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and students) and only a small number of studies that actually investigated the effect or impact of using the social media. Several implications can be drawn from these outcomes:

- First, the trend of looking into perceptions, attitudes and views has reached its consensus where all studies have documented a positive attitude, perception and view. This is not only applicable to studies that were included in this systematic review, but also studies that are conducted during the pre-pandemic period as well as the ones outside Saudi Arabia. Hence, it is recommended for future studies to focus more on investigating the effect of social media on general or specific language skills in order to validate the usefulness of social media in language learning. Studies that focus on how social media can be used are also highly recommended.
- Second, since most studies included participants at tertiary level, it is advisable for studies to bring teaching and learning of EFL at secondary schools or even primary schools into attention as well. This can bring information on how the utilization of technology to support language learning can be done at the early years of language learning.
- Finally, following the first implication, it is important to understand how social media can be incorporated into the teaching and learning of EFL. Hence, experts in curriculum or teaching practices can delve into this and develop a module that can guide teachers on how to use social media as one teaching and learning tool efficiently. This is also in line with the development or advancement in technology that the world is currently experiencing.

While this systematic review has highlighted information on the research landscape and provided necessary implications, several limitations need to be properly addressed for future improvements. First, the database that is used to search the articles can be expanded; in other words, it should not be limited to one particular database only as evident in this systematic review. Other database such as Scopus can be used to search the necessary articles. Next, the articles were published in the period of two years only. Expanding the search criteria may provide more concrete findings.

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classes in Namibia. A survey was conducted with 99 university students pursuing their bachelor's degree. The findings indicated that WhatsApp can have a negative impact on tertiary students' performance, in particular on those who do not have access to any smart devices.

Additionally, the findings indicated that WhatsApp as a teaching and learning tool in English classes can cause a delay in students' submission of assignment. Social media was viewed positively by Saudi Students as a tool for English learning. This could help English teachers to provide a better English language environment in Saudi Arabia. For instance, students dislike writing classes because they are boring and are taught in a traditional way (Fattah, 2015). Therefore, using for example WhatsApp in writing classes can make the process social and practical (Fattah, 2015). In addition, students could not practice acquired grammatical rules outside their classrooms. It was found that using Twitter by EFL teachers could provide the students with an opportunity to put grammar rules in practice (Ahmed, 2015).

Again, the positive attitudes that these learners and teachers have towards social media in language learning can be associated with their general attitudes towards social media as a platform to socialize.

Conclusion

This systematic review is conducted to obtain information on the current landscape of research activities on social media in relation to EFL teaching and learning in the context of Saudi Arabia. Specifically, it tackles the post-pandemic period between 2020 and 2022. The focus is to identify the characteristics of selected studies and generate themes of focus as well as their generic outcomes.

A total of 11 articles that have been published between the year 2020 and 2022 were selected to be included in the review. The articles were searched through online database (primarily is Google Scholar) and several keywords such as "social media in EFL" and "social media in learning English + Saudi Arabia" have been employed to gather the articles. After two rounds of filtering based on the developed inclusion and exclusion criteria, the 11 articles were considered suitable in the context of investigation.

Results have generally shown that most of the studies were designed as quantitative research with the utilization of survey as a data collection tool being the preferred method. One study however has conducted an experiment to test the efficiency of social media in EFL language learning. On the other hand, a number of studies were conducted as qualitative research whereby the participants were interviewed in order to collect the intended data. Next, many studies are conducted in the context of EFL at tertiary institution in Saudi Arabia with only one study included secondary school students. In terms of the research landscape and the outcomes of these studies, this systematic review can confirm that most studies are concerned with the attitudes, perceptions and views of the selected participants (i.e., teachers

media in Saudi Arabia's EFL classroom. As social media continues to increase in terms of its users and functions as well as the impact of pandemic Covid-19 that opened up the possibility of learning through digital platform, it should have sparked the interest of researchers and language educators (Barrot, 2021). Nonetheless, it is not fair to claim that there is no interest among the EFL community in Saudi Arabia by merely looking at the number of publications.

In terms of method of investigation, many studies have employed quantitative research design with survey and questionnaire being utilised as a data collection tool. The number of qualitative research design, despite available, is smaller than the quantitative. One implication of the quantitative research design being used the most is seen in the aspect of information being simply descriptive (Barrot, 2021); for example, describing the attitudes that the teachers and learners have towards the use of social media in an EFL classroom. With the qualitative study being adopted more, it can supplement the current research landscape with information that dives into the user's experience deeper. In addition, more experiments that test the efficiency or impact of social media can be developed more since the number of studies are relatively small. The results from the experiments can be used to generate a concrete claim on the use of social media that can be immensely beneficial to language learners.

The positive attitudes, perceptions as well as views shown by the samples in the selected studies are something that should not be a surprise. Many previous studies whether in the Arab countries or other parts of the world also echoed similar outcomes. This is evident in the studies made by Alharthi (2016) and Alshabeb and Almaqrn (2018) that showed the positive attitudes among Arab EFL learners while studies such as Orachorn (2016), Inayati (2014) and Namaziandost et al. (2019) have shown similar outcomes in different sociocultural contexts of EFL classrooms. Furthermore, using social media as an informal learning tool attracted the researchers to investigate such phenomenon. Mahdi and El Naim (2012) conducted a study to find out the effects of using Facebook on Saudi students' informal EFL learning interactions. The study utilised Facebook as a research tool. Questionnaires and interviews were employed to find out if the students interact actively through Facebook as well as what their attitude are toward such interaction. The findings indicated that several variables can affect students' interaction via Facebook, including their willingness to participate, their schedule, and the teachers' interferences. The students, however, showed a positive attitude toward using Facebook to improve their language.

On the other hand, some educators believe that social media technologies can be a sort of distraction and would impact negatively on students' performance. Mbukusa (2018) has conducted a study to find out students' perception toward using WhatsApp as a teaching and a learning tool in English

beyond the physical classroom.

Next, the studies documented a number of social media apps including Instagram, Telegram, Twitter and WhatsApp. These have been the subject of investigation for studies especially those that include students as their samples. Abu-Ayfah (2020) through the survey showed that Telegram is believed to have an impact on vocabulary learning while Alshaibani (2020) highlighted the perception of students that Twitter can be used to improve their communicative competence skills including linguistic, discourse and socio-cultural awareness. On the other hand, Almansour (2022) who, had interviewed EFL learners on the use of Telegram, showed that the students believed on the pedagogical value of it and they also believed that the platform can improve their writing skills. Other studies such as Alubthane and Alyoussef (2021) and Elmahdi and Khan (2020) similarly presented the results of positive attitudes of learners towards the use of social media. However, it is interesting to note the that findings from Bano and Zaman (2020) who, claimed that students are still failing to grasp the benefits presented to them by the social media to improve their language skills despite having the necessary technological skills. According to them, this might be due to the fact that the use of social media predominantly uses the native language which is Arabic language.

Finally, studies have been able to show the positive impact when social media is used in teaching and learning of EFL. This is evident in the experiment conducted by Tilwani et al. (2022) that have compared students who experience learning with social media and students who undergo conventional teaching and learning method. The outcomes of the experiment have clearly indicated that the students that learnt with the support of social media have improved their speaking skills.

In general, studies discussing social media usage on EFL have reached a consensus that the stakeholders which are the teachers and students have positive attitudes, perceptions and views towards the use. In addition, there is a notable improvement once social media is incorporated into the learning process.

Discussion

The present systematic review has been conducted to generally identify the research landscape of social media in the teaching and learning of EFL in Saudi Arabia in the post-pandemic period (2020-2022). Specifically, it has attempted to know the current state of research activities which consequently can help to maneuver future research scopes.

Given the popularity of social media especially among the younger generations or the millennials (those who are born between 1980 and 1994 as well as the Z learners who are born between 1995 and 2015) (OECD, 2019), it is expected that the number of studies to be large. However, data from this study showed only 11 articles were published between the year 2020 and 2022; these articles documented studies that directly addressed the use of social

to studies that first differentiated between the view of teachers and the view of learners themselves. Despite that both groups generally produce similar outcomes, there is a concern from students that the interactional rules in social media are not clear in the sense that questions are being ignored by the teachers (see Alubthane and Alyoussef, 2021). Nonetheless, it can be said that the teachers and learners of EFL have generally positive attitudes, perceptions and views towards social media in language classroom regardless of the social media applications (WhatsApp, Telegram etc.). These positive attitudes have led to their use or intention to use (e.g., Alqarni & Alqarni, 2020 and Aromaih, 2021).

The second theme that can be acquired from the identified studies is the "impact" of using social media in language teaching and learning. Studies performed by Alshaibani (2020) and Tilwani et al. (2022) show that, after receiving training through social media, students demonstrate higher levels of language proficiency. There is a consensus in the results where students have shown a positive improvement; Alshaibani (2020) showed that Twitter can be used to improve students' communicative competence which is the idea of foreign language learning. Likewise,Tilwani et al. (2022)'s experiment indicates that TED Talks can improves students' speaking skill. In general, the post-pandemic research on the use of social media in EFL teaching and learning has continued to show positive attitudes and perceptions among the stakeholders (i.e., the teachers and students). Students' communicative competence and other specific language skills can be enhanced by incorporating social media in teaching-learning processes

Generic outcomes of the studies

From the reported general outcomes and the identified themes, the present systematic review can report the following common outcomes.

First, many studies have reported the positive attitude or preference towards the use of social media in EFL teaching and learning among the samples. This includes both teachers and students who, as evident in the results of the studies, showed their recognition of social media to be used in the teaching and learning of EFL. Aromaih (2021) documented the view of EFL teachers that see the significant role of social media in the teaching and learning as well as the teachers' attitudes that seem to be keen on incorporating social media into the process. This is consistent with the results as reported by Alqarni and Alqarni (2020) that highlighted the positive attitudes of EFL teachers to use social media; in fact, some have been documented to use it despite not having training on the use of social media or technology use in language classrooms. In a more specific context, Albiladi and Abdeen (2021) reported that the use of social media according to the teachers can benefit the learning of culture of the target language. The use can also increase motivation among learners, improve teaching practices as well as build learning community among learners

No.	Author and year	Focus of the study	Design of the study	Data collection method	Sample size	General outcomes
8.	Aromaih (2021)	Teachers' perceptions towards the use of social media in EFL virtual classrooms	Quantitative	Survey	EFL professors	The respondents agreed that it is significant to incorporate social media in EFL virtual classes; teachers were also found to be keen to use social media as a teaching tool
9.	Bano & Zaman (2020)	Social media as an accelerating tool to motivate students to learn English	Quantitative	Questionnaire	Undergraduate students	The students are found to be coherent with modern technology but the use is in Arabic language; the students seem to fail to acquire the benefit of social media in English to improve their language skills
10.	Elmahdi & Khan (2020)	Understanding the role of social media in motivatin g students	Quantitative	Survey	36 students	The students claimed that social media can provide source of language facts for learning purposefully. In other words, it can be used to provide them with the authentic data.
11.	Tilwani, Alghazali & Patra (2022)	The effects of TED Talks on learners' speaking accuracy and fluency	Quantitative	Speaking pre-test and post-test	75 students divided into three groups (accuracy, fluency and control)	Students in the experimental groups outflanked the control students on the post-test speaking after they received instruction by applying TED Talks.

From the studies presented in Table 1, it can be seen that six (6) studies were published in the year 2020, three (3) were published in 2021 and the remaining balance of two (2) studies were published in 2022. Three studies employed qualitative research design and one is designed within the mixed-method research design. Hence, the majority of studies utilized quantitative research design in conducting the study. Survey is the preferred choice of data collection technique and this is followed by interview. Interestingly, only one study employed experiment to obtain the intended data. Finally, all studies include instructors and students at tertiary level as their samples except for one study (i.e., Almansour, 2022) that includes secondary school students.

Post-pandemic research landscape on the use of social media in EFL learning

From Table 1, the general outcomes of the published studies have revealed two primary themes that can be utilized to inform the research landscape on the usage of social media especially during the post-pandemic period.

The first theme that can be derived is perception and attitude. This specific theme refers to studies investigating the views, attitudes or preferences that the selected samples have towards the use of social media in the learning of EFL. In fact, studies that fall under this theme are constitute the majority because from Table 1, it can be seen that a total of 10 studies (except Tilwani et al., 2022) have addressed more or less a similar idea. Specifically, the studies on perception and attitude looked into the students and teachers' thought of using social media in the teaching and learning of EFL. This can be further narrowed down

These articles are within the scope of using social media for learning EFL purposes

Results

This systematic review attempts to know the current theme of investigation as evident in the published studies on the use of social media in the teaching and learning of EFL. The generic outcomes of the published studies are also within the scope of this work. Table 1 first present the details of studies included in the review.

Table 1: Details of the included studies

No.	Author and year	Focus of the study	Design of the study	Data collection method	Sample size	General outcomes
1.	Abu-Ayfah (2020)	Students' perception	Quantitative	Survey	300 students	Students perceived Telegram as a useful tool especially in vocabulary learning.
2.	Albiladi & Abdeen (2021)	Language teachers' experiences in using social media in the teaching of EFL	Mixed-method	Survey In-depth interview	50 language teachers	Social media is useful to teach English culture. In addition, it can be used to increase motivation and engagement, enhance teaching practices and build learning community among learners.
3.	Almansour (2022)	Students' perception and attitudes	Qualitative	Interview	15 students	The students perceived that the Telegram is a useful tool to support their learning of EFL. This is especially in the writing skill.
4.	Alqarni & Alqarni (2020)	Gender and teaching experiences in using social media to teach	Qualitative	Interview	18 university instructors	Majority of instructors had a positive attitude towards using social media; female was found to be higher. In addition, instructors with few years of experience and no previous technology training use social media as a supportive tool
5.	Alshaibani (2020)	Students' view on improving communicative competence by using social media	Quantitative	Survey	378 students	Twitter is found to have a positive impact on communicative competence skills (linguistic, discourse, sociolinguistic)
6.	Alubthane & Alyoussef (2021)	Pre-service teachers' views	Qualitative	Interview	8 pre-service teachers	The pre-service teachers viewed WhatsApp as convenience and practical, ease the communication process and material as well as course information sharing. But they viewed instructors to ignore students' questions in the platform as a challenge
7.	Alzamil (2020)	EFL learners' attitudes	Quantitative	Survey	120 students	The students showed positive attitudes towards the use of Instagram as a language learning tool. There is no significant difference between genders.

in the quantitative, qualitative, or mixed-method approach.
- Be conducted to teach English as a Foreign Language (EFL) at high school or tertiary level in Saudi Arabia.
- Be published within the year 2020 – 2022.

Exclusion criteria

Articles were excluded if they are:
- Written in languages other than English language.
- Editorials, news articles, book chapters, theses, or dissertations as well as articles designed as library research (as the aforementioned).
- Focused on social media usage aside from learning.

Searching procedure

First, the articles were searched and collected through the search engines using key terms. Next, the articles were filtered through the titles and types of articles. This is further followed by another round of filtering where the articles were scanned through their abstracts. Figure 1 shows the summary of step-by-step to reach the total number of studies to be included in this systematic review.

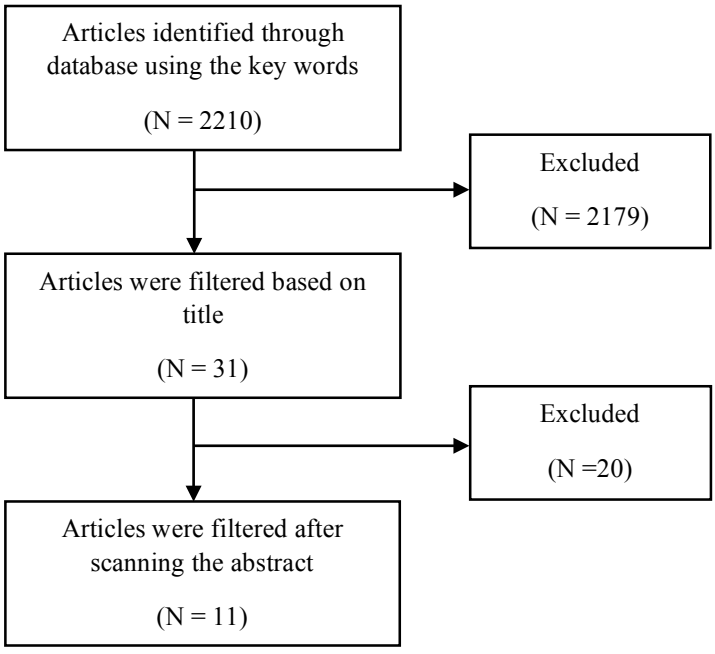

Figure 1: Step-by-step of searching strategy

From Figure 1, the total articles that are included in the systematic review are 11. These articles are selected due to their scope and context that meet the study's requirements. On the other hand, the first exclusion that has seen the initial number of 2,210 articles to significantly drop to 31 was due to the titles that suggested the articles to be conducted not in Saudi Arabia, and not relating to social media but to other technological aspects and review articles. Afterwards, the abstracts were screened by reviewing and 20 articles were excluded based on the results of that screening. The exclusion was made due to the fact that articles were using library research method.

ities which consequently can improve the learners' communication skills.

In general, the database to date has included a large number of studies that offer discussions on social media and language teaching and learning in the context of Saudi Arabia. However, the discussions seem to be limited to information on the perceptions and attitudes of learners as well as teachers towards the use of social media in language classroom and the impact that social media has on the learning process. It is important to know the landscape of research activities within this area in order to obtain scientific information on what has been done to date that consequently, can provide practical implications and navigate the future directions. Especially during the pandemic Covid-19 that has drastically changed the way teaching and delivering is conducted (i.e., from face-to-face to online learning), the social media can generally be perceived as one sustainable learning tool.

Taking this into consideration, the present systematic review attempts to address the following research questions:

A. What are the current landscape and the generic outcomes of published articles in terms of the use of social media in teaching and learning English in the context of Saudi Arabia between 2020 to 2022?
B. What are the themes of the current database in terms of the use of social media in the context of Saudi Arabia between 2020 to 2022?
C.

Methods

To conduct this systematic review, the Preferred Reporting Items for Systematic Review and Meta Analyses (PRISMA; Liberati et al. 2009) is used. PRISMA provides an updated checklist of 27 items considered essential for transparent systematic review reporting. The guide has specifically helped in collecting, organizing, and analysing the articles.

Searching strategy

The searching of the relevant articles is conducted digitally. Several key terms are employed to retrieve the desired articles from the search engines, primarily Google and Google Scholar. Limiters in the search engines were set to include research articles published between 2020 to 2022.

The key terms that were used to search for the articles are "social media", "English as a Foreign Language", "Saudi Arabia", "social media in language learning" and "social media in language learning in Saudi Arabia". Boolean operators such as "and", "or" and "not" were employed when the key terms are used in combination during the search process.

Inclusion criteria

For the articles to be included in the present systematic review, they must:

- Be a research article with a primary data source. Articles from secondary sources, such as systematic reviews, meta-analyses or any other forms of library research are excluded as they cannot be used to extract data in systematic reviews.
- Be articles that are designed with-

Google Scholar web has yielded thousands of articles being published since 2020 (however, this number is not limited to research articles and articles that are within the scope of language teaching and learning). Similarly, these articles can generally be grouped into specific themes of focus such as attitudes of learners towards the use of social media, issues and challenges and the role of social media in assessment.

An example of a study is Alshehri (2022), which investigates the attitude of postgraduate students towards the use of social media in support of their learning process. Through the analysed survey, the results showed that the students have a significant positive attitude towards the use of social media in classroom. According to them, social media can increase the quality and efficiency of communication between teachers and students, provide greater access to information and ease collaborative works among the classmates.

The result is consistent with Alharthi (2016) that has shown the positive attitude among the adult learners of English towards the use of Twitter as one form of social media in their language learning process. Alshabeb and Almaqrn (2018) surveyed a number of EFL learners in Saudi universities and from the results, it is shown that the students actively use social media for learning whether the use is outside or inside the classroom, revealing their positive attitudes towards the use of social media. Similarly, Allam and Elyas (2016) highlighted the preference of EFL teachers in Saudi tertiary institutions towards integrating social media in the teaching practices. However, the teachers believe that the use of social media must be limited to a certain extent only in order to be an efficient pedagogical tool.

In addition to looking into the attitudes that the learners have towards the use of social media, there are also a small number of studies that have offered a side discussion on which social media applications will yield a better impact on learning activity. Al Fadda (2020) is a prime example of such studies, which highlighted that Instagram is found to be more effective than other social media applications in engaging learners to learn English. However, the study also showed that learners with social media accounts are less enthusiastic to learning (i.e. reading) compared to learners without social media accounts.

Another common area of studies found in the digital database is within the discussion of the social media impact on the language learning. For example, Srinivas Rao (2019) has highlighted the effect of social media on the vocabulary development of EFL learners in Saudi Arabia. These include the students to be exposed to the vocabularies that are commonly found in the digital space such as troll, catfish and tablet. Slim and Hafedh (2019) showed that there is no significant difference in terms of vocabulary improvement after the students are taught with the help of Facebook when they are asked to write business letters. Finally, Almubarak (2016) has shown that the use of social media can improvise the collaborative learning activ-

media into the learning process.

Keywords:
Social media; English as a Foreign Language; systematic review.

الكلمات المفتاحية:
وسائل التواصل الاجتماعي ؛ اللغة الإنجليزية كلغة أجنبية؛ مراجعة منهجية.

Introduction

Social media such as Facebook, Instagram and Twitter have become an integral part of many individuals nowadays (Yadav, 2021). According to global statistics on social media users, almost 59% of the world's population uses social media (Chaffey, 2022). In the context of Saudi Arabia which has been the context of the present study, the number of users is perceived to be considerably high; according to Alhamad and Alamri (2021), close to 80% of its total population is an active social media user. With almost 96% of the total population having access to the internet, this figure is not surprising.

With the general purpose of social media is to connect people all over the world, the use of language is highly evident for the communication to take place albeit digitally. As such, it provides an interesting opportunity for language teachers to employ it as one educational resource (Van Den Beemt et al., 2020). Evidence is found in many studies that have been conducted globally over the years to investigate the various aspects of social media in language teaching and learning such as examining the learners' attitudes (e.g., Jamal &Wajdi, 2019), teacher's perceptions (Lambton-Howard et al., 2021) and the impact on overall language development (Muftah, 2022). The studies are not only limited to first language classroom but have also been extended to the context of second language classroom and foreign language classroom.

All in all, the implication of social media on language learning is undeniable despite the two not having a direct relationship especially in the context of second language learning (Hamadeh et al., 2020). Social media as suggested in many studies has been acknowledged to provide language learners with new learning experience; this includes the ability of social media to accommodate to various learning styles and needs (Barrot, 2020; Manca, 2020) as well as increase learners' motivation to self-study and become more engaging (Al-Jarrah et al., 2019). Further, social media has also been documented to be able to address the challenging sub-skills in the context of English language (Hamadeh et al., 2020). Hence, it is safe to perceive social media as one pedagogical tool in language learning.

In the context of Saudi Arabia, there is quite an extensive database dedicated to the study of social media in relation to education which one includes English as a Foreign Language (EFL) classroom. A google search through key words such as social media, Saudi Arabia and EFL on its

The use of social media in the teaching and learning of English: A systematic review of the research landscape in Saudi Arabia (2020-2022)

استخدام وسائل التواصل الاجتماعي في تعليم وتعلم اللغة الإنجليزية: مراجعة منهجية للمشهد البحثي في المملكة العربية السعودية بين عامي ٢٠٢٠ و ٢٠٢٢

Dr.Jamilah Maflah Alharbi,
Assistant professor of English, Majmaah University

د .جميله مفلح الحربي
أستاذ مساعد، جامعة المجمعة

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Abstract

Social media continues to play a crucial role in many aspects of life, including education. In addition to providing platforms for communication, social media has also given English language teachers and learners a greater opportunity to leverage it for teaching and learning purposes in foreign language settings. Yet, there is little concrete information is available on how social media can support teaching and learning. In fact, the research on social media use tends to focus on learners' attitudes and perceptions, as opposed to how it is used. Hence, taking the context of the Kingdom of Saudi Arabia, the present systematic review attempts to document the current research landscape on the use of social media in foreign language classrooms. A total of 11 studies that have been published in between 2020 and 2022 are collected and thematically analysed. The studies were selected based on a set of criteria that are set for them to be included for analysis. Findings have generally shown that most of the articles that investigated the use of social media utilized quantitative research paradigm through the technique of survey distributed to targeted samples. Most of the samples are stakeholders at the education institutions in the Kingdom. In addition, the findings also confirmed that most studies to date are only concerned with the attitudes or perceptions of using social media in teaching and learning. This therefore leads to a huge gap on other aspects such as pedagogical technique or the outcomes of integrating social

ملخص البحث

تستمر وسائل التواصل الإجتماعي في لعب دور جوهري في العديد من جوانب الحياة بما في ذلك التعليم فمع إمكانية التواصل الكبيرة التي تتيحها منصات التواصل الإجتماعي في الوقت الحالي، وتوافر فرص أكبر لمعلمي اللغة الإنجليزية والمتعلمين في بيئة اللغة الأجنبية للاستفادة منها لأغراض التدريس والتعلم. ومع ذلك ، لاتوجد معلومات محددة حول كيفية إستخدام وسائل التواصل الإجتماعي لدعم عملية التدريس والتعلم . في الواقع ، يركز البحث الحالي على إستخدام وسائل التواصل الاجتماعي ومواقف وتصورات المتعلمين، مع الأخذ في الاعتبار أن الإطار المرجعي هو المملكة العربية السعودية ،تحاول من خلال المراجعة المنهجية الحالية توثيق المشهد البحثي الحالي لاستخدام وسائل التواصل الإجتماعي في فصول اللغة الأجنبية، تم جمع ١١ دراسة تم نشرها بين عامي ٢٠٢٠ و ٢٠٢٢ وتحليلها موضوعياً. وقد تم إختيار الدراسات بناءً على مجموعة من المعاييرالموضوعة لها لتضمينها في التحليل. أظهرت النتائج بشكل عام أن معظم المقالات التي بحثت في إستخدام وسائل التواصل الإجتماعي استخدمت نموذجًا بحثيًا كميًا من خلال تقنية المسح الموزع على العينات المستهدفة. أيضا معظم العينات من أصحاب المصلحة في المؤسسات التعليمية في المملكة. بالإضافة إلى ذلك ، أكدت النتائج أيضًا أن معظم الدراسات حتى الآن معنية فقط بالمواقف أو التصورات الخاصة باستخدام وسائل التواصل الاجتماعي في التدريس والتعلم وهذا يؤدي بالتالي إلى فجوة كبيرة في جوانب أخرى مثل التقنية التربوية أو نتائج دمج وسائل التواصل الاجتماعي في العملية التعليمي .