

# The Use of Social Media Viewed Through Some Language Learning Assumptions Lens

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## Abstract

To address whether social media helps the English language learning abilities of the learners, this paper probes into the strengths and weaknesses of social media as a platform. There is rarely complete agreement about the best way or the right way to learn the English language. Consensus usually remains difficult about social media, which is no longer a mere communication tool. If social media is considered to be an effective learning tool suitable for learners, then several assumptions about the view of learning need to be taken into account. Hence, critiquing the learning assumptions of Anderson et al. (1996), this paper aims to draw educators' attention to how they can make learners aware of maximizing the benefits of social media and take recourse to this learning tool. This study explores the perspectives of (N=40) undergraduate EFL students at a public university in Saudi Arabia about using social media to learn the English language. A questionnaire consisting of 26 items was prepared on a 5-point Likert Scale. After collecting the data, it was analyzed using SPSS (Version 20.0). Based on the findings, the paper concludes with some recommendations on how social media can be used to enhance students' performance in learning English.

**Keywords:** effective tool of communication, English language learning abilities, learning assumptions, social media, students' performance

## 1. Introduction

Social media (SM) refers to any content-based form of e-communication that enables users to share information and ideas. The growth of social media has changed how most users experience the Internet. Social media is constantly changing the way people live in different aspects. Nowadays, various social media platforms affect communication, information delivery, knowledge exchange, commerce, education, and all aspects of life (Rieger & Christoph, 2018; Bhatti et al., 2019; Amin et al., 2020). With the vast spread of various social networking sites on the Internet, researchers from different fields have started to direct their attention and shed more light on the importance and impact of social media on different aspects of life, including social and educational aspects. To address whether social media helps the English language learning abilities of the Saudi learners, this paper probes into the strengths and weaknesses of social media as a platform. Notably, any type of learning must be set on certain assumptions to make it effective and more practical. Considering some of the learning assumptions of Anderson et al. (1996), this paper aims to draw the educators' attention to how they can make the Saudi learners aware of the benefits of social media and take recourse to this learning tool.

However, there is rarely complete agreement about the best or right way to learn English. Consensus usually remains difficult about social media, which is no longer a mere communication tool. With its widespread usage and diverse content, the use of social media is pervasive in all areas of education. There are contradictory views of researchers and experts who opine that as social media hinders face-to-face communication, English language learners' social and academic skills may not be developed.

Learning a language involves all the major skills, such as listening, speaking, reading, and writing, not to mention the subskills, such as vocabulary and grammar. Without mastering any of these skills efficiently, it cannot be claimed that a learner has learned a language properly. Mastering these skills requires extensive practice which in turn leads to proper application of the language use. Hence, if social media is considered to be an effective learning tool suitable for learners, then several assumptions about the view of learning need to be taken into account.

In education, assumptions are the foundation for many of the actions educators take daily. In other words, what an educator assumes about their classroom, ability, goals, role, students, etc., provides the foundation for various instructional actions and attitudes in and out of the classroom (Stabile, 2014).

Clarifying assumptions is an effective way to help shift towards a learning perspective that focuses on the student as a person and learner and helps the student master objectives and discover their own meaning in the learning process. When a person's assumptions remain unexamined, any change becomes more difficult as new actions require new assumptions.

Today's education system promotes student-centered classrooms, and in a digital era, social media plays a tremendous role. Social media platforms like Facebook, Instagram, Twitter, and Snapchat are used socially for marketing and significantly impact learning English. However, any learning type must be set on certain assumptions to make it effective and more practical. First, learning is an active process, and “only the active learner is a successful learner.” Second, learning skills need practice: “Real competence only comes with extensive practice.” Third, “learning is strongly influenced by the ...feedback that tells...when responses are correct, and when they are wrong” (Anderson et al., 1996). Critiquing some of the learning assumptions of Anderson et al., this paper aims to draw educators' attention to how they can make Saudi learners aware of the benefits of social media and take recourse to this learning tool.

### *1.1 Theoretical Background*

In the digital era, the use of social media is invincible. As it is pervasive in all aspects of life and mostly education, it has become almost impossible for educators to conduct lessons effectively without social media. Studies show that since it is easily accessible, learners take full advantage of this platform's affordance and can follow their learning goals strategically (Chen & Xiao, 2022). According to the study findings of Bal & Bicen (2017), the students had an effective role in acquiring information on social media, which provided effective learning, which means easy sharing of information. Also, in the same study, it has been reported that the information that students got through the groups contributed to their lesson achievements, and, together with other multimedia tools, this environment increased their motivation. This means that the broadcasts through social media or the record of the lessons provide advantages in using social media in education. However, Alahmar (2016) described that social media exposes people, especially the young generation, to new, exciting activities and events that may attract them and keep them engaged in different media contexts for hours just passing their time. It usually leads to reduced productivity, reduced academic achievement, and addiction to constant media use.

Furthermore, a study by Al-Ahdal & Aljafen (2023) found that half of the Saudi students spent 3-4 hours daily using Social Media Platforms (SMPs). Moreover, it shows that Saudi EFL learners utilize Social Media Platforms to meet their scholastic or academic demands, with YouTube and Facebook topping log-in time and diversity of use by EFL students. In addition, using SMPs helped significantly improve students' capacity to contribute to information exchange and collaborative education, enhanced their academic standing and strengthened their reading and writing abilities.

### *1.2 Significance of the Study*

As mentioned before, since learning takes place based on certain assumptions, the question arises: If learning is based on these assumptions, then can the use of social media be considered an effective platform for learning a language? Hence, the researchers were interested in conducting a study on how the use of social media is associated with learning assumptions. Based on this query, the following research questions have been designed.

1. Does engaging in social media to learn English make all the learners active learners?
2. Do the learners extensively practice learning English on social media?
3. Do the learners get enough feedback from peers/ professionals on social media when they make errors?
4. Are the learners competent enough to give feedback to their peers?

## **2. Literature Review**

Al Fadda (2020) and McGillivray (2015) define social media as a mode of communication where individuals produce, share, exchange, and remark about themselves on various networks. Also, Kandpal et al. (2023) define social media as the communication that is carried out virtually using networks. These definitions suggest that “virtualness” is the key vehicle through which social media interactions can manifest; the implication is that to be a regular user of social media is to be absorbed in this virtual world. Moreover, a study by Sharma (2019) on the use of social media among Saudi students states that the participants feel less anxious, more confident, more motivated, more competent, and show greater enthusiasm to use L2 in and beyond the classroom. It breaks the barriers of shyness and nervousness and boosts their confidence level to acquaint themselves with experts.

Studies show that the rapid adaptation of the young generation to technological developments increases their aims for using the technology. Regarding this, the youngsters' use of technology for education or social media is the interactive and remarkable element. The use of these smart mobile devices for education or for access to various resources and lessons grades paves the way for them to access the information they wish, regardless of place and time (Göksu & Atici, 2013). According to the study of Bal & Bicen (2017), learners have shown positive responses to the use of social media in education. Their study results show that participants have opined making study groups through social media contributes to lesson achievement, develops communication skills, gives a chance for active participation in the lesson, and improves cooperation skills. Exchanging information through this platform helps in retaining information easily, and finally, social media has positive effects on performance.

Similarly, Yadav & Sharma (2012) describe the vital role that social media plays in acquiring English language skills because of the immense opportunities that it provides to adult learners to improve their listening, speaking, reading, writing skills. They explain that the ease and affordability of smartphones and other electronic smart gadgets installed with the latest Apps have enabled social media to reach almost every nook and corner of the world. It provides a wide range of authentic materials for teaching, helps in getting clarifications from a wide range of global resources at the tip of one's fingers, at any time, and from any location.

The study results of Al Fadda (2020), also indicated that English language learners prefer to use Instagram in specific ways over others. For example, students preferred to use social media platforms to learn vocabulary over grammar (Aloraini, 2018) and identified improved vocabulary knowledge as one of the advantages of using Instagram in the English classroom (Gonulal, 2019). Learners readily connect to vocabulary terms and meanings in English to those existing in their language than they do grammar conventions.

However, producing the target language is an important factor contributing to the success in language acquisition. Many language teachers worldwide experience the challenges and obstacles of encouraging the learners to produce the target language. In a study by Kirkwood & Price (2013), it is stated that often researchers try to investigate how students had used the technology, what types of activity they found most valuable, and what advantages/disadvantages the innovation presented for their study experience, or students' attitudes to a particular technological intervention. While such an approach can provide useful information, the outcomes do not of themselves demonstrate that a technological innovation has improved the student learning performance or experience.

Hence, considering Anderson et al's (1996) learning assumptions, first, when we say that only the active learner is a successful learner, we mean a learner who is engaged, motivated, autonomous, and has clear objectives and learning goals. A learner should be able to involve himself/herself in the process of creating or refining what she/he has learned. This increases the learners' leadership and commitment to the learning outcomes. This brings us to the question: Are all the learners matured enough to use social media properly for learning purposes? This view is supported by the study of Chen & Xioa (2022), who state that teachers cannot always be in full control of students' use of social media, and the other fact is that students do not always and only use social media for educational purposes. They spend more time on social media to communicate with friends or strangers or possibly passively receive content produced out of any educational scope just for entertainment.

If a learner is unaware of the goals or not motivated to learn English, the use of social media will only cause distraction and act as a means of wasting time. A study by Halim & Halim (2024) claims that with the high frequency of incorporating technology into learning and teaching English, learners get more engaged in using technology rather than focusing on the lessons. Having easy access to it through laptops or smartphones will cause distractions such as chatting, sharing photos, or unnecessary communication. Studies have shown that some learners find it uncontrollable when switching to SM applications during lessons (Shu, 2023). According to Davidson (2014), students waste their time on social media nearly 24 hours daily and engage in idle conversations and other unnecessary activities. This study supports research from other academics who have found that students spend hours daily on social media platforms, commenting, tweeting, liking, checking pictures and images, and many more (Akram & Kumar, 2017; Owusu & Agatha, 2015).

The use of SM is also associated with increased academic burnout among language learners. In some studies, it has been pointed out that excessive SM usage can lead to reduced academic performance, as it diverts time and attention away from language studies, resulting in lack of motivation.

Second, quoting Anderson et al. (1996), "Learning skills need practice: Real competence only comes with extensive practice," it can be said that all learners are not active learners and they do not engage in extensive practice. Therefore, all educators should reflect on the pressing issue: For which type of learners is social media effective and applicable? The social network tools cannot be useful for a learner or learners whose English proficiency level is low. If these learners are instructed to use Facebook, Twitter, Instagram, or other kinds of social media, they will go through anxiety.

Focusing on the second learning assumption that learning skills need practice and real competence is associated with practice, it can be said that the learners should be self-regulated and practice learning the English language extensively. Studies show that self-regulated practices foster students' metacognition, motivation, and strategic action development. These underlying learning competencies improve students' academic, social, emotional and career outcomes (Brenner, 2022). For this, there should be formal platforms for practicing the use of English so that learners gain confidence about their use of English in the real world. Professional people, teachers, and facilitators should monitor and guide them so that the learners get out of their anxiety level and are confident enough to show their skills and abilities as English language users.

Considering this learning assumption, the willingness to communicate theory mentioned by Mustafa (2020) in his article "Social Networking and Willingness to Communicate in English" is noteworthy. Mustafa quotes Yashima (2002) and says, "The level of willingness to communicate in learners influences the frequency and amount of the second language acquisition."

Third, "learning is strongly influenced by the ...feedback that tells...when responses are correct, and when they are wrong". The notion of corrective feedback is not a new phenomenon. For decades, it has been an essential means adopted by teachers to treat learners' errors in a second language classroom. Corrective feedback refers to teacher and peer responses to learners' erroneous second language (L2) production (Halim et al., 2021). In various studies, learners have claimed that teachers' direct corrective feedback is necessary. The researchers have opined that feedback helps the learners understand their mistakes, which, in turn, helps them correct their mistakes.

Hence, learning a language cannot be carried out effectively without proper feedback; therefore, while using social media, learners have very little access to getting proper and correct feedback from the teachers. In a study by (Shu, 2023) it has been mentioned that SM leads to grammar and spelling errors. The participants in his study opined that there are typos and intentionally incorrect English usage in posts, comments, and texts on SM applications. As exemplified by his study, this casual approach to language usage results in frequent punctuation and spelling lapses. It can be argued that they might depend on their peers or other social media users to get feedback or correct responses, but the question to be pondered is: Can that feedback be reliable? Without proper monitoring, beginners will never

know what formal or informal language use is, or where and how to use correct spelling and grammar. As their language level is low, they will have difficulty understanding where and why they are going wrong.

The use of social media indeed provides some opportunities to develop the English language skills of the learners, but it cannot be the only means of learning the English language. The studies mentioned above focus on the uses and abuses of social media, but none of these studies show or focus on the learning assumptions associated with the use of learning English through the use of social media. Hence, the current study aims to associate the three learning assumptions discussed in the study with the use of social media and investigate to what extent social media is an effective tool for learning English.

### 3. Methodology

Table 1. An overview of the participants

Number of Participants	Gender	L1	Age Range	Years of Studying English	Level of Education
15	Male	Arabic	18-25	5 years and above	Undergraduate students
25	Female				

This study involved (N=40) undergraduate Saudi students (15 males and 25 females) studying at a public university in Saudi Arabia. Their ages ranged from 18- 25. Their L1 was Arabic. They had been studying English for five years and above. They are regular users of social media.

#### 3.1 Instrument

A questionnaire was administered to undergraduate students who are regular social media users. The questionnaire consisted of 26 closed items. All ordinal variables in the questionnaire were prepared on a 5-point Likert Scale, starting from strongly disagree to strongly agree. The questionnaire was based on students' experiences using social media for academic purposes. The researchers compiled the questionnaire with the help of the pre-existing literature. They were valid, as they were judged by five EFL experts in the Saudi context and university staff. Proper modifications were made due to their comments. Some changes were applied in the survey to suit the Saudi EFL setting.

#### 3.2 Data Collection

Questionnaire is quite a popular means of collecting data, so the questionnaire was constructed on Google Form. Its link was forwarded to the students through course messages, emails, and SMS on mobiles. The data was collected within two weeks. The study was conducted in the Spring Semester of 2024. Data was collected to the point where the researchers reached the saturation point. That is, no new information was emerging out of the instrument that was used for collecting data. The researchers have purposefully selected 'information-rich' respondents who provided the required information.

#### 3.3 Ethical Considerations

Because of ethical considerations, the names of the participants were kept anonymous. Before administering the questionnaire, the research participants were informed about their expected involvement and they were assured that the data would be used only for the research purpose. No incentives were offered to the sample to participate in this study. The questionnaire did not pose any threat to the academic performance of the participants. The participants were assured that the researchers would maintain the confidentiality of their responses. This questionnaire would be used only for data collection and analysis. Therefore, there will be no pressure if the questionnaire is unfilled.

### 4. Analysis and Findings

The findings of this study have been shown in two different phases. The first one is based on the responses collected using a Questionnaire. The second phase relates the responses to Anderson et al.'s Learning Assumptions.

**Phase 1:** After gathering the data, it was analyzed statistically using SPSS (Version 20.0). A tabulation of descriptive statistics: mean and standard deviation was prepared to determine the learners' views toward using social media to learn English. See Table 2.

Table 2. Participants' views regarding using social media

	Mean	Std. Deviation
1.I find Twitter to be the most helpful platform to learn English.	3.00	1.541
2. I find Whats App to be the most helpful platform for learning English.	2.09	1.234
3. Facebook is the most useful platform for learning English.	1.76	.969
4. I use other Apps to learn English.	4.13	1.264
5.I use Apps such as Facebook/ Twitter/ Snapchat/ Instagram/ Other(s) for academic studies.	3.59	1.456
6. I use social media for my studies for 3-4 hours every day.	3.42	1.251
7. While using social media, I prefer to use English to communicate.	3.19	1.203
8. I believe learning is an active process.	4.00	1.231
9. I believe I am an active learner.	3.79	1.122
10. I practice the English language extensively.	3.19	.931

11. I feel that being on my mobile or laptop or using Apps like Twitter, Snapchat, or WhatsApp causes distractions in my studies.	3.76	.936
12. I spend time in unnecessary communication, like chatting or sharing photos.	4.12	1.053
13. I am satisfied with my present level of English.	2.87	1.586
14. I feel I learn more from social media than I learn in class.	3.30	1.357
15. I have learned many things from social media, which has helped me improve my English.	3.61	1.029
16. I think it is impossible to learn English without the help of social media.	2.33	1.315
17. I follow one / particular group on social media to improve my English.	3.33	1.407
18. I think the users on social media always use correct English.	2.72	1.198
19. I have seen/ read people's writings on social media in incorrect English.	4.06	1.162
20. I have tried to correct the mistakes/ errors when other people write.	3.76	1.251
21. When I use SM, I write informally (using incorrect spelling, capitalization, grammar, and punctuation).	3.55	1.371
22. Other social media users have tried to correct my errors/ mistakes when I wrote on SM.	3.52	1.372
23. I feel disconnected from my family when I use my smartphone/ laptop too much.	3.47	1.319
24. I use SM to communicate with my teachers.	3.79	1.053
25. My friends and I think we will perform/do better if social media is used in every lesson.	3.30	1.132
26. I feel SM is the best way for students to reach out to teachers.	3.85	1.149

The data revealed that using social media for academic purposes is vital to the participants' academic performance. Of the 26 variables, in 13 variables, participants have agreed that they are regular social media users for learning English or academic purposes. The participants supported the idea strongly as they scored 3.5 on a 5- point Likert scale. The highest mean score is seen in variable 4, stating *I use other Apps to learn English*, with a mean score of 4.13. This answers Research Question no.2 that out of the 26 variables, in 13 variables, the participants agreed that they practice learning English extensively on SM. On the other hand, the lowest mean score was in variable 3, stating *I find Facebook to be the most helpful platform for learning English*, with a mean score of 1.76.

Out of the 26 variables, no variable scored less than 1.76 on a 5-point Likert scale, which shows that not all participants agree with the view that they learn actively while using social media. However, variables such as No. 13, 14, 16, 17, 18, 19, 20, 21, 22, 25 have scored 3.19, 2.87, 3.30, 2.33, 3.33, 2.72, 4.06, 3.76, 3.55, 3.52 and 3.30 on a 5- point Likert Scale. The researchers can interpret that the participants agree that social media is helpful, but they cannot agree with the view that social media is the only way to learn and improve English. Most of them agreed that they were not satisfied with their present level of English. They stated that classroom learning is more important and helpful than learning from social media. This answers Research Question No. 1 that all learners are not active learners, and engaging in SM does not make all learners active.

The participants also opined that social media users do not always use correct English. They have tried to correct the wrong usage of English of other users. Similarly, others have also tried to correct their English. The participants also stated that when they write, they do not pay attention to correct spelling, grammar, and punctuation while using social media. They are not confident or sure they will perform better if social media is used in every lesson. This answers Research Question numbers 3 and 4 that all SM users cannot give and receive corrective feedback from their peers. The feedback they receive may not be constructive enough. The participants have also opined that they may not be competent enough to give feedback to others or may not receive any feedback from their peers at all.

However, variables 8 and 9 state that *I believe learning is an active process*, and *I believe I am an active learner*, which has scored 4.00 and 3.79, respectively. Hence, it can be interpreted that if learning is an active process and these participants are active learners, then they cannot rely on social media to involve them in active learning process. Variable 7, which states *While using social media, I prefer to use English to communicate*, has scored 3.19, which shows all these participants do not use English while interacting on social media. Moreover, in variable 10, the mean score is again 3.19 which states *I practice the English language extensively*. This indicates that not all participants use the English language extensively, as the mean score is below 3.5.

However, variables 1, 2, 3, 4, 5, and 6 have scored 3.00, 2.09, 1.76, 4.13, 3.59, and 3.42, which show that these participants use social media, but they have varied preferences when it comes to choosing the appropriate platform. Moreover, variables like 11, 12, and 23 have scored 3.76, 4.12 and 3.74, which state, *I feel being with my mobile, laptop or using any of the Apps like Twitter, Snapchat, WhatsApp cause distractions in my studies, I spend time in unnecessary communication like chatting or sharing photos and I feel disconnected from my family when I use my smartphone/ laptop too much*. In these variables, the participants have opined on the negative sides of using social media, which causes distractions, unnecessary chatting, and feelings of disconnection from family.

**Phase 2:** However, in the second phase of the findings, the researchers have related the key findings with the Learning Assumptions of Anderson et al. (1996). See Table 3.

Table 3. Participants' responses in relation to the Learning Assumptions

Anderson et al.'s Learning Assumptions	Variables	Participants' Responses with Mean Value
<b>Learning Assumption 1:</b> Learning is an active process and “only the active learner is a successful learner.”	Variables 8 & 9	According to the findings, it can be interpreted that relating to Learning Assumption 1, the participants opined that they believe learning is an active process with a mean score of 4 and they are active learners with a mean score of 3.79 on a 5-point Likert scale.
<b>Learning Assumption 2:</b> Learning skills need practice: “Real competence only comes with extensive practice.”	Variable 10	It can be interpreted that relating to Learning Assumption 2, the participants stated that they practice the English language extensively, with a mean score of 3.19 on a 5-point Likert scale.
<b>Learning Assumption 3:</b> “Learning is strongly influenced by the ...feedback that tells...when responses are correct, and when they are wrong.”	Variables 18,19, 20 and 21	It can be interpreted that, relating to Learning Assumption 3, the participants are not so confident that SM users always use correct English with a mean value of 2.72. Moreover, they have stated that they have come across wrong usage of English, have tried to correct others' mistakes and prefer to write in an informal way while using SM. All these variables have scored 4.06, 3.76 and 3.55 respectively.

When we relate the study findings with the learning assumptions theory, we see that not all social media users are active learners because learning needs practice and competence only comes with extensive practice. Hence, SM users may learn English through its use but may not be further engaged in extensive practice regarding anything they learn. Moreover, the interactive features of social media also allow users to practice these skills and get immediate feedback, which helps reinforce learning. However, it is unlikely that social media users will ponder on the feedback they receive from other SM users or try to correct them for further use unless they are using SM for purposeful learning.

**5. Discussion**

The results reveal that social media is used to learn English, but the participants in the study have expressed varied opinions regarding using social media for academic purposes. Most participants have agreed that they use SM for academic purposes. This aligns with the study of Bal & Bicen (2017) that learners have shown positive responses to the use of social media in education. Their study results show that participants have opined making study groups through social media contributes to lesson achievement, develops communication skills, gives a chance for active participation in the lesson, and improves cooperation skills. Exchanging information through this platform helps in retaining information easily, and finally, social media has positive effects on performance. In the current study, the participants opined that they spend 3-4 hours using SM. This aligns with the study of Al-Ahdal & Aljafen (2023), who also found that Saudi EFL learners spend 3-4 hours using (SMPs).

Despite supporting the use of SM, learners have stated that they do not think they can rely on SM to learn English. Moreover, they do not always use English to interact with other participants. This contradicts the views expressed in the study of Al Fadda (2020), who indicated that English language learners prefer to use Instagram in specific ways over others. For example, students preferred to use social media platforms to learn vocabulary over grammar (Aloraini, 2018) and identified improved vocabulary knowledge as one of the advantages of using Instagram in the English classroom (Gonulal, 2019). Learners readily connect to vocabulary terms and meanings in English to those existing in their language than they do grammar conventions. Participants in the current study have also pointed out that not all SM users use correct English when posting on SM. They have found the wrong usage of English and have tried to correct others while others have also tried to correct their mistakes.

In addition, most participants opined that they are informal while posting something on SM. This aligns with the study of Al Fadda (2020) and McGillivray (2015), who define social media as a mode of communication where individuals produce, share, exchange, and remark about themselves on various networks. Moreover, the participants have also claimed that they do not always use English while using SM. This is supported in a study by Kirkwood & Price (2013), that often researchers try to investigate how students used the technology, what types of activity they found most valuable, and what advantages/disadvantages the innovation presented for their study experience, or students' attitudes to a particular technological intervention.

While such an approach can provide useful information, the outcomes do not demonstrate that technological innovation has improved the student's learning performance or experience. They have also stated that SM causes many distractions while using it for academic studies. This is supported by the study of Halim & Halim (2024), that technology engages the learners too much in the use of it other than the effective modes of learning/ focusing on the lessons. Hence, critiquing Anderson et al.'s (1996) learning assumption theory, it can be said that all social media users are not active learners, and not everyone uses this platform for effective learning. Moreover, very few learners genuinely involve themselves in extensive practice regarding what they have learned through an informal platform like social media. Finally, feedback, which plays a vital role in learning any language, may not influence the users if they are not engaged in purposeful learning.

Hence, this paper aims to provide a better understanding of the use of social media for learning English, effectively integrating Anderson et al.'s (1996) learning assumption theory.

## 6. Conclusion and Recommendations

Social media has become an integral part of modern life and is used by people of all ages. The strength of social media applications is that they offer an assortment of tools that learners can use to pick their individual learning styles and raise the level of their academic success. Although there are many advantages to using social media, there are also potential drawbacks to social media use. It can be a distraction. It can also contribute to feelings of isolation and expose users to cyberbullying or other online dangers. In addition, social media can lead to oversharing or a lack of privacy and can foster comparison and a negative self-image. It can also spread misinformation or fake news and lead to addiction or excessive use. Some social media sites are not pro-learning platforms that can enhance students' English language writing performances. Therefore, the users who visit social media sites very often need to be careful about the accuracy and reliability of the content on social media.

No matter how learners learn a language, whether through traditional classroom or social media, every institution expects them to be efficient and correct users of English. To make the most of social media, it is important to use it in moderation. This paper aims to provide a better understanding of the use of social media for learning English effectively. However, based on the study, we have drawn the following recommendations.

1. The first step is to find the right social media platform for the student's language learning needs. Different platforms offer different features, so language learners need to do their research and find the platform that best suits their needs.
2. Students need to ensure that they are using reliable resources.
3. It is important to be careful when using social media to learn a language, as there is a risk of using inaccurate or outdated information.
4. Learners who have suffered from chronic weaknesses in learning a foreign language should not totally rely on social media to improve their English.
5. Learners and social media users should be educated about the potential consequences of their social media usage habits, encouraging them to make intentional choices in their online activities.
6. Language teachers can provide language learners with access to reliable resources.
7. Language learners' progress needs to be monitored.

However, the study has some limitations. The study was conducted at only one university in Saudi Arabia. If the study had been conducted in other universities, the results might have been different.

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The authors declare no conflict of interest.

### Authors' contributions

1. Tanzina Halim worked on the Data collection, Analysis, Findings and Discussion sections.
2. Shanjida Halim formulated the whole concept of the paper and worked on the Introduction and Literature Review sections
3. Dr. Hasan Jaashan reviewed the paper and gave his valuable comments.

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**Data sharing statement**

No additional data are available.

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