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Bridging Technology and Inclusion: Teachers' Perceptions of Social Media for Enhancing Reading Skills in Early Grades

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ABSTRACT
This study aims to analyze teachers' perceptions of using social media to enhance the reading skills of students with special needs in lower grades of public elementary schools. A qualitative approach with a Simple Research Design was employed. Participants included 85 teachers (Grades I–III) from 27 inclusive elementary schools across nine provinces in Indonesia. Data were collected through semi-structured interviews, observations, and documentation, and analyzed using thematic analysis. The findings reveal four main themes: (1) increased student motivation and engagement, (2) accessibility and learning flexibility, (3) multimodal learning support, and (4) implementation challenges. The results indicate that social media has strong potential as an innovative and inclusive learning medium; however, its effectiveness depends on teachers' perceptions and competencies. The study reinforces the integration of TPACK and Universal Design for Learning in technology-based inclusive learning. Implications highlight the need for teacher professional development and supportive educational policies.

1. Introduction

Reading skills constitute a foundational pillar in the academic trajectory of elementary school students, particularly in the lower grades (Grades I–III), where learners are situated in the emergent literacy phase (Stern et al., 2026). At this critical stage, the ability to decode, recognize, and construct meaning from text serves as a prerequisite for success in subsequent learning domains. However, within the context of inclusive education, the development of reading skills becomes inherently more complex. Students with special needs exhibit diverse profiles—including cognitive, linguistic, and attentional challenges—that require differentiated and responsive instructional approaches (Goyibova et al., 2025). Empirical evidence from classroom practices indicates that many students with special needs in early grades continue to struggle with basic literacy competencies, such as letter recognition, word decoding, and comprehension of simple texts (Teale et al., 2020). These challenges are often

intensified by the persistence of conventional, one-size-fits-all instructional methods that fail to accommodate individual learning differences, ultimately resulting in low motivation and limited engagement in reading activities.

From a normative perspective, reading instruction in inclusive elementary classrooms should be adaptive, differentiated, and multimodal, enabling all learners to access and engage with textual content meaningfully (Parween & Ahmad, 2025; Watts-Taffe, 2022). Teachers are expected to design learning experiences that transcend traditional text-based instruction by incorporating multiple forms of representation, including visual, auditory, and interactive elements (Nasution et al., 2024; Shi, 2025). Such an approach not only supports comprehension but also fosters motivation, ensures equitable access, and accommodates diverse learning preferences. In this regard, the rapid advancement of digital technology—particularly social media—offers a transformative opportunity to reconfigure reading instruction (Haokip, 2025). Social media platforms provide dynamic, multimodal, and easily accessible content, enabling the integration of text, images, audio, and video within interactive learning environments(Al-Muttairi & Al-Alusi, 2025). This affordance is especially relevant for students with special needs, who often benefit from multisensory learning experiences.

The urgency of this study is underscored by the pervasive use of social media in students' daily lives, which remains underutilized as a pedagogical resource. While students are increasingly immersed in digital environments, the educational potential of these platforms has not been fully harnessed, particularly in foundational literacy instruction. In this context, teachers play a pivotal role as mediators of technology integration. Their perceptions of social media critically shape how such tools are adopted, adapted, and implemented in classroom practice (Shen et al., 2024). Without positive perceptions and sufficient competencies, the integration of social media may be superficial, ineffective, or even counterproductive. Therefore, understanding teachers' perceptions is essential for informing the design of pedagogically sound and sustainable technology-enhanced learning interventions.

Recent scholarship has demonstrated significant progress in the intersection of reading instruction and digital technology. A growing body of research suggests that digital and interactive media can enhance reading skills by providing engaging, personalized, and context-rich learning experiences (Hikmah et al., 2024). Multisensory approaches, in particular, have been shown to support students with special needs in processing and understanding textual information more effectively (Vestal et al., 2023; Zairin & Nordin, 2023). Additionally, technology-based learning tools—such as interactive applications and visual platforms—have been associated with increased student motivation and participation. Within inclusive education, technology is increasingly recognized as a critical enabler of equitable access and individualized learning pathways.

Despite these advancements, the current state of the art reveals several critical gaps. Much of the existing literature focuses on general digital media use, the development of instructional products, or the effectiveness of specific tools, such as applications or visual aids. Research that conceptualizes social media as a structured learning environment remains limited, especially in relation to reading skill development (Koehler & Vilarinho-Pereira, 2023; Van Den Beemt et al., 2020).

Moreover, studies that foreground teachers' perceptions as a central analytical lens are relatively scarce, despite their decisive role in shaping classroom implementation. Furthermore, the intersection of social media use, early reading development, and the unique characteristics of students with special needs in inclusive elementary settings has yet to be examined in a comprehensive and integrated manner (Kurniawan et al., 2026; Liu & Potmesil, 2025).

To address these gaps, this study is anchored in a robust theoretical framework that integrates TPACK and Universal Design for Learning. The TPACK framework underscores the necessity of integrating technological, pedagogical, and content knowledge to create effective learning environments. Within this perspective, social media is not merely a technological artifact but a pedagogical resource that must be aligned with instructional goals in reading. Concurrently, UDL provides a comprehensive framework for designing inclusive learning environments by offering multiple means of representation, engagement, and expression. Social media inherently aligns with UDL principles by enabling flexible, interactive, and multimodal content delivery.

The integration of these frameworks strengthens the argument that the effectiveness of social media in reading instruction is contingent not solely on technological availability but on teachers' pedagogical decision-making and inclusive design practices. In this regard, the present study contributes to the literature in several ways: (1) it positions social media explicitly as a medium for reading instruction, rather than merely a supplementary tool; (2) it foregrounds teachers' perceptions as a central determinant of technology integration; (3) it offers a theoretically integrated perspective combining TPACK and UDL within inclusive education; and (4) it focuses on students with special needs in lower-grade public elementary schools, a context that remains underexplored.

Accordingly, this study aims to describe and analyze teachers' perceptions of the use of social media in enhancing the reading skills of students with special needs in lower-grade public elementary schools. Furthermore, it seeks to identify key themes related to the benefits, challenges, and pedagogical implications of integrating social media into inclusive reading instruction.

2. Methods

This study employed a qualitative approach using a Simple Research Design, focusing on an in-depth exploration of teachers' perceptions regarding the use of social media in enhancing the reading skills of students with special needs. This design was chosen because it enables researchers to gain rich contextual understanding of teachers' experiences, perspectives, and practices in real classroom situations.

Data were analyzed using thematic analysis, which aims to systematically identify, analyze, and interpret patterns of meaning (themes) from the collected data (Njeri Mugwe & Runo, 2026; Terry & Hayfield, 2020).

2.1 Participants and Research Setting

The participants in this study comprised 85 lower-grade teachers (Grades I–III) drawn from 27 public elementary schools implementing inclusive education programs in Indonesia. These teachers were directly involved in teaching students with special needs within inclusive classroom settings, making them well-positioned to provide informed insights into the use of social media in early reading instruction.

To ensure representation across diverse educational contexts, the participants were geographically distributed across nine provinces, namely West Java, Central Java, East Java, Lampung, South Kalimantan, the Special Region of Yogyakarta, the Jakarta Capital Region, North Sumatra (Medan), and East Nusa Tenggara. This wide distribution reflects variations in regional characteristics, including differences in socio-cultural backgrounds, levels of technological infrastructure, and access to educational resources. Such diversity was intentionally incorporated to capture a broad spectrum of experiences and practices related to social media use in inclusive classrooms.

Participants were selected using a purposive sampling technique to ensure the relevance and richness of the data. The selection criteria included: (1) being an active teacher in lower grades (Grades I–III), (2) having experience in teaching students with special needs, (3) having used or currently using social media as part of instructional practices, and (4) willingness to participate in the study. These criteria were designed to ensure that all participants possessed both practical experience and contextual understanding relevant to the research focus.

The research setting encompasses inclusive public elementary schools that implement policies of equitable education, where students with and without special needs learn together in the same classroom environment. These settings present unique pedagogical challenges and opportunities, particularly in adapting instructional strategies to accommodate diverse learner needs. Within this context, the integration of social media as a learning tool becomes a critical area of exploration, as it intersects with issues of accessibility, inclusivity, and instructional innovation.

Overall, the combination of purposive sampling and diverse geographical representation strengthens the credibility and transferability of the findings by providing a comprehensive picture of teachers' perceptions across varied educational and socio-cultural contexts in Indonesia.

2.2 Data Collection Techniques and Instruments

Data in this study were collected using three complementary techniques—semi-structured interviews, observation, and documentation—to ensure data triangulation and enhance the depth and credibility of the findings (Meijer et al., 2002).

2.2.1 Semi-Structured Interviews

Semi-structured interviews were employed as the primary data collection technique to explore teachers' perceptions in depth. This approach allowed flexibility in probing participants' responses while maintaining consistency across key topics. The interview protocol was systematically developed based on several core indicators, including: (1) teachers' understanding of the role of social media in learning, (2) their

experiences in using social media for instructional purposes, (3) perceived benefits of social media in enhancing students' reading skills, (4) challenges and obstacles encountered during implementation, and (5) strategies adopted to integrate social media into reading instruction.

The interviews were conducted in both online (via video conferencing platforms) and offline (face-to-face) formats, depending on participants' accessibility and preferences. Each interview lasted approximately 30–45 minutes and was audio-recorded with participants' consent to ensure accuracy in data transcription and analysis

2.2.2 Observation

Observations were conducted to obtain direct insights into actual classroom practices and to complement the self-reported data from interviews. The focus of the observations included: (1) how social media was utilized in reading activities, (2) the nature of teacher–student interactions during instruction, and (3) the responses and engagement of students with special needs.

A structured observation sheet was used as the guiding instrument to ensure systematic and consistent data recording across different classroom settings. Field notes were also taken to capture contextual details and non-verbal interactions that might not be reflected in other data sources

2.2.3 Documentation

Documentation was collected to support and validate findings from interviews and observations. The collected documents included: (1) lesson plans that integrate social media, (2) instructional materials delivered through social media platforms, (3) screenshots of learning activities conducted via social media, and (4) teachers' reflective notes on their instructional practices.

These documents provided valuable contextual and evidentiary support, allowing for a more comprehensive understanding of how social media is planned, implemented, and reflected upon in inclusive reading instruction

2.2.4 Synthesis of Data Collection Strategy

The integration of these three techniques enabled methodological triangulation, enhancing the credibility and richness of the data. While interviews captured teachers' perceptions and experiences, observations provided real-time evidence of classroom practices, and documentation offered concrete artifacts of instructional implementation. Together, these methods ensured a holistic and in-depth exploration of the research phenomenon

2.3 Research Procedure

The study was conducted through a series of systematic and interconnected stages to ensure methodological rigor and coherence throughout the research process (Harrison et al., 2020).

2.3.1 Preparation Stage

At the initial stage, the researchers developed data collection instruments, including interview guidelines, observation sheets, and documentation checklists. These instruments were designed based on the research objectives and theoretical framework. To ensure content validity, the instruments were reviewed and validated by experts in the fields of educational technology and inclusive education. Revisions were made based on expert feedback to improve clarity, relevance, and alignment with the study focus

2.3.2 Data Collection Stage

Data were collected using three primary techniques: semi-structured interviews, classroom observations, and documentation. Interviews were conducted with participating teachers to explore their perceptions and experiences. Observations were carried out to capture actual classroom practices, while documentation was gathered to support and triangulate the findings. Data collection was conducted both online and offline, depending on participants' accessibility and contextual conditions.

2.3.3 Data Transcription Stage

All interview recordings were transcribed verbatim into textual form to facilitate systematic analysis. The transcription process involved careful listening and repeated checking to ensure the accuracy and completeness of the data. Non-verbal cues and contextual notes were also included when relevant.

2.3.4 Data Verification Stage

To enhance credibility, the transcribed data were returned to participants for verification through a member checking process. Participants were given the opportunity to review, clarify, and confirm the accuracy of their statements. Any necessary revisions were incorporated into the final dataset

2.3.5 Data Analysis Stage

The verified data were then analyzed using a thematic analysis approach. This stage involved a systematic process of coding, categorizing, and developing themes that represent patterns of meaning across the dataset.

2.3.6 Reporting Stage

Finally, the research findings were organized and presented in a structured manner, including the description of themes, supporting evidence from verbatim excerpts, and interpretation based on relevant theoretical frameworks. The report was written to ensure clarity, coherence, and academic rigor.

2.4 Data Analysis Technique (Thematic Analysis)

Data analysis in this study followed a rigorous thematic analysis procedure, allowing for the identification and interpretation of meaningful patterns within the data (Njeri Mugwe & Runo, 2026; Terry & Hayfield, 2020).

2.4.1 Data Familiarization

The researchers began by immersing themselves in the data through repeated reading of interview transcripts, observation notes, and documentation. This process enabled a deep understanding of the data and facilitated the identification of initial ideas and patterns.

2.4.2 Open Coding

At this stage, the researchers systematically examined the data to identify meaningful units and assign initial codes. These codes represented key concepts, phrases, or phenomena emerging from the data. The coding process was inductive, allowing themes to emerge naturally from participants' responses

2.4.3 Axial Coding

The initial codes were then organized and grouped into broader categories based on conceptual similarities and relationships. This stage helped to structure the data and reduce complexity by identifying patterns across codes

2.4.4 Selective Coding

From the established categories, the researchers developed major themes that captured the core meanings of the data. These themes represented overarching patterns that addressed the research objectives.

2.4.5 Data Interpretation

The identified themes were interpreted in relation to established theoretical frameworks, namely TPACK and Universal Design for Learning. This stage involved linking empirical findings with theoretical constructs to provide deeper analytical insights and strengthen the study's contribution

2.4.6 Drawing Conclusions

Finally, conclusions were drawn based on the interpreted themes, highlighting key findings, implications, and contributions of the study. The conclusions were aligned with the research objectives and supported by empirical evidence.

2.5 Unit of Analysis and Research Focus

The unit of analysis in this study is teachers' perceptions, which include:

- Teachers' views on social media
- Experiences in using social media
- Evaluation of the effectiveness of social media in improving reading skills
- Implementation challenges and solutions

The research focuses on the relationship between teachers' perceptions, the use of social media, and the improvement of reading skills among students with special needs

2.6 Research Ethics

This study adhered to ethical principles, including:

- Informed consent from participants
- Confidentiality of participants' identities
- Use of data solely for academic purposes

Transparency in the research process

3. Results & Discussion

Based on thematic analysis of interview, observation, and documentation data from 85 teachers across 27 public elementary schools, four main themes were identified: (1) increased student motivation and engagement, (2) ease of access and learning flexibility, (3) multimodal learning for students with special needs, and (4) challenges in implementing social media. The mapping of the analysis results can be seen in Figure 1.

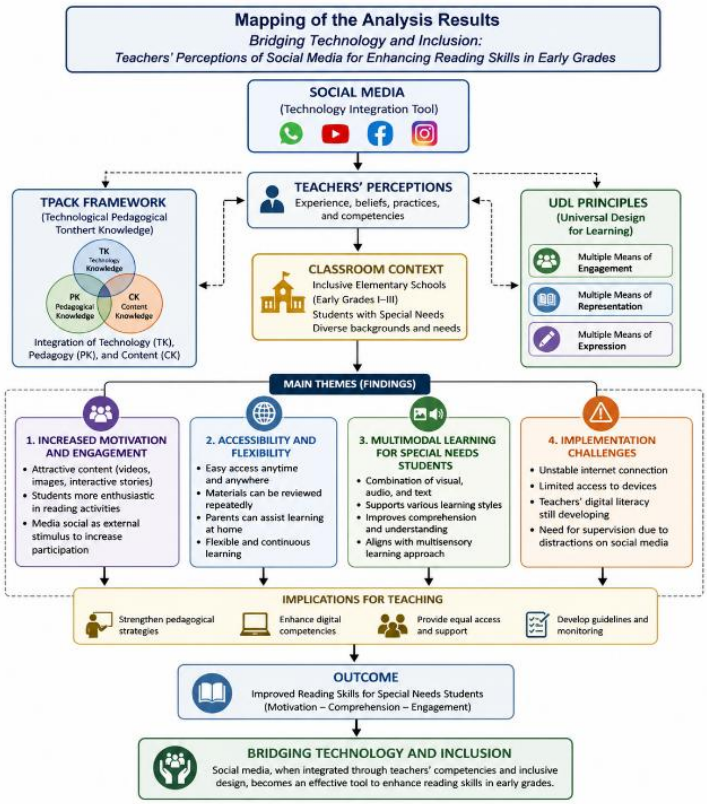

Figure 1 Mapping of the analysis results

3.1 Results

3.1.1 Increased Student Motivation and Engagement

The findings indicate that the use of social media significantly enhances the reading motivation of students with special needs. Teachers reported that engaging content such as videos, images, and interactive stories makes students more

enthusiastic in participating in learning activities. The following verbatim excerpts illustrate these findings:

"When using videos from YouTube, students immediately focus and are not easily bored like when using books only." (G12, West Java)
"Students become more motivated to read because there are supporting images and sounds." (G27, Central Java)
"They are usually reluctant to read, but when using WhatsApp with images, they are willing to try." (G45, Lampung)
"Students with special needs are more interested when learning is not monotonous." (G63, East Nusa Tenggara)

These findings suggest that social media functions as an external stimulus that increases student engagement. From the perspective of Universal Design for Learning, this aligns with the principle of *multiple means of engagement*, where diverse media forms enhance learning motivation. Within the TPACK framework, teachers utilize technology (TK) to strengthen pedagogical strategies (PK) in teaching reading.

3.1.2 Ease of Access and Learning Flexibility

Social media provides convenience for teachers and students in accessing learning materials anytime and anywhere. This flexibility is particularly important for students who require more time to understand the material.

The following excerpts reflect this finding:

"I send materials via WhatsApp so students can review them at home." (G08, Jakarta)
"Parents can also help because the materials are available on mobile phones." (G19, East Java)
"Social media makes it easier for me to share materials without always meeting face-to-face." (G34, Yogyakarta)
"Students can replay videos multiple times until they understand." (G51, South Kalimantan)

These findings indicate that social media supports flexible and continuous learning. In the UDL framework, this relates to *multiple means of representation*, where information can be accessed in various formats and times. From the TPACK perspective, this reflects the effective use of technology to support the distribution of learning materials.

3.1.3 Multimodal Learning for Students with Special Needs

One of the most significant findings is the role of social media in providing multimodal learning. Students with special needs better understand reading materials when presented through a combination of visual, audio, and textual formats.

The following excerpts support this finding:

"Students recognize words more quickly when there are images and sounds." (G05, West Java)
"Videos greatly help students who struggle with long texts." (G22, Central Java)
"I use audio to assist students who have difficulty reading." (G39, North Sumatra)

"If it is only text, they struggle, but with images, they understand better." (G60, East Nusa Tenggara)

These findings show that social media is highly relevant for inclusive learning as it supports diverse learning styles. Within the UDL framework, this aligns with *multiple means of representation*, while in TPACK, it reflects the integration of content knowledge (CK) and technological knowledge (TK) to enhance student understanding.

3.1.4 Challenges in Implementing Social Media

Despite its benefits, the use of social media also faces various challenges, both technical and related to teachers' competencies.

The following excerpts illustrate these challenges:

"Sometimes the internet signal is unstable, which disrupts learning." (G14, South Kalimantan)
"Not all students have their own mobile phones." (G29, Lampung)
"I am still learning how to use social media for teaching." (G47, East Java)
"Supervision is needed because students can access other content on social media." (G70, Jakarta)

These findings indicate that infrastructure limitations and digital literacy are the main barriers. In the TPACK perspective, this relates to limitations in technological knowledge (TK), while in UDL, it represents a barrier to providing equitable access for all students

3.2 Discussion

The findings of this study reveal that the integration of social media into reading instruction for students with special needs in lower elementary grades holds substantial pedagogical potential. However, this potential is neither automatic nor universally realized; rather, it is mediated by teachers' perceptions, competencies, and instructional decision-making. This underscores a critical shift in understanding technology integration—not as a purely technical endeavor, but as a pedagogically situated practice. Conceptually, these findings are best understood through the intersection of TPACK and Universal Design for Learning, which together illuminate how technology can be meaningfully aligned with inclusive pedagogical goals.

First, the observed increase in student motivation and engagement suggests that social media functions as a powerful affective and cognitive catalyst in early reading development (Ataniyazova, 2025). Unlike traditional text-dominant instruction, social media environments offer dynamic and context-rich stimuli that resonate with students' everyday digital experiences. This finding extends prior research by highlighting not only the motivational affordances of digital media but also their relevance in inclusive settings, where engagement often becomes a primary barrier to learning (Lazou & Tsinakos, 2025). From a UDL perspective, this reflects the operationalization of *multiple means of engagement*, whereby variability in stimuli enhances learners' interest and persistence (Flood et al., 2025). Importantly, within the TPACK framework, this outcome indicates that teachers are not merely using

technology, but are strategically integrating technological knowledge (TK) with pedagogical knowledge (PK) to design more engaging and responsive literacy experiences (Jibril & Adedokun-Shittu, 2024). Thus, motivation is not an incidental outcome but a product of deliberate pedagogical orchestration.

Second, the findings on flexibility and accessibility point to a reconfiguration of learning boundaries in inclusive education. Social media enables asynchronous, continuous, and personalized access to learning materials, thereby accommodating the diverse pacing needs of students with special needs (Beili et al., 2024). This is particularly significant in early reading instruction, where repetition and sustained exposure are essential for skill acquisition. The ability to revisit content multiple times supports deeper cognitive processing and reinforces comprehension. Within UDL, this aligns with *multiple means of representation*, ensuring that learners can access information in varied formats and at their own pace. From a TPACK perspective, however, this finding also reveals a partial gap: while technology is effectively used for content distribution, its potential for deeper pedagogical transformation—such as adaptive feedback or differentiated scaffolding—remains underutilized. This suggests that flexibility alone is insufficient without intentional instructional design.

Third, the emergence of multimodal learning as a dominant theme represents a significant contribution of this study. The integration of text, visuals, and audio appears to be particularly effective for students with special needs, who often benefit from multisensory input (Cornelio et al., 2021; Pulliam et al., 2023). This finding is strongly supported by multisensory learning theory, which posits that the simultaneous engagement of multiple sensory channels enhances both comprehension and retention. More importantly, this study situates multimodality within an inclusive pedagogical framework, demonstrating how social media can operationalize UDL principles in authentic classroom contexts(Al-Kadi & Ahmed, 2025). Within UDL, this reflects *multiple means of representation*, while in TPACK, it signifies the intersection of content knowledge (CK) and technological knowledge (TK) in facilitating accessible and meaningful learning. However, the effectiveness of multimodal learning also depends on the coherence and alignment of content across modalities—an aspect that requires further pedagogical refinement (Harun & Singh, 2024).

Despite these positive outcomes, the study also highlights persistent structural and pedagogical challenges. Issues such as limited internet connectivity, unequal access to devices, and insufficient teacher digital literacy reflect the broader problem of the digital divide (Quaicoe & Pata, 2020). These constraints are not merely technical barriers but are deeply intertwined with issues of educational equity. From a TPACK perspective, these challenges point to limitations in technological knowledge (TK) and its integration with pedagogy. Meanwhile, within UDL, restricted access undermines the principle of equitable learning opportunities, potentially excluding the very learners that inclusive education aims to support. This finding reinforces the argument that technological innovation without infrastructural and human capacity support risks exacerbating existing inequalities.

Furthermore, the identified need for supervision in the use of social media underscores the dual nature of technology as both an enabler and a potential source

of distraction (Alam et al., 2025; Uslu, 2025). This ambivalence highlights the importance of pedagogical intentionality and classroom management in technology integration. Social media environments, while rich in learning resources, are also embedded with non-educational content that may divert students' attention (Zhang, 2026a, 2026b). Therefore, effective implementation requires not only technical competence but also strong pedagogical control, including clear instructional objectives, structured activities, and guided interaction. This aligns with existing literature emphasizing that technology integration is most effective when accompanied by purposeful instructional design and active teacher facilitation.

From a broader perspective, the findings of this study contribute to the ongoing discourse on inclusive digital pedagogy by demonstrating that the effectiveness of social media in reading instruction is contingent upon the dynamic interplay between technology, pedagogy, and learner diversity. The integration of TPACK and UDL offers a comprehensive explanatory framework, highlighting that successful technology-enhanced learning is not determined by the presence of technology alone, but by how it is pedagogically enacted and inclusively designed (Argyriou, 2025).

In synthesis, this study advances the field in three key ways. First, it reconceptualizes social media as a legitimate and strategic learning environment for early reading instruction, rather than merely a supplementary tool. Second, it foregrounds teachers' perceptions as a critical mediating variable in technology integration, thereby emphasizing the human dimension of educational innovation. Third, it provides an integrative theoretical lens by bridging TPACK and UDL, offering a nuanced understanding of how inclusive and technology-enhanced pedagogy can be operationalized in real classroom contexts.

Ultimately, this study not only corroborates existing empirical evidence but also extends the literature by offering a more holistic and integrative perspective on the intersection of technology, pedagogy, and inclusion. It underscores that the transformative potential of social media in education lies not in the technology itself, but in the capacity of teachers to harness it in ways that are pedagogically meaningful and inclusively responsive.

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4. Conclusion

This study concludes that social media holds significant potential as an innovative and inclusive medium for enhancing the reading skills of students with special needs in lower elementary grades. The findings demonstrate that social media can increase student motivation and engagement, provide flexible and accessible learning opportunities, and support multimodal instruction that aligns with the diverse learning needs of inclusive classrooms. These advantages make social media a relevant and promising tool for early reading instruction in contemporary educational contexts.

However, the effectiveness of social media integration is not solely determined by the availability of technology. Rather, it is strongly influenced by teachers' perceptions, competencies, and pedagogical practices. Teachers play a central role in transforming social media from a general communication platform into a meaningful learning environment. Without adequate digital literacy, pedagogical strategies, and

classroom management, the use of social media may become suboptimal or even counterproductive.

The integration of TPACK and Universal Design for Learning provides a comprehensive conceptual lens for understanding these findings. This study highlights that effective technology-based learning requires not only the alignment of content, pedagogy, and technology, but also the application of inclusive design principles that ensure accessibility and engagement for all learners. In this sense, social media can function as a bridge between technology and inclusion when it is implemented thoughtfully and strategically.

Despite its contributions, this study also identifies several challenges, including limited infrastructure, unequal access to digital devices, and gaps in teachers' digital competencies. These constraints underscore the need for systemic support, including professional development for teachers, improved technological infrastructure, and clear guidelines for the pedagogical use of social media in inclusive education.

In conclusion, this study contributes to the growing body of literature on digital and inclusive pedagogy by emphasizing that the success of social media in enhancing reading skills depends on the interplay between technological affordances and pedagogical intentionality. Future research is recommended to explore intervention-based studies, longitudinal impacts, and the development of structured models for integrating social media into inclusive reading instruction.

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