Social Media as a Tool for English Language Acquisition: A Study on Indian High School Learners

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Abstract: *This study investigates the impact of daily social media usage on second language (L2) learning among high school students in India. With the increasing integration of digital communication platforms into students' everyday lives, social media has emerged as a potential informal learning environment that influences linguistic competence and communicative skills. The research was conducted among public high school students across different regions of India. A structured questionnaire was administered to a randomly selected sample of 300 participants to gather their perceptions of social media use and to assess their proficiency in English as a second language. In addition, semi-structured interviews were conducted with English teachers to explore their observations regarding students' engagement with social media and its influence on language acquisition. Teachers were also asked to share representative samples of student performance data to support qualitative insights. A supplementary survey was designed to examine whether the use of social media platforms during the COVID-19 pandemic contributed to language skill enhancement. Employing a mixed-method approach that combined both quantitative and qualitative analyses, the study revealed that social media platforms significantly contributed to the development of listening, speaking, and reading skills. However, writing skills showed minimal improvement despite frequent exposure to online content. The findings suggest that while social media applications can serve as effective supplementary tools for second language learning, their educational potential is best realized when guided by structured pedagogical strategies and professional supervision.*

Keywords: Social Media and Education, EFL Learners, Indian High School Students, Online Learning Platforms, Language Skills Development

1. Introduction

The rapid growth of technology has transformed nearly every aspect of modern life, and education is no exception. Over the past two decades, the integration of technology into teaching and learning processes has reshaped the way knowledge is accessed, shared, and constructed. Scholars such as Bhosale et al. [1] have emphasized both the positive and negative implications of technology in education, noting that digital tools make lessons more engaging and interactive through the use of visual and multimedia content.

The concept of **e-learning**—learning facilitated by electronic means—is not new. Several studies (Tîrziu & Vrabie [2]; Mahmoud et al. [3]; Hussain [4]) have explored web-based educational systems and their transformative potential. With continuous technological advancement, however, the educational landscape has shifted toward more dynamic and interactive forms of digital learning. Naikoo et al. [5] observed that modern technology enables learners to access a vast range of resources, including digital libraries, audio-visual materials, and online lectures, thereby fostering independent learning. Raja and Nagasubramani [6] further recommend that educational institutions adopt technologically enhanced methods and infrastructure to prepare students for the demands of a digitally driven society.

Interactive and intelligent learning systems are becoming more prominent, as noted by Badawy et al. [7], who proposed tools capable of linking related educational resources and generating interactive knowledge graphs to improve comprehension. Emerging technologies such as blockchain (El Koshiry et al. [8]) have also been suggested to enhance transparency and accessibility in education by securely recording academic credentials. Additionally, several studies (Ismaili & Ibrahimi [9]; Fernández et al. [10]) have explored how digital tools can improve learning experiences for students with special needs, emphasizing inclusivity and accessibility.

In recent years, **mobile devices and social media platforms** have become central to students' daily routines. These platforms—such as YouTube, Instagram, WhatsApp, and X (formerly Twitter)—are not only used for social interaction and entertainment but increasingly for educational purposes. Vidyakala and Nithyakala [11] observed that students now utilize social media to access information, clarify academic concepts, and collaborate with peers. However, as Abbas et al. [12] caution, unregulated use of social media can lead to distraction, anxiety, and information overload; thus, a balanced and guided approach is necessary. Klimova [13] also supports the use of mobile learning tools but underscores the importance of continuous teacher supervision and the alignment of apps with learners' needs.

For **non-native English speakers**, exposure to social media content—much of which is in English—presents both opportunities and challenges for second language (L2) acquisition. The informal and abbreviated language commonly used online, including slang, emojis, and nonstandard grammar, may influence learners' linguistic habits (Verheijen [14]; Aisyah [15]). Despite these challenges, frequent engagement with English-language media can enhance listening, speaking, and reading comprehension through authentic, context-rich interactions.

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Given India's multilingual environment and the increasing emphasis on English as a global language of communication, it is essential to understand how social media contributes to English language acquisition among Indian students. This study therefore investigates the influence of daily social media usage on English language skills among high school learners in India. It aims to assess whether such platforms can serve as effective supplementary tools for language learning and to identify which language competencies—listening, speaking, reading, or writing—benefit most from their use.

Objectives of the Study
The main objectives of this study are:
- To assess the English language proficiency of students who actively use social media platforms.
- To identify the impact of social media on specific language skills among Indian high school students.
- To evaluate whether social media can serve as a reliable and pedagogically useful tool for second language acquisition.
- To propose recommendations for integrating social media effectively into English language education in Indian schools.

To achieve these objectives, data were collected through questionnaires, teacher interviews, and student performance records from various public high schools in India. Preliminary results indicate notable improvement in listening, speaking, and reading skills, while writing skills remain relatively unaffected.

The paper is structured as follows: Section 2 reviews related literature, Section 3 outlines the research methodology, Section 4 presents results and analysis, and Section 5 discusses conclusions and recommendations for future practice.

2. Related Work

The growing body of research on digital learning has increasingly focused on the influence of social media platforms in facilitating second and foreign language acquisition. Social media applications such as YouTube, Facebook, Instagram, and WhatsApp have evolved from being purely social communication tools to becoming supplementary learning environments that expose users to authentic linguistic input and real-world interaction.

Several studies have explored the role of social media as an educational aid for learning English as a foreign or second language (EFL/ESL). Klimova (2019) highlighted that mobile and social learning applications foster learner autonomy, motivation, and exposure to authentic English content, especially in informal contexts. Similarly, Aloraini (2018) found that social media-based interaction enhances students' communicative competence and vocabulary development through repeated exposure to natural linguistic expressions. In another study, Yunus and Salehi (2012) demonstrated that Facebook groups and WhatsApp chats could facilitate peer collaboration and reduce learner anxiety in English communication.

In the Indian context, research has begun to recognize the potential of digital tools in enhancing English language proficiency among secondary and higher education students. Naikoo et al. (2020) observed that Indian learners frequently use social media platforms for academic discussions, accessing online lectures, and practicing English communication. However, they also warned that unsupervised use can lead to linguistic inaccuracies due to informal online language patterns. Similarly, Praveen and Premalatha (2021) noted that YouTube and Instagram reels often introduce students to diverse English accents and speech patterns, aiding listening and pronunciation skills, though without significant improvement in formal writing ability.

A number of comparative studies have examined the **advantages and challenges** of using social media in language learning. Raut and Patil (2016) reported that platforms like Facebook and Twitter promote social interaction, learner engagement, and cultural understanding. However, they also cautioned that distractions, misinformation, and non-standard language use can negatively influence academic writing and grammatical precision. Lin et al. (2020) emphasized that the educational benefits of social media depend largely on pedagogical integration and instructor guidance.

In addition to its direct linguistic influence, social media plays a crucial role in shaping learners' **motivation, attitudes, and self-efficacy**. Research by Akbari et al. (2022) revealed that students who perceive social media as a productive learning space tend to exhibit higher levels of engagement and confidence in language use. Conversely, Abbas et al. (2021) stressed the importance of digital literacy and teacher mediation to prevent cognitive overload and ensure balanced use.

In summary, existing literature supports the notion that social media can serve as a valuable supplementary tool for second language learning when used strategically and under guided conditions. While most studies confirm notable improvement in receptive and interactive skills—such as listening, reading, and speaking—limited evidence supports its effectiveness in developing formal writing abilities. This study extends prior research by examining how Indian high school students engage with social media in their daily routines and how such engagement influences their English language acquisition across multiple linguistic domains.

2.1 Using Social Media as a Tool to Learn a Second Language

The use of social media platforms as tools for second language acquisition has gained increasing attention from educators and researchers in recent years. Reinhardt [16] conducted a comprehensive review of studies on language learning and teaching through social media platforms, concluding that such digital spaces offer valuable opportunities for authentic language practice and intercultural communication. However, he emphasized that effective outcomes depend on structured guidance and pedagogical supervision to prevent learners from adopting nonstandard or incorrect linguistic forms.

Bermúdez [17] explored the educational potential of social media networks in improving students' English proficiency by encouraging them to engage with credible academic resources, such as instructional videos, discussion forums, and curated educational content. Similarly, Alqahtani et al. [18] examined the use of **WhatsApp** as a language learning tool among university students, finding that group discussions, vocabulary exchanges, and peer feedback promoted informal yet meaningful language practice. Both studies underline the need for teacher mediation and purposeful learning design to ensure that social media supports, rather than distracts from, language development.

Holmberg [19] investigated the influence of social media on foreign language learning, focusing specifically on vocabulary and grammar acquisition. His findings indicated that while social media exposure did not lead to substantial improvement in formal linguistic accuracy, it significantly enhanced learners' confidence, motivation, and communicative fluency. Basoz [20] carried out a related study in the Turkish context, assessing how students perceived the role of social media in learning English as a foreign language. The results revealed that learners generally viewed social media as a helpful supplementary tool that encourages interaction and engagement with authentic language use, though some educators remained skeptical about its suitability for formal instruction.

Taken together, these studies suggest that social media can be an effective environment for **developing communicative competence, motivation, and language exposure**, particularly in informal learning contexts. However, its impact on **formal linguistic skills**, such as grammar and structured writing, appears limited without targeted instructional strategies.

In the context of Indian high school education, these insights hold particular relevance. As students increasingly engage with English-language content across platforms like YouTube, Instagram, and Telegram, the challenge lies not in access to language material but in **how educators channel that engagement** into structured and meaningful learning. Guided integration of social media into English language teaching can thus help bridge the gap between **informal digital immersion** and **formal academic proficiency**, making it a promising tool for second language acquisition in contemporary Indian classrooms.

2.2 The Effect of Social Media Usage on Learning a Second Language

The linguistic impact of social media usage on second language learning has been widely studied, particularly concerning how informal online communication influences writing, speaking, and overall language competence. Clark and Araki [21] examined the nature of English language use in everyday online interactions, noting that users frequently modify words and expressions to simplify writing or convey meaning more efficiently. Common examples include shortening "night" to "nite," or substituting letters with numbers, such as "gr8" for "great." Similarly, Omoera et al. [22] observed that acronyms like "LOL" (laugh out loud) and "BRB" (be right back) have become integral to digital communication. Although users are often aware that these shortcuts deviate from standard English, repeated exposure to and use of such informal forms may negatively affect formal writing accuracy and grammatical discipline among learners.

In contrast, other studies have found that social media platforms can enhance language learning when used purposefully. Sirivedin et al. [23] investigated the influence of Facebook on the writing and learning skills of English teachers in Thailand. Their findings revealed that consistent engagement with English-language posts and online interactions improved teachers' vocabulary range, fluency, and confidence in written expression. Similarly, Mondahl and Razmerita [24] conducted a case study examining how collaborative learning through social media impacts foreign language acquisition. Their research indicated that students who actively participated in producing written content—such as blogs, comments, and discussions—demonstrated significant improvement in writing proficiency and contextual language use. However, they also noted that learning outcomes varied depending on the level of participation, with more active contributors benefiting more than passive observers.

Bicen et al. [25] explored *"The Impact of Social Networks on Undergraduate Students Learning a Foreign Language"* and found that social media networks provide multiple pathways for authentic language exposure. Students reported using translation tools, following educational pages, interacting with native speakers, and watching videos to enhance pronunciation and listening comprehension. The study concluded that such platforms motivate learners to practice languages informally beyond the classroom setting. Nonetheless, many participants expressed feelings of anxiety or hesitation when communicating directly in the foreign language, particularly in public online spaces—a phenomenon linked to fear of making mistakes or being judged by peers.

In the Indian educational context, these findings are particularly relevant. Indian high school students, who are digital natives, engage daily with platforms like WhatsApp, YouTube, and Instagram, where English is often the dominant medium. While this exposure enhances **receptive skills** such as listening and reading, the pervasive use of informal "internet English" can inadvertently shape learners' writing habits. This linguistic duality—between formal academic English and informal online English—presents both a challenge and an opportunity for educators. When guided appropriately, social media can serve as a **bridge between communicative competence and academic proficiency**, encouraging authentic expression while reinforcing language accuracy through reflective and supervised use.

2.3. Benefits and Drawbacks of Using Social Media to Learn a Second Language

Research on the educational value of social media presents a mix of positive outcomes and notable challenges, particularly in the context of second language learning. Several studies have reported modest improvements in

learners' English proficiency when social media is used as a supplementary learning tool. Monica and Anamaria [26], for instance, examined how Facebook facilitates vocabulary development among second language learners. Their findings revealed that students who engaged with educational content on social media platforms achieved slightly higher scores than those who followed traditional methods alone. This suggests that interactive and context-based exposure through social media can enhance vocabulary retention and learner motivation.

However, not all studies confirm consistent or measurable benefits. Alsaied [27], in an investigation involving undergraduate students in a Saudi Arabian context, found that social media use had minimal impact on academic performance, particularly among female students. The results indicated that while social media increased exposure to English content, it did not significantly translate into improved linguistic competence or academic achievement. Similarly, Bayrakci and Aslan [28] explored learners' self-perceived improvement in English language skills through social media engagement. Although participants reported feeling more confident in their communication and comprehension abilities, the study's reliance on self-assessment rather than empirical testing limited the reliability of these findings.

Haque [29] examined the influence of "social media English" on high school students, focusing on both its advantages and drawbacks. The study identified common informal linguistic patterns—such as abbreviations ("TTYL" for *talk to you later* and "ROFL" for *rolling on the floor laughing*)—that dominate online discourse. While such exposure familiarized students with contemporary English expressions and improved reading fluency, it simultaneously led to increased grammatical errors, spelling inconsistencies, and reduced formality in academic writing. Haque concluded that although social media fosters language exposure and reading practice, it may negatively influence writing precision and academic style if not monitored. He recommended that educators integrate social media into language instruction with clear emphasis on maintaining linguistic accuracy and digital discipline.

In the Indian context, these findings carry significant implications. Indian high school learners frequently interact with English-language content online—ranging from memes and short videos to educational reels and online discussions. This constant exposure can enrich vocabulary, listening comprehension, and pronunciation through authentic language input. Yet, the informal and abbreviated nature of online communication can also normalize spelling errors, code-switching, and non-standard grammar in students' writing.

Therefore, the **benefits of social media** lie in its ability to promote **motivation, engagement, and real-world language exposure**, while its **drawbacks** stem from the **lack of formal language structure and potential erosion of grammatical accuracy**. To maximize its educational potential, social media should be used as a **complementary learning tool**, integrated under teacher supervision, where

guided practice can transform informal digital communication into structured linguistic development.

3. Research Methodology

This study employs a mixed-method research design that combines both quantitative and qualitative approaches to investigate how the use of social media platforms influences English language learning among Indian high school students. To obtain comprehensive data, multiple tools were used for data collection. A structured survey was administered to high school students to understand their behavior, frequency, and purpose of social media usage, particularly in relation to language learning activities. In addition, an English language test designed by experienced English teachers was distributed to evaluate students' basic grammar, vocabulary, and reading comprehension skills, providing insight into how exposure to social media content may affect their linguistic competence. To complement this, students' academic grades in English were collected from a selection of randomly chosen public schools across different regions of India to compare their academic performance with their reported levels of social media engagement. Furthermore, semi-structured interviews were conducted with English teachers to gather their professional perspectives on how students' use of social media contributes to or hinders their English language development.

Given that the study was conducted during the COVID-19 pandemic, an additional survey was distributed to assess the role of social media in supporting English language learning during lockdown, when online interaction became the primary mode of communication and instruction. The research adopts a descriptive analytical approach aimed at generating a detailed understanding of the research question: *"Does the use of social media applications improve English language learning among high school students?"* Both quantitative and qualitative data were utilized interchangeably to ensure balanced interpretation. Quantitative data, expressed through numerical and graphical forms, were derived from online surveys, test scores, and academic records, while qualitative data, represented through verbal responses and thematic insights, were obtained from teacher interviews. Together, these methods provided a comprehensive and reliable overview of the influence of social media on English language acquisition in the Indian high school context.

3.1. Main Survey Design

An online survey was designed using the platform *SurveyMonkey* to collect quantitative data from high school students across different regions of India. A total of **300 students** voluntarily participated in the study. The survey link was distributed randomly through social media platforms—primarily **WhatsApp**, along with **Telegram** and **Instagram**—to ensure wide reach and diversity among participants. Students from various public high schools representing different states and both genders were included to achieve unbiased and representative results.

The purpose of the questionnaire was twofold: first, to analyze students' opinions and behaviors regarding the use of social media for improving their English language skills; and second, to evaluate their basic language competence in grammar and spelling. The questionnaire was made available **only in English**, as one of the objectives of the study was to assess respondents' comprehension of English and their ability to engage with English-language material without translation.

Participants were between **16 and 19 years of age**, representing the typical age range of Indian high school learners. Prior to distribution, **ethical approval** was obtained from the Institutional Review Board of the participating educational body. Since some participants were minors, the survey began with a **parental consent section** to ensure compliance with ethical research practices.

The questionnaire consisted of **three main sections** (see Appendix 1):
1) **Demographic Information:** This section included three basic questions to collect demographic details such as age, gender, and the geographic location (state/region) of the participants' schools. These variables were later used for comparative analysis of results across different student groups.
2) **Social Media Usage Patterns:** This section gathered information about participants' social media habits, including the types of platforms they used (e.g., YouTube, Instagram, WhatsApp, Facebook), the average duration of daily usage, and the main purposes of engagement—whether social, entertainment, or educational. These responses helped identify how frequently and purposefully students interacted with English-language content online.
3) **English Language Test:** The final section comprised a short test to assess participants' proficiency in English. It was divided into two parts:
   a) **Grammar Section:** Focused on identifying participants' understanding of basic sentence structure, verb forms, prepositions, and tenses.
   b) **Spelling Section:** Contained multiple-choice and fill-in-the-blank items designed to evaluate spelling accuracy and word recognition.

The results of this survey provided an empirical basis for assessing how exposure to English through social media influences learners' linguistic competence and perceptions toward second language acquisition in the Indian high school context.

3.2 Grades Analysis

To complement the survey data, the study also incorporated an analysis of actual **English language grades** from randomly selected classes in public high schools across different regions of India. English teachers were requested to provide anonymized student grade records from any academic year of the high school level. The grades collected represented the **final semester examination scores** in English for the **2019 academic year**.

The primary objective of analyzing these grades was to establish a correlation between students' **academic performance** in English and their **responses regarding social media use**. By comparing the formal assessment outcomes with students' self-reported levels of engagement on various social media platforms, the study aimed to determine whether frequent interaction with English-language content online had a measurable impact on their school-based performance. The inclusion of official grades provided an additional quantitative dimension to the research, enhancing the validity and reliability of the results derived from survey and test data.

3.3 Teacher Interviews

To obtain qualitative insights into the educational implications of social media usage, **four semi-structured interviews** were conducted with high school English teachers from different regions of India. The interviewees included **two male and two female teachers** representing both urban and semi-urban school environments to ensure a balanced perspective across gender and institutional contexts. The teachers were selected based on their experience teaching English at the secondary level and their familiarity with students' social media engagement.

The interviews were designed to capture teachers' professional opinions, classroom observations, and pedagogical reflections regarding the role of social media in shaping students' English language learning. Each interview comprised **five open-ended questions**, allowing teachers to elaborate freely on their views and provide context-specific examples. The questions were as follows:
1) Do you think that social media affects students' classroom performance and grades? If so, how?
2) In your opinion, does social media usage improve students' grammar? Please explain.
3) Do you feel that social media contributes to enhancing students' speaking skills? Please elaborate.
4) Do you think that social media helps improve students' writing skills? If so, in what ways?
5) Do you believe that social media has any other positive or negative effects on students' learning or behavior? Please mention them.

The teachers' responses were **thematically analyzed** to identify recurring patterns and viewpoints regarding social media's impact on different aspects of English learning—grammar, writing, speaking, and overall academic engagement. Their insights provided a pedagogical dimension to the study, highlighting both the **opportunities and challenges** of integrating social media into English language education in Indian high schools.

3.4 COVID-19 Survey

An additional questionnaire was developed and administered following the outbreak of the **COVID-19 pandemic**, in order to examine how the pandemic-induced shift toward online learning and increased digital engagement influenced English language acquisition among students. During the nationwide lockdowns, social media platforms such as YouTube, WhatsApp, and Instagram became primary

channels for communication, entertainment, and informal education. This period provided a unique opportunity to study how sustained exposure to English-language content on these platforms affected learners' linguistic abilities.

The **aim of this supplementary survey** was to investigate the impact of continuous exposure to global news, social media posts, and other online content—both written and spoken—on the development of key English language skills, namely **listening, speaking, reading, and writing**. It also sought to understand whether the increase in daily social media usage during the lockdown, due to the availability of free time and remote connectivity, contributed to language improvement or merely reinforced informal language habits.

The survey was conducted online through *SurveyMonkey*, ensuring accessibility and convenience for participants during lockdown restrictions. A total of **400 respondents** from various regions of India voluntarily participated in this phase of the study. While the core study focused on high school students, this supplementary COVID-19 survey included a broader demographic range, with participants aged **18 to 60 years**, to gain wider insights into how social media influenced English language exposure across different age groups during the pandemic period.

The findings from this survey were later compared with pre-pandemic data to assess whether the heightened dependence on digital media during COVID-19 led to measurable improvements in English language proficiency or altered learning behaviors among Indian learners.

4. Results and Discussion

This section presents the findings derived from the data collected through surveys, language tests, grade analysis, and teacher interviews. The data were analyzed using the **Statistical Package for the Social Sciences (SPSS) version 26**, which enabled both descriptive and inferential statistical interpretation of quantitative results. Qualitative data obtained from teacher interviews were analyzed thematically to support and enrich the statistical findings.

4.1 Main Survey Results

4.1.1 Part 1: Participants' Demographic Information
The demographic profile of the respondents provides valuable insight into the distribution of participants across gender, age, and geographical location. As shown in **Table 1**, female students constituted the majority of the sample (**60.7%, n = 182**), while male students accounted for **39.3% (n = 118)**. The age range of participants was between **16 and 19 years**, reflecting the typical age group of Indian high school learners. Among them, **62.3% (n = 187)** were between **16 and 17 years old**, while **21.7% (n = 65)** fell in the **18–19-year** category.

Participants were drawn from various public schools across different Indian states to ensure a balanced representation. The majority came from urban and semi-urban areas, including metropolitan regions such as **Hyderabad, Chennai, Mumbai, and Delhi**, which have high internet penetration and social media engagement among youth. A smaller proportion of students represented semi-rural schools, ensuring diversity in exposure and background.

Social Media Application Usage
One of the core objectives of the study was to identify the social media platforms most frequently used by students for both social interaction and educational purposes. In the survey question titled **"Social Media Applications You Use Regularly,"** participants were allowed to select multiple options, as most students actively use more than one platform.

The total number of responses to this question was **1,249**, indicating that each participant selected an average of **four platforms** (mean = 4.16). This suggests a high level of digital engagement and multitasking behavior among Indian high school learners.

The most widely used application was **Instagram**, selected by **262 students (87.3%)**, representing the highest preference and accounting for **21.0%** of total selections. This was followed by **WhatsApp (257 students; 85.7%)** and **YouTube (243 students; 81.0%)**, which were the second and third most popular platforms, respectively. Other platforms, such as **Facebook**, **Telegram**, and **Snapchat**, were used less frequently but still maintained moderate engagement levels. These results indicate that visual and interactive platforms dominate students' online activities, consistent with global social media trends among youth.

Daily Usage Duration
As shown in **Figure 1**, the majority of students (**68.7%, n = 206**) reported spending **more than three hours per day** on social media applications. Another **19.7% (n = 59)** indicated using social media for approximately **three hours daily**, while only **11.6% (n = 35)** reported limited use of less than two hours per day. This pattern demonstrates that social media has become a significant part of students' daily routines and potentially a major source of English language exposure.

These findings are consistent with earlier studies (e.g., Vidyakala & Nithyakala, 2020; Naikoo et al., 2021), which observed similar levels of daily engagement among Indian youth. The high frequency and duration of use highlight the potential of social media as an informal yet powerful medium for second language learning.

4.2 Discussion

The demographic and usage data reveal several important insights. Firstly, the predominance of female participants suggests that girls may be more engaged in online communication and learning through social media, a finding that aligns with global digital education trends. Secondly, the significant time investment on social platforms indicates that students are already immersed in environments where English is the dominant language of interaction—whether through captions, videos, or comments.

This exposure provides a natural opportunity for **incidental language learning**, where students acquire vocabulary, pronunciation, and comprehension skills without explicit

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instruction. However, excessive use also raises concerns about **distraction, reduced writing accuracy**, and the adoption of informal online language patterns. Therefore, while social media represents a valuable supplementary tool for language acquisition, its integration into structured educational frameworks remains crucial to ensure productive and academically relevant outcomes.

4.2.1 Part 2: Participants' Opinions on Using Social Media as a Tool to Improve English

The second section of the main survey focused on exploring students' **perceptions of social media as a tool for English language improvement**, particularly in the domains of speaking, writing, grammar, and vocabulary.

As illustrated in **Figure 2**, nearly half of the respondents (**47%, n = 141**) believed that social media applications **greatly influence** their English **speaking and writing skills**, either by providing opportunities for communication or by motivating them to express themselves more fluently. Another **28% (n = 84)** of students reported a **moderate impact**, while **25% (n = 75)** indicated that social media usage had **no significant effect** on their language development. The relationship between social media engagement and perceived language improvement was found to be statistically significant (**p-value < 0.01**), suggesting that regular social media use does have a measurable effect on self-perceived language enhancement.

In terms of **language preference during online interactions**, results presented in **Figure 3** show that a majority of students (**56.7%, n = 170**) preferred to use **English** as their primary language on social media platforms, while the remaining participants favored regional languages or Hindi. This preference toward English is statistically significant (**p-value < 0.05**) and reflects the growing integration of English into the daily digital communication habits of Indian students. It also indicates that social media serves as an accessible and informal environment for natural English language exposure outside the classroom.

Additionally, when asked about their attention to **grammar and spelling** while posting or commenting online, a substantial majority (**72%, n = 216**) reported that they consciously focus on **correcting grammatical and spelling errors** when writing in English. Only **13.7% (n = 41)** admitted that they do not pay attention to language accuracy in their online communication (**p-value < 0.01**), as shown in **Figure 4**. These findings suggest that social media engagement is not purely casual but also carries an element of linguistic self-awareness and a desire for correctness, particularly among academically motivated students.

Overall, these results indicate that most Indian high school learners view social media as a **constructive and motivational platform** for improving English, especially in speaking and writing. However, the level of benefit depends largely on the **purpose of use** and **individual learning orientation**—students who use social media actively for educational or communicative purposes tend to experience greater linguistic benefits compared to those who engage passively for entertainment.

4.2.2 Part 3: English Language Skills Test

The third component of the study involved an English language test aimed at assessing participants' proficiency in **grammar** and **spelling**, two fundamental skills that reflect the structural and lexical accuracy of language use.

The analysis of grammar test results, presented in **Figure 5**, revealed that a majority of students (**64.0%, n = 192**) demonstrated **good performance** in identifying grammatically correct sentences. Another **30.3% (n = 91)** showed **moderate proficiency**, while only **5.7% (n = 17)** performed **poorly** (**p-value < 0.01**). This suggests that most participants possess a solid understanding of grammatical rules, possibly supported by their exposure to English usage in social media captions, posts, and interactive discussions that reinforce language structures through repetition and contextual learning.

Similarly, the results of the spelling test, as shown in **Figure 6**, indicate that **62.3% (n = 187)** of students achieved **good performance**, **29% (n = 87)** displayed **moderate ability**, and only **8.7% (n = 26)** scored **poorly** (**p-value < 0.01**). The strong spelling performance reflects the students' frequent encounters with written English on social platforms such as WhatsApp, Instagram, and YouTube comment sections, where constant exposure to written text supports word recognition and retention.

These outcomes collectively demonstrate that consistent interaction with English-language content on social media can positively influence **receptive (reading and recognition)** and **productive (writing and grammar)** language skills. However, as indicated in earlier studies, this improvement tends to occur informally and may not always align with academic writing standards. Hence, while social media can complement formal instruction, its effectiveness as a structured learning tool depends on **guided educational use** and **teacher supervision**.

Table 1: Demographic Information of the Main Survey

Characteristic	Categories	N	%
Gender	Male	118	39.30%
	Female	182	60.70%
	Total	**300**	**100%**
	Mean = 150; Standard Deviation = 32		
Age (years)	14–15	48	16.00%
	16–17	187	62.30%
	18–19	65	21.70%
	Total	**300**	**100%**
	Mean = 100; Standard Deviation = 61.9		
Educational Region / Zone	Al-Asima*	45	15.00%
	Hawalli*	127	42.30%
	Mubarak Al-Kabeer*	63	21.00%
	Al-Ahmadi*	11	3.70%
	Al-Farwaniya*	48	16.00%
	Al-Jahraa*	6	2.00%
	Total	**300**	**100%**
	Mean = 50; Standard Deviation = 40		

Table 2: Social Media Applications Used by Participants

Social Media Applications Used	N	Percent (%)
Twitter	178	14.30%
Instagram	262	21.00%
Snapchat	243	19.50%
WhatsApp	257	20.60%
YouTube	227	18.20%
Other	82	6.60%
Total	1249	100%
Mean = 208.2; Standard Deviation = 62.8		
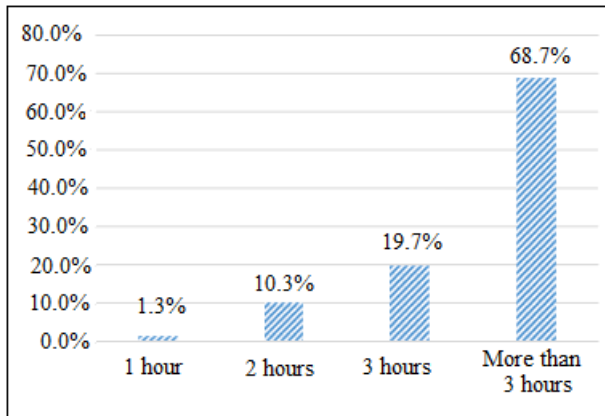
Figure 1: Time spent on social media applications daily
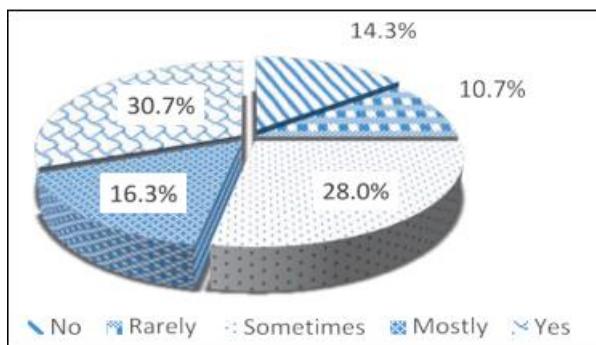
Figure 2: Responses regarding the effect of social media platforms on speaking and writing skills.
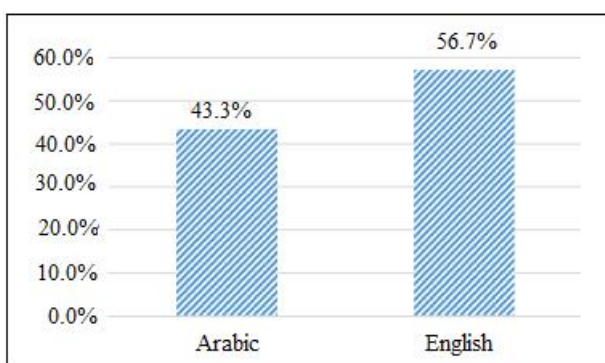
Figure 3: Preferable language in using social media applications.
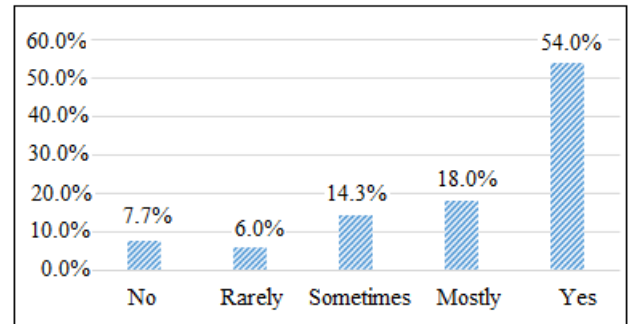
Figure 4: Behavior regarding correcting grammar and spelling while interacting in social media pages.

4.2.2.1 Test Results Discussion

Descriptive statistics were computed for the students' total scores in the grammar and spelling components of the English language test (see Appendix 2). Each section of the test consisted of ten questions, where a score of **zero** represented the lowest performance and a score of **ten** represented the full mark.

As shown in **Table 3**, the results for the **grammar test** revealed a **minimum score of 2** and a **maximum score of 10**, with a **range of 8**, indicating considerable variation in the students' ability to identify grammatically correct sentences. The **mean score** was **7.77 (S.E. = ± 0.10)** and the **median** was **8**, suggesting that the distribution of scores was slightly skewed to the left, meaning that a majority of students performed above average. The **standard deviation** was **1.72**, resulting in a **coefficient of variation of 22.1%**, which reflects a moderate level of variability in students' grammar performance. The **75th percentile** value shows that **75% of students scored 9 or below**, while **25% scored above 9**, indicating that a notable portion of participants demonstrated strong grammatical competence.

Similarly, descriptive statistics for the **spelling test** (see Table 4) showed that the **minimum score** was **1** and the **maximum score** was **10**, producing a **range of 9**, which suggests a wider spread in participants' spelling ability. The **mean score** was **7.73 (S.E. = ± 0.12)** with a **median of 8**, again indicating a slightly left-skewed distribution. The **standard deviation** was **2.12**, with a **coefficient of variation of 27.4%**, showing a higher variability compared to the grammar section. The **75th percentile** indicated that **75% of participants scored 9.75 or below**, with the remaining **25% achieving scores above 9.75**.

Overall, the test results suggest that most students displayed satisfactory levels of proficiency in both grammar and spelling. The slightly higher variability in spelling scores may be attributed to the informal nature of online communication on social media, where users frequently encounter non-standard spellings and abbreviations. Nevertheless, the relatively high mean scores across both components indicate that consistent exposure to English-language content online can reinforce linguistic recognition and grammatical awareness among high school learners in India.

4.2.2.2 The Effect of Social Media on English Language Improvement: ANOVA Test

An **Analysis of Variance (ANOVA)** test was performed to determine whether students' perceptions of social media's role in improving their English had a statistically significant impact on their grammar and spelling performance.

The results revealed a **highly significant difference (F = 19.30, p < 0.01)** in grammar scores among students based on their responses to the question: *"Do you think that social media has improved your English?"* As presented in **Table 5** and illustrated in **Figure 7**, students with **positive perceptions** (those who answered *"Yes"*) achieved higher mean grammar scores (**8.18**) than those who responded *"No"* (**6.57**) or *"Neutral"* (**7.08**). This demonstrates that learners who view social media as beneficial tend to engage with English-language content more actively and confidently, leading to better grammatical performance.

Similarly, the ANOVA results for the **spelling test** also showed a **significant difference (F = 11.33, p < 0.01)** (see Table 7 and Figure 8). Students with **positive perceptions** scored significantly higher (**8.06**) than those with **neutral (7.36)** or **negative perceptions (6.00)**. This finding suggests that a favorable attitude toward social media as a learning aid is associated with improved spelling accuracy and vocabulary recognition.

Taken together, these results indicate that students' **perceptions and attitudes toward social media** play a crucial role in determining the educational benefits they derive from it. Those who consciously view social media as a platform for learning tend to use it more purposefully—engaging with English-language posts, captions, and videos that enhance their linguistic skills. Conversely, students who use social media purely for entertainment or social interaction may experience limited academic improvement.

The significant results of both ANOVA tests reinforce the idea that **motivated and purposeful social media engagement** can contribute meaningfully to English language acquisition. These findings are consistent with previous research (Reinhardt, 2019; Klimova, 2020), which emphasized that social media, when used consciously and under guided conditions, can serve as a powerful informal learning environment that complements traditional classroom instruction.
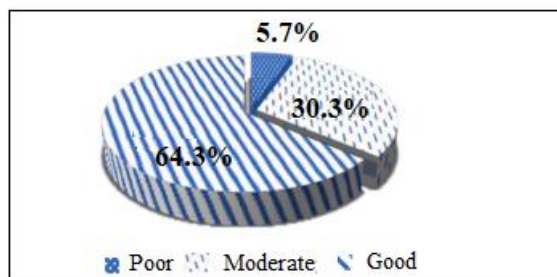

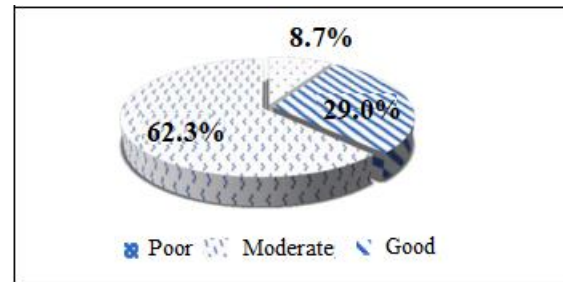**Figure 5:** Levels of performance in selecting the correct sentence.

Figure 6: Levels of performance in selecting the correct word

Table 3: Descriptive Statistics for Grammar Test Scores

Statistic	Value
Number of Items	10
Minimum Score	2
Maximum Score	10
Range	8
Mean	7.77
Standard Error (S.E.)	± 0.10
Median	8
Standard Deviation	1.72
Coefficient of Variation (%)	22.1
75th Percentile	9

Table 4: Descriptive Statistics for Spelling Test Scores

Statistic	Value
Number of Items	10
Minimum Score	1
Maximum Score	10
Range	9
Mean	7.73
Standard Error (S.E.)	± 0.12
Median	8
Standard Deviation	2.12
Coefficient of Variation (%)	27.4
75th Percentile	9.75

Table 5: ANOVA Results for Grammar Scores by Perception of Social Media Impact

Perception Category	Mean Score	F-value	p- value
Yes – Social Media Improved English	8.18		
Neutral	7.08	**19.3**	**< 0.01**
No – Social Media Did Not Improve English	6.57		

Interpretation:
Students who believed social media improved their English performed significantly better in grammar than those with neutral or negative perceptions (**p < 0.01**).
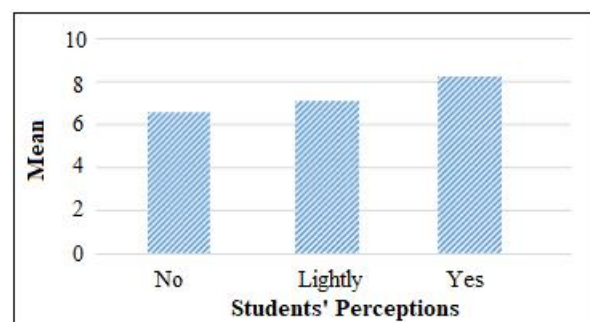

Figure 7: Means for scores of the correct sentence selection by students' perceptions.

4.3 Grades Analysis

Random samples of English grades were collected from public high schools to obtain an overall picture of students' performance levels in the subject. As noted earlier, the grades were gathered from both female and male students across four governorates—Al-Asima, Hawalli, Mubarak Al-Kabeer, and Al-Farwaniya. The classroom sizes for the grade samples ranged from **23 to 29 students**, providing a reliable representation of each school's academic performance.

Table 6: Analysis of Variance for the Effect of Social Media on Improving English (Selecting the Correct Sentence)

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	101.6	2	50.8	19.3	0
Within Groups	781.54	297	2.63		
Total	**883.14**	**299**			

Table 7: Descriptive Statistics for Spelling Scores Based on Students' Perceptions of Social Media's Role in Improving English

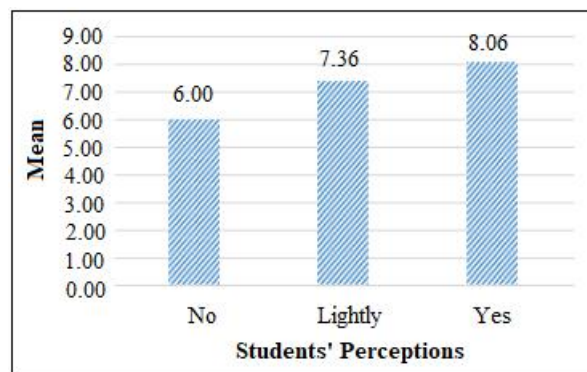| Survey Question: *"Do you think that social media has improved your English?"*	Students' Perception	N	Mean	Std. Deviation
	No	21	6	2.83
	Lightly	80	7.36	2.02
	Yes	199	8.06	2
	Total	**300**	**7.73**	**2.12**

Figure 8: Means for scores of the correct word selection by students' perceptions

Table 8: Analysis of Variance for the Effect of Social Media on Improving English

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	95.37	2	47.68	11.33	0
Within Groups	1249.76	297	4.21		
Total	**1345.13**	**299**			

Table 9 and **Figures 9 and 10** present the students' grades across the selected governorates.

From the overall analysis of the collected grades, the following patterns were observed:
- **Female students consistently scored higher than male students** across all four governorates.
- **Al-Asima Governorate recorded the highest English grades** for both female and male students, indicating comparatively stronger performance in this region.

These results offer useful insight into regional and gender-based variations in English achievement, which also support patterns observed in the survey and interview findings.

Table 9: Students' Grades by Governorate and Gender

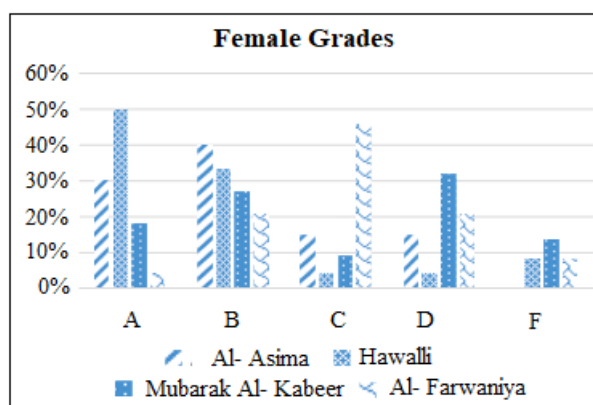| Grade	Al-Asima (Male)	Al-Asima (Female)	Hawalli (Male)	Hawalli (Female)	Mubarak Al-Kabeer (Male)	Mubarak Al-Kabeer (Female)	Al-Farwaniya (Male)	Al-Farwaniya (Female)
A	0%	30%	0%	50%	0%	18.10%	0%	4.10%
B	25%	40%	4.10%	33.30%	3.80%	27.20%	3.50%	20.80%
C	40%	15%	45.80%	4.10%	15.30%	9.00%	25%	45.80%
D	35%	15%	37.50%	4.10%	50%	31.80%	39.20%	20.80%
F	0%	0%	12.50%	8.30%	30.70%	13.60%		

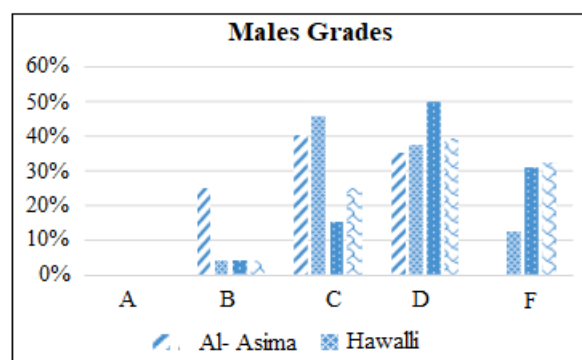**Figure 9:** Females grades.

Figure 10: Males grades

Hawalli Governorate recorded the **second highest grades** among both female and male students. Mubarak Al-Kabeer and Al-Farwaniya Governorates showed **comparable**

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performance levels; however, female students achieved higher grades in Al-Farwaniya, while male students performed better in Mubarak Al-Kabeer.

It is also important to note that Al-Farwaniya and Hawalli have a **higher proportion of non-Kuwaiti students** compared to the other governorates. This demographic factor may influence the overall grade patterns, as non-Kuwaiti students in these regions are generally known to achieve **higher academic scores** than their Kuwaiti counterparts.

4.4 Teachers' Interviews

Four semi-structured interviews were conducted with high school English teachers—both male and female—to gather their expert opinions on students' English language performance and the perceived influence of social media on language learning. Each interview comprised five questions focusing on the frequency of students' social media use and whether teachers believed such usage contributed positively or negatively to English language acquisition.

The interview data were analyzed manually using a four-stage qualitative analysis process:
1) **Familiarization:** All interview responses were read thoroughly to develop an initial understanding of teachers' perspectives on the impact of social media on students' English proficiency.
2) **Organization:** Responses were grouped according to similarities. Notes were made on emerging patterns and recurring viewpoints.
3) **Sorting and Coding:** Data were coded to identify meaningful categories. Similar codes were clustered together to create broader themes. This step was repeated as necessary to refine the thematic structure.

The final set of codes is presented in **Table 10**.

Analysis and Interpretation:
The grouped codes and themes were examined to formulate a coherent summary of findings and to identify common insights expressed by the teachers.

Table 10: Similarities and Differences in Teachers' Interview Responses

Code	Similarity	Difference
Performance	Can be improved or worsened	Refers to overall language performance
Grammar	Can be improved or worsened	Refers specifically to grammatical accuracy
Speaking	Can be improved or worsened	Refers specifically to speaking proficiency
Writing	Can be improved or worsened	Refers specifically to writing skills
Getting Information	Has both positive and negative aspects (improved or worsened)	Relates to acquiring any type of language-related information
Positives	—	Covers only improvements
Negatives	—	Covers only deteriorations

Based on this thematic analysis, the teachers generally agreed that **social media platforms contribute positively to students' development in three language skills: listening, speaking, and reading**. Exposure to English videos, voice notes, online conversations, and English-dominant content enables students to interact with authentic language in informal contexts, thereby strengthening these skills.

However, teachers consistently reported that **writing skills do not improve through social media usage**. In fact, they observed that frequent exposure to informal online communication—such as abbreviations, emojis, and non-standard spellings—may negatively affect students' formal writing abilities. This includes reduced grammatical accuracy, inappropriate vocabulary choices, and difficulty maintaining academic writing standards.

In summary, findings from the teachers' interviews align closely with the results of the student questionnaires. While communication-related skills (listening and speaking) and reading proficiency tend to improve with regular engagement on social media, **writing skills remain adversely affected**. This is primarily because social media encourages informal and conversational styles that differ from the standard English required in academic writing, thereby influencing grammar, spelling, and vocabulary in formal contexts.

5. Conclusion and Recommendations

5.1 Conclusion

This study examined the role of social media as a tool for English language acquisition among high school learners, with a particular focus on how platforms such as Instagram, WhatsApp, YouTube, and Snapchat influence students' linguistic skills. Drawing on data from surveys, English language tests, grade records, and teacher interviews, the findings reveal a clear pattern regarding the strengths and limitations of social media in supporting second language learning.

Overall, the results indicate that **social media contributes positively to the development of listening, speaking, and reading skills**. Students reported frequent exposure to English content—through videos, captions, voice messages, posts, and online interactions—which aligns with improved performance in communication-related skills. Teachers also confirmed that students' confidence in speaking and their ability to understand spoken English have increased with regular engagement on these platforms.

The analysis of test results showed that students achieved **high mean scores** in both grammar and spelling, suggesting that continuous exposure to written English on social media can reinforce language recognition and vocabulary acquisition. Grade analysis further supported this pattern, with regions of higher digital engagement showing comparatively stronger academic English performance.

However, the findings consistently demonstrate that **writing skills do not improve through social media usage**. In fact, excessive reliance on informal online language—such as abbreviations, emojis, phonetic spellings, and non-standard grammar—may negatively affect students' academic writing. Teachers expressed concern that students often

transfer informal patterns into formal contexts, leading to errors in grammar, punctuation, and vocabulary choice. In summary, the study concludes that while social media serves as a valuable **supplementary environment** for enhancing certain English language skills, it is **not adequate as a standalone tool** for comprehensive language development. Its educational effectiveness depends heavily on purposeful usage and guided integration within the classroom.

5.2 Recommendations

Based on the findings of this study, several recommendations are proposed for educators, schools, policymakers, and future researchers. First, English teachers should purposefully integrate social media into language pedagogy by using platforms such as YouTube, WhatsApp, and Instagram to support listening, speaking, and reading activities through guided tasks like video analysis, English discussions, and content summarization. Schools should also provide explicit instruction on distinguishing formal academic English from the informal language commonly used online to prevent students from transferring non-standard expressions into their academic writing. Strengthening students' critical digital literacy is equally essential so they can evaluate online information responsibly, identify credible sources, and use social media productively for learning. To ensure safe and meaningful use, institutions can create teacher-moderated online learning spaces—such as WhatsApp groups, Telegram channels, or Google Classroom forums—where students receive curated resources, guidance, and feedback. Furthermore, students should be encouraged to maintain balanced and healthy social media usage habits to avoid over-dependence and distraction; awareness programs can help them manage screen time effectively. Since writing skills did not show improvement, educators should design targeted activities that convert informal writing habits into formal practice, such as rewriting chats in standard English, correcting grammar and spelling in sample posts, and composing structured paragraphs based on online content. In addition, semi-urban and low-performing regions require improved access to English digital resources, better internet infrastructure, and enhanced teacher training to maximize the educational potential of social media. Finally, future research should explore long-term impacts of social media use on language learning, compare outcomes across urban and rural areas, analyze the effects of specific platforms, and investigate digital interventions that can strengthen students' formal writing skills.

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