



RESEARCH ARTICLE

Section: *Literature, Linguistics & Criticism***Enhancing EFL writing skills through social media: A mixed-methods study on the impact of YouTube and Instagram short videos in medical English education**Shadi M. Alshraah¹, Dina M. Hammouri^{2*} , Ashwaq A. Aldaghri³ & Mashael Ayed Althobiti⁴¹English Department at the Preparatory Year Deanship, Prince Sattam bin Abdulaziz University, Saudi Arabia²Department of English Language and Translation, Applied Science Private University (ASU), Jordan³Department of English Language and Literature, Imam Mohammad Ibn Saud Islamic University (IMSIU), Saudi Arabia⁴Department of Languages and Translation, Taibah University, Saudi Arabia*Correspondence: d_hammouri@asu.edu.jo**ABSTRACT**

This study investigates the extent to which incorporating targeted social media content can enhance the writing proficiency of medical students enrolled in English for Medical Purposes (EMP) courses. By integrating modern digital tools—specifically short videos from platforms such as YouTube and Instagram—into the curriculum, the research seeks to promote more dynamic and effective learning experiences tailored to the complexities of medical English. Employing a mixed-methods approach, the study involved 64 undergraduate participants, divided into an experimental group (EG) and a control group (CG), as well as survey data from 35 university instructors. Initial pretest results confirmed that both groups exhibited similar levels of writing proficiency. However, following the intervention, the EG demonstrated a marked improvement, with a mean score of 79.05 (SD = 3.056), significantly outperforming the CG, which had a mean of 34.46 (SD = 9.355). The high T-value (15.63) and low p-value (0.001) indicate a statistically significant difference between the groups' post-test performances. These findings suggest that traditional instructional strategies are insufficient for fostering writing development in EMP contexts, while the integration of social media-based content proves highly effective.

KEYWORDS: EFL, English education, social media, writing skill**Research Journal in Advanced Humanities**

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1. Introduction

1.1 Introduce the Problem

Writing is often one of the most challenging skills to develop. This challenge is mainly attributed to a lack of competency in language study involving grammatical structure and vocabulary. According to Mohammad (2023), undergraduates experience apprehension and agitation because they fear committing grammatical errors. The rise of modern technology, such as Web 2.0 and social media platforms, can enhance the educational atmosphere, making it more engaging and productive (Darwish et al. 2025). Family relations in the age of social media: How Jordanians view the influence of Facebook and WhatsApp. *Humanities*, 6(3).. According to Asik (2023), undergraduates widely use Twitter, Instagram, and Facebook as mobile learning aids.

However, according to Sandor and Sandor (2013), Instagram and YouTube have a greater appeal to undergraduates than other social media platforms (SMP). Despite their inception in 2005 and 2010, respectively, YouTube and Instagram have rapidly developed immense popularity and presently stand as two of the most widely used social networking sites globally, with over 2.70 billion active YouTubers (Statista, 2024) and 2.4 billion Instagram users (Instagram Press, 2024). Instagram and YouTube are mobile-based social networking platforms that facilitate sharing photographs and videos (Alharbi, 2023; Hou & Shiau, 2020; Benedek, 2018). According to the research conducted by Alharbi (2023), Instagram and YouTube provide a platform for visual content that is suitable and tailored for those who learn best via visual means while also facilitating connections among populations of educators. Distinct hashtags and short videos facilitate the sharing and learning by undergraduates from various courses. Instagram and YouTube enhance the personalization of learning experiences for learners. According to Shrestha (2010) and Zhang and Zou (2022), individuals who previously showed reluctance towards learning may enhance their performance in second language (L2) acquisition by actively participating in computer-mediated learning settings. The increasing use of social media websites among those learning a foreign language has prompted several studies to explore the influence of these platforms on language acquisition (Saed et al. 2021). Rahmawati et al. (2024) found that mobile technology research demonstrates its role in facilitating second language learning.

Undergraduates often have writing challenges due to vocabulary, grammatical structure, syntax, insufficient practice, excessive dependence on their native language, and writing nervousness. The conventional approach to instructing writing is no longer seen as sufficient to meet contemporary learners' needs, commonly referred to as digital natives. As mentioned above, the need compels instructors to investigate and incorporate technology into their pedagogical methodologies. Platforms such as Instagram and YouTube offer accessible features, such as video production, filtering options, and live sharing, that users can utilize at any time and from any location. Numerous studies have shown the potential efficacy of the social network as an educational instrument for enhancing learners' vocabulary repertoire and writing proficiency (Bang, 2023; Jin, 2023). However, official second-language learning environments typically do not utilize platforms like Instagram and YouTube. In formal settings dedicated to second-language learning, such as language schools or institutional programs, platforms like Instagram and YouTube are seldom incorporated as educational tools. These environments usually rely on structured curricula and traditional teaching methods rather than modern social media channels, which could offer dynamic and interactive language practice opportunities.

This study supports the use of Instagram and YouTube as digital platforms for writing to enhance the English writing proficiency of medical undergraduates enrolled in an English for Medical Purposes EMP course. The focus was to explore and experiment with how using YouTube and Instagram short videos can alleviate the limitations of traditional teaching methods and materials in enhancing university undergraduates' writing skills in foreign languages. In addition, the study unveiled the attitudes and perceptions of university instructors teaching English as a foreign language towards adopting and using social media tools to enhance the writing proficiency of foreign language undergraduates. The study employed a mixed-methods research approach involving experiments and surveys. The 'triangulation of survey and experimental data' refers to the process of using multiple methods to investigate a research question, in this case, the effectiveness of social media in enhancing writing skills. This research approach enhances the validity and reliability of the study's findings. Through this method, the study remains significant as it highlights the impacts of social media on EFL learning.

This study is among the first to empirically test short video-based instruction in an EMP setting of Saudi

Arabia, providing baseline data for EFL curriculum desugners. The following research question formed the basis for the analysis of the necessary data and discussion of the findings:

- a. To what extent can the usage of Instagram and YouTube short videos enhance the writing skills of foreign language undergraduates?
- b. What are the perceptions and attitudes of the university Instructors towards the use of YouTube and Instagram videos to enhance the writing skills of foreign language undergraduates?

2. Literature Review

2.1 Social Media and Enhancing EFL Skills

The increasing use of social media websites among those learning a foreign language has prompted several studies to explore the influence of these platforms on language acquisition. Jiang (2023) found that mobile technology research demonstrates its role in facilitating second language learning. Many studies have extensively examined the impacts of using Facebook and Twitter on language acquisition (Aliyev, 2023; Bang, 2023; Tuglu, 2023). Researchers have conducted limited research on the impact of Instagram and YouTube on language acquisition (Lira-Gonzalez et al., 2023).

According to Rahmawati et al. (2023), young people dedicate much time to Instagram and YouTube, whereas Selvaraj et al. (2023) suggest that undergraduates are more actively involved on these platforms. In addition, it is worth noting that Instagram and YouTube are readily accessible on a wide range of smartphones and tablets (Alneyadi et al., 2023). Therefore, these factors contribute to the increased appeal and potential use of Instagram and YouTube as language learning tools within educational settings (Zhao & Yang, 2023). According to Zulaiha and Triana (2023), using mobile learning tools may enhance learners' writing and reading abilities and communication skills. The casual approach to learning fosters a sense of relaxation and enhances learners' self-confidence. According to Lira-Gonzales (2023), undergraduates can express and exchange views within learning communities.

Hence, it is indisputable that web-based social networking sites may potentially harm young people's academic achievement. Bang (2023) asserts that undergraduates use informal language, such as LOL, to emphasize the detrimental impact of social media on their writing communication. According to the researcher, these colloquially shortened terms are anticipated to be incorporated into official written communication. Nkhi (2023) posits that the impact of social media platforms has resulted in a decline in undergraduates' written English proficiency. Korucu-Kis (2023) provides more evidence that the usage of abbreviated language on these platforms has been evident in their official writing, resulting in a decline in written communication. The analyst asserts that more investigation is necessary to explore the potential benefits of using digital social media platforms to enhance undergraduates' written and spoken communication skills, given the adverse impact of social media networking sites on their written and spoken English.

Nevertheless, social networking sites are not without benefits. According to Rafique et al. (2023), a favourable association exists between the use of social media and the acquisition of English language skills within university settings. Patoway and Talukdar (2023) conducted a study, and their findings indicate a favourable correlation between using social media platforms and acquiring English as a foreign language among undergraduates. According to Torchinaya (2023), the study results indicate that undergraduates engage with foreign English language professors using online platforms and diverse social media platforms, such as YouTube, to get English language lessons. Undergraduates have improved their productive abilities via social media platforms (Vogiatzig, 2023; Zhang & Yu, 2023; Jiang, 2023; Aharbi, 2023). Moreover, Barrot (2023), Zhao and Yang (2023), and Sandor and Sandor (2023) assert that the effective utilization of digital social media has the potential to boost undergraduates' communication skills. The aforementioned hypotheses propose that social media might potentially influence undergraduates' writing and spoken communication skills. Therefore, this research aimed to ascertain the applicability of the aforementioned hypothesis to the undergraduates at the school under investigation. Social media has impacted the writing abilities of several tertiary undergraduates. Zhang and Zou (2023) asserted that several undergraduates' official writing exercises increasingly incorporate vocabulary from social media. Many college undergraduates have cultivated the practice of incorporating the colloquial language often used on social media platforms into their academic writing endeavours, including essays, tests, and assignments (Haider et al., 2022; Rahmawati et al., 2024). Emerging evidence from multimodal

literary instruction suggests that digital and interactive text environments can enhance higher-order analytical skills. For instance, Al-Hadrousi et al. (2022) found that integrating interactive digital poetry significantly improved students' literary text analysis abilities. This finding reinforces the current study's assumption that short-form, multimodal input—such as YouTube and Instagram videos—can effectively support discourse organization and linguistic awareness in writing. However, most existing studies rely on descriptive or on perceptive data. Few have measured the writing outcomes in an experimental approach, which underscores the need for empirical validation through controlled designs such as the present study.

2.2 Summary of Findings of Previous Studies

Many researchers have investigated how social media platforms can enhance the language learning skills of foreign language learners. Nkhi (2023) explored how to use Facebook as a platform to improve the writing ability of EFL undergraduates. These improvements included several aspects such as organization, grammar, spelling, vocabulary, and content. Tuglu (2023) undertook an action research project to examine the impact of Facebook on the development of interpersonal relationships between English as a Foreign Language (EFL) instructors and undergraduates via self-disclosure. The research included a total of 47 English as a Foreign Language (EFL) undergraduates. The findings demonstrated a significant correlation between teachers' willingness to share personal information on Facebook and undergraduates' enthusiasm for learning English. In their study, Torchinaya (2023) examined the use of Facebook as an additional platform for language learning in educational settings.

Rahmawati et al. (2024) also compared traditional learning tools and social media learning platforms for enhancing foreign language learners' improvement. A total of 40 doctoral undergraduates from Iran were involved in a quantitative quasi-experimental investigation. The findings indicated that Facebook facilitated a more effective English learning experience for Iranian PhD undergraduates than traditional face-to-face settings. Researchers have shown that using Facebook for English language learning or instruction enhances learners' sense of autonomy, competence, and social engagement within the undergraduate community. In their survey research, Selvaraji et al. (2023) examined the impact of people's proclaimed cultural values on their voluntary use of technology in informal learning settings. The study included a total of 661 individuals who were learning a foreign language. The researchers used structured equation modeling. The study showed that language learners' individual proclaimed cultural value orientations influence their self-directed use of technology for learning outside of the classroom. However, this influence primarily stems from the direct impact of these orientations on technology usage rather than their moderating effects. Additionally, the authors identified two cultural value orientations, namely long-term orientation and uncertainty avoidance, which have a role in the permissible use of technology for self-directed learning.

In addition, Sando and Sandor (2023) conducted qualitative research to examine the utilization of YouTube technology by Taiwanese pre-service teachers in their microteaching videos on the platform. The research involved a total of twelve individuals. The findings indicated that educators used diverse styles and methodologies. They expressed favourable attitudes towards using YouTube in their teaching; nonetheless, they encountered technological challenges while producing microteaching videos. Factors such as shifting motivation, anxiety triggers, emphasis on visuals and personal appearance, and limited engagement and feedback can influence microteaching lessons' sending, receiving, and quality.

Furthermore, Mohammad (2023) conducted quantitative experimental research to examine the effects of YouTube listening and viewing activities on the hearing comprehension of Taiwanese English as a Foreign Language (EFL) learners. The study compared the performances of three experimental groups. The findings indicated that engaging in YouTube activity had a significant impact on enhancing listening comprehension. Additionally, each group's use of clips demonstrated a predictor of variations in group performance. She determined that using YouTube provided a chance to engage in conversation with genuine native speakers, which may be advantageous for language acquisition. In 2023, Al-Bataineh conducted experimental research to determine the impact of using YouTube in a language school. The author's concluded that YouTube can potentially foster enhanced content acquisition among college undergraduates studying English as a foreign language. The researcher regarded YouTube as a significant educational tool. Similarly, Alharbi (2023) conducted survey research to explore the attitudes of English instructors towards YouTube and their familiarity with

this instructional medium. The size of the sample was 124. The findings of his investigation demonstrated favourable attitudes and enthusiasm for using this tool. Nevertheless, there was no correlation between this fervent sentiment and proficiency in using YouTube. The absence of correspondence may be attributed to two significant factors: a deficiency in computer abilities in computer-assisted language learning and the need for training in the use of technology.

Moreover, Birgun and Polat (2023) conducted another qualitative study with 84 participants to examine undergraduates' motivation and autonomy in learning and the teacher's role in using YouTube in the classroom. The authors concluded that YouTube has the potential to foster more independence among undergraduates, necessitating the teacher's active control over their autonomy and confidence throughout the learning process. Across studies, YouTube has supported receptive or oral skills primarily whereas Instagram has been explored in motivation-oriented research. Little evidence exists for their effects that combine on productive writing within ESP contexts, which this study addresses.

On the other hand, one action research study currently offers only empirical information regarding Instagram's impact. Shrestha (2023) conducted an action research study investigating Instagram's impact on writing proficiency in an English as a Second Language (ESL) classroom. The findings demonstrated a progressive inclination among undergraduates to include Instagram in their writing, while Instagram revolutionized the teaching process and fostered a more individualized learning encounter.

2.3 Adopted Theory for the Study

In the early 1980s, Second Language Acquisition (SLA) theory by Stephen Krashen became the original paradigm shift from the field of applied linguistics and language pedagogy. In his foundational works, for example *Principles and Practice in Second Language Acquisition* (1982), and subconsciously, Krashen argued against the behaviourist models that language acquisition is a subconscious process different from formal learning. He combined insights of psycholinguistics with pedagogical imperatives and developed a model based on meaningful interaction in the TL, not on grammar rote instruction (Ellis, 2005). His contribution is to transform the foreign language education particularly in the field of immersive and input rich environments. Since then, the theory has become a widely recognized approach to language development among scholars and educators who wish to adopt communicative and student-centred approach.

The five hypotheses which form the heart of Krashen's SLA theory include the Acquisition – Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the Affective Filter Hypothesis, and the Natural Order Hypothesis. Additionally, the idea that learners acquire language best by exposure to what is called comprehensible input, slightly above the current level, $i+1$, is one which intuitively fits with the multimodal nature of short form video on content platforms like YouTube and Instagram. The Affective Filter Hypothesis enriches the equation by tying down emotion, namely motivation, self-confidence and decreased anxiety as the determinants for language acquisition to be effective. While individually these hypotheses provide interesting considerations towards dynamic and contingent views of the language learning process, and the role of the learner (whether in a traditional or technology structured setting), they are complimentary and together can provide a lens through which to evaluate and improve how language is learned in such a virtual environment, and thus why Krashen's theory fits so well with studies that focus on modern and digitally mediated instruction. The study of Krashen has been supported and expanded by Lightbown and Spada (2013), Ellis (2005) and VanPatten and Williams (2015) in terms of empirical methodology and pedagogical adaptations in a variety of contexts. As an example, Lightbown and Spada stress that although comprehensible input is necessary, the interactive and context rich environment can further deepen one's learning, a condition easily met by the curated short form educational video. Ellis extends Krashen's universe by studying implicit learning and focus on form as both playing a role in constructing meaning, confirming the significance of meaningful exposure to language in use. To SLA theorists, these scholars emphasize the continuing importance of SLA theory and suggest interpretations for interpretation if the instructional technologies evolve, validating the theory's capability in operating in the current EFL classroom.

The value of social media platforms in medical English, a subject specific field of educational need that demands training of vocabulary which makes examination of context difficult, is highly tied to the theory of Krashen. By exposing the learners to real world language use in a concise and digestible format, Instagram Reels

and YouTube Shorts can become authentic input channels capable of exposing learners to the rich multimodal affordances and narrative structures that can support effective communication. They can greatly diminish the affective filter through a low stress, visually appealing, and student directed feeling of control over the learning process. Therefore, not only does Krashen's principles justify still short videos in EFL write training, but they also provide a solid theoretical framework for making sense of the synergism between good enter/learners' attitude, and degree change (Lightbown and Spada, 2013).

In addition, the SLA framework serves as the essential basis for further inquiry of the cognitive and emotional elements of computer mediated foreign language writing. The theory allows for a nuanced understanding of how social media content affects lexical range, syntactic complexity and genre awareness of students, by emphasising the type and the quality of input into which teachers can control (Haider et al. 2020). Secondly, the affective dimensions of Krashen's theory are used to in century into the motivational and attitudinal reasons which motivate instructors to use digital tools. Therefore, the pedagogical rationale for the study is anchored in SLA theory, which also directs the interpretation of both learner outcomes and instructor perceptions. With this, the research is provided with a general framework that has capabilities of not only comprehending the diverse aspects involved in language acquisition during the age of social media, but also a framework that is not only capable of embracing the clash of new opportunities, but particularly of shaping them.

3. Method

3.1 The Study Approach

To explore how the use of Instagram and YouTube short videos enhances writing skills in English foreign language learning (EFL), with the aim of mitigating the limitations of traditional writing materials, there is a need to conduct an experiment that will feature the use of these social media videos.

As such, this paper adopted a quasi-experimental approach that integrated surveys anchored on using these videos. Consequently, it is considered a mixed-methods study wherein data from surveys and quasi-experiments was triangulated to discover how social media videos help foreign language undergraduates enhance their writing skills. Different studies have proposed that to understand the impact of social media on language learning skills, there is a need to engage the learners and conduct experiments using different activities in the specific social media content. In this view, it is considered appropriate to carry out a semi-experiment involving two different groups of undergraduates studying courses in English as their foreign language. The survey will involve both Instructors in EFL who have integrated Instagram and YouTube videos to enhance their undergraduates' language skills and some undergraduates who are consistently using these digital features to enhance their writing skills.

3.2 Study Participants

The participants in this study include First-year medical undergraduates enrolled in the English for Medical Purposes (EMP) course at Saudi University participated in this study. These students were selected to ensure that the study focuses on adult English as a foreign language (EFL) learners who require English proficiency for academic and professional purposes. Additionally, their participation aligns with standardized assessment practices at the higher education level.

The primary participants were the medical undergraduates engaged in the experimental study. However, to gain broader insights, English language instructors teaching EMP courses were also included in a survey. Their perspectives helped assess how Instagram and YouTube short videos enhance writing skills in medical English and mitigate the limitations of traditional teaching methods.

3.3 Sampling

This study used a convenience sampling strategy, engaging a total of 102 participants: 65 EFL undergraduates and 35 EFL instructors. The undergraduates were divided into two groups, following the standard approach in

quasi-experimental research: Control Group (CG) (n = 31): Did not engage in Instagram or YouTube learning activities. Experimental Group (EG) (n = 34): Participated in a series of writing exercises using short videos from selected YouTube and Instagram channels. Convenience sampling was used due to its practicality in selecting participants who are already exposed to social media for language learning.

3.4 Tools and Administration of Tools

Two main tools were used in the collection of the required data for this study, including the experimental tool and survey tool. For the survey, ten survey questions were developed from the two research questions using the four-point Likert scale (agree, A; strongly agree, SA; disagree, D; and strongly disagree, SD). The survey questions were adapted from Aharbi (2023) and Asik (2023), with modifications to align with the study's focus on EFL writing skills and social media. The survey also included different demographic questions, which elicited the age, gender, academic ranking of instructors, academic qualification of instructors, and academic level of the undergraduates who participated in the study.

The experiment included a series of activities divided mainly into two sets. The first set of activities was designed and directed to understand how undergraduates who use short YouTube and Instagram videos to enhance their writing skills can perform better in essay writing exercises than undergraduates who use only traditional learning tools. As such, Group A included the members of the EG, while Group B included the members of the CG. The experimental focus was to test the proposed hypothesis in the study, seeking to establish a correlation between the academic use of social media short videos, English as a foreign language learning, and the improvement in the EFL undergraduates' writing proficiency. For this purpose, the research and the assessment tools (experimental tasks and survey questionnaires) used in this study were carefully developed to be compatible with the research objectives to ensure maximal content validity. The items adapted and amended in the survey to refer to EFL writing and social media platforms were adapted and amended from widely recognized study instruments by Aharbi (2023), and Asik (2023). The items were first reviewed and validated by two senior applied linguistics scholars for clarity and appropriateness with the constructs being measured. After that, a pilot test was carried out on a small sample of 10 EFL students and 5 instructors who did not belong to the main study sample. Feedback received was used to make minor linguistic refinements and to clarify items. In order to assess the internal consistency reliability of the questionnaire, Cronbach's alpha test was conducted, with the coefficient amounting to 0.87—high level of reliability. The instruments were developed and validated rigorously ensuring that the instruments were reliable and the research instruments fit for purpose of capturing the constructs under investigation.

The second survey for Instructors was conducted to gather data to answer the second research question, which focused on gaining insights from university instructors. A total of 35 university EFL instructors participated. The results are contained in the table (4).

3.5 Data Treatment and Analysis

All the collected data were analyzed using statistical measures. The first effort was to analyze the pretest and post-test results, including calculating the mean, the standard deviations, and the t-values to determine if there is a correlation between using YouTube and Instagram short videos and the improvement in writing skills of university undergraduates. The analysis also included the surveys conducted and the results. All the data were presented in tables, and analyses were conducted using relevant statistical measures.

4. Results and Discussion

The results of the collected data are presented and discussed in two main sections. The first section includes a detailed presentation of the results of the experiment and the results of the survey. This part includes a brief explanation of the findings. The second section offered a detailed analysis of the findings, comparing the results with the findings of previous studies, including highlights of the implications of the findings for language pedagogy.

However, the results of the demographic features are summarised in Tables 1 and 2, respectively.

Table 4.1: Results of the Demographic Features of the Participants in the Experiment

Categories	Variables	Repetition	Percentiles
Gender	Male	65	100%
Age variations	19 years and below	34	53.12%
	20-25 years	31	46.8%
Academic level	First year	34	53.12%
	Second year	30	46.8%

The demographic information of the 64 undergraduates who participated in the survey indicated that only male students participated in the current study. The result also indicated that 53% of the undergraduates who participated in the study were between the ages of 19 and below, followed by those aged above 19 years or below at 46%.

Table 4.2: Results of the Demographic Features of the Survey Participants

Categories	Variables	Repetition	Percentiles
Gender	Male	35	100 %
Age variations	30 years and below	9	25.7 %
	31-39 years	12	34.2 %
	40 years and above	14	40 %
Highest Academic certificate	Masters	9	25.7 %
	PhD and above	24	68.5 %

The results in Table 2 indicate that over half of the participants in the survey are PhD holders in the English language who are also instructors. Only 25.7% hold a master's degree, indicating that the survey population is highly experienced and academically advanced experts in English as a foreign language pedagogy. The results further indicated that over 34% of the participants are between 40 years and above, and 40% are between 31 and 39 years. This figure further supports the fact that the participants in the survey are not ordinary foreign language learners but adult and advanced EFL instructors.

4.1 Results of the Experiment

The experiment's findings are then divided into two distinct segments. The first set of results consists of the pre-test results, which are the outcomes of the tests completed initially in the experiment. Following the three-week experiment and assessment of the results, the findings were also calculated as post-test results.

Table 4.3: Results of the Pre-test

Groups	Population	Average Score	Std. Dev	t-value	p-value
CG	31	57.86	4.77	-4.63	0.063
EG	34	58.09	4.39	-4.38	0.047

The pretest results, among others, show interesting insights into the writing skills of beginners in foreign languages in the current study. The undergraduates from the CG and EG consisted of 65 participants each. The results in the table above indicated that the mean scores of both groups were very close to each other, with the CG obtaining scores averaging at 57.86 and the EG recording slightly higher scores at 58.09. Nevertheless, the t-values and p-values that accompany such results become very remarkable. The t-value for the control group is -4.63; however, for the experimental group, it is -4.38. The corresponding p-values of 0.063 for CG and 0.047 for EG nearly reached statistical significance, although with a higher significance level for the EG. Such results indicated that at the pretest stage, the average scores did not differ in both groups. The significance of these results is multi-dimensional. It emphasizes the importance of conducting pretests to ascertain learners' Page 8

proficiency levels, a prerequisite for initiating interventions. Moreover, the fact that the difference in means was just a little between the groups suggests that the writing abilities of the set of participants might not differ essentially. The fact that all t-tests and p-values are significant labels the absence of any distinct differences in the skilled writing of the undergraduates in each group, yielding more insight into the possible factors that influence undergraduates' writing skills.

In summary, when interpreted through the lens of Krashen's Second Language Acquisition Theory, the pre-test results demonstrate negligible differences in writing proficiency between the control and experimental groups at the beginning and are therefore theoretically meaningful. Baseline performances comparable to this find support in Krashen's Input Hypothesis, that is, without exposure to what is meaningful and level appropriate input, 'all background variables' are irrelevant for language development (Krashen, 1982). These findings imply that formal instruction in the writing skills for both groups had not yet provided them with differentiated input to enhance their writing competence, which suggests that Krashen's view of authentic, comprehensible input for acquisition as opposed to conscious grammar instruction is accurate. This is also in line with Jiang (2018) and Zhang & Yu (2023) that digital multimodal input and instructional design greatly affect learners' engagement and language output, especially in writing tasks. This is corroborated by the finding that there is not significant divergence between the groups, which is in line with Rahmawati et al. (2024) that learners in traditional learning settings without digital intervention already display this homogenous proficiency level before tech enhanced instruction. Theoretically, the pre-test scores create a controlled place from which to measure the effects of input rich, affectively supportive environments as recommended in Krashen's Affective Filter Hypothesis for language exposure, which will later be mediated by social media tools. All these findings reinforce the importance of conducting pre-intervention assessment within quasi experimental designs on the impact of authentic input and learner motivation on EFL writing proficiency, as SLA theory predicts and as Korucu-Kıř (2023) and Jin (2023) maintain.

Table 4.4: Results of the Post-Test

Experimental Group	Number	Mean	Std. Dev	t-value	p-value
Control Group (CG)	31	34.46	9.355	15.63	0.001
Experiment Group (EG)	34	79.05	3.056		

The post-test results shown in Table 3 reveal that YouTube and Instagram short videos improve by far the writing skills of foreign language undergraduates when compared with the control group, which relied on traditional methods of teaching. Here, the mean value of CG was 34.46, and the standard deviation was 9.355, and in EG, the mean score was 79.05, and the standard deviation was 3.056, which clearly unveiled the difference between them. The t-value (15.63), combined with an extremely low p-value (0.001), implies a highly significant difference between pre- and post-test scores. This suggested that the traditional training methods were ineffective in improving the writing skills of participants. However, the EG demonstrated a tremendous increase in mean score, which indicated a substantial improvement in writing proficiency on the part of the research participants after taking part in a series of activities using YouTube and Instagram short videos. The difference in scores between the two groups after the test clearly demonstrated the effectiveness of modern multimedia platforms in improving learning results, especially in the complex cognitive skill of writing.

The experimental results demonstrated an impressive gap in writing skill between test subjects and control participants which confirms Krashen's theories when combined with Technology-based educational methods. The experimental group showed remarkable improvement in their test performance because of the effective input strategy that produced both high mean results (79.05) with strong statistical evidence (p=0.001). According to Input Hypothesis this data supports the fact that appropriate language input helps students learn more efficiently. The YouTube and Instagram content delivers "i+1" input as defined by Krashen through multimodal visual presentation of authentic contexts that allow students to advance past their current language capabilities without formal teaching guidelines. The study validates the Affective Filter Hypothesis because participants experienced reduced anxiety while using familiar dynamic platforms which boosted their motivation thus facilitating acquisition. Secure findings from Jin (2023) in addition to Korucu-Kıř (2023) establish that social media platforms advance learner language skills while establishing better emotional conditions in the

classroom. Digital tools specifically short-form videos support learners' autonomy and involvement and assignment dedication which leads to better development of productive skills according to Zhang & Zou (2022) and Barrot (2023). Traditional classroom methods fail to trigger the implicit language acquisition mechanisms which Krashen endorses according to the difference between control and experimental groups yet multimodal digital education sources activate authentic learning processes through their real-world language copy. New evidence verifies the theoretical basis of integrating digital media into EFL curricula since social platforms serve as core learning platforms instead of additional tools for meaningful language student education.

Additionally, it contributed to reflections on the possible pedagogical implications for teaching English as a foreign language. The substantial progress witnessed in the EG evidences that the incorporation of novel multimedia technologies such as YouTube and Instagram into language learning courses could actually create more interesting and efficient lessons, mainly for the younger generation who are used to consuming content on those sites. In addition to that, the significant gap in post-test scores between the CG and EG showed how school districts and teachers should modify their teaching strategies in response to the increasing technological advancements. However, one should consider the potential limitations, such as sample bias, individual learning styles, and variation, and further study to confirm the long-term sustainability and generalizability. On the other hand, these findings still point us to the transformative nature of digital media and their use in language education, which leads to more creative and personalized learning activities for language learners.

4.2 Results of the Survey

Surveys were conducted to answer the second research question, which focused on gaining insights from university instructors. A total of 35 university EFL instructors participated. The results are contained in the table below.

Table 4.5: Results of the Survey

Survey Questions	A	SA	D	SD	Mean	Std. Dev
Using YouTube videos and Instagram short reels has obviously improved my undergraduates' creativity while writing.	56.64	27.88	11.65	3.83	6.84	1.24
YouTube tutorials and Instagram short reels have really helped my undergraduates to understand the complicated grammar patterns while writing.	32.64	29.64	28.66	9.06	3.64	2.97
The adoption of these social media tools by my undergraduates also helped with the retention of better writing skills.	44.05	21.86	27.53	6.56	3.87	2.83
The use of multi-media platforms like YouTube and Instagram has boosted undergraduates' interest in writing.	53.75	32.04	10.66	3.55	6.94	1.05
Unlike the traditional teaching methods, employing these social media platforms has made it possible for me to provide more personal feedback on my undergraduates' writing skills.	55.22	38.82	4.47	1.49	7.08	0.73
These social media platforms have given my undergraduates a real-life language environment to use for their writing practice.	44.08	29.95	20.96	5.01	6.27	1.86
These multimedia tools have somehow bridged the gap between the classroom and real-life writing contexts for my undergraduates.	39.85	36.69	16.05	7.41	4.54	1.88

The outcomes of the surveying study demonstrate a high level of agreement among the university instructors that videos on YouTube and Instagram short reels improve writing skills in EFL under the instruction. The SA and A scores that are too high suggest that the survey statement elicited positive responses from most respondents. This shows that the majority of instructors and providers believe that multimedia tools play a vital role in improving writing skills in various dimensions. On the contrary, percentages of disagree (D) and those of strongly disagree (SD) question responses were consistently low, exhibiting dissenting views among the respondents. This seems to imply that only a few instructors do not see multimedia tools as a valuable system to overcome the limitations of conventional materials for teaching, especially when it comes to giving personalized feedback and making writing practice more relevant to the real world. Overall, the results not only support such positive attitudes and perceptions among the instructors but also reveal the views on this matter, both by the mean scores and the distribution of the responses.

5. Discussion of Findings

YouTube and Instagram short videos, together with other social media tools and channels, have become substantially effective in improving the foreign language skills of EFL learners, especially in improving their writing skills. This analysis provided substantial data from both the survey and the experiments conducted to unveil the manner in which YouTube and Instagram short videos can enhance the writing skills of undergraduates in Saudi Arabia. The results were based on the two research questions included in the paper. The discussions here are anchored on expanding the findings observed in the presented data to compare the findings with the results of previous studies.

Firstly, it must establish that the 64 EFL undergraduates who participated in the pretest demonstrated comparable writing skills. The results showed that both the members of the CG and the EG showed similar performance, as the mean scores of both groups were very close to each other, with the CG obtaining scores averaging 57.86, and the EG recording slightly higher scores at 58.09. The result indicated that before the experiment, they exhibited similar capacity in terms of how they create texts and how they apply different skills in developing written texts that are advanced and technical. The result also showed that, in terms of grammar and usage of appropriate expressions in the written text, the undergraduates in both groups showed equal performance. This finding is similar to the conclusions reached by Asik (2023), who stated that through pretests, researchers can validate the actual impact of social media tools in enhancing foreign language learning skills. Tuglu (2023) also stated that through pretests, the exact levels of the undergraduates can be determined to know the specific areas they improved in after the experiment. Finally, the result unveiled the limitations of the use of only traditional learning materials to enhance writing skills, as the participants in the pretest did not show deeper knowledge of certain systems and patterns of writing, including the inability to contextualize written texts.

Second, the results of the post-test indicated that the use of short videos on YouTube and Instagram to enhance the writing skills of EFL undergraduates is very effective. The results revealed that YouTube and Instagram short videos improve by far the writing skills of EFL undergraduates when compared with the control group that relied on traditional methods of teaching. Here, the mean value of CG was 34.46, and the standard deviation was 9.355, and in EG, the mean score was 79.05, and the standard deviation was 3.056, which clearly unveiled the difference between them. The *t*-value (15.63), in combination with an extremely low *p*-value (0.001), implies that there was a highly significant difference between pre- and post-test scores. This suggested that the traditional training methods were ineffective in improving the writing skills of participants. However, the EG demonstrated a tremendous increase in mean score, which indicated a substantial improvement in writing proficiency on the part of the research participants after taking part in a series of activities using YouTube and Instagram short videos. The difference in scores between the two groups after the test clearly demonstrated the effectiveness of modern multimedia platforms in improving learning results, especially in the complex cognitive skill of writing.

The results indicating the prevailing impacts of social media tools are similar to various studies. For instance, the findings of Jiang (2018) indicated that social media tools have significant features to enhance learning environments that integrate contextual features and make learning more real. Bang (2023) also summarized that Instagram reels helped the undergraduates who participated in the study create written texts that are very technical in terms of the usage of appropriate vocabulary and the integration of contextual projections that are relevant to the texts. Similarly, Nkhi (2023) found that YouTube videos help foreign language undergraduates learn the rudiments of writing without being limited to only paper materials. The videos contain visual materials that practically demonstrate the manner in which certain terms and expressions are used in context and also teach the manner in which certain rules for writing different types of texts are applied in practical situations. However, some studies have found that instead of encouraging undergraduates to enhance their writing skills after the experiments, they either remained at the same level in the pretest or even performed below. For instance, the study by Mohammad (2023) summarized that social media tools have negative impacts on the academic performance of the undergraduates who participated in his study. The author argued that the use of social media tools serves as a potential distraction in the academic system. In the same vein, Zhao and Yang (2023) concluded that the writing skills of the 402 undergraduates who participated in their study did not increase extensively after the use of YouTube videos to teach them writing skills.

It must be emphasized that the manner in which a researcher conducts the experiment is most likely to determine the outcome of the post-test. For instance, all the studies that criticized the impacts of social media tools on enhancing language learning skills only engaged their experimental subjects to view some social media videos and then conduct the test. Zulaiha and Triana (2023) also observed that some of the studies used only surveys or interviews in which they engaged the undergraduates without experimenting on how the tools transformed their writing skills through rigorous practical engagements.

Experimental data from the study demonstrates powerful evidence that addresses the first research inquiry about the writing ability enhancement of foreign language undergraduates through Instagram and YouTube short video usage. Post-test results from the experimental group surpassed those of the control group demonstrating exceptional success through t tests ($t = 15.63$) which reached $p < 0.001$ and demonstrated a wide difference (mean = 79.05 SD = 3.056, mean = 34.46 SD = 9.355). This outcome proves the beneficial use of social media in EFL writing education. The research findings support Krashen's Input Hypothesis because the experimental learners presumably acquired new language skills through comprehensible input presented via authentic multimodal content in short-form videos. The research presented by Jin (2023) and Zhang and Yu (2023) validates this interpretation because they show YouTube and comparable platforms help students become more involved while developing their productive language abilities by showing them real-world linguistic usage. The integration of social media according to Barrot (2023) and Zulaiha & Triana (2023) develops advanced writing competencies because it creates authentic communicative spaces and diverse linguistic application environments. The study provides scientific backing for digital environments that students recognize enabling mentally challenging spaces with emotional comfort which promote language learning according to Krashen's Affective Filter Hypothesis. The survey addresses instructors' perceptions about Instagram and YouTube utility for improving writing skills by answering the second research inquiry. Most EFL instructors actively support multimedia tools because a significant percentage of survey participants strongly agreed or agreed with statements about creativity enhancement and grammar clarity as well as student involvement in learning. Social media tools enhance student writing interest according to 88% of respondents and receive validation from more than 93% of educators regarding personalized feedback delivery on these platforms. The data indicates that instructors recognize how multimedia tools provide motivational benefits and view these tools as effective pedagogical replacements of traditional instructional approaches. The findings match those presented in Rahmawati et al. (2024) as well as Korucu-Kiř (2023) because digital platforms facilitate writing environments that focus on students individually and contextualize their learning. The instructors strongly agree that social media tools create authentic writing practice opportunities because they bridge classroom learning with real-life communication according to Nkhi (2023) and Rafique et al. (2023). Survey data shows that instructors endorse social media usage for EFL writing instruction since they view these platforms as effective transformational tools for improving language education.

This research investigation establishes its findings based on Krashen's Second Language Acquisition Theory which focuses on input comprehension and natural language acquisition through emotional involvement. Research data demonstrates that student writing performance improved significantly after they engaged with Instagram and YouTube short videos and so confirms Krashen's Input Hypothesis about how language learning happens best through comprehensible $i+1$ -level material. Through implementation of the research's short-form video materials with their interactive contexts and visual appeal the study exhibited the ideal conditions Krashen proposed for unconscious learning instead of knowledge retention by rote memory systems. The survey results which show enriched student creativity and heightened interest and improved grammar comprehension match the affective filter hypothesis because this language learning theory explains emotional variables including self-confidence and motivation and fear as direct factors in language learning. Social media platforms provided instructors with a safe and familiar environment for learning which resulted in reduced affective filters among learners to enhance their natural and effective acquisition. The research by Zhang & Zou (2022) and Jin (2023) supports modern breakthroughs on how digital multimodal input improves language exposure to boost writing along with higher-order language mastery. The educational success of formal instruction using informal learner-centered platforms such as Youtube and Instagram challenges structured grammar-based teaching methods in confirm that naturalistic exposure paired with student-driven decision-making are essential for language acquisition. Researchers apply this study to demonstrate how compact digital media contents can perform

effectively as extensive comprehensible input and powerful emotional learning sources. The research proves Krashen's framework works well for modern teaching classrooms thus showing that SLA theory maintains its significance when teachers attempt to unite organized instruction with dynamic digital learning environments. Experimental research along with instructor assessments shows that the fundamental principles of Krashen maintain their strength while demonstrating effective implementation within technology-based socially interactive learning settings.

The outcomes of the survey indicated that the combination of Instagram and YouTube short videos proved to be an effective approach that increased EFL undergraduates' writing capability by supporting content development and structural quality and organizational clarity. The experimental group obtained a significantly higher average score on post-tests ($M = 79.05$, $SD = 3.056$) compared to the control group ($M = 34.46$, $SD = 9.355$) which demonstrates that these platforms acted beyond supplementary tools by providing stimulating input-rich conditions that shaped how students structured their ideas for writing. YouTube tutorials constructed from real-life scenarios demonstrated to students how thematic expansion and generic standards and logical idea evolution fit into content organization development. Through their narrative compression Instagram Reels enabled learners to develop efficient writing skills by teaching them to deliver coherent messages within limited parameters. Short videos employ natural sequencing methods to teach internalization of structural writing patterns which include exposition and argumentation and narration. The research by Zhang & Yu (2023) and Korucu-Kış (2023) demonstrates how multimodal input teaching leads students to develop better idea organization skills and better understanding of genre styles. Research data from teachers shows support for these digital learning tools since 86% of instructors noted improvement in student writing creativity and interest levels particularly because such qualities directly relate to deep content and proper text structure development. Through platform exposure students learned how professional writers organize their work so they gained better control of their writing to achieve coherent and precise organization. Results suggest that short-video integration can supplement medical English curricula by supporting writing tasks based on projects and reflective caption writing. Teacher training in multimodal material curatain is recommended.

The platforms achieved important progress in writing micro-linguistic components by enhancing vocabulary acquisition as well as grammar understanding and text cohesiveness at the same time. Users of both Instagram Reels and YouTube videos benefit from contextual vocabulary along with collocations that appear in captions and comments and dual-channel learning properties from both spoken language and on-screen text elements. The examples described fit perfectly into Krashen's $i+1$ principle by delivering new language elements at a level slightly above students' current ability in natural and encourage environments. The instructors confirmed this outcome through their survey responses because 62.28% of them agreed and 29.64% strongly agreed that YouTube and Instagram videos enhanced student understanding of complex grammar patterns. The majority of survey participants maintain consistent agreement based on the low standard deviation score of 2.97 which was recorded with this item. Multiple modes of input offer more than better comprehension according to Jiang (2018) as well as Zhang & Zou (2022) because active vocabulary use increases notably while visuals assist grammatical structure absorption better than standard teaching. Learners understand textual logical connectors and discourse markers more effectively because of the visual sequencing in video content. Students who watch native speakers merge their thoughts while making comprehensive statements and linking elements in authentic speech tend to adopt these writing techniques themselves. Through an active method of discovery which integrates exposure and emotional learning students can attain meaningful language acquisition according to Krashen's theories. Short videos on Instagram and YouTube simultaneously generate emphatic writing ideas and establish the essential linguistic skills which underpin advanced academic writing in EFL learning environments.

6. Conclusions

This paper explored the significant impacts of using social media tools, such as YouTube and Instagram short videos, to enhance the writing skills of undergraduates in EFL education. The paper expanded on how YouTube and Instagram short videos can help undergraduates overcome the limitations of traditional learning methods by improving their writing proficiency in EFL. The results of the pretest indicated that both the participants in the CG and EG are comparable in terms of their writing skills. However, after the experiment, another test was conducted, and the results indicated that participants in the EG group extensively outperformed the

participants in the CG group. The mean value of CG was 34.46 and the standard deviation was 9.355, and in EG, the mean score was 79.05 and the standard deviation was 3.056, which clearly unveiled the difference between them. The t-value (15.63), in combination with an extremely low p-value (0.001), implies that there was a highly significant difference between pre- and post-test scores. Scaling short-form video writing tasks will require administrative sponsorship; encouragingly, principal support for e-learning appears robust and stable across demographics (Zidan & Rathwan, 2024). This suggested that the traditional training methods were ineffective in improving the writing skills of participants. The EG demonstrated a tremendous increase in mean score, indicating a substantial improvement in writing proficiency on the part of the research participants after participating in a series of activities using YouTube and Instagram short videos. The difference in scores between the two groups after the test clearly demonstrated the effectiveness of modern multimedia platforms in improving learning results, especially in the complex cognitive skill of writing. The results of the survey also indicated that the instructors generally accept and admire the use of YouTube and Instagram videos to enhance the writing skills of undergraduates. Hence, further investigation is recommended on the different social media tools that focus on several skills, including reading, listening, and speaking, that enhance students' linguistic performance. Future studies should employ random control trials, longitudinal. Design where a diversity of participant pools should be addressed to confirm the sustainability of writing acquired skills. Thus, extending analysis to reading and listening skills could further validate multimodal pedagogy.

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