

Social Media Content and Teacher Influencers: EFL Teachers’ Perceptions and Attitudes

Özlem PERVAN VAN DAM¹

¹ Assistant Professor, English Language Teaching Programme, Department of Foreign Languages Education, Faculty of Education, Maltepe University, Türkiye, e-mail: ozlempervan@maltepe.edu.tr, ORCID ID: <https://orcid.org/0000-0002-6142-0805>

Abstract

Social media, when used consciously and ethically, supports teachers’ professional identities and increases their participation in global learning communities. In the field of foreign language education, social media has made professional development more accessible for teachers, created new professional pathways, and supported the foundation of novel professional identities. One such identity is the “teacher influencer”: a teacher who creates and shares educational content on social media. This new aspect of professional identity enables teachers to shape their own public personas, create content, and interact with broad online communities. This mixed-methods study explored the perceptions and attitudes of pre- and in-service teachers of English as a foreign language (EFL) regarding teacher influencers and their educational social media content. The participants were 79 EFL teachers in Türkiye: 39 pre-service and 40 in-service teachers. Data were collected through an online questionnaire including closed- and open-ended questions. Closed-ended responses were analysed using descriptive statistics, whereas open-ended responses were analysed using thematic analysis. Findings showed that both groups of participants have a generally positive attitude towards educational content on social media. Findings also highlighted that pre-service EFL teachers show a comparatively higher interest and interact more with this type of social media content. Participants noted that social media offers opportunities in terms of professional development, sharing ideas, and motivation. Although they acknowledged the potential benefits, participants also mentioned some concerns regarding teacher influencers and their social media content. These concerns were about the quality of content, privacy, ethical principles, and the reputation of the profession. Moreover, both groups stated that they are reluctant to create educational content on social media.

Keywords: social media, EFL teachers, teacher influencers, teacher identity, educational content

1. Introduction

Social media has become an embedded part of our daily communication and a commonly used medium for sharing and searching for information. This widespread use of social media has also greatly affected the field of education (Mejía-Laguna et al., 2021). This inevitable integration of social media into our lives has also transformed the ways educators participate in professional development processes and construct professional identities (Mercado & Shin, 2025). Pre- and in-service teachers of EFL often attend conferences and workshops; they often utilise various platforms to support their own professional development. However, today, social media platforms provide new and unique opportunities for these types of events. These platforms support the establishment of communities of practice and facilitate continuous learning processes (Marcelo-Martínez et al., 2024). While the immediate access to educational content and the opportunities for global-level collaboration on social media provide valuable advantages for teachers, they also present some challenges (Ping, 2022).

Numerous studies have explored the benefits of social media in learning from a student perspective. However, there are comparatively limited studies focusing on teachers' attitudes, perceptions, and experiences regarding social media (Aydoğmuş et al., 2023). This limitation applies to the study of foreign language education as well. Given the increasing number of EFL teachers using social media platforms for content creation and self-branding, which is an area that has not gotten much attention in applied linguistics, this gap is especially noteworthy (Nejadghanbar & Fotouhi, 2025). Therefore, this study aims to contribute to bridging this gap by investigating the attitudes of pre-service and in-service EFL teachers towards educational content and teacher influencers on social media. This study also explores pre- and in-service EFL teachers' perceptions of benefits, challenges, and ethical concerns associated with creating such content. Specifically, this study explores how EFL teachers interact with and contribute to the digital scene of language education on social media in terms of both the opportunities and challenges or complexities that arise from their engagement with social media for professional purposes. With this aim, this study seeks answers to the following research questions:

RQ1. What are the attitudes of pre- and in-service EFL teachers toward educational content and teacher influencers on social media?

RQ2. What are pre- and in-service EFL teachers' perceptions about benefits, challenges, and ethical concerns related to teachers' creation of educational content on social media?

2. Educational Content in Social Media and Teacher Influencers

Over the past two decades, social media has become an inseparable part of daily life. Although most people have been using social media platforms as sources of entertainment and means of communication, these platforms are also popular sources of information and serve as

personalised learning spaces for many people. Social media platforms have played a particularly significant role in language education. Both teachers and learners of foreign languages use these platforms for formal and informal purposes.

For foreign language learners, social media provides several crucial benefits. Access to authentic language input on social media supports learning autonomy. Interactions with other people in the form of commenting on content, sharing content, and discussions in the target language provide foreign language learners with opportunities to produce and negotiate meaning in the target language, in a multicultural environment. This multicultural nature of social media, therefore, also helps learners develop an intercultural awareness. Furthermore, social media platforms facilitate informal English learning by providing a global space for interaction, instant feedback, and diverse content. In this way, social media platforms foster interactivity and enhance learners' motivation and language skills (Zhu, 2025). Indeed, social media platforms like Facebook, Twitter, Instagram, and YouTube have been shown to enhance various English language skills, including listening, speaking, reading, and writing (Alkamel, 2024). Moreover, many learners follow teacher influencers on social media for accessible, bite-sized educational content. These bite-sized pieces of educational content available on social media may not be able to replace formal instruction. However, they complement formal instruction and therefore support foreign language learning outside of the limited classroom hours. In language education research, the widespread availability and flexible communication affordances of these high-profile platforms attract considerable attention from language learning scholars, with studies frequently highlighting their positive impact as learning environments (Barrot, 2022).

For foreign language teachers, social media has also drastically transformed education. Social media has empowered teachers in numerous ways. It enabled them to add a novel layer to their multifaceted professional identities, which can exceed their geographical boundaries. Social media enabled language teachers to create public personas for themselves, become teachers of the global digital world we live in, and become their own personal brands. This drastic transformation in education has also led to the emergence of “teacher influencers”, teachers who use social media platforms such as Facebook, Twitter, Instagram, YouTube, and TikTok to share instructional strategies, construct professional identities, and interact with broad audiences (Yıldız & Şeker, 2025). For teachers who do not desire to create and share educational content, social media still offers empowerment through instant and free access to content that would support their professional development. These networks offer dynamic spaces for teachers to exchange ideas, find emotional support, and address professional issues through peer and expert connections. Especially for novice language teachers, social media provides access to valuable resources created and shared by other teachers (Yıldız & Şeker, 2025). Social media content addressing key aspects of teaching, such as material design,

classroom management, and lesson planning, can be inspirational for both novice and experienced language teachers worldwide. Because educational content is widely shared on social media, language teachers can now connect with much larger communities to exchange their professional insights and innovative teaching methods more easily.

Active engagement with social media has the potential to lead to self-development in several ways. It can broaden professional contacts, enhance career prospects, and generate new insights that can be effectively applied in classrooms. Active engagement with social media is changing conventional professional development by offering personalised learning opportunities and encouraging career growth for teachers (Mercado & Shin, 2025). In the digital space of social media, language teachers can assume various roles; they can be passive learners or active influencers and community builders. Social media offers teachers opportunities to impact and shape the educational field. Many educators now find, create, and share valuable resources on social media and help connect formal education with informal learning opportunities in an accessible and collaborative environment. The accessible and collaborative nature of these social media platforms contributes to building supportive communities that enhance teaching practices and ultimately benefit student learning (Mercado & Shin, 2025). Despite the benefits regarding teachers' professional development, social media content also carries risks in terms of the spreading of misinformation, violation of ethics, and misleading content. Therefore, there is a necessity for focused teacher training on ethical and effective social media use in language education.

With more educational content related to language education and teacher influencers appearing on social media, it is increasingly important to be able to evaluate the trustworthiness of the sources and value of the information being shared. Digital literacy and critical thinking are essential for effective online engagement when evaluating information sources and language teaching practices on social media. The internet has simplified accessing and sharing information. Although easy access to information has helped teachers' professional development immensely, it has also created the need for digital literacy. Teachers' digital literacy is especially crucial for effectively using technology to improve teaching. So, teachers should not only have the technical proficiency to use different digital platforms but also the capacity to evaluate the pedagogical integrity and accuracy of shared content (Bui et al., 2023).

The universal and inescapable integration of social media into the language teaching profession has led to a promising and growing area of academic inquiry into the pedagogical advantages and impacts of social media within educational contexts, particularly regarding its usefulness in professional development and the enhancement of teaching practices (Mercado & Shin, 2025; Otchie et al., 2021). Understanding how teachers view and use social media in their work is crucial for managing and responding to ongoing changes. Therefore, this study

examines both pre- and in-service EFL teachers' attitudes toward teacher influencers and their content. The study also explores how pre- and in-service EFL teachers perceive the advantages, challenges, and ethical issues related to creating educational content on social media. In this regard, this study explores how EFL teachers, both pre- and in-service, act as users and creators on social media in the context of language education.

3. Methodology

For the present study, a mixed-methods approach to research was adopted to explore pre- and in-service EFL teachers' attitudes towards and perceptions of teacher influencers and their educational content on social media. This section presents the methodological framework of the study, including the research design, participants, data collection procedures, and data analysis.

3.1. Research Design

This study employed a convergent mixed-methods research design, in which quantitative and qualitative data were collected and analysed during the same phase and then integrated to provide an overall interpretation (Creswell & Plano Clark, 2011, p. 77). The data-validation variant of the convergent mixed-methods design was used, where the researcher included both open- and closed-ended questions on a questionnaire and the results from the open-ended questions to confirm or validate the results from the closed-ended questions, as described by Creswell and Plano Clark (2011, p. 81). This design was employed to provide a comprehensive understanding of pre- and in-service EFL teachers' attitudes and perceptions regarding educational social media content and teacher influencers. The quantitative component which consisted of the data from the closed-ended questions, focused on identifying general trends through frequency and percentage analyses. The qualitative component which consisted of the data from the open-ended questions aimed to explore participants' perspectives in greater depth through thematic analysis. The integration of these two types of data enabled a more in-depth interpretation of the findings.

3.2. Context

The present study was conducted in Türkiye, in 2026. Participants of the study consisted of pre- and in-service EFL teachers in Türkiye. Data were collected online through social media circulation. This study focused on perceptions regarding teacher influencers and educational social media content in language education.

3.3. Participants

Participants of this study were selected via the convenience sampling technique, whereby researchers select participants among individuals who are easily accessible and available to them (Sedgwick, 2013). The researcher of this study created an online questionnaire via Google

Forms and shared this form with her followers on social media. By doing this, the researcher reached seventy-nine participants. Thirty-nine of these participants were pre-service EFL teachers studying in various language teacher education programmes in Türkiye. Forty of the participants were in-service EFL teachers working at various schools and levels in Türkiye. Nine of the thirty-nine pre-service teachers reported limited teaching experience (1–2 years) through activities such as private tutoring or practicum-based teaching prior to formal employment. Demographics of participants were summarised in Table 1. Participation in this research was entirely voluntary, and all data were anonymised. Informed consent was secured through the online questionnaire form. Participants were informed of their right to withdraw from the study at any point without penalty. All data collected were treated with strict confidentiality.

Table 1 *Participant Demographics*

Variable	Category	Number of participants (n)	Percentage (%)
Teaching Status	Pre-service	39	49.4
	In-service	40	50.6
Teaching Context	Pre-service (ELT programme)	39	49.4
	Elementary school	12	15.2
	Middle school	7	8.9
	High school	6	7.6
	Preschool	4	5.1
	Age Range	18-24	53
	25-34	17	21.5
	35-44	8	10.1
	56+	1	1.3
Teaching Experience	No teaching experience	30	38.0
	1-2 years	28	35.4
	3-5 years	8	10.1
	6-10 years	7	8.9
	11-15 years	4	5.1
	16-20 years	1	1.3
	21+ years	1	1.3
Educational Status	Undergraduate student	39	49.4
	Bachelor's degree	31	39.2
	Master's degree	6	7.6
	Doctoral degree	3	3.8

Total	79	100.0%
-------	----	--------

3.4. Data Collection Instruments

Data collection was conducted through an online questionnaire developed by the researcher and distributed on the researcher's social media accounts. This online questionnaire consisted of both open- and closed-ended questions in order to capture both general trends and in-depth perceptions regarding teacher influencers and educational social media content. The questionnaire was originally administered in Turkish to ensure clarity and ease of understanding for the participants. The full questionnaire is provided in Appendix A in both Turkish and English.

The open-ended items in the questionnaire were designed to elicit qualitative data on participants' general perceptions, opinions, and concerns about the issue at hand. The open-ended questions enabled the researcher to gain a more comprehensive understanding of the phenomenon by providing an opportunity to analyse the participants' perceptions of teacher influencers on social media in-depth (e.g., Kross & Giust, 2019).

The closed-ended items were used to collect supportive quantitative data regarding participants' demographics (see Table 1), interests, social media following habits, and their perceptions of the impact of social media on education. Quantitative data were only used to summarise the tendencies of participants in terms of their interests in teacher influencers and their social media content, and to present these trends with descriptive statistics (e.g., frequencies and percentages).

The development of the questionnaire was informed by existing literature on teachers' use of social media for professional development (Marcelo-Martínez et al., 2024; Mercado & Shin, 2025), teacher identity in digital contexts (Ping, 2022; Nejadghanbar & Fotouhi, 2025), pedagogical affordances of social media in education (Otchie et al., 2021), and ethical considerations in online educational content (Yıldız & Şeker, 2025). In line with the aims of the study, the instrument was designed to explore participants' levels of engagement with educational social media content, their attitudes towards teacher influencers, and their perceptions of the benefits, challenges, and ethical concerns associated with such content. The questionnaire was also reviewed by a specialist in English language teaching and educational research to improve the clarity and relevance of the items.

3.5. Data Analysis

To enable comparison, participants were categorised into two groups: (1) pre-service EFL teachers and (2) in-service EFL teachers. Quantitative data obtained from the closed-ended items were analysed using descriptive statistics (e.g., frequencies and percentages) to identify general trends and patterns among participants. Qualitative data obtained from the open-ended items were analysed using thematic analysis (Braun & Clarke, 2006; Nowell et al., 2017). The thematic analysis followed the six-phase framework proposed by Braun and Clarke

(2006). First, all responses were read repeatedly to achieve familiarity with the dataset. Second, initial codes were generated by identifying recurring ideas, concerns, and evaluations in participants' responses. Third, codes were organised into broader categories by grouping related patterns of meaning. Fourth, these categories were reviewed and refined to develop candidate themes. Fifth, the themes were defined and named in relation to the research questions. Finally, the themes were interpreted and reported to present a coherent and meaningful account of the data.

In line with the flexible nature of thematic analysis, which allows for identifying patterns of meaning across qualitative datasets, particular attention was given to identifying similarities and differences between pre-service and in-service teachers. The themes were therefore examined comparatively across the two groups in order to highlight both shared and distinct perspectives.

3.6. Trustworthiness

To increase the trustworthiness, the researcher did repeated readings of the data and revisited the coding process multiple times to ensure that the raw responses, codes, and themes were consistent. Analytic notes were kept throughout the coding process. The resulting themes were reviewed and refined to ensure internal coherence and alignment with the research questions. Additionally, the researcher conducted peer debriefing with an expert in the field. The external expert reviewed the coding structure and theme development. Any divergences were discussed and resolved. These procedures contributed to the credibility of the analysis.

3.7. Ethical Considerations

Ethical considerations were carefully addressed throughout the research process. Ethical approval was obtained from Maltepe University Ethics Committee in Türkiye dated 29.04.2026, numbered 2026/07-08. Participation in the study was entirely voluntary, and informed consent was obtained from all participants through the online questionnaire. Participants were informed about the purpose of the study and their right to withdraw at any time without penalty. All data were collected anonymously and were treated with strict confidentiality.

4. Findings

This study generated both quantitative and qualitative data, through closed- and open-ended questions in an online questionnaire. The quantitative data were analysed using descriptive statistics (frequencies and percentages) to identify general trends, while qualitative data were analysed through thematic analysis to reveal patterns and recurring themes. The findings from both types of data are presented below. The findings are presented below under two main sections: quantitative and qualitative findings.

4.1. Quantitative Findings

The quantitative findings provide an overview of participants' engagement with and perceptions of educational social media content and teacher influencers. Specifically, the results present participants' interest levels in educational content, their following behaviours related to teacher influencers, their perceptions of the role of such content in education, the perceived impact on their own understanding of teaching, and their intentions to create educational content for social media. The first set of findings relates to participants' interest levels in educational social media content, as presented in Table 2.

Table 2 *Interest Levels in Educational Social Media Content*

Group	n	Interest Level	Frequency	Percentage (%)
Pre-service teachers	39	Interested	32	82.1
		Sometimes interested	6	15.4
		Not interested	1	2.6
In-service teachers	40	Interested	27	67.5
		Sometimes interested	8	20.0
		Not interested	5	12.5

The findings indicate that a large majority of pre-service EFL teachers are interested in such content, with 32 out of 39 participants (82.1%) reporting clear interest. An additional 6 participants (15.4%) stated that they are sometimes interested, while only 1 participant reported no interest.

A similar pattern was observed among in-service teachers, although at slightly lower levels. Among this group, 27 out of 40 participants (67.5%) reported being interested in educational social media content, while 8 participants (20.0%) indicated that they are sometimes interested. A higher proportion compared to pre-service teachers, 5 participants (12.5%), stated that they are not interested. Overall, these findings suggest that both groups display a generally positive attitude towards educational social media content, with pre-service teachers showing a comparatively higher level of interest. Further findings regarding participants' following behaviours related to teacher influencers are presented in Table 3.

Table 3 *Teacher Influencer Following Rates*

Group	n	Actively Follow (%)	Sometimes Follow (%)	Never Follow (%)
Pre-service teachers	39	74.4	15.4	10.3
In-service teachers	40	55.0	20.0	25.0

When the participants' followings of teacher influencers were analysed, it was seen that most of the pre-service teachers (89.8%) followed these kinds of accounts on social media. Out of 39 pre-service teachers, 29 (74.4%) stated that they actively followed these accounts, 6

(15.4%) stated that they follow these accounts from time to time, and 4 (10.3%) stated that they never follow them.

A similarly high rate of following (75.0%) was observed among in-service teachers. Twenty-two in-service teachers (55.0%) stated that they followed teacher influencers, 8 (20.0%) stated that they sometimes followed these influencers, and 10 (25.0%) stated that they never followed them. These findings show that both groups have a considerable interest in following teacher influencers on social media. In addition to this, it can be seen that compared to the in-service teachers, a larger share of the pre-service teachers follows teacher influencers on social media. These findings indicate that pre-service EFL teachers are more active in their search for professional development and inspiration on digital platforms. Further findings regarding the role of educational social media content in education are presented in Table 4.

Table 4 *Perceptions of the Role of Educational Social Media Content in Education*

Group	n	Crucial Role	Aid to Education	Little/No Relation	Negative Impact
Pre-service teachers	39	15 (38.5%)	23 (59.0%)	1 (2.6%)	0 (0.0%)
In-service teachers	40	10 (25.0%)	24 (60.0%)	5 (12.5%)	1 (2.5%)

Within the group of pre-service EFL teachers, the results show that the vast majority (97.5%) perceive such content as either playing a crucial role or serving as an aid to education. 15 out of 39 pre-service teachers (38.5%) stated that social media plays a crucial role in education, while 23 participants (59.0%) indicated that it serves as an aid. Only 1 participant (2.6%) reported that educational social media content has little or no relation to education.

A similar trend was observed among in-service EFL teachers; however, the rates suggest a more cautious approach. Out of 40 in-service teachers, 10 (25.0%) stated that social media plays a crucial role, 24 (60.0%) reported that it serves as an aid, 5 (12.5%) indicated that it has little or no relation to education, and 1 (2.5%) stated that it may have a negative impact. Overall, these findings indicate that while both groups recognise the value of educational social media content, pre-service teachers tend to adopt a more positive and innovative perspective, whereas in-service teachers demonstrate a comparatively more cautious and critical stance. An additional set of findings relates to participants' perceptions of whether teacher influencers contribute to the wider use of technology in education, as presented in Table 5.

Table 5 *Perceptions of Teacher Influencers' Role in Promoting Technology Use in Education*

Group	n	Yes	Partially	No
Pre-service teachers	39	25 (74.0%)	7 (21.0%)	2 (6.0%)

In-service teachers	40	22 (55.0%)	12 (30.0%)	6 (15.0%)
---------------------	----	------------	------------	-----------

The results indicate that a clear majority of pre-service teachers (74.0%) believe that teacher influencers play a role in promoting the use of technology in educational contexts. This proportion is notably lower among in-service teachers (55.0%), although it still represents the majority of participants. In contrast, in-service teachers reported higher levels of uncertainty (30.0%) compared to pre-service teachers (21.0%). Similarly, a greater proportion of in-service teachers (15.0%) indicated that they do not perceive such an impact, compared to a much smaller percentage among pre-service teachers (6.0%).

These findings suggest that while both groups generally recognise the role of teacher influencers in promoting technology use in education, pre-service teachers tend to adopt a more confident and positive stance, whereas in-service teachers demonstrate a comparatively more cautious and uncertain perspective. The findings about the participants' perceptions regarding how their own teaching practices are impacted by the teacher influencers' content are presented in Table 6.

Table 6 *Perceptions of Teacher Influencers' Impact on Their Own Understanding of Teaching*

Group	n	Major Impact	Partial Impact	Little or No Impact
Pre-service teachers	39	10 (25.6%)	25 (64.1%)	4 (10.3%)
In-service teachers	40	4 (10.0%)	22 (55.0%)	14 (35.0%)

The results indicate that most of the pre-service teachers (89.7%) perceive themselves as being influenced by this type of social media content. Specifically, 10 out of 39 pre-service teachers (25.6%) reported that such content has a major impact on their understanding of and approaches to teaching, while 25 participants (64.1%) indicated a partial impact. Only 4 participants (10.3%) stated that this type of content has little or no impact on their teaching-related understanding.

In contrast, among in-service teachers, a more limited perception of impact was observed. Of the 40 participants, 4 (10.0%) reported that teacher influencers' content had a major impact on them, 22 (55.0%) indicated a partial impact, and 14 (35.0%) stated that such content had little or no impact on their own understanding of and approaches to teaching. Overall, these findings suggest that pre-service teachers tend to perceive teacher influencers as more influential sources for professional development and inspiration, whereas in-service teachers adopt a comparatively more distant perspective towards such influence. Additional findings regarding participants' intentions to create educational content for social media are presented in Table 7.

Table 7 *Intentions to Create Educational Content for Social Media*

Group	Intend to Create Content	Indecisive/ Not Sure	No Intention	Overall Unwilling or Unsure (%)
Pre-service teachers	10 (25.6%)	13 (33.3%)	16 (41.0%)	74.3%
In-service teachers	6 (15.0%)	12 (30.0%)	22 (55.0%)	85.0%

When participants' responses were analysed, it was observed that both groups exhibited a clear reluctance or indecisiveness regarding their intention to create educational content for social media. Among pre-service teachers, only 10 participants (25.6%) reported that they intend to create educational content for social media, while 13 (33.3%) indicated that they are indecisive, and 16 participants (41.0%) stated that they have no intention of doing so. These results show that more than two-thirds (74.3%) of the pre-service teachers are either undecided or reluctant about content production.

This tendency is even more pronounced among in-service teachers. Of the 40 participants, 6 (15.0%) reported that they intend to create educational content, 12 (30.0%) indicated that they are unsure, and 22 (55.0%) stated that they have no intention. Overall, 85.0% of in-service teachers are either unwilling or uncertain about producing educational content for social media. Compared to pre-service teachers, this group demonstrates a higher level of reluctance towards content creation. The next set of findings focuses on participants' perceptions of the impact of teachers' social media content on teacher–student interaction, as presented in Table 8.

Table 8 *Perceived Impact of Teacher Influencers' Social Media Content on Teacher–Student Interaction*

Group	Stronger Interaction	No Change	Negative Impact
Pre-service (<i>n</i> =39)	22 (56.0%)	11 (28.0%)	6 (15.0%)
In-service (<i>n</i> =40)	15 (38.0%)	17 (43.0%)	8 (20.0%)

The results indicate that a majority of pre-service teachers (56.0%) believe that social media content strengthens teacher-student interaction, whereas a smaller proportion of in-service teachers (38.0%) share this view. In contrast, a higher percentage of in-service teachers (43.0%) reported that such content does not create a notable change in interaction, compared to pre-service teachers (28.0%). Additionally, negative perceptions were more frequently observed among in-service teachers (20.0%) than pre-service teachers (15.0%). These findings suggest that consistent with other aspects of educational social media content, pre-service teachers tend to adopt a more positive view, whereas in-service teachers demonstrate a comparatively more cautious stance. The final set of quantitative findings relates to

participants' concerns regarding teachers' social media content production, as presented in Table 9.

Table 9 *Participants' Concerns Regarding Educational Social Media Content*

Concern Category	Pre-service (n=34)	In-service (n=40)
No concerns	8 (24.0%)	7 (18.0%)
Privacy and security	11 (32.0%)	8 (20.0%)
Misinterpretation and misrepresentation of the teaching profession	11 (32.0%)	11 (28.0%)
Content quality	3 (9.0%)	14 (35.0%)
Multiple concerns	1 (3.0%)	0 (0.0%)

Note. "Multiple concerns" refers to responses in which participants mentioned more than one concern category.

It should be noted that not all pre-service EFL teachers responded to this item; therefore, the analysis for pre-service teachers is based on 34 valid responses. Among pre-service teachers, the most frequently reported concerns were privacy and security (32.0%) and the potential misinterpretation and misrepresentation of the teaching profession (32.0%). A notable proportion of participants (24.0%) reported having no particular concerns, while content quality was less frequently identified (9.0%).

In contrast, in-service teachers reported a different pattern, with content quality emerging as the most prominent concern (35.0%), followed by the misinterpretation and misrepresentation of the teaching profession (28.0%) and privacy and security (20.0%). A smaller proportion of in-service teachers (18.0%) indicated that they had no concerns. These findings suggest that while pre-service teachers' concerns are primarily centred around ethical considerations and professional identity, in-service teachers place greater emphasis on the quality and reliability of educational content shared on social media.

Taken together, the quantitative findings provide a comprehensive overview of participants' engagement with and perceptions of educational social media content and teacher influencers. Across the different dimensions examined, both pre-service and in-service teachers generally demonstrate a positive orientation towards such content, particularly in terms of its accessibility, supportive role in education, and potential to contribute to professional development. However, consistent differences between the two groups are also evident, with pre-service teachers adopting a more favourable and confident stance, while in-service teachers tend to express more cautious, critical, and context-dependent perspectives. In addition, concerns related to ethical issues, professional identity, and content quality further highlight the complexity of participants' evaluations. While these findings provide a comprehensive overview of general trends and patterns, they are complemented by qualitative

insights that offer a more detailed and interpretive understanding of participants' views. Therefore, the following section presents the qualitative findings.

4.2. Qualitative Findings

The qualitative analysis of participants' general views revealed several recurring themes regarding teacher influencers and the content they create, including perceived pedagogical value, concerns about content quality and reliability, issues related to professional identity, and ethical considerations. In the excerpts presented below, participants are identified through codes, where "PST" refers to pre-service teachers and "IS" refers to in-service teachers, followed by a number indicating the participant (e.g., PST1, IS1). All quotations originally provided in Turkish were translated into English by the researcher for reporting purposes.

4.2.1. Perceived Pedagogical Value and Professional Support

Both pre-service and in-service teachers frequently highlighted the pedagogical benefits of educational social media content, particularly in terms of accessibility, idea sharing, and professional development. Pre-service teachers, in particular, emphasised the practical value of such content for learning new teaching techniques and gaining exposure to diverse instructional approaches. For instance, one participant noted that social media enables them to "learn various teaching methods, activities, and games" and access "rich content from different parts of the world" (PST5). Similarly, others emphasised that such content is especially helpful for novice teachers by providing "idea sharing, resources, and ready-made materials" (PST2).

In-service teachers also acknowledged these benefits, particularly in relation to classroom practice. Some participants stated that they actively apply ideas encountered on social media, noting that they "use different teaching techniques" or adapt instructional strategies in their own classrooms (IS8). Additionally, social media was described as a space that provides "creative suggestions for materials and activities" (IS2) and facilitates access to practical teaching knowledge.

4.2.2. Content Quality and Reliability Concerns

Despite these positive perceptions, concerns regarding the quality and reliability of content emerged strongly, particularly among in-service teachers. Several participants questioned the pedagogical competence of content creators, with one participant explicitly stating that they "do not think most content creators have sufficient pedagogical content knowledge" and that content production is often driven by financial motives (IS1). Similarly, others pointed to the risk of misinformation, noting that "incorrect or unverified information may lead to information pollution" (IS12) and that "many content creators provide incomplete or inaccurate information" (IS43).

Pre-service teachers also expressed similar concerns, although less strongly. Some participants acknowledged that while they benefit from such content, “some of the information shared may be incorrect” (PST8), indicating an emerging awareness of the limitations of social media as a learning resource.

4.2.3. Misinterpretation and Misrepresentation of the Teaching Profession

Another prominent theme relates to the perceived tension between teaching as a profession and social media influencing. Participants from both groups expressed concerns that social media may lead to the misinterpretation or misrepresentation of the teaching profession. Pre-service teachers highlighted that “being a social media phenomenon and being a teacher are different and should not be combined” (PST10), emphasising a potential weakening of professional identity.

This concern was even more pronounced among in-service teachers, who frequently associated content creation with commercialisation and performative behaviour. Some participants noted that content is often produced “for engagement and popularity rather than educational value” (IS41) and that teaching is at times reduced to “a commercial or entertainment-oriented activity” (IS25). These findings suggest that in-service teachers adopt a more critical stance regarding the professional implications of social media presence.

4.2.4. Ethical and Privacy Concerns

Ethical concerns, particularly related to privacy and the sharing of student-related content, were also frequently mentioned. Participants from both groups criticised practices such as sharing students’ images without consent, describing these as “disturbing” and “ethically problematic” (IS44). One participant explicitly stated that “teachers sharing students’ faces publicly is very uncomfortable” (IS30), highlighting the seriousness of privacy concerns. While pre-service teachers also referred to these issues, their concerns were often framed as potential risks, such as “privacy and security problems” or negative reactions from students and parents (PST2). In contrast, in-service teachers discussed these issues in a more concrete and experience-based manner, reflecting their professional awareness of ethical responsibilities.

4.2.5. Conditional Acceptance and Balanced Perspectives

Overall, both groups demonstrated a balanced perspective, acknowledging both the benefits and limitations of educational social media content. Many participants emphasised that such content can be valuable “when used correctly” or “depending on how it is applied” (PST29). Similarly, in-service teachers highlighted that while social media can support learning and teaching, its effectiveness is highly dependent on context, content quality, and user awareness. Notably, pre-service teachers tended to adopt a more optimistic and exploratory stance, frequently emphasising learning opportunities and inspiration. In contrast, in-service teachers demonstrated a more cautious and critical perspective, drawing attention to issues such as

misinformation, professional boundaries, and ethical risks. These findings suggest that experience in the field plays a significant role in shaping how teacher influencers are perceived.

5. Discussion and Conclusion

The findings of the present study suggest that pre- and in-service teachers of EFL have a generally positive orientation towards teacher influencers and their educational content on social media. However, a comparison between the groups shows that pre-service teachers have more interest and engagement with such influencers and content than in-service teachers of EFL. This result aligns with previous research (Marcelo-Martínez et al., 2024), which suggests that pre-service teachers are more likely to participate in digital platforms and online communities for professional development. The results indicate that teachers of EFL, particularly pre-service teachers, perceive social media as a platform that provides access to information, supports the sharing of innovative ideas, and promotes a sense of professional connectedness with other teachers. These results also align with previous studies that identify social media as an extension of professional development for teachers (Mejía-Laguna et al., 2021; Nejadghanbar & Fotouhi, 2025). This may suggest that social media is increasingly being integrated into teachers' informal professional learning practices.

Pre-service EFL teachers that participated in this study displayed a more positive stance when compared to in-service participants. This comparatively more positive stance may be associated with pre-service teachers' openness to learning and innovation as individuals at the beginning of their professional journey, particularly in terms of their willingness to explore new practices. Compared to the pre-service participants, in-service EFL teachers demonstrated a more cautious and critical perspective. This difference in in-service teachers' perspectives may be considered a reflection of their professional experience and heightened awareness of pedagogical, ethical, and contextual considerations. This may also indicate that professional experience fosters a more critical filtering of digital content. This finding is consistent with the literature (Ping, 2022), which highlights that teachers' engagement with digital tools is shaped by factors such as experience, age, and attitudes towards technology.

The qualitative findings of the study revealed that participants hold complex and multi-dimensional views regarding teacher influencers and their content. The findings showed that both groups recognise the pedagogical value of educational social media content, particularly in terms of idea sharing, access to diverse teaching practices, and increased student engagement. Nevertheless, they also have some important concerns. This suggests that teachers do not adopt a purely positive or negative stance, but rather a balanced and reflective perspective. Participants' concerns relate to the quality and reliability of content, the ethical implications of sharing student-related materials, and the potential misinterpretation and misrepresentation of the teaching profession. This may reflect broader tensions between the professional identity of teachers and their public representation in digital spaces. These

findings are consistent with recent research conducted in the Turkish context, which highlights that while teacher influencers are perceived as valuable sources of pedagogical inspiration, they are also criticised for ethical issues, privacy violations, and motivations driven by personal gain or prestige (Yıldız & Şeker, 2025).

Findings revealed that while pre-service teachers tend to emphasise the learning opportunities and inspirational aspects of educational content on social media, in-service teachers adopt a more critical stance regarding issues such as misinformation, commercialisation, and the blurring of boundaries between personal and professional roles. This highlights the need for clearer professional guidelines in online engagement. Similar concerns were also emphasised in previous research indicating that teacher influencers may prioritise visibility, engagement, or personal benefit over pedagogical responsibility (Yıldız & Şeker, 2025). These concerns are also consistent with previous studies that emphasise the importance of maintaining ethical responsibility in digital environments (Mercado & Shin, 2025; Ping, 2022).

Another important finding is that both groups demonstrate reluctance or uncertainty about creating educational content for social media. This suggests that although teachers recognise the potential value of social media, this does not necessarily translate into active participation as content creators. This may suggest a gap between perceived value and actual practice. This hesitation may stem from the time and effort required, concerns about public visibility and criticism, as well as ethical and professional considerations. This indicates that teachers approach content creation with a strong sense of responsibility. In this respect, the findings highlight the importance of supporting teachers not only as consumers and content creators but also as critical evaluators of digital content.

These findings have several implications for language teacher education and policy. First, the results underline the importance of integrating digital literacy and critical evaluation skills into teacher education programmes. Given participants' concerns about misinformation and content quality, teachers need to be equipped with the skills to assess the credibility and pedagogical value of online materials. This becomes increasingly important in the context of widespread misinformation. In line with this, previous research highlights the importance of embedding digital literacy into teacher education as a core component of professional preparation (Zhang, 2023). In addition, fostering critical thinking skills is essential for enabling teachers to engage more analytically with digital content and function effectively in complex information environments (Ju-Zaveroni & Lee, 2023), particularly in today's increasingly digital world.

In conclusion, this study provides insight into how pre-service and in-service EFL teachers perceive educational social media content and teacher influencers. While both groups recognise the potential benefits of social media for learning and professional development,

important differences emerge in terms of levels of trust, perceived impact, and concerns. Pre-service teachers tend to adopt a more positive and exploratory stance, whereas in-service teachers demonstrate a more cautious and critical perspective. Overall, the findings suggest that social media can serve as a valuable resource in language education when approached with critical awareness, ethical sensitivity, and professional responsibility. This suggests that the benefits of social media are highly dependent on how critically and ethically it is used. This aligns with recent findings suggesting that the growing presence of teacher influencers requires clearer ethical guidelines and regulatory frameworks to ensure the protection of students' rights and the integrity of the teaching profession (Yıldız & Şeker, 2025).

The findings of this study have several implications for language teacher education and policy. First, the findings suggest that social media should be recognised as a form of informal professional development and more deliberately integrated into teacher education programmes. The differences observed between pre-service and in-service teachers further suggest that teacher education programmes should adopt more targeted strategies. They should place greater emphasis on developing critical awareness and ethical sensitivity among pre-service teachers, and among in-service teachers they should further strengthen critical evaluation practices. The results of the present study also indicate that teacher education programmes should promote balanced and reflective engagement with digital content. They should not encourage teachers to outright reject or uncritically accept teacher influencers and educational social media content. Instead, teacher education should encourage teachers to critically evaluate both opportunities and risks of digital content. In particular, the findings point out the importance of explicitly addressing matters such as ethical issues, privacy concerns, and professional responsibility in digital environments. Moreover, there is a clear need to support teachers not only as consumers but also as confident and ethically responsible content creators. Overall, these findings emphasise the importance of integrating digital literacy and critical thinking as core components of teacher education curricula in an increasingly digitalised world.

6. Limitations and Future Research

This study has several limitations that should be considered. First, the data are based on self-reported responses collected from a specific context, which may limit the generalisability of the findings. Second, the quantitative analysis relies primarily on frequency- and percentage-based results, which capture general trends but do not allow for more detailed statistical examination. In addition, although qualitative data were included, the depth of insight was limited by the scope of the questionnaire format. Future research could employ more in-depth qualitative methods, such as interviews or longitudinal designs, to better understand how teachers engage with social media over time. Expanding the sample to different contexts and

Pervan van Dam

including other stakeholders, such as students or policymakers, may also provide a more comprehensive perspective.

Disclosures

No potential conflict of interest was reported by the author.

References

- Alkamel, M. A. A. (2024). Social media in teaching English for EFL students: A review of challenges and suggestions. *International Journal of English Teaching and Learning*, 2(1), 8–17. <https://doi.org/10.11648/j.ijetl.20240201.12>
- Aydoğmuş, M., Tut, E., & Karadağ, Y. (2023). Teachers' experiences regarding the use of social media for educational purposes. *International Journal of Psychology and Educational Studies*, 10(1), 69–82. <https://doi.org/10.52380/ijpes.2023.10.1.855>
- 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. <https://doi.org/10.1080/09588221.2021.1883673>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Bui, H. P., Ulla, M. B., Tarrayo, V. N., & Pham, C. T. (2023). Editorial: The roles of social media in education: Affective, behavioral, and cognitive dimensions. *Frontiers in Psychology*, 14, Article 1287728. <https://doi.org/10.3389/fpsyg.2023.1287728>
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). SAGE.
- Ju-Zaveroni, Y., & Lee, S. (2023). Online language learning in participatory culture: Digital pedagogy practices in the post-pandemic era. *Education Sciences*, 13(12), Article 1217. <https://doi.org/10.3390/educsci13121217>
- Kross, J., & Giust, A. (2019). Elements of research questions in relation to qualitative inquiry. *The Qualitative Report*, 24(1), 24–30. <https://doi.org/10.46743/2160-3715/2019.3426>
- Marcelo-Martínez, P., Yot-Domínguez, C., & Mosquera Gende, I. (2024). Exploring the motives for using social networks for professional development by Spanish teachers. *Information and Learning Sciences*, 125(9), 746–768. <https://doi.org/10.1108/ILS-12-2023-0199>
- Mejía-Laguna, J. A., Hernández-Ocampo, S. P., & Álvarez Valencia, J. A. (2021). Pre-service teachers' perceptions on integrating a social networking site for language learning into English classes. *Signo y Pensamiento*, 40(78). <https://doi.org/10.11144/Javeriana.syp40-78.ptpi>
- Mercado, F. M. S., & Shin, S. (2025). K–12 teachers' professional development and learning on social media: A systematic literature review. *Information and Learning Sciences*, 126(3–4), 214–244. <https://doi.org/10.1108/ILS-12-2023-0198>
- Nejadghanbar, H., & Fotouhi, M. (2025). English language teachers' social media branding: Mapping the construction and perception of brand identities on Instagram. *IRAL - International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2024-0254>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1–13. <https://doi.org/10.1177/1609406917733847>

- Otchie, W. O., Pedaste, M., Bardone, E., & Chounta, I.-A. (2021). Contextualizing social media ecology and its pedagogical affordances: The perspective of high school teachers. *The Electronic Journal of e-Learning*, 19(6), 471–489. <https://doi.org/10.34190/ejel.19.6.2486>
- Ping, W. (2022). Revisiting English as a foreign language teachers' professional identity and commitment in social media-focused professional development. *Frontiers in Psychology*, 13, Article 992038. <https://doi.org/10.3389/fpsyg.2022.992038>
- Sedgwick, P. (2013). Convenience sampling. *BMJ*, 347, Article f6304. <https://doi.org/10.1136/bmj.f6304>
- Yıldız, S., & Şeker, S. (2025). Sharing or not sharing: Teacher influencers as a new actor from the perspective of educators in Türkiye. *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 15(3), 1786–1814. <https://doi.org/10.48146/odusobiad.1719261>
- Zhang, J. (2023). EFL teachers' digital literacy: The role of contextual factors in their literacy development. *Frontiers in Psychology*, 14, Article 1153339. <https://doi.org/10.3389/fpsyg.2023.1153339>
- Zhu, W. (2025). The role of social media in informal English learning: A case study of language learning communities. *International Journal of Education and Humanities*, 18(2), Article 35. <https://doi.org/10.54097/1f2j6n73>

Appendix A

Questionnaire (Original Turkish Version and English Translation)

The questionnaire was originally administered in Turkish to ensure clarity and ease of understanding for the participants. English translations are provided below, on the right column, for reference purposes.

Turkish version	English Translation
<p>1. Hangi yaş aralığındasınız?</p> <ul style="list-style-type: none"> <input type="radio"/> 18-24 <input type="radio"/> 25-34 <input type="radio"/> 35-44 <input type="radio"/> 45-55 <input type="radio"/> 56+ 	<p>1. Which age range do you belong to?</p> <ul style="list-style-type: none"> <input type="radio"/> 18-24 <input type="radio"/> 25-34 <input type="radio"/> 35-44 <input type="radio"/> 45-55 <input type="radio"/> 56+
<p>2. Hangi eğitim kademesinde öğretmenlik yapıyorsunuz?</p> <ul style="list-style-type: none"> <input type="radio"/> Okul öncesi <input type="radio"/> İlkokul <input type="radio"/> Ortaokul <input type="radio"/> Lise <input type="radio"/> Yükseköğretim <input type="radio"/> İngilizce öğretmenliği programında öğrenimime devam ediyorum 	<p>2. At which educational level do you teach/study?</p> <ul style="list-style-type: none"> <input type="radio"/> Preschool <input type="radio"/> Primary school <input type="radio"/> Middle school <input type="radio"/> High school <input type="radio"/> Higher education <input type="radio"/> I am currently studying in an English language teacher education programme
<p>3. Öğretmenlik deneyiminiz ne kadardır?</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2 yıl <input type="radio"/> 3-5 yıl <input type="radio"/> 6-10 yıl <input type="radio"/> 11-15 yıl <input type="radio"/> 16-20 yıl <input type="radio"/> 21+ yıl 	<p>3. How many years of teaching experience do you have?</p> <ul style="list-style-type: none"> <input type="radio"/> 0-2 years <input type="radio"/> 3-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-15 years <input type="radio"/> 16-20 years <input type="radio"/> 21+ years
<p>4. Eğitim durumunuz nedir?</p> <ul style="list-style-type: none"> <input type="radio"/> Lisans <input type="radio"/> Yüksek Lisans <input type="radio"/> Doktora <input type="radio"/> İngilizce öğretmenliği lisans programında öğrenimim devam ediyor 	<p>4. What is your educational background?</p> <ul style="list-style-type: none"> <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Doctoral degree <input type="radio"/> I am currently studying in an English language teacher education programme
<p>5. En sık kullandığımız sosyal medya platformları hangileridir? (Birden fazla seçenek işaretleyebilirsiniz.)</p> <ul style="list-style-type: none"> <input type="radio"/> Instagram <input type="radio"/> YouTube <input type="radio"/> Facebook <input type="radio"/> Twitter <input type="radio"/> TikTok <input type="radio"/> LinkedIn <input type="radio"/> Diğer 	<p>5. Which social media platforms do you use most frequently? (You may select more than one option.)</p> <ul style="list-style-type: none"> <input type="radio"/> Instagram <input type="radio"/> YouTube <input type="radio"/> Facebook <input type="radio"/> Twitter <input type="radio"/> TikTok <input type="radio"/> LinkedIn <input type="radio"/> Other
<p>6. Sosyal medyada eğitimle ilgili içeriklere ilgi duyar mısınız?</p> <ul style="list-style-type: none"> <input type="radio"/> Evet <input type="radio"/> Hayır <input type="radio"/> Bazen 	<p>6. Are you interested in educational content on social media?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Sometimes

<p>7. Sosyal medya üzerinden eğitimle ilgili içeriklere ne sıklıkla erişirsiniz?</p> <ul style="list-style-type: none"> <input type="radio"/> Her gün <input type="radio"/> Haftada birkaç kez <input type="radio"/> Haftada bir <input type="radio"/> Ayda bir veya daha az 	<p>7. How often do you access educational content on social media?</p> <ul style="list-style-type: none"> <input type="radio"/> Every day <input type="radio"/> Several times a week <input type="radio"/> Once a week <input type="radio"/> Once a month or less
<p>8. Sosyal medyada eğitim içerikleri üreten öğretmenleri (teacher influencer'ları) takip ediyor musunuz?</p> <ul style="list-style-type: none"> <input type="radio"/> Evet <input type="radio"/> Hayır 	<p>8. Do you follow teachers who create educational content on social media (teacher influencers)?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>9. Sosyal medyada takip ettiğiniz teacher influencer'ların içerikleri hakkında ne düşünüyorsunuz?</p> <ul style="list-style-type: none"> <input type="radio"/> Çok faydalı <input type="radio"/> Kısmen faydalı <input type="radio"/> Kendim için faydalı bulmuyorum <input type="radio"/> Genel olarak faydalı bulmuyorum 	<p>9. What do you think about the content created by the teacher influencers you follow on social media?</p> <ul style="list-style-type: none"> <input type="radio"/> Very useful <input type="radio"/> Partly useful <input type="radio"/> I do not find it useful for myself <input type="radio"/> I do not find it useful in general
<p>10. Öğretmenlerin sosyal medya üzerinden eğitim içerikleri üretmesinin eğitimdeki rolü hakkında ne düşünüyorsunuz?</p> <ul style="list-style-type: none"> <input type="radio"/> Eğitimde önemli bir rol oynuyor <input type="radio"/> Yardımcı bir araçtır <input type="radio"/> Eğitimle çok ilişkili değil <input type="radio"/> Zararlı olabilir 	<p>10. What do you think about the role of teachers creating educational content on social media in education?</p> <ul style="list-style-type: none"> <input type="radio"/> It plays a crucial role in education <input type="radio"/> It serves as an aid in education <input type="radio"/> It has little or no relation to education <input type="radio"/> It may have a negative impact
<p>11. Sosyal medyada takip ettiğiniz teacher influencer'ların içeriklerinin öğretmenlik anlayışınız ve uygulamalarınız üzerinde etkisi olduğunu düşünüyor musunuz?</p> <ul style="list-style-type: none"> <input type="radio"/> Evet, çok etkiledi <input type="radio"/> Evet, kısmen etkiledi <input type="radio"/> Hayır, neredeyse hiç etkilemedi 	<p>11. Do you think the content created by the teacher influencers you follow on social media has an impact on your understanding of and approaches to teaching?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, it had a major impact <input type="radio"/> Yes, it had a partial impact <input type="radio"/> No, it had little or no impact
<p>12. Teacher influencer'ların eğitimde teknoloji kullanımını yaygınlaştırdığına inanıyor musunuz?</p> <ul style="list-style-type: none"> <input type="radio"/> Evet <input type="radio"/> Hayır <input type="radio"/> Kısmen 	<p>12. Do you believe that teacher influencers contribute to the wider use of technology in education?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Partially
<p>13. Sosyal medya üzerinden öğretmenlerin paylaştığı içeriklerin mesleki gelişiminize nasıl bir etkisi olduğunu düşünüyorsunuz?</p> <ul style="list-style-type: none"> <input type="radio"/> Çok faydalıdır, yeni yöntemler öğreniyorum <input type="radio"/> Kısmen faydalıdır, bazı içerikler faydalı <input type="radio"/> Hiç faydalı değil <input type="radio"/> Zararlı olabilir 	<p>13. What kind of impact do you think the educational content shared by teachers on social media has on your professional development?</p> <ul style="list-style-type: none"> <input type="radio"/> Very useful; I learn new teaching methods <input type="radio"/> Partly useful; some content is beneficial <input type="radio"/> Not useful at all <input type="radio"/> It may be harmful
<p>14. Sizce, öğretmenlerin sosyal medya üzerinden içerik üretmesi öğrencilerle olan etkileşimlerini nasıl etkiler?</p> <ul style="list-style-type: none"> <input type="radio"/> Öğrencilerle daha güçlü bağlar kurmalarını sağlar <input type="radio"/> Öğrencilerle etkileşimde bir değişim yaratmaz <input type="radio"/> Olumsuz bir etkisi olabilir <input type="radio"/> Diğer (lütfen açıklayınız): 	<p>14. In your opinion, how does teachers' creation of content on social media impact their interaction with students?</p> <ul style="list-style-type: none"> <input type="radio"/> It helps them build stronger connections with students <input type="radio"/> It does not create any change in their interaction with students <input type="radio"/> It may have a negative impact <input type="radio"/> Other (please specify):

<p>15. Öğretmenlerin sosyal medyada içerik üretmeleriyle ilgili herhangi bir endişeniz var mı? Varsa nelerdir?</p> <ul style="list-style-type: none"><input type="radio"/> Gizlilik ve güvenlik<input type="radio"/> İçeriklerin kalitesi<input type="radio"/> Öğretmenlik rolünün yanlış anlaşılması veya yanlış temsil edilmesi<input type="radio"/> Hiçbir endişem yok<input type="radio"/> Diğer (lütfen açıklayınız): ...	<p>15. Do you have any concerns about teachers creating content on social media? If yes, what are they?</p> <ul style="list-style-type: none"><input type="radio"/> Privacy and security<input type="radio"/> Quality of content<input type="radio"/> Misunderstanding or misrepresentation of the teaching role<input type="radio"/> I have no concerns<input type="radio"/> Other (please specify): ...
<p>16. Kendiniz de sosyal medya için eğitim içerikleri üretmeyi düşünür müsünüz?</p> <ul style="list-style-type: none"><input type="radio"/> Evet<input type="radio"/> Hayır<input type="radio"/> Emin değilim	<p>16. Would you consider creating educational content for social media yourself?</p> <ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No<input type="radio"/> I am not sure
<p>17. Sosyal medya için eğitim içerikleri üreten öğretmenler hakkındaki genel görüşlerinizi paylaşır mısınız?</p>	<p>17. Could you share your general views on teachers who create educational content for social media?</p>