# A Literature Review on the Effects of Youtube, Instagram, Twitter (X) and Facebook on Vocabulary Enhancement

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**Abstract**

This study aimed to discover the impact of certain social media platforms' use on EFL learners' vocabulary acquisition and learning. It followed a literature review design and observed experimental, pre-experimental and action research starting from the year 2014 on the aforementioned subject. The outcome of the studies selected were observed in three different categories namely the impact of visual-audio based social media platforms (Instagram and Youtube), the impact of text based social media platforms (Twitter/X) and the impact of visual-audio and text based social media platforms (Facebook) on the vocabulary learning success of EFL learners. The outcome of the review of studies favored social media platforms which predominantly made use of visual-audio content (Youtube and Instagram) while text based social media platforms (Twitter) displayed a lower success. However, combining visual-audio and text-based platforms also promised efficiency. Furthermore, an increased vocabulary acquisition in cases which included social media utilization alongside classroom activities like reading activities was observed. Finally, once the total of the studies reviewed are taken into consideration, improvement of vocabulary was especially observed in cases which learners were active creators of content on social media through appropriate guidance; and the sole consumption of content on these platforms were not found as efficient.

*Key Words:* Social Media, TEFL, EFL, Vocabulary, Vocabulary Learning.

## YouTube, Instagram, Twitter (X) ve Facebook'un Kelime Bilgisi Gelişimine Etkisi Üzerine Bir Literatür Taraması

**Özet**

Bu çalışma, belirli sosyal medya mecralarının kullanımının İngilizceyi yabancı dil olarak öğrenen bireylerin kelime dağarcığı edinimi ve öğrenimi üzerindeki etkisini keşfetmeyi amaçlamıştır. Çalışma, 2014 yılından itibaren bu konuda yapılan deneysel, ön-deneysel ve eylem araştırmalarını gözlemleyen bir literatür tarama tasarımını takip etmiştir. Seçilen çalışmaların sonuçları, üç farklı kategoride incelenmiştir: görsel-işitsel tabanlı sosyal medya platformlarının (Instagram ve YouTube) etkisi, metin tabanlı sosyal medya platformlarının (Twitter/X) etkisi ve görsel-işitsel ile metin tabanlı sosyal medya platformlarının (Facebook) etkisi. Çalışmaların gözden geçirilmesi sonucunda, ağırlıklı olarak görsel-işitsel içerik kullanan sosyal medya platformlarının (YouTube ve Instagram) daha başarılı olduğu görülmüştür. Buna karşın, metin tabanlı sosyal medya platformlarının (Twitter/X) başarı oranı daha düşük kalmıştır. Ancak, hem görsel-işitsel hem de metin odaklı sosyal medya mecralarının birlikte kullanımı kelime edinimi açısından daha verimli sonuçlar ortaya koymuştur. Ayrıca, sınıf içi etkinlikler gibi okuma aktiviteleriyle birlikte sosyal medya kullanımının dahil edildiği durumlarda kelime dağarcığı ediniminin arttığı gözlemlenmiştir. Son olarak, incelenen çalışmaların tamamı dikkate alındığında, kelime bilgisi gelişiminin özellikle sosyal medyada uygun rehberlik eşliğinde içerik üreten öğrencilerde gözlemlendiği; bu platformlarda yalnızca içerik tüketiminin ise o kadar etkili bulunmadığı sonucuna varılmıştır.

*Anahtar Kelimeler:* Sosyal Medya, İngilizcenin Yabancı Dil Olarak Öğretimi, Yabancı Dil Olarak İngilizce, Kelime Dağarcığı, Kelime Öğrenimi.

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**Introduction**

The aim of Teaching English as a Foreign Language (TEFL) is to help learners obtain the skills to carry out an efficient interaction in English, which is a language acknowledged as the lingua franca of the recent decades and present day (Alharthi et al., 2020). Hence, in order for its aim to be realized, one of the key elements the process of TEFL focuses on can be named as teaching vocabulary, as in the process of teaching any other language. This aspect is essential for language acquisition and proficiency since while limited grammar may restrict expression, insufficient vocabulary can render meaningful communication nearly impossible (Wu, 2018). Vocabulary serves as the building blocks of language, allowing learners to express thoughts, ideas, and emotions accurately. Through an extended vocabulary knowledge, there also comes a higher aptitude from learners to engage and produce in the target language. Thus, when the crucial role it plays in the four main skills: reading, writing, listening and speaking is also taken into consideration; it could be stated that learning a language requires having a strong vocabulary, and utilizing it improperly or insufficiently will make communication difficult (Guo and Li, 2022; Darancik 2012; Li and Hafner, 2022).

Effective vocabulary learning, though, is not merely about memorizing words; it encompasses understanding meanings, usage, connotations, and the relationships between words. Various strategies can aim these outcomes and enhance vocabulary acquisition, including explicit instruction, context-based learning, and the use of technology. The final strategy, in particular, is noteworthy in the 21st century. As one of the branches it created, social media is a promising tool that technology proposes in the TEFL process. More specifically, the vocabulary learning process through this tool is worth observing.

Social media platforms like Instagram, X (formerly Twitter), Facebook and YouTube offer engaging and diverse content, exposing learners to new vocabulary in context. Through posts, captions, and videos, users encounter everyday language, slang, idioms, and even specialized terminology that traditional textbooks may not cover. Additionally, social media encourages frequent, incidental learning, where learners pick up words naturally through repeated exposure. Language-focused accounts, vocabulary challenges, and online communities also create interactive spaces where learners can actively engage with new words, ask questions, and participate in discussions. Furthermore, many platforms propose space for multimedia learning, using visuals, sound, and text together, which strengthens retention by catering to different learning styles. Since social media platforms can expand the physical and temporal bounds of the classroom and allow teachers and students to stay in touch outside of it, these platforms are now being studied academically for its potential to impact the teaching and learning process (Fouz-Gonzalez, 2017).

Hence, the study at hand aimed to review the literature regarding social media platforms' effect on the vocabulary acquisition of English as foreign language (EFL) learners. It observed four different

social media platforms studied: Facebook, Instagram, X (Twitter) and Youtube. It categorized these platforms into three separate notions: visual, textual and both visual-textual based. All in all, the paper targeted to depict the outcome of vocabulary learning by reviewing the research conducted on the aforementioned social media platforms separated into three categories.

## Method

This study employed a literature review methodology in order to synthesize studies that were conducted to reveal the impact of social media use on vocabulary acquisition of learners in the domain of TEFL. The review of literature aimed to identify, analyze, and categorize the findings of the research reviewed in order to reveal the impact of four specific social media platforms (Twitter / X, Instagram, Facebook, and YouTube) on the outcomes of vocabulary acquisition.

Based on the dominant media forms of the social media platforms that were taken into focus in the paper, three categorizations of these platforms were created. These were; text-based (Twitter/X), visual and audio-based (YouTube and Instagram), and rather more mixed media forms which is made up of visual, text, and audio features (Facebook). Through the categorization of the social media platforms, a more concrete understanding of how varying dominant media forms affected the vocabulary learning outcomes of EFL learners was tried to be achieved.

### Universe - Sampling

Studies starting from the year 2014 that have relevance to the subject of the impact of social media platforms on vocabulary learning in the domain of TEFL were found and selected from academic databases. Key words such as "social media and vocabulary acquisition," "vocabulary learning in EFL," and "Twitter/X, Instagram, Facebook, YouTube on vocabulary acquisition in TEFL" were used while searching for suitable papers. Only the studies which focused on the relationship between social media platforms (specifically Twitter/X, Instagram, Facebook or YouTube) and vocabulary acquisition of EFL learners were selected. If the papers did not relate to the TEFL domain, vocabulary learning or the use of social media in such processes, they were excluded.

### Data Collection Tools

Official publishing hubs such as Google Scholar and ERIC were utilized to gather data for the literature review method that is used in this paper. These databases that focus on academic work enabled a comprehensive search through relevant studies on the subject of the study at hand: social media's impact on vocabulary acquisition.

### Data Analysis

Relevant research papers selected for the paper were reviewed to analyse and utilize their findings on vocabulary acquisition outcomes when social media is used in instruction. Thereafter, the studies

alongside their relevant findings were categorized into one of three platform types depending on their dominant media forms as explained earlier in the paper (text-based, visual/audio-based, and mixed-mode platforms). The findings from each category were analyzed and synthesized to compare and contrast the vocabulary acquisition effects of each platform type.

## Findings

Under the domain of utilizing social media accounts to enhance vocabulary knowledge, a number of studies have been carried out and in this section, these studies are reviewed in the chronological order they were published. Being one of these, Santana et. al. (2014) conducted an experimental study with 183 university students enrolled in an English program at either intermediate or advanced proficiency levels at a small private university in western Mexico. The students were randomly assigned to either an experimental group or a control group, both groups being comparable in gender distribution, English language level, and academic year. Participants came from diverse academic studies. At the beginning of the semester the study was conducted, all participants completed a vocabulary test designed by Santana, based on "Coxhead's Academic Word List (AWL)" (as cited in Santana et. al. (2014)). The experimental group then subscribed to a Twitter / X feed managed by Santana, where she posted one AWL word daily, five days a week, for five months. Each post included the word, its definition, an example sentence, and a relevant image. At the end of the semester, both groups took the same vocabulary test (the pre-test) as a post-test. Results showed no significant difference in vocabulary acquisition between the experimental group exposed to the Twitter / X feed and the control group.

In another study conducted by Monica-Ariana and Anamaria-Mirabela (2014), 127 students were randomly divided into two groups. The experimental group with 70 participants, received vocabulary materials through Facebook posts, while the control group with 57 participants, learned vocabulary through traditional classroom methods, such as reading, translating, and comparing words. Both groups took identical pre-tests and post-tests designed as multiple-choice questions to evaluate vocabulary acquisition. The pre-test assessed students' existing vocabulary knowledge, while the post-test measured vocabulary improvement at the end of the study. A dedicated Facebook group was created for the experimental group, providing frequent, visually engaging posts on vocabulary, with a focus on the distinctions between British and American English. Despite the added Facebook interaction, the post-test results showed only a slight, statistically insignificant improvement in vocabulary knowledge for the experimental group compared to the control group, indicating minimal impact from the social media-based intervention.

Kabooha and Elyas (2015), worked with 4 non-native female instructors and 100 female pre-intermediate level students aged between 18 to 20 at the King Abdul-Aziz University in Saudi Arabia in order to understand whether utilizing YouTube would be beneficial in enhancing comprehension and retention of target vocabulary. In this study, they also aimed to manifest learners' and teachers' attitude

towards the use of YouTube for improving the students' vocabulary learning. Hence, over a seven-week period, this study used pre-tests, post-tests, and two questionnaires to assess vocabulary learning and to assess learners' and teachers' attitudes towards the process. Students were randomly split into two groups: three classes made up the experimental group, which viewed YouTube videos during reading activities, while one class was the control group and did not watch the videos. Both groups completed the same pre-test and post-test, "Wesche and Paribbakh's Vocabulary Knowledge Scale - VKS" (as cited in Kabooha and Elyas (2015)), administered one week before and after the intervention. The pre-tests evaluated students' existing knowledge of the target vocabulary, while the post-tests measured their ability to recognize these vocabulary words after the intervention. Once the process was carried out, the study found that the experimental group performed significantly higher than the control group. As a result, it could be deduced that utilizing YouTube had an overall positive impact in the vocabulary recognition and understanding of learners involved in the process. The questionnaires, on the other hand, revealed a predominantly positive attitude towards using YouTube while learning new vocabulary.

In order to figure out the impact of YouTube on the vocabulary acquisition of students and their perception on the use of this social media platform while learning new vocabulary, Heriyant (2015) conducted an experimental research in which a pre-test and post-test design with a control group was applied in Indonesia. Both students and their 4 non-native teachers involved in the training were asked to complete a questionnaire on their perceptions towards utilizing YouTube as a means of vocabulary acquisition tool. Within the study 100 pre-intermediate level students aged between 14 and 17 who studied EFL at SMK Maarif 1 of Kebumen were randomly assigned to one of two groups: the experimental group, which watched YouTube videos as part of their reading course, and the control group, which did not use YouTube. Both groups took the pre-test a week before and the post-test a week after the intervention, the pre and post-tests both being "Wesche and Paribbakh's Vocabulary Knowledge Scale - VKS" (as cited in Heriyant (2015)). The pre-tests aimed to gauge students' initial knowledge of the new vocabulary, while the post-tests focused on assessing their ability to recognize the target vocabulary. The study spanned seven weeks. According to the outcome of the post-test, the experimental group was found significantly better in vocabulary recognition and comprehension when compared with the control group. Additionally, results of the questionnaires depicted a highly positive attitude of teachers and learners towards the utilization of YouTube as a tool of vocabulary learning.

In another study, which could be labelled as pre-experimental, Kabilan and Zahar (2016), focused on the impact of Facebook on learners' knowledge of vocabulary. 33 students (23 males and 10 females) took part in this study and these were from a single class at a community college in the northern Peninsular Malaysia. The overall age average of the participants was 19. The participant students were taking English for Communication I & II courses and overall, they had a low English proficiency. Data was collected through multiple tools in this study as the quantitative data was collected through pre- and

post-tests and qualitative data was collected though semi-structured interviews. Once the pre-test was completed by learners, the teacher guided the learning activities that would be completed by learners on Facebook for a period that lasted four weeks and would be completed during class time. The four-week long Facebook-based learning experience was carried out in a computer lab. Within the process, students watched videos, participated in discussions, completed activities through relevant websites, utilized online dictionaries, and shared their assignments on the Facebook Wall. Once the four-week process of learning through Facebook was over, learners underwent a post-test and completed a semi-structured interview. Both these data collection tools were designed to observe the participants' progress and the use of target vocabulary learned within the four-week process through Facebook. The results showed an overall improvement in the vocabulary knowledge of the participant students as the post-test results obtained displayed higher level grades when compared with the pre-test results. Furthermore, the data obtained and processed from the interviews supported the post-test's results, creating a positive relationship in between Facebook-based vocabulary learning and acquisition of vocabulary.

In Aloraini (2018)'s research, Instagram's impact on learning English was examined. More specifically, different types of posts' (vocabulary or grammar) impact on the output of learners together with these outputs' accuracy was examined. A corpus-driven approach was used to analyze written data from authentic EFL interactions on Instagram. A global data collection strategy was implemented, with posts and comments randomly chosen from 15 Instagram profiles designed to teach English as a Foreign Language (EFL) to a Saudi audience with Arabic as their first language. To reduce teacher-specific influence, the researcher collected data from various accounts. Only posts focused on grammar and vocabulary were included in the dataset. Comments were gathered from the relevant posts' comment sections, totaling 140 comments—70 from vocabulary-related posts and 70 from grammar posts. Descriptive analysis indicated that vocabulary posts generated more responses and feedback than grammar posts. However, despite this higher engagement in vocabulary posts, there was no difference in writing quality between the two sections. Hence, although Instagram based vocabulary instruction increased the output of learners, it did not conclude in accuracy of the output created.

In her study, Kaviani (2022) worked with 50 male EFL learners, aged 8-15, at the pre-intermediate level, who were randomly selected from Shokouh Enghelab Academy in Babol, Iran. The learners were divided into two groups: 25 in the experimental group and 25 in the control group. To ensure consistency in proficiency levels, all participants took the "Oxford Placement Test (OPT)" (as cited in Kaviani (2022)). Following this, they completed a self-administered vocabulary pre-test with 20 multiple-choice questions based on the frequency of vocabulary use from ten Instagram pages. Over the next four weeks, the experimental group learned 60 English vocabulary words along with their definitions through images, English films, and audio provided on Instagram. This group engaged in twelve 25-minute sessions outside of the classroom. Meanwhile, the control group learned the same vocabulary traditionally in the classroom without access to Instagram. At the end of the treatment, both groups took

a post-test similar to the pre-test, which showed that Instagram had a significant positive impact on vocabulary acquisition, as the experimental group achieved higher scores.

Finally, Sirait and Hanim (2022) conducted a classroom action research which followed a two-cycle, spiral process, with each cycle involving four steps: planning, action, observation, and reflection. The study aimed to assess the impact of Twitter and Instagram on enhancing students' vocabulary skills. Conducted in the first semester of the 2015/2016 academic year at SMP SW. FREE METHODIST 2 Medan, the research focused on 40 students from one eighth-grade class, selected from a total of 160 students. To gather data, the researcher used a vocabulary test, questionnaires, and observation. An initial orientation test measured students' baseline vocabulary knowledge. The study spanned four sessions, two per cycle, with each cycle structured as follows: planning: The teacher created vocabulary lesson plans, selected Instagram and Twitter as teaching tools, developed materials, and prepared a vocabulary test with relevant topics; action: vocabulary lessons were taught using Instagram and Twitter, these platforms were introduced to students, and a vocabulary test was administered; observation: the teacher noted students' engagement with the questions, their reactions during lessons, and their vocabulary improvement; reflection: after each cycle, the teacher reviewed students' test results and observations to refine the approach for the next cycle. By the end of the study, students showed improved vocabulary performance, with most achieving the standard score.

### Discussion, Conclusion and Recommendations

When the studies conducted on Twitter, a predominantly textual-based social media platform were observed, two outcomes which contradict one another are encountered. The outcome of the study conducted by Santana et. al. (2014) in which the experimental group was exposed to target vocabulary content for 5 months every day in comparison to the control group which interacted with the same lexicon in the conventional manner showed no significant difference between the two groups' post test results. On the other hand, in the action research conducted by Sirait and Hanim (2022) Twitter and Instagram were used in order to instruct new vocabulary to learners. The results displayed a rather positive outcome, as participants obtained grades that fell into the successful category in the post-test. The difference in the results of the two aforementioned studies could stem from a variety of reasons such as different research design, varying use of platforms, context of instruction, or learner engagement. To explain further, Santana et. al. (2014) made use of solely Twitter, and focused on passive exposure of students to text-based vocabulary posts. This exposure lasted for over five months and did not include any interactive classroom activities. Due to utilizing such a structure, the motivation and engagement of learners may have reduced over time. This may have led the research to an outcome in which an insignificant difference in between control and experimental groups is visible. On the contrary, through the combination of Twitter and Instagram, Sirait and Hanim (2022) included multimedia (videos and images) to their instruction and secured variety for different styles of learning. This, in return, may have

had a considerable positive impact on the motivation along with retention factors which are crucial for an efficient learning experience. Moreover, further elements such as, involvement to the process through the planning of cycles, observation and reflection that enabled immediate feedback along with instant changes in instruction, were visible in Sirait and Hanim (2022)'s study. The presence of such elements could have led to a more efficient outcome regarding the processing of target vocabulary. Finally, the structured interventions to the instruction visible in Sirait and Hanim (2022)'s study may have had a stronger positive impact on learners' attention when compared to the longitudinal exposure to content in Santana et. al. (2014)'s research. Thus, the overall outcome to be reached could be that if methods which make use of social media are varied and promise interaction within a structured context of classroom, they can lead to further efficiency in the acquisition of vocabulary. However, the same outcome cannot be reached when these same methods require learners to be passive and only consume text based content.

Being one of the studies that utilized a social media site which is mostly visual and audio based, it can be observed that Kabooha and Elyas (2015)'s study, which made use of YouTube as a complimentary tool to reading activities, reached conclusions that suggested a significantly higher level of recognition and understanding of target vocabulary through its post-test. Similarly, the outcome of the experimental study conducted by Heriyant (2015) in which students aged between 14 and 17 in the Indonesia setting complemented their reading classes with video content from YouTube for seven weeks, the post test results of the experimental group suggested a higher understanding and recognition of the target lexicon when compared with the control group who did not compliment their reading lessons with Youtube content.

Aloraini (2018)'s research explored another visual and audio based social media site's, Instagram's, impact on learning English and thus vocabulary acquisition in this language. The study specifically examined whether the type of posts —vocabulary or grammar—affected learners' language output and accuracy. Using a corpus-driven method, Aloraini analyzed written data from authentic EFL interactions on Instagram, studying comments on vocabulary- and grammar-focused posts from 15 TEFL accounts. The findings showed that vocabulary posts prompted more responses and feedback than grammar posts. However, even with this increased engagement, there was no difference in the quality of writing between the two types of posts. Thus, while vocabulary instruction on Instagram encouraged more output, it did not lead to improved accuracy. In another study focusing on the social media platform Instagram, Kaviani (2022) worked with 50 participants aged between 8 to 15 in the Iranian setting, and with the 25 people experimental group she utilized Instagram content exposure outside the classroom to instruct learners on the 60 target vocabulary selected for her study. The control group made up of 25 participants, on the other hand, learned the vocabulary conventionally. The outcome of this study depicted results in favor of the experimental group by means of expanding vocabulary knowledge.

Thus, studies on YouTube and Instagram as visual and audio-based platforms indicate a more positive impact on vocabulary learning in EFL contexts. Both Heriyant (2015) and Kabooha and Elyas (2015) made use of YouTube videos which complimented reading activities in their studies. The results of both studies suggested that if classic reading activities are supplemented with YouTube videos, the levels of recognition and understanding of target vocabulary are increased. Furthermore, it was observed that in both studies, experimental groups' participants achieved higher comprehension of target vocabulary when compared with these studies' control groups. Likewise, reviewed studies which focused on Instagram's impact on vocabulary acquisition conducted by Aloraini (2018) and Kaviani (2022) suggest an overall positive correlation. When delved into detail, the findings from Aloraini (2018)'s study revealed that in the scenario in which participants were exposed to vocabulary-focused posts on Instagram, they displayed higher engagement as well as language output when compared with the scenario in which the participants were exposed to solely grammar-focused posts. Hence, it could be deduced that even though accuracy was not fully achieved, knowledge of vocabulary enhanced through vocabulary-focused posts on Instagram. Kaviani (2022)'s findings also align with the outcome reached in Aloriani (2018)' research. In her study, in which the experimental group was instructed target vocabulary on Instagram, the findings displayed an outperformance achieved by the experimental group in comparison to the control group, which followed conventional methods to learn the target vocabulary. Thus, when the findings of aforementioned studies are reviewed, certain interpretations can be reached regarding the use of Instagram and YouTube in vocabulary instruction. Being platforms that offer content that is rich in visual and audio components, both YouTube and Instagram can be named as efficient tools in vocabulary instruction in TEFL, as both increase engagement, motivation as well as exposure to target vocabulary.

Lastly, varied findings were observed when the studies that shape around the impact of Facebook, which is a social media site integrating audio, visual and textual features together, on vocabulary acquisition were reviewed. Being one these studies, in Monica-Ariana and Anamaria-Mirabela (2014)'s experimental study, which utilized Facebook content tailored for the instruction of target vocabulary (frequent and visually engaging posts) to the experimental group and in which conventional methods were utilized to instruct the control group, the outcome of the post-test showed no significant difference between the two groups by means of vocabulary acquisition. On the other hand, the pre-experimental study, in which the participants created written output on their Facebook Wall after they were exposed to relevant target-vocabulary content on the same platform, conducted by Kabilan and Zahar (2016) portrayed a relatively positive result by means of vocabulary acquisition through the utilization of Facebook.

Hence, it can be interpreted that Facebook's effectiveness in vocabulary learning may vary depending on the instructional approach used. In Monica-Ariana and Anamaria-Mirabela (2014)'s study

no significant difference was visible in the control and experimental groups' vocabulary enhancement. This may suggest that when Facebook is utilized solely through the exposure to vocabulary posts during instruction, without active production from the learners' end, it may not suffice when it comes to vocabulary acquisition. Thus, it could be deduced that the more the content-interaction is passive on the learners' end, the less would be the retention of vocabulary. In contrast, as a study that enabled the students to produce content through a more structured guidance from the instructor, Kabilan and Zahar (2016)'s study displayed a rather more positive outcome in terms of vocabulary acquisition. From this, it could be deduced that learners' ability to create content actively may have a significant role in the development of their comprehension of vocabulary. However, since there were no control groups in this study, there rises a possibility that proposes similar results if the same process were to be carried out through rather more traditional methods. However, the instructor's guidance and the structured environment of content creation may have encouraged more meaningful interaction with vocabulary, suggesting that structured, guided activities could enhance the effectiveness of Facebook as a vocabulary learning tool. Thus, for vocabulary acquisition, using Facebook may be more effective when learners actively create content and receive instructor support, rather than relying solely on exposure to posts.

Finally, when all three different categories of social media sites are taken into consideration, the ones that include visual and audio stimuli seem to be more promising when it comes to enhancing vocabulary acquisition. Nevertheless, integrating both visual-audio and textual platforms also proved to be efficient as can be seen in Sirait and Hanim (2022)'s study. Furthermore, it can be interpreted that pairing social media usage with in class instruction as done in Kabooha and Elyas (2015)'s and Heriyant (2015)'s research with the reading activities show greater potential in the success of vocabulary acquisition of learners. Finally, when all the studies reviewed are taken into consideration, if participants produce rather than just be exposed to content on social media and if they are guided throughout the process, greater chances of success is possible in enhancing vocabulary.

These findings and thus the study at hand propose usefulness in the area of TEFL, since vocabulary learning is a crucial part of mastering a language as well as communication and in this day and age where people are more and more connected through social media, utilizing this enchanting byproduct of technology as a tool for vocabulary learning and understanding the best way it can be incorporated is an absolute benefit on the instructors' and learners' behalf. Nonetheless, a limitation can be named as the restricted number of suitable studies found regarding the domain this study elaborated on, especially the lack of experimental as well as action research on Twitter and vocabulary learning. Finally, the English levels together with the age varitions of participants could be identified as limitations since both components varied in the reviewed literature and these may propose an impact on the outcomes.

Future studies could benefit from conducting experimental research to investigate the specific features of social media sites that directly contribute to vocabulary acquisition. For example, when it

comes to vocabulary enhancement, new research may try and find out the most efficient type of content, whether it be image, video, text or blended, when these are used interactively. Moreover, the careful observations on vocabulary retention and understanding after learners have created their own content could lead to promising insights on this matter. An intriguing addition here could also be the impact of Tiktok, a digital platform widely preferred by Gen Z, on vocabulary acquisition, which was not included in this study. Another area that is worth exploring can focus on the relationship between learners' age or proficiency levels and how these factors have an impact on the process as well as outcomes of vocabulary enhancement through the use of social-media. In addition, studies which compare the utilization and integration of social media in vocabulary learning on online and in-person backgrounds may help the instructors understand and utilize alternative approaches useful to the contexts in which they operate.

All in all, this research highlights the promising impact social media has when used as a tool of supplement alongside vocabulary instruction. The thoughtful and strategic utilization of such technologies as tools by the instructors' end may lead to a substantial support for learners in their path to build a thorough vocabulary foundation which may enable them to achieve effective communication and further digital skills in their day and age. Correspondantly, this study's findings revealed the importance of how interactive, multimodal and guided procedures may be of great use when the greatest benefits are aimed to be gained while using social media as a supplementary tool to vocabulary learning. In the end, a skillful and well organized integration of social media to the language teaching and learning process promises to be efficient, engaging as well as relevant for learners in the development of their language skills.

## Ethical Declaration

During the writing process of the study titled *"A Literature Review on the Effects of Youtube, Instagram, Twitter (X) and Facebook on Vocabulary Enhancement",* scientific rules, ethical and citation rules were followed*;* no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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## GENİŞ ÖZET

İngilizcenin Yabancı Dil Olarak Öğretimi alanında, dil öğreniminin temel unsurlarından biri kelime öğrenimidir. Kelime bilgisi, dil yeterliliğinin önemli bir bileşeni olup, öğrencilere düşüncelerini, fikirlerini ve duygularını açık ve doğru bir şekilde ifade etme imkanı sağlar. Dilbilgisi, cümle yapılarını oluşturmak için önemli olsa da, tek başına anlamı iletmekte yetersizdir. Kelime bilgisi yeterli olmayan bir kişi için etkili iletişim bir opsiyon olamamaktadır. İşte bu sebeple, öğrencilerin öğrenmeyi hedefledikleri dili etken bir şekilde kullabilmesi ve temel alınan dört dil becerisi olarak okuma, yazma,

dinleme ve konuşma alanlarında başarılı olabilmeleri için yeterli bir kelime dağarcığı edinmek yadsınamaz bir önem taşımaktadır. Kelime öğrenimi, kelimelerin basit bir şekilde ezberlenmesinin ötesinde bir süreçtir; kelimelerin anlamlarını, kullanımını, çağrışımlarını ve kelimeler arasındaki ilişkileri derinlemesine anlamayı gerektirir. Öğrencilerin sadece kelimeleri tanıması değil, aynı zamanda onları doğru bağlamda kullanabilmesi gerekir. Bu nedenle, kelime öğrenimi için çeşitli stratejiler geliştirilmiştir. Yaygın olarak kullanılan stratejiler arasında açık öğretim, bağlama dayalı öğrenme ve teknolojinin kullanımı yer almaktadır. Özellikle teknolojinin ortaya çıkışı, dil öğreniminde yenilikçi yöntemler sunmuş ve sosyal medya, bu süreçte dikkat çeken bir araç haline gelmiştir. Instagram, X (eski adı ile Twitter), Facebook ve YouTube gibi sosyal medya platformları, öğrencilere kelime öğrenimini geliştirmek için dinamik bir ortam sunmaktadır. Bu platformlar, paylaşımlar, altyazılar, videolar ve etkileşimler gibi çeşitli içerikler sunarak öğrencilere yeni kelimeleri gerçek bağlamlarda tanıtır. Geleneksel ders kitapları, kelimeleri genellikle izole veya yapay bağlamlarda sunduğundan, sosyal medya platformları öğrencilere dilin gerçek hayatta nasıl kullanıldığını görme fırsatı verir. Sosyal medya aracılığıyla öğrenciler, günlük dildeki kelimelere, argo ifadelerine, deyimlere ve hatta ders kitaplarında yer verilmeyen özel terminolojiye maruz kalırlar. Sosyal medya, aynı zamanda öğrencilerin gerçek zamanlı olarak ana dil konuşurları ile etkileşime girmelerini, tartışmalara katılmalarını ve dildeki kelimelerle etkileşimde bulunmalarını sağlayarak dilin anlamını ve kullanımını daha derinlemesine öğrenmelerine yardımcı olur. Ayrıca, sosyal medya, tesadüfi öğrenme için de bir fırsat sunar. Tesadüfi öğrenme, dilin tekrar eden bir şekilde, kasıtlı olarak değil, doğal yollarla öğrenilmesidir. Öğrenciler, sosyal medya paylaşımlarını kaydırırken, videoları izlerken veya altyazıları okurken yeni kelimelerle karşılaşırlar ve bu kelimeler hakkında aktif bir şekilde düşünmeden öğrenirler. Zaman içinde bu maruz kalma, kelimelerin anlamlarının ve kullanım şekillerinin içselleştirilmesine yol açar. Bu tür tesadüfi öğrenme, özellikle diğer dil öğrenme stratejileriyle birleştirildiğinde oldukça etkili olabilir. Sosyal medyanın bir diğer önemli özelliği, çoklu medya öğrenme imkanı sunmasıdır. Birçok platform, görsel, işitsel ve metinsel içeriği bir arada sunarak farklı öğrenme stillerine hitap eder ve kelimelerin öğrenilmesini güçlendirir. Sosyal medyanın en dikkat çekici faydalarından biri, öğrenme ortamlarını fiziksel sınıfın ötesine taşıma kapasitesidir. Geleneksel sınıf ortamlarında öğrenme genellikle belirli bir zaman ve mekanla sınırlıdır, ancak sosyal medya platformları, öğrencilerin sınıf dışında da dil öğrenmeye devam etmelerini sağlar. Bu durum, öğrencilerin sürekli olarak dile maruz kalmasını sağlar ve kelime dağarcıklarını geliştirmelerinde onlara yardımcı olur. Ayrıca sosyal medya, öğretmenler ile öğrenciler arasındaki iletişimi kolaylaştırarak, sınıf dışındaki ek pratik, geri bildirim ve destek fırsatları sunar. Sosyal medyanın dil öğrenimindeki potansiyel faydaları, akademik ilgiyi de artırmış ve bu konuda yapılan araştırmaların sayısını artırmıştır. Halihazırda elde olan bu literatür incelemesi ise, sosyal medyanın İngilizceyi yabancı dil olarak öğrenen öğrencilerin kelime öğrenimi üzerindeki etkilerini araştıran farklı çalışmaları incelemiş bulunmaktadır. İncelenen çalışmalar, sosyal medyanın kelime öğrenimi üzerindeki etkisine odaklanan ve İngilizcenin yabancı dil olarak öğretilmesi bağlamında

geçerliliği olan çalışmalar olarak seçilmiştir. Bu çalışma, kullanılan sosyal medya platformlarını ise türüne göre kategorilere ayırmıştır: görsel-işitsel tabanlı platformlar (YouTube ve Instagram), metin tabanlı platformlar (X/Twitter) ve karışık modlu platformlar (hem görsel/işitsel hem de metin içeren Facebook gibi). İncelenen çalışmalardan elde edilen bulgular, ağırlıklı olarak görsel-işitsel içerik kullanan sosyal medya platformlarının, yani özellikle YouTube ve Instagram'ın, kelime öğrenimi konusunda etkili olduğunu göstermektedir. Çok modelli ve geniş olanakları ile bu platformlar, öğrencilerin üzerinde çalıştıkları kelimeleri anlamaları ve hatırlamaları için elverişli bir zemin oluşturur. Bunun aksine, metin tabanlı platformlar, örneğin X (eski adı ile Twitter), kelime ediniminde daha az başarılı olmuştur, çünkü yazılı metne dayalı içerikler, görsel ve işitsel unsurlar kadar bağlam veya etkileşim sunmamaktadır. Ancak, metin ve görsel/işitsel içerikleri bir araya getiren karışık modlu platformlar, kelime öğrenimi açısından daha dengeli ve etkili bir yaklaşım sunmuştur. Ayrıca, sosyal medyanın sınıf içi etkinliklerle birleştirilmesinin önemine de dikkat çekilmiştir. Sosyal medya kullanımının, geleneksel öğrenme görevleri, örneğin okuma çalışmaları veya kelime egzersizleriyle birleştirildiğinde, öğrencilerin kelime öğreniminde daha büyük başarılar elde ettikleri gözlemlenmiştir. Bu durum, sosyal medyanın faydalarını yapılandırılmış öğrenme aktiviteleriyle birleştirmenin, yalnızca sosyal medya kullanmaktan daha etkili sonuçlar verdiğini göstermektedir. Son olarak, incelemeye alınan çalışmalar, öğrencilerin kelimeleri sadece tüketmek yerine sosyal medyada aktif olarak içerik ürettiklerinde daha başarılı olduklarını ortaya koymuştur. Aktif katılım, örneğin gönderi paylaşma, yorum yapma ve tartışmalara katılma, öğrencilere yeni kelimeleri anlamlı bir şekilde kullanma fırsatı verir. Ayrıca, rehberlik ve geri bildirim alan öğrenciler, yeni kelimeleri bağlam içinde daha iyi uygulayabilmekte ve zaman içinde bu kelimeleri daha uzun süre hatırlamaktadırlar. Sonuç olarak, sosyal medya platformları, İngilizceyi yabancı dil olarak öğrenen öğrencilerin kelime öğrenimini geliştirmek için önemli bir potansiyel sunmaktadır. Gerçek yaşamda kullanılan dilin bağlamında öğrencileri kelimelerle tanıştırmak, tesadüfi öğrenmeyi teşvik etmek ve çoklu medya ortamı sağlamak, sosyal medyanın kelime öğrenimine katkı sağlamada etkili yollarıdır. Sosyal medyanın kelime öğrenimindeki faydalarını en üst düzeye çıkarmak için, aktif katılım, öğretmen rehberliği ve sınıf içi etkinliklerin yer aldığı iyi yapılandırılmış bir öğrenme çerçevesi ile birleştirilmesi önemlidir.