



Challenges and Opportunities of Social Media and Video Streaming in English Language Teaching

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Abstract

This study examined the challenges and opportunities that English teachers experienced when using social media and video-streaming platforms in their classes. A quantitative descriptive-correlational design was used, and total enumeration sampling was applied to include all 45 English teachers available in the selected schools. Data were collected using a validated survey. The results showed that teachers agreed on several challenges, including issues with attention, learning gaps, and uncertainties about whether digital platforms support deeper knowledge construction. Teachers also strongly agreed that these tools provided clear opportunities for active learning, engagement, knowledge sharing, and basic learning management functions. Only age and educational attainment were related to perceived challenges, while school affiliation was associated with views on the Learning Management System. No significant correlations were found between challenges and opportunities, showing that teachers viewed these dimensions independently. The findings suggest that social media and video-streaming platforms can support English teaching when used with structured guidance, clear learning activities, and strong school support. The study underscores the need for continuous training, better digital infrastructure, and well-planned instructional strategies to help teachers use digital tools more effectively.

Keywords: Social Media, Video Streaming, English Language Teaching, Digital Platforms, Teacher Perceptions, Learning Engagement, Instructional Challenges, Learning Management Systems

1. Introduction

Social media and video-streaming platforms have reshaped how teachers and learners interact with information in the digital age. These tools have become widely used in English language teaching because they offer immediate access to authentic materials, interactive content, and communication spaces that support learning beyond the classroom. Recent studies showed that teachers increasingly rely on digital platforms to share resources, deliver explanations, and engage learners through visual and auditory content that promotes better comprehension and sustained interest (Greenhow & Galvin, 2020). The rapid growth of platforms such as YouTube, Facebook, TikTok, and educational streaming channels has also expanded the ways students encounter the English language in natural and meaningful contexts, making digital media an influential part of language learning environments (Soh et al., 2023).

Despite these advantages, the integration of social media into teaching has produced mixed outcomes. Research has shown that students often struggle to filter information, manage online distractions, and balance academic responsibilities with the entertainment-driven nature of digital platforms (van der Zee



et al., 2022). The constant flow of notifications and the fast-paced presentation of online content can reduce attention span, hinder deep processing, and limit students' ability to construct knowledge effectively. Teachers have also expressed concerns about misinformation, cyberbullying, excessive screen time, and the informal communication habits that influence students' spelling, vocabulary, and writing accuracy (Kemp & Grieve, 2023). These challenges show that while technology enhances learning, it also creates new barriers that affect students' performance and teachers' instructional decisions.

At the same time, opportunities remain clear. Social media enables flexible learning, supports multimedia instruction, and encourages active participation among students who are already familiar with digital communication. Studies found that integrating streaming videos and collaborative platforms increases motivation, strengthens learner engagement, and promotes interactive tasks such as virtual discussions, digital presentations, and peer feedback (Zhao & Chan, 2023). Teachers benefit from these tools as they simplify content delivery, offer creative ways to explain complex ideas, and open avenues for personalized and student-centered learning.

The modern educational landscape has therefore reached a point where technology is no longer optional. It has become a central component of English instruction, shaping how teachers plan lessons, communicate with learners, and evaluate performance. The challenge is to understand how teachers experience both the benefits and the drawbacks of social media and video streaming in their daily practice. Examining these experiences helps reveal what supports teachers need, how digital tools can be used more effectively, and what strategies can maximize learning while reducing distraction and cognitive overload. This context provides the foundation for exploring the challenges and opportunities that arise when social media and video-streaming platforms are integrated into English language teaching.

Aim of the Study

To examine the challenges and opportunities presented by social media and video-streaming platforms in English language teaching.

Objectives of the Study

- a. To describe the demographic profile of English teachers in terms of sex, age, educational attainment, teaching position, field of specialization, grade level taught, and years of teaching experience.
- b. To determine the extent of challenges experienced by English teachers in using social media and video streaming, focusing on knowledge construction, student popularity of platforms, learning deficiencies, attention span, and distracting features.
- c. To assess the opportunities afforded by social media and video streaming, including learning management functions, learner engagement, active learning, high student familiarity, and knowledge-sharing features.
- d. To examine the association between the teachers' demographic profiles and their perceived challenges in using social media and video streaming for instruction.
- e. To determine the association between teachers' demographic profiles and their perceived opportunities when integrating social media and video streaming into teaching.
- f. To measure the correlation between perceived challenges and perceived opportunities in the use of social media and video-streaming platforms in English teaching.
- g. To draw implications and offer recommendations based on the findings to improve digital integration in English language teaching.



Null Hypotheses

- H₀₁: There is no significant relationship between the teachers' demographic profile and their perceived challenges in using social media and video-streaming platforms for English language teaching at the 0.05 level of significance.
- H₀₂: There is no significant relationship between the teachers' demographic profile and their perceived opportunities in using social media and video-streaming platforms for English language teaching at the 0.05 level of significance.
- H₀₃: There is no significant correlation between the teachers' perceived challenges and perceived opportunities in using social media and video-streaming platforms at the 0.05 level of significance.

Theoretical Framework

This study was guided by contemporary theories that explain how technology influences learning, engagement, and instructional practices. The first guiding theory is Connectivism, which describes learning as a process of forming connections across digital networks where information is abundant and continuously evolving. Siemens (2019) explained that digital environments allow learners to access diverse knowledge sources, interact with content, and build meaning through participation. This theory supports the idea that social media and video-streaming platforms create learning spaces where students can explore language, collaborate, and expand their understanding beyond the classroom.

The second theoretical lens is the Cognitive Load Theory (CLT). Sweller et al. (2019) emphasized that instructional materials must balance cognitive demands to support effective learning. Video-streaming tools can enhance understanding when designed well, but excessive stimuli, notifications, and rapid content transitions can overload working memory and hinder comprehension. The theory helps explain why teachers in the study reported challenges related to attention, distraction, and reduced focus among learners.

The study is also anchored on the Technology Acceptance Model (TAM), which explains how perceived usefulness and perceived ease of use influence teachers' willingness to adopt technology. Recent studies showed that teachers integrate social media more effectively when they believe these tools enhance teaching and when they feel confident using them (Teo, 2021). TAM helps interpret why teachers in the study identify both challenges and opportunities in using digital tools.

Together, these theories explain how social media and video streaming can support or hinder English teaching. Connectivism clarifies their role in expanding learning networks, CLT explains issues related to cognitive strain and distraction, and TAM clarifies how teachers judge the value and usability of these tools in their instructional practices.

Conceptual Framework

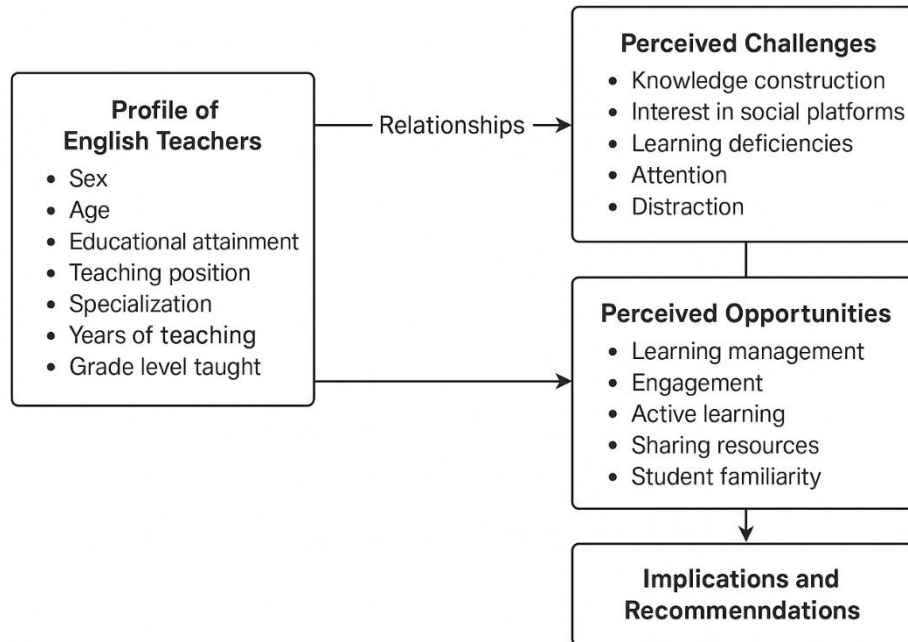


Figure 1. Diagram of the Conceptual Framework

Figure 1 presents the conceptual framework illustrating the key variables examined in the study. The framework begins with the profile of English teachers, which includes sex, age, educational attainment, teaching position, field of specialization, years of teaching experience, and grade level taught. These characteristics form the foundation for understanding teachers' perspectives and experiences. From the teachers' profile, the arrows point toward two major components: perceived challenges and perceived opportunities in the use of social media and video-streaming platforms in English language teaching. The challenges include issues related to knowledge construction, students' interest in social platforms, learning deficiencies, attention difficulties, and the distracting nature of digital environments. These represent the difficulties teachers observe when integrating technology into instruction. The second component shows the perceived opportunities, which include improved learning management, stronger learner engagement, increased active learning, easier sharing of resources, and the benefit of students' familiarity with digital tools. These elements describe the positive potentials teachers identify when using social media and video streaming to support learning. The framework also indicates that the relationships among the teachers' profile, challenges, and opportunities contribute to the development of implications and recommendations. This final component captures how the findings guide decisions for instructional improvement, teacher training, and digital integration in English teaching. Overall, Figure 1 shows how the study connects teacher characteristics to the challenges and opportunities experienced in digital teaching environments, leading to evidence-based recommendations.

2. Review of Related Literature

Digital media, social networks, and language education

Digital platforms have become central to language teaching in recent years. Social media sites such as Facebook, TikTok, Messenger, WhatsApp, and YouTube now function as spaces where learners access authentic language, interact with peers, and engage with multimodal content. A large review of technology use in higher education revealed that social media supports collaboration, resource sharing,



peer feedback, and interactive communication, making it an attractive tool for teachers who aim to promote active learning (Perez et al., 2023). Other studies emphasized that these platforms help develop learner autonomy and extend instructional interactions beyond classroom walls, although they require careful planning to avoid misuse (Awaki & Desta, 2020; Anderson, 2019).

Scholars noted that social media serves two functions: as a learning environment and as an entertainment platform. This duality creates both pedagogical benefits and behavioral risks. Du (2024) explained that learners often struggle to separate social engagement from academic work, which affects their ability to use digital tools responsibly. Teachers therefore recognize the strong instructional value of social media but remain alert to issues such as distraction, misinformation, and the informal communication norms associated with online spaces (Perez et al., 2023).

Social media and English language proficiency

Studies consistently reported positive effects of social media on English language development. Interaction in English-speaking groups and exposure to authentic posts were associated with better vocabulary acquisition, improved reading comprehension, and greater confidence in writing (Kaceti & Klímová, 2019). Research in the Middle East found that purposeful engagement with social media enhanced reading, listening, and speaking performance, particularly when students used English to communicate in digital environments (Al-Shammari, 2025). A Malaysian study showed that learners viewed social media as a convenient tool for improving vocabulary and practicing informal communication, although the benefits depended on guided and intentional use (Ismail & Yunus, 2025).

Even with these gains, scholars cautioned that unregulated use may reinforce non-standard spelling, code-switching, and informal writing behaviors. Du (2024) noted that excessive exposure to informal digital language may hinder accuracy if teachers do not provide explicit corrective feedback.

Video-streaming platforms and English language teaching

Video-streaming platforms, especially YouTube, are widely used for English instruction. Teacher-curated videos help model pronunciation, provide authentic listening input, and present content in meaningful contexts. Dewi (2025) found that students improved their speaking ability and confidence when YouTube was integrated with structured classroom tasks. Rahman et al. (2025) reported similar findings among pre-university learners who considered videos engaging and helpful for understanding complex topics.

Studies in higher education further noted that video platforms support self-paced learning and cater to differentiated instruction (Abdulhadi, 2025; Halili et al., 2025). At the same time, immersive and 360-degree videos increase student engagement but also require careful design to avoid overwhelming learners cognitively (Bjørke & Arnesen, 2020).

Challenges remain, however. Students reported issues related to unstable internet connections, distracting advertisements, and difficulty adjusting to different accents and speaking speeds (Rahman et al., 2025). Teachers also noted the additional preparation time required, the risk of off-task behavior, and the difficulty of managing attention during video-based lessons (Bjørke & Arnesen, 2020).

Challenges: distraction, attention, and cognitive load

Research described distraction as one of the most persistent problems associated with digital media. Koessmeier and Büttner (2021) found that individuals become distracted both for social reasons—such as



staying connected—and for task-avoidance reasons. A systematic review by Martin et al. (2025) concluded that constant notifications, multitasking, and frequent switching across applications significantly weaken students' ability to maintain attention.

Short-form videos, such as reels and clips, have also been linked to reduced attention span and poor academic performance. Studies showed that heavy consumption of short videos made it more difficult for students to concentrate on academic tasks (Haliti-Sylaj, 2024; Sahari, 2024; Shahzad et al., 2024). These findings connect to broader work on social media addiction, which identified patterns of mind-wandering and cognitive overload among heavy users (Koessmeier & Büttner, 2021).

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Teachers share these concerns. Jackson (2022) reported that teachers frequently observed students' difficulty staying focused during lessons due to constant phone use. McGarr (2024) similarly noted that teacher-educators encounter digital distraction even during professional classes, prompting them to develop strategies such as stricter device rules and explicit discussions on responsible use. A recent qualitative study described the emotional burden teachers feel as they constantly compete with digital distractions during class (Yalçın & Yıldız, 2025).

Opportunities, teacher agency, and research gaps

Although challenges exist, scholars repeatedly highlighted the potential benefits of integrating social media when guided by clear instructional purposes. Social platforms support communication, collaborative work, community building, and opportunities for meaningful knowledge construction (Anderson, 2019; Perez et al., 2023; Awaki & Desta, 2020; Yang & Ogata, 2024). Teachers have also used social media to enhance engagement with students, foster better communication with parents, and promote positive values, provided that ethical guidelines are in place (Alkhalwaldeh, 2024).

The literature therefore presents a balanced view: while social media and video-streaming tools create rich learning opportunities, they also pose challenges related to distraction, attention, and cognitive load. However, most recent studies focused on college students, informal learning settings, or isolated skills such as speaking and vocabulary. Limited research examined both challenges and opportunities simultaneously from the perspective of basic education English teachers. There is also a need for empirical work that links teachers' demographic attributes with their perceptions of using digital platforms in formal instruction.

These gaps highlight the importance of the present study, which explored teachers' perceptions of challenges and opportunities in using social media and video-streaming platforms and examined how these perceptions relate to teacher characteristics.

3. Methodology

Research Design

A quantitative descriptive-correlational design was used in this study. This design was appropriate because the purpose was to describe the challenges and opportunities perceived by English teachers and to determine whether these perceptions were related to their demographic profile. A descriptive approach allowed the study to summarize teachers' experiences using numerical indicators, while a correlational approach made it possible to test relationships among variables at the 0.05 level of significance. This design has been widely used in recent educational studies that examined teachers' technology use and digital practices (Creswell & Creswell, 2018; Cohen et al., 2018).



Participants and Sampling Procedure

The participants consisted of English teachers from various grade levels employed in public basic education. Total enumeration was used because all available English teachers in the selected schools were invited to participate. This sampling approach ensured that the study represented the whole group and minimized sampling bias. The demographic variables collected included sex, age, educational attainment, teaching position, field of specialization, grade level taught, and years of teaching experience. These characteristics were analyzed to determine whether they were associated with teachers' perceptions of challenges and opportunities.

Research Instrument

The study used a structured survey questionnaire consisting of three parts. The first part gathered demographic information. The second part measured the **perceived challenges** of using social media and video-streaming platforms in English teaching. The third part assessed the **perceived opportunities** offered by these digital tools. Items were developed based on related literature and current findings on technology integration in language education. The instrument used a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Likert scaling is commonly applied in technology-perception studies because it captures attitudes, frequency of experiences, and levels of agreement in a consistent manner (Joshi et al., 2015).

Validity and Reliability

The questionnaire underwent content validation by experts in English language teaching and educational technology to ensure clarity, relevance, and alignment with the study objectives. Suggestions on wording, structure, and item coverage were incorporated. After validation, a pilot test was conducted with a small group of English teachers outside the study site. The internal consistency of the survey was measured using Cronbach's alpha. Values above 0.70 were considered acceptable for research use (Tavakol & Dennick, 2011). Both challenge and opportunity scales met this threshold, confirming that the instrument produced reliable results.

Data Gathering Procedure

Once approvals were secured, the researcher personally distributed the questionnaires to the teachers. The purpose of the study was explained clearly, and participation was voluntary. Completed surveys were retrieved on the same day or at an agreed schedule to ensure a high response rate. Responses were checked for completeness before encoding. The anonymity of participants was maintained throughout the process by using codes instead of names.

Data Analysis

Descriptive statistics, such as frequency, percentage, mean, and standard deviation, were used to summarize the demographic profile and the levels of perceived challenges and opportunities. For inferential analysis, chi-square tests were applied to determine whether demographic characteristics were associated with teachers' perceptions. Pearson correlation was used to measure the relationship between perceived challenges and perceived opportunities. These statistical procedures were appropriate for identifying associations among categorical and continuous variables in educational research (Pallant, 2020).



Ethical Considerations

The study followed ethical standards in educational research. Participation was voluntary, and respondents were informed about the objectives of the study and their right to withdraw at any time without consequence. Written permission was obtained from school authorities before data collection. Confidentiality of responses was protected by assigning codes and excluding any identifying details from the analysis. Ethical guidelines for respect, transparency, and responsible data handling were observed throughout the study (BERA, 2018).

4. Results and Discussion

Table 1. Profile of the Respondents (n = 45)

Variable	Category	Frequency	Percentage (%)
Sex	Male	13	28.9
	Female	32	71.1
Age	25–34	13	28.9
	35–44	20	44.4
	45 and above	12	26.7
Highest Educational Attainment	Bachelor’s Degree	21	46.7
	Master’s Degree	17	37.8
	Others	7	15.5
Teaching Position	Teacher I	25	55.6
	Others	20	44.4
Teaching Experience	1–5 years	11	24.4
	6–10 years	15	33.3

Table 1 shows that the respondents were mostly female teachers, which reflects the long-established gender trend in the Philippine basic education workforce where women continue to dominate the teaching profession (Manalo, 2021). The largest age group was 35–44 years old. This suggests a relatively mature and experienced workforce. This is consistent with the finding that most participants had more than ten years of teaching experience, representing 42.2% of the sample. Teachers with this level of experience are generally more exposed to changing pedagogical demands, including the increasing integration of technology in language teaching.

The distribution of educational attainment in Table 1 indicates that many respondents possessed bachelor’s degrees, while a considerable number held master’s degrees. This reflects the continuing professionalization of Filipino teachers, supported by national policies encouraging postgraduate studies and continuous development (Cruz, 2022). The majority position of Teacher I implies that many respondents remain in the early to mid-stages of career progression. These teachers are often directly involved in classroom delivery and are the most engaged with instructional technologies such as social media and video-streaming tools.

The variety of teaching experience and grade level handled further suggests that the respondents represented a broad instructional context. This diversity is important because teachers’ exposure, experience, and technological familiarity influence their perceptions of opportunities and challenges of digital platforms in English teaching (Tondeur et al., 2021). Overall, Table 1 reflects a workforce that is



predominantly female, professionally qualified, and composed of teachers who have accumulated years of classroom experience while navigating ongoing technological shifts in education.

Table 2. Perceived Challenges in the Modern Era of Social Media and Video Streaming

Indicator	Mean	SD	Interpretation
Doubtful effectiveness for knowledge construction	3.00	0.598	Agree
Popularity among students	2.71	0.686	Agree
Learning deficiency	2.74	0.678	Agree
Attention span and focus	2.79	0.647	Agree
Distracting nature	2.47	0.682	Slightly Agree
Overall Mean	2.74	0.539	Agree

Table 2 shows that English teachers agreed that several challenges arise when social media and video-streaming platforms are used in instruction. The highest mean was recorded for doubtful effectiveness for knowledge construction (M = 3.00), suggesting that many teachers were uncertain whether these platforms help students build deeper understanding. This concern is consistent with recent studies showing that students often engage with online content superficially, which affects their ability to process information meaningfully (Rode, 2023).

Teachers also agreed that learning deficiency (M = 2.74) and attention span and focus (M = 2.79) were notable issues. This aligns with findings that frequent exposure to short-form videos weakens sustained attention and increases cognitive load among learners (Shahzad et al., 2024). The popularity of social media among students (M = 2.71) was also viewed as a challenge because students often use these platforms for entertainment rather than academic purposes.

The lowest mean was recorded for the distracting nature of digital platforms (M = 2.47), which are still registered as a slight agreement. This indicates that although teachers recognized distractions as a concern, they may feel more challenged by deeper issues such as learning gaps and students' difficulty maintaining academic focus.

Overall, Table 2 shows an overall mean of 2.74, interpreted as Agree. This suggests that teachers generally experience noticeable challenges when integrating social media and video-streaming tools in English teaching. These findings support the view that while digital platforms create opportunities, they also introduce instructional barriers that require careful management (Karpinski & Kirschenbaum, 2021).

Table 3. Perceived Opportunities in the Use of Social Media and Video Streaming

Indicator	Mean	Interpretation
Learning Management System	3.39	Strongly Agree
High Popularity Among Students	3.36	Strongly Agree
Enhancing Learner Engagement	3.27	Strongly Agree
Active Learning Opportunities	3.43	Strongly Agree
Easy Knowledge Sharing	3.44	Strongly Agree
Overall Mean	3.38	Strongly Agree



Table 3 shows that teachers strongly agreed that social media and video-streaming platforms offer meaningful opportunities for English instruction. The highest mean was recorded for *easy knowledge sharing* (M = 3.44), suggesting that teachers found these platforms useful for distributing lessons, video materials, and other digital resources. This aligns with evidence showing that social media simplifies the sharing of multimodal materials and improves access to language input (Liu & Li, 2023).

Active learning opportunities (M = 3.43) and the use of social media as a *Learning Management System* (M = 3.39) were also rated highly. These results support the idea that digital platforms can help teachers design interactive lessons, promote participation, and support self-paced learning. Studies have shown that platforms such as YouTube and Facebook can enhance students' engagement when used with structured instructional activities (Sultan, 2022).

Teachers also strongly agreed that the *high popularity among students* (M = 3.36) creates an instructional advantage. Because learners already spend time on these platforms, teachers can integrate academic tasks into familiar digital spaces. Many scholars have noted that familiarity increases motivation and lowers the anxiety students often feel when learning English (Al-Shammari, 2025).

The indicator *enhancing learner engagement* (M = 3.27) also received strong agreement. This reflects research showing that video content, comment discussions, digital quizzes, and interactive posts help sustain interest and make lessons more dynamic (Halili et al., 2025).

The overall mean of 3.38, interpreted as *Strongly Agree*, indicates that teachers recognized clear instructional advantages in using social media and video streaming. Table 3 suggests that, despite the challenges identified earlier, teachers see these platforms as powerful tools that can support active learning, improve engagement, and strengthen classroom communication.

Table 4. Relationship Between Teachers' Profile and Their Perceived Challenges

Profile Variable	p-value	Decision	Interpretation
Sex	> 0.05	Not Significant	No relationship
Age	< 0.05	Significant	With relationship
Educational Attainment	< 0.05	Significant	With relationship
Teaching Position	> 0.05	Not Significant	No relationship
Field of Specialization	> 0.05	Not Significant	No relationship
Grade Level	> 0.05	Not Significant	No relationship
Teaching Experience	> 0.05	Not Significant	No relationship

Table 4 shows that most of the demographic variables did not significantly relate to the challenges teachers encountered when using social media and video-streaming tools. Sex, teaching position, specialization, grade level taught, and years of teaching experience all produced p-values greater than 0.05. These results suggest that challenges were experienced across groups, regardless of rank or assignment.

However, age and educational attainment showed significant relationships with perceived challenges. Teachers in different age groups reported varying levels of difficulty. This supports earlier reports that younger teachers tend to be more confident in navigating digital platforms, while older teachers may struggle more with rapid technological changes (Tondeur et al., 2021). The significant result for



educational attainment indicates that teachers with graduate studies may perceive challenges differently, possibly because postgraduate training exposes them to more structured approaches to technology use.

Overall, Table 4 shows that only a few personal characteristics influenced how teachers perceived challenges. This implies that the issues associated with social media and video streaming cut across teacher profiles and remain common instructional concerns.

Table 5. Relationship Between Teachers' Profile and Their Perceived Opportunities

Profile Variable	p-value	Decision	Interpretation
Sex	> 0.05	Not Significant	No relationship
Age	> 0.05	Not Significant	No relationship
Educational Attainment	> 0.05	Not Significant	No relationship
Teaching Position	> 0.05	Not Significant	No relationship
Field of Specialization	> 0.05	Not Significant	No relationship
Grade Level	> 0.05	Not Significant	No relationship
Teaching Experience	> 0.05	Not Significant	No relationship
School	< 0.05	Significant	With relationship (LMS indicator only)

Table 5 shows that almost all demographic variables had no significant relationship with the perceived opportunities in using digital platforms. Teachers across age groups, educational levels, and experience shared similar views on the benefits of social media and video streaming. This suggests that positive perceptions of technology are widespread and not limited to specific teacher categories.

The only variable that showed a significant relationship was school, which was linked specifically to the *Learning Management System* indicator. This finding indicates that some schools may be better equipped with digital infrastructure, more supportive of ICT training, or more experienced in implementing online platforms. Schools with stronger digital environments often encourage teachers to explore technology more confidently (Liu & Li, 2023). Differences in institutional support and access may therefore explain why this relationship emerged.

Overall, Table 5 suggests that teachers generally perceive similar opportunities regardless of their background, except where school-level conditions influence access, training, and exposure.

Table 6. Correlation Between Challenges and Opportunities

Challenge Indicator	Opportunity Indicator	r-value	p-value	Interpretation
Popularity Among Students	Learning Management System	0.286	0.057	Not Significant (but near significance)
Distracting Nature	High Popularity Among Students	0.287	0.059	Not Significant (but near significance)
All other pairings	—	—	> 0.05	No significant correlation

Table 6 shows that there were no significant correlations between the overall challenges and opportunities. This means that teachers' recognition of the challenges did not diminish or increase their



perception of the benefits of digital platforms. Teachers could acknowledge difficulties such as distraction, attention issues, or learning deficiencies while still recognizing opportunities for engagement and active learning.

Two indicators came close to significance:

- *Popularity Among Students* ↔ *Learning Management System*
- *Distracting Nature* ↔ *High Popularity Among Students*

These near-significant results suggest that teachers who view digital tools as popular among students may be more aware of both the positive and negative sides of integrating technology. This dual perception is consistent with studies showing that social media is both highly engaging and potentially distracting depending on how it is used (Rode, 2023).

Overall, Table 6 shows that challenges and opportunities function as independent perceptions, meaning teachers can value the benefits of digital tools while also recognizing their instructional limitations.

Discussion Summary

The findings of the study showed a clear picture of how English teachers experienced both challenges and opportunities when using social media and video-streaming platforms for instruction. The teachers who participated came from varied age groups, educational backgrounds, and levels of experience, yet many of their views were consistent across demographic categories. As shown in Table 1, most teachers were female and had several years of teaching experience. This profile reflects the structure of many public schools, where experienced teachers manage daily instructional demands and adapt to changing technologies.

The results in Table 2 showed that teachers agreed that digital platforms created several challenges. Issues related to attention, learning gaps, and uncertainty in knowledge construction were commonly noted. Teachers felt that while students were already familiar with social media, the same familiarity sometimes led to distraction and lack of focus. These concerns are similar to recent studies that highlighted the cognitive load and reduced concentration associated with heavy digital exposure. Teachers in the study recognized these patterns in their classrooms, and this shaped their overall perception of the challenges.

Despite these limitations, teachers also identified strong opportunities when using digital tools. Table 3 showed high agreement in areas such as active learning, engagement, ease of knowledge sharing, and the use of social media as a functional learning management space. The strong mean scores indicated that teachers saw clear instructional value in digital platforms. They believed that social media and video-streaming materials could support lesson delivery, create more interactive activities, and help students learn in ways that traditional methods could not always achieve. These positive perceptions align with literature showing that multimedia tools encourage participation and provide access to a wider range of authentic learning materials.

The test of relationships in Table 4 revealed that most demographic factors were not linked to how teachers perceived challenges. Only age and educational attainment showed significant relationships. This suggests that while the challenges were broadly experienced, certain groups—such as older teachers or those with more advanced degrees—may evaluate these challenges differently. It is possible that experience and training shape how teachers judge the effectiveness of digital tools, especially in managing cognitive and behavioral issues in the classroom.



In Table 5, nearly all demographic variables showed no significant relationship with teachers' views of opportunities. This indicates that the benefits of digital tools were perceived similarly across teacher groups. The only significant relationship was found with school affiliation for the Learning Management System indicator. This implies that some schools may have better digital infrastructure or stronger ICT support, which can enhance teachers' access to online learning systems. Differences in school conditions often influence confidence and frequency of technology use.

Finally, Table 6 showed that there were no significant correlations between challenges and opportunities. This means that teachers could recognize the challenges of digital platforms without this affecting their appreciation of their benefits. The two indicators that approached significance suggested a balanced perception—teachers who recognized the popularity of platforms among students also tended to see both potential distractions and potential advantages. This balanced view reflects the complex nature of digital learning environments, where benefits and limitations exist side by side.

Overall, the full set of findings shows that English teachers viewed social media and video-streaming platforms as tools with strong instructional potential, despite the challenges related to attention, distraction, and learning gaps. The lack of strong demographic effects and the independence of challenges and opportunities suggest that digital integration is shaped more by the nature of the platforms themselves than by teacher characteristics. These insights highlight the need for structured support, clear guidelines, and school-based initiatives to help teachers maximize the strengths of digital tools while managing their limitations.

Implications of the Results

The results of the study carry several important implications for English language teaching, school leadership, and digital integration practices. The findings showed that teachers recognized both challenges and opportunities when using social media and video-streaming platforms. These patterns reveal how digital tools influence classroom practice and what schools need to consider when supporting teachers.

First, the challenges identified in the study imply that teachers require stronger guidance in managing attention, reducing distraction, and using digital content in ways that support deeper learning. Since issues such as shortened attention span and learning difficulties were consistently noted, schools may need to provide training that helps teachers design structured and focused digital activities. This will ensure that technology is used not only for engagement but also for meaningful knowledge construction. Second, the strong agreement on the opportunities of digital platforms suggests that teachers see clear advantages when these tools are used with purpose. The high ratings for active learning, knowledge sharing, and student engagement imply that social media and video-streaming materials can enhance the delivery of English lessons. This indicates that schools should not discourage digital use but instead help teachers integrate it more strategically. Professional development programs may focus on lesson design, content curation, and the use of digital features that support learning outcomes.

Third, the results on the relationship between profile variables and perceptions imply that challenges and opportunities are not limited to specific groups of teachers. With only age and educational attainment showing significant relationships in Table 4, the findings suggest that digital challenges are shared across teachers, regardless of experience or assignment. This means that interventions should be school-wide rather than targeted at only certain teacher groups. At the same time, older teachers or those with advanced degrees may require more differentiated support because they interpret challenges differently.



Fourth, the lack of significant relationships between most profile variables and perceived opportunities, as shown in Table 5, suggests that teachers generally appreciate the benefits of digital tools. This means that the motivation to use social media and video streaming is already present. Schools can build on this positive attitude by expanding access to devices, strengthening internet connectivity, and supporting digital resource development.

Fifth, the absence of strong correlations between challenges and opportunities in Table 6 implies that teachers can value digital tools even when they encounter difficulties using them. This separates the perception of benefits from the perception of problems. Such independence indicates that teachers are open to innovation and willing to adapt, but they require support to overcome the specific challenges that affect classroom implementation. This also means that addressing challenges will not automatically reduce teachers' appreciation of the opportunities. Instead, both concerns must be addressed together through training, policy, and instructional design.

Finally, the significant relationship found with school affiliation for the Learning Management System indicator highlights the importance of institutional readiness. Schools with stronger ICT infrastructure and more supportive digital environments appear to influence teachers' confidence in using these systems. This means that improving school-level infrastructure is essential. Without adequate devices, stable internet, and administrative support, teachers may struggle to fully use digital tools even if they recognize their value.

Overall, the results imply that successful digital integration depends on a combination of teacher training, school support, and clear pedagogical guidance. These implications emphasize that social media and video-streaming platforms can enhance English teaching when used strategically and supported by strong institutional systems.

Conclusion and Recommendations

Conclusion

The results of the study showed that English teachers held balanced and realistic views on the use of social media and video-streaming platforms in their teaching. They recognized clear opportunities that supported engagement, active learning, and easy knowledge sharing, as shown in the high mean scores in Table 3. At the same time, they acknowledged persistent challenges related to distraction, attention, and learning gaps, as reflected in Table 2. The profile variables showed limited influence, with only age and educational attainment affecting how teachers viewed challenges, and only school affiliation affecting perceptions of the Learning Management System. The correlation results demonstrated that challenges and opportunities functioned independently, meaning teachers could see the value of digital tools even when facing difficulties. Overall, the findings indicate that technology integration remains a meaningful but complex part of English teaching. Teachers are willing to use digital platforms, but they need structured guidance, supportive environments, and systems that help them manage both benefits and limitations. The study therefore concludes that social media and video-streaming platforms have strong instructional potential, but their effective use depends on informed pedagogical decisions, adequate school support, and continuous professional development.

Recommendations

Based on the results, several recommendations can be offered to strengthen the use of social media and video-streaming platforms in English teaching. Schools should provide regular training for teachers that



focuses on using digital tools to support attention, reduce distractions, and facilitate deeper learning. These training sessions should include strategies for designing structured activities, selecting appropriate video content, and managing student behavior in digital environments. School administrators should also enhance ICT infrastructure by improving internet connectivity, providing access to devices, and supporting the use of Learning Management Systems, especially since school-level conditions influenced teachers' perceptions in the study. Teachers are encouraged to integrate digital platforms more intentionally by aligning them with lesson objectives, using multimedia materials that promote active learning, and balancing online and offline tasks. Future research may explore other factors that influence teachers' perceptions, including digital readiness, school culture, and leadership support. Policymakers may also review institutional guidelines to ensure that digital integration is supported through clear frameworks and adequate resources. These recommendations aim to help schools and teachers maximize the value of digital platforms while managing the challenges that accompany their use.

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