

The Applicability of Positive Psychology in Social Media-Based Language Learning

Xiaoqi Qin^{1&2} 

Abstract

Dominating people's lives, Social Media (SM) has gained a special place in every individual's life in terms of becoming a tool to communicate with peers, families, and friends. Providing innovative functionalities, like forming groups, liking, reacting, and motivating, to modernize digital schooling, has made SM pervasive among students and teachers. The present paper tries to conceptually review and discuss the applicability of positive psychology in EFL education along with social-media-based language learning. Recently, in favor of distance learning, the world has witnessed a dramatic change in education, particularly in L2 learning, happening through social media (SM). However, there is a lack of a systematic study on the application of positive psychology in social media-based language learning. Therefore, it can be helpful to consider the effects of social media on L2 learning from a positive psychology perspective. As a first step in the field, the study aims to clarify how learners' positiveness can bring about success and flourishing in social media-based L2 learning. Afterward, potential pedagogical implications and limitations are explained. With the hope of expanding the literature on PP in social-media-based Language learning, suggestions for future studies are proposed.

Keywords: language learning, learners' positivity, positive psychology, social media, social-media-based language teaching

Received: 14 June 2022
Received in revised form: 14 August 2022
Accepted: 28 September 2022

¹ Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok 10600, Thailand

² School of Foreign Studies, Guangxi University of Science and Technology, Liuzhou 545006, China

Corresponding Author: Xiaoqi Qin, Email: qinxiaoqi@gxust.edu.cn,

ORCID ID: <https://orcid.org/0009-0006-5432-0925>

1. Introduction

Emotions, the heart of language education, have not been drawn out from the shadows by applied linguistic researchers in the past decades (Derakhshan, 2022; Derakhshan et al., 2023). Swain (2013) explains emotions as elephants in a dark room that have been poorly studied and comprehended and regarded inferior to rationale. Under the shadow of cognitive perspectives and the false belief that studying emotions is not scientific, the relevance of emotions to language learning has been underestimated by applied linguists (Sharwood, 2017). However, everything is changing rapidly and the emergence of social sciences made scholars recognize the key role of emotions in every aspect of life calling it ‘emotionology’ (Mackenzie, 2019). Prior (2019) refers to the booming research interest in the emotional aspects of language education and argues that it is time to admit that there is an elephant in the room. It is about time to consider it from new perspectives to explore other dimensions of language, social, and emotional life (Derakhshan & Shakki, 2020).

As a branch of general psychology, Positive Psychology (PP) scientifically scrutinizes how people take advantage of their virtues and strengths as they face challenges and how this capacity can be properly fostered (Al-Obaydi et al., 2023; Derakhshan, 2022; Shakki, 2022; Shakki, 2023; Wang et al., 2021). This competence allows people to adapt to various situations in their lives, find themselves satisfied on different occasions, and avoid the trap of depressive situations (Wang et al., 2021). In general psychology, practitioners mostly focus on negative emotions and try to diagnose and treat psychological errors instead of realizing developing positive competencies to deal with potentially challenging situations (Derakhshan, 2022; Dewaele et al., 2019). The development of positive capabilities closely concerns individuals’ emotions and traits subtly rooted in social contexts (Chang et al., 2014). Extensive penetration of social network services (SNS) into people’s daily lives may provide an opportunity for PP researchers and practitioners to undertake new initiatives for positive flourishing using monitoring the connections between social influences and individuals’ behaviors (Derakhshan & Fathi, 2023; Ding & Hong, 2023; Fu & Wang, 2022; Gable & Haidt, 2005).

In the era of technology and communication, social media (SM) is more than a mere means of connecting with others as a habit. Currently, social media has influenced the method of interaction around the world (Allam & Elyas, 2016; Wang, Pan et al., 2023; Wang, Wang, Pan et al., 2023; Wang, 2023). They are constantly changing and modifying our daily lives, in terms of knowledge exchange, interaction, information delivery, and even visual culture. Now, becoming a personal necessity, social media are a means of occupation, learning, self-expression, and lifestyle. Individuals not only use platforms for communication and sharing information but also for learning (Guo et al., 2023; Li & Xie, 2016). Trousseau et al. (2021) point out that reinforcement of education area by technical tools is an endeavor to provide learners with a learning environment without any distance and time limitation. Per se, under the light of employing communication technologies, the e-learning field has come into view providing innovative methods to instruct students. Recently peer-supported platforms including social media are coming on the scene as remarkably effective and enhancing ways for people to enjoy a supportive social context. The activities including individual engagement and social impact can considerably influence the future development of their positive traits.

Current SM platforms have overcome ‘the limitations of the physical world’ by providing plenty of information for language learning (Basoz, 2016; Wang, Derakhshan, Pan et al., 2023). This understanding of shifts in acquiring information gives us new opportunities for an extensive amount of authentic and meaningful occasions of language use. As the primary means of communication, language and language learning is one of the highlighted research domains. While the first language (L1) acquisition happens in the early years of life, L2 is influenced by a variety of factors such as cognitive factors, monolingualism or multilingualism of the family, social contexts, and recently social media (Morales, 2017; Reinhardt, 2019; Wang, Pan et al., 2023). The present multicultural diversity and the socio-economic situation are enhanced by the impact of social media on the issue of L2 acquisition (Morales, 2017; Wang & Hemchua, 2022; Hu & Hemchua, 2023).

Due to the situation, the years of the past decade (2010-2020) have witnessed revolutionary approaches to second language (L2) or foreign language (FL)

learning (Poláková & Klímová, 2019). Given the ubiquitousness of SM, research into their use for educational purposes has attracted great attention (Trousseau et al., 2021; Artyushina et al., 2018; Ayers, 2021; Derakhshan & Shakki, 2019; Lee et al., 2015; Retorta et al, 2017; Yurdagül & Öz, 2018).

However, most of the studies are qualitative and difficult to transfer into reality. There is a lack of systematic research on psycholinguistics, positive psychology, and cognitive psychology aspects. Some researchers set out to use SNS in the academic and educational context. However, how SNS can affect students' behavior, particularly positive psychological improvements, needs to be fully explored. This quandary on the connection between PP and social media-based language learning is more obvious in language education contexts. Considering the lack of systematic studies in the literature, this paper attempts to review the most important studies on positive psychology, SLA, and social-media-based EFL learning with the hope of taking the first steps in providing an illustrative research map for future studies. Keeping in mind the following research question, first, we will briefly review positive psychology, then its contribution to SLA will be considered. Afterward, social media, social media-based EFL learning, and the role of PP in it will be discussed.

RQ: How can positive psychology traits be applied to social media-based language learning?

2. Review of Literature

2.1. Positive Psychology

Getting popular in the recent two decades, PP has led to an impressive shift toward the positive side of life. Although mostly introduced by paying attention to the strengths of individuals and the positive dimension of life in the second half of the 20th century, in reality, PP is an ancient concept that dates back to the primeval religious leaders and philosophers' beliefs who talked about a good society, happiness, virtue, and character (Diener, 2009). In other words, PP is the experiential study of the deeds common people do in their lives to help themselves

to flourish and succeed (Csikszentmihalyi & Nakamura, 2011; Wang et al., 2021). Peterson (2006) characterizes PP as the scientific inspection of all lifetime events, from the beginning of life to its ending.

PP researchers believe in the existence of problems but alongside positive traits like hope, well-being, flow, creativity, optimism, courage, happiness, emotional creativity, flourishing, wisdom, grit, strengths, resilience, laughter, enjoyment, and health (Derakhshan, 2022; Lopez & Snyder, 2009; Wang et al., 2022). As a subdiscipline of psychology, PP introduced some characteristics that highlight individuals' values and strength supporting their flourishing and life satisfaction (Seligman & Csikszentmihalyi, 2000). These positive psychology traits include 24 positive traits that appreciate excellence and beauty, social intelligence, fairness, perseverance, creativity, love of learning, curiosity, zest, self-regulation, leadership, prudence, love, bravery, hope, and others (Wilkins et al., 2021). Seligman and Csikszentmihalyi (2000) argue the foundation of PP is on three core elements: positive institutions, positive individual characteristics, and positive personal and subjective experiences.

Discontented with the mere study of negative emotions, researchers were inspired and encouraged by PP to study positive emotions such as well-being in the instructional context (Jin et al., 2021). Believing in well-being as the basis of flourishing, positive feelings (P), engaging in activities using one's strength (E), constructive relationships (R), meaning finding (M), and identifying achievement (A), i.e., PERMA are assumed as the main components well-being by Seligman (2018). As individuals find themselves in such circumstances, develop, energize, and succeed in their lives. Accordingly, as Seligman (2011) argues PP is concerned with individuals' strength and happiness as well as their development, success, and resilience in all aspects of life like education. After a brief review of the origin, doctrine, and focus of PP, it is about time to consider the possible applications of PP in both SLA research and practice

2.2. Positive Psychology and SLA

The blossom of research into ‘affective’ factors and focus on motivation, attitudes, and anxiety of learning a language made the ground of applied linguistics fertile for the seeds of positive psychology. Teacher trainers and educational researchers and psychologists have underlined the significance of positive emotions in EFL contexts and FL learning (Arnold & Fonseca, 2011; Dewaele, 2015; Guo et al., 2023; Shakki, 2023; Wang et al., 2022; Wang & Derakhshan, 2023). However, it was rather recently that a definite positive renewal occurred in language education studies by MacIntyre and Gregersen (2012). This positive renaissance encouraged language practitioners to change their attention from negative feelings and emotions like boredom to both negative and positive emotions engaged in L2 learning and teaching (Dewaele & MacIntyre, 2014; Hu & Wang, 2023; Kruk, 2021). According to MacIntyre and Gregersen (2012), in L2 education, positive and negative emotions cannot be separated from each other since they are not in distinct poles, and in many occurrences, they complement each other. Gregersen (2013) and Derakhshan et al. (2023) argue that positive emotions can change L2 learning into a more meaningful and enjoyable activity for learners and help them to be more resilient in facing different difficulties and challenges in the learning context.

Since PP’s introduction to SLA, MacIntyre highlighted four important contributions that have straightforward applications in the FL context. The primary contribution is related to the movement from negative emotions to positives suggesting the promising functions of emotions in the L2 domain (Li et al., 2020). The next main contribution of PP is the character strength model (Park et al., 2014) which provides an outline of virtues and strengths under six influential categories needed for individual flourishing: justice, wisdom, transcendence, courage, temperance, and humanity. MacIntyre (2021) believes that this model can describe L2 learners and instructors’ manner of prospecting in the educational context via enhancing character potencies. The other involvement is the evolution of EMPATICS from PERMA (Hrastinski, 2009). Describing well-being within PP, expanding the PERMA model, and renaming it EMPATICS, Oxford (2016) proposed nine components to it including; ‘Emotion and empathy’ (E); ‘Meaning and motivation’ (M); ‘perseverance’: optimism, resilience, and hope (P); ‘Agency

and autonomy'(A); 'Time' (T); 'Hardiness and habits of mind' (H); 'Intelligence' (I); Character strengths (C), and 'self-factors' (S). This theoretical model has opened a new window to empirical studies in the area of hope, empathy, self-efficacy, resilience, motivation, grit, and other factors of positive psychology in L2 teaching and learning. Having discussed the significance of PP in the L2 domain, we intend to review some of the PP factors that seem to be important in L2 teaching and learning.

The first prominent factor is 'Foreign Language Enjoyment' (FLE) was introduced by MacIntyre and Gregersen (2012). Jin and Zhang (2019) believe that this factor aids learners in constructing effective language acquisition resources, expanding perception, and enhancing involvement in the language learning process. Mierzwa (2019) describes FLE as a pleasant feeling experienced as learners find themselves capable and successful in doing demanded tasks and recognizing the value of the learning content. Dewale and Dewale (2020) argue that EFL instructors are able to reduce EFL anxiety and enhance satisfaction by relying on positive emotions. Research on FLE showed that foreign language enjoyment can result in higher academic (Li et al., 2020), social-behavioral learning engagement, and L2 motivation (Dewale & Li, 2021; MacIntyre, 2016; Wu et al., 2023; Zhi et al., 2023).

The next factor is loving pedagogy. The love concept itself is a desirable emotion put forward by PP, showing a considerable capability to encourage individuals' flourishing and contentment (Derakhshan et al., 2022; Zhi & Wang, 2023). Loreman (2011) claims that in the educational context, love, playing a key role in learners' social and emotional growth, is understood as a profound constructive learning event. Reflecting the importance of love, Maslow's (1956) needs hierarchy indicates that self-actualization can be reached only as individuals' needs for love and belonging are satisfied. Loving pedagogy essentially signifies the involvement in fulfilling learners' needs which needs teachers' supportiveness and sensitivity toward their students along with understanding and respecting them (Wang et al., 2021). The objective of education in a loving pedagogical approach goes beyond mere knowledge transfer. In this approach search for knowledge is jointly done by students and teachers and students are urged to exceed all of their limitations (Yin et al., 2019).

In Loreman's (2011) opinion, a 'pedagogy for love' model, includes some main elements such as intimacy, passion, community, empathy, forgiveness, bonding, acceptance, sacrifice, and kindness.

Another important factor in the SLA is academic engagement. It is a pleasant involvement practiced by the learners in L2 learning (Khajavy, 2021) covering behavioral, cognitive, and emotional features (Reschly & Christenson, 2012). Learners' real disposition to be involved in lessons and tasks includes behavioral engagement; cognitive engagement occurs when a learner is sufficiently and mentally challenged by a task, and finally, emotional engagement refers to a learner's attachment and devotion to a task (Reschly & Christenson, 2012). Language learners' emotional engagement is vital for fostering communicative ability (Mercer & Dörnyei, 2020).

2.3. Social Media-Based Language Learning

In the information era, SM has influenced the life of the educational community. Social media applications have heavily expanded information sharing and social interaction within teachers' as well as students' communities. This may be due to human interest in boundless connections and opinion exchanges with individuals with the same interests (Lin et al., 2016). As Throne (2010) points out, SM provides users with the opportunity of going beyond the country's borders and express themselves to the globe. This type of representation globally through SM yields incidental context for foreign language learners and offers possibilities of being linguistically competent since it requires students as users to write and read text messages, and exchange videos, and photos. Students with limited possibilities for real communication in English or other foreign languages can be heartened and motivated to use the Internet and social media to improve their communicative competence and skills in other languages (Balakrishnan et al., 2015; Chartrand, 2012; Guo et al., 2023; Hu & Wang, 2023; Wang & Derakhshan, 2023).

Balakrishnan and Lay (2016) believe that the Social Learning Theory (SLT) "has become popular with the widespread use of SM and mobile technology". It is mentionable that according to SLT the most effective learning happens when

learners can join and be involved in small study groups and interact with other learners (Bandura, 2002). In this theory, three types of learning styles have been proposed: independent, participatory, and collaborative. Balakrishnan et al. (2015) suggest that students who prefer participatory learning might benefit from social media-based learning since they allow learners to receive information from peers instantly without any dependence on a learning environment. Students with an independent learning style, also, can exploit SM, as they are apt to trust themselves in getting information from SM and saving it. These types of learners prefer to study independently, work in a self-paced way, and choose projects that they are interested in (Balakrishnan & Lay, 2016). Furthermore, as extroverts, collaborative learners do not worry about their identity. Therefore, SM applications can promote information exchange and collaboration through planning platforms for discussions. Accordingly, social media sites can be used for facilitating collaborative learning.

Alalwan (2022) proposes seven variables for social media including enhancing students' learning (SL), students' satisfaction (SS), perceived usefulness (PU), perceived ease of use (PE), engagement (EN), actual use of social media (ASU), interaction with lecturers (IL), and interaction with peers (IP). Numerous studies have shown the advantages and disadvantages of being involved in social media for learning a language. Therefore, it can be said that social media is like a two-sided sword providing new understandings in the L2 learning domain and besides the problems that are hidden under the surface (Warschauer, 2000). Hence, it is language teachers' responsibility to plan social-media-based learning contexts to adapt positive functions and simultaneously reduce the challenges.

Many researchers have investigated the employment of SM in education, particularly in the language acquisition context (Troussas et al., 2013). Krouska et al. (2017) studied the applicability of SM-based learning in higher education. They found that SM supports collaborative learning as well as formal and informal learning. Promnitz-Hayashi (2011) found that simple activities in the SM have assisted the less proficient students to become more actively engaged in the language learning process. Troussas et al. (2013) developed an educational application on Facebook for grammar learning by exploiting group profiles. Regarding the benefits of using social media in L2 education, Latif (2021) discusses

the following advantages. The first one is Helping improve students' motivation: different studies showed that involvement in learning through social media increases learners' motivation since students consider learning through SM as enjoyable (Kessler, 2013).

Fardoum et al. (2012) showed the positive impact of SM on learning and enhancing learners' motivation. The second advantage is 'facilitate students to collaborate with their peers globally'; one of the primary potentials of SM is the facilitation of collaboration. Surpassing geographical borders provides language learners with the possibility of interacting with peers across the world. As a result, the relationships and interactions between learners are enhanced and learners' social interaction improves (Allam & Elyas, 2016). Manca et al. (2014) studied the effect of Twitter to facilitate learning activities. Their results indicated that this app of SM can provide rich communication between learners and lead to co-created knowledge. The third advantage is related to convenience. Sah (2015) points out the ease of use of SM and its practicality along with reflecting on real-life situations. Since people spend most of their spare time in the SM, their involvement in the learning process becomes effortless and beyond the boundaries of the classroom (Boyd & Ellison, 2007). Suit the nature of today's generation is the next advantage. Known as digital natives, social media is an inseparable element of our students' lives. Thus, employing SM for learning a language is consistent with their learning style (Allam & Elyas, 2016). The fifth benefit of SM concerns allow for information and idea sharing.

Krouska et al. (2017) point to the significance of SM or SNs as a communication tool that enables users to be in touch, share, send, and receive photos, ideas, posts, etc. Giving learners opportunities to share information and ideas and consequently receive a diversity of feedback adds to learners' self-efficacy. The last advantage is providing new insights into learning. Due to the availability of teaching materials from all over the world and the lack of excuses for limitations, SM gives new perspectives on learning (Sah, 2015). Latif (2021), also, refers to the following points as the negative points of SM: insufficient facility, social media addiction, biggest diversion in educational learning, students' false assumption of multitasking, teachers' recognition and perception of the problems,

teachers' reluctance to accept changes and insisting on old methods, false assumption of the effect of social media on students, create difficulty in maintaining real-life interpersonal relationships, It can affect student well-being, it could affect students' grades, plagiarism.

Despite the negative effects, social media have positive impacts on language learning. The emergence of several SM platforms categorized as Social Networking Sites (SNS), blogs, virtual worlds, and content communities enhance different language skills. SM improve speaking skill by providing a broad context to communicate about different issues with individuals from all over the world including native speakers (Depew, 2011). Carmean and Haefner (2002) consider social networks as applied technologies making SLA more enjoyable with less anxiety. In their perspective, learning happens in social and learner-centered contexts. Discussions in the SM can give learners the opportunity of learning effective skills incidentally and implicitly (Kendle & Northcote, 2001). Chen and Yang (2007) refer to the higher amount of feedback during online discussions and as a result higher level of confidence. As with the traditional contexts of foreign language learning, learning a language through social media involves learners' emotions and attitudes. It is assumed that enhancing the positive emotions of learners in the eLearning milieu can also be helpful.

2.4. Positive Psychology and Social Media-Based Language Learning

As both positive psychology and learning language through social media are new and innovative phenomena, there is no systematic study on the relationship between positive traits and social media-based language learning. In this section, we will look at a few studies that have been done on the affective factors involved in social media-based SLA.

One of the important issues in SLA is the engagement of the learners in their L2 learning. The massive use of social media provides a platform in which learners are engaged in dynamic interactions and exchanges requiring their involvement and consequently enhancing their motivation (Pikhart & Botezat, 2021).

Communication and interactions boost active participation (Pikhart & Botezat, 2021). According to Pederson and Liu (2003), SM can enhance peer interaction, interaction with lecturers, and sharing of knowledge affordances. Students show a higher level of passion, optimism, interest, curiosity, and attention as they are learning from their lecturers and peers (Nemetz et al., 2012). SM comprising different web-based services can bring about an enhanced involvement (Pozzi, 2016). In addition, social media can be beneficial in cementing relationships between peers and instructors and accordingly, contributing to learning. This is consistent with the findings of Xie and Derakhsahn (2021) in normal EFL classes. They found a positive correlation between ELF learners' engagement and their relationships with their teachers. Besides facilitating a productive relationship between learners, the use of social media upgrades gratification and learning (Yampinij, 2012). Another study by Albanna et al. (2022) on the actual use of SM for engaging students in their learning showed that using social media can become a vital phenomenon in creating interactivity between learners and teachers as well as bringing about a situation distinguished by engagement helping the learners with working in groups to enhance their learning. The research by Schwartz et al. (2016) admits the dominance of social media and other eLearning platforms in learners' deeper engagement in the learning process (Bonnah, 2019).

Another tenet of positive psychology is related to motivation. Studies on the impact of SM on learning vocabulary and linguistic skills (Shams, 2014; Slim & Hafedh, 2019) showed that there was no significant difference in the learning outcome between learners who were taught by SM and participants with a traditional class approach. They concluded that employing SM did not improve learners' linguistic skills, however, it definitely improved their motivation. As one of the elements of positive psychology, motivation plays a critical role in the learning of a foreign language. Identifying the motivating factors and removing demotivating ones enable learners to move toward academic success and in the long-term-run to experience psychological well-being (Derakhshan et al., 2021).

Two studies on language learning and social networking sites by Brick (2011) and Lin, WarSchauer et al., (2016) showed that the most valued features of using social media for language learning were practicing oral skills and interaction with

native speakers (NS) and obtaining immediate feedback. As Cruz and Díaz (2016) argue this aspect of SM can satisfy the student's need to receive an immediate answer and provide them with satisfaction and perseverance to continue. Another study by Al Mubarak (2016) in Saudi Arabia to examine learners' attitudes toward learning English through social media and its benefits indicated that learners felt motivated by social media and perceived them as constructive. Yusuf and Jazilah (2020) studied university students' opinions toward using SM to investigate their creativity in English writing skills. They found that the student's perception was positive in terms of interacting with peers, and their lecturer, and improving their writing skills.

Klimanova and Dembovskaya (2013) considered the issue from identity construction and discourse analysis perspectives. Employing the concept of 'digital wisdom', used by the young generation to empower their cognitive power, from a social dimension, the authors propose that learners who are digitally aware exploit the social resources to legalize their social power as L2 speaker. The results of their investigation illustrated that FL learners were able to overcome their problem of low L2 proficiency with the help of social network features and construct their L2 identity over real communication. Considering this wisdom from the PP perspective, it can be considered from the lens of mindfulness which helps learners to be aware of the situation and employ the required strategies to compensate for linguistic deficiencies and obtain the desired outcomes. Lin, Allam et al. (2016) emphasized the importance of communication with NS through SM in cultural identity construction, and different studies found that depending on users' purposes, communication through SM can be useful for constructing social and L2 identity (Klimanova & Dembovskaya, 2013; Bucholtz & Hall, 2005; Chen et al., 2013; Gee, 2004; Wenger, 1998).

From the "broaden and build" theory (Fredrickson, 2006), MacIntyre and Gregersen (2012) propose five functions of positive emotions: first: broadening individuals' thinking and attention resulting in searching for new ways and having novel learning experiences. The second function of positive emotions concerns reducing the lasting effects of aroused negative effects. Promoting resilience via activating constructive reactions in stressful situations is the other function of

positive emotion. The fourth one is to foster the development of individual resources and intellectual resources. The final function relates to enhancing future well-being through being a part of a reverse spiral (MacIntyre & Gregersen, 2012).

Today, learners have plenty of opportunities to use modern technology with a positive viewpoint (Farwell & Waters, 2010). Such positive perspectives pave the way for students to learn. Yu et al. (2010) found students' psychological well-being as well as their skill development can be improved by online social networking. Noar and Zimmerman (2005) point out that social media networks improve interactivity and assist in building knowledge in the students, as in social constructivism.

3. Results

Given the lack of rich research on the relationship between SM and PP, the following results were found from reviewing the few conducted studies. SM provided both students and teachers with an incidental context to communicate in a foreign language with immediate feedback requiring and at the same time offering possibilities of being linguistically and communicatively competent. Engaging in real communication in another language motivates learners to enhance their communicative skills to be able to continue their collaboration.

Considering the relationship between SM and PP, employing social media as a medium of language education provided learners with a satisfying collaborative learning context, a higher level of engagement in learning activity, greater motivation, enhanced teacher rapport, peer interaction, a higher level of optimism, curiosity, and creativity, and mindfulness. As learners engage in SM, they become aware of the situation and their own deficiencies which makes them improve their skills to obtain the desired outcomes. Since SM motivates learners to learn several skills and strategies to compensate for observed deficiencies during communication, learners perceive it as a constructive context for language learning.

4. Discussion

Positive psychology and its application in the SLA were considered in the present review. Then social media and social-media-based language learning are discussed. Finally, the application of PP to social media-based language learning was reviewed and their findings were justified by the theory of “broaden and build”.

The SM technology development and its influence on every aspect of our lives, including education, change our way of communication and sharing information. Social media also offers us an innovative way of collaboration without any limitations, although some aspects of SM should be approached cautiously in the educational setting. It is clear that not all dimensions of social media play a positive role in language learning and because of that Latif et al. (2021) call it two sides of blades. It is the teachers’ responsibility to carefully decide on the proper platforms to give a more constructive contribution to language education. Recently, SM has been used by millions of people including students. Providing feasibility in interaction, collaboration, dynamic participation critical thinking, and content-sharing, SM supports educational activities (Troussas et al., 2015).

The present generation of learners, i.e., Generation Z or the fifth generation, is claimed to be distinctive in terms of their use of technology in their learning and their learning style. These learners are not satisfied with the traditional way of learning anymore and desire to involve in the process of creating content, collaborating, and interacting with each other (Pikhart & Klímová, 2020). In addition, learners are very fast and impatient, and accordingly, expect immediate feedback on their deeds and answers to their questions (Bujang et al., 2020). The students’ impatience is the result of many factors including exposure to many stimuli, and permanent fatigue of their brain (Cruz et al., 2016). Therefore, instructors and educators must be available to answer their learners’ needs immediately to maintain their learners’ motivation high for foreign language learning. Curriculum designers must prepare courses embedded with technology and make them appealing and correspond to their proficiency level (Cruz et al., 2016). In addition, teachers should encourage the learners to discover the potential of social media and see the capacity to become an empowered learner along with

becoming a member of the community (Klimova & Polakova, 2020).

Concerning SM in relation to PP and language learning, students can improve their language skills, enhance their collaboration with their peers, construct their identity, boost their motivation, and consequently eliminate boredom. Since social media-based language learning is grounded on communication and interaction with peers and instructors, it requires enough social intelligence to create connections, self-regulation to control emotions and behaviors, prudence to care about others' emotions, bravery to take risks and participate in the communication and collaboration, and other traits of PP. Enhancing these traits before and during using SM for educational purposes can lead to the core element of PP, i.e. "positive subjective experience" (MacIntyre & Gregersen, 2012) and consequently enjoyment and effective language learning (Jin & Zhang, 2019). Furthermore, as Troussas et al. (2015) discuss, engaging in learning through SM can provide the learners with the opportunity to be agents both in choosing the time of study and learning content. It can be discussed that this trait can be enhanced through using SM and enhances learning. In other words, as one of the EMPATICS of Oxford (2016), the feeling of agency and autonomy can result in foreign language enjoyment and aid learners to engage in L2 learning and L2 motivation (Dewaele, 2021). This idea can be also true for SM-based learning. If learners' agency and autonomy are promoted, they can engage more actively and have better learning.

Another component in Oxford's (2016) model is "motivation and meaning". As Krouska et al. (2017) found in their studies, in SM-based education, learning happens through collaborative formal and informal learning; that is, a meaningful real-time activity that motivates learners. "Time" is the other issue. Since SM-based learning usually happens in their spare time and is far from the time limitations of class (Boyd & Ellison, 2007), their involvement in education seems to be effortless and anxiety-free. Last but not least is "character strength". Social media can provide learners with a tool through which their strengths, weaknesses, and values can be detected by participating in collaborative activities. Identifying weaknesses and eliminating them along with enhancing strength can bring about a type of pleasant feeling and self-esteem. Mizerwa (2019) explains that as learners do a task successfully and understand the value of the learning content, they go through a

pleasant feeling and enjoyment. Dewaele and Dewaele (2020) argue that by boosting enjoyment, learners can decrease their stress and anxiety, especially in collaborative task completion.

It can be assumed that as with classroom-based learning, other PP traits also play roles in social-media-based learning. For example, regarding the negative effects of SM teachers should prepare and train learners to enter the social media world with adequate skills like mindfulness toward the negative points, resilience in facing special challenges, and improving psychological loving.

5. Conclusion

Undoubtedly, as in normal classes, emotions play a critical role in the SM-based language learning contexts. Given the increasing use of social media for education, urgent and careful attention is needed to systematically study the role of positive emotions both in learners and teachers' performance. Reviewing the present literature showed the importance of positive emotions created during using social media however scantily. The present paper is an attempt to relate PP to SM-based language learning. Although it is done for the first time and suffers from limitations, it can have both theoretical and practical implications. Regarding theoretical implications, it showed that there is a big insufficiency in the field of PP and SM-based language learning. Researchers should try to concentrate on the all traits of PP in the SLA/FLA context both SM-based and classroom-based learning to shed light on the factors that play a role in students' language learning. The cooperation of psychologists, linguists, technologists, and teachers is demanded to develop theoretically. Practically, the paper can provide a hint for teachers to prepare their learners regarding the use of SM for learning language and train them how to face their probable challenges while using SM for educational purposes. It also has an implication for teacher trainers, teachers, and other stakeholders. With the growing use of SM, teachers themselves should be familiar at least with the SM applications allowed locally. Teachers should be provided with the same apps used by their learners and be psychologically and technically ready to use SM in their teaching activities.

As with all studies, the present work goes through some limitations regarding the reviewing activity and PP domain. Regarding the present paper, it should be acknowledged that both application of positive psychology to SLA and the social media-based language learning domain are innovative. To our knowledge, there is no study on emotional factors particularly positive emotions involved and social-media-based language learning. On the other hand, even in the general education domain, all positive factors have not been investigated yet. Some factors like motivation are widely investigated. Factors such as L2 engagement and identity construction are under research (Pan et al., 2023). Others like grit in SLA are under-represented (Pan, 2022). Therefore, future research can first focus both theoretically and empirically on vague factors of positive psychology in the SLA domain, including teaching, learning, and assessment to find their main and moderate effects on EFL learners' achievement. In the second phase, the finding can be replicated in the social media-based language learning milieu. Furthermore, the emotions involved in social media use need to be investigated and shed more light on the related literature. As the PP in the SLA domain and SLA through social media are new, they can be explored from various aspects. Here only the significant ones are suggested.

Funding

2022 Guangxi Higher Education Undergraduate Teaching Reform Project "Research and Practice on the Construction of Language Major Teaching Quality Assurance System Based on OBE Concept" (Grant Number: 2022JGB247).

References

- Albanna, H., Alalwan, A. A., & Al-Emran, M. (2022). An integrated model for using social media applications in non-profit organizations. *International Journal of Information Management*, 63, 102452.
- Al Mubarak, A. A. (2016). Learning English as a second language through social media: Saudi Arabian tertiary context. *International Journal of Linguistics*, 8(6), 112–127.
- Alalwan, N. (2022). Actual use of social media for engagement to enhance students' learning. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-022-11014-7>
- Allam, M. & Elyas, T. (2016) Perceptions of using social media as an ELT tool among EFL teachers in the Saudi context. *English Language Teaching Canadian Center of Science and Education*. 9 (7). <https://doi.10.5539/elt.v9n7p1>
- Al-Obaydi, L. H., Shakki, F., Tawafak, R. M., Pikhart, M., & Ugla, R. L. (2023). What I know, what I want to know, what I learned: Activating EFL college students' cognitive, behavioral, and emotional engagement through structured feedback in an online environment. *Frontiers in Psychology*, 13, 1083673. <https://doi.org/10.3389/fpsyg.2022.1083673>
- Arnold, J., & Fonseca Mora, C. (2011). Introduction: an affective perspective on language learning and teaching. *Anglistik: Int. J. Engl. Stud.*, 22, 7–9.
- Artyushina, G. & Sheypak, O.A. (2018). Mobile phones help develop listening skills. *Informatics*, 5, 32.
- Ayers, J. (2020). Competence literate but context lacking? Investigating the potential of study abroad programs to promote sustainability competence acquisition in students. *Sustainability*, 12, 5389.
- Basoz, T. (2016) Pre-service EFL teachers' attitudes towards language learning through social media. *Procedia - Social and Behavioral Sciences* 232, 430 – 438.
- Balakrishnan, V., & Lay, G. (2016). Student's learning styles and their effects on the use of social media technology for learning. *Telematics and Informatics*, 33, 808–

821. <https://doi.10.1016/j.tele.2015.12.004>
- Balakrishnan, V., Liew, T. K., & Pourgholaminejad, S. (2015). Fun learning with Edooware: A social media-enabled tool. *Computers & Education*, 80, 39–47. <https://doi.10.1016/j.compedu.2014.08.008>
- Bandura, A. (2002). Growing primacy of human agency in adaptation and change in the electronic era. *European Psychologist*, 7(1), 2–16. <https://doi.org/10.1027//1016-9040.7.1.2>
- Bonnah, T. (2019). Using Twitter to increase L2 interaction: Findings from a high-functioning Japanese university ESL class. *Ubiquitous Learning: An International Journal*, 12(1), 35–53. <https://doi.10.18848/1835-9795/CGP/v12i01/35-53>.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated Communication*, 13(1), 210–230.
- Brick, J. M. (2011). The future of survey sampling. *Public Opinion Quarterly*, 75(5), 872–888.
- Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse studies*, 7(4–5), 585–614.
- Bujang, S. D. A., Selamat, A., Krejcar, O., Maresova, P., & Nguyen, N. T. (2020). Digital learning demand for future education 4.0: Case studies at Malaysia Education Institutions. *Informatics*, 7(2), 13. <https://doi.org/10.3390/informatics7020013>
- Carmean, C., & Haefner, J. (2002). Mind over matter: Transforming course management systems into effective learning environments. *EDUCAUSE Review*, 37(6), 27–37.
- Chang, S. M., Lin, Y. H., Lin, C. W., Chang, H. K., & Chong, P. (2014). Promoting positive psychology using social networking sites: A study of new college entrants on Facebook. *International Journal of Environmental Research and Public Health*, 11(5), 4652–4663. <https://doi.10.3390/ijerph110504652>
- Chartrand, R. (2012). The reasons behind the popularity of social media. *Knowledge*

Management & eLearning: An International Journal, 4(1), 74–82. Retrieved June 18, 2017, from <http://learninglanguages.pbworks.com/w/file/attach/80099558/170-479-3-PB>

- Chen, Y. J., & Yang, S. C. (2007). Technology-enhanced language learning: A case study. *Computers in Human Behavior*, 23, 860–879.
- Chen, H. C., Hsu, C. C., Chang, L. Y., Lin, Y. C., Chang, K. E., & Sung, Y. T. (2013). Using a radical-derived character E-learning platform to increase learner knowledge of Chinese characters. *Language Learning and Technology*, 17, 89–106.
- Cruz, A. M., Rincon, A. R., Dueñas, W., Luna, N. F., & Torres, D. (2016). The impact of an introductory biomedical engineering course on students' perceptions of the engineering profession. *International Journal of Engineering Education*, 32(1), 136–149.
- Cruz, F. J. F., & Díaz, M. J. F. (2016). Generation z's teachers and their digital skills. *Comunicar. Media Education Research Journal*, 24(1). <https://dio.10.3916/C46-2016-10>.
- Csikszentmihalyi, M., & Nakamura, J. (2011). Positive psychology: Where did it come from, where is it going? In M. K. Sheldon, T. B. Kashdan, & M. F. (Eds.), *Designing positive psychology: Taking stock and moving forward* (pp. 3–8). Oxford University Press.
- Derakhshan, A. (2022). Revisiting research on positive psychology in second and foreign language education: Trends and directions. *Language Related Research*, 13(5), 1–43. <https://doi.org/10.52547/LRR.13.5.1>
- Derakhshan, A., & Fathi, J. (2023). Grit and foreign language enjoyment as predictors of EFL learners online engagement: The mediating role of online learning self efficacy. *The Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00745-x>
- Derakhshan, A., Greenier, V., & Fathi, J. (2022). Exploring the interplay between a loving pedagogy, creativity, and work engagement among EFL/ESL teachers: A multinational study. *Current Psychology*, 1–20. <https://doi.org/10.1007/>

[s12144-022-03371-w](https://doi.org/10.22034/elt.2021.45627.2377)

- Derakhshan, A., Qafouri, M. & Faribi, M. (2021). An investigation into the demotivating and remotivating factors among Iranian MA and PhD exam candidates of TEFL. *Journal of English language Teaching and Learning*, 13 (27), 81–112. <https://doi.org/10.22034/elt.2021.45627.2377>
- Derakhshan, A., & Shakki, F. (2019). A critical review of language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing. *Critical Studies in Texts and Programs in Human Sciences*, 19(6), 109–127. <https://doi.org/10.30465/crtls.2019.4378>
- Derakhshan, A., & Shakki, F. (2020). [Review of the book *Worldwide English Language Education Today: Ideologies, Policies, and Practices*, by A. Al-Issa & S. A. Mirhosseini]. *System*, 90. <https://doi.org/10.1016/j.system.2020.102224>
- Derakhshan, A., Wang, Y. & Ghiasvand, F. (2023). “I never make a permanent decision based on a temporary emotion”: unveiling EFL teachers’ perspectives about emotions in assessment. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2023-0089>
- Ding, L., Hong, Z. (2023). On the Relationship Between Pre-service Teachers’ Sense of Self-efficacy and Emotions in the Integration of Technology in Their Teacher Developmental Programs. *Asia-Pacific Edu Res*. <https://doi.org/10.1007/s40299-023-00758-6>.
- Dewaele J. M., Chen X., Padilla A. M., & Lake J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. *Front. Psychol.* 10, 2128. <https://doi.org/10.3389/fpsyg.2019.02128>
- Dewaele J. M., & MacIntyre P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Stud. Second Lang. Learn. Teach.* 4, 237–274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Dewaele, J.-M. (2015). On emotions in foreign language learning and use. *Lang. Teach.* 39, 13–15.
- Dewaele J. M., & Dewaele L. (2020). Are foreign language learners' enjoyment and

anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. *Stud. Second Lang. Learn. Teach* 10, 45–65. <https://doi.org/10.14746/ssl.2020.10.1.3>

- Dewaele J. M., Li, C. (2021). Teacher enthusiasm and students' social-behavioral learning engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes. *Lang. Teach. Res.* 2021, 13621688211014538. <https://doi.org/10.1177/13621688211014538>
- Depew, K. E. (2011). Social media at academia's periphery: Studying multilingual developmental writers' Facebook composing strategies. *Reading Matrix: An International Online Journal*, 11(1), 54–75.
- Diener, E. (2009). Positive psychology: past, present and future. In C. R. Snyder and S. J. Lopez (Eds.), *Oxford handbook of positive psychology* (pp. 7–11). Oxford University Press.
- Fardoun, H. M., Alghazzawi, D. M., López, S. R., Penichet, V. M., & Gallud, J. A. (2012). Online social networks impact in secondary education. In *International Workshop on Evidence-Based Technology Enhanced Learning* (pp. 37–45). Springer.
- Farwell, T. M. & Waters, R. D. (2010). Exploring the use of social bookmarking technology in education: An analysis of students' experiences using a course-specific delicious.com Account. *Journal of Online Learning and Teaching*, 6(2), 398–408
- Fu, J., & Wang, Y. (2022). Inspecting EFL teachers' academic literacy development in multilingual contexts: A global vision. *Heliyon*, 8(12), 1–6. <http://doi.org/10.1016/j.heliyon.2022.e12143>.
- Fredrickson, B. L. (2006). Unpacking positive emotions: Investigating the seeds of human flourishing. *The Journal of Positive Psychology*, 1(2), 57–59. <https://doi.org/10.1080/17439760500510981>
- Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of general psychology*, 9(2), 103–110. <https://doi.org/10.1037/1089-2680.9.2.103>.

- Gee, J. P. (2004). Language in the science classroom: Academic social languages as the heart of school-based literacy. In R. K. Yerrick & W. Roth (Eds.), *Establishing scientific classroom discourse communities* (pp. 28–52). Routledge. <https://doi.org/10.4324/9781410611734>
- Guo, Y., Wang, Y., & Ortega-Martín, J. (2023). The impact of blended learning-based scaffolding techniques on learners' self-efficacy and willingness to communicate. *Porta Linguarum*, 40(2): 253-273. <https://doi.org/10.30827/portalin.vi40.27061>.
- Gregersen T. (2013). Language learning vibes: What, why and how to capitalize for positive affect. In D. Gabry-Barker & J. Bielska (Eds.), *The affective dimension in second language acquisition* (pp. 89–98). Multilingual Matters
- Hrastinski, S. (2009). A theory of online learning as online participation. *Computers & Education*, 52(1), 78–82.
- Hu, L., & Wang, Y. (2023). The Predicting Role of EFL Teachers' Immediacy Behaviors in Students' willingness to Communicate and Academic Engagement, *BMC Psychology*, 11 (1), 318: 1-10. doi: 10.1186/s40359-023-01378-x
- Hu, L., & Hemchua, S. (2023). Understanding the Effect of Professional Learning Community on EFL Teachers' Intercultural Teaching Competence. *Language Related Research*, 14(5):245-283. <https://doi: 10.29252/LRR.14.5.10>.
- Jin, J., Mercer, S., Babic, S., & Mairitsch, A. (2021). Understanding the ecology of foreign language teacher wellbeing. In K. Budzińska, O. Majchrzak, (Eds.), *Positive psychology in second and foreign language education. second language learning and teaching* (pp. 19–38). Springer. https://doi.org/10.1007/978-3-030-64444-4_2
- Jin, Y., & Zhang, L. J. (2019). A comparative study of two scales for foreign language classroom enjoyment. *Perceptual and Motor Skills*, 126(5), 1024–1041.
- Kendle, A., & Northcote, M. (2001, December 2–6). *Informal online networks for learning: Making use of incidental learning through recreation*. The International Education Research Conference, Fremantle, Australia.

- Kessler, G. (2013) Teaching ESL/EFL in a world of social media, mash-ups, and hyper-collaboration. *TESOL International Association*, 4(4).
- Khajavy G. H. (2021). Modeling the relations between foreign language engagement, emotions, grit, and reading achievement. In P. Hiver, A. H. Al-Hoorie, S. Mercer (Eds.), *Student Engagement in the Language Classroom* (pp. 241–259). Multilingual Matters.
- Klimova, B., & Polakova, P. (2020). Students' perceptions of an EFL vocabulary learning mobile application. *Education Sciences*, 10(2), 37. <http://dx.doi.org/10.3390/educsci10020037>
- Klimanova, L., & Dembovskaya, S. (2013). L2 identity, discourse, and social networking in Russian. *Lang. Learn. Technol.* 17, 69–88.
- Krouska, A., Troussas, C., & Virvou, M. (2017). *Social networks as a learning environment: Developed applications and comparative analysis*. The 8th International Conference on Information, Intelligence, Systems & Applications (IISA). <http://doi.10.1109/iisa.2017.8316430>
- Kruk M. (2021). *Investigating dynamic relationships among individual difference variables in learning English as a foreign language in a virtual world*. Springer. <http://doi.10.1007/978-3-030-65269-2>
- Latif, H. N. A. (2021). Social media-based EFL learning: Opportunities and Challenges. *Ittishal Educational Research Journal*, 2(1), 11–21. <http://doi.10.51425/ierj.v2i1.17>
- Latif, K., Weng, Q., Pitafi, A. H., Ali, A., Siddiqui, A. W., Malik, M. Y., & Latif, Z. (2021). Social comparison as a double-edged sword on social media: The role of envy type and online social identity. *Telematics and Informatics*, 56, 101470.
- Li, Y., & Xie, Y. (2020). Is a picture worth a thousand words? An empirical study of image content and social media. *Journal of Marketing Research*, 57(1), 1–19. <https://doi.org/10.1177/0022243719881113>
- Li, C., Dewaele J. M., & Jiang G. (2020). The complex relationship between classroom emotions and EFL achievement in China. *Appl. Ling. Rev.* 11, 485–510.

<http://doi.10.1515/applirev-2018-0043>

- Lee, J. H., Park, D. S., Jeong, Y. S. & Park, J. H. (2015). Live mobile distance learning system for smart devices. *Symmetry*, 7, 294–304.
- Lin, C. H., Allam, M., & Blake, R. (2016). Language learning through social networks. *Language Learning and Technology*, 20(1), 124–147. Retrieved June 18, 2017 from https://scholarspace.manoa.hawaii.edu/bitstream/10125/44449/1/20_01_linwarschauerblake.pdf
- Lin, C. H., Warschauer, M., & Blake, R. J. (2016). Language learning through social networks: Perceptions and reality. *Language Learning & Technology*, 20, 124–147.
- Loreman, T. (2011). *Love as Pedagogy*. Sense Publishers. <http://doi.10.1007/978-94-6091-484-3>
- Lopez, S. J., & Snyder, C. R. (2009). *Oxford handbook of positive psychology*. Oxford University Press.
- Mackenzie, J. L., & Alba Juez, L., (Eds.) (2019). *Emotion in discourse*. Benjamins.
- MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193–213.
- MacIntyre, P.D. (2016). So Far So Good: An Overview of Positive Psychology and Its Contributions to SLA. In: Gabryś-Barker, D., Galajda, D. (Eds.), *Positive Psychology Perspectives on Foreign Language Learning and Teaching: Second Language Learning and Teaching* (pp. 3–20). Springer. https://doi.org/10.1007/978-3-319-32954-3_1
- MacIntyre P. (2021). Exploring applications of positive psychology in SLA. In K. Budzińska & O. Majchrzak (Eds.), *Positive Psychology in Second and Foreign Language Education* (pp. 17–34). Springer. https://doi.10.1007/978-3-030-64444-4_1
- Manca, A., Lafferty, N., Fioratou, E., Smithies, A., & Hothersall, E. (2014). Integrating Twitter into an undergraduate medical curriculum: Lessons for the future. In S Greener, A. Rospigliosi (Eds.), *Leading Issues in Social Media*

Research (pp. 121–38). Sonning Common, England, Academic Conferences and Publishing International Limited.

Maslow A. (1954). *Motivation and Personality*. Harper.

Mercer S., & Dörnyei, Z. (2020). *Engaging Language Learners in Contemporary Classrooms*. Cambridge University Press. <https://doi.10.1017/9781009024563>

Mierzwa, E. (2019). Foreign language learning and teaching enjoyment: teachers' perspectives. *The Journal of Education, Culture, and Society*, 10(2), 170–188.

Morales, S. (2017). Relationship between social context and L2 learning of EFL students in tertiary level. *English Language Teaching*, 10(10), 87–91. <https://doi.10.5539/elt.v10n10p87>

Nemetz, Aiken, Cooney, & Pascal. (2012). Should faculty use social networks to engage with students? *Journal for Advancement of Marketing Education*, 20(1).

Noar, S. M., & Zimmerman, R. S. (2005). Health Behavior Theory and cumulative knowledge regarding health behaviors: are we moving in the right direction? *Health education research*, 20(3), 275–290. <https://doi.org/10.1093/her/cyg113>

Oxford, R. (2016). Toward a psychology of well-being for language learners: the 'EMPATHICS' vision. In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.) *Positive Psychology in SLA* (pp. 10–90). Multilingual Matters. <https://doi.org/10.21832/9781783095360-003>

Pan, Z., Wang, Y., & Derakhshan, A. (2023). Unpacking Chinese EFL Students' Academic Engagement and Psychological Well-being: The Roles of Language Teachers' Affective Scaffolding. *Journal of Psycholinguistic Research*, 52(5):1799-1819. <http://dx.doi.org/10.1007/s10936-023-09974-z>

Pan, Z. W. (2022). L2 grit and foreign language enjoyment: Arguments in light of control-value theory and its methodological compatibility. *Language Related Research*, (13)5, 325–357. Doi: 10.52547/LRR.13.5.13.

Park N., Peterson C., & Seligman M. E. P. (2004). Strengths of character and well-being. *J. Soc. Clin. Psychol.* 23, 603–619. <https://doi.10.1521/jscp.23.5.603.50748>

- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Pedersen, S. & Liu, M. (2003). Teachers' beliefs about issues in the implementation of a student-centered learning environment. *Educational technology research and development*, 51(2), 57–76.
- Pikhart, M. & Botezat, O. (2021). The impact of the use of social media on second language acquisition. *Procedia Computer Science*, 192, 1621–1628.
- Pikhart, M. & Klímová, B. (2020). E-Learning 4.0 as a sustainability strategy for generation Z language learners: Applied linguistics of second language acquisition in younger adults. *Societies*, 10(2), 38. <https://doi.org/10.3390/soc10020038>
- Promnitz-Hayashi, L. (2011). A learning success story using Facebook. *Studies in Self-Access Learning Journal*, 2(4), 309–316.
- Prior, M. T. (2019). Elephants in the room: an “affective turn,” or just feeling our way? In M. Bigelow (Eds.), *perspectives: (re)considering the role of emotion in language teaching and learning*. [Special issue]. *Mod. Lang. J.* 103, 516–527. <https://doi.org/10.1111/modl.12573>
- Poláková, P. & Klímová, B. (2019). Mobile technology and generation z in the English language classroom: A Preliminary Study. *Educ. Sci.*, 9, 203.
- Pozzi, F., Ceregini, A., Ferlino, L., & Persico, D. (2016). Dyads versus groups: Using different social structures in peer review to enhance online collaborative learning processes. *International Review of Research in Open and Distributed Learning*, 17(2), 85–107. <https://doi.org/10.19173/irrodl.v17i2.2107>
- Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. *Language Teaching*, 52(1), 1–39. <https://doi.org/10.1017/S0261444818000356>
- Reschly A. L. & Christenson S. L. (2012). Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (365–386). Springer. https://doi.org/10.1007/978-1-4614-2018-7_1
- Retorta, M.S. & Cristovão, V.L.L. (2017). Visually-impaired Brazilian students

- learning English with smartphones: Overcoming limitations. *Languages*, 2, 12.
- Sah, P. K. (2015). Let's tweet to learn English: Using Twitter as a language tool in the ESL/EFL classroom. *Language and Literature*, 2(1), 10–17.
- Schwartz, A., Rodriguez, W., & Peterson, D. (2016). Investigating the effectiveness of ubiquitous learning environments. *Ubiquitous Learning*, 9(4), 55–71. <https://doi.10.18848/1835-9795/CGP/v09i04/55-71>
- Seligman, M. (2018). PERMA and the building blocks of well-being. *J. Posit. Psychol.* 13, 333–335. <https://doi.10.1080/17439760.2018.1437466>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14. <https://doi.10.1037/0003-066X.55.1.5>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Atria.
- Shakki, F. (2022). Iranian EFL students' L2 engagement: The effects of teacher-student rapport and teacher support. *Language Related Research*, 13(3), 175–198. <https://doi.org/10.52547/LRR.13.3.8>
- Shakki, F. (2023). Investigating the relationship between EFL learners' engagement and their achievement emotions. *Porta Linguarum An International Journal of Foreign Language Teaching and Learning*, 40(2), 275–294. <https://doi.org/10.30827/portalin.vi40.27338>
- Shams, S. (2014). Efficacy of online social networks on language teaching: A Bangladeshi perspective. *IAFOR Journal of Education*, 2(2), 117–147.
- Sharwood Smith, M. (2017). *Introducing language and cognition. A map of the mind*. Cambridge University Press.
- Slim, H. & Hafedh, M. (2019). Social media impact on language learning for specific purposes: A study in English for business administration. *Teaching English with Technology*, 19(1), 56–71.
- Swain, M. (2013). The inseparability of cognition and emotion in second language

- learning. *Lang. Teach.* 46, 195–207. <https://doi.10.1017/S0261444811000486>
- Thorne, S. L. (2010). The intercultural turn and language learning in the crucible of new media. In F. Helm & S. Guth (Eds.), *Telecollaboration 2.0 for Language and Intercultural Learning* (pp. 139–164). Peter Lang.
- Troussas, C., Krouska, A., & Sgouropoulou, C. (2021). Impact of social networking for advancing learners' knowledge in E-learning environments. *Education and Information Technologies*, 26(4), 4285–4305. <https://doi.10.1007/s10639-021-10483-6>
- Troussas, C., Virvou, M., Caro, J., & Espinosa, K. J. (2013). Language learning assisted by group profiling in social networks. *International Journal of Emerging Technologies in Learning (iJET)*, 8(3), 35–38. <https://doi.org/10.3991/ijet.v8i3.2684>.
- Troussas, C., Virvou, M., & Espinosa, K. J. (2015). Using visualization algorithms for discovering patterns in groups of users for tutoring multiple languages through Social Networking. *J. Networks*, 10(12), 668–674.
- Wang, Y. (2023). Probing into the boredom of online instruction among Chinese English language teachers during the Covid-19 pandemic. *Current Psychology*, 43(1), 1–15. <https://doi.org/10.1007/s12144-022-04223-3>.
- Wang Y., Derakhshan A., & Pan, Z. (2022). Positioning an agenda on a loving pedagogy in second language acquisition: Conceptualization, practice, and research. *Frontiers in Psychology*, 13, 894190. <https://doi.10.3389/fpsyg.2022.894190>
- Wang, Y., L., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status, and future directions. *Frontiers in Psychology*, 12, 1–10. <https://doi.org/10.3389/fpsyg.2021.731721>
- Wang, Y., & Hemchua, S. (2022). Can we learn about culture by EFL textbook images?: A semiotic approach perspective. *Language Related Research*, 13(3), 479–499. <https://doi.10.52547/LRR.13.3.19>.

- Wang, Y., Derakhshan, A., Pan, Z., & Ghiasvand, F. (2023). Chinese EFL teachers' writing assessment feedback literacy: A scale development and validation study. *Assessing Writing*, 56, 1–16. <https://doi.org/10.1016/j.asw.2023.100726>.
- Wang, Y., Pan, Z. W., & Wang, M. Z. (2023). The moderating effect of participation in online learning on EFL teachers' teaching ability. *Heliyon*, 9(3)e13890, 1–12. <https://doi.org/10.1016/j.heliyon.2023.e13890>.
- Wang, Y. L., Wang, Y. X., Pan, Z. W. & Ortega-Martín, J. L. (2023). The predicting role of EFL students' achievement emotions and technological self-efficacy in their technology acceptance. *The Asia-Pacific Education Researcher*, [https://doi: 10.1007/s40299-023-00750-0](https://doi.org/10.1007/s40299-023-00750-0).
- Warschauer, M. (2000). *Electronic literacies: Language, culture, and power in online education*. Lawrence Erlbaum Associates
- Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems Thinker*, 9(5), 2–3.
- Wilkins, S. J., Krumrei-Mancuso, E. J. & Rouse, S. V. (2021). Positive psychology traits as predictors of successfully engaging people through social media. *Journal of Psychological Research*, 26(2), 221–227.
- Wu, H. W., Wang, Y. L., & Wang, Y. S. (2023). What do we know about L2 teachers' emotion regulation? A bibliometric analysis of the pertinent literature. *Forum for Linguistic Studies*, 5(3). <https://doi:10.59400/fls.v5i3.2012>
- Xie, F. & Derakhshan, A. (2021) A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Front. Psychol.* 12, 708490. <https://doi.10.3389/fpsyg.2021.708490>
- Yampinij, S., Sangsuwan, M., & Chuathong, S. (2012). A conceptual framework for social network to support collaborative learning (SSCL) for enhancing knowledge construction of grade 3 students. *Procedia-Social and Behavioral Sciences*, 46, 3747–3751.
- Yin L. C., Loreman T., Majid R. A., & Alias A. (2019). The dispositions towards loving pedagogy (DTLP) scale: instrument development and demographic

- analysis. *Teach. Teacher Educ.* 86, 102884. <https://doi.10.1016/j.tate.2019.102884>
- Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. C. W. (2010). Can learning be virtually boosted? An investigation of online social networking impacts. *Computers & Education*, 55(4), 1494–1503. <https://doi.org/10.1016/j.compedu.2010.06.015>
- Yurdagül, C., & Öz, S. (2018). Attitude towards mobile learning in English language education. *Educ. Sci.*, 8, 142.
- Yusuf, K. & Jazilah, N. (2020). Exploring creativity in English writing by using Instagram: University students' perceptions. *Pedagogy Journal of English Language Teaching*, 8(2), 80–88. <https://doi.10.32332/pedagogy.v8i1.2069>.
- Zhi, R., & Wang, Y. L. (2023). English as a foreign language teachers' professional success, loving pedagogy and creativity: A structural equation modeling approach. *Thinking Skills and Creativity*, 49, 101370. <https://doi.org/10.1016/j.tsc.2023.101370>.
- Zhi, R., Wang, Y. S., & Wang, Y. L. (2023). The role of emotional intelligence and self-efficacy in EFL teachers' technology adoption, *The Asia-Pacific Education Researcher*. [https://doi: 10.1007/s40299-023-00782-6](https://doi:10.1007/s40299-023-00782-6)

About the Author

Xiaoqi Qin was born in Liuzhou, China, in 1982. From 2001 to 2005, she studied at Sichuan University of International Studies and obtained her bachelor's degree in Russian. In 2012, she graduated from Guangxi Normal University with a Master of Arts in Education and is a PhD Candidate in Curriculum and Instruction at Bansomdejchaopraya Rajabhat University. Since 2005, she has been working at Guangxi University of Science and Technology in Liuzhou, China. She holds the position of Associate Professor at Guangxi University of Science and Technology and has published more than 30 academic papers and a monograph titled "*Research on College English Instruction in the Information Age*". Her research interests include Curriculum and Instruction, and Second Language Acquisition.