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**A SYSTEMATIC REVIEW: INCORPORATING SOCIAL MEDIA TOOLS INTO
LANGUAGE LEARNING**

by

DAREEN ALSULAMI

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

2018

MAJOR: LEARNING DESIGN AND

TECHNOLOGY

Approved by:

Advisor

Date

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DEDICATION

To my Dad Mubarak, you are my soulmate. My study journey without you is nothing because you are my everything. I love you so much my breath air.

To my Mom Badria, you are my path light. I could not be me without you. I love you so much my heart!

To my life-coach, my lovely and supportive husband Esam Al Oufi (Sam). You made it possible for me to complete this work with your patience, understanding, love and kindness. Honestly, words can not express my appreciation. I Love you so much my soul!

To my little angels Rital and Reem, you are my inspiration to keep continue my life, my happiness, and my smiles. I found my strength when I look at you both. I learned from you both how to be more patient. You both are my life, I love you both from my deep heart.

To my sisters Fatin and Maha, and brother Yusef, I appreciate all your supports. Love you all.

Last, to all who believe on me and support me.

Your support and encouragement made my dream come true. God bless and keep all my family safe, healthy, and happy.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Beneficent, the Merciful

اللهم اجعنا من الشاكرين والمشكورين

Oh God make us thankful and thanked.

I am grateful to the God for the good health and well-being that were necessary to complete this dissertation. I would like to thank my family: my parents, my husband, my daughters, my brother, and sisters for supporting me spiritually throughout writing this dissertation and my life in general. It would be an understatement to say that, as a family, we have experienced some ups and downs in the past three years. Every time I was ready to quit, you did not let me, and I am forever grateful. This dissertation stands as a testament to your unconditional love and encouragement. Additionally, a million thanks to my sister and best friend Sara. You are my lifesaver because you helped me, listened to me, and believed on me and my dreams. I love you all!

I would like to express my sincere gratitude to my advisor Dr. Tracey for the continuous support of my Ph.D. study, for her patience, motivation, believing on me and immense knowledge. Her guidance helped me in all the time of my study and writing of this dissertation. I could not have imagined having a better advisor and mentor for my Ph.D. study. Thank you from deep my heart.

Besides my advisor, I would like to thank the rest of my dissertation committee: Prof. Zhang, Prof. Dian, Dr. Hill and Dr. Sara, for their insightful comments and encouragement, but also for the hard question which incited me to widen my research from various perspectives.

Also, I would like to thank the library specialist Veronica for her support and help to get the better quality for the results of my systematic review databases.

Besides that, I would like to thank my fellow doctoral students for their feedback, cooperation and of course friendship. Especially my best friend Krystal, thank you for standing by me and my family. God bless you and your family.

Finally, none of this could have happened without my family and friends who offered their encouragements through phone calls and letters. Thanks to everyone in my life.

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CHAPTER 1: INTRODUCTION

Social media tools may be one of the most significant developments in the 20th century for human communication. As social media tools become integrated in educational settings, some claim that the use of social media with language learning will allow students improved learning skills, experience communicating and enjoying the classes more than using old pattern activities (Al-Ali, S., 2014). Although several claim that social media tools are becoming increasingly globalized to build successful educational workspaces among language learning, there is a lack of research on incorporating social media tools into language learning (Godwin-Jones, R., 2017; Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C., 2013; Yunus, M. M., Salehi, H., & Chenzi, C., 2012; Alnujaidi, S., 2017; Sung, Y. T., Chang, K. E., & Liu, T. C., 2016; Yeo, C. M., 2015; Guy, R., 2012).

The utilization of mobile learning has been widely adopted in in the classroom (Lan, Sung, & Chang, 2009). One way in which mobile learning is exemplified in the learning process is through social media tools. Social media is being incorporated in learning activities with synchronous and asynchronous environments with the goal of improving the students' learning skills (Evans, T. & Lin, F.Y., 2015). Language learning is generally assessed and taught with four different skills, which are listening, reading, writing, and speaking. In order to master these skills, the language learners need to develop the language skills professionally through designing learning language activities in the classroom or outside the classroom (Lan, Y. J., Sung, Y. T., & Chang, K. E., 2009). Implementation of these activities or tasks enable students to interact with each other about the lessons learned in school that day. Students have the ability to share notes, answer inquiries, and may be able to communicate with their teachers. Some students claim that through social media, like Facebook and Twitter, academic-related information is easily accessed (Zhang,

K., & Gao, F, 2014) while teachers claim there are no more reasons for students' excuses regarding failed or late submission of projects, missed notes, and unawareness about the schedules for the exams (Lan, Sung, & Chang, 2009). Researchers indicate educators could use social media to connect and apply formal and informal learning (Chen & Bryer, 2012) and that social media gives way to new ways of connecting students with their educators (Zhang & Gao, 2014). Although these claims are plentiful, the fact remains that there is a paucity of research on the use of social media tools for language learning.

Problem statement

International students, instructional designers, educational researchers and instructors are facing a difficult challenge successfully employing social media into the design and implementation of language learning curriculum due to the lack of evidence of its usefulness (Alnujaidi, S., 2017; Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C., 2013; Yunus, M. M., Salehi, H., & Chenzi, C., 2012). Researchers in language learning state that language learning students need more creative way of presenting, communicating, applying activities to learn new skills effectively and having positive language learning outcomes (Choi, L. L. S., 2005; Yunus, M. M., Salehi, H., & Chenzi, C., 2012; Ahmed, A. H., 2010; Taylor, B. P., 1983; Alvarez Torres, C., 2013; Guy, R., 2012). Therefore, while researchers indicate that social media applications in education as an instructional tool are beneficial in improving language learning skills as well as motivating students to learn and work together (Gao, F., Luo, T., & Zhang, K., 2012; Chen, B., & Bryer, T., 2012; Zhang, K., & Gao, F., 2014; Friedman, L. W., & Friedman, H. H., 2013) there is a lack of empirical evidence that supports these language learning claims. Through conducting a systematic review, this study will present existing research on using social media tools in language learning.

Purpose and Research Questions

This systematic review study focused on research conducted on incorporating social media into language learning focusing on the language learning outcomes such as learning skills and learning achievements, not focusing on the students or instructors' perception or attitude towards social media tools in learning. Specifically, I reviewed the current published literature to identify the uses, benefits, and limitations of social media for language learning and identify current gaps in the literature to provide recommendations for future research. The following questions guided this study:

1. What is the documented educational impact of using social media tools on language learning?
2. What are the documented best practices for implementing social media to support language learning?
3. What types of data collection and analysis have been used to measure the use of social media in language learning?
4. What are the gaps in researching social media for language learning?

Key Terms and Definitions

The following terms support the language that used in this study:

Systematic Review: Systematic review is a type of literature review that answer research questions in a structured methodology through collecting and critically analyzing multiple research studies (Hemsley-Brown, J., & Sharp, C., 2003).

Social Media: Social media is a computer-mediated technology that allows communication and sharing of information, ideas, and career interest (Yunus, M. M., Salehi, H., & Chenzi, C., 2012).

Social Networking Sites (SNS): Social networking sites are online web-based tools or applications of social media tools that help to establish relationships between individual and groups of people. For example, some of these social media tools are Facebook and twitter (Aifan, H. A., 2015).

Informal Learning: Informal learning is informally student's skills without teacher-center or any borders. It is a natural way to learn, communicate and grow (Richey, R., Klein, J. & Tracey, M., 2011).

Formal learning: Formal learning is a traditional way of teaching and instruction which the teacher-centered like in schools (Richey, R., Klein, J. & Tracey, M., 2011).

Synchronous: Synchronous is a way of communication occurs at the same time (Spector, M. J., Merrill, M. D., van Merriënboer, J., & Driscoll, M. P., 2008).

Asynchronous: Asynchronous is a way of communication occurs not at the same time by using technology (Klein et al., 2004, p.129).

Technologically Savvy: The person who well known about modern technology and using computers professionally (Alnujaidi, S., 2017).

Microblogging: Microblogging is posting brief updates synchronous or asynchronous communications way which typically published on social media sites like Twitter (Gao, F., Luo, T., & Zhang, K., 2012).

Social Media and Learning Background

With the growing effect of globalization, language learning is more important today in education as it is where every individual formally learns the language that can help them effectively socialize and/or communicate with different groups of people. While technology and social media platforms facilitate sharing ideas and information via virtual communities, there are several factors and possible negative effects as to how social media tools tend to provide more entertainment rather than learning (Guy, R., 2012). Therefore, we must consider how technology and social media tools actually impact learning.

The ability to integrate multimedia activity into the instruction of a foreign language may help students remember the subject they have learned as well as possibly make it easier for them to apply what they have learned to real life situations (Smith et al, 2005). With the cultural diversification of students, using social media platforms may elevate some of the cultural differences in the classroom as it may bring new learning opportunities for everyone (Eren, Ö., 2012; Hochman, N., & Schwartz, R., 2012). For instance, certain multimedia applications may help students by providing auditory aids to hear how certain words are pronounced. This information can be saved and replayed later for practice in speaking and writing (Smith et al, 2005). The study conducted by Friedman, L. W., & Friedman, H. H. "Using Social Media Technologies to Enhance Online Learning" (2013) explains that online learning uses the development of social media to increase the expansion in offerings of online and hybrid programs and classes. Modern media technologies enable collaboration, as observed in social media. The existence of social media in the classroom may encourage collaboration among students (Friedman, L. W., & Friedman, H. H., 2013; Zhang, K., & Gao, F., 2014). The online interactions or using social media that can facilitate the collaboration between students and teachers, as well as

the learning will take place during the whole day whether online and offline which will improve the learning skills and the exciting for learning more. Meanwhile, online discussions can also enhance the collaboration and improve the writing skill which are included in the social media applications. Lee, Y.h. & Wu, J.Y. (2006) examined the two categories of online discussions – synchronous and asynchronous. In synchronous discussions, the learners are required to be online in real-time because speed, efficiency, and a faster interaction is needed. This kind of online discussion can also enhance the learner's listening and information processing skills, and spontaneous negotiation and generation of new ideas.

The synchronous discussion is not perfect, for it also has limitations. These limitations include the lack of vocal and non-verbal cues and the tendency to engage and introduce meaningful negotiations lesser. Also, since speed is a vital factor in this kind of discussion, there is no room for more and deeper reflections and deliberations (Lee, Y.h. & Wu, J.Y., 2006; Zhang, K., & Gao, F, 2014). On the other hand, asynchronous discussions allow users to follow more threads in one sitting, as well as they can also choose the articles that they want to read and build their vocabulary and organize their writing. Asynchronous discussions are the exact opposites of the first type regarding reflection. In this type, deeper reflections and deliberations are possible and that online discussions are also balanced with the users (Licona, M. M., & Gurung, B., 2013). Each user is given a chance to say what they have in mind and share peacefully his or her ideas with others and practice writing (Ryan, M., 2003). Intellectual discourse and exchange of ideas in the presence of interactions are involved in both types to enable a better and more successful learning discussion. With the use of online discussions that are offered in the social media platforms, the discourse has its horizons to be widened more. Also, online discussions serve the purpose of the socialization learning technique: to promote social interaction and idea exchange among students and even with

the teachers and make the students practice writing to express their thoughts (Ryan, M., 2003; Blake, C. & Scanlon, E., 2013).

These processes show us that online discussions which have used social media applications involve a higher educational discourse for the different types of learners. Also, it falsifies the belief that online discussion includes a verity of activities such as reading and posting articles, pictures, or videos to websites or social media applications and answering the questions by writing regarding the subject matter or some of them use verbal voice-recording (Ryan, M., 2003; Yeo, C. M., 2015). Social media applications are sufficient to capture and picture the historical events in real-time and explore the cultural activities and social dynamics (Lowe, S., & Stuedahl, D., 2014). Furthermore, Garrett, B. M., & Cutting, R. (2012) stated that the value of social online is facilitating the communication between people from different cultures which allow them to explore a variety of cultural perspectives. Besides that, the social online learning environment helped the education to get high-quality interactions which improved collaboration, motivation, challenging and helping learners expand their learning skills and knowledge in a different area as well as see the world differently. It is important to focus on designing a great and creative learning environment not just focusing on the content (Blake, C. & Scanlon, E., 2013; Yeo, C. M., 2015). Moreover, the study by Seppala, P. & Alamaki, H. (2003) investigated the training and teacher instruction using mobile technology and found the efficient effects of using new technology applications as a learning tool. The research “Mobile Learning in Teacher Training” by Seppala, P. & Alamaki, H. (2003) has noted that mobile technology could be a useful alternative tool in learning and would be a next step in the digital learning revolution. This was based on a conducted study by Seppala, P. & Alamaki, H. (2003) the fact that more than 98% of university students in Finland owned a mobile phone. Besides that, the social media applications and the use of digital

pictures serve as a memory bank for the students to “withdraw” lesson materials anytime for their review and study (Seppala, P. & Alamaki, H., 2003).

Social media tools have grown quickly as to how they have been highly and quickly accepted and used by the present generation such as how these tools have affected both the social lives and the educational behaviors of students. Researches indicated (Yunus, M. M., Salehi, H., & Chenzi, C., 2012; Aifan, H. A., 2015) that even educators have already recognized the capability of social media to transform learning, and they are even now assimilating the online tools in their instructions. For instance, “The features of social media complement the constructive philosophy of teaching and learning that allows learners to create, co-create and share knowledge with global audiences beyond classroom walls” (Aifan, 2015, pp,1).

The study by Aifan, H. A. (2015) has focused on investigating the factors and barriers that affect the attitudes towards using social media in King Abdul-Aziz University in Jeddah, Saudi Arabia. The study also intends to understand when and how social media can be best used or applied in order to support the learning English of the university’ students. Aifan, H. A. (2015) has developed a hypothesized model through the social learning theories of Bandura and Vygotsky, the Diffusion of Innovation model of Rogers, and the Technology Acceptance Model of Davis. The study included 510 students, who participated in an electronic survey, and has revealed that the students have positive attitudes towards using social media to support their learning, showing WhatsApp as the most commonly used tool by the interviewed students. As for identifying the barriers when using social media, it showed that there are two major barriers. The first barrier is the social media content whenever is against the believe of the religion. The second barrier is about the security and privacy issues which are associated with the usage of social media. According to Aifan, H. A. (2015) only five predictors were known as significant factors of attitudes of the

students and this includes the “perceived ease of use, perceived usefulness, subjective norms, experience with Skype, and age” (Aifan, H. A., 2015, pp.1). Furthermore, Aifan, H. A. (2015) has provided effective research questions that could effectively provide the most substantial answers. Also, this study Aifan, H. A. (2015) was intended to examine the attitudes of the students where they were asked to rate their degree of agreement by responding to nine items defining their attitudes. In view of this, it can be perceived how descriptive statistics has been conducted to analyze the data in the given question by calculating the means of the items and the standardized nonconformities to report the responses of the participants (Aifan, H. A., 2015).

There are also other studies that have aimed to examine the same outcome of social media tools and technology towards the learning and teaching among ESL students’ context. In Almujaidei’s study (2016), the educational implications, limitations and challenges of Social Network Sites (SNS) has been identified in the ESL classroom settings in order to better apply and assimilate their advanced aspects into the language teaching and learning practices. Social Network Sites (SNS) are also known as social media tools including Facebook, Youtube, Twitter, Instagram and MySpace. The study of Almujaidei (2016) focused on the problem with how ESL teachers are challenged with several technological advances that both provide opportunities and challenges to their profession. The students were observed to becoming “technologically savvy”, and that “even the most dynamic EFL teacher is going to be operating at a loss when it comes to YouTube and Twitter being secretly watched and talked about beneath desks and behind folded books” (Almujaidei, 2016, pp.34).

Technology can be observed to be continuously advancing, which leads to how the social environments are needed to cope up with the continually increasing developments that we have, and this includes how social media is playing a significant role in the life of a majority of the

people today who are already using technology. Social media tools are now considered to play an essential role in language learning, and after having thorough research, several researchers have already provided scholarly studies that aim to analyze how social media tools or technology itself plays a role in language learning. Social media tools such as Facebook, Twitter, and Instagram are commonly used with new generation learners because it could apply different topics that they have learned in the classroom with their real-life environments (Al-Ali, 2014; Yeo, C. M., 2015). According to Kemp (2015) state that the approximate number of active users for these social media tools are Facebook (1.37 billion), Instagram (300 million), Twitter (284 million). Furthermore, a survey results by ComScore Mobile Metrix (Lipsman, 2014) found that 75.6% of the age group (18-34) years old used Facebook, 43.1% of them used Instagram, and 23.8% used Twitter. Also, Duggan (2015) had similar results for international users, the age group between (18-29) years old in the US shows that 82% of Internet users used Facebook, 55% used Instagram, and 32% used Twitter. The popularity of these tools shows the effectiveness of using them into learning different fields as well as learning languages.

Reviews Types

Reviews can be defined as an analysis or evaluation of any material, which can be literary work, paintings, music or even films. In fact, reviews can be done to everything that can be observed by the five senses of human beings. What is interesting to take note of is that even though a review can be done to anything, the way it's done varies depending on the subject. The manner by which how a review is done, along with its suitability to a particular material and credibility are what brought about together the different types of review. Systematic Review, Meta-analysis, Rapid Review, Scoping Review and Critical review will be discussed in this research. However, it is essential to take note that there are many other types of reviews that are available and can be

used by an individual over any kind of material. The first type of review that will be discussed is the Critical Review.

According to Grant and Booth (2009), a Critical Review is that type of review that allows the writer to showcase his or her knowledge of the material being evaluated. It requires the writer to perform sufficient research regarding the main topic or argument of the material so that he or she may be able to assess whether the said written piece is reliable and can contribute to the body of knowledge that it is related with (Grant and Booth, 2009). Its primary purpose is to evaluate the quality and reliability of the information being presented in the material, though not so much about the quality of the material itself. The study by Kulviwat, S., Guo, C., & Engchanil, N. (2004) is an example of the critical review that explored how the internet technology affects the consumer behavior. It showed that online shopping is now becoming more apparent in today's digital technology, and even when it was still small in size at the time of research, the online sales were rapidly growing at a tremendous annual rate of 30-40%. To start with their critical review, they first discussed an overview and then the full scale of information theory. The researchers had extensively researched the literature on the topic of internet research and consumer behavior, and they found out that the internet has advantages regarding cost reduction, consumer experiences, product simulations and many more. It also has disadvantages like privacy and theft concerns. Their research made use of different contributions from various management information systems. The apparent benefits of information search include increase utility and hassle-free experience. The parameters included in their integrated conceptual framework include user satisfaction, the effectiveness of search, ease of use and knowledge. From different studies found in the literature, the study was able to derive benefit-cost framework from the variables above. Overall, their research was a good attempt at comprehending the parameters that influence the consumer

behavior that could have functional implications for e-marketing services (Kulviwat, S., Guo, C., & Engchanil, N., 2004).

The second type of review is the Meta-Analysis, the Meta-analysis, which is a mathematical and statistical type of review that is often done to evaluate and contribute to the validity of a result. It makes use of quantitative data and numerical values in the analysis of whether the subject, claim or result is valid, high quality and reliable (Grant and Booth, 2009). It makes use of a combination of graphs with numerical values and narrative description which is what separates the Meta-analysis from the Critical Review (Grant and Booth, 2009). While both types of Review evaluate the reliability of the material, it can be noted that Critical Review does not make use of statistical methods and quantitative data, unlike Meta-Analysis. Also, the former is more on the reliability of the data being presented in the material whereas the latter is more on the validity of the end-result. For instance, the study by Saxton, M. L. (1997) reviewed the reference services through evaluation and meta-analysis technique. Meta-Analysis is used to derive large volumes of information that describe different independent variables and its relation to the reference accuracy. Identifying this factor is a good step in knowing the reliable indicators that could be used for service assessment. To do this, they have selected different variables for comparisons such as effect size estimate, correlation coefficients, and range restriction. The study also identified the various limitations and significant threats that are present when performing the meta-analysis. It also determined the different comparisons to be made from different sources in literature. They reported the following findings in a tabular form followed by a narrative commentary. The different variables included the library expenditures, volumes added in the library from the previous year, the absolute change in the collection, size of service population, the number of hours the library is open every week, volumes discarded, and total quantities of

reference materials. However, only the first five variables had an only moderate association with the reference accuracy with ($0.4 < r < 0.6$) and the rest had a low association to reference accuracy ($0.1 < r < 0.3$). Overall, the results are still not generalizable due to the very small sample sizes. However, it can be a good demonstration that meta-analysis can be applied to different studies employing quantitative methods (Saxton, M. L., 1997).

Rapid Review is the third type of review that will be discussed in this paper. Rapid Review is the evaluation of the current knowledge and available information regarding a specific procedure or policy. It is in a way similar to critical review as it analyzes the quality of information available for a certain topic (Grant and Booth, 2009). The only difference between the two is that Critical Review is done to analyze whether the information presented by the material is are valid and reliable while Rapid Review is only meant to identify and evaluate existing data. The nature of this type of review, however and in some way, resembles the Meta-Analysis as it makes use of both quantitative data and numerical values as well as narrative explanations. The study by Bryant, S. L., & Gray, A. (2006) is an example for the rapid review, it scanned the readily available literature on the positive impact of information resources and services on the patient's care in primary health care. This study is done in recognition of the pressure of the need to demonstrate the value of library services to the Primary Care Trust (PCT) in the UK. Their method involves the scanning of resources from LISA (2000-2005), Health Information and Libraries Journal (2002- July 2005), and the FOLIO MAXIM Course established in 2004. A selection criterion involves studies that have data from staff in hospital setting differentiable with the data from staff in PCTs. The study identified few papers which demonstrated a good and positive impact on patients care in PCTs. It revealed that there are three main approaches to be used to help the primary care, the critical incident technique, careful investigation of specific incidents that reveals

cost-efficiency and cost-savings brought by information services and use of taxonomy that can result to better communication. There were a small number of studies that were not included but were mentioned in the recommendations. In general, the study was an assessment of data obtained easily in the literature with regards to what is already known about the practical issue of information service on patient care. This study has implications for policy wherein the value of information provided to health care providers could encourage the provision of inquiry services brought by its positive impacts on PCTs (Bryant, S. L., & Gray, A., 2006).

The fourth type of Review is Scoping Review, which is the initial evaluation of existing scope or known boundaries of a particular topic as well as a discussion of the current available data about it (Grant and Booth, 2009). It is very much similar to Rapid Review, however, there are only two things that set both reviews apart. First, Scoping Review often includes ongoing research while Rapid Review does not. Second and most significantly, significant difference is the idea that the time constraint for Rapid Review is stricter compared to the Scoping Review. For the example of the scoping review, the study by Weeks, L. C., & Strudsholm, T. (2008) aimed to have a preliminary assessment of the sources on potential scope and size on the use of Complementary and Alternative Medicine (CAM). Recently, CAM use has become dominant in the Western countries, and the media are prying on this and its related issues. This review was done to know the degree, nature, and focus of research on CAM and the mass media. Their methodology involves four phases, firstly, the search of relevant studies. Secondly, the selection of these studies based on set guidelines or inclusion/exclusion criteria. Thirdly, the extraction of data. Lastly, the collation, summary, and report of the obtained results. In here, there are no strict quality assessments as compared to that required by the systematic review. Based on their study, 16 out of the 4,454 studies they researched were relevant to their objectives. The results suggest that the

CAM and media research usually revolves around print media stories on different CAM therapies. Only some of these studies have identified the differences in the range of CAM that they studied. In general, the media reports are positive, and this might be due to the insufficiency of reports tackling the risk and safety. The study finally recommends that the radio and television broadcasts be given more focused as the print media is (Weeks, L. C., & Strudsholm, T., 2008).

The Last type of Review is Systematic Review, which is quite similar to Meta-Analysis. A Systematic Review is a systematic identification, analysis, and evaluation of data or research evidence. Similar to Meta-analysis review, it also makes use of some quantitative data and descriptive statement (Grant and Booth, 2009). The only difference between the two is that Systematic review uses narratives while Meta-analysis uses quantitative procedures and graphs. This type of research is used for encoding and analyzing different types of research design and study implementation to summarize the findings of various research studies (Chen, C. T., 2008). As an example, the study by Weightman, A. L., & Williamson, J. (2005) systematically reviewed the studies that identify the values and impacts of the library services on patient's health as well as the corresponding time saved by their health professionals. Using specific search terms, they exhaustively searched for different studies published in the literature under Medline, LISA, ERIC, PreMedline, Embase, Cochrane Controlled Trials register as well as the Google search engine. In addition to this database search, they hand-searched several studies, scanned the reference lists and contacted those professionals in the field. In total, they comprehensively acquired 28 research studies that fit the inclusion/exclusion criterion that they set. The studies underwent critical appraisal to where they set those that would meet the general guidelines. For the data analysis, they extracted the different study population, design and primary results in the various sources. Since there are different systematic designs, settings, user groups and the manner that questions

were asked, a meta-analysis would not be appropriate, and a systematic review was the fittest for the study. They used a narrative form and few tables and bullets to identify the different parameters of each study. The results determined that both clinical and traditional library services do have the impact on the patient care (37-97%), choice of tests (20-51%), choice of therapy (27-45%), diagnosis (10-31%) and on the length of stay (10-19%). The tabulated data also included additional comments such as the possible biases of the study or the credentials of the study. Among the studies, two of them suggested cost-effectiveness while four suggested a time-efficiency brought to health professionals (time saved) as the result of librarian output (Weightman, A. L., & Williamson, J., 2005).

Summary

This study intended to look for research regarding integrating social media in language learning. Furthermore, the goal was to investigate the impact of using social media on language learning through conducting a systematic review.

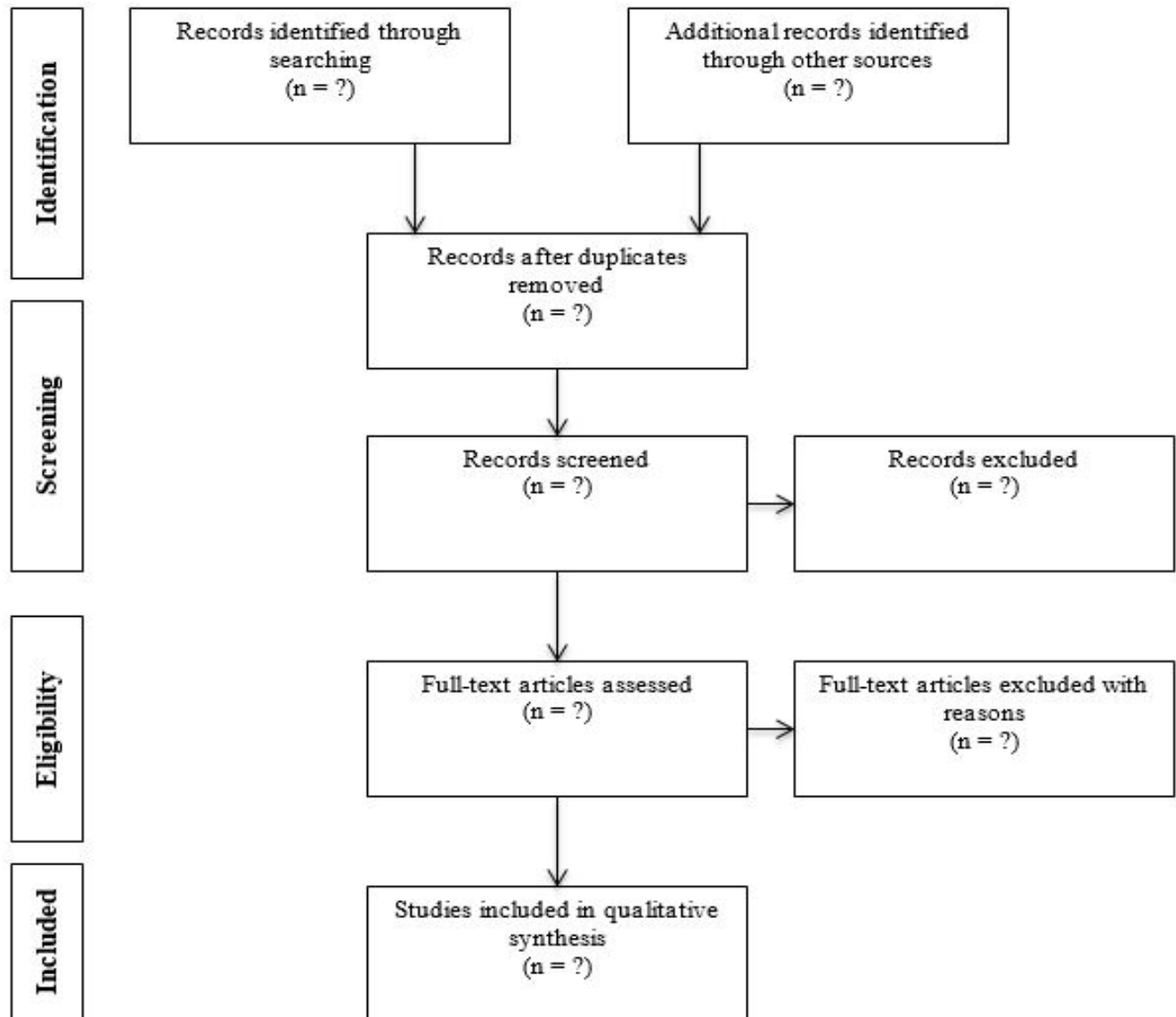
A list of key terms were identified and elaborated in this chapter for the purpose of this study. The next chapter explains the process of conducting a systematic review for searching studies which relate to the topic of this research.

CHAPTER 2: METHODOLOGY

In order to understand the impact of incorporating social media tools into language learning, the systematic review method has been chosen to synthesize current empirical research studies.

This chapter describes the procedures that are used to search and analyze the published studies integrating social media in language learning. To perform this systematic literature review, I followed the guidelines for conducting the systematic review as described by the Preferred Reporting Item for systematic review (PRISMA) flow diagram (See Figure 1). PRISMA is a diagram that illustrates the results of the analysis of the included empirical studies of this systematic review. The flow diagram represents the flow of information through the different steps of a systematic review process. It maps out the number of articles identified, included and excluded publications based on specific criteria, and the reasons for exclusions (Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G., 2009). This way of organizing the data collection for conducting a systematic review makes the process more effective and functions to present accurate results.

Figure 1: Systematic Review (PRISMA) Flow Diagram



I used the Critical Appraisal Skills Programme (CASP) checklist (See Table 1). CASP checklist is developed as a formal methodology for critical appraisal to help individuals develop their skills to find and make sense of research evidence in different fields, especially in health science. It enables the author to systematically assess the trustworthiness, relevance, and results of the included publications (CASP, U., 2017). I chose this specific checklist because it organized the information that needs to be gathered for each publication based on the study criteria.

Table 1: CASP Questions Checklist

CASP Question	Yes	Can't Tell	No
<p>1. Did the review address a clearly focused question? HINT: An issue can be 'focused' In terms of</p> <ul style="list-style-type: none"> • The population studied • The innovation given • The outcome considered 			
<p>2. Did the review include the right type of study/papers? HINT: 'The best sort of studies' would</p> <ul style="list-style-type: none"> • Address the reviews question • Have an appropriate study design 			
<p>3. Do you think all the important, relevant studies were included? Hint: Look for</p> <ul style="list-style-type: none"> • Which bibliographic databases were used • Follow up from reference lists • Personal contact with experts • Search for unpublished as well as published studies • Search for non-English language studies 			
<p>4. Did the reviewers assess the quality of the included studies? HINT: The considered the rigor of the studies they have identified</p>			
<p>5. If the results of the studies have been combined, was it reasonable to do so? HINT: Consider whether</p> <ul style="list-style-type: none"> • The results were similar from study to study • The results of all the included studies are clearly displayed • The results of the different studies are similar • The reasons for any variations in results are discussed 			
<p>6. What are the overall results of the review? HINT: Consider</p> <ul style="list-style-type: none"> • If you are clear about the review's 'bottom line' results • What these are (numerically if appropriate) • How were the results expressed (NNT, odds ratio etc.) 			
<p>7. How precise are these results? HINT: Look at the confidence intervals, if given</p>			

CASP Question	Yes	Can't Tell	No
<p>8. Can the results be applied to the local population? Consider whether:</p> <ul style="list-style-type: none"> • The population covered by the review could be sufficiently different to your population to cause concern • Your local setting is likely to differ much from that of the review <p>98</p>			
<p>9. Were all important outcomes considered? HINT: Consider whether</p> <ul style="list-style-type: none"> • Is there other information you would like to have seen 			
<p>10. Are the benefits worth the harms and costs? Consider:</p> <ul style="list-style-type: none"> • Even if this is not addressed by the review, what do you think? 			

Search Strategy

In order to provide a comprehensive analysis of the impact and uses of social media tools in language learning, I conducted a systematic review. To identify the studies for this research, I used, the following databases: LearnTechLib (EdITLib), ERIC (ProQuest), Linguistics and Language Behavior Abstracts(LLBA) (ProQuest), PSYCinfo (Ebsco), Engineering Village, and Central (ProQuest). Additional articles were found and reviewed to aid in the research process. Filters were applied in the search parameters to limit the search to contain studies completed from 2009 to 2018. Filters were also applied in the search parameters to limit the search to contain studies completed from 2009 to 2018. Social media is a fairly new concept; social media is widely used in learning and education especially in language learning (McBride, K., 2009). Several studies investigate using different social media tools in learning and teaching, in particular, language learning. The start of social media was for communication purposes such as sharing ideas, socializing and so on. However, over the year's social media tools appear to have increased in helping with language learning since around the past 10 years (Meskill, C., & Quah, J., 2013;

Lomicka, L., & Lord, G., 2016; Derakhshan, A., & Hasanabbasi, S., 2015; Monica-Ariana, S., & Anamaria-Mirabela, P., 2014). I decided to choose 2009-2018 years as a timeframe for this systematic review as this is a new topic of research. The following search terms were used: (“social media” OR Twitter OR Twiducate OR Facebook OR “Social networking service*” OR “Social network*” OR YouTube OR Instagram OR WhatsApp OR Kik OR Snapchat OR Wickr OR YikYak OR Whisper OR Tumblr OR Microblogging OR “Third Space”) AND (“Second language instruction” OR “Second language learning” OR “English as a Second Language Learning” OR “English as a Second Language” OR “Foreign language instruction” OR “Foreign language learning” OR “Language learning”) AND (Learning OR “Cognitive processes” OR “Communicative competence” OR Comprehension OR “Language acquisition” OR “Learning achievement” OR “Writing skill*” OR Communication OR Memorization OR Vocabulary OR Fluen*). Table 1 illustrates details on the used databases. The table below explains and shows different measures used in the selection of the articles. The table is divided into 5 columns; Database, Search Term, Special Parameters, Total Result and After Duplication. Each database was used because of the value and reliability of information provided while searching in the topic of language learning and social media. There are six databases used in this systematic review. Furthermore, in order to search for articles based on the topic, several keywords were used to make the search more specific. The keywords were typed into the database and numerous articles were found. Therefore, I used a special parameter to help in finalizing the criteria for including and excluding the articles. The Total Results of the articles are based on the special parameter where it led to excluding a number of articles. However, the Total Results of the articles were still large, and I found that several articles were duplicated in the Total Results. This led to deleting all the

duplicated articles and selecting a smaller number of articles which is found in the table below under after duplication. I have used a program called RefWorks to omit the duplicated articles.

Table 2: Databases Detailed

Databases	Search Term	Special parameters	Result total	After duplicate
Central (ProQuest)	("social media" OR Twitter OR Twiducate OR Facebook OR "Social networking service*" OR "Social network*" OR YouTube OR Instagram OR WhatsApp OR Kik OR Snapchat OR Wickr OR YikYak OR Whisper OR Tumblr OR Microblogging OR "Third Space") AND ("Second language instruction" OR "Second language learning" OR "English as a Second Language Learning" OR "English as a Second Language" OR "Foreign language instruction" OR "Foreign language learning" OR "Language learning") AND (Learning OR "Cognitive processes" OR "Communicative competence" OR Comprehension OR "Language acquisition" OR "Learning achievement" OR "Writing skill*" OR Communication OR Memorization OR Vocabulary OR Fluen*).	Range time: 2009- 2018 Language: English Peer reviewed	108	95

Databases	Search Term	Special parameters	Result total	After duplicate
ERIC (ProQuest)	("social media" OR Twitter OR Twiducate OR Facebook OR "Social networking service*" OR "Social network*" OR YouTube OR Instagram OR WhatsApp OR Kik OR Snapchat OR Wickr OR YikYak OR Whisper OR Tumblr OR Microblogging OR "Third Space") AND ("Second language instruction" OR "Second language learning" OR "English as a Second Language Learning" OR "English as a Second Language" OR "Foreign language instruction" OR "Foreign language learning" OR "Language learning") AND (Learning OR "Cognitive processes" OR "Communicative competence" OR Comprehension OR "Language acquisition" OR "Learning achievement" OR "Writing skill*" OR Communication OR Memorization OR Vocabulary OR Fluen*).	Range time: 2009- 2018 Language: English Peer reviewed	280	274
LLBA (ProQuest)	("social media" OR Twitter OR Twiducate OR Facebook OR "Social networking service*" OR "Social network*" OR YouTube OR Instagram OR WhatsApp OR Kik OR Snapchat OR Wickr OR YikYak OR Whisper OR Tumblr OR Microblogging OR "Third Space") AND ("Second language instruction" OR "Second language learning" OR "English as a Second Language Learning" OR "English as a Second Language" OR "Foreign language instruction" OR "Foreign language learning" OR "Language learning") AND (Learning OR "Cognitive processes" OR "Communicative competence" OR Comprehension OR "Language acquisition" OR "Learning achievement" OR "Writing skill*" OR Communication OR Memorization OR Vocabulary OR Fluen*).	Range time: 2009- 2018 Language: English Peer reviewed	457	377

Databases	Search Term	Special parameters	Result total	After duplicate
PSYCinfo (Ebsco)	(“social media” OR Twitter OR Twiducate OR Facebook OR “Social networking service*” OR “Social network*” OR YouTube OR Instagram OR WhatsApp OR Kik OR Snapchat OR Wickr OR YikYak OR Whisper OR Tumblr OR Microblogging OR “Third Space”) AND (“Second language instruction” OR “Second language learning” OR “English as a Second Language Learning” OR “English as a Second Language” OR “Foreign language instruction” OR “Foreign language learning” OR “Language learning”) AND (Learning OR “Cognitive processes” OR “Communicative competence” OR Comprehension OR “Language acquisition” OR “Learning achievement” OR “Writing skill*” OR Communication OR Memorization OR Vocabulary OR Fluen*).	Range time: 2009- 2017 Language: English Peer reviewed	97	49
Engineering Village	(“social media” OR Twitter OR Twiducate OR Facebook OR “Social networking service*” OR “Social network*” OR YouTube OR Instagram OR WhatsApp OR Kik OR Snapchat OR Wickr OR YikYak OR Whisper OR Tumblr OR Microblogging OR “Third Space”) AND (“Second language instruction” OR “Second language learning” OR “English as a Second Language Learning” OR “English as a Second Language” OR “Foreign language instruction” OR “Foreign language learning” OR “Language learning”) AND (Learning OR “Cognitive processes” OR “Communicative competence” OR Comprehension OR “Language acquisition” OR “Learning achievement” OR “Writing skill*” OR Communication OR Memorization OR Vocabulary OR Fluen*).	Range time: 2009- 2017 Language: English Click on: Compendex and Inspec only Type of documents: Journal article	49	11

Databases	Search Term	Special parameters	Result total	After duplicate
LearnTechLib (EdITLib)	"social media" OR facebook OR youtube OR instagram AND "language learning" OR "second language" OR "foreign language" OR "language acquisition"	LearnTechLib Database Advanced Boolean Search Search in: Fulltext & Abstract Range time: 2009- 2018	139	133

Selection of Studies

The selection of studies in this systematic review was done in accordance with the specific criteria for the study using the CASP checklist and the guidelines set by PRISMA.

The selection process of PRISMA search was based on four levels; 1.) identification, 2.) screening, 3.) eligibility, and 4.) included. The first level, identification, is based on finding the publications through the use of the identified keywords and removing the duplicate publications by using a RefWorks which is a citation management software to help organize and store the research studies, which is offered free in the Wayne State University Library. The second level, screening, which is selecting the publications by reading abstracts and titles provided me with the information needed to exclude inappropriate studies. The third level, eligibility, included choosing the publications based on the identified criteria and agreeing the CASP checklist with reading the full-text. Finally, the fourth level, included, which is incorporating all the empirical studies screened during the other four levels for this systematic review.

Criteria for Inclusion and Exclusion of Studies in the Systematic Review

This systematic review investigated publications incorporating social media into language learning using the described eligibility criteria. Research included in this review met the following criteria:

1-The empirical research was published in a peer-reviewed journal or professional conference proceedings. Books, book chapters, and dissertations were excluded.

2- The empirical research clearly described how instructors or students used the social media tools for language learning.

3- The researcher measured an aspect of language learning or a language learning outcome such as reading/writing, skills/proficiency; and excluded perception, opinion, attitude, or behavior.

4-Social media tools that are used to teach a language strategy were included in this review. Studies focusing exclusively and dealing with other instruments or tools, such as game programs, educational webs, Wikipedia, were excluded.

5- The publications included methodology and results; personal opinions and theoretical argumentations were excluded.

6- Empirical research at secondary and higher educational levels were included.

7- Studies in English language were included while studies focusing on other languages were excluded.

8- Studies were conducted between the 2009-2018 timeframe. Studies outside the timeframe were excluded.

9- Experimental studies were included, while meta-analysis, literature review, or systematic review were excluded.

All the articles have gone through an exclusion and inclusion criteria to identify the potential eligible articles from the sources described.

Data Collection process

Data collection began with the search for research studies that were eligible for this systematic review. The retrieved research publications were evaluated and assessed to ensure eligibility using the identified criteria. The screening process focused on reviewing and reading the abstract first, and then the full text of the publications and finally checking the eligibility of the decided studies using the CASP checklist. A dual review process was used to reduce the potential for random errors and bias. Once all studies were reviewed, I finalized the list of included studies for and analyzed the findings based on the research questions.

Data Instruments

Two data collection instruments were used, the CASP checklist and an organized table. The CASP checklist was used to evaluate the quality of each study to help the researcher think systematically about research issues. Each study was assessed for bias and validity for inclusion or exclusion criteria by answering 10 questions on the CASP checklist. If the first two questions had “no” as an answer, the studies were rejected automatically from further consideration. If nine or ten questions were checked “yes”, the studies were considered acceptable for inclusion.

I independently assessed documents for inclusion at each stage, compared and contrasted decisions by designing an organized table for the included studies. The table focused on the empirical findings and research types by reviewing the data and taking notes, as well as reading the abstract and the study title. Criteria used to examine and compare the studies for selection were: the research title, the article year, type of social media used, and the purpose or activity, such as writing, verbal communication, etc., how learning was measured in the study, type of the study:

qualitative, quantitative or mixed methods, and the findings. See Table 3 for more details regarding the included studies.

Table 3: The Organized table with all the Included Studies details

Title	Author and Year	Type of Research	Social media tools	Learning Measured	Findings
Embracing the Selfie Craze: Exploring the Possible Use of Instagram as a Language Learning Tool	Al-Ali, S (2014)	Experimental study	Instagram (Writing)	Creating 3 writing activities using the Instagram and feedback between the instructor and the students as well as examining data using the SAMR scale	The results showed writing improving for each activities level
Effects of Facebook collaborative writing groups on ESL undergraduates' writing performance	Binti Shukor, S. S., & Noordin, N (2014)	Experimental study	Facebook (Writing)	The students were divided into two groups; control and experimental groups. which means that the control group did not use Facebook activity while the experimental group used the Facebook writing activity	“it was found that participants in Facebook collaborative writing groups displayed slightly higher scores compared to face-to-face collaborative writing groups” (Binti Shukor, S. S., & Noordin, N., 2014, pp.89).
Effects of using Instagram on learning grammatical accuracy of word classes among Iranian	Yadegarfar, H., & Simin, S. (2016)	Experimental study	Instagram (Grammar accuracy)	Control group (conventional treatment) and experimental (using Instagram) group	“through the independent sample t-test revealed that with the help of Instagram application, the experimental group outperformed the control group in terms of learning grammatical accuracy of word classes” PP.49.

Title	Author and Year	Type of Research	Social media tools	Learning Measured	Findings
Analysing the potential of social networking sites on EFL learners' vocabulary mastery: a situated-learning approach.	Nikbakht, E., & Boshraadi, A. M. (2015).	Experimental study (pre-test and post-test design)	Facebook (Vocabulary)	To measure the participants' vocabulary proficiency the researcher used two instruments. First, Vocabulary Level Test (NVLT) and a researcher-developed questionnaire.	"The findings pointed to the positive role of SNSs, as an instructional tool, in enhancing students' level of second language (L2) lexical knowledge by allowing the retention of new words in an interactional environment" (Nikbakht, E., & Boshraadi, A. M., 2015, pp. 1635).
The effect of target language use in social media on intermediate-level Chinese language learners' writing performance	Wang, S., & Vásquez, C. (2014).	Quasi-experimental study	Facebook (Writing)	Control group and an experimental group. The experimental group conducted writing activities three times which were administered at the beginning, middle, and end of the semester. These writing activities were used as instruments to measure the participants' writing ability in Chinese.	The results indicate that Facebook could be used as an alternative pedagogical space for L2 literacy practice outside of class, with the potential for helping L2 learners improve at least some aspects of their writing performance Wang, S., & Vásquez, C., 2014, pp.78).
The impact of using Youtube in EFL classroom on enhancing EFL students' content learning.	Alwehaibi, H. O. (2015).	Quasi experimental design (Pre-test and post-test)	YouTube (Observation skills)	A pre-post achievement test covered the theoretical content of the course was developed by the researcher to be administered. The study used a t-test for independent samples to compare the mean scores of the participants in the two groups on the pre-posttest using the SPSS program	"The study shows positive gains for the experimental group students' outcomes as a result of the integration of video technology in instruction" (Alwehaibi, H. O., 2015, pp.121).

Title	Author and Year	Type of Research	Social media tools	Learning Measured	Findings
A tale of tweets: Analyzing microblogging among language learners	Lomicka, L., & Lord, G. (2012).	Mixed methods	Twitter (Communication skills)	Activities using Twitter. The research analyzed the content through a modified social presence framework which was employed to code the tweets all indicators of social presence. Also, the study used survey.	"Data suggest that participants quickly formed a collaborative community in which they were able to learn, share and reflect" (Lomicka, L., & Lord, G., 2012, pp.48).
Mobile immersion : an experiment using mobile instant messenger to support second-language learning	Lai, A. (2016).	Experimental study (Pre-test and post-test design)	WhatsApp (Vocabulary)	Control group and an experimental group. The measurement of learning progress was through Vocabulary test scores pre-test and post-test on high-frequency English verbs.	The test results showed no significant difference between the two groups. However, within the WhatsApp Group, there was a significant correlation between an individual's chat frequency and vocabulary gain.
The Effectiveness of Using Mobile on EFL Learners' Reading Practices in Najran University	Hazaea, A. N., & Alzubi, A. A. (2016).	Experimental mixed method	WhatsApp (Reading)	The study used the pre-test and the post-test which applied to measure the level of improvement in the reading practices. Also, T-Test (SPSS) was used for calculations	The results found that there are improving in the reading practices among the participants in comparing the pre-test and post-test
Facebook Activities and the Investment of L2 Learners.	Shafie, L. A., Yaacob, A., & Singh, P. K. K. (2016).	A qualitative multiple case study	Facebook (language proficiency activities which focused on writing, reading.	"Data were collected from online observation and semi-structured interviews. Data were analyzed using thematic analysis and Second Cycle Coding"(Shafie, L. A., Yaacob, A., & Singh, P. K. K., 2016, pp.53).	The results in all cases, that were displayed evidence of improving the learner's English language proficiency.

Title	Author and Year	Type of Research	Social media tools	Learning Measured	Findings
Impact of WhatsApp on Learning and Retention of Collocation Knowledge among Iranian EFL Learners	Ashiyan, Z., & Salehi, H. (2016).	Experimental study (pre-test and post-test design)	WhatsApp (collocation knowledge which were writing and reading)	Control group and an experimental group. The study used Oxford Placement Test (OPT) and the pre-test and the post-test which applied to measure the level of improving. Also, t-tests (SPSS) used for analyzing	"The findings manifested that the experimental group who used WhatsApp application in learning collocation significantly outperformed the control group in the posttest. Thus, usage of WhatsApp application to acquire collocations can reinforce and enhance the process of collocations acquisition and it can guarantee retention of collocations" (Ashiyan, Z., & Salehi, H., 2016, pp.112).
Peer feedback on Facebook: The use of social networking websites to develop writing ability of undergraduate students.	Wichadee, S. (2013).	Experimental studies mixed methods	Facebook (Writing)	Writing activities that used pre-test and post-test and a questionnaire and an interview. Also, the scoring rubric was used to measure the writing quality	"The results revealed that the nature of students' feedback focused on content more than grammatical errors. However, quantitative analyses of the peer comments and revisions to the drafts show that feedback given on Facebook had an effect on improving revised drafts. There was a statistically significant improvement in the revised drafts which was linked to peer feedback" (Wichadee, S., 2013, pp.260).

Title	Author and Year	Type of Research	Social media tools	Learning Measured	Findings
The Effectiveness of Facebook Group Discussions on Writing Performance: A Study in Matriculation College	Ping, N. S., & Maniam, M. (2015).	Experimental study (pre-test and post-test design)	Facebook (Writing)	Creating discussions activities, survey, and post-test and pre-test. The data analyses from the pre-test and post-test scores are conducted using SPSS and descriptive analyses are used for the survey.	"The findings of this study indicated that the experimental group did outperform the control group in the Facebook group discussions. There was a significant effect of Facebook group discussion on students' writing performances" (Ping, N. S., & Maniam, M., 2015, pp.36).
The impact of social networking on the oral performance of EFL learners	Qarajeh, M., & Abdolmanafirokni, S. J. (2015).	Experimental study (pre-test and post-test design)	Social networking sites (Yahoo messenger) (Speaking)	Control group and an experimental group. Pre-test and post-test used the Oxford Placement Test (OPT) and TOEFL Speaking Test	"The findings displayed that social networking had a positive impact on speaking ability of Iranian EFL students" (Qarajeh, M., & Abdolmanafirokni, S. J., 2015, pp.51).
The Impact of Utilizing Skype as a Social Network Community on Developing English Major Students' Discourse Competence in the English Language Syllables	Hussein, N. O., & Elttayef, A. I. (2016).	Experimental study (pre-test and post-test design)	Skype (Writing and speaking)	Control group and an experimental group. Doing a speaking activity using the Skype then scoring the results between the two groups and using t-test (SPSS)	"The results showed that Skype chat had a positive impact on the English major learners' discourse competence. Additionally, the finding of the study revealed that students acquired writing and speaking skills in Skype chat more efficiently and effectively than in the traditional method" (Hussein, N. O., & Elttayef, A. I., 2016, pp.29).

Title	Author and Year	Type of Research	Social media tools	Learning Measured	Findings
The Role of WhatsApp in Teaching Vocabulary to Iranian EFL Learners at Junior High School.	Jafari, S., & Chalak, A. (2016).	Mixed methods	WhatsApp (Vocabulary)	Control group and an experimental group. Doing a vocabulary activity using the WhatsApp as a tool then comparing the scores between the two groups and using t-test (SPSS)	"The results revealed that using WhatsApp had significant role in vocabulary learning of the students" (Jafari, S., & Chalak, A., 2016, pp.85).
Using A Facebook Closed Group to Improve EFL Student's Writing.	Rodliyah, R. S. (2016).	Case study	Facebook (Writing)	Using dialogue journals through a Facebook closed group. The content of the journals was analyzed by identifying and categorizing the emerging themes in their journals.	"The findings indicate that the students responded positively to this activity and perceived improvement in their writing, especially in vocabulary and grammar" (Rodliyah, R. S., 2016, pp.82).
Adopting social networking sites (SNSs) as interactive communities among English foreign language (EFL) learners in writing: Opportunities and challenges	Razak, N. A., Saeed, M., & Ahmad, Z. (2013).	Mixed methods	Facebook (Writing)	Facebook writing activities that have post-test and pre-test. Writing activities were statically counted using frequencies of occurrence as well as analyzed qualitatively through reflections and peer feedback.	"The findings of the present study indicated that the EFL learners' engagement and interaction with the members of the CoP through posts and comments assisted them to enhance their writing in English" (Razak, N. A., Saeed, M., & Ahmad, Z., 2013, pp.192).

Title	Author and Year	Type of Research	Social media tools	Learning Measured	Findings
The effect of target language use in social media on intermediate-level Chinese language learners' writing performance	Wang, S., & Vásquez, C. (2014).	Quasi experimental	Facebook (Writing)	Control group and an experimental group. Conducted three writing activities during the semester. These writing assessments were used as instruments to measure the participants' writing ability in Chinese by using scoring rubric.	"These results indicate that Facebook could be used as an alternative pedagogical space for L2 literacy practice outside of class, with the potential for helping L2 learners improve at least some aspects of their writing performance" (Wang, S., & Vásquez, C., 2014, pp.78).
Using Facebook-based e-portfolio in ESL writing classrooms: impact and challenges	Barrot, J. S. (2016).	Qualitative study	Facebook (Writing)	Conducted a Facebook-based e-portfolio activity. Data were analyzed through descriptive and inferential statistics.	"Results indicate that Facebook-based e-portfolio had a positive impact on students' writing practices" (Barrot, J. S., 2016, pp.286).
Utilising social networking sites to improve writing: a case study with Chinese students in Malaysia.	Vikneswaran, T., & Krish, P. (2016).	Qualitative study	Facebook (Writing)	The data for this study were collected using a semi structured interview protocol, Facebook page, written tasks and a checklist.	"The findings also imply that the use of technology in writing tasks made students write better in English owing to the exchanges of feedback and ideas that took place through this social networking site" (Vikneswaran, T., & Krish, P., 2016, pp.287).

The above table shows the differential features of using social media tools in each language learning skill with a variety of research methods design. It also shows the similarity and differences in the publications results.

Data Analysis

Publications were analyzed based on the purpose of the study, eligibility criteria and the research questions. In order to analyze the data, I classified the publications into categories. The themes illustrate the 21 found article covering the important aspects of which tool to use and which research method to apply for investigating the tools. The implementation of these data analysis criteria was based on describing four main themes; 1.) the types of social media tools that were used with language learning and, 2.) the type of research method and data collection that were used in language learning with social media, 3.) the published period for each included study, 4.) the effectiveness of using social media in language learning. The main reasons for choosing the previous themes will be stated in the next chapter where a brief description will be provided of the importance of each theme. Data extraction results were designed by the qualitative systematic review which was based on the description analyzing of the selected studies.

Summary

The aim of this study was to investigate the impact of social media tools in language learning by conducting a systematic review. The process for conducting this systematic review followed the PRISMA diagram to collect the included studies with specific criteria. It included studies published between 2009-2018, peer-reviewed, English language, using social media tools with focus on language learning, and how to measure language learning. The CASP checklist and an organized table were used in the reviewing process to evaluate the eligibility and quality for the studies which were based on the specific criteria.

CHAPTER 3: RESULTS

The aim of this study was to investigate research incorporating social media tools into language learning. The systematic review design was employed to allow me to identify all of the publications incorporating social media tools into language learning. The following four research questions guided this study:

1. What is the documented educational impact of using social media tools on language learning?
2. What are the documented best practices for implementing social media to support language learning?
3. What types of data collection and analysis have been used to measure the use of social media in language learning?
4. What are the gaps in researching social media for language learning?

The purpose of this chapter is to present the results.

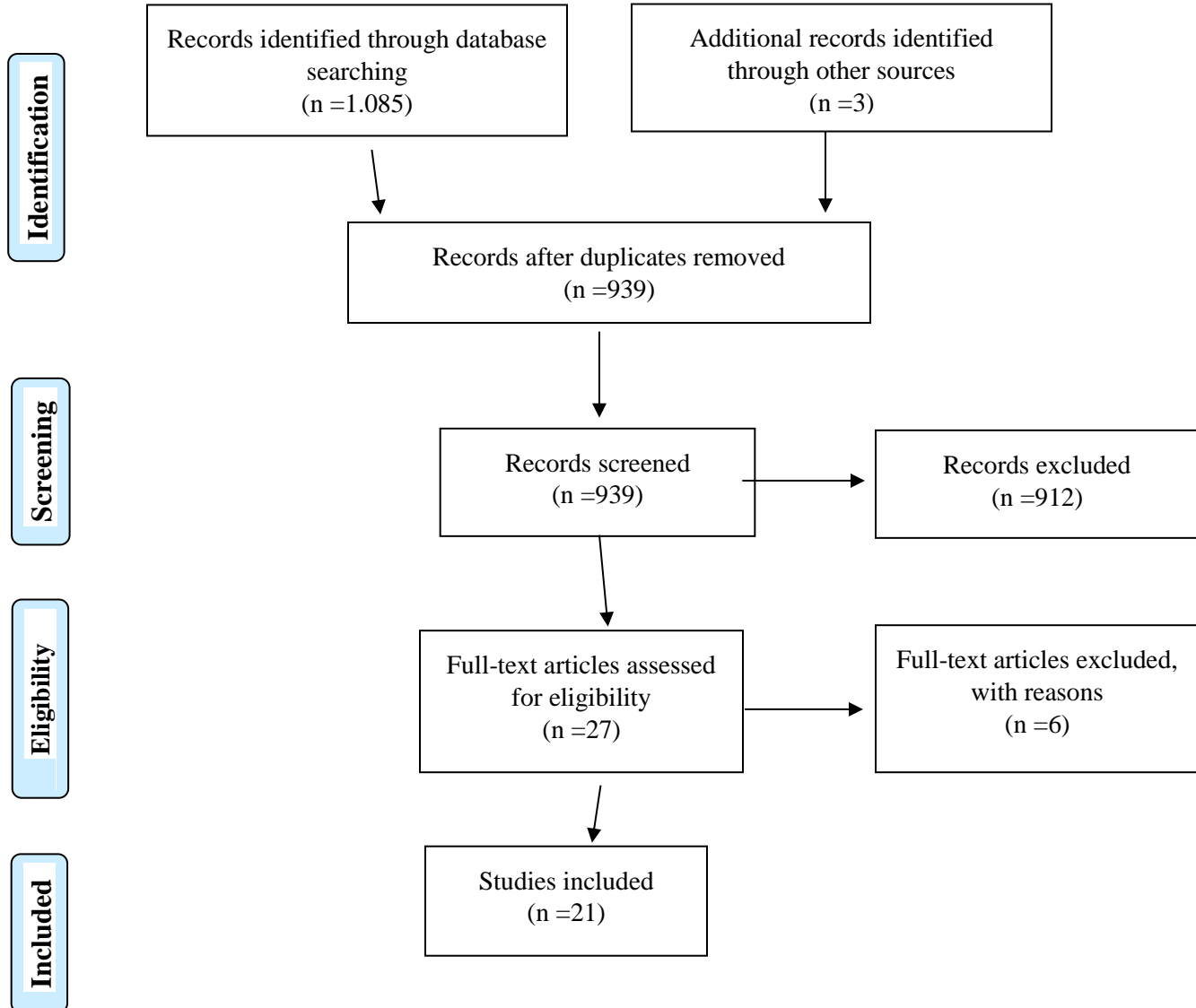
Search Results

The application of the search strategy resulted in a total of 1,085 articles identified and stored into citation management software, RefWorks. Within the 1,085 articles, duplicates were identified and removed. I identified and removed 146 duplicates leaving 939 articles. I then read the title and the abstract of the remaining 939 articles, aligned with the selection criteria. When the title and the abstract were not clear, I inspected the paper in more detail by the full article. Once I excluded 912 articles that did not match the criteria, I had a remaining 27 articles where I read the full-text, then checked the quality of the articles using the CASP checklist. I removed 6 additional articles from the remaining 27 articles, because the articles did not elaborate on the effect of using social media on language learning clearly. Also, they did not describe how instructors and students

used the social media tools for language learning and got benefit from using the social media tools. There was 367 articles focused on studying the relationship between social media with other sciences, such as health science, nursing, marketing, business, culture and social studies and STEM education which means focusing on Science, technology, engineering, and mathematics. Yet, they didn't focus on language learning. Some of the deleted articles focused on the same topic, however, the age groups did not match the criteria. For instance, an article focused on elementary school which does not match with the higher educational level. The majority of articles, 466 focused on different aspects of investigating language learning in relation to technology devices but not specifically social media tools. The studies focused on using iPads, computers, virtual world, games, interactive Smart Boards ... etc., and did not investigate social media tools. Seventy-Eight articles were also excluded because they investigated using social media with language learning from the perception of learners' attitudes, behaviors and motivation not the successful experience of learning the language. By the end of this process, 21 articles were included in the review.

To help illustrate the process of excluding articles, the PRISMA flow diagram was used. It reported the number of studies that were identified, duplicated, screened and kept or omitted from the review based on the inclusion and exclusion criteria (See Figure 2).

Figure 2: The PRISMA flow diagram of study selection studies numbers



The Results of the Included Studies

Based on the database detail that was presented previously showed that a complete summary and classification of the 21 included articles in the organized table for this systematic review research. The Summary includes the research title, the article year, type of social media used, and the activity, learning language measurement, type of the study: qualitative, quantitative or mixed methods, and the findings.

The included studies were chosen from different search databases listed in Table 3. Nine articles were selected from ERIC (ProQuest), while Central (ProQuest) and LearnTechLib (EdITLib) both had three articles. Engineering Village and Linguistics and Language Behavior Abstracts (LLBA) (ProQuest) each had one article. In the final two databases, PSYCinfo (Ebsco) there were four articles. In Table 4 shows more, detail about the selected articles and the databases.

Table 4: Databases of the included studies numbers

Databases	Articles Numbers	Articles Authors	Articles Title
ERIC (ProQuest)	9 articles	Shafie, L. A., Yaacob, A., & Singh, P. K. K. (2016), Ashiyan, Z., & Salehi, H. (2016), Wichadee, S. (2013), Ping, N. S., & Maniam, M. (2015), Hazaea, A. N., & Alzubi, A. A. (2016), Qarajeh, M., & Abdolmanafi-Rokni, S. J. (2015), Hussein, N. O., & Elttayef, A. I. (2016), Jafari, S., & Chalak, A. (2016), Rodliyah, R. S. (2016).	Facebook Activities and the Investment of L2 Learners, Impact of WhatsApp on Learning and Retention of Collocation Knowledge among Iranian EFL Learners, Peer feedback on Facebook: The use of social networking websites to develop writing ability of undergraduate students, The Effectiveness of Facebook Group Discussions on Writing Performance: A Study in Matriculation College, The effectiveness of using mobile on EFL learners' reading practices in Najran University, The impact of social networking on the oral performance of EFL learners, The Impact of Utilizing Skype as a Social Tool Network Community on Developing English Major Students' Discourse Competence in the English Language Syllables, The Role of WhatsApp in Teaching Vocabulary to Iranian EFL Learners at Junior High School, Using A Facebook Closed Group to Improve EFL Student's Writing.

Databases	Articles Numbers	Articles Authors	Articles Title
Central (ProQuest)	3 articles	Nikbakht, E., & Boshraadi, A. M. (2015), Wang, S., & Vásquez, C. (2014), Alwehaibi, H. O. (2015).	Analyzing the potential of social networking sites on EFL learners' vocabulary mastery: a situated-learning approach, The effect of target language use in social media on intermediate-level Chinese language learners' writing performance, The impact of using YouTube in EFL classroom on enhancing EFL students' content learning.
LearnTechLib (EdITLib)	3 articles	Al-Ali, S. (2014), binti Shukor, S. S., & Noordin, N. (2014), Yadegarfar, H., & Simin, S. (2016).	Embracing the selfie craze: exploring the possible use of instagram as a language mlearning tool, Effects of Facebook collaborative writing groups on ESL undergraduates' writing performance, Effects of using Instagram on learning grammatical accuracy of word classes among Iranian undergraduate TEFL students.
Engineering Village	1 article	Lai, A. (2016).	Mobile immersion: an experiment using mobile instant messenger to support second-language learning.
Linguistics and Language Behavior Abstracts (LLBA) (ProQuest)	1 article	Lomicka, L., & Lord, G. (2012).	A tale of tweets: Analyzing microblogging among language learners.
PSYCinfo (Ebsco)	4 articles	Razak, N. A., Saeed, M., & Ahmad, Z. (2013), Wang, S., & Vásquez, C. (2014), Barrot, J. S. (2016), Vikneswaran, T., & Krish, P. (2016).	Adopting social networking sites (SNSs) as interactive communities among English foreign language (EFL) learners in writing: Opportunities and challenges, The effect of target language use in social media on intermediate-level Chinese language learners' writing performance, Using Facebook-based e-portfolio in ESL writing classrooms: impact and challenges, Utilising social networking sites to improve writing: a case study with Chinese students in Malaysia.

Overview of The Included Studies

This section presents a brief summary from 21 articles that were included in this systematic review. These scholarly articles supported that belief that using social media tools in language learning are an appropriate way of using learning language with language learners to enhance and develop their language skills.

Most studies found that social media tools were useful and effective in improving language learning skills except four of them which were Wichadee, S. (2013), Ping, N. S., & Maniam, M. (2015), Wang & Vasquez (2014) and Vikneswaran, T., & Krish, P. (2016). These studies found that language collaboration activities, discussions, communication, and the way of teaching had a positive impact on learning language, not the social media tool itself. These studies presented results stating that social media tools were used to enhance the learning to improve, motivate, and enjoy the students to learn different languages.

The first two studies focused on Instagram (IG) as their alternative educational tool for language learners; they both found that using Instagram increased the understanding of lessons by students as well as increasing their grammar accuracy and willingness to be involved in the learning activities. Yadegarfar & Simin (2016) found that using IG affected the grammar usage of participants by 43.6%. It also affected their focus on patterns of interaction and linguistic content by 41.2%. As for Al-Ali (2014), they found that students were more engaged in doing the English learning activities given to them when they used pictures from their Instagram posts as the topic. Since the pictures were ones they were familiar with and knew a lot about, they were able to better focus on constructing the language used in their writing activities compared to others who didn't use Instagram in their learning.

The other two studies, focused on Facebook as their alternative educational tool for language learners, found that using Facebook improved the student's writing quantity (Wang & Vasquez, 2014) and quality (Shukor & Noordin, 2014). Wang & Vasquez (2014) found that students who used Facebook when studying Chinese as a second language were more likely to type more characters than the students who did not use Facebook. However, they did not find a corresponding increase in the quality of student's writing. This is contrary to what Shukor & Noordin (2014) found in their research where students studying English improved their overall writing performance, content, organization, vocabulary, language use, and mechanics after using Facebook as a learning tool.

To better understand how the results were obtained by these studies, we need to look at the methods they used. Yadegarfar & Simin's (2016) chose 92 students studying English in the Islamic Azad University of Najafabad, Isfahan, Iran using the Oxford Placement test. These students were then divided evenly into an experimental and control group. In the experimental group, Instagram was used to share pictures to the students when teaching them about the grammatical accuracy of different word classes. Pictures were also used to show examples of how to use these word classes. The control group, on the other hand, was taught the same lessons using the conventional teaching method – writing out the words on the board and discussing examples with the students. To determine the effect of using Instagram, a pre- and post-test based on TOEFL were administered to the students and the results were analyzed using independent sample t-tests. The results showed that the experimental group performed better than the control group.

In Al-Ali's study (2014), students were asked to post pictures regarding three writing activities on Instagram while using a unique hashtag. From these pictures, the students were asked to create presentations regarding their holiday and also their experiences as a student. Using the

feedback from teachers, the researchers concluded that students were more engaged in learning a different language because they used their pictures or the pictures of their peers in the activities, giving context to the words, grammar, and sentence structures they were learning.

In Wang & Vasquez's (2014) work, they selected intermediate learners of Chinese who were part of the Chinese language program in a South-Eastern U.S. university. For one semester, they asked participants who were part of the experimental group to post entries and comments in Chinese on Facebook while participants who were part of the control group were not asked to do this. All of the posts were then collected after the semester and were graded on their grammar, word usage, and so on. Non-parametric statistical tests were applied on the results to see the effect of using Facebook on the writing quantity of the students while the Mann-Whitney test was done to see the effect on writing quality. They found that there was an increase in writing quantity for the students who were using Facebook during the semester compared to those who weren't. Conversely, they found no effect on the quality of writing on both groups with or without the use of Facebook.

Shukor & Noordin's (2014) study focused on undergraduate students in their second year of college who were learning English. The students were first given a pre-test based on Jacob's ESL Composition Profile and questions from the Educational Testing Service and the results were used to divide them into the experimental and control group. The members of the experimental group were paired up for a collaborative writing activity and were asked to do their discussions regarding the activity in specific Facebook groups created for the study. The control group, on the other hand, were asked to discuss the collaborative writing activity in a face-to-face setting. After the activity, the students were given a post-test and the results were analyzed using independent sample t-tests. The researchers found that between the two groups, there was no significant

difference in the writing performance. However, within the experimental group, significant improvement in writing performance, organization, vocabulary, language use, and mechanics were observed.

One of the studies was published by Razak, Saeed & Ahmad (2013), which highlighted the adoption of Social Networking Sites (SNSs) particularly the Facebook, as interactive tools among English Foreign Language (EFL) learners in writing skill. The researcher has also aimed to discuss the opportunities and challenges that were linked to this issue. The study was conducted with the help of 24 active and regular EFL learners who were joining the Only for English Learning Facebook online Communities of Practice (CoP). The group was developed and maintained by some instructors in English and where the EFL learners were viewed to be coming from different EFL Arab countries. The data was then gathered from the interactional exchanges of the learners in their weekly posted writing activities, including their responses to online open questions posed by the instructor. The findings of the study revealed that the amount of participation of the EFL learners in their writing activities had shown an increase in their second session. The learners were also observed to have been driving to produce ideas and support each other in paragraph writing. There were some challenges observed that as well were faced by the participants in an online CoP as an interactive learning environment.

Nikbakht & Boshraabadi have conducted and published a study in 2015 in title “Analyzing the potential of social networking sites on EFL learners' vocabulary mastery: a situated-learning approach”, that aimed to answer the question asking the degree of the appearance of Social Networking Sites (SNSs) which used Facebook, from the augmented use of technology-supported online interactions, which influences the vocabulary learning process of the EFL learners. Through the use of a pretest-posttest design, the researchers have gathered the participants for the

experimental and control groups, who were recognized as the 100 EFL learners from a university in Iran. The two groups were compared concerning the level of their vocabulary knowledge. The results showed that SNSs had gathered a decisive role as an instructional tool that improves the level of the second language of the students, through enabling the retention of new words specifically in an interactional environment.

Another study “A tale of tweets: Analyzing microblogging among language learners,” focused on microblogging among language learners which has been analyzed by Lomicka & Lord (2011). This study discussed the role of Twitter in an intermediate French class, specifically the 4th or 5th semester of French at the University level, where students were observed tweeting weekly with each other as well as with native French speakers. The researcher used to survey and coded the tweets for analysis. The results of this study revealed how the participants have rapidly formed a collaborative community where they were able to share, learn, and reflect. Moreover, discourse analysis and attitudinal data results were also shown to discuss the use of the said medium in language learning.

In a 2016 study “Facebook Activities and the Investment of L2 Learners”, researchers Shafie, Yaacob & Singh studied the investment of L2 learners in the English language on Facebook that learners displayed through their Facebook activities. The researchers investigated four informants that involved students in a Malaysian university by observing them online over 14-weeks followed by semi-structured interviews. Thematic analysis and Second Cycle Coding were used to analyze the gathered data of this study, and the findings showed that there were five Facebook activities that were used by L2 learners to develop their English language skills and this includes their ways of writing comments and posts in English, ways of reading news feeds in English, ways of participating in interest-based Facebook groups, ways of communicating with

their foreign Facebook friends, and their ways of watching movies in English. This revealed how social media tools had shown effectiveness in teaching and acquiring a foreign language.

According to “Mobile immersion: an experiment using mobile instant messenger to support second-language learning” by Lai, A. (2016) An experiment conducted using mobile instant messenger has been observed in 2016 to assess the second-language learning of some students. The mobile instant messenger tool used was WhatsApp, wherein 45 Form-1 students were divided into the Mobile and Control group for the three-month experiment that was mainly conducted in 2014. The findings showed a significant correlation between an individual’s vocabulary gain and chat frequency, thus showing a high positive result of second language learning through social media tools.

In another study “Impact of WhatsApp on Learning and Retention of Collocation Knowledge among Iranian EFL Learners “conducted by Ashiyan, Z., & Salehi, H. (2016) showed that researchers have also used WhatsApp as a tool in analyzing the use and effect of mobile applications on school work as well as out-of-school work. An Oxford Placement Test (OPT) was conducted among 80 learners to select the intermediate EFL learners. Accordingly, the experimental group who used WhatsApp application in learning strengthen and improve the process of collocations attainment, which can ensure the retention of the collocations observed.

Another study “Peer feedback on Facebook: The use of social networking websites to develop writing ability of undergraduate students” by Wichadee, S. (2013) has investigated the nature of feedback students have received on their writing and where the researcher has analyzed their attitudes towards the use of Facebook for the said feedback. The study included 30 undergraduate students who provided giving and receiving feedback on Facebook, thus showing a result that the nature of the students’ feedback has centered on the content more than the

grammatical errors that were found. However, the results also showed that the feedback given on the said social media tool had carried an impact on how the students can improve their revised drafts, thus revealing a positive outcome of using the social network.

The effectiveness of Facebook as a tool for some learners was also analyzed in another article. According to “The Effectiveness of Facebook Group Discussions on Writing Performance: A Study in Matriculation College” by Ping & Maniam (2015) has analyzed the effectiveness of Facebook group discussions by comparing control and experimental group on their writing tasks. The results revealed that there were positive attitudes of the participants on the Facebook group discussions, wherein the experimental group outperformed the control group, thus showing a recommendation of drawing the awareness and attention of the students on the aspects of learning on Facebook to help them better in identifying their learning goals.

In another study “The Effectiveness of Using Mobile on EFL Learners’ Reading Practices in Najran University” by Hazaea, A. N., & Alzubi, A. A. (2016), the researcher has analyzed the effectiveness of using mobile technology in EFL reading classroom of 30 male students a Najran University. The researcher has also aimed to find out about the role of the new integrated method in developing the reading practices of the EFL learners, which included the influence of WhatsApp. This study has recommended further investigation with the effectiveness of social media tools on language learning.

In the study “The impact of social networking on the oral performance of EFL learners” by Qarajeh, M., & Abdolmanafi-Rokni, S. J. (2015), the researcher has analyzed the effect of social hubs on enhancing the speaking skill of the EFL learners, wherein 38 females and 26 male students aged between 19 and 29 were part of. The participants were randomly assigned to two groups,

control and experimental groups. The findings revealed that social networking had shown a positive impact on the speaking skills of Iranian EFL students.

The impact of the use of YouTube in EFL classroom as to how it has been used on developing the content learning of EFL students has also been investigated in another study “The impact of using Youtube in EFL classroom on enhancing EFL students' content learning” by Alwehaibi, H. O. (2015). Two groups of second-year college students in this quasi-experimental study were randomly assigned to the control and experimental groups. The findings revealed positive gains for the outcomes shown by the experimental group of students in line with the integration of video technology on EFL instructions. Thus, the researchers have recommended the use of YouTube in taking it as a useful instructional tool for developing the students' content learning.

In another article “The Role of WhatsApp in Teaching Vocabulary to Iranian EFL Learners at Junior High School” by Jafari, S., & Chalak, A. (2016), the researchers have aimed to study the role of WhatsApp in the vocabulary learning development of Iranian junior high school EFL students with the help of a mixed method design, consisting of a group of 60 students with 30 each for female and male group. The results showed that using the said social media app had shown substantial role in vocabulary role in the learning of the students.

In another study “Using A Facebook Closed Group to Improve EFL Student's Writing” by Rodliyah, R. S. (2016), the use of Facebook closed group has been studied with how it improves the writing skills of selected EFL students. 15 EFL students have participated in this study, and the results showed that the students were able to respond positively, thus showing improvement in their writing, particularly in grammar and vocabulary.

Researchers Hussein & Elttayef (2016) have focused, on the other hand, on exploring the effect of the use of Skype as a social tool network community and observe its effect on developing the English significant students' Discourse Competence as observed in the English language syllables. The findings also showed a positive result with how Skype impacted the discourse competence of the language learners. Also, it showed that improving writing and speaking skills with the use of Skype chat is efficiently and efficiently more than traditional style into language learning.

In this study "Using Facebook-based e-portfolio in ESL writing classrooms: impact and challenges" by Barrot, J. S. (2016), a researcher has analyzed the use of Facebook-based E-portfolio in ESL writing classrooms, particularly identifying its impact and the challenges observed in the said situation. 171 first-year university students were considered as participants and completed a writing activity that used Facebook which the data were analyzed through descriptive and inferential statistics, thus showing a result that using Facebook is effective to improve writing practices.

According to "Utilising social networking sites to improve writing: a case study with Chinese students in Malaysia" by Vikneswaran & Krish (2016) aimed to identify writing skills among ESL students to write in English on Facebook. 10 Chinese-speaking students were taken as the participants. The data for this study were collected using a semi-structured interview protocol, Facebook page, written tasks and a checklist. The results showed that the use of Facebook in language learning is a tool for enhancing the learner to improve their language, but the learning activities and collaboration are more efficient than Facebook itself.

Analysis of Results

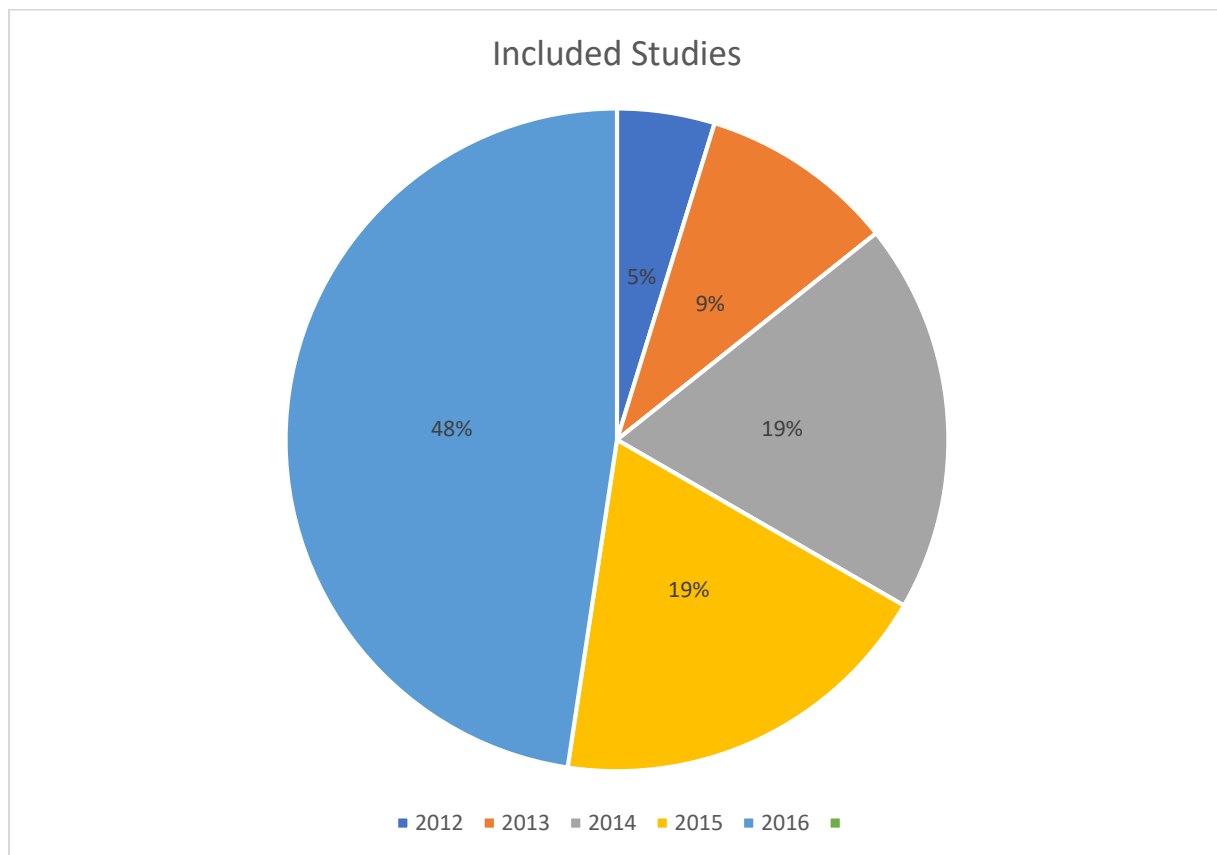
The analyses of the results are divided in four themes presenting the titles of the articles, the publication year, social media tools with language skills, the most used methods and the effectiveness of using social media into language learning. Choosing the type of social media as a main theme in this review is based on the amount of varied social media tools available and in the possessions of teachers and learners. Facebook for instance has shown to be a popular language-learning tool and is used more widely than the rest of the tools. It also states the preferences of teachers, learners and language centers. Choosing the type of research method as a theme is due to the variety found in research and the importance of considering both results of both methods with the addition of the mixed method research as well. The third theme, the timings of the published studies, emphasizes on the importance of providing recent data and recent results. This strengthens the research and its reliability in accordance with the new technology and tools that is rapidly changing. As for the last theme, it was important for me to note and specify which social media websites and which studies were helpful and effective in the learning experience. This helped identify which strategies and techniques have worked in the previous literature and how to avoid the problems in the investigations where using social media failed to help the learners acquire the language better.

The Studies Numbers with The Publication Year

The search identified the range time of the 21 studies. These studies presented that most of the investigations were published in 2016 ($n = 10$ or 48%) while some of them ranged between 2013-2015 which were in 2013 ($n = 2$ or 9%), in 2014 ($n = 4$ or 19%), in 2015 ($n = 4$ or 19%) as well as only one was published in 2012 ($n = 1$ or 5%). To illustrate the articles numbers as shown in Figure 3. Based on these resulted numbers which showed that using social media into language learning become popular to use in education and learning language. The recent timings of the study

show the amount of popularity of social media tools in language learning research. It also emphasizes on the fact that using social media has become favorable within teachers, institutions and educational sectors to help the learners acquire a foreign language. Furthermore, the rapidly changing technology has made it necessary for teachers and researchers to adapt and start using it since it became a daily habit for most people to use social media.

Figure 3: The articles numbers with the publication year

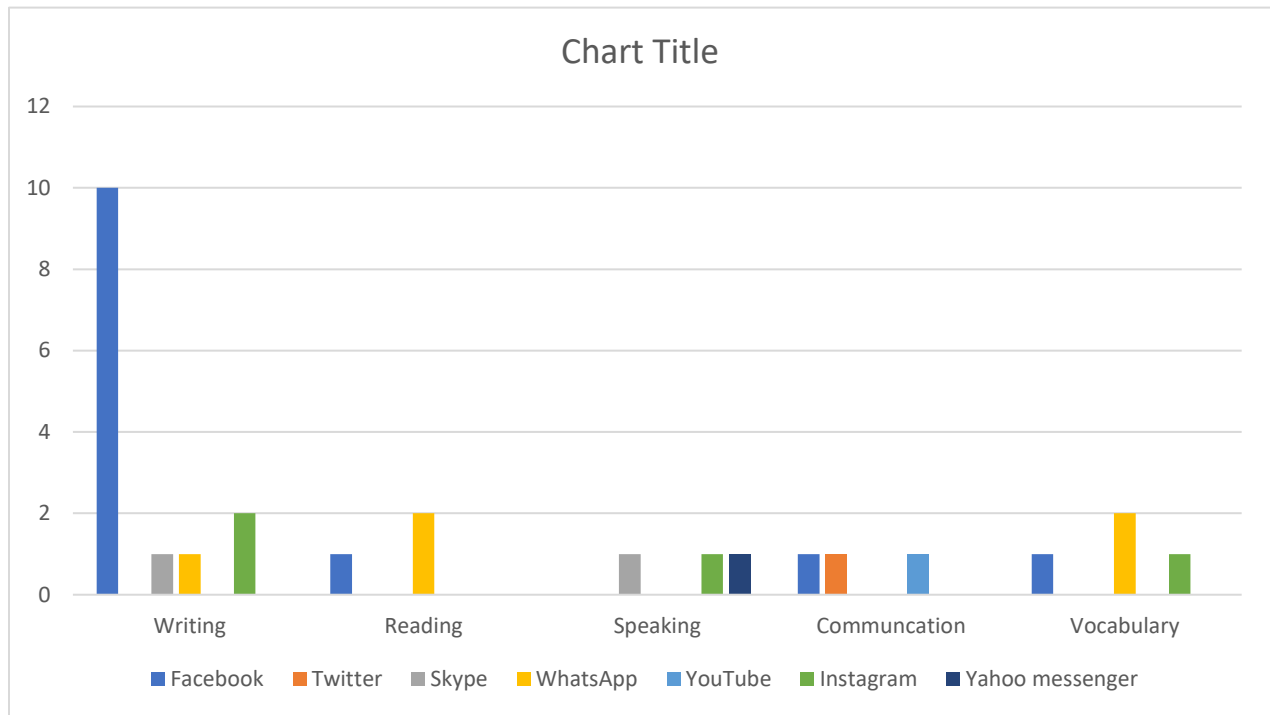


Social Media Tools with Language Skills

The social media tools have different features and accessibilities but in this specific systematic review, investigating social media tools in language learning, the ones used the most were Facebook, Twitter, WhatsApp, Skype, YouTube, and Instagram. All of them were used in one or more as a tool for examining the effectiveness or impact of language learning. The included

studies show that social networking sites, in particular Facebook, Twitter, WhatsApp, Skype, YouTube, and Instagram, could affect language learning by providing non-conventional tools to students to improve their skills in writing/understanding another language as well as in increasing their interest in learning. They found that Instagram can improve grammar and understanding of new words by providing better context through pictures. They also found that Facebook can improve the writing quantity of language learners by encouraging them to post and interact more with other learners. It can also improve writing quality in terms of organization, vocabulary, language use, and mechanics as well as WhatsApp and Twitter. Also, using Skype and YouTube can improve the communication and observations skills among the language learners. As shown in Figure 4 the popular social media tools used with language skills, the use of Facebook is the most common especially with writing skills then the Instagram while, the use of WhatsApp was focused more on the reading and vocabulary skills. The rest which were the Twitter, Skype, and YouTube, all of them, varies between language skills.

Figure 4: Social media tools with language skills



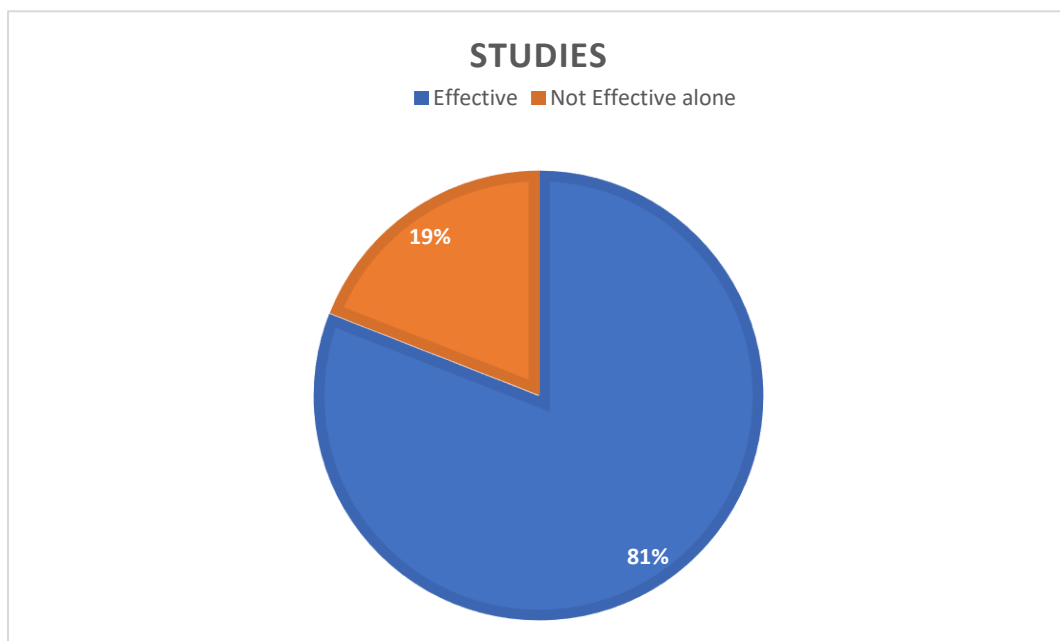
The Used Methods

The methods used in most of the included studies were experimental studies as displayed in the organized table that included all the included studies that presented previously. The most common methods design used included pre-test and post-test design as well as a control group and experimental group with creating activities with the use of one of the social media tools as a data collection. There were two cases studies, including analyzing and categorizing the emerging themes also using thematic analysis and second cycle coding. Furthermore, there were qualitative studies used various methods for collecting in person qualitative data which were semi-structured interviews and questionnaires. Analysis methods included descriptive data analysis. The mixed methods study combined questionnaire data and semi-structured interviews. The quantitative data were analyzed with the use of t-test (SPSS).

The Effectiveness of Using Social Media in Language Learning

The importance of social media recently and the rapid change of technology made it necessary for researchers to investigate the relationship between language learning and using technology, specifically social media websites and tools. Language learning research have been related with technology research in several contexts and worldwide. The number of people who are using social media made it a necessity for language institutions to adapt and apply using social media in learning contexts. Thus, this paragraph demonstrates the numbers and percentages of the articles results regarding the effectiveness of using social media on acquiring and learning a language. Figure 5 Shows in percentages how almost every article gathered ($n = 17$ or 81%) has proven that social media tools carry a high positive outcome when it comes to learning a new language, particularly the English language except few of them ($n = 4$ or 19%) presented that using social media applications are beneficial but focusing on the strategies and techniques of teaching is more beneficial and effective.

Figure 5: The effectiveness of using social media in language learning



Summary

The general aim of this study was to determine the effects of using social media tools on language learning. The systematic review is used for collecting the studies that matches the purpose of this research by using specific criteria which is based on the research questions. The purpose of this chapter was to present the results of the data collection which included 21 studies that were analyzed. The analyzed results were based on four themes which illustrates the use and effect of social media on language learning with different aspects and skills. The next chapter consists of a discussion of results.

CHAPTER 4: DISCUSSION

The purpose of this systematic review is to investigate the impact of using social media tools into language learning. The first chapter identified the importance of using technology in learning especially in language learning and the different use of social media tools as well as the needs of more research to show the effectiveness of using the social media tools in language learning. The second chapter provided an overview of the study's research methodology which included the process of conducting systematic review which was based on a specific criteria and analysis for the data collection. The third chapter presented the data results to explore what's the literature have been adding to the topic. The purpose of the fifth chapter is to present a summary of the answers to the systematic review questions, limitations, rationale, significance of the study, implications for the field of using social media into language learning and recommendations for further research.

In order to show the impact of using social media into language learning through conducting the systematic review, the study went through specific processes to find the related publications for the purpose of this research. The twenty-one articles were identified to present the impact of using social media into language learning. Each study has differences and similarities regarding the results. Most studies showed that social media tools have a beneficial effect to improve language learning while some of the studies showed that using social media tools could not be very helpful into improving language learning.

Research Question 1: What is the documented educational impact of using social media tools on language learning?

Based on the data analysis, most of the studies have shown to have a positive impact on using social media to improve language learning, however, some of the studies showed the

opposite results. To illustrate a detailed answer, Table 5 presents the impact of social media tools whether positive or negative with each language skill.

Table 5: Impacts Social Media tools in language learning skills

Language Skill	Social Media Tools	Impacts
Writing	Facebook/ WhatsApp/ Instagram	<p>Most of the studies showed to have an effective impact on the writing skill of learners while using social media. However, four studies showed that Facebook is only a tool to help with acquiring the language but it's not the main reason for learning the language.</p> <p>As for the other studies, the results showed that using Instagram improved writing during the activities. As for Facebook, studies showed that through using group discussions, e-portfolios, commenting and etc. learners benefited in several ways. Using Facebook tools improved writing through collaborative writing groups, improved revised drafts for learners, improved writing performance in several aspects especially (grammar and vocabulary),</p>
Reading and vocabulary	WhatsApp/ Facebook	<p>Effective Impact</p> <p>Studies investigating reading skills and vocabulary learning through using WhatsApp have found that the learners improved their reading skills. Other studies found that learners improved their vocabulary but not their reading strategies.</p> <p>As for Facebook: it has been found that Facebook has a positive impact in learning reading strategies as well as in gaining new vocabulary which results in better interaction.</p>
Speaking	Yahoo/ Skype	<p>Effective Impact</p> <p>A study showed that using Yahoo improved the speaking of the learners.</p> <p>Another study showed that the communication of participant improved through using Skype calls more than using the traditional speaking activities.</p>

Language Skill	Social Media Tools	Impacts
Communication	Twitter/ YouTube/ Facebook	<p>Effective Impact</p> <p>Twitter had an effective impact through the immediacy of sharing, commenting and reflecting on tweets of learners and their peers. The participants were able to form a collaborative community which helped in improving their communication.</p> <p>Using YouTube also improved the participants communication through integrating YouTube videos in instruction for language activities and tasks.</p>

The social media could be a very effective tool into learning in general, because the main base of language learning is the communication while using the targeted language. However, each social media tool has to be used into language learning effectively. A tool should be chosen based on what the objectives are, for instance, the educator or the designer of activities should plan ahead before choosing a certain tool for a certain skill. Moreover, as we are constantly improving the educational system, it is good to involve the social media tools and technology into learning in general and language learning specifically. Thus, we could allow people from different cultures, ethnicities and background to learn the language through communicating using the available free social media tools.

Research Question 2: What are the documented best practices for implementing social media to support language learning?

Most of the research focused on implementing social media tools by using it along with activities and tasks in the classroom or outside the classroom. Several articles have implemented social media by focusing on the strategies of reading and writing. Most studies documented that implementing social media through writing, reading and vocabulary activities with the use of

different social media applications such as Facebook, and WhatsApp have made learners acquire the language better. For instance, the studies by (Rodliyah, R. S., 2016; Shafie, L. A., Yaacob, A., & Singh, P. K. K., 2016; Lai, A., 2016) proved that learners improved in reading and developed their reading strategies, acquired new vocabulary and developed their critical analysis. Also, implementing social media using Facebook chats or discussion groups made the learners interaction increase which improved their speaking or writing.

In my opinion, social media tools are positively affecting the language learning experience and improving the level of the learners and their language skills. However, we need to keep in mind that the way we implement using social media and design the activities that we use through social media is highly important. For instance, designing the activities, planning ahead, experimenting the tools before applying it in class are important factors into the successful outcome of learning through social media. Not to forget the importance of using the right teaching method, curriculums and materials, which all could make the experience success or fail. Integrating social media into language learning has to be done correctly to make sure that the learners are interested in learning through social media and that they will continue to use it outside the classroom. For this to happen, teachers, institutes and researchers should work together for the benefit of the learners.

Research Question 3: What types of data collection and analysis have been used to measure the use of social media in language learning?

Most articles used experimental study methods where researchers implemented a certain test or task and based their results on the final outcome. Five studies included a pre-test and a post-test design. Most studies, 6 studies used a control and experimental group and compared their results to prove their hypothesis. Several studies, 4 studies implemented designed activities

focused on using the social media. For interview, the studies were looking specifically for the benefits of using social media especially Facebook in language learning as well as how Facebook can help improving the language learning. Also, the studies analyzed the data through coding and identifying themes using systematic analysis and cycle coding. As for the questionnaires, descriptive analysis has been used through several programs, mostly a test was used through (SPSS), rubric or a specific test for language level.

Research Question 4: What are the gaps in researching social media for language learning?

Most investigations and studies showed that language learning through social media is an effective way to learn the language, however, the number of investigation is still low regarding to what extent the effectiveness of social media in language learning is helping learners in their language proficiency. More research need to be done to investigate how social media should be implemented to make sure that learners are acquiring the language. Furthermore, more research should be done to consider how could social media help in assessment, developing materials and curriculum of language institutes and educational organizations. Most research focused on the implications of social media to learning, particularly to learning of new languages. However, some research focused on the facilitation of visual learning and natural conversations through increased interaction and conversations in chat messages or social media posts, but some research investigated social media in relation to facilitation of learning other skills like listening via social networks. Another gap in research is how social media is providing students with online conversations with native speakers or second language speakers. Even with all the language exercises provided in traditional classrooms, students may still be unable to quickly learn conversational skills because exercises are not actual real-life situations. Students may be able to imitate situations, but it still cannot provide actual real-life experiences. However, socializing

through social media can give students the opportunity to practice the language they are learning with other people who naturally speak the language (Chen, B., & Bryer, T., 2012).

Implications for Learning Design and Technology

The modern innovations of our technology demand a lot and sometimes, we should step aside to enable their entrance into our lives. Even in education, it is not a surprise to hear and read about incidents where social media platforms like Instagram, Facebook, and Twitter are now being used as learning tools for a better education system. We cannot deny how vastly the social media is influencing our lives now day. While it is genuine and factual to say that social media is an effective learning tool that could improve many skills such as communication, critical thinking, writing, speaking, making a decision...etc. However, we still have to provide more empirical studies that could effectively prove or disprove the fact that social media is an effective tool into learning. Integrating social media platforms into better learning might be another good way to study and observe the improvements in classroom performance (Evans, T. & Lin, F.Y., 2015; Alnujaidi, S., 2017; Yunus, M. M., Salehi, H., & Chenzi, C., 2012). Incorporating social media into teaching and learning is becoming an interesting research topic, while lack of finding of the methodological rigor, empirical studies also support the idea that social media tools may help teaching and learning (Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C., 2013; Yunus, M. M., Salehi, H., & Chenzi, C., 2012; Guy, R., 2012).

In recent years, various research has investigated the role of the internet in the facilitation of learning; and with the onset of social media sites, research began to delve into the social media as a learning platform for the younger generation (Mondahl, M., & Razmerita, L., 2014). It appears that the use of social media in education will only grow and evolve with all the educational fields. Also, identifying and analyzing the empirical best practice may improve the design of effective

learning strategies through incorporating social media. Social media may help students to learn new skills specifically those who come from different cultures, beliefs, backgrounds, and languages (Economides, A. A., 2008). Consequently, choosing social media specifically could improve their learning skills through interacting with the social environment and technology.

Using the informal learning to improve the education is beneficial not just for school or the teachers but also for the student's skills. Additionally, John J. Dewey has used the informal learning. He was so supportive of students' skills not for the traditional way of teaching. The big case for Dewey is making the education as a place to learn how to live not just to gain content knowledge and hard information (Flinders & Thornton, 2009). For many, education's purpose is to teach students for the future work by giving them a limited set of skills and information to be prepared for a particular job (Lambooy, C. L., 2003). As Dewey notes, this limited vocational view is also applied to teacher training schools who attempt to produce proficient and qualified teachers with a limited set of instructional and discipline skills needed. Besides that, Dewey believed that the fruitful and qualified classroom teacher possesses a passion for knowledge and intellectual curiosity in the materials and methods they teach (Flinders & Thornton, 2009). Informal learning is for all learners, this includes heuristic language building, socialization, culture, and play. Informal learning is an ongoing, pervasive phenomenon of learning via participation or learning via knowledge creation that can create the personalized learning, in contrast to the traditional view of teacher-centered learning via knowledge and skills acquisition (Zhang, K., & Gao, F, 2014; Godwin-Jones, R., 2017). The personalized learning and teacher's role both are the much more difficult challenges facing the technology integration. The informal learning with a use of social media or the technology, in general, is an effective strategy for personalizing learning and reevaluating the role of teachers in education (Godwin-Jones, R., 2017). These two challenges are going hand-in-hand,

as they require a complete rebuilding of the school experience, rather than continuing the traditional school path (Flinders & Thornton, 2009). The value of the personalized learning is based on the student autonomy, individualized instruction, and support; it is not in the control and compliance by the teachers that required achieving high scores in the tests.

Limitations

As this study is a systematic review, I conducted a thorough investigation of all published literature on this subject. Although I diligently searched the available literature, a potential limitation was the limited resources available to search for all of the applicable studies. Till recently, most research have not focused on implementing social media in language learning. Yet, the available resources for implementing technology into education are varied and extensive, however, it focused more on other fields of education as well as learners' perception and attitude towards the language learning experience with social media, but it did not focus on the language development through social media.

Conclusion and Implication

With the advancement of technology, communication and information dissemination has never been as easy in today's age. Technological growth has transformed every facet of everyday life including social relationships, communication, and learning. Increased availability of online resources has also transformed the way traditional classrooms are conducted and the way teaching and learning language are facilitated (Chen, B., & Bryer, T., 2012; Khan, I. U., Ayaz, M., & Faheem, M., 2016). With the onset of the Internet, various social media tools also became available for people worldwide to communicate and create relationships with others at an instant click. Distance is no longer an issue when communicating with friends or family, and information about others are readily made available through established profiles or learning new languages. Social

media can also be defined as “basically a media which is used through various electronic devices and rechargeable devices...to facilitate the people while sharing their ideas with others in an easy and systematic way. It is used mostly for communication and awareness around the world” (Khan, I. U., Ayaz, M., & Faheem, M., 2016). Social media can be used not only for communication purposes but also for sharing knowledge which is highly useful for learning about all kind of topics and fields specifically other languages. Language is the basic source or tool for communication and is used for transmissions between people; and social media sites use communication in every language available for a global market (Khan, I. U., Ayaz, M., & Faheem, M., 2016). Most studies also suggest that social media facilitate language learning through increased exposure to natural language interaction, vocabulary development, writing skills, information availability, and increased enjoyment from interaction with different people across the globe. Language learning is more effectively facilitated when in collaboration with other people. Language cannot be learned without listening or reading the production of those who can speak it or write in it. Similar to learning other subject matters, language can be learned through proper input and monitoring of output, and it is best done with a competent teacher, so it is important to understand that “learning takes place in interaction” (Mondahl, M., & Razmerita, L., 2014). Social media tools provide sample interaction for language learning to take place. It has influenced online language learning because it enables students to communicate with others and connect with people from other parts of the globe, so they can extend their language skills (Chen, B., & Bryer, T., 2012). Apart from increased opportunity for interaction and actual experience with conversations, social media sites, and the internet in general, provides students online resources for vocabulary learning. Searching for information online also gives students the opportunity to learn language skills implicitly (Mondahl, M., & Razmerita, L., 2014). Furthermore, social media sites provide students with

opportunities to learn second languages enjoyably and with minimal stress. Online interaction with new people also motivate students to have more meaningful conversations and interactions without being conscious of pronunciations and/or oral connections using the learned language. “Facebook encourages students to do their homework...eases learning foreign languages...and has positive effects on learning language skills” (Mondahl, M., & Razmerita, L., 2014). Second language learners could also practice without being shy when called to speak in class because social media sites provide them avenues to express themselves freely without directly facing an audience. Apart from this, research also lacked in looking into the role of learner’s age, as well as gender, on language learning and social media use (Mondahl, M., & Razmerita, L., 2014; Lomicka, L., & Lord, G., 2016). Societal and cultural differences, and other personal factors may also be investigated in relation to media use and its implication on learning second languages. Personal factors like intelligence, memory, personality and other factors can also be investigated when considering the implications of social media to language learning.

Recommendation for Future Research

In the current study the criteria were narrow to specific types of publications, so the criteria had to be expanded to more types to show better and extensive results. It would be useful to create a study that looks at meeting the needs of language learning, instructors, and learners. It may be recommended for future research to focus on tools and techniques via social media sites that develop the skill of listening in languages and the viability of social media for practicing actual oral conversations. Since the body of research focused on the aspect of visual conversation and vocabulary learning, future studies may focus on the implications of social media for developing actual conversation experiences and the development of other aspects of language like grammar.

Summary

The impact of social media on language learning has been investigated throughout the literature recently. The widespread of using social media among people from all around the world have made it necessary for educators to involve the social media use in language learning even if it was only for experiments and research. The studies have showed different opinions regarding the using of social media into language learning, however, most studies have agreed that there's mainly a positive impact from this integration. This research has described in detail 21 articles where several social media tools have been used to investigate the effectiveness of acquiring different language skills. This study answered the research questions which were raised by the researcher previously. Also, it discussed the results of the impact using social media in language learning. However, till this date we need more guidance in using social media tools effectively and applying it into language learning.

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ABSTRACT**A SYSTEMATIC REVIEW: INCORPORATING SOCIAL MEDIA TOOLS INTO
LANGUAGE LEARNING**

by

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This study highlights a segment of a study that explores the incorporating the social media tools into language learning. These social media tools such as Twitter, Facebook, and Instagram...etc. have become such an intriguing social media that there is a growing need among educationalists, learners, and administrators to explore their impact and effectiveness in the field of language learning. **Objective:** An updated systematic review was carried out of research studies looking at the incorporating of social media into language learning. **Methods:** We conducted a systematic literature review on empirical research regarding the incorporating and effectiveness of social media into language learning. The studies we included met some specific criteria as well as collected from different databases. Besides that, the study used the CASP checklist and the guidelines set by PRISMA for choosing the eligible studies that related to the systematic review purpose. The data were extracted, and results were categorized into four themes then summarized using a narrative. **Results:** Initially, a total of 1,085 articles were identified from which 21 were included in the study. From these articles four, themes were applied as the following: the first them is the studies numbers with the publication year which showed that using social media into language learning become more popular around the years between 2014 till 2016. The second them

is social media tools with language skills which showed the variety of using social media tools such as Facebook, Instagram, Twitter, and WhatsApp among the language skills. The third them identified the most methods that used in different studies to be approved the use of social media into language learning. So, it was apparent that experimental study with the pre-test and post-test design was most used in the studies. The last them is the effectiveness of using social media in language learning which approved that using social media was effective in most studies for improving different language skills. **Conclusion:** Our review provides insights into the emerging utilization of social media in language learning. In particular, it identifies types of social media tools that used the most to improve the language skills as well as the effects of such use, which may differ between skill to skill. Accordingly, our results framework and propositions can serve to guide future research, and they also have practical implications for language learning and developing the design instruction.

Key Words: Social media, Language learning, Systematic review, Language skills

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