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# Social Media in Teaching English for EFL Students: A Review of Challenges and Suggestions

Mohammed Abdulkareem Abdullah Alkamel\* 

Department of English and Translation, Al-Qalam University for Humanities and Applied Sciences, Ibb, Yemen

## Abstract

This research paper examines the use of social media in teaching English as a foreign language (EFL) to students. The study aims to identify the major social media platforms utilized for EFL teaching and learning, assess their effectiveness, determine the challenges faced by students and teachers, and pinpoint best practices for integrating social media into English language instruction. The paper provides a review of the literature on the role of social media in English language learning and teaching. It highlights how platforms like Facebook, Twitter, Instagram, and YouTube can enhance various English language skills, including listening, speaking, reading, and writing. The study also discusses the advantages of using social media for language learning, such as providing opportunities for authentic communication, facilitating collaborative learning, and increasing learner motivation and engagement. Furthermore, the research paper explores the challenges associated with integrating social media into EFL teaching, such as technical issues, pedagogical concerns, and student/teacher resistance. It then suggests best practices for effectively leveraging social media in the EFL classroom, including selecting appropriate platforms, designing engaging activities, and providing necessary training and support for both teachers and students. The findings of this study can offer valuable insights for EFL teachers and institutions on how to effectively incorporate social media into their English language teaching practices, ultimately enhancing the learning experience and outcomes for EFL students.

## Keywords

Social Media, EFL, ELT, Platforms, Technology in Education

## 1. Introduction

The field of education, particularly the teaching and learning of English as a foreign language, has been significantly affected by technological advancements. One of the technological parts is Social media. It is a famous platform that people use to communicate online and to establish engage a relationship [1]. Khaloufi, and Laabidi defined social media as a collection of internet-based applications that enable users to create and share a variety of content. Social media includes

various platforms such as Facebook, Twitter, Instagram, and YouTube that are easily accessible and free to sign up for, which may contribute to their widespread use [2].

Using of social media in an EFL context offers some chances for students to improve their overall English language proficiency. Because English is seen as an international language that people use to connect with one another throughout the globe, it is one of the languages that is most frequently

\*Corresponding author: [alkamel2030@gmail.com](mailto:alkamel2030@gmail.com) (Mohammed Abdulkareem Abdullah Alkamel),

[alkamel2030@quni.edu.ye](mailto:alkamel2030@quni.edu.ye) (Mohammed Abdulkareem Abdullah Alkamel)

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used in social media. Numerous studies, including those by [3, 4] have explored the impact of social media on English language learning. These studies have indicated that social media-based learning is markedly more effective than traditional methods that do not incorporate social media. Additionally, collaboration has been identified as a valuable learning strategy for enhancing proficiency in a second or foreign language [3]. International communication activities are impacted by language, which is a significant factor. To achieve proficiency and effective communication, students must use various aspects of all four language skills of English, including listening, speaking, reading, and writing. [5]. Additionally, Ahmadi suggests that instructors' teaching methods are a crucial element in language learning [6]. Computers are recognized as a valuable instructional tool in language classes, provided that teachers have sufficient access, preparation, and curriculum flexibility.

In this study, the researcher focuses on reviewing of challenges and suggestions of social media in teaching English for EFL students. The researcher's motivation for conducting this research is the recognition that English majors must utilize social media platforms to cultivate their language abilities. With this background in mind, the researcher aims to delve deeper into the topic of social media's role in teaching English to EFL students.

According to Yen and Mohamad, English is widely recognized as the lingua franca and the most commonly used language globally [37]. Due to the continual advancements and innovations in education, many educational institutions and schools are being urged to enhance their teaching methods and educational standards to keep abreast of the latest trends in education and take advantage of the internet. Using of social media is considered as an integral part of learning in various fields, including language learning. The utilization of social media applications has become increasingly prevalent in English language learning due to its convenient and effective nature. Yanti suggest that innovative and creative social media encourages learners and makes them more enthusiastic about process of language learning [7]. Additionally, the success level of students in language learning can motivate them to use social media to learning English language.

### 1.1. Significance of the Study

The significance of this research paper lies in its contribution to the field of English language teaching for EFL students by exploring the challenges and benefits of using social media as a teaching tool inside and outside the classroom. As social media is becoming increasingly popular worldwide, it is important to investigate how it can be effectively integrated into English language teaching for EFL students. The findings of this research hopefully can provide insights into the best practices and strategies for using social media in language teaching, which could benefit EFL teachers and students. Additionally, this research can help to identify the major

challenges faced by teachers and students when using social media for language learning and suggest ways to overcome them. Ultimately, this research can lead to the improvement of English language teaching for EFL students and enhance the effectiveness and efficiency of language learning.

This research aims to determine the major social media platforms used in English language learning and teaching worldwide, assess their effectiveness, identify challenges faced by students and teachers, and pinpoint best practices for integrating social media into English language teaching for EFL students. Specifically, the study attempts to answer the following questions: first, what are the main challenges faced by EFL teachers and students when using social media as a means of teaching English language learning? Second, what are the common social media platforms used in teaching English as a foreign language (EFL)? Third, how effective is the use of social media in teaching English to EFL students? Fourth, what are the best practices and strategies for integrating social media into English language teaching for EFL students?

### 1.2. Objectives of the Study

This study aims to achieve the following objectives:

- 1) To identify major social media platforms used for EFL teaching/learning worldwide and evaluate their efficiency.
- 2) To determine challenges faced by EFL students/teachers using social media, and best practices for integrating it into English instruction.

## 2. Literature Review

### 2.1. Social Media and English Language Learning and Teaching

The education sector is undergoing significant changes as it continuously adapts to global advancements and requirements. Regarding the utilization of social media for language learning, [8] found that students possess favorable attitudes towards social media and perceive it as a comfortable tool for learning in their lessons. Facebook is considered one of the most effortless and practical means of learning since it is the most widely used social media platform in their day-to-day lives. Students regard Facebook as an excellent platform for independent or collaborative learning [8]. Furthermore, [9, 10] concur that learners can acquire English language proficiency through social media, as language functions as a communication means. Additionally, as English is an international language, social media provides numerous unique and enjoyable ways to learn it if used properly.

There are numerous examples of social media being utilized as a tool for enhancing English language (EL) skills and providing a wide range of chances for learners to progress

their four skills (listening, speaking, reading, writing), as well as other language abilities. In the context of English as a Foreign Language (EFL), the utilization of social media has advantages and can assist in the development of learners' English skills. For instance, YouTube videos are beneficial in helping learners practice their English listening skills [11]. YouTube can also be used to enhance other English language skills, such as pronunciation, grammar, and syntax. Additionally, there are several applications that can effectively improve listening skills, such as BBC News, Radio, Podcasts, Audiobooks, and YouTube. Furthermore, social media provides learners with the opportunity to enhance their communicative vocabulary by reading new texts and learning new phrases. To improve their speaking abilities, learners can establish their own Facebook groups with other English language learners (ELLs) to engage in regular and open communication. They can also follow or join organizations, companies, and teachers who share language learning platforms and pages [11].

The researcher believes that social media has emerged as a valuable avenue for both teaching and learning the English language. Social media platforms like Facebook, Twitter, and Instagram offer a wide range of resources that can assist in acquiring all English language skills. Learners can connect with native speakers and participate in conversational exchanges, access online courses and tutorials, and even hone their writing abilities through blogs and other online forums. Teachers, on the other hand, can leverage social media to foster online communities, exchange teaching materials, and provide feedback to their students. Thus, social media has revolutionized the process of learning and teaching English, making it more accessible, dynamic, and engaging.

## 2.2. The Impact of Social Media on English Language Learning and Teaching

According to McConnell 2000, as cited in [12], using social media for language learning can provide several benefits, such as clarifying ambiguous concepts, enhancing critical thinking skills, offering a platform for information sharing, developing interpersonal skills, enabling learning in a social context, and allowing for the validation of ideas through discussion, multiple perspectives, and argumentation.

While social media can have both positive and negative effects on English language learning, the positive impacts are evident in everyday life. For instance, students often enthusiastically form study groups on various social media platforms like Facebook, WhatsApp, and Twitter. Additionally, the ability to share papers or articles related to the subject matter helps students gain a better understanding of the concepts presented [10]. Furthermore, social media provides a practical and convenient alternative to traditional learning methods, as students and lecturers can easily share learning materials through various platforms without the need to visit a library or purchase physical books.

Bhatti, et al. highlight a third advantageous impact of social media on English language learning, which is that it provides substantial comprehensible language input from the information, texts, and vocabulary available on these platforms [13]. Additionally, individuals have the opportunity to use the English language in social media interactions, communication, cooperation, and information sharing. Consequently, social media offers numerous benefits for improving English language learning by providing new information and tips for language acquisition.

## 2.3. Previous Studies

Social media is now a crucial aspect of our daily routine, and its prevalence has affected the educational sector, particularly in language learning. The utilization of social media in teaching and learning has become a subject of interest among researchers in recent times. This review of literature aims to examine prior studies on the use of social media in teaching English to EFL students, along with the difficulties and recommendations associated with this approach.

Prayudha has illustrated the benefits that educational facilities could achieve through adopting social media platforms [14]. However, the study mentioned some challenges that could hinder and reduce those advantages. Adopting different social media platforms could influence "the way and motivation of student learning so that the teacher as the main key in learning must be really evaluative and selective in choosing the appropriate type of social media used in the learning process".

Muftah conducted a study to investigate how social media has influenced the learning of the English language during the COVID-19 pandemic, as it has become the most significant and convenient mode of communication [16]. The research was conducted among undergraduate English language learners, with a sample size of 166 students from Najran University. A survey questionnaire was administered to determine the impact of various social media platforms on English language learning during the pandemic. The findings revealed that social media has had a positive effect on improving writing style, reading skills, listening and lexical variation, communication skills, and grammar usage in English language learning. The study proposed the implementation of immediate pedagogical reforms and the provision of professional development and training sessions to both students and educators to utilize social media as an effective instructional technology in the context of English language teaching and learning.

On the other hand, there are certain challenges that may hinder adopting social media platforms in learning English for the EFL students; it may also reduce the positive potential results that the educational facilities seek. A set of studies highlighted and investigated using social media platform or integrating them into the traditional teaching methods in learning English. For instance, [17] suggested that teachers

should provide guidance and support to students when using social media for language learning. They also recommended that teachers should create engaging and interactive activities that encourage students to participate actively.

Numerous studies have explored the utilization of social media in language learning, with a specific emphasis on English language learning for EFL students. For example, [18] conducted a literature review on the use of social media in English language teaching and learning and emphasized the advantages and disadvantages associated with this approach. They discovered that social media can improve students' language abilities, boost their motivation, and offer opportunities for collaborative learning. Nevertheless, they also identified obstacles like the digital divide and the necessity for explicit guidelines and instructions.

Alharthi, et al. highlighted the under-researched area of using social media platforms (SMPs) for English language vocabulary learning, mainly in a Saudi Arabian perspective [19]. The scarcity of research in this area is highlighted by previous studies, and recent research in Vietnam and Indonesia recommends further exploration of the use of SMPs for learning English as second language. The article examined 15 pertinent studies from 50 peer-reviewed articles that were published between 2014 and 2018. It emphasizes the efficacy of social media platforms (SMPs) in enhancing learner engagement, motivation, and vocabulary development. The authors also suggested a definition for the term social media, which has not been universally agreed upon in educational literature due to the novel and rapidly changing nature of SMPs. The research proposed that SMPs can be advantageous tools and resources to promote learning and emphasizes the necessity for further research in this domain.

Basri, et al. conducted a qualitative case study to investigate the influence of social media on English language learning and teaching in Northern Iraq [20]. The study included ten participants who were purposively selected from secondary school learners, language educators, teachers in private and non-public schools and colleges, ESL instructors, and a practitioner of Teaching English to Speakers of Other Languages. The researchers collected data through written interviews using a SWOT matrix. The study revealed that social media has strengths and opportunities in English language learning, such as providing up-to-date information, language input, communication with native speakers, and facilitating frontline learning. However, social media also has drawbacks, such as deception, unscholarly and ungrammatical content, obscenities, and generic collaborations that could distract language students. The study also highlighted some practical uses of social media in English language learning, and suggestions for further research opportunities were included.

Nesrallah and Zangana investigated the impact of social media on improving the English language vocabulary attainment of second-year EFL learners at the University of Diyala [21]. The research evaluates the effectiveness of uti-

lizing social media for vocabulary learning and aims to test the hypothesis that communication methods can aid students in expanding their vocabulary. The study concluded that social media is a beneficial and effective tool for teaching and learning foreign languages, and it is advantageous in enhancing vocabulary. The findings confirmed that social media is successful in improving vocabulary.

Abdulaziz explored the effects of social media, specifically mobile apps Snapchat and Instagram, on learning English speaking and reading skills [22]. The study examined the impact of user attitude, experience, and perception on the use of social media platforms for English language learning in a classroom setting. The research utilized several databases, including Academic Search Complete, Education Source, ERIC, Library, Information Science, and Technology Abstracts, and Professional Development Collection. The findings revealed that learners who have social media accounts are less interested in learning English, even for leisure reading. The study concludes that Instagram is a more effective social media platform for engaging and learning the English language, as it provides practical knowledge and promotes interaction.

Similarly, Yadav revealed the role of social media in English language learning and found that it can promote active learning, increase students' engagement, and enhance their language skills [23]. However, they also highlighted challenges such as the lack of control over the quality and appropriateness of the content and the need for teacher guidance and support.

Hasana, et al. examined how EFL students informally acquire the English language through Facebook [24]. By using qualitative approach, the researchers collected data through participant observations for 6 months including 275 members. The study examined the three most popular Educational Facebook Pages (EFPs) and analyzed the data thematically. The research discovered that EFP users concentrated on improving their grammar and acquiring new vocabulary, shared information, and looked for guidance and clarification as part of their learning journey. The study suggested that social networking sites, specifically Facebook, have the potential to be online affinity spaces for informal English language learning. The findings of the study can be beneficial to developers of educational technology systems and curriculum designers in creating web-based learning processes that are more accessible to learners in the twenty-first century. Overall, the study highlighted the potential of social media platforms as a tool for informal language learning.

In Turkey, [25] conducted a study written in English in which it is investigated Instagram as an education platform for EFL Learners. The study revealed that Instagram came first as the most prevalent social media stage among Turkish university students, since they prefer using it for language learning purposes, it consumes a positive effect on learners' language learning.

Minalla examined the impact of WhatsApp chat groups on

the verbal interaction of English as a Foreign Language (EFL) learners outside the classroom context in Tabuk, Saudi Arabia [26]. The researchers conducted a qualitative study involving 20 EFL learners who were grouped into two WhatsApp chat groups. The participants engaged in conversations in English for six weeks, and their interactions were recorded and examined. The outcomes suggest that the WhatsApp chat groups had a positive impact on the learners' verbal interaction, as they were able to practice their English speaking skills, increase their confidence, and engage in peer-to-peer learning. The study highlights the potential of mobile technology, such as WhatsApp, in enhancing language learning outside the classroom context.

Alshabeb and Almaqrnaimed to fill the fissures in research on mobile learning methods in Saudi Arabia, specifically focusing on university-level EFL students [27]. The study investigated how students use social media applications and mobile devices in language learning, both inside and outside the classroom, and analyzes their attitudes towards these technologies. The study surveyed 102 students of both genders and conducted five semi-structured interviews. The research tools were developed by reviewing existing literature on learners' attitudes towards mobile technologies in various countries. The results indicated a generally favorable attitude among student participants towards utilizing social media and mobile technologies to enhance their English language learning. The study concluded that it is crucial for Saudi Arabia to keep pace with technological advancements to provide the most effective learning experience for students and help them reach their full potential.

Alshabeb and Almaqrnaimed have identified two main challenges that limited and hinder using social media platforms in educations; they are cyber-bullying explain and a waste of time [27]. Thus, policy makers should take into their account finding suitable solutions to those challenges before trying to use social media in educational purposes. However, it can be said that social media platforms have both advantages and disadvantages when it comes to using them for educational purposes.

Chawinga conducted a study to explore the role of social media, specifically Twitter and blogs, in enhancing teaching and learning in university classrooms, despite concerns that it may be a distraction to pedagogy [28]. The research integrated Twitter and blogs into two undergraduate courses in the Department of Library and Information Science at Mzuzu University in Malawi. The data was collected through the analysis of blog and Twitter posts by students and a questionnaire sent to 64 students to assess their perception of social media use in the classroom. The findings indicated that if appropriately implemented, Twitter and blogs can promote a learner-centered approach to teaching by allowing students to share and discuss course materials, post reflections on the course, and interact with each other and their instructor 24/7. Challenges encountered included the cost of internet data bundles, limited Wi-Fi access, poor bandwidth, and inadequate com-

puters. Overall, the study highlights the potential of social media as a tool to facilitate teaching and learning in university classrooms.

In the same respect, [29] indicated that Instagram represents educational chances to the learners of English language, as the learners felt relaxed and spontaneous. The study confirmed that students managed to improve their communicative, writing and reading skills depending on Instagram tasks. Therefore, this suggests that Instagram has the potential to be a valuable tool for language learning in Turkey. Additionally, the study by [29] supports the argument that Instagram represents educational opportunities for English language learners, as it allows learners to feel relaxed and spontaneous, which can contribute to their language learning experience. Overall, the studies suggest that using Instagram as an education platform can improve students' communicative, writing, and reading skills, making it a valuable tool for language learning in Turkey.

Alqunayeer and Zamir, investigated the English language learning needs of female students at Qassim University in Saudi Arabia [30]. The researchers conducted a needs analysis survey involving 120 female students, using a questionnaire containing of open-ended and closed-ended questions. The findings showed that the students have various language learning needs, including the need for more speaking and listening practice, improved vocabulary, and better writing skills. The study also identified cultural and social factors that affect the students' learning, such as gender segregation and limited exposure to English outside the classroom. The researchers suggested that addressing the identified needs and considering cultural and social factors can enhance the effectiveness of English language teaching and learning at Qassim University. The study highlighted the importance of conducting needs analysis to inform language teaching and learning practices in specific contexts.

Accordingly, while social media platforms can offer numerous benefits, such as providing a more engaging and interactive learning environment, there are also potential challenges that need to be considered. For instance, not all social media platforms may be appropriate for all learners, and some may require a particular skill set or level of technological literacy that not all students may possess. There is a need for careful consideration and planning when integrating social media platforms into EFL learning, to ensure that the potential benefits are maximized while minimizing the potential challenges.

Al-Sharqi, et al. proposed several recommendations for the use of social media in English language learning [10]. The authors suggested providing foundational training courses in ICT/SNS for both educators and learners, offering adequate hardware and technical support to educational institutions, and developing formal rules and guidelines to regulate the use of social media platforms for educational purposes. These measures can help address the challenges faced in EFL education when relying on such platforms. Similarly, Alfahadi

investigated the role of social media sites in enhancing English language learning [31]. The study recommended integrating social media platforms into the traditional teaching methods of English language instruction as they provide a vast collection of sound, text, and videos that enable learners to comment and receive immediate feedback. The author emphasized the importance of using social media in the classroom environment under the supervision of the teacher to avoid misuse and prevent wasting time on non-educational content. The study suggested that reliance on social media can enhance the effectiveness of English language teaching.

Therefore, the previous studies found that students have a positive attitude towards using social media for language learning, as it provides unique and enjoyable ways to develop their English proficiency across the four skills - listening, speaking, reading, and writing. Social media enables EFL learners to connect with native English speakers, engage in regular communication practice, and learn new vocabulary and language structures in authentic contexts. Platforms like YouTube can specifically help improve listening skills through exposure to English videos, podcasts, and audiobooks. Learners can create their own social media groups to practice speaking and communicating with fellow EFL students. The literature highlights the potential of social media to be leveraged as an effective tool for enhancing EFL teaching and learning, provided it is integrated thoughtfully into the curriculum. So, social media platforms may offer many benefits, such as facilitating communication and providing access to a wealth of information, educators must weigh these benefits against potential challenges, such as the need for careful selection of appropriate platforms and the potential for distraction. However, as any technology, social media is not a panacea, and its use must be carefully evaluated and integrated into the learning experience to ensure that it aligns with the learning goals and needs of the students. Ultimately, the decision to use social media in education should be based on a careful evaluation of its potential benefits and drawbacks, and the extent to which it can support the learning experience.

### 3. Research Methodology

#### 3.1. Research Design

The researcher has utilized a literature review methodology to study use of social media in teaching English for EFL students. It is suitable to reach the objectives of the current study, based on the research objectives and questions. This qualitative approach involves the systematic review and analysis of published articles, academic studies, and other relevant sources to provide a comprehensive overview of the existing literature on the topic. The researcher believes that this study will obtain deeper and more detailed understandings about a phenomenon, which is the use of social media in learning and Teaching of English.

#### 3.2. Instrument of Data Collection

The study is conducted using relevant databases and search terms to identify relevant studies and sources. The selected studies will be screened and evaluated for relevance and quality using predetermined inclusion and exclusion criteria. Data will be extracted from the selected studies, and the findings will be analyzed and synthesized to address the research questions and objectives of the study.

In the current study, the researcher collected about thirty related studies that addressed issues related to the topic. The researcher has investigated and filtered the primary studies that he gathered and dismissed the unrelated studies. Twenty studies were relevant to the present study. The majority of the studies and research that the author collected in this research were conducted between 2015 and 2022, while the researcher relied on a few old related studies that established foundational concepts that are continuous to our day. The researcher seeks utilizing the current review as a foundation to provide a set of recommendations that could help support the adopting of social media in EFL learning among the Saudi students.

#### 3.3. Validity and Credibility

The researcher verified the validity of the studies using Google Scholar and a range of published articles, academic studies, and other relevant sources from reputable databases.

The study has a high level of validity as it uses a systematic literature review methodology, which is a well-established and objective method of data collection. The methodological credibility of the study is verified as it uses a systematic literature review methodology, which is a widely accepted and rigorous approach to data collection and analysis. The study also uses predetermined inclusion and exclusion criteria to ensure that the selected studies are relevant and of high quality.

### 4. Discussion of the Results

#### 4.1. Challenges Faced by EFL Teachers and Students When Using Social Media as a Means of Teaching English Language

To ensure successful and secure language learning, it is vital to tackle various challenges associated with employing social media as a teaching tool for EFL students. One of the main challenges is the quality and appropriateness of the content available on social media platforms. Learners may encounter unscholarly and ungrammatical content, obscenities, and generic collaborations that could divert language students. Therefore, teachers need to guide and support students in selecting appropriate content. Additionally, the lack of control over content quality and appropriateness is a challenge that needs to be considered as social media platforms are open to everyone, and learners may encounter inappro-

priate or irrelevant content that does not contribute to their language learning process. Cyber-bullying and wasting time are also challenges that need to be addressed. Moreover, cultural and social factors that affect learners' language learning, such as gender segregation and limited exposure to English outside the classroom, could pose a challenge. In certain situations, inadequate Wi-Fi access, low bandwidth, insufficient computers, and expensive internet data bundles can impede the efficient utilization of social media platforms.

Several suggestions have been put forth to address these obstacles, including offering fundamental training courses in ICT/SNS to educators and learners, providing exceptional hardware and technical support to educational institutions, and establishing official guidelines and policies that govern the use of social media platforms for educational purposes. Teachers must be selective in choosing appropriate social media platforms that align with the learning objectives and the needs of the learners, as emphasized by [14]. Teachers need to provide guidance and support to students when using social media for language learning, as suggested by [17]. Engaging and interactive activities that encourage active participation can be created. [32] highlight the issue of the digital divide, which refers to the unequal access to technology and internet connectivity. This can limit the use of social media in language learning for some students. Guidelines and instructions for social media integration in language learning are also needed, as identified by [18]. This can include guidance on appropriate behavior, online safety, and privacy concerns. Adequate training and support for teachers and students in using social media for language learning, as emphasized by [33], are also needed. Thus, addressing these challenges requires appropriate training, support, and guidelines for both teachers and students. By doing so, the benefits of social media integration in EFL teaching can be maximized, and language learning outcomes can be improved. Additionally, integrating social media platforms into traditional teaching methods and using them under the supervision of the teacher can add effectiveness to teaching English by providing learners with a vast collection of sound, text, and videos that enable them to comment and get direct remedial feedback. Social media can represent teaching and learning aids in the classroom environment and outside as well.

#### 4.2. Common Social Media Platforms Used in Teaching English as a Foreign Language (EFL)

Several social media platforms have been used in teaching English as a foreign language (EFL), but the most common ones include YouTube, Facebook, Twitter, Instagram, WhatsApp, and Line [33-35]. Both studies centered on the viewpoints of Indonesian students and discovered that YouTube is the most frequently used social media platform for English language learning. Additionally, the studies emphasized the advantages of social media in enhancing English language skills, such as pronuncia-

tion and vocabulary. These platforms have been found to provide EFL learners with access to authentic English content, opportunities for interaction with native speakers, and a platform for collaborative learning [34, 36].

Moreover, the choice of platform depends on the learning objectives and the needs of the learners. Below are some of the common social media platforms used in EFL teaching.

- 1) Facebook: Facebook is one of the most widely used social media platforms for EFL teaching [17, 18]. It can be used to post learning materials, engage in discussions, and collaborate on projects.
- 2) Twitter: Twitter can be used in EFL teaching to promote language learning through micro-blogging and short-form content [32].
- 3) Instagram: Instagram can be used in EFL teaching to enhance students' language skills through visual content, such as images and videos [33].
- 4) YouTube: YouTube can be used in EFL teaching to provide students with access to a wide range of authentic language input, such as videos and podcasts [18].
- 5) WhatsApp: WhatsApp can be used in EFL teaching to facilitate communication and collaboration among learners and teachers [33].

It is important to note that the use of social media platforms in EFL teaching should be accompanied by appropriate guidance and support from teachers. This can include providing clear guidelines on appropriate behaviour, online safety, and privacy concerns.

#### 4.3. The Effectiveness of Social Media in Teaching English to EFL Students

The use of social media in teaching English as a foreign language (EFL) can offer several benefits, including enhancing language skills, promoting collaborative learning, and increasing student motivation. Social media can provide learners with opportunities to practice their language skills in various contexts, such as writing comments, participating in discussions, and creating multimedia content [17]. These activities can help learners improve their writing, reading, listening, and speaking skills. Learners can also receive feedback from their peers and teachers, which can further enhance their language skills [32]. Additionally, social media can promote collaborative learning among EFL students by providing them with a platform to share ideas, work on projects together, and give feedback to one another while also allowing them to interact with native speakers of English and learn from their language use, which can further enhance their language skills [33]. Furthermore, social media can increase EFL students' motivation to learn English by making the learning experience more engaging and interactive [14] through providing learners with access to authentic language input, such as videos, podcasts, and social media posts, which can make language learning more interesting and relevant to their lives. However, the use of social media in EFL teaching



also poses several challenges that need to be addressed to ensure safe and effective use of social media in language learning. The effectiveness of social media in EFL teaching depends on various factors, such as the quality of the content, the appropriateness of the platform, and the level of guidance and support provided by teachers. Therefore, teachers need to carefully consider these factors when integrating social media into their teaching practices.

#### 4.4. Best Practices and Strategies for Integrating Social Media into English Language Teaching for EFL Students

The studies reviewed suggest that social media can be an effective tool in EFL learning, provided that teachers consider the challenges and provide appropriate support, training, and guidance to students. One recommendation is for teachers to be selective in choosing appropriate social media platforms to use in the learning process, taking into account the specific needs of learners, the appropriateness of the platform, and the level of technological literacy. [15] emphasized the need for teachers to evaluate the impact of different social media platforms on student motivation and learning outcomes. In addition to this, foundational training courses in ICT/SNS, formal rules and agendas that regulate using social media platforms in educational purposes, integrating social media platforms into traditional teaching methods, and using them under the supervision of the teacher are suggested. [18] recommended that teachers provide guidance and support to students when using social media for language learning by creating engaging and interactive activities that encourage active participation. The research studies also underscore the significance of providing precise rules and directives regarding the use of social media in the classroom, as well as offering suitable professional development and training opportunities for both instructors and students. Thus, the studies suggest that social media can enhance students' language skills, increase their motivation, and provide opportunities for collaborative learning in EFL learning.

### 5. Recommendations

Based on the challenges and suggestions reviewed, the following recommendations are proposed for the use of social media in teaching English for EFL students:

- 1) Select appropriate social media platforms: Teachers should be selective in choosing appropriate social media platforms that align with the learning objectives and the needs of the learners. They should consider the appropriateness of the platform, the level of technological literacy, and the quality of content available on the platform. Students' age and level of language proficiency should be also taken into account.
- 2) Provide guidance and support: Teachers should provide guidance and support to students when using social media

for language learning. They should create engaging and interactive activities that encourage active participation and provide clear guidelines and instructions on the use of social media inside and outside of the classroom.

- 3) Provide training and professional development: Teachers and students need to receive adequate training and support in using social media for language learning, including identifying appropriate content and tools, managing online interactions, and using social media for language practice. Formal training courses in ICT/SNS can be provided to both educators and learners.
- 4) Address digital divide: Teachers should be aware of the issue of the numerical divide, which states the unequal access to technology and internet connectivity, and try to provide solutions to overcome it.
- 5) Address content quality and appropriateness: Teachers should guide and support students in selecting appropriate content. They should create rules and agendas that regulate using social media platforms in educational purposes and provide guidance on appropriate behavior, online safety, and privacy concerns.
- 6) Integrate social media into traditional teaching methods: Social media platforms can be integrated into traditional teaching methods to represent teaching and learning aids and provide learners with a vast collection of sound, text, and videos that enable them to comment and get direct remedial feedback.
- 7) Using social media under supervision: Social media should be used under the supervision of the teacher to avoid misuse or wasting a lot of time watching non-educational contents.

### 6. Conclusion

In conclusion, using social media in teaching English for EFL students presents both opportunities and challenges. While social media platforms can improve EFL students' language skills, motivation, and collaborative learning opportunities, there are challenges related to content quality and appropriateness, technological literacy, digital divide, and online safety [38]. In order to utilize social media effectively for language learning, it is recommended that teachers carefully select appropriate social media platforms, provide guidance and assistance to their students, and integrate social media with traditional teaching methods. Policymakers should also take into account the digital divide and establish guidelines and policies governing the use of social media platforms for educational purposes. Furthermore, researchers could explore the effectiveness of social media in language learning and examine the impact of different social media platforms and various content types on language learning outcomes. In summary, the study highlights the need for appropriate training, support, and guidelines for the use of social media in teaching English for EFL students. By addressing the challenges and following the recommendations proposed in the study, the benefits of social

media integration in EFL teaching can be maximized, and language learning outcomes can be improved.

## Abbreviations

EFL	English as Foreign Language
ELT	English Language Teaching
SMPs	Social Media Platforms
EFPs	Educational Facebook Pages
ICT	Information Communication Technology

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## Author Contributions

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## Conflicts of Interest

The authors declare no conflicts of interest.

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## Biography



### Mohammed Abdulkareem Abdullah Alkamel

is an Assistant professor at Al-Qalam University for Humanities and Applied Sciences, English and Translation Department. He completed his PhD in English Language Studies from Dr. BAM University, Aurangabad, India in 2021, and his Master of English in Arts from Ferguson, College, Pune University, Pune, India in 2016. Recognized for his exceptional contributions, Dr. Alkamel has published several research papers in international journals and conferences, covering topics such as online testing in higher education, ICT availability and uses among EFL Learners, and the use of ICT tools in English language teaching and learning. In addition to his academic pursuits, Dr. Alkamel has extensive experience in translation, having translated both academic and literary works between English and Arabic. He has translated books and publications. Furthermore, Dr. Alkamel has participated in conferences, workshops, and seminars, where he has shared his expertise and engaged with fellow researchers and educators. He also has served as a peer reviewer for journals and conferences, contributing to the academic community's quality standards and has been invited as a Keynote Speaker, Technical Committee Member, Session Chair, and Judge at international conferences.

## Research Field

**Mohammed Abdulkareem Abdullah Alkamel:** TESOL, ELT, Methods, Educational Technology, Semantics and Pragmatics, Translation