Social Media and its Efficacy in Teaching and Learning English for ESL Learners: A Systematic Literature Review

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Abstract
E – learning or online learning has taken the key role of traditional teaching and learning process during the outbreak of pandemic. The Pandemic outbreak caused the educational system to revamp rapidly, and teachers and students need to use the technology in teaching and learning. Therefore, this paper presents a systematic literature review of past studies on the effectiveness of using social media in learning English for ESL learners from the year 2011 to 2022. The Google Scholar database was used to identify the relevant literature and the keywords used to search is "social media and ESL learners." The aim of the study is to identify the effectiveness of using social media in learning English for ESL learners. The 14 articles were selected from the analysis purposes and the literature was then classified into the different themes to find out the effectiveness. The result of all the 14 articles showed that social media has played a significant role in improving learning English for ESL learners. Hence, teachers are recommended to utilise different social media platforms which occupied the purpose of teaching in the process of teaching and learning.
Keywords: E – Learning, Social Media, Esl Learners, Efficacy, Systematic Review

Introduction
In 2020, the whole countries in the world had been suffering from the sudden outbreak of the unpredictable contiguous and deadly virus known as COVID-19 including Malaysia. At the first wave of the pandemic, the government of Malaysia had taken a surprising action when the government has initiated the Movement Control Order (MCO) effectively on 18th March 2020 to help counter the COVID-19 pandemic and slow down the transmission rate of the virus. The Movement Control Order (MCO) has limited the function of all educational institutions where the institutions had been closed immediately. Therefore, education system needs to undergo sudden revamp to cope with the new situation by means, the task of teaching and learning need to be conducted in a new and unusual way, where no students and teachers were ready. The sudden changes in the education system in world has affect the educations system when there was a limited guidance from the government and uncertainty on when teachers can return to the in – class teaching which leads to increasing of anxiety and confusion level among teachers (Marchlik et al., 2021). It was supported by United Nation

(2020), living in the continuous disinformation has made people become more insecure as they get scare on being infected by coronavirus, worried about the reduction of pay, work from home while managing with family responsibilities like becoming a teacher for own children with online learning. Kamarudin (2020) stated that the closure of all the educational institutions due to the MCO had drastically changed the education system from traditional ways, face to face interactions to the initiative virtual learning, E – learning.

Moreover, the impacted on the sudden outbreak of the COVID-19 can be found in the study done by Bailey & Lee (2020); Kaden (2020); Trust et al (2020), when they concluded that the rapid changes in education systems affected the delivery of the knowledge as majority of the teachers are inexperience in using online technologies and needs to learn fast on how to use online technologies for virtual teaching and learning. Although it caused anxiety and confusion, many teachers still believed recent technology will bring more advantages to the instructional process, yet teachers' digital competency level need to be improved (Lukas & Yunus, 2021).

E – learning has become one of the teaching methods suggested by the Ministry of Education during the MCO to ensure the ongoing process of teaching and learning. Hence, enormous teachers, educational institutions, organisations, and publishers have moved from the physical ways of teaching and learning to the online learning via social medias such as Facebook, Twitter, Instagram, Telegram, WhatsApp, WeChat, Google+ and others. In addition, the shifted in the ways of instructional strategies are according to the Malaysian Education Blueprint (MEB) 2013 – 2025 as it allows the flexibility in the operation state for the departments, sectors, and divisions for excellence and to accomplish the vision of the third wave of the transformation in Chapter 8 of delivering the roadmap (Ministry of Education Malaysia, 2013). Therefore, to ensure the continuity of the learning during the educational institutions closure, online learning, or E – learning is the best option, and the coronavirus is a speed up catalyst on the process of improving the education system with the use of ICT as following the MEB in second and third wave of Chapter 6, ICT for education.

Social media is one of the educational tools in E – Learning that can be applied by teachers in virtual classroom. Numerous research had been done on teachers teaching practice on using the social media platforms as one of the educational tools in online learning such as Facebook (Samani & Noordin, 2020; Al-Jarf, 2021; Albiladi ,2020; Mariappan, Abu & Omar ,2018; Abdhul Halik & Raffena, 2020; Sivagnanam & Yunus, 2020; Aziz & Yunus, 2019), YouTube (Kabooha & Elyas, 2018; Listiani et al., 2021), Tik Tok (Ying et al., 2021; Yang, 2020), Instagram (Pujiati & Tamela, 2019; Erarslan, 2019), WhatsApp (Suardika et al., 2020; Allela et al., 2020) and others. These studies had discussed how teachers utilised the social media in teaching and learning process for online learning hence the article stresses on the advantages of using social media in learning English for Malaysian ESL learning.

In conclusion, the article discusses how the social media platforms had helped ESL teachers cooperate with young learners in Malaysia coped with the sudden changes of education transition from face – to – face interaction in the physical classroom to the online learning, E – learning in the virtual classroom and in what extent to the social media platforms enhance learning English for ESL young learners.

Literature Review
E – learning during COVID-19 Outbreak
Teachers had experienced the unforeseen and fast changing of education transition from face – to face interaction to distance learning or online learning during pandemic outbreak in 2020

after the closure of all the educational institutions. Teachers are urge to maximise the use of information and communication technologies (ICT) to ensure the teaching and learning process still can be done despite of the closure of the educational institutions. Based on Blurton (1999), ICT are a set of technological tools and resources used to communicate, create, store, disseminate and manage information. While Hrastinski (2008) stated that E - learning is facilitated with the absence of internet that allow teachers to connect with students in synchronous and asynchronous ways. In addition, Ally (2004) said that the example of asynchronous communication tools is email and learning platforms that allow the learners to manage own learning while synchronous communication tools are video conferencing platforms that is conducted by teachers to facilitate real – time interaction in a virtual classroom. Hence, E – learning or online leaning or distance learning is when learning in the classroom are conducted virtually or physically with the used of Internet technology (Verawardina, 2021) and computerised systems which helps to promote teaching and learning process (Aparicio et al, 2016). According to Rodrigues et al. (2019), the characteristic of E – Learning is when it can provide a conducive, learner – centered and interactive environment to the students by using the web – based system which is invented based on the digital technologies and various choices of learning resources and materials.

The outbreak of the pandemic had speed up the process of shifting the traditional ways of teaching to the 21st century teaching and learning as stated in the Malaysia Education Blueprint (MEB), the mastery of online learning skills among teachers and students. Lukas and Yunus (2021) stated three types of instructional strategies for online learning which is fully – online education, hybrid teaching or blended learning and web – assisted learning. Fully – online education takes place when the teaching and learning process are fully conducted virtually using the Internet and digital technologies while hybrid teaching or blended learning is when there is a combination of face – to – face interaction and online tools. According to Gonzalez et al (2020), web – assisted method of E – learning is when a teaching and learning process takes place in synchronously well – designed platforms that helps to promote teaching and ensure effective learning. There are enormous online platforms that can be used by teachers and students during E - learning such as Zoom, Google Classroom, Instagram, WhatsApp, Telegram and Microsoft Teams and these platforms are known as social media.

Social Media in Education
The advancement in ICT and online technologies had influenced a person's life and the latest and most powerful one nowadays is the social networking sites consist of social media and other Web 2.0 technologies. People use social media for interacting, sharing images and videos, engaging in conversation, searching for news, playing games, and any aspects that promote networking, communication, and collaboration (Papademetriou et al., 2022). Joosten (2012) defined social media as numerous sets of technological systems connected to cooperation and community while Kietzmann et al (2011) added that it must include highly interactive platforms via mobile and web-based technologies that enable the consumers and communities to share, co-create, discuss, and modify user-generated content. According to Zanamwe et al (2013), social media is a group of software in the Web 2.0 domain that is an innovated technology which utilise social networking via text, images, audio and video.

In education sector, there is a spike usage of social media among teachers and students as the implementation of E – learning that has been introduced by the government due to the closure of educational institutions. Kaplan and Haelein (2010) defined social media in education as the collections of internet website, services and practices that support

collaboration, community building, participation and sharing. Warschauer (2012) supported by adding that language learning can be meaningful when it involves more opportunities for real communication through the Internet and the e-mail system. There are many studies had been conducted on social media to examine the use of social media as teaching and learning tools and how it helps the teaching and learning process during the pandemic outbreak. For example, Abbas, Gulzar and Hussain (2019) had conducted the study on the impact of social media, Facebook and YouTube on ESL learners and the finding showed that majority of the respondents agreed that social media helps in second language learning.

In addition, the findings in the study done by Karim et al (2022) on social media and learning of English language had showed that social media helps to improve language skills among the respondents and at the same time, motivate the learners in learning English. Thus, it is important to identify how the social media helps to improve language skills among ESL learners and whether social media really bring positive impact or more negative influenced to ESL learners.

Benefits of Social Media in Education

The use of social media in education had been beneficial for the teachers and learners especially during the closure of the education institutions as it becomes the most reliable platform used by the teachers to ensure the continuity of the teaching and learning process. Based on Manca and Ranieri (2016), social media platforms are considered as one of the powerful educational tools because of the characteristics of the social media; openness, interactivity, and sociability. There are about 42% of the population in the world which is almost 3.196 billion people are active users of social media thus social media plays an important educational tool which encourage the students to communicate and interact by creating, sharing, and commenting on the issues in the social media platforms (Pew Report, 2018). Takskiran et al. (2018) stated that social media brings benefit to both teachers and students when it fulfills the educational purpose during pandemic outbreak as it promotes innovative ways of online learning replacing traditional ways of teaching and learning in the classroom.

It is supported by McCarroll and Curran (2013), as social media platforms able to provide a learning environment which are free from stress, enjoyable and trigger students' enthusiasm while learning. According to Rana (2013), YouTube is able to grab students' attention in classroom, promote vocabulary discussion, provide authentic materials, encourage collaboration, and increase students' motivation level. Besides, Rana also mentioned that YouTube application is not only useful for English language learning classroom but also beneficial for other subjects for instead science. Based on Franz (2011), in the science classroom, teachers use innovative approaches in teaching organic chemistry concept by using YouTube, students need to design and create a movie explaining the concepts which enhance collaborative, self – learning and creativity skills.

There are many Webs 2.0 applications like wikis, blogs, video – sharing sites and social – networking and the social media platforms. The social media platforms that are applicable for education purposes are Facebook, Twitter, Instagram, YouTube, Tik Tok, WhatsApp and others. It is undeniable that social medias able to act as one of the suitable education tools that can be utilized during the closure of the education institutions as it maximized the use of online learning which is encouraged by the government to ensure teaching and learning process is ongoing and no students are left behind. Therefore, the study was conducted to identify the effectiveness of social media in learning English for ESL learners.

Research Methodology

This paper had applied systematic review as it eliminates biasness in articles selection. According to Moher et al (2015), a systematic review is a panoramic understanding on the issue discussed with well – planned and detail planning by the researcher. This review should have a detail and comprehensive plan by identifying, selecting, and reviewing all suitable articles based on the selected topic or issues (Staples and Niazi, 2007). Uman (2011) had plan 8 stages of planning a systematic review and the stages are briefly explained as follow

Table 1

8 Stages of planning a systematic revie

Stages of a systematic review	Justification
Formulate the review question	The researcher figures out own research questions and objectives based on the selected topic by reviewing the tittle
Define inclusion and exclusion criteria	Details of the review can be decided earlier by the researcher to ensure a detailed and systematic review. The researcher had used PICOC guideline in defining details which is population, intervention, comparison, and outcomes.
Develop a search strategy and locate studies	The researcher used Google Scholar databased to find the relevant articles within keywords 'social media and ESL learners' and limited the publishing year to 2012 – 2022.
Select studies	The researcher reviews the articles within the keywords and time frame and choose 14 articles to identify the use of social media and its efficacy in learning English among ESL learners.
Extract data	The researcher used table to classify the data based on the aims which are do social media platforms help in learning English among ESL learners and the efficacy of using social media in learning English. The table is classified according to name of researcher, year published, titles of the articles, types of social media platforms and the findings.
Assess study quality	The researcher used Scopus and Cross References to assess the study's quality while selecting and collecting suitable articles.
Analyse and interpret results	The researcher planned to use a qualitative method in analysing the articles by reviewing the writing and identifying the patterns, the effects and the frequency of the social media platforms used in the study.
Disseminate findings	The researcher writes the finding of the systematic review in a simple form and straightforward language to help the readers understand the findings. The researcher applied plain language in a summary and details are explained in subtopic.

Findings

In this subtopic, the articles are classified according to the aims, do the social media helps in learning English and the efficacy of using social media platforms in learning English among ESL learners.

Research Question 1: What is the efficacy of using social media in learning English and whether it is helpful or not?

Table 2

Findings on whether social media helps in learning English and its limitations.

Author (s)	Title	Findings	Limitations
Samani and Noordin (2020)	Getting Connected with Facebook Messenger: Exploring Meaningful Interactions through Online Chats in the ESL Context	The online environment creates non-threatening environment and improve language skills. Discourse analysis of students' interactions resulted social media is an effective pedagogical tool for improving students' language performance especially in grammar acquisition.	Teachers need to educate themselves with the technologies skills and plan a lesson that resonates every student.
Listiana et al (2021)	YouTube as digital learning resources for teaching bilingual young learners.	YouTube is a useful learning resource and have positive impacts in improving English skills among young learners.	The prerequisite stable internet connection to access YouTube, unnecessary ads which appear while watching the videos, and YouTube features, that suggests next-video which sometimes are not relevant to the targeted learning topics.
Albiladi (2020)	The Use of social media in English Teaching and Learning: Exploring the Perceptions and Experiences of English as a Foreign Language Instructors.	71% of the participants believed that social media are effective in teaching and learning English.	The study showed three major challenges if using social media which are inadequate support and training, teachers with low self – efficacy and misunderstanding on the concept of using social media in teaching and learning process.
Cheung (2021)	Language teaching during a pandemic: A case study of zoom use by a secondary ESL teacher in Hong Kong.	Zoom acts as a replacement for face-to-face physical setting classroom in form of virtual classroom during a pandemic.	Teachers' digital competency influencing the use of ICT in online teaching and learning. The insufficient technologies appliances in schools effecting teachers from conducting online learning.

Halim and Hashim (2019)	Integrating web 2.0 technology in ESL classroom: A review on the benefits and barriers.	Web 2.0 technology provide more benefits and fully benefits the ESL learners in learning process. The finding shows that the social media able to increase students' learning engagement, writing skills, provide more comfortable and convenient learning environment, offer visual data, encourage social skills, promote peer coaching, communication skills and lastly increase students' enthusiasm and self – confidence.	The social media features that appear in the middle of videos and disturbing the lesson. Students' inhibition level and motivation level in online interaction. The bandwidth connections problem while conducting online classroom using social media. Students easily distracted to the function of social media which are intended for entertainments and pleasure purpose. The insufficient of technology devices in educational institutions, teachers' digital competences skills and informal language learning usage.
Sivagnanam and Yunus (2020)	Utilizing social media in vocabulary enhancement among primary ESL learners.	the study indicates that students believe social media is an effective way to learn vocabulary and increase the motivation level among primary ESL learners.	The challenges faced by the students in using social media are misspelling, the usage of shortform in writing, using slang words and apply abbreviation in writing.
Aziz et al (2019)	Using social media to enhance ESL writing skill among Gen-Z learners	Social media was found as the best tool to engage the learners with different proficiency and motivate them to learn the language.	The limitation in using social media is lack of motivation, low self – confidence, risk of leaking personal information, privacy and predation, cyberbullying, and students' safety, and the different in cultural values and norms.
Erarslan (2019)	Instagram as an Education Platform for EFL Learners.	The findings resulted the most frequent social media used is Instagram and it helps the students to enhance learning of English. 76.7% of students used social media for educational purposes.	The content must be an authentic platform to enhance learning in a correct way. There should be a balance formal and informal activity, individual and social

			meaning and form and input vs output instruction.
Abbas et al (2019)	The Impact of social media (Facebook and YouTube) on Vocabulary Acquisition of ESL Learners	The result in the study showed that the majority of teachers and students believe that there is an improvement in vocabulary acquisition due to the increasement of interest level of students in second language acquisition.	There is a lot of slang used, ignore formal usage of language and not an authentic source of language learning on social media and classroom is still the primary source of learning.
Mariappan and Omar (2018)	ESL Teachers' Perceptions towards the Use of Facebook in Teaching Literature for Secondary Schools.	Facebook helps in lessen the workload (67%), more efficient (71%), more time to teach (51%), add variety to the literature teaching techniques (89%), and lesson become more interesting and enjoyable (91%).	Teacher needs to learn to use Facebook incorporate with teaching and learning process. Schools should provide enough ICT facilities to enhance teaching and learning process using ICT.
Abdhul Halik and Rafeena (2020)	The Role of social media in Learning English as a Second Language: A Study Based on the Students of National Apprentice and Industrial Training Authority (NAITA), Trincomalee, Sri Lanka	The students learn new things and gather new knowledge by using social media. Social media helps in improving all language skills.	Students need to have digital competency to learn language skills using social media. 69% of the respondents have digital competency skills. Students' lack of self – responsibility and self – control.
Kabooha and Elyas (2018)	The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers.	YouTube helps the students in acquiring new vocabulary, learning correct pronunciation, an attractive learning tool, provide enjoyable learning and enhance the students' confidence.	Teachers have adequate digital competency skill to be able to choose appropriate content for teaching and learning purposes; suit students' proficiency level, suitable cultural context and help to achieve learning objectives.

| Pujiati and Tamela (2019) | The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English. | Instagram resulted in motivating students to learn English and improving their language skills.

Students become independent learners and the lesson become interesting. | The content in the Instagram should be monitored by providing guidelines and to ensure that the students are not easily distracted by the attractive filters rather than learning process. |
| --- | --- | --- | --- |
| Yang (2020) | Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom | The benefits of using Tik Tol for English learning are cultivating and improving English learning motivation and interest, getting access to real-life situation, no time and space limit while learning, and independent learning. | Yang stated that there are debate on the authenticity of the video authors as anyone can post the education video without showing teaching certificates or undergoes strict qualification scrutiny on the authors and videos posted.
There might be incorrect and out-of-date English knowledge in the video besides the videos are not in the systematically in order due to its features of short videos and unrelated subsequent suggested videos. |
| Ying et al (2021) | The Challenges of Learning English Skills and the Integration of social media and Video Conferencing Tools to Help ESL Learners Coping with the Challenges during COVID-19 Pandemic: A Literature Review | Social media is best strategy for teaching and learning as it has no space and time limit on gaining new knowledge, a fun way that boost students' confidence and promote cooperation skill, and encourage independent learning. | Accessibility problems can be reduced to enhance learners' motivation and success while using social media as to teach.
Insufficient ICT tools should be encountered in all educational institutions. |

According to the findings, it showed that social media platforms do help ESL learners in learning English especially during the pandemic outbreak as the education system has shifted from conventional way of teaching to online learning due to the closure of educational institutions.

Social media: give positive impacts for ESL classroom

In the study done by Abbas, Gulzar, and Hussain (2019), 72% of the students agreed that social media is more helpful in learning English compared to physical classroom and 51% of students stated that it is more interesting to learn English, vocabulary learning process via social media compared to books. It is because the new generation of students nowadays are more prompt to online learning and social media platforms rather than bulky physical dictionary and the finding showed that 90% students are interested in the social media. Albiladi (2020) has come out with the percentage of social media platforms used by teachers in the study of the use of social media in English teaching and learning, 31% of teacher choose Facebook as the most-used social media platform in classroom and followed by YouTube, 28%. Moreover, 71% of teachers agreed that social media is an effective educational tool as it reported to be able to increase students' motivation and increase students' interest and engagement in learning the language.

Besides, the social media had created the opportunities for the learners to get engage with the real – time interaction in and beyond the classroom by socialization, contextualization and utilization (Erarslan, 2019). In the study done by Eraslan (2019) on the impact of Instagram on students' learning process showed that there is increasement on the achievement scores of the students when using Instagram as supplementary learning tools in learning English. Thus, it indicates that social media did give positive impact on the learning English among the students.

Social media supports student-centered learning environment by providing non-threatening online environment, creating enjoyment in learning and ease the anxiousness in learning second language (Samani and Noordin, 2020). In the study conducted by Samani and Noordin (2020), the finding showed that FB Messenger able to provide positive and non-threating environment compared to face-to-face interaction between students and teachers thus the analysis resulted that social media platform can be an educational tool in improving language skills among the students. In addition, the use of social media able to increase the students' motivation, interest, and confidence level (Aziz, Hashim and Yunus, 2019; Sivagnanam and Yunus, 2020; Pujiati and Tamela, 2019; Yang, 2020; Abbas et al., 2019). Based on the findings, it showed that the social media is an effective tool in helping the students to learn English.

To conclude, social media does affect language learning skills in a positive way and the use of social media platforms for online learning is far more practical compared to traditional way. Based on the summary table above, the results indicated that the social media can be one of the resourceful platforms in learning language skills and second language acquisition. Thus, teachers should utilise the use of social media platforms in teaching and learning process to suit the current revamp on the education system which encourage the blended learning after the opening of the educational institutions due to the COVID-19 outbreak.

Social media: create non-threatening and interesting learning environment

According to Kabooha and Elyas (2018); Mariappan and Omar (2018); Abdhul Halik and Rafeena (2020); Samani and Noordin (2020); Cheung (2021), the use of social media platforms in educational setting whether in online learning, blended learning or traditional way of

learning has contributed in creating a non-threatening and interesting learning environment while learning English among teachers and students. In the study done by Kabooha and Elyas (2018), most students found learning using YouTube is more interesting, motivating and providing more globalize authentic materials. Cheung (2021) had conducted a case study of ZOOM used by secondary ESL teacher which concluded that to create a conducive environment by using social media platforms, teachers need to master digital competency. In the study, the results showed that the higher the technological level, the more conducive and interesting the lesson will be. It is because teachers can utilise all the functions in the social media platform to create an interesting lesson with less stressful classroom setting. Based on Mariappan and Omar (2018), skillful teachers able to make a lesson more interesting and can even create a richer learning environment with helps from social media as social media (Facebook) able to provide the latest news and trends in no time and space limit. Hence, it is undeniable that social medias help in providing non-threatening and interesting learning environment to ESL learners.

Social media: encourage students' autonomy and independent learning
The advantages of using social media in teaching and learning process is it gives learning autonomy to the students and encourages independent learning (Ying, Siang, and Mohammad, 2021; Pujiati and Tamela ,2019; Abdhul Halik and Rafeena, 2020). The students are given autonomy on learning as one of the features of social medias is no time and space limit while learning (Ying et al., 2021; Yang, 2020). Thus, students become more independent and responsible as their take control of their own learning. In fact, by giving autonomy to the students on searching for own learning materials able to increase students' motivation, interest, and confident level. Findings also showed that online learning using social media platforms able to provide more authentic learning materials compared to physical books and traditional ways of teaching as the materials available in social medias are more genuine real – life learning (Yang 2020). Yang (2020) proved that 60.96% respondents agreed that social media (Tik Tok) give more access to real – life English learning resources hence improve the students' interest in learning English with 73.26%. Yang (2020) also stated that 96.26% teachers showed their eagerness on introducing social media (Tik Tok) into English classroom. Meanwhile, Abbas, Gulzar, and Hussain (2019) stated that social media encourages learners to create virtual communities, widen learning environment and find new resources by practicing collaboration and communication skills. Moreover, social media platforms also are a part of portable learning that encourage the learners to learn at any time, and any place. Social media believes to have a timeless and spaceless feature, authenticity as students creating own language content that encourage self-learning, and increase confidence and motivation level of the students while collaborating in the learning (Eraslan, 2019). Therefore, it is proven that social media can promote independent learning due to no space and time limit (time - efficient), authentic real – life learning and learn based on own need.

Social media: increase students' motivation, interest, and confidence level
Social media also is proven to be able to increase students' motivation, interest in learning and confident level. In the study done by Ying, Siang, and Mohammad (2021), the challenges faced by the students in learning English is due to the lack of motivation, self – confidence, anxiety, hesitation, and limited vocabulary yet social media able to overcome these challenges as it increases the students' motivation level, interest, and confidence level. Previous findings had showed that social media like WhatsApp, Facebook, Tik Tok, Instagram,

and YouTube able to enhance students' motivation, self – confident, and interest in learning English (Ying et al., 2021; Yang, 2020; Pujiati and Tamela, 2019; Kabooha and Elyas, 2018; Mariappan and Omar, 2018).

Hanip Pujiati and Tamela (2019) had conducted the research on the use of Instagram to increase students' motivation and students' competence in learning English and the finding showed that students' motivation and language skills are successfully improved. In the study, the researchers had regarded seven students' characteristics while learning using Instagram that resulted on the increasement of students' motivation. It started by giving the students' an autonomy to observe own learning by trusting them which leads them to learn independently. After that, students showed a positive competitive behaviour to became the best among their peers, willingness to get feedback, readiness for the problems and solving them with minimal guidance from teachers and peers. The learning materials in Instagram are more real – life materials and interesting that able to attract students to get engage in the teaching and learning process. Lastly, students believed that Instagram supports new learning environment in improving knowledge and language skill which resulted in positive improvement in students' language skills development. Based on the result of the previous studies, it is precise that social media able to enhance students' motivation, interest, and confident level in learning English.

Research Question 2: What are the limitations of using social media in helping ESL learners to learn English?

Despite of all the effectiveness of using social media in enhancing learning English for ESL learners. There are several obstacles that students, teachers, and Education policy makers need to ponder on. The obstacles in utilizing social media in ESL classroom are as below.

Students' and Teachers' Digital Competency

The limitation in using social media as one of the educational tools for online learning clearly portrayed with the level of digital competency skills among teachers and students (Samani and Noordin, 2020; Albiladi, 2020; Cheung, 2021; Mariappan and Omar, 2018; Abdhul Halik and Rafeena, 2020; Kabooha and Elyas, 2018). The previous studies agreed that to utilise the social media in learning, teachers and students need to have adequate digital competency skills. In the study done by Samani and Noordin (2020), it is advised that teachers plan the lesson which resonates every student and to do so, teachers need to educate themselves with digital skills and plan activities to enrich students' involvement in writing and communication skill using social media.

According to the finding found in the study done by Kabooha and Elyas (2018), teachers agreed that they need to attend the training on using YouTube effectively so that they can maximise the usage of YouTube in their class and present the most useful lesson on the target content. Besides, teachers who had an adequate of digital skills are believed to be able to choose appropriate content for teaching and learning purposes, suit students' proficiency level, aware of culture sensitivity and help in achieving learning objectives. Hanip Pujiati and Tamela (2019) said that the content in Instagram should be monitored, and teachers can prepare a guideline to make sure that the students are not easily distracted by the attractive filters to protect their privacy which is also being stated by (Aziz et al., 2020). According to Aziz et al (2020), the biggest challenges of using social media in learning language among Gen-Z students are the risk of leaking personal information, privacy and predation, cyberbullying, and students' safety. These challenges can be minimized by providing a training to teachers and students on using social media for a learning purpose.

In conclusion, the competency of the digital skills among teachers and students are corelated to the selection of the language learning content (Eraslan, 2019; Abbas et al., 2019; Kabooha and Elyas, 2018), cultural diversity and sensitivity (Aziz et al., 2019), and privacy (Yang, 2020). Hence, teachers and students need to be prepared to use social media in learning to avoid unnecessary obstacles in the learning process.

The availability of digital appliances and bandwidth connection

Digital tools and bandwidth connections are two important elements in conducting online learning. The previous studies showed that the teaching and learning process can be disturbed due to the bad Internet connection and limited access to the digital tools. Ying, Siang, and Mohammad (2021) stated that to increase the students' motivation and success rate in learning by using social media, the accessibility problem should be reduced. Therefore, students can use social media ultimately and prevent the significant mental health problem such as anxiousness as waiting for the social media to load. According Listiana et al (2021), one of the threats posed by YouTube is prerequisite stable internet connection. The bandwidth connection is affecting the video viewing quality that can cause the students to get easily distracted and disappointment in learning process.

In the study done by Cheung (2021), factors affecting on integration of ICT in online teaching is influenced by the availability of ICT tools and Internet connection. Teachers are having trouble to access to the technology during online learning due to the schools are not technologically advanced hence hindering the process of integration ICT in teaching and learning process. This is also being stated by Halim and Hashim (2019), as the interruptions on using social media during online class caused the students to get distracted and spending ample time thus not fully concentrate on the lesson. Moreover, when more students using the same social media platform then it slowing down the entire network yet some educational institutions had banned several features such as audio, and video on certain website even though it is for educational purposes. In addition, the ICT tools provided in educational institutions are limited and the Internet provided are mostly restricted. Therefore, teachers and students cannot maximise the use of ICT in integration during face-to-face interaction of even for online learning.

In conclusion, ICT tools and Internet play a vital role in ensuring the use of social media in education either during physical classroom as one of the teaching strategies used by teachers in integration of ICT in education or during online learning. Therefore, it is important for the educational institutions to provide the suitable ICT tools and good service of bandwidth connection to ensure teachers and students can utilise social media during language learning.

The appropriateness and authenticity of the content knowledge

The main purpose of social media is for entertainment and pleasure, yet previous studies had proven that social media can also be used for education purpose under a few considerations. One of aspect that teachers need to ponder on is about the appropriateness and authenticity of the content knowledge in the social media. According to Yang (2020), in the study of students' perception on using TikTok, 47.59% of the participants are debating on the authenticity of the video posted by the unknown video authors who might be not from the professional career. Thus, it may cause the videos contain incorrect or outdated content knowledge that resulted confusion among the students especially low achiever students. Besides, the features in the social media which suggest latest videos might be inappropriate and irrelevant to the content knowledge which also agreed by (Halim and Hashim, 2019;

(Listiana et al., 2021). Listiana et al (2021) also claimed that the copyright limitation on YouTube and ads that appears while watching the video had disrupt the students' learning pace and concentrations. Thus, students lose self – control and self – responsibility in learning the language. It is stated by Erarslan (2019), the respondents claimed that one of the factors that avert them from focusing to the lessons is losing self – control due to the checking latest updates or following the new post habits.

Moreover, the wide use of slang, informal language, abbreviation, shortform in the social media should be monitored by teachers as students need to learn the correct and formal usage of language learning (Abbas et al., 2019; Sivagnanam and Yunus, 2020). According to Sivagnanam and Yunus (2020), the challenges encountered by students while using social media in learning vocabulary are the use of wrong spelling and short forms in writing, and social media users practice slang words and abbreviation in writing. This indicates the major usage of informal language in social media that might influence the student's language learning achievement when teachers did not plan and monitor the content of knowledge precisely. Aziz et al (2019) stated that, to encourage the students' learning experience while applying social media in language learning, teachers have to identify students' needs, generations gap, proficiency level, strengths, and weakness. In addition, teachers should alert with the sensitivity, privacy and students' safety while using social media in learning to avoid any cyberbullying and any cybercrimes. It is also agreed by Pujiati and Tamela (2019), it is advisable for teachers to prepare the guideline for students on posting and commenting content to monitor them while they are using the social media in learning. Besides, the guidelines can help teachers and students keeping on track on their teaching and learning process and from getting distracted due to the function of social media which is for entertainment purpose. In conclusion, teachers should ensure that there is a guideline when using social media for education and make sure that the content knowledge are appropriate and suit the students' need and proficiency level.

Discussion

Based on the findings of the analysed articles, all the articles showed that social media do help in improving language learning for ESL learners and there are vast studies on the effectiveness of using social media as educational tools can be found as it helps in delivering and sharing information. (Papademetriou et al., 2022; Tarmizi et al., 2021, George, 2018). Moreover, teachers can develop 21st century learning skills while using social media in the classroom. Most of the countries in the world agreed that the curriculum needs to have a new set of skills and competencies which promote 21st century. For example, in Malaysia, the students need to be balanced, resilient, inquisitive, principled, informed, caring, patriotic, thinker, communicator and team player while Singapore students should be a confident person, a self – directed learner, an active contributor and a concerned citizen. The 21st century students' characteristics can be developed while applying blended learning where teachers integrate ICT (social media) in teaching and learning process as one of the characteristics of the 21st century is independent or self-learning.

In addition, integrating social media in education helps and supports teachers in delivering content knowledge in a fun way and at the same time, able to gain students' interest. According to George (2018), social media helps in connecting people in a stress-free environment. Before this, teachers need to prepare teaching aids which is costing and time consuming, now, with helps from social media, teaching aids are easier to be prepared and more interesting as it caters the needs of generation Z which are more prompt to the use of

digital tools and Internet. George (2018) also said that if language teachers put extra efforts in utilizing social media and Internet in teaching and learning process, then students can develop language skills as it causes a serious concern among language teachers.

Therefore, it is proven that social media able to help in developing language skills among ESL students. Social media also can promote a fun learning and minimise the anxiousness on learning second language among students. It is similar to the number of studies conducted in this field (Cabrera, 2018; Amin et al., 2020; Heinrichs, 2021; Bulut, 2020; De Jager et al., 2020).

Implications and Limitation

This study is to investigate the effectiveness of using social media in enhancing language learning among ESL students. The findings revealed that, teachers widely used social media during the pandemic outbreak compared to before the pandemic. The pandemic had become a catalyst to the changes in education system for the whole world and resulted the changes in the proposed of social media from for entertainment to education sectors. The findings showed that there are positive effects on using social media to enhance language learning among ESL student's despite of several limitations that need to be addressed while integrating social media in education.

The use of social media in teaching learning process requires a good digital competency skill, hence, teachers should put extra efforts in learning and upgrading digital skills to integrate social media in teaching. According to Cheung (2021), to promote 21st century learning, which is more on student – centered pedagogies, teachers need to have prominent level of digital skills. While Liu et al (2017) stated that high level digital skill among teachers has become one of the factors of transmission from conversational teaching practice to constructivist pedagogies which are relevant to the movement in education systems nowadays. In addition, policy makers should consider to provide short courses to upgrade teachers' digital skills and provide relevant number of digital tools at the educational institutions to encourage the use of ICT (social media) in teaching and learning process as it is undeniable that most of the teachers used their own allowance to get the digital tools for teaching which sometimes too costly.

The limitation of the articles is it is based on the 14 articles which cannot be generalized for all ESL students. Besides that, the articles did not specify the age range for the ESL students whether it is focused on primary, secondary or tertiary level of ESL students thus, how social media may affect the ESL students in a specific level may need a new study. Finally, this study is limited to the find the effectiveness of integrating social media in language classroom, therefore more study is required on how to integrate and which teaching approaches are suitable to be applied while utilizing social media in language classroom.

Conclusion

This study presents a literature review on the effectiveness and the challenges of using social media in learning English among ESL students. The social media is believed to be able to promote self-independent learning while providing a conducive, fun, and most importantly a less stressing situation while learning language skills. It is in line with 21st century learning's goals which encourage students to be independent and responsible for their learning. The integration of social media in education gives a positive impact on students' motivation, confidence, and interest. The findings showed that the students are more interested in learning whenever teachers integrated social media in teaching and learning process.

Apart from that, social media provides fun and less threatening learning environment especially during pandemic outbreak as everyone are stressed out with the closure of education institutions and need to undergo online learning. Students are given full authorities on own learning and teachers monitors students' progress based on the project done by the students. Despite of all the strengths of using social media, teachers and parents need to be alerted with its weaknesses, as social media is one of the online learning tools that has no boundaries in searching for information via Internet. Hence, teachers need to make sure that the content knowledge used are appropriate to the students' need, proficiency level and the sensitivity of the norms, cultures, and privacy. Moreover, social media required a stable bandwidth connection and suitable digital tools which sometimes can be burdensome to the students, parents and even teachers. Thus, researcher believes that in this situation, the school institutions might want to reconsider their roles in enhancing learning with integration of social media by providing support to teachers and students.

Next, future research can include the findings on the suitable teaching approaches and pedagogies to be applied by teachers while integrating social media in teaching and learning process during language learning as this study did not investigate on the teaching approaches and pedagogies used by teachers or students learning styles.

In fact, this study can be guidance for teachers on using social media as an additional resource which can be applied to improve teaching and learning English. Teachers can reconsider three factors while using social media in instruction practices which are the digital competency, devices, and authenticity of content language. It can be done by reconsidering top – down approaches with schools' administrations by assisting teachers on technical and pedagogical while using digital devices and implemented social media in instructional practices. According to Manca and Ranieri (2016), this effort is able to increase teachers' web self-efficacy and digital competency. Besides, teachers can apply bottom – up approaches in identifying and sharing the creative teaching practices and materials by using social media which can initiate more innovation on teaching and learning practices and materials. Therefore, this study can be beneficial for any teachers, schools' authorities, and students in reconsidering the use of social media on teaching and learning practices, especially on ESL.

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