Investigating the Impact of Social Media Applications on Promoting EFL Learners' Oral Communication Skills: A Case Study of Saudi Universities

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Abstract—Social media platforms exert a substantial influence on the improvement of learners' spoken communication abilities. The objective of this study is to investigate the effects of incorporating social media platforms on enhancing the development of oral communication abilities among English as Foreign Language (EFL) learners enrolled in the English Department at Qassim University, Kingdom of Saudi Arabia (KSA). This study aims to examine the correlation between the utilization of social media applications and the enhancement of oral communication abilities among EFL learners, to determine the impact of social media on oral communication skills. The present study employed a descriptive-analytical methodology to explore the effects of utilizing social media applications on enhancing students' proficiency in oral communication abilities. To get adequate data for this study, a survey was conducted among a sample of 40 participants. The purpose of the questionnaire is to gather data regarding the learners' perspectives on their attitudes toward utilizing social media as a means of enhancing their oral communication abilities. The questionnaire comprises a total of ten items. The survey instrument employed in this study utilizes a close-ended question format, wherein participants are instructed to select the most suitable response option by marking it. The Likert Scale questionnaire was utilized to gather statistical data. The results of the study indicated that the utilization of social media platforms among EFL learners majoring in English at universities in Saudi Arabia yielded favorable results, leading to improvements in their spoken communication abilities.

Index Terms—social media applications, information and communication technologies, oral communication skills, EFL learners

I. INTRODUCTION

In contemporary society, social media platforms have become deeply intertwined with various facets of human existence. Social media platforms provide users with the ability to generate, disseminate, exchange, and modify many forms of material. It facilitates and fosters equitable access to information for all participants, enabling the establishment of interpersonal connections and collaborative endeavors. According to Schaffer (2013), social media mostly revolves around the transmission of knowledge through effective communication. According to Boyd (2006), social media is considered a significant Internet tool for facilitating communication and connecting individuals on a global scale. The primary objective of this study was to specifically examine EFL learners who are pursuing an English major in universities in Saudi Arabia. Upon examining the escalating prevalence of individuals utilizing social media platforms for both professional and recreational purposes, scholarly investigations have deduced that the fundamental purpose of these sites is to facilitate interpersonal contact and foster connections among individuals. According to the aforementioned description, social media can be succinctly characterized as a digital platform that enables interactive communication among many individuals via online Internet access. This implies that the objective of social media platforms is to establish and augment novel methods of interpersonal communication. Based on the aforementioned

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assertion, it can be deduced that those who utilize social media platforms are likely to be more proficient at promptly sharing knowledge with others. The aforementioned circumstances encouraged the researchers of this study to investigate the utilization of social media applications and its potential correlation with the oral communication abilities of English as a Foreign Language (EFL) learners in Saudi Arabian universities.

A. Statement of the Problem

The primary objective of this research is to examine the impact of social media platforms on the enhancement of oral communication abilities among EFL students majoring in English at universities in Saudi Arabia. Individuals employ these skills on a daily basis in their daily lives. Contemporary observations validate the prevalence of oral communication in the present era. Individuals must have the necessary competencies to effectively disseminate knowledge. Hence, the primary objective of this study is to facilitate the development of oral language proficiency. In this regard, social media applications are seen as potential platforms that can simulate authentic language use for foreign learners.

B. Research Objectives

The ultimate goal of this study is to see the effect of using social media applications on developing some oral communication skills of Saudi University Learners majoring in English. This general purpose can be categorized into some specific aims which can be interpreted as follows:
1. To determine the impact of social media on oral communication skills.
2. To examine how university learners of English build their communication skills by using social media.
3. To come up with a set of recommendations that could help the students to overcome communication problems.

II. LITERATURE REVIEW

A. Social Media

According to Manning (2014), "social media" is shorthand for innovative media forms defined by interactive participation. It's common to divide the history of media between the broadcast period and the interactive era. A single radio or television station, newspaper company, or film production studio would typically serve as the primary distributor of messages to a wide audience during the period of broadcast media. Indirect, sluggish, and impersonal feedback was common for media outlets. Limited forms of mediated communication between individuals included writing letters, talking on the phone, and occasionally using means with a somewhat larger reach, including making copies of family newsletters. Deconstructing the phrase 'social media' into its component parts—'social' and 'networks'—is the key to grasping its meaning. 'Social' is the first idea being considered; it refers to a connection with and participation in social institutions, such as interpersonal communication and spending time with people. The second idea is that of "Networks," which is shorthand for the linking together of various computer systems (Eren, 2012; Namaziandost et al., 2018). Following the reference in Namaziandost and Nasri (2019), according to Namaziandost and Nasri (2019), "social media" encompasses" any technological platform that facilitates the dissemination and exchange of information over the Internet." Writing, blogging, and the sharing of images and videos are all ways in which users of today's many social media platforms and websites can interact with one another for professional purposes. Facebook, Twitter, Snapchat, Pinterest, Instagram, and YouTube are just a few of the most well-known social networking sites.

The term "social media" refers to the widespread practice of communicating and interacting with others in real time across digital platforms such as blogs, forums, and social networking sites, as well as mobile apps. Due to the rapid growth of technology, especially the introduction of Web 2.0 and the subsequent development of Web 3.0, the worldwide education business is undergoing a substantial transition at present. Student participation in content creation, communication, and the spread of information have all benefited from technology developments in recent years. There has been a great deal of academic discussion and passionate deliberation about social media in recent years, as evidenced by in-depth analyses and heated debates within scholarly journal articles and at conferences. This discussion has primarily focused on elucidating how students' independent study might benefit from cutting-edge technological innovations. A lot of research effort has also been put into determining how much of an impact social media has had on academic success and whether or not it can be used as an effective pedagogical tool, both in and out of the classroom. At the same time, scholars have become interested in studying social media because of its broad use to learn more about its possible benefits and drawbacks in a variety of settings. This research has revealed cutting-edge ways in which computers and mobile devices can be put to use.

In conclusion, it's vital to recognize that teaching speaking skills is no easy task and that teachers must be cognizant of their students' unique requirements and preferences to help them achieve speaking competence. Teachers of EFL also tend to place a high value on and make extensive use of ICTs (information and communication technologies) in the classroom. There is little doubt that ICTs have contributed much to the growth and improvement of the educational system. Teachers should make an effort to make efficient use of technological tools. Without a doubt, this method is the most efficient way to keep things as they are. The use of ICTs in today's EFL classrooms is becoming increasingly seen as mandatory. Therefore, one could argue that teaching children how to effectively communicate and speak is no longer an option but a requirement.

B. Speaking Skill

Both students and teachers benefit greatly from developing their oral communication skills. Bygate (2002) argues that the ability to communicate effectively is intricate and multifaceted. The intricacy stems from the fact that, to communicate successfully in real-world contexts, speakers must draw upon their linguistic expertise and engage their latent abilities.

When it comes to teaching a new language, nothing beats the power of the spoken word. It has played a pivotal and complex role in the development of language education over the course of human history. The importance of teaching speaking has been undervalued for a long time, but in the last two decades, it has emerged as its own field of study (Hosseini et al., 2017). It's not just about being able to form words into sentences for someone to be considered a speaker. In order to help their students enhance their English proficiency, teachers of the language place a premium on oral communication training.

It is important to highlight that the orientation in the context of language training is used to classify the four language skills. For this purpose, we will refer to the learner's own productions of language (through speaking or writing) as "productive," and to externally directed texts (via reading or listening) as "receptive." Another crucial idea to keep in mind is "the channel," which refers to how the message is disseminated, be it verbally or in written form. Therefore, it can be said that listening and speaking are two sides of the same active talent. The procedure entails coming up with logical language formulations that convey the desired meaning.

The ability to express oneself well orally is a vital skill. Students need to have strong communication skills so they can participate in a variety of basic interactions. Individuals' prospects of success in different spheres of life are generally judged in relation to how well they perform in their unique talent, as stated by Namaziandost, Abdi Saray, and Rahimi Esfahani (2018). The aforementioned organization helps people get along with one another, sets up social hierarchies, makes it easier to advance in one's career, and makes business possible. Therefore, one may say that more thought is needed when it comes to teaching oral communication.

C. Social Media in Pedagogical Processes

Student groups' use of online social media has skyrocketed in the modern era. While many people still think of technology as simply a means of amusement, it is increasingly being used in classrooms (AbdAlgane, 2022; cited Top, 2012). Application stores offer a vast selection of low-priced and complementary software applications that could be very useful to the academic community. These programs' widespread use is a key factor in the rise of a social media-centric culture, which in turn has an undeniable impact on people's preferred methods of information exchange, instruction, and study (Mao, 2014). Lau (2012) argues that students are more likely to take initiative in their education when they have access to online social networks. Students' use of social networking sites opens up huge doors for interaction and information sharing, which is great for their intellectual growth. Mao (2014) conducted research into the affordances of social media with a focus on high school pupils. The study's overarching purpose was to get insight into students' views on contemporary technology and the challenges and concerns related to its use, particularly social media. The results showed that students have favorable opinions and perspectives on using social media in the classroom. Several kids spoke up about how they thought using social media could improve their educational opportunities. In addition, many reported having fun while using social media for academic purposes like schoolwork or unstructured, self-directed learning. Nonetheless, some students have claimed that using social media is a waste of time and a distraction (Mao, 2014).

D. Social Media in EFL

There has been a positive impact on people attempting to study a foreign language thanks to the rise of social media platforms' prominence as academic tools. Aforo's (2014) research found that Facebook quickly became the most popular social networking site among those attempting to learn English as a second or foreign language. Facebook is a useful medium for sharing, storing, and retrieving a wide range of educational material suitable for classroom discussion. In addition, Instagram has been recognized as a medium that can improve students' abilities, especially in the areas of writing and learning, according to Omar (2015). Instagram's primarily English-language video content is a reflection of its user base. Teachers can help their students learn a new language and improve their listening skills in this way. However, due to the longer time often associated with YouTube videos, students are more likely to use these as a way of audiovisual English learning as opposed to videos on Instagram. Students prefer YouTube as a tool to improve their oral communication skills, including their listening comprehension and pronunciation.

E. Social Media in Saudi Tertiary Level EFL Context

Researchers in Saudi Arabia have studied the impact of social media there extensively. Ahmed's (2016) research looked at how using Facebook affected the discussion of grammar and the development of writing skills among Saudi EFL students. Sixty students from Oklat Al Suqoor College were enlisted for the study and randomly assigned to one of two groups. After that, pre-and post-tests of grammar and composition were given to the respective groups. Post-test results for both writing and grammar were much higher for the experimental group who had been taught using the Facebook platform. Several researchers (Allam et al., 2017; Alsharidi, 2018; Alshalan, 2019) have looked at how Twitter is used in EFL classrooms in Saudi Arabia. The purpose of Alsharidi's (2018) research was to investigate the

prevalence of Twitter use among Saudi female EFL students. She concluded that Twitter was a major factor in the improvement of the students' English. Alshalan (2019) investigated the effectiveness of Twitter as a resource for boosting the vocabulary of Saudi EFL students. The results of the study showed that students' writing and reading abilities improved after they used social networking sites. Ali and Bin-Hady (2019), Almogheerah (2021), Alshammari et al. (2017), Bensalem (2018), and Khan et al. (2021) are just a few of the authors who have looked into WhatsApp from an academic perspective. Bensalem (2018) compared the effectiveness of using WhatsApp with more traditional methods of instruction while teaching vocabulary to EFL students in Saudi Arabia. Both undergraduate and graduate students participated in the study. The results showed that the WhatsApp-using experimental group outperformed the control group that received conventional teaching methods. Almogheerah's (2021) research looked at how idiomatic expressions were learned and how WhatsApp-based activities helped EFL students in Saudi Arabia. Imam Mohammad ibn Saud University's EFL program provided the study's sample population of 70 female students. The methodology of the investigation was experimental. As shown by the data, the members of the experimental group learned many more idioms than those in the control group. Recent research by Albahiri and Alhaj (2020) and Al Harbi (2021) found that EFL students at Saudi universities benefited greatly from using YouTube to improve their language skills.

F. The Use of Online Applications as a Means of Instruction for Better Public Speaking

Students have a background in using social media for personal communication and amusement. This opened the door for the researchers to make use of social media sites like TikTok, YouTube, Instagram, Skype, Facebook, WhatsApp, WeChat, and Telegram to improve the teaching of public speaking. Several of the stated platforms, such as ooVoo, Ted Talks, Imo, and Voice Thread, were either not well-known or rarely used. YouTube was found to be the most popular social media platform, used in a number of the probes. The results of the tests conducted show that researchers were able to effectively use WhatsApp to improve verbal communication outside of the classroom. Instagram, a popular social media platform among the target audience of young people, produced similar results. Participants in a study performed using Instagram gave the app high marks as a helpful tool for learning a new language. This view held true even among the weaker and less active students.

In general, the comments were encouraging, showing that the speaker had improved their oral communication skills, as well as their motivation and confidence in their own words. Nilayon and Brahmakasikara (2018) suggest using social media sites like Edmodo and ooVoo to provide appropriate remedial exercises for students with low English proficiency. Ghoneim and Abdelsalam (2016) argued that spending time with others is crucial for developing one's voice. Sevy-Biloon and Chroman (2019) conducted research that emphasizes the significance of using video chat functions as a tool for learners to engage in genuine and purposeful communicative activities, with an emphasis on the growth of oral communication skills. Educators and teachers could help students overcome their fear of public speaking by creating a class environment that is natural and comfortable for them to speak in, all while using this strategy. Zaitun et al. (2021) used the video-sharing app TikTok as a setting for students to practice public speaking. The results of the study showed that when students interactively used the app, they saw significant improvements in their language skills. TikTok also gave pupils a platform for self-expression, which was a significant benefit. The Instagram photographs used in Rahmah's (2018) study were an innovative way to boost students' linguistic skills and confidence.

Marleni and Asilestari (2018) conducted a study to see if and how WhatsApp affected students' verbal skills. Class A second-semester students make up the experimental group, while class B students make up the control group in this study. The researchers used a quasi-experimental approach based on purposive sampling. Pre- and post-tests, as well as questionnaires and photographs, were used to compile the data. The results of the data analysis and subsequent discussion suggest that the experimental class students outperformed their control group counterparts in terms of oral communication skills. According to the results, more students in the WhatsApp group performed well on the quiz than in the control group.

III. METHOD

The descriptive-analytical research method has been adopted in this study so that the researchers are enabled to describe a specific behavior as it takes place in a particular environment then analyze and discuss the results. In this study, the researchers used the descriptive-analytical method using the Statistical Package for Social Sciences (SPSS), to achieve accurate results in an attempt to describe the research problem as it is. A closed-form questionnaire was used to obtain reliable and valid data for the study. The questionnaire was designed to elicit the influence of social media applications on developing EFL learners' oral communication skills.

Research questions:

The present study attempts to answer the following questions with regard to the impact of social media applications on improving students' oral communication skills:

1. What is the effect of social media applications on developing some oral communication skills of EFL students of the English major at Saudi Universities?
2. How far are social media applications effective on promoting the oral communication skills of EFL students of the English major at Saudi Universities?

IV. ANALYSIS AND DISCUSSION

The objective of this study was to examine the influence of social media applications on the development of oral communication skills among Saudi university students who are pursuing a degree in English. The survey was distributed to individuals who are studying English as a second language. This section is dedicated to presenting the statistical replies obtained from the data collection method, which is the students' questionnaire. Additionally, it aims to examine the findings derived from these statistics. The findings were given and subsequently analyzed in the subsequent section.

1. I use social media in my daily life.

TABLE 1

Option	No. of responses	Percentage
Strongly disagree	1	1.9%
Disagree	0	0%
Neutral	4	7.4%
Strongly agree	34	63%
Agree	15	27.8%

According to Table 1, a significant majority of respondents, specifically 90.8%, express agreement or strong agreement on using social media as a regular part of their daily routines. 7.4% of individuals express a neutral stance, signifying their lack of agreement or disagreement. 1.9% of respondents expressed significant opposition towards using social media in their daily routines, while no comments suggested any form of dissent. The data suggests that a significant percentage of individuals (90.8%) incorporate social media into their daily routines. At the same time, a minority has a neutral stance, and an even smaller fraction actively expresses disagreement with its usage.

The calculated mean value of 4.16 suggests that, on average, the respondents tend to prefer "Strongly agree" or "Agree" about their utilization of social media within their daily routines. This finding indicates that a substantial proportion of participants frequently use social media platforms. The observed standard deviation of 0.6177 indicates a reasonably low level of variability in the data. This implies that the responses exhibit a high degree of proximity to the mean, suggesting a limited extent of variation in the responses. Most participants express agreement, with a notable proportion falling into the "Strongly Agree" and "Agree" categories, while a minority of respondents belong to the remaining categories. In general, the figures mentioned earlier indicate that the utilization of social media in individuals' everyday lives is prevalent among the participants, exhibiting a substantial degree of consensus among them.

2. I use social media applications for educational purposes.

TABLE 2

Option	No. of responses	Percentage
Strongly disagree	1	1.9%
Disagree	0	0
Neutral	13	24.1%
Strongly agree	9	16.7%
Agree	31	57.4%

According to the findings presented in Table 2, a considerable proportion of individuals (74.1%) express agreement or strong agreement on their utilization of social media applications for educational intentions. About this remark, it is noteworthy that 57.4% of individuals agree, while 16.7% exhibit a strong inclination towards agreement. A minority of respondents (24.1%) hold a neutral stance on the subject, whereas a mere 1.9% express significant disapproval towards using social media for educational objectives. Notably, no responses indicate outright dissent. This observation implies that many individuals perceive social media as valuable for acquiring knowledge and engaging in educational activities.

The calculated mean value of 3.87 indicates that, on average, survey participants tend to lean towards the "Agree" or "Neutral" response options when considering using social media applications for educational objectives. This finding suggests that a significant proportion of participants express either agreement or neutrality toward using social media for educational objectives. The calculated standard deviation value of 0.70 suggests a modest variability in the collected data. The distribution of responses in the current question has a slightly wider range than the preceding question. At the same time, most respondents still seem to align with the "Agree" or "Neutral" options. A range of responses is observed, with many participants expressing strong agreement, a portion remaining neutral, and a minority expressing disagreement or severe disagreement. The figures mentioned earlier indicate a favorable inclination towards utilizing social media applications for educational objectives, albeit with certain discrepancies in the degree of consensus among the participants.

3. I use the different existing social media applications that can be used to improve oral communication skills.

Option	No. of responses	Percentage
Strongly disagree	1	1.9%
Disagree	2	3.7%
Neutral	16	29.6%
Strongly agree	7	13%
Agree	28	51.9%

According to Table 3, the data suggests that a significant proportion of individuals (65.9%) express agreement or strong agreement on their utilization of various established social media platforms to enhance their proficiency in oral communication. More precisely, 51.9% of respondents agree, while 13% strongly agree with the assertion, as mentioned earlier. A considerable proportion (29.6%) of respondents exhibit a neutral stance toward the subject matter, signifying their lack of agreement or disagreement with the utilization of social media as a means to enhance oral communication abilities. A minority of respondents (3.7%) express disagreement, while a smaller proportion (1.9%) strongly disagrees with the earlier assertion. In general, the research indicates that a significant proportion of individuals perceive the utility of utilizing social media platforms to augment their proficiency in verbal communication. However, there exists a spectrum of perspectives regarding this subject matter.

Based on the findings shown in Table 3, a considerable percentage of respondents (65.9%) indicate a positive inclination or a high level of agreement about utilizing diverse established social media platforms to improve their oral communication skills. To clarify further, it is worth noting that 51.9% of the participants agreed, while 13% strongly agreed with the assumption, as mentioned earlier. A substantial segment (29.6%) of participants demonstrates a neutral position regarding the topic, indicating their absence of concurrence or disagreement with using social media to improve oral communication skills. A small percentage of participants (3.7%) indicate disagreement, while an even smaller fraction (1.9%) strongly opposes the previous statement. Overall, the existing study suggests that a considerable fraction of people view the efficacy of employing social media platforms to enhance their competence in verbal communication. Nevertheless, there is a range of viewpoints concerning this particular topic.

4. I usually use social media to talk with native speakers of English around the world.

Option	No. of responses	Percentage
Strongly disagree	3	5.6%
Disagree	9	16.7%
Neutral	14	25.9%
Strongly agree	9	16.7%
Agree	19	35.2%

According to Table 4, it can be observed that a majority of respondents, namely 51.9%, express agreement with the notion that they utilize social media programs as a means to engage in conversations with individuals who are native speakers of the English language residing in various parts of the globe. A total of 16.7% of respondents expressed strong agreement with the statement, as mentioned earlier. A significant proportion of individuals, specifically 42.3%, express disagreement or strong disagreement regarding using social media for this particular objective. A significant proportion of respondents, specifically 25.9%, expressed a neutral stance towards the topic, signifying their lack of agreement or disagreement. The data indicates that a notable proportion of participants (51.9%) perceive merit in utilizing social media platforms as a means of engaging in communication with individuals proficient in the English language and belonging to various geographical locations. Conversely, a subset of respondents has neutral or unfavorable perspectives regarding this particular application of social media.

The calculated mean value of 3.61 indicates that, on average, survey participants tend to prefer the "Agree" or "Neutral" response options about their inclination to utilize social media platforms for communication with native English speakers across the globe. This finding suggests that many participants either express agreement or maintain a neutral stance towards utilizing social media platforms for language exchange. The calculated standard deviation of 0.83 suggests a modest variability in the collected responses. Although most replies seem to align with the "Agree" or "Neutral" positions, the data shows a certain degree of variability. Respondents have various perspectives regarding the utilization of social media as a means of communication with native English speakers to enhance language proficiency. These perspectives encompass strong agreement, neutrality, and disagreement or extreme disagreement.

5. Students who use social media learn more oral communication skills than those who do not.

Option	No. of responses	Percentage
Strongly disagree	2	3.7%
Disagree	4	7.5%
Neutral	13	24.5%
Strongly agree	13	24.5%
Agree	22	41.5%

According to the data presented in Table 5, a majority of respondents, namely 66%, expressed agreement or strong agreement that students who utilize social media platforms tend to acquire superior oral communication abilities compared to their counterparts who do not engage in such activities. A proportion of 24.5% of individuals exhibit a neutral stance towards the topic, signifying their lack of agreement or disagreement. 11.2% of respondents express disagreement or severe disagreement regarding the notion that students who engage in social media activities have enhanced oral communication abilities. In general, a considerable proportion of participants (66%) believe using social media can improve students' proficiency in oral communication. Conversely, a smaller fraction of respondents maintains neutral or unfavorable perspectives.

The calculated mean value of 3.57 indicates that, on average, the respondents tend to express agreement or neutrality about the assertion that pupils who utilize social media acquire more proficiency in oral communication abilities compared to those who abstain from its use. The data suggests that a significant proportion of participants express agreement or neutrality towards the notion that using social media contributes to enhancing oral communication abilities. The calculated standard deviation of 1.10 suggests a notable degree of variability in the collected responses. Although most replies seem to align with the "Agree" or "Neutral" positions, there is a notable variation in the distribution of opinions. A range of responses exist among the participants, including strong agreement, neutrality, and disagreement about the given statement. In general, as mentioned earlier, the results indicate a diverse range of opinions regarding the influence of social media usage on students' oral communication abilities, with a discernible disparity in the degree of consensus among the participants.

6.   I communicate with my teachers outside the classroom by using social media applications.

TABLE 6

Option	No. of responses	Percentage
Strongly disagree	1	1.9%
Disagree	6	11.5%
Neutral	9	17.3%
Strongly agree	13	25%
Agree	25	46.3%

Table 6 presents the data. A significant majority of respondents, including 71.3%, express agreement or strong agreement on using social media applications to communicate with their teachers beyond the confines of the classroom. 17.3% of respondents exhibit a neutral stance towards the subject matter, signifying their lack of agreement or disagreement. A total of 13.4% of respondents expressed their disagreement or strong disagreement about using social media to communicate with teachers beyond the confines of the classroom. The data suggests that a significant proportion of participants (71.3%) demonstrate a willingness to or actively participate in communication with their educators via social media platforms beyond the confines of the traditional classroom setting. Conversely, a smaller fraction of respondents holds neutral or unfavorable perspectives regarding this approach.

The calculated mean value of 3.85 indicates that, on average, participants tend to express agreement or strong agreement on the assertion that they communicate with their teachers outside of the classroom through social media platforms. This finding suggests that a significant proportion of participants agree or strongly agree with this particular behavior. The standard deviation (0.89) implies a modest level of variability in the replies. While the mean trends towards "Agree" or "Strongly Agree," there is some variance in the replies. Respondents have a range of perspectives about using social media as a means of connecting with teachers beyond the confines of the classroom. These perspectives encompass strong agreement, agreement, neutrality, disagreement, and extreme disagreement. In general, the data indicates that a significant proportion of participants is receptive to or actively participates in communication with their instructors via social media platforms beyond the confines of the educational setting. However, there is some variability in the extent of concurrence among the responses.

7.   Using social media applications allows increased amounts of oral communication skills.

TABLE 7

Option	No. of responses	Percentage
Strongly disagree	9	16.7%
Disagree	4	7.4%
Neutral	17	31.5%
Strongly agree	5	9.3%
Agree	19	35.2%

According to Table 7, a significant proportion of respondents, specifically 44.5%, agreed or strongly agreed on the positive impact of social media applications on enhancing oral communication skills. 31.5% of individuals express a neutral stance towards the topic, signifying their lack of agreement or disagreement. A significant proportion of individuals, namely 24.1%, express disagreement or severe disagreement with the notion that using social media applications contributes to enhancing oral communication abilities. The data indicates that a considerable proportion of participants (44.5%) believe that utilizing social media platforms can contribute to improving oral communication abilities. However, many respondents maintain neutral or unfavorable perspectives about this notion.

The calculated mean value of 3.38 indicates that, on average, the respondents exhibit a small inclination towards a "Neutral" stance regarding the statement that using social media applications facilitates the development of enhanced oral communication abilities. This finding suggests that the participants, on average, exhibit a moderate level of agreement or disagreement with the given statement. The calculated standard deviation of 1.24 suggests moderate variability in the collected data. Although the average tends to be "Neutral," there is variation in the responses. A range of responses was observed among the participants, with some expressing agreement or strong agreement, others adopting a neutral stance, and a subset expressing disagreement or strong disagreement on the notion that social media applications contribute to improving oral communication abilities. In general, the figures mentioned earlier indicate a heterogeneous opinion concerning the influence of social media applications on oral communication abilities, with a discernible disparity in the degree of consensus among the participants.

8. Social media applications motivate learners and contribute to developing oral communication skills.

TABLE 8

Option	No. of responses	Percentage
Strongly disagree	0	0%
Disagree	2	3.7%
Neutral	15	27.8%
Strongly agree	15	27.8%
Agree	22	40.7%

According to Table 8, a significant majority of respondents, specifically 68.5%, expressed agreement or strong agreement with the positive impact of social media applications on learner motivation and the development of oral communication skills. Approximately 27.8% of individuals have a neutral stance toward the topic, signifying their lack of agreement or disagreement. A minority of 3.7% holds a dissenting viewpoint regarding the notion that social media applications enhance spoken communication abilities. The data suggests that a significant proportion of participants (68.5%) believe that social media platforms can serve as a source of motivation for learners and facilitate the enhancement of oral communication abilities. Conversely, fewer respondents express neutral or unfavorable perspectives regarding this notion.

The calculated mean value of 3.95 indicates that, on average, survey participants agree that social media platforms serve as a source of motivation for learners and enhance their oral communication abilities. This finding suggests that a significant proportion of participants agree or strongly agree with the statement, as mentioned earlier. The calculated standard deviation of 0.74 suggests a modest variability in the collected responses. Although most replies seem to align with the "Agree" category, a certain degree of variability is observed in the data. Respondents have a range of opinions about the extent to which social media applications serve as a source of motivation for learners and facilitate the development of oral communication skills. Some respondents express strong agreement, while others agree. Additionally, some respondents remain neutral or contrary to this matter. In general, the statistics mentioned earlier indicate a favorable inclination towards the notion that social media platforms serve as a source of motivation for learners and facilitate enhancing oral communication abilities. However, it is worth noting that there exists some variability in the extent of agreement among the participants.

9. From my personal study experience, I find that the impact of social media applications on promoting oral communication skills is valuable.

TABLE 9

Option	No. of responses	Percentage
Strongly disagree	8	14.81%
Disagree	4	7.41%
Neutral	26	48.15%
Strongly agree	1	1.9%
Agree	15	27.3%

According to Table 9, a significant proportion of respondents, specifically 28.2%, agreed or strongly agreed about the perceived value of social media applications in enhancing oral communication skills based on their personal study experience. Approximately 48.15% of individuals hold a neutral stance on the subject matter, signifying their lack of agreement or disagreement. A significant proportion of individuals, namely 22.22%, express either disagreement or strong disagreement about the notion that social media applications benefit the enhancement of oral communication abilities, drawing from their own experiences with academic studies. The data suggests a rather equitable dispersion of perspectives about this subject matter, with a noteworthy proportion of participants adopting a neutral stance. Conversely, a subset of individuals expresses favorable or unfavorable sentiments, which appear to be influenced by their individualized educational encounters.

The calculated mean value of 3.04 indicates that, on average, participants tend to express a slightly neutral inclination about the statement regarding the perceived use of social media applications in enhancing oral communication skills within their personal study experience. This finding suggests that, on average, the respondents exhibit a neutral stance towards the statement, showing neither strong agreement nor disagreement. The calculated standard deviation of 0.35

suggests relatively little variability in the replies. The responses exhibit a tight clustering around the mean, indicating a notable consensus among the participants. Most participants exhibit a neutral stance or a degree of agreement with the given assertion. In general, the statistics mentioned earlier indicate that the respondents hold a predominantly neutral or slightly positive stance regarding the influence of social media applications on enhancing oral communication skills, as inferred from their individual study experiences. Notably, there is minimal disparity in the degree of agreement among the respondents.

10. Social media applications should be an additional teaching resource.

TABLE 10

Option	No. of responses	Percentage
Strongly disagree	1	1.9%
Disagree	3	6.5%
Neutral	16	29.6%
Strongly agree	14	25.9%
Agree	20	37%

According to the data presented in Table 10, a significant majority of respondents, 62.9%, agreed or strongly agreed that social media applications should be considered supplementary resources for educational purposes. Approximately 29.6% of individuals exhibit a neutral stance toward the subject matter, signifying a lack of agreement or disagreement. A total of 8.4% of respondents express disagreement or strong disagreement with using social media applications as supplementary tools for educational purposes. The data indicates that a significant proportion of participants (62.9%) believe that social media applications can be a supplementary educational tool. Conversely, fewer respondents expressed neutral or unfavorable perspectives toward integrating social media into teaching.

The calculated mean value of 3.68 indicates that, on average, the respondents agree that social media applications should be considered supplementary tools for educational purposes. This finding suggests that a significant proportion of participants agree or strongly agree with the statement, as mentioned earlier. The calculated standard deviation of 0.99 suggests considerable variability in the collected responses. Although most replies seem to align with the "Agree" category, the data has a certain degree of variability. There exists a range of opinions among respondents about the utilization of social media applications as supplementary educational tools. These opinions span from strong agreement to neutrality, disagreement, and extreme disagreement. The figures mentioned earlier indicate a favorable inclination towards utilizing social media applications as supplementary educational tools, albeit with some degree of disparity in the extent of concurrence among the participants.

V. CONCLUSION

The survey findings suggest that social media is extensively utilized in the everyday routines of the questioned demographic, with a noticeable surge in the inclination towards employing social media platforms for educational objectives. The impact of social media on oral communication skills is subject to varying viewpoints. However, social media can enhance teacher-student communication and be a supplementary educational tool. In order to fully utilize the educational capabilities of social media, it is advisable to conduct additional research, engage in professional development, and advocate for best practices. These measures are necessary to guarantee the successful integration of social media into the educational process.

A. Results

1. Social Media Usage: A significant proportion of participants express a high level of agreement regarding their regular utilization of social media, highlighting its extensive adoption throughout the examined cohort.
2. Educational Use: A considerable proportion of participants express their inclination towards utilizing social media applications for educational objectives, indicating an emerging pattern in harnessing these platforms for learning.
3. Improving Oral Communication Skills: While a considerable percentage of individuals agree with the utilization of social media programs as a means to improve spoken communication abilities, a notable part maintains a neutral position regarding this issue. This observation demonstrates that there are varied interpretations regarding the efficacy of social media in this setting.
4. Communication with Native Speakers: The utilization of social media by respondents for communication purposes with native English speakers exhibits a varied pattern, with a significant proportion falling under the neutral category. This observation suggests the possibility of enhancing these relationships.
5. Impact on Learning: The issue of whether students who engage in social media platforms acquire superior oral communication abilities compared to their non-engaging counterparts is a subject of contention, with a substantial proportion of individuals adopting a neutral stance. This observation implies that the influence of social media on educational achievements could vary depending on individual experiences.
6. Communication with Teachers: A significant proportion of participants concurs that they communicate with their instructors beyond the confines of the classroom through the utilization of social media platforms, hence emphasizing its significance in augmenting connections between professors and students.

7. Increased Oral Communication Skills: There is a diverse range of opinions on whether social media applications allow for increased amounts of oral communication skills. Many respondents are neutral, indicating a need for further investigation into the effectiveness of social media in this context.
8. Motivation and Skill Development: There is a division among respondents regarding the extent to which social media applications serve as a source of motivation for learners and contribute to enhancing oral communication skills. While a notable proportion of individuals agree, some respondents hold neutral or disagreeing viewpoints, suggesting the existence of potential areas for enhancement in utilizing social media for motivation and skill enhancement.
9. Personal Study Experience: A considerable proportion of participants demonstrate a neutral stance toward social media platforms' influence on enhancing oral communication abilities, as indicated by their individual research experiences.
10. Additional Teaching Resource: Evidence suggests that social media applications can serve as a supplementary educational tool, as indicated by a significant proportion of respondents expressing agreement or strong agreement.

B. Implications

1. Diverse Perceptions: The findings demonstrate the various opinions regarding the importance of social media in education and skill development. Educators must consider the aspect of diversity when integrating social media into their pedagogical approaches.
2. Opportunity for Improvement: The varied opinions surrounding the influence of social media on verbal communication abilities indicate a necessity for additional investigation and the establishment of optimal methods for successfully incorporating social media into language acquisition.
3. Enhancing Teacher-Student Communication: The positive response about communicating with teachers outside the classroom via social media implies that educators can use these platforms to develop better teacher-student connections and assist students' learning needs.

C. Recommendations

Professional Development: Educators must get comprehensive training to proficiently utilize social media platforms for educational objectives, including enhancing oral communication proficiencies.
1. Research and Assessment: Educational institutions must allocate resources towards researching to evaluate social media's influence on learning outcomes, with particular emphasis on the development of oral communication abilities.
2. Promotion of Best Practices: Educational institutions must establish comprehensive standards and adopt optimal methodologies for utilizing social media platforms within the educational context to maximize the advantages they offer.
3. Encouraging Cross-Cultural Communication: Educational institutions and instructors have the potential to foster language proficiency among students by promoting the utilization of social media platforms as a means of communication with native speakers.

D. Limitations

The scope of this study was limited to a certain cohort of subjects and an educational institution. Conducting a comparable study that targets university students from different institutions and thereafter comparing the outcomes of such investigations would yield considerable academic interest. This study aimed to identify the shared oral skills requirements within the Arabic-speaking population, thus further studies could be conducted to investigate EFL learners who speak other languages as their mother tongue.

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