



## The Influence of Social Media's on Student English Proficiency: A Study of University EFL Teachers' Perspectives

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### Abstract

This study examined EFL university teachers' perspectives on the influence of social media on students' English proficiency levels in Saudi Arabia. This study is limited to explore instructors' viewpoints on optimizing various social media tools for learners. A quantitative survey was administered to 39 EFL university teachers. Data were collected using a five-point Likert scale. Descriptive statistics analyzed responses. Results showed that Saudi EFL teachers agreed that social media aids vocabulary and listening skills but views were neutral on grammar support. Excessive usage negatively impacts focus while translation reliance poses issues. Teachers require training on integrating platforms effectively. Findings partially align with literature indicating benefits depending on tailored usage. The findings suggest educators have various views on social media's language impact, depending on tailored integration approaches. By exploring perspectives and highlighting potential if implementation, access, and best practice obstacles are mitigated over time via systematic collaborative research, the study provides valuable insight and underscores opportunities if challenges are addressed constructively.

**Keywords:** English proficiency, Perspectives, Skills development, Saudi universities, Social media.

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## تأثير وسائل التواصل الاجتماعي على إتقان اللغة الإنجليزية لدى الطلاب الجامعيين: دراسة آراء معلمي اللغة الإنجليزية بوصفها لغةً أجنبية

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ملخص:

تتناول هذه الدراسة وجهات نظر معلمي اللغة الإنجليزية بوصفها لغة أجنبية في الجامعات، بشأن تأثير وسائل التواصل الاجتماعي على مستويات المهارات اللغوية لطلاب اللغة الإنجليزية في المملكة العربية السعودية. وقد أظهرت دراسات سابقة أن وسائل التواصل الاجتماعي يمكن أن تعزز مهارات اللغة مثل مفردات الكلمات، والاستماع عندما يتم دمجها بفاعلية في التدريس. ومع ذلك، فإن نماذج الدمج الفعالة والآثار قد تختلف حسب السياق والعوامل الفردية. وقد عني البحث باستكشاف وجهات نظر المعلمين بشأن تحسين هذه التقنيات للطلاب. وتم إجراء استطلاع كمي لـ 39 معلمًا للغة الإنجليزية بوصفها لغة أجنبية في الجامعات. وتم جمع البيانات بشأن وجهات النظر المتعلقة بتأثيرات وسائل التواصل الاجتماعي على تطوير المهارات والتحديات والأدوار باستخدام مقياس ليكرت الخماسي. تم تحليل الإحصاءات الوصفية للاستجابات. وقد افق المعلمون على أن وسائل التواصل الاجتماعي تعزز مهارتي المفردات والاستماع بينما كانت وجهات النظر محايدة بشأن دعم القواعد اللغوية. كما يؤثر الاستخدام المفرط سلبيًا على التركيز بينما يطرح اعتماد الترجمة مشكلات. ويطلب المعلمون التدريب على دمج هذه المنصات بفاعلية. تتوافق النتائج جزئيًا مع الأدبيات التي تشير إلى الفوائد حسب طريقة الاستخدام المخصصة. وتشير الآراء المتفاوتة إلى أن الآثار قد تعتمد على التخصيص حسب السياق. وتلبي النتائج الهدف من فهم وجهات نظر المعلمين وتبسيط الضوء على الإمكانيات المستمرة؛ إذا تمت معالجة العقبات المتعلقة بالتنفيذ والوصول وأفضل الممارسات التي تطور باستمرار من خلال الاستفسارات وتبادل التحسينات على نحو منهجي ومتنوع.

الكلمات المفتاحية: مستوى المهارة اللغوية، وجهات النظر، تطوير المهارات، الجامعات السعودية، وسائل التواصل

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## 1. Introduction

Recent studies have explored social media's potential benefits and drawbacks for language learning. Khan et al. (2023) found purposeful integration enhances skills development, while Abdullah et al. (2022) and Namaziandost and Nasri (2019) showed benefits for specific skills like speaking. However, little research has examined EFL teachers' perspectives on social media's role and how platforms may support or hinder instruction.

Social media is now deeply entwined in university students' lives worldwide. When strategically incorporated, networks can support language learning through facilitating communication, collaboration, and exposure to authentic resources (Nowbattula et al., 2024; Alharbi, 2024). However, unregulated usage may negatively impact academic performance and language development (Chowdhury, 2024).

In EFL contexts like Saudi Arabia with limited immersive practice, social media assumes greater significance for influencing English proficiency. Yet viewpoints from instructors - key stakeholders working directly with learners - remain underexplored.

To address this gap, the present study explores Saudi EFL teachers' perceptions of social media's influence on students' English skills. Insights may reveal opportunities networks offer and challenges to mitigate. Findings aim to optimize resource usage strengthening competencies inside and outside classrooms.

This qualitative research analyzes in-depth interviews with Saudi EFL teachers of varied experience and institutional contexts. Comparing perspectives across characteristics develops understanding benefiting EFL learners, educators, and programs through tailored support integrating ubiquitous technologies into pedagogy.

### Literature Review

#### 2.1 Integrating Social Media in the Classroom

Several contemporary learning theories and models offer insights into how social media may enhance language instruction when leveraged appropriately. Connectivism posits that knowledge is constructed through forming connections within networks, matching how platforms facilitate interactions that can support skills development (Pandya et al., 2024). Similarly, sociocultural theory emphasizes learning occurs through social exchanges and cultural tools, suggesting media allowing community engagement has potential to strengthen classroom learning (Nagy & Dringó-Horváth, 2024).

Reducing psychological and communication gaps between remote learners and educators is another benefit proposed by transactional distance theory (Pontillas, 2024). When teachers facilitate purposeful online "conversations," it positions social tools to aid language acquisition according to Laurillard's framework



(Eteokleous et al., 2024). Meanwhile, the TPACK model highlights the necessity of making strategic choices in technologies like social media aligned with content and pedagogical styles (Seher et al., 2024).

A typology distinguishes networking platforms, content communities, collaborative projects and informal learning networks as each lending themselves to tailored activities supporting distinct language competencies (Ziemia & Wątróbski, 2024). By grounding media integration philosophically within contemporary socio-constructivist perspectives on the role of interaction and culture, while ensuring technological applications directly meet instructional goals, researchers argue networks can potentially augment classroom language education. Overall, while empirical support is still developing, these conceptual frameworks provide guidelines on capitalizing on ubiquitous technologies' affordances to strengthen foreign language proficiency when they are appropriately employed.

It could be said that there is many research on EFL university teachers' perspectives on social media's influence on student English proficiency. On the other hand, several research studies have investigated the impacts of social media usage on EFL learners' language skills and factors affecting English learning through social networks, providing important insights (Abdullah et al., 2022; Almushwat & Sabkha, 2023; Aydın, 2014; Ghouali & Benmoussat, 2019; Khaliq et al., 2021; Khan et al., 2023; Namaziandost & Nasri, 2019; Pitaloka et al., 2021; Sharma, 2019).

Social media can provide advantages in language learning, such as authentic input resources, low-stress practice spaces, opportunities for intercultural communication, and improved learner collaboration (Khan et al., 2023). Frequent usage of Social media by EFL students and teachers significantly impacts their speaking skills, and teachers are ready to integrate it into their teaching process (Namaziandost & Nasri, 2019). Social media positively affects Libyan EFL university students' writing skills, helps acquire new vocabulary, and decreases spelling errors (Almushwat & Sabkha, 2023). Social media is an operative tool for the development of English dialectal vocabulary and motivates learners to use social media positively for vocabulary enhancement (Khaliq et al., 2021).

Two studies investigated the impact of specific social media platforms on language skills development. Abdullah et al. (2022) examined EFL learners' use of Facebook, Twitter, and YouTube, finding significant differences in the strengthening of reading, vocabulary and pronunciation abilities across the sites. Meanwhile, Aydın (2014) explored Turkish EFL students' interactions with teachers on Facebook, discovering preferences for passive behaviors and correlations between engagement and demographic factors like age. Both utilized quantitative surveys to understand student behaviors and skill benefits relating to particular networks.



Two additional studies focused on student perspectives regarding general social media usage for English learning. Pitaloka et al. (2021) qualitatively examined pre-service EFL teachers in Indonesia, finding diverse self-directed learning strategies employed, such as practicing through posts and videos. Meanwhile, Sharma (2019) quantitatively assessed Saudi students' attitudes, reporting increased confidence, reduced anxiety and perceived competence when using networks for the language.

Adopting mixed-methods, Ghouali and Benmoussat (2019) explored intensive social media's impacts on Algerian EFL writers. Findings indicated significantly lowered levels and incorporation of informal conventions reflective of social platforms into student composition.

Collectively, these studies provide insight into both benefits certain networks confer to skills, learner behaviors and preferences on interfaces, as well as potential drawbacks of unfettered usage relating to conventions and proficiency depending on integration approaches.

While these studies provide valuable insights regarding social media's impact on language learners, the existing literature seems limited on EFL university teachers' viewpoints. There are investigations exploring instructors' perspectives on how social media influences their students' English proficiency levels. Further research eliciting educators' standpoints could yield a more comprehensive understanding of challenges and opportunities in optimizing this ubiquitous technology for language development. Examining teachers' experiences may also offer strategies for supporting EFL instructors as they guide students' social media usage. Overall, the topic would benefit from additional empirical inquiry to complement prior work focusing on learners.

## 2.2. The Impact of Social Media on English Language Development

Several research studies have investigated the influence of social media usage on the development of language skills in EFL learners (Khan et al., 2023; Almushwat & Sabkha, 2023; Desta et al., 2021; Haque & Salem, 2019; Abdullah, 2020; Abdullah et al., 2022; Poramathikul et al., 2020; Sharma, 2019; Khaliq et al., 2021). Generally, these studies have found that moderate usage of social media can positively impact students' English proficiency, especially in their writing and vocabulary skills. When students actively engage with English content on platforms like Facebook, Twitter, and Instagram through reading posts, commenting, and interacting with others, it provides opportunities for informal language practice. This exposure to authentic English usage in social contexts helps strengthen students' grasp of colloquial expressions, slang terms, and idioms. However, the studies also noted that excessive or passive social media use may actually hinder language development when it replaces more productive learning activities like extensive reading, speaking practice, or immersion experiences. Moderation and intentional English engagement appear key to social media benefiting EFL proficiency.



Social media can provide advantages in language learning, such as authentic input resources, low-stress practice spaces, opportunities for intercultural communication, and improved learner collaboration (Khan et al., 2023). Social media positively affects EFL university students' writing skills, helps acquire new vocabulary, and decreases spelling errors (Almushwat & Sabkha, 2023). Social media platforms positively affect medical students' English proficiency in the process of EFL learning (Desta et al., 2021). Social media positively improves students' understanding of English and is a good platform to improve their proficiency in English (Haque & Salem, 2019).

Social media has a considerably positive effect on EFL students' English language skills, particularly in listening, speaking, and vocabulary enrichment (Abdullah, 2020). EFL learners tend to develop reading skills, vocabulary, and pronunciation through Facebook, Twitter, and YouTube, with significant differences across social media platforms (Abdullah et al., 2022). Bilingual and multilingual university students often use social media for educational purposes, which may improve their English speaking skills (Poramathikul et al., 2020). Social media usage in EFL learning can lead to increased confidence, less anxiety, and increased willingness to communicate in English among students (Sharma, 2019). Social media is an operative tool for the development of English dialectal vocabulary and motivates learners to use social media positively for the enhancement of vocabulary (Khaliq et al., 2021).

In conclusion, the research discussed in this section provides evidence that social media can have predominantly advantageous effects on EFL learners' language proficiency when used intentionally for language learning purposes. Multiple studies found benefits for skills like writing, vocabulary acquisition, and pronunciation through the exposure, informal practice, and motivation social media platforms provide. However, excessive or passive use was shown to potentially hinder development. Moderation and active engagement with English content appear crucial to capitalizing on social media's language learning potential. While more longitudinal research is still needed, existing findings suggest social media incorporation into EFL pedagogy holds promise - particularly when tailored to individual learning styles and communication needs. Overall, social media demonstrates value as a supplemental tool to complement traditional methods, providing new opportunities to support EFL students' English language development. Factors like individual differences in learning styles, which may impact the outcomes of language learning through social media, also warrant investigation.

Here are some strategies for effectively integrating social media into EFL university teaching:

Several studies have demonstrated that incorporating social media into classrooms can boost students' language abilities and involvement in learning activities. Platforms that facilitate collaboration, discussion, and online interaction have been shown to support language development when integrated into lessons, aiding



the development of speaking skills and global perspectives as well (Fithriani et al., 2019; Albahiri et al., 2023; Alkhoudary, 2018; Ismiatun & Suhartoyo, 2022; Namaziandost & Nasri, 2019). Research indicates social media incorporation can enhance participation and language skills by leveraging collaborative strategies and discussion online that improve speaking abilities and cultural understanding when incorporated into lesson planning. Pairing purposeful social media use with interactive tasks and projects positively impacts the learning process (Sharma, 2019; Laguna et al., 2021). For example, integrating supportive networking sites facilitates language learning while fostering intercultural development and metacognition (Laguna et al., 2021). Incorporating Facebook allows focused vocabulary development and strategy application (Naghdi-pour & Eldridge, 2016; Bani-Hani et al., 2014).

Educators should leverage social tools to promote engaged communities for collaborative writing and skill improvement. Facebook groups effectively teach writing mechanics and community feedback (Bani-Hani et al., 2014). Engagement within communities assists writing gains and new vocabulary acquisition (Alkhoudary, 2018).

Multimedia incorporation leads to positive affective outcomes like elevated confidence and motivation (Ahmed & Saqib, 2023). Ongoing assessment of varied integration techniques ensures approaches suit evolving student needs and enable proficiency enhancements over time. Strategic guidance avoids distraction from educational goals.

### 2.3. Social Media and the Development of English Skills

Social media holds promise as an innovative tool for language learning when integrated strategically in the classroom (Mohammad et al., 2023). Social media integration in teaching speaking skills leads to improvements in speaking skills, confidence to speak, and a decline in speaking anxiety (John & Yunus, 2021). Social media can assist EFL students in improving their writing skills by enhancing commenting, evaluation, and maintaining high motivation (Dewi & Rizal, 2023).

Several studies have found that various social media platforms can significantly improve different English language skills for EFL learners. Social networks like Facebook, email, and online communication tools can enhance writing abilities through facilitating interaction and providing access to authentic language samples (Derakhshan & Hasanabbasi, 2015). Research has shown social media can aid development in areas such as reading, writing, vocabulary mastery, listening, speaking, and grammar through active engagement on sites (Iswhayuni, 2021; Malik et al., 2022). Platforms like Twitter and Instagram were found to effectively promote language skills when utilized as channels for language teaching and learning (Sukri et al., 2018). Additional studies demonstrated social media's potential to improve writing performance in educational contexts through developing learning materials and stimulating creativity (Al-Jarrah et al., 2019; Suswati et al.,



2019). Even basic tools for online communication and collaboration were shown to benefit proficiency by supplementing traditional instruction (Faizi et al., 2014). Overall, these findings indicate that various social media platforms in education can support enhancement of different skills including writing, reading, listening, and speaking when authentically integrated into language learning.

Overall, existing literature consistently indicates social media's potential to enhance multiple English skills when incorporated strategically into language instruction. Further research evaluating specific platform uses and customized integration models may provide additional guidance on optimizing this benefit.

#### 2.4. Challenges of Social Media Use

While research has explored benefits of integrating social media, scholars note certain challenges warrant consideration. As Khan et al. (2023) point out, platforms present potential distractions and conflicts hindering focus. Educators must structure usage carefully and support varying experiences. Abdullah et al. (2022) found disparities between skill development on Facebook, Twitter, and YouTube, suggesting tailoring instruction to platform attributes optimizes resources. Additionally, perceptions vary and some question educational value - Hadoussa and Hafedh (2019) found no achievement gains compared to traditional classes.

Pre-existing digital literacies and language levels determine how individuals engage social media for learning. Pitaloka et al. (2020) saw highest impact on vocabulary yet effects likely differ based on entry skills. Technical constraints further disadvantage some - weaker connectivity especially impacts rural/low-income students from community benefits.

While mostly positive, research also indicates individual variation in teaching integration success. Student beliefs change over time on social media's influence in classrooms (Ekawati, 2022; Rerung, 2021). Teachers must consider evolving comfort expressing language publicly online.

Overall, literature highlights remaining questions around consistent application for all given contextual factors. Comparative studies exploring effective mitigation strategies could help address limitations and accessibility issues and optimize varied educational social media usage. Further evaluation of implementation factors is still warranted.

#### 1.5. Teachers' Perspectives on Managing Social Media

Here are some key considerations regarding teachers' perspectives on managing social media:

Research has explored both opportunities and challenges experienced by instructors navigating social platforms (Wankel, 2009; Fox & Bird, 2017; Purvis et al., 2020). Educators leverage networks for informal professional development, sharing knowledge and learning opportunities (Bommel et al., 2020).





Adopting a facilitator stance on Twitter positively influenced student participation and educational experience over a guiding role (Santoveña-Casal & Bernal-Bravo, 2019). However, personal and professional identity boundaries require thoughtful reflection on boundaries (Davis, 2016; Lemon & O'Brien, 2019).

When leveraged strategically, social media enhances pedagogical aspects like interaction, feedback, mentoring and support systems (Greenhow et al., 2019; Carpenter & Krutka, 2015). Both teachers and learners acknowledge benefits for deepening engagement and collaborative skill development (Stathopoulou et al., 2019).

Institutions must consider technical and contextual factors that impact individual social media management based on role, platform fluency and accessibility (Purvis et al., 2020; Fox & Bird, 2017). Overall, research points to untapped potential if challenges around identity, boundary setting and equitable access are addressed constructively.

Guidance for navigating varied professional roles while cultivating supportive online communities warrants continued exploration. Understanding diverse user experiences also informs strategic social integration approaches.

In summarizing the existing literature, several key insights emerge regarding the role of social media in EFL language learning and teaching. Research consistently indicates social media can enhance various language skills when incorporated purposefully into instruction. Platforms provide authentic resources and motivation that support skills like writing, vocabulary, and speaking.

However, studies also point to remaining questions around optimizing social media's educational value. Individual factors like digital literacies, demographic characteristics, and evolving perceptions impact how benefits manifest. Institutional support and guidance are likewise vital to address technical barriers and identity challenges navigated by both students and instructors.

Overall, while opportunities exist if obstacles are addressed constructively, further comparative evaluations are still needed. Exploring customized integration models adapted to diverse contexts and learner profiles would help maximize social media's untapped benefits confirmed thus far. Additional empirical inquiry eliciting varied user experiences can also inform strategic approaches supporting all participants as technologies evolve. With strategic guidance and equitable access, the existing promising indications suggest social media holds continued potential for transforming language teaching and learning outcomes globally. Targeted research addressing open questions stands to optimize this impact over time.



### 3. Methods

#### *Research design*

The researcher collected the necessary data for this study using a quantitative data collection method involving gathering and analyzing numerical data statistically. This study employed a descriptive-analytical research approach to allow the researcher to accurately portray a specific behavior within a given context and subsequently evaluate and explain the results.

#### 3.1 Participants

The participants selected for this study were EFL teachers currently working at the university level in Saudi Arabia. They were teaching English as a foreign language to Saudi students in formal classroom settings at various higher education institutions located across the country.

The sampling method used was purposive/judgmental sampling. This involves selecting participants who are especially knowledgeable about the issues being studied and who meet certain criteria relevant to the research objectives.

The criteria for selecting participants in this study included:

- Holding a teaching position for an EFL university program/department in Saudi Arabia.
- Having at least one year of experience teaching EFL to university students.
- Representing a range of institutions (public, private, research-focused) across geographic regions.
- Including both male and female EFL instructors.

The final sample consisted of 39 teachers who met these criteria and consented to take part after being introduced to the study aims. Their contact information was obtained from university faculty directories and professional networks.

This purposive sampling approach aimed to gather data from information-rich key informants (experienced EFL teachers) who could provide knowledgeable perspectives on the research topics based on working directly with the target student population (university EFL learners in KSA). Their varied institutional contexts also enabled examining viewpoints across different educational settings.

#### 3.2. Instrument

The questionnaire used in this study was prepared by the researcher specifically for the purpose of collecting data needed to address the research questions. It consisted of 13 closed-response items designed to gather EFL teachers' perspectives on the influence of social media on students' English language proficiency levels.

The questionnaire examined four key dimensions:



- 1) Perceived impact of social media on different language skills (vocabulary, grammar, speaking, listening, writing).
- 2) Challenges and drawbacks of social media use.
- 3) Teachers' roles and responsibilities regarding social media integration.
- 4) Overall influence of social media on English proficiency.

To ensure validity, the questionnaire was reviewed by three subject matter experts in the fields of English language teaching and educational technology. Their feedback was used to refine the wording and structure of items to accurately address what the study sought to measure.

To test reliability, the questionnaire was distributed to a sample of 10 EFL teachers not involved in the main study. Their responses were analyzed using Cronbach's alpha statistical test to measure internal consistency. The overall reliability coefficient was found to exceed 0.7, indicating acceptable reliability of responses across all items.

A five-point Likert scale was used for respondents to indicate their level of agreement/disagreement with each statement. This closed-response format aimed to provide dependable, quantitative data for descriptive statistical analysis to define key viewpoints. The questionnaire served as a valid and reliable instrument for gathering the perceptions of interest from the targeted sample of EFL university instructors. The descriptive-analytical method was applied along with SPSS statistical software to obtain precise findings aimed at clearly defining the research problem.

#### 4. Results and Discussion

##### 4.1. Social Media Use and Language Skills

**Table 1**

*Social media use and language skills*

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Mean	Standard Deviation
1. Social media facilitates students' vocabulary acquisition and vocabulary practice.	38.5%	43.6%	7.7%	0%	10.3%	3.92	1.17



Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Mean	Standard Deviation
2. Social media supports the development of students' grammar skills through exposure to language samples.	15.4%	33.3%	28.2%	12.8%	15.4%	3.21	1.27
3. Interactions on social media can help improve students' speaking and pronunciation abilities.	17.9%	59%	7.7%	7.7%	7.7%	3.64	1.08
4. Social media increases students' opportunities to practice listening comprehension skills.	25.6%	59%	7.7%	2.6%	5.1%	4.01	0.96
5. Social media exposure enhances students' writing proficiency through informal writing practice.	7.7%	41%	23.1%	23.1%	5.1%	3.28	1.12
Average						3.61	1.12

Overall, teachers reported a moderately positive perception (average mean = 3.61) regarding the role of social media in developing students' language skills.

The highest levels of agreement were seen for Statement 1 (mean = 3.92) indicating social media facilitates vocabulary acquisition and practice. Statement 4 also showed high agreement (mean = 4.01) that social media provides opportunities to practice listening comprehension.

However, Statement 2 received the lowest levels of agreement (mean = 3.21), with teachers showing neutral views on whether social media supports grammar skill development.

In relating these key findings to the literature review:



The positive views on vocabulary and listening development align with studies showing benefits of social media for these skills (Khan et al., 2023; Abdullah et al., 2022; Abdullah, 2020). The high levels of agreement for vocabulary and listening practice opportunities correlate with evidence that social media can enhance these areas.

The neutral opinions regarding grammar support correlate with mixed evidence in research based on platform differences (Abdullah et al., 2022). The lack of agreement on grammar benefits mirrors the variances seen in prior studies on impacts depending on platform and integration approach.

The moderate overall agreement indicates teachers recognize some benefits but also limitations in using social media for all language areas. This suggests that while valuable, social media may need tailored usage to optimize benefits across all skills.

In summary, teachers agreed social media assists vocabulary and listening but were neutral on grammar benefits, partially mirroring benefits and variances seen in prior studies based on how platforms are integrated. This suggests that while valuable, social media may need tailored usage to optimize benefits across all skills. Further inquiry is warranted into integration approaches and individual factors influencing outcomes.

#### 4.2. Challenges of Social Media

Table 2

*Challenges of social media*

statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Mean	Standard Deviation
6. Excessive social media use negatively impacts students' focus and academic performance.	33.3%	43.6%	12.8%	5.1%	5.1%	3.98	1.08
7. Students are often exposed to incorrect or unstructured language inputs through social media.	1.3%	59%	12.8%	12.8%	5.1%	3.25	1.04
8. Students become overly reliant on translation tools rather than developing their own language skills.	23.1%	48.7%	17.9%	7.7%	2.6%	3.79	1.02



statement	Strongly agree	Agree	neither agree nor disagree	Disagree	Strongly disagree	Mean	Standard Deviation
9. Social media does not provide sufficient immersive language practice opportunities for students.	12.8%	41%	20.5%	20.5%	5.1%	3.35	1.10
Average						3.55	1.10

Here is a summarized analysis of Table 2 aligned with the feedback:

Overall, teachers showed moderate agreement (average mean = 3.55) regarding the challenges of using social media for language learning.

The highest agreement was seen for Statement 6 (mean = 3.98), with teachers agreeing excessive social media use negatively impacts student focus and performance.

Statement 8 also showed relatively high agreement (mean = 3.79), reflecting views that students become overly reliant on translation tools rather than developing language skills.

However, Statements 7 and 9 received more neutral responses (means of 3.25 and 3.35 respectively). Teachers were impartial about whether social media exposes students to incorrect language inputs or provides sufficient immersive practice.

Relating these key findings to the literature:

The high agreement on distraction and over-reliance on tools mirrors discussions of challenges like losing focus on learning goals and dependence on certain features over skill development (Khan et al., 2023; Abdullah et al., 2022).

The neutral views on input quality and immersion opportunities correlate with mixed evidence based on individual factors (Pitaloka et al., 2020; Hadoussa & Hafedh, 2019).

Overall, while recognizing some pitfalls, teachers did not view social media challenges as absolutely detrimental, aligning with literature suggesting tailored usage and guidance can mitigate limitations. Comparative research on mitigation strategies could further optimize educational applications.

In summary, teachers agreed excessive use and translation dependence were challenges but were neutral on risks of poor language exposure and insufficient practice immersion. This partially reflects



Literature Review discussions of risks requiring management through guided integration. Targeted research on overcoming pitfalls can help realize social media's promise if challenges are addressed constructively.

#### 4.3. Teachers' Role and Perspectives

**Table 3**

*Teachers' Role and Perspectives*

Statement	Strongly agree	Agree	disagree	Strongly disagree	Mean	Standard Deviation
10. Teachers should guide and monitor students' social media language learning activities.	30.8%	43.6%	12.8%	10.3%	2.6%	3.97 1.06
11. Teachers require professional development to effectively integrate social media into language instruction.	33.3%	53.8%	5.1%	7.7%	0%	4.18 0.84
12. Social media poses ethical and safety risks that teachers must consider regarding student usage.	30.8%	51.8%	15.4%	2.6%	0%	4.09 0.86
13. Overall, social media has a positive influence on developing students' English proficiency levels.	20.5%	59%	17.9%	2.6%	0%	4.00 0.80
Average					4.04	0.80

Here is a summarized analysis of Table 3:

Overall, teachers expressed high agreement (average mean = 4.04) regarding their roles and perspectives on social media usage in language instruction.

The strongest agreement was for Statement 11 (mean = 4.18), with teachers highly agreeing on needing professional development for effective social media integration.



Statements 10, 12, and 13 also showed high agreement with means above 3.97. Teachers felt they should guide student usage, consider ethical/safety risks, and that overall social media has a positive influence on language proficiency.

In relating these key findings to the literature:

The view on needing training mirrors discussions of instructor challenges navigating platforms (Purvis et al., 2020; Bommel et al., 2020).

Agreement on student guidance correlates with literature on adoption facilitator roles and tailoring instruction to platforms (Santoveña-Casal & Bernal-Bravo, 2019; Abdullah et al., 2022).

Belief in overall positive influence despite risks aligns with evidence of enhanced skills when purposefully integrated (Mohammad et al., 2023; Khan et al., 2023).

Varied digital literacy and evolving comfort levels noted in research likely underpin the expressed need for training and ethical usage guidance (Pitaloka et al., 2020; Ekawati, 2022).

Overall, teachers viewed leveraging social media positively but require support to address platform challenges, aligning with Literature Review discussions. This highlights needs for training, establishing boundaries, and collaborative research to optimize networks for diverse users.

In summary, teachers agreed on requiring guidance and training to effectively incorporate social media in language instruction by considering risks, roles, and individual factors. Their overall positive perspective mirrors the promising evidence but need for tailored integration approaches noted in the literature. Ongoing investigations can help strengthen usage models benefiting all participants.

## 5. Conclusion

. This study aimed to examine EFL teachers' perspectives on social media's influence on student English proficiency levels. The results provided valuable insights into how teachers view social media's impact on language skills as well as their role in integrating these technologies.

Regarding language skills development, findings from Table 1 showed agreement that social media facilitates vocabulary learning and listening practice, partially aligning with literature. This suggests it may complement classroom instruction by supporting certain skills. However, views on grammar support were more neutral, correlating with mixed findings.

Notably, this research addresses an identified need to complement prior work focusing on learners by eliciting educator standpoints. The results provide initial insights worth exploring through targeted qualitative inquiries. Further nuanced examinations of strategic integration approaches may help optimize social media's role in language development.





The results of this study are particularly relevant for EFL teachers, curriculum developers, and university administrators seeking to optimize usage of social media technologies for English language development. With ubiquitous access to digital platforms, understanding instructors' viewpoints on the influence of social media is essential for crafting targeted support and guidance.

The findings suggest that when purposefully integrated under educator monitoring, social media appears poised to augment classroom vocabulary and listening instruction according to teacher perspectives. However, the mixed opinions on grammar and writing support implications call for more customized approaches attuned to skill characteristics. The recognized need for instructor training and diverse student needs signal continuing efforts are warranted to address compatibility with evolving pedagogies and contexts.

If obstacles around distraction mitigation, translation over-reliance and individual differences are addressed, the results indicate social media holds promise as a supplemental tool for language proficiency. The acknowledged positive influence by teachers when risks are considered supports future exchange research linking platform usage models directly to learning outcomes over the long term.

However, several limitations constrain conclusions. The cross-sectional survey design captures a single snapshot without exploring changing perceptions qualitatively. Small sampling from one regional context precludes broader generalization. Lack of student achievement data limits corroborating teacher viewpoints. Examining localized models controlling for platform, integration methods, demographic factors and digital literacies through iterative mixed investigations can help optimize this untapped educational potential.

Overall, while preliminary, eliciting instructor standpoints provides useful guidance on both opportunities and challenges to inform strategic social integration leveraging technology for language education globally. Addressing open questions through targeted research holds value for all stakeholders.

In conclusion, with careful guidance informed by both learner- and instructor-focused inquiries, these technologies appear poised to enhance learning outcomes when systematically incorporated. But contextual variances necessitate tailored, evolving support for all participants.

## 6. Recommendations

### Professional Development

Provide targeted professional development workshops for teachers on purposefully integrating social media and addressing platforms' challenges. Training should focus on facilitation skills, setting boundaries, and tailoring activities. Conduct needs assessments to determine individualized coaching and mentorship requirements for instructors integrating these technologies. Tailored guidance and sharing of best practices can optimize implementation.

### Knowledge Sharing



Establish an online knowledge exchange platform where educators can discuss integration strategies, post lesson plans, and network internationally to tap expertise and sustain ongoing skills development. Encourage instructors to experiment systematically with interactive scaffolding of skills on diverse platforms through small research grants or release time for studying impact on learning outcomes over time.

#### Teaching Materials & Research

Develop guidelines and curriculum support materials for teachers outlining safe, ethical usage of social media and tools/strategies shown to benefit specific language skills. Administer longitudinal mixed-methods research evaluating customized models and diverse student subgroups to optimize balanced resource usage across varied contexts and proficiency levels.

#### Equity & Collaboration

Consider sociocultural factors like digital access disparities and evolving student perceptions to ensure equitable, contextually-relevant opportunities for all learners beyond the classroom. Collaborate cross-institutionally to share insights allowing continual refinement of strategic social media integration benefiting English language education globally.

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