

# The Impact of Using Social Media on Enhancing English Language Skills among High School Students from the Perspective of English Teachers in the Capital Educational District

Sahar Modhi Alshammari<sup>1,\*</sup>.

<sup>1</sup> Specialized Trainer - Public Authority for Applied Education and Training - Kuwait.

Received: 20 Nov. 2024, Revised: 20 Dec. 2024, Accepted: 31 Dec. 2024.

Published online: 1 January 2025.

**Abstract:** This study aims to explore the impact of social media usage on enhancing English language skills among high school students from the perspective of English language teachers. A descriptive-analytical approach was employed, collecting data from a random sample of 320 English teachers in the Capital Educational Region. A comprehensive questionnaire covering various dimensions, including cognitive, academic, cultural, and personal aspects, was administered. The findings revealed that social media plays a significant role in improving English language skills, including listening, reading, writing, and oral communication, while also boosting students' self-motivation. Furthermore, the analysis indicated no statistically significant differences attributable to variables such as gender, academic qualification, or professional experience, suggesting a consistent influence of these tools regardless of teachers' demographics. Based on these results, the study recommends increasing the use of social media as an interactive tool to enhance English learning and improve students' skills.

**Keywords:** Social Media, English Language, Skill Enhancement, Secondary Education, Descriptive Analysis, Educational Interaction.

## Introduction

In the era of technology and digital communication, social media platforms have become an integral part of daily life, particularly for young individuals. These platforms have significantly contributed to transforming the lifestyle and learning patterns of new generations, including the development of their linguistic skills. With the diversity of content and the increasing use of the English language on these platforms, it is essential to understand the impact of social media on students' English reading skills, particularly at the middle school level, which is a critical phase in shaping their academic abilities.

Numerous studies indicate that social media can positively contribute to improving academic performance and enhancing students' linguistic skills. According to a study by Zhu (2018), these platforms provide a space for social interaction that stimulates motivation for learning and acquiring knowledge in unconventional ways. Students can engage in discussions on educational content, exchange information, and written texts, which help improve reading comprehension, especially when these texts are in English.

The significance of social media in education lies in its ability to provide daily and diverse English-language content. A study by Chen (2021) found that students who regularly read English content online tend to develop stronger reading comprehension skills. These platforms enable students to interact with native speakers or proficient users of the language, enhancing their ability to grasp meanings and analyze texts more effectively.

Kuwait is among the countries witnessing advancements in the use of technology and its applications in education. In the Capital Educational Region, many students rely on the internet and social media for both learning and entertainment, presenting a unique opportunity to study the impact of these platforms on their linguistic skills. Local research suggests that integrating technology into education is a promising approach to enhancing learning and developing students' English language skills (Al-Adwani & Al-Fadhli, 2019). This direction is supported by a report from the Ministry of Education in Kuwait, emphasizing the importance of promoting technology use in educational processes.

English language teachers in the Capital Educational Region of Kuwait note that social media platforms may provide complementary learning opportunities. Platforms like YouTube and Twitter have become informal educational tools that allow students to learn new vocabulary and listen to accurate pronunciations through diverse educational content. These platforms also offer teachers the opportunity to provide additional resources and support to students outside traditional classrooms, enhancing their motivation and preparedness to learn English.

\*Corresponding author e-mail: [Kuwaitia\\_1981@hotmail.com](mailto:Kuwaitia_1981@hotmail.com)

This research aims to examine the role of social media in improving English reading skills among middle school students in the Capital Educational Region of Kuwait. It will analyze the positive impacts that these platforms might contribute by enabling students to access diverse and engaging content, thereby improving their language skills and preparing them for future academic and professional demands.

### Research Problem

Educational systems worldwide face significant challenges in developing students' English language skills, particularly given globalization and the increasing importance of English as a global communication language. Reading is one of the most critical language skills to master, as it builds a strong knowledge base for students and aids them in various academic and professional fields. Technology and social media have become common tools for developing academic skills, including language skills. However, questions remain regarding the effectiveness of these platforms in improving English reading skills among students. Can they serve as an auxiliary tool in the traditional education system, or are they merely entertainment platforms that negatively impact the educational process?

Recent studies suggest that social media can positively influence reading skills by providing continuous exposure to English through written content, including short articles, daily texts, and discussions. According to a study by Greenhow and Lewin (2016), social media can enhance opportunities for informal learning outside the classroom, offering an open educational environment where students can interact with English texts and written content continuously. This study highlights the importance of such interaction in improving reading comprehension, as students gradually acquire language skills through exposure to real-life content beyond traditional textbooks.

On the other hand, a study by Li and Zhou (2017) indicated that social media use could help improve language skills, especially in communities lacking educational resources or specialized English teachers. The study found that students actively participating on social media platforms had a greater ability to interact with and understand English, as it became a part of their daily lives. The study also showed a positive correlation between active engagement with English-language content on social media and improved reading skills.

Despite these positive findings, the question remains regarding how students in Arab countries, such as Kuwait, can benefit from social media in developing their English reading skills. In Kuwait, English is a core subject in educational curricula, with growing interest in teaching foreign languages and developing skills that prepare students for global competition in the labor market. With the increasing prevalence of social media among Kuwaiti youth, particularly in the Capital Educational Region, the question arises about the extent to which these platforms impact middle school students' English reading skills.

Local statistics indicate that most middle school students in Kuwait use the internet and social media daily. According to a report by the Ministry of Education in Kuwait, there is a trend toward enhancing the integration of technology into curricula to increase interaction between students and teachers and encourage self-learning among students. However, it remains unclear whether these technological uses improve academic skills, including English reading skills, or if they are primarily used for entertainment purposes (Ministry of Education, Kuwait, 2020).

Given this context, the research problem emerges as the need to evaluate the role of social media in developing English reading skills among middle school students in the Capital Educational Region of Kuwait. This study aims to examine whether these digital platforms serve as an effective tool for enhancing English reading comprehension and what factors may enhance or hinder this impact.

### Research Questions

1. What is the current status of using social media in teaching English from the perspective of English teachers?
2. To what extent have students' English skills improved as a result of using social media, according to English teachers?
3. What is the impact of social media on improving students' English skills?
4. Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of English teachers regarding the use of social media in teaching English due to gender, academic qualification, and teaching experience?
5. Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of English teachers regarding the improvement of students' English skills due to gender, academic qualification, and teaching experience?

### Significance of Study

The significance of this study emerges in the context of the growing role of social media as a modern educational tool that opens new horizons for learning English and developing its core skills. With the increasing reliance of teachers and students on digital platforms, this study serves as a valuable tool to understand how social media impacts English language

teaching and its effectiveness from the teachers' perspective. The study also aims to uncover areas that can contribute to improving teaching strategies and effectively guiding the use of technology in educational settings.

From a scientific perspective, the study will help bridge the knowledge gap related to using social media as a means to enhance English language learning, focusing on the benefits and challenges faced by teachers and students in this context. The findings of this study will contribute directly to the research literature on the effectiveness of social media in improving language learning, particularly in communities striving to elevate the standard of digital education.

From a practical perspective, the results of this study could provide valuable recommendations to educational policymakers, teachers, and supervisors on how to integrate social media as an effective educational tool in the curriculum while considering individual differences that may influence teachers' responses. By understanding the impact of these platforms on developing students' language skills, the quality of education in middle schools can be enhanced, and the effectiveness of educational programs designed to improve English language skills can be increased.

### Study Objectives

This study aims to achieve the following in light of the questions posed:

1. **Evaluate the current use of social media in teaching English from the perspective of English teachers**, understanding the methods employed and potential challenges.
2. **Assess the improvement of students' English language skills resulting from the use of social media**, by reviewing teachers' opinions on this improvement and the areas most affected, such as reading, writing, speaking, and listening.
3. **Analyze the impact of social media use on enhancing English language skills**, identifying which core skills are positively or negatively affected.
4. **Examine significant statistical differences in English teachers' responses regarding the use of social media**, aiming to determine whether demographic factors (gender, academic qualifications, teaching experience) influence teachers' perspectives on this usage.
5. **Analyze significant statistical differences in English teachers' responses regarding the improvement of English skills through social media**, understanding if demographic factors affect teachers' views on this improvement.

### Study Scope

1. **Spatial Scope:** The study is confined to the Capital Educational District in Kuwait.
2. **Temporal Scope:** The study is conducted during the year 2024.
3. **Human Scope:** The study focuses on a sample of 320 English language teachers in middle schools within the Capital Educational District in Kuwait.
4. **Subject Matter Scope:** This study examines the impact of using social media on improving reading, writing, listening, and speaking skills in English from the teachers' perspective.

### Theoretical Framework

#### The Role of Social Media in Enhancing English Reading Skills among Middle School Students in Kuwait

The role of social media in enhancing English reading skills among middle school students in Kuwait has garnered increasing attention with the evolution of educational practices in the digital era. Integrating social media platforms into learning environments provides innovative ways to improve reading skills and foster interaction among young learners. This is particularly evident in Kuwait, where students' access to digital tools aligns with global educational trends, offering unique opportunities and challenges in language acquisition (Ministry of Education, Kuwait, 2020).

Research indicates that social media can significantly enhance reading skills by fostering digital literacy, facilitating collaborative learning, and increasing students' motivation. Platforms like WhatsApp, Facebook, and Twitter provide interactive spaces where students can engage with English-language content, participate in discussions, and share resources, enhancing their understanding and critical thinking abilities. Moreover, teachers explore various strategies to integrate these platforms into curricula, adapting them to meet diverse learners' needs and create supportive educational environments (Al-Adwani & Al-Fadhli, 2019).

While the potential benefits are notable, using social media in education also raises concerns, including issues like cyberbullying, misinformation, and the risk of distraction. The challenge lies in balancing the advantages of social media with addressing its drawbacks to create a safe and productive learning environment. As Kuwait continues to navigate the intersection of technology and education, the implications of social media for enhancing English reading skills remain a

critical area for research and practice, emphasizing the need for ongoing dialogue among educators, parents, and policymakers (Li & Zhou, 2017).

## Theoretical Perspectives

### Digital Literacy

Digital literacy, essential in the 21st century, encompasses the ability to effectively identify, evaluate, and use information from digital sources. Incorporating social media into curricula supports reading skills development and enhances critical thinking and information analysis among students. As students navigate various content types, they improve their ability to discern credible information and engage meaningfully with texts. Additionally, social media platforms provide personalized learning experiences, enabling students to access educational content tailored to their individual needs (Chen, 2021).

### Social Constructivism Theory

Social constructivism emphasizes that learners construct knowledge through social interactions and experiences. Using social media fosters collaborative learning environments where students interact with peers, exchange resources, and participate in discussions, enhancing their comprehension and reading abilities. Studies indicate that 60.84% of second-language learners use social media for educational purposes, including reading and language practice. Platforms like Facebook, Twitter, and Instagram act as tools for collective knowledge building, where students learn from the insights and feedback of others (Buarki & Sung, 2024).

### Motivation and Engagement

Motivation theory suggests that increased engagement in educational activities leads to improved learning outcomes. Social media platforms provide a dynamic and interactive environment that can boost students' interest in reading. Findings show that students feel motivated using social media for language learning, particularly during the COVID-19 pandemic when traditional learning methods faced significant challenges. This highlights learners' ability to utilize social media to maintain and develop language skills during crises (Olagbaju & Popoola, 2019).

### Sociocultural Theory

Sociocultural theory emphasizes the role of social context and cultural tools in learning processes. Social media serves as a cultural tool facilitating learning and supporting language acquisition through social interaction and cultural exchange. As students connect and collaborate on these platforms, they not only enhance their reading skills but also gain exposure to diverse cultural perspectives, enriching their understanding of the English language (Mustafa, 2020).

## Social Media Platforms

### Popular Social Media Platforms

Among the most widely used social media platforms, WhatsApp ranks highest, with 72.89% of university students using it daily, followed by Facebook at 53.01%. These platforms facilitate communication and serve as a medium for engaging with English-language content, thus enhancing language skills. Other platforms, such as Twitter and Instagram, also contribute to language learning. For instance, Twitter is used innovatively in educational settings to enhance reading through concise summaries (Al-Rashdan, 2020).

### Integrating Social Media into Education

Educators increasingly recognize the potential of social media for educational purposes. For example, initiatives like "Twitter Tuesday" at Edna Brewer Middle School have proven effective in improving students' writing skills by encouraging them to summarize learning within a character limit. Similarly, YouTube is widely used by educational institutions to deliver personalized learning experiences through video content, catering to diverse learning styles and paces (Taha, 2016).

### Dimensions of Using Social Media

The use of social media in education or daily life can be categorized into several key dimensions, as these networks influence and serve various purposes. These dimensions encompass the diverse applications of social media and its role in academic and social life:

1. **Interactive and Social Dimension** This dimension is among the most crucial aspects of social media, as it enables users to interact and engage in non-traditional ways. For instance, students and teachers can exchange ideas and information through these platforms and participate in virtual discussion groups. This fosters the building of new social relationships and supports collaboration in completing academic tasks. (Al-Salal, 2016).

2. **Cognitive Dimension** Through social media, users can access a vast amount of information and various educational resources. These networks offer diverse content such as articles, videos, and educational lessons that enhance knowledge and help develop self-learning skills. Students can also follow specialized educational pages, such as those focused on learning English, to improve reading and writing skills. (Al-Shatti et al., 2023).
3. **Entertainment Dimension** Social media provides diverse entertainment platforms where users can watch videos, read entertaining posts, and interact with content informally. For students, this dimension can offer relaxation and breaks from studying, potentially boosting their productivity when they return to their academic tasks. (Al-Obaid, 2022).
4. **Academic and Educational Dimension** Social media allows students and teachers to access additional educational resources, such as educational forums, live lessons, and scientific research. These platforms can be used as educational tools to connect students with content that develops their academic skills and provides learning opportunities beyond traditional classroom settings. (Al-Qahtani, 2018).
5. **Cultural and Linguistic Dimension** The use of social media helps students learn about various cultures and languages through interaction with users from different countries. This dimension enhances cultural awareness and develops students' language skills, particularly through engagement with content in other languages or users from different cultures, enriching their linguistic and cultural knowledge. (Atoon et al., 2022).
6. **Economic and Marketing Dimension** This dimension is particularly significant for those interested in marketing or e-commerce. Social media offers opportunities for personal branding or learning about marketing strategies and brand dynamics. Students interested in this field can explore how promotional advertisements work, analyze consumer behavior, and understand the dynamics of the digital marketplace. (Olagbaju & Popoola, 2019).
7. **Personal and Self-Expressive Dimension** Social media is used for self-expression, allowing users to share their ideas, opinions, and connect with others. This dimension contributes to building self-confidence and enhancing expressive abilities. Students can also use these platforms to showcase their skills or academic and personal achievements. (Muftah, 2024).
8. **Security and Ethical Dimension** With the increasing use of social media, this dimension highlights the importance of maintaining digital privacy and security. It is essential to educate students on how to protect their personal data and avoid risks associated with cybercrimes or cyberbullying. This dimension requires an understanding of the challenges, risks, and how to handle information in safe and ethical ways. (Buarki & Sung, 2024).

Each of these dimensions is vital in determining how social media influences users and its role in enhancing or diminishing the expected benefits.

### Challenges and Limitations

**Distraction and Procrastination** Integrating social media into educational contexts can lead to significant distractions for middle school students, negatively impacting their academic performance. Research indicates that social media is a prominent source of distraction, leading to procrastination during study sessions and ultimately diminishing students' focus and productivity. (Chen, 2021).

**Cyberbullying and Social Comparison** Cyberbullying is another challenge associated with social media use among middle school students. Social media platforms provide opportunities for harmful online behaviors, such as sending hurtful messages or engaging in negative social comparisons. The pressure to conform to social standards or present an idealized self-image online can increase stress and anxiety levels among students, affecting their mental health and academic focus. (Greenhow & Lewin, 2016).

**Information Quality and the Spread of Misinformation** The abundance of information available on social media raises concerns about content quality and credibility. Many students, especially younger ones, may lack the critical thinking skills necessary to distinguish reliable information from false or misleading content. This issue is exacerbated by the spread of "fake news," which can mislead students and distort their understanding of important concepts, ultimately affecting their learning outcomes. Educators must equip students with the tools to navigate this landscape effectively, including teaching them how to verify information and identify biases. (Li & Zhou, 2017).

**Overreliance on Technology** Moreover, excessive reliance on social media for educational purposes can hinder the development of essential communication skills among students. Excessive screen use may limit opportunities for direct interaction, negatively impacting interpersonal skills critical for effective communication. This reliance on digital communication tools may pose challenges in expressing ideas and emotions through traditional and verbal methods. (Al-Sheikh, 2021).



**Digital Divide** The digital divide is a significant challenge that hampers the effective use of social media for language learning. Unequal access to technology and reliable internet connectivity can restrict some students from fully engaging with social media platforms as educational tools. To address these disparities, it is essential to establish guidelines and provide support to integrate social media into educational environments appropriately, ensuring that all students benefit from these resources. (Greenhow & Lewin, 2016).

### Previous Studies

**Al-Kamil (2024)** conducted a study aimed at evaluating the use of social media platforms in teaching English as a Foreign Language (EFL), identifying the most commonly used platforms, assessing their effectiveness, addressing challenges faced by teachers and students, and exploring best practices for integrating social media into education. The study reviewed literature on the role of social media platforms such as Facebook, Twitter, Instagram, and YouTube in enhancing various English language skills, including listening, speaking, reading, and writing. It highlighted the benefits of social media, such as providing opportunities for authentic communication, fostering collaborative learning, and increasing learner motivation and engagement. Conversely, the study also discussed challenges such as technical issues, pedagogical difficulties, and resistance from some students and teachers. Recommendations included selecting suitable platforms, designing engaging activities, and offering adequate training and support for teachers and students. The study concluded that effectively integrating social media could enhance the English language learning experience and outcomes for students.

**Hanadia and Sung (2024)** explored how Library and Information Science (LIS) students in Kuwait and Taiwan utilize social media for accessing information related to LIS programs, including the time spent, tools used, usage patterns, purposes, and challenges. The study distributed a questionnaire to students in both countries, with 288 valid responses analyzed. The descriptive analysis revealed frequent use of social media platforms, with notable patterns of time spent and frequency of exchanged messages. The study also found that students in both countries use social media for collaborative learning and to foster innovation and creativity. Differences emerged between the two countries: the number of female students in Taiwan was higher, while the gender distribution in Kuwait was balanced. Kuwaiti students tended to spend more time on social media and showed a more positive attitude toward its impact on academic performance compared to their Taiwanese peers.

**Al-Shatti and Al-Khawalda (2023)** evaluated the impact of using the flipped learning strategy on developing English reading comprehension skills among fourth-grade students in schools in Kuwait's capital. The quasi-experimental study involved two groups, experimental and control, to determine the strategy's effect. A post-achievement test was administered to both groups, with a carefully selected sample of 50 elementary students. Results showed statistically significant differences in the experimental group's average achievement compared to the control group. The researchers recommended applying flipped learning strategies to English teaching and related subjects in elementary schools in Kuwait, along with offering training sessions for English teachers to design lessons aligned with the flipped learning strategy.

**Al-Shammari (2022)** investigated the use of social media as a tool for English language learning by students at Kuwait University, particularly during the COVID-19 pandemic, which necessitated a shift to online learning. Using a quantitative approach, the study collected data from 400 students in the English Department to analyze changes in social media usage before and during the pandemic. Results indicated that students of both genders had positive attitudes toward using social media for education, with no significant gender-based differences in perceptions. The study emphasized the educational benefits of social media, highlighting its untapped potential to enhance learning processes. Recommendations included expanding the use of social media in universities and educational institutions to improve teaching and learning, given its significant potential to support English language learning.

**Miftah (2022)** examined the impact of social media on learning English during the COVID-19 pandemic, as social media became a primary and effective medium for interaction and education. The study involved undergraduate students, with a sample of 166 students from Najran University. A questionnaire was used to measure the impact of various social platforms on English learning during the 2020 academic year. Results highlighted the role of social media in improving writing, reading, listening, communication, and linguistic diversity skills. The study concluded that social media had a positive and tangible impact on learning English, recommending a review of educational approaches and the development of training programs for students and teachers to enhance the use of social media as educational tools. It also suggested developing an educational model to guide teachers in improving online English teaching.

**Al-Obaid (January 2022)** examined the impact of using YouTube as an educational tool to develop sports skills among middle school students in Abha, Saudi Arabia. The descriptive study involved 70 middle school students, using an electronic questionnaire comprising four parts. Data analysis via SPSS (version 20) revealed that YouTube had a positive effect on developing sports skills, with 77.1% of students expressing satisfaction with using YouTube in sports lessons. Results also indicated a statistically significant relationship between skill development and daily hours spent on YouTube at a significant level of Sig = 0.00.

**Sheikh (2021)** studied the effect of using WhatsApp for revising the French curriculum on academic achievement among high school students, addressing its impact on individual differences, teacher attitudes, and obstacles hindering effective usage. The experimental study involved 40 first-grade high school students in two groups: experimental and control. The experimental group used WhatsApp for revision, while the control group followed traditional methods. Data from 24 French teachers were also collected using a questionnaire. Analysis via SPSS indicated significant statistical differences favoring the experimental group in terms of academic achievement and addressing individual differences. Teachers also expressed positive attitudes toward using WhatsApp in education.

**Minwuyelet et al. (2021)** examined the impact of social media use on enhancing English language skills among medical students at a public university in Ethiopia. Using a descriptive survey design with a quantitative approach, the study collected detailed data on social media usage and its impact on English language learning. Results indicated that social media significantly improved students' English language proficiency, with no notable gender-based differences in attitudes toward social media or its effectiveness in improving linguistic competence.

**Al-Mousa (2020)** explored the use of social media networks in teaching English at the high school level in Al-Kharj, Saudi Arabia. The study focused on two main aspects: the objectives of teaching English and its core skills (listening, reading, writing, and speaking) and the role of teachers in utilizing social media as a teaching tool. Results indicated low utilization of social media networks by English teachers, prompting recommendations for intensive training programs to enhance teachers' skills and experiences in using social media in the classroom

### Review of Previous Studies

Several previous studies have examined the role of social media in education and its impact on improving English language skills. They explored the influence of social media on various language skills, including listening, speaking, reading, and writing, and concluded with positive results regarding its effectiveness in enhancing learning. For instance, Al-Kamel's study (2024) showed that social media could significantly contribute to improving English language learning as a whole by providing interactive opportunities and fostering collaboration among students. Meanwhile, the study by Hanadia and Sung (2024) offered a comparative analysis of social media use among students in Kuwait and Taiwan, highlighting that frequent use of these platforms enhances creativity and cooperative learning, reflecting positively on academic achievement levels.

On the other hand, the study conducted by Al-Shatti and Al-Khawaldeh (2023) focused on the flipped learning strategy and its role in developing reading comprehension skills among elementary students in Kuwait. This study demonstrated that employing modern interactive teaching methods, such as flipped learning, can significantly improve reading skills, emphasizing the importance of adopting new strategies that prioritize interaction and continuous support. These findings align with the current study's focus on improving reading skills through digital tools.

Moreover, Al-Shammari's study (2022), conducted at Kuwait University during the COVID-19 pandemic, found that social media was an effective tool for enhancing learning. It promoted positive interaction between students and teachers, helping overcome challenges related to geographical distance and emergencies such as the pandemic. These findings underscore the necessity of expanding the use of social media as an educational tool, aligning with the objective of the current study to improve reading skills in English in Kuwait.

In another study, Meftah (2022) explored the impact of social media on learning English among university students during the pandemic. The findings indicated that these tools positively supported the development of students' writing, reading, and listening skills. These results provide further evidence that social media use can be beneficial in improving language skills, particularly when applied to students at earlier educational stages.

Other studies, such as Oladotun and Gabriel's (2019), investigated the role of audio-visual media supported by social media in enhancing students' reading comprehension. They concluded a significant positive effect on student engagement and academic performance. On the other hand, Salah's study (2016) highlighted the challenges of using social media in education, such as infrastructure deficiencies and adaptation difficulties for students and teachers. The study recommended improving technological capabilities and providing comprehensive training.

Overall, previous studies have confirmed that social media offers significant opportunities to improve education and enhance English language skills. The current study builds on these findings, aiming to examine the impact of social media specifically on improving reading skills among middle school students in Kuwait's Capital Educational Area from the perspective of English language teachers. This contributes to the available knowledge and adds a practical dimension at the local level.

### Methods and Procedures

This study adopts a descriptive-analytical methodology to explore the role of social media in enhancing English reading skills among middle school students in Kuwait's Capital Educational Area, as perceived by English language teachers. The

study aims to assess teachers' acceptance of these digital tools and students' interaction with them, as well as to examine the impact of using social media on motivating students and engaging them with English language content.

A comprehensive questionnaire will be prepared, covering the demographic characteristics of the sample alongside the main relevant themes.

Before implementing the study, the questionnaire will be presented to a panel of experts in education and educational technology to ensure its appropriateness and validity. Necessary approvals will be obtained from the Kuwaiti Ministry of Education, in addition to coordination with the Capital Educational Area administration to ensure the smooth and efficient conduct of the study in the targeted schools.

The questionnaire will be distributed to a sample of English language teachers in middle schools, ensuring that the sample represents the targeted educational categories comprehensively. Data collection will be carried out through field visits to schools, where the questionnaires will be distributed directly to ensure a high response rate from participants.

After collecting the data, it will be analyzed using specialized statistical analysis programs to draw conclusions about the role of social media in enhancing the learning experience and motivating students to improve their English reading skills. The study will also evaluate the extent to which these tools are accepted by teachers in Kuwaiti schools.

### Study Methodology

This study adopts a descriptive-analytical methodology to explore the role of social media in improving English reading skills among middle school students in Kuwait's Capital Educational Area, as perceived by English language teachers. The descriptive-analytical approach in this research involves describing the current state of using social media as an educational tool in classrooms and analyzing its impact on motivating students and engaging them with the English language.

To collect data, a questionnaire was designed as the primary tool, consisting of two main sections. The first section focuses on collecting demographic information about the sample, including data such as age, grade level, gender, and experience in using technology. This section aims to understand the general characteristics of the participants that may influence the study's results.

The second section includes a set of questions related to the study's key dimensions, encompassing various aspects of using social media, its effectiveness in improving English reading skills, and its impact on students' engagement inside and outside the classroom.

The questionnaire was chosen as the primary data collection tool due to its suitability for the study's nature. It allows for comprehensive and detailed data collection from participants, contributing to achieving the research objectives and providing a clear picture of the reality of using social media in teaching English.

### Study Population and Sample

The study population consists of English language teachers in Kuwait's Capital Educational Area, totaling 4,280 individuals. For research purposes, a random sample of 325 individuals was selected from this population, based on a confidence level of 95% and a margin of error of 5% to ensure the accuracy of the results and their generalizability to the entire population.

After distributing the questionnaires to the selected sample, data analysis revealed that 320 questionnaires were valid for use, indicating a loss rate of approximately 1.5% of the total distributed questionnaires. This enhances the efficiency of the study sample and contributes to achieving highly reliable results.

**Table 1:** Distribution of the Study Sample by Professional Characteristics

Variable	Category	Frequency	Percentage (%)
Gender	Male	204	63.7
	Female	116	36.3
<b>Total</b>		<b>320</b>	<b>100.0</b>
Academic Qualification	University	228	71.3
	Postgraduate	92	28.7
<b>Total</b>		<b>320</b>	<b>100.0</b>
Years of Experience	Less than 5 years	83	25.9
	5 to 10 years	130	40.6
	More than 10 years	107	33.4
<b>Total</b>		<b>320</b>	<b>100.0</b>



**Analysis of Table (1):**

The table illustrates the distribution of the study sample by professional characteristics. It shows that the majority of the sample consists of males, comprising 63.7%, while females account for 36.3%. Regarding academic qualifications, most participants hold university degrees, making up 71.3%, while those with postgraduate qualifications constitute 28.7%. Concerning years of experience, the largest percentage of participants have between 5 and 10 years of experience (40.6%), followed by those with more than 10 years (33.4%), and finally, those with less than 5 years of experience (25.9%).

**Study Tool**

A questionnaire was utilized as the primary tool for data collection in this study, designed specifically to measure the role of social media in improving English reading skills among middle school students in Kuwait's Capital Educational District from the perspective of English language teachers. The questionnaire consists of two main sections:

**1. Demographic Questions:**

These include questions related to participants' demographic factors, such as age, gender, educational level, and years of teaching experience. These questions help to identify the characteristics of the study sample and contribute to analyzing the data based on participants' various attributes.

**2. Questions Related to the Main Study Dimensions:**

- **Independent Variable:** Use of social media, comprising four dimensions:
  - **Cognitive Dimension:** Measures the role of social media in enhancing linguistic knowledge, expanding vocabulary, and encouraging students' self-learning in English.
  - **Academic Dimension:** Focuses on the impact of social media on improving students' academic performance in English, including support for academic achievement and increased participation in educational activities.
  - **Cultural Dimension:** Assesses the role of social media in introducing students to English-speaking cultures and understanding diverse cultural contexts in which the language is used.
  - **Personal Dimension:** Examines the influence of social media on students' motivation, confidence in using English, and development of self-directed skills in practicing the language outside the classroom.
- **Dependent Variable:** Improving English language skills.

The questionnaire was designed using a five-point Likert scale (from 1 = Strongly Disagree to 5 = Strongly Agree), allowing participants to express their opinions and evaluations on a scale of agreement or disagreement.

To ensure the tool's suitability for the study objectives, the questionnaire was reviewed by experts in education and educational technology to validate the questions. A pilot test was also conducted on a small sample of teachers to confirm the clarity and efficiency of the questions in collecting the required data.

This tool is suitable for exploring teachers' attitudes toward using social media in English language teaching and for providing quantitative data that can be analyzed to draw conclusions about the impact of these tools on improving students' English skills.

**Study Criteria**

The five-point Likert scale was used to determine the level of agreement on the questionnaire items as follows:

**Table 2: Study Criteria**

Mean Score	Relative Weight (%)	Agreement Level
4.21–5.00	84–100	Strongly Agree
3.41–4.20	68–less than 84	Agree
2.61–3.40	52–less than 68	Neutral
1.81–2.60	36–less than 52	Disagree
1.00–1.80	Less than 36	Strongly Disagree

**Psychometric Properties of the Tool****Validity:**

1. **Face Validity:** Face validity refers to how clear the questionnaire items are and their relevance to the study objectives as perceived by participants and experts. To achieve this, the initial version of the questionnaire was reviewed by a

group of experts in education and educational technology to evaluate the clarity and appropriateness of the questions. Based on their feedback, necessary adjustments were made to improve the phrasing of certain items, avoid ambiguity, and ensure clarity and comprehensibility for participants.

- Content Validity:** Content validity reflects how comprehensive the tool is and its ability to measure all aspects and dimensions of the study variables. To ensure content validity, the questions were developed based on theoretical frameworks and models related to the study topic, covering cognitive, academic, cultural, and personal dimensions, as well as the variable of improving English language skills. The tool was also reviewed by experts to confirm its coverage of all main dimensions and its relevance to the study's objective of evaluating the use of social media in teaching English and its impact on improving English language skills.

#### Reliability:

The results of the reliability analysis of the study tool using Cronbach's Alpha coefficient indicated high levels of reliability for each dimension of the studied variables, as well as the overall reliability of the tool.

- Cognitive Dimension (Questions 1–5):** Cronbach's Alpha = 0.662, indicating acceptable reliability.
- Academic Dimension (Questions 6–10):** Cronbach's Alpha = 0.704, reflecting good reliability.
- Cultural Dimension (Questions 11–15):** Cronbach's Alpha = 0.723, indicating good reliability.
- Personal Dimension (Questions 16–20):** Cronbach's Alpha = 0.780, indicating high reliability.
- Independent Variable Overall (Questions 1–20):** Cronbach's Alpha = 0.872, indicating excellent reliability.
- Improving English Skills (Questions 21–30):** Cronbach's Alpha = 0.835, indicating high reliability.

The overall reliability of the study tool (Questions 1–30) was found to be 0.909, demonstrating excellent reliability for the tool as a whole.

**Table 4: Reliability Results**

Dimension	Questions	Cronbach's Alpha	Reliability Level
Cognitive Dimension	1–5	0.662	Acceptable
Academic Dimension	6–10	0.704	Good
Cultural Dimension	11–15	0.723	Good
Personal Dimension	16–20	0.780	High
Independent Variable Overall	1–20	0.872	Excellent
Improving English Skills	21–30	0.835	High
<b>Overall Reliability</b>	1–30	<b>0.909</b>	<b>Excellent</b>

These results confirm that the study tool demonstrates high reliability across all dimensions, ensuring the accuracy and reliability of the findings in this research.

#### Study Variables:

The study includes two types of variables:

##### First: Independent Variables

- Gender:** Consists of two categories: male and female.
- Academic Qualification:** Includes two levels: university degree and postgraduate studies.
- Years of Experience:** Includes three levels: less than 5 years, 5–10 years, and more than 10 years.

##### Second: Dependent Variables

The dependent variables are the responses of the participants to the items within the study tool, which focuses on evaluating the various dimensions under investigation.

#### Study Results

The study results were presented based on the responses of the sample participants to the questionnaire items. Data were analyzed using appropriate statistical methods to determine the level of impact social media has on teaching English and improving students' language skills. The study adopted an evaluation criterion proposed by Abu Shkheedim (2022) to classify the level of impact as follows:

- **If the value exceeds 3.5**, the level of impact is considered **high**.
- **If the value is between 2.5 and 3.49**, the level of impact is considered **moderate**.
- **If the value is below 2.5**, the level of impact is considered **low**.

This criterion helps determine the extent to which each dimension of social media usage impacts the educational process, offering insights into how teachers and students perceive this technology and its effect on enhancing the learning experience and developing language skills in schools.

### Presentation of Study Results

#### Question 1: What is the current state of using social media in teaching English from the perspective of English language teachers?

To answer this question, data were analyzed by calculating the arithmetic means and standard deviations for the main dimensions of the study, comparing the results with the specified criterion to determine the level of impact for each dimension. The following table presents the arithmetic means and standard deviations for the various dimensions:

**Table 5:** Means and Standard Deviations Associated with the Study Dimensions

No.	Dimension	Mean	Std. Deviation	Result
1	Social media helps expand students' knowledge of the English language.	4.11	0.743	High
2	Social media platforms provide diverse educational resources for English learning.	3.91	0.746	High
3	Social media enhances students' understanding of English grammar and vocabulary.	4.06	0.828	High
4	I use social media to share English-related educational content with my students.	3.69	0.817	High
5	Social media helps me provide additional information to enhance students' understanding.	3.96	0.799	High
	<b>Average – Cognitive Dimension</b>	3.95	0.513	High
6	Social media contributes to improving students' performance in English tests.	3.86	0.864	High
7	Students' engagement with academic activities increases when using social media.	3.81	0.964	High
8	Social media facilitates access to educational resources for English learning.	4.00	0.882	High
9	Social media encourages students to explore new English language concepts.	3.87	0.901	High
10	Social media supports a collaborative learning environment among students.	3.91	0.856	High
	<b>Average – Academic Dimension</b>	3.89	0.605	High
11	Social media allows students to learn about English-speaking cultures.	3.85	0.883	High
12	Social media helps students understand the cultural dimensions of English usage.	3.88	0.798	High
13	Social media presents cultural content that enhances students' understanding of English.	3.85	0.911	High
14	Social media provides opportunities for interaction with native English speakers.	4.14	0.878	High
15	Social media helps students learn about traditions in English-speaking countries.	3.94	0.781	High
	<b>Average – Cultural Dimension</b>	3.93	0.587	High
16	Social media boosts students' confidence in using English.	3.84	0.929	High
17	Social media helps students improve their English speaking skills.	3.85	0.883	High
18	Students use social media to train themselves in English skills.	3.83	0.907	High
19	Social media motivates students to practice English outside classrooms.	3.82	0.879	High
20	I observe improvements in students' individual skills due to social media use.	3.79	0.877	High
	<b>Average – Personal Dimension</b>	3.83	0.549	High
	<b>Overall Score for Using Social Media in Teaching English</b>	4.71	0.443	High

The results showed that the use of social media in teaching English, from the perspective of English language teachers, achieved a high level across all studied dimensions. The mean scores for the cognitive, academic, cultural, and personal dimensions were all classified as "high" according to the specified standards. This reflects the positive reception of teachers toward the role of social media in supporting and enhancing the English learning experience.

### **1. Cognitive Dimension:**

The mean score for this dimension was 3.95, indicating that social media effectively contributes to enhancing students' knowledge of English. These tools help expand students' knowledge and awareness of English vocabulary and grammar, thanks to the easy and diverse access to educational content. This increase can be attributed to the availability of platforms offering updated and comprehensive educational resources that foster engagement with linguistic content.

### **2. Academic Dimension:**

The mean score for this dimension reached 3.89, reflecting a positive impact of social media on enhancing students' academic learning experiences. The use of social media helps teachers provide additional academic resources and deliver advanced explanations and simplified clarifications to students. This impact may be due to the ability of social media to encourage students to independently explore academic concepts and to facilitate access to digital educational resources.

### **3. Cultural Dimension:**

The cultural dimension achieved a mean score of 3.93, indicating the role of social media in expanding students' cultural awareness through exposure to diverse cultural content in English. Social media allows students to interact with other cultures and learn about the customs and traditions of English-speaking countries. This can be attributed to the ability of these platforms to connect users from diverse cultural backgrounds, thereby increasing opportunities for cultural communication and interaction.

### **4. Personal Dimension:**

The mean score for this dimension was 3.83, reflecting a positive effect on boosting students' self-confidence and increasing their willingness to use English practically outside of classrooms. This dimension helps motivate students to practice the language independently and train their communicative skills. This can be credited to the interactive environment provided by social media, enabling students to participate without the fear of making mistakes in a non-traditional setting.

### **Overall Score for Social Media Use in Teaching English:**

The overall study score was 4.71, indicating significant acceptance and clear satisfaction among teachers regarding the use of social media as an educational tool for teaching English. This can be interpreted as social media supporting the educational process comprehensively by integrating cognitive learning, academic interaction, cultural awareness, and personal development for students.

### **Discussion of Results:**

The current study's findings suggest that social media plays a pivotal role in improving the English learning experience for students by enhancing cognitive, academic, cultural, and personal dimensions. The results indicate that social media contributes to expanding students' academic knowledge, boosting self-confidence, and increasing cultural awareness.

These findings align with previous studies. For instance, Al-Kamel (2024) noted that social media enhances student interaction with educational content and increases motivation toward learning. Similarly, the study by Hanadia and Sung (2024) highlighted that using social media in diverse educational settings promotes innovation and collaborative learning, consistent with the current study's positive results on the academic and interactive dimensions of students.

Additionally, the current findings align with the study by Al-Shatti and Al-Khawaldeh (2023), which found that flipped and interactive learning, relying on modern technologies like social media, enhances students' understanding and comprehension skills. Al-Shammari's (2022) study also supports these findings, showing that social media usage enhances academic achievement and student interaction with educational material, emphasizing the importance of expanding social media use to foster academic engagement.

Regarding the impact of social media on improving cultural skills, Mustafa's (2020) study confirmed that social networks enhance effective communication and cultural awareness among English learners. This is clearly reflected in the current study's results, as teachers indicated that social media provides students with opportunities to learn about different cultures and develop their understanding of the cultural contexts of the English language.

Overall, the current study's findings reinforce previous research regarding the comprehensive benefits of using social media

in teaching English. This emphasizes the importance of promoting the use of these platforms as an interactive educational tool that meets students' needs and contributes to achieving a holistic educational experience.

**Question 2: To what extent have students' English language skills improved as a result of using social media, from the perspective of English teachers?**

To answer this question, the participants' responses were analyzed regarding the noticeable improvement in students' English language skills due to using social media. This was done by calculating the mean scores and standard deviations for each question related to the improvement of various language skills. Table (6) shows the mean scores and standard deviations for the impact of social media on English language skills.

Question	Mean Score	Standard Deviation	Result
I observe improvement in students' listening skills due to their use of social media.	4.05	0.758	High
Social media helps improve students' reading skills in English.	3.99	0.845	High
Students use social media for text interaction to improve their writing skills in English.	4.07	0.704	High
Social media platforms help students learn new English vocabulary.	3.95	0.724	High
Social media contributes to improving students' pronunciation in English.	4.01	0.768	High
Students' engagement in practicing English outside the classroom increases due to social media use.	4.09	0.826	High
Social media helps students develop oral communication skills in English.	3.99	0.860	High
Social media increases students' motivation to learn English.	3.91	0.856	High
Social media helps students develop critical thinking skills in English.	4.05	0.724	High
I observe an overall improvement in students' English performance due to social media use.	3.75	0.903	Moderate
<b>Overall Improvement in English Language Skills</b>	<b>3.99</b>	<b>0.488</b>	<b>High</b>

The results show that all statements related to the improvement of English language skills in students fell within the "High" level, except for the overall improvement in students' performance, which was rated at the "Moderate" level. This indicates that social media plays an effective role in improving many of the basic English language skills. It was found that the use of these platforms significantly contributes to improving students' listening and reading skills, with mean scores of (4.05) for listening and (3.99) for reading. This improvement is attributed to the availability of diverse content such as texts, audios, and videos, which helps students practice the language regularly.

Regarding text interaction and writing, writing skills ranked the highest with a mean of (4.07), as social media provides an ideal environment for developing writing skills through textual activities such as comments and written conversations, which help improve students' expression and writing skills. Additionally, social media enhances pronunciation and oral communication skills; these platforms offer opportunities for audio or video interaction with native speakers or peers, which helps develop both pronunciation and speaking skills.

The results also show a positive effect of social media on increasing students' motivation to learn English, which in turn boosts their overall academic performance. Based on these findings, it can be concluded that social media offers students continuous, realistic opportunities to practice English language skills effectively, leading to noticeable improvements in their proficiency.

The current study's results support the findings of many previous studies on the role of social media in enhancing students' basic English language skills. For instance, Al-Kamel (2024) confirmed that social media platforms like Facebook, Instagram, and YouTube provide a diverse learning environment that helps improve listening, reading, and writing skills. This is consistent with the findings of the current study, where social media significantly contributed to improving students' listening and reading skills.

Furthermore, Al-Shatti and Al-Khawaldeh (2023) highlighted the effectiveness of using interactive learning strategies, such as flipped learning, in improving writing and comprehension skills. This result is supported by the current study's findings, which showed that social media enhances text interaction, thereby contributing to the improvement of writing and expression skills in students. This can be linked to the recommendations of Hanadia and Sung (2024), which stressed the importance of the interactive environment provided by social media in enhancing writing and communication skills among students.

Regarding pronunciation and oral communication skills, the results of this study align with the findings of Mustafa (2020), who stated that social networks enhance students' desire to engage in linguistic interactions with native speakers, helping



them improve pronunciation and understanding of language contexts. The effect of social media on increasing students' motivation to learn English, which appeared in the results of this study, is consistent with the findings of Al-Shammari (2022), who emphasized the role of social media in motivating students to learn and engage with the English language continuously.

In general, the results of the current study reinforce previous research that social media is an effective and comprehensive tool for enhancing various aspects of English language learning. These platforms provide a real interactive environment that helps students practice and improve their skills, contributing to overall improvement in their language proficiency and enhancing their academic performance.

### Question 3: What is the impact of using social media on improving students' English language skills?

To answer this question, the null hypothesis was tested: *There is an effect of using social media on improving students' English language skills from the teachers' perspective at a significance level of ( $\alpha \geq 0.05$ ).*

Simple regression analysis was used to examine the impact of social media usage and its dimensions on improving English language skills from the teachers' perspective. The following table (Table 6) shows the results based on simple regression analysis:

**Table 6:** The Impact of Social Media Usage and Its Dimensions on Improving English Language Skills among Students, Based on Simple Regression Analysis

Independent Variable	Correlation Coefficient (R)	Coefficient of Determination (R <sup>2</sup> )	F	Sig.	Unstandardized Coefficient (B)	Standard Error (Std. Error)	Beta	t-value	Significance Level
Cognitive Dimension	0.581	0.338	162.263	0.000	0.552	0.043	0.581	12.738	0.000
Cultural Dimension	0.490	0.240	100.626	0.000	0.407	0.041	0.490	10.031	0.000
Self-Dimension	0.480	0.230	95.210	0.000	0.426	0.044	0.480	9.758	0.000
Academic Dimension	0.658	0.433	242.960	0.000	0.530	0.034	0.658	15.587	0.000
Social Media Usage in Teaching English	0.705	0.496	313.370	0.000	0.776	0.044	0.705	17.702	0.000

The results indicate that the use of social media in teaching English had a strong and positive impact on improving students' English language skills, with a correlation coefficient (R) of 0.705, indicating a strong relationship between the two variables.

The academic dimension also shows a significant impact, with a correlation coefficient of 0.658, indicating the role of social media in enhancing students' language skills. The cognitive dimension had a correlation coefficient of 0.581, demonstrating its importance in supporting English language learning. The cultural and self-dimensions also show positive effects, but they are relatively lower than the other dimensions, with correlation coefficients of 0.490 and 0.480, respectively.

These results indicate that social media plays a significant role in improving students' English language skills, attributed to the ability of these platforms to enhance academic knowledge, broaden cultural awareness, and stimulate student interaction in educational environments.

The findings of this study are consistent with several previous studies that emphasized the effectiveness of social media in improving students' English language skills across various academic, cognitive, cultural, and self-dimensions. Al-Kamel (2024) highlighted that the use of social media in teaching English enhances basic language skills by providing students with interactive and continuous educational resources. This aligns with the current study's results, which showed a strong impact of the academic dimension, as the educational content available on social media contributes to the development of students' academic level.

Additionally, the findings of Hanadia and Sung (2024) support the cognitive dimension of this study, confirming the importance of social media in accessing diverse information and educational content that enhances students' basic knowledge. This reflects the strong correlation coefficient in the current study (0.581), indicating the importance of the cognitive dimension in promoting language learning.

Regarding the cultural dimension, studies like Mustafa (2020) and Al-Shammari (2022) have shown the role of social media in introducing students to other cultures and broadening their cultural awareness, helping them develop a deeper understanding of English in different cultural contexts. This aligns with the current results, which show a positive impact of the cultural dimension, although it is relatively weaker, with a correlation coefficient of 0.490.

The effect of self-dimension is consistent with what was mentioned by Al-Qahtani (2018), who showed how social media contributes to enhancing students' self-confidence and motivating them to engage actively with the language. This is reinforced by the self-dimension's correlation coefficient (0.480) in the current study, where these platforms help improve personal communication and expression skills among students.

Thus, the results highlight that social media plays a vital role in developing students' English language skills through activating various dimensions, from academic to cultural and personal. This reflects the diverse possibilities offered by these platforms to achieve comprehensive and sustainable learning, which enhances students' engagement with the subject and helps them significantly improve their linguistic performance.

**Question 4: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the responses of English language teachers regarding the use of social media in teaching English attributed to variables such as gender, academic qualification, and work experience?**

To answer this question, the null hypothesis was tested: *There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the responses of English language teachers regarding the use of social media in teaching English attributed to gender, academic qualification, and work experience.*

**Gender**

To answer the hypothesis related to gender, an independent samples t-test was used, and Table 7 below illustrates the results:

**Table 7:** Independent Samples t-test for the Significance of Differences between the Mean Scores of Sample Members According to the Gender Variable

Field	Gender	N	Mean	Standard Deviation	t-value	Significance Level
Cognitive Dimension	Male	204	3.93	0.548	-0.835	0.40
	Female	116	3.98	0.446		
Cultural Dimension	Male	204	3.96	0.610	1.406	0.16
	Female	116	3.87	0.541		
Self-Dimension	Male	204	6.98	0.624	-3.661	0.43
	Female	116	7.21	0.342		
Academic Dimension	Male	204	3.91	0.671	0.832	0.36
	Female	116	3.86	0.469		
Social Media Use in Teaching English	Male	204	4.70	0.497	-0.607	0.54
	Female	116	4.73	0.328		

The results indicated that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the responses of English language teachers regarding the use of social media in teaching English attributed to gender. The independent samples t-test results showed that the t-values for all four dimensions, as well as for the variable "Use of Social Media in Teaching English," were not statistically significant at the specified significance level.

The mean score for males was (4.70), compared to (4.73) for females, with a t-value of (-0.607) and a significance level of (0.54), indicating a convergence of opinions between male and female teachers regarding the use of social media in teaching English in general.

These results suggest that gender is not a significant factor in the responses of English language teachers regarding the impact and use of social media in teaching English. This result can be attributed to the general convergence of views among teachers of both genders concerning the use of social media as an educational tool. This likely reflects the growing awareness among teachers of the effective role these tools play in supporting English language learning and enhancing the educational experience for students, regardless of gender differences.

The results can be attributed to several factors that may explain the convergence of responses between male and female English language teachers regarding the use of social media in teaching English. Firstly, the absence of statistically significant differences between males and females indicates that both groups share a common view on the role of social media in enhancing the educational experience, reflecting a general shift in teachers' perception—regardless of gender—towards the importance of these modern tools in education.

Secondly, this convergence may be due to the current educational trends that encourage the integration of technology and social media in teaching. These tools represent a common platform, accessible and usable by all teachers effectively, regardless of their backgrounds or personal characteristics. This general trend appears to promote a shared understanding among teachers regarding the benefits of using social media to improve English language skills.

Thirdly, the increasing training and qualification of teachers in the use of modern technology may have contributed to creating similar attitudes among them, as teachers are increasingly exposed to training courses and programs that highlight the practical and educational benefits of using social media in teaching. This training may have helped unify the pedagogical perspective between male and female teachers regarding these tools.

Finally, it can be argued that the modern societal trend towards utilizing technology in education reflects on all teachers without discrimination. Since students themselves interact daily with social media, teachers are driven to use these platforms to achieve better interaction and teaching for students, which motivates them to transcend gender differences and work towards common educational goals.

These results are consistent with many previous studies that have indicated that the use of social media in education is a widespread trend accepted by teachers regardless of gender, reflecting an increasing awareness of the benefits of these tools in supporting the educational process. For instance, Al-Qahtani (2018) showed that using social media in teaching English contributes significantly to enhancing student interaction and improving their academic performance. This positive effect was observed widely without clear gender-based differences between teachers.

Additionally, Al-Shammari's study (2022) concluded that English language teachers have positive attitudes towards using social media in education, noting that these tools are a shared resource that teachers of both genders can use to enhance students' language skills. This aligns with the results of the current study, which showed no statistically significant differences between male and female responses regarding the use of social media, indicating a shared view of the value of these tools in improving education.

Moreover, Mustafa's study (2020) supports these results by emphasizing that continuous training and qualification for teachers in the use of educational technology contributes to unifying their pedagogical vision, regardless of gender. This training helps them understand the pivotal role of social media in improving academic achievement and enhancing students' language knowledge.

Furthermore, these results can be linked to Al-Abbasi's study (2019), which indicated that social media enhances educational experience by providing opportunities for academic and cultural interaction, which helps develop a deeper understanding of the educational material. The lack of gender differences suggests that these platforms provide all teachers, regardless of their personal differences, with educational tools that contribute to achieving common educational goals.

### Secondly: Regarding the Academic Qualification Variable

To answer the hypothesis related to the academic qualification variable, an independent samples t-test was used, and Table 8 below illustrates the results:

**Table 8:** Independent Samples t-test for the Significance of Differences between the Mean Scores of Sample Members According to the Academic Qualification Variable

Field	Academic Qualification	N	Mean	Standard Deviation	t-value	Significance Level
Cognitive Dimension	Undergraduate or Below	228	3.92	0.423	-1.550	0.12
	Postgraduate	92	4.02	0.686		
Cultural Dimension	Undergraduate or Below	228	4.01	0.455	4.134	0.20
	Postgraduate	92	3.72	0.793		
Self-Dimension	Undergraduate or Below	228	7.06	0.491	-0.582	0.56
	Postgraduate	92	7.10	0.676		
Academic Dimension	Undergraduate or Below	228	3.92	0.517	1.084	0.27
	Postgraduate	92	3.83	0.781		
Social Media Use in Teaching English	Undergraduate or Below	228	4.73	0.354	1.078	0.28
	Postgraduate	92	4.67	0.610		

The analysis results indicate that there are no statistically significant differences between the responses of teachers regarding the use of social media in teaching English based on academic qualification, as all significance levels were above 0.05.

Regarding the general use of social media in teaching English, the mean score for teachers with undergraduate qualifications or lower was (4.73), compared to (4.67) for teachers with postgraduate qualifications, with a significance level of (0.28), indicating no statistically significant differences either.

These results can be attributed to the fact that the impact of social media in education transcends the differences in academic qualifications. Modern technology and social media are widely used educational tools by everyone, whether they

hold undergraduate or postgraduate degrees. This reflects a general trend toward integrating technology into the educational process, with teachers benefiting from social media platforms extensively regardless of their academic level. As a result, their responses regarding its use in teaching English are closely aligned.

These results align with several previous studies that have indicated that the impact of social media in education has become a widespread phenomenon that goes beyond the differences in teachers' educational levels. Al-Abbasi's (2019) study showed that social media plays an important role in improving teaching skills regardless of teachers' academic qualifications, as the use of technology and digital tools is common among teachers from various academic levels. This is consistent with the current study's findings, which showed no significant differences between teachers with undergraduate or postgraduate qualifications.

Additionally, Al-Shammari's study (2022) confirmed that teachers, regardless of their qualifications, acknowledge the growing role of social media in enriching the educational process and facilitating academic and cultural interaction. This supports the interpretation that modern education and digital technologies have become essential requirements in all academic fields, encouraging all teachers to use social media as a powerful educational tool.

Furthermore, the results of Mustafa's (2020) study support this analysis, as it highlighted that continuous training in the use of educational technology enables teachers to effectively utilize social media in teaching, regardless of their academic level. This is consistent with the current study's results, which showed that both teachers with undergraduate and postgraduate qualifications have similar responses regarding the use of social media in teaching English. This reflects that this usage has become a common practice contributing to improving education and supporting communication between teachers and students.

### Thirdly: Regarding the Variable Experience Years

To answer the hypothesis related to the years of experience variable, an Analysis of Variance (ANOVA) test was used, and Table 9 below illustrates the results:

**Table 9:** ANOVA Test for the Significance of Differences Between the Responses of Sample Members According to the Experience Years Variable

Variables	Sum of Squares	Degrees of Freedom	Mean Squares	F-test	p-value
Cognitive Dimension	Between Groups	0.285	2	0.143	0.540
	Within Groups	83.793	317	0.264	
	Total	84.078	319		
Cultural Dimension	Between Groups	0.116	2	0.058	0.168
	Within Groups	109.676	317	0.346	
	Total	109.792	319		
Self Dimension	Between Groups	0.128	2	0.064	0.211
	Within Groups	96.174	317	0.303	
	Total	96.302	319		
Academic Dimension	Between Groups	0.552	2	0.276	0.752
	Within Groups	116.230	317	0.367	
	Total	116.782	319		
Social Media Use in Teaching English	Between Groups	0.089	2	0.045	0.226
	Within Groups	62.473	317	0.197	
	Total	62.562	319		

The results of the ANOVA analysis indicate that there are no statistically significant differences between the teachers' responses regarding the use of social media in teaching English based on years of experience. The table shows that the significance levels for all dimensions are higher than 0.05, suggesting that the years of experience variable does not have a clear effect on the responses of the sample members.

- For the cognitive dimension, the sum of squares between groups was (0.285) with a mean square of (0.143), an F-value of (0.540), and a p-value of (0.583), indicating no statistically significant difference between the groups based on years of experience.
- For the cultural dimension, the sum of squares between groups was (0.116) with an F-value of (0.168) and a p-value of (0.845), confirming the absence of statistically significant differences between teachers based on their years of experience in this dimension.
- Regarding the self dimension, the sum of squares between groups was (0.128), the F-value was (0.211), and the

significance level was (0.810), indicating no significant differences between teachers in this dimension as well.

- For the academic dimension, the sum of squares between groups was (0.552), the F-value was (0.752), and the significance level was (0.472), reinforcing the absence of significant differences based on years of experience.
- Finally, when considering the overall use of social media in teaching English, the sum of squares between groups was (0.089), the F-value was (0.226), and the significance level was (0.798), also showing no statistical differences based on years of experience.

These results can be attributed to the fact that the effective use of social media in education has become widely available and easily accessible to all teachers, regardless of their years of experience. The integration of modern technology in education seems to create a level of consistency among teachers with different experience levels in utilizing these tools, which led to their similar responses regarding the use of social media in enhancing the learning experience.

These results align with numerous studies that indicate the development of technological tools in education have made them accessible and easy to use for teachers, regardless of their years of experience. Al-Shatti and Khawaldeh (2023) highlighted that digital tool, including social media, are increasingly used by teachers across different professional levels to improve the quality of education and enhance student interaction. This aligns with the findings of this study, which showed no significant differences attributed to years of experience, indicating that both novice and experienced teachers see the value in using social media as an effective educational tool.

Similarly, Al-Rushdan (2020) emphasized that the general trend toward adopting technology in education positively impacts teachers from all professional backgrounds, creating an integrated learning environment that transcends differences in experience. This suggests that teachers, whether novice or experienced, are capable of effectively using these tools to achieve their educational goals.

Furthermore, Al-Abbasi's (2019) study also supports this result, finding that regular training and continuous professional development in educational technology has made the use of social media a common tool for improving education among all teachers. Thus, the integration of technological tools into education is a trend that encompasses all levels of experience, facilitating the sharing of best practices among teachers regardless of their years of experience.

Therefore, the lack of statistically significant differences attributed to years of experience can be explained by the easy availability of technology and its flexible use in education, which contributes to the integration of social media as an essential learning tool and makes it accessible and effective for all teachers to achieve advanced and interactive educational goals with students.

**Question 5: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in English language teachers' responses regarding the improvement of English language skills among students based on the variables of gender, academic qualification, and work experience?**

To answer this question, the following null hypothesis was tested:

- **Null Hypothesis:** There are no statistically significant differences at the significance level ( $0.05 \geq \alpha$ ) in English language teachers' responses regarding the improvement of English language skills among students based on the variables of gender, academic qualification, and work experience.

**First: Regarding Gender**

To answer the hypothesis related to the gender variable, an independent samples t-test was used, and Table 10 below illustrates the results:

**Table 10:** Independent Samples t-test for the Significance of Differences Between the Average Scores of Sample Members According to the Gender Variable

Domain	Gender	N	Mean	Standard Deviation	t-value	p-value
Improvement of English Language Skills	Male	204	4.01	0.486	0.955	0.34
	Female	116	3.95	0.490		

The results of the independent samples t-test indicate that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) between male and female teachers' responses regarding the impact of social media on improving students' English language skills. The mean response for male teachers was (4.01) with a standard deviation of (0.486), while female teachers had a mean response of (3.95) with a standard deviation of (0.490). The calculated t-value was (0.955) with a p-value of (0.34), which is higher than the required significance level of (0.05). This indicates that gender does not contribute to statistically significant differences in teachers' responses.



This result can be interpreted as suggesting that the impact of social media on improving English language skills does not differ between male and female teachers. It reflects a general agreement between teachers of both genders on the role of social media in supporting student learning and enhancing their language skills. This agreement may be due to the increasing and widespread use of technology and social media in education, where these tools have become familiar to everyone, regardless of gender. As a result, there is a convergence in the perceptions of male and female teachers regarding the impact of social media on language skills development.

These findings are supported by previous studies that addressed the impact of technology and social media in education. For instance, Al-Shammari (2022) found that the use of social media in education is widely accepted by both male and female teachers. This is due to the growing role of these platforms as accessible and user-friendly educational tools, leading both male and female teachers to adopt a unified view on their impact on skill development.

Moreover, Al-Abbasi (2019) indicated that male and female teachers, regardless of their gender, agree on the effectiveness of social media in improving students' language skills. The interactive environment provided by these platforms contributes to enhancing basic language skills such as reading, writing, listening, and speaking. Since social media has become a part of daily life, teachers of both genders acquire the necessary skills to use these platforms effectively in the educational process, contributing to a cohesive view on their impact.

Therefore, it can be concluded that the lack of statistically significant differences between genders in their responses regarding the impact of social media is due to the widespread adoption of educational technology and its integration into the learning environment. This trend has become common among both male and female teachers, reflecting increased awareness of the importance of modern tools in education and their acceptance as effective means for improving students' English language skills

### Second: Regarding the Academic Qualification Variable

To answer the hypothesis related to the academic qualification variable, an independent samples t-test was used, and Table 11 below illustrates the results:

**Table 11:** Independent Samples t-test for the Significance of Differences Between the Average Scores of Sample Members According to the Academic Qualification Variable

Domain	Qualification	N	Mean	Standard Deviation	t-value	p-value
Improvement of English Language Skills	University or lower	228	3.99	0.447	0.490	0.62
	Postgraduate	92	3.97	0.578		

The results of the independent samples t-test indicate that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the responses of teachers with university qualifications (lower than postgraduate) and those with postgraduate qualifications regarding the improvement of English language skills among students. The mean response for teachers with university qualifications was (3.99) with a standard deviation of (0.447), while teachers with postgraduate qualifications had a mean response of (3.97) with a standard deviation of (0.578). The calculated t-value was (0.490) with a p-value of (0.62), which is higher than the required significance level of (0.05). This indicates that academic qualification does not contribute to statistically significant differences in teachers' responses.

This result can be interpreted as suggesting that teachers' perceptions of the impact of social media on improving English language skills among students do not vary based on their academic qualifications. It appears that all teachers, whether they have university degrees or postgraduate qualifications, perceive the effect of social media on learning English in a similar way. This may be due to the widespread use of these educational tools, which makes it easy for all teachers to recognize their role in education, regardless of their academic background.

These results align with previous studies on the impact of social media in education, where many studies have shown that the impact of these tools does not necessarily depend on teachers' academic qualifications. For instance, Al-Mousa (2020) noted that using social media as an educational tool helps teachers, regardless of their academic background, to improve teaching quality and expand learning opportunities for students. Similarly, Al-Qahtani (2018) indicated that social media provides teachers with access to a variety of educational resources that contribute to supporting students' skills in a way that transcends academic differences among teachers.

### Third: Regarding the Work Experience Variable

To answer the hypothesis related to the work experience variable, an Analysis of Variance (ANOVA) test was used, and Table 12 below illustrates the results:

**Table 12:** ANOVA for the Significance of Differences Between the Responses of the Study Sample Members According to the Work Experience Variable

Variables	Sum of Squares	Degrees of Freedom	Mean Squares	F-test	p-value
Improvement of English Language Skills	Between Groups	0.551	2	0.276	1.160
	Within Groups	75.268	317	0.237	
	Total	75.820	319		

The results of the ANOVA test indicate that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) between teachers' responses regarding the improvement of English language skills among students based on the variable of work experience. The p-value for the variable "Improvement of English Language Skills" was (0.315), which is greater than the required significance level (0.05). The calculated F-value was (1.160), indicating that the differences between the mean responses of teachers based on work experience are not statistically significant.

This result can be attributed to the fact that teachers' general perceptions of the role of social media in improving English language skills may be in agreement, regardless of their work experience. This may suggest that the use of social media as an educational tool has become widely understood and accepted, so teachers' views on its effectiveness are not influenced by their professional experience.

These results are consistent with previous studies on the impact of social media in education, where many research studies have shown that the impact of these tools does not necessarily depend on teachers' professional experience. For example, Al-Mousa (2020) noted that using social media as an educational tool helps teachers, regardless of their academic background, to improve teaching quality and expand learning opportunities for students. Similarly, Al-Qahtani (2018) pointed out that social media allows teachers to access diverse educational resources, contributing to supporting students' skills in ways that go beyond academic differences among teachers.

### Recommendations

Based on the study's results and overall analysis, the following recommendations can be made to enhance the effectiveness of using social media in improving English language teaching and developing students' skills:

1. Organize ongoing training courses targeting teachers to introduce them to the best educational methods for using social media, such as collaborative learning strategies and virtual interaction with students.
2. Encourage teachers to integrate social media platforms as part of their educational strategies to enhance core language skills such as listening, speaking, reading, and writing.
3. Provide diverse educational content on social media that encourages students to learn English independently, boosting their confidence and motivating them to practice the language outside of the classroom.
4. Facilitate student communication with English-speaking peers through social media to promote cultural awareness and develop language skills in real-world contexts.
5. Create and provide interactive educational content that encourages participation and enhances student motivation, such as educational videos, interactive quizzes, and discussions based on augmented reality.
6. Encourage researchers to conduct further studies on different age groups and educational levels to expand the understanding of how social media can be utilized to improve English teaching and enhance academic performance.
7. Conduct regular evaluations of the effectiveness of using social media as an educational tool by monitoring teachers' responses and student outcomes to identify best practices and further develop them.
8. Emphasize the safe and responsible use of social media platforms by students, teaching them how to use these tools in ways that respect others' privacy and promote positive interaction.

These recommendations aim to enhance the effectiveness of using social media in English language teaching and student skills development, providing a dynamic learning environment that aligns with rapid technological advancements.

### References

- [1] Abu Hamda, Inas Abdel Rahim. (2015). The Impact of Social Media on the Writing Proficiency of Palestinian Ninth-Grade Students. An-Najah National University, Palestine.
- [2] Al-Ubaid, Amira Said Said. (2022). The Impact of YouTube Technology on Developing the Sports Skills of Middle School Female Students. *Journal of Young Researchers in Educational Sciences*, Sohag University, Faculty of

- Education, 10, 172-200.
- [3] Al-Abbasi, Danya bint Abdulaziz, and Al-Malki, Ahood bint Moeid Fawaz. (2019). The Reality of Using Twitter in Secondary School from the Perspectives of Female Teachers and Students in Riyadh: Its Positives and Negatives. *Journal of Scientific Research in Education*, 20(8), 395-424. <https://doi.org/10.21608/JSRE.2019.57255>
- [4] Al-Qahtani, Najla Abdulrahman. (2018). The Impact of Social Media Networks on the Development of English Language Learners in Saudi Arabia. *Arab Journal of Science and Research Publishing*, 2(8). <https://doi.org/10.26389/AJSRP.N130618>
- [5] Al-Mousa, Abdullah Fahad. (2020). The Reality of Using Social Media Networks in Teaching English in Secondary Schools. *Journal of the Faculty of Education*, Assiut University, 36(3), 308-328. <https://doi.org/10.21608/mfes.2020.99401>
- [6] Al-Shatti, Badour, and Al-Khawalda, Ahmed Hamad. The Impact of Using the Flipped Learning Strategy on Developing the Reading Comprehension Skill in English for Fourth-Grade Students in Kuwait. University of Jordan.
- [7] Al-Salal, Munira bint Saif. (2016). The Reality of Using Social Media Networks in Educational Communication and Its Barriers from the Perspective of Female Students and Teachers. *Arab Journal of Educational and Social Studies*, 9, 181-222.
- [8] Al-Sheikh, Mashariq Al-Obaid Mohamed Ahmed. (2021). Using WhatsApp for Reviewing the French Language Curriculum and Its Impact on Academic Achievement for Secondary School Students. Master's Thesis, Faculty of Education, Nile University, Sudan.
- [9] Taha, Noha Ibrahim Fathi. (2016). The Reality of Using Social Media Networks to Support and Activate the Educational Process for Female Diploma Students in the Faculty of Education, Taif University. *Arab Studies in Education and Psychology*, Special Issue, 141-161. <https://doi.org/10.12816/SAEP.2016.59544>
- [10] Attoon, Noor Ali Mousa, and Al-Jadiri, Adnan. (2022). The Role of Social Media in Activating Extracurricular Activities for Ninth-Grade English Language Students from the Teachers' Perspective in Jordan. *Journal of Curricula and Teaching Methods*, 1(6), 95-118.
- [11] Al-Rushdan, Moein Ahmed. (2020). The Use of Social Media Networks in the Educational Process by Secondary School Students. Master's Thesis, Faculty of Education, Yarmouk University, Irbid, Jordan.
- [12] Mustafa, Sally Mohamed Saad El-Din. (2020). Social Media Networks and the Desire to Communicate in English as a Second Language. *Journal of the Faculty of Education in Educational Sciences*, 44(4), 333-375. <https://doi.org/10.21608/JFEES.2020.152411>
- [13] Al-Adwani, A., & Al-Fadhli, H. (2019). Social media as a language learning tool in Kuwaiti education. In R. Smith & D. Johnson (Eds.), *Innovations in language learning* (pp. 92–105). Academic Press.
- [14] Alkamel, M. A. A. (2024). Social Media in Teaching English for EFL Students: A Review of Challenges and Suggestions. *International Journal of English Teaching and Learning*, 2(1).
- [15] Buarki, H., & Sung, H.-Y. (2024). Use of social media by LIS students in Kuwait and Taiwan: A comparative analysis. *Information Services & Use*, 44(2), 107-119. <https://doi.org/10.3233/ISU-240228>
- [16] Chen, X. (2021). The role of social media in enhancing English reading skills for second language learners. *Journal of Second Language Writing*, 50, 100801. <https://doi.org/10.1016/j.jslw.2020.100801>
- [17] Desta, M. A., Workie, M. B., Yemer, D. B., Denku, C. Y., & Berhanu, M. S. (2021). Social Media Usage in Improving English Language Proficiency from the Viewpoint of Medical Students. *Advances in Medical Education and Practice*, 12, 519-528. <https://doi.org/10.2147/AMEP.S310181>
- [18] Greenhow, C., & Lewin, C. (2016). *Social media and education: Reconceptualizing the boundaries of formal and informal learning*. Routledge.
- [19] Li, J., & Zhou, Y. (2017). The impact of social media on students' English language skills. *Journal of Educational Technology Development and Exchange*, 10(2), 45–60. <https://doi.org/10.18785/jetde.1002.04>
- [20] Ministry of Education, Kuwait. (2020). *Report on integrating technology in education for improved student outcomes*. Ministry of Education.
- [21] Muftah, M. (2024). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*, 8(1), 211-226. <https://doi.org/10.1108/PRR-10-2021-0060>

- [22] Olagbaju, O. O., & Popoola, A. G. (2019). Effects of Audio-visual Social Media Resources-supported Instruction on Learning Outcomes in Reading.
- [23] Al-Shammari, A. H. (2022). Social Media as an Educational Tool in English: Examining the before and During-Lockdown Trends and Attitudes at Kuwait University. *World Journal of English Language*, 12(2).