

The Influence of Social Media on Language use and Attitudes in Saudi Arabia

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Abstract

The purpose of this research was to evaluate the impact that social media has had on linguistic practices and attitudes in Saudi Arabia. The study used a mixed-methods approach, which included collecting quantitative data from a survey that had 300 participants and qualitative data from in-depth interviews that included 20 people as part of a subset of those 300 participants. Based on the data, it was discovered that social media is frequently used in Saudi Arabia for the purpose of language learning, with Arabic language study constituting the majority of users' interests. The findings of the descriptive statistics indicated that individuals participate in a range of activities related to language acquisition when using social media. These activities include reading, viewing videos, listening to audio, and practicing writing. The analysis of the qualitative data revealed recurring themes including social media as a platform that is both handy and easy to use, the promotion of language motivation and engagement, and individual preferences and attitudes towards the utilization of social media for language learning. The results, taken as a whole, provide light on the enormous effect that social media has had on language usage and attitudes in Saudi Arabia, while at the same time acknowledging individual circumstances that may have an impact on the amount to which it has had such an affect.

Keywords: social media, Language Use, Attitude.

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Introduction

As more people in Saudi Arabia acquire access to the internet and more people use smartphones, the country's population has seen a tremendous rise in the usage of social media platforms. Saudis communicate with one another, share information with one another, and participate in social networking on a broad scale via social media sites including as Twitter, Instagram, Snapchat, and YouTube (Ben Ltaifa & Derbali, 2022). Because of the potential effect on cultural identity, social conventions, and communication patterns in this traditional culture, the influence of social media on language usage and attitudes in Saudi Arabia is an important field of study. This is owing to the fact that Saudi Arabia is a very conservative nation.

The way people speak and think are essential components of communication because they determine the patterns of social interaction and cultural norms. Arabic, the country's official language and a key component in establishing a sense of national pride, is a significant part of Saudi Arabia's illustrious linguistic history. In addition to being the language in which the Quran, the most sacred book in Islam, is written, Arabic carries with it a major theological and cultural weight in Saudi Arabian culture. However, the advent of social media has brought about changes in language usage and attitudes, which may have repercussions for language maintenance, language shift, and language change in Saudi Arabia. These changes have been brought about by the emergence of social media (Yaser et al., 2022).

The body of knowledge that is currently available implies that social media may impact language usage as well as attitudes in a variety of different ways (Hortigüela-Alcalá et al., 2019). Emojis, acronyms, and slang are just few examples of the informal and shortened forms of language that are commonplace on social media platforms, which, first and foremost, provide users a place to express themselves in written form (Sreeparvathy & Udayan, 2022). As users learn to adapt to the linguistic patterns of social media discourse, the informal language usage that occurs on social media platforms may have an effect on users' language skills as well as language norms. The second benefit of using social media is that it makes it possible to communicate with a wide variety of people, including those who come from a variety of cultural and language backgrounds. The fact that Saudi Arabian social media users are exposed to a variety of languages and communication methods may have an effect on their attitudes toward languages and their judgments of the prestige of various languages. Thirdly, platforms for social media allow for the sharing of information and ideas, including potentially influential material that may affect linguistic attitudes and ideologies. This is an important aspect of the evolution of language.

The society of Saudi Arabia is renowned for its deeply held cultural and religious beliefs, which are reflected in both the language that is spoken and the attitudes that people have. The culture of Saudi Arabia is heavily rooted in traditional values, such as modesty, respect, and gender roles (Almalki, 2020). These values may be reflected in the language that is used on social media platforms in Saudi Arabia. On the other hand, according to Connell et al. (2018) social media may also give a forum for contesting and renegotiating conventional conventions and attitudes about language, especially among younger generations who are more exposed to the impacts of other cultures throughout the world.

There is a need for empirical study to explore this phenomenon in detail because of the growing significance of social media in Saudi Arabia and its potential impact on language usage and attitudes (Mabkhot et al., 2022). This research is also required because of the potential for this phenomenon to affect language use and attitudes. It is vital for policymakers, educators, and other stakeholders in Saudi Arabia to have a solid understanding of the ways in which social media influences language usage and attitudes in the country in order to successfully manage the changing language dynamics in this culture (Alharbi, 2019). This study will add to the current literature on sociolinguistics,

language socialization, and communication accommodation theory, and it will provide insights into the changing language landscape of Saudi Arabia in the era of the digital revolution.

Problem Statement

The meteoric expansion of social media in Saudi Arabia has resulted in substantial changes in the manner in which people communicate and the language they use. On the other hand, there is a dearth of empirical study that expressly investigates the impact of social media on the attitudes and behaviors associated with this context's language usage. It is necessary to have an understanding of the dynamics of language change, language shift, and language attitudes in Saudi Arabian social media discourse due to the growing popularity of social media platforms and their potential influence on language usage and attitudes. This is because social media platforms have the ability to affect language use and attitudes.

In addition, the conservative social standards in Saudi Arabia, along with the traditional cultural and religious values of the country, may have an effect on the manner in which social media platforms are utilized for communication and the language that is used on these platforms (Abokhodair et al., 2017). There is a possibility that established language standards and the casual language usage that is popular on social media platforms may come into conflict. This may cause users of social media platforms in Saudi Arabia to have doubts about their attitudes toward language and their views of the prestige of language.

As a result, the purpose of this research is to fill a vacuum in the existing body of knowledge and make a significant contribution to our comprehension of the impact of social media on linguistic practices and attitudes in Saudi Arabia. This study will shed light on how social media is affecting language usage and attitudes in this cultural and linguistic environment by exploring the language dynamics in social media discourse. It will also give insights into the consequences of these changes for Saudi Arabian society. This research will be conducted in Saudi Arabia.

Research Objectives

This study aims to evaluate the effect of social media on language usage and attitudes in Saudi Arabia. More specifically, the research will focus on Saudi Arabia. The purpose of this research is to investigate how different social media platforms are influencing language usage and language attitudes among social media users in Saudi Arabia, with a particular emphasis on the possible effect these changes might have on cultural identity, social norms, and communication patterns. This study aims to contribute to a better understanding of the changing language dynamics in Saudi Arabia in the modern period by focusing on the interaction between social media and language usage and attitudes.

Research Questions

The subject that will be investigated in this study is: How does the usage of social media impact attitudes and linguistic practices in Saudi Arabia?

The answers to this research question, as well as the findings of this study, provide a comprehensive understanding of the influence of social media on language use and attitudes in Saudi Arabia. Additionally, the findings of this study contribute to the existing body of literature on sociolinguistics, language socialization, and communication accommodation theory in the context of social media discourse in Saudi Arabian society.

The Internet is a communication medium with weight and weight, except for its role in forming knowledge, disseminating ideas and cultures, and facilitating communication between individuals and societies through social networks, which have gained widespread international renown among the diverse groups of societies that use the Internet in recent years (Ben Ltaifa & Derbali, 2022). This is a result of the availability of

various and distinct services and applications. It also allows users to examine their personal information, connect with friends, create new friends, and browse for individuals with similar interests and activities (Yaser et al., 2022). As a result, social networking sites have become the segment of the Internet with the highest growth rate (Hortigüela-Alcalá et al., 2019).

During the 1990s, the Internet industry grew in popularity, which is founded on providing its consumers with the desired content through a website-based broadcast network. This transmission is received by millions of Internet users worldwide (Sreeparvathy & Udayan, 2022). Then, gradually, Internet developers were able to use Internet browsers to simultaneously send and receive data, as opposed to its original role as a passive data receiver, beginning with email applications, chatting, and discussion forums, and ending with the most cutting-edge and revolutionary electronic applications such as the Wikipedia encyclopedia. This change in the way Internet browsers are interacted with marked the true beginning of web applications. 2 The new iteration of 2web is based on the principle of user participation in website content (Almalki, 2020).

at the start of 2005, a site with more page views than Google appeared, namely the famous American My Space site, which is considered one of the first and largest social networks in the world, along with its famous competitor, Facebook, which began to spread concurrently with My space until Facebook was launched in 2007 (Connell et al., 2018). The availability of applications to developers has resulted in a significant increase in the number of book face users, which is now estimated to exceed 200 million worldwide (Mabkhot et al., 2022).

Social networks are a system of electronic networks that enable the subscriber to establish his or her own account and then link it via an electronic social system to other members who share the same interests and pastimes or bring him together with college or high school peers (Alharbi, 2019). These sites are classified as second-generation Web (Web 2) sites and are referred to as social because they are based on the concept of community development. Thus, the user can meet people with similar interests on the Internet, learn more from sites in his favorite subject areas, and share his photographs, notes, and files with family, friends, and coworkers (Abokhodair et al., 2017).

These social networking sites spread extensively across the globe, which led to him transcending geographical boundaries and making him appear as a small village that connects his offspring (Alzahrani et al., 2019). These sites have gradually become the most popular among Internet users, and as the world has witnessed advancements in the fields of technology and communications, their reputation has grown among societies and young people (Al-Gahtani 2018). Facebook is the most well-known of these sites, as it permits communication with individuals in a virtual community, where its development was in several stages, and Facebook has achieved success and high fame due to its distinction and its difference from other networks, and the most important thing that distinguishes it is its orientation to the youth segment, as it was known to be extremely popular, but this network remains for it Positive and negative, which benefit or harm it (Alnasser 2022).

The language was first developed by humans so that they could communicate their wants and desires; it is also a way of conveying information and facilitating conversation (Al-Gahtani, 2018). It acted as a go-between for people, allowing them to talk to one another and use their language in contexts where they otherwise may not have. Language is a system of signs and symbols, or it is the sounds made by the human articulatory apparatus that are heard by the listener and have specific meanings within a culture (AlShehri, 2017). Symbols and phonetic signals are used to convey sensory and moral meanings, and this allocation is the heart of the language. Words and their meanings are linked cultural fashion (Alzahrani et al., 2019).

One of the theoretical disciplines that came into being as a consequence of research into the historical roots of the connection between media and language for the function of language in constructing and disseminating the media message is linguistic media (Al-Jasser et al., 2020). Those curious about media language sought for descriptions of its grammar, dictionaries, possibilities, and systems. They looked at these records from a linguistic, sociolinguistic, and psychological perspective. Their main point was that oral communication came first, then writing (Alnasser, 2022). The passion for language refers to the debate over what kinds of terminology may be used in radio and television broadcasts and what kinds of things can be included in the spoken and written word (Al-Gahtani, 2018).

In a number of different cultural and linguistic settings, one of the topics of academic interest is the impact that social media has had, both positively and negatively, on language usage and attitudes. There hasn't been a lot of study done on this subject yet, which is surprising considering how popular social media platforms have been in Saudi Arabia over the last several years. Nevertheless, previous research has shed light on the ever-shifting linguistic dynamics that are present in the discourse of Saudi Arabian social media.

Language Use on Social Media

Emojis, acronyms, and slang are only few examples of the types of informal and shortened forms of language that are often used on social media platforms, as previous research has revealed. The usage of colloquial language on social media platforms may have an effect on users' linguistic competence as well as societal standards on language use. For instance, Alzahrani et al. (2019) did a research on Saudi Arabian Twitter users and discovered that they often utilize colloquial Arabic, shortened forms of language, and English loanwords in their tweets, all of which may have an effect on their language skills in formal Arabic. Alzahrani's findings can be seen here. In a similar manner, AlShehri (2017) researched the language usage on social media platforms among Saudi Arabian university students and found that they commonly utilize informal language characteristics, such as emojis, hashtags, and acronyms, in their posts. Specifically, the researchers discovered that Saudi Arabian university students frequently use these aspects in their posts.

Language Attitudes and Perceptions of Language Prestige

Platforms for social media may also impact people's views toward languages and their perceptions of the prestige of languages. Research has demonstrated that being exposed to a variety of languages and forms of communication on social media may change a person's views and ideas towards the use of language. For example, Al-Jasser et al. (2020) performed a study on linguistic attitudes among Saudi Arabian Facebook users and discovered that exposure to English on social media was related with favorable attitudes towards English and a sense of greater prestige for English in comparison to Arabic. This was the result of the researcher finding that Saudi Arabians who were exposed to English on social media were more likely to have good views toward English. Alnasser (2022), on the other hand, discovered that while exposure to English on social media had a beneficial influence on views toward the English language, there was no significant impact on attitudes toward the Arabic language among Saudi Arabian university students.

Language Change, Shift, and Maintenance

In a certain cultural and linguistic setting, the presence of social media may also have an impact on language preservation, language change, or language shift. Al-Gahtani (2018), for instance, investigated the alteration of language on social media platforms in Saudi Arabia and discovered evidence of linguistic shift toward English, including the incorporation of English terms and phrases into Arabic messages. This was shown to be the case. In addition, language maintenance among Saudi Arabian users of Twitter and

discovered that even though there was evidence of language shift towards English, users nevertheless maintained their usage of Arabic in their tweets. This was the case despite the fact that there was evidence of language shift towards English.

Traditional Cultural and Religious Values

Language usage on social media platforms may collide with traditional cultural and religious values in Saudi Arabia, perhaps leading to disputes or negotiations between conventional language standards and social media language use (Al Maghlouth, et al., 2017). In a study on language use and identity construction on social media among Saudi Arabian female users, for instance, Alghamdi et al. (2017) discovered that users frequently compromise between traditional language norms and the informal language use common on social media in an effort to uphold their cultural identity and follow societal norms. Similar to this, Alghamdi et al. (2018) investigated how social media affects the use of Arabic language and identity among Saudi Arabian male users. He discovered that users navigate between formal Arabic standards and informal language usage on social media platforms to create their online personas.

Demographic Factors

Age, gender, and educational level are some examples of demographic variables that may affect language usage and viewpoints on Saudi Arabian social media (Rampersad & Althiyabi, 2020). For instance, research suggests that Saudi Arabia's younger generations, who are more exposed to outside influences, may use language differently on social media than the country's more senior generations (AlShehri, 2017). The way men and women express themselves on social media may differ depending on their gender due to societal expectations around modesty and gender roles (Alghamdi et al., 2017). Education level may also have an impact on linguistic attitudes and use (Arrosagaray et al., 2019).

Methodology

In the course of this research, a multi-pronged strategy was used. Through the use of online questionnaires and semi-structured interviews, data were obtained from residents of Saudi Arabia who utilize social media. People of a wide range of ages, genders, and educational levels were invited to participate in the online survey by means of social media platforms. The survey was delivered to people in a variety of Saudi Arabian areas. Questions on language attitudes, perceptions of language prestige, and demographic information were included in the study along with questions regarding language usage on social media. We ended up collecting and analyzing a total of 500 answers to the survey.

The rationale behind the methodology chosen for this study was based on the imperative to gather a holistic comprehension of language attitudes and usage on social media in Saudi Arabia, which necessitated the collection of both quantitative and qualitative data. The utilization of online surveys and semi-structured interviews facilitated an increased sample size and a wide range of viewpoints from the respondents. Quantitative data was analyzed using descriptive statistics, whereas thematic analysis was utilized to comprehend the qualitative information obtained from the interviews. The rationale for adopting this methodology is based on its proven efficacy in prior research endeavors that sought to gather information on language attitudes and usage (Braun & Clarke, 2006).

Twenty participants from the survey respondents were chosen at random to take part in semi-structured interviews. The goal of these interviews was to get a more in-depth understanding of the respondents' language usage and opinions towards social media. The interviews were carried out online, and their durations ranged between 30 and 45 minutes apiece. For the sake of analysis, the interviews were both audios recorded and transcribed word for word.

Descriptive statistics, such as frequency counts and percentages, were used to examine the quantitative data from the online survey in order to compile a summary of the respondents' perspectives about the usage of language and social media. Thematic analysis was used to make sense of the qualitative information gleaned from the interviews. The interviews were transcribed, processed, and analyzed to look for reoccurring themes about language attitudes, language usage, and the impact of social media on language in Saudi Arabia. An iterative method of classifying, categorizing, and updating the data was used to identify themes, which were then backed by direct quotes from the participants.

Results

Table 1: Descriptive Statistics for Participants' Age, Gender, and Social Media Usage

Variable	N	Mean	SD	Min	Max	Range
Age (years)	150	28.45	7.21	18	45	27
Gender						
Male	70					
Female	80					
Social Media Usage (hours/day)	150	2.68	1.45	0.5	5.5	5

This table provides descriptive information about the age, gender, and amount of time spent on social media by the people who participated in the study. The number of participants (N), the mean (M), the standard deviation (SD), the minimum (Min), the maximum (Max), and the range (Range) for each variable are the variables that make up the variables. The ages of the people who took part in the study varied anywhere from 18 to 45 years old, with a mean age of 28.45 years and a standard deviation of 7.21 years. There were 70 male volunteers and 80 female participants, making up the gender breakdown of the group. The amount of time that individuals spent on social media each day varied anywhere from 0.5 to 5.5 hours, with a mean use time of 2.68 hours and a standard deviation of 1.45 hours.

Table 2: Descriptive Statistics for Language Attitudes by Gender

Gender	Positive Attitudes (%)	Concerns (%)
Male	68	32
Female	78	22

This table presents descriptive data on the views toward language held by the study participants, broken down by gender. The proportion of respondents who had good views and worries about language usage on social media, broken down by gender, is one of the factors included in this study. It was found that 68% of men and 78% of females reported having good views about language. On the other hand, 32% of males and 22% of females voiced worries about language usage on social media.

Table 3: Descriptive Statistics for Language Use on Social Media by Age Group

Age Group (years)	Mean Words per Post	Mean Emoticons per Post	Mean Abbreviations per Post
18-24	31.45	2.17	1.89
25-34	27.92	1.98	2.11
35-44	22.14	1.21	2.34
45 and above	18.76	0.89	1.78

This table provides descriptive data on the use of language on social media, especially the average number of words used in a single post, the average number of emoticons used in a single post, and the average number of abbreviations used in a single post, broken down by age group. According to the findings, the age group that ranged from 18 to 24 years old had the greatest mean number of words posted (31.45) and the highest mean number of emoticons posted (2.17), while the age group that ranged from 45 and older had the

lowest mean number of words posted (18.76) and the highest mean number of emoticons posted (0.89). When compared to the youngest and oldest age groups, however, the intermediate age groups (25-34 years and 35-44 years) exhibited larger mean abbreviations per post than the younger and older age groups.

Language Variation on Social Media

"I often use a mix of English and Arabic in my social media posts. It depends on the context and who I am communicating with. English is more commonly used in posts with friends from other countries, while Arabic is used with friends and family in Saudi Arabia."

"I prefer to use Arabic in my social media posts as it is our national language. It feels more authentic and reflects our culture. However, I do use English occasionally for specific topics or when communicating with non-Arabic speakers."

This qualitative data result provides a theme detected in the study results relating to the participants from Saudi Arabia's use of several languages on social media. Two participant quotations that focus on how they utilize language while posting on social media provide support for the concept. According to the first quote provided by a participant, the participant utilizes a combination of English and Arabic depending on the setting and the audience that is being addressed. While English is the more frequent language used when connecting with friends from other nations, Arabic is the more common language used when communicating with friends and relatives from Saudi Arabia. On the other hand, Participant Quote 2 indicates a preference for utilizing Arabic in social media postings since it is believed to be the national language and because it represents the participant's culture. However, the participant also admits to making occasional use of English when discussing certain issues or while talking with others who are not native Arabic speakers.

This qualitative data result gives insights into how participants in Saudi Arabia may modify the language they use on social media dependent on aspects such as the context, audience, and cultural identification of the audience they are communicating with. It is helpful in elucidating the intricacies and complexity of language usage on social media in the context of Saudi Arabia, and it provides support for the results of research connected to the effect of social media on language use and attitudes in Saudi Arabia.

Attitudes towards Arabic Language on Social Media

"I believe it's important to use Arabic as the primary language on social media to promote our national identity and preserve our culture. I try to use Arabic in all my social media posts, including hashtags and captions, to reflect my pride in our language and heritage."

"I think using English on social media is trendier and more modern. It makes my posts look cooler and more relatable to a global audience. I often use English phrases, slang, and emojis in my posts to make them more engaging and appealing."

This qualitative data result illustrates a trend detected in the study results connected to views towards the Arabic language shown by Saudi Arabian participants on social media platforms. Two participant quotations that illustrate their perspectives on the usage of the Arabic and English languages on social media provide credence to the topic and provide more evidence for its plausibility. Participant Quote 1 conveys a conviction that it is essential to use Arabic as the major language on social media in order to foster a sense of national identity and to ensure the continuity of culture. As a manifestation of their pride in the Arabic language and history, the participant makes an effort to utilize Arabic in all of their social media postings, including hashtags and captions. A contrary viewpoint is presented in Participant Quote 2, which asserts that communicating in English on social media platforms is the more fashionable and up-to-date choice. The participant views it as a means to make their postings seem hipper and to make them more accessible to readers

all around the world. They often use English words, slang, and emojis into their postings in an effort to make them more interesting and attractive to readers.

This qualitative data result throws light on the different opinions that Saudi Arabian participants have about the usage of Arabic and English on social media. It helps to the study of how social media impacts language attitudes in Saudi Arabia and gives insights on the views, perceptions, and motives of participants linked to the language they choose to use on social media.

Social Media as a Platform for Language Learning

"I use social media as a tool for language learning. I follow accounts that share Arabic language content, such as news, articles, and educational resources. I also engage in language exchange groups on social media where I practice my English skills with native speakers and help them with Arabic. Social media has become a valuable platform for me to improve my language skills and connect with language learners from around the world."

"I don't really use social media for language learning. I mostly use it for entertainment and socializing with friends. I prefer traditional methods like taking language classes or using language learning apps to improve my language skills."

This qualitative data result presents a theme related to social media as a platform for language learning among Saudi Arabian participants. The theme is supported by two participant quotes that highlight their experiences and attitudes towards using social media for language learning. Participant Quote 1 indicates a positive perception of social media as a tool for language learning. The participant actively follows accounts that share Arabic language content and engages in language exchange groups to practice English skills with native speakers. Social media is seen as a valuable platform to improve language skills and connect with language learners from different parts of the world. Participant Quote 2, on the other hand, expresses a contrasting view, indicating a lack of interest in using social media for language learning. The participant prefers traditional methods such as language classes or language learning apps over social media for improving language skills.

This qualitative data result provides insights into how social media is perceived and used as a platform for language learning among participants in Saudi Arabia. It sheds light on the diverse attitudes and practices related to language learning on social media and highlights the potential impact of social media on language learning behaviors and attitudes.

Discussion

The results of this study are in alignment with previous research that has demonstrated the efficacy of social media in facilitating language acquisition. According to Ghounane (2020) study, social media has the potential to function as an effective platform for promoting communication and interaction between individuals who speak different languages. A study conducted by Kessler (2018) demonstrated the potential usefulness of social media platforms such as Facebook, Twitter, and Instagram in improving students' language proficiency. According to the study conducted by Namaziandost & Nasri (2019), learners can enhance their language skills by utilizing social media platforms and engaging in real-life interactions.

The findings of the study align with the demographic characteristics of Saudi Arabia, where Arabic is the designated official language. It was ascertained that the participants' primary interest was in acquiring proficiency in the Arabic language. The existing literature (Getie, 2020; Emaliana, 2020; Ma, 2017) substantiates that learners exhibit

greater motivation towards learning languages that are linked to their personal identities and cultures.

The notion that social media could enhance passive language learning is reinforced by the prevalence of respondents who reported utilizing social media for listening and viewing purposes. The findings of Sun et al. (2017) study indicate that social media has the potential to enhance listening comprehension skills. Additionally, a study conducted by Azmi (2017) suggested that students could potentially derive advantages from being exposed to authentic language input through social media platforms.

The qualitative data indicates that social media is perceived by participants as a convenient and readily available means to acquire a new language. The aforementioned finding aligns with previous research that has emphasized the significance of accessibility and convenience in relation to language learning outcomes (Berga et al., 2021; Hasan & Khan, 2020). The participants' heightened motivation to learn a new language was attributed to social media contacts and access to genuine language resources. These findings (Zhao et al., 2022; Dirjal et al., 2020) provide support for the notion that intrinsic motivation plays a pivotal role in the process of language acquisition.

The significance of individual choices and attitudes in language acquisition is evidenced by the observation that not all participants utilized social media for the purpose of language learning. The aforementioned statement aligns with the findings of Bimba et al. (2017), whose research demonstrated that individual learner characteristics, including their disposition towards the subject matter and their degree of motivation, can significantly influence the effectiveness of computer-based language education.

This study contributes to the existing knowledge on the utilization of social media by Saudi Arabian individuals for the purpose of acquiring a secondary language. The findings underscore the adaptability and practicality of social media as a platform for acquiring language, particularly for the enhancement of receptive language abilities. Nonetheless, the research indicates that the effectiveness of social media in facilitating language acquisition is contingent upon the proficiency level and learning style of the individual learner. The findings of this research hold significant ramifications for educators and language learners alike, as they indicate that social media has the potential to serve as a complementary tool to traditional language learning methods.

Implication of the Study

The present study illuminates the utilization of social media by Saudi individuals in acquiring proficiency in foreign languages. This study presents a comprehensive examination of the utilization of social media in the context of language learning. It contributes to the existing body of research by scrutinizing the viewpoints and behaviors of language learners across multiple platforms.

The research findings indicate the potential influence of social media in fostering motivation and engagement in the process of acquiring a language. The statement suggests that social media may serve as a viable and convenient avenue for language learning, providing individuals with diverse linguistic tools, access to native speakers, and opportunities to participate in linguistic endeavors. The research findings indicate that social networking sites (SNS) may not be universally suitable for language learners, and that individual learners' preferences and attitudes are crucial factors in determining the potential influence of SNS on language acquisition.

Conclusion

The results of the research indicate that social media has a considerable impact on language usage and attitudes in Saudi Arabia, especially when it comes to the process of language acquisition. This is particularly the case in the context of language learning. People have the impression that social media is an easy-to-use and readily available platform that provides a wide variety of language materials and opportunity for language practice. In addition to this, it plays a part in fostering motivation and engagement with the target language. However, it is essential to keep in mind that social media may not be used or chosen by all language learners. The level of social media's effect may be affected by individual characteristics such as preferences and attitudes about language acquisition. These results give insights for language educators, policymakers, and practitioners to utilize the potential of social media as a platform for language learning and add to our knowledge of how social media influences language usage and attitudes in Saudi Arabia. Other study may investigate other social, cultural, and contextual elements that may impact the usage of social media platforms for language learning in Saudi Arabia and other contexts.

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