



The Role of Social Media Platforms in Enhancing English Language Skills among EFL Undergraduate Students at Al-Alasmarya Islamic University

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Abstract

This study examines the role of social media platforms in enhancing the English language skills of university students learning English as a Foreign Language (EFL). It focuses specifically on students' perceptions of improvements across six key areas: listening, speaking, reading, writing, vocabulary and grammar. The study employed a quantitative research approach, with data collected via a structured questionnaire distributed to 83 male and female students from various faculties at Al-Asmariya Islamic University.

The questionnaire consisted of three sections: demographic data, patterns of social media usage, and students' perceived improvements in their English language skills. Data were analyzed using SPSS, utilizing descriptive statistics—such as arithmetic means, percentages, and standard deviations—as well as inferential statistics, including the Chi-square test.

The results indicate that social media platforms generally have a positive impact on all English language skills. Vocabulary development ranked highest in terms of perceived improvement, followed by listening and speaking skills, while improvements in writing and grammar were relatively lower. Among the various platforms, YouTube emerged as the most influential for most skills—particularly listening and vocabulary—followed by TikTok, which was notably effective for listening and speaking. Meanwhile, text-based platforms, such as Facebook, proved more effective in supporting reading and writing skills. The study concluded that social media platforms serve as an effective and motivating supplementary tool for learning English, provided they are used purposefully. The findings underscore the importance of integrating these platforms into English language instruction in a structured manner to maximize their educational benefits.

Key Words: social media, listening skill, speaking skill, reading skill, writing skill, vocabulary, grammar, YouTube, TikTok, Facebook, WhatsApp, Instagram.

الملخص:

تبحث هذه الدراسة في دور منصات التواصل الاجتماعي في تعزيز مهارات اللغة الإنجليزية لدى طلاب الجامعات الذين يتعلمون الإنجليزية كلغة أجنبية (EFL). وتتركز الدراسة بشكل خاص على تصورات الطلاب حول التحسن الذي طرأ على ستة مجالات رئيسية، وهي: الاستماع، والتحدث، والقراءة، والكتابة، والمفردات، والقواعد. اعتمدت الدراسة نهجاً بحثياً كمياً، حيث جمعت البيانات من خلال استبانة مقننة وزعت على 83 طالباً وطالبة من كليات مختلفة في الجامعة الأسمرية الإسلامية. تكونت الاستبانة من ثلاثة أقسام: البيانات الديموغرافية، وأنماط استخدام منصات التواصل الاجتماعي، وتصورات الطلاب حول التحسن في مهاراتهم في اللغة الإنجليزية. وقد خللت البيانات باستخدام برنامج (SPSS)، بالاعتماد على الإحصاء الوصفي -مثل المتوسطات الحسابية، والنسب المئوية، والانحرافات المعيارية- بالإضافة إلى الإحصاء الاستدلالي، بما في ذلك اختبار "مربع كاي" (Chi-square test). تشير النتائج إلى أن منصات التواصل الاجتماعي لها تأثير إيجابي بشكل عام على جميع مهارات اللغة الإنجليزية. وجاء تطوير المفردات في المرتبة الأولى من حيث التحسن الملحوظ، تلتها مهارتا الاستماع والتحدث، بينما كان التحسن في مهارتي الكتابة والمفردات -يليه "تيك توك" (TikTok) -الذي أثبتت فعالية ملحوظة في مهارتي الاستماع والتحدث. في المقابل، كانت المنصات القائمة على النصوص، مثل "فيسبوك" (Facebook)، أكثر فاعلية في دعم مهارتي القراءة والكتابة. وخلصت الدراسة إلى أن منصات التواصل الاجتماعي تُعد أداة تكميلية فعالة ومحفزة لتعلم اللغة الإنجليزية، شريطة استخدامها بشكل هادف. وتؤكد النتائج على أهمية دمج هذه المنصات في تعليم اللغة الإنجليزية بطريقة منظمة، وذلك لتعزيز فوائدها التعليمية.

Introduction

The rapid development of social media has transformed the ways in which learners' access, exchange, and produce information. In the context of English as a Foreign Language (EFL), social media platforms provide learners with

opportunities to encounter English beyond the boundaries of the formal classroom. Unlike traditional language-learning environments, social media can expose learners to multimodal forms of English, including written texts, audio, video, images, comments, and interpersonal communication. Consequently, social media has increasingly been examined as a supplementary environment for language learning, particularly in contexts where opportunities for interaction with English speakers may be limited. According to Alsenafi et al. (2024), students in Kuwait found that apps like Facebook, Instagram, and WhatsApp helped them communicate better and feel more motivated to use English.

Despite our awareness of the benefits of social media, a significant question remains: Which English skill improves the most? Is it listening, speaking, reading, writing, vocabulary, or grammar? Different apps seem to help in different ways. For example, text-based apps like Facebook and WhatsApp are often good for writing because students can message each other and get feedback. On the other hand, video apps like YouTube and TikTok are better for listening because they show real-life videos (Rezk, 2024; Almushwat, 2023). Because every app is different, research results are not always the same. Some studies say writing and vocabulary improve most (Almushwat & Sabkha, 2023), while others say speaking and pronunciation are the biggest winners (Sulistiani et al., 2025).

In Indonesia, Dewi et al. (2022) found that university students believed social media helped them improve their English, even if they used it more for entertainment than for academic purposes. In Libya, Almushwat and Sabkha (2023) discovered that social media specifically helped students with writing, vocabulary, and spelling. However, most studies do not look at all six skills at the same time in one group of students. This study aims to fill this gap by comparing all these skills together.

The goal of this research paper is to find out which English skill university students think improved the most by using social media and which apps worked best for each skill. We will use a questionnaire to ask students about their own progress and their opinions.

Problem Statement

Even though there has been a tremendous rise in the use of social media sites among university students, very few studies have been carried out to identify the effect of these sites in particular on the improvement of English language proficiency among EFL learners. Earlier studies have established the positive effect of using these sites in language learning, but most studies have been carried out on one particular language skill, like writing, listening, or one particular site, without a comprehensive analysis in relation to all language skills in general (Kaissi, 2026; Tulenova, 2024).

Further, there is no conclusion yet in the existing research concerning which skill in English language proficiency benefits most by use of social media, considering that different social media platforms provide different English linguistic inputs and engagements. Additionally, there is a considerable absence of quantitative research in both Arab and Libyan environments that investigate EFL students' perception of enhancement in listening, speaking, reading, writing, vocabulary, and grammar skills in a single paradigm (Almushwat & Sabkha, 2023).

Accordingly, this study aims to fill this gap by examining systematically how EFL university students perceive social media sites' contribution to certain English language skills, as well as determining what skills can be affected by social media use and what social media sites can be utilized.

Therefore, this study seeks to address this gap by systematically investigating EFL university students' perceptions of how social media platforms contribute to the enhancement of different English language skills, and by identifying which skills are most influenced by social media use and which platforms are most effective for each skill.

Research Objectives and Questions

This research primarily aims to identify which English language areas (listening, speaking, reading, writing, vocabulary, or grammar) benefit most from social media. We also seek to understand the impact of different applications on specific skills and students' general perceptions of using these platforms for English learning. We hope these findings will help teachers better understand how to integrate digital tools into their English lessons. To achieve these objectives, this study seeks to answer the following research questions:

RQ1: What is the hierarchical order of EFL undergraduate students' perceived enhancement across the six English language areas—listening, speaking, reading, writing, vocabulary, and grammar—through social media use?

RQ2: How do different types of social media platforms (e.g., YouTube, TikTok, Facebook, WhatsApp, Instagram) influence the improvement of specific English language skills?

RQ3: What are EFL students' perceptions and attitudes toward using social media for improving their English language skill?

Scope of the Study

The present study is only restricted to investigating the role of social media platforms in enhancing English language skills among EFL university students at Al-Asmariya Islamic University. The research specifically examines the improvements students observe in six key English language skills: listening, speaking, reading, writing, vocabulary, and grammar. The study also explores the impact of the most frequently used social media platforms – YouTube, TikTok, Facebook, Instagram, WhatsApp, and X (formerly known as Twitter) – by tracking students' usage and perceptions.. Data were collected through the participation of 90 undergraduate EFL students utilizing a structured questionnaire.

Therefore, this study relies on self-reported perceptions rather than objective language proficiency tests. Consequently, the results reflect students' opinions and experiences, which may not necessarily represent actual performance improvements. Furthermore, the study is limited to a single university setting, which may restrict the generalizability of the findings to other institutions and educational environments.

Literature Review

This section will draw on recent literature on the impact of social media tools on improving the language skills of English language learners. Based on previous research, potential trends will be identified to present key findings, highlighting areas for further investigation. The field of language learning has undergone a radical transformation over the past two decades due to technological advancements and the integration of technology into daily life. Among these tools, social media has emerged as a crucial instrument in language learning, expanding the scope of language learning beyond the classroom (Nguyen, 2025). In the context of teaching English as a foreign language, platforms such as YouTube, Instagram, TikTok, and Facebook, among others, have been observed to provide learners with continuous exposure to and interaction with the English language in an informal and purposeful language-learning environment (Al-Sanafi, 2024).

Social Media and English as a Foreign Language Learning

The rapid development of social media has transformed the ways in which learners' access, exchange, and produce information. In the context of English as a Foreign Language (EFL), social media platforms provide learners with opportunities to encounter English beyond the boundaries of the formal classroom. Unlike traditional language-learning environments, social media can expose learners to multimodal forms of English, including written texts, audio, video, images, comments, and interpersonal communication. Consequently, social media has increasingly been examined as a supplementary environment for language learning, particularly in contexts where opportunities for interaction with English speakers may be limited.

Research in Arab EFL contexts generally indicates that students perceive social media as a useful resource for learning English. Al Mubarak (2016), for example, investigated Saudi university students' perceptions of learning English through social media and found that learners viewed social media positively, particularly as a means of supporting communication and collaborative learning. Similarly, Alqasham (2018) demonstrated that WhatsApp could facilitate English practice and collaboration outside the formal classroom. The longitudinal nature of Alqasham's study is particularly relevant because it suggests that social-media-supported learning can extend beyond teacher-directed classroom activities and contribute to learner agency and autonomous learning.

Other research has produced similar findings. Sharma (2019) reported positive perceptions among Saudi EFL learners regarding the use of social media for English learning, including perceived benefits for confidence and willingness to communicate. In Jordan, Talafhah et al. (2019) found that undergraduate EFL students were generally comfortable using Facebook for English learning, although regular educational use was less common than general social-media use. These findings suggest that positive attitudes toward social media do not necessarily mean that students automatically use social platforms for purposeful language learning. Rather, the educational value of social media may depend on the nature, frequency, and purpose of students' engagement.

Recent Arab-context research has continued to support the relevance of social media to EFL learning. Al Fraidan and Al-Harazi (2023), for instance, found that Saudi university EFL students used several platforms, including WhatsApp, YouTube, Telegram, Instagram, Snapchat, Facebook, and Twitter/X, for examination preparation. Similarly, Jamshed et al. (2025) reported highly positive attitudes toward social media as a language-learning resource among Saudi EFL students. Taken together, these studies suggest that social media is increasingly viewed by Arab EFL learners as a supplementary environment for language exposure, communication, academic preparation, and interaction.

However, much of the existing literature relies heavily on learners' self-reported perceptions. Therefore, findings that students believe social media improves their English should not necessarily be interpreted as evidence of objectively measured gains in proficiency. This distinction is particularly important for the present study, which investigates students' **perceived enhancement** of English skills rather than attempting to establish a direct causal effect of social-media use on language proficiency.

Social Media and the Development of English Language Skills

The present study focuses on six dimensions of English language development: listening, speaking, reading, writing, vocabulary, and grammar. Previous research suggests that social media may contribute differently to each of these dimensions because different platforms provide different types of linguistic input and opportunities for interaction.

Listening Skills

Listening skills are closely linked to video-based social media platforms such as YouTube and TikTok. Digital platforms like YouTube expose ESL learners to native spoken English in diverse contexts, including native and non-native accents, natural speech speeds, and colloquial expressions. Learners report that this authentic approach significantly improves their ability to understand real-life spoken English and adapt to various linguistic differences. They also frequently report increased confidence in their ability to understand spoken English because of repeated exposure and the availability of subtitles and visual cues (Nguyen, 2025).

Research in the Libyan context provides preliminary support for this relationship. Abu Sen (2025), studying 55 secondary-school students in Tripoli, reported perceived benefits of social media for listening as well as vocabulary, communication, and pronunciation. The multimodal nature of social media may therefore be particularly relevant to listening because learners can combine auditory information with visual and textual cues.

Nevertheless, the extent to which exposure translates into measurable listening development remains an important question. Much of the existing Arab literature examines learners' perceptions rather than pre- and post-tests of listening ability. The present study therefore contributes by examining where students place listening within their perceived hierarchy of language-skill enhancement.

Speaking Skills

Social media platforms offer opportunities to practice speaking through video recordings and calls, voice messages, and live streams and other interactive features. Learners perceive these environments as less threatening than traditional classrooms, which reduces anxiety and encourages oral participation (Shaw, 2023). Studies indicate that learners report improvements in articulation, fluency, and confidence in speaking through regular participation in online speaking activities (Dewey et al., 2022).

Al Mubarak (2016) reported that Saudi university students used social media to improve communication skills, while Alqasham (2018) found that WhatsApp facilitated English practice and interaction outside the classroom. In Libya, Abushena (2025) specifically examined the relationship between social media and students' speaking skills, demonstrating the growing research interest in this area.

The potential importance of social media for speaking is also connected to affective factors. Online environments may provide learners with opportunities to practice English informally and repeatedly, potentially reducing some of the pressure associated with face-to-face classroom communication. However, passive consumption of social-media content does not necessarily provide opportunities for productive speaking. Therefore, the distinction between simply watching English content and actively communicating in English is important when considering the relationship between social media and speaking development.

Listen Skills

Reading skills are enhanced through exposure to authentic written content, such as social media posts, articles, discussion groups, messages, comments, and captions accompanying images and videos. Consequently, students may encounter a significant amount of material written in English during their routine use of social media. Learners report improvements in reading speed and comprehension resulting from frequent interaction with short, meaningful texts (Erarslan, 2019). These informal reading practices are motivating and accessible, particularly for learners with lower proficiency levels (Tulenova, 2024). The Jordanian research of Talafhah et al. (2019) is relevant because it examined students' engagement with Facebook for English learning and found that learners frequently encountered English through reading and observing online discussions. However, the relatively limited active participation reported by some students demonstrates that exposure and active language practice should be distinguished.

Social media may therefore support reading by increasing exposure to written English, but the quality of that exposure may vary considerably. Social-media texts are often short, informal, and multimodal, which differs from the longer and more formal texts typically used in academic EFL instruction.

Writing Skills

Writing via social media encourages functional and communicative practice; learners indicate that writing comments and messages addressed to a real audience enhances writing fluency and self-confidence (Mukminin et al, 2023; Almushwat & Sabkha, 2023). Research from Jordan and Libya provides relevant evidence. Al-Jarrah et al. (2019) found that Jordanian students perceived social media as useful for English writing-related activities, including exchanging ideas and completing learning tasks. More specifically, Almushwat and Sabkha (2023) investigated Libyan EFL university students' use of Facebook and Instagram and reported positive perceptions regarding the effects of social media on English writing. Students also reported acquiring vocabulary and reducing spelling errors.

However, research warns that the excessive use of informal language may negatively affect grammatical accuracy unless accompanied by formal, systematic instruction (Ahmad & Hassan, 2022). At the same time, writing via social media can present challenges; a study by Nouri et al. (2021) involving Kurdish learners of English as a foreign language in Iraq found that while social media can support vocabulary acquisition, it may simultaneously create potential issues regarding spelling and academic writing due to the use of abbreviations and informal digital language. Consequently, although social media offers an environment for frequent English writing practice, the linguistic conventions of informal digital communication do not always align with those of academic English.

Vocabulary Development

Vocabulary acquisition is considered one of the most common benefits associated with the use of social media; learners encounter new vocabulary through multimedia content, hashtags, and the contextual use of language, thereby fostering incidental learning (Iswahyuni, 2020). Learners often view social media as an enjoyable and effective tool for expanding their linguistic repertoire, encompassing both general vocabulary and colloquialisms.

A study by Wannas and Hassan (2023)—conducted with Egyptian university students—investigated the relationship between social media and the development of general English vocabulary; the results indicated that students could develop their vocabulary through the reception and production of words, as well as the construction of related knowledge, via interactions on social media platforms. Similarly, a study by Al-Mashout and Sabkha (2023) found that Libyan university students reported acquiring new vocabulary through the use of social media. Furthermore, Nouri et al. (2021) identified vocabulary learning as a significant benefit cited by Kurdish learners of English as a Foreign Language (EFL).

These results suggest that vocabulary may be particularly well-suited to the informal, multimodal nature of social media. However, the relative status of vocabulary—compared to listening, speaking, reading, writing, and grammar skills—remains a matter requiring empirical verification; this issue is directly linked to the first research question of the current study.

Grammar Awareness

Learning grammar via social media is typically an indirect process; learners report an increasing awareness of grammatical patterns resulting from repeated exposure to sentence structures during reading and writing activities (Teng et al., 2022). However, studies emphasize that social media should serve as a complement to—rather than a substitute for—explicit grammar instruction to ensure accurate linguistic development (Arif, 2019).

Grammar differs from vocabulary and from receptive and productive skills, as interaction via social media does not necessarily require an explicit focus on grammatical rules. Although learners may encounter grammatical structures incidentally through reading and listening, informal online communication can also involve the use of grammar that deviates from standard linguistic norms.

The scarcity of Arabic research specifically addressing grammar constitutes a significant gap; most existing studies focus on general aspects—such as language learning, vocabulary, communication, writing, conversation, and attitudes—rather than comparing perceived grammatical development with other language skills. This lends particular importance to grammar within the context of this study, which includes it as one of the six dimensions of English language enhancement as perceived by learners.

Advantages and Challenges of Using Social Media in EFL Learning

Social media offers numerous advantages for learning English as a Foreign Language (EFL), including increased motivation, opportunities for authentic communication, and enhanced learner autonomy. It enables students to practice English in informal contexts that support natural language use and peer interaction beyond the classroom (Alkamel, 2024). However, its use also entails challenges, such as using too much abbreviations, informal expressions, exposure to non-standard language forms, distraction caused by non-academic content, and limited depth of learning. This may present challenges for learners when distinguishing between informal digital communication and formal academic English. Furthermore, integrating social media into formal educational settings can be difficult due to institutional and ethical concerns faced by educators.

Previous studies have highlighted several challenges associated with using social media for educational purposes. In a review of social media use in English language teaching and learning, Sinta Mira-Garrido (2024) identified both attention distraction and online safety issues as significant challenges. Similarly, research addressing problematic social media use among English as a Foreign Language (EFL) learners has linked excessive usage to difficulties with grammar, social and linguistic anxiety, and other psychological concerns. These findings suggest that the educational benefits of social media may depend, in part, on how students use these platforms and how their learning activities are structured. This suggests that merely providing students with access to social media does not guarantee effective learning; rather, clear educational objectives and appropriate guidance from the teacher are essential. Consequently, while social media may support language development among learners of English as a Foreign Language (EFL), its potential drawbacks must also be considered when evaluating its effectiveness as a tool for language learning.

Research Gap

Despite extensive research on the use of social media in learning English as a foreign language, research gaps remain. The Libyan context requires special attention, given the limited amount of research conducted there compared to some other Arab countries—most notably, Saudi Arabia. Nevertheless, available evidence points to a growing interest in the role of social media in the teaching of English as a foreign language in Libya. Many studies focus on individual language skills rather than examining all six skills within a single framework (Iswahyuni, 2020). Furthermore, there is a scarcity of studies that have quantitatively investigated the extent of improvement—as perceived by the learners themselves—across multiple language skills, particularly in specific contexts such as Libya (Almushwat & Sabkha, 2023). Addressing these gaps provides a clear rationale for conducting the present study.

Methodology

Research Design

This study employs a cross-sectional quantitative survey design to investigate the role of social media platforms in enhancing the English language skills of undergraduate students studying English as a Foreign Language (EFL) at Al-Asmariya Islamic University in the city of Zliten. A questionnaire was selected as the primary data collection instrument, given that the study focuses on students' patterns of social media usage, their perceptions regarding improvements in their English language skills, and their attitudes toward utilizing these platforms for learning English.

The study focuses specifically on perceived improvement, rather than objectively measured language proficiency. Accordingly, the findings aim to describe students' perceptions and experiences as reported by them, rather than to establish a causal relationship between the use of social media and the development of English language skills.

Participants

The participants will consist of undergraduate EFL students enrolled at Al-Asmariya Islamic University in Zliten. The sample consists of 83 students from three different colleges of Al-Asmariya Islamic University, including the Faculty of Arts, the Faculty of Humanities, and the Faculty of Arts Mager. Participants range in age from 18 to 40, representing both genders and various academic levels. A convenience sampling technique was used to recruit participants based on their availability and willingness to participate. Participants were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. No personally identifying information will be requested.

Research Instrument

The primary research instrument is a standardized, self-administered questionnaire consisting of three main sections. The first section collects demographic data, such as age, educational level, and learning experience. The second section explores students' patterns of social media usage, including the platforms they frequent most—specifically Facebook, TikTok, YouTube, Twitter (X), and WhatsApp—as well as the time spent on these platforms and the nature of their activities (e.g., watching English-language videos, listening to podcasts, reading posts, or writing comments). The third section measures the extent to which students perceive an improvement in their four core language skills (listening, speaking, reading, and writing), as well as in their vocabulary and grammar. All questionnaire items are assessed using a five-point Likert scale, ranging from "strongly agree" to "strongly disagree".

Data Analysis

Statistical Analysis

The results were analyzed statistically using the Statistical Package for the Social Sciences (SPSS-26) software. Findings are presented in the form of arithmetic means, standard deviations, percentages, frequency tables, and graphs, alongside the calculation of relative weights for the respondents' answers. Furthermore, a non-parametric analysis was conducted using the Chi-square test and Fisher's Exact test. The P-value was used as a criterion, with a value of less than 5% ($P < 0.05$) indicating statistical significance.

Demographic Information

The demographic data, illustrating the distribution of the sample by gender and age, are presented in Table (1). Females constituted the vast majority of the sample (93%), while males accounted for only 7%. Regarding age groups, the sample was divided into three categories: 54% were under 20 years old, 37% were between 20 and 24 years old, and 8% were 25 years of age or older. It is evident that the majority of participants fall within the youth demographic—those under 25—suggesting that the study's findings primarily reflect the opinions and behaviors of young people and university students, a group that makes the most extensive use of social media for learning purposes and digital activities.

Table 1: Demographic Information results

Gender	Frequency	%	p-value
Male	6	0.07	
Female	77	0.93	
Age	Frequency	%	p-value
Less than 20 years	45	0.54	
20 to 24 years	31	0.37	
25 years and more	07	0.08	

English language study duration

The results regarding the duration of English language study indicate that the majority of the sample has relatively limited experience in learning the language. The p-value of 0.002 reflects a significant variation in the distribution of participants based on the duration of their studies. The vast majority of the sample (81%) consists of individuals who have studied English for less than 3 years, suggesting that most participants are beginners or in the early stages of learning. Meanwhile, 13% possess a moderate level of experience (3 to 6 years), and only 6% have extensive experience (more than 6 years). Overall, the sample primarily comprises learners at the beginner to intermediate levels—a crucial factor when interpreting the study's results concerning language skills and the use of social media for learning. This limited level of experience may explain their reliance on digital educational content to develop their skills.

Table 2: Results of English language study duration

Response	Frequency	%	p-value
Less than 3 years	67	0.81	0.002
From 3 to 6 years	11	0.13	
More than 6 years	05	0.06	

Daily Time Spent by Participants on Social Media

The results regarding the average daily time participants spend on social media platforms indicate that the majority of the sample spend a moderate amount of time on these platforms (p-value = 0.002), suggesting a statistically significant variation in the distribution of participants across different time categories. Specifically, 13% of the sample spend less than one hour per day, indicating that a small proportion of participants dedicate limited time to these platforms. Meanwhile, 59% spend between one and three hours daily, showing that the majority use social media with moderate frequency. Another 28% spend between three and five hours per day—a group that uses the platforms with relative intensity, though they do not constitute the majority. Overall, it can be concluded that the participants are active yet moderate users of social media. This is an important factor when interpreting the impact of these platforms on English language learning, as it suggests that participants are consistently exposed to educational content without reaching an excessive level of usage that might negatively affect their focus or motivation.

Table 3: Results of Daily Time Spent by Participants on Social Media

Response	Frequency	%	p-value
Less than 1 hour	11	0.13	0.002
1–3 hours	49	0.59	
3–5 hours	23	0.28	
More than 5 hours	00	0.00	

Social Media Usage Patterns

Most Frequently Used Platforms

The results presented in the table (4) indicate statistically significant differences in the usage rates of various social media platforms (p-value = 0.001). This suggests that the distribution of platform usage is not random, but rather reflects clear preferences among the sample group. Facebook topped the list as the most frequently used platform (36%), followed by

TikTok (29%) and YouTube (17%). The high prevalence of Facebook and TikTok suggests that the sample group leans toward platforms that combine social networking with fast-paced entertainment content and ease of interaction. In contrast, usage of Twitter was relatively low (7%), while WhatsApp usage was limited (4%); this may be attributed to the nature of these platforms, which focus more on short-form text updates or personal communication rather than content intended for a general audience. Instagram recorded zero usage (0%), which may indicate that the platform is either unpopular among the sample group or does not align with their interests. Overall, these findings confirm that the sample group prefers platforms that are widely used locally and that better meet their needs for both social interaction and entertainment—a factor that should be taken into account when designing awareness or educational programs that utilize social media.

Table 4: Results for the most frequently used platforms

Skill	Ferquency	%	p-value
YouTube	13	0.17	0.001
TikTok	24	0.29	
Instagram	0	0.00	
Facebook	30	0.36	
WhatsApp	3	0.04	
X(Twitter)	6	0.07	
Others	7	0.08	

Using Social Media for English Language Learning Purposes

The results presented in Table (5) show a level of statistical significance ($p\text{-value} = 0.002$), indicating that the frequency with which the sample members use social media to learn English varies significantly and is not evenly distributed. The vast majority of the sample members use social media for English language learning to varying degrees: the option "sometimes" was the most frequent (31%), followed by "rarely" (28%), "often" (19%), and "always/very often" (12%). Conversely, the option "never" received no responses (0%), while only 2% of the participants provided no answer. The arithmetic mean (3.167), combined with a low standard deviation (0.125), suggests a degree of relative homogeneity in the participants' attitudes toward using social media for English language learning, with a general tendency toward moderate usage. Furthermore, the relative weight (0.63) indicates that the level of usage falls within the moderate category. Overall, these findings reflect the participants' recognition of the importance of social media as a supportive tool for learning English; however, such usage remains largely irregular or insufficient, highlighting the need to guide this engagement in a more structured and effective manner to better serve educational goals.

Table 4: Results of using social media for English language learning purposes

Response	Ferquency	%	Mean	Std. Deviation	Relative Weigth	p-value
No answer	2	0.02	3.167	0.125	0.63	0.002
Never	0	0.00				
Rarely	25	0.28				
Sometimes	28	0.31				
Often	17	0.19				
Very often	11	0.12				

Patterns of English Language Use on Social Media

Table (6) indicates the existence of highly statistically significant differences in the patterns of English language use on social media ($p\text{-value} = 0.000$). This confirms that participants of this study prefer certain activities over others when using English on these platforms. The results show that the most common activity is watching videos in English (58%), followed closely by listening to podcasts or short audio clips (54%). This reflects a strong reliance on audiovisual activities, which contribute to improving listening skills and general language comprehension in an informal, interactive manner. In contrast, reading posts or articles ranks next at 26%, indicating a moderate level of engagement with reading activities compared to audiovisual ones. Productive language activities were less common; writing comments or messages accounted for 13%, while conversing with friends in English ranked last at 8%. Overall, these findings suggest that participants tend to use English on social media for receptive purposes (listening and viewing) rather than for productive purposes (writing and speaking), pointing to a gap between exposure to the language and its active use. This result

underscores the importance of encouraging learners to engage more in interactive and productive activities to enhance their proficiency in communicating in English.

Table 5: Results of Patterns of English Language Use on Social Media

Response	Frequency	%	p-value
Watch English videos	52	0.58	0.000
Read posts or articles	23	0.26	
Write comments or messages	12	0.13	
Chat with friends in English	7	0.08	
Listen to podcasts or reels	49	0.54	

Analysis and Interpretation of Results for Self-Perceived Improvement in English Language Skills

This section presents information regarding the research findings, specifically concerning the improvements that participants experienced in their English language skills. This improvement was evaluated across several aspects, as outlined below:

Listening Skill

The results in Table (7) indicate a statistically significant positive effect of social media use on developing this skill among the sample. All statements showed high significance levels ($p\text{-value}=0.000$), confirming that participants' responses differed significantly from a random distribution and clearly leaned towards agreement. The first statement, "Social media helps me better understand native speaker accents," showed the highest mean score (3.822) and relative weight (0.76), with the highest percentages concentrated in the categories of strong agreement (27%) and agreement (61%). This reflects the effective role of diverse audio content in improving auditory discrimination and understanding accentual differences. The results for the second statement, "I can now more easily follow English-language videos or podcasts on social media," also indicate a high level of agreement, with a mean score of 3.422 and a relative weight of 0.68. 74% of respondents agreed or strongly agreed, demonstrating a significant improvement in listening fluency with continued exposure to digital content. Regarding the third statement, "My listening comprehension has improved as a result of exposure to authentic English content online," it recorded a mean score of 3.589 and a relative weight of 0.72, reinforcing the idea that authentic content available on social media effectively contributes to the development of authentic listening comprehension skills. The fourth statement, "I feel more confident in understanding unscripted English conversations on social media," had a mean score of 3.322 and a relative weight of 0.66. This may indicate that understanding spontaneous conversations remains a challenge for some participants despite the noticeable improvement in their listening skills. Overall, the results of this section confirm that social media provides an effective environment for supporting and developing English listening skills, particularly in terms of exposure to diverse accents and authentic content. However, they also highlight the need for further targeted training to enhance confidence in understanding spontaneous and unscripted conversations.

Table 6: Results of Listening Skill

Item	No response	%Strongly agree	%Agree	%Neutral	%Disagree	%Strongly Disagree	Mean	Std. Deviation	Relative Weight	p-value
Social media helps me understand native speakers' accents better	0.00	0.27	0.61	0.08	0.01	0.02	3.822	0.234	0.76	0.000
I can follow English videos or podcasts on social media more easily now	0.04	0.13	0.61	0.17	0.04	0.01	3.422	0.226	0.68	0.000
My listening comprehension has improved through exposure to authentic English content online	0.00	0.18	0.60	0.17	0.02	0.02	3.589	0.219	0.72	0.000
I feel more confident understanding unscripted English conversations found on social media	0.00	0.14	0.43	0.31	0.10	0.01	3.322	0.157	0.66	0.000

Speaking Skill

The results in Table (8) indicate a statistically significant positive effect of social media use on developing this skill among the sample group. All statements showed a high significance level ($p\text{-value}=0.000$), demonstrating that participants clearly tended to agree with the role of social media in developing English speaking skills. The first statement, "I learned new slang expressions and terms from social media and now use them in conversations," showed a

relatively high mean score of (3.656) and a relative weight of (0.73). The majority of responses fell into the categories of strong agreement (25%) and agreement (57%), reflecting the role of interactive content in enriching learners' oral vocabulary and connecting it to real-life everyday use. The results of the second statement, "Interacting with others on social media reduces my hesitation in speaking English," indicate a moderate level of agreement, with a mean score of 3.356 and a relative weight of 0.67. Regarding the third statement, "My pronunciation has improved by imitating native speakers in videos," it achieved a mean score of 3.533 and a relative weight of 0.71, with 72% of respondents expressing agreement or strong agreement. This confirms the effectiveness of audio-visual modeling in improving pronunciation and vocal rhythm. The fourth statement, "I feel more fluent and confident when speaking English after using social media," also recorded a similar mean score of 3.533 and a relative weight of 0.71, with a general tendency towards agreement. This indicates a tangible positive effect of these platforms in enhancing oral fluency and linguistic self-confidence. In general, the results of this section reflect that social media contributes effectively to supporting English speaking skills, especially in the areas of enriching oral vocabulary, improving pronunciation, and increasing confidence and fluency, while the need remains for more structured interactive practices to reduce hesitation and anxiety while speaking.

Table 7: Results of Speaking Skill

Item	%Strongly agree	%Agree	%Neutral	%Disagree	%Strongly Disagree	Mean	Std. Deviation	Relative Weight	p-value
I have learned new English expressions and slang from social media that I now use in conversations	0.25	0.57	0.08	0.08	0.01	3.656	0.206	0.73	0.000
Interacting with others on social media makes me less hesitant to speak English	0.13	0.53	0.20	0.11	0.02	3.356	0.180	0.67	0.000
My pronunciation has improved by imitating native speakers in videos	0.24	0.48	0.17	0.08	0.02	3.533	0.164	0.71	0.000
I feel more fluent and confident when speaking English after using social media	0.19	0.57	0.14	0.07	0.02	3.533	0.198	0.71	0.000

Reading Skill

The results in Table (9) indicate a statistically significant positive effect of social media use on developing this skill among the sample group. All statements reached a high significance level ($p\text{-value}=0.000$), confirming that participants clearly agreed with the positive role of these platforms in improving English reading. The first statement, "My reading speed and comprehension improved when reading English posts and articles on social media," showed a relatively high mean score of 3.578 and a relative weight of 0.72, with responses concentrated in the agreement category (65%). This indicates that repeated exposure to short and varied digital texts contributes to improved reading proficiency and overall comprehension. The results for the second statement, "I can guess the meaning of new words in social media posts without using a dictionary," also indicate a good level of agreement, with a mean of 3.533 and a relative weight of 0.71. 75% of respondents agreed or strongly agreed, reflecting the development of contextual reasoning skills and vocabulary comprehension within context. Regarding the third statement, "Social media motivates me to read more content in English," it also recorded a mean of 3.500 and a relative weight of 0.70, with a general tendency toward agreement. This suggests the motivating role of these platforms in encouraging continued exposure to written language outside of formal educational settings. The fourth statement, "I understand different writing styles (formal and informal) better through online reading," had a relatively lower mean score (3.189) and relative weight (0.64). Overall, the results of this section confirm that social media effectively contributes to supporting English reading skills by improving speed and comprehension, developing inference skills, and enhancing motivation to read. However, they also highlight the need to promote awareness of different writing styles through targeted educational activities.

Table 8: Results of Reading Skill

Item	%Strongly agree	%Agree	%Neutral	%Disagree	%Strongly Disagree	Mean	Std. Deviation	Relative Weight	p-value
My reading speed and comprehension of English posts and articles on social media have improved	0.14	0.65	0.16	0.04	0.01	3.578	0.240	0.72	0.000
I can guess the meaning of new words in social media posts without using a dictionary	0.16	0.59	0.18	0.07	0.00	3.533	0.212	0.71	0.000
Social media motivates me to read more English content	0.20	0.49	0.20	0.08	0.01	3.500	0.170	0.70	0.000
I can better understand different writing styles (formal/informal) through online reading	0.05	0.55	0.24	0.12	0.04	3.189	0.197	0.64	0.000

Writing Skill

The results in Table (10) indicate a statistically significant positive effect of social media use on developing this skill among the sample. All statements reached a high significance level ($p\text{-value}=0.000$), demonstrating that participants' attitudes differed significantly from a random distribution and generally leaned towards agreement. The first statement, "I feel more confident when writing comments or messages in English on social media," showed a mean score of 3.178 and a relative weight of 0.64, indicating a high degree of neutrality (13%) and disagreement (25%). This suggests that confidence in writing remains a challenge for a segment of the sample. The second statement, "My ability to form correct sentences has improved through online writing," achieved a relatively high mean score of 3.511 and a relative weight of 0.70. 70% of the sample expressed agreement or strong agreement, reflecting the positive role of repeated writing practice in improving sentence structure. Regarding the third statement, "I write more clearly and concisely in English after using social media," it recorded a mean score of 3.200 and a relative weight of 0.64, with a high neutrality rate of 30%. This suggests that improving clarity and organization in writing requires additional guidance and reinforcement beyond the spontaneous use of digital platforms. The results for the fourth statement, "My spelling accuracy has improved as a result of writing on social media," indicate a moderate level of agreement, with a mean score of 3.289 and a relative weight of 0.66. More than half of the respondents agreed, reflecting the contribution of digital writing to improving attention to spelling errors, albeit to a moderate degree. Overall, the results in this section show that social media contributes to supporting English writing skills to a moderate degree compared to other language skills. Its impact is most evident in sentence structure and spelling accuracy, while confidence and clarity in writing still require more structured teaching practices and systematic feedback to be strengthened.

Table 9: Results of Writing Skill

Item	%Strongly agree	%Agree	%Neutral	%Disagree	%Strongly Disagree	Mean	Std. Deviation	Relative Weighth	p-value
I feel more confident writing comments or messages in English on social media	0.13	0.48	0.13	0.20	0.05	3.178	0.154	0.64	0.000
My ability to construct correct sentences has improved through online writing	0.16	0.54	0.13	0.12	0.05	3.511	0.176	0.70	0.000
I can write more clearly and concisely in English after using social media	0.12	0.41	0.30	0.16	0.01	3.200	0.144	0.64	0.000
My spelling accuracy has improved as a result of writing on social media	0.08	0.57	0.20	0.12	0.02	3.289	0.198	0.66	0.000

Vocabulary Enhancement

The results in Table (11) indicate a statistically significant positive effect of social media use on enriching the English vocabulary of the sample group. All statements reached a high significance level ($p\text{-value}=0.000$), confirming that participants clearly agreed with the effective role of these platforms in vocabulary development. The first statement, "I am constantly learning new words and expressions from social media content," showed a relatively high mean score of 3.689 and a relative weight of 0.74. Responses were concentrated in the categories of strong agreement (30%) and agreement (49%), reflecting the richness of digital content in diverse vocabulary and the ease of acquiring it in natural contexts. The second statement, "Frequent exposure to words on social media helps me remember them better," recorded the highest mean score in this category (3.889) and a high relative weight (0.78), with 87% of respondents agreeing or strongly agreeing. This demonstrates the effectiveness of contextual repetition in enhancing vocabulary retention and consolidating it in long-term memory. Regarding the third statement, "My knowledge of idioms and phrasal verbs has improved through social media," it had a mean score of (3.411) and a relative weight of (0.68), with a relatively high percentage of neutral respondents (25%). This suggests that the acquisition of this type of advanced vocabulary occurs at a moderate pace and may require more focused guidance or practice. The fourth statement, "My vocabulary has become more diverse as a result of exposure to online English content," recorded a mean score of (3.500) and a relative weight of (0.70), reflecting an overall positive effect of continuous exposure to digital English on expanding the range of vocabulary used. In general, the results of this section confirm that social media is an effective tool for developing English vocabulary, especially in terms of learning new words and enhancing their recall through repetition, noting that developing idiomatic expressions and phrasal verbs may require more directed and organized teaching strategies to make the most of this content.

Table 10: Results of Vocabulary Enhancement

Item	%Strongly agree	%Agree	%Neutral	%Disagree	%Strongly Disagree	Mean	Std. Deviation	Relative Weight	p-value
I frequently learn new words and expressions from social media content	0.30	0.49	0.12	0.07	0.01	3.689	0.181	0.74	0.000
Seeing words repeatedly on social media helps me remember them better	0.41	0.46	0.07	0.06	0.00	3.889	0.199	0.78	0.000
I have improved my knowledge of idioms and phrasal verbs through social media	0.16	0.51	0.25	0.05	0.04	3.411	0.178	0.68	0.000
My vocabulary has become more diverse due to exposure to online English	0.13	0.59	0.22	0.06	0.00	3.500	0.215	0.70	0.000

Grammar Improvement

The results in Table (12) indicate a statistically significant positive effect of social media use on developing English grammar awareness among the sample. All statements reached a high significance level ($p\text{-value}=0.000$), demonstrating that participants' attitudes tended to be significantly in favor of the role of these platforms in supporting grammar learning. The first statement, "I became more aware of the correct use of grammar through reading and writing on social media," showed a mean score of 3.311 and a relative weight of 0.66, with a general tendency toward agreement. However, the relatively high percentage of neutral (20%) and dissenting (15%) suggests that this effect is still of moderate strength for some members of the sample. The results for the second statement, "Observing native speakers' use of grammar online helped me use tenses correctly," show a near-perfect mean (3.300) and relative weight (0.66), with a notable neutrality ratio (24%), reflecting that tacit learning of tenses through observation alone may not be sufficient for all learners without direct instructional support. Regarding the third statement, "Exposure to social media helps me self-correct my grammar mistakes frequently," it scored a mean (3.289) and relative weight (0.66), indicating a moderate improvement in self-reflection skills, though the need for more intensive feedback remains evident. The fourth statement, "My understanding of sentence structure has improved through online English content," had the highest mean score (3.411) and relative weight (0.68) in this area, with the majority of participants agreeing. This suggests that repeated exposure to correct sentence models contributes more effectively to understanding overall sentence structure than other grammatical aspects. Overall, the results for this area show that the impact of social media on improving grammar is moderate. While it significantly contributes to enhancing awareness of sentence structure and general grammar usage, mastering tenses and self-correction of grammatical errors still require structured instruction and systematic practice to complement the use of these platforms.

Table 11: Results of Grammar Improvement

Item	%Strongly agree	%Agree	%Neutral	%Disagree	%Strongly Disagree	Mean	Std. Deviation	Relative Weight	p-value
I have become more aware of correct grammar use by reading and writing on social media	0.12	0.52	0.20	0.14	0.01	3.311	0.176	0.66	0.000
Observing how native speakers use grammar online has helped me use tenses correctly	0.08	0.54	0.24	0.13	0.00	3.300	0.194	0.66	0.000
Social media exposure helps me self-correct grammar mistakes more often	0.12	0.48	0.27	0.11	0.02	3.289	0.166	0.66	0.000
I have improved my understanding of sentence structure through English content online	0.10	0.61	0.19	0.08	0.01	3.411	0.222	0.68	0.000

The Relationship Between Platform and Skill

The results presented in Table (13) indicate a clear variation in the contribution of each social media platform to the development of various English language skills among the study sample. This variation reflects both usage preferences and the influence of the type of content available on each platform.

Listening skills: YouTube appears to be the most influential platform for improving listening skills, with a rating of (0.68), followed by TikTok (0.32). Other platforms have had less of an impact, reflecting users' reliance on the long-form, diverse videos—as well as the podcasts—available on these platforms to enhance their auditory comprehension.

Speaking skills: YouTube (0.44) and TikTok (0.32) were the most significant contributors, while other platforms played a smaller role. This suggests that engaging with and mimicking visual content contributes more effectively to improving fluency and pronunciation than simply reading or writing on these platforms.

Reading skills: The results indicate that Facebook (0.27), followed by YouTube and Instagram (0.20 each), were the primary contributors, with other platforms having a lesser impact. This reflects a tendency among users to read posts and short articles on these platforms, which offer a variety of written content that helps enhance reading comprehension skills.

Writing skills: YouTube (0.34) recorded the highest level of contribution, followed by other platforms (0.20) and Facebook (0.18), while TikTok's contribution was low (0.07). This indicates that writing skills are more strongly influenced by platforms that facilitate textual interaction or participatory activities—such as posting comments or sending messages—rather than those focused primarily on short-form visual content.

Vocabulary and grammar development: YouTube (0.64) and other platforms (0.24) showed the greatest effect, followed by TikTok (0.16). This shows how effective videos and various content are in enriching vocabulary through repetition and real-life contexts. As for improving the rules, the platforms showed relatively balanced contributions; The effect of YouTube (0.37), Tik Tok (0.32), and Instagram (0.30) was at similar levels, indicating that learning grammar occurs implicitly through observing the correct linguistic patterns in different types of digital content.

In general, it can be concluded that YouTube is the most influential platform for developing a wide range of language skills—particularly listening and vocabulary—due to the diversity of its content and the length of its videos. TikTok contributes significantly to listening and speaking skills, given the nature of its short, engaging videos. Facebook and Instagram, meanwhile, contribute more to reading and writing skills, owing to the variety of their text-based content. Furthermore, skills that require direct linguistic production—such as writing and speaking—benefit more from platforms that offer greater opportunities for interaction and practice, as opposed to those that primarily provide content for passive consumption.

Table 12: Results of Relationship Between Platform and Skill

Skill	Platforms						
	YouTube	TikTok	Instagram	Facebook	WhatsApp	X(Twitter)	Others
Listening	0.68	0.32	0.10	0.08	0.01	0.00	0.14
Speaking	0.44	0.32	0.09	0.10	0.09	0.00	0.17
Reading	0.20	0.17	0.20	0.27	0.04	0.01	0.18
Writing	0.34	0.07	0.06	0.18	0.16	0.01	0.20
Vocabulary	0.64	0.16	0.07	0.14	0.02	0.01	0.24
Grammar	0.37	0.32	0.30	0.20	0.01	0.02	0.16

The Use of Social Media in Learning English

The results presented in Table (14) indicate that participants perceive these tools as playing a positive and effective role in supporting language learning, with high statistical significance across all statements (p -value = 0.000). This confirms that the participants' attitudes differ substantially from a random distribution and lean toward agreement. The first statement, "Using social media makes learning English more enjoyable," recorded the highest mean (4.133) and a relative weight of 0.83; 55% of participants strongly agreed, while 40% agreed. This reflects the fact that digital content renders learning interactive and engaging, thereby boosting student motivation. The second statement, "Social media motivates me to practice English outside the classroom," achieved a mean of 3.778 and a relative weight of 0.76, with over 80% of participants expressing agreement—suggesting that these tools encourage self-directed learning and continuous practice beyond the traditional academic setting. The third statement, "I believe social media is an effective tool for improving English language skills," yielded a mean of 3.700 and a relative weight of 0.74, reflecting the students' recognition of the value these platforms offer in developing various language skills. The fourth statement, "I would like teachers to incorporate social media-based activities into English language courses," yielded a mean score of 3.467 and a relative weight of 0.69, with a high level of agreement (75%) regarding the integration of such activities—reflecting the learners' desire to bridge the gap between digital learning and formal education. Meanwhile, the fifth statement, "I sometimes feel distracted by non-educational content while using social media," recorded a lower mean score of 3.300 and a relative weight of 0.66, with a notable proportion of neutral or disagreeing responses; this suggests that straying from learning objectives poses a partial challenge when using these platforms. Overall, social media serves as a motivating and effective tool for learning English: it enhances enjoyment, supports practice outside the classroom, and aids in the development of language skills. Nevertheless, it remains essential to manage and direct focus carefully to avoid the distractions caused by non-educational content.

Table 13: Results of The Use of Social Media in Learning English

Item	No response	%Strongly agree	%Agree	%Neutral	%Disagree	%Strongly Disagree	Mean	Std. Deviation	Relative Weight	p-value
Using social media makes learning English more enjoyable	0.00	0.55	0.40	0.02	0.02	0.00	4.133	0.238	0.83	0.000
Social media motivates me to practice English outside the classroom	0.02	0.43	0.37	0.10	0.07	0.00	3.778	0.180	0.76	0.000
I believe social media is an effective tool for improving English skills	0.04	0.35	0.47	0.11	0.02	0.01	3.700	0.190	0.74	0.000
I would like teachers to include social media activities in English courses	0.02	0.23	0.52	0.12	0.07	0.04	3.467	0.179	0.69	0.000
I sometimes get distracted by non-educational content while using social media	0.00	0.12	0.49	0.24	0.13	0.01	3.300	0.169	0.66	0.000

Discussion

Based on the findings derived from the data analysis, we can address the research questions previously stated in this study as follows:

RQ1: What is the hierarchical order of EFL undergraduate students' perceived enhancement across the six English language skills—listening, speaking, reading, writing, vocabulary, and grammar—through social media use?

An analysis of the data for this question, as presented in Table (15), indicates that participants generally demonstrated a positive level of proficiency in the English language skills under study, with their mean scores exceeding the intermediate level across all areas. Vocabulary development ranked first, reflecting a strong awareness of its pivotal role in supporting other language skills—both receptive and productive. Listening skills followed closely, suggesting the effectiveness of learning methods based on auditory input, such as oral explanations and audiovisual content. Conversely, reading and writing skills ranked relatively lower, which may indicate that learners require more systematic training and practical exercises to strengthen these areas—particularly those involving structured linguistic production. Speaking skills ranked in the middle, showing notable improvement, though they remain below the level of receptive skills. Improvement in grammar ranked relatively low; this could be attributed to the inherent difficulty of grammatical rules for learners, or perhaps a lack of focus on their functional application in real-world communicative contexts. Overall, these findings reveal a disparity in language skill levels, underscoring the importance of adopting balanced teaching strategies that foster the development of all skills, with a particular emphasis on productive skills and grammar. In other words, the English language proficiency level of the sample group was generally positive, with particular strengths in vocabulary development and listening skills, contrasted by a relative lag in reading, writing, and grammar skills—a finding that points to the need for strengthening productive skills and the functional application of grammatical rules.

Table 14: Results of the Hierarchical Ranking of Perceived Improvement Across the Six English Skills

Skill	Mean	Std. Deviation	Relative Weight	Order
Listening Skill	3.5390	0.2090	0.71	2
Speaking Skill	3.5195	0.1872	0.70	3
Reading Skill	3.4500	0.2047	0.69	4
Writing Skill	3.2945	0.1680	0.66	6
Vocabulary Enhancement	3.6223	0.1933	0.72	1
Grammar Improvement	3.3278	0.1895	0.67	5

RQ2: How do different types of social media platforms (e.g., YouTube, TikTok, Facebook, WhatsApp, Instagram) influence the improvement of specific English language skills?

Based on the findings, presented in Table (13) above, regarding the impact of various social media platforms on English language skills, it is evident that different types of platforms influence the improvement of specific language skills to varying degrees. This is due to the nature of the content and the interaction mechanisms unique to each platform. The results indicate that platforms centered on audiovisual content contribute more significantly to the development of receptive skills. YouTube, for instance, is the most effective for enhancing listening skills and expanding vocabulary,

thanks to the diversity of its content and the length of its videos, which allow for continuous exposure to the language in natural contexts. Similarly, TikTok supports both listening and speaking skills through short videos that rely on imitation and repetition, thereby helping to improve pronunciation and fluency.

As for writing skills, platforms such as Facebook and Instagram play a more prominent role in developing reading and writing abilities, as users engage with posts by reading them and responding in writing through comments and messages. Writing skills, in particular, are more effectively fostered by platforms that facilitate direct textual interaction and opportunities for language production, as opposed to platforms dominated by short-form visual content. Regarding the improvement of grammatical proficiency, this appears to occur implicitly and consistently across various platforms through repeated exposure to accurate linguistic models within digital content, rather than through direct reliance on traditional grammatical explanations. In general, the findings indicate that the nature of a platform and the type of content it offers play a fundamental role in determining which language skills are enhanced. Visual platforms excel in developing listening skills and vocabulary, while text-based and interactive platforms contribute to the development of reading and writing skills. Productive skills, in particular, benefit from digital environments that facilitate interaction and practical language use.

RQ3: What are EFL students' perceptions and attitudes toward using social media for improving their English language skill?

The perceptions and attitudes of English as a Foreign Language students reflect a positive and supportive view toward the use of social media for improving their language skills. They perceive social media as a motivating educational tool that complements formal instruction—a perspective particularly relevant given their limited-to-moderate experience in studying English and their increasing reliance on digital content. Students show a preference for a structured and moderate use of social media for learning purposes, which allows for consistent exposure to the language without leading to overwhelm or distraction.

Furthermore, their attitudes reveal a clear recognition of the benefits these platforms offer for developing various language skills—most notably listening and vocabulary acquisition—through exposure to diverse, authentic content. Students acknowledge improvements in their speaking skills—in terms of fluency, pronunciation, and confidence—while simultaneously noting a continued need for more interactive opportunities to reduce hesitation and anxiety. Social media also supports reading and writing skills through textual interaction; however, these skills remain relatively less developed compared to receptive skills, highlighting a gap between exposure to the language and its productive use.

Additionally, the students' perceptions reveal an awareness that different platforms have varying impacts on specific language skills. Visual platforms—such as YouTube and TikTok—are viewed as highly effective for developing listening, speaking, and vocabulary skills, while text-based and interactive platforms are considered more supportive of reading and writing proficiency. Overall, student perspectives suggest that social media serves as a flexible and engaging learning environment that contributes to enhancing their English language competence, provided that its use is structured and directed toward maximizing educational benefits.

Summary of Findings

1. The majority of the sample possesses limited to moderate experience in studying English, leading them to rely on digital content to develop their language skills.
2. Participants spend a moderate amount of time on social media, allowing for consistent exposure to educational content without excessive strain that might negatively affect their ability to concentrate.
3. Most participants use social media to learn English to varying degrees, with a general tendency toward moderate and relatively structured usage.
4. Listening and viewing activities are the most common ways English is engaged with on social media, while productive activities—such as writing and speaking—are practiced less frequently. This indicates a gap between exposure to the language and its active use.
5. Social media contributes effectively to the development of listening skills by improving the ability to understand various accents and authentic content; however, there is a need to build greater confidence in understanding spontaneous conversations.
6. Using these platforms helps develop speaking skills—including vocabulary enrichment, improved pronunciation, and increased fluency and self-confidence—though there remains a need for interactive practice to reduce hesitation and anxiety.

7. Social media aids in improving reading skills by enhancing comprehension speed, the ability to infer word meanings, and overall motivation to read. Nevertheless, learners require guidance to navigate different writing styles.
8. Writing skills are enhanced through the practice of composing comments and messages, which fosters better sentence construction and spelling accuracy. However, fostering confidence and clarity in writing still requires further support.
9. Exposure to digital content contributes effectively to vocabulary development—particularly in learning and retaining new words—though additional training on idiomatic expressions and phrasal verbs is needed.
10. Social media supports the understanding and correct application of grammatical rules, with a focus on sentence structure. Nevertheless, skills related to error correction and the use of verb tenses require structured guidance and further practice.
11. The overall level of English language proficiency among the study participants was positive.
12. Vocabulary and listening skills showed notable improvement, whereas reading, writing, and grammar skills were relatively weaker among the participants.
13. Facebook, TikTok, and YouTube are the most frequently used platforms, while others—such as Instagram, WhatsApp, and X (formerly Twitter)—are used less often. This reflects clear preferences based on the nature of the content and the ease of interaction.
14. Each platform has a distinct impact on language skills. YouTube excels in developing listening and vocabulary skills; TikTok in listening and speaking; and Facebook and Instagram in reading and writing. Interactive platforms tend to enhance productive skills.
15. Overall, the findings indicate that social media serves as a motivating and effective tool for learning English. They foster enjoyment and independent practice, while enhancing all language skills. However, managing one's attention and engaging in structured learning are essential to getting the most out of them.
16. The impact of social media platforms on improving English language skills varies depending on the nature and content of each platform.
17. Visual-based platforms, such as YouTube and TikTok, have contributed significantly to the development of listening and speaking skills, as well as vocabulary.
18. Text-based and interactive platforms, such as Facebook and Instagram, have supported the development of reading and writing skills.

Conclusion and Recommendations

Conclusion

This study examined the role of social media in helping university students improve their English language skills. We sought to identify which skills show improvement and how various applications—such as YouTube, Facebook, Instagram, WhatsApp, Twitter, TikTok or others — contribute to this process in different ways. To achieve this, we conducted a survey involving 83 students of English at Al-Asmariya Islamic University, representing various academic levels and departments.

The results indicate that social media is a highly useful tool for learning English. Most students reported an overall improvement in their English proficiency, noting progress in speaking, listening, reading, and writing skills, as well as in grammar and vocabulary. While all these areas showed improvement, some saw greater gains than others; vocabulary ranked first, followed closely by listening skills. This is because students frequently watch and listen to English as it is actually used—through platforms that rely heavily on video and audio content—which allows them to observe how words are applied in daily life and to learn through repetition.

Regarding speaking, students showed moderate improvement; their pronunciation and fluency benefited from mimicking what they heard online, though some still struggle to speak without hesitation. Reading skills also improved, with students reporting a better ability to understand context. In contrast, writing skills did not see the same level of progress—likely because social media communication tends to be fast-paced, and students still require an instructor to review their grammar and help organize their thoughts. As for grammar specifically, students have become more aware of how English is used, yet they continue to face challenges with aspects such as verb tenses and self-correcting their own errors.

The findings also revealed that each social media platform contributes in a different way; YouTube proved to be the most useful platform overall, particularly for developing listening skills and acquiring new vocabulary, as it offers long videos

rich in audio content. TikTok was also highly effective in enhancing listening and speaking skills, thanks to its short, engaging videos that make it easy to mimic how others speak. Meanwhile, Facebook and Instagram were more helpful for reading and writing skills, as they require students to read posts and write comments to communicate.

Regarding their impressions, most students expressed a strong preference for using social media to learn English; they view it as an enjoyable and flexible way to study—a refreshing alternative to the potentially dull atmosphere of a traditional classroom. Nevertheless, students also noted certain challenges, such as becoming distracted by videos unrelated to their studies, as well as the absence of a teacher to provide guidance.

In conclusion, this research demonstrates that social media serves as a highly valuable supplementary tool for English language learners. If students use these applications appropriately, they can significantly improve their skills—especially in vocabulary and listening—while also developing their abilities in speaking, reading, writing, and grammar.

Recommendations

Based on the findings of this study, we offer the following recommendations:

For English language teachers: Teachers should strive to integrate social media applications into their English lessons. Through activities such as watching and analyzing YouTube videos, participating in discussions on Facebook, or creating short videos on TikTok for speaking practice, students can improve their understanding of the English language and develop their proficiency. Such activities help enhance listening and reading skills, while making speaking and writing practice feel more natural and spontaneous.

For students: Students should utilize social media for purposeful learning rather than merely browsing through videos. Instead of passive viewing, they should engage actively by writing comments, creating their own short videos, and joining groups where members communicate in English—all of which will help them develop their speaking and writing skills.

For universities and schools: Educational institutions should incorporate social media-based tasks into their English curricula and lessons. This helps bridge the gap between what students learn in the classroom and how English is used in the real world, thereby increasing their motivation to learn.

Regarding grammar and writing: Given that writing and grammar skills did not show as much improvement as other areas, teachers should assign specific writing tasks to be completed online. Social media alone is not sufficient for mastering grammatical rules. Students still require the teacher's guidance and feedback to write correctly.

Future research: In subsequent studies, researchers could conduct experiments to measure students' actual performance—using test scores, for instance—rather than relying solely on their personal opinions. It would also be interesting to investigate whether there are differences in how male and female students use these applications, or whether usage patterns vary among students from different academic disciplines.

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