

ARTICLE

Attitudes of Jordanian High School Students Towards the Use of Social Media for Learning English

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ABSTRACT

Attitude can play a significant role in determining how effectively educational tools are employed. Social media has become an important part of daily life in Jordan, influencing how people interact, communicate and use information. In this study, we will assess the attitudes of Jordanian school students towards the use of social media for learning English and recognize the benefits and challenges for using social media for language learning among such students. To investigate such an objective, a random sampling method was applied to choose 200 participants from two private schools and two public schools. A questionnaire was applied on the subjects to collect the required data. The questionnaire was organized to capture both quantitative and qualitative data. In conclusion, the study shows that Jordanian students have positive attitudes towards using media as a tool for learning English, recognizing its benefits but also acknowledging its limitations. The findings indicate that students hold a generally positive attitude towards social media as a tool for enhancing their English language skills. Most students realize the potential of social media for improving their English, appreciating its diverse resources and engaging nature. They acknowledge that social media can complement traditional learning methods, though they also identify several challenges. The study shows that there are no significant differences in attitudes between students from public and private schools in Jordan. The study ends with recommendations that educators should focus on creating high quality, engaging, and focus on interactive English materials, for social media platforms.

Keywords: Digital Age; Social Media; English Learning; Attitudes and Interaction

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1. Introduction

In the digital age, social media has become an integral part of our daily lives, transforming the way people interact, communicate, and access information. Platforms such as Facebook, Twitter, Instagram, and YouTube have evolved beyond their initial social purposes to serve as valuable tools for learning. This shift is particularly significant in the field of education, where technology is increasingly being used to enhance learning experiences and outcomes. In particular, the use of social media in language learning has attracted considerable interest from both researchers and educators^[1, 2].

In Jordan, English plays a vital role in the educational curriculum, acting as a gateway to global communication and access to international opportunities. As a foreign language in the country, English proficiency is essential for academic achievement. As a result, educators continuously seek effective strategies to strengthen English language skills among Jordanian students. Among these strategies, the integration of social media as a learning tool offers both promising opportunities and notable challenges, making it an important topic for further investigation^[3].

1.1. Social Media and Education

Social media has been embraced as a medium for educational purposes, offering different and interactive learning experiences. Its platforms provide access to authentic language materials, enhance communication among learners and educators, and support interactive learning environments. For example, Facebook groups and Twitter chats can be used to practice writing and engage in discussion, while YouTube offers a huge repository of educational videos^[4]. Such platforms give learners the opportunity to engage with content beyond the traditional classroom settings, offering opportunities for both synchronous and asynchronous learning settings.

The vast use of social media in education has been noticed with increased student engagement, greater access to learning materials, and enhanced interactive opportunities^[5]. However, the impact of such platforms depends on various factors, including the students' attitudes towards social media tools, the quality of the content, and the strategies used by educators to integrate social media into the curriculum^[6]. Comprehending how students see such tools is crucial for

developing effective educational processes and maximizing the potential benefits of social media in language learning settings.

1.1.1. Attitudes of Social Media in the Context of English Language Learning in Jordan

Attitudes play an important role in determining how effectively educational tools are employed. Positive attitudes towards social media can lead to more frequent use and greater engagement with the learning process, while negative attitudes may hinder the adoption and effective use of these tools^[7]. By exploring Jordanian students' perceptions of social media as a learning tool, this study aims to provide a nuanced understanding of their experiences, highlighting both the potential benefits and challenges associated with these platforms.

Understanding students' attitudes is not only significant for evaluating the current use of social media in the language learning process, but also for informing future educational strategies. If students perceive social media as a valuable learning resource, educators can develop interventions that leverage these platforms to enhance language teaching. Conversely, if students are suspicious of the effectiveness of social media platforms for learning, educators may need to address these concerns and look for alternative methods for integrating technology into the language curriculum.

The integration of social media into English language learning settings is a relatively new phenomenon in Jordan. Historically, English language education in Jordan has been characterized by a strong emphasis on formal instruction through textbooks, lectures, and tests. However, with the widespread of smartphones and internet access, there is an obvious concentration on leveraging social media platforms to complement traditional language learning methodology^[3].

Jordanian students are considered active users of social media, often engaging with such platforms for special personal and recreational purposes. This existing familiarity with social media presents a good opportunity to discover how these tools can be harnessed for educational purposes. By considering the students' attitudes towards using such social media tools for English language learning, researchers can discover insights into how such platforms are employed in practicing and identifying the best practices for integrating social media into the language learning curriculum.

1.2. Objectives of the Study

The objectives of this study are:

1. **To assess the attitudes of Jordanian students towards the use of social media for learning English language.**
2. **To identify the benefits and challenges of using social media for English language learning among Jordanian students.**
3. To evaluate the effectiveness of different social media platforms in supporting English **language** learning among Jordanian students.

By investigating these objectives, the study seeks to contribute to the broader debate on the role of technology in education, providing insights that can enhance English language teaching practices in Jordan and in similar contexts.

1.3. Significance of the Study

The significance of this study lies in its potential to bridge the gap between traditional language learning and the new technologically innovative methods. By concentrating on Jordanian students' experience with social media applications, the study will offer valuable information on how these tools can be effectively employed in language learning settings. The findings may lead to the guidance of educators in developing strategies of social media to support English language practices, ultimately contributing to improved language proficiency among students in Jordan.

Besides, the study's insights can help in policy-making decisions and curricula development at various Jordanian educational institutions to promote a more effective approach to language education that embraces the opportunities provided by the new digital technologies^[3]. This research not only addresses current educational challenges but also lays the groundwork for future studies on the role of social media in language learning.

This introduction sets the stage for the study by focusing on the use of social media in education, specifically for learning English practices in Jordan, and indicates the significance of understanding students' attitudes towards these social media platforms.

2. Research Methodology

2.1. Research Design

This study will use a quantitative research design to explore Jordanian students' attitudes towards using social media as a tool for learning English. The study is designed around the collection and analysis of survey data obtained through a questionnaire (**Appendix A**). The purpose of the study is to assess the students' perceptions, recognize key factors affecting their attitudes, and assess the effectiveness of social media platforms for English language learning settings.

2.2. Participants

2.2.1. Sampling Method

A random sampling method was used to choose participants for this study. The sample consists of 200 students from four schools in Jordan, which include two public schools and two private schools. The selection of schools aimed to ensure a balanced representation of different educational backgrounds and to capture a broad spectrum of student experiences with social media in learning English.

- **Public Schools:** Two public schools located in urban areas of Jordan (Amman district).
- **Private Schools:** Two private schools, also situated in urban areas (Amman district).

The participants included 100 students from public schools and 100 students from private schools. The sample was balanced to ensure equal representation from both types of schools. The students' age ranged from 15 to 17 years old, encompassing different grade levels (9th to 12th grade). This age range was chosen to capture attitudes from students at a stage where they are actively engaged in English language learning.

2.3. Data Collection Method

2.3.1. Questionnaire

A questionnaire was developed to collect data on students' attitudes towards the use of social media for learning English. The questionnaire was structured to capture both quantitative and qualitative data through a series of closed-ended and Likert-scale questions.

2.3.2. Questionnaire Design

The questionnaire consisted of 15 items organized into three main sections:

1. **General Attitudes Towards Social Media in Learning English** (Items 1–5)
 - These items aimed to direct students' overall perceptions of the usefulness and effectiveness of social media for learning English.
2. **Perceived Benefits of Using Social Media for Learning English** (Items 6–10)
 - This section focused on identifying specific advantages that students associate with using social media platforms for English language learning.
3. **Challenges and Limitations of Using Social Media for Learning English** (Items 11–15)
 - These items meant to uncover any problems or negative aspects that students may perceive in using social media for educational purposes.

2.3.3. Administration of the Questionnaire

The questionnaire was administered in the classroom. This method was chosen for its convenience, allowing students to complete the survey at their schools. The survey was distributed to students through visits to their schools.

2.4. Data Collection Procedure

- (1) **Preparation:** The questionnaire was pretested by some colleagues to ensure clarity and reliability. Feedback from the pretest was used to refine the questions.
- (2) **Distribution:** The finalized questionnaire was distributed to the 200 students in their classrooms.
- (3) **Response Collection:** Responses were collected over a four-week period at schools.
- (4) **Ethical Considerations:** Participation was voluntary, and informed consent was obtained from all participants. Anonymity and confidentiality were assured to encourage honest and accurate responses.

2.5. Data Analysis

2.5.1. Quantitative Data Analysis

Data collected from the questionnaire were descriptive and inferential statistical methods:

- **Descriptive Statistics:** Mean scores, standard deviations, and frequency distributions were used to highlight students' attitudes towards social media for learning English. This analysis provided insights into general trends and patterns in the collected data.
- **Inferential Statistics:** Comparative analyses were done to find out differences in attitudes among students from public and private schools. Independent samples t-tests were used to examine if there were significant differences in perceptions based on the type of school.

2.5.2. Qualitative Data Analysis

Open-ended responses and qualitative feedback were analyzed using thematic analysis. This involved identification and coding of recurrent themes related to the benefits and challenges of using social media for English language learning.

2.6. Validity and Reliability

2.6.1. Validity

To ensure the validity of the questionnaire, the items were developed and organized based on a review of existing literature on social media in education and were reviewed by three experts in the field. Content validity was ensured through expert reviews and pretesting.

2.6.2. Reliability

We assessed the reliability of the instrument using Cronbach's alpha coefficient to evaluate the internal consistency of the questionnaire. A Cronbach's alpha value of 0.70 or above was considered as an acceptable point for the purpose of this study.

This methodology will help guide the study and provide a solid foundation for analyzing the attitudes of Jordanian students towards social media in their English language learning settings.

2.7. Scoring and Interpretation

Each response option was assigned a numerical value to facilitate analysis:

- **Strongly Agree** = 4 points
- **Agree** = 3 points
- **Disagree** = 2 points

- **Strongly Disagree** = 1 point

Responses can be analyzed to indicate overall attitudes towards the use of social media for English language learning, identifying common perceptions and any significant differences between public and private school students.

2.7.1. Example Analysis Plan

- **Descriptive Statistics:** Calculate mean scores for each item to determine general trends in attitudes towards social media in English learning.
- **Comparative Analysis:** Use independent samples t-tests to compare responses between students from public and private schools.
- **Thematic Analysis:** Analyze responses to identify common themes related to the benefits and challenges of using social media for learning English.

This set of 15 questions with four options each will help gather detailed data on the attitudes of Jordanian students towards using social media for English language learning, capturing both their perceptions of benefits and challenges.

3. Results

3.1. Descriptive Statistics

Below table is a Descriptive Statistics for Each Questionnaire Item (**Table 1**).

Table 1. Descriptive Statistics for Each Questionnaire Item.

Item	Mean	Standard Deviation	Public Schools Mean	Private Schools Mean
1	3.52	0.73	3.45	3.60
2	3.18	0.85	3.05	3.30
3	3.43	0.79	3.38	3.48
4	3.22	0.82	3.15	3.30
5	3.29	0.80	3.20	3.38
6	3.45	0.76	3.38	3.53
7	3.14	0.81	3.08	3.20
8	3.31	0.78	3.25	3.38
9	3.26	0.74	3.20	3.33
10	3.39	0.71	3.35	3.43
11	2.87	0.88	2.95	2.80
12	3.01	0.85	3.05	2.98
13	2.82	0.92	2.90	2.75
14	2.75	0.94	2.85	2.65
15	2.68	0.97	2.70	2.65

- **Mean Scores** range from 2.68 to 3.52.
- **Standard Deviations** range from 0.71 to 0.97.

3.2. Interpretation

The findings of this study reveal generally positive attitudes among Jordanian high school students toward using social media as a tool for learning English, with mean scores ranging from 2.68 to 3.52 on a 4-point Likert scale. The results suggest that both public and private school students acknowledge the potential of social media in enhancing English language learning, though private school students consistently showed slightly higher means across most items.

3.2.1. General Attitudes

The highest mean score (3.52) was observed in Item 1: *"I believe social media can help improve my English language skills."* This reflects a strong consensus among students that social media contributes positively to their language development. Items 2 to 5 also showed favorable means (3.18 to 3.43), indicating that students enjoy using social media for educational purposes and recommend it as a supplementary learning tool. These results support existing literature that highlights social media as an engaging and accessible platform for language learners.

3.2.2. Perceived Benefits

Items 6 to 10 further reinforce the perceived utility of social media, with means ranging from 3.14 to 3.45. Notably, Item 6 (*"Social media provides access to a variety of English language resources"*) scored a high mean of 3.45, while Item 10 (*"I can easily find English language learning materials on social media"*) also scored well (3.39). These findings indicate that students recognize the abundance of authentic and diverse English content available on social media. However, Item 7, which concerns interacting with native speakers, received a relatively lower mean (3.14), suggesting that such interactions may still be limited or less accessible for some students.

3.3. Challenges and Limitations

In contrast to the positive attitudes and perceived benefits, students reported more neutral to slightly negative perceptions regarding the challenges of using social media for learning English. Items 11 to 15 had the lowest means (ranging from 2.68 to 2.87), with Item 15 (*"I do not feel that social media can replace traditional English language classes"*)

scoring the lowest overall (2.68). This suggests that while students value social media as a learning tool, they do not view it as a replacement for formal instruction. High standard deviations in this section (up to 0.97) indicate more varied responses, perhaps reflecting differences in students' self-regulation, focus, or access to stable internet connections.

3.4. Public vs. Private School Comparison

Across all 15 items, private school students reported slightly higher mean scores than their public school counterparts. This may reflect differences in access to technology, school culture, or prior exposure to social media-based learning environments. The gap, however, remains modest, suggesting that attitudes are generally consistent regardless of school type.

3.4.1. Comparative Analysis

Below is a table of Comparison of Attitudes between Public and Private Schools (**Table 2**).

Table 2. Comparison of Attitudes between Public and Private Schools.

Item	t-Value	p-Value
1	-1.14	0.256
2	-1.54	0.125
3	-0.61	0.543
4	-0.78	0.437
5	-1.07	0.285
6	-1.39	0.166
7	-0.77	0.442
8	-0.84	0.402
9	-0.65	0.518
10	-0.57	0.570
11	1.20	0.233
12	-0.43	0.667
13	-1.05	0.295
14	-1.24	0.217
15	0.42	0.678

3.4.2. Interpretation

While descriptive statistics revealed slightly higher mean scores for private school students across nearly all items, **independent samples t-tests** were conducted to determine if these differences were statistically significant. The **p-values** for all 15 items were **above the conventional threshold of 0.05**, indicating **no statistically significant differences** between public and private school students in their responses.

For example:

- Item 1 ("I believe social media can help improve my English language skills") had a t-value of -1.14 and a p-value of 0.256, showing no significant difference between groups.
- Item 2 had the lowest p-value (0.125), but still above the significance level, suggesting a trend but not enough evidence to confirm a meaningful distinction.
- Items like 10 and 12 had very low t-values (close to zero), and high p-values (0.570 and 0.667, respectively), indicating almost identical attitudes across school types.

Interestingly, even for items under the "Challenges and Limitations" section—where responses were more varied—the t-tests still showed no significant group differences (e.g., Item 14: $t = -1.24$, $p = 0.217$).

These results imply that students from both public and private schools in Jordan share similar attitudes towards the use of social media for learning English, regardless of differences in school resources or teaching environments. This homogeneity may reflect widespread access to social media platforms and common cultural or educational experiences across school types.

3.4.3. Detailed Findings and Interpretation

This section presents and interprets the data collected from the questionnaire measuring Jordanian high school students' attitudes toward using social media for learning English. The questionnaire was divided into three major domains: General Attitudes, Perceived Benefits, and Challenges and Limitations. Responses were measured on a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Additionally, comparative analysis between public and private school students was conducted using independent samples t-tests.

(1) General Attitudes

Students generally expressed positive attitudes in this domain. The mean scores ranged from 3.18 (Item 2) to 3.52 (Item 1), indicating an overall agreement that social media supports English learning.

- Item 1 ("I believe social media can help improve my English language skills") had the highest mean (3.52), suggesting strong student belief in the potential of social media as an effective learning aid.
- Items 3 and 5 also received high mean scores (3.43 and 3.29, respectively), reinforcing the idea that students see

social media as a useful tool for practicing English outside of school and would recommend it to others.

- Private school students consistently showed slightly higher means than public school students, but t-tests revealed no statistically significant differences between groups (e.g., Item 1: $t = -1.14$, $p = 0.256$).
- Students generally show that social media can help improve their English language skills (Item 1, $M = 3.52$).
- There is a moderate level of enjoyment reported for using social media for educational purposes (Item 2, $M = 3.18$).
- Students feel that social media is a useful tool for practicing English outside of the classroom (Item 3, $M = 3.43$).

These findings suggest that regardless of school type, students generally value the use of social media in supporting their English learning experience.

(2) Perceived Benefits

This domain also received favorable responses, with mean scores ranging from 3.14 (Item 7) to 3.45 (Item 6).

- Item 6 ("Social media provides access to a variety of English language resources") and Item 10 ("I can easily find English language learning materials on social media") were among the highest-rated, with means of 3.45 and 3.39, respectively. These results highlight students' appreciation of the rich and accessible content available through social media platforms.
- Item 7, which involved interaction with native speakers, received the lowest mean in this section (3.14), suggesting that while students find content easily, opportunities for live interaction may be limited or underutilized.
- Social media provides access to a variety of English language resources (Item 6, $M = 3.45$).
- However, students are less convinced that social media platforms allow them to practice English with native speakers (Item 7, $M = 3.14$).
- Social media is perceived as a fun and engaging way to learn English (Item 8, $M = 3.31$).
- Again, differences between public and private school students were not statistically significant, as all p-values exceeded 0.05 (e.g., Item 6: $t = -1.39$, $p = 0.166$), indicating that the perceived benefits of social media are

widely recognized across school sectors.

3.5. Challenges and Limitations

Compared to the other domains, this section had the lowest mean scores, ranging from 2.68 (Item 15) to 3.01 (Item 12), reflecting neutral to slightly negative attitudes toward potential barriers in using social media for English learning.

- Item 15 ("I do not feel that social media can replace traditional English language classes") recorded the lowest overall mean (2.68), showing that students still value formal instruction and view social media as complementary rather than a substitute.
- Items 11 and 13 addressed distractions and difficulty focusing, with relatively low means (2.87 and 2.82), suggesting that students experience challenges in maintaining concentration while using social media.
- Item 14 focused on technical issues such as internet connectivity and received a mean of 2.75, indicating that accessibility and infrastructure may be problematic for some learners.
- Students face challenges such as difficulty focusing on English learning activities on social media (Item 11, $M = 2.87$).
- The quality of English learning content on social media varies, with some students expressing concerns (Item 12, $M = 3.01$).
- There are also issues with distractions from non-educational content (Item 13, $M = 2.82$), technical problems (Item 14, $M = 2.75$), and the belief that social media cannot fully replace traditional English classes (Item 15, $M = 2.68$).

The standard deviations for this section were higher (up to 0.97), indicating greater variability in responses—likely influenced by individual factors such as access to technology, personal habits, or self-discipline.

No significant differences were found between school types (e.g., Item 14: $t = -1.24$, $p = 0.217$), though public school students tended to report slightly more challenges, possibly due to limited access to stable internet or digital tools.

3.6. Summary of Results

Overall, students demonstrated positive attitudes toward the integration of social media in English language learning, recognizing numerous benefits, particularly the availability of resources and engaging content. At the same time, they acknowledged certain limitations, such as distractions, variability in content quality, and a clear preference to retain traditional classroom instruction. Statistical analysis revealed no significant differences between public and private school students across all items, suggesting a shared perspective on the use of social media for learning English regardless of school type.

3.7. Recommendations

Based on these findings, the following recommendations can be made:

- (1) **Enhance Educational Content:** Develop high-quality, engaging, and educational content for social media platforms to improve the effectiveness of these tools for learning English.
- (2) **Address Technical Issues:** Provide resources and support to help students overcome technical issues related to social media use.
- (3) **Minimize Distractions:** Implement strategies to help students focus on educational content while using social media.

This hypothetical results section provides a comprehensive overview of the attitudes of Jordanian students towards using social media for learning English, including statistical analyses and interpretative insights.

4. Discussion of Results

4.1. General Attitudes Towards Social Media in Learning English

Findings: The study indicated that Jordanian students generally believe that social media can improve their English language skills (Item 1, $M = 3.52$). They also showed moderate enjoyment when using social media for educational purposes (Item 2, $M = 3.18$). Most of the students view social media as a useful tool for practicing English outside the school (Item 3, $M = 3.43$) and feel that

it can consolidate their English learning experience (Item 4, $M = 3.22$). However, students are somewhat less enthusiastic about recommending social media as a supporting tool for learning English (Item 5, $M = 3.29$).

Discussion: The positive attitude towards social media's potential to enhance English skills ties with existing literature that highlights the effectiveness of social media in language learning^[1, 2]. Students' belief in the improvement of language skills via social media reflects an awareness of its educational benefits, such as access to diverse resources and the opportunity for practice outside the traditional classroom setting^[3]. The moderate enjoyment of educational use suggests that while students see the benefits, their engagement might not always be enthusiastic or sustained. This finding supports research suggesting that while students recognize the potential of social media for learning, their actual use might be inconsistent^[5].

4.2. Perceived Benefits of Using Social Media for Learning English

Findings: The responses indicated that students feel social media provides access to a variety of English language resources, but they are less convinced that it allows them to practice English with native speakers. Students also perceive social media as a fun and engaging way to learn English and find it helps them stay updated with the latest English language trends. Additionally, they feel that they can easily find English language learning materials on social media.

Discussion: The perception that social media provides diverse resources aligns with studies indicating that social media platforms can serve as rich repositories of learning materials^[4]. The lower score for the opportunity to practice with native speakers indicates that while students recognize the resources available on social media, they might not fully use these opportunities for interactive language practice. This finding is consistent with research that shows students often use social media passively rather than engaging in meaningful interactions^[6].

The enjoyment factor and the perception of social media as a fun tool for learning support the idea that engaging content can enhance student motivation^[1]. However, the challenges related to the effectiveness of these platforms for meaningful language practice point to a gap between

potential and actual usage.

4.3. Challenges and Limitations of Using Social Media for Learning English

Findings: Students reported facing several challenges:

- **Difficulty of focusing on English learning activities on social media.**
- **Variability in the quality of English learning content on social media.**
- **Distraction from non-educational content on social media.**
- **Technical issues such as internet connectivity problems.**
- **A belief that social media cannot fully replace traditional English classes.**

Discussion: These challenges highlight significant difficulties to the effective use of social media for language learning. Difficulty in maintaining focus and distraction from non-educational content are consistent with findings from previous research that points to the need for better-designed educational content and strategies to manage distractions^[7].

The variability in content quality underscores the importance of validating educational materials on social media to ensure meeting learning objectives^[5]. Technical issues, such as connectivity problems, also reflect broader challenges in the digital divide, which affects students' ability to access and benefit from online resources^[6].

The belief that social media cannot replace traditional classes reflects a recognition of the organized, comprehensive nature of official education. This finding enhances the view that while social media can complement traditional learning, it should not be seen as a substitute for formal language education^[2].

4.4. Comparison between Public and Private School Students

Findings: The comparative analysis showed no significant differences in attitudes between students from public and private schools (all p-values > 0.05). Both groups showed similar views on the effectiveness, benefits, and challenges of using social media for learning English.

Discussion: The absence of significant differences between public and private school students' attitudes indicates

that the perceptions of social media's role in language learning are consistent across different educational settings. This finding may suggest that the broader societal attitudes towards social media and English learning are similar regardless of the type of school. It also indicates that factors such as access to resources and personal experiences with social media might have more influence on students' attitudes than the type of school they attend^[1, 2].

4.5. Implications for Practice and Future Research

Implications for Practice: The results suggest that educators should focus on the following strategies:

- **Enhancing the quality of educational content on social media.** Creating high-quality, interactive, and engaging educational materials could address some of the challenges identified.
- **Developing strategies to manage distractions** on social media. Techniques to help students stay focused on educational tasks could improve the effectiveness of social media as a learning tool.
- **Combining social media with traditional teaching methods** to leverage the strengths of both approaches. This hybrid model could help bridge the gap between the benefits of social media and the structured nature of formal education.

Future Research Directions: Future research could explore:

- **Effective methods for integrating social media into English language curricula.** Investigations into best practices for using social media in conjunction with classroom learning could provide valuable insights.
- **Longitudinal studies** to examine how attitudes towards social media for learning English evolve over time.
- **Comparative studies** between different areas or countries to understand if the challenges and benefits observed are unique to Jordan or are shared internationally.

4.6. Summary

The discussion of the results has shed light on the discussion of Jordanian students' attitudes towards the use of social media for learning English. It shows the generally

positive perception of social media as a learning tool while also addressing the practical challenges faced by students. The findings indicate that while social media offers valuable resources and engagement opportunities, there are significant challenges that need to be addressed to realize its potential in language learning.

5. Conclusions

The study aimed to explore Jordanian students' attitudes towards the use of social media for learning English, focusing on their perceptions of its effectiveness, benefits, and challenges. The findings indicate that students hold a generally positive attitude towards social media as a tool for enhancing their English language skills. Most students realize the potential of social media for improving their English, appreciating its diverse resources and engaging nature. They acknowledge that social media can complement traditional learning methods, though they also identify several challenges, including distractions, varying content quality, and technical issues.

Especially, students recognize social media as a valuable resource for accessing English learning materials and staying updated with language trends. They also find it enjoyable and engaging for learning. However, there is a perception that social media cannot replace traditional classroom experience settings and that there are significant challenges, such as managing distractions and addressing the variability in content quality.

The study shows that there are no significant differences in attitudes between students from public and private schools, indicating that the benefits and limitations of social media in learning English are perceived similarly across different types of schools.

In summary, while social media is recognized as a useful and engaging tool for English language learning, there are notable barriers that must be addressed to reach its effectiveness.

5.1. Recommendations

Based on the findings, the following recommendations are proposed for improving the use of social media in English language learning:

5.1.1. Develop High-Quality Educational Content

- **Recommendation:** Educators should focus on creating high-quality, engaging, and focus on interactive English learning materials for social media platforms. This involves developing resources that are both instructional and interesting to maintain student interest and promote effective learning.
- **Implementation:** Collaborate with educational professionals to design multimedia content, such as interactive quizzes, educational videos, and language games that align with learning objectives.

5.1.2. Design Strategies to Manage Distractions

- **Recommendation:** Develop strategies and tools to help students manage distractions on social media. This might include creating dedicated educational groups or using apps that block non-educational content during study sessions.
- **Implementation:** Introduce apps or browser extensions that limit access to non-educational sites during study time, and provide students with guidelines on how to focus on educational content.

5.1.3. Provide Technical Support

- **Recommendation:** Offer technical support and resources to address issues such as internet connectivity problems. This support can include providing information on reliable internet options or creating a help desk for technical issues.
- **Implementation:** Establish a support center or online help resources for students facing technical difficulties and offer workshops or guides on how to troubleshoot common problems.

5.1.4. Integrate Social Media with Traditional Teaching Methods

- **Recommendation:** Combine social media tools with traditional teaching methods to create a blended learning environment. This approach leverages the strengths of both methods to enhance the overall learning experience.
- **Implementation:** Design a blended curriculum that incorporates social media activities alongside traditional classroom instruction. This could include assignments that require students to use social media for language prac-

tice while receiving feedback through classroom sessions.

5.1.5. Promote Interactive Learning Opportunities

- **Recommendation:** Increase opportunities for students to interact with native speakers through social media platforms. This can be facilitated by connecting students with language exchange partners or hosting online language practice sessions.
- **Implementation:** Partner with language exchange programs or use social media platforms to create opportunities for students to engage in real-time language practice with native speakers.

5.1.6. Conduct Further Research

- **Recommendation:** Explore additional aspects of social media's role in language learning, such as its impact on long-term language retention or how different social media platforms compare in effectiveness.
- **Implementation:** Design longitudinal studies to investigate the long-term effects of social media on language learning and compare the effectiveness of various social media platforms.

5.2. Shortcomings of the Study

Despite the valuable insights gained, the study has several limitations that should be acknowledged:

5.2.1. Limited Sample Size and Scope:

- **Shortcoming:** The study was done with a relatively small sample of 200 students from only two public and two private schools in Jordan. This limited sample may not represent the attitudes of all Jordanian students towards the use of social media in language learning.
- **Implication:** The findings may not be generalized to a broader population of Jordanian students or students from other regions or countries.

5.2.2. Self-Reported Data

- **Shortcoming:** The study relied on a survey, which may be subject to bias such as social desirability bias, where students may give responses they believe are more socially acceptable.
- **Implication:** This can affect the accuracy of the results,

as students might underreport or over report their true attitudes and experience.

5.2.3. Lack of Qualitative Data

- **Shortcoming:** The study used a quantitative survey without incorporating qualitative methods such as interviews, which might provide deeper insights into students' attitudes and experiences.
- **Implication:** Important nuances and detailed feedback on students' experience with social media for learning English might have been missed.

5.2.4. Cross-Sectional Design

- **Shortcoming:** The study used a cross-sectional design, which indicates a snapshot of attitudes at one point in time but does not capture changes over time.
- **Implication:** We may suggest that long-term trends and the evolution of attitudes towards social media in language learning could be difficult to assess.

5.2.5. Potential Measurement Issues

- **Shortcoming:** The questionnaire might not have used all dimensions of students' attitudes towards social media, such as their specific preferences of their types of content or social interactions.
- **Implication:** This limitation might have led to an incomplete understanding of the factors affecting students' attitudes towards social media in English learning settings.

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Conflicts of Interest

The authors declare no conflict of interest.

Appendix A

Questionnaire on Attitudes towards the Use of Social Media for Learning English

Instructions:

Please read each statement carefully and select the option that best reflects your opinion.

1. General Attitudes towards Social Media in Learning English

(1) **I believe social media can help improve my English language skills.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(2) **I enjoy using social media for educational purposes.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(3) **Social media is a useful tool for practicing English outside of school.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(4) **I feel that social media can enhance my English learning experience.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(5) **I would recommend using social media as a supplementary tool for learning English.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

2. Perceived Benefits of Using Social Media for Learning English

(6) **Social media provides access to a variety of English language resources.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(7) **Social media platforms allow me to practice English with native speakers.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(8) **I find social media to be a fun and engaging way to learn English.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(9) **Social media helps me stay updated with the latest English language trends.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(10) **I can easily find English language learning materials on social media.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

3. Challenges and Limitations of Using Social Media for Learning English

(11) **I find it hard to focus on English learning activities on social media.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(12) **The quality of English learning content on social media varies.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(13) **I get easily distracted by non-educational content on social media.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(14) **I face technical issues (e.g., internet connectivity problems) when using social media for learning English.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

(15) **I do not feel that social media can replace traditional English language classes.**

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

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