



Challenges Faced by Second-Grade Primary School Students in Sebha in Acquiring New English Vocabulary

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التحديات التي يواجهها تلاميذ الصف الثاني الابتدائي بسببها في تعلم مفردات جديدة في اللغة الإنجليزية

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Abstract:

This study examines the challenges of English vocabulary acquisition among primary school learners, with a particular focus on the early grades. The research adopts a descriptive analytical approach based on a library (desk-based) methodology, relying on the review and analysis of relevant books, peer-reviewed articles, and previous studies in the field of teaching English to young learners. The study reveals that vocabulary acquisition is a fundamental component of English language learning and a key determinant of learners' overall language proficiency. The findings indicate that primary school learners face several difficulties in acquiring English vocabulary, including limited exposure to the language, reliance on traditional teaching methods, lack of age-appropriate instructional materials, and insufficient use of formative assessment and reinforcement strategies. The analysis also highlights the importance of contextualized vocabulary instruction, visual and interactive teaching techniques, systematic recycling of vocabulary, and supportive feedback in enhancing vocabulary learning outcomes. In addition, the study emphasizes the critical role of teachers' methodological awareness and professional preparation in addressing vocabulary learning challenges. The study concludes that improving English vocabulary acquisition at the primary level requires an integrated pedagogical approach that considers learners' developmental characteristics, teaching methods, learning environment, and assessment practices. Strengthening vocabulary instruction in the early stages can contribute significantly to building a solid foundation for long-term English language development. Keywords: English vocabulary acquisition, primary school learners, teaching English to young learners, vocabulary teaching strategies, early foreign language learning.

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الملخص

تتناول هذه الدراسة تحديات اكتساب المفردات الإنجليزية لدى متعلمي المدارس الابتدائية، مع تركيز خاص على الصفوف الأولى. يعتمد البحث المنهج الوصفي التحليلي القائم على المنهج المكتبي، بالاعتماد على مراجعة وتحليل الكتب ذات الصلة، والمقالات المحكمة، والدراسات السابقة في مجال تدريس اللغة الإنجليزية للمتعلمين الصغار. تكشف الدراسة أن اكتساب المفردات هو عنصر أساسي في تعلم اللغة الإنجليزية ومحدد رئيسي للكفاءة اللغوية العامة للمتعلمين. تشير النتائج إلى أن متعلمي المدارس الابتدائية يواجهون العديد من الصعوبات في اكتساب مفردات اللغة الإنجليزية، بما في ذلك التعرض المحدود للغة، والاعتماد على أساليب التدريس التقليدية، ونقص المواد التعليمية المناسبة للعمر، وعدم كفاية استخدام استراتيجيات التقويم التكويني والتعزيز. يسلط التحليل الضوء أيضًا على أهمية تعليم المفردات السياقية والتدريس المرئي والتفاعلي.

الكلمات المفتاحية: اكتساب المفردات الإنجليزية، تلاميذ المرحلة الابتدائية، تدريس اللغة الإنجليزية للمتعلمين الصغار، استراتيجيات تدريس المفردات، تعلم اللغة الإنجليزية في المراحل المبكرة.

Introduction

The rapid development of information and communication technology has dramatically changed the way people communicate, learn and share information. One of the biggest technological developments has been the rise of social media. These platforms have become an integral part of everyday life across the globe. These platforms are widely used by university students in particular. They use applications such as Facebook, WhatsApp, Instagram, X (formerly known as Twitter) and TikTok for communication, entertainment and education. As a result, researchers have increasingly turned their attention to studying the educational implications of social media, particularly its effects on language learning and academic achievement [1].

Academic writing is considered one of the most important skills for university students, especially for students learning English as a foreign language. This includes the ability to organize ideas logically, use appropriate academic vocabulary, be grammatically accurate and organize information coherently. Academic writing is a necessary part of completing assignments, reports, research papers, and examinations. Thus, any factors that impact on students' writing practices deserve a deep investigation, particularly in the context of the increasing use of digital communication technologies [2].

The growing popularity of social media has led to much debate about its effect on students' academic writing skills. Some scholars argue that social media provides students with a great opportunity to practice writing, interact with English language content, learn new vocabulary and receive feedback from peers. According to Bunguh & Shak (2025) [3], frequent engagement in online discussions can boost students' confidence in expressing their ideas and enhance their overall language proficiency.

On the other hand, there are researchers who argue that social media use, if excessive, can have a negative effect on academic writing. Online communication is informal, so people tend to use abbreviations and slang expressions, emojis and un-standard grammatical structures. The informal writing habits may be carried over into academic writing over time, resulting in poor quality writing, grammatical errors and lack of following academic conventions. These concerns have led teachers and scholars to investigate the extent to which social media influences students' formal writing skills [4].

Recent researches indicate that the effect of social media on academic writing is multifaceted. Social media can be used for educational purposes to help vocabulary development, idea generation and writing practice, but recreational and excessive use can negatively impact students' academic performance. It seems that the impact of social media is mostly shaped by how students use these platforms and why they use them [5].

The use of social media has become part of the students' academic and social lives in the context of higher education in Libya. But there is very little research into its specific impact on the academic writing skills of students of English Department in Libyan universities, especially at Sebha University. Academic writing is very important for English majors, and social media is broadly used among university students. Thus, it is necessary to investigate this relationship more. Therefore, this study aims to investigate the effect of social media on the academic writing skills of fourth-year students at the English Department, Sebha University and to offer recommendations that may help to improve writing instruction and language learning practices [1].

Problem Statement

Social media has become an integral part of university students' daily lives and is widely used for communication, information sharing, entertainment, and educational purposes. English Department students spend a considerable amount of time interacting through various social media platforms where they frequently read and write in English. While these platforms may provide opportunities for language practice and vocabulary development, they also expose students to informal writing styles, abbreviations, slang expressions, and non-standard grammatical structures.

Academic writing, on the other hand, requires adherence to formal language conventions, grammatical accuracy, coherence, cohesion, and appropriate academic vocabulary. Consequently, concerns have emerged regarding whether the extensive use of social media influences students' ability to maintain the standards required in academic writing. Many instructors have observed that some students tend to transfer informal language features commonly used in social media communication into their academic assignments and research papers.

Despite the increasing use of social media among university students, there is still limited empirical evidence regarding its specific influence on the academic writing skills of fourth-year English Department students at Sebha University. Furthermore, it remains unclear whether social media contributes positively to the development of writing skills through increased exposure to English language content or negatively through the adoption of informal writing habits.

Therefore, this study seeks to investigate the influence of social media on academic writing skills among fourth-year English Department students at Sebha University and to determine the extent to which social media use affects different aspects of academic writing, including grammar, vocabulary, organization, coherence, and overall writing performance.

Research Questions

To achieve the objectives of the study, the researcher seeks to answer the following questions:

1. How frequently do fourth-year English Department students at Sebha University use social media platforms?
2. What are the most commonly used social media platforms among fourth-year English Department students at Sebha University?
3. How does social media influence the academic writing skills of fourth-year English Department students at Sebha University?
4. What positive effects does social media have on students' academic writing skills?
5. What negative effects does social media have on students' academic writing skills?
6. To what extent does social media contribute to the development of students' vocabulary, grammar, and writing fluency?
7. Does the use of social media affect students' ability to maintain formal academic writing conventions?
8. Is there a significant relationship between social media usage and academic writing performance among fourth-year English Department students at Sebha University?

Main Research Questions

The main research question is what is the influence of social media on academic writing skills among fourth-year English Department students at Sebha University?

The Study Objectives

The present study aims to investigate the influence of social media on the academic writing skills of fourth-year English Department students at Sebha University. More specifically, it seeks to achieve the following objectives:

1. To identify the most frequently used social media platforms among fourth-year English Department students at Sebha University.
2. To examine the influence of social media use on students' academic writing skills.
3. To investigate the positive effects of social media on students' academic writing, particularly in terms of vocabulary development, grammar, organization, and writing fluency.
4. To identify the negative effects of social media use on students' academic writing, including the use of informal language, abbreviations, and grammatical inaccuracies.
5. To examine the relationship between the frequency of social media use and students' academic writing performance.
6. To provide recommendations for students and university instructors on how to maximize the educational benefits of social media while minimizing its negative effects on academic writing.

The Study Significance

The significance of this study lies in its contribution to understanding the influence of social media on the academic writing skills of university students, particularly those studying English as a foreign language. As social media has become an integral part of students' daily lives, investigating its impact on academic writing is essential for improving language teaching and learning practices.

This study is expected to benefit students by increasing their awareness of both the positive and negative effects of social media on their academic writing. The findings may encourage students to use social media more effectively as a learning tool while avoiding writing habits that could negatively affect their academic performance.

The study will also benefit English language instructors by providing insights into how social media influences students' writing abilities. These findings may help instructors integrate educational social media activities into writing courses and develop strategies to address common writing problems associated with excessive or inappropriate social media use.

Furthermore, the findings may assist curriculum designers and educational policymakers in developing instructional materials and teaching strategies that incorporate social media as a supportive educational resource while maintaining the standards of academic writing.

Finally, this study will contribute to the existing body of literature on social media and academic writing by providing empirical evidence from the Libyan context, particularly from Sebha University. It is expected to serve as a useful reference for future researchers interested in investigating the relationship between digital technologies, language learning, and academic writing skills.

Research Terms Definition

1. Social Media (Conceptual Definition)

Social media refers to internet-based digital platforms and applications that enable users to create, share, and exchange content, communicate with others, and participate in online communities through text, images, audio,

and video. These platforms facilitate interaction and collaboration among users regardless of geographical boundaries and are widely used for both personal and educational purposes [6].

In term of operational definition of social media, the social media in the current study refers to the digital platforms most frequently used by fourth-year English Department students at Sebha University, including Facebook, WhatsApp, Instagram, TikTok, and X (formerly Twitter), for communication, learning, information sharing, and English language practice. It is measured through students' responses to the questionnaire regarding the frequency, purpose, and patterns of their social media use.

2. Academic Writing Skills (Conceptual Definition)

Academic writing skills refer to the ability to produce well-organized, coherent, accurate, and formal written texts that conform to academic conventions. These skills include the appropriate use of grammar, vocabulary, punctuation, cohesion, coherence, critical thinking, referencing, and logical organization of ideas to communicate knowledge effectively in educational contexts [7].

In term of operational definition of academic writing skills, the academic writing skills in the current study refers to the level of students' ability to produce formal English writing in accordance with academic standards. These skills include grammatical accuracy, vocabulary use, sentence structure, organization of ideas, coherence, cohesion, and adherence to formal writing conventions. They are measured through students' responses to the questionnaire regarding the perceived influence of social media on these writing components.

3. Fourth-Year English Department Students (Conceptual Definition)

Fourth-year English Department students are undergraduate learners enrolled in the final academic year of the Bachelor's degree program in the Department of English. At this stage, students are expected to possess advanced English language proficiency and demonstrate competence in academic reading, writing, speaking, and research skills required for university-level study.

In term of operational definition of fourth-year English Department students, the fourth-year English Department students in the current study refers refer to all students enrolled in the fourth year of the English Department at Sebha University during the academic year in which the study is conducted. These students constitute the target population from whom the research sample will be selected and to whom the questionnaire will be administered.

Literatures Review

Khan and Shah (2026) [1], conducted a study entitled "The Impact of Social Media on Academic Writing Skill: A Case Study of Undergraduate Students at KUST." The study aimed to investigate the influence of social media on undergraduate students' academic writing skills. A quantitative research design was adopted, and data were collected through a questionnaire administered to English Department students. The findings revealed that social media has both positive and negative effects on academic writing. While educational use of social media enhanced vocabulary acquisition, writing confidence, and collaborative learning, excessive use of informal language and abbreviations negatively affected grammatical accuracy and formal academic writing. The researchers recommended integrating social media into language instruction under proper academic guidance.

Al Mulhim and Ismaeel (2024) [9], conducted a study entitled "Learning Sustainability: Post-Graduate Students' Perceptions on the Use of Social Media Platforms to Enhance Academic Writing." The study explored postgraduate students' perceptions of using social media to improve academic writing during the COVID-19 period. Using a qualitative approach based on semi-structured interviews, the researchers found that social media platforms facilitated communication with supervisors, provided continuous feedback, enhanced collaboration, and improved the quality of students' academic writing. However, the study also identified several challenges, including distractions and the need for structured supervision.

Guardaquivil and Matalines (2023) [10], conducted a study entitled "Social Media as an Influence Factor to the Writing Skills of English Major Students." The study aimed to examine whether social media influences the writing skills of English major students. A quantitative descriptive method was employed using a questionnaire. The findings indicated that social media positively contributed to vocabulary development, idea generation, and writing practice. Nevertheless, students who relied heavily on informal online communication tended to transfer non-academic language features into formal writing tasks.

Azlan and Md Yunus (2020) [11], conducted a study entitled "Undergraduate Students' Perceptions of Social Networking Sites to Improve English Writing Skills in Malaysia." The study investigated university students' perceptions of using social networking sites to improve English writing skills. A survey was distributed to undergraduate students, and the results showed that most participants believed social media improved their writing ability by increasing opportunities for language practice, interaction with peers, and exposure to authentic English content. The researchers concluded that social networking sites can serve as effective supplementary tools for writing instruction when used appropriately.

Awadeh (2020) [12], conducted a study entitled "The Role of Social Media in Improving the Academic Writing Skills of English Language Learners." The study adopted a qualitative descriptive approach to investigate students'

experiences with learning academic writing through social media. The findings demonstrated that social media platforms promoted collaborative learning, increased motivation, and encouraged students to engage in academic writing activities. The study recommended integrating social media into English language courses while providing clear academic guidelines for its educational use.

The reviewed studies indicate that social media plays a significant role in shaping students' academic writing skills. Most studies agree that social media can positively support vocabulary development, write practice, collaboration, and learner motivation when use for educational purposes. However, they also highlight several negative consequences, including the transfer of informal language, abbreviations, and grammatical inaccuracies into academic writing. Unlike previous studies conducted in countries such as Pakistan, Saudi Arabia, Malaysia, and the Philippines, the present study focuses specifically on fourth-year English Department students at Sebha University in Libya, thereby addressing a gap in the existing literature concerning the Libyan higher education context.

Social media has become one of the most influential technological innovations in the twenty-first century, transforming the way individuals communicate, exchange information, and interact across the world. It consists of Internet-based platforms that enable users to create, share, and exchange user-generated content through text, images, audio, and video. These platforms have expanded beyond personal communication to become important tools in education, business, healthcare, and research, allowing users to collaborate and access information instantly regardless of geographical location [13].

The rapid growth of social media has significantly influenced higher education by creating new opportunities for communication, collaboration, and knowledge sharing. University students increasingly rely on social media platforms to communicate with instructors, participate in academic discussions, exchange learning materials, and access educational resources. These digital environments support interactive learning and encourage students to engage more actively in the educational process, making social media an effective complement to traditional teaching methods [9].

In language education, social media has become an effective environment for developing English language skills. Students are exposed to authentic language input through reading posts, participating in discussions, watching educational videos, and communicating with English speakers from different cultural backgrounds. Such continuous exposure contributes to vocabulary acquisition, language fluency, and writing practice, while also encouraging collaborative learning and peer feedback that support language development.

Despite its educational benefits, the widespread use of social media has also raised concerns regarding its impact on students' academic writing. Online communication often encourages the use of informal language, abbreviations, emojis, internet slang, and simplified grammatical structures. When these writing habits are transferred into academic assignments, they may reduce writing quality and weaken students' ability to produce formal academic texts that comply with university writing standards [14].

Overall, social media represents both an opportunity and a challenge in higher education. When used appropriately, it can enhance learning, communication, and language development. However, excessive or inappropriate use may negatively influence students' academic performance and writing quality. Therefore, understanding the educational role of social media is essential for maximizing its benefits while minimizing its potential negative effects on academic writing [15].

Academic writing is a formal style of writing used in universities and academic institutions to communicate ideas, present research findings, and exchange knowledge in a clear, objective, and organized manner. Accuracy, coherence, logical organization, critical thinking, and the use of evidence to support arguments characterize it. Unlike informal writing, academic writing follows specific linguistic and structural conventions that ensure clarity, credibility, and scholarly integrity [16].

Academic writing plays a fundamental role in higher education because it enables students to demonstrate their understanding of academic concepts, analyse information critically, and communicate ideas effectively. Through essays, reports, research papers, and dissertations, students develop their analytical abilities and improve their academic communication skills. Consequently, academic writing is regarded as one of the core competencies required for academic success and lifelong learning [17].

Effective academic writing requires the integration of several essential components, including grammatical accuracy, appropriate academic vocabulary, coherence, cohesion, logical organization of ideas, and correct referencing. These components help writers produce texts that are clear, persuasive, and academically acceptable. Students who master these skills are better able to communicate complex ideas and participate successfully in academic discourse [16].

For students learning English as a foreign language, academic writing is often considered one of the most challenging language skills. It requires not only linguistic competence but also the ability to organize ideas logically, use discipline-specific vocabulary, and follow academic writing conventions. Many English language learners experience difficulties related to grammar, vocabulary, coherence, and organization, which may affect the overall quality of their written work [18].

In recent years, digital technologies and social media have increasingly influenced the development of academic writing skills. Students frequently use online platforms to access academic resources, exchange ideas, receive feedback, and practice writing in English. Although these technologies provide valuable learning opportunities, their effectiveness depends on how students use them. Therefore, understanding the nature of academic writing and the factors that influence it is essential for improving students' writing performance and supporting successful language learning [19].

Academic writing is distinguished by several characteristics that differentiate it from other forms of writing. First, it is formal, avoiding colloquial expressions, contractions, and informal vocabulary. Instead, it employs precise and discipline-specific terminology suitable for academic communication. Formality enhances the credibility and professionalism of the written text and ensures that ideas are communicated clearly and objectively [9].

Another important characteristic is objectivity, which requires writers to present information based on evidence rather than personal opinions or emotions. Academic writers are expected to support their arguments with reliable sources, logical reasoning, and empirical evidence while maintaining an unbiased tone throughout the text. This objectivity strengthens the validity of academic arguments and promotes critical thinking [20].

Academic writing is also characterized by coherence and cohesion. Coherence refers to the logical organization of ideas, whereas cohesion refers to the effective use of linking devices and transitional expressions that connect sentences and paragraphs smoothly. Together, these features help readers understand the progression of ideas and improve the readability of academic texts [18].

Finally, academic writing requires accuracy and proper referencing. Writers must use correct grammar, punctuation, spelling, and academic vocabulary while acknowledging the work of other scholars through appropriate citation and referencing styles. These practices ensure academic integrity and help avoid plagiarism [9].

Academic writing consists of several interconnected components that contribute to the quality of a written text. One essential component is grammar, which enables writers to produce accurate sentence structures and communicate ideas effectively. Correct grammatical usage enhances clarity and reduces misunderstanding in academic communication [18].

Another important component is academic vocabulary. Writers should use precise, formal, and discipline-specific vocabulary to express ideas appropriately. Rich academic vocabulary improves the sophistication of writing and enables students to explain complex concepts more accurately [16].

Organization is another key component of academic writing. A well-written academic text typically includes an introduction, body paragraphs, and a conclusion. Ideas should be presented in a logical sequence, with each paragraph focusing on one main idea supported by relevant evidence and examples [17].

In addition, coherence, cohesion, and referencing are fundamental components of academic writing. Writers should ensure smooth transitions between ideas and use appropriate citation styles to acknowledge the sources of information. These elements enhance the credibility, readability, and academic quality of written work [16].

Academic writing plays a central role in higher education because it enables students to communicate knowledge, present research findings, and demonstrate critical thinking. Through academic writing, students develop their ability to analyze information, evaluate evidence, and construct logical arguments supported by reliable sources [17].

Academic writing also contributes to the development of language proficiency, particularly for students learning English as a foreign language. Continuous writing practice enhances grammar, vocabulary, organization, and communication skills while preparing students for academic and professional careers that require effective written communication [18].

Furthermore, academic writing promotes independent learning and research skills. Students learn how to search for scholarly literature, evaluate the credibility of sources, synthesize information, and present original ideas while maintaining academic honesty. These skills are essential for lifelong learning and professional development [16]. Many university students encounter difficulties in academic writing, especially those studying English as a foreign language. Common challenges include limited academic vocabulary, grammatical inaccuracies, weak sentence structure, and difficulties in organizing ideas coherently. These challenges often affect students' confidence and overall writing performance [18].

Another major challenge is the influence of digital communication and social media. Students frequently use informal language, abbreviations, emojis, and internet slang when communicating online. The repeated use of these informal writing styles may influence academic writing and lead to deviations from accepted academic conventions [18].

Students may also face difficulties related to referencing, avoiding plagiarism, and evaluating academic sources. Without sufficient training in academic writing conventions, many learners struggle to integrate evidence appropriately and maintain academic integrity in their written assignments [16].

The relationship between social media and academic writing has attracted increasing attention in recent years. Social media platforms provide students with opportunities to read authentic English materials, exchange ideas,

receive peer feedback, and practice writing regularly. These experiences can improve vocabulary development, coherence, writing fluency, and learner confidence when social media is used for educational purposes [18].

On the other hand, excessive use of social media may negatively affect academic writing. Informal writing styles, abbreviated expressions, non-standard grammar, and slang commonly used on digital platforms may be transferred into academic assignments, reducing writing quality and adherence to academic standards. Therefore, the educational value of social media depends largely on students' awareness and the manner in which these platforms are used. (A Scoping Review of the Use and Determinants of Social Media, 2025).

Recent research suggests that the effective integration of social media into language learning can enhance academic writing when it is supported by structured instructional activities and appropriate guidance from instructors. Consequently, educators are encouraged to promote the educational use of social media while helping students distinguish between informal online communication and formal academic writing [18].

The widespread use of social media has significantly influenced the way university students learn and communicate, particularly in the field of English language learning. Social media platforms provide students with opportunities to practice writing, exchange ideas, access authentic English-language content, and interact with peers and instructors beyond the classroom. These opportunities have made social media an important supplementary tool for developing academic writing skills when used appropriately for educational purposes [20]. Researchers argue that the influence of social media on academic writing is not entirely positive or negative. Rather, its impact depends on students' patterns of use, the amount of time spent on these platforms, and whether they are used for educational or recreational purposes. Educational use tends to support language development and writing proficiency, whereas excessive non-academic use may reduce students' attention to formal writing conventions and academic performance [21].

Social media offers numerous educational benefits that contribute to the improvement of academic writing skills. Through regular interaction with English-language content, students expand their academic vocabulary, improve grammatical awareness, and gain exposure to different writing styles. In addition, online discussions and collaborative learning activities encourage students to express their ideas more confidently and receive immediate feedback from peers and instructors, which enhances their writing performance [20].

Furthermore, social media facilitates access to academic articles, educational videos, writing tutorials, and digital learning communities. These resources enable students to develop critical thinking, organize ideas more effectively, and become more familiar with academic writing conventions. As a result, social media can serve as a valuable learning environment that complements traditional classroom instruction [20].

Despite its educational advantages, excessive use of social media may have negative consequences for academic writing. Students frequently use abbreviations, slang expressions, emojis, and informal grammatical structures while communicating online. Repeated exposure to these writing styles may lead to the transfer of informal language into academic assignments, reducing grammatical accuracy, coherence, and adherence to academic writing standards [21].

Another major concern is that excessive engagement with social media can distract students from academic tasks, reduce concentration, and limit the time devoted to reading and writing. Consequently, students may experience lower writing quality, weaker organization of ideas, and reduced academic achievement if social media is not used responsibly. Therefore, educators recommend encouraging purposeful educational use of social media while helping students distinguish between informal online communication and formal academic writing [20].

Research Methodology

The current study adopts the library research method using a descriptive analytical approach, as it is the most appropriate methodology for investigating the influence of social media on academic writing skills through the analysis and synthesis of existing literature. The descriptive analytical approach enables the researcher to describe the phenomenon, examine different viewpoints presented in previous studies, compare research findings, and provide a comprehensive understanding of the relationship between social media and academic writing skills. This approach is widely used in educational research that aims to analyze theoretical concepts and empirical evidence without collecting primary data from participants.

The study is based entirely on secondary data obtained from a wide range of academic sources, including peer-reviewed journal articles, books, conference proceedings, master's theses, doctoral dissertations, and other scholarly publications related to social media and academic writing. The researcher critically reviews, compares, and synthesizes these sources to identify the major themes, similarities, differences, and research gaps concerning the topic under investigation.

The process of data collection involves conducting a comprehensive search of relevant academic literature published in reputable databases and libraries. Only reliable and relevant sources directly related to the research topic are selected. The collected literature is then organized, classified, and analyzed systematically to ensure the credibility and validity of the findings presented in this study.

The collected information is analyzed using descriptive and analytical methods. The researcher examines previous studies, compares their findings, identifies recurring patterns and differing perspectives, and discusses the

influence of social media on academic writing skills. Based on this analysis, conclusions and recommendations are drawn to provide a comprehensive understanding of the topic and to suggest directions for future research.

Results and Findings

The study found that social media has a significant influence on students' academic writing skills. The findings indicated that educational use of social media, particularly platforms such as WhatsApp, helped students improve their writing abilities by increasing opportunities for writing practice, expanding vocabulary, and encouraging collaborative learning. Students who used social media for academic purposes showed greater confidence in writing and participated more actively in writing tasks.

The results also revealed that social media provides students with immediate access to educational materials, facilitates communication with teachers and classmates, and enables continuous feedback on writing activities. These factors contributed to improving students' organization of ideas, writing fluency, and overall academic writing performance.

in later stages of language learning. Studies emphasize that vocabulary learned at a young age tends to be retained longer and serves as a foundation for future language growth (Cameron, 2001).

Young learners in the early grades possess specific cognitive and developmental characteristics that influence how they acquire vocabulary. They learn more effectively through concrete experiences, visual input, repetition, and meaningful contexts rather than abstract explanations or rote memorization. When vocabulary is taught without context or interaction, learners often struggle to retain and recall new words, leading to limited functional use of the language (Shin & Crandall, 2014).

The learning environment also has a significant impact on vocabulary acquisition among primary school students. Limited instructional resources, minimal use of visual and interactive materials, and lack of exposure to English outside the classroom can hinder vocabulary development. In contexts where English is not used in daily life, learners depend almost entirely on classroom input, making effective teaching strategies and supportive materials even more essential (Harmer, 2007).

Overall, vocabulary constitutes a central element in learning English at the primary level, and weaknesses in vocabulary instruction negatively affect learners' overall language performance. Effective vocabulary teaching requires age-appropriate methods, meaningful contexts, and repeated exposure to words in varied situations. Focusing on vocabulary development at the early stages is therefore crucial for improving English language learning outcomes among primary school students (Nation & Webb, 2011).

Challenges of English Vocabulary Acquisition among Primary School Learners

One of the main challenges facing primary school learners in acquiring English vocabulary is their limited exposure to the language outside the classroom. In contexts where English is not used in daily communication, learners rely almost entirely on classroom input, which is often insufficient in quantity and variety. This lack of exposure reduces opportunities for meaningful repetition and contextualized use of vocabulary, leading to weak retention and limited communicative ability (Nation, 2001).

Another significant challenge relates to teaching methods used in vocabulary instruction. Traditional approaches that emphasize memorization, translation, and isolated word lists often fail to engage young learners or address their cognitive needs. Research indicates that such methods do not support long-term vocabulary retention and may negatively affect learners' motivation and interest in learning English, especially at the primary level (Harmer, 2007).

Learners' cognitive and developmental characteristics also play a crucial role in vocabulary acquisition difficulties. Young learners tend to think concretely rather than abstractly, which means they struggle to understand vocabulary presented without visual support or meaningful context. When new words are introduced without images, actions, or real-life connections, learners find it difficult to internalize meanings and recall them when needed (Cameron, 2001).

In addition, the availability and quality of instructional materials greatly influence vocabulary learning outcomes. Classrooms that lack visual aids, flashcards, games, and interactive resources limit learners' opportunities to engage actively with new vocabulary. Studies have shown that the use of multimedia and visual materials significantly enhances vocabulary learning among young learners by supporting memory and comprehension (Shin & Crandall, 2014).

Furthermore, large class sizes and limited instructional time present practical challenges for effective vocabulary teaching. Teachers may find it difficult to provide individualized attention, meaningful practice, and continuous reinforcement of new words. As a result, vocabulary instruction becomes rushed and superficial, preventing learners from achieving mastery and confidence in using new vocabulary (Richards & Rodgers, 2014).

In conclusion, difficulties in English vocabulary acquisition among primary school learners stem from a combination of contextual, pedagogical, and developmental factors. Addressing these challenges requires adopting learner-centered teaching methods, enriching the learning environment with visual and interactive

materials, and increasing meaningful exposure to English. Without such measures, vocabulary learning at the primary level is likely to remain limited and ineffective (Nation & Webb, 2011).

Strategies for Improving English Vocabulary Acquisition among Primary School Learners

One effective strategy for improving vocabulary acquisition among primary school learners is the use of contextualized vocabulary instruction. Presenting new words within meaningful contexts such as stories, dialogues, and real-life situations helps learners understand not only the meaning of words but also how they are used. Contextual learning supports deeper cognitive processing and enhances long-term retention, especially for young learners who rely on meaning rather than form alone (Nation, 2001).

The integration of visual aids and multisensory techniques is another crucial strategy in vocabulary teaching at the primary level. Pictures, flashcards, real objects, gestures, and actions help learners associate words with concrete meanings. Approaches such as Total Physical Response (TPR) have been shown to be particularly effective for young learners, as they combine movement with language input, making vocabulary learning more engaging and memorable (Asher, 2000).

Interactive activities and games also play a vital role in reinforcing vocabulary learning. Games encourage repetition without boredom, increase motivation, and create a low-anxiety learning environment. Research indicates that learners are more likely to retain vocabulary when they actively participate in learning through games, songs, and group activities rather than passive memorization (Shin & Crandall, 2014).

Another important strategy involves increasing learners' exposure to English beyond the classroom. Simple activities such as listening to English songs, watching age-appropriate videos, and using basic English expressions in daily classroom routines can significantly enhance vocabulary input. Consistent exposure allows learners to encounter words repeatedly in different contexts, which is essential for vocabulary acquisition (Harmer, 2007).

Finally, teacher training and awareness are key factors in improving vocabulary instruction. Teachers need to be equipped with knowledge of child-centered teaching strategies and modern approaches to vocabulary instruction. Professional development programs that focus on teaching English to young learners can help teachers select appropriate techniques, materials, and activities that align with learners' developmental needs (Richards & Rodgers, 2014).

The Role of Assessment, Feedback, and Reinforcement in English Vocabulary Acquisition at the Primary Level

Assessment is a fundamental component of effective vocabulary instruction at the primary school level, particularly when it is integrated into the learning process rather than treated as a separate evaluative stage. Formative assessment allows teachers to track learners' vocabulary development continuously, identify learning difficulties early, and modify instructional practices accordingly. Research in early language learning emphasizes that assessment should be supportive and diagnostic in nature, helping young learners build vocabulary gradually without creating anxiety or fear of failure (Pinter, 2017).

One of the most critical aspects of vocabulary learning among young learners is systematic repetition and recycling of lexical items. Vocabulary acquisition is not a linear process; learners need repeated exposure to words across different contexts and over extended periods of time. Empirical studies demonstrate that spaced repetition and deliberate recycling significantly enhance long-term retention and retrieval of vocabulary, especially for children learning a foreign language in limited-input environments (Webb & Nation, 2017).

Feedback also plays a central role in reinforcing vocabulary learning at the primary level. Immediate, clear, and encouraging feedback helps learners correct inaccurate word usage and reinforces correct forms and meanings. Studies in second language acquisition suggest that feedback is particularly effective when it is implicit and supportive rather than corrective in a punitive sense, as young learners are highly sensitive to classroom atmosphere and teacher reactions (Ellis, 2009).

Moreover, reinforcement strategies such as review activities, vocabulary notebooks, oral recall tasks, and simple quizzes help consolidate newly learned words. Reinforcement allows learners to strengthen memory connections and transfer vocabulary from short-term to long-term memory. Research indicates that regular reinforcement activities improve both receptive and productive vocabulary knowledge and support learners' confidence in using new words (Schmitt, 2010).

Learner involvement in assessment-related activities also contributes positively to vocabulary acquisition. Although young learners may not engage in formal self-assessment, age-appropriate practices such as picture matching, word categorization, and guided reflection enable learners to become more aware of their vocabulary knowledge. Such practices promote metalinguistic awareness and encourage active engagement with vocabulary learning (Cameron, 2001).

In addition, assessment and reinforcement should be aligned with instructional objectives and learners' developmental stages. Overloading young learners with excessive testing or abstract assessment tasks can hinder vocabulary learning rather than support it. Researchers stress that assessment at the primary level should be

flexible, contextualized, and closely connected to classroom activities to ensure meaningful learning outcomes (McKay, 2006).

In conclusion, assessment, feedback, and reinforcement are not supplementary elements of vocabulary instruction but core components of effective teaching at the primary level. When implemented thoughtfully and consistently, they enhance vocabulary retention, support learner motivation, and contribute to sustainable English language development among young learners. A balanced approach that combines formative assessment, meaningful feedback, and systematic reinforcement is essential for improving vocabulary acquisition outcomes in primary education contexts (Webb & Nation, 2017).

Results and discussion

Based on the analysis of relevant theoretical literature and previous studies on English vocabulary acquisition at the primary school level, several key findings can be identified.

The reviewed literature indicates that English vocabulary acquisition is a central determinant of overall language proficiency among primary school learners. Insufficient vocabulary knowledge consistently emerges as a major factor contributing to weak performance in listening, speaking, reading, and writing skills. This confirms that vocabulary development should be prioritized in early English language instruction.

The findings also reveal that young learners face significant difficulties in acquiring English vocabulary when instruction relies heavily on traditional methods such as rote memorization and translation. Such approaches are shown to be ineffective for long-term retention and do not align with the cognitive and developmental characteristics of primary school learners.

Furthermore, the analysis highlights that limited exposure to English outside the classroom negatively affects vocabulary acquisition. In learning contexts where English is not used in daily communication, classroom instruction alone is often insufficient to provide the repeated and meaningful input required for effective vocabulary learning.

Another important result is that the availability and use of visual, interactive, and age-appropriate instructional materials play a crucial role in enhancing vocabulary learning. Studies consistently demonstrate that the use of pictures, games, stories, and multisensory activities improves learners' engagement, comprehension, and retention of new vocabulary.

The findings also emphasize the importance of formative assessment, feedback, and systematic reinforcement in supporting vocabulary acquisition. Continuous assessment and regular recycling of vocabulary help learners consolidate their knowledge and prevent rapid forgetting, particularly at the early stages of language learning.

Finally, the literature suggests that teachers' awareness and professional preparation significantly influence the effectiveness of vocabulary instruction. Teachers who are trained in child-centered and communicative approaches are better equipped to address learners' needs and overcome vocabulary learning difficulties.

Overall, these results indicate that difficulties in English vocabulary acquisition at the primary level are multifaceted and require integrated pedagogical solutions that address teaching methods, learning environment, assessment practices, and teacher development.

Conclusion

This study aimed to examine the challenges of English vocabulary acquisition among primary school learners, with a particular focus on the early grades, through a descriptive analytical review of relevant literature. The analysis confirms that vocabulary acquisition is a foundational element in learning English and plays a decisive role in the development of all language skills at the primary level.

The reviewed literature demonstrates that difficulties in vocabulary learning among young learner's stem from multiple interconnected factors, including limited exposure to English, reliance on traditional teaching methods, lack of age-appropriate instructional materials, and insufficient attention to formative assessment and reinforcement. These challenges are particularly evident in contexts where English is learned as a foreign language and is not used in learners' daily environments.

The study also highlights that effective vocabulary acquisition at the primary level requires teaching approaches that are aligned with learners' cognitive and developmental characteristics. Contextualized instruction, visual and interactive techniques, systematic recycling of vocabulary, and supportive feedback emerge as key elements for successful vocabulary learning.

Furthermore, the findings emphasize the central role of teachers in facilitating vocabulary acquisition. Teachers' awareness, methodological choices, and professional preparation significantly influence learners' engagement and learning outcomes. Without adequate training and pedagogical support, even well-designed curricula may fail to achieve their intended objectives.

In conclusion, improving English vocabulary acquisition among primary school learners requires an integrated approach that addresses instructional methods, learning environments, assessment practices, and teacher development. Strengthening vocabulary instruction at the early stages can contribute to building a solid linguistic foundation and improving long-term English language proficiency.

Recommendations

Based on the findings of this library-based study, several recommendations can be proposed to improve English vocabulary acquisition among primary school learners.

It is recommended that English vocabulary instruction at the primary level move away from traditional memorization-based methods and adopt learner-centered and communicative approaches. Teachers should present new vocabulary within meaningful contexts such as stories, dialogues, and classroom routines to enhance comprehension and retention.

Educational institutions and curriculum developers are encouraged to place greater emphasis on vocabulary development in early English curricula. Vocabulary should be systematically planned, recycled, and integrated across lessons rather than treated as an isolated component of language instruction.

The study also recommends increasing the use of visual and interactive teaching aids, including pictures, flashcards, games, and digital resources. Such materials are particularly effective for young learners and help bridge the gap between abstract language and concrete understanding.

In contexts where exposure to English outside the classroom is limited, teachers should maximize classroom exposure by using English consistently for simple instructions, greetings, and daily activities. Schools may also encourage age-appropriate English media, such as songs and short videos, to support vocabulary learning beyond the classroom.

It is further recommended that formative assessment and continuous feedback be integrated into vocabulary teaching practices. Regular revision, reinforcement activities, and supportive feedback can help learners consolidate vocabulary knowledge and reduce learning difficulties.

Finally, the study highlights the importance of ongoing teacher training and professional development. Teachers should be provided with opportunities to develop their skills in teaching English to young learners, particularly in the areas of vocabulary instruction, classroom interaction, and assessment strategies.

Implementing these recommendations may contribute to more effective English vocabulary teaching and learning at the primary school level and support learners in building a strong linguistic foundation for future language development.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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