Social Media in English Learning and Teaching:
A Duoethnography

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Abstract: This article examines how social media affects English learning and teaching from the perspectives of two English teachers. By employing duoethnography, we engaged in collaborative conversations exploring each other's biographies and life experiences in order to shed light on broader cultural, social, and educational issues (Sawyer & Norris, 2013). Through dialogues, we shared our personal stories on the impact of social media on learning and teaching English in two different first-language (L1) settings to enhance our understanding of the topic and connect our experiences to research. Based on these insights, we also proposed practical implications for second-language (L2) teaching. Data were collected from the recordings of face-to-face discussions, digital reflection notes, and recollections shared by the two authors. Three main themes emerged: (1) hesitancy on using social media, (2) Facebook as a prominent social media platform, and (3) learners' attitudes and perceptions toward using social media in class. Based on these findings, practical implications for L2 teaching are discussed and we hope this duoethnography resonates with readers and generate further discussion for practitioners and researchers alike.

Keywords: social media, English learning and teaching, duethnography, hesitancy, Facebook, learners' attitudes and perceptions

Introduction

In this article, we investigate how we, as English teachers in Vietnam and Sri Lanka, perceive the effect of social media on English learning and teaching. Over time, social media has become ubiquitous in different fields, particularly its rising popularity in language education. Social media encompasses a range of digital platforms and technologies that enable users to create, share, and interact with content as well as participate in social networking, which was implied in previous studies of social media (Wiafe et al., 2020). Notably, the rise of distance learning in the 2020 post-pandemic era provides a wide range of possibilities for learners' high exposure to social media for learning purposes. In the current sociocultural and socio-economic context, the emergence of social media likely impacts language teaching and learning more significantly. Its massive popularity has gradually attracted more attention from linguistic scholars and researchers to explore its potential to promote language development However, it is also important to consider users' (i.e., teachers and students) experiences with social media and second language (L2) learning.

Given the significance of information and communications technology (ICT) in the educational system in developing countries such as Vietnam and Sri Lanka, incorporating social media into English language teaching and learning is deemed an irreversible trend that can benefit English learners and teachers. The primary concerns that guided our research were the opportunities and challenges of integrating social media into English language teaching in Vietnam and Sri Lanka. We were particularly puzzled by how social media could be effectively leveraged to enhance English language learning in contexts where access to traditional educational resources might be limited. We were also concerned with understanding the potential impact of social media on learner engagement, motivation, and language acquisition, as well as the challenges teachers face in adapting their practices to incorporate these digital tools. Within this context, we conducted an exploratory duoethnography into our experiences of using social media in English language classrooms under our roles as language instructors to reflect our teaching practices, then suggesting potential innovative teaching approaches using social media based on what we withdrew from our conversations.

The topics of our three meetings were decided based on a progressive exploration of our experiences and reflections. Three research questions emerged throughout our discussions, each influencing the direction and focus of our dialogue. We demonstrated three relevant themes corresponding to these questions that were raised from our discussions. Firstly, we questioned how our experience as users, learners, and teachers could be systematically analyzed to uncover broader trends in the use of social for language education. Secondly, we analyzed how the content and interactions within certain Facebook pages and groups could be optimized to better support English language learning, particularly in diverse cultural settings like Vietnam and Sri Lanka. Lastly, our engagement with an empirical study on Facebook's impact on vocabulary acquisition prompted us to reflect on the broader implications of social media use in language learning. We asked how the findings from this study could be applied in our own teaching practices and what additional research might be needed to fully understand the potential and limitations of social media in education.

In the following sections, we discuss previous empirical studies on using social media in L2 contexts. Next, we discuss the methodology for our duoethnography. Finally, a discussion section is also included to analyze the duoethnography's findings and refer to certain pedagogical directions.

Literature Review

In the early 2000s, the transition from Web 1.0 to Web 2.0 created an environment where social networking sites could thrive. Platforms like MySpace, Facebook, and later Twitter, Instagram, and others have provided users with spaces to interact, share, and connect with people globally (Greenhow & Lewin, 2016). Notably, the widespread adoption of smartphones in the late 2000s made social media platforms more accessible than ever before, thus allowing users to engage in language learning on the go and turning any spare moment into a potential learning opportunity. The presence of social media in language learning particularly and in education generally was even more ubiquitous during the COVID-19 pandemic in 2020, which forced a sudden and widespread shift to online learning. During the pandemic, there was a significant increase in the use of social media for educational purposes, including language learning. At that time, social media platforms saw a surge in use for virtual language classes, live discussions, and resource sharing (Sobaih et al., 2022).

Alongside the accelerating development of social media in education, there have been mixed views among teachers and students on the impact of using social media in the language classrooms. A study conducted by Lambton-Howard and his colleagues in 2021 examined how students and teachers at a UK university perceived the effectiveness of social media in language teaching and learning. The results revealed that students appreciated the value of social media in facilitating natural and authentic communication. Both students and teachers were also found to acknowledge the importance of social media in modern communication, yet it was not widely incorporated in language education. However, regarding appropriateness in classroom settings, the majority of students reported a discomfort when interacting with teachers on social media platforms, while teachers expressed an uncertainty about the boundaries of professional conduct on these platforms. Similar findings were demonstrated in another recent study by Nguyen (2023). In this study, both teacher and student participants agreed that there were potential benefits of social media for learning English, including improved motivation, ease of collaboration, and immediate access to educational resources. Despite the widespread use of social media among the participants, it was less frequently used for teaching and learning, particularly in areas like speaking and listening skills. They mainly used social media for non-study purposes, with Facebook being the most commonly used platform. Google Docs and Skype were also widely used, yet limited to tasks like document sharing and communication only. These findings have indicated a gap between the perceived value of social media and its actual use in educational settings.

Preliminary studies have demonstrated that L2 learners, particularly those from the net generations 'Y' and 'Z' growing up in the Web 2.0 era when social media emerged as an irreversible trend, can reap certain benefits from using different social media platforms each with distinct features to render language learning valuable for deep investigation (Wang et al., 2022). These generations were considered "digital natives", who naturally incorporated social media in their learning, socializing, and staying informed. Zheng and Barrot (2022) suggested that social media platforms like QQ, a popular instant messaging software in China, can effectively enhance L2 speaking performance when used as e-portfolios. Data analysis demonstrated a more significant improvement in learners' speaking performance compared to the control group. The researchers attributed this outcome to the visibility and feedback features through QQ, which could heighten learners' engagement and interaction with each other.

The study by Akkara and colleagues (2020) also supported this finding by examining how WhatsApp, another messaging application with similar functions in QQ, promoted learners' speaking skills through constant interaction with their peers. The results of the speaking posttest showed a substantial improvement in learners' speaking proficiency after using WhatsApp during the treatment, as indicated by higher scores in several domains such as fluency and grammatical accuracy. A notable shift in the participants' perceptions regarding their speaking abilities was also recorded in the data collected from a survey, with increased confidence and positive views on the effectiveness of WhatsApp for learning. Therefore, the potential of social media platforms like QQ or WhatsApp can be seen as a useful pedagogical tool for informal language learning, offering flexible, interactive, and accessible means to enhance communicative competence (Mpungose, 2020; Nasution, 2022).

YouTube is indeed one of the most prominent social media platforms for language teaching and learning (Dizon, 2022). Kim and Kim (2021) elucidated how YouTube could serve as a valuable resource for enhancing English language skills and understanding American culture among Korean first-year students at a U.S. university. The study explored a significant advantage of using YouTube in understanding cultural nuances and social expectations for better adaptation to living in a foreign environment. Moreover, the participants were reported to improve in certain language domains, particularly in areas like slang, idiomatic expressions, and academic writing. Hence, it was concluded that YouTube could support certain linguistic, cultural, and academic development of L2 learners. Besides vocabulary and pragmatic knowledge, Saed et al. (2021) added further solid evidence proving that YouTube videos can promote learners' speaking skills. The results indicated higher learning gains in the posttest compared to the pretest, yet with notably better enhancement in pronunciation and fluency from the experimental group. All in all, these findings can be explained by the fact that YouTube provides access to a wide range of videos featuring native speakers engaging in natural conversations with diverse cultures, accents, and dialects, thus allowing users to select the videos that best suit their language learning needs and preferences (Syafiq et al., 2021).

In addition, Facebook has been reported to be one of the most popular social media platforms worldwide, with over 2 billion active users since 2023 (Dixon, 2024). However, unlike YouTube, Facebook used to be in limited use for language learning, probably because of its general focus as a social networking site rather than a language educational platform (Vu et al., 2023). Notwithstanding its dominance in different profitable fields such as marketing, advertising, or entertainment over education, constantly updated multifunctions on Facebook has prompted a rising number of studies contending that understanding how to integrate Facebook into L2 education effectively can lead to improved outcomes in developing L2 proficiency (Faryadi, 2017). In a recent study, Zhen and Ramzan (2024) examined how using Facebook posts influenced learners' motivation and learning performance. The results revealed that learners showed improved learning outcomes in writing tests after participating in Facebook-based language learning activities. Facebook posts were also found to greatly enhance the motivation of ESL learners by providing a platform for sharing experiences, seeking advice, and interacting with educational content. This finding is aligned with several studies emphasizing the significant impact of Facebook-based activities on writing skills and motivation (Alam & Mizan, 2019; Klimova & Pikhart, 2020; Pham & Nguyen, 2021).

On the other hand, several studies have specified that social media could exert certain adverse effects on students' psychological health issues, thus affecting their language learning. Shu (2023a) found a positive correlation between the problematic use of social media and foreign language anxiety. Student participants in this study who reported higher levels of social media use also experienced higher levels of anxiety in their language class with lower language proficiency scores. Besides, they had to struggle with other mental issues such as addition, loneliness, and increased academic burnout, which were believed to disrupt face-to-face interactions and effective learning. Wibowo et al. (2023) approached the impact of social media from another insightful perspective, with the primary focus on how social media could affect cultural integration. They expressed their concerns over intercultural conflicts that might be triggered from using social media, particularly filter bubbles, a "phenomenon where social media users tend to only be exposed to views and information that align with their beliefs" (Wibowo et al., 2023, p.372). According to Einav et al. (2023), filter bubbles have accelerated opinion polarization, preventing learners from encountering the full spectrum of cultural contexts in which a language is used. This could lead to the misunderstanding of cultural nuances, references, and practices that are essential for achieving language fluency.

Certain benefits and concerns of social media raised in the earlier studies have prompted us to further explore its potential to both support and hinder the learning process. Among all common social media platforms, Facebook has become more and more prevalent in the educational systems of Vietnam and Sri Lanka. Therefore, we offer a detailed interpretation and analysis of how social media in general, and Facebook in particular, can influence L2 acquisition in the discussion section below.

Participants

Both researchers of this study are currently graduate students in a master's program in Applied Linguistics at the university A in Canada. Therefore, we know and share mutual respect as well as trust with each other very well, which matches the key principle of duoethnography, requiring the participants to have a certain level of understanding and trust with the interlocutors (Lawrence & Lowe, 2020). V, born and raised in Vietnam, has been teaching English for students at different levels and ages at different Vietnamese educational institutions for the past five years. N, born

and raised in Sri Lanka, has over a decade of teaching experience in Sri Lanka and the United Kingdom. We are both international students with enriched teaching experience in our contexts. During our graduate studies, we have collaborated on several assignments of different courses and held similar viewpoints on numerous topics in second language acquisition. Our diverse backgrounds can act as a catalyst to help us share and learn from each other, thereby establishing a trusting and supporting relationship that sets a premise for conducting this duoethnography together.

We both come from the countries that are heavily investing in English language education due to global demands. As young and enthusiastic English teachers, we want to bring firsthand experience of how traditional and innovative teaching practices are implemented in contexts where English is not the native language. Our observations and experiences, coupled with our academic training in Applied Linguistics, allow us to evaluate the integration of social media in language teaching, particularly in settings where technological resources may be limited and cultural attitudes toward using social media in education may differ from those in Western countries. As there are strict standards and protocols of constantly innovating English teaching practices in our contexts, along with continuous updates and creative methodologies in language teaching and learning such as gamification, flipped classroom, project-based learning, we have to integrate technological tools and applications into our classes frequently and manage to use them effectively. However, we admitted that we had rarely used social media in our teaching, albeit with full awareness and comprehension of its impact and implications because of our observations and minor research into the topic. We believe our discussions will foster a more profound understanding of social media in English language education by analyzing the potential benefits and barriers of social media in language teaching, drawing on our diverse experiences and educational contexts.

Methodology

We had three in-person meetings where we discussed on social media in L2 teaching and learning. Our first discussion focused on our general impressions and personal experience with social media from the perspectives of users, English learners, and English teachers. After two weeks, we proceeded with the second discussion, in which each of us shared a Facebook page/ public group about learning/ teaching English as artifacts for deeper analysis (Huang & Karas, 2020). In the last discussions, we analyzed an empirical study examining the impact of Facebook on vocabulary acquisition, then interacted with the study by reflecting on how the study's findings connected with our experience. Each discussion took approximately 30-40 minutes. After each discussion, we both listened to the recordings multiple times and noted down the main points worth discussing. We then made transcriptions and reached a consensus on the key themes emerged from all the data. All of our notes and written reflections were shared in a Google Doc as the primary document providing data for our analysis. Our memories and reactions to each other's notes also served as 'data' for our study. Furthermore, some empirical studies were brought up to back up our viewpoints on using social media in L2 classrooms as well as its practical implications in the notes (e.g., Liu, 2016; Lin et al., 2019; Oktarini et al., 2022). These studies further impacted our investigation. Thus, our dialogues, reflective notes, notes on notes, and reactions all served as the data for our study.

Unlike statistical methods that quantify data and focus on generalizability, duoethnography allows researchers to identify common themes and divergences in their stories through ongoing dialogues (Sawyer & Norris, 2013). During our analysis, we employed an inductive approach to coding, where we first identified recurring ideas and patterns in our discussions and written reflections. From these, three key themes emerged: hesitancy in using social media, the prominence of Facebook as a platform, and learners' attitudes and perceptions toward social media in class. These themes were not predefined but developed organically as we revisited our dialogues and reflections. This duoethnography is the combined written work of the two authors, each of whom was in charge of different sections. As we allowed our discussions to flow without interruption, our dialogues were a bit messy and unorganized. To interpret the data more smoothly, we reconstructed the dialogues that are easier for readers to read and comprehend. These dialogues are presented in the section below, which closely reflect our perspectives on the use of social media in L2 teaching and learning corresponding with the three key themes. To ensure thorough analysis, we used open coding to categorize the data initially, followed by axial coding to identify relationships between the themes. For instance, we noticed that our hesitancy to use social media was closely linked to our concerns about professional boundaries and the perceived distraction social media might cause in a learning environment.

Reconstructing dialogues can ensure that the conversations presented in the research are both authentic and clear to the reader. It helps in accurately conveying the nuances of the conversation, including the tone, emotions, and

interpretation of meaning that are essential for understanding the depth and scope of our research (Lawrence & Lowe, 2020). Furthermore, well-crafted reconstructions of conversations can make the findings more engaging and accessible to readers (Ahmed & Morgan, 2021). By presenting the dialogues in a narrative format, we can draw readers into the conversational dynamics, enhancing the relatability and comprehensibility of complicated ideas. However, one significant concern is the potential for bias, where the reconstruction might unintentionally reflect one participant's perspective more strongly than the other's, or where certain details might be omitted or altered, thus affecting the authenticity of the dialogue. To mitigate this drawback, we ensured that both researchers were equally involved in the reconstruction process, cross-checking each other's contribution to maintain balance and fairness, and included reflexive notes and annotations within the reconstructed dialogues to highlight areas where we consciously made editorial decisions.

Findings

In this section, we have presented excerpts of our conversations to situate our main points and provide further explanations. We adopted a similar method as Lowe and Kiczkowiak (2016) involving the presentation of reconstructed dialogues from conversation between researchers as a means to highlight and explore key themes within the study. The following sections will have a concise introduction to our reconstructed dialogues, followed by the dialogue and a reflective conclusion for each theme that will be discussed.

Theme 1: Hesitancy on Using Social Media

Our first theme focused on that while social media has become an indispensable part of our lives, it is not necessarily considered a learning tool in ESL/EFL or school settings. Although social media is widely used and popular, its utilization in the learning process is not as prevalent. However, in our settings, we have observed that almost all of our learners use it on a daily basis for a multitude of purposes. In both Sri Lanka and Vietnam, we felt that most people are still hesitant to believe that social media can be used as an effective tool in the learning process. Some teachers seem to be indifferent to the suggestion of integrating it in the classrooms. We both agreed that they are quite reluctant to use this in their own practice due to their negative perception towards using them as a learning tool. However, we also acknowledged that we were quite fortunate to work in places where experimenting with new tools was encouraged and welcome.

> *V*: We're very lucky to be working in places where we have more freedom to experiment with new tools and approaches. Of course, we need to bear in mind individual and cultural differences when we use social media in our classrooms.
>
> *N*: Yes. It has to be culturally appropriate and have clear outcomes.
>
> *V*: Selecting and adapting materials is very important to make sure the content is age and level appropriate.
>
> *N*: Social media tools can be used to motivate students. They usually respond positively when social media is used in the classroom.
>
> *V*: I didn't get the chance to use new sources as much when I was in school. My teachers adopted a traditional method where we listened and instructions passively. Learners these days are lucky because they have more opportunities and resources to help with learning.
>
> *N*: Learners are inherently exposed to various devices and tools in today's technological world. If teachers are too conservative, it'll be harder to move forward. I think it's more important to raise learners' awareness of the pros and cons of using social media.
>
> *V*: Social media can has strengths and limitations. On the one hand, it has content that can sustain learners' attention. On the other hand, there can distractions as well. For example, platforms like Tiktok can be fun but learners may pay more attention to content itself and thus lose focus on the linguistic aspects.
>
> *N*: It is important to set tasks so that it has a purpose for learning. Teachers can manipulate the task in a way that it serves a purpose.
>
> *V:* That's an interesting point. Teachers need to be more skillful in adapting content. Some teachers are too focused on theory, may be due to the teacher education they received. They need to upgrade their technical skills to use or deal with issues that arise when using social media. Sometimes, curriculum pressures and standards set by their own workplaces can have a negative effect on their motivation to use social media.
>
> *N:* It depends on resources too. For example, in my previous work place I had all the necessary equipment. This may not be the case in a resource poor school.

We talked about how traditional classrooms expressed their hesitancy when using social media as an additional source. One reason could be the emergence of social media is fairly new in comparison to its presence over a decade ago. Teachers are hesitant to use social media because it is viewed negatively in their context as a tool that is more of a distraction than a learning tool (Fewkes & McCabe, 2014). As we are from two different generations with different levels of experience as teachers, we could see that teachers who have digital literacy and exposure to various social media tools feel more confident about using social media in the learning process. According to Zhang (2023), teachers' attitude towards technology, and their skill to use technology can contribute greatly to their overall digital literacy skills. Therefore, building teachers' digital literacy skills will enable them to use social media as a learning tool in their classroom. The importance of reviewing materials to ensure clear learning outcomes and culturally appropriate content was also discussed. We also underscored the importance of ensuring that each task has a clear learning goal without simply permitting learners to use social media in the language classroom.

Theme 2: Facebook as a Prominent Social Media Platform

Our second theme focused mainly on the use of a social media platform in the language classroom. For discussion 2, we both had chosen Facebook pages as our artifacts to reflect on and generate conversation. We delved deeper into analyzing how Facebook pages run by reputable education institutions could educate, share knowledge and ideas with teachers and learners across the globe. A central point that came to light from this discussion was how prominent Facebook has become as a useful social media tool in language teaching and learning. Most of the teachers are proactively following pages and their content. We discussed the amount of support and wealth of information that is available on Facebook these days. These include joining webinars, asking for activity ideas as well as seeking support and helping other English teachers in the teaching community.

> *V*: There is a group on Facebook called the "Community of English Teachers in Vietnam". This group provides a platform for teachers to seek advice from other colleagues and support each other, especially potential teachers in the future.
>
> *N*: Is it only for teachers in Vietnam?
>
> *V*: Yes, it's for Vietnamese teachers only. Most of the elementary teachers are not proficient in English and they usually seek advice related to teaching methodologies. Therefore, most of the conversations on this page are in Vietnamese. Teachers can get up-to-date information on teaching trends, opportunities to join webinars and workshops for professional development.
>
> *N:* The British Council Teaching English page is quite similar in that respect. It is open to all the teachers and they can share teaching tips, techniques and take part in webinars and other live Q&As.
>
> *V*: I have found it to be more interactive and useful as it gives the option to get our questions answered. I've also found useful content for IELTS.
>
> *N:* I think your page is more personalized in terms of helping Vietnamese teachers to seek advice for issues they have in common in their own teaching context.
>
> *V:* Yes, this page provides a platform to discuss issues and use it as a way to de-stress and share specific issues. The page has really interesting ideas to help learners with grammar and provides additional materials to supplement course books. The admins are expert teachers with a wealth of knowledge and experience of teaching.
>
> *N:* I am intrigued. These pages are highly interactive, inclusive and educational.
>
> *V:* That reminds me of a project that I hosted in my previous workplace. I found a pair class from another country to collaborate with my class for cultural exchange and collaborative learning. It was quite simple as I only had to post an announcement on a Facebook group called 'The Mystery Skype' which had a large follower base from across the globe. Most of the online classes, discussions and conversation clubs were hosted via skype. Facebook helped to make the initial connections.
>
> *N:* That's amazing. I wouldn't have thought about Facebook as an educational tool to connect different cultures in that manner.

This whole discussion revolved around Facebook pages that we found useful as teachers. We acknowledged the role that Facebook plays in reaching out to a wider audience and providing a platform to discuss and share knowledge. The discussion touched base on classroom projects that connected students from other parts of the world. The whole conversation revolved around the effectiveness of Facebook as a prominent social media platform that serves as a bridge to connect teachers and learners in numerous ways. Furthermore, the accessibility and convenience of using

Facebook from the educator's point of view was also discussed. Using Facebook, teachers can easily seek help from other practitioners for various purposes such as extra materials and tips etc. Learners can also improve their proficiency by following various pages that share information on learning strategies, videos on various topics to improve their L2 abilities.

Theme 3: Learners' Attitudes and Perceptions Toward Using Social Media in Class

Our third discussion focused on a study (Slim & Hafedh, 2019) that examined the impact of social media on vocabulary acquisition. This study concluded that while Facebook had potential as a supplementary tool for language learning, it did not necessarily lead to better academic outcomes compared to traditional teaching methods, according to the posttest results showing that there was no significant different in vocabulary acquisition between the Facebook-tutored group and the traditional classroom. However, students in the Facebook group expressed positive attitudes towards using Facebook for learning. This finding guided us to draw further insightful conclusions on other factors contributing to language development from this study. We both agreed that social media, especially Facebook, is a helpful tool to improve learners' autonomy and interaction with each other. These two key points were highlighted in this discussion. Firstly, learners can benefit from using social media as a tool to keep them engaged and motivated, using a platform they regularly use. Secondly, there are tangible challenges that learners will face while using social media as a learning tool.

> *V*: In university, I was a leader in many study groups and I used social media frequently to communicate with all members efficiently. The others actively participated in the activities I set up on Facebook. It may not be a formal approach but it was definitely interactive and engaging.
> *N:* I didn't know the existence of such study groups on social media. It's amazing to hear that students can use it this way as well.
> *V*: Yes of course, Facebook has so many functions now. Students can create study groups and actively participate in the learning process. Maybe this study (Slim & Hafedh, 2019) could have focused more on creating a study group and interacting with each other than focusing specifically on vocabulary development.
> *N*: They had semi-directive interviews and passive observations, didn't they?
> *V*: Yes, the findings show that learners had a positive attitude towards using social media.
> Regarding the methodology, the study (Slim & Hafedh, 2019) did not clarify the details of the vocabulary used in the testing procedures. There was lack of information on the way learners acquired those vocabulary in real life. I found participants' responses in the interviews quite interesting. They found videos with captions more accessible and interactive.
> *N:* The article (Slim & Hafedh, 2019) states that students' opinions remained mixed. Some students seemed to prefer traditional explanations in the classroom because they feel that they get easily distracted when they use social media in the classroom.
> *V:* Yes, as I mentioned earlier, it can be distracting. Students are more interested in things that are more entertaining rather than educational.
> *N*: If they don't like to learn any specific linguistic content, maybe teachers can encourage them to choose the content that they'd like to read as part of the learning process. This way, learners have more autonomy while getting more exposure to their L2. I feel that teachers should guide their learners, monitor them effectively, and provide feedback to keep them actively engaged in the learning process. What do you feel about letting learners choose what they want to focus on.
> *V*: If they're willing to choose what they like to learn and depending on their learning style. This could work. However, some learners do not know what they want to learn and how to approach it. Maybe it depends on age and learning styles as well. Like you said, guiding the learners and monitoring them is absolutely necessary.
> *N*: Yes. Social media can be distracting at times. Teachers need to play a proactive role in providing learner training by using social media effectively. Teachers could work with the students to set objectives and expectations for activities that involve using social media.
> *V*: Absolutely! Teachers need to play a huge role in making this process a success. Depending on their age group, for example, secondary or high school, supervision is a must. University students can be more flexible in this respect.

Reflecting on our discussion, a key point we touched briefly on was student's attitudes and perceptions toward using social media. Students showed positive attitudes towards using social media in the learning process while some seemed to prefer traditional explanations. This could be due to learners' expectations and their own past learning experiences. As we discussed earlier in this section, using social media is a fairly new practice in the language classroom, and it is safe to assume that some learners do not consider this to be a usual practice of what they know from their own learning experiences. However, a noteworthy point here is that the study showed that learners had a positive attitude towards this and showed a willingness to use social media as a learning tool. We discussed distraction as a possible limitation of social media in this particular discussion. Based on our personal experiences, learners tend to get easily distracted and more interested in entertaining content on social media rather than educational counterpart. We agreed that teacher's intervention and guidance is necessary for positive outcomes for learners. The importance of setting clear tasks, monitoring and evaluating outcomes were also identified as important steps to make it more effective. Reflecting on this discussion, we feel that using social media gives teachers a facilitative role in the learning process while providing more learner autonomy.

Discussion and Pedagogical Implications

Our discussions helped us reflect on both advantages and disadvantages of social media in the learning process and somehow addressed our concerns about the use of social media in the classroom. We reflected on overall perspectives of using social media and its emerging role as a learning tool in the modern classroom. Not all students have equal access to technology or reliable internet connectivity, which can create disparities in learning opportunities (Munger et al., 2021). Specifically, traditional L2 instruction often emphasizes structured lesson plans, grammar drills, and teacher-led activities, whereas social media encourages informal, spontaneous communication. Integrating social media into the curriculum requires a shift in pedagogical approach, which some educators may be hesitant to undertake. It is also evident that while the informal environment on social media can facilitate authentic language use and real-world application of language skills, it may not always align with the structured nature of traditional L2 classroom settings, where formal instruction and assessment are emphasized (Haque, 2023; Singer, 2024). Considering the significance of authentic language use, teachers should explore appropriate ways to incorporate using social media in the learning process as well. As highlighted in our discussion 1, adapting materials and reviewing content to aid the learning process is an important consideration in the L2 classroom.

The second discussion shed light on the prominent role that Facebook plays as a learning tool in the language classroom. Studies have found that Facebook can enhance learners' socio-pragmatic competence, oral proficiency, vocabulary acquisition and syntactic knowledge (Derakshan & Hasanabbasi, 2015). We both shared our opinions and insights on the numerous pages and the wide array of support it provides teachers in terms of lesson ideas, professional development opportunities such as webinars as well as up-to-date information on teaching trends. We discussed how useful it is for learners to create groups, interact with each other and use Facebook to aid the learning process. By participating in online communities and sharing knowledge with peers, educators and learners contribute to the creation of a rich learning network where information flows freely and is accessible to all participants. Using social media platforms like Facebook for learning also allows them to build skills in information literacy, critical thinking, and online communication, all of which are vital in the digital age.

In our final theme, we discussed the strengths and limitations of using social media in L2 classrooms. As a key strength, we noted its effectiveness in providing learners with an interactive tool that promotes more learner autonomy. However, we also acknowledged that learners need purposeful tasks and adequate monitoring to avoid any unnecessary distractions. In L2 classrooms, a high attention span enables learners to notice and absorb language input, retain information, comprehend meaning, engage actively, develop language skills, achieve goals, and improve language proficiency (Myachykov & Posner, 2005; Hiver et al., 2021). Facebook and other social media platforms can serve as outlets for procrastination, tempting students to procrastinate on language learning tasks or assignments. Poor time management skills coupled with the allure of social media can lead to decreased productivity and academic achievement in L2 classrooms.

From what has been illustrated above, as important classroom implications, teachers need to play a facilitative role when they incorporate social media as a learning tool in the L2 classroom. We presume every language teacher has to set tasks with clear outcomes for learners. If the learners are given free control to use social media in the L2 classroom, it may not have the desired outcomes. Thus, it is of utmost importance to set clear goals and guide learners

through the process (Mpungose, 2020). Furthermore, to promote a healthy and productive learning environment, adequate monitoring and supervision are necessary depending on learners' age and proficiency levels. Simultaneously, teachers have to select appropriate materials on social media and adapt them to suit the learners taking age, interest, and levels into consideration. Materials that resonate with learners' interests are more likely to capture their attention, motivate them to participate actively, and sustain their interest in language learning activities (Gilmore, 2007; Rao, 2019; Rus, 2020). Hence, when adapting the content on social media in L2 classrooms, learners are more likely to engage with language input that relates to their experiences, backgrounds, and interests, enabling them to make connections between language use and real-life situations.

Conclusion

In conclusion, the integration of social media into education offers significant potential to enhance teaching and learning experiences. It provides teachers and learners with powerful tools to create more engaging and interactive learning environments. However, its downsides still remain discernible that may impede teachers and students to use it freely and willingly for educational purposes, specifically when considering cultural differences and distractions. To address these concerns, it is important for teachers and learners to build on skills and confidence to use social media wisely. Therefore, teacher education could focus more on equipping teachers with the knowledge to incorporate using social media tools in their practice. Giving more flexibility for learners to choose the content and promoting more learner autonomy with using interactive social media tools would be beneficial for learners.

Our duoethnography was a rewarding experience as we could share our insights and learn from each other. Above all, it made us reflect on our practice as teachers, re-think and re-direct some of our current approaches. Through what had been discussed, we were glad to know that our backgrounds were quite similar, and we were both inspired by creative learning contents that were developed on social media platforms, yet faced the same issues when trying to integrate social media into our classroom completely. We hope that our insights and thoughts would spark our readers' interest and give them more confidence to use social media as a useful learning tool in the classroom. Moving forward, further research could investigate how different social media platforms contribute to the development of specific language skills and identify best practices for resolving the challenges associated with the use of social media.

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