

A MIXED-METHODS STUDY ON EXPLORING THE ATTITUDES OF PRE-SERVICE EFL TEACHERS TOWARDS LANGUAGE LEARNING THROUGH SOCIAL MEDIA

Yüksek Lisans Tezi

Sepide FARHADİ

Eskişehir 2023

A MIXED-METHODS STUDY ON EXPLORING THE ATTITUDES OF PRE-SERVICE EFL TEACHERS TOWARDS LANGUAGE LEARNING THROUGH SOCIAL MEDIA

Sepide FARHADİ

MA THESIS

Programme in English Language Teaching

Department of Foreign Language Education

Supervisor: Assoc. Prof. Dr. Gökhan ÖZTÜRK

Eskişehir

Anadolu University

Graduate School of Educational Sciences

June 2023

JÜRİ VE ENSTİTÜ ONAYI

.....'nın “.....
.....” başlıklı tezi
.../.../20.. tarihinde aşağıdaki jüri tarafından değerlendirilerek “Anadolu Üniversitesi
Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği”nin ilgili maddeleri uyarınca,
..... Anabilim/Anasanat dalında Yüksek Lisans/Doktora/Sanatta
Yeterlik tezi olarak kabul edilmiştir.

	Unvanı Adı Soyadı	İmza
Üye (Tez Danışmanı) :
Üye :
Üye :
Üye :
Üye :

.....
Enstitü Müdürü

ABSTRACT

A MIXED-METHODS STUDY ON EXPLORING THE ATTITUDES OF PRE-SERVICE EFL TEACHERS TOWARDS LANGUAGE LEARNING THROUGH SOCIAL MEDIA

Sepide FARHADİ

Department of Foreign Language Education, Programme in English Language Teaching

Anadolu University, Graduate School of Educational Sciences, June 2023

Supervisor: Assoc. Prof. Dr. Gökhan ÖZTÜRK

Considering the popularity of Social Media (SM) in every field, including language learning and the importance of the attitudes of pre-service EFL teachers in their language learner personas, this study aims to explore the attitudes of pre-service EFL teachers towards language learning through SM. With this aim, to provide a more comprehensive and nuanced understanding of the research topic, an explanatory sequential mixed-method design which integrates qualitative and quantitative data was implemented. Hence, to collect data, initially, a standardized questionnaire with several categories designed specifically for exploring the attitudes of pre-service EFL teachers was answered by 188 pre-service EFL teachers from the ELT department of a public university in Turkey. Next, the interview part which was determined by the results of the questionnaire was carried out with 11 of those participants. The results of the quantitative part analyzed through descriptive and inferential statistics indicated that the majority of the participants had strong positive attitudes towards language learning through social media specifically towards receptive skills and vocabulary development. Furthermore, gender was not a determining factor for the attitudes of the pre-service teachers in this regard. Additionally, those who utilized SM more frequently had more affirmative attitudes compared to other users. Evaluated through content analysis, the results of the interviews, on the other hand, yielded several underlying reasons for the findings of the quantitative part. Based on these outcomes, the present study puts forward invaluable justifications for curriculum designers and teacher educators to provide more room for SM for language development of pre-service EFL teachers.

Keywords: Pre-service EFL teachers, Attitudes, Language learning through social media

ÖZET

İNGİLİZCE ÖĞRETMENİ ADAYLARININ SOSYAL MEDYA ARACILIĞIYLA DİL ÖĞREMEYİNE YÖNELİK TUTUMLARININ BELİRLENMESİ ÜZERİNE BİR KARMA YÖNTEM ÇALIŞMASI

Sepide FARHADİ

Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Programı

Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Haziran 2023

Danışman: Doç. Dr. Gökhan ÖZTÜRK

Sosyal Medya'nın (SM) dil öğrenimi dahil olmak üzere her alanda, popülerliğini göz önünde bulundurarak ve İngilizce öğretmeni adaylarının öğrenci olarak tutumlarının önemini dikkate alarak, bu çalışma, İngilizce öğretmeni adaylarının SM aracılığıyla dil öğrenimine yönelik tutumlarını araştırmayı amaçlamaktadır. Bu doğrultuda, daha kapsamlı bir anlayış sağlamak için, nitel ve nicel veriyi entegre eden bir açıklayıcı sıralı karma yöntem tasarımı uygulanmıştır. Veri toplamak için, İngilizce öğretmeni adaylarının tutumlarını belirlemek amacıyla geliştirilmiş bir anket, Türkiye'deki bir devlet üniversitesinin İngiliz Dili Eğitimi bölümünden 188 İngilizce öğretmeni adayına uygulanmıştır. Sonraki aşamada, anketin sonuçlarına göre belirlenen mülakat bölümü, bu katılımcılardan 11'iyle gerçekleştirilmiştir. Nicel bölümün sonuçları, betimleyici ve çıkarımsal istatistikler aracılığıyla analiz edilmiş ve katılımcıların çoğunluğunun, özellikle dinleme ve okuma becerileri ve kelime dağarcığı gelişimi konusunda, SM aracılığıyla dil öğrenmeye karşı güçlü olumlu tutumlar sergilediği belirlenmiş ve tutumlarının cinsiyete göre önemli bir fark göstermediği görülmüştür. Ek olarak, SM'yi daha sık kullananların diğer kullanıcılara göre daha olumlu tutumlara sahip oldukları ortaya koyulmuştur. İçerik analizi ile değerlendirilen görüşmelerin sonuçları ise nicel kısımda elde edilen bulguların altında yatan birçok nedeni ortaya çıkarmıştır. Mevcut çalışma, müfredat tasarımcılarına ve öğretmen eğitimcilerine, İngilizce öğretmeni adaylarının dil gelişimi için daha fazla SM fırsatı sunmanın önemini vurgulamaktadır.

Anahtar Sözcükler: İngilizce öğretmeni adayları, Tutumlar, Sosyal medya aracılığıyla dil öğrenimi

DEDICATION

*To the Meaning of My Life;
My Family*

ACKNOWLEDGEMENTS

I would like to express my wholehearted thanks to all the people who have supported me throughout the completion of this thesis.

First and foremost, I am grateful beyond words to my supervisor, Assoc. Prof. Dr. GÖKHAN ÖZTÜRK, for his invaluable guidance, constant support, constructive feedbacks, and immense knowledge. His expertise, patience, and encouragement have played a central role in refining this research and enhancing its quality.

Besides my advisor, my sincere thanks go to the thesis committee members Assoc. Prof. Dr. GONCA SUBAŞI, Assoc. Prof. Dr. YUSUF DEMİR, Assoc. Prof. Dr. MURAT DOĞAN ŞAHİN, and Asst. Prof. Dr. MERAL ÇAPAR for their insightful comments on my thesis. I would also like to extend my appreciation to all my university professors during my MA studies for the profound impact their teachings have had on my personal and academic growth.

Furthermore, I'm deeply indebted to my precious family, specifically my mom, dad, and brother, for their everlasting love, understanding, and support. Their belief in me has kept my spirits and motivation high during this challenging process.

Finally, I would like to acknowledge the participants of this study, without whom this research would not have been possible. Their willingness to contribute their time and insights has been instrumental in enriching the findings of this study.

Sepide FARHADİ

Eskişehir 2023

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Sepide FARHADİ

TABLE OF CONTENTS

	<u>Page</u>
COVER PAGE.....	i
FINAL APPROVAL FOR THESIS.....	ii
ABSTRACT.....	iii
ÖZET	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES	vii
TABLE OF CONTENTS	viii
LIST OF TABLES.....	xii
LIST OF ABBREVIATIONS	xvi
1. INTRODUCTION	1
1.1. Background of the Study: The Internet	1
1.1.1. Internet and education.....	4
1.1.2. Internet and language learning.....	5
1.1.2.1. Computer-assisted language learning (CALL).....	5
1.1.2.2. Mobile-assisted language learning (MALL).....	6
1.1.2.3. Social media-assisted language learning (SMALL).....	7
1.1.2.3.1. <i>Social media</i>	7
1.1.2.3.2. <i>Types of social media</i>	8
<i>Social networking sites</i>	9
<i>Wikis</i>	15
<i>Blogs</i>	15
1.2. Statement of the Problem	16
1.3. Purpose of the Study	19
1.4. Research Questions	19
1.5. Definitions of Terms.....	20
2. REVIEW OF LITERATURE.....	21
2.1. Research on Language Learning Through Social Media	21

2.1.1. Language learning through WhatsApp.....	21
2.1.2. Language Learning through Facebook	24
2.1.3. Language learning through Instagram	26
2.1.4. Language learning through Twitter	31
2.1.5. Language learning through YouTube	33
2.1.6. Language learning through TikTok	39
2.2. Research on the Attitude and Perception of EFL Students on Language Learning Through Social Media.....	42
2.2.1. Facebook perception	42
2.2.2. WhatsApp perception	45
2.2.3. Tik Tok perception.....	47
2.2.4. Instagram perception	49
2.2.5. YouTube perception.....	51
2.3. Research on the Attitude and Perception of Pre-Service EFL Students on Language Learning Through Social Media	53
2.4. Related Studies in Turkish EFL Context.....	56
2.4.1. Unveiling perceptions in the Turkish context	59
2.5. Summary	62
3. METHODOLOGY	64
3.1. Research Design	64
3.2. Participants and Research Context	64
3.3. Data Collection Tools.....	65
3.3.1. The questionnaire	66
3.3.2. Interview protocol	67
3.4. Data Collection Procedure	67
3.5. Data Analysis	68
4. FINDINGS.....	70
4.1. Analysis of the First Research Question	70
4.1.1. Attitudes towards vocabulary development through social media.....	71
4.1.2. Attitudes towards reading skills development through social media	72

4.1.3. Attitudes towards communication skills development through social media	73
4.1.4. Attitudes towards listening skills development through social media	74
4.1.5. Attitudes towards writing skills development through social media	74
4.1.6. Attitudes towards studying through social media	76
4.2. Analysis of the Second Research Question	77
4.2.1. Attitudes towards language learning through social media according to gender	77
4.2.2. Attitudes towards language learning through social media according to grade level	81
4.2.3. Attitudes towards language learning through social media according to frequency of social media use	87
4.3. Analysis of the Third Research Question.....	93
4.3.1. Reflections of pre-service EFL teachers towards language learning through social media in general	94
4.3.2. Reflections of pre-service teachers towards vocabulary, reading and listening skills development through social media	98
4.3.3. Reflections of pre-service teachers towards language learning through social media with regard to gender	100
4.3.4. Reflections of pre-service teachers towards language learning through social media with regard to the frequency of social media use	101
5. DISCUSSION	105
5.1. Discussion of the First Research Question.....	105
5.2. Discussion of the Second Research Question.....	108
5.3. Discussion of the Third Research Question	110
5.3.1. Discussion of the reflections of pre-service teachers towards language learning through social media in general	111
5.3.2. Discussion of the reflections of pre-service teachers towards vocabulary, reading and listening skills development through social media	115
5.3.3. Discussion of the reflections of pre-service teachers towards language learning through social media with regard to gender	117

5.3.4. Discussion of the reflections of pre-service teachers towards language learning through social media with regard to the frequency of social media use	117
6. CONCLUSION	119
6.1. Summary	119
6.2. Limitations	122
6.3. Implications and Suggestions for Further Research.....	123
REFERENCES.....	127
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	<u>Page</u>
Table 4.1. The statistical mean range of the scores and their degree of positivity	70
Table 4.2. Descriptive statistics of all sections of the questionnaire about language learning through social media	70
Table 4.3. Descriptive statistics of the statements related to vocabulary knowledge development through social media	71
Table 4.4. Descriptive statistics of the statements related to reading skills development through social media	72
Table 4.5. Descriptive statistics of the statements related to communication skills development through social media	73
Table 4.6. Descriptive statistics of the statements related to listening skills development through social media	74
Table 4.7. Descriptive statistics of the statements related to writing skills development through social media	75
Table 4.8. Descriptive statistics of the statements related to studying (context) through social media	76
Table 4.9. Attitudes of the pre-service EFL teachers towards language learning through social media according to gender	77
Table 4.10. Attitudes of the pre-service EFL teachers towards vocabulary knowledge development through social media according to gender	78
Table 4.11. Attitudes of the pre-service EFL teachers towards reading skills development through social media according to gender	78

Table 4.12. Attitudes of the pre-service EFL teachers towards communication skills development through social media according to gender.....	79
Table 4.13. Attitudes of the pre-service EFL teachers towards listening skills development through social media according to gender	80
Table 4.14. Attitudes of the pre-service EFL teachers towards writing skills development through social media according to gender	80
Table 4.15. Attitudes of the pre-service EFL teachers towards studying through social media according to gender.....	81
Table 4.16. Descriptive statistics of the attitudes towards language learning through social media considering grade levels.....	81
Table 4.17. Attitudes of the pre-service EFL teachers towards language learning through social media according to grade level.....	82
Table 4.18. Descriptive statistics of the attitudes towards vocabulary knowledge development through social media considering grade levels	82
Table 4.19. Attitudes of the pre-service EFL teachers towards vocabulary knowledge development through social media according to grade level.....	83
Table 4.20. Descriptive statistics of the attitudes towards reading, communication, and listening skills development through social media considering grade levels	83
Table 4.21. Attitudes of the pre-service EFL teachers towards reading, communication, and listening skills development through social media according to grade level.....	84
Table 4.22. Descriptive statistics of the attitudes towards writing skills development through social media considering grade levels.....	85
Table 4.23. Attitudes of the pre-service EFL teachers towards writing skills development through social media according to grade level	85

Table 4.24. Descriptive statistics of the attitudes towards studying through social media considering grade levels.....	86
Table 4.25. Attitudes of the pre-service EFL teachers towards studying through social media according to grade level	86
Table 4.26. Descriptive statistics of the attitudes towards language learning through social media considering the frequency of social media use	87
Table 4.27. Attitudes of the pre-service EFL teachers towards language learning through social media according to frequency of social media use.....	87
Table 4.28. Descriptive statistics of the attitudes towards vocabulary knowledge development through social media considering the frequency of social media use	88
Table 4.29. Attitudes of the pre-service EFL teachers towards vocabulary knowledge development through social media according to frequency of social media use	88
Table 4.30. Descriptive statistics of the attitudes towards reading skills development through social media considering the frequency of social media use	89
Table 4.31. Attitudes of the pre-service EFL teachers towards reading skills development through social media according to frequency of social media use	89
Table 4.32. Descriptive statistics of the attitudes towards communication skills development through social media considering the frequency of social media use.....	90
Table 4.33. Attitudes of the pre-service EFL teachers towards communication skills development through social media according to frequency of social media use	90
Table 4.34. Descriptive statistics of the attitudes towards listening skills development through social media considering the frequency of social media use.....	91

Table 4.35. Attitudes of the pre-service EFL teachers towards listening skills development through social media according to frequency of social media use	91
Table 4.36. Descriptive statistics of the attitudes towards writing skills development through social media considering the frequency of social media use	92
Table 4.37. Attitudes of the pre-service EFL teachers towards writing skills development through social media according to frequency of social media use	92
Table 4.38. Descriptive statistics of the attitudes towards studying through social media considering the frequency of social media use	93
Table 4.39. Attitudes of the pre-service EFL teachers studying through social media according to frequency of social media use	93
Table 4.40. Reasons behind the reflections of pre-service teachers towards language learning through social media	94
Table 4.41. Reasons behind the reflections of pre-service teachers towards vocabulary knowledge, reading and listening skills development through social media.....	98
Table 4.42. Reasons behind the positive reflections of frequent users of social media.....	101

LIST OF ABBREVIATIONS

ALM	: Autonomous Learner Model
ARPA	: Advanced Research Projects Agency
CALL	: Computer- Assisted Language Learning
EFL	: English as a Foreign Language
FBGs	: Facebook Groups
FTP	: File Transfer Protocol
GEP	: General English Proficiency
GEPT	: General English Proficiency Test
GSP	: Gray-Student Problem
HTTP	: Hypertext Transfer Protocol
ICT	: Information and Communication Technologies
IPTO	: Information Processing Techniques Office
MALL	: Mobile-Assisted Language Learning
NPL	: National Physics Laboratory Network
OEP	: Oral English Proficiency
SDT	: Self-Determination Theory
SM	: Social Media
SMA	: Spinal Muscular Atrophy
SMALL	: Social Media- Assisted Language Learning
SNS	: Social Networking Sites
SPSS	: Statistical Package for Social Sciences
WWW	: World Wide Web

1. INTRODUCTION

1.1. Background of the Study: The Internet

No modern world can stand out without the internet. Therefore, it is obvious that the internet and information technology have truly altered every aspect of our lives including communication styles, business transactions, entertainment, education, and many more crucial premises of life. While once this ubiquitous power could have been considered as the least predictable element that can spark and change the world, now there exists the dilemma of how we can live without it in case of its removal.

According to Smith and Edwards (1999), the internet acts as a library card to the globe which provides quick access to numerous resources and allows the high-speed transfer of data. Hence, by connecting millions of people from all around the universe to communicate and share information with one another via computers and electronic devices, the internet displays its real power (Smith & Edwards, 1999). In another definition, the internet is described as the National (or Global or Galactic) Information Infrastructure which is a pervasive information type (Leiner et.al, 2009). The advanced usage of internet technologies surpasses its usage merely for e-commerce, activities for the community, and data collection, and it extends beyond the IT fields and reaches the society as a whole (Leiner et.al, 2009). However, this easily accessible infrastructure was not quite universal prior to the 1990s. Therefore, the following paragraphs will lead us to a journey through which the internet entered our lives as a social medium.

Once, the unprecedented alliance of the military-industrial-academic complex that supported the development of an astonishing innovation led to the creation of the Internet. The internet evolved from the ARPAnet, a military network that the Advanced Research Projects Agency (ARPA), created and funded in the 1960s. During this time, professor of computer sciences at the University of California, Leonard Kleinrock, began researching packet switching that led to network technology development. Still, a worldwide network was not developed. J.C.R. Licklider predicted an Intergalactic network that would link computers on a global scale. His ideas served as the basis of the contemporary internet that we utilize today. He joined DARPA as the Information Processing Techniques Office's

(IPTO) director in 1962. His successor Bob Taylor was motivated by his ideas and recognized the need for effective network technology. Paul Baran and Kleinrock's theories were supported by a version of packet switching that was created and used at the same time by another scientist in the United Kingdom, Donald Davies. At DARPA, which was previously called ARPA, Bob Taylor recruited Lawrence Roberts from MIT to improve the network (ARPANET) they planned to create. When learned about the writings of Paul Baran and Donald Davies, Roberts was inspired to introduce packet switching to the ARPANET. On October 29, 1969, the ARPANET finally officially launched, setting a notable event in the development of the internet. The first link was established between Stanford Research Institute and University of California, Los Angeles. As more colleges joined ARPANET over time, the network's reach grew. Yet, other networks were created at the same time as ARPANET. Other examples include the Usenet network, CYCLADES, and the National Physics Laboratory Network (NPL) in the United Kingdom (Abbate, 2000; Hempstead & Worthington, 2005; Leiner et.al, 2009, Smith & Edwards, 1999).

There were a few networks in existence during the beginning of the 1970s, with ARPANET being the most significant. For communication between the host computers, several protocols were being employed, though. Inter-network connections were thus still difficult to establish. Hence, scientists saw the necessity for a uniform network protocol at that time, which inspired the creation of TCP/IP, the system still in use today for data transmission over the internet. Vint Cerf, Robert E. Kahn, and a number of other scientists published the Transmission Control Protocol specifications in 1974. Afterwards, to make it better, Internet Protocol (IP) was detached from TCP creating TCP/IP. Later, various networks all around the world began switching from their old protocol to TCP/IP, which paved the way for the development of the internet. As other networks, notably CERNnet, gradually converted to TCP/IP over the 1980s, so did ARPANET in 1983. The creation of other wide area networks like CSNET and NSFNET in the late 1980s also helped hasten the internet's growth. Later on, because of this expansion and the mass adoption of TCP/IP, connections across continents were made possible. So, the first worldwide network connection occurred in 1988 when CWI in the Netherlands connected to NSFNET using TCP/IP and then CERN joined in 1989. At the same time, the ARPANET was shut down in

1990 as a result of the project's completion (Abbate, 2000; Hempstead & Worthington, 2005; Leiner et.al, 2009, Smith & Edwards, 1999).

Presently, the term "internet" nearly always refers to the Web—that is, webpages, web applications, mobile apps, and anything else that uses the hypertext transfer protocol (HTTP). Prior to the early 1990s, however, it was not the case. The two main internet applications at the time were email and File Transfer Protocol (FTP). The ability to communicate via electronic mail, which quickly overtook all other forms of network activities, became a particularly attractive feature for ARPAnet users (Hempstead & Worthington, 2005). Before the 1990s, despite the internet's global reach, the population had limited access. It was mostly used for academic and scientific reasons. However, when Tim Berners-Lee of CERN created the World Wide Web (WWW or the Web) in 1991, things started to change. Web browsers might be used to read documents that were stored on distant computers connected to the internet. Moreover, along with the HTTP protocol, which utilizes TCP/IP, Tim Berners-Lee also created the first web browser. The development of the internet into what it is today began with the aforementioned invention. Furthermore, in 1995, the National Science Foundation pulled itself out of the NSFNET, which made it possible for everyone to access the internet (Abbate, 2000; Hempstead & Worthington, 2005; Leiner et.al, 2009, Smith & Edwards, 1999).

To conclude, starting from the 1990s onwards, the use of the internet by ordinary individuals, who were not members of a university or any special institute who had access to the internet in their workplace or educational institute, was enormously growing. Among the initial devices for connecting to the internet was a modem, allowing the home computer to dial into the gateway internet service. However, this type of connection was rather slow with a poor connection which usually provided low-resolution images and only access to text. Over time, the introduction of graphical browsers with a strong interface transformed the web into an awesome resource for ordinary people. Consequently, the exclusive form of the internet used only by business people and universities altered into a platform used by millions of ordinary people (Ryan, 2011) which led to the popularity of social networks and mediums among people. So, the electronic network of networks known as the "Internet" finally connected people and information via computers and other digital tools, enabling two-way interaction and data access (DiMaggio et.al, 2001)

1.1.1. Internet and education

Internet use becomes beneficial when it opens up opportunities for more student-teacher engagement and practical learning of new concepts. Also, it is preferable to incorporate the Internet into teaching when it comes to communication, discourse, exploration, or the sharing of information (Agarwal & Day, 1998). Based on Agarwal and Day's (1998) study on the use of the internet in economics class, the researchers found that email and discussion list significantly extend teacher-student interaction time. Through the discussion list, the instructor can efficiently interact with a large number of pupils at once. Students can focus on difficult areas and seek assistance from one other by communicating about the essential concepts and their problems.

Moreover, the potential for the Internet as a tool for teaching is tremendous, particularly as video broadcasting becomes accessible owing to recent advancements in digital technology. Consequently, thousands of individuals can now communicate with numerous educational institutions as well as one another. Students can subscribe to mailing lists to receive knowledge on an infinite number of topics, use websites to learn from, create their own blogs, or email or video conference with instructors. It is evident that not only through colleges, universities, and libraries, but also through personal houses, the technology is being available to countless people (Gray, 1999).

Additionally, traditional teaching methods can be supported by the Internet. In order to enrich a lecture, educators may ask students to research specific websites that have additional in-depth information about a given topic. Students could also be told to use the Internet to research the services offered in a certain region. Furthermore, multimedia from the Internet can take the place of the typical lecture in the classroom. Currently, a wide range of courses are being created, with some or all of the course materials being made available online. The instructor may use a combination of these methods, such as posting course materials online and recording live lectures, as well (Salih, 2003).

While considering the importance of the internet in communication and education, the term ICT which stands for information and communication technologies comes to mind. The reason behind this notion is that "these technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony (Tinio, 2003, p.6)" and have the ability to broaden access to education and raise its quality. Being able to transcend time

and space is one of ICTs' key traits. ICTs enable asynchronous learning, which is learning where there is a delay between the delivery of instruction and the students' uptake of it. ICTs also provide easier access to worldwide resources, mentors, experts, researchers, professionals, business leaders, and peers (Tinio, 2003).

1.1.2. Internet and language learning

With its widespread use across many academic fields and industries, particularly in the teaching of second and foreign languages, the Internet undoubtedly has great promise for application in education (Singhal, 1997). According to Baniabdelrahman (2013), it is anticipated that the use of online tools to facilitate second language acquisition will be an inevitable part of the changing face of the educational world given the growing dependence on technology and the desire for digital skills. The importance of the internet and social tools are also obvious taking the Vygotskian sociocultural approaches that emphasize the interdependence of social and individual processes in the co-construction of knowledge (John-Steiner & Mahn, 1996).

1.1.2.1. Computer-assisted language learning (CALL)

Since the 1960s, computers have been used for language learning and teaching which shows the importance of computer-assisted language learning (CALL). Structural/behavioristic CALL, communicative CALL, and integrative CALL are the three basic phases that can be used to categorize the development of CALL throughout the last decades. The progression of technology from mainframe computers to PCs and then to internet-based computers mirrored the teaching and learning of languages in many different ways during each of these three periods (Derakhshan et.al, 2015).

Firstly, the 1950s saw the notion of structural/behavioristic CALL, which was put into practice in the 1960s and 1970s. The behaviorist learning model served as the basis for the drill-and-practice language exercises that made up this CALL mode. While behaviorist CALL later shifted to personal computers, it was initially developed and put into use during the mainframe era. The most well-known tutorial system, PLATO, operated on its own unique hardware, which included a central computer and terminals, in-depth drills,

grammatical explanations, and translation quizzes at different intervals (Warschauer & Healey, 1998; Yang, 2010).

In the late 1970s and early 1980s, when behavioristic approaches to language instruction were being criticized on theoretical and pedagogical basis and novel personal computers were opening up more opportunities for solitary work, communicative CALL emerged. According to communicative CALL, computer-based activities should emphasize teaching grammar in an implicit way instead of the explicit one, allow and motivate students to create their own sentences instead of prefabricated language, and mainly use the new language which is the target language (Warschauer & Healey, 1998; Yang, 2010).

Even though communicative CALL was thought to be a step above the behavioristic CALL, it was also criticized. So, another CALL phase or type aroused which was called integrative CALL. The term "integrative CALL" refers to an approach that aims to fully include technology and a variety of skills such as speaking, listening, reading, and writing into the process of language learning. Instead of attending the computer room once a week for isolated activities, students who employ integrative techniques learn to use a range of technology instruments as a part of a continuous cycle of language learning and use (Warschauer & Healey, 1998; Yang, 2010).

1.1.2.2. *Mobile-assisted language learning (MALL)*

Cell phones aren't tools merely for communication that open up new channels of human engagement; they're also incredibly practical computers that you can carry around with you. Cell phones are a type of computing and communication technology that can be utilized for education (Prensky, 2005). Accordingly, Mobile Assisted Language Learning (MALL) is a brand-new approach to language learning that has been made possible by mobile phones (Alemi et.al, 2012). Since MALL shares so many similarities with CALL and ML, it is better understood as primarily falling under both disciplines rather than being considered separately from them (Stockwell & Hubbard, 2013).

Due to the portability of mobile phones, they may be utilized within or out of the classroom and students can take advantage of their ease by studying or practicing small pieces of knowledge anywhere at any time. These advantages ultimately point to the potential of MALL to increase social inclusion in language acquisition and learning (Chinnery, 2006;

Miangah & Nezarat, 2012). Connectivity is another vital feature of these portable devices and it refers to the capability of a device to be connected to a wireless network to access a huge amount of data including the learning materials (Miangah & Nezarat, 2012).

1.1.2.3. *Social media-assisted language learning (SMALL)*

1.1.2.3.1. *Social media*

The history of social media commenced when authors of online personal journals started linking their blogs with others in the mid- to late-1990s, creating the "blogosphere." Simultaneously, Wikis first developed around the same time as a rapid method for programmers to exchange and collaboratively organize resources. Later in the mid-2000s, Facebook, Myspace, LinkedIn, and Friendster encompassed social networking platforms that let users build profiles, connect to those of other users they knew or wanted to know in real life, and share materials with them. With the progressive integration of social networking components, web services with a focus on media creation, curation, and sharing, including Flickr and YouTube, began to be known as "social media" by the 2010s (Reinhardt, 2019).

Multiple definitions of social media have been offered throughout the history of social media; however, this idea still lacks an accepted or formal definition (Duong, 2020; Kaplan & Haenlein, 2010). The diversity of the definitions of the concept of social media can be related to the dynamic spirit of this platform or tool. Moreover, aside from the definition of social media, another issue that confuses the literature is the presence of various terminologies referring to social media. Based on Aichner et.al's study (2021), the term "social media " has been utilized even before the 1990's when social media was becoming an integral part of everyone's life. However, while supporting the same meaning, phrases such as "computer-supported networks", "virtual communities," "social networks," "social networking services," "online social network," "social networking sites," "social network sites," and "social media" were among the terms used by researchers to refer to social media (Aichner et.al, 2021).

In Kaplan and Haenlein's definition (2010), social media is a collection of internet tools that support the production and sharing of user-generated content and builds on the

conceptual and technical grounds of Web 2.0 (Kaplan & Haenlein, 2010). Also, “social media employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, cocreate, discuss, and modify user-generated content (Kietzmann et.al, 2011, p.241)”. Therefore, it can be concluded that the distinctions between social media and Web 2.0 technologies, or web applications are undoubtedly vague. Social media, in its broadest sense, includes social networking sites like Facebook, Twitter, and LinkedIn, video sharing websites like YouTube, publication tools like wikis and blogs (Fuchs, 2021).

Social media is an “Internet-based, disentrained, and persistent channel of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content (Carr & Hayes, 2015, p.49)”. By mentioning Internet-based media, Carr & Hayes (2015) emphasized that social media doesn't have to be only web-based; instead, it can be online tools that operate through the broader Internet. So, with this in hand, it is possible to include tools that go beyond current conceptions of the web and online applications while still including social tools that function on web service of personal internal networks of organizations when the definition of social media is separated from ideas of Web 2.0 tools (Carr & Hayes, 2015). Moreover, while the real-time communication via social media is acknowledged, based on disentrained communication the user can have consistent access to the channel in case of being active or even passive. And considering the user-generated content of social media, instead of content created by the company or person hosting the platform, social media's value comes from contributions from or interactions with other users and among users (Carr & Hayes, 2015; Dawot & Ibrahim, 2014; Kaplan & Haenlein, 2010; Kietzmann et.al, 2011; Musiał & Kazienko, 2013; Yasseri et.al, 2016).

1.1.2.3.2. *Types of social media*

As previously mentioned, since there is no agreement upon the definition of social media, many scholars have used social media as an umbrella term to refer to any kind of service that facilitates any type of interaction and is being updated over time. However, the type of the platforms social media encompass is also among the controversial issues. For instance, one classification stated by Ortner et.al (2018) for social media consists of blogs, micro blogs, social networking sites (SNS), wikis and multimedia platforms (Ortner et.al,

2018). Also, in another grouping style, Duong (2020) divided social media into six categories including SNS, blogs and microblogs, forums, sharing websites, social bookmarking sites, and finally podcasts and wikis (Duong, 2020). Besides SNS and blogs, in a different categorization, content communities, virtual social and game environments were also proposed for the division of social media (Kaplan & Haenlein, 2010). The reason behind the preceding and any other prospective classification can mainly be due to the function of that specific platform; or as a dynamic platform that enhances its features or versions over time, social media brings about different potential classifications for the future as well. Having said this, I have provided a classification similar to Reinhardt (2019) who has classified social media as social networking sites (SNS), blogs, and wikis.

Social networking sites

Based on the articles written over the concept of social media, most scholars have defined social media and social networking sites in a similar manner. Even though used interchangeably in diverse studies, Boyd and Ellison (2007) defined social networking sites as:

Web-based services that individuals may (1) build a public or semi-public profile within a bounded framework, (2) express a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those created within the framework by others (Boyd and Ellison, 2007, p. 211).

With this definition, most of the platforms that are constantly utilized during the day and are causing addiction can be categorized under the label of SNS. For instance, among the robustly known ones, Telegram, Facebook, Twitter, LinkedIn, WhatsApp, Instagram, and TikTok have been closely paid attention to in this section.

Telegram

Users of the instant messaging application Telegram can share texts, images, video files, icons, and materials of any kind. In Telegram, a person, group, or channel can send or receive messages. Alongside user-to-user communications, Telegram also supports broadcasting messages through channels and groups (Dargahi et.al, 2017). According to Citrawati et.al (2021), because of its distinctive features, such as enhanced user contact lists,

symbols and stickers used for creative communication, and group channels for information exchange, Telegram has gained huge popularity during the last decade. It was discovered that as well as lowering the students' anxiety, Telegram helped to create a fun and stress-free learning atmosphere for fostering students' interest, motivation, and participation (Citrawati et.al, 2021).

In light of a variety of characteristics, including its accessibility, universality, ease of communicating with peers and sharing personal ideas, together with receiving input from the teacher, Telegram is regarded as a good English Language Learning medium. Additionally, as mentioned before, because Telegram has the capacity to give users a sense of security, students can take pleasure in the comfort of using it and having it tailored to their individual needs. A free online app, Telegram offers a huge cloud-based space to save files, a virtual place to arrange online lessons, and the possibility to create specific robots for specific functions. Moreover, this application makes it incredibly simple to practice various language skills and subskills, but it does require that you take some educational requirements into account (Alahmad, 2020). Among the skills are areas that have been improved through Telegram are vocabulary, grammar, pronunciation, fluency, and comprehension. Furthermore, owing to the interactive nature of Telegram, students and teachers can give constructive feedback to one another which, in turn, increases the chance of language learning and teaching in a positive and stress-free environment (Citrawati et.al, 2021).

Facebook

Launched in 2004, Facebook was created by Mark Zuckerberg who was a student at Harvard. During the early times of its foundation, Facebook was only available for Harvard students but then high school pupils and those older than thirteen years old were allowed to use Facebook. Afterwards, over years it received millions of users (Edosomwan et.al, 2011). Facebook offers its members the chance to communicate and share content with friends, family, and employers. People can effortlessly share links, content, photos, and videos with others using Facebook. Further, Facebook users can also follow a person or a website to get notifications on some of the other members in their Facebook newsfeed (Duong, 2020).

According to the review conducted by Chugh and Ruhi (2018) on Facebook, it was revealed that Facebook was used both as an informal and formal language learning tool. As

an informal platform, Facebook helps users to be active language learners even in places outside the class. Based on surveys carried out over social media, Facebook was chosen as one of the best spaces for communication among students. The reason behind this situation is its convenience, free learning atmosphere, availability of teamwork, and the opportunities it creates for shy students to take part in discussions that are online (Chugh & Ruhi, 2018). Learners' usage of Facebook as an interactive online educational platform has specifically improved problem-solving skills, emotional ties, and has strengthened their connection to one another. Regarding the foci of interest towards Facebook in language education, it was found that most of the studies have devoted their attention to investigating the influence of Facebook on the writing skill. Accordingly, it was mentioned that utilizing Facebook for writing has influenced learners' awareness of their audience and the process of writing on the whole. Also, the individualistic aspect of writing was replaced by a collaborative form of it through the use of Facebook. Moreover, the second most investigated topic was related to using Facebook as a learning management system (Barrot, 2018).

Twitter

Twitter, occasionally referred to as a "microblog," was created specifically to enable users to see the feeds of individuals they do not directly know or follow, as well as to monitor and explore content using "hashtags." This allowed users to quickly disseminate news headlines. In contrast to blogs and wikis, which allow for longer authorship and collaboration, tweets, with their character (usually word) restriction rate, made material instantly shareable but not as permanent as the above-mentioned platforms (Reinhardt, 2019). However, the fundamental value of Twitter lies in real-time communication. Twitter users can express their thoughts, photographs, or brief videos in a post. Tweets can add hashtags to designate a specific topic, making it simple for users to find Twitter posts that are connected to their own (Duong, 2020).

The use of Twitter as an enhanced scholarly communication medium for both formal and informal education is becoming more widespread. The network is used by students, academics, and professionals from a wide range of academic fields to connect and interact with one another and the general public to share information about their fields of study and other vital topics in order to augment their educational interests and objectives. So, due to its

enhanced collaborative and educational essence, Twitter is thought to be beneficial for fostering peer involvement and interaction among students and professors. Additionally, because Twitter gave users more access to language-related resources and engaging methods to use them, it was said to be very beneficial for language learning too (Malik et.al, 2019).

Numerous studies have looked at several topics starting from tweeting to interpreting the hashtags on Twitter in the context of language learning (Gao et.al, 2012; Greenhow & Gleason, 2012; Lomicka & Lord, 2011; Solmaz, 2017). Some of the ways Twitter has been used in language learning include students' understanding of hashtags and analyses of the tweets made by native speakers, the enhancement of vocabulary, pronunciation development, assessment practice, practice with grammar, the expansion of autonomy, and the promotion of collaborative learning specially writing (Hattem & Lomicka, 2016).

WhatsApp

As one of the most widely used applications in the world with over 1.5 billion active users (Mars et.al, 2019), WhatsApp is a smartphone instant messaging program that is derived from the question "What's up?" in English. Through their Internet connection, users can share photos, voice and written messages, and video clips (Dahdal, 2020; Manan, 2017). The conversations on WhatsApp can take place in groups or between two people and it depicts IM chats as a chain of threading texts, separating sender and recipient messages by their position on page and color. Messages may also contain URLs in addition to text. Furthermore, every message has a time and date including one or two ticks next to it showing whether it has been received or not. Also, the recipient's active presence is shown by the last seen online item (O'Hara et.al, 2014).

Considering the importance of WhatsApp as an educational tool, it was stated by Zarei (2020) that WhatsApp has evolved into a popular platform that enhances attentiveness, raises curiosity, and increases motivation which, in turn, plays a significant part in performing school assignments and projects. WhatsApp offers excellent features that encourage teachers and students to use it in order to improve knowledge, increase the efficacy of the courses, and accelerate the teaching and learning process as compared to the previous technology tools that had been included. Accordingly, a social media platform like WhatsApp can help learners improve their English language competence as well. For instance, reinforcing

vocabulary and communication or oral skills are among the uses of social media in literature. In several studies conducted over these issues (Andújar-Vaca & Cruz-Martínez, 2017; Bensalem, 2018; Jafari & Chalak, 2016; Şahan et.al, 2016), it was found that WhatsApp directly helped students enhance their vocabulary knowledge, or via enhancing the motivation and enthusiasm of the students, it indirectly enriched vocabulary learning. Likewise, in studies related to measuring the effectiveness of WhatsApp in improving oral skills, it was confirmed that this platform is an effective interpersonal communication tool for enhancing communication skills. Besides, due to the virtual platform provided by WhatsApp, students have less anxiety compared to face-to-face classes to speak or write in English. So, another indirect influence of WhatsApp is its impact on the level of confidence (Zarei, 2020).

Instagram

Instagram is a social networking site that was launched in 2010. It is an application for sharing videos and photos. It has some filters through which users can edit the materials they intend to share. Additionally, unlike the limited text restriction of some other apps, Instagram may be accompanied by up to 2200 text character limit. Among the most useful characteristics of Instagram, the chance of having a private chat, the capability to search via hashtags, the capacity to share simultaneous photos and videos, and the ability to create a feed called story which can stay merely for one day can be named (Carpenter et.al, 2020). Therefore, subscribers can share the intended content either through a private or a public page (Mansor & Rahim, 2017).

Similar to other SNSs, Instagram has also gained popularity for educational purposes. Further, some scholars have recommended Instagram for language learning (Kurniawan & Kastuhandani, 2016; Qisthi & Arifani, 2020; Suryantari & Priyana, 2018). Taking the use of Instagram in enhancing speaking skills, it was suggested that creating and uploading video clips including tutorial videos, live broadcasts, speeches, or vlog-like clips can help students learn and practice speaking. In addition to that, students can mimic native speakers' videos and create their own stories. In doing so, the pupils become less anxious in using the language and get used to speaking. Since Instagram displays a variety of text types such as comments, posts with quotes, subtitled clips, and reading passages with different

levels and stages, it helps language learners to use such texts to improve their reading skills. In addition to reading, Instagram is used to help learners develop their listening abilities. With plenty of audio-visual posts available on Instagram, by determining the pages that are suitable or appropriate according to their proficiency level, students can improve their listening skills. Above all, Instagram offers a ton of resources on grammar and vocabulary. The most prevalent content on the majority of Instagram English pages is both grammar and vocabulary. The resources often cover faults and errors, advice, and practical applications. The materials typically take the form of movies and images that may be found on every English-related page (Rasyiid et.al, 2021).

Tik Tok

Initiated in 2016 in China and popularized in 2018, TikTok is a social networking site that has been known for enabling the creation of brief videos, such as dance clips with well-known songs (Lee, 2023). One of the most popular SNSs for young people to share their three to half -hour-long videos, TikTok was the most downloaded app in 2020. Users of TikTok are able to film videos of themselves having fun while listening to music or imitating the lyrics of a song, and then edit the content with various effects (Adnan et.al, 2021).

It is believed that TikTok should be taken into consideration for educational purposes given the amount of time the young generation spends on it (Xiuwen & Razali, 2021). Regarding language learning via Tik Tok, most of the studies have focused on oral communication skills and pronunciation rather than other language skills and areas. TikTok might provide brief videos of English language created and offered by classroom English teachers, English educators, or some English native speakers for students to learn in an engaging way considering the communication skill enhancement (Xiuwen & Razali, 2021). Furthermore, it is stated by Herlisya and Wiratno (2022) that using Tik Tok for developing speaking skills makes pupils be in front of their own audience. This situation can be augmented by receiving likes from their listeners and as the number of likes increases, so does the performance of the students in creating better videos. Therefore, we can conclude that TikTok can serve as a platform for promoting creativity as well as language skills (Herlisya & Wiratno, 2022; Zaitun et.al, 2021).

Wikis

Approximately developed in 1995, a wiki is a website that enables users to add to, modify, or remove from the website content. The Wiki provides a simple means of creating and exchanging knowledge (Duong, 2020). There are three functional tabs on any wiki application: "Edit," "History," and "Discuss." Users can alter or amend the page's text, graphics, or content using the "Edit" and "History" buttons. The "Discuss" button allows users to communicate with one another about the page's contents and modifications by sending messages. Wikis function as effective mediating artifacts for cooperation and collaborative productions thanks to features like user editability and history. The most widely used wiki nowadays is Wikipedia, which has more than 23 million entries in 275 languages. Frequently at the top of the list of search results, Wikipedia continues to rank among the ten most popular sites on the web (Li, 2012; Lund, 2008).

The educational use of wikis is usually limited to enhancing writing skills. It has been stated that numerous types of theoretical perspectives have shaped the studies conducted on Wikipedia and language learning. The main method used to investigate students' writing processes, social behaviors, and opinions about using wikis for collaborative writing (Aydn & Yıldız, 2014; Wang, 2015; Woo et.al, 2011) is a case study approach based on qualitative data. The wiki writing assignments range from the conventional classroom genres of narrative, exposition, and argumentation to real-world activity and the assignment closely related to academic topics. Some researchers (Elabdali, 2016; Lee, 2010) offer open-ended questions and topics that encourage student creativity and provide opportunities for them to consider their language use for writing practice in wikis. Besides students, teachers are asked to provide tasks related to wiki but also scaffold students, provide instant feedback, and join the group discussions where necessary (Li, 2012).

Blogs

Known as the short form of weblog, blog is a website that resembles a journal and has dated postings that are shown in reverse chronological order and frequently have threading remarks beneath each entry and post. Blogs are believed to be the best platforms for the development and expression of competence because they provide a combination in distinct proportions of links, discussion, and personal ideas and essays (Duong, 2020). As a personal

website, a blog is created by people who are enthusiastic about a particular subject and it offers a chance to share that enthusiasm with the world and foster an engaged audience of readers that comment on the author's postings. Due to their essence from the time of their creation in the late 1990s, blogs were perhaps the first social media because they supported interactive readership and multimedia integration as seen in any social media (Reinhardt, 2019).

Studies (Abidin et.al, 2011; Kazancı & Caner, 2020; Lou et.al, 2010) conducted over blog-enhanced language learning provide useful information both about the negative and positive impact of blogs. Starting with the positive ones, blogs offer “spaces for cultural learning and intercultural exchange, as well as reflection, self-reflection, and the development and expression of deep knowledge and expertise on topics in which the learner has had some say (Reinhardt, 2019, p.11)”. On the other hand, regarding learner autonomy which is conceived as one of the features provided by blogs, it is given that tasks that ask for particular topics to be posted, special types of peer review (form-focused), limit or help expand the audience may align with instructional goals and learner expectations, but they may constrain learner autonomy and undermine the educational potential of blogs which partially highlights the negative side of using blogs for education besides its abundant positivity (Reinhardt, 2019).

1.2. Statement of the Problem

With the transparency of social media being not just a communication tool but also a creative pathway in various fields, including education and language learning, scholars have extensively explored its significance in these domains. Particularly, empirical studies have focused on language skills such as reading, writing, and literacy, along with technology adoption and evaluation, with Facebook being the most researched platform (Barrot, 2021; Solmaz, 2018). Research by Solmaz (2018) indicated that the United States has shown the highest number of publications on social media for language learning, while Turkey lags behind in this area. Integrating social media into language education has allowed for enhanced student exposure to the language, fostering real learning experiences through socialization, contextualization, and utilization. These platforms provide authentic learner-generated content, boosting learning outcomes, confidence, and motivation through

collaborative efforts. Furthermore, the absence of time and space constraints on social media platforms creates engaging and stress-free learning environments that instructors can leverage to ignite students' enthusiasm for language learning (Mustafa, 2018).

Given that social media occupies a significant role in the field of foreign language instruction, it is anticipated that attitudes toward social media may reveal important details about its advantages and disadvantages, as well as serve as a guide for both teachers and researchers conducting research on the topic (Alnujaidi, 2017). Moreover, it is argued that specially the attitude of the students acts as a crucial factor in language learning (Smith, 1971). Likewise, attitude is among the important factors that influence the use of technology and since social media is an undeniable succession of technology, it is also affected by attitude and perception.

Accordingly, considering social media and social networking sites, most of the studies in literature have devoted their attention to ensuring the effectiveness of the above-mentioned tools or platforms in education and specifically in language learning through exploring the perception and attitudes of the students who are studying English as a foreign language in a language academy, school, or higher education institutes. However, little is known about the attitudes of the pre-service EFL teachers or student teachers, who are still in the process of language learning through skill courses, pedagogical courses, and subject matter courses lectured in English, regarding language learning with social media. Furthermore, studies conducted over pre-service teachers as language learners focus mainly on the frequency of the types of the SM platforms used and a general view about the effectiveness of SM disregarding the type of the language skill or area influenced by it. Hence, there is a lack of research investigating the attitudes of pre-service EFL teachers regarding social media as a learning medium with a detailed focus on each language skill. Also, based on Prensky's theory that "Digital Natives' brains are likely to be physically different as a result of the digital input they received when growing up (Prensky, 2001, p. 2)", gives us a clue about how creative and productive they can be in case of technology use. For that reason, born mostly as digital natives, pre-service teachers in this era can have quite different notions about the use of social media as a learning tool in their language learning journey. Hence, aside from asking students merely for their negative or positive perception regarding the use of social media, it would be more beneficial to ask them about their reflections over the

effectiveness of social media for learning. Based on this notion, it is obvious that there is a gap in understanding this area that requires more thorough examination.

Another issue which is ignored in most of the studies about the attitude of students on social media for language learning, is the lack of a triangulation of the data through different types of data collection tools. For instance, in their quantitative study Başöz (2016), Pitaloka, et.al (2021), and Solmaz (2019) explored the views of pre-service EFL teachers about language learning through social media only through a closed ended questionnaire consisting of six themes related to language skills and areas. With the same research design and aim, while investigating the attitudes of EFL students, Abu-Ayfah, (2020), Alnujaidi (2017), Aydin (2017), and Bani-Hani et.al (2014) merely utilized survey questionnaire that provided quantitative data. Likewise, by collecting minute papers from EFL students regarding their views about mobile and social media applications, Ekinçi and Ekinçi (2017) displayed a qualitative type of data collection design and procedure in this regard. Analogous to the previous study in terms of the purpose of the study and type of research design, Prasojo et.al (2017) only carried out focus group interviews with sixty ESL student teachers to collect data. As is obvious, while studies in the literature have used only questionnaire or interview, studies that make more detailed examinations using both are few. Therefore, there is a need for conducting such a study with methodological triangulation also called multimethod, mixed-method, or method triangulation, which can be defined as using multiple methods through which the researcher strives to decrease the “deficiencies and biases that stem from any single method” creating “the potential for counterbalancing the flaws or the weaknesses of one method with the strengths of another (Thurmond, 2001, p.254)”.

More importantly, delving deeper into the attitudes of pre-service EFL teachers about the educational importance of social media in language learning can open up novel opportunities for teacher educators or curriculum designers of those student teachers to come up with creative ways such as a robust technology-integrated syllabus designed or delivered through the most efficient types of social media for the language learning process or specifically, it can be useful for enriching skill courses including general speaking, listening and pronunciation, reading, and writing lessons provided in the first year of the English Language Teaching program with the updated preceding technologies in order to enhance

English proficiency of the pre-service EFL teachers. So, considering all the above-mentioned concerns, a deeper exploration is demanded.

1.3. Purpose of the Study

As mentioned in the previous section, admittedly attitudes and perceptions towards a concept in learning are considered as a pivotal element in language education. The reason behind this notion can be explained based on the need for shaping or deciding on a well-suited curriculum, lesson plan, or approach for language teaching via social media. In other words, if a teacher or a policy maker is aware of the attitude and perceptions of students whether positive or negative about a concept, they will be able to prepare or come up with novel ideas and activities (intensive or extensive) for learning within the classroom. Hence, due to the justifications provided previously and scarcity of the studies conducted over the attitudes and perceptions of “pre-service EFL teachers” regarding social media usage as a learning tool, this study not only aims at investigating the perceptions and attitudes of EFL pre-service teachers about social media but also delves deeper into exploring their reflections via the answers coming from the qualitative part.

1.4. Research Questions

In line with the purpose of the study, this research study seeks answers to the following research questions:

1. What are pre-service EFL teachers’ attitudes towards language learning through social media?
2. Do the attitudes of EFL pre-service teachers towards language learning through social media change according to;
 - a) gender
 - b) grade level
 - c) frequency of using social media
3. What are the reflections of pre-service EFL teachers on the use of social media for language learning?

1.5. Definitions of Terms

Social Media: The term social media refers to social networking sites such as Twitter, YouTube, Instagram, LinkedIn, WhatsApp, Tik Tok, and Telegram, Blogs, and Wikis as a whole instead of specifying a special platform (Alghasab & Alfadley, 2018).

Pre-Service Teachers: Student teachers who are registered to a teacher education program and pursuing teaching certification are referred to as pre-service teachers. (Chand et.al, 2022).

Attitude: “An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1998, p.269)”.

2. REVIEW OF LITERATURE

2.1. Research on Language Learning Through Social Media

A considerable number of studies have been conducted to promote learning and teaching through the use of different social media platforms. The reason behind the growing number of studies over this issue stems from the popularity of this concept due to the advent of new platforms and the positive impacts of those tools and platforms on learning and teaching. Today, not just in the business sector, but also in academia, the idea of social media is at the forefront of discussion. Researchers and educators are working to determine the best ways for students to use social media (SM) tools including WhatsApp, Facebook, Twitter, YouTube, Instagram, TikTok, and many other socially interactive platforms. As a consequence, language learning is evolving, and new technologies are giving teachers and students access to resources and opportunities they never had before.

2.1.1. Language learning through WhatsApp

Sharing partially the same components as several other mobile-assisted language learning tools, WhatsApp serves as an instant messaging platform where the participants can delve into topics related to everyday life or issues regarding the educational subjects. Therefore, it is for no doubt a potential platform for language learning as well. Considering this fact and to approve its effectiveness in language learning, several scholars have investigated the importance and impact of WhatsApp as an educational application on several language skills, areas, and the affective factors that motivate students to learn in a much fruitful and stress-free environment.

Hence, with the intent of finding out about the value of collaborative writing utilizing WhatsApp as an effective way to enhance basic writing skills within an exploratory study, Allagui (2014) reached valuable qualitative and quantitative results through data collected from collaborative writing tasks on Whatsapp and Likert-scale type questionnaire. The results coming from 50 first-year undergraduate foundation EFL students from Oman shed light on the impact of WhatsApp on writing skill components including organization and content of the essay, punctuation, the choice of vocabulary, and spelling of the composition.

Moreover, the students were found satisfied and interested in writing through WhatsApp since it created a higher motivation to engage in writing activities which are usually difficult to handle (Allagui, 2014). Parallel to this, with a quasi-experimental design, the findings of Fattah (2015) with the aim of unveiling the effectiveness of WhatsApp on 30 English major students' writing skills revealed that in terms of punctuation, correcting the structure and essay writing which were the components of the pre and post tests administered to control and experimental groups, there appeared a significant increase in the results of the experimental group indicating the effect of WhatsApp on their writing skill (Fattah, 2015). These findings were exactly in alliance with the results of another experimental study that took 66 undergraduate students from a Malaysian university to explore the English writing activity of the pupils through the use of WhatsApp as a supplementary tool (Haron & Rahmat, 2020). Similarly, taking reading besides writing skill as the focus of the study, Ahmed (2019) aimed to unearth the influence of WhatsApp on both skills considering the scores from the test, observation of the lessons, and an attitude questionnaire. To this end, 20 Yemeni students from English language department were recruited to read and comment on English articles and newspapers that the instructor shared with them on WhatsApp. In line with the findings of the previous studies, it also affirmed the effective role of WhatsApp in developing vocabulary, grammar, reading and writing length and it served as a platform for peer communication in group works (Ahmed, 2019).

As one of the main components of every language skill, vocabulary has taken the attention of several scholars who were looking for the potential influence of WhatsApp on retention of words. For instance, in an Iranian context, making use of an experimental research design with two groups of control and experimental, Ashiyan and Salehi (2016) and Jafari and Chalak (2016), although having different participant profiles, aimed to investigate whether WhatsApp plays a vital role in enhancing the collocation and vocabulary knowledge retention. Receiving WhatsApp support in vocabulary learning through practicing the words with native and non-native English speakers, as a result of the descriptive analysis of the post-test, experimental group outperformed the control one who were taking a traditional book-based vocabulary course. Additionally, Jafari and Chalak (2016) compared male and female students' performance in experimental group as well and their findings yielded no

difference between the two genders. On the whole, WhatsApp was accepted as a positive language learning tool.

In a similar manner, grammar as the other important language area, like vocabulary, has been analyzed in a quantitative study from Saudi Arabia. Considering only male participants from the English Department of Khalid University, the researcher separated 60 males into two groups of experimental and control. During the Syntax course, the experimental group had the opportunity to discuss issues and problems through the WhatsApp group whereas the control group received a traditional education without any media. Consequently, the results brought about the fact that getting support from the side of the peers in WhatsApp, the experimental group did better than those in the control one. So, this study validated the effectiveness of WhatsApp in discussing issues through WhatsApp in Syntax course (Hassan & Ahmed, 2018).

Two of the recent studies have emphasized the role of WhatsApp on speaking skill (Marleni & Asilestari, 2018; Noni & Basri, 2019). With an experimental design and with English Language learning undergraduate students from Malaysia and Indonesia, Marleni and Asilestari (2018) and Noni and Basri (2019) in their mixed-methods studies shed light on the importance of WhatsApp in improving the speaking skill of the participants. To make it clear, the students from Indonesia were observed and asked to complete a questionnaire about their motivation and confidence in speaking English while they were utilizing WhatsApp chat option and their results yielded another point about the study stating that even the passive students were engaged when there was a stimulus from the side of the peers and the teacher in the WhatsApp group (Noni & Basri, 2019). In a parallel way, the Malaysian learners put forward the same results after being divided into control and experimental groups and based on the results of pre and post-test (Marleni & Asilestari, 2018).

Finally, in 2022, as a result of descriptive and thematic analysis of a study aimed at exploring the learning motivation and engagement of EFL students from different English-based majors such as Extensive Reading, Teaching English, Critical Discourse Analysis in an Indonesian university in team-based mobile language learning via WhatsApp, some useful info were unveiled. Accordingly, based on the results coming from a huge sample including 313 females and 62 males, high learning engagement rates, intrinsic motivation provided as

the dominant predictor to online learning engagement via WhatsApp, and learning empowerment even with aroused technical issues (Imamyartha et.al, 2022).

2.1.2. Language Learning through Facebook

Launched nearly two decades ago, Facebook was primarily a platform for social communication. However, its comprehensive chamber of utility and popularity among people from all ages brought the possibility of integrating it as an informal or formal language learning tool in several activities. Therefore, several scholars explored this phenomenon from diverse perspectives in language learning.

Mainly focused on a particular area of English language learning through Facebook integration, Wang et.al (2011) investigated how the engagement of freshman engineering students from a private university in Taiwan in Facebook impacted their English vocabulary learning. Therefore, intended to increase both interaction and vocabulary acquisition, the students were asked to make English sentences on Facebook and their performance was evaluated based on Gray-Student Problem chart (GSP chart). As an experimental study, the pre- and post-test scores of the students were compared and the results suggested that Taiwanese students did better on the English vocabulary test upon practicing by creating English statements on Facebook. Moreover, providing error correction, sharing more ideas, answering the comments and questions willingly were observed as the actions taken by the students during the study (Wang et.al, 2011). In another study focusing on English language learning, forty low-intermediate level students taking an academic writing course as a prerequisite at a public university in Malaysia were divided into two groups of control and experimental for measuring whether using indirect language learning strategies via Facebook Notes influences the language learning strategy use and writing skill. At the start of the semester, both the experimental and control groups completed a SILL (Strategy Inventory of Language Learning) assessment and prewriting test. The experimental group received indirect LLS training (awareness raising of metacognitive, affective, and social strategies) through Facebook notes in addition to their regular academic writing instruction after the pre-tests. Without receiving any LLS instruction, on the other hand, the control group's participants took a regular academic writing course. Finally, a post-test was conducted. The results of the study indicated that with the ample interest shown by internet savvy college

students of the study toward Facebook use for language learning and their potential to be used as Language Learning Strategy tool (LLS) for English writing, there was not a significant difference between the results coming from the pre-test and the post-test of both control and experimental groups. However, the experimental group demonstrated that they utilized the LLS more following the instruction (Alias et.al, 2012). Analogous to the previous study in terms of the research design, Suthiwartnarueput and Wasanasomsithi (2012) investigated how low-intermediate EFL students' use of Facebook as a forum for debates on English grammar and writing compositions affected the development of their English grammar and writing proficiency. Consequently, it was found that undergraduate EFL students at a university in Thailand performed better in terms of content, punctuation, paragraph structure, and grammatical usage after using Facebook as a tool for commenting and asking questions. In other words, the fact that English grammar was emphasized together with writing comments on Facebook contributed to this accomplishment (Suthiwartnarueput & Wasanasomsithi, 2012).

In a quantitative study, unlike many other studies which were conducted with undergraduate students, Akbari et.al (2015) compared the effectiveness of traditional face-to face and blended classes with Facebook in terms of self-determination theory (SDT) with PhD students who were living and learning English language in Schengen zone countries in terms of autonomy, relatedness, and competence which are the components of SDT. Accordingly, via using three data collection tools including pre- and post-test which were taken from TOEFL tests, competence questionnaire, and the intrinsic motivation inventory for measuring autonomy and relatedness, it was indicated that participants were enjoying the Facebook group language learning and they felt more autonomous, competent, and related (Akbari et.al, 2015).

Also, in a telecollaborative and innovative project between the United States and South Korea, Jin (2015) explored whether Facebook as a computer-mediated communication tool can enhance the ability to interact effectively with different cultures and most notably with native speakers of English who were the Americans in this study. Therefore, a group of Korean intermediate level EFL learners from a university in Korea run a collaboration course with a university in U.S. During the experiment, American and Korean undergraduate students were asked to fulfill the course requirements which were tasks related to discussions

about intercultural topics, reading the entries posted by the researcher, selecting the most desirable topic for discussion, reflecting their interests, and finally preparing interview questions and conducting ethnographic interviews. Considering the interview answers and observation results, it was proved that Facebook provided a desirable and fruitful intercultural environment for Korean EFL students who were learning English as the target language (Jin, 2015).

Similar to the previous studies in investigating the influence of Facebook on writing skill, Dizon (2016), on the other hand, analyzed the same phenomenon with a specific emphasis on some EFL writing features such as writing fluency, lexical richness, and grammatical accuracy. With this objective and through a quasi-experimental design, 30 first-year Japanese EFL university students were chosen and separated into 2 groups (control and experimental) and during the treatment they were provided with corrective feedback instead of being scored. However, for the assessment part, three writings were required from the students at the beginning, middle, and the end of the course to see the results of the application. The experimental group, according to the results, improved its writing fluency more significantly. However, none of the groups significantly improved in terms of lexical richness or grammatical accuracy (Dizon, 2016).

2.1.3. Language learning through Instagram

Introduced in 2010, as another type of social media, Instagram gained popularity due to its unique features such as Instagram Direct Message (DM), Feed, Story, Reel, and face and voice features. Based on its novel characteristics, Instagram not only serves as an entertainment platform but also provides a learning and teaching atmosphere for every subject, notably language learning. Accordingly, many scholars have searched for the importance and relevance of this utensil or platform on language learning in English language learning contexts.

In 2014, for instance, Al-Ali (2014) started to explore how Instagram implementation in an ESL language classroom can play a facilitative role in empowering active learning. To this end, forty female pre-intermediate to intermediate level students from a middle-eastern higher-education institute were asked to participate in his mixed-methods action research. Throughout the intensive language learning atmosphere, the students were evaluated based

on the assigned activities and tasks through the use of Instagram and they were constantly observed and asked for feedback on the activities. To measure the satisfaction of the students about Instagram as a mobile-learning instrument, a survey questionnaire was also utilized. One speaking activity and two writing exercises that reinforced speaking, grammar, writing, and vocabulary abilities were created using Instagram as a mobile learning medium. By allowing students to come up with ideas for their writing assignments and providing them with a fun learning lesson, Instagram helped revolutionize the language classroom. The study's findings imply that although students initially expressed reluctance toward the idea, they eventually were interested and inspired to use creativity in completing their writing assignments (Al-Ali, 2014). Likewise, to determine the educational value of mobile-assisted language learning through the use of Instagram on the improvement of listening skill, Khalitova and Gimaletdinova (2016) carried out a mixed-method study with fifty second-year EFL female students from Kazan Federal University in Russia. Accordingly, two groups of experimental and control groups were created and consequently, an Instagram account named «listen_it_in_english» for listening was created by the teacher to assist the experimental group. The tasks and exercises assigned by teacher during the spring semester were uploaded in the Instagram page. For the assessment of the study, pre- and post-tests of Cambridge listening tests and a questionnaire with open and close-ended questions mostly about the frequency of Instagram use was utilized. Finally, it was found that Instagram served as an educational environment to enhance learning English and the difference between pre- and post-test results approved the achievement in listening and specifically, the ability to understand opinions and specific information in authentic speech (Khalitova & Gimaletdinova, 2016). Besides the listening skill, a recent study by Sitorus and Azir (2021) through using features on Instagram, explored the enhancement of both listening and reading skills of 30 vocational learners in the fourth semester of Graphic Design. In light of the reported results, it is conceivable that the use of an Instagram verified account for social media language learning improves students' reading and listening skills and provides appropriate support for innovative and effective learning (Sitorus & Azir, 2021).

In case of the relevance and importance of Instagram on writing skill improvement, there are several studies conducted (Gunantar & Transinata, 2019; Listiani, 2016; Rakhmanina & Yuneva, 2018; Wahyudin & Sari, 2018). To begin with, Listiani's (2016)

objective was to find out whether Instagram had an impact on composition of recount texts. In other words, the main purpose of the study was to see the difference between the group who was taught using teacher-centered writing style and the one with an Instagram-based English writing education. Implemented in the Indonesian EFL context, the results indicated that while both groups enhanced their writing performance, the Instagram group did much better than the other one which highlighted the effective influence of Instagram on writing skill (Listiani, 2016). Having the same aim, in a quantitative study, Wahyudin and Sari (2018) explored the writing performance of 82 first semester students from the faculty of Engineering and Computer Sciences learning English. Having been divided into two groups (experimental and control), the students were assigned to write descriptive essays as pre- and post-tests. Thus, not surprisingly, the result showed that blended learning using Instagram might be used as an effective teaching and learning tool for non-English major students for learning English (Wahyudin & Sari, 2018). Unlike the previous studies, rather than considering writing as a full composition, Gunantar and Transinata (2019) focused on writing captions on Instagram as a way to enhance writing skill and motivation. For the aim of the study, in this qualitative action research which was based on observation and Instagram picture-based caption writing pre and posttest, a total of 31 eighth grade students from Malaysia participated. Based on the results, it was concluded that photo-based media on Instagram improved the English writing skill on the whole and it made students understand the material better and the motivation level of the pupils also increased (Gunantar & Transinata, 2019).

On the other hand, considering the oral form of productive skills, some scholars have found the relevance of speaking skill and Instagram worthy of investigation. In a study carried out in 2018, Rakhmanina and Yuneva (2018) aimed at investigating the difference in speaking performance of students training with Instagram and those with traditional book-based activities, their motivational level, and the participants' feedback on Instagram-based tasks. Taking a quasi-experimental research design, the study took part in the Faculty of Economy in an Indonesian university. To collect data, a motivation questionnaire for recognizing low and high motivation students, speaking tests, and a feedback questionnaire were utilized. Assuredly, it was revealed that Instagram activity improved students' English-speaking performance and regarding the motivation level of students and speaking skill, it

was found that there was a significant difference between speaking ability of low and high motivation students. Hence, there was a reciprocal relationship between motivation and speaking skill (Rakhmanina & Yuneva, 2018). In another study related to speaking skill, Wulandari (2019) tracked 28 Indonesian mostly female EFL first-year students studying in an English Education department through an action research. Utilizing IELTS task 2 for free speaking examination and vlog making on Instagram as an extensive speaking practice, the researcher conclude that adding Instagram Vlog to a basic-level speaking lesson helped the students talk more fluently and effectively with respect to pronunciation, vocabulary, syntax, and the overall usage of the foreign language. Also, in Azlan et.al (2019), the integration of Instagram features and task-based language learning were used to observe the effect of those on speaking skill. Hence, four students from a pre-school and four from a primary school in Malaysia participated in the 14 week investigation during which students were required to perform tasks such as role-plays and Jazz chants and were using face-filter interfaces from Instagram's features for social expressions. The main conclusion drawn from the observation and semi-structured interviews were that the combination of task-based language activities and Instagram has a beneficial impact on students' self-confidence in expressing their views in real life and inspires them to speak English fluently. For instance, use of face-filters that look like animals added to students' motivation to speak and brought about a self-confidence in speaking. As an example, a participants while being interviewed mentioned her/his experience with Instagram face-filter as follows: "It has a lot of interesting mask, I like to learn English in a happy way (Azlan et.al, 2019, p. 632)". Recently, in a study carried out in 2022, pursuing the same aim as the previous studies, Syahida et.al (2022) analyzed the difference between learning speaking via Instagram-mediated project-based learning and the conventional methods. To this end, 291 twelfth grade students were selected through cluster random sampling and they were given a pre- posttest, and a questionnaire to investigate the challenges and strategies faced during the implementation of the study. To implement the project-based language learning, through the direct message option of Instagram, the students received the essential question about the topic of the speaking, then they were required to make plans for the answer, to schedule, to monitor the process, to assess, and to evaluate the whole project, respectively. To conclude, the findings shed light on the fact that novel technique used for enhancing speaking skill was deemed useful and mainly the challenges

faced by students were grouped as language barriers, video making, and external factors (Syahida et.al, 2022).

In view of language areas, several studies have explored the effectiveness of Instagram as a language learning tool , some focusing on grammar (Sarangapani & Hashim, 2022; Teng et.al, 2022), several other on vocabulary and lexis (Nushi & Dayani, 2022; Putri, 2022). Investigating the effectiveness of Instagram, an invention on Instagram for grammar, on grammatical accuracy of ESL learners, Teng et.al (2022) took low seconendory school students' insights and test scores as the data of the study. The Reels feature on Instagram, one of the most popular features right now, was used by students to produce original movies regarding the grammar they had learnt in class. The activity was carried out to increase their motivation, and the intervention's goals include elevating and inspiring the students while balancing the acquisition of grammar in and outside of the classroom. Overall, the results indicated that the intervention of instagram into grammar acquisition was quite useful (Teng et.al, 2022). Focusing on another feature of Instagram, Sarangapani and Hashim (2022) wanted to know how Instagram feed-based tasks can ameliorate the EFL learners grammar. In line with the purpose of the study, 84 intermediate EFL students joined the experiment and were divided into experimental and control groups. While the experimental group were asked to complete Instagram feed-based activities, the control group were exposed to webinar platforms in online classes. The results coming from the quantitative data revealed that Instagram feed-based grammar learning helped students perform better in compariosn to the other group.

Apart from grammar, as a language area, vocabulary learning via istagram was delved deep into in an Iranian context. The study plan started with a pre-test through which the vocabulary and collocations that were problematic for more than half of the class were chosen for insta post creation and during the treatment the posts were shared on Instagram. In the final stage, after administrating the same pre-test as post-test, it was found that Instagram has profoundly impacted the results of the EFL students and their views were positive in this regard (Nushi & Dayani, 2022).

2.1.4. Language learning through Twitter

Twitter has become more than just a platform for sharing thoughts in 280 characters or less—it has evolved into a dynamic space for language learners to enhance their linguistic skills. With its global reach and diverse user base, Twitter offers a unique opportunity to engage with native speakers, access authentic content, and participate in language communities, fostering an immersive and interactive language learning experience in the digital age. Therefore, scholars considered it as a topic worthy of investigation in language learning.

Considering the Coxhead's academic word list, Santana et.al (2014) explored the effect of Twitter in providing vocabulary on a daily basis on the performance of Intermediate to Advanced Mexican university students from different majors including Administration, Engineering, Pedagogy and many more, who were learning English. As was apparent, the students were divided into control and experimental groups through which a Twitter-based vocabulary learning was or was not present. Based on the descriptive analysis (ANOVA) of the pre- and post- vocabulary tests created by the first author, the results were surprisingly in contrast with the general expectation towards the usefulness of Twitter. In other words, the twitter-based instruction in language learning was not hugely effective in comparison to the other traditional type. The underlying reason for this incapability was explained as the unpopularity or lack of some popular features such as notification on Twitter for absorbing the attention of the students (Santana et.al, 2014). Also, in a study investigating whether Twitter can foster participation in online classes and help enhance the pronunciation of some of the mispronounced words by EFL students in a language school in Spain, an experimental study was designed. For the purpose of the study, based on the results of the pre-test, the teacher, on Twitter, posted audio-visual words that students had difficulty pronouncing them. Unlike the previous study, to make tweets more remarkable, each tweet was uploaded twice during the day and the learners' participation was recorded based on their comments or Reading Confirmation tweet (RC). Finally, the results indicated that the students were quite participating in the twitter-based learning and their progress in pronunciation was seen through the post-test scores (Mompean & Fouz-González, 2016). Likewise, justifying that the main issues related to mispronunciation are the absence of exposure to the target language, complicated sound-spelling correspondences, and lack of exposure to segmental

and suprasegmental features, Fouz-González (2017) intended to find the potential effect of Twitter on reducing the pronunciation problems and to observe the engagement of the students in Twitter-based approach. Taking 121 Medicine students learning English for specific purposes into account and also following a pre and post design, the results showed that using daily-based tweets containing additional audio and video files helped students improve their pronunciation and the engagement and improvement had a positive correlation (Fouz-González, 2017).

In contrast, determining the value of applying Twitter as a tool for English as a foreign language writing and reading, in a thesis presented by Cheng (2012), it was observed that there was no difference between the scores of the students who were using Twitter for their writing and reading course and the one who had free writing exercises without any media. Although both groups received better scores in the post-test, the prominent difference between the group with treatment through which students were supposed to read articles and post a summary or comment about the reading passages and share their writings was not apparent. However, Taiwanese college students were quite positive about the usage of Twitter in the classroom (Cheng, 2012).

In another study, through observing students' twitter activities and asking them questions in this regard through a questionnaire, a case study was carried out with 5 English Language Education students from the departments of Languages and Arts Education. Based on the findings it was revealed that among the most popular activities done were posting tweets, retweeting, replying to tweets, stalking English accounts, and finding topics through Hashtags. Besides, the students stated some of the benefits of using Twitter as providing a huge number of the English resources, a fun platform for language learning, access to hashtags such as ESL/EFL, TESOL, grammar enhancement, and easy access everywhere at any time (Utamadini & Salam, 2018).

From a different perspective, again through an experimental design, Altkhaineh and Aljallad (2018) aimed at comparing the effect of Twitter and Facebook in teaching the mechanics of writing to EFL students from Saudi Arabia. Executed within two weeks, the study included pre and posttests within which the pupils were required to write a short essay to approve or disapprove the effect of Twitter as the main purpose of the study. From the results, it was quite clear that Twitter helped students more in comparison to Facebook

although students had fewer number of errors in the Facebook group (Altakhaineh & Aljallad, 2018).

2.1.5. Language learning through YouTube

Emphasizing on the importance of YouTube for language learning, Watkins and Wilkins (2011, p.113) stated that:

Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development. Even reading and writing activities can be structured around YouTube videos. In-class lessons and activities will be detailed, as will homework and projects requiring the use of online streaming videos (p. 113).

Parallel to this, to investigate the usefulness of You Tube on different aspects of language learning including speaking, listening, writing, vocabulary, and many more, scholars began to conduct studies in this regard.

Vocabulary is among the essential components for acquiring a foreign language. Therefore, in an attempt to explore whether YouTube songs were able to enhance vocabulary competence of upper secondary school students, through six-week course, Abidin et.al (2011) divided 68 senior year students in a Malaysian school into two equal groups (control and experimental) and provided the experimental group with YouTube songs and the control group with traditional vocabulary teaching approach (teacher-centered). Accordingly, data were collected through vocabulary tests which were conducted at the beginning and end of the course, observation, and journal entries. Finally, the results gathered through the tests revealed that students who were learning English through YouTube received higher scores compared to the other group and the observations done from the side of objective observers put forward the idea that participants were very interested and enthusiastic about the lessons and songs projected via YouTube while the other group didn't show much interest in the lesson. On the other hand, while the students phrased their positive feelings toward learning with YouTube and using the lyrics shown below the clips, the control group found the lessons monotonous and dry (Abidin et.al, 2011).

Likewise, Kabooha and Elyas (2015) searched for the impact of YouTube on vocabulary comprehension in reading activities besides asking for the opinion of students in

this regard. For the purpose of the study, 100 female EFL students in the preparatory year intensive English course at King Abdul-Aziz University in Saudi Arabia were put into experimental and control groups. According to the study's findings, the group that saw the YouTube videos did better on the Vocabulary Knowledge Scale test, which was administered as the pre and post-test of the study, than the group that was not exposed to the videos and specifically video resources that are carefully chosen can help students learn languages more effectively and with greater motivation. (Kabooha & Elyas, 2015).

In a thesis study conducted on the issue of YouTube as a learning tool for English learning, in contrast to the previous study, Arndt (2014) explored the phenomenon under investigation as an informal type of language learning tool. To put it other way, the study explored the English vocabulary acquisition of participants who took screen-captures from the blog post and You Tube vlogs. The evaluation of the screen-shots revealed several useful facts including the idea that incidental vocabulary learning occurred both through videos and blog posts, vocabulary learning resulted from two type of input modality and written ones were more fruitful in capturing orthographic knowledge and oral one was more meaningful in recalling meaning and grammatical function of the words. Therefore, You Tube was once again validated to be a useful element in learning English although informal (Arndt, 2014; Arndt & Woore, 2018).

Also, in a study conducted in the context of an Indonesian Elementary school, grade two EFL students were provided with You-tube video-based vocabulary teaching and the researchers wanted to know how students participate in vocabulary instruction using these videos. Via a qualitative observational analysis, it was discovered that students not only participated more in lexical activities but also were more engaged and interested in the lesson (Hariyono, 2020).

For the fulfillment of his Master thesis, Alqahtani (2014) investigated the power of YouTube as a learning tool for the enhancement of listening comprehension skill of Saudi female EFL students who were studying in a private school in Riyadh. With an experimental design, the researcher examined the listening competency of the students via a researcher-made and validated pre-test and after providing the experimental and the control group with a treatment including YouTube videos and traditional audio-based listening, respectively, the post-test was administered to see the results of the study. Not surprisingly, the strength of

using YouTube was observed in this study as well and it was implied that providing a native speaker setting would be beneficial for students since it creates a real-life authentic atmosphere for language learning and listening, specifically (Alqahtani, 2014). On the other hand, through using a well-known ready-made and validated questionnaire (General English Proficiency Test's listening comprehension parts (GEPT)), Qomariyah et.al (2021) interrogated the listening competency of 38 high-intermediate EFL Taiwanese college students who were native speakers of Mandarin and were learning English through YouTube as a supplementary source. Combining traditional and technological approach together, the students received a blended form of teaching in listening. Revealing the significant influence of the training of YouTube on listening skill, the study proposed that students did better on the post-test compared to the pre-test. Therefore, YouTube as a supplementary and extra tool created a friendly and fruitful atmosphere for learning English more importantly for listening (Qomariyah et.al, 2021).

Similarly, since using YouTube to study English has many advantages, like teaching students how to pronounce words correctly and helping them comprehend the subject more effectively, in a quantitative study, the usefulness of YouTube videos on speaking skill competency was studied. Based on the results stemming from this One-Group Pretest-Posttest design carried out with students learning English in a junior college in Indonesia, it was found that YouTube was an effective tool in enhancing speaking skill (Yunita, 2015).

Moreover, after watching videos on YouTube, it is believed that students would be able to draw inspiration for speaking from the speaker's natural environment, giving them the chance to practice extended, intensive, responsive, interactive, and imitative speaking. Therefore, to study the validity of the afore-mentioned idea, a qualitative action research was used and the researcher employed a variety of tools to gather the data, including an observation checklist, field notes, performance tests, a survey, and interviews. Seventh-grade high school students from Indonesia were the participants of the study. Carried out with junior high school students, the results demonstrated that the speaking skill of the students improved when compared to the beginning of the course and YouTube influenced pupils' vocabulary, pronunciation, grammatical competency, and fluency, as well (Riswandi, 2016).

Exploring nearly the same concept as the previous studies, Mustafa (2018) determines the importance and impact of social media such as YouTube and some other applications on

EFL learners' speaking proficiency. The study was implemented in and out of classroom with students from Open University in Saudi Arabia. To gather data, the researcher created a friendly environment for observing the progress of the students in speaking sessions alongside the pre- and post-test. The findings put forward the fact that You Tube was a main source of listening comprehension skill since there is no communicative platform on it for speaking, however, it is regarded as a means that can enhance speaking skill (Mustafa, 2018).

Focusing on speaking skill, in a mixed-method study, Rachmijati et.al (2019) explored the impact of vlogs-making on You Tube on oral communication. Consequently, through a blended-learning approach 13 vlogs made over the concept of Tourism was assessed via corpus analysis. While the qualitative data were gathered through observations in the process of speaking activities, the quantitative data were collected through assessing student vlogging video uploaded on YouTube, data coming from comments of the audience and self-reflection of the students. Speaking skills and areas, including vocabulary, fluency, and pronunciation, have improved as a result of the study. However, on average, poor introductions and conclusions, poor summaries, and inaccurate grammar usage were the most frequent errors seen in the study (Rachmijati et.al, 2019).

Another study on the impact of You Tube on speaking proficiency of tenth grade students who were studying English at a school designed specifically for Spinal Muscular Atrophy (SMA) pupils was conducted by Meinawati et.al (2020). Through a descriptive qualitative design, the author found that the rate of participation in speaking activities increased and You Tube gave them more confidence to speak freely. In detail, since the students were able to observe native speakers' conversations, they were less anxious to speak and have a role model to imitate (Meinawati et.al, 2020).

Similarly, like the studies mentioned above, Albahiri and Alhaj (2020), in their research, delved deep into the effect of You Tube videos on speaking skill of third-year EFL students studying at King Khaled University of Saudi Arabia. In their comprehensive quantitative study, the data were collected through pre-and post-test and observations during the treatment. An observational checklist was utilized to gauge the learners' participation and speaking competence. Before pre- and posttests in order to assess speaking abilities a pair converse test was also completed. The results spot light on the power of You Tube as an educational tool in enhancing the speaking proficiency (Albahiri & Alhaj, 2020). Also,

utilizing first-year English language study program students from Universitas Islam Riau, Ilyas and Putri's (2020) findings with the aim of exploring the same issue as the preceding study (Albahiri & Alhaj, 2020) came up with the same conclusions.

More recently, in 2021, many researchers have investigated the importance of YouTube on the enhancement of the speaking skill of the EFL learners (Indrastana & Rinda, 2021; Saed et.al, 2021; Syafiq et.al, 2021; Wahyuni et.al, 2021) and their studies came up with overlapping results indicating that You Tube is a useful and effective tool for improving the speaking skill. For instance, executed with 80 Jordanian students having Oral Skills classes in the English Language and Literature Department in Jordan, there was a noticeable improvement in the pupil's performance who participated in the YouTube experiment's IELTS speaking test. Specifically, pronunciation, fluency and coherence were the most significantly improved aspects in the performance of the YouTube group under investigation and treatment (Saed et.al, 2021).

In 2022, to improve the English-speaking motivation of first-semester Truism students in Jakarta, a study was carried out via using observations, speaking tests, and interviews. Since the motivation questionnaire and speaking tests were employed in 3 cycles, it was found that students' speaking skill and motivation progressed through each cycle and interviews validated these results (Susanti et.al, 2022).

Focusing on writing skill as the dependent variable of the study, in a comprehensive way, Alobaid (2020) studied the impact of Information Communication Technology (ICT) tools and namely You Tube on the afore-mentioned skill. In this longitudinal study that was conducted at the Iraqi school in New Delhi, 14 pre-intermediate level students who were at the age of 12 to 15 participated. During the treatment, every session they were asked to watch three You Tube videos at home which were introduced by their teacher. Afterwards, the same videos which were watched at home were presented in class with subtitles once again. At home, they were asked to write the summary of the videos watched and they were required to read those summaries in class. For the assessment of the treatment, IELTS writing tasks were given as the pre-and post-test. Moreover, the participants were asked to answer a self-report questionnaire after finishing the course. Eventually, based on descriptive analysis and content analysis of this mixed-methods study, it was observed that ICT tools were mostly influential taking the accuracy and organization of the ideas in writing; however, the results

of this study demonstrated that several features of the learners' writing fluency, although not all of them, differ significantly. Therefore, it was suggested that as long as the crucial elements of the learning environment such as high engagement, enough exposure time, comprehensibility of learning input on the part of the language learner, and enhancement and intelligibility of learning input are available in the media provided, the learning can take place at any time (Alobaid, 2020).

Unlike the studies concerning the use of You Tube in enhancing language skills and areas, Alwehaibi (2015) aimed at utilizing YouTube in the context of EFL "Elementary school Teacher of English" program of a university in Saudi Arabia for investigating the impact of it on acquisition of the course content. Thus, for the aim of the study, the author divided two groups of sophomores in Princes Noura University into experimental and control groups. While the theoretical background of the course was offered through You Tube videos to the group under study, the other group received a traditional lecture-based instruction. Ultimately, the results of the difference between pre-tests and post-tests put forward the idea that the integration of video technology has more gains than the normal one. Therefore, You Tube can once more be accepted as an effective utensil not only for learning English skills but also for learning the content of a course (Alwehaibi, 2015).

Following a descriptive qualitative method, Sahayu (2019) explored the impact of using You Tube videos on High school students' second language acquisition. The data were collected via utterances received from the students who had watched YouTube videos. The analysis's findings demonstrate that students studying SLA are impacted by YouTube video blogging. The different variation of movies the students watched help them learn new English words. They also alter the English sentence structure they used in the video with other vocabulary. According to this research, video blogging is a component of the informal environment for the acquisition of English as a second language, allowing students to learn the language outside of the classroom as well (Sahayu, 2019).

Scrutinizing another topic aside from the ones related to language skills, Yang and Yeh (2021) looked into how EFL learners prepared to become socio-cultural agents to represent themselves and their home cultures to the rest of the world by assuming the role of local cultural material developers by creating their YouTube videos. The students' concept mapping worksheets, YouTube videos, and final oral presentations that included reflections

served as data. The results put forward the idea that via You Tube students can present their own culture while at the same time enriching their intercultural understanding (Yang & Yeh, 2021).

Besides, by using observation and interview options for gathering data about the influence of You Tube-based interactive media instruction in learning English, Sirait et.al (2021) gathered the views of 7th semester English Education students. Based on their view, You Tube language learning had positive and negative sides. For instance, while the lack of timeliness in using YouTube as an interactive multimedia learning medium for students and lecturers is a drawback, a positive response claims that You-Tube is a means of information to access interactive multimedia learning for students, especially students of English language education and a means of showing their creativity (Sirait et.al, 2021).

2.1.6. Language learning through TikTok

As one of the most recent social media, TikTok plays a vital role in everyone's and especially teenagers' lives. During the pandemic time, users of social media frequently downloaded this Chinese-made program to keep them entertained while forced to stay at home. Hence, it received a special attention from the side of the scholars who wanted to know about the importance of TikTok on different subjects and most importantly on language learning in recent years. The studies aiming to investigate the impact of TikTok on speaking skill of English learning students mostly included a pre- and post-test stages. By means of creating storytelling videos as the pre and posttest, and a questionnaire about TikTok and language learning specifically focusing on speaking, Zaitun et.al (2021) investigated the speaking performance of 36 ESL students from Jakarta via using Tik Tok. The results revealed that scores of the stories students delivered in the final stage showed an enhancement in speaking skill of the pupils and the answers they gave to the questionnaire were strongly in favor of using TikTok in English classes for the speaking sessions (Zaitun et.al, 2021). Similar to this, 20 students from third semester studying in education program from an Indonesian university took part in a descriptive action research which was administered through the same aim as the previous study. Not surprisingly, through observation and tests that were about presenting or retelling the video they watched on Tik Tok and activities during the two-cycle phase of this study, it was found that the speaking

competency of students improved when results from the two cycles were compared (Herlisya & Wiratno, 2022).

On the other hand, again in Indonesia, as a component of speaking skill, pronunciation was taken as the purpose of a study investigated by Pratiwi et.al (2021). In their qualitative study, with few participants (n=8), scholars observed the performance of the students in a pronunciation challenge on Tik Tok utilizing a duet feature and took a questionnaire containing questions about the use of Tik Tok application in learning English pronunciation. Ultimately, from the answers given, besides the improvement of some students, some other were unsuccessful in improving their pronunciation. However, on the whole TikTok was accepted as a useful application for pronunciation practice as mentioned by the participants (Pratiwi et.al, 2021).

Also, following a pre-experimental design, Cagas (2022) explored the effectiveness of TikTok videos on speaking and grammatical skills of criminology students from Philippine who were supposed to learn English as a compulsory element in their program to speak and write reports in English. Toward this aim, the researcher besides observing the performance of students who were supposed to create narrative and grammar Tik Tok videos during the course, started the course with taking a pre-test on telling a story of the TikTok video they watched and ended it with the same post-test exam. Additionally, a focus group discussion was run through the course to determine the language problems of the students. Finally, making short videos and learning via Tik Tok once again deemed to be effective in enhancing speaking skill as well as the grammatical proficiency (Cagas, 2022).

Likewise, grammar and vocabulary knowledge enhancement through TikTok being the main focus of another study, Anumanthan and Hashim (2022) in their mixed-methods research with fifth year primary school ESL students from Malaysia utilized tests and interview questions to obtain quantitative and qualitative data, respectively. The piloted pre and post tests were mainly including fill in the blanks questions which focused on the regular verb structure. During the treatment, the students were asked to watch TikTok videos on regular verbs which were made by the teacher and then create a duet short TikTok video as their homework over the same video. Finally, the interview questions were given to the chosen students from the side of the researcher based on their scores on the tests to obtain more information on their attitudes about the use of Tik Tok. Accordingly, the main results

coming from the study proved that TikTok was useful in increasing the scores of the students in learning regular verbs. But, from the interview answers, while most of the learners were interested and motivated in using TikTok as an educational tool, some were emphasizing on their difficulty of making videos on TikTok for the course (Anumanthan & Hashim, 2022). Identically, via the same thematic analysis, context, and goal like the afore-mentioned study, Bernard (2021) considering the opinions of eight ESL students taking Early Childhood Education course found that after using TikTok videos in classroom instruction for vocabulary learning, based on the interview results, the students demonstrated increased levels of attention, interest, and knowledge of the content (Bernard, 2021).

Furthermore, scarcely investigated, the listening skill and the impact of Tik Tok on it was recently explored in a thesis study by Azevedo (2022). Accordingly, in an experimental study generated by 18 sixth year primary students who were exposed to a three-week treatment phase, the findings of the pre- and post-listening tests and the attitude questionnaire revealed that the students were motivated to use the program and that their opinion of how their language abilities were developing as a result of the experience was favorable. Moreover, the results also demonstrated an improvement in the students' listening comprehension from the pre to the post exam, highlighting TikTok's educational capacity for learning languages (Azevedo, 2022).

In contrary to the above-mentioned studies' positive claims about TikTok in improving language skills, in a comprehensive study utilizing an explanatory sequential design, in a formal English language learning atmosphere in China, Hu and Du (2022), in their study exploring the effect of Tik-Tok as a mobile-assisted language learning (MALL) tool on language learning, came across unprecedented results. Initially carrying out the qualitative phase of the study through unstructured interviews with 23 undergraduate and postgraduate students from different majors, several variables such as MALL, General English Proficiency (GEP), Oral English Proficiency (OEP), L2 learning motivation, L2 speaking motivation, and willingness to communicate were detected. Therefore, in the quantitative part of the study to observe and approve the findings of the qualitative part, a pre and posttest design through a thirteen-week intervention with experimental group who received a TikTok-integrated language learning course and a control group who had a traditional type of learning was carried out. While the qualitative results put forward a positive picture of the Tik-Tok, the

quantitative part revealed less favorable results suggesting that TikTok can be used to support English Language Education within the MALL umbrella, which can help with language proficiency. However, compared to traditional classroom-based learning, this form of tutorial phase cannot have the same significant benefits on language learning (Hu & Du, 2022).

2.2. Research on the Attitude and Perception of EFL Students on Language Learning Through Social Media

Throughout the history of education and language learning, in view of the fact that affective factors such as motivation, anxiety, confidence, and attitude play an unbelievable role in paving the way for scholars and educators to create potentially the best atmospheres and contexts for students to pursue their goals and objectives, numerous researchers have devoted their attention to finding out about the views, attitudes, opinions, and perceptions with regard to any type of the phenomenon. Hence, in this section, focusing on each social media type, the scholars have put forward crucial and beneficial information about the views of EFL students in various language learning settings.

2.2.1. Facebook perception

To begin with, Facebook grabbed the attention of many scholars as a language learning tool since it offers opportunities for collaborative learning as well as group and peer-based corrective feedback types as an example. Hence, there have been numerous studies that investigate the attitude, perception, and views of English language learning students towards the use of Facebook in language learning.

In 2010, for instance, through a mixed-methods approach, the attitudes and views of 300 undergraduate students from a Malaysian university toward Facebook as a language learning environment was taken. To collect data, a mixed survey of Likert-type and open-ended style questionnaire were distributed to pupils visiting the library. It was discovered that the learners thought Facebook could be used as an online environment to help them learn English. While the vast majority of them stated their support for using Facebook to learn languages and claimed that their confidence, motivation, and attitude toward language learning had all improved dramatically, a minority of them, on the other hand, disagreed with Facebook's positive characteristics and benefits. However, from the demographic part of the

questionnaire, it was found that more than half of the ones who answered the questionnaire didn't have a Facebook account which, in turn, questions the reliability of the answers coming from the study (Kabilan et.al, 2010).

Two years later, in 2012, Mahmud and Ching (2012) while providing an account on how Facebook could be incorporated in ESL setting, highlighted the intermediate level students' opinion and stances over the importance of Facebook. Whithin the quantitative descriptive analysis of the study, the views of 50 transfer students of the American Degree Transfer program of Sunway University revealed that using Facebook had mainly improved their L2 competencies, including reading and writing skills, widened their social networks, strengthened their communication abilities, and lessened their anxiety when learning and using the language among their peers (Mahmud & Ching, 2012).

On the contrary, in a Japanese EFL context through a study on the attitudes of 97 undergraduate students from three private universities, the results coming from a seven point Likert-scale and an open-ended qualitative survey which was administered in two stages, as pre and post -stage, the results indicated that there was a slight increase in positive attitudes when comparing two stages and moreover, there were diverse opinions toward using Facebook as an instructional and educational environment. As an example, a participant gave the following comment about Facebook's educational value by stating that "... I could communicate with many classmates and I could know their hobbies, circle, memories and so on, but when classmates make posts to me, I felt tired to comment to all (Gamble & Wilkins, 2014, p.65)".

Likewise, in another study focusing on the influence of Facebook groups on affective factors as constructs that exert positive and negative effects on language learning, Tananuraksakul (2015) conducted a qualitative research. To gather data, the author utilized virtual observations and semi-structured interviews through which detailed descriptions of the use of Facebook as an educational tool was uttered by 10 reluctant English for Specific Purposes students from Taiwan. Although they weren't intrinsically motivated at the beginning of the course, the findings showed that using Facebook groups increased their joy of English learning and stoked their enthusiasm for doing so (Tananuraksakul, 2015).

Again, via a questionnaire developed by the author including 13 close- and open-ended questions about students' experience in using Facebook, the potential linguistic and affective

advantages of Facebook, and the dislikes and likes about it were discovered. Answered by 41 students from the faculty of Foreign Educations in Japan, the results partially certified the views previously mentioned by other scholars about Facebook about its usefulness in language learning. In other words, the respondents were moderately satisfied with Facebook use in language learning particularly its ease of use, stress free environment and convenient atmosphere (Dizon, 2015). In line with the findings of the afore-mentioned study, taking 65 English language translation students' views into account, AbuSa'aleek (2015) came up with the same results stating that pupils' motivation and confidence toward English language learning improved through Facebook (AbuSa'aleek, 2015).

Slightly different from the previous studies in including both undergraduate and postgraduate students' opinions about Facebook, Abraham et.al (2018) found that there was a positive correlation between the frequency of Facebook use as a supplement to language learning and improvement of motivation and confidence level. Additionally, based on the responses to Likert-scale questionnaire, university students may utilize Facebook as a platform to perfect their English language reading and writing skills as well as to strengthen their motivation and confidence level in peer-to peer spoken English communication (Abraham et.al, 2018). Similarly, recruiting 100 higher secondary school Pakistani students as the participants of the study, Kumar and Syed (2021) reached the same views as Abraham et.al (2018), with a difference on highlighting the importance of Facebook not only as an aid for reading and writing but also for listening and speaking (Kumar & Syed, 2021).

Fixing their attention on writing skills specially, several scholars (Alotumi, 2015; Bani-Hani et.al, 2014; Fithriani et.al, 2019; Putri & Aminatun, 2021) have brought about significant information about the attitudes of English learners on Facebook. For instance, participating in a Facebook group named "Write Out Clear" and having been asked to answer a survey of 10 items about the weaknesses and strengths of Facebook in English language learning and writing, Jordian English language and Literature students in Bani-Hani et.al's (2014) study provided effective information regarding the pros and cons of the Facebook use. Regarding the positive points, it was mentioned that using a Facebook group for language education contributed to language acquisition, writing phase and particularly the pre-writing stage, and students' vocabulary growth and misspellings. In contrast, attending group conversations on Facebook were useless in perceiving nonverbal clues, which caused

feedback to be delayed. Furthermore, contrary to face-to-face contact, that enabled the instructor to provide students instantaneous remarks and instant feedback, the answer to student debates or comments was made later on Facebook which yielded the negative sides of this platform (Bani-Hani et.al, 2014). Analogous to this, Alotumi (2015) also added to the powerful sides and challenges of using Facebook in English essay writing pre-task.

Conducted with 50 Yemeni high-intermediate EFL students through creating three Facebook groups and administrating an online questionnaire about the attitudes and views of the students about the process of pre-writing via Facebook, it was affirmed that while Facebook was helpful in getting familiar with the writing topics, creating enhanced opinions, mind-mapping and brainstorming, getting rid of most of the spelling mistakes, and learning novel lexis, the typing and time pressure were the main challenges mentioned by the participants (Alotumi, 2015). Also, in more recent studies, via using observation, interview, and attitude questionnaire in an EFL context, Fithriani et.al (2019) and Putri & Aminatun (2021) found that most students think that utilizing Facebook in writing class is helpful for increasing their comfort level with using English as a communicative tool, stimulating their participation in class discussions, and enhancing their English language competence, particularly the writing skill (Fithriani et.al, 2019; Putri & Aminatun, 2021).

2.2.2. WhatsApp perception

Starting with ESL students' perception about language learning through WhatsApp, the ultimate results showed that the students' behavior and attitudes regarding WhatsApp were all at a high level of positivity. This included their perceptions of WhatsApp's utility and simplicity of use, as well as their attitudes toward its convenience and usability (Binti Mistar & Embi, 2016).

Interestingly, mostly being male, the perception of 300 university level students from Saudi Arabia about the educational value of WhatsApp and the participants' routine practices through this platform were asked in another study. With a quantitative research design, the study yielded the positive opinion of the students via analyzing the 5-point Likert-type questionnaire. Accordingly, the results proposed that even while WhatsApp is used as an online platform to facilitate communication, it can result in implicit education both in and out of the class (Alqahtani et.al, 2018). In the same context (A Saudi Arabian University),

another study was conducted with 144 English preparatory students. From the responses given to the questions, it was found that students had access to internet through diverse devices and were subscribed to WhatsApp, Instagram, and Facebook but WhatsApp was the most popular platform. WhatsApp conversation was seen as helpful by the students in a variety of language learning procedures. The perceived impact of WhatsApp, though, was more apparent in communication-related activities and tactics, as well as in program and material administration. Fully aware of WhatsApp's value in the administrative part of teaching and learning, the students generally thought that this platform has the ability to help them improve their language abilities (Alabsi & Alghamdi, 2019). Again, in a higher education context, with a self-developed questionnaire, Khan et.al (2020) delved into the perceptions of a large number of Pakistani EFL students regarding WhatsApp use in the development of their language proficiency. The point of the researcher was not only to determine the effectiveness of WhatsApp in English proficiency but also to compare this phenomenon between female and males and different majors. The students' views were positive toward language learning through WhatsApp and there was not any significant difference between male and females' and EFL students from different subjects' opinion according to t-test and ANOVA tests even though not explicitly mentioned in the study (Khan et.al, 2020). During the pandemic period, with a similar aim and in a qualitative study, Sari Purba and Setyarini (2020) conveyed the same opinions as the preceding studies with a difference that they interviewed some of the participants besides utilizing a questionnaire. Accordingly, despite some of the negative aspects such as connection problem and the distracting function of WhatsApp when receiving too many messages, students appeared to use WhatsApp effectively as a learning tool, and it was perceived to assist students to become more fluent in English, particularly in the areas of writing and reading. As one participant stated the following comment stating that "learning through WhatsApp can improve my reading skill since we need to read carefully the lecturers' explanation and our friends' chats (Sari Purba & Setyarini, 2020, p.30)".

Analogously, Damanik (2020) discovered that the English education students had a positive opinion to use WhatsApp in class and frequently select "agree" and "strongly agree" choices when using WhatsApp. Moreover, they felt that using WhatsApp will help them become more fluent in other language skills (Damanik, 2020). These findings have also been

approved by Nihayati and Indriani (2021)'s study in which the EFL students believed that WhatsApp helped them feel comfortable, active during the discussions, and they had ease of access while using WhatsApp for language learning and teaching (Nihayati & Indriani, 2021).

On the contrary, in a study done by García-Gómez (2022) on the impact of WhatsApp use on the English learning process, the qualitative analysis of the focus group interviews as the major data collection tool for gathering information about the perceptions of the students, it was revealed that pupils had an unfavorable evaluation of using WhatsApp to accomplish group projects outside of the classroom. However, it was claimed by the author that the underlying reasons for their negative opinions were mainly related to the insecurity of the students in using English instead of Spanish which was their mother tongue; it was also related to their inability in managing the time during WhatsApp use and excessive use of slangs (García-Gómez, 2022).

Considering the opinion of both teachers and students from different Senior high schools, a huge sample of instructors and EFL learners were chosen to fill out the Likert-type questionnaire about the perception of them towards WhatsApp in language learning and teaching and they were also asked to answer the open-ended questions within it. Within this mixed-method's design, it was revealed that teachers had higher positive perceptions than students in using WhatsApp for their classes. Additionally, several positive and negative sides were uttered by students. Mostly, while the students asserted that WhatsApp was effective for online writing tasks and video-making for speaking and project-based learning, they were displeased with unclear pronunciation, low-quality recording, and teacher feedback delay (Budianto & Yudhi, 2021).

2.2.3. Tik Tok perception

In a comprehensive study, by examining secondary-school students' perceptions on using Tik Tok for English learning within and outside of the EFL context, Yang (2020) attempted to fill in the missing information. To this end, voluntarily participated in this quantitative research, Chinese secondary school students' results showed that they generally had positive sentiments into using Tik Tok as a supplementary video-based tool in English classroom instruction while also employing it as an outside-of-class English learning

technique. Beside the positive aspects, the participants were mostly displeased with video creators who were not qualified enough and the nature of TikTok construct that may convey fragmented knowledge which was not systematic (Yang, 2020).

In another study containing a qualitative research design using interviews, through a gender-balanced analysis, the researcher wanted to analyze the views and perception of 8th grade junior High school students toward English videos on TikTok to enhance their vocabulary mastery. Not having major differences with other studies' results provided above, it was mentioned by most of the students that they spent 1-4 hours a day strolling on TikTok, they liked to watch both educational and random videos on TikTok, the content on TikTok was clear and interesting for them, their vocabulary repertoire has improved after watching TikTok videos, and they were quite positive about using TikTok for vocabulary learning (Wardani, 2022). Similarly, via utilizing an online questionnaire about the influence of TikTok on vocabulary, Fahdin (2020) investigated the perception of Junior and Senior High school students in Indonesia. According to the study's findings, users of Tik Tok who are learning English can increase their lexicon by watching short videos with English language content. Students that used Tik Tok as their language learning tool reported that the English language content videos are simple to grasp and retain, including vocabulary for verbs, nouns, and other concepts (Fahdin, 2020).

In a mixed-methods thesis study, on the other hand, the results were not totally in line with the preceding studies. Having taken eleven to thirteen Norwegian students participating in the English course, the researcher investigated the view of the learners about English language learning via social media and specially Tik Tok through an interview and a questionnaire. Among the main findings of the study was that user of TikTok didn't always have numerous possibilities to learn the language from the platform. Nevertheless, TikTok created the opportunity for vocabulary acquisition, primarily based on the learners' interests. Additionally, TikTok users received the majority of their input from the extensive exposure to the language and it aided them in understanding the language as well as in improving their pronunciation and vocabulary, even though it didn't boost their confidence in their own use of the English language (Opsahl & Levin, 2022).

2.2.4. Instagram perception

In order to elucidate the perceptions and views of EFL students about the supportive and aversive effects of Instagram on writing skill, Anggraeni (2017) and Akhiar et.al (2017) followed a qualitative and a mixed-methods design study, respectively. With 56 students taking writing 3 course in an English Teacher Education course as participants and collecting data through an open-ended questionnaire, Anggraeni (2017) according to the responses of the learners conveyed that after applying writing tasks on Instagram, Instagram was found to improve writings due to the significance of presenting a better writing. Further, it enhanced confidence levels, was easier to do assignment, helped receive comments and feedbacks from friends and teachers. Additionally, the students argued about the external and internal negative factors such as the quality of the writing, internet access and uploading their assignments on Instagram as issues that wasted their time. Sharing the same objective, Akhiar et.al (2017) provided new evidences for the usefulness of Instagram on improving writing skill by asking for the participation of 101 students from the preparatory, academic, and general English courses. Like the previous study, the students were required to compose and share a descriptive essay on Instagram and then were delivered a questionnaire. The responses derived from the questionnaire, adopted from two other studies (ElsayyedSanad, 2016; Yunus et al., 2012), revealed that reading Instagram comments or writings composed by others added to their linguistics repertoire, constant prechecking of the grammar and spelling to avoid mistakes enhanced their writing, the feedback coming from others served as constructive feedback which was also useful in assisting their language learning process. On the other hand, there were other undeniable facts such as distraction, being threatened about writing in English, and privacy matters of sharing posts via personal pages which constitute the negative aspects (Akhiar et.al, 2017). With a smaller number of participants, showing positive perceptions, 13 pupils from a primary school in a rural area in Malaysia, through answering a questionnaire and having an interview stated that the ease of use in Instagram is effective for language learning and increases motivation (Min & Hashim, 2022). Moreover, the effectiveness of Instagram in writing was validated by the attitudes of EFL university students (Yusuf & Jazilah, 2020) and five EFL excessive Instagram users (Cruz, 2019) from the side of two other scholars who put forward the notion that while Instagram

provided a chance for collaborative writing and feedback, it helped students utter their intentions better (Cruz, 2019; Yusuf & Jazilah, 2020).

Studies by Al-Garawi (2019), Gonulal (2019), and Puangrimaggalatung et.al (2022) have led to a profound understanding of the benefits and problems of Instagram as a mobile-assisted language learning tool from the perspective of EFL students. All the above-mentioned studies witnessed mostly positive reactions and views from the side of their participants with regard to Instagram both as an informal or formal language learning medium. For instance, according to 151 female EFL learners in Al-Garawi's (2019) study, the sense of detachment from time and place and the enhancement of language skills which was also uttered by the ones who took part in Gonulal's (2019) research were among the affirmative sides of Instagram in language learning. However, the preceding author found that communication skills benefited more from Instagram rather than the writing skill. Conceived as a peripheral tool, Instagram due to the lack of a formal language in some cases and the inability of the platform to let users share long compositions was regarded as a less effective tool in acquiring grammar and writing skill (by Al-Garawi, 2019; Gonulal, 2019). Moreover, it was considered useless for more cognitively demanding contents in language learning (Gonulal, 2019). Parallel to these, Puangrimaggalatung et.al (2022), in their study with 56 EFL law students, via observing, interviewing, and distributing attitude questionnaire, witnessed the same results with a difference that lack of an advanced level of English command led to the loss of motivation and confidence in preparing and composing feeds for writing tasks from the side of the pupils but peer feedback solved the problem (Puangrimaggalatung et.al, 2022). In contrast, Zarei and Rudravarapu (2019) and Lailiyah and Setiyaningsih (2020) claimed the opposite by stating that Instagram was useful not only for communication skills but also for language areas including grammar and vocabulary, while asserting its effects on the motivational level of the students in a positive way based on the opinions of ESL students (Lailiyah & Setiyaningsih, 2020; Zarei & Rudravarapu, 2019). Similarly, targeting the views of 44 English speaking skill learning Communication Sciences students, Virgiana and Auli (2020) declared the efficacious perceptions towards the use of Instagram in learning English Speaking (Virgiana & Auli, 2020).

In an eye-catching study, concentrating mainly on Instagram features, the views of 20 EFL undergraduate university students were referred to. First of all, the students were

required to follow their instructors' page for the stories that he/she provided them with. Afterwards, an online questionnaire was distributed and the results revealed that while for error correction quiz stories were favored, cartoon posts were popular because they made vocabulary memorable by using it in humorous and contextual ways (Lestari & German, 2021).

2.2.5. YouTube perception

Along with all the preceding studies that focused on a distinct type of social media, several scholars have devoted their time to investigating the attitudes of English learners about YouTube as a learning media. Initially, listening skill being the case, the perceptions of EFL students towards short English movies and TV series broadcasted through YouTube were investigated in several studies (Damronglaohapan & Stevenson, 2013; Saputra, 2018; Silviyanti, 2014). Damronglaohapan and Stevenson (2013), for instance, within their quantitative study discovered that the English learning Business Administration students were quite pleased with YouTube clips by specially mentioning their preference of YouTube videos over the boring textbook audios for listening. Further, they noted that YouTube comedies were more attractive than dramas for language learning and listening (Damronglaohapan & Stevenson, 2013). Similar to the mentioned study, Silviyanti's (2014) findings revealed that students agreed that using YouTube in class was beneficial for their English, interesting, relevant to what was being studied in class, and encouraged them in class, but decreased motivation outside of the class due to the load of homework given which emphasized the extensive use of YouTube (Silviyanti, 2014). However, first-year EFL university students attending the extensive listening course in Saputra's (2018) research stated their positive reactions towards using YouTube for their extensive listening activities which were mostly homework and they were pleased due to their enhanced vocabulary and information owing to You Tube videos (Saputra, 2018).

Moreover, in another study, as one of the requirements of a general English course, the ESL students who were taking the courses were supposed to prepare role-plays but prior to the practice they were required to search and watch YouTube videos related to the topic of the role-play that they were going to perform. Then, having completed the activities, the views of 36 students were gathered through a 4-point Likert-type questionnaire. Accordingly,

the quantitative data showed that students were positive about using videos for the activities and since the role-plays of them were uploaded on YouTube, they were happy to observe themselves and their friend's videos on YouTube due to the constructive feedback provided and the fun and enjoyable atmosphere of YouTube (Bakar et.al, 2019). Similarly, putting the same research design into use, Sakkir et.al (2020) investigating the perceptions of English Language and Literature students who were mostly Beginner English level pupils, determined that the majority of students showed a positive perception toward and a willingness to use YouTube in the EFL classroom (Sakkir et.al, 2020).

Besides the efforts scholars put on investigating the attitudes of students with regard to the effect of YouTube on language skills, some have directed their attention towards the terms such as self-regulated and autonomous language learning (Putri, 2019; Putri et.al, 2020; Shariff & Shah, 2019; Wang & Chen, 2020). Adopting a self-regulated language leaning framework through utilizing YouTube, Putri (2019) and Wang and Chen (2020) explored the attitudes of undergraduate and postgraduate EFL university students in this regard. While semi structured interviews were used for obtaining the results in Putri et.al (2020) and Wang and Chen's (2020) study, a quantitative Likert-type questionnaire was the only data collection tool in the study conducted by Putri (2019). The results of both of the studies pointed out the students' overall positive perceptions and the possibility of using YouTube for language learning outside the classroom (Putri, 2019; Wang & Chen, 2020) while excluding preparations for exams via YouTube (Wang and Chen, 2020). According to Putri's (2019) respondents, they used YouTube to demonstrate positive involvement in their learning for achievement goals, emotional regulation, and resource control, but they had fewer positive attitudes regarding using technology for interpersonal learning activities but the majority of participants' less positive attitudes toward keeping track of their learning progress or scheduling language-learning tasks suggested that they were unaware of the importance of metacognitive skills for language learning (Putri, 2019). In addition to these, Putri et.al (2020) declared that students find YouTube as an enjoyable and facilitative platform for regulating one's language learning process. Also, asking for the opinion of secondary school students for determining the effect of YouTube on autonomous learning in a quantitative study, Shariff and Shah (2019) confirmed the same points.

Not entirely different from the previously mentioned studies, Novawan et.al (2021), Anggrarini and Faturokhman (2021), and Simanjuntak et.al (2021) wanted to find out about the view point of EFL learners about YouTube in online classroom setting during the Covid 19 Pandemic. Nearly reaching the same conclusions, they found that using YouTube to learn English online was appealing, efficient, convenient, and pertinent to the course material. Additionally, it encouraged and kept students motivated to learn English online throughout the Covid-19 pandemic. However, according to 3rd semester EFL participants contributing to Anggrarini and Faturokhman's (2021) research long YouTube videos were considered as less effective medium for learning besides the connection and internet problems (Anggrarini & Faturokhman, 2021).

2.3. Research on the Attitude and Perception of Pre-Service EFL Students on Language Learning Through Social Media

Even though numerous studies have paid attention to the attitudes of students regarding the educational perspective of social media, only a few researchers have particularly explored the attitudes of pre-service EFL teachers.

Starting with a study published in 2017, the attitudes and perception of pre-service EFL teachers from two Indonesian universities about the pros and cons of social networking sites (SNS) in learning English as a Foreign Language Writing course was delved deep into through a well-designed one-year study. Making use of six focus group interviews, sixty EFL students put forward the advantages of SNS in English writing by mentioning four subthemes including the possibility of peer review, independence from time and location, perceived progress in vocabulary, and grammatical enhancement. On the other hand, the challenges regarding SNSs were connection, costly usage, and inexperience in using the platforms. Additionally, based on the demographic information of the student teachers, it was revealed that they mostly used social media 4 to 6 hours a day and the most popular and used kind of SNS were Facebook, WhatsApp, followed by Instagram (Prasojo et.al, 2017).

In a more recent study with the same study design as the previous instance, Pitaloka et.al (2021) wanted to explore the attitudes of pre-service EFL teachers with regard to social media in learning. With 453 students the study part took a huge number of participants which, as a result, provided a reliable finding. To examine the research question under investigation,

a ready-made questionnaire was utilized. First of all, the results demonstrated a high level of social media effect on language learning. Surprisingly, according to most of the responses received, all language skills were found to be affected highly by social media. To put it differently, social media was useful for enhancing language skills and areas including reading, speaking, and listening. writing, grammar, and vocabulary. Among all the skills, vocabulary development received the highest effect from social media (Pitaloka et.al, 2021).

Aside from examining the attitudes of pre-service EFL teachers toward the educational potential of social media as a general term, some studies have explored the attitude of these participants on a specific type of social media.

Focusing on Facebook, in Purnamasari's (2019) study, the purpose of the study was to investigate how future EFL teachers perceived the use of Facebook groups (FBGs) for learning English. To this end, a questionnaire and an interview were used to gather quantitative and qualitative data. 56 first and second year Indonesian pre-service EFL teachers constitute the participants of the study. According to the demographic information, also most of the students had 3 to 4 years of Facebook use proficiency and more than fifty percent of them visited Facebook 3 to 4 times per day. On the whole, the main results showed that most participants had favorable opinions about utilizing FBG as a learning platform. Their opinion of the usage of FBG for interpretative communication activities was, however, less favorable than that for interpersonal communication because they had less prior experience in the informal language learning environment using FBG (Purnamasari, 2019). Parallel to the preceding study but with a larger sample including 323 Vietnamese ELT students, Thao (2021) probed the view and attitudes of these student teachers about the use of Facebook for language learning and teaching. Accordingly, to gather data, a comprehensive 3-point Likert scale questionnaire adapted from Kabilan et.al (2010) and Gamble and Wilkins (2014) including Agree, Neutral, and Disagree choices was utilized. Among the most prominent findings of the study were the usefulness of Facebook for engaging in specific activities for learning English the most of which was interpersonal communication and it was confirmed once again that English major students were quite aware of using how to engage Facebook in learning and teaching (Thao, 2021). On the other hand, within a qualitative research design consisting of interview sessions, another study on the impact of Facebook as a promotional tool for cultivating autonomous learning was

administrated with 176 EFL pre-service teachers from Taiwan. Taking the Betts and Kercher's (1996) Autonomous Learner Model (ALM) into consideration, the students' views upon the positive and negative aspects of the platform were delved deep into. The findings included useful information regarding the high internal interest of students in subscribing to Facebook pages and on their desire to join in local and foreign language Facebook atmospheres through which they found fun activities such as songs, comedies, and games, and compared to the academic style learning, Facebook was considered as a more interesting opportunity to learn and use English. Regarding the autonomy model, it was claimed that all aspects of ALM namely orientation, individual development, enrichment, seminars, and in-depth study were achieved by the students (Inpeng & Nomnian, 2022). Hence Facebook was regarded as a useful educational tool both for informal and formal language learning considering the examples mentioned above.

As a famous recent application, Tik Tok was regarded as a potential language learning platform from the side of scholars which, in turn, indicated its potential for research over the attitudes and opinions of Pre-service EFL teachers. In 2022, for instance, in a conference paper, Komariyah et.al (2022) through a mixed methods study approved the effectiveness of TikTok for acquiring speaking skill. Through an online questionnaire, the study wanted to know about the entertaining sides of TikTok in learning English speaking skill from the perspective of student teachers. As a consequence, it was determined that TikTok serves as a platform for users to communicate with native speakers, and students can utilize it to inspire themselves to practice speaking by performing a duet with a native speaker. Additionally, TikTok practice encourages students to develop their speaking style and even builds their confidence. Moreover, as an active and interesting platform, it fosters learner autonomy (Komariyah et.al, 2022). Analogously, investigating the effectiveness of TikTok on speaking skill of English Education students through their attitudes for the fulfilment of his/her thesis study, Rahmadan (2022) via collecting the attitude of three sixth semester ELT students came to the same conclusion that they expressed their desire to watch and learn content through materials posted on TikTok besides their positive attitudes for language learning and speaking for the most part (Rahmadan, 2022).

Even though lacking a generalizable aspect due to the number of the contributors (four ELT senior student teachers), Nofrika (2019) set forth some valuable information about the

views of four ELT students who nominated the types of the You Tube pages and their influence on language skills by taking part in interviews. Consequently, in this qualitative descriptive study, the students said that they frequently watched three types of videos. First category was Arts and Humanities clips including talk shows, sitcom, music and lyric type videos. The other two categories were vlogs and social sciences videos. More importantly, participants stated that while listening, speaking, pronunciation, and vocabulary competencies were improved by watching Arts and Humanities videos, except speaking skill, vlogs were found useful for the preceding competencies, and social sciences videos had a great impact on pronunciation and grammar learning process (Nofrika, 2019).

2.4. Related Studies in Turkish EFL Context

In Turkish education system, English being taught as a foreign language in schools as a compulsory subject prior to the higher education institutions highlights the fact that this language is perceived as a crucial aspect bearing cultural, economic, as well as educational importance in Turkish society mostly due to the touristic atmosphere of the country. Therefore, for the purpose of cultivating (enhancing) the English learning process, numerous approaches have been implemented and investigated by researchers in the English language teaching contexts. Accordingly, learning via social media, as one of the recent educational approaches, have received the attention of several scholars. Hence, the following section focuses on the studies that have explored the impact of social media on language learning and those which have devoted their attention to attitudes and views of the learners regarding the effectiveness of social media.

Commencing with a study conducted in 2016 with the aim of determining the effect of WhatsApp on language learning success, Yavuz (2016) carried out an experimental study. To this end, 45 first year English Language Teaching students who were taking listening and pronunciation I course in a Turkish university were divided into control (CG) and experimental groups. Then, during the research, while experimental groups were required to join the WhatsApp group through which they were supposed to send voice messages for pronunciation tasks and photos for phonetic activities in and out of classroom hours, the CG were taught by traditional methods without any WhatsApp groups. As the assessment tools, pre- and post-tests revealed unprecedented results indicating no significant difference

between two groups in terms of achievement. Moreover, the study suggested a mixture of traditional and technology-supported learning environment. Similarly, focusing on WhatsApp, Şahan et.al (2016) wanted to unveil the impact of WhatsApp on EFL student' idiom learning. For this purpose, 33 gender-balanced EFL students from the English Preparatory Program of a state university in Turkey were provided with idioms considering their relevance to L1 culture. Students were instructed to talk only in English, share online statements from various sources, and enquire about the meanings of idioms from their classmates and the instructor if needed for collaborative learning. Ultimately, through achievement test consisting of gap-fill and dialogue completion and semi-structured interviews, the data were collected. Through descriptive and thematic analysis, unlike the previous study, the results indicated that the use of WhatsApp in language learning was beneficial for pupils, who became more fluent in the English language. Furthermore, the interaction on WhatsApp triggered both the collaboration between students and the instructor.

In an attempt to understand the value of Facebook as an educational tool in language learning contexts, Arzu (2014) implemented a study in the School of Foreign Languages at a state university in Istanbul with voluntarily joined pre-intermediate students who were mostly males. Throughout a sixteen-week process, data were gathered from the pupils' and teachers' comments and posts delivered on the Facebook page of the group under study. Additionally, observation notes, diary journals and memos paved the way for a better analysis of the data. The results derived from the interaction between the students through Facebook group revealed that while some of them were quite active during the process, some were acting like guests by only reading and liking the comments or posts shared in the group. To put it other way, while some students seemed to embrace using social media, others chose to remain silent, refusing to meet up to the demands placed upon them due to the informality of the situation and lack of a type of assessment afterwards. Moreover, the topic of the discussion was also among the reasons behind participation and silence of the students. On the whole, the author claims that there is a light at the end of the tunnel by stating the following utterances as "... there is growing recognition that social media can be used as an educational environment to boost foreign language learning (Arzu, 2014, p. 24)".

Known as the communication between two cultures including a knowledge about each nations' features and aspects, intercultural communication was another concept which was investigated while looking for the effect of another type of social media, Facebook. To make it clear, in a mixed-methods study, Özdemir (2017) aimed at exploring Facebook's influence on the enhancement of Turkish EFL learners' intercultural communication. Utilizing a pre and post intercultural effectiveness scale, semi-structured interviews, and essays, the results coming from the responses of 40 freshmen ELT pupils from Balıkesir University who were divided into two groups of in-class and Facebook discussion groups indicated that Facebook group got higher scores than in-class group and discussions through Facebook were more useful and effective compared to the within class communications mainly due to the presence of individuals from diverse cultures. Finally, most of the students had positive attitudes towards Facebook in improving their intercultural communication which, in turn, enhanced their language learning skills (Özdemir, 2017). From a different perspective, Altunkaya and Topuzkanamis (2018) probed the influence of Facebook use on writing skill achievement, anxiety, and self-efficacy. The participants were EFL students from Psychological Counseling and Guidance department of a state university in Turkey. As a result of the quasi-experimental study involving an experimental and control group, although it was observed that via receiving Facebook group support, the writing achievement scores of the experimental group were better than the other companions in the control group, the self-efficacy and anxiety levels weren't any different from the other group. Hence, the Facebook group was useful for enhancing writing but not for reducing anxiety or for increasing self-efficacy.

Erarslan (2019) taking another type of social media into account, conducted a study on the usefulness of Instagram on language learning. Comparing opinions and real practice, the study consisted of two main phases. Firstly, in order to find out the opinions about Instagram use for educational and language learning objectives, a group of 219 EFL students from an intensive English education program in Turkey who were mainly from different majors were required to fill out a questionnaire consisting of demographic information and questions regarding Instagram use. In the second phase, on the other hand, during a ten-week period, by separating 80 ELT students into an experimental and control group, the former joined an Instagram page created under the label of "LearnEnglishALKu" through which they were

exposed to posts related to the content and syllabus of the course, whereas the latter group received a formal classroom education. Moreover, from among the participants of Instagram group, six were asked to join an interview session to gather in-depth information. Following a comprehensive study design, the results of the first part brought about general information about social media usage and habits indicating that almost all the participants had internet connection, smartphones, and Instagram accounts and they mostly spent more than 3 to 5 hours strolling inside the app mostly for educational purposes. Furthermore, having been selected as the most popular platform, Instagram was regarded as a beneficial platform for educational and language learning goals based on the positive attitudes of the students. Secondly, the results of the achievement tests from the experimental phase showed that as Instagram, a supplementary element in language learning, led to the better performance of the experimental group. Finally, some themes including exposure to language, enjoyment and motivation, language skills and areas and some other were mentioned throughout the interview session. Parallel to this, confirming the correlation between positive opinions about the usefulness of social media and language skills' enhancement in practice, the findings of Solmaz (2019) were in line of the study mentioned above.

In another study, Kartal and Korucu-Kis (2020) studied the effect of Twitter and another application on the retention and learning of some poorly pronounced vocabularies. To do this, 93 ELT Turkish student teachers were examined through pronunciation Attitude Inventory, tests of pronunciation, and an open-ended survey questionnaire. Briefly, tweets were used to direct the attention of the students to the pronunciation of the words besides providing a link to the other application to have extensive listening opportunities. Analyzed via descriptive statistics and content analysis, the mixed data presented that the pre-service teachers' perspectives concur with the findings that they benefited from the chosen strategy (Kartal & Korucu-Kis, 2020).

2.4.1. Unveiling perceptions in the Turkish context

In a way that is different from the above things mentioned, some scholars have devoted their time to exploring the views and attitudes of the EFL students and student teachers in Turkish context regarding their visions about the language learning potential of social platforms.

Majority being males, Balbay and Kilis (2017), through a paper-based survey, studied the perceptions of 70 university students from different fields in a compulsory English-speaking course regarding the usefulness of a YouTube channel designed specifically for their course. After using the channel, the volunteers were asked to convey their sincere views about the pros and cons of the platform as a supplementary tool used for their lessons. Accordingly, the findings showed that the clips were quite beneficial for the majority of the students since they provided the course information, which was previously limited to the course book or slides, with some variations and simplifications, that also helped spark discussion topics in class. Additionally, enhanced motivation and autonomous learning were the other positive points integrated in YouTube language learning. Finally, the students suggested that owing to the benefits of YouTube, teachers should add more professional presentations to the course content.

Taskiran et.al (2018), likewise, focused on the views of EFL students regarding a single type of social media. Therefore, investigating the insights of 90 EFL learners from a state university on the use of Twitter in English language learning through four open-ended questions, the researchers through content analysis of the data found that most of the Turkish EFL learners were quite pleased with utilizing twitter and sending messages via this platform which triggered their language learning process. Among the prominent satisfactory labels of Twitter was language practice and social interaction and vocabulary was the language area that received the highest number of frequencies. These opinions derived from the extracurricular activities including interesting discussion topics carried out for four weeks through twitter.

Also, aimed at exploring the views of learners about Web 2.0 and social media applications in language learning, a more recent study was carried out with 107 high school students from 14 different cities during the pandemic period. To collect data, a Likert-type questionnaire and an interview was utilized. Consequently, as a result of this mixed-methods study, while some drawbacks such as feeling of anxiety, responsibility burden, and difficulty in usage were highlighted by the participants, students were mostly satisfied in terms of language development including speaking, listening, reading, and vocabulary and the incentives and enjoyable atmosphere created by social media and Web2.0 tools (Baytekin & Su-Bergil, 2021).

Focusing on the perceptions of pre-service EFL teachers, Balcikanli (2015) wanted to discover whether the Facebook adoption procedures and Facebook usage goals of prospective English language teachers affected their use of Facebook for educational reasons. For the purpose of the study, 113 ELT student teachers most of which were males were selected for the study. Firstly, they were asked to create a Facebook, write weekly reflections, and comment on each other's reflections. After the study, they were supposed to answer a piloted questionnaire including sections starting with Facebook adoption scale, scale of purposes of Facebook use, and educational use of Facebook scale. Following the questionnaire, some of the students were asked about the educational importance of Facebook to collect more detailed info. The final results demonstrated that there was a positive significant relationship between adoption and educational use of Facebook, and the latter was positively relevant to the Facebook use purposes. On the whole, the pre-service teachers appeared to believe that social networking should be used in their academic settings since it provides more engaging educational opportunities.

Likewise, considering the same platform, Facebook, as the previous study, Aydin (2017) and Aydin and Özdemir (2019) explored the perception of student teachers about Facebook as a language learning environment. So, in Aydin's (2017) study, answering a 56-item questionnaire about the interaction and communication, socialization, educational environment, harmful effects, language learning, cultural interactions, and affective states of Facebook, 174 student teachers stated that they perceived Facebook as a tool for communication with peers, social interaction, learning and teaching English, besides considering it as a moral support, a motivation source, and a less-anxiety imposing platform. On the other hand, they mentioned the negative aspects of Facebook by highlighting inappropriate content in some situations and the unusefulness of Facebook for listening and pronunciation skills due to the written communication-based format of the platform. Reaching the same conclusions, Aydin and Özdemir (2019) with fewer number of participants (30 pre-service teacher) but with a more detailed data collection instruments including reflection reports, essay writings, and interviews on the personal reasons to use Facebook, perceived harmful influences of the mentioned tool, and educational and language learning usages concluded that even with few drawbacks Facebook is regarded as an effective educational and language learning environment.

As one of the main references of the present study, in a quantitative study, Başöz (2016) investigated the opinion and attitudes of pre-service EFL teachers towards language learning via social media. 120 pre-service students who were studying English Language teaching participated in the study. The data were gathered through a questionnaire which was designed by the researcher. As a result, while it was revealed that pre-service EFL teachers mostly had affirmative attitudes about the role of social media in language learning, there were several claims that they didn't agree with. For instance, they claimed that social media was not supportive in enhancing grammar and it was not appropriate for planning and organizing their lessons better. Additionally, most of the answers were related to the ineffectiveness of social media in pursuing their studies when they were nearly giving up. But they saw social media as an integrated part of the foreign language learning. Another aspect which was explored in Başöz's study was related to the impact of gender, grade, and frequency of social media use on language learning. The results showed no great difference between male and female participants and their frequency of social media use didn't come up with a different result as well. In contrast, grade level affected the attitudes of students in this regard (Başöz, 2016).

2.5. Summary

The use of social media as a platform for language learning has gained considerable attention in recent years. Numerous studies have examined the effectiveness of language learning through social media and have highlighted its potential benefits. These studies have explored various aspects of language learning, such as vocabulary acquisition, grammar development, and cultural understanding. Overall, the findings suggest that social media can be a valuable tool for language learners, providing opportunities for authentic language use, interaction with native speakers, and exposure to diverse linguistic resources.

In addition to investigating the effectiveness of language learning through social media, researchers have also focused on exploring the attitudes of English as a Foreign Language (EFL) students towards this mode of learning. These studies have revealed a generally positive attitude among EFL students towards using social media for language learning purposes. Students appreciate the flexibility, convenience, and accessibility that social media platforms offer, allowing them to engage in language learning activities at their own pace

and in their preferred environment. Furthermore, students perceive social media as a source of motivation and enjoyment, as it facilitates social interaction with peers and native speakers, and offers a variety of engaging multimedia resources.

While the attitudes of EFL students towards language learning through social media have been extensively examined, there is a paucity of research specifically focusing on the attitudes of pre-service teachers as learners in this context. Pre-service teachers, who are future language educators, play a crucial role in shaping the language learning experiences of their future students. Understanding their attitudes towards language learning through social media is essential for incorporating this mode of learning effectively into language teacher education programs. Further research in this area would provide insights into pre-service teachers' perceptions, preferences, and challenges related to using social media for language learning, thereby informing the development of appropriate pedagogical strategies and resources to support their professional development in this regard.

3. METHODOLOGY

3.1. Research Design

Considering the aim of the present study regarding the attitudes of pre-service EFL teachers about learning English language through social media, an explanatory sequential mixed-method design was implemented. According to Creswell et.al (2003), the mixed-methods sequential explanatory design features two separate phases namely quantitative and qualitative. For this research design, the quantitative data is initially gathered and examined. Then, the distinct features coming from the numeric data or the quantitative results produced in the first phase are expanded upon or explained by the qualitative data, which are collected and processed second in the sequence. In other words, the first quantitative phase serves as a foundation for the second qualitative phase. This strategy is justified by the fact that the quantitative data and the analysis that follows give a broad perspective of the phenomenon under investigation. By delving further into participants' perspectives, the qualitative data and their analysis clarify and explain those statistical results in depth (Creswell et.al, 2003).

3.2. Participants and Research Context

Intended to determine the attitudes of pre-service EFL teachers, the present study was conducted in 2022-2023 academic year. Through convenience sampling which is a type of nonprobability or nonrandom sampling (Etikan et.al, 2016), 188 pre-service EFL teachers from the English Language Teaching department of a public university in Turkey, participated in the present research. With an almost equal representation of the participants, of the 188 participants in the study, 118 identified as female and 70 identified as male. The contributors consisted of 68 freshmen, 42 sophomore, 36 junior, and 42 senior year student teachers.

Prior to entering the English Language Teaching program (ELT), in order to be accepted to general undergraduate programs, the students are supposed to take a university entrance exam conducted by the Measurement, Selection and Placement Center of Turkey. The exam consists of two phases starting with a session about the proficiency on Turkish language, liberal arts, science, and mathematics and ending with a general foreign language

proficiency test encompassing 80 questions. Afterwards, based on the scores obtained from the two tests, the students are placed in different majors of diverse universities. Hence, after being perceived as eligible for entering the university, the students of English Language Teaching major must provide the university with a language proficiency score of 80 or more based on the proficiency test carried out by the university or any equivalent language exam. Accordingly, while those who receive a B2 level proficiency would be able to proceed with normal credits offered by the university for the selected language major, the ones with a lower level would be given language preparatory lessons till reaching the required level of proficiency.

During the ELT program, the student teachers receive a four-year education including skills, pedagogical, subject matter courses, and finally a practicum phase. To explain in more detail, the first year ELT students mostly receive general skill courses including reading, writing, speaking, listening, pronunciation and note taking. On the other hand, enhanced their language skills, in the second year, they are provided with more major-specific lessons such as Approaches and Methods in ELT, Teaching Principles and Methods, Introduction to English Literature, and Inclusive Education and Individuals with Special Needs credits. Moving on to the third grade, the student teachers start taking Language Acquisition, Methodology in ELT, Education Management, and Measurement and Evaluation in Education courses. Finally, in the senior year, they start teaching English in Practice Teaching 1 and 2 courses and take Reflective Teaching 1 and ELT Material Development and Technology Use courses to be able to handle their needs within the classroom atmosphere. Upon graduation, the teacher candidates who are certified and labeled as English teachers find language teaching opportunities and vacancies in a range of academic establishments, including both public and private schools.

3.3. Data Collection Tools

Considering the mixed-method approach planned to be executed in this study, two data collection tools namely a questionnaire and an interview were utilized to gather information about the attitudes and perceptions of pre-service EFL teachers regarding language learning through social media. Hence, the questionnaire was aimed to provide quantitative data and

the interview part to come up with qualitative information in line with the purpose of the study.

3.3.1. The questionnaire

As mentioned before, for the quantitative part of the study, a questionnaire created firstly by Başöz (2016) and then adapted by Alghasab and Alfadley (2018) was utilized in the current research. Slightly different from Başöz's (2016) questionnaire but with the same aim, Alghasab and Alfadley (2018) categorized the questions under six language learning related labels including Vocabulary, Reading Comprehension, Communication, Listening, Writing, and Study Context. Moreover, they added some extra items to the questionnaire and carried out a pilot test to ensure the reliability and validity of the questionnaire which were found to be quite acceptable. To be more specific, the internal validity of the questionnaire was determined by the Pearson correlation which was ranging between 0.702 and 0.889 for each theme and the whole questionnaire (Alghasab & Alfadley, 2018, p.5); the reliability, on the other hand, was calculated as 0.70 to 0.78 for each theme of the questionnaire (Alghasab & Alfadley, 2018, p.6). In the current study, it was also found that the Cronbach Alpha for the internal reliability of the questionnaire was 0.916.

In addition, expert opinion was received from two field experts on the suitability of the scale and some corrections were made in line with the general recommendations and feedbacks. Subsequently, a pilot test with 8 students was also done and their views about the language, readability, and content of the questionnaire were asked. Accordingly, it was commented by the students that an explanation for the word social media was mandatory to be mentioned prior to answering the questions.

Afterall, the questionnaire consisted of 30 five-point Likert-scale type questions and a demographic information part focusing on participants' gender, grade level (First, second, third, and fourth year), the absence or the presence of a social media account and the frequency of social media use. Moving on to the questions, the students were asked to choose one of the Totally Disagree, Disagree Neutral, Agree, and Totally Agree choices that best suits their opinion. The full form of the questionnaire is given in Appendix (1).

3.3.2. Interview protocol

With the results coming from the online questionnaire, interview questions were formed. For composing the interview questions, the findings of the quantitative part were analyzed and in accordance with the numeric findings and in parts where there was a need for extra elaboration over the distinct statistical results, five interview questions were shaped (Appendix 2). Following that, the interview questions were also translated into Turkish and expert opinion from two instructors who hold a PhD in Foreign Language Teaching were taken. Consequently, some revisions were applied on both versions of the questions (Turkish and English) to enhance the explicitness and comprehensibility of the questions.

3.4. Data Collection Procedure

First of all, in the beginning of the academic Fall semester of 2022-2023, an application was made to Anadolu University's Social Science's Ethics committee to get acceptance and approval for the topic of the thesis and the data collection tools (Appendix 3). After receiving their permission, the questionnaire adopted from Alghasab and Alfadley (2018) was transferred into Google Forms. Commencing with an explanation about the goal of the study, general content of the questionnaire, as well as the information regarding the researcher and her supervisor, the online survey asked its contributors to read and accept the consent form if they agree to participate (Appendix 4). Next in the online form, the pre-service EFL teachers were required to fill in the demographic information part. Based on the modifications made with regard to the feedbacks of the experts and the pilot study group, a clear definition of the social media was provided on top section of the 30-item questionnaire. After all these minor revisions, the link of the questionnaire was sent to 240 student teachers who were studying in the ELT department of the Anadolu University. The process of quantitative data collection took two weeks starting from November 2022 to December 2022 during which a total of 188 responses were gathered.

Following that, as previously mentioned, due to the comprehensibility of the research, the results elicited from the statistical data led to the formation of the qualitative interview questions. After receiving expert opinion for the qualitative questions formed, a group of student teachers from different grades were voluntarily required to take part in the second part of the study to provide more reliable results and reduce potential biases by

complementing the quantitative results with the qualitative ones. Hence, after creating the interview protocol, the convenience time of the eleven student teachers (6 female and 5 males) who were willing to participate in the qualitative part were asked for. Subsequently, after deciding on the suitable time for each interview, online meetings were hosted through Zoom application during late February 2023. To obtain better results, the meetings were conducted in the interviewees' native language which was Turkish in this context. Taking approximately 8 to 10 minutes, each meeting was audio-recorded and then transcribed by the researcher.

3.5. Data Analysis

For the analysis of this mixed-method design study, two separate data analysis methods were utilized. Initially, the data gathered through the questionnaire were evaluated via Statistical Package for Social Sciences (SPSS) 26.0 through descriptive and inferential statistics considering the research questions of the study under investigation. To put it differently, the answer to the first two research questions which were interrogating about the pre-service EFL teachers' attitudes towards language learning through social media and their probable perception alternation according to gender, grade level, and frequency of social media use, were found and calculated through the quantitative data collected. Within the descriptive analysis, the mean score, the frequency, and the standard deviation of each of the 30 item of the online survey was computed. Besides, the internal reliability (Cronbach Alpha) of the questionnaire was measured through SPSS. Moreover, the descriptive statistics of all the categories of the questionnaire that is to say the vocabulary, reading, communication, listening, writing, and the studying context were calculated. Furthermore, to investigate the effect of gender on the attitude of pre-service EFL teachers, an independent samples t-test was performed. In more detail, firstly, the "sig" value under Leven's test for equality of variances was checked and then, if the "sig" value was more than 0.05, the values in the "equal variances assumed" line were reported and if the "sig" value was less than 0.05, the values in the "equal variances not assumed" line were given. Likewise, to examine whether the attitudes of pre-service teachers towards the educational use of the social media for language learning change according to grade level, a one-way ANOVA test was utilized. The same ANOVA test was applied for exploring the connection between the frequency of social

media use and the attitudes of the participants with regard to social media as a language learning platform. Initially, if the “sig” value in ANOVA table was less than 0.05, there was a significant difference among the groups. Subsequently, to determine where the difference existed, if the “sig” value in test of homogeneity of variances table was over 0.05, the post hoc tests Scheffé and Tukey as the equal variances assumed tests were reported and if the “sig” value in test of homogeneity of variances table was less than 0.05, Tamhané T2 test as the equal variances not assumed post hoc test was performed and reported. On the other hand, if the “sig” value in the ANOVA table was over 0.05, it was assumed that there was not a significant difference among the groups.

On the other hand, considering the last research question with the aim of revealing the opinions of pre-service EFL teachers about language learning through social media in general and for an in-depth explanation of the results stemming from the quantitative part, the interview results were transcribed and examined through content analysis. According to Creswell’s (2012) content analysis scheme, after transcribing the collected data, the researcher(s) obtains a general sense of the data by reading through the data. Next, some codes are defined for several segments of the transcribed text. Having obtained the preliminary codes, several themes are identified based on the related codes. Finally, these themes are used to form broader categories (Creswell, 2012). Thus, in the present study, the transcribed qualitative data were separately read for several times and coded by the researcher and an MA student from the field of English language teaching and the convergent or similar codes were categorized under broader themes. Consequently, the inter-rater reliability was calculated based on Cohen’s Kappa formula (McHugh, 2012) for the content analysis of the raters. Accordingly, the Cohen’s Kappa coefficient was calculated approximately as 0.7333 indicating a high level of agreement between the results of the raters.

4. FINDINGS

4.1. Analysis of the First Research Question

Starting with the first research question which aimed to unveil the attitudes of pre-service EFL teachers towards language learning through social media, the recent study utilized a five-graded questionnaire adopted from Alghasab and Alfadley (2018). Subsequently, a descriptive analysis including the mean scores, percentages, and standard deviations were computed using SPSS 26.0 for the quantitative responses. Based on the categorization of the degree of the positivity of the attitudes regarding English language learning through social media determined by Alghasab and Alfadley (2018), three statistical mean ranges (High, Moderate, Low) were formed for the scores as is apparent in Table 4.1.

Table 4.1. *The statistical mean range of the scores and their degree of positivity*

Statistical mean range	Degree of positivity
1.00 to 2.33	Low
2.34 to 3.67	Moderate
3.67 to 5	High

In Table 4.2., the mean scores and the standard deviation of all sections of the questionnaire related to language learning through social media are displayed.

Table 4.2. *Descriptive statistics of all sections of the questionnaire about language learning through social media*

Theme	Mean	Std. Deviation
Vocabulary Development	3.98	.760
Reading	4.19	.760
Communication	3.34	.847
Listening	4.35	.786
Writing	3.33	.820
Studying context	3.70	.628
Total	3.69	.604

According to the statistical analysis, the overall mean score of the student teachers' attitudes towards language learning through social media was quite high ($M= 3.69$, $Sd= .604$) showing the affirmative views they have in this regard. Based on the responses, receptive skills including listening ($M= 4.35$, $Sd= .786$) and reading ($M= 4.19$, $Sd= .760$) skills were

among the first two language skills that have received the highest mean scores which implies the idea that social media is mostly perceived as useful for enhancing listening and reading skills of the EFL students. Next, vocabulary (M= 3.98, Sd= .760) and studying context (M= 3.70, Sd= .628) sections of the questionnaire obtained high mean scores which, in turn, indicated that prospective teachers had highly positive attitudes towards developing their vocabulary knowledge and the affective and environmental elements that influenced their studying through social media. Finally, the least positively rated parts of the questionnaire encompassed the productive skills. Hence, it was concluded that pre-service teachers had less positive attitudes about enhancing communication (M= 3.34, Sd= .847) and writing (M= 3.33, Sd= .820) skills through social media when the mean scores were compared.

4.1.1. Attitudes towards vocabulary development through social media

The descriptive statistics of the first three items which aimed to explore the attitudes of pre-service EFL teachers towards vocabulary learning through social media are portrayed in Table 4.3.

Table 4.3. Descriptive statistics of the statements related to vocabulary knowledge development through social media

No.	Statements	Percentage					Mean	Std Deviation	Theme
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree			
1	Social media could help me to develop my vocabulary knowledge.	2.1	2.7	23.4	39.9	31.9	3.97	.924	Vocabulary
2	I search for the meaning of the vocabulary I encounter when I struggle to understand something written in a comment on social media sites.	.5	8.0	13.8	35.6	42.0	4.11	.959	
3	Interacting via social media has helped me to use the new vocabulary that I have learned in meaningful communications.	2.1	8.5	20.7	35.6	33.0	3.89	1.031	
The total mean score of the theme							3.98	.760	

Based on the table, it was revealed that teacher candidates' views were highly positive about vocabulary development via social media (M= 3.98, Sd= .760). Focusing in detail on the afore-mentioned language area, as demonstrated in Table 4.3., most of the pre-service EFL teachers totally agreed (42 percent) that they search for the meaning of the vocabulary they encounter when they struggle to understand something written in a comment on social media sites with an overall high mean score (M=4.11, Sd=.959), the majority of them also agreed upon the items that social media could help them develop their vocabulary knowledge and interacting via social media has helped them use the new vocabulary that they have learned in meaningful communication indicating their agreement with a mean score of 3.97 (Sd=.924) and 3.89 (Sd=1.031), respectively. Accordingly, social media received remarkably positive attitudes from the side of the prospective teachers with regard to vocabulary development based on the results.

4.1.2. Attitudes towards reading skills development through social media

The statistics related to the attitudes of pre-service teachers regarding reading development through social media are displayed in Table below (Table 4.4.).

Table 4.4. Descriptive statistics of the statements related to reading skills development through social media

No.	Statements	Percentage					Mean	Std Deviation	Theme
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree			
4	Social media could help me to develop my reading skills.	2.1	9.0	23.4	30.3	35.1	3.87	1.062	Reading
5	I read other people's comments when they are written in English.	1.6	2.1	8.5	19.1	68.6	4.51	.862	
The total mean score of the theme							4.19	.760	

Based on the attitudes, reading was another category that obtained a high percentage of agreement with a mean score of 4.19 (Sd= .760). Student teachers mostly confirmed (68.6 %) that through social media, they read other people's comments when they are written in English. Likewise, they also held a very positive view of social media about developing the reading skills (M=3.87, Sd= 1.062) item.

4.1.3. Attitudes towards communication skills development through social media

The mean scores of the attitudes regarding the category of communication which encompassed five items were computed and displayed in Table 4.5.

Table 4.5. Descriptive statistics of the statements related to communication skills development through social media

No.	Statements	Percentage					Mean	Std Deviation	Theme
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree			
6	Social media could help me to develop my communication skills.	4.3	11.2	27.1	27.1	30.3	3.68	1.144	Communication
7	I like to communicate frequently with my instructors in English using social media.	14.9	26.1	33.0	12.8	13.3	2.84	1.223	
8	I like to communicate frequently with my peers in English using social media.	5.9	19.1	21.3	31.4	22.3	3.45	1.198	
9	Social media could help me to develop my speaking skills.	8.0	21.8	26.1	24.5	19.7	3.26	1.229	
10	Social media could help me to develop my pronunciation.	8.5	13.3	23.9	27.7	26.6	3.51	1.252	
The total mean score of the theme							3.34	.760	

As is apparent in Table 4.5., contrary to the previous category (Reading development), teacher candidates gave moderate praise to enhancing the overall communication skills through social media (M= 3.34, Sd= .847). Among the items of the questionnaire related to the communication category, the item stating that social media could help them develop their communication skills was the mostly accepted component of the afore-mentioned category with a mean score of 3.68 (Sd= 1.144), whereas using social media for communicating frequently with their instructors in English received the lowest mean score (M=2.84, Sd= 1.222). On the other hand, the desire to communicate frequently with their peers in English through social media (M= 3.45, Sd= 1.198), the potential of social media in developing their speaking skills (M= 3.26, Sd= 1.229) and pronunciation (M= 3.51, Sd= 1.252) were in between the preceding two extremes.

4.1.4. Attitudes towards listening skills development through social media

Comprehensively revealing the attitudes of pre-service teachers towards listening development through social, Table 4.6. which was created after statistical analysis manifests the means scores of each item of the listening category.

Table 4.6. *Descriptive statistics of the statements related to listening skills development through social media*

No.	Statements	Percentage					Mean	Std Deviation	Theme
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree			
11	Social media could help me to develop my listening skills.	3.7	3.2	11.7	29.3	52.1	4.23	1.027	Listening
12	I usually listen to English music posted on social media.	4.3	4.3	9.6	21.8	60.1	4.29	1.082	
13	I usually watch English videos posted on social media.	.5	2.1	7.4	21.8	68.1	4.55	.769	
The total mean score of the theme							4.35	.786	

As seen in table 4.6., the majority of the prospective EFL teachers were totally in agreement with the overall power of social media in enhancing the oral comprehension skill (M= 4.35, Sd= .786). Accordingly, while the opinion that pre-service EFL teachers usually watch English videos posted on social media gained a higher percentage of consensus (M= 4.55, Sd= .769) in comparison to other two statements of the category, those two items which were stating that pre-service EFL teachers usually listen to English music posted on social media (M= 4.29, Sd= 1.082) and the idea that social media could help them develop their listening skills (M= 4.23, Sd= 1.027) also obtained a high mean score revealing that approximately most of the participants agreed on these statements.

4.1.5. Attitudes towards writing skills development through social media

For the attitudes towards writing development through social media, the statistical data related to this issue was provided in Table 4.7.

Table 4.7. Descriptive statistics of the statements related to writing skills development through social media

No.	Statements	Percentage					Mean	Std Deviation	Theme
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree			
14	Social media can help me to develop my writing skills.	8.0	23.9	27.1	22.3	18.6	3.20	1.223	Writing
15	I usually consider the audience when I write on social media.	6.4	14.4	23.4	31.9	23.9	3.53	1.186	
16	Social media could help me to develop my grammar.	16.0	21.8	30.9	20.2	11.2	2.89	1.225	
17	I check my grammar before I post my comments on social media.	6.4	7.4	11.2	31.4	43.6	3.98	1.195	
18	I check the grammar of the posts posted by other people on social media.	9.6	10.6	23.9	22.3	33.5	3.60	1.307	
19	I interact more with my friends using English when using social media.	6.4	11.2	27.1	34.6	20.7	2.84	1.273	
The total mean score of the theme							3.33	.820	

Through analyzing the above table, similar to the communication skills, pre-service EFL teachers were moderately hopeful about developing writing skills through social media ($M= 3.33$, $Sd=.820$) based on the answers given. With all the components of the category having reached to a moderate level of positivity considering the mean scores, the statement related to checking the grammar before posting the comments on social media was the part that was mostly accepted by the prospective teachers with a mean score of 3.98 ($Sd= 1.195$). Considering the order for the degree of the positivity of the attitudes, checking the grammar of the posts posted by others ($M=3.60$, $Sd=1.307$), considering the audience when writing on social media ($M= 3.53$, $Sd=1.186$), the help of social media in developing their writing skill ($M=3.20$, $Sd=1.223$) and grammar ($M=2.89$, $Sd=1.225$), and lastly interacting with their friends in English using social media ($M= 2.84$, $Sd=1.273$) were the other items which were moderately agreed upon based on the attitudes of the pre-service EFL teachers.

4.1.6. Attitudes towards studying through social media

The mean scores of the attitudes of pre-service teachers regarding the category of studying (context), as the last category but with the greatest number of items, were computed and displayed in Table 4.8.

Table 4.8. Descriptive statistics of the statements related to studying (context) through social media

No.	Statements	Percentage					Mean	Std Deviation	Theme
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree			
20	Learning a language through social media can help me to improve my studies.	6.4	11.2	27.1	34.6	20.7	3.52	1.130	Studying (context)
21	I exchange comments and information in English using social media.	4.3	10.1	33.0	29.3	23.4	3.57	1.085	
22	Social media provides learners with access to more real-life language use.	3.2	4.8	10.6	29.8	51.6	4.22	1.029	
23	I follow language teachers on social media.	19.1	17.0	12.2	27.1	24.5	3.21	1.468	
24	I feel more confident when I interact with my instructors via social media.	17.0	18.1	35.1	17.6	12.2	2.90	1.235	
25	Social media can make language learning more accessible.	2.1	2.1	11.7	30.9	53.2	4.31	.914	
26	Social media can help me to learn wherever I wish.	3.2	5.9	14.9	31.4	44.7	4.09	1.056	
27	I am not sure about the usefulness of social media in the language classroom.	11.7	20.2	41.0	16.0	11.2	2.95	1.132	
28	Social media provides a more relaxed and stress-free language learning environment.	4.3	3.7	14.4	37.2	40.4	4.06	1.040	
29	The language learner is more self-directed and flexible when employing social media.	3.2	5.9	21.8	31.4	37.8	4.02	.986	
30	Social media could help me to learn in ways that align with my personality and needs.	3.2	5.9	21.8	31.4	37.8	3.95	1.058	
The total mean score of the theme							3.70	.628	

Within the section of the studying (context), some statements were related to affective constructs such as confidence, relaxed (stress-free) environment, self-directed and flexible learning opportunity, and the alignment of the learning method with personality and needs, some were, on the other hand, about having access to real-life language, exchanging comments in English, following teachers on social media platforms, accessibility to social media everywhere. As can be observed in Table 4.8., the overall mean score of this section is high (M= 3.70, Sd= .628) and teacher candidates were extremely optimistic about social media's power in providing learners with access to more real-life language use (M= 4.31, Sd=.914) while being less positive about the idea that social media make students feel confident when they interact with their instructors through social media (M= 2.90, Sd=1.235).

4.2. Analysis of the Second Research Question

For the analysis of the second research question, several statistical tests were carried out through SPSS 26.0. First of all, for determining whether a difference in the perceptions of female and male pre-service EFL teachers towards language learning through social media exists, an independent samples t-test was performed. Next, regarding the perception of the student teachers according to grade level, a one-way ANOVA test was carried out. Likewise, for exploring the difference between the attitudes of those prospective teachers who utilize social media with diverse frequencies, another one-way ANOVA test was conducted.

4.2.1. Attitudes towards language learning through social media according to gender

Commencing with gender as a potential factor that can alter the perceptions of pre-service EFL teachers towards language learning via social media, an independent samples t-test was implemented and the results are displayed in Table 4.9.

Table 4.9. *Attitudes of the pre-service EFL teachers towards language learning through social media according to gender*

Gender	N	Mean	Std. Dev.	Std. Error	-t-	-p-
Female	118	3.7071	.61039	.05619	.239	.812

Male	70	3.6852	.59800	.07147
------	----	--------	--------	--------

Manifested on Table 4.9., the results indicated that there is not a statistically significant difference between females ($M=3.70$, $SD=.610$) and males ($M=3.68$, $SD=.598$) in terms of their overall perceptions ($t(186) = .239$, $p>0.05$). Therefore, it is obvious that gender was not a significant factor for determining the difference in this study.

Also, to explore the attitudes of female and male pre-service EFL teachers about each category of the questionnaire about language learning via social media, several independent t-tests were performed. As for this, the initial category's (vocabulary development) data are presented in Table below (Table 4.10.).

Table 4.10. Attitudes of the pre-service EFL teachers towards vocabulary knowledge development through social media according to gender

Gender	N	Mean	Std. Dev.	Std. Error	-t-	-p-
Female	118	3.9576	.74796	.06886	-.701	.484
Male	70	4.0381	.78337	.09363		

As for the first category of the questionnaire, based on the independent samples t-test conducted for the vocabulary knowledge development through social media, it was indicated that there was not a significant difference between females ($M=3.95$, $SD=.747$) and males ($M=4.03$, $SD=.783$) regarding their perceptions ($t(186) = -.701$, $p>0.05$) towards vocabulary skills development as demonstrated in Table 4.10. Accordingly, it can be concluded that both gender groups had approximately the same degree of agreement about vocabulary knowledge development through social media.

Subsequently, reading skills development as the other segment of the questionnaire didn't come up with a different result with regard to gender as is apparent in Table 4.11.

Table 4.11. Attitudes of the pre-service EFL teachers towards reading skills development through social media according to gender

Gender	N	Mean	Std. Dev.	Std. Error	-t-	-p-
--------	---	------	-----------	------------	-----	-----

Female	118	4.1398	.79229	.07294	-1.211	.227
Male	70	4.2786	.70008	.08368		

Focusing on the statistical data in Table 4.11., it was revealed that the majority of the females (M= 4.13, Sd= .792) as well as the males (M= 4.27, Sd= .700) totally agreed that reading skills development through social media is possible. However, based on the independent samples t-test, it was shown that females and males' attitudes were not significantly different from one another in terms of reading skills development through social media ($t(186) = -1.211, p > 0.05$).

Next, aimed at exploring the attitudes of female and male pre-service EFL teachers about communication skills enhancement through social media, another independent t-test was carried out and its results are delivered in Table 4.12.

Table 4.12. Attitudes of the pre-service EFL teachers towards communication skills development through social media according to gender

Gender	N	Mean	Std. Dev.	Std. Error	-t-	-p-
Female	118	3.3441	.81309	.07485	-.057	.954
Male	70	3.3514	.90885	.10863		

The above-mentioned indifference among females and males' attitudes about reading skills development via social media was also apparent between the females (M= 3.34, Sd= .813) and males (M= 3.35, Sd= .908) in terms of their attitudes about communication enhancement through social media ($t(186) = -.057, p > 0.05$) as can be seen in table 4.12. However, different from the preceding categories, the degree of the positivity of the attitudes with regard to communication enhancement with social media was found to be moderate according to the mean scores obtained from both groups.

In the same vein, the independent samples t-test's data presented in Table 4.13. displays the valance strength of the attitudes and the difference between the two gender groups (if any) with respect to listening skills development through social media.

Table 4.13. Attitudes of the pre-service EFL teachers towards listening skills development through social media according to gender

Gender	N	Mean	Std. Dev.	Std. Error	-t-	-p-
Female	118	4.3418	.82051	.07553	-.329	.743
Male	70	4.3810	.73181	.08747		

Based on the statistical data shown in Table 4.13., females (M= 4.34, Sd= .820) and males (M= 4.38, Sd= .731) to a high extent totally agreed upon the role of social media on developing listening skills. Consequently, similar to other categories, investigating the attitudes towards listening skills development through social media according to gender, the findings came up with non-significant results. In other words, there was not a statistically significant difference between females and males regarding their attitudes about this language skill ($t(186) = -.329, p=.743$).

Consistently, attitudes concerning writing skills development through social media with regard to gender being the case, not a single significant result was observed based on Table 4.14.

Table 4.14. Attitudes of the pre-service EFL teachers towards writing skills development through social media according to gender

Gender	N	Mean	Std. Dev.	Std. Error	-t-	-p-
Female	118	3.3630	.78496	.07226	.527	.599
Male	70	3.2976	.88232	.10546		

Focusing deeper on the results regarding the attitudes of females and males about writing development via social media, it was found that each group had a moderate degree of positiveness towards this matter. Hence, with the independent samples t-test done to detect the possible alternations in the attitudes about writing skills development with the help of social media considering gender, not a different result was observed. In other words, there was not a significant difference between females (M= 3.36, Sd= .784) and males (M= 3.29, Sd= .882) considering their opinions about writing development through social media ($t(186) = .527, p=.599$).

Finally, to determine whether a difference exists between the attitudes of the female and male pre-service EFL teachers about studying (context) through social media, the results of the independent samples t-test were analyzed and presented in Table 4.15.

Table 4.15. *Attitudes of the pre-service EFL teachers towards studying through social media according to gender*

Gender	N	Mean	Std. Dev.	Std. Error	-t-	-p-
Female	118	3.7396	.64861	.05971	.896	.371
Male	70	3.6545	.59454	.07106		

As can be seen in table above, there was not a significant difference among females (M= 3.73, Sd= .648) and males (M= 3.65, Sd= .594) with regard to their attitudes about studying context (($t(186) = .896, p=.371$) while females having slightly more positive attitudes in comparison to males centering the attentions on the mean scores.

4.2.2. Attitudes towards language learning through social media according to grade level

To see whether grade level was a determining factor on the attitudes of pre-service EFL teachers towards language learning through social media, a one-way ANOVA test was administered. The study analyzed the attitudes of first, second, third, and fourth-year students coming from the questionnaire, and based on Tables 4.16 and 4.17, the data showed that there was a significant difference between the attitudes of the students from different grade levels.

Table 4.16. *Descriptive statistics of the attitudes towards language learning through social media considering grade levels*

Grade	N	Mean	Std. Dev.	Std. Error
First	68	3.7049	.56879	.06898
Second	42	3.4571	.73323	.11314
Third	36	3.8407	.47704	.07951
Fourth	42	3.8095	.56108	.08658
Total	188	3.6989	.60429	.04407

Specifically, the statistical results revealed that the attitudes of first, third, and fourth-year student teachers were more positive in comparison to second-year teacher candidates.

To express it in another manner, as is obvious in Table 4.16, it was found that third-year (M=3.84, Sd=.477), fourth-year (M= 3.80, Sd=.561), first-year (M= 3.70, Sd=.568), and second-year pre-service EFL teachers' (M= 3.45, Sd=.733) attitudes were arranged from most to least positive.

Table 4.17. *Attitudes of the pre-service EFL teachers towards language learning through social media according to grade level*

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (language learning)	Between Groups	3.695	3	1.232	3.509	.016
	Within Groups	64.591	184	.351		
	Total	68.286	187			

The results of the one-way ANOVA test conducted to analyze the attitudes of pre-service EFL teachers regarding language learning through social media according to grade level (First, Second, Third, Fourth) indicated that there was a significant difference between the perceptions of the groups ($F(3,184) = 3.509, p=.016$). Afterwards, to determine where the discrepancy exists, a post hoc test named Scheffé was carried out since the sig value in test of homogeneity of variance' table was over 0.05. Based on the post hoc test's findings, it was revealed that there was a significant difference only between second and third graders' perceptions regarding the potential of social media for language learning at $p<.05$ level.

Subsequently, for the analysis of each of the categories of the quantitative questionnaire, several one-way ANOVA tests and descriptive statistics were computed. Initially, in Table 4.18 and 4.19, the results of the one-way ANOVA test performed for the attitudes of the pre-service EFL teachers studying in different grades towards the vocabulary segment and the descriptive statistics related to each grade level are unveiled.

Table 4.18. *Descriptive statistics of the attitudes towards vocabulary knowledge development through social media considering grade levels*

Grade	N	Mean	Std. Dev.	Std. Error
First	68	3.9167	.68477	.08304
Second	42	3.8175	.86861	.13403
Third	36	4.1389	.71880	.11980
Fourth	42	4.1429	.76913	.11868
Total	188	3.9876	.76025	.05545

Based on the information given in Table 4.18, it can be seen that all four groups of pre-service EFL teachers had highly positive attitudes about vocabulary development through social media. Precisely, at first sight, junior (M= 4.13, Sd=.718) and senior (M= 4.14, Sd=.769) student teachers had slightly more affirmative mindsets in comparison to freshmen (M= 3.91, Sd= .684) and sophomores (M= 3.81, Sd= .868) when the mean scores of the attitudes were calculated.

Table 4.19. Attitudes of the pre-service EFL teachers towards vocabulary knowledge development through social media according to grade level

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (vocabulary development)	Between Groups	3.394	3	1.131	1.989	.117
	Within Groups	104.688	184	.569		
	Total	108.082	187			

However, it was found that there was no significant difference between different groups of student teachers' attitudes towards vocabulary development through social media ($F(3,184) = 1.989, p=.117$) according to the one-way ANOVA test in Table 4.19. Hence, it can be concluded that although all the students from different grade levels had strong positive attitudes about vocabulary development through social media, there was not an extreme difference among their degree of positivity.

Likewise, the preceding indifference between four groups in terms of their attitudes about vocabulary development were also declared for reading, communication, and listening skills development based on the one-way ANOVA tests and descriptive statistics. The results touching upon this issue are provided in Tables 4.20 and 4.21.

Table 4.20. Descriptive statistics of the attitudes towards reading, communication, and listening skills development through social media considering grade levels

Category	Grade	N	Mean	Std. Deviation	Std. Error
Reading	First	68	4.2132	.71402	.08659
	Second	42	4.0595	.93836	.14479
	Third	36	4.3056	.60093	.10015

	Fourth	42	4.1905	.76471	.11800
	Total	188	4.1915	.76033	.05545
Communication	First	68	3.4147	.89797	.10889
	Second	42	3.1190	.82882	.12789
	Third	36	3.3722	.76667	.12778
	Fourth	42	3.4429	.83641	.12906
	Total	188	3.3468	.84761	.06182
	Listening	First	68	4.3775	.75069
Second		42	4.1111	.95044	.14666
Third		36	4.5370	.60829	.10138
Fourth		42	4.4127	.76795	.11850
Total		188	4.3564	.78689	.05739

Taking a deeper look at Table 4.20., from the mean scores and the standard deviations provided for each grade levels' attitudes towards reading and listening skills development through social media, it can be seen that even though all student teachers from different levels had strong positive sentiments towards developing their receptive skills through social media, they all had mildly positive attitudes towards developing communication skills through these platforms.

Table 4.21. *Attitudes of the pre-service EFL teachers towards reading, communication, and listening skills development through social media according to grade level*

Attitudes		Sum of Squares	df	Mean Square	F	Sig.
Reading	Between Groups	1.232	3	.411	.707	.549
	Within Groups	106.874	184	.581		
	Total	108.106	187			
Communication	Between Groups	2.903	3	.968	1.355	.258
	Within Groups	131.445	184	.714		
	Total	134.348	187			
Listening	Between Groups	3.865	3	1.288	2.118	.099
	Within Groups	111.924	184	.608		

To be more specific, with one-way ANOVA tests run for determining a potential difference between the attitudes of pre-service teachers about reading, communication, and listening skills development via social media according to grade level, it was found that none of the above-mentioned groups of prospective EFL teachers' mean scores differed significantly from one another based on the results provided in Table 4.21. To rephrase it, mostly having chosen “totally agree” choice, which, in turn, expresses a high degree of the positiveness of the attitudes, the freshmen, sophomore, junior, and senior pre-service teachers didn't have significantly different views regarding reading skill enhancement through social media ($F(3,184) = .707, p = .549$) according to the results of the one-way ANOVA test done. Similarly, this finding was a recurrent result for the listening development part ($F(3,184) = 2.118, p = .099$), as well. In like manner, there was not a significant difference among the four groups in terms of their attitudes about communication skills development through social media.

Furthermore, with the objective of examining the attitudes of the four groups regarding enhancing writing skills through social media, the descriptive statistics and one-way ANOVA were employed, and the outcomes are illustrated in Tables 4.22 and 4.23.

Table 4.22. Descriptive statistics of the attitudes towards writing skills development through social media considering grade levels

Grade	N	Mean	Std. Dev.	Std. Error
First	68	3.3211	.79713	.09667
Second	42	3.0476	.90414	.13951
Third	36	3.4306	.82267	.13711
Fourth	42	3.5794	.69672	.10751
Total	188	3.3387	.82083	.05987

Table 4.23. Attitudes of the pre-service EFL teachers towards writing skills development through social media according to grade level

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (writing development)	Between Groups	6.316	3	2.105	3.237	.023
	Within Groups	119.679	184	.650		
	Total	125.995	187			

According to Table 4.23., the one-way ANOVA test conducted for measuring the effect of grade level on the attitudes of student teachers regarding writing enhancement through social media, it was depicted that there was a significant difference across the four different grades with regard to their attitudes ($F(3,184) = 3.237, p = .023$). That's being the case, to find out which groups had differences, the Scheffé post hoc test was employed and the results showed that only one pair namely second ($M=3.04, Sd = .904$) and fourth-year student teachers ($M=3.57, Sd = .696$) had a significant difference. However, on the whole, the attitudes of all these four groups were found to convey a moderate degree of positivity towards writing skills development through social media based on the descriptive results given in Table 4.22.

Finally, to explore the perceptions of the four groups regarding studying through social media and to observe whether there was a difference among their attitudes, the descriptive statistics and one-way ANOVA test were sequentially used and the data are presented in Tables 4.24 and 4.25.

Table 4.24. *Descriptive statistics of the attitudes towards studying through social media considering grade levels*

Grade	N	Mean	Std. Dev.	Std. Error
First	68	3.7126	.59739	.07244
Second	42	3.4481	.80824	.12471
Third	36	3.9217	.45747	.07625
Fourth	42	3.7771	.52327	.08074
Total	188	3.7079	.62877	.04586

Table 4.25. *Attitudes of the pre-service EFL teachers towards studying through social media according to grade level*

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (studying)	Between Groups	4.684	3	1.561	4.149	.007
	Within Groups	69.246	184	.376		
	Total	73.930	187			

Analogous to the attitudes towards writing skills enhancement through social media, with the one-way ANOVA test conducted (Table 4.25.), it was provided that there was a significant difference between the four graders with regard to their attitudes towards studying

(context) via social media as the last category ($F(3,184) = 4.149, p = .007$). On that account, to recognize where the disparity exists, Tamhane's T2 as a post hoc test was put into use as a follow up test. Findings indicated that there was a significant difference between second ($M=3.44, Sd = .808$) and third year ($M=3.92, Sd = .457$) students' perceptions about studying through social media.

4.2.3. Attitudes towards language learning through social media according to frequency of social media use

As the final part of the second research question, to determine the significance of the frequency of social media use on the attitudes of pre-service EFL teachers regarding language learning, a one-way ANOVA test was administered. The following tables present the descriptive statistics and the one-way ANOVA results of the above-mentioned objective.

Table 4.26. Descriptive statistics of the attitudes towards language learning through social media considering the frequency of social media use

Frequency of SM use	N	Mean	Std. Dev.	Std. Error
Less than 1 hour	9	3.2074	.89997	.29999
1-2 hour(s)	46	3.6725	.56281	.08298
2-3 hours	58	3.7195	.55378	.07271
3-4 hours	33	3.7071	.52293	.09103
More than 4 hours	41	3.8642	.52949	.08269
Total	187	3.7128	.57500	.04205

Table 4.27. Attitudes of the pre-service EFL teachers towards language learning through social media according to frequency of social media use

		Sum of Squares	df	Mean Squares	F	P
Attitudes (language learning)	Between Groups	3.317	4	.829	2.595	.038
	Within Groups	58.178	182	.320		
	Total	61.496	186			

Based on the test, it was discovered that there was a significant difference between student teachers using social media with diverse frequencies in terms of their opinions ($F(4,182) = 2.595, p = .038$) as demonstrated in Table 4.27. To establish where the difference laid, a post hoc test was carried out. Accordingly, Scheffé post hoc test yielded a difference only among the attitudes of the participants who used SM for less than 1 hour ($M = 3.20, SD = .899$) and the ones who utilized it for more than 4 hours a day ($M = 3.86, SD = .529$).

Next, for determining whether the attitudes of pre-service EFL teachers who were utilizing social media with different frequencies varied from one another about each category of the language learning through social media, several one-way ANOVA tests were applied. Consequently, descriptive statistics and the results of the one-way ANOVA test computed for the attitudes of the prospective EFL teachers towards vocabulary development through social media considering the frequency of social media use are presented in Tables 4.28 and 4.29.

Table 4.28. *Descriptive statistics of the attitudes towards vocabulary knowledge development through social media considering the frequency of social media use*

Frequency of SM use	N	Mean	Std. Dev.	Std. Error
Less than 1 hour	9	3.5185	.89925	.29975
1-2 hour(s)	46	3.7971	.79342	.11698
2-3 hours	58	4.0575	.68722	.09024
3-4 hours	33	4.0404	.63878	.11120
More than 4 hours	41	4.2358	.66768	.10427
Total	187	4.0036	.72996	.05338

Table 4.29. *Attitudes of the pre-service EFL teachers towards vocabulary knowledge development through social media according to frequency of social media use*

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (vocabulary development)	Between Groups	6.502	4	1.626	3.195	.015
	Within Groups	92.606	182	.509		
	Total	99.109	186			

Starting with the first category, vocabulary development, the results of the ANOVA test yielded a significant difference among the attitudes of the prospective teachers ($F(4,182) = 3.195, p=.015$). Surprisingly, although the result of the ANOVA test put forward a difference among the attitudes of the pre-service EFL teachers who use social media with diverse frequencies, based on the outcome of the post hoc test (Scheffe) which was administered to find the group or groups that had differences, not a notable difference was detected. However, as can be seen in Table 4.28, those pre-service teachers who utilized social media for more than 4 hours a day had the most positive attitudes towards vocabulary development through social media ($M= 4.23, Sd= .667$) in comparison to others. On the other

hand, the participants who spent less than an hour in social media had the least positive attitudes when compared with other groups ($M= 3.51$, $Sd= .899$).

Next, for the category of reading development through social media, the descriptive statistics and the one-way ANOVA test conducted for the attitudes of pre-service EFL teachers with different social media use frequencies are given in the upcoming tables.

Table 4.30. *Descriptive statistics of the attitudes towards reading skills development through social media considering the frequency of social media use*

Frequency of SM use	N	Mean	Std. Dev.	Std. Error
Less than 1 hour	9	3.9444	.98249	.32750
1-2 hour(s)	46	4.2717	.69687	.10275
2-3 hours	58	4.0948	.74018	.09719
3-4 hours	33	4.1364	.69903	.12168
More than 4 hours	41	4.4146	.66991	.10462
Total	187	4.2086	.72537	.05304

Table 4.31. *Attitudes of the pre-service EFL teachers towards reading skills development through social media according to frequency of social media use*

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (reading development)	Between Groups	3.475	4	.869	1.675	.158
	Within Groups	94.392	182	.519		
	Total	97.866	186			

As illustrated in Table 4.30., the attitudes of the pre-service EFL teachers about reading skills development via social media was highly positive with regard to each frequency of SM use type. The students who utilized social media more than 4 hours ($M= 4.41$, $Sd= .669$) were at top considering the mean scores received for their attitudes regarding the reading skills development part of the questionnaire. Although having perceived social media as a positive part of reading development, the users who devoted less than one hour to social media were at the bottom based on the mean score calculated for their attitudes ($M= 3.94$, $Sd= .982$).

However, to validate whether the frequency of using social media caused a difference among the attitudes of SM regarding reading development, a one-way ANOVA test was conducted. Based on the results of the above-mentioned test, it was found that there was not a significant difference between frequency of social media use and the attitudes of the

students with regard to reading development through social media ($F(4,182) = 1.675$, $p=.158$) as demonstrated in Table 4.31.

Parallel to the previous category (Reading), another one-way ANOVA test was carried out for deciding on whether the frequency of social media use was a determining factor on the perceptions of the student teachers regarding the communication category as illustrated in Table 4.33. The following table also displays the descriptive statistics of the phenomenon under investigation.

Table 4.32. *Descriptive statistics of the attitudes towards communication skills development through social media considering the frequency of social media use*

Frequency of SM use	N	Mean	Std. Dev.	Std. Error
Less than 1 hour	9	2.7111	1.06354	.35451
1-2 hour(s)	46	3.3261	.77329	.11401
2-3 hours	58	3.4690	.78633	.10325
3-4 hours	33	3.2545	.78306	.13631
More than 4 hours	41	3.4683	.90290	.14101
Total	187	3.3594	.83219	.06086

Table 4.33. *Attitudes of the pre-service EFL teachers towards communication skills development through social media according to frequency of social media use*

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (communication development)	Between Groups	5.379	4	1.345	1.983	.099
	Within Groups	123.432	182	.678		
	Total	128.811	186			

Based on the results of the preceding tables, it was revealed that no significant difference was apparent between the pre-service EFL teachers' attitudes who used social media ranging from less than one hour to more than four hours a day with regard to communication enhancement through social media ($F(4,182) = 1.983$, $p=.099$). In other words, when the mean scores of attitudes of the students who utilized social media with different frequencies were compared, none of them were totally indifferent from one another (Table 4.33.).

Also, similar to the preceding part, although not quite different, the descriptive data in table 4.32. showed that, to a high extent, when the frequency of social media use increases so do the mean scores of the students with regard to their attitudes about communication

skills enhancement through social media. Therefore, even though all student teachers who utilized social media with different frequency categories rated social media as having a moderate degree of effect on their communication development, those who spent the least amount of time (less than one hour) had the least positive attitudes towards enhancing their communication skills through social media.

Moreover, with the aim of analyzing how pre-service EFL teachers' attitudes towards listening skills development through social media differ based on their social media usage frequencies, the researcher performed another one-way ANOVA test and presented the descriptive statistics in Tables 4.34. and 4.35.

Table 4.34. Descriptive statistics of the attitudes towards listening skills development through social media considering the frequency of social media use

Frequency of SM use	N	Mean	Std. Dev.	Std. Error
Less than 1 hour	9	3.7407	1.21081	.40360
1-2 hour(s)	46	4.4493	.64871	.09565
2-3 hours	58	4.3046	.81479	.10699
3-4 hours	33	4.4040	.59370	.10335
More than 4 hours	41	4.5041	.70365	.10989
Total	187	4.3743	.74942	.05480

Table 4.35. Attitudes of the pre-service EFL teachers towards listening skills development through social media according to frequency of social media use

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (listening development)	Between Groups	4.873	4	1.218	2.226	.068
	Within Groups	99.591	182	.547		
	Total	104.463	186			

As can be seen in Table 4.34., the descriptive statistics related to the attitudes towards listening skills development with regard to the frequency of social media use are highly positive with student teachers in the last frequency category (more than 4 hours) receiving the highest mean score. However, to confirm whether the use of social media with different time limits have altered the attitudes of the pre-service EFL teachers with regard to listening skills development, a one-way ANOVA test was put into use. According to the results, none of the afore-mentioned categories were significantly different from one another in terms their attitudes about listening skill ($F(4,182) = 2.226, p=.068$) as reflected on Table 4.35.

In a similar manner, for analyzing the attitudes of pre-service EFL teachers, who utilize social media with diverse regularities, towards writing development through social media, another one-way ANOVA test was conducted and the descriptive statistics are provided in the upcoming tables.

Table 4.36. *Descriptive statistics of the attitudes towards writing skills development through social media considering the frequency of social media use*

Frequency of SM use	N	Mean	Std. Dev.	Std. Error
Less than 1 hour	9	2.8519	1.01531	.33844
1-2 hour(s)	46	3.3623	.82425	.12153
2-3 hours	58	3.2644	.83423	.10954
3-4 hours	33	3.4394	.75095	.13072
More than 4 hours	41	3.4919	.73593	.11493
Total	187	3.3494	.80973	.05921

Table 4.37. *Attitudes of the pre-service EFL teachers towards writing skills development through social media according to frequency of social media use*

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (writing development)	Between Groups	3.755	4	.939	1.445	.221
	Within Groups	118.197	182	.649		
	Total	121.952	186			

Approaching the same results as the previous categories, from the descriptive statistics provided in table 4.36. for the attitudes of pre-service EFL teachers about writing development via social media and the frequency of social media use, it can be seen that the attitudes of the teacher candidates who use social media to different extents were moderately positive about social media. Not surprisingly, the one-way ANOVA test also yielded no significant difference among the views of the students utilizing social media with different frequencies in terms of the writing category ($F(4,182) = 1.445, p=.221$) as reflected in table 4.37. In other words, the frequency of social media use was not a determining factor for altering the attitudes of the students about writing development through social media.

Lastly, a final one-way ANOVA test was computed to observe whether frequency of social media use was a determining factor in influencing the attitudes of the pre-service teachers about studying through social media. The results can be seen below.

Table 4.38. Descriptive statistics of the attitudes towards studying through social media considering the frequency of social media use

Frequency of SM use	N	Mean	Std. Dev.	Std. Error
Less than 1 hour	9	3.2626	.91526	.30509
1-2 hour(s)	46	3.6443	.61503	.09068
2-3 hours	58	3.7618	.57894	.07602
3-4 hours	33	3.6997	.56384	.09815
More than 4 hours	41	3.8714	.52064	.08131
Total	187	3.7219	.60038	.04390

Table 4.39. Attitudes of the pre-service EFL teachers studying through social media according to frequency of social media use

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes (studying)	Between Groups	3.200	4	.800	2.281	.062
	Within Groups	63.844	182	.351		
	Total	67.044	186			

As displayed in table 4.38 and 4.39, similar to the previous parts, although the positivity degree of the attitudes towards studying through social media was in moderate level considering all time intervals of social media use, there was not a significant difference between the means scores with regard to the frequency of social media use and the studying through social media attitudes ($F(4,182) = 2.281, p=.062$).

4.3. Analysis of the Third Research Question

To complement the quantitative data, in this explanatory research design, the third research question aimed to find out a more comprehensive understanding of the phenomenon under investigation. Hence, the opinions of pre-service EFL teachers on the use of social media for language learning were asked for through interviews. Encompassing five questions which were formed based on the results of the questionnaire, the interview yielded in-depth reasons and unique perspectives underlying the positive attitudes of the pre-service EFL teachers towards language learning through social media, the more affirmative views of pre-service EFL teachers in terms of receptive skills and vocabulary development via social media in comparison to other skills and areas, the indifference of the attitudes of female and male pre-service EFL teachers regarding language learning through social media, and the positive effect of the frequency of social media use on language learning. To this end, for

interpreting the meaning of the interview content and identifying the underlying themes or patterns, a qualitative content analysis was applied. Based on that, the audio content was transcribed and read for several times, the useful chunks were coded, and the related codes were labeled under larger themes or categories.

4.3.1. Reflections of pre-service EFL teachers towards language learning through social media in general

The first interview question wanted to explore the opinion of pre-service EFL teachers about language learning through social media via a qualitative perspective. On the other hand, the second interview question which stemmed from the results of the quantitative questionnaire aimed at exploring the reasons behind the positive attitude of the prospective teachers on the mentioned phenomenon. However, the answer to both of the preceding questions were quite similar and yielded convergent themes and categories using the content analysis.

The answers to the first question were mostly positive with a few students having both negative and affirmative views regarding language learning through social media. With providing logical justifications, a large majority of the prospective teachers thought that social media was useful and beneficial for language learning and the minority of them, while accepting its impressive impact on life, had some doubts about its appropriateness for language learning. Similarly, the same rational was mentioned for the second interview question by the student teachers. The themes and codes derived from the content analysis of the data of the first and second questions are provided in Table 4.40.

Table 4.40. *Reasons behind the reflections of pre-service teachers towards language learning through social media*

Themes	Codes
Features of social media for language learning	<ul style="list-style-type: none"> • Real-life content • Shortness of the videos • The chance to communicate or get in touch with native speakers • Comfortable atmosphere • The amount of audio and visual content • Language channels

Benefits of social media in language learning	<ul style="list-style-type: none"> • Informal language learning • Autonomous learning • Unconscious language learning • Conscious language learning based on language pages • Learning everyday language (colloquial) • Encountering/ facing the content of interest • Language exposure • Ubiquity of social media (part of life) • Ease of access • The amount of use (worldwide)
Risks and challenges of social media for language learning	<ul style="list-style-type: none"> • Possibility of incorrect information distribution • Inability to correct and identify wrong information

As illustrated in Table 4.40, the first two categories including “Features of social media for language learning and Benefits of social media for language learning” were the reasons behind the positive attitudes of pre-service EFL teachers towards language learning through social media.

Starting with the first category, real-life content, shortness of the videos (Length), the chance to speak or get in touch with native speakers, comfortable atmosphere, the amount of visual and audio content, and language channels were the codes representing the features of social media for language learning as can be seen in Table 4.40.

According to the respondents, real-life content in social media platforms can provide exposure to natural language use and cultural context, and the shortness of videos can make them easily digestible and durable in mind for learners. To illustrate this point, interviewee 7 stated that:

[Through social media,] I think it is harder for us to forget the things we encounter in our daily life, it becomes more memorable. In other words, it is mostly due to social media that very short 15-second videos, that is, videos that take only 15 seconds from our lives, have such a permanent place in mind (P7).

The other point stated by the prospective EFL teachers was the chance to communicate or get in touch with native speakers which can facilitate language practice and help learners to develop their communication skills. The interviewees’ statements offer a more vivid portrayal of the issue at hand. For instance, interviewee 6 stated that “for example, [pre-

service teachers] can speak with a student from other nationalities, from America, in the comments. They both learn new information and new words... (P6)”. Interviewee eight also supported the preceding views by saying:

Through social media, we can easily access the cultures that we are interested in and admire because we can easily reach people who are subject to these cultures, and because the best way to learn a language is to communicate with people who speak it as their mother tongue, it already contributes in this respect (P8).

Also, another underlying characteristic of social media that supports the positive opinion of the pre-service EFL teachers towards language learning through social media which is not usually prevalent in conventional language learning settings was the comfortable atmosphere of these platforms. The comfortable atmosphere of social media platforms can encourage learners to practice in a less intimidating environment. As evidence, interviewee 4 and 6 argued that:

For example, I was a shy student... There are shy students in the classroom as well. Even if that student knows [the subject], he/she doesn't want to attend the class. But on social media, when you are alone at home, there is no reason for you to hesitate (P4).

Because [social media] is a comfortable environment. Because people are generally comfortable when communicating. As they are comfortable, how can I say, they do not care too much. They do not pay too much attention to their grammar, and [the chat] becomes more fluent and becomes smoother (P6).

Moreover, social media platforms offer a vast amount of visual and audio content, such as videos, podcasts, and music which create an engaging atmosphere for language learning and improving comprehension skills. The sentences articulated by interviewee 4 serve as a more effective demonstration of this issue.

There are too many videos, be it Instagram or Facebook. Thus, I think listening improves a lot. You are getting too much inputs. Other than listening, for reading, you can definitely read a lot of posts and like I said, you'll be much better able to read what you're interested in (P4).

The last reason mentioned for the positivity of the attitudes towards social media as a learning atmosphere under the category of the features of social media in language learning was the abundance of language channels. These language-specific channels or pages help learners find a wide range of language resources and learning materials. The upcoming illustration portrays the point given by emphasizing on the point that “[In social media] we

come across a blog page, a language page and from there we learn an idiom ..a pattern maybe..(P7)”.

As the second main category for the usefulness of social media and the positive attitudes of the pre-service teachers, “benefits of social media in language learning” contains a set of codes including informal language learning, autonomous learning, unconscious language learning, conscious language learning based on language pages, learning everyday language (colloquial), encountering/ facing the content of interest, language exposure, ubiquity (part of life), ease of access, the amount of use (worldwide).

Initially, most of the pre-service teachers indicated that informal, autonomous, conscious, and unconscious learning are all language learning strategies that can be facilitated through social media. Some believed that social media not only serves as a way to actively take the control of one’s language learning process, but also it creates an atmosphere that help individuals learn the language without even aiming to do so. In other words, it creates diverse language learning opportunities for those who pursue a goal related to language learning and those who don’t. To demonstrate the autonomous learning opportunity, interviewee 4 stated that “you can have autonomous learning outside the classroom using social media that's why I consider it important (P4)”. Several other interviewees also highlighted that:

I myself think that many people of my generation, including myself, learned English or other foreign languages through social media. So, I can actually split this issue into two. Firstly, most people not aiming to learn a language, that is, by focusing on the content, learn that language even without realizing it. Also, there are some social media accounts for learning English and when there are such pages that focus on language and the number of their followers is usually high... and when such pages share pronunciation vocabulary and some grammar rules, and simplified content, they reach large audiences and it's very important and useful for language learning (P10).

For language learning, social media reveals things related to what we are interested in. For example, I watch a video about learning a language, and many videos about it start appearing. I think it will have a better effect on language learning if we do this consciously and follow these pages and watch their videos (P11).

Moreover, in the present study, one of the emphasized justifications for the positive attitudes of pre-service teachers regarding the use of social media for language learning was the usefulness of the mentioned platform for learning every day or colloquial language. This

issue, in turn, help learners improve their understanding of natural language and cultural contexts, as well as their ability to communicate effectively in real-life situations. As an illustration, interviewee nine stated the following notion:

Because on social media platforms such as Twitter, Reddit, Facebook, or Instagram, although there is no literal English, an everyday language is used. And actually, this is a kind of English maybe slang and very informal stuff that we cannot see in many books. So, I think these platforms are quite educational, especially in this respect (P9).

As important as other factors, facing the content of interest which was clarified by the participants as a way that motivates them to engage more in the language learning process was another benefit of social media in language learning as is visible in the following instances coming from the answers of interviewee eleven and seven. Starting with participant number eleven it was stated that “For language learning, social media reveals things related to what we are interested in. For example, I watch a video about learning a language, and many videos about it start appearing (P11)”. Also, as follows, interviewee 7 indicated the same point by saying:

We come across content that are really useful for us or we follow or search for things related to [our interests]. I think most people of my type see something positive in themselves while learning the language, that's why [they answered the social media questionnaire in a positive way] (P7).

4.3.2. Reflections of pre-service teachers towards vocabulary, reading and listening skills development through social media

Geared towards exploring the cause(s) for the more positive attitudes of pre-service EFL teachers towards vocabulary, reading and listening skills development through social media compared to other language areas and skills, through the content analysis, the third interview question revealed the following themes and codes as given in Table 4.41.

Table 4.41. *Reasons behind the reflections of pre-service teachers towards vocabulary knowledge, reading and listening skills development through social media*

Themes	Codes
Affective factors prevalent in social media use	<ul style="list-style-type: none"> • Motivation to understand the content • Laziness (seeking convenience)

Language input-output imbalance	<ul style="list-style-type: none"> • Abundance of audio, visual, textual, and lexical content • Receiving language (exposure) more than producing it • Less opportunities for producing oral and written content
---------------------------------	---

As displayed in Table 4.41, two general themes were decided on based on the codes derived from the qualitative responses given to the third interview question. Accordingly, “affective factors prevalent in social media use” and “language input-output imbalance” were the main reasons for the receptive skills and vocabulary development area to be in forefront rather than the productive skills and other areas in terms of the positive attitudes.

Elaborately, due to the abundance of the content related to famous people or the trends that the present pre-service teachers follow for keeping themselves updated regarding the current streams and technological era, there appears a need or compulsion to understand and comprehend the content in social media which are mostly in English. Therefore, this motivation, which is an affective factor, is the underlying reason for some particular language skills and areas to be emphasized more on and develop more. The following excerpt is a perfect explanation provided by one of the interviewees for this situation.

I think it is most useful in terms of improving vocabulary because social media creates a need. In other words, the most important condition for learning vocabulary and even language learning is motivation and the need for it. Well, now, when something comes up [in social media].. , terms such as DM(Direct Message) or different abbreviations for instance, [we learn them] (P1).

Moreover, the convenience the pre-service teachers have in improving their vocabulary area, reading and listening skills in comparison to other skills and areas through social media was the basis of their laziness in stepping out of their comfort zone and entering an area that requires more dedication and effort. Hence, this affective factor plays an important role in improving receptive skills and prohibiting the improvement of the productive skills. In order to exemplify this issue, participants eight and three pointed out that:

[Social media] is an easy escape for language learning. You know, due to its usefulness, people try to learn the language just by watching movies, posts, reels, and reading and they naturally lose their skills in areas that they do not naturally practice because they don't prefer (P8).

We are exposed to vocabulary on social media... and we are exposed to the spoken and textual form of English. But, I believe ..I mean, writing and speaking, these are productive skills, so it's easier to be exposed than to produce (P3).

On the other hand, the abundance of audio, visual, textual, and lexical content in social media was mentioned by several pre-service teachers as a strong potential for the preference of comprehension skills and vocabulary areas for development over other skills and areas. This situation leads to an imbalance in language input-output. So, people tend to receive language more than producing it, resulting in fewer opportunities for producing oral and written content. These integrated points are provided via instances, the first of which is the views of interviewee 2 who stated that “the reason why vocabulary, reading and listening skills are better is probably because we have received more visual and auditory resources [in social media] (P2)” and the attitudes of interviewee 1 who mentioned that “because we don't actually produce anything, we are more exposed to English or any language. And I think it's natural for those skills to develop (P1)”. Besides the preceding examples, two other quotes related to this section are as follows:

Because when we think of social media, it is usually either in video format, or in the form of reading. In other words, you can improve your listening skills with videos and your reading skills by reading posts. But, for example, in most social media applications, I did not see the ability to respond by speaking, or to reply to a video shared by others. So, it won't [positively] affect speaking (P4).

Social media only stores something It stores information in our brain. This is why reading and listening are now more prominent in the research on social media, that is, in social media. Therefore, we just listen and read from there. So, we cannot give an answer to it (P5).

In general, 90 percent of the people probably consume the content on social media. Since most of them do not produce anything and this English content is only consumed, productive skills do not necessarily develop. In order to be able to speak or write, you have to find a foreign friend and the chance is also very rare. That's why I think it is very difficult to develop productive skills in that respect, through social media (P10).

4.3.3. Reflections of pre-service teachers towards language learning through social media with regard to gender

The fourth interview question was formed based on the results of the questionnaire that found no significant difference between female and male pre-service teachers' attitudes

towards language learning through social media. Accordingly, the motive or rational behind this balance was directed towards in the fourth interview question.

Surprisingly, none of the student teachers noted a different view from one another. In other words, they all had the same opinion about the indifference of the attitudes of both sides and thought that this variable, that is, gender, does not have a logical correlation with social media and language learning, so it would be unexpected if there was a difference in this regard since social media meets the interests of the two groups in the same way as two participants directly stated that “actually, I don't think language learning is a gender-related issue (P5)” and “because both men and women use social media equally. Hence, I don't think there is a strong relationship between this situation and gender (P1)”. Another contributor also referred to the absence of a correlation between the variables as is apparent in the following instance:

I don't think there is such a logical correlation between [language learning through social media and gender] because everyone who has access to social media can learn a language from social media, regardless of whether they are men or women (P7).

4.3.4. Reflections of pre-service teachers towards language learning through social media with regard to the frequency of social media use

Finally, given that those pre-service teachers who utilized social media more frequently during the day had more affirmative attitudes about language learning via social media, the fifth interview question was created to announce the factors underlying this result. Once more, with the help of the content analysis, the ensuing qualitative information emerged (Table 4.42).

Table 4.42. *Reasons behind the positive reflections of frequent users of social media*

Themes	Codes
Social media Awareness	<ul style="list-style-type: none"> • Not biased against social media • Awareness about social media's benefits and its use
Social Media's impact on personal development and learning	<ul style="list-style-type: none"> • Exposed to more content of interest • Observing the positive effects of SM in one's learning

Psychological and emotional self-defense strategies

- To avoid being criticized
 - Self-affirmation (to justify oneself)
-

Listed in Table 4.42., based on the answers of pre-service teachers the root causes of the more positive attitudes of the ones who use social media more per day towards language learning through social media originated from their social media awareness, social media's tangible impact on their personal language development and psychological and emotional self-defense strategies.

The first category (social media awareness) referred to individuals who were open-minded and unbiased towards social media and acknowledge its potential benefits for personal and professional growth unlike most of the older generations. These individuals were aware of the advantages and disadvantages of social media and make informed decisions about its use for language learning. As evidence, interviewees argued that:

The reason why pre-service teachers who use social media more frequently have a more positive attitude, is that when we consider the older generations, when there is not much use of social media, platforms in the internet environment are approached with more prejudice. However, teacher candidates who use it more often and are involved more in it will naturally have more positive views on this issue because they will have a command of social media and will know what types of benefit it provides (P2).

People who use social media frequently know more about what the content is and what it contains, and they can discover more... it seems like the more hours you spend [on social media], the more you can see in it (P11).

I think the reason for this is that since [pre-service teachers] use social media a lot, they were able to create more content in English through social media and have experienced this more... In other words, I think they observed more because they used it frequently (P3).

The second main category given for the direct relationship of the frequency of social media use and the positivity of the attitudes towards language learning via social media was social media's factual impact on personal language development which sprang from being exposed to more content of interest and having the chance to observe the effects of social media in one's learning. The first code, being exposed to more content of interest, suggests that social media help individuals find and access more information that is relevant and interesting to them in terms of language learning which, in turn, creates a more personalized

type of learning. Besides, the second code, observing the positive effects of SM in one's learning, implies that social media can have a direct impact on an individual's ability to learn and retain information. The subsequent occurrences explain the matter better:

They may have observed social media's impact on their language learning processes because they use it more frequently. For example, like me, I use social media very frequently. Whether I want it or not, I'm exposed to it, and during this process, I realize that I learned this word or this phrase from there, and I can see that it has a positive effect on my language learning process (P7).

In your own way, you feel enthusiastic about learning a foreign language [through social media] because you are exposed to what you are interested in. So, teacher candidates who are using social media have seen the effect of this platform and that's why they have given such a response (P4). It may be related to the areas of interest. For example, if someone is good at technology, they may love social media and enjoy talking to people in the comments. Of course, it would be more reasonable for someone who does this, to defend it. For example, let's think of a teacher from an older generation who does not use social media much. It would be a bit strange for them to defend it. Therefore, it seems logical that the attitudes of those who use social media more will have more positive attitudes (P6).

Psychological and emotional self-defense strategies was the last main category that clarified the reason why those frequent users of social media have more affirmative views towards language learning through social media. In fact, pre-service teachers try to avoid being criticized or avoid receiving negative feedback from the side of others in case of frequently utilizing social media and not attributing too much time to useful activities such as language learning. Moreover, to justify and affirm themselves and to maintain a positive self-image, pre-service teachers try to say that this amount of time spent on social media is useful although they may deceive themselves. The above-mentioned reasons were stated in the upcoming excerpts:

A person who frequently uses social media can never criticize social media because he/she would be subject to criticism as well. If social media is not effective, then why do you use it frequently? If it is effective, then why is it not good for learning a language? So, what happens then? A person who frequently uses social media naturally turns his/her manner into a defense mode. He/she says, "Oh yes, social media has a positive effect on learning" (P5).

"There may also be a desire to justify oneself because of using social media too much. We use social media a lot, so we might be deceiving ourselves that it has benefits, but I don't know about that, to be honest (P10).

I think it might also be a matter of justifying ourselves because we spend three hours a day on social media. We deceive ourselves by saying that there must be some benefit to it. I don't think they specifically use it for language learning because it is very useful to them.... Because we are immersed in it, can we really say that it doesn't provide any benefit or contribution to us? (P1).

5. DISCUSSION

The study under investigation tried to find answers for three research questions that aimed at unveiling the attitudes of the pre-service EFL teachers about language learning through social media. The first two research questions were answered via the responses coming from the quantitative questionnaire of 188 student teachers. Consequently, through descriptive and inferential analysis, the collected quantitative data were analyzed and from the analysis, key findings emerged. Afterwards, a qualitative part was created to answer the third research question. Finally, the vibrant findings were discussed.

5.1. Discussion of the First Research Question

To summarize the findings of the first research question which interrogated the attitudes of pre-service EFL students regarding language learning through social media via a ready-made questionnaire, it was perceived that student teachers' attitudes were highly positive about language learning through social media. This result ties well with previous studies that came across the same affirmative views of their contributors concerning language learning through social media as a general platform or a specific type of social media (Alghaseb & Alfadley, 2018; Başöz, 2016; Baytekin & Su-Bergil, 2021; Damanik, 2020; Pitaloka et.al, 2021, Purnamasari, 2019; Rahmadan, 2022; Sakkir et.al, 2020). For instance, consistent in terms of the participants and aim of the study with what has been found in the current research, Alghaseb and Alfadley (2018), Başöz, (2016), and Pitaloka et.al (2021) reported a high degree of positivity of the attitudes towards language learning with social media reached by recruiting pre-service EFL teachers as their participants. However, with different contributors, the same result was obtained about the usefulness of social media for language learning in another study carried out with 107 high school students who were learning English (Baytekin & Su-Bergil, 2021). Likewise, a similar positive pattern of results was gathered through specific types of social media including YouTube (Sakkir et.al, 2020), Facebook (Purnamasari, 2019), TikTok (Rahmadan, 2022), and WhatsApp (Damanik, 2020). The justification behind the positive attitudes of the participants of the present study can be related to their digital native identities. Since they perceive themselves as digitally aware of the current technology, they want to integrate more of social media which is an undeniable part of their lives into their language learning realm as well.

Additionally, in the present study, EFL student teachers' attitudes towards social media were analyzed concerning each language skill and area. According to the report, the participants held a highly positive attitude towards social media's potential to enhance listening, reading, and vocabulary skills and areas. Whereas, the attitudes of the EFL student teachers towards social media regarding its possible contribution to developing communication and writing abilities were moderately positive, according to the findings. However, when comparing the above-mentioned findings to the results of Pitaloka et.al (2021) who also took the views of pre-service EFL teachers regarding SM for learning English into account, it was reported that according to nearly all the responses, all the language skills were highly influenced by SM.

As previously mentioned, a promising finding of this study was that listening, reading, and vocabulary development through social media were located among the top three skills and areas that collected a larger number of affirmative views in comparison to other language skills and areas based on the responses of 188 pre-service EFL teachers. Supporting the identical views according to the answers of their EFL student teachers, Alghaseb and Alfadley (2018) and Başöz (2016) indicated that improving receptive skills and vocabulary knowledge through social media was the most favored sections of their attitude questionnaire. Another important result in the current study was that while according to Alghaseb and Alfadley (2018), Başöz (2016), Pitaloka et.al (2021), Taskiran et.al (2018), Wardani (2022), vocabulary development was voted as the skill that absorbs the highest effect from social media, when comparing our results to those of the preceding studies, it must be pointed out that listening skills development through social media received the greatest number of positive attitudes, which was, in turn, in conformity with the intention behind incorporating mobile applications into language learning in Thedpitak and Somphong's (2021) study with Thai EFL learners as well as the views of EFL Yemeni students from Indian universities who agreed mostly upon the usefulness of social media for listening skills and its inappropriateness for developing writing skills during the Covid pandemic (Altam, 2020).

The reason behind the popularity of social media mostly for enhancing receptive skills and vocabulary knowledge among pre-service EFL teachers can be related to affective factors such as lack of confidence for focusing more on productive skills (writing and speaking)

since they require some form of language output. Also, this lack of confidence in developing speaking and writing skills must robustly be stemming from the fact that English is learnt within a foreign language setting not acquired as a second language or within a second language context which, in turn, reciprocally provides the rationale underlying the finding of this study that communication and writing skills were the last two categories of the questionnaire in terms of the mean scores received. Hence, those scholars who have implemented their research in an English as a Second Language (ESL) context (Kumar & Syed, 2021; Lailiyah & Setiyaningsih, 2020; Mahmud & Ching, 2012; Zarei & Rudravarapu, 2019) while highlighting the positive views of their contributors on the enhancement of other language skills and areas such as vocabulary, reading, and listening through social media, mentioned the usefulness of SM mostly for communication, writing skills, and their subsections such as speaking, pronunciation, and grammar which was in contrast with the results stemming from the EFL background of the present study. Contrary to the aforementioned studies, within an EFL setting, the findings of Başöz (2016) admitted that the most highly rated language area was vocabulary while pronunciation and speaking skills (Pronunciation and speaking), and grammar and writing were the least affected skills in terms of development through SM which is consistent with what has been found in the current study in terms of the attitudes. Moreover, also in line with the findings of the present research and as a potential reason, with regard to the notion of Akhilar et.al, (2017) it was found that being threatened about writing in English, and privacy matters of sharing posts via personal pages were the main negative parts of social media (Akhilar et.al, 2017) which turns SM into a better atmosphere for strengthening vocabulary knowledge, listening, and reading skills rather than productive skills. However, unlike what has been found here, those researchers who considered the views of EFL students about a specific type of language area or skill validated the influence of social media on writing and speaking skill development and their sub skills stating that the perceived impact of WhatsApp was more apparent in communication-related activities and tactics (Alabsi & Alghamdi, 2019) which was also true about Virgiana and Auli's (2020) research which yielded the efficacious perceptions towards the use of Instagram in learning English Speaking. As another instance, the effectiveness of Instagram in terms of writing skill development was also validated by the attitudes of EFL students in Yusuf and Jazilah's (2020) study and the practice of EFL students in Suswati and Saleh's

(2019) empirical research. Therefore, it must be noted that to some extent, the views and attitudes of the participants regarding the effectiveness of social media for language learning and its categories alter when they are aware of the type of social media and its characteristics even in EFL contexts. But genuinely, as the digital natives are used to interactive, visual learning environment, they respond more to multimedia that makes learning a language more interesting and interactive, like films, infographics, and interactive exercises rather than merely writing and speaking tasks.

Aside from the results related to language skills and areas, the last segment of the questionnaire under the label of “studying context” yielded positive attitudes towards social media which were mostly agreed upon among the student teachers. Having access to more real-life language use, making language learning more accessible, providing a ubiquitous, relaxed and stress-free language learning atmosphere for learners, creating a more self-directed and flexible language learning opportunity, and helping learners to learn in ways that align with their personality and needs were among the effects of social media which were affirmed by the learners considering the mean scores given. Overall, these findings were in accordance with the results reported by Balbay and Kilis (2017), Putri et.al (2020), and Shariff and Shah (2019) who found that EFL students perceive YouTube as an enjoyable language learning platform for self-directed and autonomous language learning through regulating one’s learning process. Besides, the ease of access to WhatsApp as another social media platform was confirmed by Nihayati and Indriani (2021). Contrary to the findings of the present study, Dizon (2015), based on the attitudes of Japanese EFL students, found that students were moderately satisfied, particularly with how simple, stress-free, and convenient Facebook is for language learning.

5.2. Discussion of the Second Research Question

For the analysis of the second research question which investigated the potential power of gender, grade level, and frequency of social media use on altering the attitudes about language learning through social media, inferential statistics including independent samples t-test and one-way ANOVA tests were utilized, respectively.

Commencing with the influence of gender on the attitudes of the pre-service EFL teachers towards language learning via social media, through an independent samples t-test,

it was indicated that there was not a significant difference between males and females in terms of the values (mean scores) given to their attitudes. This finding was in accordance with the results coming from other studies in the literature (Başöz, 2016; Bağcı & Cihat, 2018; Khan et.al, 2020). For example, exploring the effect of gender on the use of Social Networking Sites for teaching and learning goals through the views of pre-service EFL teachers, Bağcı and Cihat (2018) found no difference between males and females. In support of the current study, in Khan et.al (2020), likewise, not a noteworthy discrepancy was detected between the two gender categories, when their attitudes towards language learning through WhatsApp were compared via an independent samples t-test. Hence, based on the evidence provided, it seems that gender isn't a determining factor in altering the views about social media as a language learning atmosphere. This indifference in attitudes may be due to widespread use of social media among both genders and the potential of social media in equally providing the needs and preferences of all the participants.

Next, to find out whether there was a difference between the freshman, sophomore, junior, and senior EFL student teachers in terms of their attitudes about language learning through social media, the result of the one-way ANOVA test was taken into consideration. Having detected a significant difference, the results of the post hoc test pointed to a difference between the second- and third-year students' views about language learning via social media. Contrary to this noteworthy result, while noticing a significant difference between the four groups of students considering their views about social media's effect on language learning, Başöz (2016) identified this difference between the mean score of the sophomores with freshmen and the seniors. However, a similar point between our study and Başöz's (2016) was that the seniors have the most affirmative attitudes towards language learning through social media which can be due to the duration of their experience in using social media and the fact that they are being prepared to become EFL teachers which, in turn, requires them to utilize more technological tools such as social media.

On the other hand, the difference between the positive attitudes of second and third-year student teachers in this study stems from the possibility of juniors in taking more elective courses such as technology-based ones besides their major ELT credits whereas sophomores are entering the realm of ELT with the initial core compulsory credits which prohibits them from taking any other elective course due to their heavy load of work. Moreover, as second-

year student teachers proceed into their third ELT year, their teacher identity and knowledge professionally began to enhance and this knowledge, in turn, is used in handling how to integrate social media in their courses and learn more enthusiastically.

Finally, an identical pattern of results was formed based on the outcome of the one-way ANOVA test conducted for determining the impact of the frequency of social media use and the attitudes of the prospective EFL teachers about language learning through social media. Accordingly, there was a significant difference between those who utilized social media for less than one hour and had the least positive attitudes towards language learning through social media and the ones who spent more than 4 hours a day and received the highest mean score in terms of their attitudes. Therefore, it can be concluded that spending more time on social media, to a great extent, influence the attitudes of the contributors with regard to language learning. Partially in line with the finding of this study, Erarslan (2019), in his comprehensive study on the attitudes and practices of EFL students about Instagram use for educational and language learning objective, found that the participants mostly spent more 3 to 5 hours on Instagram for educational purposes which pointed out the reason behind their positive views about social media. In contrast, the effect of the frequency of social media use was not totally highlighted in Başöz's (2016) study which indicated no significant difference in attitudes of any of the groups of the students with diverse social media use frequency.

5.3. Discussion of the Third Research Question

To add depth and complement the findings of the data gathered through the quantitative questionnaire aimed at investigating the attitudes of pre-service EFL teachers about language learning through social media, several interviews were carried out with a group of the pre-service EFL teachers who were willing to participate. To this end, five interview questions, formed in accordance with the results of the quantitative section, endeavored to discover the underlying factors and rational for the concluded results of the questionnaire. By analyzing the content of the interviews via content analysis, the researcher was able to identify common themes and patterns in participants' responses, providing a richer and more nuanced understanding of the topic.

5.3.1. Discussion of the reflections of pre-service teachers towards language learning through social media in general

Upon analyzing the responses of the first two interview questions, it was found that the themes that emerged were largely similar, despite the differences in the wording of the questions. The first question asked pre-service EFL teachers to share their general views on language learning through social media, while the second question focused on the reasons for their positive attitudes. The majority of the participants had a positive stance towards language learning through social media and cited reasons such as the convenience and accessibility of social media platforms, the opportunity to interact with native speakers, and the availability of real-life content. However, a few participants had concerns about the usefulness of social media for language learning and questioned the quality and reliability of the content available on social media. These concerns shaped the last category of the analysis and shed light on the potential limitations of social media as a language learning tool.

As mentioned earlier, the content analysis of the qualitative data of the first and second interview questions revealed three main categories or themes that emerged from the responses of the participants. The first theme was related to the characteristics of social media in language learning, where participants highlighted the real-life content, length of the videos, the abundance of visual and audio content, and language channels as the prominent features of social media for language learning. The second theme was about the benefits of using social media for language learning purposes, such as the chance to experience autonomous learning, conscious and unconscious language learning, and facing their content of interest that social media platforms provide. Finally, the third theme addressed the challenges and risks associated with language learning through social media, including the reliability and accuracy of the information. Despite some concerns expressed by a few participants, most of them had positive stances towards using social media for language learning.

According to the responses, social media platforms provide a wealth of authentic, real-life and up-to-date content that can be used to support language learning. This content is often created by native speakers, which provides learners with exposure to the nuances of the language, including idiomatic expressions, colloquialisms, and slangs. The use of slangs was found to be taught also in informal context of WhatsApp in the study carried out by García-Gómez (2022) and considered as something that is not provided in traditional language

classes. Parallel to this, the chance to learn English through real situations created in mobile applications such as YouTube and Facebook were positively confirmed by the attitudes of first-year university Thai students who were learning English as their foreign language (Thedpitak & Somphong, 2021). Additionally, social media content is often more engaging and relevant than traditional language learning materials, as it reflects the interests and concerns of real people.

However, unlike the positive opinions of the contributors of the present study towards the possibility of learning slangs and informal language, Ghouali and Benmoussat (2019) while probing the views of third grade students and teachers from the department of English towards the effect of social media on their written production skills reported dissatisfaction of the students with regard to the fossilization of the informal language provided by the platform in their writings.

In accordance with the informal language learning option mentioned by the present study, Arndt (2014), Chug and Ruhi (2018) and Sahayu (2019) pointed out the opportunity to learn language outside the classroom owing to the informal language learning atmosphere of SM platforms.

Other point mentioned as the reason for having positive attitudes towards language learning via social media by the participants was that the content is often delivered in short, bite-sized chunks, which makes it ideal for language learning. Short videos, for example, are easy to consume and can be used to focus on specific language skills, such as listening, reading comprehension and vocabulary development. This issue was echoed in the study conducted by Fahdin (2020) where the main focus was on students' perception towards the use of TikTok in learning English vocabulary. The researcher found that the students appreciated the short content of TikTok videos, which allowed for easy and quick access to English vocabulary. The study revealed that TikTok's short videos helped students in memorizing and retaining new vocabulary items.

Social media platforms also offer learners the opportunity to interact with native speakers of the target language. This can be achieved through features such as commenting, direct messaging, or joining language exchange groups. By engaging with native speakers, learners can practice their language skills in a natural and meaningful context, receive feedback, and gain insights into the culture and customs of the language community.

Analogously, in Komariyah et.al's (2022) study, TikTok was assumed to serve as a platform for users to communicate with native speakers, and students can utilize it to inspire themselves to practice speaking by performing a duet with a native speaker in an active and interesting platform while fostering learner autonomy.

Moreover, designed to be user-friendly and accessible, social media platforms serve as a comfortable and familiar environment for language learning. Learners can work at their own pace, choose the content that interests them, and interact with other learners and native speakers in a way that suits their needs and preferences. Additionally, social media platforms are often free to use, which make them an accessible resource for learners of all backgrounds, financial circumstances and living in different parts of the world. To support this finding, several scholars named social media as a convenient and comfortable place for language learning. For instance, the study conducted by Binti Mistar and Embi (2016) aimed to investigate the perceptions of students regarding the use of WhatsApp as a learning tool in ESL classroom highlighted the convenience and usability of WhatsApp as a learning tool. Additionally, the study by Nihayati and Indriani (2021) exploring the use of WhatsApp as a medium for online teaching and learning during the COVID-19 pandemic found that WhatsApp was perceived by EFL students as a convenient and easily accessible platform for online learning. The participants highlighted the advantages of being able to access the platform from their mobile phones and being able to receive and respond to messages at any time, which allowed them to engage in online learning activities at their own pace. In the same vein, Khodabandeh (2020), who was exploring the views of EFL Iranian learners about the effect of social networks specially Telegram on their language achievement, besides encountering the positive views of the participants in this regard, came upon some important advantages behind using Telegram for language learning such as the enjoyable, accessible, convenient atmosphere of the platform which support the findings of the current study once more.

Furthermore, the amount of the visual and audio content and the abundance of the channels designed specifically for language learning were other features of social media that made it stand out in the eye of the EFL teacher candidates for language learning in the present study. This amount of audio-visual data was also validated by empirical studies that found

this abundance of material in specific SM platforms useful for enhancing several language skills and areas (Fouz-González, 2017; Rasyiid et.al, 2021)

Another issue drawn in this study is upheld by Monica-Ariana and Anamaria-Mirabela (2014) concerning the point that exposure to language input was the potential reason for learning vocabularies through Facebook. Similarly, exposure to English audio-visual and textual content in Tik Tok add to the vocabulary knowledge of the users and their confidence according to Opsahl and Levin (2022) as well.

Moreover, in connection with the aspect that social media creates the chance for autonomous learning, Al Arif (2019) while exploring the perceptions of students from English Study program through an explanatory study mentioned the self-directed learning characteristic of social media as a motivational factor. Likewise, the importance of social media in allowing language learners to take the responsibility and control of their learning process was emphasized by Siddig (2020). In the same way, controlling their pace of study and learning schedules, the EFL students in Putri et.al (2020) and Wang and Chen (2020) research highlighted the sense of autonomous learning through watching YouTube videos which was the case observed in Facebook by Inpeng and Nomnian (2022).

Additionally, in a longitudinal study carried out with pre-service EFL students from two Indonesian universities, Prasojo explored the attitudes about social networking sites in learning English. Based on the sub-themes found in this study, independence from time and location creates the ease of access and use for language learning via SM (Prasojo, 2017). This sense of detachment from time and location was stated by the participants in two other studies (Al-Garawi, 2019; Gonulal, 2019), too. Also, supporting the above-mentioned point found in this study, Min and Hashim (2022) put an emphasis on the reciprocal relationship between ease of use and motivation in their study through the answers given by primary school student to the interview.

Besides the constructive views of the participants, some student teachers expressed their concerns about the accuracy of the content provided on social media and the inability to constantly correct the inaccurate information distributed over it. Harmonious with this finding, Lai et.al. (2016) revealed that university-level language teachers and their students from Hong Kong were nervous about the accuracy of the online authentic linguistic materials. Likewise, Aloraini and Cardoso (2022) and Mitchell (2012) shared their concern towards the

accuracy of the content, particularly with regards to grammar and spelling, and the phenomenon of recurring mistakes in social media becoming entrenched and erroneously accepted as correct forms.

In conclusion, social media platforms offer a range of features that can support language learning in a dynamic and engaging way. From authentic content and multimedia resources to opportunities for communication and interaction with native speakers, social media has the potential to enhance learners' language skills and provide a comfortable and supportive environment for language learning.

5.3.2. Discussion of the reflections of pre-service teachers towards vocabulary, reading and listening skills development through social media

The third interview question was designed to explore the reasons behind the more positive attitudes towards receptive skills and vocabulary development in language learning through social media, compared to other language skills and areas. In other words, the aim was to identify the underlying factors contributing to this trend, as revealed by the questionnaire results. Through content analysis of the interview responses, it was found that affective factors, such as motivation and convenience played a crucial role in shaping learners' attitudes towards these skills. Additionally, the input-output imbalance, where learners were exposed to more input than output, was identified as a key factor contributing to the development of receptive skills and vocabulary knowledge. Hence, the findings suggest that understanding the affective and cognitive factors underlying learners' attitudes towards different language skills and areas in the context of social media use can provide valuable insights into designing effective language learning materials and pedagogies.

According to the respondents of the present study, the motivation to understand the content is a crucial factor in language learning, and social media provides an engaging platform to satisfy this need. Due to the abundance of audio and visual content available on social media, learners can access a wide range of authentic materials, including videos, podcasts, and news articles, which can help improve their listening and reading skills. Additionally, social media offers a convenient way to consume content, allowing users to engage with the material in short, easily digestible chunks at their own pace. This convenience may be particularly appealing to learners who may be too busy or too lazy to

engage with longer-form materials. However, on the other hand, laziness can also be a factor that contributes to the positive attitudes towards receptive skills and vocabulary development. Seeking convenience and ease of use can lead learners to prefer passive consumption of content, such as watching videos or scrolling through social media feeds, over active engagement in productive skills like writing and speaking. In line with this finding, Davies (1976) and Spolky (1989) support the idea that comprehension far exceeds production. Likewise, the initial skills to be acquired and understood are passive skills rather than active ones according to Golkova and Hubackova (2014). Also, based on the attitudes of students in another study, the importance of receptive skills over communication skills were emphasized to help them survive in academic field of language learning (Christison & Krahnke, 1986).

The abundance of audio, visual, textual, and lexical content available on social media has been identified as a significant factor contributing to the effectiveness of social media for receptive skills and vocabulary development. This abundance of video/animation, text, and audio materials was confirmed by Anwas et.al (2020) through the answers received from senior high school students in Indonesia who were being questioned about the intensity of English -based content of social media (Anwas et.al, 2020). Social media platforms offer a variety of media that can be engaging, interactive, and dynamic, providing learners with authentic and engaging content that can be explored at their own pace. Moreover, social media provides an input-rich environment that allows learners to receive language (exposure) more than producing it, which is beneficial for vocabulary acquisition and receptive skills development. However, this may offer fewer opportunities for producing oral and written content, which can be a drawback for developing productive skills which was also claimed by Heil et al. (2016) who highlighted the structure of the mobile applications to be more compatible for improving the receptive skills rather than the others (Heil et al., 2016). Overall, the abundance of diverse multimedia content and input-rich environment provided by social media makes social media an effective tool for developing receptive skills and vocabulary.

Therefore, while social media can provide a useful tool for developing receptive skills and vocabulary, language educators need to be aware of the potential input-output imbalance

and the importance of encouraging learners to engage in active production and use of the language.

5.3.3. Discussion of the reflections of pre-service teachers towards language learning through social media with regard to gender

The fourth interview question wanted to reach the rational underlying the lack of difference between the attitudes of female and male pre-service EFL teachers towards language learning through social media. To put differently, the findings indicated that both genders perceived social media as an effective and positive tool for language learning, and they did not differentiate between the potential benefits of social media for language learning based on gender.

The interviewees note that there shouldn't be a significant difference between males and females in terms of their attitudes towards language learning through social media because language learning via social media is not a gender-related topic and every pre-service teacher, whether female or male, can have access to their content of interest through social media. Similarly, in the study by Kabilan et al. (2010), male and female students showed positive attitudes towards using social networking sites to support their language learning. The findings suggest that gender may not be a significant factor in determining students' attitudes towards language learning through social media. Therefore, it is important to consider social media as a potential tool for both male and female students to improve their language skills.

5.3.4. Discussion of the reflections of pre-service teachers towards language learning through social media with regard to the frequency of social media use

The fifth and final interview question targeted to find out the reasons behind the more positive attitudes of pre-service EFL teachers who reported using social media more frequently for language learning. The question aimed to uncover the underlying factors that contribute to the greater inclination towards utilizing social media in language learning among these individuals.

Accordingly, the content analysis of the responses yielded three main themes as the justification for the preceding situation, first of which was the issue of awareness about social

media. In this category, pre-service teachers claimed that since they are not biased against technology and social media and they are aware of the benefits and the uses of these platforms more than others, their language learning may more positively be affected by social media. Aligned with this finding, familiarity with social media due to the excessive and regular use of the platforms was among the advantages named and rated by the EFL students studying in a Saudi Arabian university about social media (Aloraini & Cardoso, 2022).

Next, social media can also have a positive impact on personal development and learning. Pre-service EFL teachers who frequently use social media may have more exposure to diverse language and cultural content, leading to increased language proficiency and intercultural competence or may have observed or witnessed the positive effects of social media on their language learning journey. That is to say the more they have witnessed their progress in language learning, the more they have engaged in these platforms or the vice versa. Parallel to this, Lin et al. (2020) found that social media use had a positive effect on student learning outcomes in higher education. This suggests that students who observe the positive effects of social media on their learning may develop more positive attitudes towards using it as a language learning tool.

As the last category, self-defense strategies category derived from the “self-affirmation and avoiding criticism from the side of others” codes, showed that pre-service teachers want to justify themselves due to the huge amount of time they devote to social media. This case, in turn, implies the opinion that the excessive use of social media, in fact, is a negative aspect rather than being positive as stated by many scholars (Hamadeh et.al, 2020; Mushtaq & Benraghda, 2018; Siddiqui & Singh, 2016; Vural, 2015).

6. CONCLUSION

6.1. Summary

In the 21st century, social media has emerged as a pervasive and influential force, captivating the attention of millions worldwide. Its popularity knows no bounds, as individuals of all ages and backgrounds use these virtual platforms for various purposes. However, one of the most remarkable aspects of social media lies in its profound impact on education. With its unparalleled reach and accessibility, social media has revolutionized the way knowledge is shared and acquired. By seamlessly blending technology and education, social media has become an indispensable tool, fostering a dynamic and interactive learning environment that transcends traditional boundaries. Specifically, in the realm of language learning, social media assumes a particularly crucial role, intertwining the popularity of these platforms with the pursuit of linguistic proficiency. As language learners increasingly turn to social media as a means of honing their language skills, the importance of accessing the attitudes of pre-service teachers who embody the dual role of prospective teacher and language learner becomes evident. Teacher candidates, straddling the line between teacher and student, offer unique insights into the challenges, strategies, and motivations associated with their language acquisition process. However, with the scarcity of studies over the views of pre-service EFL teachers with regard to language learning through social media, in this study, the attitudes of these individuals, in their language learner personas, were delved deep into in a Turkish context. To explore the phenomenon under investigation, three main research questions, which were formulated to guide the study, serve as the focal points for investigation and analysis.

With this aim, through a mixed-methods sequential explanatory design, which is a research approach that involves collecting and analyzing quantitative data first, followed by qualitative data, in order to gain a comprehensive understanding of the phenomenon under investigation, this study gathered quantitative data through a questionnaire adapted by Alghasab & Alfadley (2018) investigating the attitudes of pre-service EFL teachers. Once the quantitative data had been collected and analyzed, the researcher utilized the results to inform the formation of interview questions for the qualitative phase of the study.

Accordingly, firstly, the 30 item five -graded questionnaire was sent to 240 first, second, third, and fourth-year pre-service EFL teachers who were studying in ELT program of Anadolu University. Having collected responses from 188 pre-service EFL teachers, the quantitative data were analyzed through descriptive and inferential analyses run by SPSS 26.0. Then, for the interview phase of the data collection process, based on the quantitative results, with the consultation of instructors from the field of ELT, five interview questions were formed. Afterwards, eleven pre-service EFL teachers including five male and 6 females accepted to take part in this phase of the study. To express themselves more naturally and freely, interviews were conducted in their native language. The qualitative data obtained by transcribing the audio-recorded interviews were analyzed via content analysis and several themes as general categories were decided on with regard to the highlighted codes.

As previously mentioned, three research questions were formulated to guide the present study. The first research question focused on exploring the attitudes of pre-service EFL teacher about language learning through social media. The second research question explored whether pre-service EFL teachers' attitudes about language learning through social media altered according to gender, grade level, and frequency of social media use. The answers of these questions were sought through analyzing the data coming from the questionnaire. Subsequently, third research question addressed the opinions of pre-service teachers on the use of social media for language learning through interviews. In other words, it provided a fresh perspective or additional insights into the overall reasons of the positivity of the attitudes, enhancing the breadth and depth of the study's findings.

According to the quantitative responses, commencing with the first research question, it was found that the majority of the students had highly positive attitudes towards language learning through social media. Moreover, considering the categories of the questionnaire, it was indicated that the degree of the positivity of the attitudes towards vocabulary development, reading and listening skills enhancement, and studying through social media was high, with listening skills development being the most agreed upon category. On the other hand, writing and communication skills received fewer affirmative views from the side of the EFL student teachers compared to other skills and areas indicating their inclination towards the receptive skills more than productive skills.

Next, the results of the second research question considering gender revealed through independent samples t-test demonstrated that there was not a significant difference between the attitudes of females and male pre-service EFL teachers with regard to language learning through social media. Also, there was no difference between the views of these gender categories regarding each of the language skills and areas mentioned in the questionnaire. On the contrary, based on the results of the one-way ANOVA test conducted for determining the possibility of a difference between the attitudes of the participants from different grade levels considering language learning through social media, a significant difference was observed between the attitudes of sophomores and juniors regarding the overall attitudes towards the whole categories of the questionnaire. This difference was also detected for the writing skills and the studying (context) categories. In detail, the difference in the degree of the positivity of the attitudes towards writing skills development via social media was different according to sophomore and senior students. This discrepancy in views was apparent between sophomores and juniors with regard to studying through social media. Finally, according to the results of the one-way ANOVA test performed for identifying any difference between the attitudes of the pre-service teachers who utilized social media with diverse frequencies, it was found that there was a significant difference between the attitudes of ones who utilized social media for less than one hour and those spending more than four hours of their day on these platforms when language learning with social media was considered.

In light of the aforementioned findings, the results of the interviews revealed the factors and justifications behind the positive attitudes of the participants, their belief in the efficacy of social media in improving receptive skills over productive skills, the indifference between the attitudes of females and males, and the intensified level of positivity in the attitudes of frequent social media users towards language learning through these platforms. Briefly, some factors such as the features, benefits, and risks of social media in language learning were identified for the general views of pre-service teachers regarding language learning through social media. For instance, the comfortable atmosphere, real-life content, chance to communicate with native speakers, autonomous learning opportunity, language exposure, the possibility of incorrect information distribution and many more were the codes mentioned by participants for social media which created the preceding general categories. For the positivity of the attitudes towards receptive skills and vocabulary development, the affective

factors prevalent in social media and language input-output imbalance were selected as the main two categories. Within these categories, the motivation towards understanding the content of social media and the laziness of the pre-service EFL teachers about creating more productive skills, and the abundance of audio-visual content were the reasons for prioritizing receptive skills over productive ones. Furthermore, the interviewees refrained from providing any insights into the reasons behind the similar attitudes of females and males due to the common notion they had about the irrationality of the relationship between gender and language learning through social media. Finally, the opinions of pre-service teachers considering the more positive views of frequent SM users was linked to their social media awareness, the impact it had on their personal development, and the psychological and emotional self-defense strategies embedded in using SM.

6.2. Limitations

Despite the valuable insights gained from this study, there are several limitations that should be acknowledged. Firstly, the number of participants in this research was not evenly distributed among different grade levels. While efforts were made to include a diverse range of participants, the overall number of participants in each group was not equal. Secondly, the distribution of female and male participants was not balanced, as well. The sample included a larger proportion of females compared to males, which might have influenced the dynamics of the research findings. Another limitation of this study is the relatively small number of participants involved in the interview phase. While the qualitative interviews provided valuable in-depth insights into participants' attitudes and experiences, a larger number of participants would have allowed for a more comprehensive understanding of the topic. This imbalance in participant numbers could potentially impact the generalizability of the findings and may have introduced some bias in the results.

Additionally, another limitation is the lack of specification regarding the types of social media platforms. Different social media platforms offer unique features and affordances that can impact language learning experiences and attitudes. Since the word social media was not specified to include one well-known platform, the answers coming from the students were probably mostly based on the recent technologies they were using at the moment of the study. In other words, they were imagining e.g., Instagram when mentioning the reasons behind the

popularity of social media in enhancing receptive skills than productive ones. Therefore, the reasons provided for the usefulness of social media may not be applicable for every platform. The above-mentioned hypothesis can be seen in Aloraini and Cardoso's (2022) study since it has explored the attitudes of EFL students from a university in Saudi Arabia towards four social media platforms (Snapchat, Instagram, WhatsApp, and Twitter) and found that each platform was more usefully used for enhancing some specific skills compared to others (Aloraini & Cardoso, 2022).

6.3. Implications and Suggestions for Further Research

Based on the limitations identified in this study, several areas for further research can be suggested to enhance our understanding of language learning through social media and attitudes of learners. Firstly, future studies could aim to address the issue of unequal participant distribution by ensuring a balanced representation across different groups. This would allow for a more comprehensive analysis of the impact of gender or other demographic factors on attitudes towards language learning through social media.

In addition, conducting interviews with a larger number of participants would be beneficial to capture a broader range of perspectives and experiences. This would enable researchers to identify more common themes and patterns, as well as explore potential variations in attitudes towards language learning through social media more comprehensively.

Furthermore, future research should consider the specific types of social media platforms used by participants. By specifying the platforms, researchers can delve into the unique features and affordances of each platform and examine the attitudes in this regard. This would provide valuable insights into the role of platform characteristics in shaping learners' perceptions and preferences.

Moreover, it would be valuable to explore the reasons behind the indifference observed in the attitudes of pre-service females and males. By conducting follow-up studies, researchers could focus more on the underlying factors contributing to this similarity in attitudes, considering potential social, cultural, or educational influences. Understanding the underlying reasons can inform the development of targeted interventions or instructional

strategies to address any potential disparities or to better cater to the diverse needs of pre-service teachers.

On the whole, future research in this area should aim to overcome the limitations mentioned above, focusing on a more balanced participant distribution, larger sample sizes, specifying the types of social media platforms, and investigating the underlying factors contributing to attitude similarities among different groups. Addressing these areas would lead to a more comprehensive understanding of language learning through social media and provide practical insights for the development of effective pedagogical approaches in language education.

On the other hand, the results of the attitudes of pre-service EFL teachers towards language learning through social media carry several implications for language education and teacher training programs. These implications can guide the development of pedagogical approaches that effectively integrate social media as a tool for language learning.

Firstly, the generally positive attitudes expressed by pre-service EFL teachers towards language learning through social media suggest that incorporating SM into the curriculum of language teacher education programs specifically within the initial semesters of the program during which general language skills courses including speaking, reading, listening, and writing skills are taught would not only strengthen the language proficiency of the freshmen and sophomores within the four walls of the classroom, but also creates a purposeful habit for enhancing their language competencies during their out of class time. Also, by integrating SM into language courses, teacher educators will be able to eradicate the self-defense strategies that these teacher candidates currently foster due to their inability in determining the correct use of these social networking sites for their language education. Therefore, more room should be provided for SM in language skill courses considering teacher-to-be students' preferences and interests.

To be more specific, upon entering the ELT program, first-year student teachers have variable levels of competency in the target language. Therefore, their basic language skills, such as speaking, listening, reading, and writing, need to be developed and strengthened. On the other hand, the short attention span of these digital natives prohibits them from profoundly focusing on the courses that run through traditional-based language teaching methods rather than technology-enhanced ones. Hence, to fulfill the preferences of the

natives of this digital age and enhance their language skills at the initial stages of their teacher education program, policy makers and curriculum designers, should examine and modify the current language education curriculum and add new components such as specific chapters, activities and lessons that demand students and teachers to integrate social media.

Moving on to second- and third-year student teachers' desires and expectations, the implication would be the addition or the possibility of adding more social-media assisted language learning elective courses to the curriculum which provide teacher candidates with more opportunities to learn the main premises of ELT and have more socially interacted atmospheres both for learning and teaching English.

The responsibility of policy makers and curriculum designers in creating the above-mentioned options requires careful and comprehensive consideration which otherwise ruins the desired outcome teachers and student teachers are expecting from SM in language learning. Therefore, prior to applying social media integrated language courses or activities, the authorities should set clear language goals for each course, provide the necessary equipment and tools for educators, familiarize teacher educators with the vital pedagogical strategies and training for integrating SM into language teaching, and share exemplary blogs, SNS platforms, and online communities with teachers to create a better vision for them. Afterwards, executing the most integral part of applying a new approach, the decision makers should continually collect feedback from language educators and pre-service teachers, and stay informed about the continually changing trends and preferences of the current era by conducting research or reading the studies such as the present one to make the necessary changes to the curriculum where needed.

Furthermore, the appreciation of the flexibility, convenience, and accessibility of social media platforms highlight the potential for personalized and self-paced learning experiences. Language educators can leverage social media platforms to provide learners with a range of learning materials, interactive exercises, and opportunities for meaningful communication and collaboration. By incorporating social media into their instructional practices, teachers can create a blended learning environment that combines face-to-face interaction with online activities, catering to the diverse learning needs and preferences of pre-service EFL teachers.

Additionally, the positive perception of social interaction and engagement with peers and native speakers on social media platforms suggests the importance of promoting

communicative language use beyond the traditional classroom setting. Language educators can encourage pre-service EFL teachers to actively engage in online communities, participate in language exchange programs, and utilize social media for authentic communication purposes. Such practices can enhance language learners' communicative competence, cultural understanding, and confidence in using the target language.

Finally, considering the attitudes towards language learning through social media, even if young adults namely pre-service EFL teachers who are experiencing language learning for several years have such positive views, this positiveness is indisputable for other language learner groups including high, secondary, and primary school students who are born as real digital natives and are intrinsically motivated to learn via technology. For this reason, language teachers and educators should pay more attention to the desires and requirements of them by creating more extracurricular activities that integrate social media in their language learning processes.

In conclusion, the attitudes of pre-service EFL teachers towards language learning through social media indicate the potential benefits and opportunities that social media platforms offer in language education. Incorporating social media into language instruction can foster motivation, personalization, and authentic communication, aligning with the evolving needs and preferences of today's language learners. By capitalizing on these attitudes, language educators can design innovative and effective pedagogical approaches that harness the power of social media to enhance language learning experiences and outcomes.

REFERENCES

- Abbate, J. (2000). *Inventing the internet*. MIT press.
- Abidin, M. J. Z., Pour-Mohammadi, M., & Hamid, F. B. A. (2011). Blogging: Promoting peer collaboration in writing. *International Journal of Business, Humanities and Technology*, 1(3), 98-105.
- Abidin, M. J. Z., Pour-Mohammadi, M., Singh, K. K. B., Azman, R., & Souriyavongsa, T. (2011). The effectiveness of using songs in YouTube to improve vocabulary competence among upper secondary school studies. *Theory and Practice in Language Studies*, 1(11), 1488-1496.
- Abraham, S., Mir, B. A., Suhara, H., & Sato, M. (2018). Exploring Academic use of online social networking sites (SNS) for language learning: Japanese students' perceptions and attitudes towards Facebook. *Journal of Information Technology & Software Engineering*, 8(1), 1-5.
- Abu-Ayfah, Z. A. (2020). Telegram App in Learning English: EFL Students' Perceptions. *English Language Teaching*, 13(1), 51-62.
- AbuSa'aleek, A. O. (2015). Students' perceptions of English language learning in the Facebook context. *Teaching English with technology*, 15(4), 60-75.
- Adnan, N. I., Ramli, S., & Ismail, I. N. (2021). Investigating the usefulness of TikTok as an educational tool. *International Journal of Practices in Teaching and Learning (IJPTL)*, 1(2), 1-5.
- Agarwal, R., & Day, A. E. (1998). The impact of the Internet on economic education. *The Journal of Economic Education*, 29(2), 99-110.
- Ahmed, S. T. S. (2019). Chat and learn: Effectiveness of using WhatsApp as a pedagogical tool to enhance EFL learners reading and writing skills. *International Journal of English Language and Literature Studies*, 8(2), 61-68.

- Aichner, T., Grünfelder, M., Maurer, O., & Jegeni, D. (2021). Twenty-five years of social media: a review of social media applications and definitions from 1994 to 2019. *Cyberpsychology, behavior, and social networking*, 24(4), 215-222.
- Akbari, E., Pilot, A., & Simons, P. R. J. (2015). Autonomy, competence, and relatedness in foreign language learning through Facebook. *Computers in Human Behavior*, 48, 126-134.
- Akhlar, A., Mydin, A. A., & Kasuma, S. A. A. (2017). Students' perception and attitudes towards the use of Instagram in English language writing. *Malaysian Journal of Learning and Instruction (MJLI), Special issue on Graduate Students Research on Education*, 47-72.
- Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224-233.
- Alabsi, K. M., & Alghamdi, F. M. (2019). Students' opinions on the functions and usefulness of communication on WhatsApp in the EFL higher education context. *Arab World English Journal, Special Issue 1: Application of Global ELT Practices in Saudi Arabia*, 129-144.
- Alahmad, M. (2020). The effectiveness of telegram app in learning English. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(3), 1274-1280.
- Al-Ali, S. (2014). Embracing the selfie craze: Exploring the possible use of Instagram as a language mLearning tool. *Issues and Trends in Educational Technology*, 2(2).
- Albahiri, M. H., & Alhaj, A. A. M. (2020). Role of visual element in spoken English discourse: implications for YouTube technology in EFL classrooms. *The Electronic Library*, 38(3), 531-544.
- Alemi, M., Sarab, M. R. A., & Lari, Z. (2012). Successful learning of academic word list via MALL: Mobile Assisted Language Learning. *International Education Studies*, 5(6), 99-109.
- Al-Garawi, A. Y. A. (2016). Investigating the use of Instagram as a MALL Tool: The case of Al-Imam university EFL students. Al-Imam Mohammad Ibn Saud Islamic

- University, College of Languages and Translation, Saudi Arabia. (Master Thesis). Retrieved from *Arab World English Journal* (ID Number: 233) August 2019,1-58.
- Alghasab, M. & Alfadley, A. (2018). Are they learning language through social media interaction? Exploring EFL pre-service teachers' perceptions of the usefulness of social media in enhancing their language skills. *British Journal of Education*, 6(3),1-17.
- Alias, A. A., Ab Manan, N. A., Yusof, J., & Pandian, A. (2012). The use of Facebook as language learning strategy (LLS) training tool on college students' LLS use and academic writing performance. *Procedia-Social and Behavioral Sciences*, 67, 36-48.
- Allagui, B. (2014). Writing through WhatsApp: an evaluation of students writing performance. *International Journal of Mobile Learning and Organisation*, 8(3-4), 216-231.
- Alnujaidi, S. (2017). Social network sites effectiveness from EFL students' viewpoints. *English Language Teaching*, 10(1), 39-49.
- Alobaid, A. (2020). Smart multimedia learning of ICT: role and impact on language learners' writing fluency—YouTube online English learning resources as an example. *Smart Learning Environments*, 7(1), 1-30.
- Aloraini, N., & Cardoso, W. (2022). Social media in language learning: A mixed-methods investigation of students' perceptions. *Computer Assisted Language Learning*, 35(8), 1707-1730.
- Alotumi, M. (2015). Facebook interaction (FBI) and essay writing pre-task: Yemeni EFL students' perceptions, attitudes and challenges. In G. Pickering & P. Gunashekar (Eds.), *Innovation in English language teacher education* (125-133). British Council, India.
- Alqahtani, E. T. (2014). *Effectiveness of using YouTube on enhancing EFL students' listening comprehension skills*. Unpublished Master Dissertation. Saudi Arabia: Al-Imam Muhammad Ibin Saud Islamic University.

- Alqahtani, S. M., Bhaskar, C. V., Vadakalur Elumalai, K., & Abumelha, M. (2018). WhatsApp: An online platform for university-level English language education. *Arab World English Journal (AWEJ)*, 9(4), 108 -121.
- Altakhaineh, A. R. M., & Al-Jallad, M. Z. (2018). The use of Twitter and Facebook in teaching mechanics of writing to Arabic-speaking EFL learners. *International Journal of Emerging Technologies in Learning (IJET)*, 13(09), 4–14.
- Altam, S. (2020). Influence of social media on EFL Yemeni learners in Indian Universities during Covid-19 pandemic. *Linguistics and Culture Review*, 4(1), 35-47.
- Altunkaya, H., & Topuzkanamis, E. (2018). The effect of using Facebook in writing education on writing achievement, attitude, anxiety and self-efficacy perception. *Universal Journal of Educational Research*, 6(10), 2133-2142.
- Alwehaibi, H. O. (2015). The impact of using Youtube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121-126.
- Andújar-Vaca, A., & Cruz-Martínez, M. S. (2017). Mobile instant messaging: WhatsApp and its potential to develop oral skills. *Comunicar: Revista Científica de Comunicación y Educación*, 25(50), 43-52.
- Anggraeni, C. W. (2017). Students' perspectives toward the use of Instagram in writing class. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 1, pp. 68-74). Semarang: Faculty of Foreign Language and Culture Universitas Muhammad Iyah.
- Anggrarini, N., & Faturokhman, I. (2021). Students' perception on the use of YouTube in English language learning during pandemic in Wiralodra university. *JELLT (Journal of English Language and Language Teaching)*, 5(1), 86-99.
- Anumanthan, S., & Hashim, H. (2022). Improving the learning of regular verbs through TikTok among primary school ESL pupils. *Creative Education*, 13(3), 896-912.

- Anwas, E., Sugiarti, Y., Permatasari, A., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H. & Rivalina, R. (2020). Social media usage for enhancing English language skill. *International Association of Online Engineering*, <https://www.learntechlib.org/p/216465/> (Accessed on 22.5.2023).
- Arndt, H. (2014). *English vocabulary learning through watching YouTube videos and reading blog posts*. Unpublished Doctoral Dissertation. England: University of Oxford.
- Arndt, H., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning and Technology*, 22(3).
- Arzu, E. K. O. Ç. (2014). Facebook groups as a supporting tool for language classrooms. *Turkish Online Journal of Distance Education*, 15(3), 18-26.
- Ashiyani, Z., & Salehi, H. (2016). Impact of WhatsApp on learning and retention of collocation knowledge among Iranian EFL learners. *Advances in Language and Literary Studies*, 7(5), 112-127.
- Aydin, S. (2017). A descriptive study on EFL learners' perceptions of Facebook. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21(2), 381-400.
- Aydın, S., & Özdemir, E. (2019). A qualitative research on foreign language learners' perceptions of Facebook as a learning environment. *Language and Technology*, 1(1), 16-29.
- Aydın, Z., & Yıldız, S. (2014). Using wikis to promote collaborative EFL writing. *Language Learning & Technology*, 18(1), 160-180.
- Azevedo, M. L. D. (2022). *Social media and second language learning: The impact of TikTok on listening comprehension*. Unpublished Bachelor's thesis. Brazil: Universidade Federal do Rio Grande do Norte.
- Azlan, N. A. B., Zakaria, S. B., & Yunus, M. M. (2019). Integrative task-based learning: Developing speaking skill and increase motivation via Instagram. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 620-636.

- Bağcı, H., & Cihat, A. T. A. R. (2018). Pre-service English teachers' acceptance and use of social networks for learning and teaching purposes. *Journal of Theoretical Educational Science, UBEK-2018*, 189-203.
- Bakar, S., Aminullah, R., Sahidol, J. N. M., Harun, N. I., & Razali, A. (2019). Using YouTube to encourage English learning in ESL classrooms. In: Mohamad Noor, M., Ahmad, B., Ismail, M., Hashim, H., Abdullah Baharum, M. (Eds), In *Proceedings of the regional conference on science, technology and social sciences (RCSTSS 2016)* (pp. 415-419). Singapore: Springer.
- Balbay, S., & Kilis, S. (2017). Students' perceptions of the use of a YouTube channel specifically designed for an academic speaking skills course. *Eurasian Journal of Applied Linguistics*, 3(2), 235-251.
- Balcikanli, C. (2015). Prospective English language teachers' experiences in Facebook: Adoption, use and educational use in Turkish context. *International Journal of Education and Development Using ICT*, 11(3).
- Baniabdelrahman, A. A. (2013). Effect of using Internet tools on enhancing EFL students' speaking skill. *Journal of Contemporary Research*, 3(6), 79-87.
- Bani-Hani, N. A., Al-Sobh, M. A., & Abu-Melhim, A. R. H. (2014). Utilizing Facebook groups in teaching writing: Jordanian EFL students' perceptions and attitudes. *International Journal of English Linguistics*, 4(5), 27.
- Barrot, J. S. (2018). Facebook as a learning environment for language teaching and learning: A critical analysis of the literature from 2010 to 2017. *Journal of Computer Assisted Learning*, 34(6), 863-875.
- Barrot, J. S. (2022). Social media as a language learning environment: A systematic review of the literature (2008-2019). *Computer assisted language learning*, 35(9), 2534-2562.
- Başöz, T. (2016). Pre-service EFL teachers attitudes towards language learning through social media. *Procedia-Social and Behavioral Sciences*, 232, 430-438.

- Baytekin, M. E., & Su-Bergil, A. (2021). The role of Web2. 0 and social media tools in foreign language learning. *Turkish Online Journal of Educational Technology-TOJET*, 20(2), 104-115.
- Bensalem, E. (2018). The impact of WhatsApp on EFL students' vocabulary learning. *Arab World English Journal*, 9 (1), 23-38.
- Bernard, A. V. (2021). Expanding ESL students' vocabulary through TikTok videos. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 11(2), 171-184.
- Betts, G. T., & Kercher, J. K. (1999). *Autonomous learner model: Optimizing ability*. Alps Publ.
- Binti Mistar, I., & Embi, M. A. (2016). Students' perception on the use of WhatsApp as a learning tool in ESL classroom. *Journal of Education and Social Sciences*, 4(6), 96-104.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated Communication*, 13(1), 210-230.
- Budianto, L., & Yudhi, A. (2021). Utilizing WhatsApp-driven learning during Covid-19 outbreak: EFL users' perceptions and practices. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 22(1), 264-281.
- Cagas, R. L. D. (2022). The use of Tiktok videos in enhancing the speaking and grammar skills of higher education students. In *Language Education Forum*, 3(1), 1-3.
- Carpenter, J. P., Morrison, S. A., Craft, M., & Lee, M. (2020). How and why are educators using Instagram? *Teaching and teacher education*, 96, 103149.
- Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic journal of communication*, 23(1), 46-65.
- Chand, R., Alasa, V. M., Chitiyo, J., & Pietrantoni, Z. (2022). Preparation of pre-service teachers: Assessment of generation Z students. In *Handbook of Research on Digital-Based Assessment and Innovative Practices in Education* (pp. 116-130). IGI Global.

- Cheng, H. Y. (2012). *Applying Twitter to EFL reading and writing in a Taiwanese college setting*. Unpublished Doctoral Dissertation. Indiana: Indiana State University.
- Chinnery, G. M. (2006). Going to the MALL: Mobile assisted language learning. *Language learning & technology*, 10(1), 9-16.
- Christison, M. A., & Krahnke, K. J. (1986). Student perceptions of academic language study. *TESOL quarterly*, 20(1), 61-81.
- Chugh, R., & Ruhi, U. (2018). Social media in higher education: A literature review of Facebook. *Education and Information Technologies*, 23(2), 605-616.
- Citrawati, N. K., Suwastini, N. K. A., Jayantini, I. G. S. R., Artini, N. N., & Dantes, G. R. (2021). Telegram as social networking service (SNS) for enhancing students' English: A systematic review. *JELTL (Journal of English Language Teaching and Linguistics)*, 6(2), 239-260.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Sage.
- Cruz, A. P. V. D. (2019). Instagram as a collaborative virtual language learning environment to foster EFL learners' writing skills. *Revista Tecnologias na Educação*, 30, 1-15.
- Dahdal, S. (2020). Using the WhatsApp social media application for active learning. *Journal of Educational Technology Systems*, 49(2), 239-249.
- Damanik, E. S. D. (2020). Student attitude toward the use of Whatsapp in EFL class. *Vision*, 15(2), 13-22.
- Damronglaohapan, S., & Stevenson, E. (2013). Enhancing listening skills through movie clips on YouTube. In *The European Conference on Technology in the Classroom, Official Conference Proceedings*, https://papers.iafor.org/wp-content/uploads/papers/ectc2013/ECTC2013_0088.pdf (Accessed on 12/12/2022).

- Dargahi Nobari, A., Reshadatmand, N., & Neshati, M. (2017). Analysis of Telegram, an instant messaging service. In *Proceedings of the 2017 ACM on Conference on Information and Knowledge Management* (pp. 2035-2038). United States: Association for Computing Machinery.
- Davies, N. F. (1976). Receptive versus productive skills in foreign language learning. *The Modern Language Journal*, 60(8), 440-443.
- Dawot, N. I. M., & Ibrahim, R. (2014). A review of features and functional building blocks of social media. In *2014 8th. Malaysian Software Engineering Conference (MySEC)* (pp. 177-182). IEEE.
- Derakhshan, A., Salehi, D., & Rahimzadeh, M. (2015). Computer-assisted language learning (CALL): Pedagogical pros and cons. *International Journal of English Language and Literature Studies*, 4(3), 111-120.
- DiMaggio, P., Hargittai, E., Neuman, W. R., & Robinson, J. P. (2001). Social implications of the internet. *Annual review of sociology*, 27(1), 307-336.
- Dizon, G. (2015). Japanese students' attitudes towards the use of Facebook in the EFL classroom. *The language teacher*, 39(5), 9-14.
- Dizon, G. (2016). A comparative study of Facebook vs. paper-and-pencil writing to improve L2 writing skills. *Computer Assisted Language Learning*, 29(8), 1249-1258.
- Duong, C. T. P. (2020). Social media. A literature review. *Journal of Media Research- Revista de Studii Media*, 13(38), 112-126.
- Eagly, A., & Chaiken, S. (1998). Attitude structure. *Handbook of social psychology*, 1, 269-322.
- Edosomwan, S., Prakasan, S. K., Kouame, D., Watson, J., & Seymour, T. (2011). The history of social media and its impact on business. *Journal of Applied Management and entrepreneurship*, 16(3), 79.

- Ekinci, E., & Ekinci, M. (2017). Perceptions of EFL learners about using mobile applications for English language learning: A case study. *International Journal of Language Academy*, 5(5), 175-193.
- Elabdali, R. (2016). *Wiki-based collaborative creative writing in the ESL classroom*. Unpublished Doctoral Dissertation. Portland: Portland State University.
- ElsayyedSanad, H. A. (2016). EFL students' perceptions and attitudes towards Facebook as an educational learning tool. *International Journal of Humanities and Social Science Invention*, 5(9), 15-25.
- Erarslan, A. (2019). Instagram as an education platform for EFL learners. *Turkish Online Journal of Educational Technology-TOJET*, 18(3), 54-69.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Fahdin, R. G. P. (2020). Student's perception toward the use of TikTok in learning English vocabulary. *Khazanah: Jurnal Mahasiswa*, 12(2), 61–72.
- Fattah, S. F. E. S. A. (2015). The effectiveness of using WhatsApp messenger as one of mobile learning techniques to develop students' writing skills. *Journal of Education and practice*, 6(32), 115-127.
- Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2019). Using Facebook in EFL writing class: Its effectiveness from students' perspective. *KnE Social Sciences*, 3(19), 634-645.
- Fouz-González, J. (2017). Pronunciation instruction through Twitter: The case of commonly mispronounced words. *Computer Assisted Language Learning*, 30(7), 631-663.
- Fuchs, C. (2021). *Social media: A critical introduction*. Sage.
- Gamble, C., & Wilkins, M. (2014). Student attitudes and perceptions of using Facebook for language learning. *Dimension*, 49-72.

- Gao, F., Luo, T., & Zhang, K. (2012). Tweeting for learning: A critical analysis of research on microblogging in education published in 2008–2011. *British Journal of Educational Technology*, 43(5), 783-801.
- García-Gómez, A. (2022). Learning through WhatsApp: Students' beliefs, L2 pragmatic development and interpersonal relationships. *Computer Assisted Language Learning*, 35(5-6), 1310-1328.
- Ghouali, K., & Benmoussat, S. (2019). Investigating the effect of social media on EFL students' written production: Case of third-year EFL students at Tlemcen University, Algeria. In *Arab World English Journal (AWEJ) May 2019 Chlef University International Conference Proceedings*, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3400418 (Accessed on 25/04/2023).
- Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Sciences*, 143, 477-481.
- Gonulal, T. (2019). The use of Instagram as a mobile-assisted language learning tool. *Contemporary Educational Technology*, 10(3), 309-323.
- Gray, D. E. (1999). The internet in lifelong learning: Liberation or alienation? *International Journal of Lifelong Education*, 18(2), 119-126.
- Greenhow, C., & Gleason, B. (2012). Twitteracy: Tweeting as a new literacy practice. *The Educational Forum*, 76(4), 464–478.
- Gunantar, D. A., & Transinata, T. (2019). Writing caption on Instagram as media for student's motivation and writing skill improvement. *ETERNAL (English Teaching Journal)*, 10(1), 30-35.
- Hamadeh, W., Bahous, R., Diab, R., & Nabhani, M. (2020). Using social media to enhance second language learning. *Computer-Assisted Language Learning Electronic Journal*, 21(2), 132-149.

- Hariyono, T. C. (2020). Teaching vocabulary to young learner using video on YouTube at English course. *Language Research Society*, 1(1), 41-46.
- Haron, H., & Rahmat, N. H. (2020). Exploring the theory of activity in English language writing: The case for WhatsApp. *International Journal of Asian Social Science*, 10(11), 671-684.
- Hassan, A. Q., & Ahmed, S. S. (2018). The impact of WhatsApp on learners' achievement: A case study of English language majors at King Khalid University. *International Journal of English Language Education*, 6(2), 69-81.
- Hattem, D., & Lomicka, L. (2016). What the Tweets say: A critical analysis of Twitter research in language learning from 2009 to 2016. *E-learning and Digital Media*, 13(1-2), 5-23.
- Heil, C. R., Wu, J. S., Lee, J. J., & Schmidt, T. (2016). A review of mobile language learning applications: Trends, challenges, and opportunities. *The EuroCALL Review*, 24(2), 32-50.
- Hempstead, C. A., & Worthington, W. E. (2005). *Encyclopedia of 20th-century Technology*. Routledge.
- Herlisya, D., & Wiratno, P. (2022). Having good speaking English through TikTok application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191-198.
- Hu, H., & Du, K. (2022). TikTok in mobile-assisted English language learning: An exploratory study. *International Journal of Information and Education Technology*, 12(12), 1311-1320.
- Ilyas, M., & Putri, M. E. (2020). YouTube channel: An alternative social media to enhance EFL students' speaking skill. *J-SHMIC: Journal of English for Academic*, 7(1), 77-87.
- Imamyartha, D., Wahjuningsih, E., A'yunin, A., Santihastuti, A., Fauzie, T. A., Laura, D., Andika & Candra, E. (2022). EFL learners' engagement and learning motivation in team-based mobile language learning through WhatsApp. *Teaching English with Technology*, 22(1), 82-103.

- Indrastana, N. S., & Rinda, R. K. (2021). The implementation of mobile-assisted language learning through YouTube vlogging to boost students' speaking performance. *Proceedings of the First International Conference on Social Science, Humanity, and Public Health (ICOSHIP 2020)* (pp. 50-54). Atlantis Press.
- Inpeng, S., & Nomnian, S. (2022). Facebook as a promotional tool for learner autonomy: Thai pre-service EFL teachers' voices. *TEFLIN Journal*, 33(2), 292-309.
- Jafari, S., & Chalak, A. (2016). The role of WhatsApp in teaching vocabulary to Iranian EFL learners at junior high school. *English Language Teaching*, 9(8), 85-92.
- Jin, S. (2015). Using Facebook to promote Korean EFL learners' intercultural competence. *Language Learning & Technology*, 19(3), 38-51.
- John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational psychologist*, 31(3-4), 191-206.
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education?. *The Internet and higher education*, 13(4), 179-187.
- Kabooha, R., & Elyas, T. (2015). The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms. In 8th International Conference of Education, Research and Innovation in *ICERI 2015 Conference* (pp. 3525-3531). IATED.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business horizons*, 53(1), 59-68.
- Kartal, G., & Korucu-Kis, S. (2020). The use of Twitter and Youglish for the learning and retention of commonly mispronounced English words. *Education and Information Technologies*, 25(1), 193-221.
- Kazancı, R., & Caner, M. (2020). Weblogs in EFL writing course. *Journal of Narrative and Language Studies*, 8(14), 151-163.
- Khalitova, L., & Gimaletdinova, G. (2016). Mobile technologies in teaching English as a foreign language in higher education: A case study of using mobile application

- Instagram. In 9th annual International Conference of Education, Research and Innovation in *Iceri2016 Proceedings* (pp. 6155-6161). IATED.
- Khan, I. U., Javad, A., Khan, A. A., & Khan, M. S. (2020). EFL learners' perceptions regarding Whatsapp use in English language learning proficiency development at university level. *Academic Journal of Social Sciences (AJSS)*, 4(4), 1107-1121.
- Khodabandeh, F. (2020). The effect of social network use on EFL learners' second language achievement: An investigation into their attitudes. *IAU International Journal of Social Sciences*, 10(1), 25-37.
- Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business horizons*, 54(3), 241-251.
- Komariyah, T., Sulistiowati, W., Fajri, L. A., & Allatif, N. (2022, June). The Implementation of TikTok application to learn speaking skill in English Language Teaching (ELT). In *Conference on English Language Teaching* (Vol. 2, pp. 142-154), scholar.archive.org. (Accessed on 9/12/2022).
- Kumar, A., & Syed, H. (2021). Facebook as a language learning environment: A descriptive study on ESL learners' perceptions. *University of Chitral Journal of Linguistics & Literature*, 2(I), 64-76.
- Kurniawan, A., & Kastuhandani, L. A. (2016). Utilizing Instagram for engaging students in their creative writing. *Proceedings of Indonesia Technology Enhanced Language Learning (ITELL)* (pp. 4-7). Salatiga: Satya Wacana University Press.
- Lai, C., Yeung, Y., & Hu, J. (2016). University student and teacher perceptions of teacher roles in promoting autonomous language learning with technology outside the classroom. *Computer Assisted Language Learning*, 29(4), 703-723.
- Lailiyah, M., & Setyaningsih, L. A. (2020). Students' perception of online communication language learning through Instagram. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 5(2), 188-195.

- Lee, L. (2010). Exploring wiki-mediated collaborative writing: A case study in an elementary Spanish course. *Calico Journal*, 27(2), 260-276.
- Lee, Y. J. (2023). Language learning affordances of Instagram and TikTok. *Innovation in Language Learning and Teaching*, 17(2), 408-423.
- Leiner, B. M., Cerf, V. G., Clark, D. D., Kahn, R. E., Kleinrock, L., Lynch, D. C., ... & Wolff, S. (2009). A brief history of the internet. *ACM SIGCOMM Computer Communication Review*, 39(5), 22-31.
- Lestari, D. E., & German, E. (2021). Incorporating Instagram features in EFL learning environment. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(2), 168-180.
- Li, M. (2012). Use of wikis in second/foreign language classes: A literature review. *CALL-EJ*, 13(1), 17-35.
- Listiani, G. (2016). The effectiveness of Instagram writing compared to teacher centered writing to teach recount text to students with high and low motivation (The case of eight grade students in SMP Kesatrian 1 Semarang in the academic year of 2015/2016). *ELT Forum: Journal of English Language Teaching*, 5(1), 1-8.
- Lomicka, L., & Lord, G. (2012). A tale of tweets: Analyzing microblogging among language learners. *System*, 40(1), 48-63.
- Lou, S. J., Wu, S. C., Shih, R. C., & Tseng, K. H. (2010). Adoption of blogging by a Chinese language composition class in a vocational high school in Taiwan. *Australasian Journal of Educational Technology*, 26(6), 898-916.
- Lund, A. (2008). Wikis: A collective approach to language production. *ReCALL*, 20(1), 35-54.
- Mahmud, M. M., & Ching, W. S. (2012). Facebook does it really work for L2 learners. *Academic Research International*, 3(2), 357-370.

- Malik, A., Heyman-Schrum, C., & Johri, A. (2019). Use of Twitter across educational settings: A review of the literature. *International Journal of Educational Technology in Higher Education*, 16(1), 1-22.
- Manan, N. A. (2017). WhatsApp mobile tool in second language learning. *Indonesian EFL Journal*, 3(1), 87-92.
- Mansor, N., & Rahim, N. A. (2017). Instagram in ESL classroom. *Man in India*, 97(20), 107-114.
- Marleni, L., & Asilestari, P. (2018). The effect of using social media: WhatsApp toward the students speaking skill. *Journal of English Language and Education*, 3(2), 1-16.
- Mars, M., Morris, C., & Scott, R. E. (2019). WhatsApp guidelines—what guidelines? A literature review. *Journal of telemedicine and telecare*, 25(9), 524-529.
- McHugh, M. L. (2012). Interrater reliability: The kappa statistic. *Biochemia medica*, 22(3), 276-282.
- Meinawati, E., Rahmah, N. A., Harmoko, D. D., & Dewi, N. (2020). Increasing English speaking skill through YouTube. *Polyglot: Jurnal Ilmiah*, 16(1), 1-13.
- Miangah, T. M., & Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems*, 3(1), 309-319.
- Min, T. S., & Hashim, H. (2022). Boosting students' motivation in learning descriptive writing through Instagram. *Creative Education*, 13(3), 913-928.
- Mitchell, K. (2012). A social tool: Why and how ESOL students use Facebook. *Calico Journal*, 29(3), 471-493.
- Mompean, J. A., & Fouz-González, J. (2016). Twitter-based EFL pronunciation instruction. *Language Learning & Technology*, 20(1), 166-190.
- Monica-Ariana, S., & Anamaria-Mirabela, P. (2014). The impact of social media on vocabulary learning case study Facebook. *Annals of the University of Oradea, Economic Science Series*, 23(2), 120-130.

- Mushtaq, A. J., & Benraghda, A. (2018). The effects of social media on the undergraduate students' academic performances. *Library Philosophy and Practice*, 4(1), <https://digitalcommons.unl.edu/libphilprac/1779> (Accessed on 23/04/2023).
- Musiał, K., & Kazienko, P. (2013). Social networks on the internet. *World Wide Web*, 16(1), 31-72.
- Mustafa, E. N. E. (2018). The impact of YouTube, Skype and WhatsApp in improving EFL learners' speaking skill. *International Journal of Contemporary Applied Researches*, 5(5), 18-31.
- Nihayati, A., & Indriani, L. (2021). EFL students' perspective on WhatsApp as media of online teaching and learning in Covid-19 Pandemic. *Journal of Research on Language Education*, 2(1), 44-52.
- Nofrika, I. (2019). EFL students' voices: The role of YouTube in developing English competences. *Journal of Foreign Language Teaching and Learning*, 4(1), 56-73.
- Noni, N., & Basri, M. (2019) WhatsApp audio and video chat-based in stimulating students' self-confidence and motivation to speak English. *Asian EFL Journal*, 23 (6.3).
- Novawan, A., Alvarez-Tosalem, S. M., Ismailia, T., Wicaksono, J. A., & Setiarini, R. B. (2021). Students' experiences of online English language learning by using YouTube. In *The First International Conference on Social Science, Humanity, and Public Health (ICOSHIP 2020)* (pp. 220-226). Atlantis Press.
- Nushi, M., & Dayani, A. (2022). Instagram-assisted learning of collocations and colligations: The case of EFL learners. *EDUCATION*, 17(1), 44-61.
- O'Hara, K. P., Massimi, M., Harper, R., Rubens, S., & Morris, J. (2014, February). Everyday dwelling with WhatsApp. In *Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing* (pp. 1131-1143). United States: Association for Computing Machinery.

- Opsahl, M. K., & Levin, H. (2022). *Trending: A new way of language learning: Students' language acquisition through TikTok*. Unpublished Master Dissertation, Norway: University of South-Eastern Norway.
- Ortner, C., Sinner, P., & Jadin, T. (2018). The history of online social media. *The SAGE handbook of web history* (pp.372-384). Sage.
- Özdemir, E. (2017). Promoting EFL learners' intercultural communication effectiveness: a focus on Facebook. *Computer Assisted Language Learning*, 30(6), 510-528.
- Pitaloka, N. L., Anggraini, H. W., & Sari, A. (2021, January). Social media for learning English: The views of pre-service EFL teachers. In *4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020)* (pp. 370-377). Atlantis Press.
- Prasojo, L. D., Habibi, A., Mukminin, A., Taridi, M., & Saudagar, F. (2017). Managing digital learning environments: Student teachers' perception on the social networking services use in writing courses in teacher education. *Turkish Online Journal of Educational Technology-TOJET*, 16(4), 42-55.
- Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, March). Utilizing TikTok application as media for learning English pronunciation. In *International Conference on Education of Suryakencana (IConnects Proceedings)* (pp. 372-382), <https://jurnal.unsur.ac.id/cp/about> (Accessed on 26/10/2022)
- Prensky, M. (2001). Digital natives, digital immigrants part 2: Do they really think differently? *On the horizon*, 9(6), 1-6.
- Prensky, M. (2005). What can you learn from a cell phone? Almost anything. *Innovate: Journal of Online Education*, <https://www.learntechlib.org/p/107282/> (Accessed on 30/10/2022).
- Puangrimaggalatung, S. T. I. A., Yusriadi, Y., & Tahir, S. Z. B. (2022). MALL in learning English through social networking tools: Students' perceptions on Instagram feed-based task and peer feedback. *Computer Assisted Language Learning*, 23(2), 198-216.

- Purnamasari, A. (2019). Pre-Service EFL Teachers' perception of using Facebook group for learning. *Journal of English Teaching*, 5(2), 104-114.
- Putri, E. (2022). An impact of the use Instagram application towards students vocabulary. *Pustakailmu. id*, 2(2), 1-10.
- Putri, F. H. (2019). Youtube for self-regulated language learning: An EFL perspective. *English Education: Jurnal Tadris Bahasa Inggris*, 12(2), 42-57.
- Putri, F. H., Wijayanto, A., & Supriyadi, S. (2020). Strengths and weaknesses of self-regulated learning through YouTube: Indonesian EFL students' perceptions. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(4), 531-542.
- Putri, N., & Aminatun, D. (2021). Using Facebook to practice writing skill: What do the students think? *Journal of English Language Teaching and Learning*, 2(1), 45-50.
- Qisthi, N., & Arifani, Y. (2020). The application of project-based learning via Instagram to improve EFL students speaking skill. In *Proceedings of the Borneo International Conference on Education and Social Sciences (BICESS 2018)* (pp. 201-209), <https://www.scitepress.org/Papers/2018/90188/90188.pdf> (Accessed on 26/10/2022)
- Qomariyah, S. S. A., Permana, D., & Hidayatullah, H. (2021). The effect of YouTube video on students' listening comprehension performance. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 67-73.
- Rachmijati, C., Anggraeni, A., & Apriliyanti, D. L. (2019). Implementation of blended learning through YouTube media to improve students' speaking skill. *OKARA: Jurnal Bahasa dan Sastra*, 13(2), 153-164.
- Rahmadan Dwi, P. (2022). *University students' perception toward the use of TikTok as learning media*. Unpublished Dissertation. Indonesia: Universitas Jambi.
- Rakhmanina, L., & Yuneva, Y. (2018). The application of Instagram activity to improve students motivation in English speaking. *Edu-Ling: Journal Of English Education And Linguistics*, 2(1), 49-59.

- Rasyiid, R. N., Maulina, M., Resueño, C. P., Nasrullah, R., & Rusli, T. I. (2021). Instagram usage in learning English: A literature review. *Tell: Teaching of English Language and Literature Journal*, 9(2), 133-146.
- Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. *Language Teaching*, 52(1), 1-39.
- Riswandi, D. (2016). Use of YouTube-based videos to improve students' speaking skill. *Proceeding of the international conference on teacher training and education*, 2(1), 298-306.
- Ryan, P. (2011). *Social networking*. The Rosen Publishing Group, Inc.
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7), e07543.
- Şahan, Ö., Çoban, M., & Razi, S. (2016). İngilizce deyimlerin WhatsApp aracılığıyla öğretimi: Akıllı telefonların sınıf dışı kullanımı. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 18(2), 1230-1251.
- Sahayu, W. (2019). The effect of YouTube on high school students' second language acquisition. *Online Submission*, 2(6), 38-44.
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Students' perceptions toward using YouTube in EFL classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1), 1-10.
- Salih, U. S. U. N. (2003). Educational uses of the internet in the world and Turkey (a comparative review). *Turkish Online Journal of Distance Education*, 4(3).
- Santana, J., García-Santillán, A., & Pozos-Texon, F. (2014). Learning vocabulary through Twitter. In *ICERI2014 Proceedings* (pp. 4178-4184). IATED.
- Saputra, Y. (2018). Changing students' perception on learning extensive listening through YouTube. *English Empower: Journal of Linguistics and Literature*, 3(1), 41-49.

- Sarangapani, S., & Hashim, H. (2022). "InstaGrammar!" Incorporating Instagram reel to enhance English as a second language learners' grammatical accuracy. *Creative Education*, 13(6), 1965-1980.
- Sari Purba, M., & Setyarini, S. (2020, October). Mobile learning through WhatsApp: EFL students' perceptions. In *2020 12th International Conference on Education Technology and Computers* (pp. 27-32). United States: Association for Computing Machinery.
- Shariff, S. B. M., & Shah, P. M. (2019). Pupils' perception of using YouTube and autonomous learning. *Creative Education*, 10(13), 3509-3520.
- Siddig, B. (2020). Social media in teaching of languages. *International Journal of Emerging Technologies in Learning (iJET)*, 15(12), 72-80.
- Siddiqui, S., & Singh, T. (2016). Social media its impact with positive and negative aspects. *International journal of computer applications technology and research*, 5(2), 71-75.
- Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English language and Education*, 1(1), 42-58.
- Simanjuntak, U. S., Silalahi, D. E., Sihombing, P. S., & Purba, L. (2021). Students' perception of using YouTube as English online learning media during Covid-19 pandemic. *Journal of Languages and Language Teaching*, 9(2), 150-159.
- Singhal, M. (1997). The internet and foreign language education: Benefits and challenges. *The internet TESL journal*, 3(6), 107-113.
- Sirait, D., Harahap, Y. S., & Handayani, A. T. (2021). The use of YouTube-based interactive learning media in learning English in the new normal era. *European Journal of English Language Teaching*, 6(4), 10-16.
- Sitorus, N., & Azir, I. D. A. (2021). Enhancing students' reading and listening skills by using social media language learning (SMLL) approach through features on Instagram

- verified accounts. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(2), 346-356.
- Smith, A. N. (1971). The importance of attitude in foreign language learning. *The Modern Language Journal*, 55(2), 82-88.
- Smith, R. P., Edwards, M. J., Smith, R. P., & Edwards, M. J. (1999). *What Is the Internet?* (pp. 1-6). Springer New York.
- Solmaz, O. (2017). Autonomous language learning on Twitter: Performing affiliation with target language users through# hashtags. *Journal of Language and Linguistic Studies*, 13(2), 204-220.
- Solmaz, O. (2018). A critical review of research on social networking sites in language teaching and learning. *Contemporary Educational Technology*, 9(3), 315-330.
- Solmaz, O. (2019). Pre-service language teachers' use of social networking sites for language learning: a quantitative investigation. *Eurasian Journal of Applied Linguistics*, 5(3), 423-439.
- Spolky, B. (1989). *Conditions on second language learning*. Oxford University Press
- Stockwell, G., & Hubbard, P. (2013). Some emerging principles for mobile-assisted language learning. *The International Research Foundation for English Language Education*, 2013, 1-15.
- Suryantari, H., & Priyana, J. (2018, July). Exploring ways of using Facebook and Instagram in teaching English. In *International Conference of Communication Science Research (ICCSR 2018)* (pp. 298-301). Atlantis Press.
- Susanti, D., Putra, A. S., & Aisyah, N. (2022). Improving students' speaking skills motivation using YouTube videos and role play. *JOEL: Journal of Educational and Language Research*, 1(9), 1303-1310.
- Suswati, R., & Saleh, S. (2019). The use of social media in designing the writing assessment for EFL Students. *Journal of ELT Research*, 4(1), 26-34.

- Suthiwartnarueput, T., & Wasanasomsithi, P. (2012). Effects of using Facebook as a medium for discussions of English grammar and writing of low-Intermediate EFL students. *Electronic Journal of Foreign Language Teaching*, 9(2), 194-214.
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50-55.
- Syahida, A. A., Saehu, A., & Sundari, H. (2022). Instagram-mediated project-based learning in teaching speaking skill. *Indonesian EFL Journal*, 8(2), 187-196.
- Tananuraksakul, N. (2015). An Investigation into the impact of Facebook group usage on students' affect in language learning in a Thai context. *International Journal of Teaching and Learning in Higher Education*, 27(2), 235-246.
- Taskiran, A., Gumusoglu, E. K., & Aydin, B. (2018). Fostering foreign language learning with Twitter: What do English learners think about it? *Turkish Online Journal of Distance Education*, 19(1), 100-116.
- Teng, C., Heydarnejad, T., Hasan, M. K., Omar, A., & Sarabani, L. (2022). Mobile assisted language learning in learning English through social networking tools: An account of Instagram feed-based tasks on learning grammar and attitude among English as a foreign language learners. *Frontiers in Psychology*, 13, 1012004.
- Thao, P. T. K. (2021, March). Vietnamese undergraduates' attitudes towards the use of Facebook for English language teaching and learning. In *17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021)* (pp. 181-195). Atlantis Press.
- Thedpitak, A., & Somphong, M. (2021). Exploring Thai EFL learners' attitudes toward the use of mobile applications for language learning. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 370-398.
- Thurmond, V. A. (2001). The point of triangulation. *Journal of nursing scholarship*, 33(3), 253-258.

- Tinio, V. L. (2003). *ICT in Education*. <https://digitallibrary.un.org/record/524544> (Accessed on 27/10/2022).
- Utimadini, N. J., & Salam, U. (2018). Twitter as a learning media of English as a foreign language. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4(10), <https://jurnal.untan.ac.id/index.php/jpdpb/article/download/11678/10982> (Accessed on 26/10/2022).
- Virgiana, B., & Auli, M. (2020). Instagram: How do students view on it in speaking classroom. *Jurnal Basis*, 7(2), 351-362.
- Vural, O. F. (2015). Positive and negative aspects of using social networks in higher education: A focus group study. *Educational Research and Reviews*, 10(8), 1147-1166.
- Wahyudin, A. Y., & Sari, F. M. (2018). The effect of Instagram on the students' writing ability at undergraduate level. *International Conference on English Language Teaching and Learning (1st ICON-ELTL)* (pp. 1-10), <https://www.researchgate.net/profile/Fatimah-Sari/publication/335320426> (Accessed on 27/10/2022).
- Wahyuni, A., Utami, A. R., & Education, E. (2021). the Use of YouTube video in encouraging speaking skill. *Pustakailmu. Id*, 7(3), 1-9.
- Wang, B. T., Sheu, T. W., & Masatake, N. (2011). Evaluating the English-learning of engineering students using the Grey SP chart: A Facebook case study in Taiwan. *Global Journal of Engineering Education*, 13(2), 51-56.
- Wang, H. C., & Chen, C. W. Y. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333-346.
- Wang, Y. C. (2015). Promoting collaborative writing through wikis: A new approach for advancing innovative and active learning in an ESP context. *Computer Assisted Language Learning*, 28(6), 499-512.

- Wardani, P. U. K. (2022). Junior high school students' perception toward English videos on TikTok to improve their vocabulary mastery. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 17(26), <http://repository.unisma.ac.id/handle/123456789/5826> (Accessed on 24/11/2022).
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language teaching*, 31(2), 57-71.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language education in Asia*, 2(1), 113-119.
- Woo, M., Chu, S., Ho, A., & Li, X. (2011). Using a wiki to scaffold primary-school students' collaborative writing. *Journal of Educational Technology & Society*, 14(1), 43-54.
- Wulandari, M. (2019). Improving EFL learners speaking proficiency through instagram vlog. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 111-125.
- Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, 9(7), 1439-1451.
- Yang, H. (2020). Secondary-school students' perspectives of utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)* (pp. 163-183), <https://www.clausiuspress.com/conferences/AETP/ETSS%202020/G7605.pdf> (Accessed on 19/11/2022).
- Yang, S. H., & Yeh, H. C. (2021). Enhancing EFL learners' intracultural development as cultural communicators through YouTube video-making. *Technology, Pedagogy and Education*, 30(4), 557-572.
- Yang, Y. (2010). Computer-assisted foreign language teaching: Theory and practice. *Journal of Language Teaching and Research*, 1(6), 909-912.
- Yasseri, T., Margetts, H., John, P., & Hale, S. (2016). *Political turbulence: How social media shape collective action*. Princeton University Press.

- Yavuz, F. (2016). Do smartphones spur or deter learning: A WhatsApp case study. *International Journal of Educational Sciences*, 15(3), 408-415.
- Yunita, L. S. (2015). The effectiveness of using video YouTube toward students' speaking ability. *Jurnal Bahasa Lingua Scientia*, 7(2), 157-164.
- Yunus, M. M., Salehi, H., & Chenzi, C. (2012). Integrating social networking tools into ESL writing classroom: Strengths and weaknesses. *English language teaching*, 5(8), 42-48.
- Yusuf, K., & Jazilah, N. (2020). Exploring creativity in English writing by using Instagram: University students' perceptions. *Pedagogy: Journal of English Language Teaching*, 8(2), 80-88.
- Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). TikTok as a media to enhancing the speaking skills of EFL students. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 89-94.
- Zarei, N. & Rudravarapu, R. (2019). Using Instagram in English language learning. *Research Journal of English Language and Literature*, 7(2), 328-333.
- Zarei, N. (2020). A Review of the literature on integration of WhatsApp into English language classroom. *Horizon*, 2(2), 23-28.

APPENDICES

Appendix 1 – The Questionnaire (Alghasab & Alfadley, 2018)

No	Statement	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
1	Social media could help me to develop my vocabulary knowledge.	1	2	3	4	5
2	I search for the meaning of the vocabulary I encounter when I struggle to understand something written in a comment on social media sites.	1	2	3	4	5
3	Interacting via social media has helped me to use the new vocabulary that I have learned in meaningful communications.	1	2	3	4	5
4	Social media could help me to develop my reading skills.	1	2	3	4	5
5	I read other people's comments when they are written in English.	1	2	3	4	5
6	Social media could help me to develop my communication skills.	1	2	3	4	5
7	I like to communicate frequently with my teacher in English using social media.	1	2	3	4	5
8	I like to communicate frequently with my peers in English using social media.	1	2	3	4	5
9	Social media could help me to develop my speaking skills.	1	2	3	4	5
10	Social media could help me to develop my pronunciation.	1	2	3	4	5
11	Social media could help me to develop my listening skills.	1	2	3	4	5
12	I usually listen to English music posted on social media.	1	2	3	4	5

13	I usually watch English videos posted on social media.	1	2	3	4	5
14	Social media can help me to develop my writing skills.	1	2	3	4	5
15	I usually consider the audience when I write on social media.	1	2	3	4	5
16	Social media could help me to develop my grammar.	1	2	3	4	5
17	I check my grammar before I post my comments on social media.	1	2	3	4	5
18	I check the grammar of the posts posted by other people on social media.	1	2	3	4	5
19	I interact more with my friends using English when using social media.	1	2	3	4	5
20	Learning a language through social media can help me to improve my studies.	1	2	3	4	5
21	I exchange comments and information in English using social media.	1	2	3	4	5
22	Social media provides learners with access to more real-life language use.	1	2	3	4	5
23	I follow language teachers on social media	1	2	3	4	5
24	I feel more confident when I interact with my language teacher via social media.	1	2	3	4	5
25	Social media can make language learning more accessible.	1	2	3	4	5
26	Social media can help me to learn wherever I wish.	1	2	3	4	5
27	I am skeptical about the usefulness of social media in the language classroom.	1	2	3	4	5
28	Social media provides a more relaxed and stress-	1	2	3	4	5

	free language learning environment.					
29	The language learner is more self-directed and flexible when employing social media.	1	2	3	4	5
30	Social media could help me to learn in ways that align with my personality and needs.	1	2	3	4	5

Appendix 2 - The Interview Protocol

Interview questions/ Görüşme Soruları
<p>1. Öğretmen adaylarının genel olarak sosyal medya aracılığıyla dil öğrenimine yönelik görüşleri nelerdir.</p> <p>Prompt: Bu konuda sizin tutumunuz nasıldır?</p>
<p>1. What are the opinions of pre-service teachers about language learning through social media in general? What is your stance on this matter?</p>
<p>2. Uyguladığımız anket sonuçları, öğretmen adaylarının sosyal medya aracılığıyla dil öğrenimine yönelik tutumlarının bir hayli pozitif olduğunu ortaya koydu. Bununla ilgili düşünceleriniz nelerdir.</p> <p>Prompt: Bu sonucun sebebi sizce ne olabilir?</p>
<p>2. The results of the questionnaire revealed that pre-service teachers' attitudes towards language learning through social media were highly positive. What are your thoughts on this? What do you think might be the reason for this result?</p>
<p>3. Elde ettiğimiz sonuçlar, öğretmen adaylarının tutumlarının sosyal medya ile kelime öğrenimi, okuma ve dinleme becerileri açısından diğer becerilere kıyasla oldukça olumlu olduğunu ortaya koydu. Peki, bu sonuçla ilgili ne düşünüyorsunuz?</p> <p>Prompt: Bu sonucun sebebi sizce ne olabilir?</p>
<p>3. The results revealed that pre-service teachers' attitudes towards social media were quite positive in terms of vocabulary learning, reading, and listening skills through social media compared to other skills. So, what do you think about this result? What do you think might be the reason?</p>
<p>4. Anket sonuçları, kadın ve erkek öğretmen adaylarının sosyal medya aracılığıyla dil öğrenimine yönelik tutumları arasında anlamlı bir fark olmadığını göstermiştir. Bununla ilgili ne düşünüyorsunuz?</p> <p>Prompt: Bu sonucun sebebi ne olabilir?</p>
<p>4. The results of the questionnaire showed that there was no significant difference between the attitudes of female and male teacher candidates towards language learning through social media. What do you think about it? What could be the reason for this result?</p>

5. Son olarak, sonuçlarımız gün içinde sosyal medyayı daha sık kullanan öğretmen adaylarının sosyal medya aracılığı ile dil öğrenimine yönelik tutumlarının daha olumlu olduğunu ortaya koydu. Bununla ilgili ne düşünüyorsunuz?

Prompt: Sizce bu durumun sebebi ne olabilir?

5. Finally, our results revealed that pre-service teachers who use social media more frequently during the day have more positive attitudes towards language learning through social media. What do you think about that? What do you think might be the cause of this situation?

Appendix 3- Etik Kurul İzni

Evrak Kayıt Tarihi: 11.10.2022 Protokol No: 415713

Tarih: 25.10.2022



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizce Öğretmeni Adaylarının Sosyal Medya Aracılığıyla Dil Öğrenimine Yönelik Tutumlarının Belirlenmesi: Bir Devlet Üniversitesinde Durum Çalışması. Exploring Pre-service EFL Teachers' Attitudes Toward Language Learning through Social Media: The Case at a State University
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Gökhan ÖZTÜRK
TEZ YAZARI:	Sepide FARHADİ
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Appendix 4- ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, Anadolu Üniversitesi İngilizce Öğretmenliği Tezli Yüksek Lisans Programı kapsamında yürütülen, “A Mixed-methods Study on Exploring the Attitudes of Pre-service EFL Teachers Towards Language Learning Through Social Media” Çalışma, Doç. Dr. Gökhan Öztürk danışmanlığında Sepide Farhadi tarafından yürütülmekte ve İngilizce Öğretmeni adaylarının sosyal medya aracılığıyla dil öğrenimine yönelik tutumlarının incelemesi amacını taşımaktadır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, anketler uygulanarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler sadece bilimsel çalışmada kullanmak üzere korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu üniversitesinde İngilizce Eğitimi yüksek lisans okuyan Sepide Farhadi’ye yöneltebilirsiniz.

Araştırmacı Adı:

Adres:

Cep Tel:

E-posta:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih: