

THE USE OF SOCIAL NETWORKING SITES (SNS) IN EFL SECONDARY EDUCATION: A SYSTEMATIC REVIEW

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Article Info	Abstract
Article History Received: November 2024 Revised: February 2025 Accepted: September 2025 Published: October 2025	<i>This study provides a comprehensive systematic review of the integration of five major social networking sites (SNSs)—Facebook, YouTube, WhatsApp, Instagram, and TikTok—within secondary English as a Foreign Language (EFL) education. Using the Harzing Publish or Perish software, over 1,500 journal articles published between 2018 and 2023 were screened, with 87 meeting the inclusion criteria for in-depth analysis. The findings reveal a growing research interest in this area, with an average effect size of 1.792, indicating a significant impact. YouTube emerged as the most frequently examined platform, featured in 36 studies, while the SNSs overall were applied in diverse ways, including as media resources, learning management systems (LMS), discussion forums, and platforms for content creation. Results suggest that SNS integration can enhance learner engagement, promote student-centered and blended learning, and foster both language proficiency and digital literacy through interactive and creative practices. Future research should investigate the comparative effectiveness of different platforms, assess their long-term contributions to EFL education, and consider emerging trends such as GenAI-based applications.</i>
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INTRODUCTION

Social networking sites (SNSs) have now become multifaceted platforms for interaction, collaboration, and content exchange between individuals. Carr and Hayes (2015) define social media as digital communication platforms that enable users to engage in interactive and self-presentational activities, both synchronously and asynchronously, with diverse audiences. These platforms are valued for their ability to disseminate user-generated content and foster a sense of interaction among users. These platforms have become increasingly popular among secondary school students, serving as valuable resources for language learning and tools for social connection. The influence of SNSs on foreign language education extends beyond formal classroom settings, shaping how students learn and use languages in various contexts (Haque, 2023).

The integration of SNSs into English as a Foreign Language (EFL) classes presents a unique opportunity to harness the appeal and comfort students find in these platforms to enhance their language learning experiences. By incorporating SNSs into EFL classes, educators can create a more engaging and interactive learning environment that aligns with the student's familiarity with these platforms. This approach can lead to improved language learning outcomes, as students are more likely to engage in the learning process when it is presented in a format that promotes active and meaningful engagement in the learning process

(Wang, Wang, Li, 2022). Lomicka (2020) contends that online social networking platforms foster a sense of social presence, which is essential for effective communication for learning to take place.

Learners may think about integrating social networking platforms into their learning activities to bridge the gap between theoretical knowledge and practical language application in the traditional classroom. These digital technologies can be used to motivate students to take part in language learning exercises that resemble real-world situations. According to Brown and Lee (2015), exposure to authentic linguistic content—such as news articles, podcasts, videos, social networking posts, and interviews that could be accessed through social networking sites—provides learners with concrete examples of native language usage in diverse contexts. Furthermore, educators can utilize the rich array of materials available on these platforms to introduce students to various dialects, cultures, and contemporary global issues (Aljabr, et al., 2023), thus broadening their perspectives and equipping them with the necessary skills to navigate the complexities of international communication.

The amalgamation of social networking platforms into the curriculum for secondary students learning English as a foreign language (EFL) offers multiple significant benefits that enhance the overall learning experience. Several studies found that these platforms provide a dynamic and interactive environment that not only fosters student engagement but also makes the process of language learning more enjoyable (Zhang, Liu, & Lee, 2021). Additionally, social networking sites (SNSs) serve as rich sources of cultural education, presenting learners with insights into the customs, history, norms, and values of English-speaking communities (Brown & Lee, 2015). Moreover, the abundance of authentic and contemporary content, including news articles, videos, and podcasts available on these sites, ensures that students are exposed to material that is both relevant and current (Brown & Lee, 2015). Consequently, the employment of SNSs in EFL instruction not only enhances linguistic fluency but also equips students with the necessary competencies to navigate real-world communication challenges effectively.

The current study surveys publications on the utilization of social networking sites (SNSs) by secondary students of English as a Foreign Language (EFL) learning. This study utilized a systematic review approach to cover publications from 2018 to 2023 and examined the impact of the five most frequently used SNSs—Facebook, YouTube, WhatsApp, Instagram, and TikTok—on secondary EFL students. Three research questions were addressed in this study:

1. Which SNSs are the most frequently used by secondary EFL students?
2. What is the mean of the effect size of the use of SNSs in EFL secondary education?
3. How are SNSs utilized in EFL secondary education?

RESEARCH METHOD

Data searching and data screening

In conducting the systematic review, this study followed the methodology outlined in Figure 1 based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021). PRISMA is characterized by a four-phase process consisting of identification, screening, eligibility, and inclusion. This framework enables the systematic compilation and synthesis of findings from various studies, specifically tailored to address the research questions posed. The steps involved in executing the systematic review are organized as per the PRISMA protocol, ensuring a rigorous and standardized approach to reviewing and analyzing the collected data.

Identification procedures

We utilized the "Harzing Publish or Perish" software for the identification of pertinent articles by searching the Google Scholar database, narrowing the scope to studies disseminated

between 2018 and 2023. Comprehensive full-text searches were conducted using keywords related to social networking sites (SNSs) and secondary English language education (Table 1). These searches resulted in 1,557 articles dealing with five prominent SNSs (Facebook, YouTube, WhatsApp, Instagram, and TikTok).

The focus on five specific SNS platforms (Facebook, YouTube, WhatsApp, Instagram, and TikTok) was grounded in the contemporary digital landscape where social media platforms have become ubiquitous on the global stage. By January 2022, 4.62 billion people, or 58.4% of the world's population, were active on social media, spending an average of 2 hours and 27 minutes daily (DataReportal, 2022a). This widespread adoption is particularly pronounced in educational contexts, where Indonesia shows even higher rates of social media engagement, with 191.4 million out of the country's 277.7 million citizens or 68.9% of the population being active users who spend an average of 3 hours and 17 minutes per day on social media platforms (DataReportal, 2022b). Given this extensive usage pattern, the selection of the five platforms was based on multiple convergent criteria that reflect both their popularity and educational potential.

Table 1
Initial search keywords

Topic	Search terms
Social networking sites	“Facebook” or “YouTube” or “WhatsApp” or “Instagram” or “TikTok”
AND	
Education level	“secondary” or “middle school” or “junior high school” or “high school” or “senior high school”
AND	
EFL learning	“listening” or “speaking” or “reading” or “writing” or “English” or “EFL”

After searching the database search results, a manual examination of the titles in the reference lists of the screened articles was carried out. As a result, 1.378 papers were excluded from the first stage of screening. Table 2 below provides a summary of the inclusion and exclusion criteria.

Table 2.
Inclusion and exclusion criteria

Inclusion	Exclusion
Journal article	Non-journal article
Published in 2018-2023	Published before 2018
Quantitative empirical research	Non-quantitative empirical research
Research on secondary education students (Junior high school/middle school, senior high school)	Research on non-secondary education level students.
Social networking sites used by the students.	Social networking sites used by teachers or lecturers
Social networking sites used for EFL learning context	Social networking sites used for non-EFL learning context
Social networking sites: Facebook, YouTube, WhatsApp, Instagram, TikTok	Social networking sites other than Facebook, YouTube, WhatsApp, Instagram, TikTok

Screening eligibility process

In the next stage of the screening process, a thorough examination of 179 articles was conducted to determine their relevance to the research topic. This systematic review focused exclusively on the use of social networking sites in English as a Foreign Language (EFL) learning in secondary education. Following this assessment, 95 articles were selected for a more detailed review. However, 8 of these articles were eliminated due to inconsistencies between their abstracts and findings, as well as a lack of statistical analysis. This rigorous process ensured that the articles selected for inclusion in this study were of high quality and provided

reliable data. Ultimately, a total of 87 articles were deemed eligible for inclusion in this systematic review, providing a comprehensive and reliable foundation for the research findings.

Throughout the screening and selection process, several bias mitigation strategies were implemented to enhance methodological rigor. Publication bias was minimized through comprehensive Google Scholar searches including unpublished studies. Selection bias was reduced via explicit inclusion/exclusion criteria applied consistently by both reviewers. Coding bias was addressed through predetermined operational definitions, regular calibration meetings, and blind quality assessment procedures.

Data Analysis

The data analysis procedures employed in this study entailed a systematic and comprehensive approach. Initially, the identified articles were imported into Mendeley, a bibliographic management tool, to facilitate further handling and analysis. A coding process was then conducted, where the selected articles were categorized and encoded based on their year of publication, from 2018 to 2023. This coding activity was executed using Microsoft Excel, which enabled the construction of a comprehensive coding table. The table summarized essential details regarding each article, including authorship, article title, journal name, social networking sites (SNSs), and English language skills addressed.

Subsequently, the mean of the effect sizes was calculated to elucidate the practical significance of the observed outcomes and the efficacy of utilizing social networking sites (SNSs) in secondary EFL learning. This calculation was facilitated by the coding table in Microsoft Excel, and the results were interpreted using Cohen, Manion, and Morrison's (2007) criteria for effect size classification (Table 3).

Table 3
Effect size criteria

Effect size	Qualification
0 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
> 1.00	Strong effect

To visualize the findings, line charts were composed using Microsoft Excel to identify the most frequently used social networking site investigated. Additionally, tables were created to divide the articles' effect sizes by each SNS and the utilization of SNSs in EFL learning. Finally, the figures and tables were interpreted to provide explanations of the data, involving the examination of information in tables and charts to draw conclusions, identify patterns, and extract meaningful insights from the data.

RESEARCH FINDINGS AND CONCLUSION

Research Findings

This study presents three key findings regarding the utilization of Social Networking Sites (SNSs) in secondary education of English as a Foreign Language (EFL). Firstly, YouTube emerged as the most utilized SNS for EFL learning, with a total of 36 articles focusing on its usage. Secondly, the average effect size of these articles was 1.792, indicating a strong positive effect of SNS utilization in EFL secondary education. Lastly, educators creatively employed SNSs as media, Learning Management Systems (LMS), discussion forums, and content creation platforms.

The analysis of publication trends from 2018 to 2023 revealed significant shifts in research emphasis on various SNSs. In 2018, YouTube was prominently discussed, while Facebook and TikTok received minimal attention. Subsequent years saw a rise in the focus on WhatsApp, Instagram, and YouTube, with Instagram being a focal point in 2019. Notably,

YouTube maintained its prominence in 2021 and 2022, with a substantial increase in the number of articles discussing its impact. In 2023, YouTube continued to dominate academic discourse, while other platforms like WhatsApp, Instagram, and TikTok gained attention, reflecting the evolving landscape of SNS research in EFL secondary education.

Table 4
Most frequently used SNSs in EFL secondary education

Year	Facebook	YouTube	WhatsApp	Instagram	TikTok	Sum
2018	-	2	1	1	-	4
2019	-	3	2	4	-	9
2020	3	2	2	5	-	12
2021	3	8	5	4	-	20
2022	3	15	2	8	-	28
2023	-	6	2	3	3	14
Sum	9	36	14	25	3	87

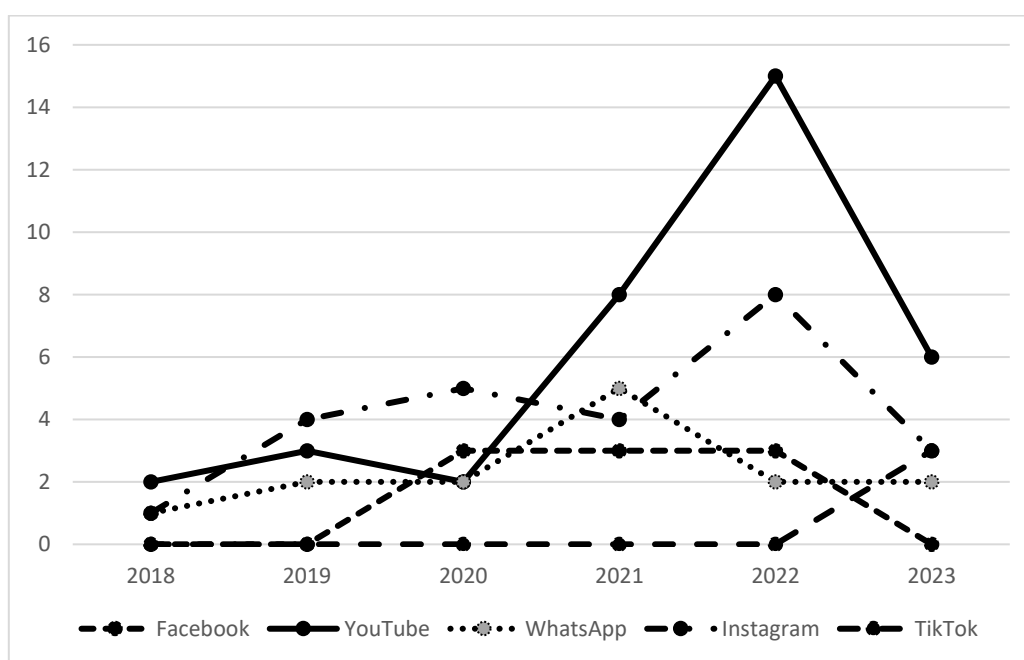


Figure 2. The trend of publication on SNSs in EFL secondary education

The effect size of SNS use in EFL secondary education

Table 5.

The average mean of the effect size

SNSs	Mean of the effect size	Qualification
Facebook	2,368	Strong
YouTube	2,016	Strong
WhatsApp	1,617	Strong
Instagram	1,878	Strong
TikTok	1,080	Strong
The average mean	1,792	Strong

The mean of the effect sizes of the articles related to social networking sites (SNSs) utilization are presented in Table 5, along with the overall average effect size across these studies. The mean of the effect size for Facebook utilization was 2.368, 2.016 for YouTube, 1.617 for WhatsApp, 1.878 for Instagram, and 1.080 for TikTok. The overall mean score was

1.792. These results indicate that the mean of the effect size for all SNSs studied demonstrates a strong impact on the outcomes of interest.

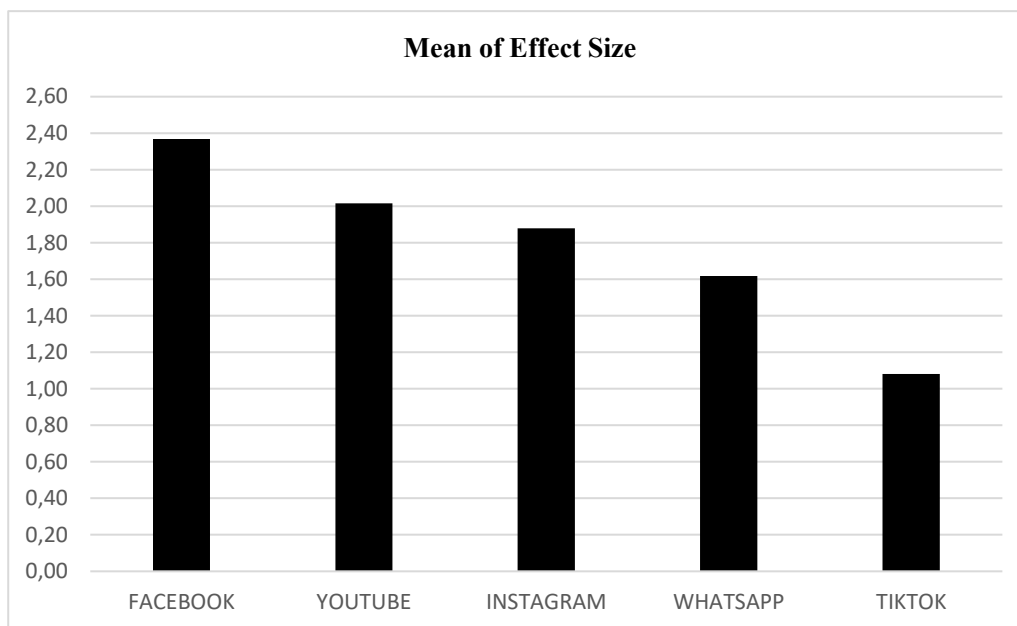


Figure 3. The mean of the effect size of the SNSs

While it is evident that all mean effect sizes were interpreted to have a strong impact, it is noteworthy that each social networking site (SNS) showed a distinct effect size. Figure 3 shows the effect size of SNS utilization in secondary EFL learning, ranked from largest to smallest effect. Among the SNSs studied, Facebook exhibited the highest effect size at 2.368, followed by YouTube at 2.016. Instagram ranked as the third SNS with an effect size of 1.878, while WhatsApp and TikTok had the smallest effects, with effect sizes of 1.617 and 1.080, respectively.

Specific Learning Activity Applications

Analysis of the 87 studies revealed distinct patterns in how SNSs support specific learning activities across different platforms. YouTube's dominance in media applications primarily involved passive consumption activities such as listening comprehension exercises using authentic videos, vocabulary acquisition through educational channels, and pronunciation modeling through native speaker content. Active engagement occurred through video-based projects where students created response videos or presentations. Facebook's LMS applications centered on structured collaborative activities including group writing projects, peer review sessions, and discussion-based assignments where students engaged in threaded conversations about reading materials or cultural topics. WhatsApp's dual functionality enabled both formal structured activities such as guided writing exercises and informal spontaneous language practice through voice messaging and group chats. Instagram's versatility supported visual storytelling projects, cultural exchange activities through photo narratives, and creative writing exercises using image prompts. TikTok applications, though limited, focused specifically on speaking practice through short video creation and pronunciation challenges.

Utilization of SNSs in EFL secondary education

After a thorough examination of the 87 selected articles, the utilization of social networking sites (SNSs) was systematically classified into four distinct categories: teaching media, Learning Management System (LMS), discussion forums, and content-creation sites (see Table 6). The categorization includes the following: Firstly, 'media' refers to the integration of SNSs as educational resources, incorporating multimedia elements such as images, audio, and video

to enhance teaching and learning experiences. Secondly, the utilization of SNSs within a Learning Management System (LMS) framework encompasses various functions, including content management, course delivery, assignment submission, assessment, grading, and fostering interactive discussions. Thirdly, the designation of SNSs as a discussion forum indicates its role as a platform for active participation in conversation from both students and educators, involving information exchange, query resolution, and discourse on diverse subjects and themes. Lastly, the integration of SNSs as a content-creation site signifies students' active engagement in generating and disseminating diverse content formats, including textual posts, images, and videos, thereby fostering creativity and collaborative learning environments.

Facebook

Facebook's utilization as a Learning Management System (LMS) was extensively explored in eight scholarly articles, including works by Gezahegn & Beyene (2020), Sijali & Laksamba (2020), Syafrizal et al. (2020), Pandito (2020), and Panggabean (2021). These studies effectively leveraged Facebook groups as digital e-learning environments, facilitating the distribution of educational materials and instructions. Notably, these platforms enabled students to submit assignments by posting within the groups, fostering a collaborative space for peer feedback and suggestions. Additionally, Facebook groups served as interactive forums for instructors to engage with students in course-related discussions. The use of Facebook for writing exercises demonstrated superior outcomes in improving students' paragraph writing skills, and enhancing engagement and motivation compared to conventional writing practices. In addition, Facebook was also utilized as content creator platform (Asrifan et al., 2022).

YouTube

In English as a Foreign Language secondary education, YouTube has been extensively documented as a pedagogical tool in 35 scholarly articles (Table 6), including contributions by Hariyati et al. (2019), Auriana et al. (2021), and Conny and Manik (2021). These studies demonstrate the utilization of YouTube videos as educational resources, providing students with audio-visual content to supplement their learning activities. The incorporation of YouTube as a media resource has been identified as a catalyst for enhancing student engagement and learning outcomes in EFL contexts.

Furthermore, YouTube's role in fostering content creation was explored in a study by Tristiana and Swondo (2020), which evaluated students' speaking abilities through a pre-test before introducing a YouTube-based content creation activity. This pedagogical approach involved guiding students to produce and share videos on YouTube as a means of enhancing their speaking skills. The study highlights the positive influence of YouTube in creating a dynamic, enjoyable, and interactive learning environment, particularly in the development of speaking competencies.

WhatsApp

WhatsApp's application as a Learning Management System (LMS) has been explored in several studies, including those by Utami (2019), Arifani (2021), Muchyidin and Fajri (2021), Perdana and Rianti (2021), Riswanti and Masrul (2021), Tangiduk et al. (2021), Akyıldız and Çelik (2022), Indayani et al. (2022), and Alkawadeh and Al-Amad (2023). These researchers found that WhatsApp enhances the pedagogical process by facilitating both teaching and learning interactions through its chatroom functionality. The platform requires active student engagement, with learners reviewing materials, participating in voice-recorded discussions, and submitting photographic evidence of their academic activities.

WhatsApp's effectiveness in fostering collaborative learning environments is highlighted in studies by Dumanauw et al. (2018), T Ahmad (2019), Fadhillah et al. (2020), and Tarisman and Hanafi (2020). These investigations show that within virtual settings, students

engage in online discussions and contribute to dialogues centered on academic tasks and assignments. The collaborative approach facilitated by WhatsApp enables learners to coordinate their writing projects in a singular digital space, fostering peer support and enhancing overall engagement with the learning material. Participants in these studies reported high levels of enthusiasm and enjoyment during the learning process, with writing activities facilitated through WhatsApp being particularly effective. The adoption of WhatsApp in classroom settings was marked by an absence of stress, frustration, or difficulties among the majority of respondents, who also displayed a keen interest and motivation to use this technology for future academic endeavors.

A study by Sánchez et al. (2023) further extends the scope of WhatsApp's educational utility by exploring its role in content creation through voice recording. This activity led to marked improvements in academic tasks, demonstrating the efficacy of WhatsApp-based instructional strategies in elevating academic performance and fostering better learning outcomes, particularly in the domains of writing and reading proficiency.

Instagram

The integration of Instagram as an educational media resource has been extensively examined in fifteen studies, including those by Soviyah et al. (2018), Nur et al. (2019), Ramadoni (2019), Nurdiansyah and Abdulrahman (2020), Nurhayati et al. (2020), Pratama and Hartono (2020), Musandra & Marleni (2021), Santoso and Kartikawati (2021), Saputri et al. (2021), Kencana and Fauzia (2022), Lubis and Wariyati (2022), Rahel et al. (2022), Amelia et al. (2023), Ananda (2023), and Sy and Sinaga (2023). These studies showcase the use of Instagram's visual and video content, such as feed posts and reels, as instructional materials across various educational settings.

Instagram's integration has been observed to significantly influence student engagement and attitudes towards learning. Its widespread accessibility, cost-effectiveness, and the convenience of internet connectivity allow students to interact with educational content seamlessly. The platform facilitates an expansive exploration of global texts and posts, enriching the learners' educational journey. This integration has been instrumental in cultivating a conducive learning environment, marked by enhanced student engagement, heightened concentration, and active participation. For example, Instagram's reel feature has introduced a dynamic and enjoyable element to English language instruction, increasing student enthusiasm, especially in tasks involving procedural texts. The immersive and interactive nature of Instagram Reels fosters a more engaging and enjoyable learning experience, affirming the platform's efficacy as a valuable educational resource.

As a Learning Management System (LMS), Instagram's utilization is explored in five scholarly articles. These studies highlight the use of Instagram by educators in facilitating English as a Foreign Language (EFL) learning activities, employing both stories and feed posts for content delivery. The platform's live feature enables real-time instructional delivery, while the direct message (DM) feature facilitates individual and group discussions, fostering personalized engagement and effective feedback mechanisms. In this way, incorporating Instagram into the educational blend significantly improves students' writing outcomes, enhancing their writing skills through peer feedback on posted assignments. The platform's features enable substantive discussions between students and teachers, fostering academic growth and facilitating effective peer-to-peer and teacher-student interactions in writing proficiency.

Instagram's unique contribution as a content creation platform is explored in four studies, focusing on engaging students in various writing and content-generation tasks. These activities deepen students' comprehension of the subject matter and introduce an element of dynamism and enjoyment, increasing their willingness to engage in writing exercises. The

platform also acts as a catalyst for creativity, empowering students to produce interesting and substantial written content.

TikTok

TikTok has emerged as a novel medium for enhancing language learning, particularly in the context of educational technology integration. Research by Meylina and Rahmiaty (2023) highlighted the significant impact of TikTok videos on students' proficiency in producing narrative texts, attributing its efficacy to its compelling and relatable content that attracts students' interest. Further studies by Chhoeut et al. (2023) and Qodarsih et al. (2023) focused on TikTok's potential for content creation, with a focus on enhancing spoken language skills. Students were required to produce videos that included speaking practices with their teachers or native speakers, aiding in refining their speaking c secondary EFL (English as a Foreign Language) learners, have been shown to significantly improve fluency, boost confidence, and enrich the overall language experience. Positive feedback from students who utilized TikTok for speaking practice underscores its effectiveness, with learners sharing knowledge, gaining confidence, and demonstrating heightened interest and attentiveness during instruction (Chhoeut et al., 2023; Qodarsih et al., 2023).

Discussion

The proliferation of social media among the younger generation is characterized by features such as content sharing, communication channels, global exposure, creativity, and many more. For these reasons, the majority of social media users are young citizens (Ansari & Khan, 2020; Manca, 2020). Although social media platforms were not initially designed specifically for educational purposes, researchers and educators have recognized the potential of these platforms as tools for language learning (Nguyen, 2023). Recent research has highlighted significant differences in the learning patterns of students from the digital generation compared to those from older generations (Ansari & Khan, 2020; Manca, 2020; Nguyen, 2023). This digital generation relies heavily on the Internet for both information gathering and communication. In this way, social media have played a crucial role in the emergence of novel learner types, learning strategies, and innovative educational institutions.

Similarly, this systematic review has substantiated the significance of social networking sites (SNSs) in influencing students' actual engagement in learning within the secondary education level. Consequently, social media platforms are not merely a trend among language learners due to their generational appeal, but also because of the characteristics that enhance engagement and promote efficient learning (Nguyen, 2023).

Furthermore, the publication trend of this study aligns with Barrot's (2022) study, reflecting the growing interest in social networking sites (SNSs) for English as a Foreign Language (EFL) learning. Notably, the current study found YouTube to be the most frequently utilized SNS from 2018 to 2023, different from Barrot's (2022) findings that Facebook was the most utilized SNS from 2008 to 2019. This difference suggests that Facebook's popularity has waned, being surpassed by YouTube. Furthermore, both studies agree that TikTok was the least utilized SNS, likely due to its relatively recent launch in 2016. As a new platform, TikTok has been the subject of fewer studies, indicating its lower utilization compared to other platforms.

This systematic review demonstrated a substantial impact (1.792) associated with the application of Social Networking Sites (SNSs) in fostering the English language learning process among secondary school students. This observation suggests the profound influence of SNSs in enhancing language acquisition within educational settings. The identified effect size suggests a considerable improvement in learning outcomes, highlighting the efficacy of SNSs as a pedagogical tool in English as a Foreign Language (EFL) instruction. This finding is in line with studies conducted by Klimova and Ha (2020), Tahmina (2023), and John and Yunus (2021), which assert that SNSs are effective when integrated into EFL learning. Their studies

provide complementary evidence to support the notion that SNS platforms offer valuable resources and opportunities for language learners.

Ultimately, this study revealed teachers' remarkable creativity in employing Social Networking Sites (SNSs) for English language instruction in secondary education. Utilizing the diverse features offered by these social media platforms, teachers have adopted them as adaptable teaching platforms. Notably, teachers have exhibited productive strategies in harnessing social media platforms for a multitude of purposes, including media sources, learning management systems (LMS), discussion forums, and content creation apps. This suggests the transformative potential of social media, originally designed for interpersonal and self-expression sites into multifaceted tools or immersive learning environments, particularly conducive to English language learning in educational settings. This is consistent with studies by Dzakiria and Jassim (2019), Saed et al. (2021), Hanisi et al. (2018), Dewi et al. (2022), and Xiuwen & Razali (2021). The flexible use of SNSs in English language learning demonstrates their effectiveness in enhancing learning outcomes and student motivation. Each platform contributes unique strengths, catering to various aspects of language learning and fostering more engaging, interactive, and enjoyable educational environments.

CONCLUSION

Social media platforms have gained significant popularity among secondary language learners due to their engaging features that promote learning engagement. These platforms have emerged as essential components of English as a Foreign Language (EFL) instruction, with research validating their effectiveness in enhancing student engagement and improving learning outcomes. Notably, this study has highlighted the potential of social networking sites (SNSs) in augmenting English language learning, indicating a shift in pedagogical practices towards digital integration.

From the diverse array of social networking sites (SNSs) utilized in English as a Foreign Language (EFL) learning, YouTube emerged as the most frequently employed platform from 2018 to 2023. This trend is consistent with the findings that Facebook led the way from 2008 to 2019. However, the introduction of TikTok in 2016 has introduced a new dimension that is likely to become a popular application in social media platforms. Despite receiving relatively low utilization initially due to its novelty in EFL learning contexts, TikTok has the potential to significantly impact the way EFL learners engage with language learning materials. In response to the evolving landscape of digital environments, educators have demonstrated remarkable creativity in utilizing SNSs as adaptable teaching platforms. By employing diverse features such as media sources, learning management systems, discussion forums, and content creation applications, teachers have transformed these platforms into immersive learning environments tailored to the needs of English language learners.

Beyond these findings, several practical implications can be drawn. For educators, it is essential to align SNS-based activities with specific language skills and ensure structured guidance to maximize their pedagogical value. Policymakers and school administrators should also consider supporting the integration of SNSs through training programs, digital literacy initiatives, and infrastructure development to create equitable access for students. This study, however, is not without limitations. The analysis was restricted to studies published in English and may have been influenced by publication bias, potentially overlooking relevant findings from non-English sources or unpublished research. Future research should therefore explore longitudinal and cross-cultural studies to examine the sustained impact of SNSs over time, as well as comparative investigations into how different platforms affect specific language competencies. Such directions would deepen the understanding of SNS effectiveness and inform more evidence-based integration into secondary EFL education.

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