

The role of social media in developing tertiary-level learners' English language skills



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ABSTRACT

Social media is nowadays emerging worldwide as an integral part of the youth's interactive English learning practices, and Bangladeshi tertiary-level students are no exception. This paper studies Jashore University of Science and Technology (JUST) students' perspectives on the incorporation of social media in developing their basic language skills. It investigates the influence of different social media platforms and content on the students' listening, speaking, reading, and writing proficiency in English. This research used a mixed-method approach to collect and analyze data. The data were obtained from 100 undergraduate students of JUST through a structured questionnaire. The findings of this study revealed social media's crucial role in the enhancement of the students' English language skills. However, the respondents expressed their concerns about multiple challenges that they encountered. Social media's effectiveness is curtailed by distraction and less structured guidance, as this study finds. This study also collected their suggestions on a better utilization of social media as an English language learning assistant. This study promotes the balanced incorporation of social media in the mainstream language learning and skills development environment. Social media's inclusion alongside the existing traditional methods can ensure an inclusive and engaging learning experience for English language learners.

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Contribution/ Originality: This study enriches the literature while exploring perceptions of social media in English language proficiency development. It offers new insights into the strengths and challenges of social media in English language learning and enhances understanding of possible solutions to overcome these challenges.

1. INTRODUCTION

The innovative inclusion of technology and artificial intelligence in the academic and pedagogical fields has revolutionized the conventional language teaching-learning scenario. Language learning methods and approaches have been modernized and accelerated with the help of today's media and technology (Jamila, Rahman, & Hasan, 2024). Accordingly, traditional classroom-based teaching and learning are undergoing various transitions. In line with this, the impacts of social media on new teaching-learning practices have attracted increasing attention from educators, where these media are conceptualized as educationally valuable (Barrot, 2018; Bodily, Leary, & West, 2019; Hattem & Lomicka, 2016; Istifci & Ucar, 2021; Kartal, 2019; Manca, 2020). Although, as Obar and Wildman (2015) state, social networking is facilitated by social media; however, its usage has surpassed this primary purpose. Social

media now includes networking sites, blogging, media sharing, instant messaging, and several other platforms (Greenhow & Lewin, 2016; Gruzd, Staves, & Wilk, 2012). Consequently, the traditional purpose of social media has diversified; for example, university students now frequently access social media for their English language acquisition (Hairul & Nurhayati, 2023). Social media platforms' inclusion in language acquisition has surpassed their traditional role of socialization. Media like Instagram, Facebook, Twitter, and YouTube are gaining recognition as popular language learning aids besides their original role of promoting community networking. As a consequence, the significant influence of social media on language skills development has been widely acknowledged globally (Rahmawati, Susilawati, & Rezeki, 2024).

The easily accessible and engaging resources and diverse content on social media have simplified the rigorous formal procedures of refining one's English language skills. The impacts of social media in accelerating second language acquisition have been observed beyond the acknowledged methods and conventional learning settings (Amin, Rafiq, & Mehmood, 2020). As Fransiska (2024) asserts, teachers can incorporate social media into conventional pedagogy to accelerate students' collaborative language skills development. However, without proper interventions, students may continue utilizing social media predominantly for personal and leisure purposes, thus losing out on meaningful language practice. Additionally, without focused training for students and educators, the skills and learning strategies appropriate for these new media may not be mastered, resulting in a loss of skill development. Learners and teachers shared similar concerns about skill development (Rahman, Jamila, & Siam, 2024). At a larger level, this could impede students' development in working towards proficiency in English, an important competency for both academic and career success as the world grows more globalized (Alghamdi & Sabir, 2019).

Keeping up with global trends and demands, the development of English language skills for communication is important for students from non-native English-speaking countries like Bangladesh (Rahman et al., 2024). As students nowadays interact with online content to a greater extent than ever before, it is necessary to study the extent to which social media offers a responsive platform for developing reading, listening, writing, and speaking skills. Just as in other countries, social media such as Facebook has gained immense appeal in the English language learning area among Bangladeshi students as well (Ahmed, Sultana, Nabane, & Mohiuddin, 2022). This study demonstrates how social media helps learners achieve linguistic goals and examines challenges that appear when students use these platforms for learning English. The results inform practitioners about integrating social media into the formal learning environment.

Students' use of social media in developing English proficiency has remained mostly unexplored, especially in the context of a Bangladeshi public university such as Jashore University of Science and Technology (JUST). Thus, this study aims to explore students' attitudes toward social media and its impact on their English language skills. Students at JUST are motivated to learn through diverse linguistic inputs, multimedia content, and interactive conversations on social networking platforms, which reinforce their reading, listening, writing, and speaking skills in English.

The objectives of this study are to identify the effectiveness of using social media in developing language skills (reading, listening, speaking, and writing) in English, to analyze the challenges students encounter when social media is their learning assistant, and to incorporate tertiary-level students' suggestions for ensuring the proper use of social media as a tool for English language learning. To attain these objectives, this study seeks answers to three specific research questions (RQs): i) What are the benefits of using social media to develop English language skills? ii) What challenges do students face while learning English through social media? And iii) What are the possible solutions to overcome the challenges faced by students?

2. LITERATURE REVIEW

Research regarding social media usage for English language skills development has gained notable relevance from researchers in recent times. As far as English language education is concerned, in native or second/foreign language contexts, social media has gained prominence and evolved as a focus for researchers. Consequently,

numerous studies on social media in developing learners' proficiency in English (AbuSa'aleek, 2015; Anwas et al., 2020; Ismail, Zaim, & Mukhaiyar, 2019; Lailiyah & Setiyaningsih, 2020; Serajuddin, 2023; Slim & Hafedh, 2019; Zeebaree, Fareeq, & Mohammed, 2024) have been conducted in various English as a Foreign Language (EFL) contexts.

Zeebaree et al. (2024), for instance, in Iraq, a study was carried out at four different high schools using a questionnaire prepared via Google Forms, along with semi-structured interviews. The study collected data from 15 teachers and 30 Kurdish-speaking students (15 female and 15 male), aged from 15 to 18. The findings showed that students primarily use Instagram, YouTube, TikTok, WhatsApp, Facebook, Snapchat, and Twitter for communication, while 97% of them indicated that these media can be constructive in learning English. Similarly, social media can have a positive role in English teaching and learning, as 73% of the teachers indicated in their interviews.

A study conducted by Serajuddin (2023) in Bangladesh demonstrated that technological tools (social media, podcasts, YouTube, etc.) have a notable motivational influence on English language learners, increasing their engagement in learning. The questionnaire, which combined closed-ended and open-ended questions, obtained responses from 300 teachers and students across 80 institutions, both public and private, who were randomly selected. The data revealed that the use of technological platforms is more prevalent among higher educational levels, indicating the need for formulated strategies or frameworks to encourage the integration of technological tools into language learning environments.

Earlier, Lailiyah and Setiyaningsih (2020) studied students' perception of Instagram as an online communication language learning tool. The study used questionnaires in the form of a Likert scale and collected data from 148 students. This exploratory study found that students demonstrated constructive perceptions of social media, and learning through Instagram contributes to the enrichment of vocabulary.

In Indonesia, another research was conducted by Anwas et al. (2020) to explore social media usage for English language skills development. The method was quantitative, and the survey was conducted across students of Senior High Schools in Jakarta. The survey included 185 participants who were randomly selected. The variables examined were the extent of students' social media use and their perceptions of the connection between social media and English language skills. The analysis revealed that the types of content primarily consisted of school lessons, films, songs, and games. However, the findings also showed that learners could practice English with friends or teachers through video calling, mailing, or social media platforms such as Instagram, Facebook, Twitter, and WhatsApp. The students demonstrated positive attitudes towards these platforms as effective learning tools.

Previously, Ismail et al. (2019) also analyzed students' perspectives regarding the integration of social media to facilitate language learning. The research was conducted at the Department of English, the Islamic University of Riau, Indonesia. In the survey questionnaire, 12 closed items were used, and opinions of the students about the use of social media in the classroom were collected through interviews. The results demonstrated that 64% of the participants use WhatsApp and Instagram, and 67% of them opined that social media helped develop their vocabulary since most social media use English as the default language. Moreover, 93% of the students enjoy social media as a tool for assisting their learning process. This study highlighted some areas to be addressed to mitigate the shortcomings, such as social interaction and cohesion, which may become scarce due to indirect interactions and a lack of emotional exchange.

On the contrary, Slim and Hafedh (2019) argued that Facebook distracts and disrupts the learning process, which aligns with the findings of Ketari and Khanum (2013) as well as Tariq, Mehboob, Khan, and Ullah (2012). Both of the studies highlighted that Facebook use can be detrimental to students' concentration and academic careers. Slim and Hafedh (2019) at the University of Tabuk, KSA, conducted an empirical study that explored Facebook-assisted teaching-learning effects on English for specific purposes. The study divided 64 students into two groups: Facebook-tutored and traditional classroom-tutored, with both groups receiving the same vocabulary content. Pre-tests and

post-tests were conducted to measure their learning progress. Subsequently, interviews were held to assess their attitudes towards the instructional methods. Although the Facebook-tutored group demonstrated a somewhat favorable attitude, the overall findings showed an insignificant difference regarding the achievements of both groups.

Though numerous studies are available on the use of social media and their impacts on English language learning, there is still insufficient research, notably in the Bangladeshi context, exploring the tertiary level learners' perceptions. The current situation in Bangladesh demands further investigation into this topic due to the expansion of social media and technology for education. As regards, additional investigation into how students perceive social media in learning English can help policymakers and practitioners recognize the real scenario and take steps more pragmatically. In order to enrich the literature and investigate the issue, the present study was conducted.

3. METHODOLOGY

3.1. Approach

This study followed a mixed-method framework to survey students' perceptions of social media for developing their proficiency in English. An integration of both qualitative and quantitative research techniques was utilized to analyze diverse aspects of students' views.

3.2. Research Tool

A survey questionnaire comprising both closed-ended and open-ended items was designed to obtain information from the participants. The first portion of the questionnaire gathered general information, and the second portion consisted of closed-ended (17 items) and open-ended (1 item) items dedicated to collecting both quantitative and qualitative data. For collecting quantitative data, 15 items were designed based on a five-point Likert scale with the options "Strongly Disagree (SD)", "Disagree (D)", "Neutral (N)", "Agree (A)", and "Strongly Agree (SA)", followed by 2 multiple-choice items. At the end of the questionnaire, an open-ended section is included to find out qualitative insights into the issue. Here, the participants were asked to share their suggestions about making better use of social media in English language skills development.

3.3. Setting and Participants

Students from 28 departments of JUST participated in the survey. Although a total of 102 randomly selected students from these departments participated, the number of responses analyzed was 100, as 2 responses were unfinished. Students who participated were listed as S1, S2, S3..., and S100.

3.4. Analysis

A dual-pronged analytical framework was adopted to assess the collected data. In this regard, the Statistical Package for the Social Sciences (SPSS) was used to process the quantitative data, while the open-ended responses were subjected to qualitative content analysis, which included textual interpretation. Subsequently, figures and tables were prepared for arrangement and demonstration.

3.5. Trustworthiness

Several steps were followed to achieve the validity and reliability of the study. In order to portray a clearer understanding of tertiary-level students' perceptions, a mixed-method design was applied. Then, the guidance and supervision of an expert assisted the execution of the survey. Besides, participants' consents were taken before giving the questionnaire, and personal information such as names or student IDs was not collected to secure confidentiality and spontaneity. Moreover, the Cronbach alpha value was 0.771, which reflects decent consistency and credibility of the questionnaire data.

4. FINDINGS

4.1. Findings of the Quantitative Data

The survey questionnaire's quantitative findings are demonstrated in the following four tables. This section analyzes the responses of the 100 undergraduate students of JUST. They shared their views on the utilization of social media for enhancing their basic language capabilities in English.

4.1.1. Benefits

Table 1 includes items 1 to 11 of the questionnaire. The respondents shared the positive impacts of social media on the development of their English language skills.

Table 1. Positive aspects of social media.

SN	Statements	Mean	St. Dev	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	I think social media is an effective tool for improving my English language skills.	3.900	0.858	58%	21%	12%	8%	1%
2	Watching English videos on social media helps me improve my listening skills.	4.200	0.666	61%	31%	5%	3%	0%
3	Engaging in discussions on social media (comments, chats, forums) helps me develop my writing skills.	3.650	0.857	48%	14%	27%	11%	0%
4	Following English-language pages, groups, or influencers on social media enhances my vocabulary.	4.000	0.696	61%	21%	15%	3%	0%
5	I have learned more real-life English expressions from social media than from textbooks.	3.600	1.100	37%	23%	19%	19%	2%
6	Social media improves my reading comprehension skills by exposing me to diverse content.	3.550	0.796	50%	8%	31%	11%	0%
7	Writing in English on social media (comments, posts, messages) helps me improve my grammar.	3.400	1.034	42%	12%	23%	20%	3%
8	Social media encourages me to use English more frequently in my everyday life.	3.620	0.961	49%	15%	21%	13%	2%
9	Social media provides more opportunities for interactive English learning than traditional textbooks.	3.460	1.067	38%	16%	26%	16%	4%
10	I find learning English through social media more engaging than traditional classroom lessons.	3.240	1.074	32%	12%	28%	24%	4%
11	I retain more English vocabulary and phrases from social media content than from classroom lectures.	3.160	1.041	39%	6%	26%	23%	6%

As presented in **Table 1**, the respondents' English listening skills developed the most from their social media engagement, as 92% of participants answered positively (61% agreed and 31% strongly agreed) that watching videos on social media in English enhanced their listening abilities. Again, 62% (48% agreed and 14% strongly agreed) of respondents agreed that engaging in discussions, comments, and chats on social media contributed to their writing skills development. While many found writing on social media beneficial, some students were uncertain (11% disagreed) about its impact. Moreover, 82% (61% agreed and 21% strongly agreed) of the students asserted that

following English-language pages, influencers, and groups on social media significantly enhanced their vocabulary acquisition.

In line with this, 58% (50% agreed and 8% strongly agreed) of the students agreed that their reading comprehension benefited from the diverse content available on social media platforms. Nevertheless, a 31% response was neutral regarding the development of reading comprehension through social media engagements. Additionally, a moderate number (54%) of students agreed that writing in English on social media improved their knowledge of grammatical structures. Although many students found social media helpful for the improvement of their grammar, 20% of students believed that traditional methods might be more effective.

However, a notable number (60%) of the students agreed that they had learned more expressions from social media than from textbooks due to exposure to informal and real-life English expressions available on social media. Conversely, 19% of the students agreed that traditional learning materials still played a vital role in their formal language education.

The following figure sums up the aforementioned positive responses, demonstrated in [Table 1](#).

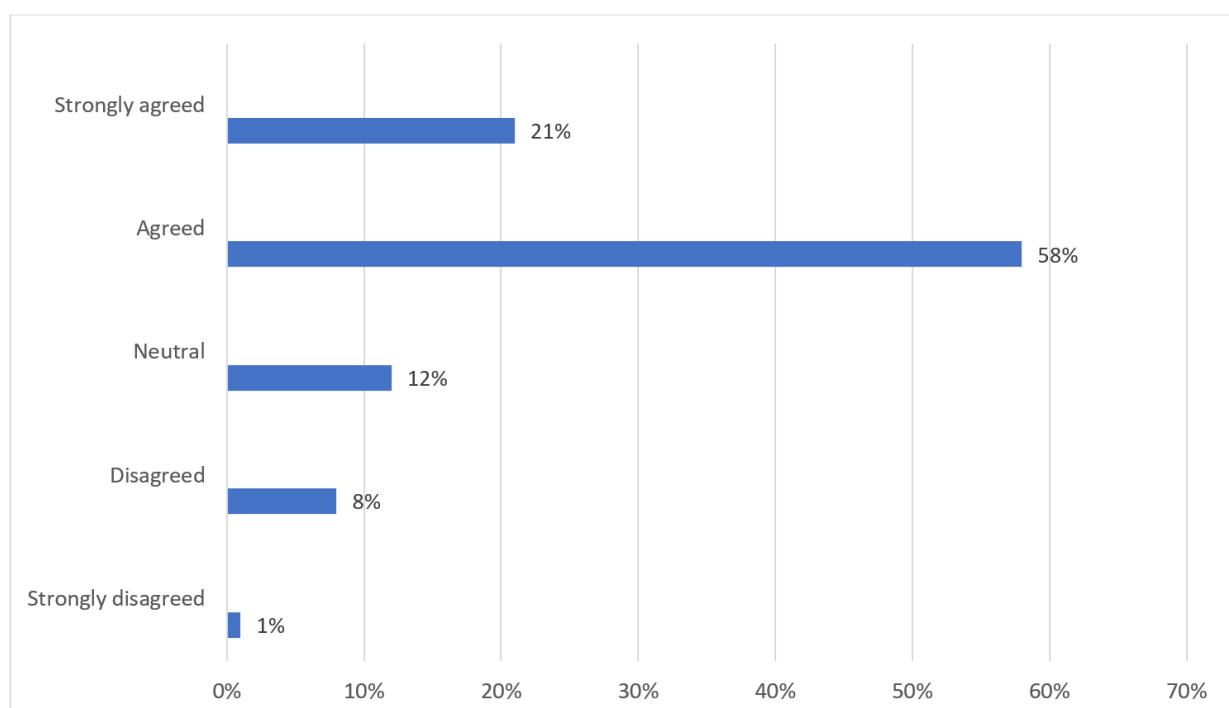


Figure 1. Social media is a valuable educational resource.

[Figure 1](#) illustrates that 79% (58% agreed and 21% strongly agreed) of the 100 students considered these social media sites effective for their English language proficiency. However, 12% remained neutral on social media's contributions to language acquisition. Only 9% (1% strongly disagreed and 8% disagreed) of the participants were not convinced of social media's support.

[Figure 2](#) shows how social media served as a motivator for the students.

■ Strongly disagreed ■ Disagreed ■ Neutral ■ Agreed ■ Strongly agreed

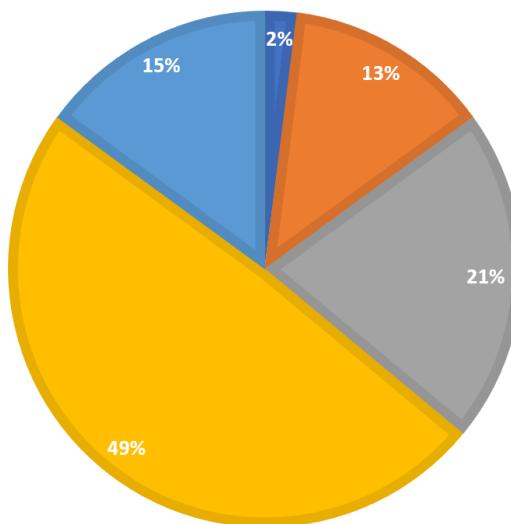


Figure 2. Encouragement to Use English More Frequently.

According to Figure 2, 64% of students agreed (15% strongly agreed and 49% agreed) that social media encouraged the use of English more frequently in their daily lives. However, 15% (13% disagreed and 2% strongly disagreed) disagreed, indicating that it might not be a strong motivator for learners at large.

At the same time, 54% of the respondents (as shown in Table 1) agreed (38% agreed and 16% strongly agreed) that social media offers more interactive learning opportunities than traditional textbooks, making social media more encouraging. Moreover, a total of 44% of students agreed that social media makes learning English more engaging than traditional classroom lessons. However, the rest of the participants (28%) found social media to be moderately engaging for students, as traditional classroom methods still hold value for a significant portion of learners. At the same time, 45% agreed (39% agreed and 6% strongly agreed) that they retained more English vocabulary and phrases from social media than from classroom lectures. On the other hand, 29% (23% disagreed, 6% strongly disagreed) of participants felt that social media might not be consistently more effective than traditional classroom instruction.

Figure 3 demonstrates the extent to which English language skills were developed with the help of social media.

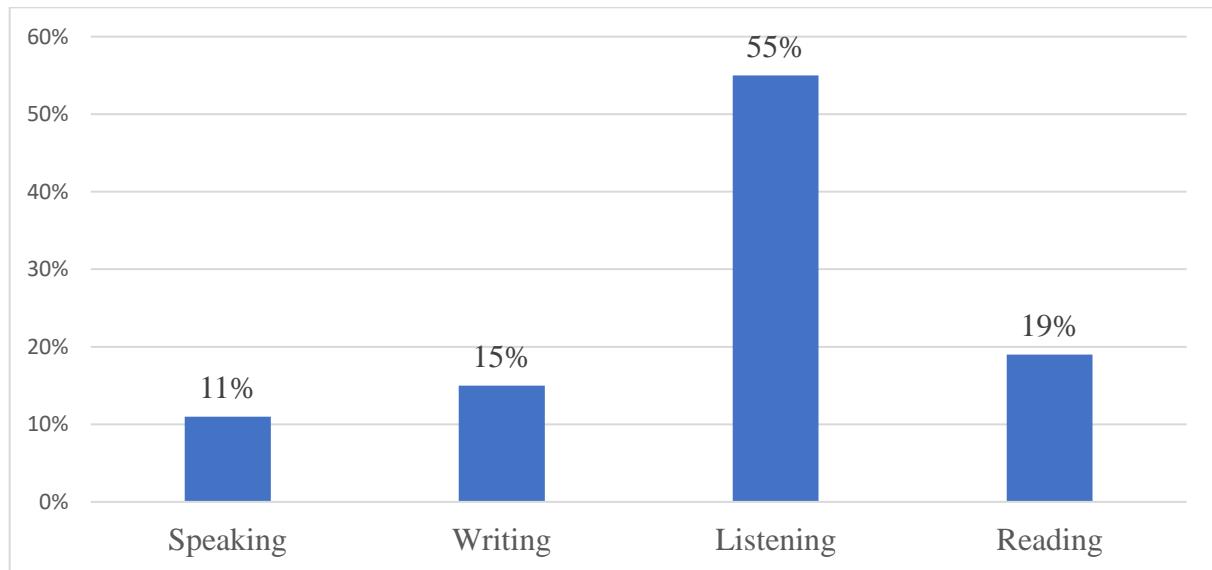
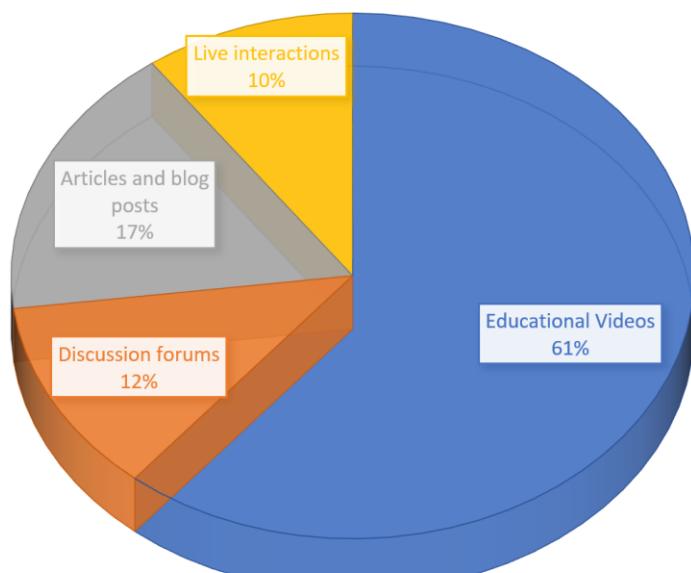


Figure 3. Development of English Language Skills.

As shown in [Figure 3](#), social media mostly aided in improving the learners' (55%) English listening skills. Their reading (19%), writing (15%), and speaking (11%) skills also improved.

[Figure 4](#) presents the content that is most preferred by the respondents for mastering their English proficiency skills.



[Figure 4](#). Preferred content for learning English.

Thinking of social media content that was the most useful for their English language learning, student preference was evident; they preferred educational videos. Of the total participants, 61% preferred educational videos as their favorite learning medium, while 17% chose articles and blog posts over videos. Additionally, 12% of the participants chose discussion forums, whereas 10% of the students chose live interaction (webinars and social media live).

4.1.2. Challenges

[Table 2](#) presents items 12 to 15 of the questionnaire that cover the challenges the participants faced while using social media platforms for language acquisition.

[Table 2](#). Limitations in using social media.

SN	Statements	Mean	St. Dev	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
12	Distractions from entertainment content make it difficult to focus on learning English through social media.	3.810	1.012	38%	28%	23%	9%	2%
13	The lack of structured guidance on social media hinders my progress in learning English.	3.580	.933	46%	14%	25%	14%	1%
14	Social media exposes me to incorrect English usage, which sometimes affects my learning.	3.530	.968	44%	14%	24%	17%	1%
15	Relying on social media for English learning reduces my interest in formal study materials.	3.080	1.079	22%	12%	32%	30%	4%

Of the total participants, 66% (38% agreed and 28% strongly agreed) believed that distractions from non-educational content hindered their concentration on learning. Additionally, 60% of the students (46% agreed and 14% strongly agreed) thought that, without formal instructional support, social media could impede language development. Moreover, a moderate proportion (58%) of respondents agreed (44% agreed and 14% strongly agreed) that they were exposed to incorrect grammar, slang, and informal expressions while using social media. Furthermore, 34% (22% agreed and 12% strongly agreed) of the respondents expressed concern about over-dependence on social media, which could lead to a decline in their interest in formal study materials, such as textbooks and institutional courses.

4.2. Findings of the Qualitative Data

The findings of the open-ended responses (qualitative data) are outlined in the following sections (items 16–18 of the questionnaire).

4.2.1. Strategies for the Productive Use of Social Media

Responses from participants revealed the role of social media groups in providing learning environments that are collaborative and engaging. They can serve as dynamic tools for facilitating collaboration and interaction in the learning process.

“... have more informal discussion which ensures [ensure] rich vocabulary level as well as language awareness.” (S99)

“Students can join language learning groups on social media.” (S97)

Besides, the participants highlighted the value of consuming educational and real materials through social media:

“They should watch podcast interviews, travel videos with subtitle [subtitles] and collect or gather new words, phrases, and real-life expressions through [using] social media.” (S17)

“Encourage students to follow high-quality educational content and practice real-world English.” (S19)

“... should watch English movies and English news.” (S73)

Apart from the implications, several respondents emphasized the importance of directing attention to relevant content rather than getting distracted by irrelevant content that is predominantly available:

“Student should control themselves from wasting their valuable time [times] in unnecessary content.” (S21)

“Making students know about the difference of [in] contents and which one they should focus on.” (S91)

“To avoid distraction [destructions], follow skill-related contents that are in English and follow TED talk-like things and podcasts [podcasts].” (S54)

The suggestions addressed the students' recognition of the potential of social media for learning, while they also indicated the importance of guidance to cope with it effectively. In accordance with this, several responses highlighted that effective learning through social media requires structured support from teachers and universities:

“Educators should ... make the content enjoyable for the students to make them engaging [engage] with learning unintentionally.” (S20)

“Need more guidance from the university.” (S69)

5. DISCUSSION

This investigation aimed to reveal tertiary-level students' perceptions of the benefits and challenges of social media as a tool for developing proficiency in English. The quantitative findings highlighted that participants mostly (79%) agreed that social media is effective for improving their English. The responses align with the existing literature, which emphasizes the growing influence of digital and interactive platforms on language learning practices and performance (e.g., [Alwehaibi, 2015](#); [Serajuddin, 2023](#)).

Regarding the development of macro skills, a significantly large number of students (92%) acknowledged that their listening improved while watching English content (videos, podcasts, movies, etc.) on social platforms such as

YouTube, Facebook, etc. It can be deduced, as [Zeebaree et al. \(2024\)](#) report, that learners acquire pronunciation and authentic conversational patterns naturally from the audio-visual contextualized inputs from social media. Besides, most of the learners (82%) reported that their repertoire of vocabulary increased by following different English-language pages, social media influencers, and groups. Moreover, approximately 60% of respondents noted that exposure to informal and real-life English expressions from social media helped them learn more than the textbooks.

Moreover, the analyses revealed that students' (54%) listening skills developed using social media as multimedia content play a crucial role in language acquisition. This finding also affirms the observations of [Blake \(2016\)](#) and [Green \(2005\)](#), as they explored the advantages of using technology in refining language skills. Here, the discussion of the findings aimed to provide an answer to RQ 1, which confirmed that social media has a positive and meaningful impact on English language skills development.

Despite the advantages, respondents also recognized several challenges associated, such as distraction from entertainment-oriented content (66%), lack of structured guidance (60%), and exposure to incorrect or informal English (58%), which concurs with the findings of [Kabilan, Ahmad, and Abidin \(2010\)](#). Although a relatively moderate proportion (54%) agreed that their English writing skills improved through commenting and posting on different social platforms, 58% of participants suggested that social media might not accelerate grammatical accuracy due to the prevalence of non-standard forms. Additionally, another challenge identified was that dependency on social media for learning English could diminish interest in formal study materials. While 32% of respondents remained neutral, 34% reported that social media could reduce their interest in formal study materials. These findings highlight several challenges regarding the use of social media as an educational tool, addressing RQ2.

The suggestions reported from the qualitative data included several issues to be addressed to overcome possible challenges in using social media, such as proper time management, joining learning groups, avoiding distractions, and incorporating institutional guidance. All these variables answered RQ 3, which also aligns with the suggestions of [Kabilan et al. \(2010\)](#).

The findings presented above align well with Lev Vygotsky's Social Constructivism theory. According to Vygotsky, language learning through cognitive and socio-cultural interactions is a shared social activity ([Vygotsky, 1978](#)). This study's results showed, most participants set their own learning goals and assessed themselves using shared social media sites. Their active and collaborative participation in challenging tasks marked their new understanding and refined skillset.

Based on the findings of the qualitative data (RQ3) and related literature, this study aims to propose some practical suggestions that could be useful to both Bangladeshi and other EFL contexts. These include:

- I. Universities should develop institutional guidelines and workshops to help students use social media productively and responsibly.
- II. Educationally-oriented social platforms should be promoted, and joining these platforms should be encouraged.
- III. Collaborative learning communities should be encouraged.
- IV. Awareness should be raised by the institutions for the safe use of social media.
- V. Educational content creators should give importance to culturally and contextually relevant content creation in English.

6. LIMITATIONS AND FUTURE RESEARCH

Although this study addressed some key findings regarding students' perceptions of social media as a tool in developing English language skills, there are some limitations as well. For instance, incorporating more qualitative data and the addition of teachers' views could provide more insight. Besides, including learners from other universities could reinforce the findings. However, due to time and resource constraints, this study could not address these issues. Hopefully, these researchers or other researchers from different contexts will address them.

7. CONCLUSION

This research indicates that social media can be used as an engaging tool for learning English, as it aids in improving listening skills and enhancing vocabulary while acquiring informal writing skills. With time, the method and content of education will continue to change since university students are now getting accustomed to learning through videos, articles, and discussion forums, which are far more immersive and interactive than traditional classrooms. However, interruptions, being exposed to the incorrect types of content, and the lack of an organized form of study, among others, render social media less gratifying compared to the conventional language learning atmosphere.

Based on the findings of this paper, the researchers recommend establishing a balance between the new and traditional ways of developing English language skills while introducing social media in second language acquisition. As much as students appreciate and acknowledge the potential and benefits of social media in English language learning, specific guidelines and the participation of educators are also necessary to actualize its potential. Universities can also implement rigorous measures that will help direct students toward the proper utilization of social media as an English learning assistant without being unnecessarily exposed to non-educational materials. If the challenges are precisely addressed and rapidly resolved, social media can transform today's English language learning and skills development scenario.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

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Disclosure of AI Use: The authors used Grammarly (free version, v1.2) and OpenAI's ChatGPT (free version: GPT-5) to improve the grammar and clarity of the paper. All content was reviewed and verified by the authors.

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Appendix

The [Appendix](#) illustrates the student questionnaire used for data collection.

Student Questionnaire

The following questionnaire will ask you about your perceptions of using social media for the development of your English language skills. Please, read the questions carefully and give your response. If you need any clarification, feel free to ask. All your responses will be used only for academic purposes and kept confidential. (Please put a tick (✓) in the box that best expresses your opinion.)

SN	Statements	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	I think social media is an effective tool for improving my English language skills.	1	2	3	4	5
2	Watching English videos on social media helps me improve my listening skills.	1	2	3	4	5
3	Engaging in discussions on social media (comments, chats, forums) helps me in the development of my writing skills.	1	2	3	4	5
4	Following English-language pages, groups, or influencers on social media enhances my vocabulary.	1	2	3	4	5
5	I have learned more real-life English expressions from social media than from textbooks.	1	2	3	4	5
6	Social media improves my reading comprehension skills by exposing me to diverse content.	1	2	3	4	5
7	Writing in English on social media (comments, posts, messages) helps me improve my grammar.	1	2	3	4	5
8	Social media encourages me to use English more frequently in my everyday life.	1	2	3	4	5
9	Social media provides more opportunities for interactive English learning than traditional textbooks.	1	2	3	4	5
10	I find learning English through social media more engaging than traditional classroom lessons.	1	2	3	4	5
11	I retain more English vocabulary and phrases from social media content than from classroom lectures.	1	2	3	4	5
12	Distractions from entertainment content make it difficult to focus on learning English through social media.	1	2	3	4	5
13	The lack of structured guidance on social media hinders my progress in learning English.	1	2	3	4	5
14	Social media exposes me to incorrect English usage, which sometimes affects my learning.	1	2	3	4	5
15	Relying on social media for English learning reduces my interest in formal study materials.	1	2	3	4	5

16. Which of the following aspects of your English skills has significantly improved due to social media use?

Speaking (e.g., voice chats, live discussions, video content)

- Writing (e.g., commenting, blogging, posting in English)
- Listening (e.g., watching English videos, podcasts, audiobooks)
- Reading (e.g., reading articles, blogs, news, discussion threads)

17. Which kind of social media content do you think works best for developing your English skills?

- Educational videos (e.g., YouTube tutorials)
- Forums of discussion (e.g., Quora, Reddit, Facebook groups)
- Articles and blog posts (e.g., online newspapers)
- Live interactions (e.g., live streams, webinars)

18. What suggestions do you have for students and educators to make better use of social media for English language learning? (Write in no more than 2 sentences)

Thank you for your participation.

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