

# Saudi Students' Perceptions of the Influence of Social Media New Vocabulary on English Language Proficiency

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**Abstract**—This study explores the Saudi students' perspectives regarding the influence of social media on their understanding and use of English vocabulary. As social media platforms have become integral to communication, they introduce a dynamic lexicon that often diverges from traditional language norms. Through qualitative interviews and surveys, the research examines how students perceive the Impact of the New Vocabulary of social media on their Knowledge of English. It focuses on three key areas: the extent of students' exposure to social media vocabulary, its impact on their comprehension and application of standard English, and their views on the benefits and drawbacks of integrating social media language into their learning process. The findings indicate that social media significantly impacts vocabulary acquisition among Saudi students, offering both opportunities and challenges. While social media provides exposure to contemporary language and cultural expressions, it also presents challenges related to the informal nature of its vocabulary. Understanding Saudi students' perspectives on this influence can inform educational practices and support more effective language learning strategies. This study contributes to the broader discourse on language acquisition in the digital age, highlighting the need for educational strategies that bridge traditional language instruction with contemporary communication trends.

**Index Terms**—knowledge of English, language learning, language usage, Saudi students, social media

## I. INTRODUCTION

In the digital age, social media has become dominant in shaping communication practices and language use worldwide. Platforms like Twitter, Instagram, Snapchat, and TikTok transform how people interact and influence their language. This influence extends beyond native speakers of English to include non-native learners, such as Saudi learners studying English as a foreign language.

Learning English is crucial for Saudi students' academic success, career opportunities, and global communication. However, the rapid evolution of language on social media, characterized by new slang, abbreviations, and informal expressions, poses opportunities and challenges for English language learners. While these platforms offer exposure to contemporary and conversational English, there is a growing concern about whether this exposure impacts their understanding of standard English vocabulary and grammar.

Integrating social media vocabulary into everyday communication can lead to a blending of formal and informal language use, potentially affecting students' grasp of academic English and their ability to engage effectively in various contexts. Moreover, the informal nature of social media language might influence their perceptions of language norms and expectations in formal settings.

Despite social media's increasing relevance in the lives of young learners, research on its impact on language acquisition—particularly in the setting of Saudi students learning English—remains limited. This study aims to fill this gap by investigating Saudi students' perspectives on how new social media vocabulary affects their knowledge and use of English. Understanding these perspectives will afford valuable visions into the implications of digital communication trends on language learning and offer guidance for educators and policymakers in adapting teaching methods to better address these evolving linguistic influences.

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The study focuses on three key areas: the degree of students' exposure to social media vocabulary, its impact on their comprehension and application of standard English, and their views on the benefits and drawbacks of integrating social media language into their learning process. By investigating these aspects, the research seeks to participate in a better and more clear understanding of the intersection between modern digital communication and traditional language education.

#### A. *Statement of the Problem*

In recent years, social media platforms have become fundamental to daily communication, shaping how people, especially students, acquire and use language. This phenomenon is particularly relevant in the context of Saudi students learning English as a foreign language. The rise of new vocabulary and informal language trends on social media platforms may influence how these students understand and use English in academic and everyday settings. However, the impact of this evolving vocabulary on their overall knowledge and proficiency in English remains underexplored.

This study investigates Saudi students' perspectives on how the new vocabulary introduced through social media influences their English language skills. Specifically, its objective is to tackle the following issues:

1. To what extent are Saudi students exposed to and influenced by the new vocabulary of social media in their English language usage?
2. How does this exposure affect their understanding and application of standard English vocabulary and grammar?
3. What are the benefits and drawbacks of mixing social media vocabulary into their English language learning process?

By examining these aspects, the study will provide insights into the intersection between modern digital communication trends and traditional language education, offering respected information for policymakers and educators aiming to enhance English language instruction in Saudi Arabia.

#### B. *Objectives*

The study aims to:

1. Determine the extent to which Saudi students are exposed to new vocabulary from social media platforms and identify the most encountered terms and phrases.
2. Analyze how exposure to social media vocabulary influences Saudi students' understanding and application of standard English vocabulary and grammar in written and spoken forms.
3. Explore Saudi students' perspectives on the advantages and disadvantages of incorporating social media vocabulary into their English language learning, including its impact on language proficiency and communication skills.
4. Investigate how social media vocabulary affects students' engagement with English language learning and propose recommendations for educators to integrate or address these trends in their teaching strategies.
5. Provide insights and data to inform policymakers and educational institutions on adapting English language curricula and teaching methods in response to the effect of social media language trends.

## II. LITERATURE REVIEW

Social media platforms have become integral to modern communication, influencing language use and vocabulary acquisition. These platforms, such as Twitter, Instagram, and TikTok, generate new vocabulary and slang at a fast, which can impact how individuals learn and use language. Understanding how social media vocabulary affects language learning is crucial, especially for non-native English speakers exposed to these new terms in their daily digital interactions. Social media offers a unique environment for language learning, providing exposure to informal and colloquial language that often differs from traditional educational materials.

#### A. *Social Media and Language Learning Theories*

Evans (2014) characterizes social media as “Applications that operate on web platforms or personal devices, facilitating connections among users and providing access to various online resources”. Additionally, Khan et al. (2016) defined it as “a platform designed for interaction via a range of electronic and rechargeable devices—including smartphones, tablets, and computers—that enables users to share and disseminate their ideas efficiently and in a structured manner”. Zheng et al. (2018) asserted that, “Social media platforms can significantly augment collaborative knowledge construction and writing processes by facilitating group research initiatives”. By integrating real-time communication tools and shared digital workspaces, these platforms enable teams to engage in dynamic discussions, share resources seamlessly, and generate insights collaboratively. This collective approach fosters a richer understanding of research topics and enhances written output quality. Furthermore, social media enable cross-cultural understanding, which enhances learners' understanding of differences in values, communication styles, and customs. Zheng et al. (2018) recommended that “educators adapt their roles to support and instruct learners based on their level of independence, alternating between facilitation and direct instruction as needed”. Ansari and Khan (2020) stated that “social media encourages innovation, educational resources, editing, and sharing texts, films, and audio”. Kelm (2011) thinks that “Learners across various age groups now can access platforms such as Facebook, Twitter, WhatsApp, and Telegram, thereby unconsciously navigating their educational journeys. This phenomenon reflects the integration of social constructivism—a contemporary learning theory—with advanced technologies and principles of business communication pedagogy”. Mpungose (2020) stated “From a constructivist perspective, learning transpires in authentic contexts where learners engage socially with peers

who possess similar values and cultural frameworks. In this environment, students exercise autonomy, actively participate, and experience the freedom essential for meaningful learning". Wannas and Hassan (2023) claimed that "Social Media Platforms offer several advantages for acquiring general English competencies. These elements can also be utilized to teach ESP. They include language and information repetition, interaction and collaboration, connectivity, autonomy, contextuality and authenticity, attractiveness and openness, information storage, a wide range of resources, and unrestricted accessibility". Mondahl and Razmerita (2014) assert that "Mastery of a foreign language is significantly contingent upon social interactions, which are, in turn, shaped by an individual's understanding of the local communicative practices and cultural contexts".

Alshaye et al. (2024) highlight, "Various theoretical frameworks elucidate the impact of social media and technology on human behavior and learning processes. Notably, they reference the constructivist theory of learning and activity theory as significant paradigms that explore these influences". Ivanovska (2022) suggests that "The constructivist learning theory elucidates the learning process as inherently inductive, interactive, and collaborative. This perspective emphasizes that knowledge is not merely absorbed but constructed through active engagement and interaction among learners, highlighting the importance of social context and collaborative constructs in acquiring understanding". Vygotsky (1978) posits that "Learning is an active process wherein students build new concepts upon their pre-existing knowledge. This constructivist perspective emphasizes that knowledge is not merely acquired passively but emerges through the interplay between established cognitive frameworks and novel experiences. Furthermore, Vygotsky highlights the crucial role of social interaction in this process, suggesting that collaborative engagement within one's environment facilitates the transformation and expansion of knowledge structures". Currently, constructivist methodologies are consistently being applied through technology and social media. Integrating social media in education allows educators to adeptly implement the constructivist learning theory. Mpungose (2020) stated "From a constructivist perspective, learning is contextually situated in real-world environments, facilitating social interactions among students who share similar values and cultural frameworks. In this framework, learners are empowered to exercise autonomy and engage actively in the learning process, thereby fostering deeper involvement and personal investment in their educational experiences". Mondahl and Razmerita (2014) emphasize that "Acquiring a foreign language is significantly contingent upon social interactions. These interactions are, in turn, shaped by an individual's understanding of the local communication norms and cultural contexts". Flynn et al. (2015) posited that "Social media serves as a collaborative platform that facilitates learner interaction, promotes peer-to-peer learning, and extends educational engagement beyond traditional classroom settings".

Engeström (2001) mentioned that:

Activity theory, with its roots in educational settings and social interaction, focuses on activity systems. This framework emphasizes the interplay between individual cognition and the broader social context by examining the learner's historical background, motivations, and the mediating influence of artifacts—such as language and tools—within a community. The theory seeks to provide a comprehensive understanding of how these elements synergistically impact learning processes. In the latest analysis framework, the activity is delineated as a system comprising six interconnected components: The subject, the object, the tool, the rules, the community, and the division of labor among the subject and the community in eventuating the activity.

Lee et al. (2021) "Applied activity theory to investigate technology-enhanced learning activities. Their research examined university students' engagement with mobile applications through the lens of activity theory, emphasizing the dynamics of student interactions, the utilization of smart devices, and the evolving nature of learning processes. The findings revealed a significant correlation between students' actions and learning activities and the six constituent elements of activity theory, highlighting the intricate relationships that underpin technology-mediated educational experiences". Siemens (2005) posits that "Connectivism, a prominent learning theory, emphasizes the critical role of interaction and networking in the learning process". It suggests that knowledge is distributed across a network of connections thereby positioning social engagements and technological interfaces as essential elements in knowledge acquisition and generation.

Alshaye et al. (2024) emphasized that:

Technology applications facilitate a collaborative learning environment where students interact with diverse materials. This exposure broadens their knowledge base and enhances their analytical and decision-making skills. Heutagogy positions the learner at the center of the educational experience, and in this context, social media serves as a potent enabler. It provides a dynamic platform for learners to access information, develop skills, share insights, and engage in collaborative efforts. However, the existing literature on the interplay between social media and heutagogy is sparse, highlighting a critical gap that warrants further research.

### *B. The Influence of Social Media Vocabulary*

The influence of social media vocabulary on English language learning has been a subject of interest in several studies. For example, Nation and Chung (2009) "Categorized vocabulary into four distinct types to effectively differentiate necessary vocabulary for educational purposes and enhance the focus of vocabulary instruction and assessment. The categories include: 1) high-frequency words that facilitate everyday communication; 2) academic vocabulary essential for secondary and tertiary education contexts, particularly in writing and verbal interactions; 3) technical terminology specific to specialized fields; and 4) low-frequency words that are less commonly encountered. This classification aids in strategizing vocabulary acquisition and teaching methodologies". Schmitt and Schmitt (2020) delineate "General and

Academic vocabulary. They characterize general vocabulary as versatile, applicable across many contexts and subjects, and noted for its high frequency in both spoken and written forms of English. Conversely, academic vocabulary is specifically employed within academic discourse; it is not restricted to particular disciplines but is designed to enhance precision in scholarly texts and verbal communication”.

Morgan and Rinvoluceri (2004) assert, “Vocabulary acquisition is fundamentally a dynamic process shaped by the interactions among learners”. Nation and Chung (2009) defined two primary modalities for vocabulary acquisition:

Meaning-focused input and language-focused learning. Meaning-focused input occurs implicitly through exposure to comprehensible material via listening and reading, emphasizing the importance of extensive reading programs that engage students with varied and interesting texts. In contrast, language-focused vocabulary learning is a more deliberate process, achieved through targeted language learning strategies, and can be augmented by computer-assisted learning methods. This dual approach highlights the complementary roles of implicit exposure and explicit instruction in effective vocabulary development.

Schmitt (2007) posits that “Vocabulary acquisition is an incremental process, whereby learners may not fully grasp all dimensions of a word at once; however, an understanding of certain aspects can suffice for appropriate word usage”. Tomas and Dulin (2021) further explain that “The breadth and depth of vocabulary knowledge are augmented through consistent linguistic exposure over time. They highlight the role of prevalent social networking platforms, which simultaneously enhance and detract from learners' writing competencies”. Zainal and Rahmat (2020) contend that “Social media facilitates exposure to contemporary word usages within authentic contexts, contributing significantly to language learning”. Moreover, Tomas and Dulin (2021) note that “Diverse content—ranging from news and arguments to personal opinions—is disseminated through these channels, serving as a valuable pedagogical tool that promotes creative and critical thinking alongside the transfer of knowledge and skills”. Zainal and Rahmat (2020) also indicate that “Social media has given rise to an array of slang and jargon (e.g., ROFL, BTW, TYL), which are proliferous adopted by users, further reflecting the evolving nature of language in digital communication”.

Monica-Ariana and Anamaria-Mirabela (2014) assert, “In today's world, social media has become an integral component of human activity. The primary function of its various platforms is to fulfill two fundamental human needs: the establishment of new interpersonal connections and the reinforcement of existing relationships”. From a linguistic viewpoint, Monica-Ariana and Anamaria-Mirabela (2014) assert that “The impact of social media is evident in the emergence of new lexicon items such as newsfeed, viral, hashtag, and wiki. This phenomenon has led to the integration of contemporary colloquialisms into established lexicons, with reputable dictionaries like the Oxford Dictionary now recognizing terms such as derp, selfie, phablet, and emoji. These additions reflect the rapid evolution of language influenced by the dynamic interplay of cultural shifts and technological advancements in communication”.

The literature indicates that social media has a significant impact on vocabulary acquisition among students, offering both opportunities and challenges. While social media provides exposure to contemporary language and cultural expressions, it also presents challenges related to the informal nature of its vocabulary. Understanding the students' perspectives on this influence can inform educational practices and support more effective language learning strategies. Further research is needed to explore how social media vocabulary impacts formal language skills and to develop best practices for integrating this new vocabulary into educational contexts.

### III. METHODOLOGY

The study uses a mixed-methods approach to systematically explore Saudi students' perspectives on the influence of new vocabulary from social media on their English language knowledge. This methodology will integrate quantitative and qualitative research methods to provide a well-rounded understanding of the issue.

#### a) *Hypotheses:*

Concerning the research on Saudi students' perspectives regarding the influence of new vocabulary from social media on their knowledge of English the researchers assume the following:

1. Saudi students feel that exposure to social media vocabulary enhances their overall engagement with the English language, leading to increased motivation to learn.
2. Students believe that exposure to social media vocabulary contributes positively to their vocabulary acquisition and understanding of contemporary English usage.
3. Students express concerns that reliance on social media vocabulary may lead to difficulties in distinguishing between informal and formal English, potentially impacting their proficiency in academic or professional contexts.

#### b) *Research Design*

The study used a descriptive research design, combining survey and interview techniques to gather data on students' exposure to social media vocabulary and its effects on their English language skills.

#### c) *Participants*

The study targets Saudi students currently enrolled in English language courses at various university levels within Saudi Arabia. A random sampling technique is used to ensure a representative sample across different stages. 50 students were surveyed to ensure statistical significance.

#### d) *Instrument*

A structured questionnaire was developed to quantify students' exposure to social media vocabulary and its perceived impact on their English proficiency. The survey includes demographic questions, exposure assessment, impact evaluation, and perceived benefits and drawbacks.

IV. DATA ANALYSIS AND DISCUSSION

The questionnaire was mainly designed to investigate Saudi students' perspectives on the influence of new vocabulary from social media on their English language knowledge. Survey responses were analyzed using statistical methods, like descriptive statistics to summarize exposure levels and impact. Open-ended questions were analyzed using thematic analysis to discover shared ideas and patterns related to students' experiences and perspectives.

A. Demographic Information

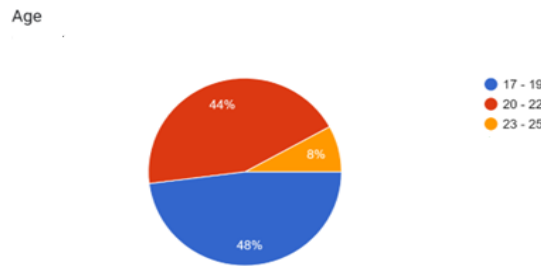


Chart 1. The Sample Distribution According to Age Variable

As seen from the pie chart above, the study percentages are: (48%) for the 17-19 years old category, (8%) for the 23-25 years old, and (44%) for the 20-22 years old category which means that the total number of the study sample composed (100%).

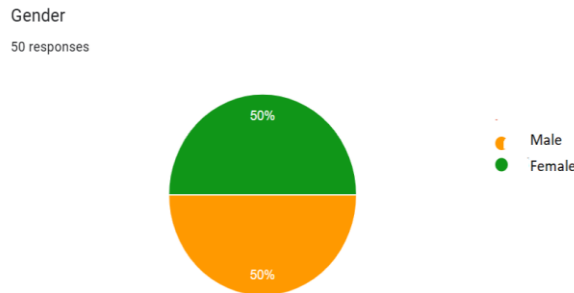


Chart 2. The Sample Distribution According to Gender Variable

As seen from the above chart, the male participants composed (50%) while the female participants composed (50%) of the total sample of the study 100%.

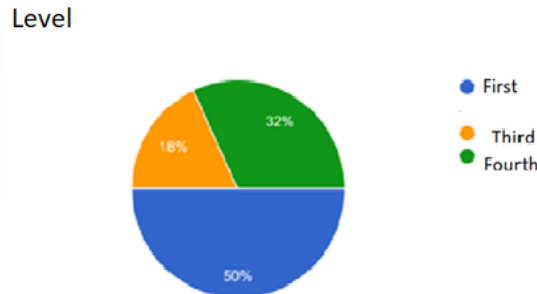


Chart 3. The Sample Distribution According to the Level Variable

As seen from the above chart, the study percentages are (50%) for first-year students, (32%) for fourth-year students and (18%) for third-year students.

Frequency of social media use

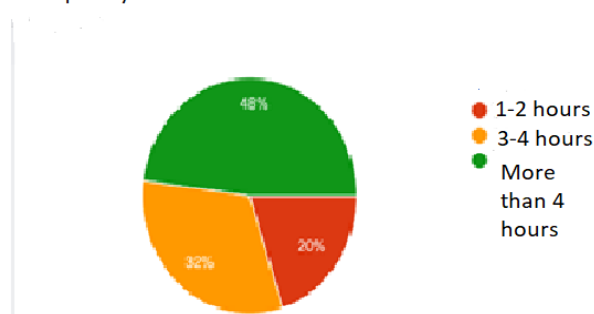


Chart 4. The Sample Distribution According to the Variable of the Frequency of Using Social Media

As seen from the above chart, the study percentages are: (48%) for using social media more than 4 hours daily, (32%) for using social media between 3-4 hours daily, while (20%) of the sample of the study use social media between an hour and two hours daily.

### B. Exposure to Social Media Vocabulary

TABLE 1  
THE STANDARD DEVIATION, MEAN, AND CHI-SQUARE VALUES FOR SECTION (2) OF THE QUESTIONNAIRE

No.	Statements	mean	SD	Chi square	p-value
5	Which social media platforms do you use regularly?	2.4	0.5	28	0.010
6	How often do you encounter new English vocabulary (slang, abbreviations, etc.) on social media?	2.5	3.8	15	0.006
7	What types of new vocabulary do you encounter most often?	2.8	1.7	12	0.000

Based on the table provided above, the calculated chi-square value for assessing the implication of differences in responses to section two questions exceeds the tabulated chi-square value at 4 degrees of freedom and a 5% significance level. This indicates statistically significant differences at the 5% level among the respondents' answers, which confirmed the first hypothesis of the study. Besides, the frequencies and percentages of the responses support the confirmation of the study's first hypothesis. Specifically, Saudi students perceive that their exposure to social media vocabulary improves their overall engagement with the English language, consequently increasing their motivation to learn.

### C. Impact on Understanding and Use of English

TABLE 2  
THE STANDARD DEVIATION, MEAN, AND CHI-SQUARE VALUES FOR SECTION (3) OF THE QUESTIONNAIRE

8	To what extent do you feel that exposure to social media vocabulary has influenced your understanding of standard English vocabulary?	2.5	1.4	17
9	In what ways has social media vocabulary affected your use of standard English grammar?	2.7	2.6	15
10	How confident are you in distinguishing between social media language and formal English in academic settings?	2.8	0.8	20

The calculated chi-square value for the implication of the differences in respondents' responses in section (3) is greater than the tabulated chi-square value at 4 degrees of freedom and a significance level of 5%. This shows that there are statistically significant differences at the 5% level among the respondents' answers, which confirmed the study's second hypothesis. The data shows that the responses' frequencies and percentages confirm the study's second hypothesis. Specifically, the results indicate that students perceive exposure to social media vocabulary as a positive contributor to their vocabulary acquisition and comprehension of contemporary English usage.

### D. Perceived Benefits and Drawbacks

TABLE 3  
THE STANDARD DEVIATION, MEAN, AND CHI-SQUARE VALUES FOR SECTION (4) OF THE QUESTIONNAIRE

11	What benefits do you see in learning new vocabulary from social media?	3.6	.80	22	0.023
12	What drawbacks or challenges do you experience due to social media vocabulary?	3.3	.70	23	0.006
13	Would you describe the overall impact of social media vocabulary on your English language learning process?	3.3	.70	23	0.006

The calculated chi-square value for the significance of the differences in respondents' responses in section (4) is greater than the tabulated chi-square value at 4 degrees of freedom and a significance level of 5%. This shows statistically

significant differences at the 5% level among the respondents' answers, which confirmed the third hypothesis of the study. The data indicates that the frequencies and percentages of the responses support the third hypothesis of the study. In particular, students have voiced apprehensions regarding the potential challenges of differentiating between informal and formal English due to their reliance on social media vocabulary. This issue can potentially affect their competence in academic or professional settings.

#### E. Opinions and Recommendations

TABLE 4  
THE MEAN AND STANDARD DEVIATION AND CHI-SQUARE VALUES FOR SECTION (5) OF THE QUESTIONNAIRE

14	Do you believe that educators should incorporate social media vocabulary into English language instruction?	2.5	3.8	15	0.006
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Based on the data presented in the table above, it is clear that the calculated chi-square value for assessing the significance of variations in respondents' responses to question 14 exceeds the tabulated chi-square value at 4 degrees of freedom and a 5% significance level. The data shows that there are statistically significant differences among the responses of the participants in the study at a 5% significance level.

In response to the question about integrating social media vocabulary into English language instruction, 48% of the respondents expressed support, citing its reflection on current language trends. 20% opposed the idea, expressing concerns about its potential hindrance to formal language learning. 22% were in favor of the incorporation with careful consideration, while 10% remained unsure. These frequencies and percentages confirm the study's second hypothesis. Specifically, the results indicate that students perceive exposure to social media vocabulary as a positive contributor to their vocabulary acquisition and comprehension of contemporary English usage with some concerns.

#### F. Questions 15 and 16

15. What recommendations would you give educators regarding integrating social media vocabulary into English language curricula?

16. Do you have additional comments or experiences regarding social media vocabulary and English language learning?

The respondents' answers to the above questions reveal that most have provided positive additions to this study. They are interested in the topic of the impact of new vocabulary from social media on their English language knowledge as some of them approached the aims of the role social media plays in increasing the student's vocabulary as Zheng et al. (2018) remarked that "Social media platforms serve as potent tools for facilitating collaborative knowledge creation and writing, particularly through the execution of group research projects. and promotes intercultural communication that raises learners' awareness concerning the differences in values, discourses, and practices". This means that these platforms enable real-time communication, easy sharing of resources, and the integration of diverse expertise, which can significantly enhance the research process and output quality.

Some students indicate that incorporating frequently used words into daily life and practice is essential in teaching English vocabulary. Hence, they are aware of the significant role of social media in increasing vocabulary knowledge, and some even narrated their own positive experiences regarding social media vocabulary and English language learning.

Interviewed students argued that teachers should incorporate new teaching methods to enhance vocabulary skills, as university students experience difficulties when speaking English. Zheng et al. (2018) emphasized that "Educators must adopt a flexible approach, oscillating between facilitative and didactic methodologies in response to the varying levels of learner autonomy".

All participants believe that social media improved their language skills as it has a positive impact on learners' language progress and that teachers should encourage them to participate and write English posts to enable them to use vocabulary appropriately; they suggest a set of activities to enhance their vocabulary skills either in class or at home, thus using these activities will enable them to improve their performance in vocabulary knowledge, the same claim has been proposed by Zainal and Rahmat (2020) who have "suggested that social media exposes learners to current and authentic language use in real-life situations." In addition, interviewees suggested different activities and strategies to face these difficulties and make vocabulary more enjoyable and successful for students since they see teaching this skill as challenging. Based on these findings we can conclude that the hypotheses of this study are verified.

## V. CONCLUSION AND RECOMMENDATIONS

### A. Conclusion

The investigation into the perspectives of Saudi students regarding the influence of social media vocabulary on their English language proficiency reveals a nuanced interplay of advantages and obstacles. While social media provides valuable exposure to language and informal learning opportunities, it also introduces a plethora of new terminologies and linguistic structures that may lead to confusion and impede formal language acquisition. Students demonstrate a heightened awareness of the evolving nature of language due to social media, acknowledging its impact on both their communicative skills and their grasp of cultural subtleties. Nevertheless, educators clearly need to bridge the divide between informal and formal language usage, ensuring that students can adeptly navigate both domains. By promoting a

balanced approach that integrates the dynamic vocabulary of social media into structured learning environments, educators can enrich language proficiency and equip students for real-world communication. Ultimately, this study underscores the imperative for continuous research and adaptable teaching methodologies that reflect the rapidly changing linguistic landscape shaped by digital interactions.

### B. Summary of Findings

The analysis and discussion of the data indicated that:

- Social media significantly impacts vocabulary acquisition among Saudi students, offering opportunities and challenges.
- While social media provides exposure to contemporary language and cultural expressions, it also presents challenges related to the informal nature of its vocabulary. Understanding Saudi students' perspectives on this influence can inform educational practices and support more effective language learning strategies.
- The exposure to social media vocabulary enhances the students' overall engagement with the English language, leading to increased motivation to learn.
- The exposure to social media vocabulary contributes positively to the student's vocabulary acquisition and understanding of contemporary English usage.
- The reliance on social media vocabulary may lead to difficulties in distinguishing between informal and formal English, potentially impacting their proficiency in academic or professional contexts.

### C. Recommendations

Depending on the above results the researchers would like to recommend the following:

- Further research is needed to explore how social media vocabulary impacts formal language skills and to develop best practices for integrating this new vocabulary into educational contexts.
- Educators might consider incorporating social media examples into English language curricula to bridge the gap between informal and formal language use.
- The influence of social media on vocabulary acquisition suggests a need for educational strategies that integrate social media content while addressing its limitations. Additionally, distinguishing between informal and formal language can help students navigate the complexities of English vocabulary more effectively.

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