

Exploring University Students' Perspectives on Acquiring General English Vocabulary Through Social Media Platforms

Elsadig Hussein Fadlalla Ali*

Applied College (Tanumah), King Khalid University, Saudi Arabia

Saima Usmani

Applied College (Tanumah), King Khalid University, Saudi Arabia

Fawzi Eltayeb Yousuf Ahmed

Applied College (Tanumah), King Khalid University, Saudi Arabia

Musadhique Kottaparamban

Applied College (Tanumah), King Khalid University, Saudi Arabia

Mahmooda Kousar

King Khalid University, Saudi Arabia

Shumaila Yasmeen

Bisha University, Saudi Arabia

Abstract—This research investigates how university students perceive learning general English vocabulary using social media. With the rapid shift in the social and educational landscapes towards the seamless use of social media and its expanding role as an educational tool, its importance as an informal, interactive vocabulary acquisition tool continues to grow. The research investigates how students perceive social media as an additional resource for learning English vocabulary, focusing on Instagram, Twitter, and YouTube. The study employs an attitude research framework, using surveys and interviews, and focuses on the educational use of these platforms, the types of content, and the purported enhancement of English language abilities. The results indicate that most university students believe social media platforms assist with learning general English vocabulary. In addition, social media platforms offer informal, interactive, multimodal, and context-rich opportunities to learn vocabulary by engaging with posts, videos, voice notes, comments, and other users. The research emphasizes the use of social media as an educational tool to foster vocabulary acquisition, outlining ways to use it to facilitate language learning.

Index Terms—digital learning, social media, social media impact, social media platforms, student attitudes

I. INTRODUCTION

Since its introduction, social media has helped promote the ease of staying in touch and the way education is consumed. Students with available Instagram, Twitter, Facebook, and TikTok accounts are studying the usefulness of these networks as sources of learning, focusing on the acquisition of vocabulary for learners lacking English as a Second Language. Most of the students at the university who use social media most are sponge engagers, intercepting wide streams of English with ease, socializing and interacting with media and online forums. Having said that, there is no concrete agreement on the facilitative role that social media plays in the vocabulary acquisition of English as a Foreign Language. To some learners of English, interactions with English articles, posts, and videos are not dreadful but rather a constructive part of the process because they are social. Other learners seem puzzled by the incorrect, informal English used by social media users.

The increasing prevalence of social media in students' daily lives has transformed how information is consumed and learned, particularly in language acquisition. This study investigates how university students perceive the effectiveness of learning General English vocabulary through social media platforms. Despite the growing body of literature on technology-enhanced language learning, empirical research on students' attitudes, motivations, and challenges in vocabulary acquisition via social media remains limited. Understanding these perceptions is crucial for educators and curriculum developers to harness the potential of social media as a tool for language learning and address any

* Corresponding Author. Email: alsadighssn@yahoo.com; <https://orcid.org/0000-0002-2002-0290>

misconceptions or barriers students may face. This research seeks to explore these perceptions, identify best practices, and provide recommendations for integrating social media into English language instruction. Besides, it aims to investigate how university students perceive social media as a tool for learning general English vocabulary. It analyzes the pros and cons of social media use in language teaching and learning. Furthermore, it aims to analyze university students' perceptions of the indirect sociological and psychological impacts of social media on vocabulary learning, and to identify the challenges in acquiring vocabulary through social media platforms.

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 rapidly, which can affect how individuals learn and use language (Ali et al., 2025, p. 453). 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. According to Usmani et al. (2025), the documented shift in social media language is a conclusive example of how technology has influenced language change.

The integration of English vocabulary learning on social media is gaining increasing academic interest in higher education. Platforms such as Instagram, YouTube, Facebook, TikTok, QQ, and WeChat are resourceful in promoting vocabulary learning and provide genuine, multimedia, and immersive language environments (Song & Xiong, 2023; Sánchez, 2025). These platforms, pedagogically and instructionally centered, provide exposure to vernacular and informal registers that learners are often deprived of in classroom settings, thus encouraging incidental and contextual vocabulary learning (Sánchez, 2025; Jiang et al., 2025). Research indicates that university students hold a favorable attitude toward social media use for vocabulary learning, mainly due to the interactivity and immersive elements of the platforms (Abbas et al., 2018; Alm, 2021). More than 70% of respondents in recent surveys have attributed social media as the key factor in vocabulary acquisition and pronunciation improvement, due to exposure to native speakers and content creators (Abbas et al., 2018; Jiang et al., 2025). The creation of content, including posts, comments, and participation in various discussions, further enhances retention and provides learners with a sense of autonomy (Sánchez, 2025; Dashti & Abdulsalam, 2025).

Research comparing the focus of apps and generalized social media platforms shows that learning apps like Baicizhan achieve higher vocabulary retention than social media apps like QQ and WeChat. Also, social media extends vocabulary learning even beyond classroom settings, as users have reported increases in learning even independent of class structures (Song & Xiong, 2023). Specific multimedia content, including videos with text and social media hashtags, improved retention of verbs and adjectives among university learners (Song & Xiong, 2023; Jiang et al., 2025). As social media is used more frequently, the motivational impact increases, as learners appreciate English content more and have raised confidence in their abilities (Gelacio Tardaguila, 2024). In addition, social media platforms offer language exchange and communities, and learners have reported greater willingness to communicate, using specific, authentic contexts, and less anxiety about communication. Some research has also reported downsides, such as social media distracting learners, and there is a need to practice more sustained and concentrated learning (Song & Xiong, 2023).

To conclude, the existing literature emphasizes the role of social media in enhancing university lecturers' general English vocabulary through the motivation, authentic resources, and interaction these platforms provide (Abbas et al., 2018; Song & Xiong, 2023; Sanchez, 2025). More research is warranted on how to optimize the affordances of these platforms whilst ensuring that the challenges of cognitive load and learner attention focus are managed. This research examines students' perceptions through their attitudes, motivation, and self-assessments of the use of social media to improve English language learning.

III. METHODOLOGY

This research employs quantitative strategies to explore university students' perceptions regarding learning General English vocabulary on social media. A total of 71 students from different fields were recruited for the study to ensure variety. Participants were identified through stratified random sampling to ensure representation across different disciplines, academic levels, and demographic categories, including age and gender. The research adopts a structured questionnaire comprising only closed-ended questions. The survey was conducted electronically through Google Forms. Participants were informed about the aims of the study and the optional nature of their participation. The collected data were analyzed using statistical analysis software (SPSS). By following these procedures the researchers assume that: social media has a significant direct impact on vocabulary learning and acquisition among university students; university students perceive the sociological and psychological impacts of using social media as influential factors in their language learning process; vocabulary learning from social media platforms exhibits distinct characteristics, including informal learning, peer interaction, and multimodal engagement; and that there are limitations to learning vocabulary from social media, including issues related to accuracy, context, and depth of understanding.

IV. DATA ANALYSIS

A. Demographic Information

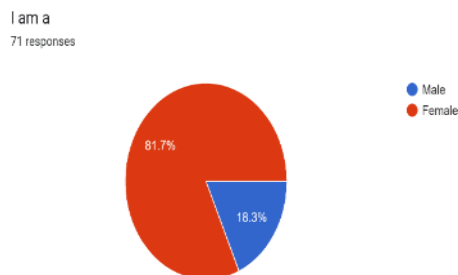


Figure 1. Gender

From Figure 1, the completed sample data shows that the ratio of female students (81.7%) exceeds that of male students (18.3%). The sample population has more female students than male students.

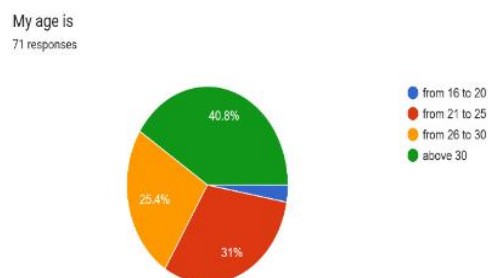


Figure 2. Age

Figure 2 above shows the age distribution among 71 respondents. It shows that most respondents (40.8%) are above 30 years old. This suggests that a significant portion of students might be mature or non-traditional students, possibly balancing studies with work or other responsibilities. Those aged 21 to 25 years make up 31% of respondents. Students aged 26 to 30 years account for 25.4%. The smallest group is those aged 16 to 20, who make up only 2.8%. The age distribution leans toward older students, with more than two-thirds over 25. This could affect the research context, as older students have different perspectives, experiences, or responsibilities than younger students.

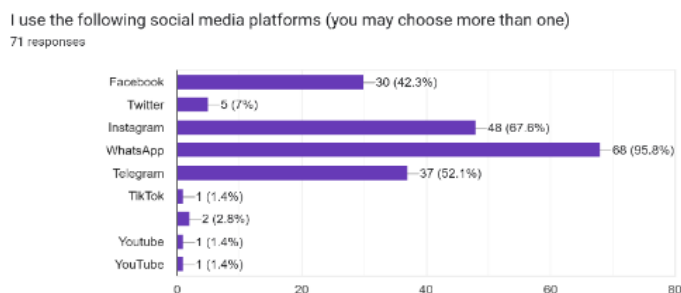


Figure 3. Exposure to Social Media

Figure 3 above shows the platforms used and the number of users on each platform. From the figure, we find that the most Popular Platform is WhatsApp (95.8%). Nearly all respondents use WhatsApp. This indicates that WhatsApp is the dominant platform in this group, likely used for communication and for informal learning or vocabulary sharing. Instagram (67.6%) and Telegram (52.1%), indicating that Instagram is popular among two-thirds of respondents, which aligns well with visual and interactive vocabulary-learning styles. While Telegram, with over half the users, might be popular for its group/chat functions, which could facilitate language learning. Facebook (42.3%), which is less than half, might reflect a shift away from this platform in this demographic or region. Twitter (7%), TikTok (1.4%), and YouTube (about 3% total); these platforms are much less commonly used among respondents.

B. Direct Acquisition or Learning

TABLE 1

I OCCASIONALLY ENHANCE MY ENGLISH VOCABULARY BY ANALYZING POSTS AND COMMENTS ON SOCIAL MEDIA PLATFORMS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	0	3	7	48	13	71
Percent	0	4.2	9.9	67.6	18.3	100.0
Cumulative Percent	0	4.2	14.1	81.7	100	

Table 1 presents participants' responses regarding the frequency with which they enhance their English vocabulary by analyzing posts and comments on social media platforms. The data reveal that most respondents (86%) agreed or strongly agreed with the statement, suggesting that social media serves as a meaningful source for secondary vocabulary acquisition. 67.6% of participants agreed, while 18.3% strongly agreed. Only a small proportion of participants disagreed (4.2%) or remained neutral (9.9%), underscoring agreement about the educational potential of social media content.

TABLE 2

I OCCASIONALLY ENHANCE MY ENGLISH LEXICON BY ENGAGING WITH AUDIO NOTES DISSEMINATED THROUGH SOCIAL MEDIA PLATFORMS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	4	10	17	33	7	71
Percent	5.6	14.1	23.9	46.5	9.9	100.0
Cumulative Percent	5.6	19.7	43.7	90.1	100	

Table 2 illustrates participants' responses concerning the frequency of learning English vocabulary through voice notes on social media platforms. The data show a more varied distribution of opinions than in Table 1, with 56.4% of respondents expressing agreement or strong agreement that they occasionally acquire vocabulary from audio notes. Specifically, 46.5% of participants agreed, and 9.9% strongly agreed with this statement. Conversely, 19.7% of respondents disagreed or strongly disagreed, indicating some skepticism or less frequent engagement with this medium for vocabulary learning. Additionally, a notable 23.9% maintained a neutral stance.

TABLE 3

I OCCASIONALLY ENHANCE MY ENGLISH VOCABULARY BY ENGAGING WITH MULTIMEDIA CONTENT ON SOCIAL MEDIA PLATFORMS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	5	6	43	16	71
Percent	1.4	7	8.5	60.6	22.5	100.0
Cumulative Percent	1.4	8.5	16.9	77.5	100	

Table 3 reports participants' responses regarding the frequency of learning English vocabulary through watching videos on social media platforms. The results indicate a strong positive inclination towards this mode of vocabulary acquisition. A total of 83.1% of respondents (60.6% +22.5%) agreed that they occasionally learn vocabulary by engaging with multimedia content on social media. This majority demonstrates the effectiveness and popularity of video content as a tool for incidental language learning. Only a small fraction of participants expressed disagreement: 1.4% strongly disagreed, and 7.0% disagreed, while 8.5% remained neutral. This low rate of disagreement further reinforces the perception of videos as a valuable resource for vocabulary enrichment.

TABLE 4

SOCIAL MEDIA OFTEN MOTIVATES ME TO INVESTIGATE AND COMPREHEND THE MEANINGS OF CERTAIN TERMS TO ENSURE THEIR APPROPRIATE USAGE IN VARIOUS CONTEXTS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	0	5	45	20	71
Percent	1.4	0	7	63.4	28.2	100.0
Cumulative Percent	1.4	0	8.5	71.8	100	

Table 4 presents data on the extent to which social media motivates participants to seek out and understand the meanings of unfamiliar English words so they can use them accurately. The findings reveal a strong motivational effect of social media on vocabulary learning. A combined total of 91.6% of respondents either agreed (63.4%) or strongly agreed (28.2%) that social media drives them to investigate word meanings, highlighting its role as a catalyst for active vocabulary acquisition and comprehension. Only 1.4% of participants strongly disagreed, and 7.0% remained neutral, indicating minimal resistance to this motivational effect.

TABLE 5

SOCIAL MEDIA OFTEN MOTIVATES ME TO ASCERTAIN THE GRAMMATICAL CATEGORIES (E.G., NOUNS, ADJECTIVES, ADVERBS) OF CERTAIN WORDS TO UTILIZE THEM ACCURATELY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	2	10	16	33	10	71
Percent	2.8	14.1	22.5	46.5	14.1	100.0
Cumulative Percent	2.8	16.9	39.4	85.9	100	

Table 5 presents participants' responses regarding the extent to which social media motivates them to determine the grammatical form (such as nouns, adjectives, or adverbs) of certain English words for correct usage. The data indicate a generally positive but somewhat varied attitude toward this aspect of vocabulary learning. A majority (60.6%) of respondents agreed (46.5%) or strongly agreed (14.1%) that social media encourages them to investigate word forms. However, a notable minority expressed hesitation or disagreement: 2.8% strongly disagreed, 14.1% disagreed, and 22.5% remained neutral.

TABLE 6
SOCIAL MEDIA OFTEN MOTIVATES ME TO ENHANCE MY PHONETIC KNOWLEDGE, PARTICULARLY IN MASTERING THE CORRECT PRONUNCIATION OF VARIOUS TERMS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	3	5	43	19	71
Percent	1.4	4.2	7	60.6	26.8	100.0
Cumulative Percent	1.4	5.6	12.7	73.2	100	

Table 6 displays participants' perceptions of how social media motivates them to improve their pronunciation skills for correct verbal use of English words. The data show a strong positive association between social media use and phonetic knowledge. A total of 87.4% of respondents (60.6% + 26.8%) agreed that social media encourages them to learn correct pronunciation. This overwhelming majority highlights the importance of social media platforms as resources for auditory learning and phonetic reinforcement. Only a small fraction of participants disagreed (4.2%), strongly disagreed (1.4%), or were neutral (7.0%), indicating that pronunciation learning through social media is widely recognized among participants as a beneficial practice.

TABLE 7
I OFTEN INCORPORATE TERMINOLOGY DERIVED FROM SOCIAL MEDIA WHEN DRAFTING POSTS, COMPOSING COMMENTS, OR RECORDING VOICE MESSAGES

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	2	3	7	41	18	71
Percent	2.8	4.2	9.9	57.7	25.4	100.0
Cumulative Percent	2.8	7	16.9	74.6	100	

Table 7 examines participants' use of vocabulary acquired from social media in their own language production, including posts, comments, and voice notes. The data reveal that most participants actively incorporate social media-derived vocabulary into their expressive practices. Specifically, 83.1% of respondents agreed or strongly agreed that they sometimes use vocabulary learned from social media in their own digital communications. This point suggests that social media promotes active application and integration of new lexical items. A smaller proportion of participants disagreed (4.2%) or strongly disagreed (2.8%), while 9.9% remained neutral. These figures highlight the influence of social media on improving communicative competence and vocabulary use in real-life contexts.

C. Psychological and Sociological Impact

TABLE 8
UTILIZING AND MASTERING VOCABULARY WITHIN SOCIAL MEDIA CONTEXTS TYPICALLY STRENGTHENS MY SELF-EFFICACY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	2	18	34	16	71
Percent	1.4	2.8	25.4	47.9	22.5	100.0
Cumulative Percent	1.4	4.2	29.6	77.5	100	

Table 8 examines participants' perceptions of how utilizing and mastering vocabulary within social media contexts typically strengthens their self-efficacy. The data indicate that social media has a notably positive psychological impact in this regard. A total of 70.4% of respondents (47.9% + 22.5%) agreed that engaging with vocabulary on social media platforms strengthens their self-efficacy, suggesting that active use and mastery of vocabulary in social contexts boost learners' self-efficacy and willingness to participate. Meanwhile, 25.4% of participants maintained a neutral stance, and a small minority disagreed (2.8%) or strongly disagreed (1.4%). The predominance of agreement highlights social media's role not only as a learning tool but also as a confidence-building environment.

TABLE 9
UTILIZING AND DEPLOYING VOCABULARY WITHIN SOCIAL MEDIA PLATFORMS OFTEN ENHANCES MY SELF-PERCEPTION AND CONFIDENCE LEVELS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	3	19	33	15	71
Percent	1.4	4.2	26.8	46.5	21.1	100.0
Cumulative Percent	1.4	5.6	32.4	78.9	100	

Table 9 explores participants' perceptions of how using and deploying vocabulary on social media platforms often enhances their self-perception and confidence. The data reveal a predominantly positive impact on learners' self-perception and confidence. A combined 67.6% of respondents agreed (46.5%) or strongly agreed (21.1%) that engaging with vocabulary on social media enhances their self-esteem; this demonstrates that social media platforms serve as

valuable contexts for reinforcing positive self-views linked to language learning progress. A notable portion of participants (26.8%) expressed neutrality, suggesting varied individual experiences or cautious attitudes toward the effect of social media on self-perception. Only a small minority of participants disagreed (4.2%) or strongly disagreed (1.4%).

TABLE 10
UTILIZING VOCABULARY WITHIN SOCIAL MEDIA CONTEXTS CAN ENHANCE MY CRITICAL THINKING SKILLS THROUGH THE PROCESS OF DISCERNING APPROPRIATE VERSUS INAPPROPRIATE WORD USAGE

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	2	1	17	43	8	71
Percent	2.8	1.4	23.9	60.6	11.3	100.0
Cumulative Percent	2.8	4.2	28.2	88.7	100	

Table 10 investigates participants' perceptions of how utilizing vocabulary within social media contexts can enhance their critical thinking skills. The data suggest a substantial positive impact in this domain. A combined 71.9% of respondents agreed (60.6%) or strongly agreed (11.3%) that engaging with vocabulary on social media enhances their ability to evaluate the correctness of word usage critically. This reflective practice indicates that social media encourages learners to go beyond passive reception, promoting active semantic and pragmatic analysis. Only a small percentage of participants disagreed (4.2%), while nearly a quarter (23.9%) maintained a neutral stance. The substantial agreement reflects social media's potential to foster linguistic precision and contextual awareness, skills integral to advanced language competence.

TABLE 11
UTILIZING AND EXPANDING VOCABULARY WITHIN SOCIAL MEDIA CONTEXTS CAN ENHANCE MY CREATIVE EXPRESSION

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	3	14	44	9	71
Percent	1.4	4.2	19.7	62	12.7	100.0
Cumulative Percent	1.4	5.6	25.4	87.3	100	

Table 11 explores participants' views on how utilizing and expanding vocabulary within social media contexts can enhance their creative expression. The data reflect a predominantly positive impact on creative language expression. A total of 74.7% of respondents agreed (62.0%) or strongly agreed (12.7%) that vocabulary engagement on social media enhances their ability to creatively construct posts, tell stories, and describe situations, suggesting that social media environments provide fertile ground for innovative language use and imaginative expression. Approximately one-fifth of participants remained neutral (19.7%), while a small minority disagreed (4.2%) or strongly disagreed (1.4%). These results indicate that while most users experience increased creativity, some may not perceive this effect as strongly.

TABLE 12
THE UTILIZATION AND INTEGRATION OF VOCABULARY ON SOCIAL MEDIA PLATFORMS SIGNIFICANTLY AUGMENT COLLABORATIVE EFFORTS AMONG USERS AND FOSTER MORE ROBUST INTERPERSONAL RELATIONSHIPS WITHIN THE DIGITAL COMMUNITY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	5	21	40	4	71
Percent	1.4	7	29.6	56.3	5.6	100.0
Cumulative Percent	1.4	8.5	38	94.4	100	

Table 12 examines participants' perceptions of how learning and using vocabulary on social media influences collaboration and interpersonal relationships among users. The data reveal a generally positive sociological impact. A majority (61.9%) of respondents agreed (56.3%) or strongly agreed (5.6%) that vocabulary use on social media enhances collaboration and strengthens relationships within the online community, suggesting that shared linguistic resources contribute to social bonding and cooperative interactions. However, a significant portion of participants remained neutral (29.6%), and a smaller segment disagreed (7.0%) or strongly disagreed (1.4%), which indicates some diversity in perceptions, possibly reflecting individual differences in social engagement or experiences on social media platforms.

TABLE 13
THE INTEGRATION OF VOCABULARY ACQUISITION WITHIN SOCIAL MEDIA PLATFORMS FOSTERS AN ENVIRONMENT CONDUCTIVE TO THE BROADER LEARNING OF THE ENGLISH LANGUAGE, AS WELL AS THE SPECIFIC ENHANCEMENT OF ENGLISH VOCABULARY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	3	15	41	11	71
Percent	1.4	4.2	21.1	57.7	15.5	100.0
Cumulative Percent	1.4	5.6	26.8	84.5	100	

Table 13 assesses participants' perceptions of how vocabulary learning and usage on social media contribute to creating an overall conducive environment for learning English, both generally and specifically in terms of vocabulary acquisition. The data indicate strong positive consensus: 73.2% of respondents agree (57.7%) or strongly agree (15.5%) that social media fosters a supportive and effective learning environment for English language development. A smaller segment of participants expressed neutrality (21.1%), and minimal disagreement was recorded (5.6%), suggesting that while the majority recognize social media as a beneficial learning context, some remain uncertain or less convinced of its efficacy.

D. Attributes of Vocabulary Acquisition Through Social Media Platforms

TABLE 14
I ALWAYS SEE PEOPLE USING THE SAME WORDS ON SOCIAL MEDIA

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	11	18	33	8	71
Percent	1.4	15.5	25.4	46.5	11.3	100.0
Cumulative Percent	1.4	16.9	42.3	88.7	100	

Table 14 explores the frequency with which participants observe recurrent vocabulary usage on social media. The data reveal that nearly half of the respondents (46.5%) agree, and an additional 11.3% strongly agree, that they often encounter the exact words repeated across social media platforms. This repeated exposure to certain vocabulary items may facilitate retention and reinforcement, a key attribute of vocabulary acquisition known as *frequency of exposure*. Meanwhile, 25.4% of participants remained neutral, suggesting variability in perceptions of word repetition. A smaller segment disagreed (15.5%) or strongly disagreed (1.4%).

TABLE 15
I LEARN NEW VOCABULARY THROUGH MY INTERACTIONS AND COMMUNICATION WITH OTHERS ON SOCIAL MEDIA

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	3	9	18	38	3	71
Percent	4.2	12.7	25.4	53.5	4.2	100.0
Cumulative Percent	4.2	16.9	42.3	95.8	100	

Table 15 examines participants' perceptions of learning vocabulary through social media, including collaboration and communication with others. The data indicate that a majority of participants (53.5%) agree that such interpersonal engagement facilitates vocabulary acquisition, with an additional 4.2% strongly agreeing, suggesting that social interaction is a significant factor in vocabulary learning on social media and underscoring the role of communicative exchanges in meaningful language acquisition. Engaging with others provides opportunities to encounter, negotiate, and practice new lexical items within authentic contexts. A substantial portion of respondents (25.4%) remained neutral, reflecting varied levels of social engagement or differing personal experiences. Meanwhile, 16.9% disagreed or strongly disagreed, suggesting that not all learners perceive social interaction as a primary source of vocabulary learning.

TABLE 16
I BUILD MY VOCABULARY BY ENGAGING WITH SOCIAL MEDIA CONTENT (SUCH AS POSTS, COMMENTS, VOICE NOTES, AND VIDEOS) AND LOOKING UP THE MEANINGS, FORMS, AND PRONUNCIATIONS OF NEW WORDS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	2	8	48	12	71
Percent	1.4	2.8	11.3	67.6	16.9	100.0
Cumulative Percent	1.4	4.2	15.5	83.1	100	

Table 16 addresses participants' active vocabulary construction through engaging with social media content (such as posts, comments, voice notes, and videos) and looking up the meanings, forms, and pronunciations of new words. The data reveal a strong consensus: 67.6% of respondents agree, and 16.9% strongly agree that they actively build vocabulary through these practices. This highlights the attribute of *active engagement* in vocabulary acquisition, where learners deliberately seek to understand the linguistic aspects of new words. A smaller proportion (11.3%) expressed neutrality, while very few participants disagreed (4.2% combined).

TABLE 17
WHEN PEOPLE USE NEW WORDS IN THEIR POSTS, COMMENTS, OR VOICE NOTES ON SOCIAL MEDIA, I LEARN NEW ENGLISH VOCABULARY FROM THEM

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	1	17	43	9	71
Percent	1.4	1.4	23.9	60.6	12.7	100.0
Cumulative Percent	1.4	2.8	26.8	87.3	100	

Table 17 investigates the perception that others' use of new vocabulary on social media — through voice notes, comments, or posts — serves as a means of knowledge dissemination, thereby facilitating vocabulary learning. The data indicate that a majority of participants (60.6%) agree, and an additional 12.7% strongly agree, that encountering new words used by others significantly contributes to their vocabulary acquisition. This reflects the *collaborative learning and peer input* in vocabulary growth on social media, where user-generated content serves as a rich source of lexical input. Approximately one-quarter of respondents remained neutral (23.9%), while only a small fraction (2.8%) disagreed or strongly disagreed, indicating broad consensus on the value of peer vocabulary sharing.

TABLE 18

I LEARN ENGLISH VOCABULARY IN CONTEXT FROM POSTS WRITTEN AND SHARED BY BOTH FAMOUS PEOPLE AND OTHER SOCIAL MEDIA USERS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	6	24	30	10	71
Percent	1.4	8.5	33.8	42.3	14.1	100.0
Cumulative Percent	1.4	9.9	43.7	85.9	100	

Table 18 evaluates participants' perceptions of learning English vocabulary in context through social media posts, whether created by famous individuals or shared by general users. Results show that 42.3% agree and 14.1% strongly agree that learning vocabulary in contextualized social media content enhances their understanding. This suggests that contextual learning—where vocabulary is embedded in authentic, meaningful discourse—is a key attribute of vocabulary acquisition on social media platforms. However, a notable portion of participants (33.8%) remained neutral, indicating some ambivalence or variability in how learners perceive the contextual effectiveness of posts. A smaller group (10%) disagreed or strongly disagreed, reflecting differing experiences or preferences for learning vocabulary in context.

TABLE 19

I FIND SOCIAL MEDIA PLATFORMS ENGAGING AND APPEALING FOR LEARNING ENGLISH VOCABULARY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	0	16	42	12	71
Percent	1.4	0	22.5	59.2	16.9	100.0
Cumulative Percent	1.4	1.4	23.9	83.1	100	

Table 19 explores participants' perceptions of social media platforms as stimulating and attractive environments for learning English vocabulary. The findings reveal that a majority of respondents perceive social media positively as a learning medium, with 59.2% agreeing and 16.9% strongly agreeing that these platforms provide an engaging and appealing context for vocabulary acquisition. This underscores the *motivational and affective aspects of engagement*, suggesting that the interactive and dynamic nature of social media enhances learners' interest and willingness to learn new words. Notably, 22.5% of participants expressed neutrality, which may reflect individual differences in motivation or platform preferences. Only a negligible 1.4% strongly disagreed, indicating a minimal negative view about the attractiveness of social media as a learning tool.

TABLE 20

SOCIAL MEDIA PROVIDE OPEN PLATFORMS WHERE I CAN EXPRESS MY THOUGHTS IN ENGLISH AND COMMUNICATE WITH PEOPLE WORLDWIDE

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	3	16	35	16	71
Percent	1.4	4.2	22.5	49.3	22.5	100.0
Cumulative Percent	1.4	5.6	28.2	77.5	100	

Table 20 examines participants' views on social media as open platforms that enable the expression of thoughts in English and global communication. The data indicate that nearly half of the respondents (49.3%) agree and an additional 22.5% strongly agree that social media facilitates free and broad expression in English; which highlights the attribute of openness and communicative opportunity, where social media serves as a space for learners to practice and expand their English vocabulary through authentic communication with diverse audiences. A notable proportion of participants (22.5%) remained neutral, which could be attributed to varying levels of comfort or engagement with such open platforms. Only a small fraction disagreed (5.6%) or strongly disagreed (1.4%).

TABLE 21

SOCIAL MEDIA ALLOW ME TO REVISIT POSTS AT ANY TIME TO REVIEW AND LEARN ENGLISH VOCABULARY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	3	14	43	10	71
Percent	1.4	4.2	19.7	60.6	14.1	100.0
Cumulative Percent	1.4	5.6	25.4	85.9	100	

Table 21 focuses on the attribute of *information storage and accessibility* on social media, highlighting participants' views on the ability to revisit posts for continuous vocabulary learning. The data show that a significant majority of respondents (60.6%) agree, with an additional 14.1% strongly agreeing, that social media serves as a valuable repository where they can repeatedly access posts to reinforce their English vocabulary learning, which highlights the convenience and utility of social media platforms as flexible learning environments that support self-paced and ongoing vocabulary acquisition. Approximately one-fifth of participants (19.7%) remained neutral, while only a small portion (5.6%) expressed disagreement. This suggests that most learners recognize and appreciate the archival feature of social media as beneficial to their language development.

TABLE 22
I LEARN ENGLISH VOCABULARY ON SOCIAL MEDIA THROUGH VARIOUS RESOURCES SUCH AS VIDEOS, AUDIO CLIPS, IMAGES, AND LINKS TO OTHER PAGES

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	0	7	46	17	71
Percent	1.4	0	9.9	64.8	23.9	100.0
Cumulative Percent	1.4	1.4	11.3	76.1	100	

Table 22 explores the variety of multimedia resources available on social media platforms and their role in facilitating English vocabulary learning. The results reveal that a substantial majority (64.8%) agree, and a significant portion (23.9%) strongly agree, that diverse resources, such as videos, audio clips, images, and links, contribute to their vocabulary acquisition. This highlights the attribute of *multimodal learning*, in which integrating various media types enhances engagement and caters to different learning styles, making vocabulary acquisition more effective and enjoyable. Only a small minority remained neutral (9.9%) or strongly disagreed (1.4%), indicating widespread recognition of the richness of social media as a resourceful environment for language learning.

TABLE 23
SOCIAL MEDIA PLATFORMS ARE ALWAYS ACCESSIBLE, EASY TO USE, AND FREE TO ACCESS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	5	7	39	19	71
Percent	1.4	7	9.9	54.9	26.8	100.0
Cumulative Percent	1.4	8.5	18.3	73.2	100	

Table 23 examines participants' perceptions of the *accessibility* and *usability* of social media platforms as factors facilitating English vocabulary acquisition. The data indicate that a majority of respondents view social media favorably in this regard: 54.9% agree, and 26.8% strongly agree that these platforms are readily available, user-friendly, and free of charge; this highlights the attributes of *convenience and accessibility*, emphasizing social media's role in providing learners with constant, uncomplicated access to language-learning resources without financial barriers. A smaller segment of participants remained neutral (9.9%), while a minority expressed disagreement (8.4%), suggesting that a few users may experience occasional accessibility or usability challenges.

E. Challenges in Acquiring Vocabulary Through Social Media Platforms

TABLE 24
SOMETIMES I FEEL CONCERNED ABOUT MY PRIVACY ON SOCIAL MEDIA

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	0	6	15	36	14	71
Percent	0	8.5	21.1	50.7	19.7	100.0
Cumulative Percent	0	8.5	29.6	80.3	100	

Table 24 addresses privacy concerns as a potential challenge to vocabulary acquisition on social media platforms. The data indicate that a majority of respondents (50.7%) agree, with an additional 19.7% strongly agreeing that privacy concerns sometimes affect their social media experience. This suggests that concerns about personal data security and privacy may deter some users from fully engaging with vocabulary-learning activities on these platforms. While 21.1% remained neutral and 8.5% disagreed, the overall trend highlights privacy as a significant psychological barrier that can potentially limit learners' willingness to participate openly in social media interactions, thereby impacting their vocabulary acquisition opportunities.

TABLE 25
SOMETIMES I COME ACROSS HARMFUL CONTENT ON SOCIAL MEDIA (SUCH AS HATE SPEECH, CYBERBULLYING, OR PORNOGRAPHY).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	2	8	19	31	11	71
Percent	2.8	11.3	26.8	43.7	15.5	100.0
Cumulative Percent	2.8	14.1	40.8	84.5	100	

Table 25 explores participants' experiences with *harmful content* on social media, such as hate speech, cyberbullying, and pornography, as a challenge to vocabulary acquisition. The results reveal that a significant portion of respondents (43.7%) agree, and 15.5% strongly agree, that encountering harmful content is an issue. This indicates that exposure to toxic or inappropriate material is a notable concern that can affect users' comfort and engagement on social media platforms. Meanwhile, 26.8% of participants remain neutral, possibly reflecting either infrequent exposure or ambivalence toward this challenge. A smaller group disagreed (11.3%) or strongly disagreed (2.8%) with the statement.

TABLE 26
INFORMATION ON SOCIAL MEDIA IS NOT ALWAYS SECURE

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	0	4	13	35	19	71
Percent	0	5.6	18.3	49.3	26.8	100.0
Cumulative Percent	0	5.6	23.9	73.2	100	

Table 26 investigates perceptions concerning the *security of information* on social media platforms as a challenge for vocabulary acquisition. The data show that nearly half of the respondents (49.3%) agree, and a substantial portion (26.8%) strongly agree that information is not always secure on social media. This underscores a widespread concern about data protection and confidentiality, which may influence users' trust and willingness to engage deeply with learning activities on these platforms. While 18.3% of participants remain neutral and 5.6% disagree, the majority's apprehension highlights the impact that perceived insecurity can have on the learning experience.

TABLE 27
I GET DISTRACTED BY SOCIAL MEDIA CONTENT AND HAVE DIFFICULTY FOCUSING ON A SINGLE TASK

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	7	24	29	10	71
Percent	1.4	9.9	33.8	40.8	14.1	100.0
Cumulative Percent	1.4	11.3	45.1	85.9	100	

Table 27 examines the challenge posed by social media content, which may impede users' ability to focus on vocabulary acquisition. The findings indicate that 40.8% of respondents agree and 14.1% strongly agree that they often get distracted by social media content, making it difficult to concentrate on a single task. This suggests that the dynamic, multifaceted nature of social media can divert learners' attention, potentially reducing the effectiveness of their vocabulary-learning efforts. A notable 33.8% remained neutral, reflecting varied personal experiences or the ability to manage distractions. Meanwhile, 11.3% disagreed with the statement.

TABLE 28
A HIGHLY COMFORTABLE LEARNING ENVIRONMENT CAN HELP IN LEARNING VOCABULARY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	1	3	25	37	5	71
Percent	1.4	4.2	35.2	52.1	7	100.0
Cumulative Percent	1.4	5.6	40.8	93	100	

Table 28 examines the role of *excessive comfort* in vocabulary learning via social media platforms. The results show that a majority of respondents (52.1%) agree, and an additional 7.0% strongly agree, that feeling comfortable, potentially to the point of excessive comfort, facilitates vocabulary acquisition. This suggests that the informal, user-friendly environment of social media positively contributes to learners' engagement and willingness to explore new vocabulary. However, 35.2% of participants remain neutral, indicating a balanced view or uncertainty about whether excessive comfort might hinder learning. A small percentage disagreed (4.2%) or strongly disagreed (1.4%), possibly reflecting concerns that too much comfort could lead to complacency or reduced effort.

TABLE 29
LEARNING ENGLISH VOCABULARY THROUGH SOCIAL MEDIA IS NOT ALWAYS EFFECTIVE

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	5	34	18	12	2	71
Percent	7	47.9	25.4	16.9	2.8	100.0
Cumulative Percent	7	54.9	80.3	97.2	100	

Table 29 evaluates perceptions regarding the overall *effectiveness* of learning English vocabulary through social media platforms. The data reveal that a substantial majority of respondents view social media as an effective tool for vocabulary acquisition. Specifically, 47.9% disagreed, and 7.0% strongly disagreed that learning vocabulary through social media is ineffective, indicating confidence in the utility of these platforms. Conversely, 16.9% agreed, and 2.8% strongly agreed that social media is not very effective for vocabulary learning, suggesting that a minority of participants experience limitations or challenges in this regard. Additionally, 25.4% remained neutral, reflecting either ambivalence or mixed experiences related to vocabulary acquisition via social media.

TABLE 30
LEARNING ENGLISH VOCABULARY THROUGH SOCIAL MEDIA CAN BE TIME-CONSUMING

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	4	28	18	17	4	71
Percent	5.6	39.4	25.4	23.9	5.6	100.0
Cumulative Percent	5.6	45.1	70.4	94.4	100	

Table 30 examines participants' perceptions of the time required to learn English vocabulary through social media platforms. The results indicate a divided stance among respondents. A combined 45.0% (39.4% disagree and 5.6%

strongly disagree) do not perceive the process as time-consuming, suggesting that for nearly half of the participants, vocabulary acquisition on social media is manageable within their available time. Conversely, 29.5% (23.9% agree and 5.6% strongly agree) consider learning vocabulary through social media to be time-intensive, reflecting a significant minority that may view the process as requiring considerable effort or sustained attention. Additionally, 25.4% of respondents expressed neutrality, indicating either uncertainty or mixed feelings about the time demands involved.

TABLE 31
LEARNING ENGLISH VOCABULARY THROUGH SOCIAL MEDIA OFFERS LITTLE OR NO GUIDANCE OR STRUCTURED TRAINING

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	4	22	17	22	6	71
Percent	5.6	31	23.9	31	8.5	100.0
Cumulative Percent	5.6	36.6	60.6	91.5	100	

Table 31 examines respondents' perceptions of the availability of structured training or guidance for learning English vocabulary on social media platforms. The data reveals a split in opinion. A total of 39.6% of participants (31.0% disagree and 5.6% strongly disagree) believe that adequate training or guidance is available for vocabulary acquisition on social media. Conversely, an equal proportion, 39.0% (31.0% agree and 8.5% strongly agree), feel that there is a lack of guidance or formal training in this context. Meanwhile, 23.9% of respondents remain neutral, neither confirming nor denying the presence of structured support for vocabulary learning on social media. This distribution suggests that while some learners perceive social media as a self-directed learning environment with minimal formal instructional support, others may recognize informal or community-based guidance that supplements their learning experience.

TABLE 32
I AM SOMETIMES UNCERTAIN ABOUT THE RELIABILITY OF THE INFORMATION I READ ON SOCIAL MEDIA

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Frequency	0	10	20	33	8	71
Percent	0	14.1	28.2	46.5	11.3	100.0
Cumulative Percent	0	14.1	42.3	88.7	100	

Table 32 examines participants' confidence in the reliability of the information encountered on social media platforms while learning English vocabulary. A substantial majority of respondents, 57.8% (46.5% agree and 11.3% strongly agree), express uncertainty about the reliability of the information they read. This indicates a significant concern regarding the trustworthiness of vocabulary and language content disseminated via social media. In contrast, 14.1% of participants disagree, suggesting they generally trust the information available on these platforms. Additionally, 28.2% remain neutral, neither affirming nor denying doubts about the reliability of the information.

V. DISCUSSION

This study investigates the multifaceted role of social media platforms in English vocabulary acquisition, examining direct learning experiences, psychological and sociological impacts, attributes that facilitate acquisition, and the challenges learners encounter. The data across the first seven tables demonstrate that social media is a significant conduit for vocabulary learning. Respondents frequently engage with various types of media content and actively seek to understand word meanings, grammatical forms, and pronunciation. These results reveal that social media is a rich, multimodal environment conducive to incidental language learning. This direct engagement highlights social media's potential as an informal, learner-centered resource that complements formal instruction. While tables 8 to 13 reveal that vocabulary learning on social media positively influences learners' self-confidence, self-esteem, creativity, and critical thinking skills. Such psychological benefits underscore the motivational role that social media can play, fostering greater learner autonomy and affective investment in language learning. Moreover, the collaborative nature of social media fosters interpersonal connections, enhances social capital, and creates supportive communities that encourage language use and practice. The third set of tables illustrates the unique attributes that make social media an effective tool for vocabulary learning. Exposure to frequently used vocabulary across multiple interactions facilitates repetitive learning and reinforces lexical retention. Collaborative interaction and context-rich content allow learners to infer meanings and use vocabulary authentically. The availability of diverse multimedia resources caters to varied learning styles and preferences, enriching the learning experience. Furthermore, social media's accessibility, ease of use, and free availability eliminate many traditional barriers to language learning. Despite these benefits, the study highlights several challenges. Privacy and information security concerns are significant and reflect broader societal issues related to digital data protection. Exposure to harmful content presents both emotional and cognitive risks that may deter learners or disrupt their focus. Furthermore, perceptions of limited effectiveness and the time-consuming nature of learning via social media indicate a need for more structured, guided approaches. The lack of formal training or scaffolding leaves learners vulnerable to misinformation and unreliable content, which compromises learning quality.

VI. FINDINGS AND CONCLUSION

A. Findings

The study's data indicate that social media platforms serve as an effective tool for acquiring English vocabulary, enabling learners to encounter new words across various formats and actively seek to grasp their meanings, grammatical forms, and pronunciations; this engagement supports both incidental and intentional vocabulary learning in authentic, context-rich environments.

The psychological and sociological effects are clearly reflected in the second set of findings. Learning vocabulary through social media is associated with heightened self-confidence and self-esteem, which reinforces positive learner identities. Furthermore, it encourages critical thinking and creativity, prompting learners to engage with vocabulary in innovative ways. The data indicate that social media fosters collaboration and enhances interpersonal relationships, thereby creating a supportive environment conducive to continuous English language development.

Respondents observed that social media offers an open, accessible, and engaging platform for vocabulary acquisition. The repetition of common words and exposure to diverse multimedia resources enhance contextual learning. Furthermore, social media encourages self-expression and global communication, which enhances motivation and engagement in the vocabulary acquisition process.

The study outlines both the advantages and the significant challenges. Researchers expressed concerns regarding data privacy and security on social media, noting that harmful content poses psychological risks that can hinder learning. Participants reported feeling distracted by the vast amount of content, which affected their concentration. Additionally, the absence of formal guidance for vocabulary learning on these platforms was identified as a limitation.

B. Conclusion

This study demonstrates that social media platforms hold significant potential as supplementary tools for English vocabulary acquisition, providing learners with rich, authentic, and engaging language input. The integration of direct learning experiences with positive psychological and sociological impacts underscores the holistic benefits of social media in language education. However, these advantages coexist with notable challenges, such as privacy concerns, exposure to inappropriate content, distractions, and a lack of structured pedagogical support. Thus, while social media can enhance vocabulary learning, its unregulated and open nature necessitates careful navigation by learners and educators alike to maximize benefits and minimize risks. Overall, social media represents a promising yet complex avenue for language acquisition that requires deliberate integration into educational frameworks. Educators and policymakers should thus consider integrating social media into language-learning curricula, with carefully designed support systems that include digital literacy training, content curation, and privacy education. Further research might explore interventions that maximize benefits while mitigating the identified risks, ensuring that social media remains a valuable and sustainable component of modern language-learning ecosystems.

ACKNOWLEDGEMENTS

The authors extend their appreciation to the Deanship of Research and Graduate Studies at King Khalid University for funding this work through the Large Research Project under grant number **RGP2/234/46**.

REFERENCES

- [1] Abbas, A., Gulzar, R., & Hussain, Z. (2018). Impact of social media (Facebook and YouTube) on vocabulary acquisition of ESL learners. *Journal of Communication and Cultural Trends*, 1(1), 26–44. Retrieved January 13, 2025, from <https://journals.indexcopernicus.com/api/file/viewByFileId/812692>
- [2] Ali, E. H., Kottaparamban, M., Usmani, S., & Jabir, M. K. (2025). Saudi students' perceptions of the influence of social media new vocabulary on English language proficiency. *Theory and Practice in Language Studies*, 15(2), 452–461. Retrieved February 10, 2025, from <https://doi.org/10.17507/tpls.1502.15>
- [3] Alm, A. (2021). Digital informal learning: The role of social media in language learning. *ReCALL*, 33(2), 113-128. Retrieved February 11, 2025, from <https://doi.org/10.1017/S0958344021000032>
- [4] Dashti, F., & Abdulsalam, H. M. (2025). *The influence of social media applications on learning English as a second language*. Retrieved January 9, 2025, from <https://pubmed.ncbi.nlm.nih.gov/39885874/>
- [5] Evans, C. (2014). Twitter for teaching: can social media be used to enhance the process of learning. *British Journal of Educational Technology*, 45(5), 902-915. Retrieved October 11, 2025, from <https://doi:10.1111/bjet.12099>.
- [6] Gelacio Tardaguila, P. J. (2024). *Beyond Likes and Shares: How Social Media Shapes Vocabulary Acquisition*. Retrieved February 10, 2025, from <https://eprajournals.com/IJMR/article/12602>
- [7] Jiang, S., et al. (2025). *Learning English vocabulary via Instagram or YouTube*. Retrieved February 12, 2025, from <https://www.sciencedirect.com/science/article/abs/pii/S0023969024001310>
- [8] Sánchez, F. B. (2025). *An exploration of incidental vocabulary acquisition of English lexicon through TikTok*. Retrieved January 25, 2025, from http://bibliorepo.umce.cl/tesis/ingles/2025_an_exploration_of_incidental_vocabulary_acquisition_of_english_lexicon_through_tiktok.pdf
- [9] Song, B., & Xiong, D. (2023). *A comparative study of the effects of social media and language learning apps on learners' vocabulary performance*. Retrieved February 10, 2025, from <https://pmc.ncbi.nlm.nih.gov/articles/PMC10225041/>

- [10] Usmani, S., Kottaparamban, M., Ali, E. H. F., & Kunnath, K. M. J. (2025). The Evolution of Social Media Language: Slang, Emojis, and Linguistic Shifts Across Platforms. *Research Journal in Advanced Humanities*, 6(2). Retrieved October 6, 2025, from <https://doi.org/10.58256/kfq43733>



Elsadig Hussein Fadlalla Ali is an assistant professor at King Khalid University, College of Science and Arts, Department of English Language, Kingdom of Saudi Arabia. He worked as an associate professor at Dongola University. He holds a Ph.D. in English Literature from Dongola University in 2013 and a Ph.D. in Applied Linguistics from the Sudan University of Science and Technology in 2021. He has 27 years of teaching experience in universities. He has published several research papers in national and international journals and presented papers at many international conferences. (E-mail: alsadighssn@yahoo.com)



Saima Usmani has been a passionate and dedicated Lecturer of English at King Khalid University, Saudi Arabia, for the last 16 years. She completed her master's in English Literature from Aligarh Muslim University, India. Along with teaching, she's also pursuing her PhD in English Literature from India. With over 15 years of experience in fostering, nurturing, and engaging learning environments, she has developed innovative curriculum strategies that support cognitive and social development. Saima has also presented research papers at educational conferences and contributed to English language and literature publications".



Fawzi Eltayeb Yousuf Ahmed is currently an assistant professor at the Department of English Language, Applied College in Tanumah, King Khalid University, Saudi Arabia. He has also been an associate professor at the University of West Kordufan in Sudan. He holds a Ph.D. in English language teaching and curriculum from the Sudan University of Science and Technology in 2010. He has published many research papers in refereed journals. Among his research interests are ELT, applied linguistics, literature, EFL writing, and analysis of errors committed by EFL learners in English language skills. (E-mail: feltayb12@gmail.com)



Musadhique Kottaparamban is an Assistant Professor in the Department of English at King Khalid University, Saudi Arabia. He completed his Doctor of Philosophy (Ph.D.) from the English and Foreign Languages University, Hyderabad, India. He has 12 years of teaching and research experience in different universities in India and abroad. So far, he has attended and presented papers at more than 25 National and International conferences and published in international journals and publications.



Mahmooda Kousar is a dedicated English lecturer with 17 years of extensive experience at King Khalid University. Throughout her academic career, she has established herself as a committed educator, a skilled communicator, and an active contributor to research in English language studies. Her teaching expertise spans linguistics, literature, communication skills, and academic writing. Mahmooda has built a solid profile in research and scholarly work. She has engaged in various research projects, published scholarly papers, and explored contemporary issues in English language teaching, applied linguistics, and modern pedagogical approaches. Her research interests include second language acquisition, innovative teaching methodologies, and the evolving role of English in multicultural contexts.

Shumaila Yasmeen is an English Lecturer with eleven years of experience teaching English language and literature at the university of Bisha Saudi Arabia, where she has combined a passion for student development with active scholarly engagement. She completed her Master's in English Language and Literature from Islamia University of Bahawal Pur Pakistan. Her teaching focuses on literary analysis, critical reading, and academic writing, encouraging students to develop analytical thinking and articulate their interpretations confidently. In research, she has contributed to studies exploring Marxism, feminism, intersectionality, patriarchy, and capitalism.