



Exploring The Effect of Social Media on Improving Libyan Students' Speaking Skills

Abdelraouf Salem Abushena *

Department of English Language Education, Faculty of Education – Mesalata, Elmergib University, Libya

استكشاف تأثير وسائل التواصل الاجتماعي على تحسين مهارات التحدث لدى الطلاب الليبيين

عبدالرؤوف سالم محمد أبوشينه *

قسم تعليم اللغة الانجليزية، كلية التربية – مسلاتة، جامعة المرقب، ليبيا

*Corresponding author: raoofabushina@gmail.com

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Abstract

The present study aims to discover the effect of social media on Libyan students' performance in speaking skills. In addition, it is aimed to explore how Libyan students are affected by social media in improving performance in speaking skills as well as to identify the most familiar types of social media used by Libyan students in improving their performance in speaking skills. This study used a quantitative method. A closed-ended questionnaire was used in this study. The questionnaire consists of three sections. The researcher obtained the data by gathering the data from the questionnaire that was displayed descriptively to answer the research questions. The participants were twenty-five Libyan students studying in the fourth year at English language department, Faculty of Education, Mesalata, Elmergib University during the academic year 2024-2025. Seven participants were male and eighteen participants were female. This study revealed that Libyan students are affected by using the social media in improving their performance in speaking skills. The findings also showed that the use of social media helped Libyan students learning new words, improving their pronunciation and overall performance and distinguishing different accents in English. Additionally, The researcher concluded that Libyan students are significantly affected by Facebook and YouTube platforms, which are the most familiar among them.

Keywords: Social Media, Libyan students, Speaking skills.

المخلص

تهدف الدراسة الحالية إلى اكتشاف تأثير وسائل التواصل الاجتماعي على أداء الطلاب الليبيين في مهارات التحدث. بالإضافة إلى ذلك، تهدف الدراسة إلى استكشاف كيفية تأثر الطلاب الليبيين بوسائل التواصل

الاجتماعي في تحسين أدائهم في مهارات التحدث، وكذلك تحديد أنواع وسائل التواصل الاجتماعي الأكثر شيوعاً التي يستخدمها الطلاب الليبيون في تحسين أدائهم في مهارات التحدث. استخدمت هذه الدراسة طريقة كمية. تم استخدام استبيان مغلق في هذه الدراسة. يتكون الاستبيان من ثلاثة أقسام. حصل الباحث على البيانات من خلال جمع البيانات من الاستبيان الذي تم عرضه بشكل وصفي للإجابة على أسئلة البحث. شارك في الدراسة خمسة وعشرون طالباً ليبيا يدرسون في السنة الرابعة في قسم اللغة الإنجليزية، كلية التربية، جامعة المرجب، خلال العام الدراسي 2024-2025. كان سبعة مشاركين من الذكور وثمانية عشر مشاركين من الإناث. كشفت هذه الدراسة أن الطلاب الليبيين يتأثرون باستخدام وسائل التواصل الاجتماعي في تحسين أدائهم في مهارات التحدث. أظهرت النتائج أيضاً أن استخدام وسائل التواصل الاجتماعي ساعد الطلاب الليبيين على تعلم كلمات جديدة، وتحسين نطقهم وأدائهم العام، وتمييز اللهجات المختلفة في اللغة الإنجليزية. بالإضافة إلى ذلك، خلص الباحث إلى أن الطلاب الليبيين يتأثرون بشكل كبير بمنصات فيسبوك ويوتيوب، وهما الأكثر شيوعاً بينهم.

الكلمات المفتاحية: وسائل التواصل الاجتماعي، الطلبة الليبيون، مهارات التحدث.

Introduction

Speaking is a basic language skill for learners, it is an indispensable part of foreign/second language learning, it holds an important position throughout the history of language Learning. Moreover, Learning speaking remained undervalued and only for the last two decades has it gained its right as an independent practice of education (Hosseini et.al, 2017).S. Language proficiency does not rely on word pronunciation alone. Speaking is the most commonly-scored skill that EFL individuals have and the one by which they will possibly have the opportunity or not to in life. It carries social cohesion, social ranking, professional progress and business. Many media applications that can aid language learners discover the meaning of words or structures more quickly and easier comprise social media (Namaziandost et.at 2018).

Social media is an umbrella that refers to numerous online forums that are available to language learners on digital devices such as cellular phones, computers and tablets. Platforms such as Facebook on the internet, YouTube at home, Whatsapp on the smartphone, Telegram, etc. have become an important means of creativity in teaching language at the digital era. Communication platforms provide language learners with connections to other linguistic speakers around the world (Sawyer & Chen, 2012).

Social media can provide the vast majority of information with which native speakers' customs and traditions can be accommodated to encourage language competence, and understanding cultural context (Harrison & Thomas, 2009). The ubiquity of social media by learners appears to be a successful avenue for learning and improving communication skills. By the language learning goal is to learn how to speak a language in a fluent and accurate way and therefore the knowledge base in the language does not always build the assumption that a person knows the language (Nasri & Biria, 2017). Additionally, videos can be added on social media that would improve language listening and speaking and make it a valuable resource for language learners.

According to Kaplan and Haenlein (2010), social media is a tool for global communication, mutual intelligibility and awareness. Pavlik and MacIntoch (2015) argue that access to social media can make it a useful information sharing tool worldwide. There are more than one way that social media affects language usage and is seen to affect language structure too, such as Facebook, Twitter, Instagram, YouTube, etc.

Many Libyan students use social media in their daily lives to communicate with others. Therefore, the present study will aim to discover the effect of social media on Libyan students' performance in speaking skills. In addition, it will be aimed to explore how Libyan students

are affected by social media in improving performance in speaking skills and to identify the most familiar types of social media used by Libyan students in improving their performance in speaking skills.

Research Questions

1. Are Libyan students affected by social media in improving their performance in speaking skills?
2. How does social media affect Libyan students' performance in speaking skills?
3. What are the most familiar types of social media used by Libyan students to improve their performance in speaking skills?

Literature Review

Educational institutions have been adopting technological advancements such as social media to enhance conventional educational systems. According to Yunus and Suliman (2014), the Internet is beneficial for improving English learners' fluency. Furthermore, Haque (2023) emphasizes the role of social media in facilitating live collaborative and global communication. Social media platforms provide peer-to-peer feedback and native speakers, they prompt students to learn and grow their listening, speaking, and writing.

From the literature, many previous studies have highlighted the necessity of using media in language classes and also have examined the contributions of media platforms, such as Twitter, Facebook, YouTube etc., for language learners. (Ahmed, 2015; Mahmoud, 2014; Meihami et. al, 2013; and Tafazoli, 2012). One of them was Kukulska-hulme (2009). He elaborates the advantage of utilizing mobile phone technologies in the course of language learning is its access to being located even outside classrooms. That is a big advantage that learners can learn on-the-job, which is actually closer to the real world.

In the same vein, Mahmoud (2014) studied how Facebook as a social media app was used as a social media app by preparatory year students and their achievements and improvement in EFL writing. He found that writing skills improve in students—the writing skills among them had changed for the better by learning on Facebook. Also, he felt this improvement in students' writing skills to the learning environment to the learning space that becomes more supportive and promoting. Moreover, through online communication it is available, it is more meaningful and a real classroom are created, learners use English outside of the classroom which is beneficial for real communication. In terms of languages, it is a matter of course that the Facebook that gets researched in various scenarios, as it is used for learning languages and teaching them.

Similarly, This significance is corroborated by Aydin (2012), who indicate that on social networking sites, users who can develop and maintain social relationships are able to share mutual interests. Social networking sites are web-based media platforms which allow one to share public information, establish personal networks between people and use multiple functions (Boyd & Ellison, 2007). Facebook, on top of these online social platforms, offers an array of functionalities, such as information sharing, sending messages, sharing content via media and having group discussions, making Facebook a popular, accessible and more ideal platform for educational purposes, especially among tertiary education. As stated by Blattner and Fiori (2009), Facebook may improve the social relationships, social group of individuals and promote educational communication and interaction between the learners and teachers. Therefore, by using Facebook, teachers can allocate assignments and activities, provide instant feedback and corrections, and simplify interactive learning encounters. In the learning process, learners can share all information in Facebook with each other, learn material available in Facebook, and participate in discussion in an active way in Facebook group classroom.

At the same issue, there are some studies on the use of Facebook as a social media app in English language learning. For instance, Alhomod and Shafi (2012) suggested that using Facebook in language learning has been shown to promote student engagement, enthusiasm and motivation, and to help the students extend learning beyond the school environment. Furthermore, Mahmoud (2014) has looked into the use of Facebook as a social media app for preparatory year students, as well as achievements made by them in EFL writing proficiency. He discovered that students' written skills improved substantially through using Facebook. He also found that such an improvement in students' writing abilities is due to the learning environment, which has become far more positive. As he emphasizes further, he also points out that students express themselves in English outside classes and that virtual English gives them a sense of an authentic learning context.

Similarly, Sim et. al (2014) conducted an experiment to increase students' engagement using Facebook. The participants of the study were a group of students in a Malaysian private university, and the results were favorable. It showed that students are very encouraging and have positive attitudes towards using Facebook as an engagement tool, and it also reflected on classroom performance.

YouTube has gone from an entertainment tool to a well-enriched platform for all users and now it is a tool useful as a learning resource since it has a diversity of educational videos and reels, making it easier to be able to learn from a variety of learning needs. (Bora et al., 2021). Being effective in this domain, YouTube remains a prime candidate as a potential learning resource both in terms of relevance, ease of use, and cost, which can serve as an appealing resource in reaching language learners. In integrating the teaching method with YouTube we can create an engaging atmosphere for the learners by motivating them to actively participate in the learning process (Al Amini & Abdul Aziz, 2023). Teachers may also prefer educational videos or links so students have a convenient option to use it and therefore make it flexible, which can help the learning curve to be more adaptable.

There are previous studies conducted on the use of YouTube as a social media app in English language learning. One of them came from Kabooha and Elyas (2015) who investigated the impact of using YouTube videos as an aid in enriching learners' vocabulary. Results of their study came positive since 48% of the students stated that they gained a new vocabulary through using YouTube films in a language learning. Similarly, Alwahaibi (2015) approved similar results on enhancing language skills: listening, speaking and writing through using YouTube materials in language learning.

Furthermore, Chang and Yeh (2018), emphasized on the significance of social media apps in language learning, stressed that Chinese EFL learners face several difficulties mastering the speaking skill. They said that one of the main benefits of social media apps is the ability to practice spoken communications, which positively reflects on learners' speaking skills. It means that they developed a learning model based on mobile applications (Facebook and voice Tube) as a tool to help students interact in the target language.

As a social-media platform, TikTok offers its platform that enables the user to produce, edit, and share videos in various forms. It offers the accessibility and convenience of a mobile learning platform so that people can engage in it anytime and anywhere for online learning. According to Hamsia (2024), a social platform like TikTok has successfully improved students' English speaking skills, as it can motivate learners in an engaging and interactive way. Therefore, TikTok can be a powerful tool for increasing language proficiency of students, especially speaking proficiency in EFL instruction, and also indicates that it can be used as one of the most effective resources for language teachers.

In addition, according to initial survey findings based on the research, a few problems and limitations in vocabulary learning instruction were discovered (Octaviana et al., 2025). To

assist students in understanding the lesson, teachers can take advantage of different types of media. One of those ways is to install the TikTok application, for instance. TikTok is one of the social networking tools that offers various kinds of video content. It may be accessed by computer or smartphone. Several scholars found that TikTok can be utilized to teach vocabulary (Qarni, 2020; Tarhini, 2020; Chen, 2020). This may occur when students discover TikTok videos teaching vocabulary in an informal way. TikTok is popular for storytelling. Many have said TikTok is a great app which is well and easy to use.

Telegram is another popular social media application widely used by language learners as a tool for learning vocabulary. The principle behind the use of Telegram is the exchange of stickers with words written on them, and learners can share such stickers among students. It can be referred to as a tool used to connect researchers and educators around the world, especially those who are pro social media use (Baran, 2013). Researchers such as Kabilan et. al (2010) consider social media networks such as Telegram, Twitter, and Facebook could facilitate learning target languages.

On the other hand, we have another social networking website called Whatsapp that is popular among people and language learners. Numerous researches mentioned the importance of Whatsapp on learners' learning (Awada, 2016; Hani, 2014; Man, 2014; Maria, 2016; Rosenberg ; Asterhan, 2018). For example, Maria (2016) exploited the role of Whatsapp for increasing undergraduate English language proficiency. The study results showed that Maria achieved positive effects on students' reading and writing skills, which she then applied to the technological treatment in language learning. Similarly, Awada (2016) performed a study on writing development and found that using Whatsapp as a learning platform brought better results than going through regular ways of instruction for learning text.

Additionally, Man (2014) found in his study that the efficacy of Whatsapp on enhancing students' academic vocabulary reached another extent when applying social media platforms. By using Whatsapp instant messaging, the writer reported that students' academic vocabulary dramatically grew. Hamad (2017) similarly carried out a study on Whatsapp usage influence on improving learners' English overall proficiency and found that their English language enhanced by use of the communication app Whatsapp which served as an instructional tool.

Methodology

Research Design

This study used a quantitative method. Apuke (2017) states that the quantitative research method deals with quantifying and analyzing the variables to derive results. In the same way, Aliaga and Gunderson (2002) describe the quantitative research as 'an explaining phenomena by collecting numerical form and analyzing with the aid of mathematically based methods in particular statistics.' The researcher obtained the data by gathering the data from the questionnaire that was displayed descriptively to answer the research questions.

Participants

The participants were twenty-five Libyan students studying in the fourth year at English language department, Faculty of Education, Mesalata, Elmergib University during the academic year 2024-2025. Seven participants were male and eighteen participants were female. Twenty-five Participants were chosen to conduct a questionnaire.

Data Collection

The researcher used a closed-ended questionnaire. The questionnaire consists of three sections. The first section contains the an item. It is about discovering the effect of social media on Libyan students' performance in speaking skills.. The second section consists of seven items.

It talks about exploring how Libyan students are affected by social media in improving performance in speaking skills. The last section comprises six items. It is concerned about identifying the most familiar types of social media used by Libyan students in improving their performance in speaking skills. Additionally, the instrument contains five-point Likert scale that interpreted based on means score. A five-point Likert scale format was used with five options (strongly disagree, disagree, neutral, agree and strongly agree).

Data Analysis

After gathering the data, the researcher took two steps to analyze the data. At the first step, the researcher analyzed the data obtained from the questionnaire by using SPSS. Then, the mean scores were interpreted based on the category on table 2.

Table 1 Mean Score Interpretation

Mean score	Interpretation of mean score
3.668-5.000	High
2.334-3.667	Medium
1.000-2.333	Low

Results

In the first section, the researcher adopted an item to discover the effect of social media on Libyan students' performance in speaking skills.

Table 1 Frequency of the Effect of Social Media on Libyan Students' Performance in Speaking Skills

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
1	I am affected by the social media in enhancing my performance in speaking skills.	16	5	3	1	4.44
		(64%)	(20%)	(12%)	(4%)	

The results in the table 1 showed that the majority of Libyan students strongly agreed or agreed that they are affected by using the social media in improving their performance in speaking skills with a high mean score 4.44.

In the second section, the researcher used seven items to explore how Libyan students are affected by social media in improving performance in speaking skills.

Table 2 Frequency of how Libyan Students are Affected by Social Media in Improving their Performance in Speaking Skills

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
1	My pronunciation in English has become clearer and more accurate due to social media.	14	7	4	0	4.24
		(56%)	(28%)	(16%)	(0%)	
2	Social media affects my ability to engage in face-to-face conversations.	6	4	8	7	2.31
		(24%)	(16%)	(32%)	(28%)	
3		3	7	10	5	2.97

	Social media has increased my self-confidence while speaking in English.	(12%)	(28%)	(40%)	(20%)	
4	I've learned many new words and vocabulary by watching educational videos on the social media.	17	6	2	0	4.66
		(68%)	(24%)	(8%)	(0%)	
5	social media has helped me to distinguish between different English accents (such as British and American).	11	7	4	3	4.09
		(44%)	(28%)	(16%)	(12%)	
6	I find it easy to switch between formal and informal language when speaking on social media.	1	6	11	7	2.27
		(4%)	(24%)	(44%)	(28%)	
7	social media has helped me to improve my overall performance in English.	15	4	4	2	4.43
		(60%)	(16%)	(16%)	(8%)	

As illustrated in Table 3, the results showed that the platforms of social media are promising and important tools for improving performance in speaking skills. The striking majority of Libyan students strongly agreed or agreed that they always learn many new words and vocabulary by watching educational videos on the social media, reflected in a high mean score 4.66. Similarly, 84% of respondents found their pronunciation in English language has become clearer and accurate due to the social media. Additionally, 72% of the participants strongly agreed or agreed the social media always help them to distinguish between different English accents with a high mean score 4.09. Moreover, There is also a strong agreement among Libyan students in improving their overall performance in English by using the social media with a high mean score 4.43.

On the other hand, 60 % of Libyan students do not believe that the social media does not affect their ability while engaging in face-to-face conversations and this reflects in a low mean score 2.31. In addition, 60 of respondents strongly disagreed or disagreed that the social media has increased their self-confidence while speaking in English. At the same line, there is also a strong disagreement among Libyan students that they find easy to switch between formal and informal language while speaking in English.

In the third section, the researcher used six items to identify the most familiar types of social media used by Libyan students in improving their performance in speaking skills.

Table 3 *Frequency of the Most Familiar Platform of Social Media Used by Libyan Students in Improving their Performance in Speaking Skills*

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
1	I use Facebook platform in enhancing my performance in speaking skills	13	8	3	1	4.41
		(52%)	(32%)	(12%)	(4%)	
2		11	10	2	2	4.38

	I use YouTube platform in enhancing my performance in speaking skills	(44%)	(40%)	(8%)	(8%)	
3	I use Instagram platform in enhancing my performance in speaking skills	3	6	8	8	2.27
		(12%)	(24%)	(32%)	(32%)	
4	I use Google platform in enhancing my performance in speaking skills	3	6	12	4	2.22
		(12%)	(24%)	(48%)	(16%)	
5	I use Tik Tok platform in enhancing my performance in speaking skills	4	4	11	6	2.26
		(16%)	(16%)	(44%)	(24%)	
6	I use the other platforms of social media in enhancing my performance in speaking skills	1	6	8	10	2.18
		(4%)	(24%)	(32%)	(40%)	

As illustrated in Table 3, the results indicate that using Facebook and YouTube platforms are promising and familiar among Libyan students. Most of Libyan students strongly agreed or agreed that they use Facebook and YouTube platforms in enhancing their performance in speaking skills with high mean scores, the mean score of using Facebook is (4.41) and the mean score of using YouTube is (4.38). In contrast, there is a strong disagreement among Libyan students in using the other platforms such as Instagram, Google and Tik Tok. For instance, 64% of participants don't prefer using Instagram and Google with low mean scores 2.27 and 2.22. Moreover, Using Tik Tok platform is very low 38% among the participants with a mean score 2.26, while 28% of the participants use the other platforms of social media with low mean score 2.18.

The findings found out that Libyan students prefer using Facebook and YouTube platforms in enhancing their performance in speaking skills. Therefore, the most familiar platforms of social media used by Libyan students were Facebook and YouTube.

Discussion

The findings revealed that the platforms of social media are promising and important tools for improving Libyan students' performance in speaking skills as well as they agreed that these platforms helped them learning new words, improving their pronunciation and overall performance and distinguishing different accents in English. Additionally, Libyan students are significantly affected by Facebook and YouTube platforms.

These findings completely agree with the findings of many previous studies conducted by (Ahmed, 2015); (Mahmoud, 2014); (Meihami, Meihami, Varmaghani, 2013); (Tafazoli, 2012) and (Kukulska-hulme, 2009) highlighted the necessity of using media in language classes and also have examined the contributions of media platforms, such as Twitter, Facebook, YouTube etc., for language learners. social media applications in language teaching. In a study conducted by Kukulska-hulme (2009) for instance, on the advantage of utilizing mobile phone technologies in the course of language learning. He elaborates the advantage of utilizing mobile phone technologies in the course of language learning is its access to being

located even outside classrooms. That is a big advantage that learners can learn on-the-job, which is actually closer to the real world.

Similarly, This study supports the study of Chang and Yeh (2018), who emphasized on the significance of social media apps in language learning and stressed that Chinese EFL learners face several difficulties mastering the speaking skill. They said that one of the main benefits of social media apps is the ability to practice spoken communications, which positively reflects on learners' speaking skills. It means that they developed a learning model based on mobile applications (Facebook and You Tube) as a tool to help students interact in the target language.

Moreover, the current study is consistent with Sim et. al (2014). They showed that students are very encouraging and have positive attitudes towards using Facebook as an engagement tool, and it also reflected on classroom performance.

Furthermore, These findings are in a line with Alwahaibi (2015), who approved similar results on enhancing language skills; listening, speaking and writing through using YouTube materials in language learning. At the same issue, these findings approve the findings of Kabooaha and Elyas (2015), who investigated the impact of using YouTube videos as an aid in enriching learners' vocabulary. Results of their study came positive since 48% of the students stated that they gained a new vocabulary through using YouTube films in a language learning.

Conclusion

After conducting this study and analyzing the data, the researcher concluded three main points. Firstly, they are affected by using the social media in improving their performance in speaking skills. Secondly, the use of social media helped Libyan students learning new words, improving their pronunciation and overall performance and distinguishing different accents in English. Finally, Libyan students are significantly affected by Facebook and YouTube platforms, which are the most familiar among them.

Recommendations

The findings of the present study offer some recommendation:

1. The involvement of social media into English language learning programs should be encouraged when incorporated into the system so as to maintain the traditional teaching modes and students' engagement in the learning process.
2. Language students should also be self-independent by using social media tools and resources to self-regulate learning.
3. Language students should strive to make use of social media and take advantage of more chances to improve their language performance, for instance by regularly using social media platforms to practice their language skills.
4. The language students should stay in touch with, communicate and engage with native speakers by participating in online communities in order to interact and share ideas with them in English.

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Compliance with ethical standards

Disclosure of conflict of interest

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