




THE UTILISATION OF SOCIAL MEDIA PLATFORMS AND THE LANGUAGE LEARNING EXPERIENCE AMONG YOUNG ADULTS

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RESEARCH ARTICLE



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Abstract

This study examines the impact of social media on language learning skills among young adults in the context of the 21st century's digital evolution. As platforms such as Facebook, Twitter, Instagram, and TikTok have become integral to daily life, they foster a unique mix of connectivity and isolation. This research investigates the impact of these platforms on second language acquisition, highlighting their dual role as both facilitators and potential obstacles in the learning process. Social media provides dynamic opportunities to engage with language through interactive content, boosting motivation and encouraging innovative learning methods. However, preoccupation with electronic devices also creates challenges, such as reduced face-to-face interactions and potential distractions. By analysing teaching approaches and engagement strategies, this study aims to offer valuable insights into how social media affects language learning outcomes. Ultimately, the research highlights the dual nature of social media in language education: while it can significantly enhance learning experiences, it also necessitates caution to mitigate its adverse effects. Understanding this complex relationship is essential for both educators and learners to effectively harness the benefits of social media in their pursuit of language proficiency.

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Introduction

The 21st century has ushered in an era of unprecedented growth and advancement in science and technology, resulting in transformative changes in both physical and digital communication (Coccia, 2019). At the forefront of this discourse is social media, which has emerged as a critical component of daily life for millions. This digital landscape fosters an invisible web of connectivity, facilitated by widespread internet access (Sedighi & Hashemi, 2024). Individuals engage with a multitude of social media platforms – including Facebook, Twitter, LinkedIn, YouTube, Instagram, Snapchat, WhatsApp, and TikTok – creating a complex network of interactions. While these platforms intricately link people across the globe, they also contribute to a preoccupation with electronic devices, prompting a paradox of connectivity versus isolation (Primack et al., 2017). The inherently attention-seeking nature of social media appeals to a diverse demographic, cutting across socio-cultural, religious, political, and economic barriers (F. Edwards, 2016). The implications of social media are particularly pronounced among younger generations, who are significantly influenced by its rapid proliferation and engagement (Bolton et al., 2013). Today, almost every facet of life – from societal norms and religious customs to political participation and economic activities – exhibits a marked dependence on social media platforms (Wang et al., 2015). It is vital to acknowledge that, despite offering numerous advantages such as enhanced communication and access to information, social media poses considerable challenges, especially for young people (S. Edwards & Wang, 2018). In this context, social media can be perceived as both a boon and a bane for young individuals. In the realm of language acquisition, social media presents itself as a dynamic platform that provides ample opportunities for practising and learning a second language (Mondahl & Razmerita, 2014). The interactive nature of these platforms can enhance engagement levels and foster innovative learning methodologies (Barrot, 2022). This research aims to investigate the effects of social media on second language acquisition among young individuals, exploring its impact on pedagogical approaches, engagement strategies, and overall learning outcomes. By examining these dimensions, the study seeks

to offer valuable insights into the dual roles of social media as both a facilitator and a potential hindrance in the language learning process.

Defining Social Media

The concept of 'Social Media' was first introduced in 1994, heralding the onset of a transformative era in communication (Sajithra K, 2013). Since that time, social media has undergone exponential growth, establishing itself as a critical component of contemporary life. This evolution has been driven by a continuous and escalating public interest, solidifying social media's pivotal role in facilitating global interaction (Reiman, 2012). Over the years, the definition of social media has undergone significant evolution, reflecting its multifaceted nature. Concepts such as "virtual communities," "social networks," "social networking services," "online social networks," and "social networking sites" are frequently used interchangeably, underscoring the complexity of this medium. Scholars have proposed diverse definitions shaped by their unique perspectives, enriching the ongoing discourse surrounding what constitutes social media. Generally, social media is recognised as a broad virtual platform that connects individuals worldwide, fostering open channels for communication and interaction. A primary distinction between social media and traditional media is the level of engagement with content that they encourage (Al-Quran, 2022). While conventional media typically facilitates passive consumption, social media empowers users to engage actively through both content production and consumption.

Initially characterised as 'computer-supported social networks' (CSSNs), the term 'social media' has since broadened in scope (Kapoor et al., 2018). As noted in the defining work 'A Dictionary of Media and Communication', social media encompasses a diverse array of communication platforms that promote social interaction among various groups – whether acquaintances or strangers – regardless of geographical boundaries. This definition encompasses contemporary formats, including newsgroups, massively multiplayer online games (MMOGs), and social networking sites, which serve as virtual meeting places that facilitate the sharing of media content, with users acting simultaneously as both producers and consumers. Furthermore, social media has emerged as a vital marketing tool, effectively transcending geographical barriers and enhancing interpersonal connections (Khasawneh, 2017). The Cambridge Business English Dictionary defines social media as a collection of media formats that facilitate communication and information sharing through the internet or mobile devices. Carr and Hayes elaborate, describing social media as "Internet-based, disentranced, and persistent channels of mass personal communication that facilitate perceptions of interactions among users, deriving value primarily from user-generated content."

In addition, Kapoor et al. characterise social media as a consortium of user-driven platforms that not only disseminate engaging content but also cultivate dialogue and communication with broader audiences. Ultimately, social media represents a digital environment created by people for people, fostering connections and networking across diverse dimensions – be they personal, professional, business, marketing, political, or societal. The trajectory of social media – from its modest beginnings to its current status as a cornerstone of modern communication – epitomises its profound impact on society. As the landscape continues to evolve, social media will undoubtedly shape how individuals and communities interact, share, and engage in meaningful dialogue.

Evolution of Social Media

The expansion of internet connectivity has profoundly influenced the development of social media, the widespread adoption of Android devices, and significant advancements in digital technology (Haythornthwaite, 2005). The groundwork for the modern internet was established in 1987 with the launch of NSFNET, a robust nationwide digital network initiated by the National Science Foundation (Leiner et al., 2009). This initiative marked a critical turning point in the evolution of network communication. In 1991, Tim Berners-Lee advanced the transformation of online interaction by conceptualising the World Wide Web, which integrated hypertext software with the existing internet framework (Porterfield, 2015). This innovation signalled the beginning of a new era of direct communication, moving away from earlier methods that primarily relied on weblogs, mailing lists, and email correspondence (Mansell, 2012). The mid-1990s witnessed the emergence of instant messaging platforms, with sites such as Geocities, Classmates.com, and SixDegrees.com paving the way for more interactive online experiences (Milligan & Brügger, 2018). Notably, SixDegrees, launched in 1997, is recognized as the first social media platform to allow users to upload their profiles (Klimova et al., 2014). This groundbreaking feature was followed by the launch of Friendster in 2002, developed by Peter Kin, Jonathan Abrams, and Dave Lee, which further popularised the concept of social networking (Boyd & Heer, 2006).

In 2002, LinkedIn emerged as a pioneering platform specifically designed for career-minded professionals, marking the beginning of a shift toward professional networking in the digital realm (Funk, 2011). The following year, 2003, saw the rise of Myspace, which attracted a diverse user base seeking social connections and self-expression (Gehl, 2012). A groundbreaking moment occurred in 2004 with the founding of Facebook by Harvard student Mark Zuckerberg (Kirkpatrick, 2011). This platform revolutionised social media dynamics by facilitating authentic connections among friends and enabling unprecedented content sharing across a global audience. In 2005, Reddit was launched as an innovative platform for news sharing, significantly contributing to the proliferation of user-generated content and fostering community discussions on a wide range of topics (Tsugawa & Niida, 2021). The evolution of communication continued with the establishment of Twitter in 2006 by industry visionaries Jack Dorsey, Evan Williams, Biz Stone, and others. Twitter redefined online interaction, allowing users to engage in concise dialogues that transformed traditional conversation patterns (Chacko et al., 2024).

The introduction of Instagram in 2010, created by Stanford graduate Kevin Systrom, added a new dimension to social media through its focus on photo sharing, shaping visual culture and influencing how users interact with imagery online (Nelson, 2014). Instagram's substantial market impact was highlighted by its acquisition by Facebook in 2012, further solidifying its role within the social media landscape. In 2011, Snapchat emerged from the innovative minds of Stanford students – Evan Spiegel, Bobby Murphy, and Reggie Brown – offering a unique platform for video sharing that emphasized ephemeral content, appealing to a generation seeking privacy in their online exchanges (Arrojo, 2022). The social media landscape witnessed further expansion with the launch of TikTok in 2016 by the Chinese technology company ByteDance. This short-form video-sharing platform resonated particularly with younger demographics and gained immense popularity following its merger with the U.S.-based Musical.ly in 2018 (Fan & Hemans, 2022). Overall, these developments illustrate a rich tapestry of technological innovation and evolving user engagement patterns that continue to shape the social media landscape today, reflecting shifting societal norms and preferences in digital communication.

Review of Related Literature

Aldukhayel (2023) explores the role of social media comments in enhancing L2 listening comprehension in the article “The Benefits of Social Media Comments to L2 Listening Comprehension.” The study involved 60 participants split into an experimental group (29) who watched YouTube videos with comments, and a control group (31) who viewed the same videos without comments. After watching, both groups summarised the content, and the experimental group completed a questionnaire about their experiences. A t-test revealed that the experimental group's summaries were significantly better in content and accuracy, highlighting the positive effect of comments on L2 comprehension. Nikhi (2023) explored the impact of digital social media on the writing and speaking skills of tertiary-level students in Lesotho. Using qualitative methods, data were gathered through interviews with five lecturers and a discussion with 60 students. The interviews indicated that social media negatively affects students' grammatical competence due to the use of abbreviations. On the other hand, student discussions suggested that while social media positively influences speaking skills, it promotes informal language that can harm writing skills. Sadha et al. (2022) conducted a study titled “The Correlation between Social Media Usage and Reading Ability of English Department Students at the University of Riou.” The research involved 73 students, gathering data through a questionnaire and a test analysed using IBM SPSS Statistics. Findings revealed an average social media usage score of 53.29 and a good reading ability score of 66.75. The study concluded that the pragmatic use of social media can have a positive influence on students' reading ability. Rafiq et al. (2020) explored the impact of social media on students' reading habits in their article “The Effects of Social Media on Reading Habits.” They conducted a quantitative study with 430 students from the University of Punjab, Lahore, using descriptive inferential statistics to analyse the data. Findings showed that many students used Facebook, WhatsApp, YouTube, and Google Class daily, with about 60% engaging with Facebook and WhatsApp multiple times a day. The study found both positive effects, such as increased socialisation and access to information, and negative impacts, including distractions from study sessions. In the article “Using Social Media to Improve Students' English Writing Skills: A Mixed Method Study,” Shahzadi (2020) explored the role of social media in enhancing undergraduate students' writing skills. The study involved 800 students from the University of Education Multan Campus, with 200 selected for a 10-item survey. An experiment assessed the impact of Facebook on writing skills, focusing on 25 BBA (Hons) students in their 3rd semester of a communication skills course. The findings indicated that Facebook serves as an effective tool for language learning, as it motivated students to improve their writing in a relaxed environment. Zahirah Zainal and Noor Hanim Rahmati (2020) explored in their article, “Social Media and Its Influence on Vocabulary and Language Learning: A Case Study,” how social media impacts English vocabulary development among students in Malaysian universities. They also examined its effects on interest in language learning skills and the potential positive and negative influences on language acquisition. Data was collected via a questionnaire and analysed using SPSS, revealing that social media enhances interest in language learning among English learners. Al-jarrah et al. (2019), in their article “The Role of Social Media in the Development of English Language Writing Skills at the School Level,” examined the impact of social media on students' writing skills. Through a quantitative survey of 132 secondary school students, they found that social media significantly enhances English writing performance by aiding vocabulary acquisition, boosting motivation, and improving overall writing skills. Slim & Hafedh (2019) conducted research on the impact of Facebook-assisted teaching on learning English for specific purposes at the University of Tabuk, involving 64 students from the Faculty of Business Administration. The students were divided into two groups: one received traditional instruction while both groups were given vocabulary content. Pre-tests and post-tests were used to assess vocabulary learning, and interviews were conducted to gauge attitudes toward the instruction method. The findings showed no significant difference in attitudes between the two groups. In his article “Developing Listening and Reading Skills through Social Media using Apps,” George (2018) explores how social media can enhance the listening and reading skills of ESL learners. The study involved 200 ESL learners and 20 English professors from colleges affiliated with Mahatma Gandhi University in Kerala. Using two closed-ended questionnaires for teachers and students, the findings revealed that social media creates a comfortable and stress-free learning environment while facilitating social interaction. However, it also presents challenges such as information overload and privacy concerns.

Rationale of the Study

In recent years, social media has become an integral part of daily life, serving as a vast virtual platform for communication (Gastaldi, 2014). The widespread availability of the internet has woven an invisible thread of connectivity between individuals worldwide. Various social media platforms – such as Facebook, Twitter, LinkedIn, YouTube, Instagram, Snapchat, WhatsApp,

and TikTok – enable users to maintain constant connections and engage in interactions via electronic devices, thereby enhancing their language learning experiences (Zourou, 2012). The inherently engaging nature of social media has particularly captivated individuals from diverse socio-cultural backgrounds, with the younger generation being especially influenced by the rapid growth and utilisation of these platforms (Hargittai et al., 2018). Today, social media has a significant impact on all aspects of life, including society, religion, politics, and the economy.

It is crucial to recognise that social media can exert both positive and negative effects on individuals, particularly among the youth (Akram, 2018). Thus, it is reasonable to suggest that social media can act as both a boon and a bane for young people (Gupta & Rani, 2013). When it comes to acquiring a second language, social media offers a dynamic environment for learning and abundant opportunities for practising the target language (Agarwal, 2011). Despite the potential benefits, research on the effects of social media on various dimensions of second language learning remains limited. Existing studies have often focused on how online comments influence second language (L2) listeners' comprehension of videos, demonstrating the role of social media in facilitating socialisation. However, a notable gap remains in comprehensive research examining the significant impact of social media on second language acquisition among younger individuals. A detailed investigation is necessary to assess the effects of social media on the four fundamental skills of language learning: listening, speaking, reading, and writing. Therefore, this research aims to provide novel and valuable insights into the existing body of knowledge regarding the role of social media in second language acquisition.

Objectives of the Research

The proposed research aims to achieve the specific objectives listed below.

- i) To explore the role of social media in enhancing the listening skills of students of a second language.
- ii) To explore the role of social media in boosting the speaking skills among young adult learners of a second language.
- iii) To study the active role of social media in proliferating the reading skills of the young adult learners.
- iv) To study the active role of social media in proliferating the writing skills of the young adult learners.
- v) To understand the cumulative impact of social media on the overall language learning proficiency of the young adult learners.

Research Questions

- i) In what ways does social media influence the listening skills of young adults?
- ii) How does social media affect the speaking skills of young adults?
- iii) To what extent does social media contribute to the development of reading skills among young adults?
- iv) In what manner does social media enhance the writing skills of young adults?
- v) How does social media enrich the overall language learning experience for young adult learners?

Methodology

The researchers have adopted a qualitative approach to conduct this proposed research. It is designed to understand the correlation between social media and second language acquisition among young adults. The researchers have conducted nine literature reviews to identify the findings of the articles and the research gap that this study will address. Throughout the process, various aspects of social media and second language acquisition have been thoroughly discussed. Based on the research gap, a series of research objectives has been formulated, and these objectives have guided the arrangement of research questions to be adequately analysed.

Analysis

Impacts of Social Media on the Listening Skills of Young Adults

Among the four essential skills of language acquisition – reading, writing, listening, and speaking – listening emerges as a fundamental competency that warrants thorough development (Feyten, 1991). This skill plays a pivotal role in enhancing learners' linguistic competence and is particularly crucial in the context of acquiring a second language. Here is a brief yet insightful example of a learning skill. His Holiness the Dalai Lama poignantly noted, "When you talk, you are only repeating what you already know, but if you listen, you may learn something new." This observation underscores the transformative potential of listening in the language learning process.

Listening can be categorised into two distinct types based on the quality of attention: 'general listening' and 'active listening' (Weger Jr. et al., 2014). General listening encompasses the ability to understand spoken words primarily for communication (Robertson, 2020). In contrast, active listening involves a more engaged and focused approach, requiring the listener's full attention to comprehend not only the literal meanings of words but also nuances such as tone, pronunciation, and context (Rost & Wilson, 2013). This deep engagement mirrors how we acquired our mother tongue as children, predominantly through attentive listening to our surroundings. The benefits of listening for second language learners are manifold (Yurko & Styfanyshyn, 2020). Firstly, it facilitates the acquisition of new vocabulary, phrases, and speech patterns, directly enriching the learner's linguistic repertoire (Negro, 2021). Secondly, listening sharpens learners' awareness of crucial elements such as tone, intonation, rhythm, sounds, accents, and pronunciation (Gilakjani & Ahmadi, 2011). Additionally, it helps them grasp the contexts in which certain words might be elided or blended in spoken discourse.

In today's digital age, social media plays a significant and transformative role in the development of listening skills among second language learners (Dirjal et al., 2020). These platforms afford learners access to authentic language use through exposure to native speakers, enabling them to become familiar with accurate pronunciation, sounds, accents, and the rhythm of spoken language (Reinhardt, 2019). The regular engagement with the language that social media facilitates is instrumental for learners, as it helps them remain connected to the target language throughout the day and fosters a sense of habituation (Bailey & Almusharraf, 2021). Moreover, platforms such as social media provide diverse learning modalities, enabling learners to participate in classes, lectures, and discussions in English at their convenience. Consistent participation in listening activities via these platforms enhances vocabulary, pronunciation, and overall proficiency (Xodabande, 2017). The combination of audio and visual stimuli further aids retention and comprehension, making social media an invaluable resource in second language acquisition.

However, the social media ecosystem is not without its challenges (Zhao et al., 2016). The potential for distraction from frequent notifications can impede learners' focus (Odiljonova, 2025). Additionally, the prevalence of entertaining content may divert attention away from educational objectives (Nema et al., 2023). Furthermore, the absence of face-to-face interaction between the speaker and the listener can cause disengagement in the listening process (Adjin-Tettey & Garman, 2022). In brief, while social media presents a powerful avenue for enhancing listening skills among second language learners, it is essential to remain aware of the potential distractions inherent in these platforms. Strategic engagement and mindful consumption of content can significantly amplify the benefits of listening, supporting learners in their journey toward second language proficiency.

The Effects of Social Media on the Speech Skills of Young Adults

Numerous studies indicate that various social media platforms have a positive and effective influence on learners' speaking skills (Namaziandost & Nasri, 2019). These platforms create substantial opportunities for learners to receive significant linguistic input (Deumert, 2015). As learners, particularly young adults, devote considerable portions of their daily lives to engaging with diverse social media channels, their language acquisition skills notably improve. Specifically, learners' speaking abilities are nurtured and enhanced in several ways.

Primarily, social media serves as a rich source of tutorial videos that cover a wide array of aspects related to fluency in English, alongside practical tips and guidelines (Smith, 2014). Furthermore, language learners have the opportunity to attend online classes led by foreign language experts, benefiting from live speaking sessions offered on these platforms (Harrison & Thomas, 2009). This consistent exposure to the second language through listening is crucial; the greater the listening experience, the more naturally learners become familiar with the language (Pikhart & Botezat, 2021). This active engagement with a second language significantly enriches their vocabulary, enhances their speaking proficiency, and instils greater confidence in public speaking scenarios (Alharthi et al., 2020). Moreover, social media, especially during live interactions, enables learners to participate in direct conversations with native speakers, which is instrumental in fine-tuning their pronunciation and tonal nuances. Beyond these beneficial aspects, learners often operate in a low-pressure environment that encourages comfortable conversations in English with peers and instructors (Dai & Wu, 2023).

However, it is crucial to recognise that social media also poses certain drawbacks. While it enhances learners' speaking skills, it does not sufficiently support the improvement of their grammatical competence. As learners focus on improving their speaking skills through social media, they may risk developing an addiction to various platforms, which could lead to a significant investment of time in non-productive activities (Al-Samarraie et al., 2021).

Implications of Social Media on the Writing Skills of Young Adults

Writing skills are a crucial component of the language acquisition process, standing out as one of the more intricate abilities to master. This complexity stems from the necessity to navigate various elements such as syntax, spelling, tonal patterns, and a deep understanding of sentence structure (Treiman & Kessler, 2005). In recent years, social media has emerged as a significant facilitator in enhancing writing competence among learners (Rosell-Aguilar et al., 2018). The widespread availability of internet access has led to the integration of social media into students' daily communication patterns, making language learning more accessible than ever before (Bosse et al., 2020). Platforms such as Facebook, YouTube, Twitter, and WhatsApp offer students unique opportunities for language practice, exercises, and knowledge sharing, functioning as valuable supplements to traditional classroom settings (Gaál et al., 2015).

The digital environment of social media provides learners with a rich context for practising their target languages, enabling them to engage in meaningful communication without the constraints of the classroom (Page et al., 2022). Research indicates that students often dedicate considerable time to interacting with peers on these platforms, which fosters the informal use and practice of language (Casey & Wells, 2015). This dynamic interaction enables learners to continually refine and refresh their writing skills, actively contributing to their development beyond the formal educational setting. Moreover, social media serves as an informal yet effective avenue for achieving proficiency in a second language (Arndt, 2019). Engaging in activities such as chatting, posting, and commenting enables students to develop their vocabulary and become more fluent in their target language. The presence of immediate feedback from peers further enhances this learning process, helping them to refine their language use continuously (Derakhshan & Hasanabbasi, 2015).

However, it is essential to recognise that social media's influence on writing skills is twofold. While it undoubtedly offers various advantages, such as increased engagement and motivation to write, it also presents certain drawbacks (Bakeer, 2018). The

informal nature of many social media interactions often encourages the use of colloquial language and slang. Students may resort to abbreviations like 'U' for 'you,' '4' for 'for,' 'Gm' for 'good morning,' and 'LOL' for 'laugh out loud.' This dependence on shorthand not only leads to potential misspellings but also diminishes learners' understanding of standard syntax and punctuation (Asare, 2019).

In short, while social media significantly enhances learners' writing skills by providing diverse opportunities for practice and interaction, it is essential to remain aware of its limitations. Educators and learners alike must strive to strike a balance between the benefits of informal language use on social media and the need to cultivate formal writing skills essential for academic and professional success.

Impacts of Social Media on Young Adults' Reading Skills

To engage meaningfully with the impact of social media on reading habits, it is crucial first to understand the intricacies of the reading process and its various dimensions (Momani, 2020). Reading is fundamentally defined as the act of constructing meaning from written text. As Francis Bacon eloquently stated, 'reading makes a full man,' underscoring the notion that reading enriches individuals with a breadth of knowledge and information, thereby enhancing their intellectual capacities (Henry, 1990).

Various forms of reading exist, each with distinct purposes and outcomes. These include extensive or literal reading, interpretive reading, intensive or critical reading, and creative reading. Literal reading focuses on interpreting the text's surface meaning without delving into the deeper analysis associated with intensive and creative approaches. This distinction is particularly relevant in the contemporary context, where social media serves as a significant medium for developing second language reading skills. The advent of social media has provided an unparalleled platform for students to discover a wide array of books and texts, facilitating the acquisition of knowledge and information (Johnson, 2021). Engaging with diverse reading materials on these platforms can enhance cognitive abilities and communication skills. Furthermore, educators can leverage social media to encourage student participation in projects aimed at improving on-screen reading competence (Alloway et al., 2013).

However, it is essential to recognise the duality of social media's influence on reading. While it offers considerable opportunities for growth, it also presents noteworthy challenges. Prolonged interaction with social media can lead to difficulties in undertaking intensive reading and in-depth studies (Gruzd et al., 2016). The constant barrage of information, often presented in short snippets, may foster impatience among learners, making it increasingly challenging for them to maintain sustained attention (Kokoç et al., 2022). This can result in a tendency to revert to literal reading of brief paragraphs rather than engaging in critical analysis or long-format readings. Moreover, rather than dedicating time to productive reading, students may find themselves drawn into trivial conversations and non-essential content on social media platforms (Al-Jarf, 2023). This diversion often detracts from their ability to engage with substantial educational materials, thereby hindering their overall learning and growth.

Conclusion

As technology advances, the world is shifting increasingly into a digital environment, where social media plays a vital role in contemporary life. It connects individuals across demographics and serves to entertain, disseminate knowledge, and aid in learning, including second language acquisition. Social media offers a non-stressful environment that motivates young learners and enhances teacher-student interactions while fostering collaboration among peers. It influences the four fundamental language skills, sometimes positively and other times negatively. Numerous apps, such as Home Library and Vocab Stories, help develop reading and vocabulary skills, while platforms like Ted Talks improve listening abilities. Educational systems should adapt to these changes by integrating social media into traditional classrooms. However, it is essential to recognise that social media has downsides, such as addiction, privacy risks, and distractions. Therefore, it should be used as a supplementary tool in language learning, with proper guidance and security measures in place.

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