Teaching-Related Use of Social Media Among Saudi EFL Teachers: Revisiting the Innovative Technology

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Abstract—The spread of social media such as Facebook, Thaser, and YouTube has demonstrated the need to incorporate them into the educational setting to cope with the abrupt changes in the tech-savvy new generation's interactions with the network. Hence the current study purports to explore the social media tools utilized by Saudi EFL teachers. This study used a random sampling technique, about 88 participants were selected randomly from all schools in the Asir region, Kingdom of Saudi Arabia .A descriptive study approach was applied by employing an online survey consisting of 15 items followed by an open-ended questionnaire. The collected data were analysed by using the Statistical Package of Social Sciences (SPSS) to obtain corresponding results. The results showed that Saudi EFL teachers used Facebook, Twitter, and YouTube extensively and had a positive response toward their use for teaching purposes. These results confirm the importance of being concerned with the roles of Saudi EFL teachers and students to reap great benefits from these networks as it helps in extending their learning and teaching opportunities, encourage communication with each other by providing material and moral incentives, and develop skills to use these networks in the best way. The study has concluded that using social media could play a vital role in creating an interactive teaching environment. In light of the findings of the study, it is recommended that Saudi EFL teachers should plan learning classes that use social media such as Facebook, Thaser, and YouTube as learning platforms.

Index Terms—social media, Saudi EFL teachers, teaching-related use, innovative technology, revisiting

I. INTRODUCTION

Owing to the comprehensive studies in computer networking and internet utilization, more and more developments are being advanced in communication technologies that allow people to become nearer and contribute too many regional and international communities collaboratively (Hossain & Aydin, 2011; Ferdig et al., 2007). The competition that prevails between information technology companies in producing electronic services has made life easier and also opened new windows for learning, communication, and discovery. This achievement has been increasing with the on-going competition in technical discoveries across the world. Social media is a defined group of internet-based applications that are built on the ideological and technological foundations of Web 2.0. It also allows the creation and exchange of user-generated content that has reached the point where no home personal or even public establishment is possible without them (Kaplan & Haenlein, 2010). Everyone accedes to those networks to attain their visions and reach their goals (Castro-Romero, 2015).

The field of education in general and teaching and learning English in particular has not been dim and distant from this interaction with social media. Their programs and applications have spread equally among EFL students and their teachers. Teaching is one of the sectors that has reaped great benefits from social media in improving teaching, learning English, and studies carried out in schools and universities by providing thousands of educational and supervision sites and programs. These programs have played a pivotal role in boosting EFL teacher performance and advancing their skills in teaching and students' skills in learning (Arshad & Akram, 2018; Greenhow & Askari, 2015; Hussain et al., 2018). There is a pressing need to incorporate Facebook, Twitter, Hi5, LinkedIn, MySpace, Nexopia, Twitter, and YouTube into educational settings the learning environment and teaching and learning English to cope and deal with the instantaneous changes in web technology that allows EFL teachers and students to share and exchange ideas, opinions, interests within their networks over the internet in accessible ways and useful ways. The free, open, collaborative, and interoperable features of Web 2.0 technologies also allow users to create many online communities in the classrooms, at

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home, and abroad at no cost (Jankauskaitė, 2015; Obi & Iwasaki, 2015). Social Networking Sites (SNSs) such as Facebook are some of the recent examples of communications technologies that have been extensively adopted by EFL students and teachers, thus having the capability to become a beneficial resource to assist their educational communications and cooperation and collaboration with teachers or instructors (Irwin et al., 2012; Roblyer et al., 2010).

Albahiri (2018) pointed out that extensive use of social media and their intrusion into several areas, containing the scope of teaching and learning English, has caused shifts and shifts in teaching and learning philosophy. Teaching via social media has appeared formally and the majority of the EFL faculty members at national and international universities have begun to teach via these networks. Social networking sites such as MySpace, Facebook, Bebo, and Friendster are used as means of presenting educational curricula and courses that can create an interactive teaching environment with an active element of sharing the responsibility for education. The learning context can be developed from mainly passive to a lot of activities their use in teaching has led to a new way of looking at teaching from the point of view of the organization site and presentation to EFL teachers. Teaching English is no longer restricted to what happens inside classrooms under the supervision of teachers. Rather, the internet has provided new opportunities for teaching English as it enables EFL learners to access the teaching content that suits their skills and abilities by using multi-media presentations that increase the effectiveness of the teaching process (Jankauskaitė, 2015; Albahiri, 2016; Dlamini, 2017). This results in offering a variety of betterment activities, along with the teaching materials and individual teaching plans that would create a new generation of self-learning or self-educated men, namely called in the age of technology (autodidact). Jankauskaitė (2015), affirmed that social media offers many applications that assist the teacher in managing and enriching the teaching process. These include content production (Wikipedia), video and photo sharing services (YouTube), virtual worlds (Second Life), and diary-type webs (blogs).

Specialized reports have shown that the number of internet users in Saudi Arabia increased rapidly to hit 30 million people and the internet penetration in the country reached 91% as the spread of these networks among young people was underscored. Moreover, 23.91 million users in Saudi Arabia use YouTube, 21.95 million users use Facebook, and about 18 million users use Instagram and/or Twitter (Global Media Insight, 2018). Regarding social chat applications, it has been shown that 24.27 million users in Saudi Arabia use WhatsApp, 13.30 million use Facebook messengers, and about 13 million users use Snapchat (Global Media Insight, 2018). Around 18 million access these platforms through their mobile devices of nearly 25 million total active users on social media which accounts for about 72% of all social media users in the country (Global Media Insight, 2018).

The universal experience of employing these networks for teaching goals has shown its positive impact and beneficial impact in making teaching activities more effective and efficient. It offers teachers means of communicating with students, such as notice boards, e-mail, Google Docs, presentation of video and pictures, teaching programs, and direct communication between teacher and learner irrespective of time and place (Munoz &Towner, 2009). Abdulshafi (2012) identified the influence of using social communication websites and examined their relationship to increased cognitive impact using a sample of 300 students in Egyptian universities. The results showed that the most important social communication sites preferred by these young people were Facebook, Twitter, and YouTube. One of the most remarkable effects of virtuous communication sites is the formation of new friendships, along with the sharing of the latest news about important events and the exchange of favourite films and videos. The study indicated that there were significant statistical differences between the young people in the research sample based on the type the educational level of the family in their average rates of use. Al-Saud (2014) identified motivation among university students regarding the usage of social communication sites and the satisfaction attained from them. The results showed that more than 85% of the sample used social media, that 88% spent between one and two hours using these networks, and that more than 61% used Twitter, compared with 57% who used Facebook. The motives were to access news and information about the dominant international political issues but searching for events and celebrations were also one of the foremost purposes.

Pedagogically, Darwish's (2018) study discovered that the use of social media in Arab universities is not conspicuous to some extent, especially in academic matters. The spread of social media in everyday life suggests that there is a growing need to utilize these tools as a teaching resource and a source of knowledge adapted to young people's way of life. Kuppuswamy and Narayan (2010) identified the influence of social networking sites on the education of young people. It showed that young people are significantly attracted to social network sites and that such sites have a positive influence on them, but they may also lead students to be negligent and incautious about their studies. The study recommended that beneficial use should be made of these sites in teaching as long as their use is based on sound principles and appropriate supervision. Both EFL faculty and their students agreed on the need to include social media in the curriculum and the need to pay attention to the use of social media applications in the teaching process.

A. Objectives of the Study

The significance of social media in contemporary life, the widespread proliferation of their applications, and their adoption by many educational institutions indicate that social media have become one of the wonderful characteristics of modernity. There is sparse information available on their use for teaching purposes among teachers specifically, despite the importance of such networks in daily life and the spread and diversity of the services that they provide. This study aims to identify the level of interaction of Saudi EFL teachers with modern technologies and the extent to which they employ them in positive ways to achieve learning objectives and the goals of teaching. The present study may be a

stimulus set for further studies focusing more closely on the uses of specific programs and applications within social media to identify their educational role. The aim of the present study is also a response to educational requests to EFL teachers to keep pace with contemporary innovations and employ them to enhance and foster the teaching and learning English.

B. Questions of the Study

The questions addressed in the present study are as follows;
1. What is the extent of social media use for teaching purposes by Saudi EFL teachers?
2. What are the attitudes of Saudi EFL teachers towards the use of social media for teaching purposes?
3. Is there a significant statistical relationship between the responses of the research sample according to some variables (e.g., experience, stage of study)?
4. What difficulties are encountered by Saudi EFL teachers in using social media for teaching purposes?

II. LITERATURE REVIEW

Social media today has become one of the developers of education and a home for the lives of millions of network users. The effect of these networks is felt by educators of young people at all stages. It is no longer acceptable for educational establishments and their teachers to avoid the reality of this virtual world. It has become essential to make an effort and invest in various sites and tools to improve learning and teaching and English educational opportunities.

A. Concept of Social Media Tools (SM)

Social media may be defined as a system of electronic networks, which allows the subscriber to create a personal site within that is to be connected via an electronic social system with other members, who have similar interests or hobbies (Radi, 2003). Lenhart and Madden (2007) observed the use of social media to measure them as designated virtual spaces on the internet through which users can create personal pages to communicate with each other. The use of social media advances ideas and discusses them, which allows the users to decide the nature of the content that they publish or exchange with others with a high level of freedom and innovation. These networks also provide many and varied ways to learn and interact through conversation and correspondence via e-mail. Almost everyone familiar with social networks is agreed that as a collection of interactive sites users can communicate and exchange information and images for a variety of purposes.

B. Growth of Social Media

Social media began to come out in the late nineties. The 'Classmates' site, which connected former classmates, appeared in 1995, and 'Six Degrees' emerged in 1997. The concept of this type of site was based on the publication of users' files and a service for sending personal messages to a group of friends. Several Severaltes emerged, such as 'LiveJournal' and 'KeyWorld', which were founded in Korea in 1999. The period from 1999 to 2000 also witnessed the appearance of a few other media that did not spread widely. The main aim of these sites was to conduct communication via group messages that included several subscribers with the same interests (Radi, 2003; Azab et al., 2016).

The remarkable "take-off" of social media appeared at the beginning of 2002 with the emergence of 'Friendster', which achieved such success that Google was prompted to attempt to buy it in 2003. At the end of the same year, the 'SkyRock' site appeared in France as a blogging platform and then was transformed completely into a social network in 2007. SkyRock spread widely and took seventh place in 2008 in the order of social sites according to new subscribers At the beginning of 2005, the American site 'Myspace' was launched and became one of the first and largest social networks at the international level around the same time. 'Facebook' emerged as the most famous site in the world of social networks followed by several social networks such as Twitter and YouTube to form a comprehensive network of applications, programs, and websites for social communication (Radi, 2003; Haleel, 2015).

C. Positive and Negative Aspects of Social Media

The astonishing acceleration in technical discoveries, particularly in the internet and communication has enforced new facts across the world. The concept of the 'global village' has become a reality with the spread of social media, the proliferation of smart devices, and the fall in the cost of subscriptions, which has increased the use of these networks in daily life. This increase has produced a range of positive and negative outcomes and educators must devote their attention to them to benefit from the positives and limit the negatives. A review of the studies and the literature in this field enables us to point briefly to several positive aspects of using social media in learning and teaching English.

Albahiri (2010) focused on the facilitation of personal development activities and the development of skills via a range of useful daily content. The personal-development activities and development are not devoid of negative, despite the enormous scale of the positive aspects of social media. The virtual relationship favours the weakening of the influence of family and the degradation of the strength of traditional social relationships between individuals. An increase in the consumption of time and money is associated with an increase in the cases of internet addiction (Albahiri, 2010). Inclination to the blind imitation of aberrant behaviours, the emails are likely to disprove the teachings of Islam and its culture and sabotage the values of society. The ignominy of cognitive capabilities raised the dependence on electronic applications and smart programs and intelligent programs.

D. Educational Uses of Social Media

These networks have attained a significant presence in educational life, particularly in contemporary times, even though so relationships with peers, friends and classmates with shared hobbies and interests, Lenartz (2015), indicates that 77% of students at the University of Minnesota in the United States use social media for teaching, learning, development of skills, and for fresh ideas. Offering educational programs on social media helped to make the teaching and learning process more important, significant, and meaningful. The EFL teachers were able to increase participation in the teaching and strengthen their collective spirit and spirit of collaboration. The open nature of social media has facilitated the gathering and employment of large numbers of learners to participate in several types of educational, social, and cultural activities. Moreover, these are offered in an attractive form through instant chat, audio, image, and video files, educational and more (Haleel, 2015). Social media applications have helped over several difficulties that teachers previously faced in classrooms. Some studies have indicated that social media networks are successful tools in breaking down hesitation and shyness among certain students and have helped them to express their opinions, attitudes, and ideas with greater freedom.

III. METHODOLOGY

A. Research Design

This study has employed the descriptive survey method because of its appropriateness, given the nature of the objectives and research questions. It helped in establishing the EFL teachers' opinions about how they use social media for teaching purposes identifying the attitudes and difficulties encountered in using these tools when teaching.

B. Study Sample

A random sampling technique was used in this study consisting of 88 EFL teachers selected randomly from all schools (primary, middle school, and secondary) in the Asir region, Saudi Arabia. The proportion of responses of participants who had between 3 and 6 years of experience was the largest at 47.7%; while the proportion of those working with social media for less than 3 years was 38.6%. The EFL teachers whose experience with social communication programs was longer than 6 years made up only 13.6% of the sample. This distribution may reflect the proliferation of using these applications among young people in Saudi Arabia as these programs have emerged and spread rapidly in society over the last five to seven years. Regarding the distribution of respondents according to the school level, many of the respondents (40.36%) were working in field education in middle schools. The proportion of participants at the secondary stage was approximately 30% of the study sample and about 29% of the sample work in primary schools.

C. Study Instrument

The study used a questionnaire as s study instrument to collect the required data. The questionnaire was prepared to comply with the research objectives and divided into four main sections. The first section was to collect basic data concerning the sample such as years of experience in using social media and the academic level of the field teaching school. The second section aimed to discover the extent of social media use for teaching purposes. The third section was aimed to elicit the participants' attitudes towards the use of social media for teaching purposes, while the fourth section determined the difficulties in such use via responses to an open-ended question.

The initial version of the questionnaire was presented to nine specialists in curriculum, teaching methods, and assessment and evaluation to verify the sections of the questionnaire and the extent to which they represent the participant's use. The research tool was developed considering the opinions received. Moreover, the questionnaire was piloted with a group of 25 teachers and the reliability coefficient (Cronbach's alpha) was calculated which showed a value of 86.2, which is a good degree of reliability.

TABLE 1
CRONBACH'S ALPHA FOR THE RELIABILITY OF THE QUESTIONNAIRE PILOT SAMPLE: 25)

Statement	No. of Items	Alpha
The overall Reliability of the questionnaire	15	0.86.2

D. Data Analysis

The data obtained through the questionnaire was entered and coded in the Statistical Package of Social Sciences (SPSS) to obtain relevant results.

IV. RESULTS AND DISCUSSIONS

The mean and standard deviation were calculated according to the respondents' estimates. Each of the fifteen items was allocated a three-part response scale (always, sometimes, never). The use of social media by EFL teachers for teaching purposes was considered to be high if the mean for an item was between 2.35 and 3, and moderate if the mean

was between 1.68 and 2.S social media use if the Mean was less than 1.67 (Table 1). The mean for the estimates by individuals considering their level of use of social media for teaching purposes varied between 2.75 and 1.90 with the excerpt use of the Myspace site, which was no more than 1.56. Regarding the standard about the division of the range into three equal parts, it was found that the respondents' use was high or mode except MyexceptYouTube was used most frequently for teaching purposes (2.75) followed by Twitter (2.71), Facebook (2.59), and Instagram (2.48). All of these mean scores fall within the range of high use. Snapchat and LinkedIn had a mean of 2.31 and 1.90 respectively these results indicated the popularity among teachers of using social media for teaching purposes. These results were consistent with the studies conducted by Abdulshafi (2011) and Al-Saud (2014).

TABLE 2

Item	Always		Sometimes		Never		Mean	Standard Deviation
	No.	%	No.	%	No.	%		
Facebook	60	68.2	20	22.7	8	9.1	2.59	0.654
Twitter	67	76.1	17	19.3	4	4.5	2.71	0.546
Myspace	53	60.2	21	23.9	14	15.9	1.56	0.756
YouTube	68	77.3	18	20.5	2	2.3	2.75	0.485
Instagram	52	59.1	26	29.5	10	11.4	2.48	0.694
Snapchat	42	47.7	32	36.4	14	15.9	2.31	0.736
LinkedIn	18	20.5	44	50	26	29.5	1.90	0.705

The attitude of the EFL teachers towards the use of social media for teaching purposes was considered 'very positive' if the mean score of the item was between 4.21 and 5.00, and 'positive' if it was between 3.41 and 4.20. If the value of the average fell to between 2.61 and 3.40 then the attitude of the EFL teachers was regarded as 'average'. Respondents' attitudes were considered 'negative' or 'very negative' if the mathematical average was less than 2.60. Table 4 shows that the study sample held positive attitudes toward the use of social media for teaching purposes as the overall mean of their responses to the scale was 3.76. Further, the average response to eight of the items on the survey was between 3.50 and 3.78, which indicated a positive attitude among the study sample. About the two items: 'Some tasks have been cancelled to follow what is going on in communication networks' and 'I encourage my colleagues to benefit from social media in education,' the averages were 3.20 and 3.38, respectively. These values fell within the neutral category. The reason may be because of the recent spread of social media, the belief in what these networks offer their user in terms of educational enrichment and the faith of the study sample that in what these networks provide in terms of electronic communication services, file sharing, and exchange of information. All of these functions are considered important aspects that an EFL teacher requires while teaching. These results were consistent with the results of the studies conducted by Kuppuswamy and Narayan (2010) and Mazman and Usluel (2010).

TABLE 3
EFL TEACHER'S ATTITUDE TOWARDS THE USAGE OF SOCIAL MEDIA FOR TEACHING PURPOSE

No.	Expression	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Average	Standard deviation
		No.	%	No.	%	No.	%	No.	%	No.	%		
1	I feel comfortable browsing communication networks	35	39.8	36	40.9	15	17	0	0	2	2.3	4.16	0.870
2	I always follow what is going on in my specialization via communication networks	16	18.2	28	13.8	32	36.4	8	9.1	4	4.5	3.5	0.984
3	Communication networks have influenced my knowledge of my specialization	27	30.7	35	39.8	19	21.6	7	8.0	0	0	3.93	0.920
4	When browsing communication networks, I am keen to develop my skills and information	42	47.7	40	45.5	6	6.8	0	0	0	0	4.41	0.620
5	Some tasks have been cancelled to follow what is going on in communication networks	5	5.7	30	34.1	34	38.6	15	17	4	4.5	3.20	0.95
6	I do not feel relaxed if I am cut off from communication networks	21	23.9	35	39.8	24	27.3	7	8.0	1	1.1	3.78	0.953
7	Networking sites have made teachers' work easier for them	16	18.2	44	50	28.4	25	2.3	2	1	1.1	3.82	0.796
8	I maintain a special relationship with educators via communication networks	24	27.3	33	37.5	27	30.7	4	4.5	0	0	3.88	0.870
9	I can benefit from communication networks in communicating with my students	14	15.9	35	39.8	28	31.8	10	11.4	1	1.1	3.58	0.931
10	I encourage my colleagues to benefit from social communication sites in education	7	8	32	36.4	37	42	11	12.5	1	1.1	3.38	0.848
Total												3.76	0.88

The statistically significant difference between the answers of the research sample according to specific variables was calculated through a t-test that helped in identifying the effects of the experience on the responses of the research sample, as shown in Table 4. Table 5 shows the t-test analysis to identify the effect of the stage of the school on the responses of the research sample, as shown in Table 5. Tables 4 and 5 have shown that there was no significant statistical difference in the averages of the individuals' assessments according to any of the research variables (experience in using social media and stage of school).

TABLE 4

The extent of use of communication networks for teaching purposes	Within groups	3.178	2			
	Between groups	172.095	85	2.025		
	Group	175.273	87		0.785	0.459
Attitude toward the use of communication networks for teaching purposes	Within groups	39.755	2	19.878		
	Between groups	1163.109	85	13.684		
	Group	1202.864	87		1.453	0.240

TABLE 5
T-TEST TO IDENTIFY THE EFFECT OF THE LEVEL OF THE STAGE OF SCHOOL BY THE EXTENT OF USE AND ATTITUDE

		t	Df.	Average squares	F	Sig.
The extent of use of communication networks for teaching purposes	Within groups	7.386	2	3.693		
	Between groups	167.886	85	1.975		
	Group	175.273	87		1.870	0.160
Attitude toward the use of communication networks for teaching purposes	Within groups	33.862	2	16.931	1.231	0.297
	Between groups	1169.01	85	13.753		
	Group	1202.864	87			

Table 5 comprises several obstacles that limit the use of social media by EFL teachers, and the benefits gained from them for teaching purposes. These results confirm the importance of being concerned with the roles of EFL teachers and their students to benefit from these networks as it helps in extending their learning and teaching English opportunities, encourages communication with each other by providing material and moral incentives, and develops skills to use these networks in the best way. The propagation of the electronic teaching culture and benefits from the services available within these networks by school staff, parents, and guardians may contribute greatly to making the task of teachers easier.

TABLE 6
THE DIFFICULTIES THAT LIMIT EFL TEACHER'S USE OF SOCIAL MEDIA FOR TEACHING PURPOSES

	Difficulty	No.	%
1	Lack of incentive for the teacher	96	16.95
2	The disparity in readiness of students to use tools such as these	61	14.99
3	The amount of time taken up by social media applications	56	13.76
4	Lack of development courses for teachers in this area	53	13.02
5	Poor or non-existent internet services in some schools	48	11.79
6	Lack of knowledge of the nature of these networks and their potential	38	8.35
7	Negative attitudes and psychological anxiety among some teachers and directors	37	9.09
8	Lack of awareness among some parents of the educational effectiveness of this type of network	28	6.88
9	Inappropriateness for much of the course content	21	5.16
10	Total	407	100

In contemporary times, social media networks are considered among the important institutions that play a vital role in teaching and learning and educating young people and providing them with customs and behaviours. They are also important tools for social change. They are not merely tools for building friendships or for communication, entertainment, and acquaintance; rather they are a valuable resource for information that has opened doors for teachers to improve communication in English with students and involve them in interactive activities with their programs and their school community (Tawfiq, 2015). Azab, Mahmoud, and Yasmine (2016) tried to establish a psychometric profile on a scale of motivation of young people about social media. The study found that there were five main motives for using social media among the research sample including; maintaining existing relationships, meeting new people, spending free time, introducing themselves and expressing themselves to others, and learning and teaching English through the exchange of information regarding academic and research projects.

Jarrar (2012) defined social media as a network of effective sites that facilitate social life among a group of acquaintances and friends. They also allow old friends to contact each other after many years, exchange images and generally consolidate social relationships via audio and visual communication in English. Al-Suwaidi (2013), focused on strengthening interaction between individuals and maintaining the relationship between them beyond culture, society or family, or any specific local scope. It helps in breaking the boundaries of shyness and facilitates communication in English with others by exchanging opinions and getting to know other cultures. It opens the doors that allow the launch of innovations and projects that help society to develop. It also allows access to national and international events in the quickest time possible.

Haleel (2015) confirmed that social media applications are no longer used just for making acquaintances or knowing what is going on around us. They have become effective teaching tools to improve communication in English with EFL students and involve them in ineffective activities that differ from traditional English teaching methods. Hussain (2018) indicated that recent years have witnessed increased growth in the use of social media for teaching English purposes as thousands of institutes, schools, and universities have participated worldwide. Social media have attracted the interest of EFL students in learning English, the search for knowledge, and the love of reading, especially as these sites are closely linked with their daily way of life. They also motivate them towards constructive and positive communication and the exchange of common interests, information, and knowledge beyond the bounds of school and university.

V. CONCLUSION

The extent of their use and attitudes towards their use for teaching functions. It has also identified the foremost significant difficulties that users of those technologies face within the teaching field. The results have shown that EFL teachers used Facebook, Twitter, and YouTube extensively and had a positive perspective toward their use for teaching purposes. The findings supported several results reported in previous literature regarding the use of social media for

learning and teaching English. The analysis of the results shows that using social media could play a vital role in creating an interactive teaching English environment. It also helps provide basic information, which, in turn, helps EFL teachers and educational stakeholders make important decisions effectively and accurately. This is likely to help in increasing the overall productivity of the process of teaching and learning English. The study has highlighted the obstacles that EFL teachers faced once they mistreatment these technologies. The foremost outstanding of that was the absence of any reasonable incentives for the EFL teacher to use these tools, the inequality in the level of readiness of the teachers for this sort of learning, and also the amount of time that these networks consume on the part of both teachers and students. This study provides information that will be of interest to EFL teachers and English course books, curriculum designers and developers.

In light of the results, the study has recommended that care should be taken to review training programs for EFL teachers and develop them by incorporating best educational practices about technical innovations. Specialized professional development should be provided to take advantage of various means of social media and obtain benefits from them as a teaching resource and a gateway to positive communication between EFL student and teacher. Moreover, further educational studies should be conducted on the effectiveness of certain social media and in particular what live broadcasting services to improve the teaching and learning English and the educational process.

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