Creativity and social networks in English language learning: a systematic literature review

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ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

209

Abstract

This systematic review explores the intersection of creativity, social networks, and English language learning, with a focus on how multimodal content creation impacts learner motivation and linguistic development. Following the PRISMA guidelines, 25 peer-reviewed studies published between 2021 and 2025 were selected from the Scopus and Web of Science databases. Inclusion criteria focused on empirical studies related to English as a foreign language, creativity, motivation, and the use of social networks in educational contexts. The findings reveal that social media platforms—particularly Instagram, TikTok, and YouTube—positively influence learner motivation, engagement, and linguistic competence through creative tasks such as video production, storytelling, memes, and infographics. These tasks foster collaborative learning, digital literacy, and self-expression. However, the assessment of linguistic and creative outcomes remains a challenge due to the lack of standardized frameworks. Social networks offer multimodal, interactive, and learner-centered environments that enhance English language learning. Future research should focus on developing reliable evaluation methods and exploring how social media can be systematically integrated into formal language education.

Keywords: creativity; social networks; English language learning; multimodal content; motivation; assessment; PRISMA.

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

210

1. Introduction[1]

The integration of social networks into language education has evolved rapidly in response to technological advancements and the widespread use of digital platforms (An and others, 2023; Chen and Shu, 2024; Elverici, 2021). A growing body of research demonstrates that social media can enhance language learning by improving learner motivation, engagement, and academic performance (Alkhalaf, 2023; González-Mohíno and others, 2024; Mahaputri and others, 2025; Shadiev and Yang, 2020). Platforms such as Instagram, TikTok, and YouTube provide interactive, multimodal environments that extend learning beyond the classroom, offering opportunities for real-world communication and creative expression (Anikeeva and others, 2024; Hu and Du, 2022; Khasawneh, 2024).

Futhermore, creativity plays a fundamental role in language acquisition, fostering meaningful interaction, deeper cognitive engagement, and the development of communicative competence (Hu and Du, 2022; Khasawneh, 2024; Mahaputri and others, 2025; Pang, 2022). Far from being limited to artistic expression, creativity in language learning is increasingly understood as the ability to generate original, meaningful, and contextually appropriate language output. Within the field of digital learning, it is viewed not as a rare talent, but as a skill that can be cultivated through purposeful educational design (Pikhart and others, 2024). It involves the ability to produce original and relevant content—combining novelty with communicative value—through tasks that require learners to make meaning, adapt, and co-create within digital environments.

Recent literature highlights that creativity in language learning should not be viewed as an abstract or spontaneous trait but as a dynamic process influenced by pedagogical, cognitive, and social factors (Pikhart and others, 2024; Mahaputri and others, 2025). In the EFL context, creativity is increasingly framed as the learner's capacity to generate novel and contextually appropriate linguistic forms, often emerging through interaction and task-based engagement. From a pedagogical standpoint, creativity is cultivated through the intentional design of open-ended activities that require problem-solving, personalization, and collaboration (González-Mohíno and others, 2024; Alkhalaf, 2023). Moreover, creativity is closely tied to digital competence, as learners draw on multimodal tools to construct meaning in flexible and imaginative ways (Hu and Du, 2022; Khasawneh, 2024). This theoretical perspective reinforces the need to consider creativity as both a cognitive skill and a socially mediated practice that can be strategically nurtured within technology-enhanced environments.

According to the findings reviewed by Pikhart and others (2024), tools such as game-based learning, digital storytelling, and collaborative platforms foster creativity by stimulating

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1   The present study derives from research undertaken for the doctoral dissertation *Enseñanza de lenguas a través de la creatividad en redes sociales desde una perspectiva transpersonal.*

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

211

problem-solving, critical thinking, and social interaction. In this sense, creativity in EFL settings emerges not only through linguistic expression but also through the meaningful integration of technology and multimodality, making it a crucial element for engaging and empowering learners in online and blended environments.

Social networks facilitate creative language tasks such as the production of videos, digital storytelling, memes, and infographics, which not only promote linguistic proficiency but also empower learners to express themselves through diverse modalities. Multimodal content creation—blending text, visuals, audio, and video—enables more authentic, engaging, and personalized learning experiences.

Given the increasing pervasiveness of social media in educational contexts, this study aims to systematically examine the role of creativity in social network-based language learning. Specifically, it explores how multimodal tasks contribute to learner motivation, the enhancement of English language skills, and the development of digital literacy. The review adheres to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol to ensure methodological rigor and transparency.

Preliminary findings from the reviewed studies indicate that social networks, when integrated with creative tasks, have a generally positive impact on English language learning. Platforms such as Instagram and TikTok increase learner engagement and motivation, while activities involving collaborative video production, digital storytelling, and content creation foster communication skills and creativity (Khasawneh, 2024; Read and others, 2021; Shadiev and Yang, 2020). Despite these benefits, the field lacks consistent frameworks to evaluate linguistic and creative competence in digital environments.

Accordingly, the objectives of this review are fourfold: (1) to examine how social networks support creative language-learning activities, (2) to assess their impact on learner motivation, (3) to analyze their effectiveness in improving linguistic competence, and (4) to identify and evaluate assessment frameworks used in these contexts. By addressing these objectives, this study contributes to a better understanding of how creativity and social media intersect in language education and highlights key areas for future research and pedagogical innovation.

2. Materials and methods

To address the objectives of this article (namely, assessing the effectiveness of multimodal creative tasks on social networks in English language learning; seeing their impact on students' motivation and the development of linguistic skills of SSNN, and exploring the assessment frameworks used to evaluate linguistic and creative development) this research follows a quantitative and descriptive approach. Positioned within

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

212

literature review studies, it aims to outline future directions for research in this field within the international academic landscape. The present study focuses on answering the following research questions:

RQ1: How do social networks foster creative tasks in English language learning?

RQ2: What are the implications of using creative tasks on social networks for learner motivation?

RQ3: How do creative tasks on social networks (e.g., videos, memes, infographics) enhance English language skills?

RQ4: What assessment frameworks and criteria are used to evaluate learners' linguistic and creative development through social network-based activities?

In order to fulfill the outlined objectives and respond to the research questions, we carried out a systematic review in accordance with the Preferred Reporting Items for Systematic Reviews (PRISMA) guidelines.

2.1. Search strategy

Between January 2024 and February 2025, the keywords were defined: *social networks OR Social Media*, *creativity*, *creative tasks*, *foreign OR second language learning*, *English*, *Motivation*, all of which fit the ERIC thesaurus. Once established, different search equations were combined to conduct searches in Scopus and Web of Science. Some of the search queries used included:

– ("social network" OR "social media") AND ("creativ*") AND ("foreign language learning" OR "English")

– ("social network" OR "social media") AND ("motivation") AND ("foreign language learning")

– ("social networks" OR "social media") AND ("creativ*") AND ALL ("foreign language learning") AND ("motivation")

– ("creative tasks" OR "creativity") AND (foreign language learning).

We analyzed all relevant studies available to date in these databases, encompassing a significant portion of the existing research.

2.2. Inclusion criteria

To identify the analysis units that comprised the final sample, the PRISMA protocol for systematic reviews was applied, following the inclusion and exclusion criteria detailed in table 1.

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

213

TABLE 1

Inclusion and exclusion criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
a. Peer-reviewed journal articles (including systematic reviews). b. Publications from the last five years (2021-2025). c. Studies focusing on English as a foreign language. d. Research within the field of language teaching and learning. e. Research within the field of social media or social networks, motivation and creativity. f. Research that reports on applied empirical studies (quantitative, qualitative, mixed methods, and reviews).	a. Grey Literature. b. Studies that do not address English as a foreign language. c. Research focused on general education. d. Not within the field of social networks or creativity. e. Not primary schools. f. No IA or Virtual Reality. g. Other languages than English. h. Non-empirical studies (i.e., those obtained through observation, perception, and interaction with our surroundings).

The selection process of studies included is illustrated in the PRISMA flowchart (figure 1), which details the identification, the screening, eligibility and inclusion stages.

2.3. Identification

As we mentioned before, two key databases were selected for conducting a rigorous systematic review: Web of Science (WoS) and Scopus. They both have a library with an extensive indexing of high impact journals belonging to different disciplines, which provides them with an important reputation.
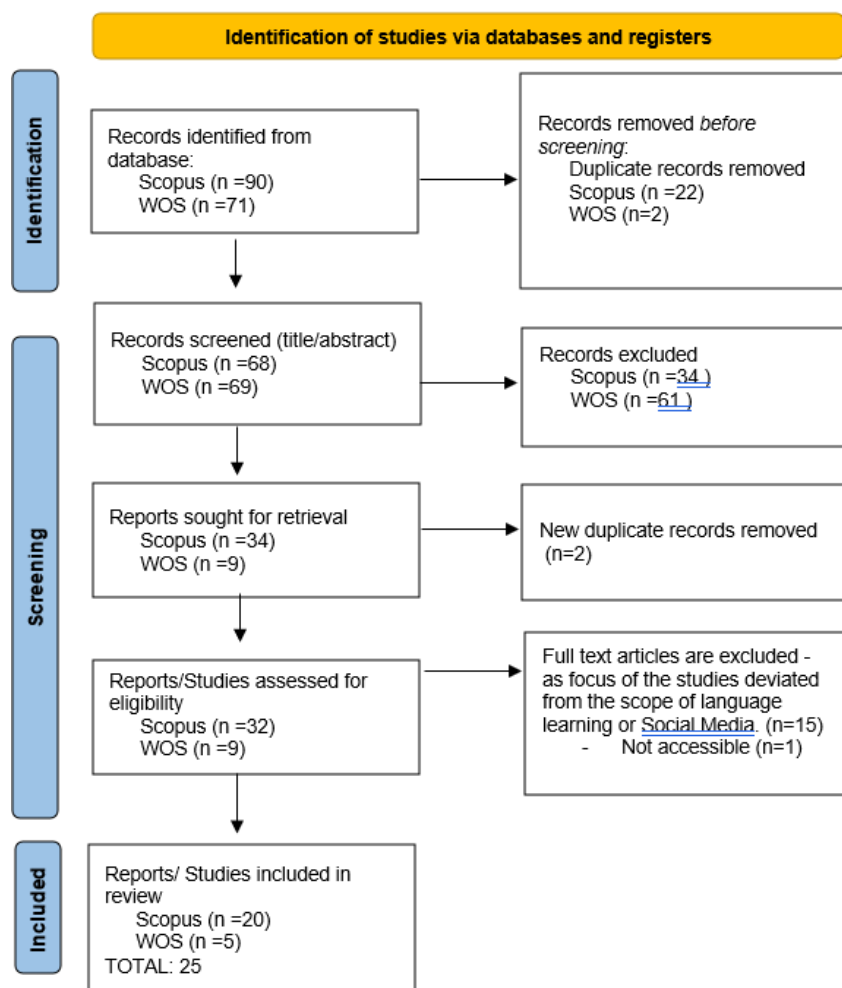
Different search queries were applied to each of the databases (as the *search strategy* points out) to get the first number within the identification phase. Basically, the search was restricted to peer reviewed articles, to a five-year period (2021-2025) and to the English language. With all these limitations in mind and after having checked for duplicates in both databases by using Refworks, 90 records from Scopus were originally selected and 71 from WoS.

2.4. Screening

During the early stage of the screening process, both titles, keywords and abstracts were analyzed to see their relation to the focus of this systematic review, mainly the relationship between social networking service (SNS), creativity and language learning. 34 articles from Scopus and 61 from WoS were excluded because they did not meet the inclusion criteria. Therefore, the process ended up with a total of 41 articles, 34 from Scopus and 9 from WoS. This last set required to be screened one more time based on its accuracy and exactitude to the object of study. By reading full-text articles, there were still some that were excluded because they deviated from the aims of this systematic review. Although many of the stud-

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

214

FIGURE 1

PRISMA flowchart

ies offered interesting sights about the relation between SNS and education, the studies did not fell within the scope of language learning or focused on the social network's theory.

2.5. Included

In sum, the PRISMA 2020 flow diagram provides a comprehensive overview of the entire selection process. Initially, 161 records were identified (Scopus = 90; WoS = 71), of which 24 duplicates were removed. After screening 137 titles and abstracts, 95 were excluded for not meeting the inclusion criteria. From the 43 full-text articles retrieved, two further duplicates were eliminated and 16 were excluded due to thematic irrelevance or inaccessibility. This rigorous process led to a final sample of 25 eligible studies (20 from Scopus and 5 from WoS), whose findings constitute the foundation for the present review (see figure 1).

3. Results

In total, 25 studies were included in this systematic review (see appendix A). All of them are written in English and published between 2021 and 2025.

3.1. Social networks/social media

The studies included in this review utilized a variety of social networks and social media platforms. Among the most frequently mentioned were Facebook, Instagram, Twitter, YouTube, WhatsApp, Telegram, and TikTok (Gil-Fernández and others, 2023; Shamsi and Bozorgian, 2022). Additionally, some studies explored the use of general Web 2.0 technologies (Girgin and Cabaroğlu, 2021), mobile social network sites (MSNS) (Alkhalaf, 2023) and language learning apps. Other platforms referenced included VKontakte, Skype, Viber, Wikis, Flickr, Snapchat, LinkedIn, WordPress, and emerging tools like Instagram Live and YouTube language courses (Shamsi and Bozorgian, 2022; Valencia and Mejía-Laguna, 2023; Chen and Shu, 2024; Hazaymeh and Khasawneh, 2024).

3.2. Country and educational context

A geographical analysis of the reviewed studies reveals that most were conducted in Asian and Middle Eastern countries, particularly China, Saudi Arabia, Iran, Turkey and Spain. Other countries represented include Indonesia, Russia, Kazakhstan, Iraq, the Czech Republic, and Colombia, among others. Therefore, this analysis highlights a strong global interest in integrating social media into English as a foreign language education in non-English speaking countries.

The selected studies covered a variety of instructional levels and learning environments. Several studies focused on English as a foreign language (EFL) in university settings (Alkhalaf, 2023; Hazaymeh and Khasawneh, 2024; Hu and Du 2022). Research also explored self-directed learning outside the classroom (An and others, 2023; Gil-Fernández and others, 2023) at different instructional levels ranging from primary school to higher education (Chen and Shu, 2024; Pikhart and others, 2024). Additionally, studies were conducted in secondary schools (Elverici, 2021; Pang, 2022), online learning environments (Mulyanah and Amarullah, 2024), within specific programs such as intercultural communication courses (Mahaputri and others, 2025) and, finally, foreign language teaching programs (Valencia and Mejía-Laguna, 2023).

3.3. Methodology

The 25 reviewed studies implemented various methodological approaches. The collection of numerical data through surveys with Likert scales and questionnaires in quantitative research allowed statistical methods including correlation analysis and MANOVA and

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

216

multiple regression analysis and t-tests and structural equation modeling for analysis. Alkhalaf (2023) used triangulation methods which merged survey data with some quasi-experimental components.

The research employed mixed-methods approaches which integrated quantitative data with qualitative findings through semi-structured interviews and thematic analysis and descriptive analysis to achieve better research question understanding. The research of Ebadi and others (2024) opted for a multimethod approach through a quantitative/qualitative design, while Elverici (2021) applied social presence scales together with qualitative interviews. The assessment of intervention effects used quasi-experimental designs which included control and experimental groups and pre-test/post-test measurements. The research of Hu and Du (2022) established an exploratory sequential mixed-methods design and Ibrahim and Basim (2024) implemented a quasi-experimental design with pre-test/post-test. The research methods in classroom-based studies include action research. The research of Girgin and Cabaroğlu (2021) included self-perception surveys together with lesson evaluation forms and teacher/peer observations and interviews. The review included literature-based research which included theoretical analyses and systematic reviews that followed PRISMA protocols (e.g., Pikhart and others, 2024; Shadiev and Yang, 2020).

3.4. Creative tasks

The creative tasks presented in the studies presented a wide array of multimodal and digital activities. Several studies incorporated multimodal content creation, such as videos, podcasts, and interactive activities (Alkhalaf, 2023), as well as online discussions, instant messaging, and virtual collaboration. Specific examples included the design of animations and videos using tools like Voki, GoAnimate, Animoto, and Powtoon; the creation of posters and digital stories with Canva, PosterMyWall, and StoryBird; the development of mind maps with MindMeister, and the use of educational games and quizzes via platforms such as Kahoot, Quizlet, Quizizz, and Cram (Girgin and Cabaroğlu, 2021; González-Mohíno and others, 2024).

Instagram was employed as a platform for various creative language tasks, including diary blogs, collaborative storytelling, video commercials, and informational banners (Anikeeva and others, 2024), as well as image captions, sentence writing, and interactive games. Features such as Instagram Reels and TikTok were used in group collaboration projects, where students created and edited videos and explored tools like Duet and Stitch (Khasawneh, 2024). Mahaputri and others (2025) documented Insta-feeds creation, where students selected and shared photos, art, dance, drama, and music, and engaged virtually using new forms and ways of communicating.

Other creative tasks involved live streaming sessions on Instagram (Hazaymeh and Khasawneh, 2024), implementing language challenges on TikTok and Snapchat (Hu and Du, 2022), and creating TikTok videos to present learned material. Mulyanah and Amarullah

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

217

(2024) had students record videos with English commentary and deliver short digital presentations on TikTok. Obaid and others (2022) employed a Social Media-Movie Based Learning Project (SMMBLP) model that integrated mind mapping, argument writing, and video production. Read and others (2021) included the production of subtitles, images, and videos for Instagram and Facebook. Shadiev and Yang (2020) identified educational games, collaborative online writing, and multimodal video production as creative methods to learn and develop multiliteracies.

3.5. Main results

The general findings of the reviewed studies indicated a wide range of outcomes regarding the integration of social networks and creative tasks in English as a foreign language. The majority of studies focused on their effects on motivation, language development, collaboration, and digital literacy.

A significant number of studies examined the motivational effects of using social media in EFL contexts. An and others (2023) implemented a large-scale survey with university students and found strong correlations between motivational factors—particularly expectancy, utility, and goal orientation—and the self-directed use of technology for English learning. Anikeeva and others (2024), through a mixed-methods study involving 46 language education experts, reported that Instagram, TikTok, and YouTube promoted learners' motivation and cognitive interest by providing familiar and interactive platforms for creative expression.

Ebadi and others (2024), focusing on Iranian Instagram users, identified a significant relationship between platform engagement and L2 motivation, with cognitive engagement emerging as the strongest predictor. González-Mohíno and others (2024), in a study involving 338 university students, demonstrated that Instagram use was positively associated with communication, motivation, and student satisfaction. Mulyanah and Amarullah (2024) conducted a quasi-experimental study comparing TikTok-based learning with conventional instruction and found that the TikTok group achieved higher post-test scores and reported increased motivation to learn English. Meirbekov and others (2024), working with Kazakh university students, also emphasized the role of Instagram and TikTok in fostering student independence and motivation.

Several studies investigated the impact of social media and creative tasks on specific linguistic skills. Hazaymeh and Khasawneh (2024) applied a pre-test/post-test design with 392 undergraduate students, finding improvements in grammar and speaking when Instagram Live and YouTube were integrated into instruction. Ibrahim and Basim (2024) reported that intermediate-level EFL students who engaged with Instagram feed-based tasks showed gains in self-esteem, academic engagement, and language performance across speaking, grammar, vocabulary, reading, and writing.

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

218

Hu and Du (2022), through an exploratory sequential mixed-methods approach, came to the conclusion that TikTok tasks supported speaking and grammar development, although overall outcomes were similar to those achieved through conventional methods. Read and others (2021), studying mobile-assisted listening via Facebook, observed that students who interacted with the platform more frequently also listened to more audio content, suggesting increased engagement with listening input. Obaid and others (2022), implementing a Social Media-Movie Based Language Project (SMMBLP), found improvements in higher-order thinking skills and language performance through mind mapping, argument writing, and video production.

The reviewed studies also emphasized the role of social networks in enabling collaborative and creative learning experiences. Girgin and Cabaroğlu (2021), in an action research study with Turkish high school students, introduced Web 2.0 tools (e.g., GoAnimate, StoryBird, Canva, MindMeister) for content creation and found increased learner motivation and perceived benefits in creativity, teamwork, and communicative variety.

Khasawneh (2024) applied a quasi-experimental approach to explore how TikTok's "Duet" and Instagram Reels facilitated collaborative projects, concluding that students in the experimental group achieved higher scores in teamwork, task completion, and analytical thinking. Mahaputri and others (2025), conducting classroom-based research in an intercultural communication course, used Instagram feeds to encourage students to curate and share culturally meaningful content (e.g., photos, dance, artwork), contributing to creative expression and communication.

Some studies addressed the broader educational functions of social networks. Chen and Shu (2024) provided a theoretical overview of multiple platforms (e.g., Facebook, Telegram, Snapchat), emphasizing their role in improving student autonomy, critical thinking, and academic engagement. Pang (2022) highlighted the use of Facebook, Instagram, and YouTube in flipped learning settings, supporting learner self-regulation and critical thinking. Pikhart and others (2024) conducted a systematic review of digital learning and reported that creative tasks such as game design, digital storytelling, and collaborative projects enhanced creativity and problem-solving.

Mahaputri and others (2025) also underscored the value of social media for developing intercultural communication and digital literacies. Gil-Fernández and others (2023) examined the influence of platforms like Instagram and WhatsApp on shaping personal learning environments (PLEs) in university contexts. Valencia and Mejía-Laguna (2023) focused on teacher education and stressed that integrating Social Networking Sites for Language Learning (SNSLL) depended on students' communicative competence and teachers' adaptability. Wang (2023) noted that teacher motivation was a key factor in implementing flipped classroom strategies using social media.

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

219

3.6. Evaluation

The evaluation methods adopted in these studies varied according to their research designs and objectives. Many researchers used technology-enhanced evaluation tools. In An and others (2023), technology plays an important role in providing immediate feedback and tracking learners' progress, while Shadiev and Yang (2020) emphasized other technology-based methods such as automatic feedback, speech recognition, electronic dictionaries, and intelligent tutoring systems. Likewise, Wang (2023) recommended ongoing monitoring and formative assessment to provide individualized feedback and performance tracking.

A few research works used both quantitative and qualitative approaches. Elverici (2021) evaluated students' social presence and social media attitude via quantitative scales and qualitative interviews. Girgin and Cabaroğlu (2021) used self-perception questionnaires, lesson feedback forms, observations by teachers and peers, and semi-structured interviews. Read and others (2021) combined introspective questions, understanding summaries, and pre- and post-questionnaires to observe changes in students' opinions, habits, and behavior.

Experimental research frequently employed standard tests and comparative studies. Hazaymeh and Khasawneh (2024) utilized Vallette's "Foreign Service Institute" grading scale with a simulated College English Test Band 6 (CET-SET6). Ibrahim and Basim (2024) created a test from the textbook *Top Notch 2* to evaluate speaking, grammar, vocabulary, reading, and writing. Likewise, Khasawneh (2024) examined language ability, teamwork, and analytical thinking by specially designed tests, where they measured task completion time and teamwork.

Pre- and post-tests were extensively utilized for the measurement of learning gain. Mulyanah and Amarullah (2024) utilized the Mann-Whitney U test to compare learning outcomes. Obaid and others (2022) paired pre- and post-tests with motivation questionnaires, task response analysis, evaluation phase questions, and SPSS statistical comparisons. Pang (2022) incorporated quizzes, e-portfolios, self-assessment, and peer assessment as varied assessment tools. Lastly, Meirbekov and others (2024) employed a questionnaire for feedback following a four-month experiment.

These diverse evaluation methods illustrate the complex nature of language learning evaluation, showing the integration of traditional, technology-supported, and mixed-methods approaches to get different dimensions of learner progress and engagement.

4. Discussion

After analyzing 25 peer-reviewed articles selected in accordance with PRISMA guidelines, this review offers insights into how creativity and social networks intersect in the context of English language learning. Building on the descriptive findings presented earlier, this

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

220

section interprets the results considering the guiding research questions. The focus now shifts from empirical patterns to their pedagogical significance, examining how creative social media tasks influence language learning, motivation, and assessment, and identifying directions for future research.

RQ1: How do social networks foster creative tasks in English language learning?

Social media plays a pivotal role in fostering creativity in English language learning by offering interactive environments, digital tools, and collaborative opportunities that enhance student engagement and self-expression (Pikhart and others, 2024; Alkhalaf, 2023; Chen and Shu, 2024). Through features such as real-time sharing, commenting, and content creation, learners are encouraged to explore language in personalized, multimodal, and socially meaningful ways.

One of the most distinctive contributions of social networks lies in their capacity to support multimedia content creation, which encourages learners to engage with language in flexible, experimental, and visually enriched formats. These creative dynamics promote contextualized language use and playful interaction with grammar and vocabulary (Pikhart and others, 2024). Platforms like Instagram, TikTok, or YouTube, rather than being merely recreational, become spaces where learners develop communicative competence through the integration of text, audio, and visuals.

Equally important is the collaborative nature of these environments, which fosters co-construction of ideas and peer interaction. Learners work together in shared creative tasks—such as writing scripts, producing videos, or designing visual content—that strengthen both their language production and soft skills like negotiation and teamwork (Khasawneh, 2024). These processes are further enhanced by the immediacy of digital feedback, which promotes continuous revision and reflection (Pikhart and others, 2024).

In addition, social networks promote creative problem-solving by challenging students to adapt language use to specific audiences, purposes, or themes. Tasks that involve designing educational content, reacting to current events, or incorporating visual metaphors require learners to think critically and respond creatively within authentic communicative contexts (Chen and Shu, 2024; Alkhalaf, 2023).

A key dimension of this creativity is the opportunity to explore personal identity and voice. Social media platforms allow students to experiment with different tones, registers, and communicative styles—such as humor, storytelling, or opinion-based content—which reinforces autonomy and intrinsic motivation (Chen and Shu, 2024). In this way, learners become active agents of their own expression, using language as a means of self-representation and meaning-making.

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

221

Nonetheless, some challenges remain. While creative engagement is widely observed, few studies provide clear criteria to evaluate the depth or quality of learners' creative output. The teacher's role in guiding these processes also remains underexplored. Future research should focus on how creative practices can be scaffolded effectively and aligned with broader instructional goals, without constraining the spontaneity that makes social media tasks so engaging.

RQ2: What are the implications of using creative tasks on social networks for learner motivation?

Creative tasks on social networks are closely linked to increased intrinsic motivation, learner engagement, and a stronger sense of autonomy (González-Mohíno and others, 2024; Ibrahim and Basim, 2024). Producing and sharing content that reflects learners' personal interests, identities, and perspectives allows them to feel ownership over their learning process. This sense of agency, reinforced by the visibility and interactivity of platforms, contributes to higher motivation and sustained participation (Ebadi and others, 2024).

Social media environments—informal, flexible, and familiar—tend to lower affective barriers commonly present in traditional learning settings. These platforms encourage experimentation and risk-taking, providing opportunities to use language in authentic ways without fear of judgment (Qin, 2024; Mulyanah and Amarullah, 2024). As several studies suggest, this emotionally safe space supports creative expression, particularly when tasks are framed around public or semi-public sharing, reinforcing both motivation and learner autonomy (Ibrahim and Basim, 2024).

Another relevant factor is the inherently social dimension of creative tasks on these platforms. Social networks promote peer interaction, co-creation of content, and timely feedback, all of which contribute to a stronger sense of classroom community and shared purpose (Khasawneh, 2024; Read and others, 2021). Learners often receive validation through comments, reactions, and peer engagement, which provides emotional reinforcement and strengthens their connection to the learning process (Mulyanah and Amarullah, 2024).

Additionally, the alignment between creative tasks and students' everyday digital practices enhances the perceived relevance of language learning. Activities such as short-form videos, interactive challenges, and visual storytelling resonate with learners' digital habits, making the learning experience more engaging and meaningful (Hu and Du, 2022). This convergence of linguistic and digital literacies positions learners to navigate communicative tasks in contemporary media landscapes (Pikhart and others, 2024).

However, these benefits are not automatic. Motivation may be hindered when tasks lack clear structure or when the digital environment becomes a source of distraction. Superficial engagement, driven by extrinsic rewards like likes or views, can undermine deeper learning

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

222

processes (Valencia and Mejía-Laguna, 2023). It is, therefore, essential to design activities that balance engagement with pedagogical intention, offering purposeful challenges and constructive feedback beyond surface-level validation (Wang, 2023).

In summary, creative tasks on social media offer strong motivational potential, particularly when they are aligned with learners' interests, promote autonomy, and foster meaningful interaction. Nevertheless, their success depends on careful task design and appropriate scaffolding. Future research should investigate how digital competence shapes motivational outcomes and how sustained engagement can be supported over time in technology-mediated learning environments.

RQ3: How do creative tasks on social networks (e.g., videos, memes, infographics) enhance English language skills?

Creative tasks on social media platforms enhance English language skills by offering learners authentic, multimodal, and socially meaningful contexts for communication. Rather than practicing language in isolation, students engage with content that reflects real-world discourse, allowing them to apply grammar, vocabulary, and discourse strategies in purposeful ways (Anikeeva and others, 2024; Chen and Shu, 2024). These contexts encourage learners to shift from passive consumers of language to active participants in dynamic communicative exchanges.

The integration of multiple semiotic modes—such as text, visuals, audio, and video—supports multiliteracy development and deepens language processing (Meirbekov and others, 2024). These multimodal practices not only enhance comprehension and fluency, but also facilitate transfer across diverse communicative tasks. Participation in collaborative projects further reinforces this effect by combining linguistic goals with teamwork, negotiation, and co-construction of meaning (Mahaputri and others, 2025; Girgin and Cabaroğlu, 2021).

The real-time interaction enabled by social platforms creates spontaneous opportunities for language use and peer-supported learning (Hazaymeh and Khasawneh, 2024; Read and others, 2021). Instant feedback mechanisms promote iterative improvement and reflection, encouraging learners to revise and refine their language with increased audience awareness (Khasawneh, 2024; Pang, 2022). In these contexts, students become more attuned to how their linguistic choices impact meaning and reception (Wang, 2023).

Additionally, creative tasks often tap into personal interests and cultural contexts, allowing learners to incorporate humor, symbolism, and identity into their language production (Ebadi and others, 2024; Valencia and Mejía-Laguna, 2023). This personalization supports learner engagement and fosters authentic self-expression—key components of communicative competence (Mulyanah and Amarullah, 2024; Elverici, 2021).

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

223

Nevertheless, the educational potential of creative tasks depends on clear instructional guidance. Without scaffolding, students may focus more on form or entertainment than on linguistic depth, resulting in outputs that are polished but limited in communicative complexity. Task design should therefore ensure that creativity remains grounded in explicit language objectives, fostering a balance between openness and structure (González-Mohíno and others, 2024).

In conclusion, creative tasks on social networks contribute meaningfully to language development when they are embedded in pedagogically sound frameworks. By combining authentic use, multimodal expression, and social interaction, these tasks promote not only language proficiency, but also learner autonomy, identity, and collaborative competence. Their effectiveness, however, is contingent on thoughtful design that aligns creative engagement with communicative and linguistic goals.

RQ4: What assessment frameworks and criteria are used to evaluate learners' linguistic and creative development through social network-based activities?

The integration of social network-based activities into language learning has prompted the development of diverse assessment approaches to capture both linguistic performance and creative output. These frameworks range from introspective and observational methods to technology-driven tools, reflecting the multimodal nature of social media environments.

Self-assessment and reflective practices are commonly employed to support metacognitive awareness and help learners monitor their progress over time. Learners are often asked to post summaries, commentaries, or reflections on their performance—especially in listening and speaking tasks—through platforms like Facebook or class blogs (Shamsi and Bozorgian, 2022).

In addition, pre- and post-task questionnaires are used to gauge changes in motivation, confidence, and learner attitudes, providing insight into the affective dimensions of creative social media use (Qin, 2024). Some studies also employ engagement analytics—such as app usage data or interaction frequency—to correlate platform activity with language development (Meirbekov and others, 2024).

Several studies incorporate correlational analysis and app usage tracking to explore the relationship between learners' engagement with specific platforms and their language development. Meirbekov and others (2024) examine how interaction with Instagram and TikTok correlates with vocabulary acquisition, fluency, and the use of creative language forms. These findings offer a more objective perspective on how digital behavior patterns relate to measurable linguistic outcomes, moving beyond self-reported data to reveal deeper usage trends.

Advancements in technology-based evaluation are also shaping how creative and linguistic skills are assessed. Ibrahim and Basim (2024) highlight the role of automated feedback sys-

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

224

tems and speech recognition tools in providing immediate corrective input for grammar and pronunciation, offering timely support in oral language tasks. Girgin and Cabaroğlu (2021) describe the implementation of intelligent tutoring systems (ITS), which personalize feedback based on learners' individual strengths and weaknesses, thus enabling more focused and adaptive formative assessment.

Complementing these digital systems, student response tools and voice recordings are used to evaluate spontaneous speech production and real-time problem-solving. E-portfolios have also gained prominence as flexible instruments that allow learners to compile creative work—videos, podcasts, reflections—while demonstrating growth in both linguistic proficiency and creative skill (Valencia and Mejía-Laguna, 2023). Peer evaluation, often integrated into these portfolios, fosters accountability and develops learners' critical judgment (Alkhalaf, 2023).

Some studies assess collaboration through metrics such as task completion time or the distribution of peer contributions, offering valuable insight into group dynamics and language use during co-constructed tasks (Ebadi and others, 2024). However, while these methods reflect the participatory nature of social networks, they are not always aligned with pedagogical goals or validated through consistent criteria.

Despite the diversity of available tools, the assessment of linguistic and creative competence in social network-based environments remains an underdeveloped area. Many existing studies emphasize outcomes but fall short of articulating clear rubrics or validated instruments that integrate both dimensions cohesively. Creative performance, in particular, is often evaluated anecdotally or through general impressions, which limits comparability and transparency.

Moreover, the emphasis on technological tools sometimes overshadows the need for pedagogical coherence. Automated systems may lack the sensitivity to capture nuanced learner expression, and peer feedback—though beneficial—requires clear guidance to ensure it is constructive and criteria-based. These gaps point to the need for more integrated, research-based frameworks that assess both process and product in creative, digital language learning.

In summary, assessing learners' linguistic and creative development in social media contexts demands a thoughtful combination of traditional and digital methods. A balanced approach—one that includes reflective tools, technological support, and collaborative assessment—can provide a fuller picture of learner growth. Future research should focus on establishing validated assessment models that capture not only accuracy and fluency, but also the complexity and communicative richness of creative language use.

Taken together, the findings of this review highlight the considerable potential of social networks to promote creative, collaborative, and meaningful English language learning.

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

225

Across the studies analyzed, creative tasks emerged as a powerful pedagogical strategy to enhance learner motivation, develop multimodal and communicative competencies, and foster digital literacy. However, the effectiveness of these practices depends not only on the digital tools employed but also on thoughtful task design, teacher mediation, and the alignment with explicit learning objectives. While current assessment approaches demonstrate promising innovations, they also reveal a lack of unified frameworks capable of capturing the complex interplay between creativity and linguistic development. Future research should prioritize the development of validated, pedagogically grounded evaluation tools and explore the long-term impact of social network-based tasks on language acquisition.

Despite the richness of the findings, this review is subject to several limitations that should be acknowledged. First, although the corpus includes a diverse range of countries, the majority of studies were conducted in Asian and Middle Eastern contexts. This geographical concentration may limit the generalizability of findings to underrepresented regions such as Latin America, Sub-Saharan Africa, or Eastern Europe, where cultural, institutional, and infrastructural factors may influence how creative digital practices are implemented in language education. Second, the inclusion criteria restricted the review to studies published in English, which may have excluded relevant research conducted in other languages or cultural settings. Third, as is often the case in research on emerging digital practices, the studies selected may reflect a publication bias toward positive or innovative outcomes, limiting the visibility of unsuccessful or neutral interventions. Finally, although the search strategy adhered to PRISMA guidelines and applied systematic procedures, the evolving terminology surrounding creativity and digital tools may have affected the comprehensiveness of the results. Future reviews would benefit from broader linguistic and geographical inclusion, as well as from longitudinal studies that examine the sustained impact of social media-based creative practices in English language learning.

5. Conclusions

This systematic review has explored the intersection between creativity, social networks, and English language learning, synthesizing findings from 25 peer-reviewed studies published between 2021 and 2025. The analysis reveals that social media platforms—particularly Instagram, TikTok, YouTube, and other Web 2.0 tools—are not merely supplementary resources but dynamic, multimodal learning environments that foster creative expression, linguistic development, and learner motivation.

The reviewed studies consistently show that social networks contribute to language learning by facilitating learner-centered, interactive tasks such as video creation, digital storytelling, infographics, and collaborative multimedia projects. These creative tasks, mediated by social media, promote active participation, peer feedback, and real-world

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

226

communication, fostering both linguistic and creative competence alongside gains in self-confidence and learner autonomy.

In addition to enhancing language proficiency, social networks support the development of digital literacy, critical thinking, and intercultural competence. Their widespread use and alignment with students' digital habits make them powerful tools for extending learning beyond the traditional classroom and for bridging formal and informal educational contexts.

However, one of the critical challenges identified in this review is the lack of robust and standardized assessment frameworks to evaluate linguistic and creative outcomes in digital environments. While studies employ a wide variety of evaluation methods—ranging from self-assessment and peer feedback to automated systems and mixed-methods tools—there remains a pressing need for validated, context-sensitive instruments that can reliably measure progress across cognitive, linguistic, and creative domains.

Therefore, this review underscores several implications for both research and practice. First, educators should be encouraged to integrate social media meaningfully and strategically into language curricula, with attention to task design, digital ethics, and learner autonomy. Second, teacher training programs must incorporate digital pedagogies that emphasize multimodal content creation and the formative use of creative digital tools. Third, future research should prioritize the development and validation of comprehensive assessment models that capture the multidimensional nature of creativity and language development in social network-based learning.

In conclusion, social media has the potential to transform English language learning into a more engaging, expressive, and collaborative process. To fully realize this potential, future work must address the challenges of assessment and integration, ensuring that innovation is accompanied by rigor, inclusivity, and pedagogical coherence. When used purposefully, it enables learners to become not just users of language, but creators of meaning.

6. Appendix A

#	Author and year of Publication	Country	Social network/ media used	Educational context	Methodology	Type of creative activity	Results	Evaluation
1	Alkhalaf, M. (2023)	Saudi Arabia	Mobile Social Network Sites (MSNS) (Telegram, WhatsApp, Facebook, etc.).	Perceptions of English as a Foreign Language (EFL) teachers in Saudi Arabia.	Quantitative study based on a survey with 397 Saudi EFL teachers. Used an adapted MUPI questionnaire with a 5-point Likert scale.	Videos, podcasts and interactive activities. Online discussion, instant messaging and virtual collaboration.	It is recommended that both language learners and teachers should adopt these phenomenal social apps to support the learning and teaching of English as a foreign language.	Technology can provide learners with the opportunity to receive immediate feedback on their language performance and to track their progress over time.
2	An, Z., Lai, C., and Gan, Z. (2023)	China	Language learning technologies (apps, online tests, Pigai web).	Self-directed learning outside the classroom, university English course.	Development and validation of MSDTUQ based on TPB, EVT, and goal orientation theory. Correlation analysis, MANOVA, multiple regression analysis.	Not specified.	Motivational variables strongly associated with self-directed technology use (except cost value and performance orientation). Motivational variables explained a significant variance in technology-assisted learning (R² = 74 %).	The results identified nine motivational dimensions influencing students' use of technology for learning English. Notable differences among high, average, and low achievers in these motivational aspects indicate that motivation plays a crucial role in self-directed technology use and overall English learning success.
3	Anikeeva, I., Kalliopin, A., and Kartushina, N. (2024)	Russia	Instagram, YouTube, TikTok,Telegram, VKontakte, Facebook, Twitter.	Modern English language education at university	Mixed-methods approach, literature review, survey of 46 English language education experts.	Diary blogs, collaborative storytelling, video ads, informational banners (Instagram). TED talk discussions (YouTube). Creating/participating in challenges (TikTok). Image descriptions, sentence composition, interactive games (Telegram). Educational debates, GIFs, riddles, polls (VKontakte).	Social media significantly increases motivation and cognitive interest. Provides a convenient, familiar, and interactive platform, enhancing accessibility and personalized/collaborative learning.	Not specified.
4	Chen, Y., and Shu,	Iran	Facebook, Telegram, WhatsApp,	Different instructional	Theoretical analysis	No explicit creative activities mentioned.	Social media can enhance classroom interaction,	Not specified.

#	Authors	Country	Platform	Context	Methodology	Creative activities	Findings	Evaluation
	D. (2024).		Twitter, Skype, Viber, YouTube, Wikis, Flickr, Instagram, Snapchat, LinkedIn, Podcasts, Reddit, Quora, WordPress.	levels (from primary school to higher education) and learning environments (formal and informal).		Highlights the potential different social networks to foster creative tasks such as video creation, image design, creative writing, and collaborative content creation.	empower/motivate students, and sharpen critical thinking. Potential to improve language skills and academic engagement. Provides access to native speakers, authentic language use, input, and feedback.	
5	Ebadi, S., Zandi, M., and Ajabshir, Z. F. (2024)	Iran	Instagram	Iranian users (16-62 years) learning English through Instagram as an informal learning context.	Multi-method approach (quantitative/qualitative). Quantitative: correlational design, questionnaires. Qualitative: semi-structured interviews.	No explicit creative activities mentioned, but suggests how Instagram's stories, live videos, reels, and posts are used to produce and share English-language content creatively.	Positive and significant relationship between Instagram engagement and L2 motivation. Cognitive engagement was the only predictor of L2 motivation.	Two questionnaires (one on Instagram engagement and another on L2 motivation) and semi-structured interviews.
6	Elverici, S. E. (2021).	Turkey	Facebook	EFL (English as a Foreign Language) classes in secondary school.	Explanatory mixed-methods design. Quantitative data were first collected using a 5-point Likert scale on social presence (Arbaugh and others, 2008) and an attitude toward social networks scale for adolescents (Otrar and Argin, 2015). Qualitative data were collected through semi-structured interviews	Creation of a Facebook page where students in the experimental group actively shared their ideas in discussions, where the topic related to their English lessons.	Facebook was perceived as a tool that facilitated communication and provided students with a more enjoyable learning experience.	The study evaluated students' social presence and attitudes toward social media using quantitative scales and qualitative interviews. However, it did not formally assess their linguistic productions on Facebook in terms of English language learning.
7	Gil-Fernández, R., Calderón-Garrido, D.,	Most of the reviewed	Various social networks (Facebook, Twitter, YouTube, Insta-	Personal Learning Environments (PLEs) in	Systematic review of 35 academic papers from SCOPUS and	Not specified.	Identifies studies that explore the use of social media platforms, either general like Twitter, Fa-	Not detailed.

#	Author	Country	Platform	Context	Methodology	Activities	Findings	Assessment
	and Martín-Piñol, C. (2023).	articles proceeded from Spain.	gram, WhatsApp, Flickr, etc).	university settings. Formal and informal learning.	Web of Science (2012-2021). PICOC strategy used for research questions design and PRISMA protocol for documentation.		cebook and Instagram or educational like DIPRO2 or SAPO, for language learning, highlighting the potential of its formats in shaping effective PLEs.	
8	Girgin, P., and Cabaroğlu, N. (2021).	Turkey	Web 2.0 Technology (general)	12th-grade students learning English as a Foreign Language (EFL) in a public school in Turkey.	Action research study.	Designing animations and videos (Voki, GoAnimate, Animoto, Powtoon), creating posters and digital stories (Canva, PosterMyWall,StoryBird), developing mind maps (MindMeister), and designing educational games and quizzes (Kahoot, Quizlet, Quizizz, Cram).	Students showed positive perceptions and high motivation toward integrating Web 2.0 technology in a flipped classroom for EFL learning. Reported benefits included better preparation, language variety improvement, 4C skills development, enhanced teamwork, and increased creativity. Higher motivation and engagement were also observed.	Self-perception surveys, lesson evaluation forms, teacher and peer observations, and semi-structured interviews. No formal standardized language tests.
9	González-Mohíno, M., Ramos-Ruiz, J., López-Castro, J. A., and García-García, L. (2024).	Spain	Instagram	University students	Quantitative study using a questionnaire with 338 participants. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to analyze data and test hypotheses.	Designing animations and videos (Voki, GoAnimate, Animoto, Powtoon), creating digital posters and events (Canva, PosterMyWall), developing illustrated storybooks (StoryBird), and organizing ideas through mind maps (MindMeister). Additionally, they designed educational games and quizzes (Kahoot, Quizlet, Quizizz, Cram).	A strong positive relationship was found between educational Instagram use and communication, as well as engagement. Using Instagram for educational purposes also had a positive impact on motivation and satisfaction.	Continuous assessment, explaining its use in monitoring students' comprehension through comments, inquiry, and discussion. The paper highlights the need for assessment methods considering communication, engagement, and motivation. However, the paper determines the study limitation by focusing on engagement rather than academic achievement and suggests additional studies using advanced tools to analyze the influence of Instagram on academic performance.

10	Hazaymeh, W. A., and Khasaw-neh, M. A. S. (2024).	Saudi Arabia	Instagram live streaming sessions and YouTube langua-ge courses.	Undergra-duate fore-ign language students.	Pretest-posttest experiment with control and expe-rimental groups (n=392), t-tests for analysis.	Live streaming sessions on Instagram to foster virtual interaction. You-Tube language courses for students to engage with relevant educatio-nal videos. Grammar instruction through social media platforms (Facebook, Instagram, Snapchat, TikTok, and YouTube) Implementing language challenges on TikTok and Snapchat to develop students' linguistic skills.	The experimental group showed significant improvement in gram-matical competence and speaking skills compared to the control group.	Vallette's "Foreign Service Institute" scoring method to evaluate the learners' performance in grammar and speaking skills in the pretest-post-test.
11	Hu, H., and Du, K. (2022).	China	Tik Tok	University EFL students	Exploratory sequential mixed-methods design, prioriti-sing the collec-tion and analysis of qualitative data followed by quantitative ones.	Students make TikTok videos to present what had been taught.	Experimental group im-proved in grammar and speaking, but MALL was not superior to traditio-nal methods overall.	A mock College English Test Band 6 (CET-SET6) was prepared to measure the participants' English proficiency. The test included four sections (i.e. listening, reading, writing and speaking).
12	Ibrahim, K. A. A., and Basim, N. (2024).	China	Instagram	Intermedia-te EFL stu-dents (n=93)	Quasi-experimen-tal design with control and expe-rimental groups, pretest-posttest, Multivariate Analysis of Va-riance (MANOVA). The experi-mental group used Instagram feed-based tasks.	Engaging posts using visuals, audio, and video to present course topics from a text-book. Q&A sessions and peer interaction for discussion and feedback. Collaborative small-group work to practice language skills.	The experimental group outperformed the control group, showing substantial benefits of Instagram feed-based activities in boosting self-esteem, academic ability, engagement, and language achievement (except in LA posttest).	Researcher-designed test based on textbook Top Notch 2, administered as a pre-test and post-test. The test included 50 questions covering spea-king, grammar, vocabu-lary, reading, and writing.
13	Khasaw-neh, M. A. S. (2024).	Saudi Arabia	Instagram and TikTok	113 FL undergra-duates	Triangulation methods that combine surveys with some quasi-experimental	The study highlights the use of Instagram Reels and TikTok to foster creativity in language learning through group	The study found that using Instagram Reels and TikTok significantly improved collaborative language learning. The	Tests designed to assess the language skills, the ability to work as a team member, and the logical thinking of the partici-

				elements.	tasks and collaborative projects. Students in the experimental group created and edited videos in these formats, leveraging features like Duet and Stitch on TikTok to facilitate co-creation.	Experimental Group outperformed the Control Group in post-test collaboration scores.The study concludes that Instagram and TikTok enhance engagement and effectiveness in group language learning.	pants. Task completion time and rate of accomplishing tasks, were used to evaluate the degree of cooperation.
14	Mahaputri, R. A., Emilia, E., and Kurniawan, E. (2025).	Indonesia	Instagram	Private university in West Java, Indonesia, this classroom-based study was conducted in the intercultural communication course taken by the undergraduate students of the English education program.	Classroom-based research following intercultural education principles (preparation, comparison, analysis, reflection, and action) to integrate Instagram and ICC-based tasks. Qualitative data collection and analysis through coding and thematic classification.	Insta-feeds Creation: Students curated and shared photos, artwork, dance, drama, and music from local cultures to mediate intercultural meaning-making asynchronously. Virtual Communication: Students engaged in communicative events using newly developed expressions and strategies, adapting language creatively to convey cultural values. Multimodal Content Creation: Instagram's features (photos, captions, hashtags, comments) enabled creative expression and cultural representation, shaping digital identities and intercultural understanding.	Integrating Instagram and ICC-based tasks can guide EFL teachers in teaching and developing intercultural communication literacy, digital literacy, and multimodal literacy. Hashtags were used to explore specific discussion topics and experience cultural fluency and English diversity.	Not detailed.
15	Meirbekov, A., Nyshanova, S., and Meiirbekov, A.	Kazakhstan	Instagram and TikTok	Teaching English as a Foreign Language (EFL) in a university setting (Khoja Akhmet Yassawi Internatio-	Quasi-experiment with online questionnaires answered by 187 first-year Kazakh students who used Instagram blogs and TikTok in English classes	Doesn't mention "creative tasks", but creatVideo Creation: Students produce and comment on videos in English, selecting topics, planning, and presenting content creatively. Oral Presentations on	Students mostly preferred authenticity-focused videos for learning English. The systematic nature of textbooks was highlighted as their main advantage, while their limited resources were a disadvantage compa-	After four months of the experiment, a questionnaire was used to collect feedback data.

		nal Kazakh-Turkish University).	for four months. Statistical data processing.		TikTok: .Digital Storytelling & Games Authentic Photo Sharing.	red to social platforms. Using Instagram and TikTok could increase motivation and interest in learning English. 79 % of students reported feeling more independent in their learning.	
16	Mulyanah, E. Y., and Amarullah, A. (2024)	Indonesia	TikTok determine significant differences between group means.	Online learning of English as a Foreign Language (EFL) during the COVID-19 pandemic in Indonesia.	Study with an experimental group using TikTok for learning and a control group using conventional methods. Pre- and post-tests were administered to compare learning outcomes. The Mann-Whitney U test was applied to.	Not specifically labeled as creative. Video Creation: Students record videos with English commentary on a topic of their choice, requiring planning and expression. Oral Presentations: Short digital presentations on TikTok, allowing creative structuring and delivery. Storytelling & Games: Instagram is used for digital storytelling, grammar exercises, and games, fostering imagination. Authentic Photography: Students create and share meaningful photos, creatively selecting and presenting themes.	The experimental class using TikTok showed a higher post-test mean score (77.00) compared to the control class (47.00), suggesting that TikTok effectively increased students' learning motivation.	Pre- post test.
17	Obaid, A. J., Al.mahdawi, R. S., and Khalaf, H. A. (2022)	Iraq	40 first-semester students from the Computer Science Faculty at Universitas Al Asyariah Mandar in the 2020-2021 academic year.	Higher education. Computer-Science undergraduate students.	The study used a quantitative, pre-experimental research design. ç Data was collected through pre-tests, post-tests, and questionnaires. The study also implemented a	Mind Mapping: Students use MindMeister to visually represent climate concepts. Argument Writing: Creating new story concepts based on films. Video Production: Recording summaries with personal interpretations. Social Media Interaction:	The integration of the Social Media-Movie Based Learning Project (SMMBLP) model was effective in enhancing students' English skills in an online or hybrid environment. The SMMBLP model increased students' higher-order thinking	Pre-test & Post-test: Assessed students' English proficiency in real-life situations (e.g., presentations, giving directions, describing places). Motivation Questionnaire: Measured the impact of SMMBLP on students' motivation. Task Responses Analy-

					specific 5-step SMMBLP teaching model that involved activities like understanding weather concepts, brainstorming, discussing, creating videos, and answering questions.	Engaging in discussions and comments. Active Assignments: Completing tasks requiring creative engagement, particularly video projects.	skills (HoTs) related to Bloom's taxonomy and 21st century skills, especially for communication using English in real life and global contexts. The use of films as authentic material input helped students acquire language and reduced affective filter variables, enhancing their motivation, confidence, and reduced anxiety.	sis: Provided qualitative insights to complement test data. Evaluation Phase Questions: Students answered questions based on learning materials. SPSS Analysis: Used for statistical comparisons (means, standard deviations, t-test). Google Form Data: Assessed students' perceptions and motivation.
18	Pang, Y. (2022).	China	Facebook Twitter Youtube Whatsapp Instagram Telegram	Diverse. Both secondary and higher education.	Conceptual review exploring the role of web-based flipped learning in critical thinking and student engagement.	Students created subtitles, images, and videos for Instagram and Facebook, fostering creative thinking.	- Earlier studies revealed the significance of social media in developing learner engagement and critical thinking. - The use of social media in flipped learning approaches can promote learners' engagement, self-monitoring, autonomy, and critical thinking. - Social media platforms can provide a context for cooperative learning, which fosters learners' critical thinking skills.	Assessment included quizzes, e-portfolios for oral skills, self-assessment, and peer evaluation. Critical thinking was emphasized through analytical tasks. Studies highlighted concerns about flipped learning assessment and the need for research on e-portfolio reliability. Active, collaborative activities were recommended for deeper comprehension and engagement.
19	Pikhart, M., Al-Obaydi, L. H., and Klimova, B. (2024	Czech Republic and Iraq	Not explicit social media digital learning (including game design, interactive technology, digital storytelling, and collaborative learning environments).	Diverse: from primary to higher education.	- Used the PRISMA methodology to conduct the systematic review using Scopus and Web of Science.	Many possibilities. Here are some example: Educational Game Design – Digital Storytelling Collaborative Learning Environments Artistic Digital Design Brainstorming Exercises Remake Videos Internet of Things (IoT) Projects Design Thin-	The overall impact of digital learning on creativity is positive. Designing and playing games, as well as interactive and collaborative activities, can foster creativity and critical thinking. Providing teacher training and resources, as well as implementing	It requires further methods to evaluate creativity.

					king Projects.	more hands-on and interactive activities, can help mitigate any negative impacts of digital learning on creativity.	
20	Qin, X. (2024).	China and Thailand	Facebook Twitter WeChat Social Networking Sites (SNS), blogs, virtual worlds, and content communities Peer-supported platforms including social media.	Mainly Higher education.	The paper does not report on an empirical study, but rather provides a conceptual review and discussion of the applicability of positive psychology in social media-based language learning. The key aspects of the methodology are: 1) addressing a specific research question, 2) reviewing positive psychology, its contribution to SLA, social media, and social media-based language learning, 3) clarifying how learners' positiveness can lead to success in social media-based language learning, and 4) discussing potential pedagogical implications and limitation.	The article does not explicitly define activities as 'creative tasks' but it implies creativity in multimedia content creation, dynamic interaction, and the exchange of ideas in diverse formats.	Using social media for language learning can motivate learners to enhance their communicative skills through real communication. Social media can provide a satisfying collaborative learning context that increases engagement, motivation, optimism, curiosity, and creativity. Engaging with social media can make learners more aware of their deficiencies, which motivates them to improve their skills.	Not specific assessment methods for linguistic and communicative competencies However, it acknowledges these competencies as central to learning and mentions learning outcomes, implying that assessment is relevant in this context.
21	Read, T., Kukulska-Hulme,	Spain	Facebook	Higher education	Experimental design with two groups of UNED	Creative tasks include producing subtitles, images, and videos for	The Facebook-enabled version of the app motivated more students	Students were evaluated through introspective questions on listening

#	Author	Context	Platform	Level	Method	Participants	Activities	Findings	Results
	A., and Barcena, E. (2021).					English students (N=90) randomly assigned to a MALL application ("Audio News Trainer"): one individual learning group (NFB, n=45) and one group with Facebook integration (FB, n=45).	Instagram and Facebook, fostering critical and creative thinking. Bloom's taxonomy is suggested for designing social media exercises, such as retweeting course-related content to enhance engagement beyond the classroom.	to use it and listen to more audio news recordings compared to the non-Facebook version. Students who expressed an intention to continue using social networks for language learning after the study were the ones who listened to significantly more recordings using the Facebook-enabled app. There was a positive correlation between the number of recordings listened to by students and the number of likes/comments they added on the app's Facebook page, suggesting that the social interaction motivated further listening practice.	performance (NFB group) and comprehension summaries posted on Facebook (FB group), promoting social interaction. Pre- and post-questionnaires assessed changes in opinions, habits, and behaviors. Data analysis included correlations between app usage and social media engagement, as well as comparisons of perceptions on social media information.
22	Shadiev, R., and Yang, M. (2020).	Most of the reviewed articles carried out their research in China.	Facebook Twitter Instagram	Diverse. Both higher education and secondary.	Review study following Cresswell recommendations		Educational games – Using digital games as a creative way to learn. Creating multimedia content on social media – Producing images, videos, and using multiple languages to express identity and communicate. Collaborative online writing – Designing alternative endings for films using Google Docs. Producing multimodal videos – Creating films to develop multiliteracies. Creating content with wearable devices –	English was the most common target language, followed by Chinese. Researchers focused the most on improving writing, speaking, and vocabulary skills using technology. Twenty-three different technologies were identified, with games and online videos being the most used. Some older technologies were no longer used after 2014, while new technologies emerged.	The article highlights various technology-based evaluation methods for language learning. Automated feedback provides immediate grammar correction, while speech recognition assesses pronunciation and word order. Electronic glosses enhance reading comprehension, and intelligent tutoring systems (ITS) adapt instruction to improve writing and grammar. Voice recording supports fluency assessment, and student response systems (SRS) identify knowledge gaps and

#	Author	Country	Platforms	Participants	Methodology	Content Creation	Findings	Assessment
						Using multimedia tools to generate learning materials.		facilitate active learning.
23	Shamsi, E., and Bozorgian, H. (2022).	Most of studies were conducted in Asia	Very diverse. Well-known and comprehensive social media (e.g., blogs, virtual communities, and social network sites such as Instagram, Facebook, Twitter, YouTube, Telegram, Skype…).	Diverse. From secondary to University.	PRISMA framework	Not detailed, but focused on content creation on behalf of students as a way of developing creativity.	The reviewed studies primarily used quantitative methods and were conducted in formal educational settings in Asia, with SMALL users being adolescent and young adult learners. The review identified three key themes related to how SMALL impacts language learners' willingness to communicate (WTC): self-confidence, motivation, and anxiety. The use of social media in language learning helped improve learners' WTC by increasing their self-confidence and motivation, and decreasing their anxiety.	Social media enhances language learning evaluation via immediate feedback and peer assessment, as seen in platforms like WeChat. It reduces student anxiety compared to face-to-face settings. Qualitative methods, such as personal journals, offer deeper insights into learning experiences. Educators must carefully design strategies to ensure constructive feedback and fair evaluations within these digital environments, balancing benefits with pedagogical considerations.
24	Valencia, J. A. Á, and Mejía-Laguna, J. A. (2023)	Colombia	Social Networking Sites for Language Learning (SNSLL) Busuu Livemocha Babbel Palabea italki Speaky Duolingo HiNative	Participants were 31 students in their 4th semester of a foreign language teaching program at a public university in Colombia.	Mixed-methods approach with a predominant qualitative focus and some quantitative analysis.	The article discusses how students use social media in language learning, including content creation (text, images, audio, video), collaboration, and project-based learning (SMALL). It highlights e-portfolios for reflective work but does not explicitly focus on creative tasks, instead examining social media's impact on WTC, motivation, and anxiety.	The integration of Social Networking Sites for Language Learning (SNSLL) like Livemocha in formal English language classes can be successful, but depends on factors like students' communicative competence, the teacher's ability to adapt SNSLL activities, and students' attitudes and beliefs. While SNSLL can contribute to the development of communicative competencies, technical issues and	Not mentioned. The article emphasizes participant experiences rather than detailing assessment methods for language learning progress.

						negative interactions with other community members can also demotivate students. The study identifies stages for the integration of SNSLL in face-to-face language classes in teacher education.	
25	Wang, X. (2023).	China	Facebook Twitter WhatsApp Instagram Telegram	Mainly studies on university students.	Conceptual Review	Focused on teachers' creativity for: Content creation (videos, learning modules) Interactive activity design (problem-solving, discussions, experiential learning). Tool adaptation (selecting and integrating social media apps).	FC and social media enhance EFL teaching, promoting interaction, collaboration, and engagement. Teacher motivation is crucial, driven by intrinsic and extrinsic factors, influencing commitment and performance. FC shifts the teacher's role, requiring active involvement in content creation and classroom facilitation. High workload poses challenges, but motivated teachers invest more effort and embrace innovation. Institutional support and further research are needed to optimize FC implementation and teacher readiness.	The article does not detail student assessment in FC with social media but implies continuous monitoring and feedback. It suggests FC enables personalized evaluation, formative assessment, and performance tracking through interaction, problem-solving tasks, and real-time feedback, though no formal methods are specified.

ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

238

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ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture…: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

239

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ONOMÁZEIN | Special Issue XVI - Additional Language Teaching and Learning: Culture...: 208 - 240
Mari Carmen Carilla Pérez and Raúl Ruiz Cecilia
Creativity and social networks in English language learning: a systematic literature review

240

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