

The Role of Feminine Social Media Content in Incidental English Learning: A Case Study of Saudi Female PYP Students

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ABSTRACT

This study investigates how Saudi female Preparatory Year Program (PYP) students engage with feminine-influenced social media content, such as beauty tutorials, fashion vlogs, and lifestyle videos and how such content contributes to incidental English language learning. The research aims to identify the types of content most frequently consumed, examine students' perceptions of linguistic benefits, and explore the specific language features they notice and use in daily communication. A mixed-method approach was employed, combining quantitative and qualitative data. A questionnaire was distributed to 120 Saudi female PYP students at Najran University who actively use platforms such as TikTok, YouTube, and Instagram. Descriptive statistics were used to analyze the quantitative data, while open-ended responses were coded thematically. Results revealed that beauty and lifestyle videos were the most frequently consumed content types, reflecting learners' personal and cultural interests. Participants reported that such videos enhanced their vocabulary ($M = 3.71$), listening comprehension ($M = 3.58$), and pronunciation ($M = 3.53$). Many learners also noted improved confidence and motivation when learning English through this content. The most frequently noticed linguistic elements included new vocabulary, idiomatic expressions, and discourse markers. Students often repeated, searched for, and used newly learned words in conversations, demonstrating active and autonomous engagement with English input. The findings highlight the potential of feminine-influenced social media as an informal yet powerful environment for English language acquisition. By integrating learners' digital interests into EFL instruction, educators can promote authentic exposure, enhance motivation, and bridge the gap between formal and informal learning.

Keywords: English as a Foreign Language (EFL), Extramural English, Incidental learning, Saudi Female Learners, Social Media

INTRODUCTION

In the last decade, social media platforms such as TikTok, Instagram, and YouTube have become central to young people's daily lives, shaping not only entertainment practices but also learning, cultural identity, and language exposure. Unlike earlier digital tools, these platforms rely heavily on multimodal content; short-form video, captions, hashtags, and interactive comments that provides learners with authentic, real-time exposure to English outside of formal classrooms [1] [2]. For second language learners, this environment offers unprecedented opportunities to encounter naturalistic vocabulary, idiomatic expressions, pronunciation models, and pragmatic routines in contextually rich and engaging ways.

For Saudi female students enrolled in Preparatory Year Programs (PYP), these platforms are especially significant. PYP students are expected to build strong English proficiency as a foundation for their university

studies, yet opportunities for real-life English practice remain limited due to gender-segregated education and cultural constraints [3]. Social media thus fills a critical gap, functioning as an accessible and informal language environment where learners can consume and sometimes produce English content on their own terms. Recent studies highlight that Saudi students are avid users of mobile and social platforms for learning, reporting positive impacts on motivation, vocabulary acquisition, and oral fluency [4], [5]. However, little attention has been given to the gendered dimensions of this media engagement.

A particularly relevant dimension is “feminine-influenced” content—produced predominantly by female influencers and revolving around themes of beauty, fashion, lifestyle, wellness, and personal branding. This content attracts large female audiences and blends aspirational visuals with conversational English, creating para-social connections between influencers and followers [6], [7]. In this sense, feminine-influenced media does more than entertain; it acts as a linguistic and cultural bridge, exposing learners to informal, socially embedded English. Within the Saudi context, where female learners may relate more closely to female influencers’ self-representations, such content offers both a safe and relatable avenue for incidental language learning [8].

Theoretically, this phenomenon aligns with the concept of Extramural English (EE) [9], [10], which refers to English use and exposure beyond formal classrooms. Activities such as watching YouTube vlogs, browsing Instagram Reels, or following TikTok trends are forms of EE that, while not intentionally designed for pedagogy, provide frequent, meaningful exposure to authentic language. Recent research across Asia and the Middle East confirms that EE is positively linked to vocabulary retention, listening comprehension, and learner motivation [11]. Feminine-influenced social media content can therefore be understood as a specific mode of EE, one particularly relevant to Saudi female learners navigating English acquisition in culturally specific contexts.

Despite these promising intersections, empirical research on the educational impact of feminine-influenced content remains scarce. Most prior studies examine social media broadly or focus on specific tools (e.g., WhatsApp, Twitter, or YouTube) rather than on thematic genres of content and their gendered appeal. As a result, little is known about how Saudi female PYP students’ engagement with fashion vlogs, beauty tutorials, or lifestyle reels contributes to incidental learning outcomes such as vocabulary uptake, listening fluency, or cultural competence. Addressing this gap, the present study investigates the role of feminine social media content in incidental English learning among Saudi female PYP students. It explores both students’ perceptions and the linguistic features they encounter in everyday digital practices.

Building on these considerations, the present study seeks to explore the relationship between feminine-influenced social media content and incidental English language learning among Saudi female PYP students. Specifically, it examines the types of content students most frequently engage with, their perceptions of how such content influences their English development, and the linguistic features they notice and incorporate into their everyday communication. These aims are captured in the following research questions:

1. What forms of feminine-influenced social media content (e.g., beauty tutorials, fashion vlogs, lifestyle videos) are most frequently consumed by Saudi female PYP students?
2. To what extent do these students perceive that such content contributes to the development of their English language skills, particularly in areas such as vocabulary, listening comprehension, and pronunciation?
3. Which linguistic elements (e.g., vocabulary, idiomatic expressions, discourse markers, or pronunciation patterns) are most encountered within this content, and how do students incorporate or respond to them in their everyday communication?

LITERATURE REVIEW

Informal Language Learning, Social Media, and Awareness in Digital Contexts

Informal or incidental language learning refers to acquisition that occurs outside formal instruction, often unintentionally. With the rise of digital media, learners are increasingly exposed to authentic English through platforms like TikTok, Instagram, and YouTube; spaces that blend audiovisual input, captions, and interactivity to simulate real-life language use [12], [13].

Contemporary research confirms that such multimodal settings support significant gains in vocabulary, listening comprehension, and oral fluency. For example, [14] found that Instagram feed-based engagement enhanced Saudi EFL students’ vocabulary, while TikTok exposure has been tied to improvements in pronunciation and listening [15]. Algorithmically curated short videos further reinforce learning through repetitive exposure to high-frequency vocabulary and pragmatic routines [16], [17]. Additionally, captioned viewing, such as watching video content with subtitles, has been shown to promote incidental collocation learning and vocabulary retention [2].

Parallel research on learner awareness shows that incidental noticing, a key mechanism of acquisition, can occur without explicit instruction. [18] defines incidental learning as acquiring language (e.g., grammar) while focusing

on another task (e.g., communicating). Awareness research typically follows two models: (1) indirect attribution tasks, where participants complete a task for one goal, but researchers track their unintended noticing of another feature [19]; and (2) feature-targeted tasks, where participants engage with a linguistic feature and their awareness is assessed via performance or self-report [20], [21]. [22] crossword study illustrates this: learners completing morphology tasks incidentally noticed irregular verb stem changes despite no explicit focus.

Recent studies reinforce these insights. [23] demonstrated that naïve listeners can incidentally acquire non-native phonemic contrasts purely through exposure, underscoring the power of incidental auditory input. Meanwhile, broader meta-analytic syntheses have shown that incidental exposure across reading, viewing, and listening significantly supports vocabulary acquisition, quantifying retention rates and highlighting input frequency as a key predictor.

When Saudi female PYP students engage with content like beauty tutorials, fashion vlogs, or lifestyle reels, their objective may be entertainment or identity expression. Nonetheless, as awareness studies suggest, they may inadvertently notice vocabulary, idioms, discourse markers, or pronunciation patterns embedded in the content. The compelling, context-rich environment of feminine-influenced media creates ideal ground for incidental noticing and retention, mirroring the conditions that underlie incidental language learning across media types.

Gendered Media and Feminine-Influenced Content

Feminine-influenced content; beauty tutorials, fashion vlogs, lifestyle videos, and wellness blogs, represents a significant strand of social media culture. Produced mainly by female influencers, this content emphasizes authenticity, self-expression, and identity construction [6], [7]. It frequently employs colloquial English, idiomatic expressions, and culturally embedded discourse, which learners may absorb through repeated engagement.

Research indicates that female audiences engage more deeply with content reflecting their identities and aspirations [24]. In conservative contexts such as Saudi Arabia, feminine-influenced media provides women with culturally safe yet globally connected avenues for encountering English [25]. More recent studies highlight how influencer-led content fosters para-social relationships, motivating learners to mimic language patterns and stylistic features [26].

Social Media and English Language Learning (ELL)

A growing body of research documents the benefits of social media for English learning. [10] demonstrated that extramural activities such as gaming and video watching strengthen vocabulary and spontaneous language use. In more recent work, [17] emphasized that Saudi students view social media as a valuable extension of their learning, while a 2025 study on Instagram Reels with Saudi female PYP learners reported significant improvements in fluency and pronunciation [27].

Subtitled and captioned videos further enhance comprehension and incidental learning [16], [28]. TikTok and YouTube vlogs allow learners to observe unscripted, authentic communication, helping to develop pragmatic competence and sociolinguistic awareness [15].

Extramural English (EE) and Incidental Learning

The concept of Extramural English (EE), introduced by [9], provides a strong theoretical lens for understanding social media as a learning space. EE encompasses learner engagement with English in everyday life, watching shows, following influencers, gaming, or listening to music without explicit instruction. Studies consistently link EE exposure to improved vocabulary, listening comprehension, and motivation [10], [11].

Recent scholarship has refined EE frameworks to include digital platforms, emphasizing that interest-driven, multimodal input, such as beauty vlogs or fashion reels can enhance learners' incidental noticing of linguistic features [29]. Within the Saudi context, such feminine-influenced content may represent a highly personalized form of EE for female learners, blending English language acquisition with processes of identity negotiation and global cultural participation. Through these platforms, Saudi female students can simultaneously develop linguistic competence and engage with diverse representations of femininity, self-expression, and modernity, thereby linking language learning with personal relevance and social belonging.

The Saudi PYP Context and Female Learners

Preparatory Year Programs (PYP) in Saudi Arabia serve as academic bridging years, with English proficiency a central focus [3]. For female students in gender-segregated environments, opportunities to practice English outside class are limited, making social media particularly valuable as an informal learning channel.

Recent studies note the widespread adoption of digital tools in Saudi education [17], yet few examine gendered patterns of media use. The limited research that suggests that feminine-influenced content offers female students a unique linguistic resource that is culturally acceptable and aligned with their personal interests [30]. This study,

therefore, addresses an underexplored intersection: how Saudi female PYP students engage with feminine-influenced content for incidental English learning.

METHODOLOGY

Research Design

This study employs a mixed-methods design that integrates both quantitative and qualitative approaches. The combination of questionnaire data and content analysis provides a comprehensive understanding of students' social media habits and their perceived linguistic gains.

Participants

The study involved Saudi female students from the Preparatory Year Program (PYP) at Najran University. Using a random sampling method, around 120 participants were selected, focusing on those who are active users of social media platforms like TikTok, YouTube, and Instagram.

Data Collection Tools

Questionnaire: A structured survey was distributed to gather information about students' social media usage, types of content consumed, and their perceptions of English language development.

Content Analysis: Participants were asked to identify 2–3 social media accounts they frequently follow. A sample of content from these accounts was analyzed for linguistic features such as vocabulary richness, common expressions, and informal language use.

Interviews: A small group of volunteers was interviewed to gain deeper insights into their language use and reflections on learning through social media.

Data Analysis

Quantitative data from the questionnaire was analyzed using descriptive statistics (frequencies, means, percentages). Qualitative data from content analysis and interviews was coded thematically to identify recurring linguistic patterns and learner experiences.

Ethical Considerations

Participants were informed about the purpose of the study, and informed consent was obtained. Participation was voluntary and anonymous, and data will be kept confidential.

RESULTS

The analysis of data collected from 120 female PYP students showed strong engagement with feminine-influenced social media content. TikTok was reported as the most used platform (87%), followed by Instagram (76%) and Snapchat (69%).

What Forms of Feminine-Influenced Social Media Content Are Most Frequently Consumed by Saudi Female PYP Students?

The data obtained from 120 Saudi female PYP students revealed that participants engaged most frequently with makeup tutorials, skincare content, and fashion shows or vlogs. These were followed by product reviews, hairstyling videos, and lifestyle blogs, while fashion tips and other categories (e.g., crime/horror or religious content) appeared less frequently.

As shown in Table 1, makeup tutorials (beauty videos) were the most popular, watched by 93.3% of the students, followed by skincare videos (88.3%), fashion shows (83.3%), and product reviews (78.3%). Hairstyling content was also highly common (75.0%), while lifestyle vlogs attracted 70.0% of participants. Less frequently mentioned types included fashion advice videos (61.7%), health-related, or non-feminine genres such as horror or religious content (under 10%).

These results highlight a strong preference for aesthetic and self-care-oriented content, which reflects the influence of global beauty and fashion culture on Saudi female youth. Such engagement creates frequent exposure to authentic English language input, often presented in informal, conversational styles.

Table 1. Most Frequently Consumed Forms of Feminine-Influenced Social Media Content.

Type of Content	Frequency (n)	Percentage (%)
Makeup tutorials	112	93.3%
Skincare videos	106	88.3%
Fashion shows / vlogs	100	83.3%
Product reviews	94	78.3%
Hairstyling content	90	75.0%
Lifestyle vlogs	84	70.0%
Fashion tips / advice	74	61.7%
Other (e.g., crime, religious, educational)	10	8.3%

The findings indicate that the majority of Saudi female PYP students consume social media content that centers on beauty, fashion, and personal care. These interests align with global feminine identity expressions and provide an informal yet rich source of English input through influencer speech, product reviews, and interactive discussions. This trend suggests that students' English exposure is often intertwined with their personal and cultural interests in beauty and lifestyle topics.

To What Extent Do Saudi Female PYP Students Perceive That Feminine-Influenced Social Media Content Contributes to the Development of Their English Language Skills, Particularly in Areas Such as Vocabulary, Listening Comprehension, And Pronunciation?

Responses from 120 participants revealed that Saudi female PYP students hold strongly positive perceptions regarding the role of feminine-influenced social media in enhancing their English language learning. The findings show that students not only benefit linguistically from such content but also find it motivating and complementary to formal classroom instruction.

As shown in Table 2, the highest mean score ($M = 4.44$) was recorded for the statement "(English subtitles help me learn)", indicating that subtitles significantly aid comprehension and vocabulary acquisition. The second-highest mean ($M = 3.82$) was for "(These videos are more motivating than classroom lessons)", reflecting the students' greater engagement with authentic, interest-based content.

Among the English statements, "I remember and use new phrases I hear in such videos" ($M = 3.76$) and "Watching such videos helps me learn new English vocabulary" ($M = 3.71$) also ranked highly, confirming the strong vocabulary and phrase learning impact. Moderate to high means were observed for listening comprehension ($M = 3.58$), pronunciation ($M = 3.53$), and confidence in speaking ($M = 3.60$), all suggesting that exposure to native or fluent speakers online enhances receptive and communicative competence.

Overall, these findings indicate that Saudi female PYP students perceive feminine-influenced social media as a valuable informal learning resource, especially for acquiring new vocabulary and enhancing receptive skills. The results further suggest that incidental learning through social media complements formal instruction, offering engaging, authentic, and context-rich exposure to English.

Table 2. Students' Perceptions of the Contribution of Feminine-Influenced Content to English Language Development.

No	Statement	Mean	Interpretation
1	Watching such videos helps me learn new English vocabulary.	3.71	High
2	It improves my listening comprehension.	3.58	Moderate-High
3	It helps my pronunciation.	3.53	Moderate-High
4	It increases my confidence in speaking English.	3.60	Moderate-High
5	I remember and use new phrases I hear in such videos.	3.76	High
6	English subtitles help me learn.	4.44	Very High
7	These videos are more motivating than classroom lessons.	3.82	High

The results indicate that feminine-influenced social media platforms (such as Snapchat, Instagram, and TikTok) serve as an effective supplementary resource for English language learning among Saudi female students. The strong impact of English subtitles underscores the importance of multimodal input (visual and textual) in language comprehension. Furthermore, students' perception that such videos are more motivating than classroom lessons suggests that personalized, interest-driven exposure enhances engagement and promotes incidental language acquisition beyond formal settings [10], [23].

Which Linguistic Elements (e.g., Vocabulary, Idiomatic Expressions, Discourse Markers, or Pronunciation Patterns) Are Most Commonly Encountered Within This Content, and How Do Students Incorporate or Respond to Them in Their Everyday Communication?

Linguistic Elements Observed

Responses revealed that participants most frequently noticed new English vocabulary, followed by discourse markers (e.g., like, you know) and idiomatic expressions while engaging with feminine-influenced social media content. As shown in Table 3, (47.5%) of the students reported noticing new words most often, making it the most frequently mentioned linguistic feature. Discourse markers were identified by (34.2%), and idiomatic expressions by (32.5%) of participants, showing that learners are becoming attuned to the pragmatic and conversational aspects of authentic speech.

Other frequently noticed features included pronunciation patterns (26.7%), politeness expressions such as compliments or social niceties (20.0%), and repeated sentence structures (15.0%). Grammar-related forms were the least noticed (13.3%).

Table 3. Linguistic Elements Observed in Feminine-Influenced Social Media Content (N = 120).

No	Linguistic Element	Frequency (n)	Percentage (%)
1	New words	57	47.5%
2	Idiomatic expressions	39	32.5%
3	Discourse markers, e.g., like, you know	41	34.2%
4	Pronunciation patterns	32	26.7%
5	Grammar	16	13.3%
6	Repeated sentence structures	18	15.0%
7	Politeness expressions	24	20.0%
8	Other	1	0.8%

These findings suggest that Saudi female students engaging with feminine-influenced social media tend to notice vocabulary and natural speech elements more than grammatical forms. Exposure to influencers' spontaneous and interactive communication enables learners to internalize real-world discourse patterns, such as idioms and fillers, which they may later reproduce in casual conversation. Moreover, the attention to pronunciation and politeness expressions indicates that students are developing both linguistic awareness and pragmatic competence, understanding not only what to say but also how to say it appropriately in context.

Students' Responses to Newly Learned Language

Data revealed diverse strategies in how female learners engage with newly encountered English words or expressions while watching social media content such as beauty tutorials and lifestyle vlogs. As shown in Table 4, the most common strategy was using new words in conversation with friends (36.7%), indicating a strong tendency toward active and social language practice.

A substantial number of students also reported searching for the meaning or pronunciation of new words (34.2%), suggesting an element of self-directed learning and vocabulary awareness. Other frequently mentioned strategies included repeating the words aloud (23.3%) and saving or screenshotting videos to review later (15.8%).

A smaller group reported writing new words in chat messages (11.7%), while only 2.5% said they do not use the new language at all. These results collectively suggest that most students are active participants in their own incidental language learning process, often integrating new linguistic items into real communicative contexts.

Table 4. Students' Strategies for Responding to Newly Learned English.

No	Strategy	Frequency (n)	Percentage (%)
1	I use new words with my friends	44	36.7%
2	I search for the meaning or pronunciation	41	34.2%
3	I repeat the words aloud	28	23.3%
4	I save or screenshot the video	19	15.8%
5	I write the words in chat messages	14	11.7%
6	I do not use them	3	2.5%
7	Other	2	1.7%

These findings highlight that social interaction and active experimentation are key components of how Saudi female learners internalize English from social media. The preference for using words in real-life conversations suggests that learners are not passive consumers but active language users. Additionally, the frequency of searching

for meanings and pronunciation reflects growing autonomous learning behaviors, demonstrating how informal digital spaces can support formal linguistic development.

Examples of Newly Learned Words or Phrases

Participants provided several examples of English words and expressions they had learned from social media content. These examples illustrate the rich and authentic language exposure embedded in feminine-oriented videos. Commonly mentioned items included:

- Vocabulary related to beauty and fashion: *concealer, contour, shade, outfit, trendy, skincare routine, blend*
- Idiomatic expressions and phrases: *get ready with me, stay tuned, slay the look, feel confident in your skin*
- Discourse markers and conversational fillers: *you know, actually, literally, kinda, like*
- Politeness or influencer phrases: *thank you for watching, don't forget to subscribe, I really appreciate it*

Such expressions not only enhance students' lexical and pragmatic competence but also expose them to natural, situational English, making language learning both contextualized and engaging.

DISCUSSION

Patterns of Media Consumption

The first research question examined what forms of feminine-influenced social media content were most frequently consumed by Saudi Female Preparatory Year Program (PYP) students. The results revealed that beauty tutorials, skincare routines, fashion vlogs, and lifestyle videos were the dominant types of content. These genres collectively accounted for the vast majority of students' online engagement, with beauty tutorials and skincare videos emerging as the most watched.

This finding aligns with global trends showing that young female audiences gravitate toward content that reflects their personal interests, identity, and aesthetic aspirations [24]. Such content not only entertains but also creates a relatable context in which students encounter authentic English language input. As [23] emphasizes, incidental exposure to rich auditory input can facilitate the acquisition of phonological and lexical features, even without formal instruction. Similarly, the heavy engagement of Saudi PYP learners with English-speaking beauty and lifestyle influencers likely exposes them to natural, context-embedded language use that supports both comprehension and implicit learning.

Moreover, the preference for personally meaningful content reflects interest-driven engagement, a core element of the "Extended Exposure (EE)" framework. When learners are emotionally and personally invested in the material, they are more likely to notice and retain linguistic features [31]. For these Saudi female learners, feminine-oriented social media acts as a form of personalized EE, blending language acquisition with self-expression and global cultural participation [32].

Perceived Linguistic Benefits

The second research question explored the extent to which students believed that feminine-influenced content contributed to their English learning, particularly regarding vocabulary, listening, and pronunciation. The mean scores, all above 3.5 on a 5-point scale, indicated generally positive perceptions of language gains. The highest ratings were associated with vocabulary development ($M = 3.71$) and remembering and using new phrases ($M = 3.76$), suggesting that these learners view social media as a meaningful source of lexical enrichment.

These findings echo previous research emphasizing the effectiveness of multimodal digital input in enhancing language learning (e.g., [10]). The constant exposure to captions, repeated phrases, and real-world language use in videos enables learners to acquire new vocabulary incidentally, without conscious memorization. Additionally, relatively high scores for listening comprehension ($M = 3.58$) and pronunciation improvement ($M = 3.53$) highlight that audiovisual content supports the development of receptive and productive oral skills through repeated exposure to native speech patterns, accents, and discourse markers.

The two additional items: "Translation helps me learn" ($M = 4.44$) and "These videos are more motivating than classroom lessons" ($M = 3.82$) offer further insight into the affective dimension of learning. The first suggests that learners still rely on bilingual strategies to process new input, reflecting the transitional stage of language internalization typical among PYP students. The latter indicates that social media content may increase motivation and engagement compared to traditional EFL instruction. This reinforces the importance of integrating interest-based digital materials into English curricula to promote sustained learner motivation and incidental learning opportunities.

Linguistic Awareness and Learner Engagement

The third research question focused on identifying which linguistic elements students most frequently noticed and how they engaged with newly learned language. The results revealed that new vocabulary (47.5%), discourse markers (34.2%), and idiomatic expressions (32.5%) were the most salient features. This pattern reflects the natural input frequency of such elements in informal spoken discourse, especially in lifestyle and beauty-related content, which often features conversational English, personal storytelling, and persuasive communication.

Equally significant is how learners responded to these new linguistic items. The majority reported actively using new words with friends (36.7%) and searching for meanings or pronunciation (34.2%), while others repeated words aloud or saved videos for later review. These behaviors demonstrate learner autonomy and self-regulated language practice, characteristics associated with successful incidental learning (Godwin-Jones, 2018). The combination of noticing, retrieval, and personal use reflects a process of deep lexical processing, transforming passive exposure into productive knowledge.

The examples students provided, such as concealer, contour, trendy, stay tuned, and slay the look illustrate exposure to authentic, contemporary English that is seldom encountered in formal textbooks. Through this exposure, learners not only expand their vocabulary but also develop pragmatic and sociolinguistic competence, gaining a sense of tone, style, and communicative appropriateness in real-world English.

CONCLUSION

This study has shown that feminine-influenced social media content plays a meaningful role in supporting the informal English language development of Saudi PYP female students. Platforms like TikTok, YouTube, and Instagram not only offer entertainment but also act as rich linguistic environments where learners are exposed to vocabulary, pronunciation, and real-life expressions.

This research supports the growing body of evidence suggesting that informal, digital environments can significantly enhance second language development, particularly when learners engage with content that aligns with their personal identity, social interests, and motivational factors.

Ultimately, this study reinforces the need to bridge the gap between formal and informal learning, integrating social media and other digital tools into the English learning ecosystem to promote authentic, continuous language use.

Pedagogical Recommendations

Based on the findings, several practical recommendations can be made for educators, curriculum designers, and language policy makers in Saudi universities:

1. Integrate Digital Content into EFL Lessons:

Teachers should incorporate short, age-appropriate, and culturally relevant social media clips (e.g., beauty or lifestyle vlogs) into listening and speaking lessons. These clips can be used to teach vocabulary, idiomatic expressions, and pronunciation patterns in authentic contexts.

2. Promote Incidental Learning Strategies:

Instructors should train students to consciously notice and record new words or phrases encountered in their daily media consumption. Activities such as “vocabulary diaries” or “influencer English journals” can turn passive watching into active learning.

3. Encourage Reflective Media Engagement:

Students can be guided to critically reflect on the language and culture embedded in influencer videos, comparing how expressions are used across different contexts. This helps develop both linguistic competence and intercultural awareness.

4. Support Learner Autonomy through Technology:

Institutions should promote the use of language-learning apps, subtitles, and translation tools that support students in exploring and understanding online content independently.

Implications for Future Research

While this study offers strong evidence of the potential of feminine-influenced social media in EFL learning, future research could expand its scope by:

- Including male participants to compare gender-based preferences and learning outcomes;
- Examining specific linguistic gains (e.g., vocabulary retention or pronunciation accuracy) through experimental or longitudinal designs;

Exploring how teacher-facilitated social media integration can be systematized within Saudi university curricula.

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