



## TEACHING ENGLISH THROUGH SOCIAL MEDIA PLATFORMS

<https://doi.org/10.5281/zenodo.18052543>

**Raxmatova Gulnoza Isoxonovna**

*Teacher at Specialized School of Payariq District*

*Telephone: +99893 236 30 28*

*Gmail: gulnoza gmail.com*

**Abstract:** *The integration of social media into education has transformed traditional teaching methods, particularly in the field of English language teaching (ELT). Social media platforms such as Facebook, Instagram, YouTube, TikTok, and WhatsApp contribute interactive and learner-centered environments that support language acquisition. This article studies the role of social media in teaching English, examines its pedagogical advantages and difficulties, and discusses its implications for teachers and learners. The study argues that when used effectively, social media can improve motivation, communication skills, and authentic language exposure.*

**Keywords:** *English language teaching, social media, digital learning, ELT, technology in education*

### INTRODUCTION

In recent years, social media has become an integral part of daily communication, especially among young learners. Its rapid growth has changed the way people interact, share information, and express ideas. As students increasingly spend time on electronic platforms, education systems are beginning to adapt to these changes. Researchers and educators are now exploring innovative ways to integrate social media into the teaching and learning process. In English language teaching, digital media platforms offer valuable opportunities for authentic communication and meaningful language

practice. Learners can interact with native speakers and friends from different cultural backgrounds, which enhances their communicative competence. These digital means also support collaborative learning through group discussions, shared content, and peer feedback. Unlike traditional classrooms, social media creates continuous interaction beyond scheduled lessons.

Traditional language teaching often depends heavily on textbooks and teacher-centered instruction. While these methods provide structure, they may limit learners' exposure to real-life language use. Social media, on the other



hand, introduces a flexible and learner-centered environment. It is useful the students to be exposed to authentic vocabulary, informal expressions, and current language trends. This exposure can help improve language skills such as listening, reading, writing, and speaking simultaneously. Additionally, social media encourages learner autonomy by allowing students to choose content that matches their interests. Motivation often increases when learning takes place in familiar and engaging digital spaces. However, effective use of social media requires careful guidance and clear learning objectives. Teachers must balance educational aims with responsible and ethical online behavior. This article examines how social media platforms can be utilised to teach the foreign languages effectively. It also emphasizes both the benefits and limitations of using social media in English language education.

## MAIN PART

Social media platforms support the improvements of all four language skills: listening, speaking, reading, and writing. They provide learners with frequent exposure to English in meaningful and authentic contexts. YouTube and TikTok offer a variety of authentic listening materials, including interviews, vlogs, tutorials, and educational videos. These resources help learners become familiar with different accents and dialects, speaking speeds, and pronunciation

styles. Visual materials in videos also makes comprehension easier for language learners. Learners can replay content as many times as needed, which supports independent learning.

Instagram and Facebook enhance reading and writing skills through captions, posts, stories, and comment sections. Learners are encouraged to read short texts permanently, which improves vocabulary and reading fluency. Writing comments and posts create several opportunities the students to practice expressing their ideas in a natural and informal way. These platforms also help learners understand real-life language use and common expressions. Platforms such as WhatsApp and Telegram facilitate real-time communication through text messages, voice notes, and group chats. This interaction supports speaking practice and improves co skills. Students gain confidence by communicating with peers in a low-pressure environment. "For educators interested in incorporating aspects of SN with their learners, it is crucial to keep in mind the theory and current pedagogical stances that underlie language learning with technology. A number of studies have focused on understanding how different types of social media sites such as Facebook, Twitter, and YouTube can facilitate or hinder successful language learning experiences" (Haque, M. Z. (2023).



These platforms encourage learner autonomy, as students can access content anytime and anywhere. Moreover, social media fosters a communicative approach to language learning, emphasizing interaction, meaning, and real-world usage. The online world has changed dramatically in the last ten years (Wang et al., 2011). Many students spend countless hours on social media sites like Facebook, YouTube, Instagram, WhatsApp, Twitter, and others every day. There are numerous types of social media, including. Even today, YouTube is Indonesia's most popular social media platform. ( Ubaedillah, U. 2021).

One of the main benefits of social media in ELT is increased learner motivation. Students are more engaged when learning takes place in familiar and enjoyable digital environments. Social media also promotes collaboration, allowing learners to work together, share ideas, and provide peer feedback. In view of the advantages of collaborative learning in a digital landscape, teachers should eliminate inhibitions and perceived obstacles limiting learner progress.( De Jager, L., Rwodzi, C., & Mpofu, N. (2020). Another crucial benefit is exposure to authentic language. Learners interact with native and non-native speakers, observe natural language use, and become familiar with different accents and cultural contexts. Social media supports personalized

learning, as students can choose content that matches their interests and proficiency levels. It is reviewing new ways of teaching and learning english language as a foreign language which certainly assess improving students' language skills through social media. really, social media is an urgent need for providing teachers with the latest methods in teaching english (Banafi, N. H. (2015). His main selection criterion of social media in teaching is "ease of use" for both teachers and students, and also, that there is no registration or account creation needed for students prior to them using the services. For example, he has an account with Socrative where he creates the quizzes, but students only need the Socrative student URL and Socrative room number to answer the quiz questions. They do not need to create an account or remember a password Li, V. (2017).

Despite its advantages, teaching English through social media also presents inconveniences and obstacles. One major concern is the informal nature of language used on these platforms, which may lead to overuse of slang, abbreviations, and non-standard grammar. Teachers must guide students in distinguishing between formal and informal language contexts. Banafi, N. H. (2015). Other challenges include distraction, privacy issues, and unequal access to technology. Not all students have reliable internet connections or



digital devices, which may create inequality in learning opportunities. Therefore, careful planning and clear guidelines are vital for effective integration. 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 minimize the positive potential results that the educational facilities seek. A set of studies indicated and investigated using social media platform or integrating them into the traditional teaching methods in learning English. For instance, 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 (Alkamel, M. A. A. 2024).

To maximize the benefits of social media in English teaching, educators should adopt a structured and aimful approach. Educators can design tasks such as creating short videos, writing reflective posts, participating in online discussions, or analyzing authentic social media content. It is also crucial to develop students' digital literacy skills,

teaching them how to evaluate online information critically and use social media responsibly. When combined with traditional teaching methods, social media can serve as a powerful supplementary tool. Interactive social media channels to language learning enable students to develop communication and language skills (Muftah, M. (2024). 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 Alkamel, M. A. A. (2024).

## CONCLUSION

Teaching English by means of social media platforms offers innovative opportunities to enhance language learning. Social media platforms encourages authentic communication, increases motivation, and supports collaborative and learner-centered approaches. In spite of challenges, they can be addressed through thoughtful pedagogical strategies and responsible use. Due to technology evolvment, social media is likely to play an increasingly important role in the future of English language teaching.

## USED OF LITERATURES:

1. Alkamel, M. A. A. (2024). Social media in teaching English for EFL students: A review of challenges and suggestions. *International Journal of English Teaching and Learning*, 2(1), 8-17.



2. Banafi, N. H. (2015). Explore Ways of Using Social Media Platforms in Teaching English Language: Literature Review. In Conference proceedings. ICT for language learning (p. 44). *libreriauniversitaria. it Edizioni*.
3. De Jager, L., Rwodzi, C., & Mpofo, N. (2020). The innovative use of social media for teaching English as a second language. *TD: The Journal for Transdisciplinary Research in Southern Africa*, 16(1), 1-7.
4. Haque, M. Z. (2023). The use of social media platforms in language learning: A critical study. *Journal of Global Research in Education and Social Science*, 17(1), 20-28.
5. Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148-153.
6. Muftah, M. (2024). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*, 8(1), 211-226.
7. Stevani, L., & Putro, N. H. P. S. (2020). Teaching English through social media to promote students' 21st century skills. In *Teacher Education and Professional Development In Industry 4.0* (pp. 409-414). CRC Press.
8. Ubaedillah, U., Pratiwi, D. I., Huda, S. T., & Kurniawan, D. A. (2021). An exploratory study of English teachers: The use of social media for teaching English on distance learning. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 361-372.