



## INTEGRATING PLATFORMS LIKE FACEBOOK, INSTAGRAM, AND TIKTOK INTO LANGUAGE CLASSROOM

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**Abstract:** *This paper explores the integration of contemporary social media platforms—specifically Facebook, Instagram, and TikTok—into the English as a Foreign Language (EFL) classroom. The rise of digital tools has transformed traditional learning models, enabling interactive, multimodal, and student-centered approaches to language instruction. This study highlights the pedagogical affordances of these platforms in fostering linguistic engagement, improving communicative competence, and enhancing learner motivation. Drawing on communicative language teaching principles and supported by theories of digital literacy and multimodality, the paper evaluates instructional strategies, student outcomes, and practical challenges. Ethical considerations, including digital safety and equitable access, are also discussed to ensure responsible implementation in diverse educational settings.*

**Keywords:** *Social media in education; English language learning; digital pedagogy; Facebook; Instagram; TikTok; communicative competence; multimodal learning.*

**Introduction.** The rise of the Internet has created new possibilities for communication technologies and information sharing. This development was the initial catalyst for the creation of social media. The demand for a cost-effective, portable, and easily accessible information and communication technology (ICT) tool led to the emergence of social media. Manning states that two distinct periods are recognized in the evolution of media: the broadcast age and the interactive age. The broadcast age was characterized by a single entity (such as a radio or television station or newspaper publisher) that aimed to relay messages to a large audience. This mode



of communication often resulted in indirect, delayed, and impersonal responses. Additionally, the mediated interactions between individuals were restricted. In contrast, social media represent new media forms centered around interactivity. Immediate and direct feedback is achievable through social media platforms. According to Manca, social media encompasses internet-based applications for sharing images (e.g., Instagram), organizing information (e.g., Pinterest), sending photo or video messages (e.g., Skype), instant messaging (e.g., WhatsApp), or a combination thereof (e.g., Facebook).<sup>1</sup>

The affordability, portability, and accessibility of social media contributed to its rapid global adoption. Its immense popularity has garnered the attention of numerous educators who are exploring its educational benefits, including in language instruction.<sup>2</sup>

Social media has become widely utilized in educational contexts. Its incorporation in classrooms has revolutionized the dynamics between teachers and students. Chawinga asserts that the introduction of social media into classroom activities necessitates innovations in the learning process. An example of social media utilized in education is the website.<sup>3</sup> Websites can facilitate interactive communication between students and teachers or instructors, enhancing the effectiveness of the educational process. This form of learning optimizes teaching and learning experiences as it transcends limitations of time and space. Furthermore, website-based learning can serve as a resource for guidance and training in ICT usage.

The upcoming social media platform is a blog. Blogs feature text documents, images, media, and various supportive elements that can be easily accessed via an internet browser. Typically, a blog consists of personal reflections or diaries. In educational contexts, blogs can serve as interactive tools beyond the classroom. For instance, a teacher can create a blog that includes educational content they have

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<sup>1</sup> Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *Internet High., Educ.* 44:100707. doi: 10.1016/j.iheduc.2019.100707

<sup>2</sup> Grahl, B. (2013). *The media of social media*. available online at: <http://tristantreadwell.wordpress.com/tag/grahl/> (accessed May, 12, 2014)

<sup>3</sup> W. D. Chawinga, "Taking social media to a university classroom: teaching and learning using Twitter and blogs," *Int. J. Educ. Technol. High. Educ.*, vol. 14, no. 1, p. 3, 2017.



taught..<sup>4</sup> Moreover, students can be invited to visit the blog, where they can utilize the comment section to facilitate communication between teachers and students. Through the comments section, students have the opportunity to express proposals, share feedback, and discuss the educational system at the school, enabling both the institution and educators to enhance their effectiveness based on student needs. Additionally, teachers can organize and summarize educational material and publish it on a blog. This significantly accelerates the teaching process, as students will not need to take notes from the board anymore. It also fosters teacher creativity in presenting educational resources through blogs, improving both content and delivery. With blogs, teachers can enhance their skills in creating scientific or written works. This is crucial because one of the responsibilities of educators is to produce scholarly articles. Blogs can also serve as a platform to disseminate research findings, training outcomes, workshops, and various other academic activities.

Facebook is the most widely utilized social media globally. The platform, initiated by Mark Zuckerberg in 2006, was originally created to help students in the same class share a list of their classmates. However, it has evolved into a vast network that serves multiple purposes, including education. Fewkes suggests that Facebook can function as an alternative method for managing and delivering content in remote learning.<sup>5</sup> Several features on Facebook can be utilized for educational purposes, such as Facebook groups for forming specialized study groups; Facebook quizzes for assessing learning through interactive online tests; and Facebook share, which allows users to distribute materials (like brief posts, links, images, videos, etc.).

Moreover, Twitter's features like hashtags, replies, and retweets can also be incorporated into learning. This aids in organizing group discussions between students and teachers. Consequently, both parties can engage in online conversations on more defined topics of interest, reducing the likelihood of mixing personal and academic discussions. Teachers can encourage students to listen and create engaging summaries using Twitter. According to Davidov, incorporating competitive elements

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<sup>4</sup> D. Zhang, "The application of blog in English writing," 2009.

<sup>5</sup> A. M. Fewkes and M. McCabe, "Facebook: Learning tool or distraction?," J. Digit. Learn. Teach. Educ., vol. 28, no. 3, pp. 92–98, 2012.



related to hashtags can further boost student motivation. Additionally, teachers can creatively provide essential information and advice for students on Twitter.<sup>6</sup>

Another type of social media that can be utilized in the educational process is YouTube. Every day, millions of users access YouTube, making it a valuable resource for learning. Dreon noted that the goal of using YouTube as a learning tool is to create an engaging, enjoyable, and interactive learning environment.<sup>7</sup> Educational videos on YouTube can facilitate interactive learning in the classroom, benefiting both teachers and students through presentations conducted online and offline. The advantages of employing YouTube as an educational platform include its practicality, as it is user-friendly and accessible to all groups, including both students and teachers; its informativeness, as it can provide insights into advancements in education, technology, culture, and more; its interactivity, which allows for discussions, frequently asked questions, and reviews of learning videos; its shareability, given that YouTube provides HTML link capabilities and embed codes for sharing educational videos across social networks such as Facebook, Twitter, as well as blogs and websites; and its cost-effectiveness, since YouTube is free for everyone.

Instagram can serve as a useful tool. Instagram can act as a connector for sharing information among students, teachers, and even parents. Educators can creatively announce assignments, share experiences within the classroom, and utilize images and videos pertinent to education.<sup>8</sup>

The inception of Instagram can be traced back to 2010, initially established as a photo-sharing platform, and over time, features such as messaging, video sharing, and stories have been incorporated. According to Ellison, Instagram serves as a mobile application that allows users to capture instant photos, share current activities, and upload images, alongside text messaging and video posting.<sup>9</sup> As noted by

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<sup>6</sup> D. Davidov, O. Tsur, and A. Rappoport, "Enhanced sentiment learning using twitter hashtags and smileys," in Proceedings of the 23rd international conference on computational linguistics: posters, 2010, pp. 241–249.

<sup>7</sup> O. Dreon, R. M. Kerper, and J. Landis, "Digital storytelling: A tool for teaching and learning in the YouTube generation," *Middle Sch. J.*, vol. 42, no. 5, pp. 4–10, 2011.

<sup>8</sup> D. Salomon, "Moving on from Facebook: Using Instagram to connect with undergraduates and engage in teaching and learning," *Coll. Res. Libr. News*, vol. 74, no. 8, pp. 408–412, 2013.

<sup>9</sup> Ellison, E. (2017). The Australian beachspace project: Examining opportunities for research dissemination using Instagram. *M/C J.* 20, 1–12.



Salomon, Instagram acts as a form of digital literacy that enhances the educational process. It offers various visual information in context, a socially connected network of students, and features for commenting and tagging, which can be utilized in language teaching and learning. Additionally, Shazali et al. pointed out that learning time can be effectively extended through activities suggested on Instagram. The platform's mobility and accessibility facilitate rich language exposure, which is essential for effective language acquisition.<sup>10</sup>

Recent pedagogical methods for teaching language skills have shown positive results in learners' progress and increased motivation to learn, thanks to the engaging and stimulating environment that Instagram creates. To enhance speaking skills, Instagram can provide short tutorial videos or longer formats like live broadcasts and public speaking events. With regard to writing skills, Instagram allows for communicative interactions and long-distance engagement, enabling learners to send messages both privately and publicly as part of class activities aimed at improving their writing abilities. Moreover, Instagram serves as an excellent resource for grammar and vocabulary practice, given its capacity to present materials through images and videos.<sup>11</sup>

In recent years, the proliferation of digital technologies and social networking platforms has significantly influenced educational paradigms, particularly in the context of language acquisition. English as a Foreign Language instruction, traditionally confined to classroom interactions and textbook-based exercises, has increasingly embraced digital innovations. Among these, social media platforms such as Facebook, Instagram, and TikTok have emerged as powerful tools for language learning, offering authentic environments for communication, content creation, and cultural exchange. These platforms are not merely entertainment-oriented spaces but function as dynamic arenas for linguistic engagement, intention, and skill development.

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<sup>10</sup> Shazali, S. S., Shamsudin, Z. H., and Yunus, M. M. (2019). Instagram: A Platform to Develop Student's Writing Ability. *Int. J. Acad. Res. Bus. Soc. Sci.* 9, 88–98. doi: 10.6007/IJARBSS/v9-i1/5365

<sup>11</sup> Rasyiid, R. N., Maulina, M., Resueòò, C. P., Nasrullah, R., and Rusli, T. I. (2021). Instagram usage in learning English: A literature review. *Tell: Teach. Engl. Lang. Literat. J.* 9, 133–146. doi: 10.30651/tell.v9i2.9482



Furthermore, the principles of CLT emphasize the use of language in authentic communicative situations—an aspect naturally facilitated by social media. Multimodality, or the use of multiple modes of communication (text, audio, video, and images), is another compelling pedagogical advantage offered by social media. This aligns with Gardner’s theory of multiple intelligences, as it caters to diverse learning preferences and fosters deeper engagement. Facebook, with its comprehensive features such as groups, pages, live streaming, and messaging, offers numerous pedagogical affordances for language teaching. Closed Facebook groups can serve as virtual learning communities where students post discussion topics, share resources, and collaborate on assignments. Teachers may post weekly prompts or thematic questions to initiate discussions, encouraging students to formulate responses in English. Such practices enhance reading and writing skills while promoting critical thinking and the use of appropriate register.

Creating fictional profiles for role-playing scenarios—such as job interviews, travel arrangements, or academic discussions—enables students to practice written and conversational English in a creative, low-stress environment. These simulations are particularly effective in promoting pragmatic competence and functional language use.

Teachers may utilize Facebook Live for student presentations, interviews, or oral storytelling sessions. These live sessions provide opportunities for authentic speaking practice and audience interaction. The immediacy of feedback, both from peers and instructors, supports the development of fluency and pronunciation.

### **Leveraging Instagram for Language Skill Development**

Instagram, with its focus on visual storytelling and microblogging, is especially suited for enhancing vocabulary, descriptive writing, and oral expression. **Visual Literacy and Descriptive Skills** Instructors can assign students to post images accompanied by descriptive captions or short narratives in English. This practice not only enhances vocabulary acquisition but also fosters the development of grammar and narrative skills. Thematic assignments such as “A Day in My Life” or “Cultural Traditions” provide culturally relevant contexts for language use.



## Microlearning through Instagram Stories

Instagram Stories can be utilized for delivering succinct educational content, such as vocabulary tips, grammar rules, or cultural insights. The ephemeral nature of stories encourages daily engagement and promotes routine language exposure. Teachers may also use interactive features such as polls and quizzes to assess comprehension.

## Student-generated Multimedia Content

**For example, I ask students to watch English-speaking YouTubers or participate in Instagram challenges that involve writing captions or stories in English.**

### *TikTok as a Tool for Engaging Language Practice*

TikTok, characterized by its short-form video format and user-generated content, offers innovative possibilities for language instruction. It aligns particularly well with project-based and experiential learning methodologies.

#### Video-based Language Demonstrations

Students can create videos demonstrating their understanding of vocabulary, grammar structures, or conversational functions. For example, they might enact dialogues, perform skits, or deliver mini-lessons. This method not only aids in reinforcing linguistic concepts but also enhances speaking confidence and pronunciation.

#### Collaborative Learning via Duets

The duet feature allows students to respond to or build upon each other's videos. This can be employed for role-playing exercises, question-and-answer sessions, or reaction videos. Such collaborative tasks support the development of listening comprehension and interactive speaking skills.

#### Reflective Learning and Self-assessment

Assigning weekly reflection videos, such as "What I Learned This Week," encourages metacognitive awareness and aids in the consolidation of newly



acquired language structures. Additionally, it provides a platform for self-assessment and continuous improvement.

## Instructional Strategies for Effective Integration

The successful integration of social media into EFL pedagogy requires deliberate planning and alignment with instructional goals. The following strategies are recommended:

- ✓ **Blended Learning:** Combine traditional instruction with social media-based tasks to create a hybrid learning environment.
- ✓ **Task-based Learning:** Design communicative tasks that utilize social media features (e.g., creating a travel blog on Instagram).
- ✓ **Flipped Classroom:** Share instructional content (videos, articles) via social media before class to enable more interactive in-class sessions.
- ✓ **Project-based Learning:** Assign long-term projects involving the curation of thematic content on social media (e.g., creating a TikTok series on common idioms).

Assessment methods should reflect the nature of social media tasks while maintaining academic rigor. Rubrics may be developed to evaluate content based on linguistic accuracy, creativity, communicative effectiveness, and engagement. Peer assessment and formative feedback via platform features (likes, comments, shares) can complement traditional evaluation methods.

## Challenges and Ethical Considerations

While the educational potential of social media is significant, its integration into the classroom must be approached with caution. Teachers must address issues such as:

- **Privacy and Consent:** It is imperative to obtain informed consent and ensure secure settings for all activities.
- **Digital Literacy:** Students should be trained in responsible digital citizenship and the ethical use of online content.
- **Equity and Access:** Consideration must be given to students' access to devices and internet connectivity.



- **Time Management:** Tasks should be structured to avoid excessive screen time and maintain a balance with traditional learning activities.

The integration of Facebook, Instagram, and TikTok into EFL instruction represents a transformative approach to language education. These platforms provide opportunities for authentic communication, creative expression, and collaborative learning. When implemented thoughtfully and aligned with pedagogical objectives, social media can enhance the development of English language skills and foster greater learner autonomy and motivation. Further empirical research and classroom-based studies are essential to refine these strategies and ensure their effectiveness across diverse educational contexts.

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