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**| RESEARCH ARTICLE**

**An Author-Bounded Systematic Review of Studies on Social Media in EFL Teaching and Learning (2008–2025): Skills, Platforms, and Pedagogical Insights**

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**| ABSTRACT**

This study presents a systematic review (SR) of the author's research on the use of social media (SM) in language teaching and learning published between 2008 and 2025. The SR synthesizes 33 studies distributed across 11 thematic clusters: pronunciation development using YouTube and AI generated videos; listening skill development through TED Talks and news podcasts; reading skill development; writing and creativity; grammar practice through podcasts; translation skills development; multi skill learning through Facebook; communication in instructional contexts; cultural learning through wikis; delivering academic lectures via live social media streaming; and teachers' professional development on Facebook. The review provides a longitudinal account of how SM has been integrated into language teaching and learning across multiple platforms (Facebook, X, Skype, YouTube, Periscope, blogs, wikis, podcasts) and multiple skills (listening, pronunciation, reading, writing, culture, translation, and multi skill learning), highlighting the pedagogical potential, purposeful instructional designs, and evolving nature of SM tools in EFL education. Across the 33 studies, SM platforms offered accessible, flexible, and interactive learning environments that enhanced students' engagement, motivation, and exposure to real world language use. Across clusters, students benefited from multimodal input, opportunities for self regulated learning, and increased interaction with peers, instructors, and global communities. SM also served as a powerful supplementary environment for EFL instruction, providing authentic content, learner autonomy, and diverse pedagogical strategies. This SR offers the first longitudinal, author bounded synthesis of 33 studies conducted over 18 years, documenting how one researcher systematically explored and advanced the use of SM in EFL education. It contributes a unified pedagogical perspective that connects platforms, tasks, and outcomes, and provides a rare insider account tracing the evolution of platforms, instructional practices, and innovations across diverse skills and learning environments. It also highlights the need for continued research that keeps pace with rapidly changing technologies and emerging digital practices. Future research may examine how emerging platforms, such as TikTok, Instagram Reels, Threads, vlogs, vodcasts and AI enhanced tools can be integrated into EFL instruction using evidence based pedagogical frameworks and how learners interact with AI mediated social environments in ways that shape language development, engagement, and digital literacy.

**| KEYWORDS**

Author bounded systematic review, social media in EFL, Facebook, X (Twitter), YouTube, podcasts, wikis, blogs, EFL skills development, pedagogical practices.

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**1. Introduction**

Social media<sup>1</sup> (SM) refers to internet-based applications that enable users to create, share, and exchange content within virtual communities. As of 2025, over 5 billion global users (68% of the world population) actively used SM platforms. These include messaging and chat applications, large-scale social networks such as Facebook (FB), Instagram, and TikTok, and community-driven forums like Reddit and Discord. SM platforms are characterized by high interactivity, user-generated content, and rapid information exchange, making them central to contemporary communication, entertainment, education, and professional networking.

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<sup>1</sup> <https://www.investopedia.com/terms/s/social-media.asp>

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According to Data Reportal, the average SM user spends two hours and 39 minutes each day on SM, visiting an average of 6.75 different SM platforms each month as of October 2025. The top 10 global SM platforms are FB (3.07 billion users), WhatsApp (3 billion users), Instagram (3 billion users), YouTube (2.58 billion users), TikTok (1.99 billion users), WeChat (1.41 billion users), Telegram (1 billion users), FB Messenger (942 million users), Snapchat (932 million users), and Reddit (765 million users). X has 245–259 million daily active users and 557–570 million monthly active users. SM are used for communication, entertainment, education, community building, affordable advertising and professional networking. They allow for rapid information dissemination and community building<sup>2</sup>.

Due to the extensive use of SM in everyday life, particularly in education, a large body of research has examined its role in business, marketing, technology and English language learning. Numerous systematic reviews (SRs) have explored the general influence of SM on EFL learning without focusing on a specific skill or platform. Examples include: SM in teaching English for EFL students (Alkamel, 2024); students' beliefs about SM in EFL classroom (Ekawati, 2022); the effect of SM networking use in EFL classrooms in Saudi Arabia (Alrasheedi, 2020); the impact of SM on EFL learning and student motivation (Mitrulescu, 2024); innovative SM types and their effects on foreign language learning (Jamshidian & Salehi, 2020); foreign language learning through SM (Abdelhamid et al., 2022); SM use for English learning in Southeast Asia (Mohamad et al., 2023); SM Web 2.0 tools adoption in early literacy development (Zhao et al., 2022); and TESOL practitioners' use of SM in higher education (Inayati, 2013). These SRs highlight the role of SM in enhancing motivation, engagement, autonomy, and access to authentic input, supporting both formal and informal learning, and enabling collaborative knowledge construction beyond classroom boundaries.

A second group of SRs examined the use of SM in developing specific English language skills, including speaking, writing, reading, vocabulary, and creativity. These include: SM integration in teaching speaking (John & Yunus, 2021); Instagram as a mobile-assisted language learning tool (Tayari Ashtiani et al., 2024); the use of SM and wikis in teaching writing skills (Haidari et al., 2020); the contribution of WhatsApp in enhancing English writing skills (Khurram et al., 2024); students' sentence errors on WhatsApp daily status (Saputra et al., 2021); SM Web 2.0 tools adoption in early literacy development (Zhao et al., 2022); and the use of SM to foster student creativity (Vilarinho-Pereira et al., 2021). Across these studies, SM emerges as a versatile environment that supports multiple language skills simultaneously through interaction, multimodality, and user-generated content.

A third group of SRs focused on specific SM platforms, such as Instagram, YouTube, WhatsApp, SNSs, wikis, and memes. Examples include: Instagram in English language learning (Nasution, 2023); Instagram as a mobile-assisted language learning tool (Tayari Ashtiani et al., 2024); YouTube videos as learning media in EFL contexts (Audina et al., 2022); YouTube as a learning tool among EFL learners (Abbas et al., 2025); students' sentence errors on WhatsApp daily status (Saputra et al., 2021); the use of social networking sites in EFL secondary education (Salam et al., 2025); sustaining English language education with social networking sites (Tan & Yunus, 2023); social network sites as ESL/EFL learning and teaching tools (Alnujaidi, 2017); the use of social networks as a communication tool between teachers and students (Froment et al., 2017); the use of SM and wikis in teaching writing skills (Haidari et al., 2020); and the integration of internet memes in EFL/ESL classrooms (Altukruni, 2022). Additional SRs examined teacher professional development, such as SM in teacher professional development (Greenhow et al., 2018) and social network analysis and learning communities in higher education online learning (Jan et al., 2019).

The above literature review shows that existing SRs are fragmented across three broad strands: (a) the general influence of SM on EFL learning without analyzing instructional processes, (b) individual language skills in isolation, and (c) specific platforms such as Instagram, YouTube, WhatsApp, or wikis. While these studies collectively demonstrate the pedagogical value of SM, they do not provide a comprehensive synthesis that connects platforms, language skills, learning tasks, and learning outcomes. Therefore, the present study aims to address this gap by conducting a systematic review (SR) of the author's research on the use of social media in language teaching and learning published between 2008 and 2025. The review synthesizes 33 studies distributed across 11 clusters, covering listening, pronunciation, reading, writing, culture, translation, multi-skill development, and platforms for delivering lectures. These studies employed five types of SM tools, FB, X (formerly Twitter), Skype, YouTube, Periscope, as well as blogs, wikis, and podcasts, offering a unified instructional perspective on how diverse SM environments have been used to support EFL learning over nearly two decades.

<sup>2</sup> <https://www.investopedia.com/terms/s/social-media.asp>

This study is significant because it provides the first unified, longitudinal synthesis of how diverse SM tools have been instructionally used to support EFL learning within a single, coherent research program spanning nearly two decades. Unlike previous SRs that examined isolated skills, single platforms, or general trends, this review integrates 33 studies across 11 clusters, revealing how FB, X, Skype, YouTube, Periscope, blogs, wikis, and podcasts were systematically employed to teach listening, pronunciation, reading, writing, culture, and multi-skill learning. By mapping platforms to instructional procedures, learning tasks, and outcomes, this SR offers a comprehensive pedagogical model that explains *how* SM can be used as an effective learning environment. This contribution advances the field by providing evidence-based guidance for designing technology-enhanced language instruction and by documenting a unique body of work that demonstrates the evolution of SM-supported EFL pedagogy from 2008 to 2025.

Finally, this SR is significant because it is part of a broader series of SR/MA projects by the author, that has so far cover the following: *teaching English for art education purposes to Ph.D. students* (Al-Jarf, 2026a); *EFL reading instruction: themes, methods, and pedagogical insights* (Al-Jarf, 2026b); *diverse educational evaluation domains* (Al-Jarf, 2026c); *students' errors in English–Arabic and Arabic–English translation* (Al-Jarf, 2026d); *students' errors in English–Arabic and Arabic–English translation* (Al-Jarf, 2026e); *mobile apps for developing multiple language skills in EFL* (Al-Jarf, 2026f); *adult reading practices, interests, habits and challenges* (Al-Jarf, 2026g); *pronunciation instruction and practice in L2 (2005–2025)* (Al-Jarf, 2026h); *teaching reading in Arabic to grades 1–12: textbooks, skills, and learning outcomes* (Al-Jarf, 2026i); *electronic searching studies (2002–2021)* (Al-Jarf, 2026j); *specific-skill assessment* (Al-Jarf, 2026k); *Arabic–English transliteration of personal names and public signages* (Al-Jarf, 2026l); *children's language acquisition and development in Saudi Arabia* (Al-Jarf, 2026m); *classroom practices, writing enhancement and creativity among EFL struggling students* (Al-Jarf, 2026n); *collaborative learning and teaching in digital environments* (Al-Jarf, 2026o); *distance learning in the COVID-19 era and beyond: a multi-dimensional review of teaching, learning, assessment, infrastructure and crisis management* (Al-Jarf, 2026p); *effectiveness of mind-mapping on multiple English language skills in the Saudi context* (Al-Jarf, 2026q); *inadequate staffing and large class sizes in Saudi EFL and translation programs* (Al-Jarf, 2026r); *innovative word formation and pluralization processes in Arabic* (Al-Jarf, 2026s); *online videos and podcasts for language learning in the Saudi context* (Al-Jarf, 2026t); *2024–2025 studies on AI Arabic translation, linguistics and pedagogy* (Al-Jarf, 2026t); *three decades of ESP innovation* (Al-Jarf, 2026u); *implementation, use, infrastructure, and success factors in LMS-supported EFL Instruction* (Al-Jarf, 2026v).

## **2. Methodology**

### **2.1 Study corpus**

The study corpus comprises 33 research studies by Reima Al-Jarf on the use of SM as the primary instructional tool for developing EFL skills across pronunciation, listening, reading, writing grammar, translation, cultural learning, multi-skills, and SM-based teaching and teachers' professional development. The corpus consists exclusively of studies that: (i) Are authored by Al-Jarf, (ii) Use SM as the main instructional medium, (iii) Target a specific EFL skill (pronunciation, listening, reading, writing, grammar, translation, cultural learning, multi-skills, or general teaching) (iv) Are published or presented at academic conferences with an abstract or presentation, (v) Provide empirical, instructional, or descriptive evidence of SM-based learning. Studies in the corpus were categorized into the following thematic clusters:

#### **Cluster 1 — Pronunciation Development Using YouTube and AI-Generated Videos**

This cluster brings together studies that examine how YouTube videos, both human-narrated and AI-generated, support learners' pronunciation development and self-regulated practice in online and distance-learning environments. This cluster includes

- *YouTube videos as a resource for self-regulated pronunciation practice in EFL distance learning environments* (Al-Jarf, 2022i)
- *Pronunciation errors in AI-narrated Arabic YouTube videos* (Al-Jarf, 2025).

Although the two studies (Al-Jarf, 2025; Al-Jarf, 2025c) originate from the same research project, they address different linguistic skills and yield distinct pedagogical recommendations. Therefore, each version was classified under the cluster that matches its analytical focus.

**Cluster 2 — Listening Skills Development Through TED Talks and News Podcasts**

This cluster includes studies that explore the use of TED Talks and news podcasts as authentic listening materials, highlighting how structured exposure to academic and news-based content enhances students' listening comprehension as follows:

- *Can students learning Arabic as a foreign language use Arabic YouTube videos narrated by Artificial Intelligence (AI) for listening practice (Al-Jarf, 2025c)*
- *TED Talks as a Listening Resource in EFL College classrooms (Al-Jarf, 2021e)*
- *Integrating TED lectures in EFL college listening practice (Al-Jarf, 2020e)*
- *Enhancing freshman students' listening skills with news Podcasts (Al-Jarf, 2010).*

**Cluster 3 — Reading Skill Development on Social Media Platforms**

This cluster focuses on studies investigating digital reading behaviors, habits, and motivations among educated Arab readers, with particular attention to how SM platforms shape reading engagement. This cluster includes:

Studies focusing on digital reading, reading habits, or reading behavior.

- *Digital reading among educated Arabs: a Twitter-based study (Al-Jarf, 2023d)*
- *Reading habits and motivation among educated Arabs in the age of social media and distractions (Al-Jarf, 2023h)*
- *Educated Arabs' reading interests and preferences before, during and after the pandemic (Al-Jarf, 2022f)*

**Cluster 4 — Writing, Creativity, and Discourse Development on Social Media**

This cluster comprises studies that analyze creative, discourse-based, and multilingual writing practices on platforms such as Facebook, blogs, and YouTube, emphasizing how SM fosters creativity, expression, and topical engagement. The studies are:

- *Exploring discourse and creativity in Facebook creative writing by non-native speakers (Al-Jarf, 2018a)*
- *Discourse and creativity issues in EFL creative writing on Facebook (Al-Jarf, 2015b)*
- *Social networks and creative writing in EFL (Al-Jarf, 2014b)*
- *Blogging about sustainable development in the EFL college classroom (Al-Jarf, 2025a)*
- *Blogging about current global events in the EFL writing classroom: Effects on skill improvement, global awareness and attitudes (Al-Jarf, 2022a)*
- *Blogging about the Covid-19 pandemic in EFL writing courses (Al-Jarf, 2022b)*
- *Translanguaging on social media by educated Arabs (Al-Jarf, 2025f)*

**Cluster 5 — Grammar Practice Through Educational Podcasts**

This cluster contains studies that explore the use of grammar-focused podcasts as supplementary tools for improving students' understanding of grammatical structures in accessible, audio-based formats. The cluster includes:

- *Grammar podcasts for EFL college students (Al-Jarf, 2011a)*

**Cluster 6 — Development of Translation Skills in Social Media Environments**

This cluster includes studies examining how Twitter-based interaction and academic discourse support translation practice, collaborative learning, and multilingual engagement in online environments as follows:

- *Issues in interactive translation practice on Twitter (Al-Jarf, 2020f)*
- *Academic discourse in a Twitter translation learning environment (Al-Jarf, 2017a)*

**Cluster 7 — Multi-Skill Development Through Facebook Groups and Online Communities**

This cluster brings together studies showing how Facebook groups and student clubs provide integrated learning spaces that simultaneously support multiple language skills through interaction and community participation. These include:

- *Learning English on Facebook (Al-Jarf, 2012c)*
- *EFL Students' Clubs on Facebook (Al-Jarf, 2012a)*
- *Languages and translation student club groups on Facebook (Al-Jarf, 2012b)*

**Cluster 8 — Communication Skills in Instructional & Academic Contexts via Social Media**

This cluster focuses on studies analyzing communication patterns between instructors, students, and academic communities on Twitter, highlighting how SM facilitates instructional interaction as in:

- *Communication among instructors and students via Twitter (Al-Jarf, 2020c)*

**Cluster 9 — Cultural Learning and Sociocultural Competence Through Social Media and Wikis**

This cluster includes studies that explore how SM platforms, wikis, and cultural podcasts promote intercultural awareness, cultural knowledge, and critical engagement with social issues as follows:

ng on cultural bridges, ethnic culture, or social issues such as hate speech.

- *Building cultural bridges through social media networks: a case study (Al-Jarf, 2020a)*
- *Integrating ethnic culture Facebook pages in EFL instruction (Al-Jarf, 2014a)*
- *Combating the Covid-19 hate and racism speech on social media (Al-Jarf, 2021a)*
- *Integrating cultural podcasts in EFL college classrooms (Al-Jarf, 2011b)*
- *Teaching the target culture using a wiki (Al-Jarf, 2008)*

**Cluster 10 — Delivering Academic Lectures via Live Social Media Streaming**

This cluster examines studies that investigate the use of live-streaming tools, particularly Periscope, for delivering synchronous academic lectures and supporting remote learning during crisis periods. It includes the following studies:

- *Issues in using Periscope for live academic lectures during the Covid-19 pandemic (Al-Jarf, 2021d)*
- *Periscope as a tool for delivering live academic lectures (Al-Jarf, 2020g)*
- *Using social media live video streaming to broadcast lectures to college students (Al-Jarf, 2018c)*

**Cluster 11 — Teachers' Professional Development Through Facebook Communities**

This cluster contains studies that document how FB groups function as professional learning communities, supporting teachers' development, collaboration, and exchange of instructional practices as follows:

- *ESL teachers' professional development on Facebook during the Covid-19 pandemic (Al-Jarf, 2021b)*
- *ESL teachers' professional development on Facebook (Al-Jarf, 2013)*

In addition to the empirical studies included in the 11 clusters, the author has produced a series of publicly available instructional video lectures on English pronunciation and on the pedagogical use of SM platforms. Although these materials are not empirical studies, they represent the practical application of the pedagogical principles documented in the corpus and therefore complement the studies in Clusters 1, 8, and 10. The instructional videos include demonstrations of using FB, Twitter, and Periscope for academic purposes, as well as a comprehensive set of pronunciation lectures covering vowels, digraphs, silent letters, assimilation, elision, suffix pronunciation, homophones, and other segmental and suprasegmental features.

- Using Facebook as an online management system  
<https://youtu.be/IRmfn0jxVtA>
- How to use periscope for academic lectures  
[https://www.youtube.com/watch?v=p9KIY\\_NIFJo](https://www.youtube.com/watch?v=p9KIY_NIFJo)
- Twitter for homework-assignments  
<https://www.youtube.com/watch?v=1E85LDIN9Qo>
- How to Improve Your Pronunciation in English: Vowels  
[https://www.youtube.com/watch?v=w2mqeK\\_p2Yw](https://www.youtube.com/watch?v=w2mqeK_p2Yw)
- How to Improve Your Pronunciation in English: Vowel Digraphs  
[https://www.youtube.com/watch?v=\\_wRnYdweTro](https://www.youtube.com/watch?v=_wRnYdweTro)
- How to Improve Your Pronunciation in English: Silent Letters  
<https://www.youtube.com/watch?v=1JYUhirUQME>
- How to Improve Your Pronunciation in English: Hidden Sounds

<https://www.youtube.com/watch?v=ZfIVSW9gncl>

- How to Improve Your Pronunciation in English: Double Letters  
<https://www.youtube.com/watch?v=8prVRTc11JI>
- How to Improve Your Pronunciation in English: Words With Two Pronunciations  
<https://youtu.be/ml8GFYDnifU>
- How to Improve Your Pronunciation in English: Graphemes with the Same Sound  
<https://youtu.be/ql6Uv0VANc4>
- How to Improve Your Pronunciation in English: Homophone  
<https://youtu.be/W9il5loXL7k>
- How to Improve Your Pronunciation in English: Plural, Present & Past Suffixes  
<https://youtu.be/82rYIWfg3zA>
- How to Improve Your Pronunciation in English: Assimilation  
<https://youtu.be/O7PJyg44VxA>
- How to Improve Your Pronunciation in English: Elision  
<https://youtu.be/fNsfB8sMI11>
- How to Improve Your Pronunciation in English: Online Videos  
<https://youtu.be/2soGNmaGgF0>
- How to Improve Your Pronunciation in English: talkEnglish) com Website  
<https://youtu.be/Vxl-SOhrwU>
- How to Improve Your Pronunciation in English: Use of Mobile Apps  
<https://youtu.be/077huQEhaNs>
- I Have Difficulties in Pronunciation and I Want to Know How to Improve My English Pronunciation – Part 1  
<https://youtu.be/WX88GVV5ynA>
- I Have Difficulties in Pronunciation and I Want to Know How to Improve My English Pronunciation – Part 2  
[https://youtu.be/b0VN1Z5\\_J90](https://youtu.be/b0VN1Z5_J90)
- I Have Difficulties in Pronunciation and I Want to Know How to Improve My English Pronunciation – Part 3  
<https://youtu.be/PywXQvcYfkE>

## 2.2 Eligibility (Inclusion & Exclusion) Criteria

Studies were excluded if they met the following exclusion criteria:

- **Duplicate Studies** as in *building cultural bridges through social media networks: a case study* (Al-Jarf, 2020b); *Are Arabic YouTube videos narrated by artificial intelligence suitable for training foreign students in listening skills* (Al-Jarf, 2026); *AI-pronunciation errors in AI-narrated Arabic YouTube videos* (Al-Jarf, 2025e); *communication among language and translation instructors and students via Twitter* (Al-Jarf, 2020c); *Issues in using twitter in interactive translation pedagogy* (Al-Jarf, 2017b); *Pronunciation errors in Arabic YouTube videos narrated by AI* (2025); and *Issues in using Periscope for academic lectures* (Al-Jarf, 2018b).
- **Studies on transliteration and spelling on social media** as: *pluralization of borrowed social media terminology in colloquial Arabic* (Al-Jarf, 2023g); *absence of vowels in the English spelling of Arabic personal names on social media* (Al-Jarf, 2023a); *English spelling of Arabic compound personal names by educated Arabs on Facebook* (Al-Jarf, 2023b); *English spelling of the glottal stop and voiced pharyngeal fricative in Arabic personal names by educated Arabs on Facebook* (Al-Jarf, 2023c); *non-conventional spelling in informal, colloquial Arabic writing on Facebook* (Al-Jarf, 2023e); *English transliteration of Arabic personal names with the definite article /al/ on Facebook* (Al-Jarf, 2022d); *gemination errors in Arabic-English transliteration of*

personal names on Facebook (Al-Jarf, 2022e); and variant transliterations of the same Arabic personal names on Facebook (Al-Jarf, 2022h).

- **Effect of social media on Arabic language deterioration and sociolinguistic change** such as: *impact of social media on Arabic deterioration* (Al-Jarf, 2021c); *effect of social media on Arabic attrition* (Al-Jarf, 2020d); *effect of social media on Arabic language attrition* (Al-Jarf, 2019a); *the Language of Adult Social Networks* (Al-Jarf, 2011c).
- **Studies analyzing political slurs or cultural discourse unrelated to language learning** as: *Metaphorical political slurs in Arab social media discourse describing Middle East conflicts* (Al-Jarf, 2025d).
- **Studies where social media use is a partial component.** These include: *Political (in)correctness and the cancel-culture attitude: The case of religious sectarian language after the Arab spring* (Al-Jarf, 2023f); *Emerging political expressions in Arab spring media with implications for translation pedagogy* (Al-Jarf, 2022c); *Emerging political expressions in Arab spring media* (Al-Jarf, 2015c); *Sectarian language & perception of the “other” after the Arab spring* (Al-Jarf, 2022g); *Sectarian language & perception of the “other” after the Arab spring* (Al-Jarf, 2017c); *Sectarianism after the Arab spring* (Al-Jarf, 2019b);
- **Studies that do not use social media for language instruction.** These include: *College administrator-student communication via Twitter* (Al-Jarf, 2015a; Al-Jarf, 2016); and *can AI decode and interpret encrypted Arabic on Facebook and YouTube to evade algorithmic moderation* (Al-Jarf, 2025b).

## **2.2 Corpus Characteristics**

The final corpus consisted of 33 studies authored by Reima Al-Jarf between 2008 and 2025. As an author-bounded dataset, the corpus represents a coherent and longitudinal research program that systematically explores how SM environments support EFL teaching and learning. The corpus covers a wide range of EFL skills, pronunciation, listening, reading, writing, translation, multi-skills integration, academic and instructional communication, sociocultural competence, synchronous lecture delivery, and teachers’ professional development. These skills are addressed through diverse SM environments, including YouTube, TED Talks, Twitter, FB, Periscope, blogs, and live-streaming platforms. Across the studies, instructional content is delivered through authentic videos, user-generated posts, interactive threads, creative writing spaces, and live broadcasts, reflecting the evolution of SM literacy practices over 18 years. Most studies employ descriptive or mixed-methods designs, drawing on questionnaire surveys, interviews, content analysis, discourse analysis, or pre/posttest comparisons. Participants include EFL college and high school students, instructors, translators, and online communities across Saudi Arabia and one study in India. The studies consistently examined learner engagement, skill development, instructional strategies, and the pedagogical affordances and constraints of digital tools. For synthesis purposes, the corpus was organized into 11 thematic clusters that provide an integrated overview of how SM and digital platforms have been leveraged to support EFL learning, teaching, and professional growth in technologically evolving contexts.

## **2.3 Information Sources**

The information used in this SR was derived from 33 empirical studies authored by the same researcher over 18 years (2008–2025). These studies represent a coherent, author-bounded research program that systematically examined the pedagogical use of SM platforms across multiple language-learning skills and instructional contexts. The corpus includes research conducted on platforms such as YouTube, TED Talks, Twitter, FB, Periscope, and other social-media environments, each selected for its relevance to a specific linguistic or instructional skill.

The studies were retrieved from the researcher’s published academic output, institutional repositories, and personal research archives. Because the corpus is author-bounded, the information sources are inherently consistent in terms of methodological orientation, research design, and reporting conventions. This consistency ensures comparability across studies while allowing for meaningful thematic differentiation. Each study was examined in full, and its methodological details, instructional context, target skill, and platform-specific affordances were extracted to support the synthesis presented in this review.

To ensure transparency, all studies were grouped into 11 thematic clusters, each representing a distinct instructional focus (e.g., pronunciation, listening with TED Talks, reading on SM, writing on SM, translation on Twitter, multi-skills on FB, communication

skills on Twitter, cultural learning on SM, delivering lectures via Periscope, and teachers' professional development on FB). These clusters served as the primary information structure for data extraction and analysis.

The selection of information sources was guided by the objective of constructing a coherent, longitudinal view of how SM platforms were employed to support language learning and teacher development. No external studies were included, and no automated reference-generation tools were used, ensuring full control over accuracy and alignment with the researcher's established scholarly trajectory.

#### **2.4 Data Extraction and Synthesis**

Data extraction was conducted manually using a structured template developed specifically for this author-bounded corpus. For each of the 33 studies, key bibliographic and methodological information was recorded, including publication year, research purpose, instructional context, participant characteristics, data collection tools, analytical procedures, and major findings. Additional fields captured each study's alignment with one of the 11 thematic clusters representing distinct instructional domains such as pronunciation, listening with TED Talks, reading and writing on SM, translation on Twitter, multi-skills instruction on FB, communication skills on Twitter, cultural learning, Periscope-based lecturing, and teachers' professional development on FB. All extracted data were cross-checked manually to ensure accuracy, internal consistency, and comparability across studies. Given the descriptive nature of the corpus and the heterogeneity of research designs, a qualitative and quantitative synthesis approach was employed. Studies were compared within and across clusters to identify convergent themes, developmental patterns, and platform-specific affordances that shaped instructional outcomes. The synthesis emphasized longitudinal progression across the author's research program, highlighting how digital platforms were adopted, adapted, and expanded over time to support language learning and teacher development in Saudi and Arab higher-education contexts. The analysis traced conceptual linkages across clusters, including the evolution of online instructional practices, the integration of multimodal resources, the emergence of collaborative and cross-cultural communication, the feasibility and limitations of LMS-based instruction, and the conditions under which online learning succeeds or fails. This integrative synthesis provided a coherent account of how the research program collectively contributed to understanding the pedagogical use of social-media platforms and digital environments across multiple language-learning skills.

#### **2.5 PRISMA Flow Description**

Because this review is based on a closed, author-bounded corpus, the PRISMA flow (Preferred Reporting Items for SRs and MAs) reflects a streamlined and fully contained identification and screening process. All 33 studies produced by the author between 2008 and 2025 were retrieved from academic platforms, institutional repositories, and the researcher's personal archives. No external databases were searched, and no automated retrieval tools were used, ensuring full control over the completeness and accuracy of the corpus. During the identification stage, all 33 studies were compiled and screened for relevance to the instructional use of SM platforms and environments in language learning and teacher development. At the screening stage, each study was examined in full to determine its alignment with the predefined eligibility criteria. Studies were excluded only if they were duplicates, non-empirical, or if their instructional focus fell outside the scope of the 11 thematic clusters that make up this review (See 2.1 above). Following full-text assessment, all 33 studies met the eligibility criteria and were included in the final synthesis. The PRISMA flow therefore documents a linear and transparent progression from initial identification of all publications within the author's research record, through relevance screening and eligibility assessment, to the final inclusion of studies that directly contribute to the thematic and methodological aims of the review. This process ensured that the resulting corpus was comprehensive, coherent, and methodologically aligned with the longitudinal trajectory of the author's research program.

### **3. Results**

#### **3.1 Study Characteristics**

##### **Cluster 1 — Pronunciation Skills Using YouTube and AI-Generated Videos**

##### **YouTube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments (Al-Jarf, 2022i)**

Many EFL students have limited opportunities to listen to native speakers, practice English out of class, have problems in listening comprehension, oral expression and lack oral fluency. This article proposes the use of YouTube videos to improve EFL students' pronunciation and shows how YouTube videos can be integrated in EFL instruction to teach pronunciation; the



auditory discrimination skills as a result of integrating news podcasts in listening instruction. Introduction: EFL freshman students have no opportunities to listen to native speakers of English outside of class. They have problems with auditory discrimination and listening comprehension.

**Cluster 3 — Reading Skill Development on Social Media Platforms**  
**Digital Reading Among Educated Arabs: A Twitter-Based Study (Al-Jarf, 2023d)**

The study analyzed 437 unsolicited responses to questions, hashtags, and threads by 272 educated Arabs who are Twitter users (81% males; 19% females). It was found that 71.5% of Twitter users in the sample read traditional printed books; 28.5% read digitally and use digital reading technologies; 15% listen to audiobooks, 6.5% use Kindle, and 7% use e-Ink, Audible, Storytel, Feedly, text-to-speech software (Read Aloud, Natural Reader Pro and Kurzweil 1000), Instapaper, Evernote, Raindrop, Pocket, Siri, eBooks, Artificial Intelligence (AI), Tarteel, Wajeez, *Sibawayh* Reader, and Screen Readers such as JAWS, Window Eyes, VoiceOver, Thunder, and HAL by blind students. Digital readers in this study use smart phones, iPads, tablets, and computer screens and are familiar with digital document formats such as Pdf, Epub, Mobi, IPA and AZW. Despite the widespread access to digital devices in the Arab world, the percentage of digital readers is low, suggesting limited familiarity with digital reading resources and technologies. Participants explained their reading preferences and described when, where, and how they use digital media.

**Reading Habits and Motivation Among Educated Arabs in The Age of Social Media and Distractions (Al-Jarf, 2023h)**

Unsolicited responses to a Twitter survey from 172 male and female adult Arabs with different ages, educational levels and areas of specialty showed that 13.5% use reading technologies, 15% prefer to listen to audiobooks, and 71.5% read paper books. 16% read an hour a day; the majority read less than an hour a day and 13% read whenever they can. Some read 10 pages a day; others finish three chapters/articles a week; 14% read before bedtime; 15% listen to audiobooks while driving, working out, walking, cooking, and running errands; 5% read during wait times; 4% read before they start work; 3% read during their break at work; 3% read in the afternoon; 3% read after sunset prayer, and over the weekend. Some carry their Kindle device with them and read anywhere. To reduce distractions, 23% set a specific time for reading; 12% stay away from their smart phones or turn their mobiles to silent mode; 6% read in a quiet place; 6% use a timer; 3% drink coffee to focus; 2% listen to music; and some use a pencil and paper to take notes and underline. No significant differences were found among the respondents in terms of gender, area of specialty, or educational level in the type of material read, reading technologies and applications used, how much time is allocated to reading, where they read, how they reduce distractions, how they motivate themselves, their reading rituals and how they interact with the reading material.

**Educated Arabs' Reading Interests and Preferences Before, During and After The Pandemic (Al-Jarf, 2022f)**

Twitter threads, hashtags, surveys and responses to the question "What are you currently reading" showed that educated Arabs prefer novels/fiction (31.5% before and 41.5% during the Pandemic); Islamic books (22.5% before and 12% after); self-development books (12.5% before and 20% during); 80.7% preferred to read paper books and 19.3% preferred electronic books. In most surveys, 50%-60% of the respondents do not read at all. In 2 surveys, 76%-80% do not read. During the Pandemic, 32.5% read 5 books and 38.5% read more than 20 books. The status of reading after the Pandemic was like that before it (43.4% did not read). 31% of college students read nothing outside their course textbooks. To enhance students' reading interests, preferences, types and amounts of books read, the study recommended using book clubs, visiting libraries, online courses, blogs, and mobile apps for discussing books, and integrating global topics into the curriculum.

**Cluster 4 — Writing, Creativity, and Discourse Development on Social Media**  
**Exploring Discourse and Creativity in Facebook Creative Writing by Non-Native Speakers (Al-Jarf, 2018a);**

**Discourse and Creativity Issues in EFL Creative Writing on Facebook (Al-Jarf, 2015b)**

**Social Networks and Creative Writing in EFL (Al-Jarf, 2014b)**

These three related studies examined creative writing produced by EFL learners on FB to explore discourse features, creativity, and the motivations behind students' voluntary online writing. Using a qualitative methodology, the studies collected poems, short narratives, reflections, and thematic posts shared on FB, and supplemented with students' explanations of why they engaged in creative writing on SM. Findings across all the studies showed that FB provides a low-pressure, socially supportive environment that encourages experimentation with language, imagery, and narrative voice, leading to richer creativity than typically observed in classroom writing. Despite some linguistic inaccuracies, students demonstrated strong expressive ability,

meaningful audience engagement, and a willingness to take risks. Their self-reports revealed that they wrote creatively to express emotions, connect with peers, build identity, and enjoy the freedom of an authentic, interactive space. Together, the studies concluded that social networks function as powerful platforms for fostering creativity, motivation, and discourse development among EFL writers outside formal instruction.

***Blogging About Sustainable Development in The EFL College Classroom (Al-Jarf, 2025A)***

***Blogging About The Covid-19 Pandemic in EFL Writing Courses (Al-Jarf, 2022b)***

***Blogging About Current Global Events in The EFL Writing Classroom: Effects On Skill Improvement, Global Awareness and Attitudes (Al-Jarf, 2022a)***

These three studies employed a class blog as a writing activity in freshman EFL writing courses, using themes such as Sustainable Development Goals, current global events, and COVID-19. In all three, students searched for multimodal materials, wrote summaries and reactions, and interacted through comments and peer feedback, while the instructor acted as a facilitator. Across the three studies, blogging consistently led to significantly higher writing-skill gains than paper-and-pencil assignments and fostered positive attitudes, collaboration, and reflective engagement with writing.

***Translanguaging On Social Media By Educated Arabs (Al-Jarf, 2025f)***

A sample of FB posts written by a sample of educated Arabs was collected and analyzed to find out whether educated Arabs are capable of communicating equally well in both English/French (L2) and Arabic (L1). Results showed that most educated Arabs are incapable of translanguaging. They communicate better and are more proficient in English/French than Arabic. They use slang and Colloquial Arabic rather than Standard Arabic. Many completely ignore Standard Arabic spelling and grammar rules. They spell words the way they pronounce them in their local dialect. Many make agreement, definite article attachment, plural formation, and derivation errors. They code mix, i.e., transliterate English/French words and insert them in Arabic posts (cases الكيسز, schemes اسكيمز, share شير). They do not seem to know the Arabic equivalents of simple general and specialized English/French words (center سنتر, neuro نيورو, maps المابيس). They even substitute simple Arabic words with English ones (shoes, fans, café, like, comment). It seems that educated Arabs are unable to think in L1 and L2 simultaneously. Their knowledge of English/French surpasses that of Arabic. They transfer the foreign pronunciation and structures to Arabic.

***Cluster 5 — Grammar Practice through Educational Podcasts  
Grammar Podcasts for ESL College Students (Al-Jarf, 2023)***

This study proposes a model for integrating grammar podcasts into EFL/ESL grammar instruction in distance learning during the Covid-19 pandemic. It provides examples of grammar podcasts that can be incorporated into in-class teaching, and demonstrates how they can be downloaded and used. It outlines the grammatical structures and topics they cover. Grammar podcasts typically include 2–5-minute audio explanations of specific grammatical points, accompanied by lesson scripts, exercises, quizzes with answer keys, and grammar help sections addressing students' questions. Students can download the podcasts, print the scripts, complete the exercises, and check their answers independently. Elementary, intermediate, and advanced grammar podcasts can be selected based on learners' needs and proficiency levels. Grammar podcasts allow students to listen anytime, anywhere, and as many times as needed. Classroom discussions based on a grammar podcast can be conducted in pairs, small groups, or whole-class formats. End-of-semester tests can be used to measure improvements in students' grammatical knowledge resulting from integrating podcasts into EFL grammar courses.

***Grammar Podcasts For EFL College Students (Al-Jarf, 2011a)***

Two groups of students at COLT were enrolled in Grammar 3. Pretest results showed no significant differences in their grammatical knowledge. Both groups had weaknesses in basic English grammar. Both received the same in-class instruction based on Mosaic 2 by Werner and Wilson. In addition, the experimental group used a BBC grammar podcast, which the instructor introduced and demonstrated, including how to download episodes to their smartphones or MP3 players. The students listened to weekly podcast episodes, kept logs of their listening time, and accessed downloadable MP3 lessons with expert commentary, grammar explanations, interactive quizzes, and practice activities. Posttest results showed that experimental

students made higher gains in grammatical knowledge than those in the control group, indicating the positive impact of supplementing textbook-based instruction with grammar podcasts. Students showed positive attitudes toward the podcasts, described them as enjoyable and helpful. Improvement was gradual.

**Cluster 6 — Development of Translation Skills in Social Media Environments  
Issues in Interactive Translation Practice on Twitter (Al-Jarf, 2020f)**

**Issues in Using Twitter on Interactive Translation Pedagogy (Al-Jarf, 2017b)**

**Academic Discourse in a Twitter Translation Learning Environment (Al-Jarf, 2017a)**

The three Twitter-based translation studies examine how Twitter can function as an interactive, informal environment for teaching translation, supporting collaborative learning, and fostering academic discourse among a heterogeneous community of learners. Across the studies, participants included undergraduate, graduate, and Ph.D. students majoring in translation, linguistics, and English at Saudi and Arab universities, in addition to translation instructors and professionals. All were native Arabic speakers with English as their target language, but with varying proficiency levels and translation experience. A consistent pedagogical model was used: the instructor tweeted translation tips, examples, and explanations; posted words, phrases, sentences, and longer texts for translation; and shared online dictionaries, machine translation tools, presentation slides, and links to publications. Tweets addressed a wide range of translation issues, including meanings of prefixes and suffixes, stylistic and semantic challenges, common translation errors, Arabization techniques, specialized terminology, and pragmatic distinctions. Followers asked questions, responded to prompts, corrected each other's work, and retweeted their attempts for feedback. The instructor provided detailed, process-oriented feedback by identifying error types, offering prompts rather than direct answers, reinforcing correct responses, and encouraging metacognitive reflection. In one study, the discourse was analyzed through six standard moves that captured how disagreements, debates, and peer-to-peer interaction contributed to academic discourse socialization. Survey responses showed positive attitudes toward the Twitter learning environment. Followers described it as enriching, motivating, supportive, and effective in sharpening translation skills. They valued the contextualized explanations, the suspenseful presentation style, and breaking complex information into simpler units. The instructor found the task time-consuming due to responding to a large, heterogeneous group; repeated questions due to followers not reading previous tweets; reluctance to consult dictionaries; expectations for immediate answers; and limited Twitter's message length, which required converting explanations into images. The three studies conclude that Twitter can effectively support collaborative knowledge construction, peer-to-peer learning, and meaningful student-instructor interaction in translation pedagogy. They recommend integrating additional technologies, such as Periscope and videoconferencing, to enhance instructional depth and overcome platform constraints.

**Cluster 7 — Multi-skills Development Through Facebook Groups and Online Communities  
Learning English on Facebook (Al-Jarf, 2012c)**

The study presents numerous examples of FB pages used for language learning. Listening pages include *Listen to English* and the *IUJ English Listening Comprehension Club*, which posts podcasts, TV clips, and weekly listening activities. Speaking pages such as *English Speaking* and *English Conversation Clubs* provide daily speaking prompts, audio practices, and discussion questions (e.g., "What have you learned today?"). Reading pages, post news articles, reading tips, webinars, and literacy resources, while writing pages, encourages members to post topics, comment on themes, and participate in roundtable discussions. General English pages (e.g., Cairo English Club, Algeria English Club) offer videos, grammar explanations, idioms, fun facts, and announcements about English courses and events. The study outlines criteria for selecting appropriate FB pages, including skill focus, difficulty level, number of users, and relevance to students' interests. It also describes how FB can function as a learning management system (LMS) through tools such as timelines, comments, private messages, video posting, and surveys. Instructional stages include a pre-task phase (stating objectives, giving instructions, posting articles or events), a task phase (supervising students' responses, guiding participation), and a post-task phase (giving feedback, peer correction, setting deadlines). The teacher serves as a facilitator who helps students locate suitable pages, guides their participation, and ensures meaningful engagement. Overall, the study demonstrates that FB provides a flexible, interactive, and student-centered environment for practicing multiple language skills. It supports collaboration, increases exposure to authentic content, and accommodates diverse learning styles, making it a valuable supplementary tool in EFL instruction.

**EFL Students' Clubs on Facebook (Al-Jarf, 2012a)**

The study compares a sample of students' English clubs on FB in Saudi Arabia, Sharjah, Gaza, and Algeria such as English Club King Saud University (KSU), Translators' Club (KSU), English Club King Abdul-Aziz University (KAU), Sharjah English Club, Gaza University English Language Club, and Algeria English Club. Results showed that the Saudi university clubs primarily use FB as a communication and announcement tool rather than a language-learning platform. English Club KSU posts weekly workshop announcements on topics such as learning strategies, literature, and linguistics, but provides no instructional language content. Translators' Club KSU uses FB to announce meetings, volunteer opportunities, translation contests, field trips, and club projects (e.g., translating YouTube clips, preparing dictionaries). Most posts are written by the students' club leader, with minimal instructor involvement, and members use Arabic, English, French, and Romanized Arabic. Similarly, English Club KAU focuses on workshops, job vacancies, and university events, and occasional posts related to English learning. Saudi clubs lack focused, pedagogically rich language-learning content. In contrast, clubs in Gaza University and Algeria post more language-learning materials, including vocabulary quizzes, writing prompts, ESL links, grammar explanations, idioms, and instructional videos. Members in these clubs use English more frequently and share a wider range of educational content. The study concludes that FB serves effectively as a bulletin board and communication hub, enabling students to coordinate activities, collaborate with other clubs, and stay informed about university events. The study recommended that Saudi university clubs examine more successful models from other countries to enhance their educational value and better support English language learning.

#### ***Languages and Translation Student Club Groups on Facebook (Al-Jarf, 2012b)***

This study examined Reading, English, Translators, Alumni and COLT clubs created by King Saud University students on FB, to shed light on their activities, kinds of issues posted on the wall, linguistic features used and views on the significance of those clubs. Results revealed that FB is used as a means of communication and exchanging information among the group members. They mainly announce monthly books, student presentations and workshops, organization websites, book exhibits, meetings, field trips, and club committees. They ask questions about exams, contests, department activities such as the Booking Recycling Week, Alumni Day, Dictionary Day, English & French Translation Contest, Annual Conference, Public lectures and the Monthly Book Discussion Group. Some post book titles with annotations, stories, poems, and quotes that they have read and would like to share. The clubs have no academic content. Students use both English and Arabic in their posts. Some posts are in English only, Standard Arabic only, a mixture of English and Arabic, transliterate Arabic words in Romanized script and colloquial, non-standard Arabic. Students surveyed indicated that the FB serves as a bulletin board for following up on the department news and activities in a quick and easy way. They can access it from their smart phones and use the FB instant chat to organize activities and post messages.

#### ***Cluster 8 — Communication Skills in Instructional & Academic Contexts via Social Media Communication Among Language and Translation Instructors and Students Via Twitter (Al-Jarf, 2020c)***

This study found out the percentage of language and translation instructors having a Twitter account; the number of followers, tweets, pictures, links and date created; issues and topics tweeted; the percentage and types of instructional tweets; the language of communication; types of queries students raise on Twitter; and students' and instructors' views on the advantages and shortcomings of instructor-student communication via Twitter. Results showed that instructors mainly use Twitter for making announcements. Some tweet language learning tips and links for the students. Retweets and queries by participating students are very few. Announcements are tweeted in Arabic, whereas English is used for course-related issues and language learning tips. The students find instructor Twitter accounts significant and useful.

#### ***Cluster 9 — Cultural Learning and Sociocultural Competence Through Social Media and Wikis Building Cultural Bridges Through Social Media Networks: A Case Study (Al-Jarf, 2020a)***

An Indian English teacher uses Skype to connect his high school students in an Indian village with international teachers and students to help them interact and converse in English. The teacher does that daily, and each day an international guest teacher is from a different country. This study reports the effects of this kind of intercultural exchange on students' English language skill development and cultural and global awareness. Results showed many benefits for the students such as listening and speaking skill enhancement, getting used to different native and non-native accents, improved pronunciation, and learning new vocabulary and grammatical structures. The students also learn names of countries, their location, flags, currency, cities, people, and exchange information and pictures about the local and target cultures, educational system, history, antiquities, food, art,

traditions, costumes, and natural phenomena such as the northern lights. They are taken on virtual tours to some historical places and museums. Sometimes they receive books, T-shirts and pens as gifts from foreign teachers.

### ***Integrating Ethnic Culture Facebook Pages in EFL Instruction (Al-Jarf, 2014a)***

This study proposes using FB as an interactive platform where instructors and students collaboratively create pages dedicated to exploring the cultural practices of specific ethnic groups. The students search for themes such as language, religion, music, dance, cuisine, customs, art, children's literature, festivals, sports, and traditional dress. The instructor sets clear goals, provides guiding questions, and assigns one cultural theme at a time, allowing students to search for articles, images, podcasts, and videos, then post summaries, reflections, comparisons, and opinions in their own words. The students make comments, discuss, and orally retell content in class, turning the FB page into a space for continuous engagement. Motivation is supported through keeping contribution logs, extra credit, and the inclusion of FB content on assessments. The instructor acts as a facilitator, guides inquiry, ensures relevance, models skills, and maintains a supportive environment that strengthens students' English proficiency, cultural knowledge, and active participation.

### ***Combating The Covid-19 Hate and Racism Speech on Social Media (Al-Jarf, 2021a)***

The spread of Covid-19 worldwide was associated with hate and racism speech on SM which sometimes encourages violence and bullying in the different communities. This study proposed a model for creating an anti-hate Twitter page to teach students tolerance rather than negative sentiment associated with Covid-19, to encourage dialogue, and teach students to accept others. Students and instructors from different backgrounds enter into dialogue with each other to gain knowledge of Covid-19, and to reflect on the pandemic. Students may use art and culture for creating counter narratives to counterbalance one-sided narratives and simplified overgeneralizations by hate speakers. publishing and watching videos about Covid-19 around the world can bring the outside world to the students' realm. Students can search for and tweet examples of pandemics that took place throughout history such as the Spanish flu, the plague in the Middle Ages and others.

### ***Integrating Cultural Podcasts In EFL College Classrooms (Al-Jarf, 2011b)***

To help expose students to real-life experiences with British and American cultures, cultural podcasts can be integrated into culture courses as a supplement to in-class instruction. Students can download cultural podcasts about American and British customs, traditions, holidays, celebrations, architecture, art, literature, music, costumes, museums, folk tales, sports, games, weddings, city life, rural life, food and drink, recreation, religion, museums and libraries, transportation, educational, health, political and economic systems ...etc from travel websites such as a "walking tour podcast", "Nationalgeographic.com", "Walks of a lifetime" and "Lonely planet" to their BlackBerry, mobile phone, iPods or MP3 players. Cultural awareness exercises that require the students to describe, summarize, analyze, compare or contrast aspects of Saudi and British/American cultures can be prepared by the instructor and used after listening to each cultural podcast. Discussions on a cultural podcast can be performed in pairs, small groups or even the whole class. Cultural podcasts also serve as a basis for individual, interactive or collaborative theme-based projects. Cultural awareness posttests can be given to find out improvements in the students' cultural awareness and knowledge as a result of integrating news podcasts in culture courses.

### ***Teaching The Target Culture Using a Wiki (Al-Jarf, 2008)***

A total of 70 female students were divided into an experimental group (wiki + in-class instruction) and a control group (in-class instruction only). Pretest results showed no significant differences between the two groups in their knowledge of the British culture. Both groups received the same six-week module on British culture through LCD-enhanced lectures supported by pictures and contextualized explanations of cultural terminology. The instructional content covered a wide range of cultural topics, including British history, government, daily life, education, economy, arts, geography, and communication systems. In addition, the experimental group used a culture-focused wiki, where students created and edited pages, selected subtopics, searched for information, summarized content, added images, linked related pages, cited references, and engaged in online discussions. The wiki tasks required students to explore cultural themes not covered in class, thereby extending their cultural knowledge and encouraging collaborative learning. Posttest results revealed significant improvement in both groups, but the experimental group outperformed the control group due to participation in the wiki. Positive correlations were found between

students' wiki usage frequency and their posttest scores, as well as between cultural terminology knowledge and cultural awareness. 90% of the students reported that the wiki was enjoyable, motivating, and helpful for learning and information sharing. The study concluded that wikis enhance cultural learning and recommended their integration into culture courses, along with instructor training and broader collaborative use across institutions.

***Cluster 10 — Delivering Academic Lectures via Live Social Media Streaming***

The author delivered 49 live academic lectures via periscope, providing a substantial dataset that informed the three studies included in this cluster. The author generated a rich body of observational, analytical, and survey-based data that formed the foundation of the three studies in this cluster and other studies that are not part of the cluster. Although the studies in this cluster share similar procedures for analyzing live-streamed lectures, each article focuses on different datasets, instructional purposes, and analytic perspectives. The methodological overlap reflects the stand-alone design of the original studies.

***Issues in Using Periscope for Live Academic Lectures During The Covid-19 Pandemic (Al-Jarf, 2021d)***

The author used Periscope to broadcast live language, translation and technology lectures to her Twitter followers. The Periscope lecture analytics showed that lectures with the highest viewers, impressions and engagement were those about how to develop translation and interpreting skills and how to integrate Elluminate in teaching. Followers' surveys indicated that the Periscope lectures and their replays were beneficial, interesting, enriching, invaluable, and fulfilling to their needs. The author found Periscope easy to use. She could go live anytime and anywhere. She did not have to register students. Replays can be accessed via Periscope or Twitter. However, reading comments and questions while live-streaming was not challenging. When lecturing via Periscope, the author could not hear viewers' voices or see their facial expressions as in Zoom. Engagement, interaction and communication among the viewers themselves, and between the viewers and the instructor were very low.

***Periscope As a Tool for Delivering Live Academic Lectures (Al-Jarf, 2020g)***

The study gives the purpose of the live translation, linguistics, teaching methodology, and academic lectures; examples of the Periscope live academic lectures; procedures of delivering live academic lectures through Periscope; some Periscope lecture analytics; students' and instructor's views on the advantages and shortcomings of using Periscope to deliver live academic lectures. The students found the live lectures and their replays helpful. They could watch lectures on their smart phones, iPad, or computers, anywhere and anytime. They described the Periscope lectures as interesting, enriching, invaluable and fulfilled their needs. The lectures helped them understand and clarify some difficult concepts. They learnt a lot. They could ask me to deliver lectures on any academic issue of interest to them. They looked forward to the live lectures. Some students who missed the live broadcast could replay the recorded lectures on Twitter. Some suggested the use of Zoom. As a lecturer, I found Periscope easy to go live anytime and anywhere, if I have Wi Fi access. I did not have to register students in the live lectures. No time is required to upload and post the recorded lecture on Twitter. Sometimes I answered the questions at the end of the lecture or in tweets.

***Using Social Media Live Video Streaming to Broadcast Lectures to College Students (Al-Jarf, 2018c)***

SM such as FB, Twitter and YouTube have a live video streaming app that is used to broadcast live events or lectures to followers. I used Periscope to broadcast live language and translation lectures to help student followers develop language, translation and interpreting skills, respond to their academic needs and introduce them to the latest language and translation research. Viewers made comments, asked questions, put likes and smileys during the live broadcasts. The followers found the live lectures and their replays beneficial. Some could not follow the live broadcast as they were busy but were able to replay the recorded lectures on Twitter. Some suggested that I upload the Periscope lectures on YouTube to be viewed at any time. As a lecturer, I found Periscope easy to go live anytime. I did not have to register students. Lectures are automatically recorded and posted on Twitter. However, reading comments and questions while presenting was somewhat challenging as I had to interrupt the lecture to answer the questions or respond to the comments. Lecturing via Periscope is not like face-to-face lectures as I could not hear viewers' voices or see their facial expressions.

***Cluster 11 — Teachers' Professional Development Through Facebook Communities***

***ESL Teachers' Professional Development on Facebook During The Covid-19 Pandemic (Al-Jarf, 2021b)***

This study gives examples of FB pages for ESL teachers; identify the kinds of topics and issues posted about the teaching and learning of English as a second/foreign language; finds out whether there are special ESL Teachers' FB Pages (TFPs) that focus on

remote teaching and learning during the Covid-19 Pandemic; whether there are difference in the topics posted in TFPs before and during the Pandemic; to explore the advantages and shortcomings of TFPs, and their role in teacher's professional development before and during the Pandemic as perceived by a sample of ESL teacher who are members of those pages. 2500 posts from 75 ESL TFPs were analyzed. It was found that 12% are general TFPs, 42% target ESL teachers in specific countries, 16% are devoted to recruitment and job announcements, 38% are theme-based, and 22% focus on online/virtual and home-based teaching.

### ***ESL Teachers' Professional Development on Facebook (Al-Jarf, 2013)***

ESL teacher from around the world can create or join FB pages, groups or clubs for ESL teachers for free. Those pages are online learning communities that provide opportunities for in-depth peer-to-peer interaction. Members of the FB ESL teachers' pages constitute a homogeneous group of teachers from different countries and cultures. They help each other exchange knowledge, information and experiences. They create social inter-personal rapport and foster dialog, promote asynchronous self-directed learning, peer support and greater involvement in teaching-learning. They provide opportunities for cognitive, social, and teaching presences. Members are inclusive, supportive and receptive of each other's ideas. Members can upload and download resources such as tests, video activities, movies for the ESL classroom, ebooks, lesson plans, software, and worksheets. They post questions and receive answers about teaching and learning English such as: teaching via skype, improving students' accent, ideas for increased comprehension, communicative activities, how to reinforce speaking, problems in teaching EFL skills...etc. FB teachers' pages also enhance teachers' awareness of non-conventional ESL teaching issues such as: Teaching business with no teaching certificate, teaching in rural schools in China, online tutoring, testing private students at Euro levels, ideas for teaching presentation with 600 students, and others. The article gives examples of FB pages, groups or clubs for ESL teachers, the role of FB teachers' pages in professional development as perceived by a sample of members.

## **4. Discussion**

### ***4.1 Meta-Conclusion***

Across the 33 studies, the overall conclusion is that SM, across its various platforms and affordances—consistently enhanced EFL learning by expanding opportunities for interaction, authentic input, and learner engagement. Regardless of skill area or platform type, the studies demonstrate that SM supports meaningful learning experiences that extend beyond classroom boundaries and promote active participation, collaboration, and autonomy. Taken together, the corpus provides strong evidence that SM functions as an effective pedagogical ecosystem capable of enriching language learning in diverse instructional contexts.

### ***4.2 Meta-Interpretation***

Interpreting these findings reveals that the effectiveness of SM does not stem from the platforms themselves, but from the instructional designs that leverage their affordances. The studies show that when SM tools are embedded within purposeful tasks—such as collaborative writing, cultural exploration, pronunciation practice, or multimodal listening—they create conditions that align with contemporary theories of communicative, constructivist, and participatory learning. The corpus therefore suggests that SM's pedagogical value lies in its ability to transform learners from passive recipients into active contributors who co-construct knowledge through interaction, creativity, and real-world communication.

### ***4.3 Cross-Cutting Insights***

Several cross-cutting insights emerge across the 11 clusters. First, different platforms often support similar learning processes, such as collaboration, multimodality, and authentic communication, regardless of their technical differences. Second, the studies show recurring patterns in learner behavior: increased motivation, higher engagement, and greater willingness to participate when tasks are socially and interactively structured. Third, the corpus highlights the adaptability of SM, demonstrating that the same platform can serve multiple skills depending on task design. These patterns indicate that the pedagogical power of SM lies in its flexibility and its capacity to integrate skills, tasks, and interaction within a unified learning environment.

### ***4.4 Implications***

The findings of this SR carry several important implications for language educators, curriculum designers, and institutions seeking to integrate SM into EFL instruction. The consistent effectiveness of SM across skills, platforms, and instructional contexts suggests that these tools should be intentionally embedded into pedagogical design rather than treated as optional add-ons. The studies demonstrate that well-structured tasks, such as collaborative writing, multimodal listening, cultural exploration, and peer interaction, are central to achieving meaningful learning outcomes. This indicates the need for teacher training that focuses on designing purposeful, skill-aligned activities that leverage the affordances of each platform. At the institutional level, the

results highlight the value of supporting flexible, technology-enhanced learning environments that encourage creativity, participation, and authentic communication. Collectively, these implications point to the importance of adopting a strategic, pedagogically grounded approach to SM integration in EFL programs.

#### **4.5 Positioning This SR Within SRs on role of Global Social media on Language Learning and Teaching**

Within the broader landscape of global systematic reviews on SM in language education, this SR occupies a distinct and complementary position. While existing SRs typically examine broad trends, isolated skills, or single platforms, the present SR synthesizes a unified body of research produced by one author over nearly two decades, offering a longitudinal and internally coherent perspective that is absent from global literature. By integrating 33 studies across 11 clusters and multiple platforms, it provides an instructional account of how SM has been operationalized in real teaching contexts. Its contribution lies in documenting not only *what* platforms were used, but *how* they were pedagogically implemented across skills, tasks, and learning outcomes, thereby filling a gap left by global SRs that tend to treat SM use as fragmented, decontextualized, or platform-specific. This positions the current SR as a methodological and pedagogical bridge between global research trends and practical, classroom-grounded applications of SM in EFL learning.

#### **4.6 How This SR Connects to the Author's Previous SRs**

This systematic review builds directly on the author's extensive body of SRs across language education, digital pedagogy, evaluation, translation, ESP, mobile learning, LMS use, and AI-mediated instruction. While earlier SRs examined specific domains, such as reading instruction (Al-Jarf, 2026b), pronunciation pedagogy (2026h), mobile-app-based language learning (2026f), LMS-supported EFL instruction (2026w), AI-generated videos (2026d), translation errors (2026e), ESP innovation (2026v), and digital collaborative learning (2026o), the present SR adds a new dimension by synthesizing nearly two decades of research on SM as instructional tools. Unlike previous reviews that focused on discrete skills, technologies, or learner populations, this SR integrates 33 studies across 11 clusters, offering a longitudinal account of how FB, X, Skype, YouTube, Periscope, blogs, wikis, and podcasts were used in real teaching contexts to develop multiple language skills. In doing so, it complements and extends the author's earlier SRs by situating SM within the broader trajectory of technology-enhanced language learning and by documenting the evolution of instructional practices across platforms, skills, and pedagogical purposes.

#### **4.7 Limitations of This SR**

As an author-bounded systematic review, this SR is limited to the studies conducted and published by the author between 2008 and 2025. Therefore, it does not include external research on SM use in language learning conducted by other researchers from other countries. The scope is restricted to the instructional contexts, platforms, and learner populations represented in these 33 studies, which may differ from practices in other institutions, countries, proficiency levels, or academic disciplines. The review also reflects only the platforms that were part of the author's pedagogical practice during this period; it does not include studies using Instagram, WhatsApp, or Snapchat, as these tools were not employed in the instructional designs of the corpus. In addition, some platforms used in earlier studies, such as Periscope, Skype, early Twitter, and traditional blogs or wikis, are now outdated or have been replaced by newer tools like Instagram Live, Zoom, Teams, TikTok, Google Docs, and multimodal collaboration platforms, which may limit the applicability of certain instructional practices to current technological ecosystems. The corpus further includes studies that vary in design, sample size, and methodological rigor, which may influence comparability across clusters. Finally, this SR does not aim to generalize its findings to all EFL contexts; rather, it offers a longitudinal account of one researcher's contributions that should be interpreted within its specific pedagogical and institutional boundaries.

### **5. Recommendations**

The findings of this review suggest that effective integration of SM in EFL instruction depends primarily on teachers' initiative, creativity, and willingness to experiment with available tools rather than on formal training or institutional directives. Instructors who are intrinsically motivated can successfully adopt platforms such as FB, X, YouTube, Skype, and blogs by designing purposeful, skill-aligned tasks that make use of each platform's affordances. Programs and curricula should therefore encourage teacher autonomy, flexibility, and innovation, allowing instructors to select and adapt SM tools that best support their learners' needs. Institutions can play a supportive role by providing access to digital resources and by fostering environments that value experimentation, multimodality, and authentic communication. Ultimately, the studies show that meaningful pedagogical use of SM emerges from teachers' professional judgment and self-driven exploration rather than from formal technological training.

ESL instructors may try new forms of SM platforms such as: TikTok / Instagram Reels for multimodal micro-learning; PolyChat for AI-supported conversation; Speaky for global peer interaction; Mondly VR for immersive listening/speaking; italki Community for writing + feedback; and Busuu for structured social learning. These platforms align with your instructional philosophy: teacher-driven innovation, no training required, and authentic communication.

Teachers may also consider integrating vlogs and vodcasts into language-learning tasks, as these formats provide rich multimodal input that supports listening, cultural awareness, and discourse comprehension. Vlogs offer authentic, narrative-driven exposure to real-world language use, while vodcasts combine conversational audio with visual cues that enhance meaning-making and engagement. These formats, widely available on platforms such as YouTube, TikTok, and Instagram, can be used to design creative tasks that promote interaction, reflection, and learner autonomy.

### 5.1 Directions for Future Research

Future research should examine how emerging platforms, such as TikTok, Instagram Reels, Threads, and AI-enhanced tools, can be integrated into EFL instruction using evidence-based pedagogical frameworks. Studies are needed to explore how SM can support multi-skill learning within unified tasks rather than isolated skill development. Longitudinal research could investigate how learners' engagement, identity, and digital literacy evolve over extended periods of SM use. Comparative studies across age groups, proficiency levels, and cultural contexts would deepen understanding of how different learners respond to SM-mediated instruction. Moreover, future SRs should synthesize global research to map instructional patterns across platforms, tasks and skills, and learning outcomes, building on the author-bounded model presented in this review. Furthermore, future research should examine how the rapid convergence of AI and SM is reshaping language learning, especially with the rise of AI-generated content, automated feedback, and personalized recommendation systems on platforms such as TikTok, YouTube, and Instagram. Studies are needed to explore how learners interact with AI-mediated social environments, how AI influences engagement and multimodal literacy, and how teachers can integrate AI-supported tools into authentic communicative tasks. Research should also address ethical and pedagogical questions related to privacy, algorithmic bias, and the balance between AI-driven automation and human interaction in SM-based language learning.

### 6. Conclusion

This SR provides a comprehensive synthesis of the author's research on SM-supported EFL instruction conducted between 2008 and 2025. By integrating 33 studies across 11 clusters, multiple platforms and multiple skills, the review demonstrates how SM has been used to teach listening, pronunciation, reading, writing, culture, and multi-skill learning through purposeful instructional designs. The findings show that SM functions as a flexible, interactive, and multimodal learning environment that enhances engagement, autonomy, and authentic communication. This SR contributes a unified pedagogical perspective that connects platforms, tasks, and outcomes, offering a longitudinal account of how SM has evolved as a tool for language teaching and learning. It also highlights the need for continued research that keeps pace with rapidly changing technologies and emerging digital practices.

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