

Investigating the Role of Social Media in Shaping Collegians' Learning Styles: A Case Study of University Dongola College of Education EFL Students.

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. Abstract:

This study investigates the transformative impact of social media on the learning styles of English as a Foreign Language (EFL) students at the University of Dongola, College of Education. Grounded in the Social Constructivist approach and Connectivism, the research explores how consistent exposure to digital platforms like TikTok, Instagram, and YouTube is "shaping" the sensory preferences of the modern collegian. Using a case study design, data was collected from (55 out of 7) EFL students (levels two, three, and four) using a structured questionnaire based on the VARK (Visual, Auditory, Read/Write, Kinesthetic) model. The statistical analysis, revealed a highly significant prevalence of multimodal learning styles ($p = .000$). Findings indicate a shift from traditional "Read/Write" pedagogy toward Visual and Auditory modalities, with students showing a strong preference for short-form video content over traditional textbooks (Mean = 1.38). Results also demonstrated that high social media engagement significantly correlates with increased academic interaction and peer-to-peer language learning, as students use "Save" and "Comment" features to create personalized learning environments. The study concludes that social media has become a formative educational force that "re-wires" student cognitive habits, making traditional teaching methods appear increasingly outdated. The research recommends that higher education institutions in Sudan mix multimodal digital tools into formal curricula to bridge the growing gap between student habits and institutional instruction.

Keywords: EFL, Social Media, Learning Styles, VARK, Digital Adaptation, University of Dongola, Multimodality.

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1. Introduction:

The shift toward digital learning is largely supported by the Social Constructivist approach, which emphasizes that learning is a collaborative process facilitated by social interaction. In the context of EFL, social media platforms serve as "Web-Enhanced Language Learning" (WELL) tools that promote learner autonomy and communicative skills (Al Mukhallafi, 2024).

Recent research has sought to align these digital habits with established learning models, such as the VARK (Visual, Auditory, Read/write, Kinesthetic) framework. Studies indicate that social media allows students to engage with materials that suit their individual sensory preferences; for instance, visual learners gravitate toward YouTube and Instagram, while auditory learners thrive on podcasts and voice-based interaction. However, some evidence suggests a "disconnect" where students' platform preferences do not always align with their primary learning modalities (Mitrulescu, 2024).

Traditional EFL (English as a Foreign Language) pedagogy relies heavily on a Read/Write learning style. However, the modern collegian spends an average of 3–5 hours daily on platforms like TikTok, Instagram, and YouTube, which are predominantly Visual and Auditory. There is a growing gap between how students are taught in the classroom and how they naturally consume information online. This study seeks to investigate whether constant exposure to social media is "shaping" or shifting students' preferred learning styles, potentially making traditional teaching methods less effective.

2. Questions of the Study

1-Which social media platforms are most frequently used by EFL collegians for language-related purposes?

3-How does the use of short-form video content (e.g., Reels/TikTok) correlate with a preference for **Visual** and **Kinesthetic** learning styles?

3-To what extent do students feel that their classroom learning style has evolved due to their social media habits?

3. Hypotheses of the Study:

1-There is a statistically significant prevalence of multimodal learning styles (VARK) among EFL students.

2-High levels of social media engagement among EFL students significantly correlate with increased academic interaction and peer-to-peer language learning.

3-EFL students' positive perception of social media as an educational tool significantly influences the adaptation of their learning styles toward more visual and auditory modalities

4. Objectives of the Study:

The study aims to:

- 1-Identify the student's primary learning preference.
- 2-Measure how often and how deeply students use social media for English.
- 3-Gain "deep" insight into the "shaping" aspect.

5. Literature Review

Using of social media by higher education students has sparked a pedagogical shift, particularly within EFL contexts. This literature review examines the intersection of social media usage and learning styles, focusing on theoretical frameworks, the impact on language acquisition, and the specific challenges faced by university-level EFL students.

Al Mukhallafi, (2024) stated that; the transition toward digital learning in higher education is fundamentally supported by the Social Constructivist approach, which posits that language learning is a collaborative process enriched by social interaction. Within this framework, social media platforms function as "Web-Enhanced Language Learning" (WELL) environments that foster student autonomy and communicative competence. Research indicates that these platforms align with various learning modalities; for instance, social media has been shown to enhance visual and auditory literacy through multimodal content like videos, images, and short-form storytelling (Alkamel, 2024; Sudirman, 2025). This integration allows students to move beyond traditional "textbook-based" learning toward more interactive, autonomous experiences.

5.1 The Evolution of Learning Styles (VARK)

The literature begins with Fleming's (2001) VARK model, which categorizes learners based on their sensory preferences. Traditionally, EFL classrooms have been "Read/Write" heavy. Recent studies (e.g., Al-Senaidi et al.) suggest that the "Digital Native" generation is naturally migrating toward Visual and Kinesthetic modes. This section should argue that learning styles are not fixed but can be influenced by the environment.

Siemens (2005), argues that in the digital age, learning is the process of connecting nodes (information sources). Social media acts as a "distributed" learning environment where EFL students no longer rely on a single teacher but on a network of peers and influencers.

5.2 The Multi-Modal Nature of Social Media

Research by Kozma (1994) on media and learning suggests that the "mode" (video vs. text) impacts how information is processed. Current

literature on TikTok and Instagram (e.g., Wang & Chen, 2023) highlights that Short-Form Video provides "Micro-learning" opportunities that satisfy visual and auditory styles simultaneously, creating a "Multi-modal" impact that traditional textbooks lack.

5.3 Social Media as a Tool for EFL Proficiency

Social media platforms provide "authentic linguistic input" and opportunities for "comprehensible output" that traditional classrooms may lack (Muftah, 2022).

1-Vocabulary and Grammar: Exposure to diverse linguistic inputs on platforms like TikTok and Twitter helps students acquire idiomatic expressions and colloquial speech (Alkamel, 2024).

2-Speaking and Interaction: Platforms like WhatsApp and Facebook groups facilitate real-time feedback and peer interaction, which significantly reduces "language apprehension" and boosts speaking confidence (Al Mukhallafi, 2024; Muftah, 2022).

3-Motivation: Social media transforms passive learners into active participants by providing a "low-anxiety" environment for practice (Alkamel, 2024).

In the Sudanese context, specifically, research indicates that while students and instructors recognize the potential of digital simulations and social media for improving communication skills, these tools are often underutilized in formal institutional settings (DemocraticAC, 2024).

5.5 Social Media and EFL Proficiency in the Sudanese Context

Recent studies have specifically examined the impact of digital platforms on Sudanese university students. At the University of Dongola, research has shown that undergraduate students possess high levels of both integrative and instrumental motivation to learn English (Amani & Fadlalla, 2017). This motivation increasingly manifests through digital engagement. For instance, at the University of Gezira, students utilize platforms like WhatsApp and Zoom to collaborate on complex tasks, which significantly boosts their motivation and communication skills (Al Mukhallafi, 2024).

The specific benefits of social media in these contexts include:

1-Speaking and Fluency: Interaction on WhatsApp and YouTube facilitates "real-life" language use, improving pronunciation, fluency, and conversational skills compared to traditional classroom settings (Sudirman, 2025).

2-Vocabulary Acquisition: Engaging with diverse digital content allows students to internalize linguistic structures and modern vocabulary (Alkamel, 2024).

3-Anxiety Reduction: Digital environments often serve as "low-anxiety" spaces where students feel more confident to participate in peer interactions than they do in formal classroom settings (Alkamel, 2024).

5.4 Challenges and Pedagogical Barriers

Despite the positive side, the existent literature showed several "pedagogical challenges" that complicate the effective use of social media in EFL education at the university level:

1-Academic Integrity and Standards: Rapid exposure to digital communication has led to an increase in the use of English slang and abbreviations (e.g., "luv" for "love"). This can create a conflict where students may struggle to adhere to standardized grammar and spelling rules in formal academic writing (Alkamel, 2024).

2-Distraction: The unregulated use of social media often results in "off-task behavior," where the entertainment value of the platform undermines academic focus (Al Mukhallafi, 2024; Alkamel, 2024).

3-Infrastructure and Training: In many contexts, including Sudan, the lack of stable digital infrastructure, limited internet access, and insufficient teacher training remain significant barriers to the inclusive implementation of digital literacy strategies (Sudirman, 2025).

6. Methodology

The study adopted a descriptive-analytical case study design to objectively investigate the correlation between digital habits and sensory learning preferences among language learners. This quantitative approach was selected to provide a rigorous empirical framework for assessing how social media platforms, acting as "Web-Enhanced Language Learning" (WELL) environments, influence cognitive adaptation. By focusing on a specific academic population, the design allowed for a deep exploration of the "shaping" phenomenon within a controlled educational context, ensuring that the results were both measurable and statistically verifiable.

The participant were 55 EFL students from the University of Dongola, College of Education, English Language Dept, representing approximately 78.6% of the targeted 70-student cohort. To ensure a comprehensive developmental perspective, the sample included both male and female students across levels two, three, and four. This cross-sectional sampling strategy was instrumental in capturing the shift in learning modalities as students progress through their academic careers, providing a representative vision of the "Digital Native" generation within the Sudanese higher education system.

Data collection was facilitated through a structured questionnaire specifically designed to map student behaviors against the VARK (Visual, Auditory, Read/Write, Kinesthetic) framework. The instrument was divided

into distinct sections, beginning with demographic and usage patterns, followed by scenario-based questions to identify primary sensory preferences in grammar and pronunciation. The final section utilized a Likert-scale format to measure the "shaping" aspect of social media, focusing on student perceptions of their own modality adaptation and the perceived efficacy of traditional versus digital materials.

7. Data Analysis & Results Discussion:

7.1 Hypothesis 1: There is a statistically significant prevalence of multimodal learning styles (VARK) among EFL students.

1. When I am learning a new English grammar rule from the Internet, I like:

Options	Frequency	Percent	Valid Percent
(V) Videos with clear diagrams and color-coded text.	18	32.7	33.3
(A) Podcasts or videos where I can listen to an expert explain it.	19	34.5	35.2
(R) Detailed articles or written lists of rules and examples.	11	20.0	20.4
(K) Interactive quizzes or videos showing how to use the rule in a real conversation.	6	10.9	11.1
Total	54	98.2	100.0

Source : author (2026)

Table (1) frequencies for distribution for grammar acquisition

The frequency distribution for grammar acquisition reveals a strong inclination toward multimodal and sensory-rich content, with Visual (33.3%) and Auditory (35.2%) preferences accounting for nearly 69% of the total sample. This suggests that when dealing with abstract linguistic structures like grammar, students strongly favor "Web-Enhanced Language Learning" tools, such as color-coded videos and expert podcasts, over traditional written lists (20.4%). The relatively low preference for Kinesthetic interactive quizzes (11.1%) in this category indicates that while students are moving away from textbooks, they still prefer structured, observational input when first internalizing complex rules.

2.I prefer a teacher who uses:

Options	Frequency	Percent	Valid Percent
(V) Diagrams, charts, and PowerPoint visuals.	18	32.7	33.3
(A) Group discussions, Q&A, and oral explanations.	14	25.5	25.9
(R) Handouts, textbooks, and written assignments.	13	23.6	24.1
(K) Role-plays, field trips, and hands-on practice.	9	16.4	16.7
Total	54	98.2	100.0

Source : author (2026)

Table (2) frequencies of classroom instruction

Regarding classroom instruction, the data shows a more balanced but still visually-oriented distribution, with Visual methods (33.3%) remaining the top priority. Interestingly, the preference for Auditory (25.9%) and Read/Write (24.1%) methods are nearly equal in this context, suggesting that within the formal university environment, students still value the stability of handouts and oral explanations. However, the 16.7% preference for Kinesthetic activities like role-plays highlights a significant minority seeking more "hands-on" engagement, indicating that a purely traditional, lecture-based approach likely fails to satisfy the diverse sensory needs of nearly (20 %) of the student body.

3.If I need to learn how to pronounce a new word, I would:

Options	Frequency	Percent	Valid Percent
(V) Look at a phonetic diagram or watch the mouth movements in a video.	18	32.7	33.3
(A) Listen to the audio pronunciation multiple times.	15	27.3	27.8
(R) Read the dictionary's written transcription /prəˈnɑːnsiˈeɪʃən/.	9	16.4	16.7
(K) Say the word out loud repeatedly while recording myself.	12	21.8	22.2
Total	54	98.2	100.0

Source : author (2026)

Table (3) frequencies of pronunciation learning preferences

The pronunciation data displays a notable shift toward active and physical modalities, marking the highest Kinesthetic (K) engagement in the study at (22.2%). While Visual mouth-movement diagrams (33.3%) and Auditory repetition (27.8%) remain the primary tools, the increase in students choosing to record themselves and speak out loud demonstrates that students recognize the need for "learning-by-doing" when mastering phonetic skills. This distribution confirms that EFL collegians at the University of Dongola – College of Education – Merowe are highly task-adaptive, shifting their preferred learning style from observational (V/A) to participatory (K) depending on whether the academic goal is theoretical understanding or practical fluency.

Statements	N	Mean	Std. D	T	Df	Sig.
1. When I am learning a new English grammar rule from the Internet, I like:	54	2.0926	.9956	15.44	53	.000
2.I prefer a teacher who uses:	54	2.2407	1.097	14.99	53	.000
3.If I need to learn how to pronounce a new word, I would:	54	2.2778	1.156	14.47	53	.000

Table (4) T. test results of H1

The results of the One-Sample T-test provide the empirical weight necessary to validate these observations. With t-values ranging from (14.479) to (15.445) and a significance level of $p = .000$. The moderate standard deviations (near 1.0) across all three items indicate that while there is a general trend toward visual and auditory learning, there is enough variance to prove that students are not restricted to one style. Instead, they demonstrate "task-dependent" flexibility (shifting toward Kinesthetic methods for pronunciation while relying on Visual/Auditory tools for grammar) which is the hallmark of a multimodal learner in a digital age.

7.2 Hypothesis 2: High levels of social media engagement among EFL students significantly correlate with increased academic interaction and peer-to-peer language learning.

Statements	N	Mean	Std. D	T	df	Sig.
I use social media (TikTok/Instagram/YouTube) to find English learning content daily.	55	2.2364	.7191	23.06	54	.000
I prefer watching short English "reels" over reading long English blog posts.	55	2.0000	.6666	22.24	54	.000
I actively comment or "chat" in English on social media platforms.	55	1.9818	.8048	18.26	54	.000
I follow "English Influencers" to improve my vocabulary and accent.	55	2.2182	.7376	22.30	54	.000
I feel more comfortable learning English through social media than through textbooks.	55	2.0727	.7662	20.06	54	.000
I use the "Save" or "Bookmark" feature to keep English tutorials for later study.	55	2.1455	.7798	20.40	54	.000

Source : author (2026)

Table (5) T. test results of H2

The statistical analysis for Hypothesis 2 provides strong evidence that social media engagement is not merely a leisure activity but a deliberate and highly active academic strategy for EFL students. The exceptionally high t-values (ranging from 18.26 to 23.06) combined with a significance level of ($p=.000$) indicate a powerful, uniform trend across the sample. With mean scores consistently hovering around (2.0), the data reflects a strong consensus among students that social media platforms are central to their daily language learning habits, reinforcing the idea that these tools have moved from the periphery to the core of their educational experience.

A critical finding in this data is the high level of active engagement rather than passive consumption. The mean score for "actively commenting or chatting in English" (1.98) is particularly significant, as it confirms that students are using social media for peer-to-peer interaction and productive language practice. Furthermore, the strong agreement regarding the use of "Save" and "Bookmark" features (2.14) suggests that students are curating their own digital repositories for "later study," effectively replacing or supplementing traditional textbooks with dynamic, video-based content.

This shift clearly supports the hypothesis that high engagement correlates with increased academic interaction, as students bypass traditional pedagogical barriers in favor of more comfortable, digital-first learning environments.

7.3 Hypothesis3: EFL students' positive perception of social media as an educational tool significantly influences the adaptation of their learning styles toward more visual and auditory modalities

A. the shaping of habits						
Statements	N	Mean	Std. D	t	df	Sig.
My preference for learning English has shifted from textbooks to digital videos.	55	1.3818	.6523	15.709	54	.000
I find it harder to concentrate on long English texts compared to short social media posts.	55	1.7455	.7985	16.210	54	.000
Social media has made me a more "Visual" learner than I was in high school.	55	1.9636	.8156	17.854	54	.000
I feel that my listening skills (Aural style) have improved more through social media than through classroom lectures.	55	1.5455	.6890	16.634	54	.000
Engagement and Interaction						
I learn English best when I can interact with content (e.g., liking, commenting, or polling).	55	1.7273	.8267	15.494	54	.000
I prefer "learning-by-doing" (e.g., making my own English videos) over passive reading.	55	1.8364	.7640	17.824	54	.000
Using English in a social media "comment section" feels more like "real" learning than classroom exercises.	55	1.6000	.7841	15.133	54	.000
Perceptions of Classroom vs. Digital						
Traditional classroom materials (handouts/books) feel outdated compared to social media content.	55	1.8909	.7618	18.406	54	.000
Social media allows me to choose a learning style that fits me better than the teacher's style.	55	1.7455	.8214	15.759	54	.000
I am more motivated to study English when the materials look like the content I see on my phone.	55	1.6545	.7507	16.344	54	.000

.Source : author (2026)

Table (6) T. test results of H3

The statistical data for Hypothesis 3 is directly addresses the "shaping" and "adaptation" of learning styles. With mean scores predominantly between (1.38) and (1.96), and t-values remaining

consistently high (up to 18.40), the results indicate a profound shift in student identity and cognitive habits. The extremely low mean for the shift from textbooks to digital videos (1.38) suggests that for many students, this transition is not just a preference but a completed change in their academic behavior. This supports the hypothesis that a positive perception of digital tools leads to a tangible adaptation toward more Visual and Auditory modalities.

The data also showed a significant psychological distance between traditional pedagogy and modern digital habits. The students' agreed that social media content feels like "real" learning (1.60) compared to classroom exercises, coupled with the feeling that traditional materials are outdated (1.89), suggests an evolution in their learning "ecosystem." This adaptation is not passive; the high scores for "learning-by-doing" and content interaction (1.72–1.83) prove that social media is fostering a more Kinesthetic and participatory style of learning that traditional Read/Write classrooms struggle to match. In essence, the data confirms that social media is not just a supplement; it is actively reconfiguring the sensory and motivational frameworks of EFL collegians.

7.4 Findings

Finding 1: Multimodality and the Shift from Traditional Pedagogy

The data confirms a statistically significant prevalence of multimodal learning styles among EFL students ($p = .000$). While traditional EFL instruction has historically centered on Read/Write modalities, these results show a balanced distribution across all VARK categories.

1-Visual (V) and Auditory (A) preferences are the most dominant, particularly when students engage with grammar and vocabulary online (33.3% and 35.2%).

2-The study found that students are task-adaptive; for instance, Kinesthetic (K) preferences doubled from 11.1% for grammar to (22.2%) for pronunciation, proving that students shift their sensory approach based on the specific linguistic challenge.

7.4.1 Social Media as a Productive Academic Tool

The analysis strongly supports the hypothesis that high social media engagement correlates with increased academic interaction. With t-values exceeding (23.0), the consistency of this behavior across the sample is remarkable.

1-Students are not merely passive consumers; the high agreement with "actively commenting and chatting in English" (Mean = 1.98) indicates that social media serves as a primary venue for peer-to-peer language learning.

2-The use of "Save" and "Bookmark" features (Mean = 2.14) suggests that students are curating their own personalized, digital "textbooks," moving away from static institutional materials.

7.4.2 The "Shaping" Effect and Digital Adaptation

Students reported a massive shift from textbooks to digital videos, with the strongest agreement in the entire study (Mean = 1.38).

1-There is clear evidence of a "shaping" effect, where students feel social media has made them more "Visual" (Mean = 1.96) and improved their "Aural" skills more effectively than classroom lectures (Mean = 1.54).

2-Students perceive social media interaction as "real" learning (Mean = 1.60) compared to classroom exercises, which many now view as outdated (Mean = 1.89).

3-Students are explicitly using social media to bypass the "teacher's style" in favor of a modality that fits their individual sensory needs (Mean = 1.74).

7.5 Discussion

The findings of this study provide a compelling empirical bridge between the theoretical frameworks of digital learning and the lived academic experiences of EFL students at the University of Dongola – College of Education Merowe. By synthesizing the statistical results with the existing literature, it becomes clear that social media is not merely a supplementary tool but a transformative force reshaping the cognitive and pedagogical landscape of higher education in Sudan.

7.5.1 The Multi-Modal Shift and the VARK Framework

The prevalence of multimodal learning styles (First Hypothesis) aligns significantly with the evolution of the "Digital Native" described in the literature. While traditional EFL pedagogy in Sudan has historically been "Read/Write" heavy, the statistical results confirm the migration toward sensory-rich learning. This supports Fleming's (2001) assertion that learning styles are influenced by the environment. As students spend 3–5 hours daily on platforms like TikTok and Instagram, their cognitive processing is being "re-wired" to favor multimodal content. The "task-dependency" observed in the results (where Kinesthetic preferences doubled for pronunciation tasks) further validates Kozma's (1994) theory that the medium (video vs. text) fundamentally impacts how linguistic information is processed.

7.5.2 Social Constructivism and Peer-to-Peer Interaction

The high levels of engagement and interaction found in Second Hypothesis provided a strong evidence for Al Mukhallafi's (2024) social constructivist view of language learning. The finding that students "actively chat" and "comment" in English (Mean = 1.98) validates the role of social media as a "Web-Enhanced Language Learning" (WELL) environment.

This interaction serves as the "authentic linguistic input" mentioned by Muftah (2022), allowing students to move beyond passive consumption into active production. Moreover, the heavy reliance on "saving" and "bookmarking" content suggests that students are applying Siemens' (2005) Connectivism, where they no longer rely solely on a single instructor but curate a "distributed" network of information from peers and influencers to achieve proficiency.

7.5.3 The Shaping of Habits and Pedagogical Disconnect

Perhaps the most significant finding relates to the "shaping" aspect of Hypothesis 3. The shift from textbooks to digital videos (Mean = 1.38) and the perception that classroom materials are outdated (Mean = 1.89) highlight a growing "pedagogical gap." This aligns with the literature regarding the "low-anxiety" environment provided by social media (Alkamel, 2024). Students feel more "real" learning occurs in digital spaces than in traditional classrooms, likely because these platforms offer the "micro-learning" opportunities described by Wang & Chen (2023). The findings regarding the difficulty of concentrating on long texts (Mean = 1.74) echo the challenges noted in the literature concerning distraction and the potential erosion of formal academic standards (Alkamel, 2024). While students are gaining fluency and vocabulary through "Short-Form Video," they may be losing the stamina required for deep traditional academic reading.

7.5.4 Contextual Implications for Sudan

In the specific context of the University of Dongola, these findings suggest that the high levels of "integrative motivation" found by Amani & Fadlalla (2017) are now being funneled almost exclusively through digital channels. The study confirms that while institutional infrastructure in Sudan may still face challenges (Sudirman, 2025), the students themselves have already adapted. They are using social media to choose learning styles that "fit them better than the teacher's style" (Mean = 1.74), effectively taking control of their own pedagogical development in a way that bypasses traditional institutional barriers. The results suggest that the "shaping" of learning styles is a defensive response to a traditional system that no longer aligns with the digital reality of the modern student. To remain effective, EFL pedagogy at the university level must move toward integrating these multimodal habits into the formal curriculum rather than viewing them as external distractions.

8. Recommendations and Suggestions

1-To bridge the gap between traditional pedagogy and the modern digital reality of Sudanese EFL collegians, the following recommendations are proposed:

2-Depart from text-only handouts and incorporate Visual and Auditory components into formal assessments and lectures.

3-Use short-form video "reels" to introduce complex grammar rules and encourage students to use digital tools for pronunciation practice, leveraging their existing "Kinesthetic" preferences.

4-Formalize the "informal" learning happening on social media; via creating moderated academic groups on platforms like WhatsApp or Telegram where students can engage in the "active chatting" they already enjoy, but focused on specific academic prompts to bridge the gap between slang and formal English.

5-Developing strategies to help students transition from "micro-posts" to academic texts. Use "**Scaffolding**" start with social media-style summaries of academic papers and gradually increase the length of the reading material to rebuild the concentration levels that students reported losing.

6-Provide professional development for faculty to become "Digital Facilitators" rather than just lecturers.

9. Conclusion

This study investigated the transformative role of social media in shaping the learning styles of EFL students at the University of Dongola College of Education Merowe. The empirical evidence confirms that a significant pedagogical shift is underway. Students are no longer passive recipients of traditional "Read/Write" instruction; instead, they have evolved into multimodal learners who prioritize Visual and Auditory inputs.

The findings indicate that social media engagement is a high-stakes academic activity that fosters learner autonomy, reduces language anxiety, and provides a platform for authentic peer-to-peer interaction. However, this shift also reveals a widening gap between student habits and traditional classroom methodologies. The "shaping" effect of digital platforms has made students more proficient in "micro-learning" and multimodal processing, yet it has simultaneously made traditional, long-form academic tasks feel increasingly outdated and difficult to navigate. Ultimately, the study concludes that for EFL education to remain relevant in the digital age, it must acknowledge and integrate the "WELL" (Web-Enhanced Language Learning) environments that students have already adopted.

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