

Using Social Media to Teach English in KSA

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Abstract

The rapid growth of social media has significantly shaped education, particularly in language learning across Saudi Arabia. This study examines how platforms such as TikTok, Instagram, and X (formerly Twitter) are being integrated into English language teaching. Using a mixed-methods approach, data were collected through surveys from 150 university students, interviews with 10 English instructors, and content analysis of some followed English-learning accounts on these platforms. Findings showed that around 75% of students use TikTok for learning English, mainly to improve vocabulary and pronunciation, while 65% rely on Instagram for similar purposes. Instructors see the potential of these platforms to enhance student engagement but also express concerns about cultural appropriateness, digital distractions, and the lack of institutional support. Content analysis showed that successful educational accounts attract higher engagement when they include interactive features, visually rich content, and culturally relevant topics. Despite these benefits, challenges remain, such as unequal access to devices and limited digital literacy. While some studies have examined social media in education, there is a noticeable gap in research focusing on its practical use in English language instruction within the Saudi Arabian context. In line with Saudi Arabia's Vision 2030, which prioritizes English proficiency, this study concludes that social media can serve as a useful supplement to traditional language instruction. It also provides recommendations for educators and content creators to better integrate these tools into English education while addressing current limitations.

Keywords: English language learning, social media integration, TikTok and Instagram, Saudi Arabia education, educational technology challenges

1. Introduction

The expansion of social media usage has reshaped contemporary educational paradigms, creating new opportunities for language acquisition and skill development. In Saudi Arabia, where internet penetration rates exceed 95% according to Statista (2023), social media platforms such as TikTok, Instagram, and X (formerly Twitter) have emerged as dominant forces in daily communication, particularly among the youth demographic. This widespread adoption of digital technologies presents a unique opportunity to develop traditional approaches to English language education, aligning with the Kingdom's strategic objectives outlined in Vision 2030 (Al Fraidan & Alaliwi, 2024). As Saudi Arabia endeavors to diversify its economy and enhance global competitiveness, English proficiency has become an increasingly critical skill for its citizens, necessitating innovative pedagogical strategies that transcend conventional classroom boundaries (Albiladi, 2022).

Social media platforms offer dynamic, interactive environments that facilitate authentic language exposure and real-time communication, addressing limitations inherent in traditional teaching methodologies. These digital spaces enable learners to engage with native speakers, access diverse linguistic resources, and participate in collaborative learning communities beyond geographical constraints (Kabilan et al., 2010). In the Saudi context, where traditional classroom settings often struggle to maintain student engagement, social media emerges as a powerful tool for fostering autonomous learning and sustained motivation in English language acquisition (Mubarak, 2016). The visual and auditory nature of platforms like TikTok and Instagram particularly resonates with younger learners, providing rich experiences that traditional textbooks cannot replicate.

This study aims to explore the potential of social media as a transformative tool for English language teaching in

Saudi Arabia. By focusing on popular platforms such as TikTok, Instagram, and X, the study seeks to identify effective strategies for creating engaging and culturally relevant content that aligns with Saudi learners' needs and preferences. Furthermore, the study will shed lights on both the advantages and challenges associated with integrating social media into English language instruction, providing evidence-based insights for educators seeking to use these platforms effectively. Thus, this study aims to:

- Assess the effectiveness of TikTok, Instagram, and X in developing vocabulary, pronunciation, grammar, and writing among Saudi students.
- Explore the challenges and opportunities of integrating social media in English learning, focusing on cultural, technical, and institutional factors.

2. Literature Review

The use of social media in educational contexts, particularly for language acquisition, has acquired significant scholarly attention in recent years. Kabilan, Ahmad, and Abidin's (2010) research explored Facebook's effectiveness in enhancing students' motivation and language skills through peer interaction and collaborative learning opportunities. Their findings showed that social media platforms could serve as virtual classrooms, facilitating continuous learning beyond traditional educational settings. Similarly, Blattner and Fiori (2009) emphasized social media's role in encouraging cultural awareness and authentic language use, which are essential components for developing communicative competence in second language acquisition.

Some studies indicate that social media platforms enhance student engagement and motivation in language learning. Alshabeb & Almaqrn (2018) study of Saudi students revealed greatly higher levels of interest and participation among those utilizing social media for English learning compared to traditional classroom-only approaches. These findings align with Junco, Heiberger, and Loken's (2010) investigation into Twitter's impact on college student engagement, which showed improved academic performance and increased participation in higher education contexts. Moreover, it was found that the interactive nature of social media appears to foster intrinsic motivation by providing immediate feedback and recognition through likes, comments, and shares. Abu Qub'a, Al Haj Eid, Hassan, and Al Herz (2024) examined the impact of gamification on improving English language skills in university settings, highlighting its potential to increase student motivation and engagement. While their research focused on gamification, it aligns with findings from this study regarding the importance of engaging and interactive tools in enhancing language learning.

The authenticity of language materials available through social media represents another significant advantage for language learners. Reinhardt and Zander (2011) showed how platforms like YouTube and Instagram expose learners to real-world language use, effectively bridging the gap between formal instruction and practical communication. Almehmadi (2024) further noted that exposure to authentic English content on social media helps Saudi students overcome the limitations of traditional textbooks, which often present idealized or outdated language patterns. This exposure to contemporary language use enhances learners' ability to understand and produce natural-sounding English.

Another important issue is the social media's capacity to facilitate collaborative learning which has been extensively explored in different educational contexts. Mazer, Murphy, and Simonds (2007) found that platforms like Facebook and Twitter promoted meaningful discussions and knowledge sharing among students, extending learning opportunities beyond classroom hours. However, the implementation of social media in conservative societies like Saudi Arabia requires careful consideration of cultural norms and values. Jones (1996) emphasized the necessity of culturally sensitive content when utilizing social media for educational purposes in the Gulf region. This perspective is supported by McLoughlin (2011), who argued that educators must adapt social media strategies to align with local values and traditions, ensuring that educational content remains appropriate and effective. Such cultural adaptation is crucial for maintaining parental approval and institutional support while using social media's educational potential.

Despite its abundant advantages, the integration of social media into educational practices faces significant challenges. Selwyn (2009) identified digital distractions, privacy concerns, and unequal access to technology as primary barriers to effective implementation. These challenges are particularly noticeable in Saudi Arabia, where Sharifunnessa (2021) noted that limited digital literacy among both students and teachers, possibly hindering the successful integration of social media into language learning programs. Additionally, the informal nature of social media content presents challenges for teaching structured aspects of language learning, such as grammar and formal writing conventions.

Empirical studies conducted within the Saudi context have resulted in valuable insights into social media's role in English language education. Khan, Alharbi, and Mohd Radzuan (2024) found that interactive vocabulary learning via WhatsApp significantly improved both vocabulary and speaking test scores for Saudi EFL learners. Similarly, Ali (2020) reported that using the jigsaw technique on WhatsApp led to significant vocabulary improvements among Saudi university students. Bensalem (2018) observed that EFL students using WhatsApp for vocabulary assignments outperformed those using traditional methods, with participants expressing positive attitudes towards learning vocabulary through the app. Al Omar, AL-Momani, Kayed, and Smadi (2024) further confirmed these findings, showing that Jordanian university students taught via a WhatsApp group performed better on vocabulary post-tests compared to those taught conventionally. These studies showed that WhatsApp can be an effective tool for vocabulary instruction, potentially due to its interactive nature and widespread availability among students.

Recent studies have expanded the understanding of technology and social media integration in language and STEAM education, emphasizing both opportunities and challenges. Dijo et al. (2024) explored engineering educators' perceptions of project-based learning (PjBL) in Kerala, India, revealing high interest levels but noting time constraints as a major barrier. John (2025a) emphasized the transformative impact of AI and digital technologies on personalized STEAM education, finding that AI-enhanced learning fosters student engagement and research interest, though educators face challenges such as access inequality and lack of training. In a related study, John (2025b) highlighted how AI can strengthen teacher-student rapport (TSR), teacher immediacy (TI), and willingness to communicate (WTC) in EFL contexts. Similarly, gamification in English language teaching has been shown to improve TSR, TI, and vocabulary acquisition, although implementation remains challenging (John, 2024). Tso (2019) provided insights into how Hong Kong adolescents perceive social media as a tool for English learning, especially for writing development, despite uncertainties about its long-term impact on language standards. Meanwhile, Song and Xiong (2023) conducted a comparative study on social media and language learning apps, concluding that while all tools supported vocabulary improvement, the language-learning app Baicizhan was the most effective. All in all, these studies support the growing consensus that integrating technology, be it AI, gamification, or social media, can enhance language learning outcomes when thoughtfully implemented and culturally adapted.

To wrap up, most studies on social media in language learning focus on platforms like Facebook and WhatsApp, with little attention to TikTok and Instagram in Saudi Arabia. While research highlights social media's role in vocabulary learning and engagement, its impact on pronunciation, grammar, and writing remains underexplored. Additionally, cultural adaptation, digital distractions, and institutional support are critical yet insufficiently studied challenges. This study addresses these gaps by examining the effectiveness of TikTok, Instagram, and X in English learning and identifying key challenges for students and educators.

3. Methodology

3.1 Study Locale

This study was conducted in Saudi Arabia, focusing on English language teaching practices. The main participants were from King Faisal University, a prominent institution where English language instruction is widely implemented. The university setting provided access to both learners and instructors actively engaged in English language education and familiar with social media platforms.

3.2 Design of the Study

A mixed-methods approach was adopted to explore how social media platforms are integrated into English language teaching. The study included two main participant groups: English language learners and English language teachers. A total of 150 university students were selected based on two criteria: their active use of social media and current enrollment in English language courses. Additionally, 10 experienced English as a Foreign Language (EFL) instructors participated in the study. These instructors were chosen for their expertise in English teaching and their familiarity with using digital tools in education. Ethical considerations were taken seriously, participants gave informed consent, and all research procedures followed established ethical guidelines.

3.3 Data Collection Procedure

Three tools were used to gather data: surveys, interviews, and content analysis. Students completed structured surveys that included a mix of Likert-scale questions, multiple-choice items, and open-ended responses. These surveys aimed to collect detailed information about how students use social media for learning, how effective they find it, and their personal preferences. Instructors took part in semi-structured interviews, where they discussed their experiences with using social media in teaching. These conversations explored the benefits, challenges, and specific

strategies they employed. Content analysis was also conducted on popular English-learning accounts on platforms such as TikTok, Instagram, and X (formerly Twitter). This part of the research looked at how often content was posted, what types of content were shared, how users engaged with the content (likes, shares, comments), and whether the materials were culturally relevant.

The data were analyzed in two stages. Quantitative responses from the student surveys were processed using SPSS software, applying both descriptive and inferential statistics. For the interviews, the transcripts were analyzed thematically to identify common themes and insights. As for the content analysis, posts were categorized into types such as instructional videos, interactive polls, or cultural references.

4. Results and Discussion

Based on the methodology, the study found significant insights into the use of social media for teaching English in Saudi Arabia. The results highlighted the effectiveness of platforms like TikTok, Instagram, and X (formerly Twitter) in enhancing English language learning, as well as the challenges and opportunities associated with their use.

4.1 Social Media Usage Patterns Among Students

The survey results revealed that a majority of Saudi students actively use social media platforms for educational purposes, particularly for learning English. TikTok and Instagram are likely to be the most popular platforms due to their visual and interactive nature. Students reported using these platforms to improve vocabulary, pronunciation, and listening skills.

Table 1. Social Media Usage Patterns Among Students

Platform	Percentage of Students Using English for Learning	Most Common Activities
TikTok	75%	Watching short videos, practicing pronunciation
Instagram	65%	Viewing infographics, participating in polls
X (formerly Twitter)	40%	Reading threads, following English tips
Other	20%	Joining groups, sharing content

The results in Table 1 indicate that TikTok is the most widely used platform, with 75% of students utilizing it for English learning. The primary activities on TikTok include watching short videos and practicing pronunciation, showing that its engaging and audiovisual format is particularly effective for language acquisition. Instagram follows closely behind, with 65% of students using it, mainly for viewing infographics and participating in polls, indicating a preference for visual content and interactive learning. X (formerly Twitter) is used by 40% of students, primarily for reading threads and following English tips, demonstrating its role as a text-based platform for quick and structured learning insights. Meanwhile, 20% of students use other platforms, engaging in activities such as joining groups and sharing content, which highlights the collaborative aspect of social media in language learning.

The findings showed that social media platforms, particularly TikTok and Instagram, offer dynamic and engaging ways to improve English skills. The high usage of TikTok shows that students benefit from short-form video content, which provides quick, easy language lessons. This aligns with research indicating that audiovisual learning enhances retention and pronunciation practice. Similarly, Instagram's popularity highlights the importance of visual aids, infographics, and interactive elements in the learning process. The relatively lower usage of X (40%) suggests that students may prefer multimedia over text-based learning, though X remains useful for structured language tips and discussions.

Despite these benefits, the reliance on social media for English learning presents certain challenges. One notable issue is the potential distraction caused by non-educational content, as these platforms are primarily designed for entertainment. Additionally, content accuracy and quality control remain concerns, as not all social media posts provide reliable or well-structured language instruction. Moreover, unequal access to technology and digital literacy skills could hinder some students from effectively utilizing these resources, highlighting the need for institutional support.

4.2 Perceived Effectiveness of Social Media for English Learning

Students rated social media as highly effective for improving specific language skills, such as vocabulary acquisition and listening comprehension. However, the effectiveness for grammar and writing skills may be perceived as lower due to the informal nature of social media content.

Table 2. Perceived Effectiveness of Social Media for English Learning

Language Skill	Average Rating (1–5)	Most Effective Platform
Vocabulary	4.5	TikTok
Listening Comprehension	4.2	Instagram
Speaking/Pronunciation	4.0	TikTok
Grammar	3.2	X (formerly Twitter)
Writing	2.8	X (formerly Twitter)

Table 2 illustrates students' perceptions of the effectiveness of social media for different English language skills, with ratings on a 1–5 scale. The highest-rated skill is vocabulary acquisition (4.5), with TikTok being the most effective platform. This suggests that short-form video content, which often includes captions, visual aids, and engaging explanations, plays a significant role in expanding students' word knowledge. Listening comprehension follows with a rating of 4.2, with Instagram being the preferred platform. This indicates that students benefit from audio-visual content such as reels, stories, and interactive listening exercises. Speaking and pronunciation skills also received a relatively high rating (4.0), with TikTok leading in effectiveness, likely due to its speech-based content, pronunciation challenges, and interactive language-learning videos.

However, the perceived effectiveness of social media for grammar (3.2) and writing (2.8) is significantly lower, with X (formerly Twitter) identified as the most effective platform for these skills. The lower scores suggest that social media's informal nature and character limitations may hinder structured grammar instruction and writing development. While X allows users to engage with grammar tips and discussions, its short-form text style does not provide extensive practice opportunities. Similarly, writing received the lowest rating, reflecting the fact that social media content often prioritizes brevity, informal language, and visual engagement over structured writing exercises.

The findings indicate that social media platforms are highly effective for vocabulary development, listening, and pronunciation practice but less effective for grammar and writing. The usage of TikTok and Instagram for vocabulary and listening skills highlights the importance of multimedia learning, where students engage with dynamic, visually supported content. These platforms encourage passive and active learning, students passively absorb new vocabulary through engaging videos while also actively participating in pronunciation challenges, interactive quizzes, and discussions.

The lower ratings for grammar and writing suggest that social media lacks the structured, rule-based instruction necessary for mastering these skills. Grammar learning often requires detailed explanations, practice exercises, and structured examples, which are not easily found in the fast-paced, informal environment of social media. Similarly, writing skills demand extensive practice, feedback, and coherence, which social media's short-form nature does not typically provide. The fact that X (formerly Twitter) is perceived as the best platform for grammar and writing suggests that students rely on short grammar tips, language threads, and user discussions rather than structured lessons.

4.3 Teacher Perspectives on Social Media Integration

Interviews with teachers revealed mixed perspectives on the use of social media for English teaching. While many teachers recognised its potential to engage students, they also expressed concerns about cultural sensitivity, distractions, and the lack of institutional support.

Table 3. Teacher Perspectives on Social Media Integration

Theme	Key Findings
Engagement	Social media increases student motivation and participation.
Cultural Sensitivity	Teachers emphasize the need for culturally appropriate content.
Challenges	Concerns about distractions, privacy, and digital literacy.
Institutional Support	Limited training and resources for integrating social media into teaching.

The results in Table 3 highlight both the opportunities and challenges of using platforms like TikTok, Instagram, and X (formerly Twitter) in English language instruction. A recurring theme was the positive impact on student engagement. As one teacher noted, *“My students are more excited to participate when lessons include videos or trends they already follow on TikTok.”* Another added, *“Using social media makes them feel like learning English is part of their everyday life, not just something in a textbook.”*

However, concerns around cultural sensitivity were prominent. One instructor commented, *“Some content online clashes with our cultural values, so we have to be very selective.”* Teachers emphasized the need for educational content that aligns with Saudi traditions while still providing exposure to authentic English.

Distractions and digital literacy were also major issues. A teacher remarked, *“Many students get lost scrolling and forget the learning part,”* while another observed, *“Not all of us are trained to evaluate which content is educational and which is just entertainment.”*

Lastly, the lack of institutional support was seen as a significant barrier. One teacher shared, *“We haven’t had any workshops or materials from the university to help us use social media properly in class.”* There was a strong call for clearer guidelines, professional development, and access to pre-approved content to ensure that social media can be used safely and effectively in education.

4.4 Content Analysis of English-Learning Social Media Accounts

The content analysis showed that successful English-learning accounts on TikTok, Instagram, and X use a combination of visual content, interactive features, and culturally relevant examples. Accounts with consistent posting schedules and high levels of student interaction had the highest engagement rates.

Table 4. Content Analysis of English-Learning Social Media Accounts

Platform	Most Popular Content Types	Average Engagement Rate	Key Success Factors
TikTok	Short videos, challenges, duets	12%	Visual appeal, trending hashtags
Instagram	Infographics, reels, stories	8%	Interactive polls, Q&A sessions
X (formerly Twitter)	Threads, tips, live discussions	5%	Concise content, use of trending topics

The results in Table 4 show that engagement levels vary across platforms, with TikTok achieving the highest engagement rate (12%), followed by Instagram (8%) and X (5%). On TikTok, the most successful English-learning accounts use short videos, language challenges, and duet features to encourage student participation. The platform’s success is driven by visual appeal and the use of trending hashtags, which increase content visibility and user interaction. Students engage with videos that simplify complex language concepts, provide pronunciation practice, or introduce new vocabulary in an entertaining way. The high engagement rate suggests that TikTok is particularly effective for informal, interactive learning that captures student interest.

On Instagram, popular educational content includes infographics, reels, and stories, with an average engagement rate of 8%. The success of Instagram-based language learning is linked to interactive features such as polls and Q&A sessions, which allow students to test their knowledge and engage with educators. Infographics, which visually summarize grammar rules or vocabulary themes, are highly shareable and effective for retention. The slightly lower engagement rate compared to TikTok suggests that while Instagram is still effective, its learning style relies more on structured visual content rather than fast-paced video interactions.

On X (formerly Twitter), successful content includes educational threads, quick language tips, and live discussions, with an average engagement rate of 5%. The platform’s effectiveness is linked to concise, structured content and the use of trending topics to attract learners. However, the lower engagement rate suggests that text-based learning may be less appealing to students who prefer multimedia formats. Despite this, X remains valuable for providing bite-sized language tips and facilitating discussions on complex topics.

The findings highlight that engagement levels on social media depend largely on content format and interactivity. Platforms that incorporate short-form videos and interactive features (TikTok, Instagram) achieve higher engagement rates, whereas text-based platforms like X have lower engagement but remain useful for structured learning.

The high rate of TikTok (12% engagement rate) suggests that audiovisual content is particularly effective for English learning, as it allows students to see and hear language in context. The trend-driven nature of TikTok also increases exposure, making it easier for students to discover and engage with educational content. Similarly, Instagram's focus on visuals and interactivity makes it an effective platform, particularly for structured learning through infographics and interactive stories.

However, while social media enhances engagement, its effectiveness depends on content quality, consistency, and cultural relevance. Accounts that regularly post engaging, well-structured content show the highest interaction rates. Additionally, cultural relevance plays a key role, as students are more likely to engage with content that aligns with their backgrounds and experiences.

Despite its lower engagement rate, X remains a valuable tool for structured English learning, particularly for grammar explanations, vocabulary tips, and language discussions. The concise nature of tweets encourages quick learning, and the ability to follow language experts provides students with reliable resources. However, X lacks the interactive and visual elements found on TikTok and Instagram, which may explain its lower engagement.

4.5 Challenges and Recommendations

The study identified several challenges, including cultural barriers, digital distractions, and unequal access to technology. Based on these findings, some recommendations were suggested for educators and content creators to optimize the use of social media for English learning in Saudi Arabia.

Table 5. Challenges and Recommendations

Challenge	Recommendation
Cultural Sensitivity	Develop content that aligns with Saudi cultural norms and values.
Digital Distractions	Teach students digital literacy skills to use social media responsibly.
Unequal Access	Provide affordable internet access and devices for underserved communities.
Lack of Teacher Training	Offer professional development programs on integrating social media into teaching.

The findings in Table 5 indicate that while social media enhances engagement and facilitates language learning, several barriers hinder its effective use. These include cultural sensitivity, digital distractions, unequal access to technology, and insufficient teacher training. One of the most significant concerns is cultural sensitivity. Teachers and students expressed the need for educational content that aligns with Saudi cultural norms and values. Many English-learning materials on social media originate from Western contexts, which may not always align with Saudi students. To address this, content creators should develop culturally appropriate materials that integrate local examples, themes, and references. This will help maintain student engagement while ensuring that learning materials align with societal expectations.

Another major challenge is digital distractions. Social media can also lead to off-task behavior, reducing students' focus on academic content. Many students reported that they easily get sidetracked by entertainment content, notifications, and unrelated activities while using social media for English learning. A key recommendation is to teach students digital literacy skills, helping them use social media responsibly. Instructors should guide students on setting boundaries, using productivity tools, and curating their social media feeds to prioritize educational content.

The challenge of unequal access to technology is another important issue. Despite Saudi Arabia's strong digital infrastructure, some students, particularly those from low-income backgrounds, struggle with limited internet access and a lack of suitable devices. This digital divide creates inequalities in language learning opportunities, as students who cannot access social media platforms miss out on valuable educational resources.

Finally, the lack of teacher training in social media integration presents a significant barrier. Many teachers lack the skills or knowledge to effectively incorporate social media into their teaching practices. Some are unfamiliar with how to evaluate educational content on social media, create engaging materials, or use social media tools for instructional purposes. To address this, institutions should offer professional development programs that equip teachers with the necessary skills. Training sessions could cover the best practices for selecting educational content, strategies for managing online student engagement, and techniques for using interactive features effectively.

5. Conclusion

This study has found that social media platforms, particularly TikTok, Instagram, and X (formerly Twitter), represent valuable tools for English language teaching in Saudi Arabia. The research findings reveal that approximately 75% of students actively utilize TikTok for vocabulary acquisition and pronunciation practice, while 65% engage with Instagram for similar purposes. These platforms' visual and interactive nature aligns effectively with younger learners' preferences, making them powerful tools for delivering authentic and engaging language content. However, the study also highlights significant limitations in social media's ability to support structured aspects of language learning, particularly grammar and writing instruction, underscoring the necessity of maintaining traditional teaching methods alongside digital innovations.

The successful integration of social media into English language education requires careful consideration of multiple factors. Cultural sensitivity emerges as a top concern, necessitating the development of localized content that respects Saudi values while delivering effective language instruction. The prevalence of digital distractions and the need for institutional support highlight the importance of comprehensive teacher training programs and clear implementation guidelines. Content creators and educational institutions must address challenges related to unequal access to technology and limited digital literacy among both students and educators to ensure equitable learning opportunities across diverse populations.

In the context of Saudi Arabia's Vision 2030 initiative, which prioritizes English proficiency as a cornerstone of economic diversification and global engagement, social media offers a scalable and cost-effective solution for enhancing language skills among younger generations. By strategically using these platforms while addressing their limitations, educators and policymakers can create a dynamic and inclusive learning environment that prepares students for more participation. Future research should focus on longitudinal studies examining the sustained impact of social media on English proficiency, particularly among underserved populations and adult learners. Additionally, investigations into the effectiveness of hybrid learning models combining social media with traditional instruction would provide valuable insights for optimizing educational outcomes.

While this study offers valuable insights into the role of social media in English language teaching, it is limited by its focus on a single university and a relatively small sample of instructors, which may not fully represent the broader educational context in Saudi Arabia. Additionally, the cross-sectional design restricts the ability to assess long-term learning outcomes. Future research should explore longitudinal effects of social media integration, extend the scope to include different educational levels and regions, and evaluate hybrid models that blend traditional instruction with digital tools to enhance both language proficiency and learner engagement.

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Authors contributions

Both authors, Abdallah Abu Quba and Mohammed Nour Abu Guba were responsible for study design and revision. They were responsible for data collection and analysis. Both authors read and approved the final manuscript.

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