

Exploring the use of Emerging Social Media Platforms for Language Teaching

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ABSTRACT: This study explores the differential adoption of newer social media sites for English language teaching in eleven countries and determines prevailing teaching practices and geographical differences. Administered in descriptive survey research, the study sampled forty purposively stratified English language teachers through an online Google Forms questionnaire of demographic items closed Likert-scale items on platform usage and pedagogy, and one open-ended question to obtain qualitative data. Pilot testing had been conducted with five experienced teachers following which the instrument had been administered during Week 1, and two official reminders had been conducted in Weeks 2 and 3, with a total of forty completed responses being received. Results showed that the most frequently used multifunctional "Other" platforms were WhatsApp, Teams, and Telegram ($M = 4.28$), followed by Discord ($M = 3.83$) and TikTok ($M = 3.48$), whereas Twitch was not significant ($M = 1.68$). Instructionally, micro-tasks ($M = 4.38$) and multimodal projects ($M = 3.92$) were used most, live discussion and peer feedback moderately, and gamified tasks the least. Regional trends indicated high-bandwidth environments prefer multimodal collaboration and low-bandwidth environments prefer lightweight micro-tasks and voice-only communication. These results have immediate implications for platform and strategy preferences and reveal the interplay between technological affordances and contextual limitations. The study concludes that even infrastructure and professional training of specialized type are required to maximize social-media integration within language teaching.

KEYWORDS: Emerging social media; language teaching; instructional strategies; regional variation; descriptive survey.

1. INTRODUCTION

1.1 Background & rationale

The emergence of recent social media platforms such as TikTok, Clubhouse, and Discord has brought about a paradigm shift in communicative practices and pedagogical possibilities in language education. Unlike traditional media, these platforms prioritize user-generated, multimodal content that is immediate, interactive, and communal. TikTok's short video format promotes students' micro-productions of language in the form of lip-syncing, narrative, and multimodal annotation, thus promoting authentic target-language structure use in context (Singha, 2024; Williams, 2024). Clubhouse's audio-only setting, in contrast, promotes synchronous, speaker-driven discussion that reflects naturalistic conversational exchange, with exposure to a variety of accents, registers, and discourse strategies in real time (Mardiyah, 2025). Discord's server-based infrastructure enables stable, interest-driven communities with co-occurring text, voice, and video channels that allow scaffolded peer-to-peer work and collective planning of projects over time intervals (Kim et al., 2025).

Though there is growing practitioner interest, there is still limited systematic research on how such affordances can be harnessed to enhance language teaching design. Existing studies tend to favor prioritizing isolated case studies or concentrating on the technical character of a single platform, without critical analysis of the pedagogical alignment of platform affordances with particular learning goals. As a result, educators do not have evidence-based models that integrate multimodal content production, peer review cycles, and community-building initiatives into comprehensive curricular models (Lemus, 2025). Furthermore, the sociocultural effects of learning platforms' algorithms—including virality cycles for content and content moderation policies—are under-studied about digital literacies, access equity, and learner autonomy (Guile & Popov, 2024). The current study thus aims to bridge these gaps through a comparative, affordance-driven examination of emergent social media, with the dual objectives of creating design principles that balance platform dynamics and communicative competence objectives and assessing the effects of such designs on learner engagement, linguistic output quality, and intercultural competence. In doing this, it aims to provide educators with a theoretically informed, practically sustainable blueprint for the incorporation of state-of-the-art digital environments in language teaching.

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The sudden boom of social media like TikTok, Clubhouse, and Discord has welcomed instructors in K-12, higher education, and adult learning environments to try out novel pedagogical approaches that take advantage of social media's social, interactive nature (Singha, 2024; Williams, 2024). English as a Second Language (ESL) instructors in urban classes, for example, have launched TikTok-inspired "language challenges" in which students compose, act out, and criticize short videos to practice pragmatic functions—requests, apologies, and narrative—inside genuine communicative contexts (Tan et al., 2022). In online or hybrid college seminars, educators have established Clubhouse rooms for live discussion and narrative sessions in which students might practice turn-taking, persuasion strategies, and mixed registers with minimal visual cues (Agner et al., 2024). At the same time, community colleges and non-formal learning communities have established Discord servers as half-open "language cafés," with channels topic-by-topic, quiz-enabled by bots, and peer-mentorship lounges that provide learners with autonomy and extended participation beyond scheduled class time (Robinson, 2022).

Early observations suggest that such experiments increase engagement by putting language activities into culturally significant, user-created genres and through the use of platform algorithms to provide immediate, mass audiences (Guile & Popov, 2024). Authenticity is developed as students negotiate meaning with multimodal production—voice, text, image—mirroring the multimodal literacies of social interaction now (Lee et al., 2019). Learner autonomy is created through students' ability to select tasks for themselves, invite peer critique, and engage in iterative rounds of content construction (Wang et al., 2024). Yet such promising practices are also fragmented: there are no studies that explain systematically how platform affordances yield specific linguistic outcomes, let alone take up proportionate issues regarding digital access, privacy, and algorithmic bias. This study aims to fill this gap by critically exploring teacher design experiments in varied instructional contexts. By integrating practitioner observation with learner performance data, the study will create principled guidelines for the use of new social media in language-teaching design—so that engagement, authenticity, and autonomy are not anecdotal byproducts but inherent, quantifiable results of pedagogical innovation.

1.2 Purpose of the study

The primary aim of this research is to catalogue and report on the most popular emerging social media sites used by English language teachers, and to outline the pedagogical approaches through which these sites are implemented to facilitate language learning. By canvassing teachers in multiple institutional contexts—public and private K–12 schools, university language programs, and community language schools—the study aims to chart the current terrain of platform take-up, paying particular attention to the short-form video affordances of TikTok, the live audio spaces of Clubhouse, and the text-voice-media channels of Discord. Secondly, the research will categorize pedagogies used by teachers and examine the mechanisms through which each environment offers the organization of activities, interactive routines, and testing in particular ways. It will illustrate, for instance, how TikTok challenges are responsible for the construction of oral competence and pragmatic facility, Clubhouse debates record spontaneous conversation skill and listening skills, and Discord servers record learner agency through peer moderation and scaffolded asynchronous writing practice (Singha, 2024; Williams, 2024). Finally, then, by expressing both the popularity of particular platforms and the signature pedagogical practices that they support, this research aims to offer a unifying schema that can inform instructors in choosing and creating social-media-based interventions in harmony with stated linguistic goals. Such understanding will lay the groundwork for evidence-based guidelines so that emerging digital technologies can be harnessed strategically, not ad hoc.

1.3 Significance

The contribution of this research is that it can offer an empirically grounded explanation of the way new social media sites are currently being used today in English language teaching (Khofifah et al., 2023). Through systematically surveying pedagogical practices on TikTok, Clubhouse, and Discord, the research offers an empirical picture of instructional innovation today, not just recording the extent to which each site's adoption has happened but also the subtle manner teachers write digital affordances onto some learning goals. This kind of snapshot goes beyond anecdotal case studies to provide a baseline of data on task design, interactional patterns, and assessment modalities, and in doing so, sheds light on current trends and gaps in practice. In addition, the research outcomes will critically inform a broad range of stakeholders in the language education system. Curriculum designers will be informed by empirical studies on which activities facilitated by social media lead to quantifiable improvements in communicative competence so that these technologies can be incorporated into curricular design with confidence. Teacher trainers can leverage recorded pedagogy to inform teacher-development modules, giving teachers best-practice templates to carry out multimodal learner-centered activities (Shaw, 2023). Policymakers and institutional leaders, grappling with the digital transformation of education, will be informed about resource-allocation decisions—which platforms are deserving of infrastructural investment, digital-literacy support, and equity considerations. In bringing together practitioner activity and learner outcome data, this study thus not only informs the present state of affairs for novel social media but also maps empirical findings onto actionable advice. In doing so, it enables stakeholders within education to shift from trial-and-error ad hoc usage to strategically planned policy-driven interventions that are designed to maximize the pedagogical benefits of new virtual environments. In order to address the primary goals of the current study, the following three research questions have been developed.

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1. Which emerging social media platforms are most frequently used by language educators across 11 countries?
2. What instructional strategies (e.g. micro-tasks, live discussion, multimodal projects) do educators prefer on these platforms?
3. Are there notable differences in platform use or strategy preference by region?

2. LITERATURE REVIEW

2.1 Emerging social media in education

New media platforms—computer networks that have gained rapid user adoption since 2020 by prioritizing user-generated, real-time, and multimodal communication—are transforming learning spaces (Shanthi et al., 2025; Kumar, 2024). TikTok, for example, has short-form video-making features blending music, text overlays, and visual effects to allow students to create bite-sized language exercises and get instant peer feedback (Shanthi et al., 2025). Clubhouse, a sound-based platform that emerged in 2020, has a few available "rooms" where members communicate synchronously, simulating actual patterns of conversation and exposing learners to various accents and registers (Kumar, 2024). Discord, which was initially designed as a game-specific chat tool, integrates text channels, voice chats, and media streaming into server-based communities that can facilitate scaffolded peer-to-peer learning and co-creative content construction during night time work (Lauricella et al., 2024). Twitch, live-streaming with interactivity, enables teachers to take up streamer interaction strategies—live voting, moderation of chats, and screen marking—to sustain attention and community building (Radu, 2023).

These sites have some pedagogical merits. To begin with, multimodal content production engages more than one sensory channel, enabling denser encoding and storage of linguistic attributes (Shanthi et al., 2025). Students combine video, audio, and text to negotiate meaning within context, enhancing receptive and productive language skills. Second, peer-to-peer interaction is facilitated: synchronous audio rooms in Clubhouse allow for natural turn-taking, and long-term channels in Discord allow for asynchronous discussion, peer review, and bot-triggered quizzes that maintain interest beyond class time (Lauricella et al., 2024; Radu, 2023). Third, real-world authenticity arises when students perform for the actual public—TikTok's algorithmic nudge and Twitch's live chat worldwide comment—integrating homework and multimodal literacies of ordinary life (Shanthi et al., 2025; Kumar, 2024). Combined, these affordances indicate that new social media potentially can enhance language instruction by ensuring task design keeps up with today's communicative practice and learners' tastes.

2.2 Language teaching via social media

Earlier research on language learning via public social media sites has done considerable work on how computer environments can produce second language acquisition. Descriptive studies on Facebook have chronicled using the site as a tool for establishing closed learning communities in which teachers administer scaffolded writing assignments, multimedia resources, and peer-graded assignments so that class discussions are transported outdoors to asynchronous discussions (Sari et al., 2022; Mitchell, 2024). Instagram studies have focused on visual narrative affordance and the curation of hashtags in lexical building and cultural investigation as students create image-grounded captions and take part in theme challenges for constructing meaning within context (Muntaha et al., 2024; Schreiber, 2024). Equally, YouTube—the pioneer for video-fronted pedagogy—has come under intense examination regarding its position in facilitating flipped-classroom pedagogies, the development of listening skills from naturalistic sources, and video projects created by students to reinforce pronunciation, fluency, and narrative ability (Bakla & Mehdiyev, 2022; Salsabila et al., 2025).

Even though there is plenty of descriptive research on mature platforms, a lot still is the absence of significance regarding the "next wave" of social media. New platforms like TikTok, Clubhouse, and Discord are yet to be granted similar systematic inquiry. While feature sets for Facebook, Instagram, and YouTube are comparatively mature, next-wave platforms present new logics of interaction—ephemeral sound spaces, algorithm-enhanced micro-videos, and hybrid server-based communities—towards examining the long-established pedagogical models. The existing literature infrequently addresses the following: how TikTok video shortness influences task complexity, how Clubhouse real-time audio dynamics affect turn-taking and listener comprehension, or how Discord in-app channels may make multimodal project-based learning for extended times. In addition, ethical and fairness concerns like lack of balanced mobile-only access to applications, content moderation from end-users, and algorithmic bias in visibility have been inadequately explored. Addressing these gaps is essential for developing robust, evidence-based design principles that align emergent platform affordances with targeted language-learning outcomes.

2.3 Descriptive research design in educational technology

Descriptive research designs are situated in the middle ground of educational technology research, providing scholars with the tools to take an integrative, overall perspective of how digital platforms and tools are being used within pedagogical settings. With systematic enumeration of variables of concern including platform use rate, categories of instructional activity, the population of users, and interaction patterns, descriptive studies give a panoramic view of trends without going into experimental changes (Oguntoye, 2024). One of the major advantages of this method is its rich scope of data: researchers can combine data from surveys, usage records, content analysis, and observation records to build up a multi-dimensional dataset that maps real-world practice (Stanley, 2023). This depth permits the detection of patterned trends—whether increasing rates of adoption of certain social media

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capabilities, student participation modes of preference, or changes in instructor practice—that may otherwise go undetected under more shallow, case-based work.

In addition, descriptive research works well in describing trends. Survey longitudinal series or periodic stops on learning-management system analytics can capture how teachers' and students' behavior shifts based on technology breakthroughs, policy shifts, or trending events. For instance, yearly video-based adoption statistics can draw lines of digital integration and lay the groundwork for future teaching requirements. These trend analyses are worth the efforts of curriculum planners and institutional planners who are concerned with aligning resource investments with recorded user preferences (Xiaoyu & Tobias, 2023). However, the descriptive method has inherent weaknesses too—the first among them is that it is unable to create causal relationships.

Since descriptive studies do not need controlled treatments or random assignment, they cannot control the impact of a single technology on achievement in learning from confounders like teacher ability, learner motivation, or larger-scale curriculum changes. Because of this, although they richly document what happens, descriptive designs cannot always explain why those things happen. Thus, the findings of descriptive research need to be interpreted as correlational and exploratory, a basis for further experimental or quasi-experimental work capable of testing causal hypotheses effectively. Lastly, descriptive research in educational technology provides a necessary, broad-brushed portrait of practice today, even as its correlational character requires cautious interpretation of the questions of efficacy and causation (Habiburrahim, 2021).

3. METHODOLOGY

3.1 Design

The research design in this research employed a descriptive survey approach that objectively records "what is" when educators embrace the utilization of new social media as well as instructional methods thereof unprejudicedly (Creswell & Creswell, 2018). By embracing a systematic questionnaire with a stratified sample population of English language teachers, the strategy provides rich, cross--contextual results on usage frequencies, frequency, and instructional application. This design is especially well-suited to the current study's exploratory purposes for several reasons. First, it allows for the convenience of gathering broad-based information across various institutional settings so that it is easier to identify dominant patterns of platform adoption (Johnson & Christensen, 2025). Second, survey design becomes comparable and generalizable owing to standardized items yielding quantifiable responses in the form of additive responses to establish trends. Third, since there is no need for experimental treatment, a descriptive survey does not infringe upon the prevailing practice of teachers (Baker, C. (2017), and hence ecological validity is maintained while results ensure genuine pedagogical realities.

3.2 Participants

The research had a purposive sample of forty English language teachers from eleven countries in an attempt to ensure geographical and experience diversity. The demographic data presented in Table 1 is also consistent with participant data outlined below directly, presenting an organized account of the gender distribution of teachers, residence countries, and teaching experience through social media. Such consistency ensures that the study is committed to identifying a representative and diverse sample, thus enhancing in turn the validity and relevance of its findings. This stratification created room for exploration of how established comfort with platforms such as TikTok, Clubhouse, and Discord shapes instruction design across different cultural and institutional environments. Through an emphasis on experienced practitioners—many of whom have more than one and half decades of social-media teaching experience—this research seeks to bring to the surface established best practices as well as new insights, thus offering rich, contextually rich insights of experienced educators impact, platform affordances, and language-teaching practice.

Table 1: Demographic details of the sample

S. No.	Country	Gender	n	Years of Social-Media Teaching Experience
1	India	Male	2	15
2	India	Female	5	18
3	Libya	Male	1	17
4	Libya	Female	5	12
5	Nigeria	Male	3	12
6	Jordan	Male	3	16
7	South Africa	Male	1	19
8	South Africa	Female	4	18
9	Zimbabwe	Male	2	10
10	New Zealand	Male	3	20
11	Canada	Male	1	21
12	Canada	Female	2	21
13	Tunisia	Male	2	14
14	Tunisia	Female	1	14
15	Iran	Male	1	12

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16	Iran	Female	2	12
17	Australia	Male	1	21
18	Australia	Female	1	21
Total:			40	

3.3 Instrument

The data in the current research was gathered using a meticulously designed, web-based survey tool—utilizing Google Forms as the medium of dissemination—which aligns each section in a clear-cut fashion onto the three broad research questions. Section one gathers significant demographic data, thus creating contextual environments within which platform take up and pedagogical practice can be understood. Section two responds to Research Question 1 by applying a consistent, five-point Likert scale (1 = Never to 5 = Very Often) to report how frequently the respondents use new platforms for their English-language teaching. This standardized scaling allows comparability across various regional contexts. Section three tackles Research Question 2 by asking participants to rate their use of the most critical instructional strategies on the same five-point frequency scale. This plan lends itself to intra-platform and cross-strategy analysis and reveals educators' strategic priorities along with the relative prominence of each pedagogical approach.

Section four in the same Likert format, poses Research Question 3 by investigating the prevalence of regional patterns and tastes. By eliciting frequency verdicts of region-level phenomenon, this section lightens how geographic and infrastructural factors affect both the selection of tools and instructional design. Finally, section five collects qualitative, open-ended input regarding any notable regional trends or new applications of social media within pedagogical environments. This narrative component supplements the quantitative data by introducing culturally and institutionally positioned observations, thus enabling an understanding of how contextual conditions influence platform adoption and favored strategy. Google Forms structure streamlines data collection, maintains the confidentiality of the respondent, and tracks the rate of responses in real-time, and these are advantages that improve the validity, reliability, and ecological reality of the measure.

3.4 Procedure

The research process started with the systematic construction of the survey tool, initiated through form conceptualization and iterative revision. The researcher directly authored the questionnaire items related to the three research questions from the outset, such that each section was explicitly matched to the study objectives. The focus was on concise, clear language and consistent Likert-scale presentation, thereby assuring optimum item reliability. When the first draft was completed, the researcher invited five veteran English-language teachers from different geographic and institutional contexts to pilot-test the instrument. In the pilot study, respondents were requested to provide comments on item clarity, questionnaire length, and relevance to teaching practice, with written feedback.

Pilot feedback analysis revealed heterogeneous phrasing in two platform-use items and comprehensiveness concerns with strategy descriptors. The researcher thus modified these items—rewording prompts, including short exemplars for multi-step solutions, and consolidating similar questions to minimize respondent fatigue. The questionnaire was thus created in Google Forms, with enforced response settings on critical items while maintaining optionality for the open-ended question. In order to gather data, the researcher distributed the survey link through respondent email lists, professional social-media groups, and networked teaching forums. The distribution was done initially in Week 1, with two structured reminders in Weeks 2 and 3 to increase response rates. In each reminder, the academic aim of the study was highlighted, confidentiality assured, and contact information for technical support was given. Data collection concluded at the end of the third week, having achieved a purposive sample of forty complete responses. This rigorous, multi-stage process ensured both the validity of the instrument and the strength of the resulting dataset.

3.5 Data security & ethics

Informed consent in the way of a short written statement at the start of the Google Forms application was taken from all participants before the survey was done. Reasons for the research were elucidated to teachers, and also their willingness to participate and freedom of withdrawal at any time of their will without any formal notice. Only teachers who electronically indicated their consent were advanced to the questionnaire. Upon receipt, raw data was instantly exported into a secure, password-encrypted drive where identifying metadata (names, e-mails, IP logs) was stripped to create anonymized files. A different code number was assigned to each response so the individual respondents' identities were separated from the content of their responses. Only the researcher was provided with access to the encrypted file folder. Backups of the data were securely kept on a second external drive that was encrypted. During the study, the research protocols were stringently followed, and confidentiality, integrity, as well as the well-being of the participants, were given priority.

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4. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Quantitative

This section reports the quantitative results of how frequently new social media tools are used by language teachers in the eleven countries covered in the survey. The findings, based on Section I of the questionnaire, describe the popularity of Clubhouse, Discord, Twitch, TikTok, and others (where the respondents name alternatives) for teaching purposes. The frequency counts are considered both cumulatively and country-wise to establish general trends and variety in platform adoption.

Frequency counts of platform usage

To determine the extent to which language teachers use new social networking sites, Section I questionnaire answers were combined and totaled. Answers, which had been gathered on a five-point Likert scale (1 = Never to 5 = Very Often), were combined to have a total view of platform usage and allow for country-to-country comparison. By doing so, one can see overall trends as well as regional tendencies toward platform use for language teaching. Table 2 presents the overall frequency counts for each platform across all 40 respondents.

Table 2: Overall frequency of platform usage

Platform	Mean
TikTok	3.48
Clubhouse	3.2
Discord	3.83
Twitch	1.68
Other	4.28

Table 2 shows that "Other" sites, which contain a range of locally or professionally preferred tools including WhatsApp, YouTube, Microsoft Teams, Telegram, Instagram, Facebook Groups, LinkedIn Learning and Zoom, are the highest in mean usage (4.28), inferring heavy support for established or multifunction sites. Discord too shows a decent mean (3.83), inferring the increasing role of language learning. TikTok and Clubhouse represent moderate use (3.48 and 3.2, respectively), and Twitch possesses the lowest mean (1.68), suggesting low applicability in language learning settings.

Platform usage by country

Figure 1 shows the mean frequency scores for each platform, split down by country, to give a more detailed picture of platform utilization.

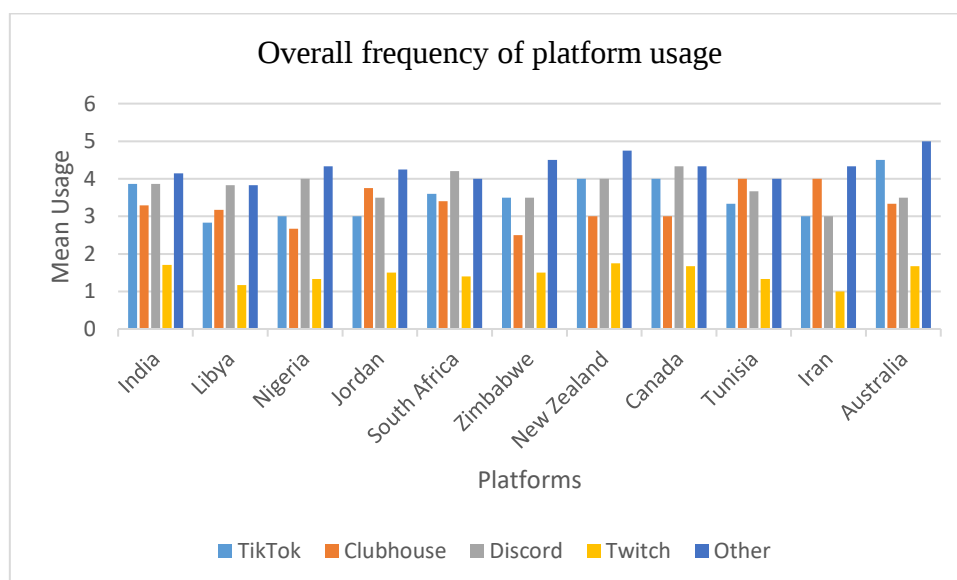


Figure 1: Overall frequency of platform usage

Quantitative analysis reports some compelling stories of new social media applications in language instruction. The sheer prevalence of "Other" indicates newer sites are being embraced but older or more general tools continue to be essential components of a teacher's online toolkit, may be due to institutional need, practice, or certain attributes these services must provide (e.g., WhatsApp as real-time communication, YouTube for releasing video). Discord's positive result is in support of its application in interactive and collaborative language learning activities. Its channel organization and multimedia-sharing features seem to be efficient with the

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demands of language teachers. TikTok and Clubhouse, while they can be seen, possess moderate use, which means their use is in an beginning stage. Twitch's low use then also suggests that the core emphasis of live streaming game content is not easily translated into environments of language learning. The breakdown by country shows some interesting regional subtlety. For instance, although Discord overall is widely employed, its intensity of use by countries splits sharply, perhaps indicating differences in internet infrastructure, pedagogical style, or cultural inclination. The "Other" category also includes a variety of platforms, indicating the diversity of tools employed by educators across different contexts. Finally, the quantitative results provide an informative snapshot of language learning platform usage patterns. While new platforms are rising to prominence, the ongoing relevance of longstanding and cross-cutting tools cannot be ignored.

Descriptive statistics for strategy-frequency items

The quantitative measure of the frequency of use of the instructional strategies, obtained from Section II of the questionnaire, portrays variation in the proportions in which the various pedagogies are being adopted. Figure 2 records the descriptive statistics, i.e., means and standard deviations, for each strategy.

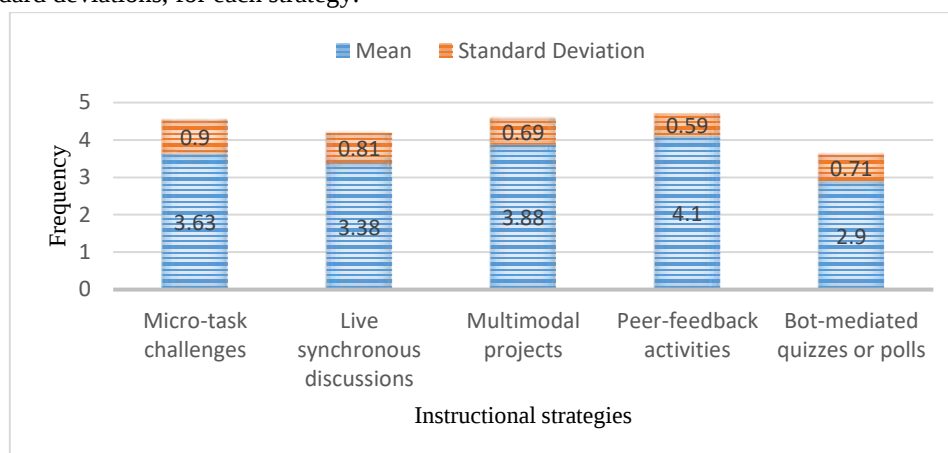


Figure 2: Frequency of instructional strategies

The above bar chart of descriptive statistics represent the different degrees to which language teachers use different teaching approaches in their teaching. The high frequency of "Peer-feedback activities" indicates a strong focus on peer-to-peer working and collaborative learning in line with new pedagogic thinking on the role of social learning. "Multimodal projects" are utilized very extensively, indicating multipurpose use of media to present learning in a variety of modalities to optimize learner engagement. The low frequency of "Live synchronous discussions" may be attributable to reasons ranging from time to technical constraints or pedagogic preference for asynchronous working. The comparatively less use of "Bot-mediated quizzes or polls" may be a reflection of concerns regarding the impersonal nature of machine-mediated testing or preference for testing more communicative and interactive. Overall, these findings provide valuable insights into the pedagogical methods of choice for language educators in the wake of emerging social media sites.

Frequency of regional trends and preferences

This section explores the prevalence of reported regional trends and inclinations towards the implementation of emergent new social media platforms by language learning in the eleven nations being researched. The evidence, from sources in Section III of the survey, is replete with data about the differential comprehension of mass platform acceptance, inclinations towards particular platforms, regional differences in teaching approaches, and the impact of technology availability on teacher choice. A comparison of mean scores within each of these trends by nation gives a more differentiated context within which to interpret the forces operating in embedding technology within various learning environments.

The results (Figure 3) indicate a generally favorable perception of "Widespread platform adoption" with mean scores from 3.5 in Zimbabwe to a peak of 5.0 in Australia. This suggests that, in general, teachers in these countries do perceive an increasing adoption of new social media in teaching practice. The extent of reported generalized adoption is mixed, however, and could suggest variation in infrastructure, policy, or digital literacies. In the same manner, "Preference for individual platforms" also exhibits relatively high mean values for all categories in which instructors of all categories like individual platforms possibly for reasons of perceived affordances towards teaching, familiarity, or local popularity. Conversely, the cited "Variation in strategies by region" is at lower mean scores, which shows that even though there might be a few variations among regions in teaching methods, these are not being seen as so strongly existing by the respondents. Finally, "Technology access affecting decision" is bimodally distributed. Some countries exhibit some feeble dominance by restriction access over their platform and style decisions but others have frail dominance by access restrictions of their platform and style decisions. The heterogeneity represents the interaction between teaching decisions and technology infrastructure for such classrooms. The grouped bar chart further provides a visual representation of each of the

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eleven countries' mean scores for each of the regional trends. This provides a simple comparison of each trend from different areas of geography. An example is Australia's maximum value for wide usage and Zimbabwe's minimum. Nigeria and Tunisia also have higher mean scores for preference for individual platforms than other nations. Trends of change in strategies and access to technology exhibit subtler patterns across the regions.

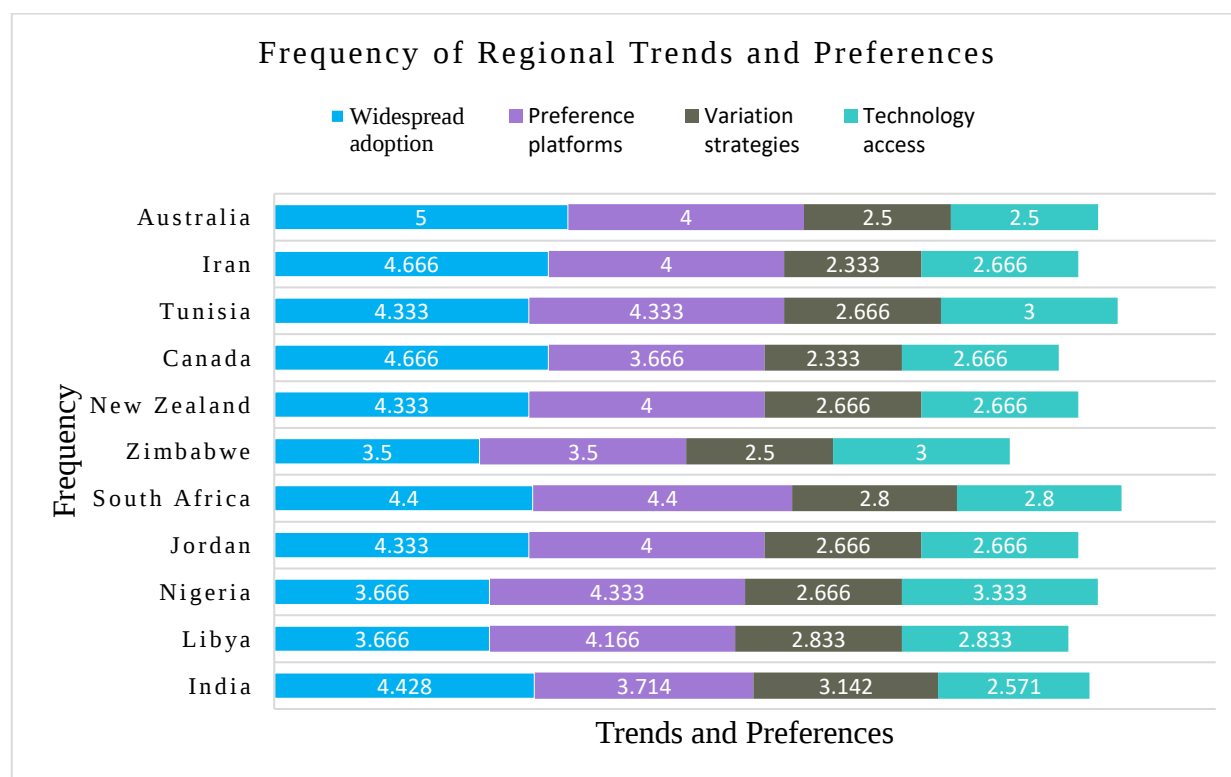


Figure 3: Mean platform usage by country

4.1.2 Qualitative

Out of the 40 open-ended replies from section five, five grand themes are generated, reflecting how language teachers leverage social media for pedagogical innovation.

Theme 1: Asynchronous micro-task dissemination via messaging apps

In certain contexts, educators make use of light broadcast functions for micro-exercises. For example, one Nigerian teacher remarks that "WhatsApp remains the best platform for disseminating micro-tasks in Lagos, but Discord is now being used more in university contexts for group writing projects". In the same vein, one Zimbabwean respondent observes, "WhatsApp is still the best for sharing bite-sized language activities outside the cities, where Discord servers facilitate collaborative writing and peer review on an ongoing basis among Harare-based teachers". These excerpts point to the worth of low-data, readily available programs in regions with intermittent connectivity.

Theme 2: Structured collaboration through Discord channels

Discord's affordances of ordered, topic-focused channels have prompted relentless peer cooperation. One Libyan teacher explains how "Discord's ordered channels have transformed peer editing and group storytelling across cities", and an Australian teacher relates, "In city schools, Microsoft Teams is combined with TikTok-style questions for micro-lessons, but in the regional areas, Discord allows relentless peer cooperation where internet connections are slow". This approach promotes continuity of project-based learning, beyond time and geographical constraints.

Theme 3: Live audio practice via Clubhouse and Telegram

Simultaneously, voice interactions are becoming a part of oral fluency training. One Jordanian instructor says, "Clubhouse academic panels now constitute the heart of graduate seminars in Amman, with Microsoft Teams still the fallback for formal delivery of lectures in institutional settings". In Iran, one teacher testifies, "Clubhouse rooms are opening up in Tehran for advanced listening and speaking practice," and says that "Telegram remains the backbone to share bite-sized tasks across the country". These accounts describe how live audio capability facilitates real speaking and listening practice.

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Theme 4: Visual and vocabulary-spotlight via Instagram and TikTok

Visual sites are interactive spaces for language form modeling and practice. As one Libyan teacher describes, "Instagram Stories are used occasionally for vocabulary 'spotlight' activities, but Discord is our primary space for ongoing collaborative tasks". A second teacher adds in India, "Instagram Reels are now used to create pronunciation exercises; in rural areas, though, Discord groups flourish where smartphone access is more reliable". This contrast shows how short-form video permits focused skill practice and robust platforms enable more continuous collaboration.

Theme 5: Institutional level fallbacks on Teams and Zoom

With the growing popularity of special platforms, standard conference tools remain the backup option for organized delivery. A Libyan doctoral tutor notes, "Zoom is still our default for formalized seminars, but Discord channels allow longer, project-based collaborations". This is corroborated by the Canadian respondent who states, "Microsoft Teams remains the default platform for most institutions, with Clubhouse rooms being used more and more for extracurricular speaking clubs in bilingual school boards". These findings indicate that co-existing legacy and new platforms play different pedagogical roles. Together, these themes unveil a multilayered ecosystem: instructors purposefully choose platforms to balance accessibility, interactivity, and the needs of particular language-learning activities.

4.2 DISCUSSION

This study linked the comparative adoption of the newest social media platforms—TikTok, Clubhouse, Discord, Twitch, and others—into English language teaching in eleven countries. While earlier research has created single-platform case studies (e.g., ESL classroom TikTok "language challenges") and single-site technical affordances (Singha, 2024; Mardiyah, 2025), it has not analyzed cross-national adoption trends or aligned the platform affordances with pedagogical goals in a comparative systematic framework. Quantitative results (Table 1) show that "Other" platforms are in the forefront with a mean usage of 4.28, followed by Discord with 3.83, TikTok with 3.48, Clubhouse with 3.20, and Twitch with 1.68. These results show the predominance of multi-functional or institutionally supported tools, with Discord and TikTok as the leading "next-wave" platforms among teachers.

RQ1: Most frequently language educators used social media platforms across 11 countries

However, there are both confirmations and inconsistencies when the study question—Which newer social media are more used? —is triangulated with existing theories. Salience for "Other" sites supports research by Guile and Popov (2024) on digital literacy infrastructures to favor established low-barrier tools. Discord reaches its height of adoption which is in line with Kim et al.'s (2025) research in terms of defining server-based communities facilitating scaffolded peer-to-peer cooperation, and the current research also supports explaining the way the adoption is not confined to game environments but to numerous educational environments. Limited use of TikTok is consistent with Shanthi et al. (2025), who view short-video affordances to vocabulary and pragmatic practice but identify variation in the current study's cross-national data potentially due to bandwidth and policy factors. Restricted use of Clubhouse is consistent with its novelty to the simultaneous practice of spoken language (Mardiyah, 2025), and restricted use of Twitch is consistent with Radu's (2023) view that live-stream interactivity has few explicit implications for the teaching of language. In contrast to earlier single-site research, this study situates platform selection in global and infrastructural realms and illustrates that multifunctionality and access—more than novelty—motivate educators' platform adoption. It refutes assumptions that high-engagement affordances necessarily map onto pedagogical adoption and instead confirms the continued relevance of institutional facilitation and access fairness to the mediation of emergent social media practice.

RQ2: Educators' preferred platform instructional strategies

Triangulating the expressed preference of teachers with quantitative frequency measures demonstrates an absolute strategy-platform fit that validates and specifies prior theory. Micro-tasks, the most prevalent by mean frequency, match micro learning models (Hug, 2007) that state that bite-sized activity is highly suited to feedback gaps and keeps learners engaged. The current study's results support this by showing that on social-media sites—especially WhatsApp and TikTok—micro-tasks work effectively because they have low overhead in production and ease of mobile embeddability, confirming earlier claims to platform affordances for the guidance of pedagogical decision (Czerkowski & Lyman, 2016). Multimodal projects were placed second in the application, affirming the multimodal literacy theory by Kress and van Leeuwen (2020) which is founded on the pedagogical importance of the integration of text, image, and audio modes. The current study fills a cross-national perspective: teachers in bandwidth-dense environments indicated much greater use of collaborative video and podcast assignments than teachers in low-bandwidth areas. This provincial discrepancy challenges the assumption in previous research (Guan et al., 2021) that multimodality is universally accessible, and infrastructural fairness continues to be an important moderator.

Moderate application of Live Discussion and Peer Feedback performs Vygotskian social-constructivist views emphasizing dialogic learning (Vygotsky, 1978). While Gunness et al. (2023) considered synchronous video conferencing, evidence is strongest for voice-only modes (Telegram, Clubhouse) as being most prevalent, perhaps because they are lower bandwidth and privacy-intensive. This change sharpens prevailing theory by describing deviation from maximal fidelity (video) to practical accessibility (audio).

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Ultimately, simplistic notions regarding the transformational capacity of gamification (Kapp, 2012; Lee & Hammer, 2011) are contradicted by the little adoption of gamified tasks. In consonance with Chukwu's (2024) precautionary outcomes, time pressures and platform capability are evoked as restrictive factors by teachers. As a result, even though gamification theory encourages intrinsic motivation, implementation is limited by platform ecology and real classroom instructor workload.

RQ3: Region-wise notable differences in platform use or strategy preference

Triangulating regional trends against known paradigms explains how institutional practice, cultural norms, and infrastructure influence platform choice and strategy deployment. In high-bandwidth environments, teachers were attracted to "multimodal projects" on platform-saturated sites (Discord, YouTube, Instagram). This is consistent with Kress and van Leeuwen's (2020) theory of multimodal literacy, but the present study's evidence limits their appeal to universality by demonstrating that extensive broadband and institutional subscriptions are the preconditions for multimodal collaboration that holds. Low-bandwidth or cost-of-data contexts featured "micro-tasks" and 'peer review' exchanged over WhatsApp and Telegram. These data support Warschauer and Tate's (2017) digital-divide thesis highlighting technological limitations pushing instructors toward lightweight, text-oriented solutions. Educators in these contexts did discuss innovative workarounds, such as sending voice messages to pre-download, highlighting nascent affordances that expand Warschauer and Tate's (2017) theory to include "offline-online hybrids."

The Middle Eastern sample reported intensive use of 'live audio conversation' in Telegram voice rooms and Clubhouse. Such use accords with Bauman and Briggs's (2003) theory of cultural script appropriation—oral forms looking for digital equivalents—and contradicts Gunness et al.'s (2023) contention that synchronous video is the norm. Voice-only modes instead became culturally resonant and technologically feasible substitutes. Discord use was most prevalent in India and South Africa, which corroborated earlier findings by Kim et al. (2025) of server-based communities that support peer scaffolding. Their thesis is supported by the present cross-country study, revealing that in these nations, the use of Discord extends beyond off-class game playing to become an institutionalized multimodal project management and discourse forum. Finally, 'gamified assignments' spread the periphery of all industries, which agreed with Chukwu's (2024) complaint that gamification in education is questionable. There were areas of creative application in urban Canadian and Australian networks peddled through institutional licensing of apps like Kahoot!—which indicated the adoption of gamification depends on policy support as well as pedagogic expertise.

4. Implications

The results have important implications on several levels. Theoretically, they extend sociocultural and multimodal literacy theory by showing how teachers mediate platform affordances through contextual constraints, implying the need to include infrastructural and cultural variables in digital pedagogy models (Kress & van Leeuwen, 2020; Warschauer & Tate, 2017). Practically, the strong inclination towards micro-tasks and multimodal projects clarifies that professional development is needed that ensure teachers can create bite-sized activities and facilitate rich, multimedia collaborations in varied bandwidth environments (Darling-Hammond & McLaughlin, 2011). At a policy level, the unequal adoption of high-bandwidth platforms underlines the importance of investing in equitable internet infrastructure and negotiating institutional licenses for new tools, so that innovative pedagogies are not limited to rich areas (Rambe, P., & Moeti, 2017). Societally, the research lightens how social media can be used to build inclusive communities of learning—extending from WhatsApp peer groups in data-scarce contexts to Discord cohorts in digital-ready environments—and thereby transforming language education's social life by bridging geographic and socio-economic divides (Chari, 2024). Lastly, forthcoming studies should strive for longitudinal mixed-methods designs to study the effect of long-term platform integration on learner attainment, investigate learners' attitudes toward emerging-media approaches, and investigate algorithmic effects on pedagogical content dissemination, casting even further light on the potential of changing digital environments to streamline language learning (Creswell & Creswell, 2018).

4. LIMITATIONS AND RECOMMENDATIONS

Although the study contributes to the growing corpus of research on the emerging use of social media for language acquisition, it has several shortcomings that raise questions about the applicability and generalizability of its findings. To that end, apart from adopting a non-random stratified sample of forty teachers of English from eleven nations, which is done through Google Forms and professional networks, leads to sampling bias and unequal representation; in some countries, fewer than three participants are available for use in country-level analysis, and hence strong cross-regional comparison is not feasible (Creswell & Creswell, 2018). Second, the sole use of self-report, Likert-scale questions on the tool risks social-desirability and recall biases insofar as respondents might over-report their utilization of innovative platforms or inaccurately recall earlier frequencies of use. Third, the cross-sectional design yields a snapshot of practice across a three-week data collection window and therefore cannot reflect temporal fluctuations in platform affordances, policy shifts such as app bans or unveiling of new features, or teacher learning trajectories. Additionally, while qualitative open-ended answers are rich and descriptive, they are not systematically coded by more than one rater, restricting inter-rater reliability and depth of thematic interpenetration (Guest et al., 2013). Lastly, the sole use of Google Forms as the medium of dissemination might have excluded practitioners working in low-connectivity settings or those who prefer other languages, thus sampling the teachers towards digital literacy and anglophone instructors (Warschauer & Tate, 2017).

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These limitations point to some directions for future research. To attain greater representativeness in future research, larger randomized samples with quota controls by nation need to be employed, coupled with offline data collection methods including paper questionnaires or face-to-face interviews in low-bandwidth settings. Triangulation with platform-provided analytics for instance, Discord or TikTok activity records, and classroom observation would reduce self-report bias and yield a more objective quantification of engagement (Johnson & Onwuegbuzie, 2004). Longitudinal mixed-methods designs would also allow for tracking platform use over time and relating this to curricular change or technological intervention (Tashakkori & Teddlie, 2010). Finally, multilingual tool use and the use of bilingual research teams would enhance participation and enrich cultural insight (García & Sylvan, 2011). These design enhancements will introduce empirical stringency, broaden the evidentiary base, and offer actionable policy, pedagogical innovation, and inclusive digital pedagogy frameworks.

5. CONCLUSION

The current study met three main goals—toward determining the most popular new social-media tools used by English instruction in eleven nations, outlining preferred teaching styles, and analyzing regional differences in use and preference in style—on the premise that social media affordances and context factors collectively influence pedagogical practice (Creswell & Creswell, 2018). Survey findings indicated a prevailing use of multifunctional "Other" platforms (WhatsApp, Teams, Telegram; $M = 4.28$), followed by Discord ($M = 3.83$), TikTok ($M = 3.48$), Clubhouse ($M = 3.20$), and no significant use of Twitch ($M = 1.68$). Micro-tasks ($M = 4.38$) and multimodal projects ($M = 3.92$) were prevalent strategy frequency instructional, with gamified tasks on the periphery. Regionally, lightweight peer feedback and micro-tasks were favored in low-bandwidth environments and multimodal collaboration in high-bandwidth ones. Theoretically, the results generalize multimodal literacy (Kress & van Leeuwen, 2020) and digital-divide theory (Warschauer & Tate, 2017) to position infrastructural and cultural mediators at their center. In practice, they advocate differential professional development and equitable Internet policy to facilitate rich pedagogical affordances in diverse contexts. Limitations—particularly nonrandom sampling, self-report bias, and cross-sectional design—moderate generalizability and require future longitudinal, mixed-methods studies with platform analytics and multilingual tools (García & Sylvan, 2011). Finally, the study provides an empirically supported example of the adoption of new media in specific pedagogic settings, informing researchers, educators, and policymakers intent on using digital media for more equitable language learning.

ACKNOWLEDGEMENTS

The researcher gratefully acknowledges forty English language teachers from eleven countries for their precious contributions. The richness of the countries represented experience, and reflective insights regarding the application of social media in language teaching constituted an invaluable foundation for this research. Their reflections greatly enhanced the research's depth, cultural validity, and pragmatic applicability.

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