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THE IMPACT OF SOCIAL NETWORKS ON FRENCH LEARNING AMONG UDS STUDENTS, NYANKPALA CAMPUS

A b s t r a c t. This study investigates the impact of social network usage on French language learning among undergraduate students at the University for Development Studies (UDS), Nyankpala Campus. It examines the extent of social media use for French learning, its influence on language skills, and challenges faced by learners. A mixed-methods approach with an explanatory sequential design was adopted. All 21 French-learning students constituted the quantitative sample through a census method, while 6 were purposively selected for qualitative interviews. Data were collected via structured questionnaires and semi-structured interviews. Quantitative data were analyzed with SPSS v22 using descriptive and inferential statistics, including correlation and regression; qualitative data underwent thematic analysis. Findings show that platforms such as WhatsApp, YouTube, and Facebook are widely used for French learning. The study concludes that social networks significantly enhance receptive and oral skills but require structured curricular integration for comprehensive language development.

Keywords: social networks; French language learning; university students; digital tools; language acquisition

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INTRODUCTION

Learning through social networks has become a ubiquitous and paradoxical phenomenon in the digital age, presenting both remarkable opportunities and troubling puzzles. Its relevance lies in how fluctuations in usage directly affect students' educational outcomes: when usage increases with purpose, learners flourish; when it overshadows focused study, academic performance suffers (Purnama and Asdlori, 2023). The case of University for Development Studies (UDS) students at Nyankpala Campus presents precisely such a tension. On one hand, digital platforms promise rich, peer-to-peer interaction, cultural immersion, and language practice. On the other, behavioral patterns like distraction, misinformation, and informal register bleed into the learning process, muddying the benefits. This tension fuels the central question of this research: "How do social networks impact French-language learning among UDS students at Nyankpala Campus?"

While social media's pedagogical value in language learning is acknowledged, literature highlights a disjointed pattern. On one front, studies like Carlos V Education (2025) and Huseynzade (2025) reveal that platforms such as Facebook, WhatsApp, and YouTube can enhance motivation, engagement, and self-directed learning by offering authentic, multimodal communicative environments (Carlos V Education, 2025; Huseynzade, 2025). For instance, learning French through Instagram stories, Tandem, or HelloTalk provides informal practice alongside native speakers, promoting fluency and cultural resonance (Nuri, 2024). Similarly, Fornara and Lomicka (2019) found that intermediate French learners developed a sense of community, personal expression, and cognitive presence when using Instagram in classroom activities, supporting the community of inquiry framework based on Garrison, Anderson & Archer (2000) (Fornara and Lomicka, 2019). Yet, other work paints a more cautionary tale Chowdhury (2025) caution that social networks can erode academic focus, while Kolan and Dzandza (2018) speak of "a dangerous master," denoting how addictive use can distract from formal learning (Chowdhury, 2025). In short, past research foregrounds the allure and peril of social networks a duality particularly underexplored in the Ghanaian tertiary context.

Key frameworks underscore this study's theoretical grounding. Computer-Supported Collaborative Learning (CSCL) highlights how digital platforms scaffold language use and learner autonomy, boost confidence, and reduce anxiety (Dooly, 2007). Additionally, communication accommodation theory suggests that students adapt their linguistic behaviors in response to interlocutors online potentially smoothing pronunciation and grammar in socially mediated French

exchanges (Danescu-Niculescu-Mizil et al., 2011). Yet these theories have rarely been empirically tested in sub-Saharan African settings, especially in West African francophone learning environments. Moreover, while UDS has leveraged online news patronage to enrich English and other language instruction, as shown by Fiadzawoo et al. (2022), no comparable investigation exists for French learning via social networks at Nyankpala campus. Such gaps position this research to contribute by combining theoretical rigor with local context. It documents actual social network use for French learning among UDS students, extending beyond earlier surface-level insights.

1. SOCIAL NETWORKS AS TOOLS FOR LANGUAGE ACQUISITION: LITERATURE REVIEW

Numerous studies have explored social media's role in second-language learning. Fornara and Lomicka (2019) studied Instagram in intermediate French classes, finding increased motivation and social presence, which boosted writing and speaking confidence in alignment with CSCL and social presence theories. Similarly, Gonulal (2019) reported gains in vocabulary acquisition and grammatical usage among ESL learners using Instagram-based activities.

Thematic reviews by Solmaz (2018) and Barrot (2022) highlight emergent patterns: social networking sites support autonomy, interaction, ICC, identity exploration, and linguistic engagement yet they caution that without pedagogical framing, informal register and slang may lead to fossilized language errors. For example, Facebook threads often serve peer-support and confidence-raising functions but may deteriorate academic writing norms (Barrot, 2022).

Regionally, few studies address Africa. MacDonald (2023) identified social media's potential to enhance ICC among Inuit learners through Facebook and blogs, while stressing the need for guided instruction to harness authentic interaction. Similar findings emerged in Philippines-based studies by Barrot (2022), where social networks were integrated into curriculum design, showing improved communicative competence but reliance on teacher scaffolding. However, rigorous pre-post testing on specific language skills remains scarce.

Ghana-focused research is minimal. While studies of social media impact on English learning reveal improved engagement but declining academic writing quality (Otu, 2015), parallel research on French is virtually nonexistent. Given that French learners at UDS likely rely on similar WhatsApp and Facebook groups, the risk of informal register intrusion is plausible yet unquantified. In addition,

rural contexts like Nyankpala may face distinct challenges in infrastructure and digital literacy (Afoakwah et al., 2023).

2. EXTENT OF SOCIAL NETWORK USAGE FOR FRENCH LEARNING

Understanding how students use social networks for French learning is essential. A study at Gazi University in Turkey found WhatsApp particularly popular among French learners, attributing its appeal to convenience and rapid information-sharing capabilities; interaction between students and instructors on WhatsApp positively influenced language development, particularly in writing skills (Öztürk, 2019). Globally, Villafuerte and Romero (2016) surveyed 110 Ecuadorian and Spanish students, identifying YouTube as the preferred platform for listening and comprehension, while Facebook and WhatsApp were used to motivate reading, writing, and speaking (Villafuerte & Romero, 2016). These findings indicate that students actively harness different platforms for specific linguistic functions, suggesting strategic if informal approaches to language use.

In Ghana and sub-Saharan Africa, while general studies indicate high social media usage, there is a lack of specific research on its impact on French learning. A case study in Ghana showed that excessive use of platforms like WhatsApp and Facebook negatively affected English writing by introducing informal language into formal contexts, suggesting similar risks may exist for French. Further university research indicated that, although students engage with social networks, instructors have limited ability to facilitate language learning through these platforms. This highlights the need for systematic documentation of social media usage patterns and their effects on French learning at Nyankpala.

3. IMPACT ON DEVELOPMENT OF FRENCH LANGUAGE SKILLS

Evidence from multilingual contexts suggests social networks can foster language competence across skills. Instagram-based grammar tasks significantly improved EFL learners' grammar and attitudes compared to traditional instruction a controlled study with statistically significant gains (Teng et al., 2022). Similarly, Gonulal (2019) documented improvements in vocabulary and grammar among Instagram users learning English, with users displaying greater lexical gains versus those without platform-augmented learning. A mixed-methods study by Estrella (2023) at Ecuadorian polytechnic found WhatsApp and Facebook

used to improve writing and speaking skills, showing pre-post test improvements of roughly 20–25% across measures (Estrella, 2023).

A randomized controlled study by Fornara and Lomicka (2019) with intermediate French learners using Instagram noted enhanced motivation, social presence, and greater fluency in writing and speaking. The study aligned outcomes with constructs from CSCL and social presence theories, supporting claims that mediated interactions online bolster communicative competence. Complementarily, a Turkish study found student-instructor presence on WhatsApp contributed positively to writing skills via immediate feedback and peer copying strategies (Öztürk, 2019).

However, not all effects are positive. Jeryo et al. (2020) noted that improvements in output are often offset by declining formal accuracy if online interactions lapse into slang-heavy prose. Another longitudinal study revealed sustained Facebook use improved output quantity but not quality errors became fossilized without structured intervention (Shu, 2023). These findings suggest that while social networks can spur motivation and informal fluency, without pedagogical scaffolding, they risk reinforcing incorrect forms an issue acute for learners of formal French. The literature therefore highlights both enhancement potential and validity concerns of social-media-driven language development.

4. CHALLENGES FACED BY STUDENTS USING SOCIAL NETWORKS FOR FRENCH LEARNING

Despite benefits, numerous studies emphasize contextual challenges. Tabiri et al. (2022) found Ghanaian university students reported significant barriers to online French and English learning, including unreliable internet access, lack of technological infrastructure, and inadequate online-teaching capacity of instructors. In northern and rural campuses like Nyankpala, these structural issues likely worsen, especially during peak study periods when bandwidth and device availability fluctuate.

Behavioral and academic concerns are well-documented in Ghanaian secondary contexts: Asafo-Adje (2023) reported that students transfer informal shorthand such as “u” for “you” from WhatsApp into formal academic English, jeopardizing their writing performance (Asafo-Adje, 2023). Extrapolating to French learning, the intrusion of slang and informal orthography may create similar fossilization of errors, suggesting sociolinguistic interference as a real risk.

Psychological factors also matter. Shu (2023) cross-sectional study of Chinese EFL learners found that excessive social media usage correlated with foreign language anxiety, perfectionism, stress, and burnout each negatively influencing speaking confidence and attention span. Though focused on English, these findings highlight how social-media-induced anxiety can undermine French learner persistence and fluency.

Finally, multimedia-based studies of Instagram-driven grammar tasks identified technical and motivational challenges: inconsistent server access, lack of familiarity with platform features, and a need for extrinsic motivation mediated through class assignments suggesting that without coursework integration, informal use may fail to sustain student engagement (Teng et al., 2022).

5. CONCEPTUAL FRAMEWORK

The conceptual framework below visually represents the relationship between three key dimensions extent of social network usage, impact of social networks, and challenges encountered and their collective influence on French language learning among UDS students at Nyankpala Campus. At the top of the framework are three horizontally aligned variables. The first, “Extent of Social Network Usage,” denotes how frequently and in what ways students use platforms like WhatsApp, Facebook, and Instagram for French learning activities. The second, “Impact of Social Networks,” focuses on the perceived and measurable influence of these platforms on students’ development of French language skills, including reading, writing, listening, and speaking. The third, “Challenges Encountered,” captures the structural, technological, academic, and personal barriers students face when leveraging social media for educational purposes. Each of these three dimensions is connected by arrows pointing toward the central box labeled “French Language Learning Among UDS Students.” This configuration illustrates that the outcome variable French language learning is influenced by the degree of usage, the effectiveness of such usage, and the limitations experienced. The model serves as a guide for both the data collection and analysis processes, ensuring that the study remains focused on how social networks shape language acquisition outcomes in a university setting.

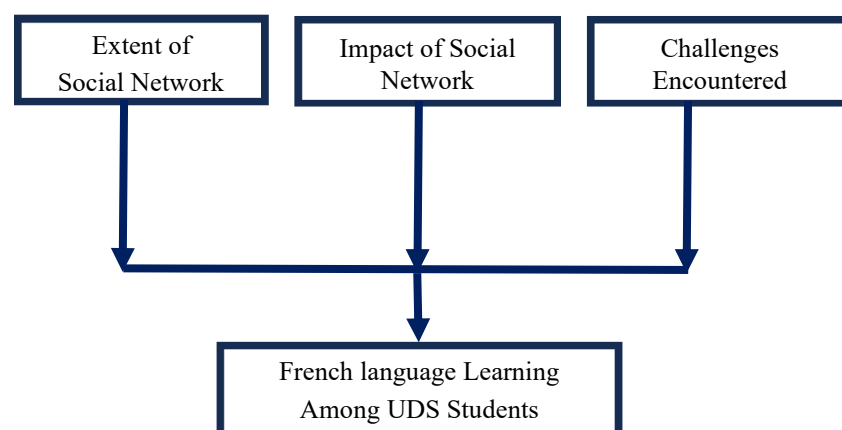


Figure 1. Conceptual Framework

6. METHODS

This study used a mixed-methods approach combining quantitative and qualitative strategies to examine social network use in French learning among UDS Nyankpala Campus students. The quantitative component, utilizing structured questionnaires, captured data on platform usage frequency, perceived skill benefits, and associated challenges. The qualitative phase involved semi-structured interviews, offering deeper insights into students' experiences, motivations, and obstacles. This triangulated approach provided a comprehensive view, balancing statistical patterns with individual narratives. An explanatory sequential design was used beginning with surveys and followed by targeted interviews based on survey responses. This structure enabled the identification of meaningful trends and the exploration of underlying causes. The study targeted all 21 undergraduate French learners at the campus, employing a census approach for the quantitative phase and purposive plus convenience sampling for interviews. A total of 21 questionnaires were administered to the study participants, with 19 questionnaires received, representing a response rate of 90.5%. Primary data were gathered through questionnaires and interviews, while secondary data from journal articles and institutional reports provided theoretical grounding. Data were analyzed using SPSS for quantitative findings and Braun and Clarke's (2006) thematic method for qualitative data. Ethical procedures followed Belmont Report guidelines, ensuring voluntary participation, anonymity, and data confidentiality (National Commission..., 1979). Ethical clearance was secured from the university. Overall, the methodology ensured depth, reliability, and ethical rigor in assessing the role of social networks in language acquisition.

7. RESULTS

This section focuses on the presentation, interpretation, and analysis of the data collected during the study. The results are structured into various sections, starting with an overview of the participants' demographic characteristics, such as age, gender, and academic level. Following this, the chapter delves into areas that correspond with the research objectives, providing detailed insights and discussions based on the findings related to each objective.

Table 1. Frequency Table for Age of Respondents

Age Group	Frequency	Percentage
Below 18 years	1	5.3
18–20 years	5	26.3
21–23 years	9	47.4
24–26 years	3	15.8
Above 26 years	1	5.3
Total	19	100

The age distribution indicates that most respondents (47.4%) are aged 21–23, typical for undergraduate students in Ghana. The second largest group, aged 18–20, makes up 26.3%, representing younger undergraduates. Smaller percentages include 15.8% aged 24–26, and 5.3% each below 18 and above 26.

Table 2. Frequency Table for Gender of Respondents

Gender	Frequency	Percentage
Male	8	42.1
Female	11	57.9
Other	0	0.0
Total	19	100

Table 2 presents the gender distribution. A slightly higher proportion of the participants were female (57.9%) compared to male (42.1%), indicating a modest female majority in the sample. No respondent identified as “Other” in terms of gender.

Table 3. Frequency Table for Level of Study

Level of Study	Frequency	Percentage
Level 100	3	15.8
Level 200	6	31.6
Level 300	7	36.8
Level 400	3	15.8
Total	19	100

According to Table 3, Level 300 students form the largest academic group with 36.8% of the total respondents, followed by Level 200 students at 31.6%. Level 100 and Level 400 students each account for 15.8%, indicating that the sample includes students across all four academic years.

Table 4. Frequency of Social Network Usage for French Learning

Usage Frequency	Frequency	Percentage
Never	0	0.0
Rarely	2	10.5
Sometimes	6	31.6
Often	7	36.8
Very Often	4	21.1
Total	19	100

The results show that all students surveyed have used social networks for French language learning, with 36.8% using them often, 31.6% sometimes, and 21.1% very often. Only 10.5% reported rare usage, indicating that social media serves as a significant tool for language learning among students.

Table 5. Platforms Used for French Learning (Multiple Responses Allowed)

Platform	Frequency	% of Respondents (N=19)
WhatsApp	15	78.9
Facebook	10	52.6
Instagram	8	42.1
Twitter	4	21.1
YouTube	13	68.4
TikTok	6	31.6
Others	2	10.5

From table 5, WhatsApp emerged as the most frequently used platform, with 78.9% of respondents indicating its use. This reflects its popularity due to ease of communication, group sharing, and accessibility. YouTube follows with 68.4%, underscoring the importance of audiovisual content in language acquisition, especially for pronunciation and listening. Facebook (52.6%) and Instagram (42.1%) also serve as key platforms, perhaps for joining language groups or following educational pages. Twitter (21.1%), TikTok (31.6%), and Other platforms (10.5%) were less frequently cited but still represent notable channels.

Table 6. Descriptive Statistics for Impact of Social Networks on Language Skills

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	19	2	5	3.95	0.84811
Grammar	19	1	5	3.32	1.05686
Pronunciation	19	2	5	3.74	0.93346
Listening skills	19	2	5	4.05	0.84811
Writing skills	19	1	5	3.21	1.08418

Table 6 reveals the perceptions of 19 student respondents regarding the influence of social networks on their French language skills. Listening skills topped the chart with a mean score of 4.05 and a low standard deviation of 0.85, showing that students believe social media significantly aids their comprehension of spoken French. Platforms like YouTube, TikTok, and Instagram contribute to this by providing audiovisual content that showcases natural speech patterns and colloquial language. Vocabulary acquisition closely followed with a mean of 3.95, highlighting the effectiveness of diverse online texts for learning contextually. Pronunciation also rated well at 3.74, as students use these networks to imitate native accents through repeated exposure to digital speech.

Findings indicate a moderate impact of social networks on grammar and writing skills, with mean scores of 3.32 and 3.21, respectively. These scores suggest a less significant influence, likely due to the informal nature of social media communication, where grammatical norms are often disregarded for brevity. Use of abbreviations, emojis, and slang may hinder the development of formal writing skills. The observed standard deviations for grammar (1.06) and writing (1.08) point to a varied student experience, indicating that some utilize platforms that promote structured grammatical content, while others engage with less educational material.

8. CHALLENGES STUDENTS ENCOUNTERED IN USING SOCIAL NETWORKS

In a qualitative analysis involving interviews with six students at the University for Development Studies, challenges in using social networks for learning French were identified. Key difficulties included technical, linguistic, pedagogical, and psychological barriers. A significant issue highlighted was poor internet access, particularly on campus and in nearby hostels, which hampers the ability to stream learning materials and participate in group discussions via platforms like WhatsApp. This reflects a broader infrastructural challenge affecting digital learning in Ghana and much of Africa.

Another student stated that distractions from unrelated content were a major concern. She noted, *Each time I go on YouTube or Instagram to look for French tutorials, I end up spending time on music videos or comedy clips before I realize I've wasted my study time.* This reflects the dual nature of social media while it provides access to educational content, it is also embedded with entertainment algorithms that often divert attention.

A third student observed that there is a lack of structured and reliable French learning content on the platforms they frequently use. According to him, *Sometimes the French videos on TikTok are too informal or slang-based, and I get confused because what I learn doesn't match what the lecturer teaches in class.* This highlights a challenge where the informal nature of user-generated content may not align with formal language learning objectives.

The fourth interviewee encountered difficulties in understanding spoken French in online videos because of the rapid speech and unfamiliar accents. He expressed feeling lost with the vocabulary and fast pace, highlighting linguistic barriers for learners with limited comprehension.

Another student pointed out a lack of guidance from instructors regarding the use of social media as a learning tool, stating that recommendations for specific pages or videos would be beneficial. This indicates a pedagogical gap in the integration of social networks within formal education, leading to students navigating online learning independently.

The sixth student expressed feelings of being overwhelmed and unmotivated due to information overload on learning platforms, which hampers focus and enthusiasm. The qualitative data reveal challenges in using social networks for French learning, such as poor internet connectivity, cognitive distractions, inconsistent content, comprehension issues, lack of instructor guidance, and digital fatigue. For social media to enhance language acquisition, it requires better infrastructure, content curation, and integration with formal education.

9. DISCUSSION OF FINDINGS ON THE ROLE OF DIGITAL PLATFORMS IN FRENCH LEARNING

The findings of the study confirm the widespread use of social networks among French-learning students at UDS Nyankpala Campus. All 19 respondents acknowledged some level of engagement with social media for French learning, with none indicating they “never” used such platforms. This unanimous engagement aligns with the literature that emphasizes the increasing pervasiveness of digital media in education. Blattner and Fiori (2009) found that students regularly incorporate platforms like Facebook and WhatsApp into their language learning routines. Time commitment was another important indicator of extent. A majority of students (89.5%) reported spending at least one hour per week on these platforms, with more than half (52.7%) spending over 3 hours weekly. This significant investment of time supports the work of Manca and Ranieri (2016), who argue that time spent on social networks can predict the depth of learning engagement and integration into formal learning processes. The presence of more informal platforms like TikTok (31.6%) and Instagram (42.1%) further illustrates the learners’ preference for engaging, non-traditional content formats. According to Sykes, Oskoz, and Thorne (2008), these formats can facilitate language play and creativity, which are key in enhancing learner motivation and retention. The results from Tab. 6 indicate that social networks have a varied impact on different French language skills. Listening skills recorded the highest mean score (4.05), followed closely by vocabulary (3.95) and pronunciation (3.74), while grammar (3.32) and writing (3.21) received lower scores. These findings are consistent with the literature which identifies the strengths of social media in supporting receptive and oral skills development. This is echoed by Krashen’s Input Hypothesis (1985), which emphasizes the importance of comprehensible input in language acquisition. Social networks, especially audiovisual platforms like YouTube and TikTok, provide abundant comprehensible input through native speaker videos, songs, and dialogues. This helps students improve their listening and pronunciation, aligning with the findings of Ducate and Lomicka (2009), who argue that exposure to native speech via digital media improves learners’ phonological awareness. Vocabulary acquisition through social media is also supported by studies such as those by Godwin-Jones (2011), who asserts that social networks promote incidental vocabulary learning through repeated exposure to diverse language use in context. This supports the finding in the present study that students experienced significant vocabulary improvement through social networks. Repeated interaction

with user-generated content, captions, and contextual conversation threads enhances lexical understanding, which also aligns with findings by Cvijikj, & Michahelles, (2013). On the other hand, the relatively lower impact on grammar and writing is also widely acknowledged in the literature. The informal nature of communication on social networks often leads to language that is grammatically incorrect or abbreviated, which can hinder formal skill development. This observation is supported by Kabilan, Ahmad, and Abidin (2010), who noted that although Facebook encouraged language practice, it was insufficient in supporting formal grammar acquisition. Similarly, writing on social platforms tends to prioritize brevity and immediacy over correctness and coherence. Tagg (2015) notes that digital writing, especially in chat-based contexts, often includes abbreviations, slang, and emojis, which do not reflect academic writing conventions. This may explain why writing skills received the lowest mean score in the study, highlighting a need for more structured interventions. Thus, there is broad agreement between the current findings and existing literature: social networks are powerful tools for developing oral and receptive skills but are less effective for supporting rule-based and productive skills without guided pedagogical frameworks. To bridge this gap, researchers like Blattner and Lomicka (2012) recommend blending social media use with teacher-directed tasks that reinforce grammar and writing in context. The findings on the challenges encountered by students when using social networks for learning French provide strong confirmation of concerns highlighted in the literature. Based on both qualitative interview responses, several key challenges were identified: poor internet access, distraction from non-academic content, lack of reliable educational material, comprehension difficulties, and absence of instructor guidance. Poor internet access, cited by 57.9% of respondents and reinforced by student testimonies, reflects a recurring infrastructural barrier in the sub-Saharan African context. This aligns with the findings of Olaniran (2009), who highlighted that inconsistent internet connectivity in developing countries impedes the effectiveness of digital learning. This technical limitation not only reduces access to rich online content but also affects students' motivation and consistency in engaging with language materials. Distraction from irrelevant content was noted by 63.2% of respondents, consistent with Junco's (2012) research which found that multitasking and non-academic social media use negatively impacted students' focus and academic outcomes. The open and non-curated nature of platforms like Instagram and TikTok encourages diversion, making it difficult for students to maintain disciplined learning practices without external support or monitoring. The challenge of unreliable or informal learning content also reflects

literature concerns. Students reported that user-generated content often includes slang, non-standard grammar, or culturally embedded expressions that may confuse rather than clarify. This concern is supported by Hampel and Stickler (2012), who argue that the lack of pedagogical design in much of online content reduces its efficacy for structured language development. Difficulty understanding spoken or written French especially due to native-speaker speed, unfamiliar accents, or lack of subtitles was also mentioned in both quantitative and qualitative responses. This corresponds with Saito and Akiyama's (2017) findings that learners require scaffolded listening practice and contextual cues to benefit from native-level media. Without these supports, students may feel overwhelmed or discouraged, leading to reduced engagement. Another frequently cited issue was the absence of instructor involvement in guiding students' use of social networks. Students expressed a desire for lecturers to recommend credible platforms or incorporate social media-based tasks into classroom activities.

CONCLUSION

The study highlights how students at the University for Development Studies, Nyankpala Campus, utilize social networks like WhatsApp, YouTube, and Facebook to enhance their French language learning. While all respondents engaged with these platforms, they found that social networks positively influence listening, vocabulary, and pronunciation skills, although the impact on grammar and writing was limited. Challenges such as poor internet connectivity, distractions, content quality issues, and lack of instructional guidance hindered their educational engagement.

Based on the study's findings, several recommendations are made for enhancing social networks in French language learning among university students. Institutions should improve internet infrastructure for reliable connectivity. Educators should incorporate social media into language instruction by suggesting credible resources. Additionally, students need training on managing distractions and balancing academic use of social media, potentially through workshops. These measures aim to make social networks more accessible and educationally beneficial for improving French language proficiency.

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WPLYW SIECI SPOŁECZNOŚCIOWYCH NA NAUKĘ JĘZYKA FRANCUSKIEGO WŚRÓD STUDENTÓW UNIwersYTETU UDS NA KAMPUSIE W NYANKPALA

Streszczenie

Artykuł analizuje wpływ korzystania z sieci społecznościowych na naukę języka francuskiego wśród studentów studiów licencjackich Uniwersytetu Badań Rozwojowych (UDS) na kampusie w Nyankpala. Celem było zbadanie zakresu wykorzystania mediów społecznościowych w nauce francuskiego, ich wpływu na rozwój kompetencji językowych oraz trudności napotykanych przez uczących się. Zastosowano podejście mieszane oparte na sekwencyjnym projekcie wyjaśniającym. W fazie ilościowej objęto badaniem wszystkich 21 studentów uczących się francuskiego, natomiast w fazie jakościowej przeprowadzono pogłębione wywiady z 6 osobami wybranymi celowo. Dane zebrano za pomocą ustrukturyzowanych kwestionariuszy i półustrukturyzowanych wywiadów, analizując je w SPSS v22 (statystyki opisowe, korelacja, regresja) oraz metodą analizy tematycznej. Wyniki wskazują, że studenci szeroko wykorzystują WhatsApp, YouTube i Facebook w nauce francuskiego. Wyniki badań potwierdzają, że sieci społecznościowe wspierają rozwój umiejętności receptywnych i ustnych, choć jednocześnie wymagają integracji z programem nauczania w celu osiągnięcia lepszego efektu nauki.

Słowa kluczowe: sieci społecznościowe; nauka języka francuskiego; studenci uniwersyteccy; narzędzia cyfrowe; przyswajanie języka