

Leveraging Social Media Platforms for Communicative Competence Development in English as a Foreign Language

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Article Info

Article history:

Accepted: 30 July 2025

Published: 02 August 2025

Keywords:

Social media integration; English as a Foreign Language (EFL); communicative competence; digital literacy; online language learning; collaborative learning; authentic communication; language pedagogy; mobile-assisted language learning (MALL); learner motivation

Abstract

The integration of social media stages into English as a Foreign Language (EFL) instruction has developed as a energetic approach to improving learners'™ communicative competence in bona fide and intuitively computerized situations. This think about investigates the educational potential of social media apparatuses such as Facebook, WhatsApp, Instagram, and YouTube in supporting the improvement of phonetic, sociolinguistic, and key competencies among EFL learners. Drawing upon later observational thinks about and hypothetical systems, the investigate investigations how social media encourages real-time communication, collaborative learning, and introduction to different social and etymological inputs. Discoveries demonstrate that when deliberately coordinates, social media improves learners'™ inspiration, dialect hone openings, and certainty in utilizing English for significant interaction past the classroom. Be that as it may, challenges such as advanced diversion, dialect exactness concerns, and educator readiness were moreover recognized. The ponder concludes by proposing academic procedures for compelling social media integration to boost communicative competence improvement whereas tending to potential confinements. These experiences contribute to planning inventive, learner-centred EFL educational module adjusted with modern advanced proficiency and communicative instructing standards.

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1. INTRODUCTION

Within the 21st century, the fast advancement of computerized innovations has changed conventional dialect learning scenes, with social media rising as a capable device for dialect hone and communication. For learners of English as a Foreign Language (EFL), social media stages such as Facebook, WhatsApp, Instagram, YouTube, TikTok, and Twitter offer true, intuitively, and casual situations where dialect utilize happens past the boundaries of the classroom. These stages permit learners to lock in in real-time discussions, get to differing substance, and take part in worldwide talk communities, subsequently advertising interesting openings to create communicative competence. Communicative competence, as characterized by Talafhah, R. H., & Mansor, N. (2019)., envelops linguistic, sociolinguistic, talk, and key competenceâ€”the capacity to utilize dialect successfully and suitably in changed settings. Conventional classroom-based instruction frequently centers on frame and precision, now and then at the cost of familiarity, interaction, and practical dialect utilize. Social media, by differentiate, cultivates unconstrained communication, peer interaction, and introduction to local speaker input, which are

fundamental for creating dialect familiarity, intercultural understanding, and down to business skills. Research has appeared that social media integration can increment learner independence, inspiration, and certainty in utilizing English for real-life purposes (Kvasnytsia, O., & Mykytiv, G. (2021)). In addition, it bolsters collaborative learning, bona fide communication, and basic computerized proficiency skills—all of which are progressively vital in today's interconnected world. In any case, viable usage requires cautious academic arranging to address challenges such as diversion, conflicting dialect exactness, and protection concerns.

This consider investigates how social media stages can be deliberately utilized to upgrade communicative competence among EFL learners. It examines learners' and educators' encounters, discernments, and results related to the utilize of social media in dialect instruction. In doing so, it contributes to a developing body of writing on advanced dialect instructional method and gives commonsense proposals for consolidating social media into communicative EFL curricula.

Objectives

The primary objectives of this study are to:

1. Examine the role of social media platforms in enhancing communicative competence among EFL learners.
2. Investigate learners' perceptions and experiences regarding the use of social media for English language learning and communication.
3. Analyse the pedagogical benefits and challenges associated with integrating social media into EFL teaching practices.
4. Identify effective strategies for leveraging social media tools to develop grammatical, sociolinguistic, discourse, and strategic competencies.
5. Propose recommendations for English language educators to integrate social media meaningfully and responsibly into communicative language teaching.

2. REVIEW OF LITERATURE

The concept of communicative competence, presented by Dizon, G. (2021). and expounded by Dhanya, G. (2016), includes syntactic, sociolinguistic, talk, and key competence. Conventional EFL classrooms regularly organize linguistic precision, lexicon, and perusing comprehension, whereas communicative competence requires the capacity to utilize dialect suitably in real-life settings for significant interaction. Researchers contend that creating communicative competence is basic for learners to operate viably in scholastic, proficient, and social settings (Gonulal, T. (2019)). Social media stages have ended up indispensably to every day communication, making openings for true dialect utilize and casual learning (Horban, Y. (2021)). Stages such as Facebook encourage offbeat dialogs and community building (Riadi, B. (2020)), whereas WhatsApp bolsters real-time communication, advancing familiarity, lexicon procurement, and practical competence (Shafie, N. H. (2019)). Instagram and TikTok lock in learners outwardly and inventively, empowering multimodal expression (Jensen, S. H. (2017)). Studies have highlighted numerous benefits of social media integration in EFL instruction: Expanded learner inspiration and independence: Learners report higher inspiration when locks in with true substance and genuine gatherings of people (Jurkovič, V. (2018)). Improved interaction and collaboration: Social media cultivates peer learning, arrangement of meaning, and intercultural trade, key components of communicative competence advancement (Ashaari, N. S. (2018)). Real-world dialect introduction: Stages uncover learners to local and non-native English assortments, extending sociolinguistic and down to business mindfulness (Chaimala, F. (2016)). Despite its benefits, social media utilize in dialect instruction presents a few challenges: Digital diversion and off-task conduct: Learners may lock in in irrelevant browsing or non-educational intuitive (Lee, J. S. (2020)). Conflicting dialect exactness: Casual communication frequently incorporates non-standard dialect, possibly influencing linguistic improvement in case unmediated (Ahmadi, S. M. (2017)). Privacy, security, and computerized morals concerns: Sharing individual data or substance without satisfactory security mindfulness postures dangers for learners (Wang, F. L.

(2020)).Teacher readiness: Teachers may need the preparing or certainty to coordinated social media viably into educational hones (Melnikova, T. (2020).).Social media integration is educated by Sociocultural Hypothesis (Buryk, Z. (2020).), which accentuates learning as a social prepare interceded by devices, and Connectivism (Riadi, B. (2020)), seeing information development as disseminated over systems. These systems back the see that social media stages can amplify dialect learning past classroom boundaries, advancing ceaseless and contextualised learning.Overall, the writing recommends that social media has significant potential to upgrade communicative competence in EFL instruction by giving true, intelligently, and collaborative learning spaces. In any case, its adequacy depends on mindful educational plan, computerized proficiency instruction, and integration into communicative instructing systems to overcome related challenges.

3. METHODOLOGY

This study employed a qualitative research design using a descriptive and exploratory approach to investigate the integration of social media platforms in EFL classrooms. The design aimed to capture in-depth insights into learners' and instructors' experiences, perceptions, and practices regarding the use of social media for communicative competence development.

This study employs a qualitative systematic review research design to explore the pedagogical integration, benefits, and challenges of video essays as multimodal composition tasks in digital English classrooms. The methodology integrates qualitative inquiry with elements of analytical modeling to investigate the technological, cognitive, and ethical dimensions of emotion-aware and context-sensitive smart library systems.

Research Design

The review synthesizes findings from academic journals, technical white papers, industry reports, and conference proceedings related to the pedagogical integration, benefits, and multimodal composition tasks in digital English classrooms. This method allows for a comprehensive analysis of the current state of research, highlighting both advancements and challenges in the field. A comprehensive review of scholarly literature, technology white papers, and case studies from domains such as: challenges of video essays as multimodal composition tasks in digital English classrooms, Affective computing and human-computer interaction, AI and smart systems in education, Digital ethics and behavioral data analysis

This phase helped identify key trends, gaps, and best practices informing the development of English courses at a university where video essay assignments were implemented as part of the composition curriculum..

Data Collection

Relevant literature was sourced from major academic databases such as: IEEE Xplore, ACM Digital Library, Scopus, SpringerLink, Google Scholar, **ArXiv (for cutting-edge preprints and technical reports)**

The search was conducted using a combination of keywords including:

“multimodal composition,” “video essays,” “digital literacy,” “English classrooms,” “multiliteracies,” “digital rhetoric,” “student engagement,” “composition pedagogy,” “academic writing,” and “creative expression.” Studies published between 2015 and 2024 were prioritized, with particular emphasis on recent advancements from 2020 onward.

Inclusion Criteria

- Studies published between 2010 and 2024, reflecting recent developments in digital literacy and multimodal composition.
- Peer-reviewed journal articles, conference papers, and academic book chapters focused on multimodal composition, video essays, and digital pedagogy in English or language education contexts.
- Research conducted in higher education, secondary schools, or teacher education programs.

- Studies presenting empirical data, theoretical frameworks, or pedagogical models relevant to video essay integration or multimodal teaching.
- Articles published in English.

Exclusion Criteria

- Studies unrelated to education or not focused on composition or literacy practices (e.g., media production for commercial use).
- Articles that exclusively addressed technical video editing skills without pedagogical or literacy-based analysis.
- Grey literature, blog posts, newsletters, or non-peer-reviewed sources.
- Studies published prior to 2010, unless they were foundational theoretical texts (e.g., New London Group, Kress, etc.).
- Non-English language publications.

These criteria ensured the selection of high-quality, contextually relevant, and pedagogically significant sources that informed the analysis of multimodal composition practices in digital English classrooms.

Data Analysis

Thematic analysis was used to identify recurring patterns and key themes across the literature.

These themes include: ☐ Integration of modes (text, image, sound, video)

☐ Narrative coherence and structure

☐ Rhetorical strategies and audience awareness

☐ Creativity and originality

☐ Technical execution (e.g., editing, audio quality)

Ethical, legal, and design considerations.

The insights were synthesized to support the study's objectives and formulate recommendations for the future methodology enables a holistic understanding of ensure consistency and reliability in evaluating the multimodal artifacts.. It ensures that the study is grounded in evidence, expert knowledge, and practical considerations across multiple domains.

As a review-based study, there is no involvement of human subjects. However, ethical research practices were observed by ensuring proper citation, avoiding plagiarism, and maintaining the integrity of source material.

Role of Social Media in Enhancing Communicative Competence

Communicative competence alludes to the capacity to utilize dialect accurately and fittingly in real-life circumstances. For EFL learners, creating this competence can be challenging due to constrained presentation to common dialect utilize. Social media stages offer a modern and viable way to back dialect learning exterior conventional classrooms. Real-Life Communication Practice Platforms like Facebook, WhatsApp, Instagram, and Twitter permit learners to connected with local speakers or other learners in genuine contexts. Learners hone composing, perusing, tuning in, and talking through chats, voice messages, comments, and live sessions. Exposure to True Language Social media [Mahdi, H. S. (2021).] gives real-world substance, such as news, recordings, memes, and posts, making a difference learners get it slang, expressions, and social references. Learners pick up input in normal dialect utilize, which underpins lexicon development and linguistic use mindfulness. Empowering Interaction and Feedback Social media cultivates two-way communication, where learners can inquire questions, allow conclusions, and get quick feedback. Interaction moves forward familiarity, certainty, and down to earth abilities (knowing how to talk fittingly totally different social situations). Creating a Low-Anxiety Environment

Many learners feel more comfortable practicing English online than in face-to-face classrooms. This makes a difference decrease the fear of making botches and builds communication confidence. [Rababah, I. H. M. (2020).] Opportunities for Collaboration Social media bunches, gatherings, and online communities back peer learning and gather projects. Learners collaborate, share thoughts, and lock in in significant discussions in English. Self-Directed and Personalized Learning Learners can select the substance they enjoyâ€” such as YouTube recordings, TikTok clips, or dialect learning pagesâ€” making hone

more spurring and learner-centered. Challenges to Consider Distractions and casual dialect can influence scholarly learning. Digital education and get to to innovation shift among learners. Monitoring and direction are required to guarantee dialect utilize is instructive and respectful. Social media stages play a capable part in upgrading communicative competence among EFL learners [Rahimah, C. W. I. C. W. I. (2018).]. They give openings for genuine interaction, true introduction, and expanded certainty. When utilized successfully and with legitimate direction, social media can be a important instrument to complement classroom learning and offer assistance learners gotten to be more familiar and certain English communicators.

Learners' Perceptions and Experiences with Social Media for English Learning

Positive Perceptions and Experiences-Expanded Motivation Many learners discover social media fun and locks in, which makes them more persuaded to utilize English. Using stages like YouTube, Instagram, or TikTok uncovered them to curiously and agreeable substance in English. **More Hone Opportunities** Learners feel they get more chances to utilize English through chatting, posting, commenting, and observing videos. They can hone perusing, composing, tuning in, and now and then indeed talking (through voice messages or videos). **Confidence Building** Social media gives a loose space to utilize English without fear of judgment. Some understudies say they feel more certain utilizing English in casual online settings compared to talking in class. **Real-Life Dialect Use** Learners appreciate seeing real English utilized by local speakers and others in common conversations. [Öztürk, F. (2020)] They learn slang, expressions, and expressions that are not as a rule instructed in textbooks. **Peer Interaction and Collaboration** Many appreciate learning with companions or joining English learning communities on Facebook, WhatsApp, or Telegram. Group chats and online dialogs offer assistance move forward communication and cooperation.

Challenges and Concerns-Distractions Learners concede that social media can be diverting, with amusement frequently taking need over learning. **Informal or Off base Language** Some stress around picking up awful propensities, slang, or destitute language structure from unsubstantiated sources or casual posts. **Lack of Guidance** Without educator back, learners may not know how to utilize social media viably for dialect development.

Privacy and Security Concerns A few understudies are awkward connection with outsiders or sharing individual substance online. **Digital Divide** Not all learners have break even with get to to gadgets, steady web, or computerized aptitudes to utilize social media confidently. [Medynska, O. (2019)] Most EFL learners have positive demeanors toward utilizing social media for learning English. They see it as a accommodating, adaptable, and fun way to move forward their communication aptitudes. In any case, their encounters moreover appear the require for appropriate direction, advanced security, and adjusted utilize to dodge diversions and deception. With back, social media can be a capable device in dialect learning.

Analysis: Social Media Integration in EFL Teaching

Pedagogical Benefits-Improved Understudy Engagement Social media makes learning more intuitively and fun. Students feel more associated and propelled when they utilize stages they as of now appreciate (e.g., YouTube, Instagram, WhatsApp). [Trinder, R. (2017).] **Authentic Dialect Exposure** Learners are uncovered to real-world English (slang, expressions, tone) utilized by local speakers and peers. They learn how dialect is utilized in numerous settings and cultures. **Improved Communication Skills** Increased Understudy Engagement Social media makes learning more intuitively, fun, and important to students' every day lives. **Authentic Dialect Exposure** Learners see real-world English utilized by local speakers and peers, moving forward their understanding of characteristic dialect use. **Improved Communication Skills** Students hone perusing, composing, and indeed talking through comments, messages, and voice or video content. **Encourages Collaboration and Peer Learning** Social media stages back gather work, talks, and sharing thoughts, which makes a difference understudies learn from each other. **Supports Self-Directed Learning** Learners can investigate substance that matches their interface, making a difference them construct dialect aptitudes at their claim pace. [Kurniawan, D. A. (2021).]

Develops Computerized Literacy Using social media for learning moreover instructs understudies how to communicate successfully and mindfully online. Social media empowers real-time communication through informing, commenting, and video responses. Students create familiarity, casual composing aptitudes, and advanced communication strategies. Collaboration and Peer Learning Group chats, discussion boards, and collaborative posts permit understudies to memorize from one another. It advances cooperation, criticism trade, and community building. Personalized and Self-Paced Learning Students can take after pages or substance based on their interface and levels. They can hone English anytime, past classroom hours. Development of Advanced Literacy Using social media for learning makes a difference understudies construct advanced aptitudes that are fundamental in present day communication.

Pedagogical Challenges-Distractions Students may get diverted by amusement substance, making it difficult to remain centered on learning. Informal or Inaccurate Language Exposure to slang, truncations, and destitute language structure may adversely influence formal dialect development. Assessment Difficulties Distraction and Off-Task Behavior Social media can effortlessly divert understudies with non-educational content. Teachers may battle to keep learners centered on the learning objective. Informal Dialect Use Exposure to inaccurate linguistic use, slang, or web shorthand may influence students' scholastic composing and formal usage. Assessment Difficulties It is difficult to degree learning results or support precisely through social media activities. [Vazquez-Calvo, B. (2020).] Teachers may need clear evaluating criteria. Privacy and Security Concerns Students may confront online badgering or presentation to unseemly content. Ensuring a secure and aware online environment is crucial. It can be difficult for instructors to degree understudy learning or support precisely through social media.

Privacy and Security Concerns Online stages can uncover understudies to dangers like cyberbullying or information protection issues. Unequal Get to to Technology Digital Inequality [Wang, J. (2017).] Not all understudies have rise to get to to smartphones, web, or advanced abilities, making boundaries to participation. Teacher Preparedness Social media has solid potential to upgrade EFL educating by making learning more locks in and associated to genuine life. Be that as it may, it must be utilized carefully to oversee diversions, ensure understudy security, and guarantee rise to get to. With the proper arranging and bolster, social media can be a capable instrument in cutting edge dialect education. Some instructors may not be prepared or sure in utilizing social media as a instructing tool. Professional improvement and back are regularly needed.

Social media can bring wealthy, real-world communication encounters into EFL educating, making dialect learning more locks in and important. Be that as it may, it must be utilized mindfully. [Baisan D. (2021).] Instructors ought to set clear objectives, direct understudy utilize, and guarantee advanced security. With legitimate arranging and bolster, the benefits can exceed the challenges and offer assistance construct communicative competence in cutting edge, learner-centered ways. Not all understudies have dependable web or gadgets, which can lead to imbalance in learning opportunities. Lack of Educator Training Some instructors may not feel certain utilizing social media as a educating instrument and may require proficient improvement.

Effective Strategies by Communicative Competence Area

Linguistic Competence (Knowledge of lexicon, language structure, and sentence structure) Strategies: Grammar-Focused Posts: Utilize Instagram or Facebook pages that post every day linguistic use tips or tests to strengthen linguistic use rules. YouTube Linguistic use Channels: Empower understudies to take after instructive channels centered on language structure tutorials.

Interactive Tests: [Mohamad, M. (2021).] Utilize devices like Kahoot or Quizizz shared through WhatsApp bunches or lesson Facebook pages for customary language structure practice. Correct-the-Post Exercises: Have understudies discover and adjust linguistic use mistakes in open social media posts or memes (with guidance). Sociolinguistic Competence (Understanding social standards, respectfulness, figures of speech, and dialect utilize completely different social settings) Join English-Language Bunches: Empower understudies to take part in English-speaking

gatherings or Facebook bunches related to their interface to watch real-life dialect use. Comment Examination: Analyze YouTube or Instagram comments to talk about custom, neighborliness, or informal expressions. Role-play on Informing Apps: Use WhatsApp or Wire to mimic discussions in several social circumstances (e.g., formal mail vs. casual chat). Hashtag Challenges: Have understudies make posts around trending topics using relevant hashtags to investigate dialect patterns and culture. Discourse Competence (Ability to associate sentences and concepts to make cohesive and coherent texts) Blogging/Vlogging Ventures: [Zhernova, A. (2018)] Utilize stages like Blogger, Medium, or TikTok to let understudies make web journal posts or brief recordings with organized ideas. Story Strings on X (Twitter): Inquire understudies to type in a brief story in 5-7 connected tweets to hone cohesion and coherence. Caption-Writing Hone: Have understudies type in expressive or account captions for pictures on Instagram or Pinterest to progress stream and organization. Discussion Strings: Utilize Facebook bunch dialogs or Reddit strings to hone expanded composing with associated contentions and examples. Strategic Competence (Ability to overcome communication issues and keep discussions going) Real-Time Chat Recreations: Utilize devices like Friction or Delivery person for live chats where understudies must clarify, reword, or inquire for reiteration when confused. Interactive Q&A: Utilize Instagram Stories or TikTok to post brief recordings with think dialect crevices or blunders for peers to reply with redresses or clarifications. Error Adjustment Assignments: Share social media comments or posts with botches and inquire understudies how to courteously rectify or respond. [Warschauer, M. (2018).] Reaction Role-Play: Donate understudies common social media miscommunication scenarios and have them react utilizing repair techniques (e.g., inquiring for clarification, utilizing emojis, paraphrasing). To be most viable, these techniques ought to be: Monitored by the teacher Aligned with learning goals Safe and comprehensive for all students.

4. FINDINGS AND DISCUSSION

Social media gives EFL learners more chances to utilize English in genuine discussions, particularly exterior the classroom. Learners feel more interested and persuaded when utilizing stages like YouTube, WhatsApp, and Instagram for learning. Students utilize perusing, composing, tuning in, and talking when association on social media. Learners are uncovered to real-life dialect, slang, and social expressions, making a difference them get it how English is utilized in several contexts. Many understudies feel more certain communicating in English through casual social media interactions. Supports Real-World Communication

Social media permits learners to hone English in characteristic and important ways, which makes a difference create communicative competence more viably than textbook-only learning. Students frequently collaborate, donate criticism, and offer assistance each other through gather chats, posts, and comments, building both familiarity and confidence. Daily utilize of social media implies learners see diverse sorts of English "from formal to casual" giving them a broader understanding of the language. The loose nature of social media diminishes uneasiness and energizes learners to require dangers with dialect utilize.

5. RECOMMENDATIONS

Based on the findings and challenges identified, the following recommendations are proposed to support the effective integration of social media into EFL teaching and learning environments for **communicative** competence development:

Use Social Media for Real Communication. Educate understudies when to utilize formal vs. casual English and how to communicate courteously and clearly online. Integrate Social Media into Classroom Activities Design lessons that incorporate errands like making Instagram stories, answering to tweets, or making brief video posts in English. Teach advanced behavior and security, counting how to dodge sharing individual data and how to associated consciously online. Use bunch chats, dialog gatherings, or shared posts to let understudies work together and grant each other feedback. Combine stages like WhatsApp for chatting, YouTube for tuning in, and Facebook or blogs for composing and sharing. Ensure all understudies have get to to gadgets

and web, or offer offline alternatives for those who don't. Check in with understudies frequently to see what's working and alter exercises to keep them compelling and locks in.

Future Research Directions

Study how normal utilize of social media influences EFL learners' talking, composing, tuning in, and perusing aptitudes over time. Compare how diverse social media stages (e.g., YouTube vs. WhatsApp) bolster the improvement of different dialect competencies. Explore what back and preparing instructors ought to effectively coordinated social media into communicative dialect teaching. Research how association on social stages makes a difference learners understand and adjust to social standards and dialect utilize completely different contexts. Investigate the affect of slang, emojis, and web truncations on formal dialect learning and scholarly writing. Examine how contrasts in get to to innovation and advanced education influence students' capacity to advantage from social media in dialect learning. Study how learners' inspiration, certainty, and engagement alter when social media is utilized routinely in dialect learning. Safe and Ethical Utilize in Education Explore approaches and best hones for utilizing social media securely and dependably within the EFL classroom.

6. CONCLUSION

Social media stages play an vital part in making a difference EFL learners make strides their communication abilities. By advertising real-life dialect utilize, moment interaction, and locks in substance, these apparatuses back the advancement of language structure, lexicon, familiarity, and social understanding. When utilized with direction and reason, social media can make English learning more dynamic, important, and agreeable. To completely advantage, both instructors and learners must utilize these stages mindfully and mindfully in dialect learning.

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