



THE IMPACT OF SOCIAL MEDIA ON LANGUAGE TEACHING AND LEARNING

Durdona Khamidova

Teacher, English Philology Faculty,
UzSWLU, Tashkent, Uzbekistan
E-mail: dhamidova10@gmail.com

Azatova A'lokhon

English Philology Faculty,
UzSWLU, Tashkent, Uzbekistan
E-mail: azatovaaloxon05@gmail.com

<https://doi.org/10.5281/zenodo.15074340>

ARTICLE INFO

Qabul qilindi: 15-Mart 2025 yil
Ma'qullandi: 20-Mart 2025 yil
Nashr qilindi: 24-Mart 2025 yil

KEYWORDS

social media, language teaching, engagement, collaboration, acquisition instruction, distractions, misinformation, digital methods, recommendations

ABSTRACT

The integration of social media into language teaching and learning has introduced innovative methods for student engagement, real-world exposure, and collaborative learning. This study examines how social media platforms impact language acquisition, engagement, and instructional strategies examining its potential benefits and challenges. We analyze traditional and digital language teaching methods. Through a mixed-methods approach, data were collected from surveys and interviews with educators and learners. The findings reveal that social media enhances engagement, fosters collaboration, and provides authentic language exposure. However, challenges such as distraction and misinformation were also identified. The study concludes with recommendations for effectively integrating social media into language education.

Introduction

Social media has revolutionized global communication, influencing not only social interactions but also educational practices. Language learning, traditionally confined to classrooms, now extends into digital spaces where learners can engage with authentic language content. As platforms like Facebook, Twitter, Instagram, and TikTok gain popularity, their potential impact on language teaching and learning has become a subject of interest. Theories of social constructivism (Vygotsky, 1978) and the Community of Inquiry (Garrison R., et al., 2000) provide a framework for understanding how social media can facilitate collaborative learning and community engagement in language education. These platforms have revolutionized language learning, so much so that social networking sites and applications, ... obviously have a lot to offer to anyone who would like to learn and practice a new language, yet even mainstream social media, in the forms of social networking sites (hereafter SNSs), videoconferencing platforms, wikis, blogs and forums, are also being used for such purposes by growing numbers of language teachers and learners (Istifci, I., & et.al. 2021). Forums, Blogs and RSS feed on eLearn (an e-learning platform built originally from Moodle) have been exploited as a form of out-of-class online activities for students since 2006 (Li V. 2017). Since then a lot of investigations have been carried out. There is no single

definition that can adequately capture the scope of social media. Even though the term isn't particularly important, people have generally defined online life as a "gathering of the Internet- put together applications that work concerning the ideological and innovative establishments of Web, a that permit the creation and trade of User Generated Content" (Kaplan A., 2010); Xiang (2012) describes it as a web-based consumer-generated information collaboration; also, "content, words, pictures, recordings, and so forth made with the expectation of sharing." (Evans D., 2012).

In recent years, along with other social platforms Facebook has become noticeably widespread among the youth, and students in particular. Research has indicated that Facebook could be an effective platform for language learning (Slim, H.,2019). Being one of the most popular social media platforms, Facebook has attracted the attention of many researchers. In their studies Eren (2012), Yang (2013), İstifçi (2014a, 2014b) and Wu (2016) all find positive attitudes towards Facebook as a language teaching and learning tool. Several studies have also reported on its positive contributions to teaching and learning languages.

Twitter is also found to have positive effects on teaching pronunciation (Mompean & Fouz González, 2016) and maintaining motivation and learning routines (Fewell, 2014; Sekiguchi, 2012). Although much of the research to date has tended to focus on Facebook and Twitter, other social media platforms such as Instagram, Pinterest, Snapchat and WhatsApp are becoming extremely difficult to be ignored by the researchers considering the numbers of their young users and the features they offer (Manca, 2020).

Technology usage is increasing, leading to increased use of social media applications by students for social activities and education purposes. Behavior changes and a balanced approach are recommended to avoid mental and health issues. Mobile learning should be designed with continuous teacher supervision and tailored to students' needs. Prediction models can help predict difficulties students face when using e-learning systems. Overall, balancing social media usage and addressing student needs is crucial for success.

Social media usage significantly impacts non-English speakers, particularly Arab students, as it exposes them to informal English language usage. Grammatical mistakes and short terms can lead to dependence on informal language. Klimova (2019) recommends mobile learning under teacher supervision and tailored apps. Koshiry et al. study difficulties students face in e-learning systems by creating a prediction model to predict difficulties.

Methods

A mixed-methods research approach was employed to analyze the impact of social media on language learning, combining qualitative and quantitative data collection.

Research explores social media's impact on student engagement, motivation, effective language acquisition strategies, and feedback-communication between educators and students. 100 people in all, 80 of whom were language learners and 20 of whom were language teachers, participated in the survey. Participants were students of The Uzbekistan State World Languages University learning English as a foreign language (EFL) and teachers who represented a range of backgrounds. Semi-structured interviews and online surveys were used to gather data. Both closed-ended and open-ended questions about the perceived advantages and difficulties of utilizing social media for language learning were included in the survey. A subgroup of educators were interviewed in order to learn more about their viewpoints and experiences.

Descriptive statistics were used to assess the quantitative data from the surveys, and thematic analysis was used to find recurrent themes and patterns in the qualitative data from the interviews.

Results

One category of social media benefits for language learning is increased engagement. According to participants, social media makes language learning more dynamic and interesting. Students were excited about using platforms for resource sharing, peer communication, and discussion participation.

Exposure to Real Language: Social media gives students a chance to see real language usage in context. The importance of engaging with native speakers and consuming authentic content, including postings, articles, and videos, was emphasized by the participants. *Collaborative Learning:* Teachers observed that social media encourages students to work together. Peer learning and support were found to be improved by group projects and platform conversations.

Social media difficulties in language learning can be divided into a number of categories, including time management and distraction. Social media can be distracting, according to many students, which makes it harder to concentrate on language-related tasks. *Effective learning* may be hampered by the deluge of available content. *Misinformation* is another: Teachers have voiced concerns about the possible dissemination of false information and improper language on social media. This puts students at danger of using incorrect language forms.

The final one is *digital literacy*: Not every student has the abilities needed to use social media successfully. The potential advantages of using these platforms for language acquisition may be hampered by this disparity.

According to participants, social media makes language learning more dynamic and interesting. Students were excited about using platforms for resource sharing, peer communication, and discussion participation. Additionally, many learners reported that interactive features such as live chats, comment sections, and discussion threads created an immersive experience that traditional learning methods often lacked.

Exposure to Real Language: Social media gives students a chance to see real language usage in context. The importance of engaging with native speakers and consuming authentic content, including posts, articles, and videos, was emphasized by the participants. Many students found that exposure to informal and idiomatic expressions enhanced their understanding of natural speech patterns, making them feel more confident in real-life conversations. Furthermore, the ability to follow trending topics and current events in English allowed learners to stay updated while simultaneously expanding their vocabulary.

Collaborative Learning: Teachers observed that social media encourages students to work together. Peer learning and support were found to be improved by group projects and platform conversations. Students benefited from participating in language exchange communities, where they could practice with native speakers while helping others learn their mother tongue. In addition, educators noted that social media facilitated the creation of virtual study groups, where students could share insights, ask questions, and receive instant feedback from both peers and instructors. Despite these advantages, social media also presents challenges that can hinder language learning.

Time Management and Distraction: Social media can be distracting, according to many students, making it harder to concentrate on language-related tasks. The constant influx of notifications and unrelated content often disrupted study sessions, leading to reduced productivity. Some students admitted struggling with self-discipline and found it difficult to balance academic use and leisure activities on these platforms. Effective learning may be hampered by the overwhelming volume of available content, making it challenging to filter relevant and high-quality resources.

Misinformation and Language Accuracy: Teachers have voiced concerns about the possible dissemination of false information and improper language on social media. Students risk being exposed to incorrect grammar, slang, or informal expressions that may not be suitable for academic or professional communication. Some educators stressed the importance of guiding students on how to verify sources and differentiate between reliable educational materials and misleading content.

Digital Literacy and Accessibility: Not every student has the abilities needed to use social media effectively for learning. Some participants struggled with navigating advanced platform features, utilizing digital tools for language practice, or distinguishing useful content from distractions. Additionally, disparities in access to technology and the internet created an uneven learning experience, as students with limited resources faced difficulties in fully benefiting from online language learning opportunities.

Overall, the findings suggest that social media serves as a valuable tool for language learning, offering increased engagement, exposure to authentic language, and opportunities for collaborative learning. The ability to interact with native speakers, access diverse educational materials, and participate in online discussions enhances students' motivation and confidence in using the language. Additionally, the integration of multimedia elements, such as videos, podcasts, and live interactions, provides a more immersive and dynamic learning experience compared to traditional methods.

However, despite its advantages, social media also presents several challenges that must be addressed to maximize its effectiveness in language learning. The issue of distraction remains a significant concern, as students often struggle to maintain focus while navigating platforms filled with entertainment content. The overwhelming amount of information available online can also make it difficult for learners to identify credible sources, leading to potential exposure to incorrect language usage. Furthermore, digital literacy gaps among students indicate that not everyone possesses the necessary skills to utilize these platforms efficiently for educational purposes.

To fully harness the benefits of social media in language learning, a structured approach is necessary. Educators should provide guidance on how to critically evaluate online content, incorporate social media-based activities into formal language curricula, and encourage students to engage in meaningful interactions rather than passive consumption.

While social media has the potential to revolutionize language learning by making it more interactive and accessible, its challenges highlight the importance of strategic implementation. With the right balance between engagement and discipline, as well as proper guidance from educators, social media can serve as a powerful supplementary tool in language education.

Table 1. The role of social media

Category	Findings
Increased Engagement	Social media makes learning interactive and enjoyable. Students actively participate in discussions and share resources.
Exposure to Real Language	Learners engage with native speakers and authentic content (posts, videos, articles), improving language comprehension.
Collaborative Learning	Group projects and discussions enhance peer learning, encouraging teamwork and knowledge exchange.
Motivation & Confidence	Social media creates an informal learning environment, boosting students' confidence and motivation.
Access to Learning Materials	Diverse content (podcasts, videos, quizzes) provides additional learning opportunities beyond textbooks.
Time Management And Distraction	Many students struggle with distractions, making it harder to focus on structured learning tasks.
Misinformation & Accuracy	Exposure to incorrect grammar and informal expressions raises concerns about language accuracy.
Digital Literacy & Accessibility	Some students lack the necessary skills to effectively use social media for learning. Access to technology also varies.
Educator Involvement	Teachers highlight the need for guidance, structured use, and fact-checking when integrating social media into learning.

The findings indicate that social media plays a significant role in language learning by enhancing engagement, motivation, and collaboration. However, challenges such as distractions, misinformation, and digital literacy gaps need to be addressed to maximize its benefits. Educators should provide structured guidance to ensure effective language acquisition through social media platforms.

Discussion

The findings of this study align with the theories of social constructivism, emphasizing the importance of social interaction in language learning. Social media provides a platform for learners to engage in meaningful communication and collaboration, which enhances language acquisition (Vygotsky, 1978). Additionally, the Community of Inquiry framework supports the idea that social presence, cognitive presence, and teaching presence are crucial for effective learning in online environments (Garrison R., et al., 2000).

However, the challenges identified necessitate careful consideration when integrating social media into language teaching. Educators must develop strategies to mitigate

distractions and promote critical evaluation of information. Furthermore, enhancing digital literacy among learners is essential for maximizing the benefits of social media.

Social media is no exception, as it can provide many opportunities in the foreign language learning process. The technological revolution today, like never before, can be obviously reflected in the L2 learners' wide experience, the independence in exploring digital resources and documents that represent powerful support in enhancing oral, written, listening and reading competence. In this sense, L2 learners do no longer depend directly and entirely on the teacher to improve their skills but on other resources such as Internet and technology (Al Jahromi, 2020; Pikhart and Botezat, 2021; Slim and Hafedh, 2019; Thurairaj et al., 2015)

Brick (2011) reported it as the main positive aspect of using social networking sites, adding to it the real-time feedback. The immediate response and real-time conversation are also achieved through live sessions on Instagram or Facebook dedicated pages for L2 learners, such as the Instagram stories that offer quizzes focusing on idioms, phrasal verbs or other lexical related items or lives where learners are invited to write down words that they would like to learn the pronunciation.

Social networks offer learners vast information and improved performance due to their unpredictability and direct communication. They facilitate educational outcomes, support relationships, identity formation, and a sense of belonging. With the growing demand for social media platforms and global users, it impacts second language acquisition through the constant flow of visuals and text. These visuals not only improve linguistic skills but also build an international culture, contributing to globalization.

Conclusion

It is now known that with 3.81 billion active users, the global social media penetration rate has reached 49% of the world's population (Statista, 2020). Considering the fact that it is becoming more and more common for people to use their L2 to interact with new people in addition to their friends, teachers, employers or colleagues on social media, knowing how to communicate effectively on these platforms has obviously become crucial in today's world. Furthermore, given the considerable amount of input and interaction required to learn a new language and the limited time spent in language classrooms, it is essential to take advantage of the opportunities that social media offers for practice without being constrained by time, space and distance.

In all of the studies reviewed by the present study, social media is recognised as a tool that can be utilized for various gains on the part of language learners. It is also possible to observe some broad research trends that these studies seemed to follow. In general, the studies reviewed are found to follow mixed-method research designs, use university students as participants and report positive findings regarding the use of social media in language teaching and learning.

To conclude, the research reviewed by the present study collectively outlines a critical role for social media in enhancing language teaching and learning. It is hoped that this study will generate fresh insight into the use of social media in language instruction by providing a review of the research carried out in the last five years and contribute to the wider integration of social media into education.

References:

1. Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
2. Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2, 87-105. [http://dx.doi.org/10.1016/S1096-7516\(00\)00016-6](http://dx.doi.org/10.1016/S1096-7516(00)00016-6)
3. Istifci, I., & Ucar, A. D. (2021). A review of research on the use of social media in language teaching and learning. *Journal of Educational Technology and Online Learning*, 4(3), 475-488.
4. Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148-153.
5. Slim, H., & Hafedh, M. (2019). Social media impact on language learning for specific purposes: A study in English for business administration. *Teaching english with technology*, 19(1), 56-71.
6. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business horizons*.
7. Xiang, Z. & Gretzel, U. (2010). Role of social media in online travel information search.
8. Evans, D. (2012). *Social media marketing: An hour a day*. John Wiley & Sons
9. IstiFci, I., & Ucar, A. D. (2021). A review of research on the use of social media in language teaching and learning. *Journal of Educational Technology and Online Learning*, 4(3), 475-488. <https://doi.org/10.31681/jetol.922968>
10. Dashti, F., & Abdulsalam, H. M. (2025). The influence of social media applications on learning English as a second language. *Heliyon*, 11(2), e41874. <https://doi.org/10.1016/j.heliyon.2025.e41874>
11. IstiFci, I., & Ucar, A. D. (2021). A review of research on the use of social media in language teaching and learning. *Journal of Educational Technology and Online Learning*, 4(3), 475-488. <https://doi.org/10.31681/jetol.922968>
12. Dashti, F., & Abdulsalam, H. M. (2025). The influence of social media applications on learning English as a second language. *Heliyon*, 11(2), e41874. <https://doi.org/10.1016/j.heliyon.2025.e41874>
13. IstiFci, I., & Ucar, A. D. (2021). A review of research on the use of social media in language teaching and learning. *Journal of Educational Technology and Online Learning*, 4(3), 475-488. <https://doi.org/10.31681/jetol.922968>
14. Muftah, M. (2022). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*, 8(1), 211-226. <https://doi.org/10.1108/prr-10-2021-0060>