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KEYWORDS	ABSTRACT
ESL Education, Social-Media, Vocabulary Acquisition, Literacy Skills, Female Teachers	<p>This study investigates the creed and cognition of female English as Second Language (ESL) teachers' perceptions of impact of social media on students' English vocabulary acquisition and literacy skill development in the context of the undergraduate education in Sialkot, Pakistan. A qualitative exploratory design was employed. Data were collected through structured interviews with nine female ESL teachers. Thematic analysis was conducted using NVivo software, applying Braun and Clarke's six-phase framework, and interpreted over Technology-Mediated Learning (TML) lens. Teachers reported that social media platforms, especially Facebook, WhatsApp, and TED Talks, enhanced students' vocabulary and engagement with reading and writing. Still, concerns included overuse of informal language &amp; lack of content curation. Female teachers served as digital gatekeepers, balancing technology integration with the cultural sensitivity. The study emphasizes need for structured digital literacy training for English as second language teachers and informed integration of social media into language curricula to maximize the educational benefits. This research fills a gap by offering localized, gender-sensitive insights from female educators in a conservative setting, highlighting their unique mediating role in technology-enhanced ESL education.</p> <p> <b>2025 Journal of Social Sciences Development</b></p>
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## INTRODUCTION

Nowadays, social media is a tool that has changed the dynamics of communication and education, giving new venues for ESL teaching, especially among the youth and teachers. The casual use of the apps such as WhatsApp, Facebook, YouTube, and Twitter are fast turning into instrumental means for the language learning and literacy development (Islam & Shah, 2025). At the same time, these

platforms create a comfortable environment for the ESL learners where they practice developing vocabulary, writing fluency and reading comprehension that extends beyond physical boundaries of a classroom (Dashti & Abdulsalam, 2025; Faheem, Sarwat, Shahzad & Farooq, 2025). Research literature shows that these tools help in self-directed learning as well as keeping up engagement, particularly in geographical situations with less access to formal education resources. For instance, YouTube videos, WhatsApp group chats, and Facebook forums provide avenues for the immersive experience of language learning (Yakin, Asrifan & Elngar, 2025). However, despite the increasing attention of scholars to educational technology, the voices and experiences of female ESL teachers, specially in developing countries like Pakistan, remain less researched (Zholdosh, Teng, Ayyappan & Tu, 2022).

In Pakistan, where English is used as the lingua franca, students face hardship related to vocabulary retention, coherent writing, and critical reading, because English is not a language spoken by the majority. Traditional methods emphasize rote grammar & teacher-centered pedagogy that inhibits active learning. Culturally conservative cities like Sialkot often see female teachers as agents of change who meld together traditional teaching and technology to counter educational inequities (Manan & Hajar, 2025). Female teachers generally create digital content while customizing it for ESL learners, working over WhatsApp for vocabulary strengthening, Facebook for collaborative writing tasks (Tariq, 2023). These women's lived experiences testify as to how technologies have been deployed not only for the formal curriculum learning but to empower student and linguistic confidence in non-traditional settings. Studies revolve around students' behaviour and technology use in a general sense and lacks deep insights on how female educators view social media's learning affordances and challenges in its use (Ng'andu, 2024). It is vital to analyze social media in informal learning & give thematic results on teaching strategies that are gendered (Michalovich, Kendrick & Early, 2025).

This emerging focus is significant as it is intersectional in context with gender, culture & educational innovation. Female ESL teachers from developing countries have donated invaluable perspectives, which are often silenced. Their narratives can inform inclusive, context-sensitive ways of dealing with language education beyond urban centers into peripheral and disadvantaged areas. The aim of the study is to examine female ESL teachers' perspectives on the role of social media in enriching students' vocabulary, literacy skills, and informal learning. The primary objectives are: (1) to assess that how social media supports vocabulary development; (2) to explore its impact on reading and writing skills; and (3) to evaluate its facilitation of English language learning outside the classroom. This research is significant for capturing the experiences of the female educators in Pakistan's ESL education landscape. Using thematic analysis of structured interviews, the study provides context-specific insights that inform curriculum design, teacher training, and digital pedagogy. Its findings have potential to guide more inclusive and effective strategies for language instruction in similar South Asian settings.

### LITERATURE REVIEW

Social media platforms such as YouTube, Facebook, WhatsApp & Instagram have become essential tools for exposing ESL learners to real-time vocabulary in natural and contextualized formats (Liang,

2025). Learners encounter diverse vocabulary through videos, captions, conversations, and digital stories (Rahmati, 2025), gaining new words incidentally through engagement with digital content, often outside formal instruction (Andrić, 2022). The visual and auditory nature of content supports retention by linking words to real-life meaning (Lee & Im, 2025; Khoiriyah, 2025). Interactive features like flashcards, quizzes, and digital games further enhance vocabulary learning (Paoleti & Mujahidah, 2025; Shahini, 2025), gamified apps reinforce recall (Otamurodova & Dadaxonova, 2025; Lai & Wang, 2025). Learners produce and share content, memes, and captions to practice vocabulary (Calvo et al., 2025), benefiting from contextual, repetitive & socially relevant exposure (Berisha, 2025; Ramanda, 2024; Hafeez & Ahmed, 2025). However, vocabulary acquired via social media is often misaligned with formal or academic standards. Informal language, slang, and abbreviations may hinder learners' ability to differentiate between registers (Liang, 2025; Paoleti & Mujahidah, 2025).

Moreover, lack of content regulation can expose users to incorrect usage (Andrić, 2022). However, when used in structured learning contexts, social media holds the significant potential (Khoiriyah, 2025). The social media contributes to ESL learners' vocabulary, reading and writing development (Abdushukirovna & Alimzhanovna, 2025; Shahida & Hussainb, 2025). Activities like chatting, commenting, blogging allow frequent writing in English (Hasbi & Wulansari, 2025; Otamurodova & Dadaxonova, 2025), backup practice with grammar, spelling & syntax in authentic interactions (Eckton & Eckton, 2025; Nur & Ramadhani, 2025). Writing becomes less intimidating and more engaging (Lai & Wang, 2025; Shahini, 2025). For reading, articles, blog posts, and subtitled videos offer consistent input across genres (Gonzalez et al., 2025; Kokko, 2023), aiding comprehension, scanning, and critical thinking (Hasbi & Wulansari, 2025; Lee & Im, 2025). Captions and online discussions support surface & in-depth text understanding (Shahida & Hussainb, 2025). Tools like digital journaling, collaborative editing, and e-portfolios promote structured writing practice and feedback (Lai & Wang, 2025), improving coherence and accuracy (Abdushukirovna, 2025; Eckton & Eckton, 2025).

The peer editing also enables collaborative learning through feedback exchange (Otamurodova & Dadaxonova, 2025; Shahini, 2025). High-quality qualitative research, which is teacher-oriented, is now scarce. Thanks to its low cost and therefore flexible nature, social media appears to have its place in such settings. However, casual writing styles shaped by social media may impede formal writing development (Seelro, 2025). The overuse of the informal expressions, fragmented syntax, or autocorrect dependency can negatively impact academic performance. Thus, explicit instruction and correction are needed to balance digital literacy with formal writing skills. Informal learning, occurring outside traditional classrooms, now happens largely through social media (Reinhardt, 2018), where learners engage via mobile apps, online forums and video platforms (Rezai et al., 2024). This accessibility enables self-paced learning in familiar settings (Kukulska-Hulme & Lee, 2019), fostering autonomy as learners choose what and how they study (Bilger, 2020). Personal interests such as music, cooking, or gaming make language learning more relevant and enjoyable (Godwin-Jones, 2019; Sockett & Toffoli, 2012), while peer networks on social media promote shared learning (Wu & Ma, 2022).

These communities improve motivation, confidence, and commitment (Zourou et al., 2017). Still, informal learning may lack structure, causing fragmented knowledge, digital distraction (Godwin-Jones, 2019; Lin & Lin, 2019). The digital divides, limited access, poor connectivity, or low digital literacy, pose equity concerns. Yet for learners with limited resources, informal learning remains crucial (Alm, 2021). Teachers are central to exploiting social media educational value (Jeon, 2022). Their attitudes shape integration into curriculum (Odo, 2019), and many perceive it as beneficial for engagement, authentic use & collaboration (Lee, 2018; Reinhardt, 2018). The teachers appreciate its accessibility, flexibility, and potential. However, perceptions vary depending on demographics and institutional support (Nasr & Abbas, 2018). Female educators, especially in conservative or rural contexts, may encounter barriers like restricted access, safety concerns, or sociocultural limits on digital use (Seelro, 2025). Despite this, many actively use platforms like WhatsApp, YouTube, & digital storytelling to engage students (Albadry, 2018). Research on experiences remains limited (Wu & Ma, 2022), still insights offer valued input on digital learning challenges and opportunities (Toffoli, 2012).

Understanding their views is vital for inclusive and context-sensitive instructional design (Ahmad, 2019). The study is situated within Technology-Mediated Learning framework, emphasizing how digital tools aid language development (Reinhardt, 2018; Seelro, 2025). Several learning theories underpin this model. From behaviorist view, likes and comments act as reinforcement for learners' English use, promoting repeated language behavior through instant feedback loops (Mehta et al., 2025; Nypadymka, 2025). Cognitivism focuses on the mental processing, where social media helps users connect language with images and sounds for improved recall (Khoiriyah, 2025; Lee & Im, 2025). Constructivist theory highlights the learner's active role in producing content, blogs, videos, & discussions that fosters deeper understanding over engagement (Otamurodova & Dadaxonova, 2025; Vásquez et al., 2021). The sociocultural lens stresses interaction, community, and identity in learning (Reinhardt, 2018; Wu & Ma, 2022), mainly related to female teachers whose instructional practices are often shaped by cultural expectations (Selwyn, 2012; Warschauer & Matuchniak, 2010). While much research exists on the learners, few studies examine the educators' perspectives, especially those of women in conservative or developing contexts (Ng'andu, 2024; Zholdoshalieva et al., 2022).

### RESEARCH METHODOLOGY

The qualitative approach was chosen to capture the depth and complexity of participants lived experiences. This design enabled nuanced understanding of how social media supports vocabulary acquisition, literacy development, and informal learning among undergraduate ESL students. The study adopted a qualitative, exploratory research design, well-suited for investigating subjective experiences and socially embedded meanings. To gather rich, detailed data, the semi-structured interviews were conducted. This method allowed for flexibility in probing responses while ensuring consistency across core thematic areas. The research was grounded in an interpretivist paradigm, seeking to understand how female ESL instructors perceive and integrate social media tools within their teaching practices. Thematic analysis was employed as the principal analytical strategy to identify recurring patterns and insights that aligned with study's objectives. A purposive sampling

technique was utilized to select a sample of the nine female ESL teachers from public and private undergraduate colleges in Sialkot, Pakistan. Participants were required to have active experience teaching English at the tertiary level and to be familiar with the students' use of social media for language learning.

The recruitment was facilitated through institutional contacts and peer referrals. Ethical protocols were strictly observed, including obtaining informed consent, ensuring voluntary participation, and safeguarding anonymity and confidentiality of participants. Data collection was carried out through structured interviews, each lasting between 25 to 30 minutes. Depending on participants' language comfort, interviews were conducted in English or mix of English and Urdu. The interview protocol was structured around three thematic areas: vocabulary development, reading as well as writing skills, and informal learning practices associated with social media use. All interviews were conducted in private settings to foster the comfort and openness, audio-recorded with participants' consent & transcribed verbatim for analysis. Thematic analysis was applied to interpret transcribed data, following Braun and Clarke's six-phase approach: (1) familiarization with data, (2) generation of initial codes, (3) identification of themes, (4) review of themes, (5) defining, naming themes, and (6) report writing.

The process incorporated both the inductive and deductive coding. While themes were allowed to emerge naturally from participants' narratives, they were also interpreted through the lens of the Technology-Mediated Learning (TML) framework. In this drive, NVivo software was used to organize codes, track emerging patterns, and support visualization during the theme development process. The study received ethical clearance from the relevant academic department. Participants were provided with written consent forms, informed of their right to withdraw at any time, and assured of full confidentiality. To protect identity, pseudonyms were used in all transcripts and final reporting. To enhance the credibility of the study, several strategies were employed. The member checking was conducted by sharing interview summaries with participants for validation. The peer debriefing with the research supervisor ensured analytical rigor. In this linking, a reflective journal was maintained throughout the process to minimize researcher bias and ensure transparency in the data interpretation.

### RESULTS OF STUDY

The results present a thematic analysis of female ESL teachers' perspectives on how social media influences English language competence among undergraduate learners. Based on data coded and visualized using NVivo, analysis focuses on three core areas: vocabulary acquisition, reading and writing enhancement, and informal learning beyond the classroom. Teachers shared both positive and critical views, accent platforms like YouTube, WhatsApp, Facebook, TED Talks. Their insights reveal how social media offers flexible, engaging learning chances while posing challenges related to content quality, language values. Themes reflect nuanced roles in shaping learning experiences in ESL settings.

**Female teachers' perspectives about role of social media communication in learning vocabulary of ESL Learners**



Table 1 represents themes of female teacher perspectives about role of social media communication in learning the vocabulary of the ESL learners. These themes are effective vocabulary learning, learning vocabulary via international experts, lexicon divergence, and low effectiveness. Details are given below.

**Effective Vocabulary Learning**

The teacher-teacher in the current study shared the participants' perspectives regarding effective vocabulary learning through social media. They stated that they can learn new terminology and vocabulary through multiple social media platforms, i.e., YouTube, Twitter, Facebook and multiple teaching tools. The AI helps improve language (Table 1; FT1, FT2, FT3 & FT4). Participants stated that they also learned new vocabulary and concepts they did not know before by sharing knowledge on social media (FT5, FT6&FT9). Another application participants used to improve is the TED Talks, effectively impacts English language proficiency (Table 1; FT7). Participants use computer assisted language learning (CALL) to assign tasks to their students to improve their language vocabulary (Table 4.1; FT8).

**Learning Vocabulary via International Expert**

Participants of the current study stated that they learn new terms, vocabulary, and academic content by contacting international experts (Table 4.1; FT3, FT4, & FT6). Moreover, one participant shared that listening to expert videos on using idiomatic phrases enhanced her English vocabulary (Table 4.1; FT7).

**Lexicon Divergence**

Sometimes, social media creates confusion regarding the meaning of the different vocabulary and phrases, as language and expression are different worldwide. In this connection, one participant's teacher stated that people used the wrong vocabulary, which was correct and acceptable in their area in diverse situations. That was just a worldwide difference in the English language (see Table 4.1; FT3& FT4).

**Low Effectiveness**

Conversely, one of the participants thought that social media is less effective in enhancing English language vocabulary (see Table 4.1; FT7). Moreover, one of the participant teachers recommended that students should not rely on social media content; they must have good learning facilities on their own. Social media should be an additional source as many expressions must be filtered out (see table 4.1; FT8). Moreover, multiple accents are being used on social media platforms, so it's hard for the participants to differentiate whether it's standard English or an idea of the non-native person (Table 4.1; FT9).

Table 1 Female Teachers' Perspectives

SN	Themes	Coding	Original Responses
1	Effective vocabulary learning	New terms and vocabulary through multiple social	FT1: it's contributed to our dramatic expression or vocabulary FT2: social media has positively influenced my English language skills, and I learn new words and phrases daily. FT3: By it, I can improve my usage of idiomatic expressions and

		media platforms New concepts sharing	develop a more nuanced understanding. FT4: Many chat rooms, social media pages, and AI programs help students improve their English language skills. Social media helps us learn new technological terms and concepts, and many concepts are coming closer to us. FT6: Some new concepts which didn't exist before we learn through social media apps FT7: My proficiency improved with help of Facebook and TED talks. FT8: I'm trying my best to convert teaching methods into Computer-Assisted Language Learning; I assign tasks to the students using this method. FT9: It has made some difference. For example, I can use tech-related terminology in my English language classrooms. FT3: We communicate internationally, acquire new terms, and contribute to knowledge, vocabulary, understanding of academic content. FT4: I follow a lady on social media. She shares new vocabulary and idioms on her page, so I'm learning. FT6: We can learn new concepts, vocabulary and terminology from international language experts. FT7: I have liked some of the pages on Facebook, which make 5-to 6-minute videos between two people and tell us how we can enhance our language using idiomatic phrases to enhance our vocabulary. FT3: I noticed people using incorrect and inappropriate vocabulary on social media. I thought this was wrong, but the English language is different in different parts of the world, so something incorrect in one part may be acceptable in another. FT4: There are language barriers and misunderstandings due to differences in language, slang, cultural references, tone, and nuance.
2	Learning vocabulary via international expert	Learning via international experts	
3	Lexicon divergence	Difference in language and expression	
4	Low effectiveness	No special effect	FT7: There has yet to be considerable difference in use of social media. FT8: I recommend that they not rely solely on social media content; social media should be an additional source, as many expressions need to be filtered. FT9: The social media platforms have multiple accents, so I need help differentiating whether the language is standard English.

\*FT= Female Teacher

Figure 1 Female Teachers' Perspectives Using NVivo Software

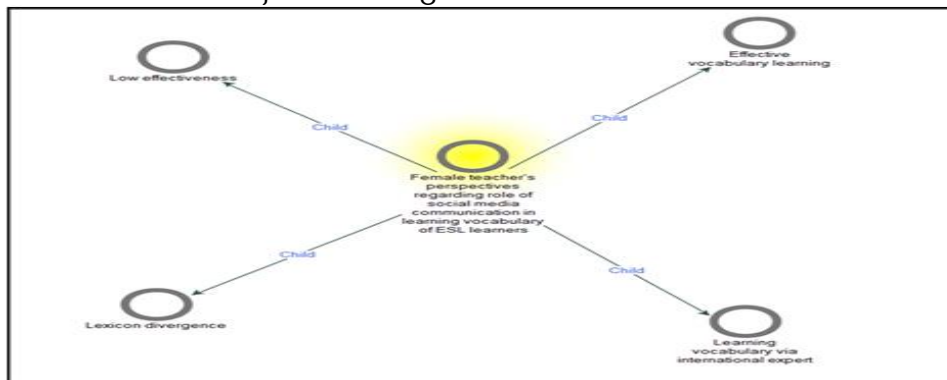


Figure 1 highlights four key sub-themes derived from female teacher insights: effective vocabulary learning over interactive use of social media, acquisition via international experts, concerns about low effectiveness due to digital distractions, lexicon divergence caused by informal language use. These themes, using NVivo, reflect nuanced perspectives on how social media impacts ESL learners' vocabulary development.

Female Teachers' Perspectives About Social Media Role in Improving Reading and Writing Skill

Table 2 represents themes of female teachers' perspectives about social media's role in improving ESL LR and writing skills. These themes include optimizing reading and writing skills and adverse effects on language.

Optimization of Reading Writing Skill

The study participants reported that social media positively affects reading and writing skills. They shared that social media helps them learn new things and improve pronunciation. Social media AI applications, reading newspapers also enhance their reading-writing skills (Table 4.2; FT1, FT2, FT3, FT4, FT5, & FT8).

Adverse Effects on Language

Social media positively impacts teachers' and students' reading and writing skills and negatively affects communication. The teachers stated that students mostly use inappropriate language, words and useless and ambiguous abbreviations. They mix different languages in a single context while writing; for example, they use Roman English in Roman style and unfamiliar abbreviations rather than writing full words (table 2; FT1, FT2 & FT3). Moreover, study participants stated that students learn inappropriate use of words and unreliable knowledge in reading and writing through social media. They use informal language instead of an academic writing style (Table 2; FT5, FT7 & FT8). Another side effect of using social media is wasting time on less important and ineffective stuff. The participants stated that the students do not use social media for the learning. Rather, they use it for entertainment (Table 2; FT4). Moreover, according to one participant, the content presented on the social media is doubtful. The speakers' reliability should be considered before learning from them (Table 2; FT9).

Table 2 Female Teachers' Perspectives About SM Role in Improving Reading & Writing Skill

SN	Themes	Coding	Original Responses
1	Optimization of reading writing skill		FT 1: Traditional methods like GMT are ineffective. Social media in the classroom, like an audiolingual or communicative teaching approach, will help EL learning.
		Positive effects on reading skills and writing skills	FT2: it is the most efficient, it is a time saver, it has so many positive like the site, and you can surely use it to improve your English language skills
		Learning new things	FT3: It maintains your pronunciation and influences your pronunciation in speaking skills
		Positively affects the pronunciation	FT4: subtitles videos and TV shows can improve listening and reading skills
			FT5: watching many programs that help students improve their English



2	Adverse effects on communicative language	Inappropriate utilization of social media and language, words and abbreviations. Negative effects of social media on reading and writing Less important and ineffective stuff Reliability is doubtful	language
			FT8: Using vlogs, reading out blogs, watching TED talks, and reading newspapers enhance our reading writing.
			FT1: Students are more switching or mixing language; they write half of the words, and they write English in Roman style, for instance, writing full words and abbreviations.
			FT2: People use short phrases, and things need to be clarified.
			FT3: The biggest problem in social media is one juice of slime. I feel youngsters speak inappropriate language and use them in their formal writing.
			FT4: Students who watch dramas and videos use short forms and new words, such as Genesis language, in their written language.
			FT5: There are many challenges like accuracy, reliability, informal language, limited context, etc.
			FT7: People need to learn the actual way of writing English. They don't bother with punctuation and use informal words, which create barriers in reading and writing.
			FT8: incorrect use of language in formal contexts, creating problems.
			FT9: before watching any social media video or reel, we should also check the speaker's background. That helps a lot because who we are listening to is more important than what we are listening to.

\*FT= Female teacher

### Figure 2 Female Teachers' Perspectives Using NVivo Software



Figure 2 illustrates the word cloud generated using NVivo software, representing female teachers' perspectives about social media's role in improving reading and writing skills among ESL learners. The larger words, like "reading," "writing," "social," "media," "language," and "improving," highlight the most frequently mentioned themes during the analysis. These words indicate the central focus on how social media facilitates the development of reading comprehension and writing proficiency. Other words, like "pronunciation," "teacher," "appropriate," reflect specific concerns or observations, such as the importance of correct language usage and the influence of social media content. This visualization provides an overview of the key areas discussed by female teachers, emphasizing their perspectives on opportunities and challenges of integrating social media into reading and writing skill development.

**Female Teachers' Perspectives Regarding Social Media Facilitation to ESL Learners in Learning the English Language outside the Classroom**

Table 3 represents themes of female teachers' perspectives regarding social media facilitation for ESL learners learning the English language outside the classroom. These themes are enhancement over unceasing & regular access, enhancement over productive interaction, practical application effective utilization.

**Enhancement through Unceasing & Regular Access**

Most of the teachers in participants promote using social media outside the classroom to enhance students' communication skills. There are many advantages. First, various content can be accessible to anyone at any time. Updated social applications can assist them in developing communication wonderfully with competent international teachers (Table 4.3; FT1, FT2, FT3, & FT4). Additionally, constantly watching videos, talk shows in language courses improves participants' communication (Table 4.3; FT7). According to the study participants, social media provides everyone with equal learning opportunities (Table 4.3; FT8). Moreover, people can learn quickly via social media, and content is available 24/7. In this linking, people can learn anything anytime on the mobile phones (Table 4.3; FT9).

**Enhancement through Productive Interaction**

Students can enhance their English communication skills by positively engaging in social media; for example, they can make audio/video content & vlogs and communicate with language experts (table 3; FT1&FT3). Social media discussion sessions after class, mainly with artificial intelligence (AI), enhanced students' English language communication skills (Table 3; FT4). Interaction with people of diverse cultures and languages at international level is improving people communication proficiency, especially accents (Table 3; FT7). According to one of the participants, multiple accents are used on social media platforms, i.e., British, American, Australian, and other European countries also speak English. Differentiating these accents has changed her phrase and clause structure (Table 3; FT9).

**Enhancement through Practical Application**

As per participants' teachers, social media-relevant content can polish communication skills more. After classes, they must apply what they learn on social media (Table 3; FT1, FT4, FT8& FT9). Some teachers using SM after classes. They think students use social media just for entertainment, as per study. Students watch, make useless videos for entertainment and neglect learning useful content (Table 3; FT5).

Table 3 Female Teachers' Perspectives

SN	Themes	Coding	Original Responses
1	Enhancement through unceasing and regular access	Available for all Available at any time Useful outside the classroom	FT1: students must update with those applications. I would love to make all these sources available for the students at any time. FT2: I recommend AI programs and a chat board to improve language skills outside the classroom. They're effective. FT3: if people want to learn language skills from social media,

			there is no such barrier or far from anyone FT4: Teachers and family are often unavailable, so there are many things on social media from every field of life that students can use to help them. FT7: Watching videos on Islamic channels, constantly narrating different religious aspects, and taking language courses have helped me improve my English communication. FT8: I don't see any language barrier, as everyone has an equal opportunity to express freely what they think and feel. FT9: We can learn fast. It's available 24/7. You can learn anything anytime by touching and holding your mobile phone, so it's easily available. FT1: They must be engaged by themselves in audio/video making, learning to use social media apps or channels, and using vlogs, so yes, they shall get engaged with them in teaching-learning environments, either in classes or working environments. FT3: Social-media significantly contributes to English language development by providing a platform for interactive learning, practice, and feedback outside the classroom. FT4: Social-media can further support language learners through live language lessons, Q&A sessions, collaboration with language influencers or experts, or AI-powered language tools. FT7: I feel my proficiency has improved due to continuously talking to people from diverse cultures. I also feel my accent changing. FT9: Listening to diverse language experts with different accents has also changed my phrase and clause structure. FT1: inside or outside the class, there should be something positive, whatever is being said, written or read on social media, with some practical application in the student's life. FT4: If the social media courses are related to students' real lives and language learning, that can bring positivity to learning. Learners can make learning better after class. FT8: Encouraging more usage of English content can support English language learners in learning in the best possible way. FT9: It has a lot of influence on my communication. I learned new words, etc., using them with my students to make them competent.
2	Enhancement through productive interaction	Making audio video vlog enhances language skill Collaborating with language influencers or experts Using AI-powered language tools	
3	Enhancement through practical application	A practical application for sharing is needed	
4	Ineffective utilization	Use of social media just for entertainment	FT5: we indulge in videos for entertainment and must remember to learn something.

\*FT= Female teacher

The figure 3 illustrates a word cloud generated using NVivo software, showcasing female teachers' perspectives on how social media facilitates English language learning for ESL learners outside the classroom. Prominent terms like "social," "media," "language," "communication," and "enhancement" emphasize role of social media in providing constant exposure to English, fostering communication, and supporting vocabulary acquisition. Other notable words like "students," "learning," "practical," and "outside" highlight the flexibility and independence social media offers in learning beyond the classroom. The figure also reflects observations on the balance between academic application and

entertainment use, summarizing female teachers' nuanced insights on benefits and challenges of social media in ELE.

### Figure 3 Female Teachers' Perspectives Using NVivo Software



## DISCUSSION

This study explored how female ESL teachers in Sialkot, Pakistan, perceive the role of social media in enhancing the students' English vocabulary, literacy skills, and informal learning. The findings closely align with research objectives, offering nuanced insights into the benefits and drawbacks of using platforms like Facebook, TED Talks, and WhatsApp for language acquisition. Interpreting the results through the lens of Technology-Mediated Learning (TML) framework underscores how digital tools shape language experiences through interaction, feedback, and multimedia exposure. Additionally, many studies lack the qualitative richness and ignore the interconnection between vocabulary acquisition, reading comprehension, and writing development in digital environments (Michalovich et al., 2025; Wu & Ma, 2022). By focusing on the female ESL teachers in Sialkot, Pakistan, this study addresses these gaps, exploring that how social media supports or complicates English language teaching and contributes to broader conversations on the educational policy and pedagogy in culturally nuanced setting. The study makes unique contribution by centering female teachers' voices from a conservative socio-cultural context often underrepresented in ESL digital literacy research.

## Social-Media & Vocabulary Development

The teachers reported that students exposed to platforms like Facebook and TED Talks developed broader vocabularies, especially when interacting with academic content. They emphasized that daily social media engagement facilitated the incidental vocabulary learning, with international influencers, motivational speakers expanding students' lexical awareness (Alharthi et al., 2020). TED Talks were specifically cited as useful for acquiring the formal vocabulary and academic tone, aligning with Ring and Benson (2024) and Nurmukhamedov (2017), who confirmed TED's 95% lexical coverage with a 4,000-word vocabulary. Facebook pages played a role in building topic-specific vocabulary through repetition and interactive feedback, consistent with Lee (2019). The cognitive value of visual-text pairings and repeated exposure supports the cognitivist view, while real-time interactions and user-generated content reflect the constructivist learning. This blended

acquisition aligns with [John and Yunus \(2021\)](#), who found that Facebook and Telegram enhanced vocabulary retention over social engagement. Several teachers warned about informal slang and misalignment with formal academic vocabulary, echoing [Abbas et al. \(2019\)](#), who observed lexical divergence due to digital informality. A unique insight is active gatekeeping role of teachers, who consciously curated content for vocabulary instruction. [Wolfe \(2015\)](#) reinforces the need for guided selection by showing how curated TED-based vocabulary improve the academic learning when mediated by educators.

### Social-Media & Literacy Skill Development

Teachers observed that platforms like YouTube and blogs support literacy development, mainly in areas such as pronunciation, grammar, and reading fluency. Research by [Thi \(2024\)](#) and [Mehta et al. \(2025\)](#) confirms that subtitled TED Talks enhance learners' ability to mimic intonation patterns and refine pronunciation skills. In line with these findings, studies have demonstrated that students engaging with such platforms show measurable improvement in fluency & grammatical accuracy ([Nguyen, 2024](#)). Blogs have also been found to foster reflective writing practices, a result supported by [Patty et al. \(2023\)](#), who highlighted the impact of blogging on students' writing fluency and self-expression. From behaviorist viewpoint, reinforcement loop created by comment sections, likes, and shares provides immediate feedback, facilitates correction of errors, improves language accuracy ([Nypadymka, 2025](#)). The sociocultural view is echoed in way learners adopt language norms from digital communities.

[Mehta et al. \(2025\)](#) and [Sundberg and Siidoroff \(2018\)](#) emphasize that language norms are socially co-constructed through repeated interaction, a phenomenon echoed by teachers who noted peer influence on the student writing styles. Despite these advantages, concerns remain about students' dependency on auto-correct tools, frequent use of abbreviations, and excessive informality, issues also raised by [Dewi \(2024\)](#). The dual nature of digital literacy becomes especially clear, where students must constantly switch between formal academic and informal online registers. One key insight from literature is the evolving responsibility of teachers, not only to develop language skills but also to guide students in maintaining appropriate linguistic registers. Female ESL teachers have stressed their roles as digital monitors. In this linking, [Thi \(2024\)](#) notes how these educators help the learners balance the tension between informality and academic correctness in the digital writing environments.

### Social-Media as an Informal Learning Tool

When it comes to social media, female ESL teachers universally agreed that it was a great tool for learning anytime & anywhere, promoting autonomy, real-world language applications. Facebook, YouTube, and podcasts were seen as media through which students could interact with authentic English outside the walls of textbook. This observation supports the findings of [Ratheeswari \(2018\)](#), who showed importance of Facebook in language learning within institutional settings, and [Amry \(2014\)](#), who showed how vlogs, mobile technologies could help learners express themselves and practice language skills. The informal and participatory nature of social media enables exploration of language permits edifice of theories on constructivist tenets of self-driven, learner-centered acquisition ([Vásquez, 2021](#)).



Many learners gain their linguistic & cultural competence over interaction of digital communities from a sociocultural perspective, which has been elaborated by [Mehta et al. \(2025\)](#), focusing on the co-construction of norms and meanings in online discourse. However, this raises a complaint among some female educators who argue that it still distracts students, lacks discipline, and sets several low-quality or incorrect language models. An emerging perspective from research is that women teachers regard informal online learning as an enhancement rather than replacement of structured education. They stressed the importance of integrating digital tools within a pedagogically guided framework balancing autonomy with accountability, a stance supported by [Garton and Copland \(2019\)](#), who espoused structured autonomy in blended learning environments. This opens avenues for the professional training, equipping teachers to direct informal learning spaces without flexible academic rigor.

## CONCLUSION

The findings of research thus determine that social media is multifaceted regarding ESL education as it is perceived by the female teachers in Sialkot, Pakistan. The Technology-Mediated Learning (TML) paradigm suggests that platforms like Facebook, WhatsApp, TED Talks help in vocabulary learning, improvement in the literacy, and informal learning outside a formal educational setting. Grounded in the constructivist and cognitivist theories, teachers reported that through visual-text pairing, real-time interaction, and user-generated content, students were able to grasp a deeper understanding and long-term retention. It can be argued that the speed of learning was reinforced in a behaviourist manner, wherein social media tools served as feedback mechanisms through likes, comments, and sharing.

The sociocultural perspective further explains how female educators mediated language exposure by aligning the content with cultural norms, linguistic expectations. The female teachers also acted as digital gatekeepers, contextualizers, motivators for learner engagement, beyond teaching interactions. Teachers would view it as advantage in education; however, they show concern about such things as digital informalism, misinformation, and distractions of students. In this case, social media would be an opportunity and a challenge in pedagogy. The study has much theoretical and practical importance as it describes application of TML in a conservative setting while bringing out the dual instructional, cultural roles of female ESL educators. Future curricula and teacher training should integrate a strategy of digital learning to engender more equitable and context-sensitive language education.

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