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# The Impact of Social Media Integration in English Language Assessment upon Students' Anxiety: A Systematic Literature Review

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**Abstract**: The intimate interaction of social media on human daily basis is associated with the pleasure effects of its use (Graciyal & Viswam, 2021). Although numerous studies investigate its effectiveness in enhancing students' language learning skills, few of them discuss its relevance to anxiety in the assessment. A Systematic Literature Review (SLR) with Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) model is conducted to answer the inquiry of how social media have been implemented in previous research related to English language assessment and explain their influences on the students' tension during the assessment process. After applying the exclusion criteria, 20 of the 131 articles from 2019 to 2024 accessed from journals indexed in Scopus were deemed relevant to this study variable, focusing on social media implementation in English teaching and learning that involves assessment sessions. The result shows that the commonly used social media in English language assessment are WhatsApp, Facebook, YouTube, TikTok, and Twitter, with various skills on each of them. Moreover, the criteria of assessment integrated with social media is typically formative. Meanwhile, students' anxiety is proven to be mitigated by social media use during the assessment process from the aspect of students' engagement enhancement, cross-cultural awareness, and the capability of working without any restrictions. According to the result of the analysis, the use of social media in English language teaching should be considered as a supportive assessment media. More studies need to be conducted to provide significant procedural systems of social media integration.

**Keywords:** Social media, Assessment, Anxiety, English language teaching, PRISMA model

## Introduction

Social media with their various easy features have been used intimately on human daily basis for essential purposes. According to the data from Hootsuite, the number of social media users across the world reached 4,76 billion by January 2023. Using more social media sites facilitates the creation of more connections and information (Graciyal & Viswam, 2021). Social media has benefits and drawbacks that demand its users to be smart filterers. On the opposite of its feature of serving any needed information, plenty of fake details have been easily spread and changed people's minds. Besides its use as an online communication tool, social media has begun to have a broader function as a teaching media innovation (Jamshed et al., 2023; Pradeepa & Hema, 2022). Researchers in the field of education have found a number of strategies to improve learning through the use of social media. It can be used, for example, to engage students, create study groups, exchange information with them, gather data while conducting research, and link them to social media platforms for group projects (Chowdhury, 2024).

English language teaching is one of the subjects that relates to social media use. Many researchers have discussed the implementation of social media in English as a Foreign Language (EFL) classrooms. Alawadh et al., (2023) investigated the implementation of YouTube in English language learning. According to this study, one advantage of learning English through YouTube integration is that it offers a more extensive syllabus on the platform than textbooks, making it easier to learn punctuation and expressions afterwards. Another advantage is that the course design caters to a diverse student body of all ages and allows for the distinct study of British and American English. The second study was conducted by Hongsa et al. (2023) which investigated the effects of

using the TikTok application on EFL students" speaking skills and the students" perceptions toward the use of the TikTok application to improve their speaking skills. Results indicate that TikTok was successful in helping EFL students become more fluent in English speakers, and students felt favourable about the TikTok app. It offers fresh chances to learn English, fosters creativity, and is entertaining. Moreover, Sun & Asmawi (2023) also examined Chinese EFL students' writing performance through WeChat-based instruction. It shows the result of improvement in the English performance of the students who implemented the WeChat Public Platform-based Business English Writing (BEW) teaching mode, and their enthusiasm for BEW gradually increased.

Although other technology also offers a sophisticated way to teach, social media offers different experiences to the students since it involves social interaction and point of view. The superiorities of social media compared with other technology forms include accessibility, interactivity, collaboration, personalized learning, resource sharing, and feedback and assessment (Greenhow et al., 2019). Social media platforms like Facebook, Twitter, Instagram, and LinkedIn have a vast user base, making it easier for educators to reach a wide audience. Moreover, the interactive nature of social media encourages active learning, where students can ask questions, participate in discussions, and share their thoughts and ideas. However, among the previous research related to social media in English language teaching, few of them discuss the point of assessment process during the use of social media integration in EFL classrooms and its impact on the students' anxiety. Therefore, this study aims to analyze the influence of social media integration on students' anxiety during the assessment activity.

## Research Questions

1. How is assessment in English language teaching conducted by integrating social media?
2. What factors does social media have that reduce students' anxiety in facing assessment activity?

## Literature Review

### Social Media Definitions

Despite the fact that there are many overlapping views within the currently available literature, social media is generally defined as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of User Generated Content (Almohesh & Altamimi, 2024; Hongsa et al., 2023). Furthermore, social media is described as web-based services that enable individuals, communities, and organizations to collaborate, connect, interact, and build community by enabling them to create, co-create, modify, share, and engage with user-generated content that is easily accessible (Hopkins, 2017). Some definitions of social media that go beyond communication science have been proposed. According to Kent (2010), social media can be broadly defined as "any communication channel that allows for two-way interaction and feedback" in the context of public relations. It goes on to say that contemporary social media are distinguished by their "potential for real-time interaction, reduced anonymity, a sense of propinquity, short response times, and the ability to 'time shift,' or engage the social network whenever suits each member."

Table 1. List of social media definitions from several studies

| N | Definitions | References |
|---|---|---|
| 1. | Social media are Internet-based platforms that enable individuals to interact opportunistically and self-present selectively, either in real-time or asynchronously, with wide and specific audiences that benefit from user-generated content and perceived contact with others. | Carr & Hayes (2015) |
| 2. | Social media refers to applications designed to enable users to create, interact, collaborate, and share content. | Obar & Wildman (2015) |
| 3. | Social media is a dynamic part of the Internet world that has evolved significantly in the past couple of decades. | Ghosh et al. (2014) |
| 4. | Social media is made up of various user-driven platforms that facilitate the diffusion of compelling content, dialogue creation, and communication to a broader audience | Kapoor et al. (2018) |

In summary, social media is established to facilitate human interaction without barriers of distance, time, or physical contact. Its presence attracts not just general user engagement but also the interest of scientific academics, linking its applications to multidisciplinary dimensions.

## Methodology

### Research Design

This study employed a Systematic Literature Review (SLR) to objectively answer the research questions about the impact of social media integration in English language assessment on students' anxiety. A Systematic Literature Review (SLR) is a research process employed to systematically collect, identify, and critically examine existing research papers, including articles, conference proceedings, books, and dissertations (Carrera-Rivera et al., 2022). This methodology was selected since it has complete inclusion, low risk of bias and rigour in the evaluation. Systematic reviews are conducted under controlled conditions to reduce potential biases and obtain robust conclusions. A meta-analysis is often included to examine the effects of social media interventions on student anxiety and how these vary depending on the moderator. Systematic reviews can address research gaps and formulate new conjectures for continuing work, as with emergent topics like social media in language assessments. As a systematic and in-depth approach to summarizing evidence, it is regarded as the highest quality of evidence to inform practice guidelines or policy decisions. This systematic literature review is executed in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) guidelines (Page et al., 2021). This procedure is conducted methodically by adhering to the appropriate protocols or research methodology, including a checklist with 27 items across seven sections, covering aspects such as rationale, methods, results, and discussion.
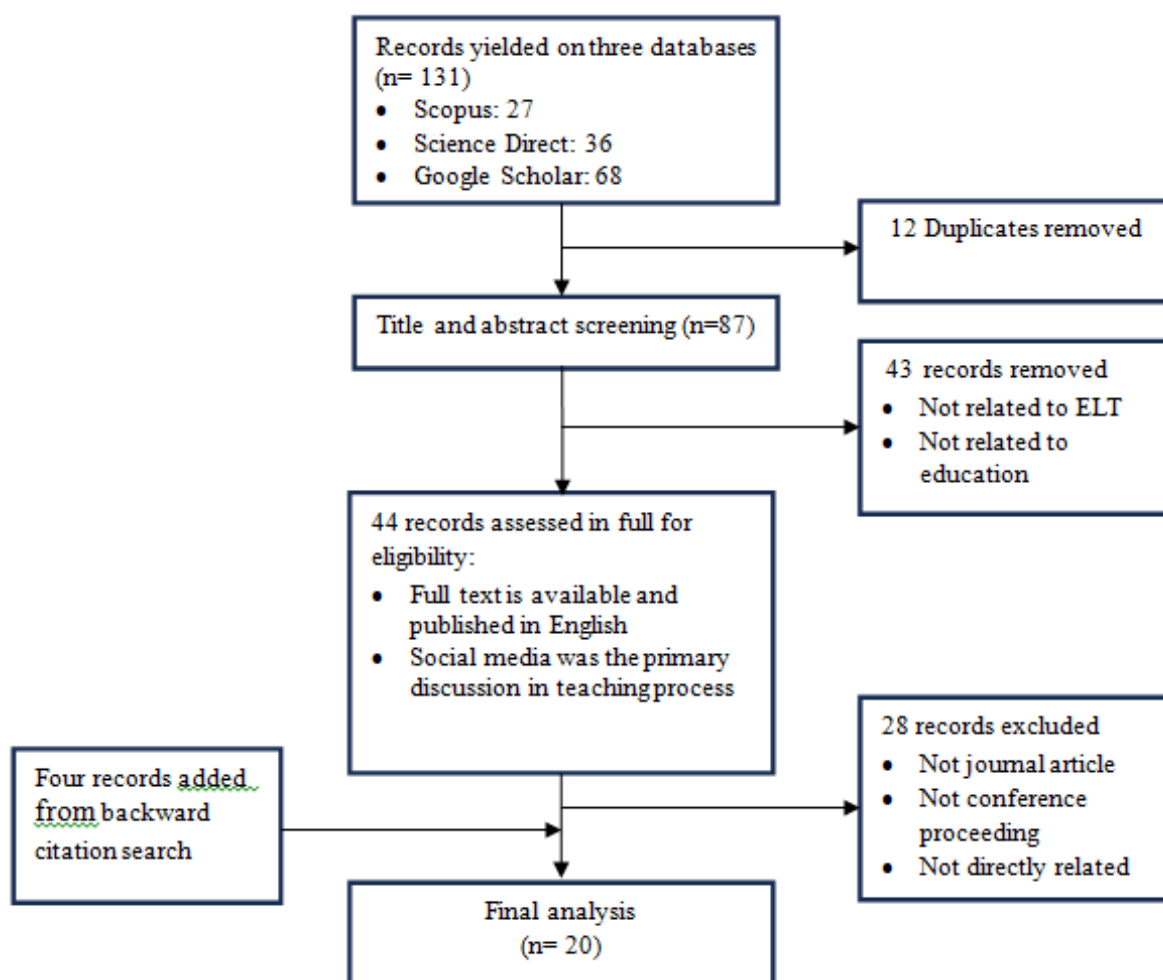


Figure 1. The PRISMA flowchart

**Search Process**

This systematic study search was conducted using descriptors in prominent academic journal databases, including Scopus, Science Direct, and Google Scholar. Prominent databases possess internationally acknowledged impact indexes, like Country Rank (SJR) for Scopus and Science Direct. The descriptors were established and utilized in the search engine across all databases employing the subsequent keywords (Table II): "Integrating social media in English Language Teaching", "Social Media in English Language Assessment", "Social Media Impact on Student Anxiety Level", and "Language Assessment and Student Anxiety Level". After recording the search results, the researcher classified and cataloged the academic papers according to the types of publications: Works were organized by type, including journals, conferences, book chapters, theses, technical books, technical magazine reports, Web pages, and guidelines.

Table 2. Search keyword code

| Keyword Code | Detailed Keyword |
|---|---|
| K1 | Integrating Social Media in English Language Teaching |
| K2 | Social Media in English Language Assessment |
| K3 | Social Media Impact on Student Anxiety Level |
| K4 | Language Assessment and Student Anxiety Level |

**Criteria of Inclusion and Exclusion**

A few inclusion criteria are considered when conducting a systematic literature review. First, several sources of library papers were examined and arranged, with published papers within 2019-2024 from journals and conferences receiving precedence. As a result, English must be used to write the papers. Because of this, the papers should, at the very least, include factors about integrating social media in English instruction that are relevant to the assessment field, language assessment, and learning process.

The articles had to include terms that attempted to define, propose, recommend, or describe existing works in English language learning and instruction utilizing social media based on the search process. Additionally, the SLR has exclusion criteria. All papers not produced in English or other languages were automatically excluded. Finally, the papers that met the inclusion and exclusion criteria were shortlisted and evaluated for final selection.

**Data Collection and Analysis**

A set of questions has been devised to serve as a guide in selecting pertinent articles for this study to validate the quality of the chosen articles. This stage ensures that only legitimate, pertinent, and study-related publications are chosen and utilized to meet quality assessment requirements. The following articles will be added depending on the evaluation: defining a strategy, approach, framework, and/or discussing issues related to teaching and learning English with mobile technologies.

## Results and Discussion

The results of the SLR prompt an investigation of social media use in English language teaching and assessment. The 20 chosen papers fulfilled the criteria outlined in the search procedure, as depicted in Table 3.

Table 3. Search process and keywords

| Search Process | Keyword | | | |
|---|---|---|---|---|
| | K1 | K2 | K3 | K4 |
| Initial | 57 | 34 | 21 | 19 |
| Refine | 36 | 24 | 17 | 15 |
| Exclude | 11 | 15 | 9 | 8 |
| Include | 8 | 7 | 3 | 2 |

Upon meticulously filtering the articles, the researcher delineates the content of the articles as illustrated in the table below.

Table 4. Review of the articles selected

| No. | Author | Title | Research Design | Findings |
|---|---|---|---|---|
| 1. | Santoso (2021) | Utilizing a Facebook closed group for EFL e-learning environment: Students' views | Exploratory research | Students found the Facebook private group beneficial for e-learning, allowing them to focus on class activities and creative endeavours, while the Facebook closed group was beneficial for emotional expression. |
| 2. | Mahmud et al., (2022) | Students' voices of the use of Facebook and Instagram in teaching English in the university context | Descriptive qualitative | The research findings indicate that university students in Makassar have a favourable impression of social media usage. The informants utilize social media in their daily lives and have recently adopted it as a tool for learning English. |
| 3. | Alonzo et al. (2023) | The potential of TikTok's key features as a pedagogical strategy for ESL classrooms | Systematic literature review | Facebook and Twitter are the most commonly used social media platforms for assessments, primarily used for task dissemination, progress monitoring, feedback provision, and peer evaluations. |
| 4. | Esfandiari and Arefian (2024) | Developing collective eyes for Iranian EFL teachers' computer-assisted language assessment literacy through Internet-based collaborative reflection | Qualitative case study | The study found that computer-assisted language assessment techniques enhance formative assessment quality, authenticity, meaningfulness, administration, scoring, and interpretation, providing EFL educators with personal, social, educational, and professional benefits. |
| 5. | Rajan and Ismail (2022) | TikTok use as strategy to improve knowledge acquisition and build engagement to learn literature in ESL classrooms | Quantitative quasi-experimental research | The study shows high student involvement in TikTok for literary learning, indicating that educators can enhance understanding and foster participation in literature through student-centred learning, promoting creativity. |
| 6. | Middleditch et al. (2022) | Teaching with Twitter: An extension to the traditional learning environment. | Quantitative survey | The survey results showed that students positively viewed Twitter as an informal tool for course engagement, fostering interconnection among a large student cohort. |
| 7. | Rezaee et al., (2019) | The impact of mobile-based dynamic assessment on improving EFL oral accuracy | Quantitative Experimental | The study found that Mobile-based dynamic assessment significantly improved the oral accuracy of EFL students compared to the control group, as indicated by the data analysis. |
| 8. | Saritepeci et al. (2019) | A new trend in preparing for foreign language exam (YDS) in Turkey: Case of WhatsApp in mobile learning | Qualitative Case study | The study reveals that technology-facilitated peer review enhances students' writing proficiency and provides insights into quality assurance in their writing. |

| | | | | |
|---|---|---|---|---|
| 9. | Al-Shammari, (2022) | Social media as an educational tool in English: Examining the before and during-lockdown trends and attitudes at Kuwait University | Quantitative | The results indicate that both male and female students are favourably inclined towards using social media in learning, both presently and in the future. Gender does not serve as a distinguishing factor in the utilization of social media for educational purposes. |
| 10. | Novawan et al., (2021) | Students' experiences of online English language learning by using YouTube | Quantitative Descriptive survey | YouTube is widely used in online EFL classrooms, with students showing a favorable disposition towards its use in English as a Foreign Language education. |
| 11. | Mukhlif and Challob (2021) | Enhancing vocabulary knowledge among secondary school EFL students by using Facebook | Mixed method | Facebook's online learning platform, facilitated by prompt feedback, significantly enhances EFL students' vocabulary knowledge, demonstrating the effectiveness of diverse instructional methods and collaborative efforts. |
| 12. | Perumal and Ajit (2022) | A descriptive study on the effect of blogs on writing skill development using social constructivism as a theory | Descriptive approach | The satisfaction of students with the utilization of blogs was high, as they were motivated to continue their writing endeavors, acquired new terminology, and enhanced their creative writing skills. |
| 13. | Sancho-Ortiz (2024) | Analysing the functionality of Twitter for science dissemination in EFL teaching and learning | Two-fold analysis | The study demonstrates that science dissemination tweets effectively teach English, enhancing 21st-century skills like digital literacy and multimodal competence, which students need to master for their professional futures. |
| 14. | Almohesh and Altamimi (2024) | Wow, I cannot stop: A concentration on vocabulary learning via Instagram and its effects on informal digital learning of English, technostress, and online engagement | Quantitative Quasi-experimental | The study found that Instagram feed-based activities significantly enhance vocabulary acquisition, with EFL learners showing positive perceptions of their use. |
| 15. | Meirbekov et al. (2024) | Digitisation of English language education: Instagram and TikTok online educational blogs and courses vs. traditional academic education. How to increase student motivation? | Quantitative Quasi experimental | Students prefer authenticity-centered videos for English language acquisition, while textbooks have limitations due to limited resources and inflexible content, hindering motivation and knowledge extension. |
| 16. | Shu (2023) | EFL learners' problematic use of social media usage, classroom anxiety, perfectionism, and language attainment: correlations and perceptions | Mixed method | The study found that problematic social media usage leads to negative consequences such as decreased language proficiency, increased anxiety, academic fatigue, and negative aspects of perfectionism. |
| 17. | Samuel et al. | TherapyTok for depression | Quantitative | Personal experience films |

| | | | | |
|---|---|---|---|---|
| | (2024) | and anxiety: A quantitative content analysis of high engagement TikTok videos | Content analysis | showed higher engagement metrics than healthcare experts' videos, with anxiety being the most common topic, with females producing over two-thirds of the videos, and primarily discussing depression and anxiety symptoms. |
| 18. | Yotyodying et al. (2022) | Educational usage of Facebook and academic achievement in distance university students: Mediated by basic needs satisfaction | Quantitative descriptive | The paper suggests that using Moodle and Facebook for academic purposes, along with resource sharing, can enhance students' academic performance and competence requirements. |
| 19. | Stalin and Tan, (2021) | Use of Snapchat to enhance primary school English as Second Language learners in the writing of personal information | Quantitative | The study reveals that Snapchat has significantly improved students' sentence formulation of personal information, with many identifying it as an excellent medium for their writing development. |
| 20. | Qassrawi and Al Karasneh (2023) | Benefits of Facebook usage (as a web 2.0 application) in foreign language instruction in higher education: A meta-analysis study | Qualitative | Facebook's Web 2.0 technology plays a crucial role in foreign language education, enhancing engagement, academic performance, cross-cultural awareness, interactive learning, and meaningful experiences for adult learners and college students. |

The discussion is based on the SLR research questions in the following subsections.

**Assessment in English Language Teaching Conducted by Integrating Social Media**

The first research question is: *How is assessment in English language teaching conducted by integrating social media?* The reviewed studies identified several processes for conducting English assessments integrating social media. Table 5 shows some assessment forms conducted in English language teaching after learning activities using social media.

Table 5. Assessment activities in English classrooms integrating social media

| Assessment | Articles |
|---|---|
| Formative Assessment | Alonzo et al. (2023), Mahmud et al. (2022), Novawan et al. (2021) |
| Summative Assessment | Santoso (2021) |
| Peer Assessment | Esfandiari & Arefian (2024), Rajan & Ismail (2022) |
| Self-Assessment | Middleditch et al. (2022) |
| Dynamic Assessment | Rezaee et al. (2019) |
| Feedback and Communication | Saritepeci et al. (2019), Al-Shammari (2022) |

Formative assessment, the process of continuously evaluating student learning to give feedback and direct instruction, can be carried out using social media platforms. Encouragement of students to respond can involve putting suggestions or questions on social media sites like Facebook, Twitter, or Instagram. It allows teachers to give prompt feedback, which makes the classroom more participatory and interesting. Social media is predominantly formative and provides dialogic, interactive feedback and immediate responses from educators, whereas online examinations typically adopt a unidirectional strategy from teacher to student (Alonzo et al., 2023). Social media typically evaluates productive skills, including writing posts and English captions or speaking in videos. Moreover, Several students said that their teacher utilized popular social media platforms,

such as Instagram, to upload homework (Mahmud et al., 2022). Meanwhile, YouTube encourages students to engage in learning activities by utilizing or producing videos for their assignments (Novawan et al., 2021). The functionality of social media in formative feedback practice is supported by Huskisson et al. (2024) that online formative practice assessments can enhance the cultivation of student feedback literacy. Furthermore, it aligns with the findings of He and Wang's (2024) study, which emphasizes that the online formative assessment methods enabled the execution of Assessment as Learning (AaL) strategies and enhanced student learning by providing timely, targeted feedback, fostering personalized learning experiences, and promoting learner engagement.

Summative assessments, which evaluate student learning at the end of a unit or course, can also be conducted via social media. Some examples are using video conferencing software like Zoom for interactive assessments or distributing exams or quizzes via websites like Facebook or LinkedIn. Social media's instant gratification makes it possible to evaluate a variety of abilities, such as speaking, listening, reading, and writing, and to provide rapid feedback. The use of Facebook closed groups for class learning activities enables students to submit their assignments and evaluations in more innovative manners (Santoso, 2021). It aligns with Fachriyah et al.'s (2020) investigation that students utilize YouTube to engage in speaking and reading exercises, conduct assessments, and provide feedback to one another. For example, the summative assessment activity that utilizes YouTube is a tutorial on how to perform a task. Students produce video tutorials that are engaging, similar to those of a vlogger. It is evaluated by both instructors and peers. However, according to Ismail et al. (2022), while both summative and formative assessments effectively impacted test anxiety, motivation, and self-regulation skills of EFL learners, formative assessment proved to be the most beneficial.

Moreover, social media platforms also facilitate peer assessment, where students evaluate each other's work. This can be done through comments, likes, or direct messages on platforms like Instagram or Twitter. This form of assessment encourages collaboration and can provide students with valuable feedback from their peers. Students can also schedule autonomous project execution, utilize various activities for improvement, and share their work for feedback before submission (Esfandiari & Arefian, 2024; Rajan & Ismail, 2022). In addition, students can use social media for self-assessment, reflecting on their learning and progress. This can involve posting reflections or updates on their learning journey on platforms like Facebook or Twitter, allowing them to track their progress over time (Middleditch et al., 2022; Santoso, 2021). Another form of assessment is dynamic assessment, which is an interactive assessment approach that combines assessment and instruction into a unified pedagogical activity. The objective is to accelerate the development of learners by utilising appropriate forms of mediation that are responsive to the learner's performance during the assessment. Social media platforms can be equipped for dynamic assessment, such as using WhatsApp for English communicative tasks through text chat and voice chat. The teacher provides prompt instruction that needs to be responded to by learners immediately through WhatsApp voice chat or text chat. This method emphasizes interaction between the tester and the learner, providing a practical method of evaluating students' language understanding and communication skills (Rezaee et al., 2019). Teachers can also provide immediate responses to students' questions, fostering a more interactive learning environment. Students use WhatsApp for communication, sharing thoughts on social media and writing. They enjoy writing groups, receiving corrections, and receiving feedback, fostering accountability and enjoyment in the learning process. This can be particularly beneficial in formative assessment, where timely feedback is crucial for student improvement (Saritepeci et al., 2019). Finally, The incorporation of social media in English language instruction introduces novel learning and assessment methodologies that augment student involvement and motivation.

**Social Media Factors that Reduce Students' Anxiety in Facing Assessment**

The second research question is: *What factors does social media have that reduce students' anxiety in facing assessment activity?* From the result obtained in the SLR study, the proposed work by each article is also recorded. Table 6 shows the results of the factors analyzed from social media proposed by each article.

Table 6. Social media factors reducing students' anxiety

| Factors | Articles |
|---|---|
| Social Connections | Perumal & Ajit (2022) |
| Positive Experiences | Sancho-Ortiz (2024), Al-Shammari (2022) |
| Escapism | Almohesh & Altamimi (2024) |
| Communication capacity | Meirbekov et al. (2023) |
| Passive Social Networking | Shu (2023) |

Upon analyzing the aforementioned studies, several elements have been identified that contribute to the reduction of student anxiety during learning and assessment activities. According to the study by Perumal and Ajit (2022), students participating in writing through blog, one of social networking platforms, show their enthusiasm during writing task, leading to an enhancement in their writing skills. The writing training involving blogs enabled them to develop new sentence structures and employ correct punctuation in their phrases. It is supported by Thomas et al. (2020) who found that social media involvement facilitates students acquiring each other's personal information and fostering offline connections, ultimately reducing loneliness. Moreover, the establishment and maintenance of social connections through social media can decrease anxiety levels. This is because social media allows students to feel connected to their peers, which can provide a sense of belonging and support (Perumal & Ajit, 2022). In addition, with the teacher's guidance, engaging in social media activities that lead to positive experiences can also reduce anxiety. This could include sharing achievements, receiving supportive messages, or participating in activities that students enjoy (Al-Shammari, 2022; Sancho-Ortiz, 2024). Moreover, social media can serve as a form of escapism, allowing students to temporarily leave their worries behind and focus on other aspects of their lives. This can be particularly beneficial for students facing assessments, as it provides a break from the stress associated with academic performance (Almohesh & Altamimi, 2024). Another factor is communication capacity which means being active in social media use, which involves posting content and engaging with others, can be related to improved communication capacity. This improved capacity can, in turn, reduce social anxiety by enhancing students' confidence in their ability to communicate effectively (Meirbekov et al., 2024). The last factor is passive social networking emerged from social media users who passively use it (such as browsing content without actively participating). It can have a positive effect. This suggests that moderate engagement with social media can be beneficial for students' psychological well-being (Shu, 2023).

## Conclusion

To summarize, the incorporation of social media into English language teaching assessment has the potential to yield several advantages, such as improved student engagement, prompt feedback, peer evaluation, and the capacity to evaluate a diverse range of skills engagingly and dynamically. It is crucial to remember that although these elements may lessen anxiety, there is a complicated and nuanced relationship between social media use and anxiety. Depending on the type of social media activity, how each person perceives their use, and additional variables like stress and procrastination, the effect of social media on students' anxiety levels might vary. As a result, both teachers and students need to be aware of their social media usage patterns and try to balance it with other activities that support mental health.

## Recommendations

Since this study focuses on the data collected from the existing works of literature, it is worthy of further research to conduct a field study to obtain supporting theories and to broaden the limited discovery.

## Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the author.

## Acknowledgements or Notes

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