# EFL Tertiary Students' Perceptions of Using Social Media to Improve Listening Comprehension: Evidence from Seiyun University, Yemen

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**DOI: https://doi.org/10.47772/IJRISS.2026.101000611**

**Received: 10 October 2026; Accepted: 15 October 2026; Published: 12 November 2026**

## ABSTRACT

Listening comprehension is a challenging skill for English as a Foreign Language (EFL) learners, particularly in contexts where opportunities to encounter authentic spoken English outside the classroom are limited. Social media platforms provide accessible audio and audiovisual content that learners can use for additional listening practice. This mixed-methods study explored 93 undergraduate EFL students' perceptions of using social media to support listening comprehension at Seiyun University, Yemen. Data were collected through a questionnaire comprising 13 five-point Likert-scale items and one open-ended question. Quantitative responses were summarized using descriptive statistics, and open-ended responses were examined thematically. Participants generally expressed positive perceptions, especially regarding access to English-language content, repeated listening, and opportunities to encounter different speakers and accents. Descriptive results showed positive responses among male and female students and across all four academic levels. However, inferential tests were not reported, so the available results do not establish whether group differences are statistically significant. As the study measured perceptions rather than listening performance, it cannot demonstrate that social media caused an improvement in listening comprehension. The findings nevertheless suggest that carefully selected social media content may be a useful supplement to classroom listening instruction, provided that learners receive guidance on selecting and using materials critically.

**Keywords:** social media, listening comprehension, EFL learners, student perceptions, technology-assisted language learning, Yemen

## INTRODUCTION

Listening comprehension is widely acknowledged as a fundamental component of second and foreign language acquisition. Among the four language skills, listening occupies a unique position because it serves as the primary channel through which learners receive linguistic input. According to Hogan et al. (2014), listening comprehension forms the foundation for language development and supports the acquisition of speaking, reading, and writing skills. Without sufficient listening ability, learners often experience difficulties participating effectively in communication and understanding authentic language use.

Despite its importance, listening remains one of the most challenging language skills for EFL learners. Research has shown that students frequently encounter difficulties due to unfamiliar vocabulary, diverse accents, rapid speech, and limited opportunities to engage with authentic spoken English (Yıldırım & Yıldırım, 2016). These challenges are particularly evident in contexts where English is learned primarily as a foreign language and opportunities for real-life interaction are limited.

In Yemen, English language instruction is largely classroom-based, and students often have restricted exposure to authentic English outside formal educational settings. As a result, many university students struggle to

understand naturally occurring spoken English and to develop confidence in their listening abilities. Traditional classroom instruction alone may not provide sufficient opportunities for meaningful listening practice.

The rapid development of digital technology has transformed educational practices worldwide. Social media platforms have emerged as important tools that facilitate communication, collaboration, and learning. Kaplan and Haenlein (2010) define social media as internet-based applications that allow users to create and exchange user-generated content. In language learning contexts, platforms such as YouTube, Instagram, TikTok, and podcasts provide learners with access to authentic linguistic input, interactive learning experiences, and opportunities for autonomous learning.

Recent research has highlighted the educational value of social media in language learning. Studies have found that learners perceive social media as beneficial for developing language skills, including listening, speaking, and vocabulary (Hairul & Nurhayati, 2023; Ismail et al., 2018). A recent meta-analysis also reported positive overall language-learning outcomes associated with social-media use, while noting substantial variation across the studies included (Duha et al., 2026). In a related study at Seiyun University, Al-Jaro et al. (2026) examined EFL students' perceptions of YouTube for speaking development, offering locally relevant evidence that students' views of digital media are an important area of investigation. These findings support further context-specific inquiry, but positive perceptions should not be treated as proof of objectively improved listening ability.

Although the potential benefits of social media have been documented in different educational contexts, little research has investigated Yemeni university students' perceptions of social media as a tool for improving listening comprehension. Therefore, this study seeks to address this gap by exploring the perceptions of EFL tertiary students at Seiyun University regarding the use of social media for listening development.

**Statement of the Problem**

Listening comprehension is a fundamental skill in second and foreign language learning because it provides learners with the primary source of linguistic input necessary for language acquisition and communication (Rost, 2011; Vandergrift & Goh, 2012). Despite its importance, listening is often regarded as one of the most difficult skills for EFL learners to master due to factors such as rapid speech, unfamiliar accents, limited vocabulary knowledge, and insufficient exposure to authentic spoken language (Gilakjani & Sabouri, 2016; Vandergrift & Goh, 2012).

In the Yemeni EFL context, university students continue to experience considerable difficulties in understanding spoken English, largely because opportunities to interact with native speakers and engage with authentic listening materials are limited. Consequently, learners tend to rely heavily on classroom-based input and scripted texts, which may not adequately prepare them for real-life communication situations. Although several studies in Yemen have examined challenges in English language learning, listening comprehension has received comparatively less scholarly attention, particularly in relation to technology-enhanced learning environments.

Recent developments in digital technology have expanded learners' access to authentic English input through social media platforms such as YouTube, Instagram, and TikTok. These platforms provide exposure to natural speech, diverse accents, and real-world communicative contexts, which can facilitate listening development and learner engagement (Al-Jarf, 2022; Wang & Chen, 2020). However, despite the growing popularity of social media among university students, empirical evidence concerning its role in improving listening comprehension in the Yemeni higher education context remains limited.

More specifically, little is known about how Yemeni EFL students perceive the effectiveness of social media as a tool for developing listening comprehension skills and whether such perceptions differ according to gender or academic level. This lack of context-specific evidence represents a significant gap in the literature, particularly at Seiyun University, where students continue to encounter difficulties in understanding authentic spoken English.

Therefore, the present study investigates EFL students' perceptions of using social media to enhance listening comprehension at Seiyun University. By examining students' views and exploring possible differences based on gender and academic level, the study seeks to fill an important gap in the literature and provide insights that may inform the integration of social media into EFL listening instruction in Yemen and similar educational contexts.

**Research Questions**

1. What are EFL tertiary students' perceptions of using social media to improve listening comprehension?

2. Do students' perceptions differ according to gender?

3. Do students' perceptions differ according to academic level?

**Objectives of the Study**

1. To investigate EFL students' perceptions of using social media to improve listening comprehension.

2. To examine whether students' perceptions vary according to gender.

3. To explore whether students' perceptions differ according to academic level.

**Significance of the Study**

This study contributes to the growing body of literature on technology-enhanced language learning. It provides insights for teachers, curriculum designers, and policymakers regarding the integration of social media into English language instruction. The findings may also assist students in utilizing social media more effectively for language learning purposes.

**Theoretical Background**

The present study is grounded in Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Connectivism Learning Theory, which collectively explain how digital technologies and social media facilitate language learning and listening development.

CALL provides the foundation for understanding the role of technology in language education. It emphasizes the use of digital tools and multimedia resources to support language learning through authentic input, learner interaction, and autonomous practice (Levy, 1997; Warschauer, 1996). In relation to listening comprehension, CALL enables learners to access authentic audio and video materials, control learning pace, and engage with language beyond traditional classroom settings. This perspective is consistent with Krashen's (1985) Input Hypothesis, which highlights the importance of exposure to comprehensible input for language acquisition.

Building on CALL, Mobile-Assisted Language Learning (MALL) extends language learning opportunities through mobile devices, allowing learners to access educational content anytime and anywhere (Kukulska-Hulme, 2009). MALL supports learner autonomy and continuous engagement with authentic listening materials through mobile applications and social media platforms. Recent research on mobile extensive listening and podcasting found that structured, repeated listening activities can support listening and related language outcomes, while also emphasizing learner self-regulation and the need to account for distractions (Şendağ et al., 2024). Such flexibility is particularly valuable in EFL contexts where opportunities for exposure to spoken English are limited.

The study is further informed by Connectivism Learning Theory (Siemens, 2005), which views learning as a process of creating and navigating networks of information and social connections. Social media platforms embody the principles of connectivism by enabling learners to access diverse language resources, interact with peers and native speakers, and engage with authentic communicative content. Through these digital networks,

learners can enhance their listening comprehension by encountering real-world language use, diverse accents, and contextualized communication.

Taken together, CALL, MALL, and Connectivism provide a comprehensive theoretical foundation for examining the use of social media in EFL listening development. These frameworks suggest that social media can facilitate listening comprehension by increasing exposure to authentic input, promoting learner autonomy, and expanding opportunities for meaningful interaction in digital learning environments.

# LITERATURE REVIEW

### Social Media and Language Learning

The integration of social media into language education has transformed the way learners' access and engage with English outside formal classroom settings. Social media platforms provide opportunities for authentic communication, collaborative learning, and exposure to real-world language use. Research consistently demonstrates that students perceive social media as a valuable supplement to traditional language instruction because it promotes learner autonomy, motivation, and continuous engagement with the target language.

Several studies have reported positive perceptions toward the use of social media in English language learning. Hairul and Nurhayati (2023) found that university students viewed social media as an effective tool for developing various language skills, particularly listening, speaking, and vocabulary. Similarly, Ismail et al. (2018) reported that learners considered social media a useful resource for enhancing language learning through increased exposure to authentic content. A 2026 meta-analysis synthesized evidence from 40 studies and found an overall positive association between social-media use and foreign-language learning outcomes, although the substantial variability between studies cautions against assuming that all platforms or contexts produce the same results (Duha et al., 2026). Related research at Seiyun University has also explored students' perceptions of YouTube for speaking development, providing a useful local comparison while addressing a different language skill (Al-Jaro et al., 2026).

Collectively, these findings suggest that social media has evolved from a communication tool into a learning ecosystem that supports language development through authentic interaction, accessibility, and learner-centered engagement.

### Social Media and Listening Comprehension

Listening comprehension is widely recognized as one of the most challenging language skills for EFL learners. Difficulties such as rapid speech, unfamiliar accents, limited vocabulary, and insufficient exposure to authentic spoken English often hinder listening development (Yıldırım & Yıldırım, 2016; Lestari et al., 2019). Consequently, researchers have increasingly explored how social media can address these challenges by providing authentic listening input and opportunities for repeated practice.

Studies examining social media and listening comprehension have produced encouraging findings. Ismail et al. (2020) found that social media-based listening models supported learners' comprehension by providing interactive and flexible learning environments. Similarly, Dirjal et al. (2020) reported improvements in listening performance and learner motivation through Skype-mediated communication. Research on mobile extensive listening and podcasting has also reported gains in listening and related skills following structured practice (Şendağ et al., 2024). These intervention-based findings are relevant background, but they differ from the present perception-focused study and should not be taken as evidence that the current participants' listening proficiency improved.

The common conclusion across these studies is that social media platforms facilitate listening development by increasing exposure to authentic spoken language, enabling repeated listening, and creating engaging learning experiences. However, much of the existing research focuses on effectiveness and performance outcomes rather than learners' perceptions of these technologies in specific educational contexts.

**YouTube as a Learning Tool**

Among social media platforms, YouTube has received considerable attention due to its rich audiovisual content and accessibility. The platform offers learners exposure to authentic speech, diverse accents, and contextualized language use, making it particularly valuable for listening development. Research consistently indicates positive learner attitudes toward YouTube-based learning. Ismail et al. (2020) identified YouTube as a preferred platform for listening practice because of its flexibility and interactive features. Likewise, Anjarwati (2024) found that students perceived YouTube as highly effective for improving listening comprehension, pronunciation, and intonation. Supporting these findings, López and Masabanda (2022) reported that audiovisual materials significantly increased learners' motivation and facilitated understanding of real-world communication.

The educational value of YouTube appears to stem from its multimodal nature, which combines visual and auditory input. Features such as subtitles, playback control, and replay options allow learners to regulate their listening experience and accommodate different proficiency levels. Consequently, YouTube is increasingly recognized as an important resource for self-directed language learning.

**TikTok and Short-Video Learning**

The emergence of short-video platforms has introduced new possibilities for language learning. TikTok, in particular, has gained popularity among younger learners due to its brief, engaging, and easily accessible content.

Research suggests that TikTok can support listening development by exposing learners to authentic language in manageable segments. Fitrisia et al. (2022) found that students generally held positive perceptions of learning listening skills through English-language TikTok content. Similarly, studies examining social media learning more broadly indicate that short-form videos enhance learner engagement and motivation while reducing cognitive overload associated with longer listening tasks.

Although TikTok's educational potential has been increasingly acknowledged, empirical research remains limited compared with studies focusing on YouTube. Moreover, most existing investigations have concentrated on students' perceptions rather than measuring the long-term impact of short-video exposure on listening proficiency.

**Podcasts and Listening Development**

Podcasts have emerged as another valuable digital resource for listening practice because they provide learners with access to authentic spoken discourse across a variety of topics and proficiency levels. Unlike video-based platforms, podcasts require learners to rely primarily on auditory processing, which can strengthen listening skills and concentration.

Recent research highlights the potential role of podcasts in language learning. Samudro et al. (2025) found that EFL students perceived podcasts as effective tools for enhancing listening comprehension and language exposure. Şendağ et al. (2024) further investigated mobile extensive listening and podcasting in a structured intervention and reported improvements in listening comprehension and related outcomes. Similarly, Read and Kukulska-Hulme (2015) reported that mobile listening applications helped sustain learner motivation and engagement with listening practice. Taken together, this work supports the pedagogical potential of mobile listening resources, although outcomes depend on the learning design and cannot be inferred from perceptions alone.

These findings suggest that podcasts offer a flexible and accessible means of developing listening skills, particularly for learners seeking opportunities to practice beyond the classroom. Their portability and availability through mobile devices further align with the principles of Mobile-Assisted Language Learning (MALL).

### Students' Perceptions of Technology-Assisted Learning

Learners' perceptions play a crucial role in the successful adoption of educational technologies. Positive perceptions are often associated with increased engagement, sustained use, and greater learning outcomes. Across various technology-assisted learning environments, students generally report favorable attitudes toward digital tools that provide flexibility, accessibility, and authentic learning experiences.

Studies investigating social media-assisted language learning consistently reveal positive learner perceptions. Hairul and Nurhayati (2023), Ismail et al. (2018), and Pratiwi (2024) found that students viewed social media platforms as beneficial for developing listening skills and enhancing language learning. However, Aloraini and Cardoso (2020) observed that perceptions may vary according to learners' proficiency levels and platform preferences. While learners generally appreciate the opportunities offered by social media, differences in digital literacy, language proficiency, and learning goals can influence how effectively they utilize these tools.

These findings indicate that understanding students' perceptions is essential for informing the pedagogical integration of social media into language instruction and ensuring that technological innovations align with learners' needs and preferences.

### Research Gap

The reviewed literature demonstrates a growing consensus regarding the positive role of social media in language learning and listening development. Existing studies have examined the effectiveness of social media platforms, learners' attitudes toward technology-assisted learning, and the educational potential of tools such as YouTube, TikTok, podcasts, and mobile applications. However, several gaps remain evident.

First, much of the existing research has been conducted in Asian, European, and other international contexts, with limited evidence from Yemen and similar Arab EFL environments. Second, many studies have focused on measuring learning outcomes or evaluating specific platforms, while fewer studies have explored learners' perceptions of social media as a comprehensive tool for listening development. Third, little attention has been given to whether students' perceptions differ according to demographic and academic variables such as gender and academic level. Finally, no study appears to have investigated these issues among EFL students at Seiyun University.

Therefore, the present study addresses these gaps by examining EFL students' perceptions of using social media to improve listening comprehension at Seiyun University and exploring whether these perceptions vary according to gender and academic level. In doing so, the study contributes context-specific evidence to the growing body of research on technology-enhanced language learning.

Although prior studies have considered individual platforms such as YouTube and TikTok, fewer have examined students' perceptions of social media as a broad collection of resources for listening practice in a Yemeni university context. The present study addresses this context-specific question and explores descriptive patterns by gender and academic level. Because the design is perception-based and the available analysis is descriptive, the study does not test whether social media improves objective listening proficiency or whether group differences are statistically significant.

## METHODOLOGY

### Research Design

The study adopted a convergent mixed-methods design whereby quantitative and qualitative data were collected concurrently and integrated during interpretation to provide a comprehensive understanding of students' perceptions. The quantitative component provided statistical evidence regarding students' perceptions, whereas the qualitative component offered deeper insights into learners' experiences.

**Population and Sampling**

The target population of this study comprised all students enrolled in the Department of English Language at the College of Arts and Languages, Seiyun University. Initially, the researchers intended to include the entire population, which consisted of approximately 100 students distributed across four academic levels. According to the preliminary enrollment records, the population included 46 male and 54 female students.

However, during the data collection process, the final valid sample was reduced to 93 students due to several challenges, including student absenteeism and the exclusion of incomplete questionnaires. The final sample consisted of 31 male students (33.3%) and 62 female students (66.7%). The participants were distributed across the four academic levels as follows: 16 students from Level One, 18 students from Level Two, 28 students from Level Three, and 31 students from Level Four. Table 1 shows the distribution of the sample:

Table 1 Distribution of the Sample According to Gender and Academic Level

| **Variable** | **Category** | **Frequency (n)** | **Percentage (%)** |
|---|---|---|---|
| Gender | Male | 31 | 33.3 |
| | Female | 62 | 66.7 |
| | Total | 93 | 100.0 |
| Academic Level | Level 1 | 16 | 17.2 |
| | Level 2 | 18 | 19.4 |
| | Level 3 | 28 | 30.1 |
| | Level 4 | 31 | 33.3 |
| | Total | 93 | 100.0 |

A census approach was planned because the target population was relatively small. The final dataset included 93 students who were present and returned complete, usable questionnaires. Thus, the sample represents available respondents rather than the entire intended population. The 7 students not represented in the final dataset may have differed from participants in ways that were not measured; consequently, non-response bias cannot be ruled out. The single-department, single-university sample also limits the extent to which the findings can be generalized to other EFL settings.

**Research Instrument**

Data were collected using a questionnaire consisting of two sections. The first section contained thirteen closed-ended items measured on a five-point Likert scale. The second section consisted of an open-ended question designed to obtain detailed descriptions of students' experiences.

**Validity and Reliability**

The questionnaire was reviewed by a panel of specialists in English language teaching to ensure content validity. Revisions were made based on expert feedback before data collection. The internal consistency of the questionnaire was also assessed using Cronbach's Alpha. The overall reliability coefficient was .87, indicating high reliability

### Data Collection Procedures

The questionnaire was distributed to participants during the second semester of the academic year. Students were informed about the purpose of the study and assured of confidentiality.

### Data Analysis

Quantitative data were analyzed using SPSS Version 20. Frequencies, percentages, means, and standard deviations were calculated to summarize responses. The manuscript's available output contains descriptive summaries only; no independent-samples t-test or one-way ANOVA results are available for the group comparisons. Accordingly, gender and academic-level differences are interpreted descriptively and are not described as statistically significant or non-significant. Open-ended responses were examined thematically, with recurring ideas grouped under the two themes reported below. The study materials available for this revision do not document the number of coders, a formal codebook, software used for qualitative analysis, or an inter-coder agreement procedure; these details should be added by the research team if they were recorded during the original analysis.

## RESULTS AND DISCUSSION

### Students' Perceptions of Using Social Media to Improve Listening Comprehension

The first research question concerned students' perceptions of using social media to support listening comprehension. Descriptive statistics showed generally positive responses: all 13 questionnaire items had mean scores above the neutral midpoint of 3.00. The highest means were recorded for Statement 1 (M = 4.45), Statement 9 (M = 4.33), and Statement 6 (M = 4.32), while Statement 12 (M = 3.72) and Statement 3 (M = 3.77) received comparatively lower, though still positive, ratings. These results indicate favorable self-reported views; they should not be interpreted as direct evidence of gains in listening proficiency.

Table 2 presents descriptive statistics for students' perceptions of using social media to support listening comprehension (N = 93).

Table 2 Descriptive Statistics for EFL Tertiary Students

| Statements | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Statement 1 | 93 | 2.00 | 5.00 | 4.4516 | 0.65136 |
| Statement 2 | 93 | 1.00 | 5.00 | 3.9247 | 0.92356 |
| Statement 3 | 93 | 1.00 | 5.00 | 3.7742 | 0.94557 |
| Statement 4 | 93 | 1.00 | 5.00 | 3.8495 | 1.01023 |
| Statement 5 | 93 | 1.00 | 5.00 | 4.0323 | 0.89018 |
| Statement 6 | 93 | 2.00 | 5.00 | 4.3226 | 0.64541 |
| Statement 7 | 93 | 1.00 | 5.00 | 3.9032 | 0.84782 |
| Statement 8 | 93 | 2.00 | 5.00 | 4.2473 | 0.76123 |
| Statement 9 | 93 | 1.00 | 5.00 | 4.3333 | 0.75661 |

| | | | | | |
|---|---|---|---|---|---|
| Statement 10 | 93 | 1.00 | 5.00 | 4.0323 | 0.97191 |
| Statement 11 | 93 | 1.00 | 5.00 | 4.1290 | 0.86258 |
| Statement 12 | 93 | 2.00 | 5.00 | 3.7204 | 0.91325 |
| Statement 13 | 93 | 1.00 | 5.00 | 3.9247 | 0.93526 |

Taken together, the item means suggest that participants generally viewed social media as a useful source of additional English listening practice. The pattern is consistent with the idea that digital platforms can make audio and audiovisual materials easier to access, revisit, and fit around students' schedules. However, the questionnaire measured students' perceptions, not their listening performance before and after using social media. The results therefore show perceived value rather than demonstrated improvement in comprehension.

The consistently positive item means indicate broad approval of social media as a potential supplement to formal instruction. The relatively higher ratings suggest that students particularly value the access and practice opportunities these platforms provide, whereas lower ratings on some items may reflect differences in learners' needs, experiences, or confidence. Since the individual questionnaire statements are not reproduced alongside the summary table, interpretations of specific item content should remain cautious.

In this setting, students may view social media as a way to extend contact with English beyond scheduled classes, especially when opportunities for face-to-face interaction in English are limited. Videos, podcasts, and online discussions can expose learners to different voices and communicative contexts. Whether this exposure leads to measurable gains, however, depends on factors not assessed in this study, including the quality and difficulty of the content, how regularly learners practice, and whether they use strategies such as replaying, note-taking, or checking unfamiliar vocabulary.

These findings strongly support the assumptions of Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL). CALL emphasizes the role of technology in providing authentic and interactive learning experiences (Levy, 1997; Warschauer, 1996), while MALL highlights the flexibility of mobile technologies in facilitating learning anytime and anywhere (Kukulska-Hulme, 2009). The positive perceptions reported by participants suggest that students appreciate the accessibility and convenience offered by social media platforms, which allow them to engage with listening materials at their own pace and according to their individual learning needs.

The findings also align with Krashen's (1985) Input Hypothesis, which argues that language acquisition occurs when learners are exposed to meaningful and comprehensible input. Social media platforms provide a continuous stream of authentic audiovisual content that enables learners to encounter English in natural contexts. Through repeated exposure, students can gradually improve their ability to process spoken language, recognize pronunciation patterns, and understand contextual meanings. Therefore, the positive perceptions observed in the current study may reflect students' recognition of the value of authentic input in facilitating listening development.

The present findings are consistent with previous research demonstrating the educational value of social media in language learning. Hairul and Nurhayati (2023) reported that students perceived social media as an effective medium for enhancing language skills, particularly listening and speaking. Similarly, Ismail et al. (2018) found that learners viewed social media as a useful tool for increasing exposure to authentic English content. Research conducted by Pratiwi (2024) and Anjarwati (2024) likewise highlighted positive perceptions of social media platforms, especially YouTube, for listening development and learner engagement. At a broader level, Duha et al. (2026) reported positive overall language-learning outcomes in a meta-analysis of social-media studies, but the marked heterogeneity in the evidence reinforces the need to interpret findings in light of specific platforms, learners, and contexts. Al-Jaro et al. (2026) provide a complementary local study of Seiyun University students' perceptions of YouTube for speaking development; its relevance lies in the shared context and digital-media focus, not in direct evidence about listening outcomes.

However, the current study extends previous findings in two important ways. First, whereas many earlier studies focused on specific platforms such as YouTube or TikTok, the present study examined social media as a broader learning ecosystem encompassing multiple platforms and forms of interaction. Second, most previous studies were conducted in Asian contexts, whereas evidence from Yemen remains limited. The findings therefore contribute context-specific evidence showing that the perceived benefits of social media are not confined to technologically advanced educational environments but are also evident in underrepresented EFL contexts where authentic language exposure is scarce.

From the perspective of Connectivism (Siemens, 2005), the findings suggest that students benefit from the networked nature of social media. Learning is no longer restricted to formal instructional settings; rather, learners construct knowledge through interactions with digital content, online communities, and language users across different contexts. The positive perceptions identified in this study indicate that students recognize social media as a platform that facilitates access to diverse linguistic resources and authentic communicative experiences. Consequently, social media functions not only as a source of input but also as a network through which language learning is socially and digitally mediated.

Overall, the descriptive findings suggest that participants associate social media with accessible input, flexible practice, and opportunities for autonomous engagement. These perceptions are compatible with CALL, MALL, Krashen's Input Hypothesis, and Connectivism, but the study did not directly test these theories or measure learning gains. The theoretical frameworks therefore provide interpretive lenses rather than causal explanations established by the present data.

**Differences in Perceptions According to Gender**

The second research question examined whether students' perceptions differed according to gender. The results revealed positive perceptions among both male and female students. Male students (n = 31) reported mean scores ranging from approximately 3.90 to 4.55, while female students (n = 62) reported means ranging from approximately 3.58 to 4.52. The highest mean among males was recorded for Statement 1 (M = 4.55), whereas the highest mean among females was observed for Statement 9 (M = 4.52).

Table 3 presents descriptive statistics for male and female EFL students' responses to the 13 questionnaire items.

Table 3 Descriptive Statistics for Gender

| Gender | Statements | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Male | Statement 1 | 31 | 3.00 | 5.00 | 4.5484 | 0.67521 |
| | Statement 2 | 31 | 2.00 | 5.00 | 4.0323 | 0.91228 |
| | Statement 3 | 31 | 2.00 | 5.00 | 3.9355 | 0.89202 |
| | Statement 4 | 31 | 2.00 | 5.00 | 3.9677 | 0.98265 |
| | Statement 5 | 31 | 2.00 | 5.00 | 4.0968 | 1.01176 |
| | Statement 6 | 31 | 3.00 | 5.00 | 4.3871 | 0.66720 |
| | Statement 7 | 31 | 3.00 | 5.00 | 4.0323 | 0.79515 |
| | Statement 8 | 31 | 3.00 | 5.00 | 4.3226 | 0.65254 |
| | Statement 9 | 31 | 1.00 | 5.00 | 3.9677 | 0.94812 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Statement 10 | 31 | 1.00 | 5.00 | 3.9032 | 1.13592 |
| | Statement 11 | 31 | 1.00 | 5.00 | 4.3226 | 1.04521 |
| | Statement 12 | 31 | 2.00 | 5.00 | 4.0000 | 0.81650 |
| | Statement 13 | 31 | 2.00 | 5.00 | 3.9677 | 0.98265 |
| Female | Statement 1 | 62 | 2.00 | 5.00 | 4.4032 | 0.63915 |
| | Statement 2 | 62 | 1.00 | 5.00 | 3.8710 | 0.93184 |
| | Statement 3 | 62 | 1.00 | 5.00 | 3.6935 | 0.96816 |
| | Statement 4 | 62 | 1.00 | 5.00 | 3.7903 | 1.02649 |
| | Statement 5 | 62 | 1.00 | 5.00 | 4.0000 | 0.82977 |
| | Statement 6 | 62 | 2.00 | 5.00 | 4.2903 | 0.63729 |
| | Statement 7 | 62 | 1.00 | 5.00 | 3.8387 | 0.87203 |
| | Statement 8 | 62 | 2.00 | 5.00 | 4.2097 | 0.81255 |
| | Statement 9 | 62 | 3.00 | 5.00 | 4.5161 | 0.56516 |
| | Statement 10 | 62 | 1.00 | 5.00 | 4.0968 | 0.88168 |
| | Statement 11 | 62 | 2.00 | 5.00 | 4.0323 | 0.74587 |
| | Statement 12 | 62 | 2.00 | 5.00 | 3.5806 | 0.93297 |
| | Statement 13 | 62 | 1.00 | 5.00 | 3.9032 | 0.91812 |

The descriptive results show positive perceptions in both groups, with male students reporting higher means on some items and female students reporting higher means on others. This mixed pattern does not, by itself, establish whether the groups differ overall. The item-level summaries are insufficient to determine statistical significance for a composite perception score without the participant-level data and an appropriate inferential test.

It is therefore not possible to conclude from the reported descriptive statistics that gender has no significant influence on perceptions. The defensible conclusion is narrower: both male and female respondents expressed generally positive views, while the statistical significance and practical magnitude of any overall gender difference remain untested. Similarities in access to social media may be one possible explanation, but access and usage patterns were not measured directly in this study.

The positive perceptions in both gender groups are broadly consistent with studies reporting favorable attitudes toward technology-assisted language learning. Nevertheless, the present data do not establish that social media offers equal learning outcomes across genders. Such a claim would require direct outcome measures and analysis of relevant contextual factors, including access to devices, internet connectivity, digital literacy, and patterns of platform use.

**Perceptions by Academic Level**

Descriptive results were positive across all four academic levels. Some item means were higher among Level 3 and Level 4 students, but the pattern was not uniformly higher across every item. Because the manuscript does

not report an omnibus statistical test, these differences should be treated as descriptive patterns rather than evidence that academic level is associated with significantly different perceptions.

Table 4 presents descriptive statistics by academic level.

Table 4 Descriptive Statistics for Academic Levels

| Level | Statements | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| level 1 | Statement 1 | 16 | 4.00 | 5.00 | 4.4375 | 0.51235 |
| | Statement 2 | 16 | 2.00 | 5.00 | 3.6250 | 0.88506 |
| | Statement 3 | 16 | 2.00 | 5.00 | 4.0000 | 0.96609 |
| | Statement 4 | 16 | 2.00 | 5.00 | 3.6250 | 0.95743 |
| | Statement 5 | 16 | 2.00 | 5.00 | 4.0000 | 0.81650 |
| | Statement 6 | 16 | 3.00 | 5.00 | 4.3125 | 0.60208 |
| | Statement 7 | 16 | 3.00 | 5.00 | 3.6250 | 0.71880 |
| | Statement 8 | 16 | 3.00 | 5.00 | 3.9375 | 0.77190 |
| | Statement 9 | 16 | 1.00 | 5.00 | 3.7500 | 0.93095 |
| | Statement 10 | 16 | 1.00 | 5.00 | 3.5625 | 1.20934 |
| | Statement 11 | 16 | 1.00 | 5.00 | 4.0000 | 1.03280 |
| | Statement 12 | 16 | 2.00 | 5.00 | 3.5000 | 0.89443 |
| | Statement 13 | 16 | 2.00 | 5.00 | 3.8750 | 1.02470 |
| level 2 | Statement 1 | 18 | 3.00 | 5.00 | 4.2222 | 0.64676 |
| | Statement 2 | 18 | 1.00 | 5.00 | 3.7778 | 1.00326 |
| | Statement 3 | 18 | 2.00 | 5.00 | 3.3333 | 0.84017 |
| | Statement 4 | 18 | 1.00 | 5.00 | 3.5000 | 1.20049 |
| | Statement 5 | 18 | 1.00 | 5.00 | 3.7778 | 1.16597 |
| | Statement 6 | 18 | 3.00 | 5.00 | 4.3333 | 0.59409 |
| | Statement 7 | 18 | 1.00 | 5.00 | 3.7222 | 1.07406 |
| | Statement 8 | 18 | 3.00 | 5.00 | 4.2778 | 0.66911 |
| | Statement 9 | 18 | 3.00 | 5.00 | 4.2222 | 0.64676 |
| | Statement 10 | 18 | 2.00 | 5.00 | 3.8333 | 0.98518 |
| | Statement 11 | 18 | 2.00 | 5.00 | 3.8889 | 1.02262 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Statement 12 | 18 | 2.00 | 5.00 | 3.7222 | 0.82644 |
| | Statement 13 | 18 | 2.00 | 5.00 | 4.0000 | 0.76696 |
| level 3 | Statement 1 | 28 | 2.00 | 5.00 | 4.5000 | 0.74536 |
| | Statement 2 | 28 | 2.00 | 5.00 | 4.0000 | 1.01835 |
| | Statement 3 | 28 | 1.00 | 5.00 | 3.9286 | 0.94000 |
| | Statement 4 | 28 | 2.00 | 5.00 | 4.0357 | 0.96156 |
| | Statement 5 | 28 | 2.00 | 5.00 | 4.2857 | 0.80999 |
| | Statement 6 | 28 | 3.00 | 5.00 | 4.4643 | 0.63725 |
| | Statement 7 | 28 | 3.00 | 5.00 | 3.8214 | 0.81892 |
| | Statement 8 | 28 | 2.00 | 5.00 | 4.5000 | 0.74536 |
| | Statement 9 | 28 | 3.00 | 5.00 | 4.6429 | 0.55872 |
| | Statement 10 | 28 | 1.00 | 5.00 | 4.1786 | 1.05597 |
| | Statement 11 | 28 | 2.00 | 5.00 | 4.3214 | 0.77237 |
| | Statement 12 | 28 | 2.00 | 5.00 | 3.9286 | 1.01575 |
| | Statement 13 | 28 | 2.00 | 5.00 | 4.1429 | 0.93152 |
| level 4 | Statement 1 | 31 | 3.00 | 5.00 | 4.5484 | 0.62390 |
| | Statement 2 | 31 | 2.00 | 5.00 | 4.0968 | 0.78972 |
| | Statement 3 | 31 | 2.00 | 5.00 | 3.7742 | 0.95602 |
| | Statement 4 | 31 | 2.00 | 5.00 | 4.0000 | 0.93095 |
| | Statement 5 | 31 | 2.00 | 5.00 | 3.9677 | 0.79515 |
| | Statement 6 | 31 | 2.00 | 5.00 | 4.1935 | 0.70329 |
| | Statement 7 | 31 | 3.00 | 5.00 | 4.2258 | 0.71692 |
| | Statement 8 | 31 | 2.00 | 5.00 | 4.1613 | 0.77875 |
| | Statement 9 | 31 | 3.00 | 5.00 | 4.4194 | 0.71992 |
| | Statement 10 | 31 | 3.00 | 5.00 | 4.2581 | 0.63075 |
| | Statement 11 | 31 | 2.00 | 5.00 | 4.1613 | 0.73470 |
| | Statement 12 | 31 | 2.00 | 5.00 | 3.6452 | 0.87744 |
| | Statement 13 | 31 | 1.00 | 5.00 | 3.7097 | 0.97275 |

One possible interpretation is that students with more experience studying English may feel more comfortable selecting and using authentic digital materials. However, the present study did not measure language proficiency, digital literacy, or students' actual social-media learning practices. These factors therefore remain possible explanations rather than findings established by the data.

The pattern can be considered alongside prior research suggesting that learners' experiences with technology-assisted language learning may vary. However, the current descriptive data do not confirm a statistically reliable academic-level effect. A follow-up analysis using participant-level composite scores and an appropriate group-comparison test is needed before drawing stronger conclusions.

From a CALL and MALL perspective, the findings support the practical value of making flexible digital resources available to learners. They do not demonstrate that advanced students benefit more, since the study measured perceptions and did not compare objective learning outcomes. Differences in prior experience, confidence, and access should be examined in future work.

A practical implication is to provide structured support for students at every level. Instructors can recommend level-appropriate videos or podcasts, set focused listening tasks, encourage strategic replay and vocabulary recording, and discuss how to evaluate the reliability and difficulty of online content. Such scaffolding may help students use social media purposefully rather than relying on unstructured exposure alone.

**Qualitative Findings**

The open-ended responses added context to the questionnaire results. The responses were summarized under two themes reported in the original analysis: (1) perceived support for listening through continued exposure to English and (2) vocabulary development through authentic content. Because the manuscript does not provide the full response set or a documented coding trail, these themes should be understood as a concise summary of recurring ideas rather than an exhaustive account of all participants' views.

Within the first theme, respondents described repeated exposure to English-language videos, podcasts, and online conversations as helpful for becoming more familiar with spoken English. One participant wrote, "the more you listen the more you improve your English." Another response referred to listening to and imitating videos. These comments illustrate how some students understand the value of repeated exposure, but they are self-reports and cannot verify that listening ability improved objectively.

The second theme concerned vocabulary learning. Students described encountering unfamiliar words and expressions in videos, podcasts, and educational channels, and suggested that context helped them understand and remember these items. This account is compatible with the Input Hypothesis, although the study did not measure vocabulary retention or listening gains. A fuller qualitative report should include additional representative quotations, a transparent account of how codes were developed and grouped, and clarification of how many researchers reviewed the responses and resolved any differences.

The quantitative and qualitative strands point in a similar direction: respondents generally valued social media as an accessible source of English-language input and practice. This convergence adds contextual depth to the perception findings, but it should not be described as proof of improved listening proficiency. The credibility of the qualitative interpretation would be strengthened by reporting the coding steps, providing a theme-and-quotation table, and documenting any checks used to reduce individual researcher bias.

**Limitations Of The Study**

Several limitations should be considered when interpreting these findings. First, the study involved 93 available respondents from one English department at one university, which restricts generalizability. Although a census was planned, seven members of the intended population were not represented in the final dataset because of absence or incomplete questionnaires; their views may have differed from those of participants. Second, the questionnaire captured self-reported perceptions and one open-ended response, so social desirability and recall bias are possible. No objective listening test or pre-test/post-test design was used,

and the study therefore cannot establish actual improvement. Third, only descriptive quantitative results are available in the manuscript; the statistical significance and effect size of gender and academic-level differences remain unknown. Finally, the qualitative methods are not documented in sufficient detail to evaluate the coding process fully: the number of coders, use of software, codebook, and any inter-coder agreement procedure are not reported. Future studies should include a broader multi-institutional sample, objective listening measures, participant-level inferential analyses, and a transparent qualitative audit trail.

## CONCLUSIONS AND RECOMMENDATIONS

This study explored EFL tertiary students' perceptions of using social media to support listening comprehension at Seiyun University, Yemen. Participants generally expressed favorable views, particularly regarding access to English-language content and opportunities for repeated or flexible practice. The open-ended responses similarly highlighted perceived benefits related to exposure to spoken English and vocabulary learning. These findings suggest that students see social media as a potentially useful supplement to classroom instruction.

The results should be interpreted within the scope of the research design. The questionnaire measured self-reported perceptions, not actual listening performance, and the study did not include a pre-test/post-test comparison or another objective measure of proficiency. Consequently, the findings cannot establish that social media caused improvement in listening comprehension. They indicate that participants believe these resources may support their learning.

Positive descriptive responses were observed among male and female students and across all four academic levels. However, inferential tests were not reported, so the study cannot determine whether the observed group differences are statistically significant. Future analyses should use participant-level data to calculate a composite perception score, check relevant assumptions, and conduct suitable group comparisons before making claims about gender or academic-level effects.

For teaching practice, social media can be incorporated through carefully selected and level-appropriate listening tasks rather than treated as a replacement for instruction. Teachers can guide students to choose reliable content, listen more than once with a clear purpose, use subtitles strategically, record unfamiliar expressions, and reflect on comprehension. Institutions should also consider practical barriers such as data costs, unstable connectivity, distraction, digital literacy, and unequal access to devices.

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