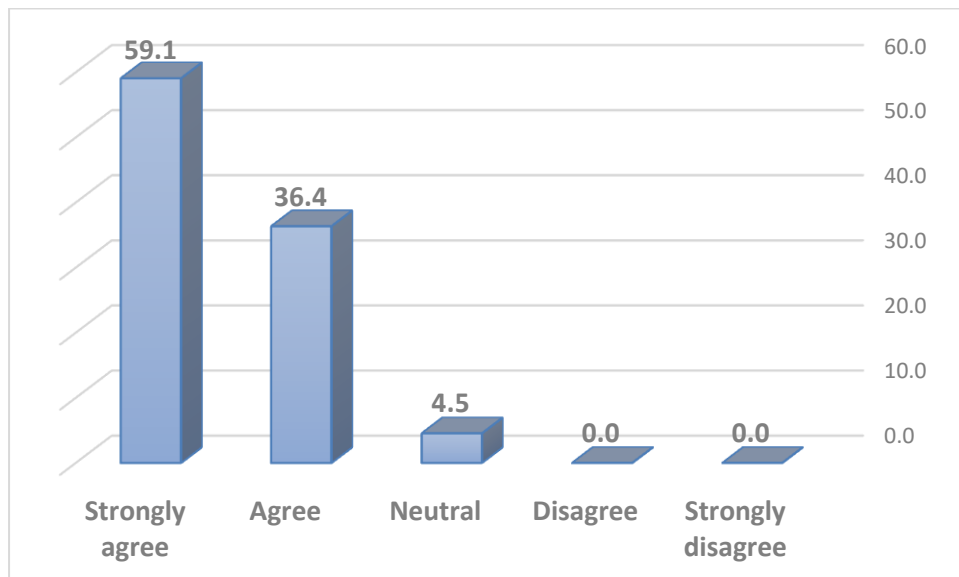
	Frequency	Percent
Strongly disagree	0	0.0
Disagree	0	0.0
Neutral	4	18.1
Agree	10	45.5
Strongly agree	8	36.4
Total	22	100

**Fig. (6) Social media applications enable me to improve my listening skills by listening to some EFL recorded lessons.**

Moreover, the following item showed that (81.9%) of the participants agreed that social media applications enable me to improve my listening skills by listening to some EFL recorded lessons. In other words, these applications also supported them in improving listening skills as they enabled them to virtually contact a wide range of English speakers, either native or non-native, given in today's digital world always there is an opportunity for EFL learners to have strong rapport worldwide and that is how they can improve the overall listening skills. Whereas, (18.1%) of the responders decided to remain neutral.

**Table 7. Social media applications facilitate learning speaking skills through communication with English language native speakers.**

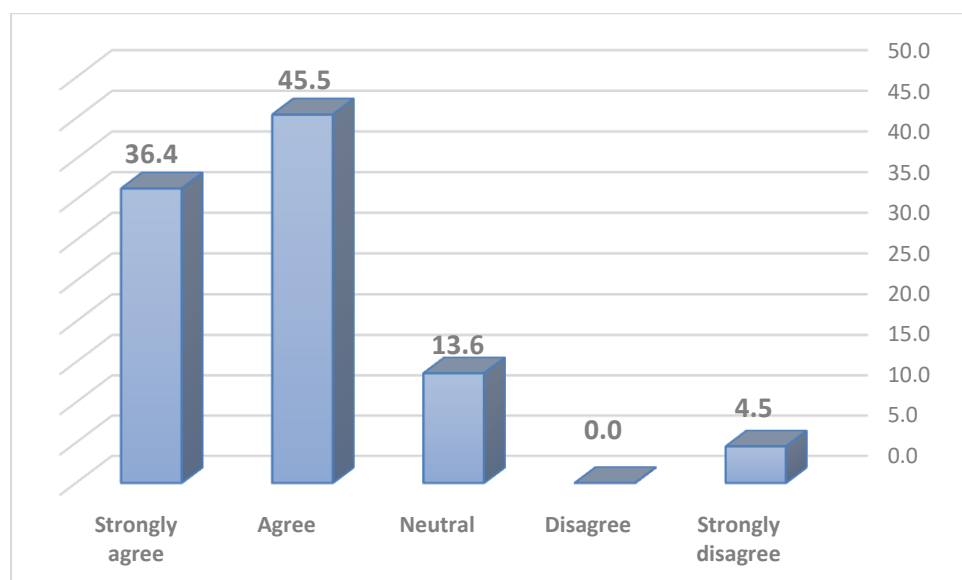
	Frequency	Percent
Strongly disagree	0	0.0
Disagree	0	0.0
Neutral	1	4.5
Agree	8	36.4
Strongly agree	13	59.1
Total	22	100

**Fig. (7) Social media applications facilitate learning speaking skills through communication with English language native speakers.**

Additionally, (95.5%) of the participants agreed that social media applications facilitate learning speaking skills through communication with English language native speakers. Whereas, (4.5%) remained neutral.

**Table 8. Social media applications help me develop reading & writing skills through written interaction with English language native speakers.**

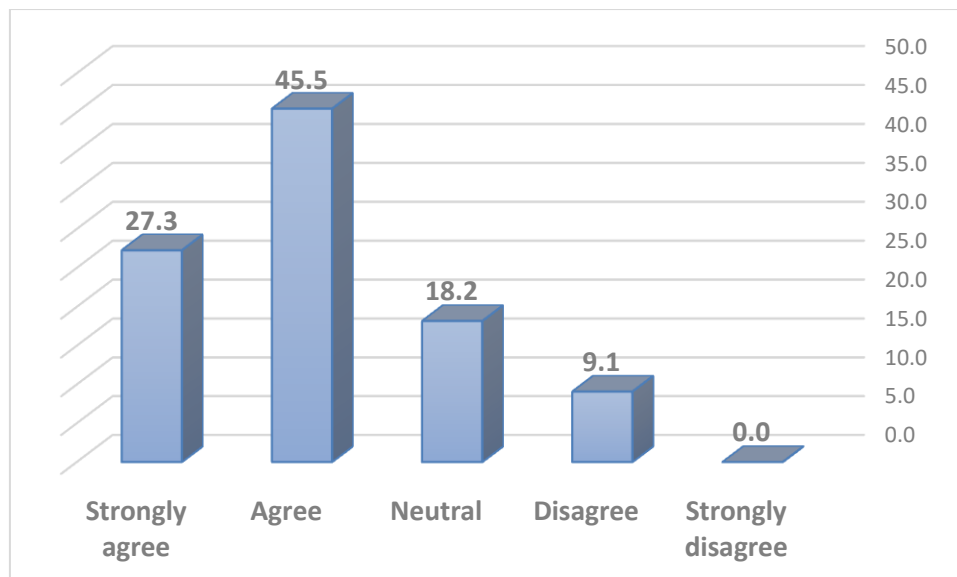
	Frequency	Percent
Strongly disagree	1	4.5
Disagree	0	0.0
Neutral	3	13.6
Agree	10	45.5
Strongly agree	8	36.4
Total	22	100

**Fig. (8) Social media applications help me develop reading & writing skills through written interaction with English language native speakers.**

Additionally, (81.9%) of the respondents believed that a similar interaction level via multiple social media applications can positively impact how they write and read. Thus, the item proves that improving writing and reading skills through social media applications is possible, as shown by the above questionnaire item. Whereas, (13.6%) remained neutral and (4.5%) strongly disagreed with the statement.

**Table 9. I can take EFL classes virtually, via using multiple social media applications.**

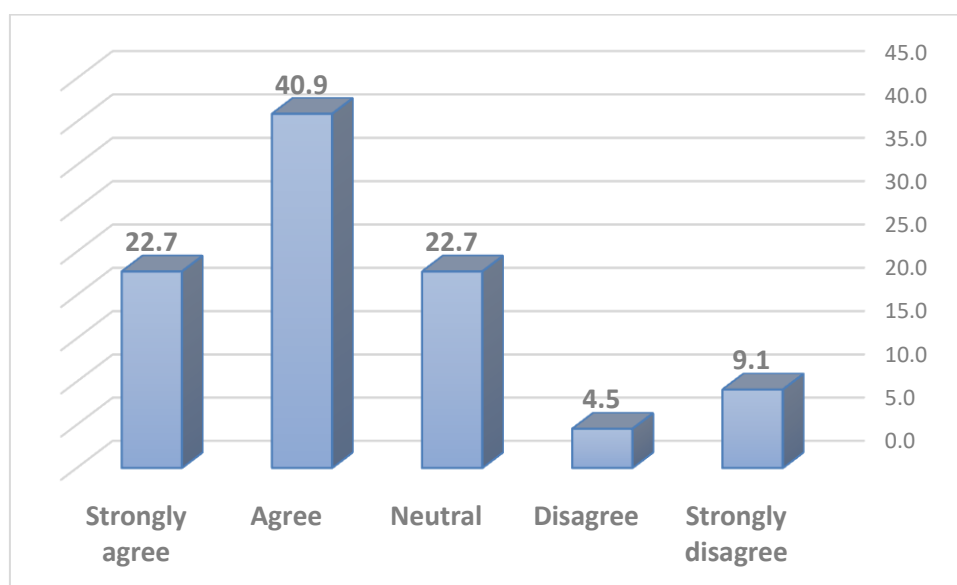
	Frequency	Percent
Strongly disagree	0	0.0
Disagree	2	9.1
Neutral	4	18.2
Agree	10	45.5
Strongly agree	6	27.3
Total	22	100

**Fig. (9) I can take EFL classes virtually, via using multiple social media applications.**

It is also clear that (72.8%) of the study subjects also agree with the questionnaire item: "I can take EFL classes virtually, via using multiple social media applications," and thus believe that social applications can facilitate virtual learning, which is vital in cases where the face-to-face interaction is impossible. Practically, the researchers were eyewitnesses during the coronavirus pandemic, where teaching had to be conducted virtually via platforms such as Blackboard. The Internet and social media applications were among the vital tools through which online teaching and learning were completed.

**Table 10. Using multiple social media applications motivates me to learn.**

	Frequency	Percent
Strongly disagree	2	9.1
Disagree	1	4.5
Neutral	5	22.7
Agree	9	40.9
Strongly agree	5	22.7
Total	22	100

**Fig. (10) Using multiple social media applications motivates me to learn.**

Finally, this graph displays that (63.6%) of the participants agreed with the questionnaire item, "using multiple social media applications motivates me to learn," affirming that such applications motivate them for better learning of the English language; this point makes us believe that it also motives EFL professors to encourage students to use their smartphones positively while classes as learning resources whenever necessary. Some EFL students know the effective role of social media applications in learning in today's digital world. Whereas, (22.7%) remained neutral and (13.6%) disagreed with the statement.



5. Conclusion

In conclusion, experts strongly believe that social media enhances English language acquisition. Social media platforms facilitate ELF learners in seeking, exchanging, and disseminating information. Numerous studies have demonstrated the beneficial effect of such platforms in enhancing learning. Students in ELL classes exhibit a strong attachment to their phones, particularly when instructed to utilize the devices for word definitions or assignment completion. Educators may certainly utilize their students' excitement for and dedication to technology to enhance the educational process. Nevertheless, the beneficial influence and outcomes of social media, as evidenced by empirical research, unequivocally need an examination of the extent of social media integration within academic curricula in the Saudi context. The inclusion of social media platforms such as Twitter, Facebook, and YouTube as teaching aids or assessment tools in the English course outlines at Saudi universities can be evaluated in both virtual and traditional classroom settings.

6. Recommendations

Based on the acquired results and data analysis, the following recommendations are proposed:

1. The utilization of social media for academic purposes holds indisputable importance in English Language Teaching contexts at the tertiary level in Saudi Arabia.
2. A paradigm change from reliance on traditional educators and textbooks has occurred; hence, the transition to digitalization should be embraced.
3. The utilization of social media for English language instruction and acquisition should not be limited to merely gathering information from these platforms.
4. The challenges associated with the effective and efficient use of social media must be resolved permanently.
5. Institutional-level training for the appropriate utilization of social media should be implemented.
6. Customized development of English Language Teaching materials should be undertaken collaboratively by both educators and students.

7. Limitations

One major limitation of this study is that it was conducted at a single educational institution rather than being expanded to include more faculties at the university. Another limitation is that the study comprised a limited number of participants.



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