

Vol. 15, No. 3
pp. 225-244
July &
August 2024

The Facilitative Role of Social Media in EFL/ESL Students' Language Skills and Academic Engagement: A Theoretical Analysis

Yue Chen^{1*}  & Dong Shu² 

Abstract

The integration of technologies and social media into second/foreign language education has recently gained momentum in different contexts. Given their nature, social media have been empirically identified to improve different aspects of L2 teaching and learning. However, their facilitative role in enhancing EFL/ESL students' language skills and academic engagement has been limitedly explored. To fill this lacuna, the present study intended to provide a theoretical analysis on the utility and power of injecting technologies and social media into L2 classes and improve students' language skills and academic engagement. In so doing, the conceptualizations, definitions, dimensions, and empirical studies that provide evidence for the interplay of these constructs are presented. Moreover, a variety of implications are enumerated for EFL/ESL teachers, learners, teacher trainers, language policy-makers, curriculum designers, and scholars in L2 education, who can recognize the facilitative role of social media in English language teaching learning.

Keywords: academic engagement, EFL/ESL student, language skills, positive psychology, social media

Received: 5 February 2024
Received in revised form: 17 March 2024
Accepted: 28 March 2024

¹ Corresponding Author, School of Humanities and Media, Nanjing Normal University Taizhou College, Taizhou, Jiangsu, 225300, China;

ORCID ID: <https://orcid.org/0009-0000-5212-8821>; Email: chenyue168861@126.com

² Department of arts in Fine Arts and Design International College, Krirk University, Bangkok, 10220, Thailand; ORCID ID: <https://orcid.org/0009-0004-8130-7553>

1. Introduction

With the rapid growth and advances in information and communication technology (ICT), many aspects of human's life and career are now significantly affected by social media as a whole (Rezaul Karim et al., 2022). These improvements in technologies have hugely transformed our lives, behaviors, and social norms (Baron, 2008; Xodabande, 2017). Likewise, education, in general, and second/foreign language teaching and learning, in particular, have dramatically benefited from advancements in technologies (Barrot, 2021; Chen et al., 2021; Derakhshan, Malmir, et al., 2023; Derakhshan, Wang, et al., 2023; Estaji & Ghiasvand, 2023; Mudra et al., 2022; Zhi et al., 2023). This shift from individualistic use of technologies toward social and integrative use of such affordances has led to the generation of computer-assisted language learning (CALL) that highlights the capacities of the Internet for language education (Chapelle & Sauro, 2017). Together with this shift, social media positioned itself as a popular form of ICT that has opened the door for EFL/ESL teachers and students to have access to native speakers, produce and share unlimited information and content, and interact with one another in a virtual community without physical and temporal constraints (Barrot, 2021; Derakhshan et al., 2024; Hew & Cheung, 2013; Manca, 2020). Social media are fertile grounds for spreading the seeds of edutainment in L2 education to meet the different needs and styles of students by immersing them in engaging activities (Bugeja, 2006). The spread of social media in education has made the current generation of EFL/ESL teachers and students tech-savvy and their pedagogical practices have transformed exponentially (Noori et al., 2022; Mohammadi & Shirkamari, 2018).

Furthermore, the utilization of social media such as Facebook, Telegram, WhatsApp, Twitter, Skype, Viber, YouTube, and Wikis in L2 education has brought about many positive academic outcomes including improved classroom interaction, empowering students, motivating new learners, sharpening students' critical thinking skills, and making teachers more active, flexible, and effective (Chakowa, 2018; Guo et al., 2023; Hu & Wang, 2023; Li et al., 2024; Noori et al., 2022; Prasojo et al., 2019). Two other areas that social media can enhance are English language skills and sub-skills and the academic engagement of the students in L2 contexts. Concerning language skills, some studies have been conducted on the impact of social networks (e.g., Facebook) on students' writing skills (Haidari et al., 2020), pronunciation (Mompean & Fouz-González, 2016), socio-pragmatic competence (Blattner & Fiori, 2009; Zhi & Wang, 2023), and speaking skills (Poramathikul et al., 2020). Despite

these studies, many other skills and sub-skills such as reading, listening, and vocabulary need more empirical studies to reach a more comprehensive image.

Academic engagement, as a significant psycho-emotional construct, has also been studied in relation to social media (Mahdiuon et al., 2020; Wang et al., 2022; Wang & Derakhshan; 2023; Wang et al., 2022; Wang & Wang, 2024). The results of scant empirical studies are opposing in that some claim that social media improves students' academic engagement (Han et al., 2016; Mahdiuon et al., 2020; Lin & Wang, 2024; Pan et al., 2023), while others found that social media influences social engagement of the students, but not their academic engagement (Wise et al., 2011). The construct of academic engagement is a dynamic variable in L2 education that pertains to students' degree of involvement in classroom activities (Skinner & Pitzer, 2012; Wang & Hemchua, 2022; Wang & Kruk, 2024). It has been regarded as a sign of motivation (Guilloteaux, 2016), which is highly correlated to personal and emotional factors including buoyancy, interpersonal communication skills, well-being, love, resilience, care, hope, and many more (Derakhshan, 2022b; Gao, 2021; Wang & Pan, 2023; Wang et al., 2024; Wilkinson & Kaukko, 2020; Wu et al., 2023, 2024; Zhang, 2021). The predominant concern in researching this construct in L2 education has been identifying its predictors and correlates, while the facilitative role of technologies and social media in generating and maintaining EFL/ESL students' academic engagement has been widely ignored, to date. With a shift of instructional mode and delivery from traditional ones to those directed and governed by social media and innovative technologies, EFL students may experience different levels of engagement and disengagement in their learning process. However, the construct of engagement has mostly been examined in light of traditional face-to-face instruction without the mediating role of social media that is overwhelming the academia. There is a dearth of research on the contribution of social media to L2 learners' academic engagement. To fill this lacuna, this theoretical review aimed to present the theoretical and empirical underpinnings of the interplay of social media, language skills, and academic engagement. More specifically, the ways through which integrating social media can improve EFL/ESL students' language skills and engagement are discussed.

2. Literature Review

2.1. Social Networks and Education

The emergence and growth of the Internet led to a revolution in digital technologies used for communication and sharing information across the globe (Barrot, 2021). After establishing itself in societies, ICT gave birth to other modes of communication like social media when people sought cheap, portable, and manageable ways of interacting and sharing information. Later, in educational research, the concept of social media gained momentum and was defined in different ways. For some scholars, social media is equated to a web-based technology (Wagner, 2011), while Manca (2020) defined social media as Internet-based applications, which are used for sharing images, organizing information, video messaging, instant messaging, and a blend of all. It is believed that, nowadays, about half of the world's population is using social media in some way (Statista, 2020a). The enormous fame of social media has provoked educators to examine their affordances and utilities in pedagogical domains. They were found to let students share resources, collaborate and interact in the class, and study in a socially engaging context (Mao, 2014; Menzies et al., 2017). Given their flexibility, social media can be applied in different instructional levels (from primary school to higher education) and learning environments (formal and informal). In education, social media assists students and teachers to have instant interactions and obtain information about the courses, materials, and expectations at any point in time (Pempek et al., 2009). The same applies to second/foreign language education, which is explained in the coming section.

2.2. Social Network and Second/Foreign Language Education

The widespread use of technologies, in general, and social media, in particular, has infiltrated into second/foreign language education, as well. Given the fact that L2 education demands high amounts of input and interaction, the utilization and injection of technological advancements and social media is essential for a better teaching and learning process (Blake, 2008; Xodabande, 2017). A growing gamut of investigations have been conducted on the potentials of social media on English language teaching and learning whose results approved that social media platforms are promising opportunities for EFL/ESL teachers and students to have access to meaningful and authentic language use, target language input, unlimited interactions, feedback, and course contents, and applications to practice and improve language skills

electronically (Barrot, 2021; Golonka et al., 2014; Jia & Hew, 2019; Richards, 2015; Gao et al., 2022). Moreover, social media have been contended to raise EFL/ESL teachers' and students' awareness of English and provide them with an easy and fast communication mode in a virtual community (Mudra et al., 2022).

Due to their interconnected systems, social media can allow EFL/ESL teachers and learners to gain more experience in communicating in English in both public and private groups, which are open for many or specific people, respectively (Lewis et al., 2008). They also help EFL/ESL students to partake in online conversations and tasks, express their ideas and thoughts, watch videos, listen to audio files, and have peer or group discussions (Chotipaktanasook, 2016). As pinpointed by Friedman and Friedman (2013), social media are insightful tools for L2 education given its adherence to five tenets, namely making efforts to establish and generate communication, collaboration, community, creativity, and convergence in a virtual context.

2.3. Types of Social Networking/Media

Depending on the purpose of use and function, social networks and media are classified into different typologies. More specifically, they can be used for media sharing (e.g., Flickr, Instagram, Snapchat, YouTube), social networking (e.g., Facebook, Twitter, LinkedIn), recording audio and videos (e.g., podcasts, Skype), discussion (e.g., Reddit, Quora), blogging (e.g., WordPress), and instant messaging (e.g., WhatsApp, Twitter, Telegram, Viber). All these types of social media can enhance EFL/ESL teachers' and students' pedagogical practices and performance in case they are properly planned and used in English classes (Lomicka & Lord, 2016; Prichard, 2013).

2.4. Developing English Language Skills through Technologies and Social Media

The integration of technologies into L2 classes has been largely substantiated to improve the English language skills of learners given the fact that "language" is one of the important components that influences and is influenced by ICTs (Ahmadi, 2018). Concerning language skills, the integration of technologies in the classes led to a shift from teacher-centered pedagogy toward learner-centered approaches (Baytak et al., 2011). In virtual milieus, teachers can be facilitators of their students'

language learning skills (Riasati et al., 2012). Empirical studies show that technologies and social media can improve different skills and sub-skills of the English language. For example, Peregoy and Boyle (2012) conducted a study on the impact of technology on L2 students' reading and writing skills. The results of their study demonstrated that such an integration enhanced students' reading and writing skills. The reason for such improvements was the potential of ICTs to offer a user-friendly environment in which the students can learn at faster paces and more effectively. Moreover, Alsaleem (2014) found that WhatsApp has brought about promising improvements in L2 students' writing skills, speaking skill, vocabulary, and word choice. In a similar manner, Lin and Yang (2011) investigated the potential of Wiki technology in increasing L2 students' writing skills and found that when learners are invited to join a Wiki page, they can write many texts and have access to those of their fellow classmates. This can considerably improve their writing skills. In a more recent study carried out in Iran, Xodabande (2017) explored the effectiveness of social media in enhancing EFL students' listening skills using an experimental research design. The results of his study indicated that the pronunciation of participants in the experimental group significantly improved in comparison to that of the control group. Although these studies are insightful enough for injecting social media and other types of technology into L2 education, they have sporadically (if any) examined other language skills (reading, speaking), sub-skills (grammar, vocabulary, spelling), and psycho-emotional factors of L2 education like academic engagement, which is explained below.

2.5. The Concept of Academic Engagement

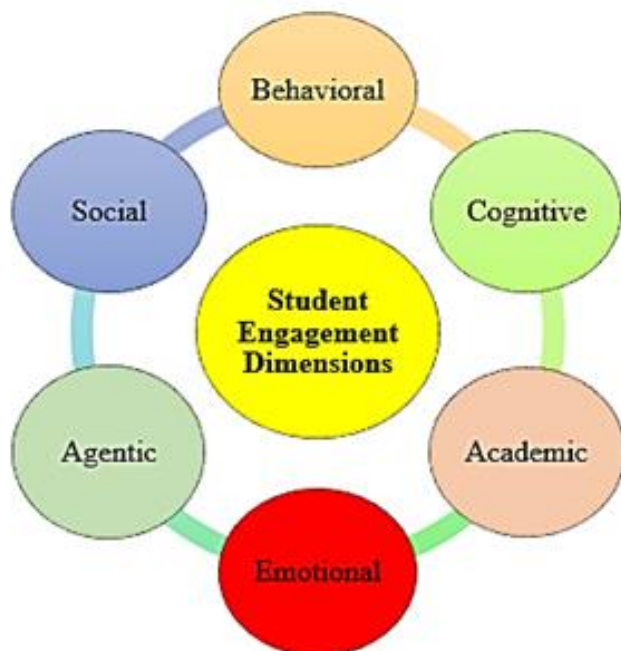
After the rise and popularity of positive psychology, L2 practitioners and researchers came to endorse the role and criticality of students' engagement as a crucial factor in causing academic success (Gu & Sun, 2021; Han & Wang, 2021; Wang, 2023). As eloquently defined by Skinner and Pitzer (2012), the concept of student academic engagement refers to students' extent and length of involvement in the given classroom tasks and activities. In language education, engagement leads to several competencies, which is an optimal objective (Sinatra et al., 2015). Academic engagement can be best seen as a manifestation of motivation among students that affords energy and motive for academic endeavor and achievement (Phillips, 2015; Fan & Wang, 2022). The construct of academic engagement is considered dynamic, shifting, and affected by several factors internal or external to the individual

(Derakhshan, 2022a; Guilloteaux, 2016). To be more precise, many phenomenological, individual, and instructional factors have been approved as influential in determining the degree of EFL students' academic engagement (Guilloteaux, 2016). As for this study, the use of technologies and social media, as new modes of delivery, can affect students' engagement in L2 classes. They can come under phenomenological and instructional factors that shape academic engagement, yet left uncharted, to date in EFL/ESL scholarly contexts.

2.6. The Dimensions of Engagement

The growing body of research on students' engagement in educational psychology and language education has unanimously certified that the construct of engagement is multi-dimensional (Derakhshan et al., 2022; Zhang, 2021). In their breakthrough study, Reschly and Christenson (2012), proposed six dimensions for the construct of engagement for the first time (Figure 1).

Figure 1
The Dimensions of Student Engagement



By behavioral engagement, Reschly and Christenson (2012), meant learners' compliance and active participation in the classroom, while cognitive engagement

concerned their psychological investments during learning via learning strategies. As the third dimension, emotional engagement refers to learners' internal feelings and emotions experienced during their learning process. Furthermore, the academic dimension of engagement pertains to pupils' psychological and behavioral efforts in grasping the knowledge and skills of an academic activity (Fredricks et al., 2004). Agentic engagement, as the next dimension, highlights the role of learners in enhancing the quality of their own education. Lastly, social engagement goes beyond the immediate academic environment and underscores pupils' engagement in tasks, exercises, and activities intended to instigate their social interaction and hone their problem-solving skills (DeVito, 2016). Given these dimensions, it can be argued that social media can touch all these aspects of students' engagement in that through social media students can have active participation in classes, use complex learning strategies varying from offline education, get emotionally involved in the learning process in a new mode of instruction, make more efforts to gain skills, be autonomous agents of their education, and acquire social skills that may facilitate their success and employment in societies.

2.7. Related Studies on EFL/ESL Students' Academic Engagement

The construct of academic engagement is one of the most significant positive traits in academia that was flourished by PP. It has been the focal point of many studies in diverse educational contexts. An array of research corroborates that students' engagement has strong and positive association with several psycho-emotional factors such as buoyancy, resilience, care, self-esteem, social climate, self-confidence, self-efficacy, interpersonal communication skills, ambiguity tolerance, effectiveness, retention, emotions, willingness to communicate (WTC), and grit (Gu & Sun, 2021; Hiver et al., 2021; Qiao, 2022; Radmehr & Karami, 2019; Shakki, 2022, 2023; Wind, 2021; Xie & Derakshan, 2021; Zhang, 2021; Fan & Wang, 2022).

Furthermore, student engagement has been found to influence students' socialization and psychological well-being (Qiao, 2022; Zepke, 2015). Likewise, research shows that students' high degree of classroom engagement can prevent negative emotions such as boredom and self-sabotaging behaviors in L2 classes that prevent learning (Derakhshan et al., 2022; Zhang, 2022; Han & Wang, 2021). Although these investigations signify the criticality of the construct of student engagement in EFL/ESL contexts, they have turned a blind eye to the potential of ICT, CALL, and social media in fostering and establishing this paramount factor

among L2 learners. It is noteworthy that the existing body of knowledge of this variable is narrowed down to correlational studies and running studies the role of specific teaching approaches and modes of delivery via social media/networks in improving this construct in students has been extensively overlooked, to date. Here is the place that this review study can have contributions and add to the body of knowledge concerning the utility of technologies and social media in enhancing psych-emotional variables proposed by PP, which has been limited to one-shot correlational investigations.

3. Concluding Remarks

In this theoretical review article, it was maintained that the integration of technologies and social media has many potentials for L2 education. It was also contended that using social media of various typologies can facilitate EFL/ESL students' development of language skills and academic engagement. This is obtainable given the nature of social media and ICTs in providing an edutainment opportunity in which L2 teachers and students can have access to rich target language inputs, authentic materials, and multifarious course contents. As a result, the students feel excited in such a virtual community and have more passion to cooperate and collaborate with their teacher and peers. Since social media establish a more friendly and democratic climate for students to learn at faster paces, it is warranted to contend that the integration and injection of technologies, in general, and social media, in particular, can enhance L2 students' language skills and classroom engagement.

Another logic for defending the use of social media is that these tools convert education to a less formal and rigid setting, where various dimensions of academic engagement are tapped into and this, in turn, paves the way for language skills development. As ICTs offer much more materials for teaching, interaction, and feedback, the improvement of different language skills and sub-skills is by no means outlandish. Based on these propositions, the present theoretical review can be advantageous to EFL/ESL teachers, students, teacher educators, language policy-makers, curriculum designers, and researchers. Teachers can use this article as a starting point in utilizing various types of ICT and social media in their L2 classes to improve different English language skills and sub-skills. They can also use technologies to develop psycho-emotional constructs influential in EFL/ESL students' language learning. The study is also beneficial for students in that they can

understand the importance and power of technologies in their L2 education. Hence, they can work on different ICTs for fostering their language learning process. L2 teacher educators may also find this review helpful and design and deliver training courses to EFL/ESL teachers in which the utilities of social media and the ways they can improve English language education are taught to novice and experienced teachers. Moreover, language policy-makers may use this study to revisit their plans and decisions and provide ICT infrastructures in L2 classes so that L2 teachers and students can work at a faster pace using an ocean of authentic materials and inputs.

Curriculum designers are the next group, which may find this study valuable and consider more courses and credits for ICT-related subjects like CALL and the ways EFL/ESL teachers and students can benefit from technologies after becoming technologically literate enough. Lastly, this review article has implications for researchers in that they can run more studies on the association between technologies and L2 education. They can fill the existing gaps in this domain by conducting qualitative and mixed-methods studies on how social media can improve English language learning and psycho-emotional variables. Future studies can also focus on the role of cultural differences in the success of failure of integrating social media into L2 classes. Finally, further investigations are demanded to see if social media predict and facilitates different language skills and sub-skills and positive emotions introduced in PP.

References

- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125.
- Alsaleem, B.I.A. (2014). The effect of WhatsApp electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi students. *Arab World English Journal*, 4(3), 213–225.
- Baron, N. S. (2008). *Always on Language in an online and mobile world*. Oxford University Press.
- Barrot, J. S. (2021). Social media as a language learning environment: A systematic review of the literature (2008-2019). *Computer Assisted Language Learning*, 1–29. <http://dx.doi.org/10.1080/09588221.2021.1883673>
- Baytak, A., Tarman, B., & Ayas, C. (2011). Experiencing technology integration in education: Children's perceptions. *International Electronic Journal of Elementary Education*, 3(2), 139–151.
- Blake, R. J. (2008). *Brave new digital classrooms: Technology and foreign language learning*. Georgetown University Press.
- Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *Instructional Technology and Distance Learning (ITDL)*, 6, 17–28.
- Bugeja, M. J. (2006). Facing the Facebook. *The Chronicle of Higher Education*, 52(21), C1.
- Chakowa, J. (2018). Enhancing beginners' second language learning through an informal online environment. *Journal of Educators Online*, 15(1), 1–14. <http://dx.doi.org/10.9743/JEO2018.15.1.7>
- Chappelle, C., & Sauro. S. (2017). *The handbook of technology in second language teaching and learning*. Wiley-Blackwell.
- Chotipaktanasook, N. (2016). Using social networks in the EFL classroom for the enhancement of low affective filter and willingness to communicate. *Proceeding of The Seventh CLS International Conference CLaSIC* (pp. 56-64). National University of Singapore (NUS) Press.
- Chen, I.-H., Gamble, J. H., & Lin, C.-Y. (2021). Peer victimization's impact on adolescent school belonging, truancy, and life satisfaction: A cross-cohort

- international comparison. *Current Psychology*, <https://doi.org/10.1007/s12144-021-01536-7>.
- Derakhshan, A. (2022a). *The “5Cs” positive teacher interpersonal behaviors: Implications for learner empowerment and learning in an L2 context*. Springer. <https://link.springer.com/book/9783031165276>
- Derakhshan, A. (2022b). 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., Pawlak, M., & Kruk, M. (2022). Classroom social climate, growth language mindset, and student engagement: The mediating role of boredom in learning English as a foreign language. *Journal of Multilingual and Multicultural Development*, 1–19. <http://dx.doi.org/10.1080/01434632.2022.2099407>
- Derakhshan, A., Malmir, A., Pawlak, M., & Wang, Y. L. (2023). The use of interlanguage pragmatic learning strategies (IPLS) by L2 learners: the impact of age, gender, language learning experience, and L2 proficiency levels. *International Review of Applied Linguistics in Language Teaching*, 1–24. <https://doi.org/10.1515/iral-2022-0132>
- Derakhshan, A., Teo, T., & Khazaie, S. (2024). Is game-based language learning general or specific-oriented? Exploring the applicability of a mobile virtual reality-based flipped classroom for medical English communication in the Middle East. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2024.105013>
- 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>
- DeVito, M. (2016). *Factors influencing student engagement* (Unpublished Certificate of Advanced Study Thesis). Sacred Heart University, Fairfield, CT.
- Estaji, M., & Ghiasvand, F. (2023). Tracing the developmental trajectories of EFL Teacher Assessment Identity (TAI) through web-based audio diaries. *The Qualitative Report*, 28(9), 2681–2715. <https://doi.org/10.46743/2160-3715/2023.5903>
- Fan, J. & Wang, Y. (2022). English as a foreign language teachers’ professional success

- in the chinese context: The effects of well-being and emotion regulation. *Frontiers in Psychology*. <http://dx.doi.org/10.3389/fpsyg.2022.952503>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <http://dx.doi.org/10.3102/00346543074001059>
- Friedman, L. W., & Friedman, H. (2013). Using social media technologies to enhance online learning. *Journal of Educators Online*, 10(1), 1–22.
- Gao, Y. (2021). Towards the role of language teacher confirmation and stroke in EFL/ESL students' motivation and academic engagement: A theoretical review. *Frontiers in Psychology*, 12, 3026. <http://dx.doi.org/10.3389/fpsyg.2021.723432>
- Gao, Y., Zeng, G. Wang, Y., Klan, A. & Wang, X. (2022). Exploring educational planning, teacher beliefs, and teacher practices during the pandemic: A study of science and technology-based universities in China. *Frontiers in Psychology*, 13: 903244. <http://dx.doi.org/10.3389/fpsyg.2022.903244>
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27, 70–105. <http://dx.doi.org/10.1080/09588221.2012.700315>
- Gu, L., & Sun, P. (2021). The role of nested systems in EFL students' willingness to communicate (WTC) and engagement. *Frontiers in Psychology*, 4137. <http://dx.doi.org/10.3389/fpsyg.2021.759393>.
- Guilloteaux, M. J. (2016). Student engagement during EFL high school lessons in Korea. *An Experience-Sampling Study*, 23(1), 21–46.
- 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>.
- Haidari, M., Katawazi, R., & Yusof, S. M. (2020). The use of social media and wikis in teaching writing skills: A review article. *International Association of Online Engineering?*, 14(16), 168–179. <https://doi.org/10.3991/ijim.v12i7.9634>
- Han, K., Volkova, S., & Corley, C. D. (2016, May). Understanding roles of social media in academic engagement and satisfaction for graduate students. In *Proceedings of the 2016 CHI Conference Extended Abstracts on Human Factors in*

Computing Systems (pp. 1215–1221).

- Han, Y., & Wang, Y. (2021). Investigating the correlation among Chinese EFL Teachers' self-efficacy, reflection, and work engagement. *Frontiers in Psychology*, 12, 763234. <http://dx.doi.org/10.3389/fpsyg.2021.763234>
- Hew, K. F., & Cheung, W.S. (2013). Use of Web 2.0 technologies in K-12 and higher education: The search for evidence-based practice. *Educational Research Review*, 9, 47–64. <http://dx.doi.org/10.1016/j.edurev.2012.08.001>
- Hiver, P., Al-Hoorie, A. H., Vitta, J. P., & Wu, J. (2021). Engagement in language learning: A systematic review of 20 years of research methods and definitions. *Language Teaching Research*, 13621688211001289.
- Hu, L., Wang, Y. (2023). The predicting role of EFL teachers' immediacy behaviors in students' willingness to communicate and academic engagement. *BMC Psychol* <https://doi.org/10.1186/s40359-023-01378-x>.
- Jia, C., & Hew, K. F. T. (2019). Supporting lower-level processes in EFL listening: The effect on learners' listening proficiency of a dictation program supported by a mobile instant messaging app. *Computer Assisted Language Learning*, 1–28. <http://dx.doi.org/10.1080/09588221.2019.1671462>
- Lewis, K., Kaufman, J., & Christakis, N. (2008). The taste for privacy: An analysis of college student privacy settings in an online social network. *Journal of Computer-mediated Communication*, 14(1), 79–100.
- Li, S., Wu, H., & Wang, Y. S. (2024). Positive emotions, self-regulatory capacity, and EFL performance in Chinese senior high school students. *Acta Psychologica*, 1-6. [doi:10.1016/j.actpsy.2024.104143](https://doi.org/10.1016/j.actpsy.2024.104143)
- Lin, J., & Wang, Y. L. (2024). Unpacking the mediating role of classroom interaction between student satisfaction and perceived online learning among Chinese EFL tertiary learners in the normal of post-COVID-19. *Acta Psychologica*, 245(2024) 104233, 1–10. <https://doi.org/10.1016/j.actpsy.2024.104233>
- Lin, W., & Yang, S. (2011). Exploring students' perceptions of integrating Wiki technology and peer feedback into English writing courses. *English Teaching: Practice and Critique*, 10(2), 88–103. <https://eric.ed.gov/?id=EJ944900>
- Lomicka, L., & Lord, G. (2016). Social networking and language learning. In F. Farr & L. Murray (Eds.), *The Routledge handbook of language learning and technology*

(pp. 281–294). Routledge.

- Mahdiun, R., Salimi, G., & Raeisy, L. (2020). Effect of social media on academic engagement and performance: Perspective of graduate students. *Education and Information Technologies*, 25(4), 2427–2446.
- Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education*, 44, 100707. <http://dx.doi.org/10.1016/j.iheduc.2019.100707>
- Mao, J. (2014). Social media for learning: A mixed methods study of high school students' technology affordances and perspectives. *Computers in Human Behavior*, 33, 213–223. <http://dx.doi.org/10.1016/j.chb.2014.01.002>
- Menzies, R., Petrie, K., & Zarb, M. (2017). A case study of Facebook use: Outlining a multi-layer strategy for higher education. *Education and Information Technologies*, 22(1), 39–53. <http://dx.doi.org/10.1007/s10639-015-9436-y>
- Mohammadi, E., & Shirkamar, Z. S. (2018). Mobile-assisted language learning: Challenges and setbacks in developing countries. In *cross-cultural perspectives on technology-enhanced language learning* (pp. 172–186). IGI Global.
- Mompean, J. A., & Fouz-González, J. (2016). Twitter-based EFL pronunciation instruction. *Language Learning & Technology*, 20, 166–190.
- Mudra, H., Mukminin, A., Hidayat, M., Marzulina, L., Harto, K., Holandyah, M., & Erlina, D. (2022). EFL learners' pedagogical views on the online social networks in EFL classrooms. *Journal of Language Teaching and Research*, 13(1), 110–118.
- Noori, A. Q., Orfan, S. N., Akramy, S. A., & Hashemi, A. (2022). The use of social media in EFL learning and teaching in higher education of Afghanistan. *Cogent Social Sciences*, 8(1), 2027613.
- 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>.
- Pempek, T., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30(3), 227–238. <https://doi.org/10.1016/j.appdev.2008.12.010>
- Peregoy, S., & Boyle, O. (2012). *Reading, writing and learning in ESL: A resource*

book for teachers. Allyn & Bacon.

- Poramathikul, P., Arwedo, N., Abdulhakim, I., & Wattanaruwangkowitz, P. (2020). The influence of using social media as a learning platform by bilingual and multilingual learners on English speaking skills. *English Language in Focus (ELIF)*, 2(2), 111–122.
- Prasojo, L. D., Mukminin, A., Habibi, A., Marzulina, L., Sirozi, M., & Harto, K. (2018). Learning to teach in a digital age: ICT integration and EFL student teachers' teaching practices. *Teaching English with Technology*, 18(3), 18–32.
- Prichard, C. (2013). Using social networking sites as a platform for second language instruction. *TESOL Journal*, 4(4), 752–758.
- Qiao, R. (2022). A theoretical analysis of approaches to enhance students' grit and academic Engagement. *Frontiers in Psychology*, 4035. <http://dx.doi.org/10.3389/fpsyg.2022.8895>
- Radmehr, F., & Karami, J. (2019). The examination of the role tolerance of ambiguity and flourishing in predicting academic engagement in students. *Educational Psychology*, 15(52), 203–216.
- 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* (pp. 3–19). Springer Science + Business Media. http://dx.doi.org/10.1007/978-1-4614-2018-7_1
- Rezaul Karim, M., Ali Mondal, S., Hussain, A., Alam, M., & Nazarieh, M. (2022). Social media and learning of English language: A study on the undergraduate students of Assam, India. *Education Research International*, 2022, 1–10. doi.org/10.1155/2022/8238895
- Riasati, M. J., Allahyar, N., & Tan, K. E. (2012). Technology in language education: Benefits and barriers. *Journal of Education and Practice*, 3(5), 25–30.
- Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1), 1–18. <http://dx.doi.org/10.1177/003368821456162>
- 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>
- Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 21–44). Springer.
- Statista. (2020). *Number of global social network users 2010–2023*. <https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/>.
- Wagner, R. (2011). Social media tools for teaching and learning. *Athletic Training Education Journal*, 6(1), 51–52.
- Wang, H., Wang, M., & Li, G. (2022). The use of social media inside and outside the classroom to enhance students' engagement in EFL contexts. *Frontiers in Psychology*, 13, 1005313.
- Wang, M. M., & Wang, Y. L. (2024). A structural equation modeling approach in examining EFL students' foreign language enjoyment, trait emotional intelligence, and classroom climate. *Learning and Motivation*, 86, 101981. <https://doi.org/10.1016/j.lmot.2024.101981>.
- Wang, X. (2023). A conceptual review on EFL teachers' motivation and engagement in flipped classrooms: A social networking platform. *Language Related Research*, 14(3), 239–264. <http://dx.doi.org/10.29252/LRR.14.3.10>
- Wang, Y., & Derakhshan, A. (2023). Enhancing Chinese and Iranian EFL students' willingness to attend classes: The role of teacher confirmation and caring. *Porta Linguarum*, 39(1), 165–192. <http://doi.org/10.30827/portalin.vi39.23625>
- 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.org/10.3389/fpsyg.2022.894190>.
- 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. 10.52547/LRR.13.3.19.

- Wang, Y. L., & Kruk, M. (2024). Modeling the interaction between teacher credibility, teacher confirmation, and English major students' academic engagement: A sequential mixed-methods approach. *Studies in Second Language Learning and Teaching*, 1–31. <https://doi.org/10.14746/ssl.t.38418>.
- Wang, Y. L. & Pan, Z. (2023). Modelling the effect of Chinese EFL teachers' self-efficacy and resilience on their work engagement: A structural equation modeling analysis. *SAGE Open*, 13(4), 1–15. <https://doi.org/10.1177/21582440231214329>
- Wang, Y.S., Xin, Y., & Chen, L. (2024). Navigating the emotional landscape: Insights into resilience, engagement, and burnout among Chinese High School English as a Foreign Language Learners. *Learning and Motivation*, 86, 101978. <https://doi.org/10.1016/j.lmot.2024.101978>
- Wilkinson, J., & Kauko, M. (2020). Educational leading as pedagogical love: The case for refugee education. *International Journal of Leadership in Education*, 23(1), 70–85.
- Wind, A. M. (2021). Nonlinearity and inter-and intra-individual variability in the extent of engagement in self-reflection and its role in second language writing: A multiple-case study. *System*, 103, 102672.
- Wise, L. Z., Skues, J., & Williams, B. (2011). Facebook in higher education promotes social but not academic engagement. *Changing demands, changing directions. Proceedings ascilite Hobart*, 1332–1342.
- 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), 1–17. <http://dx.doi.org/10.59400/fls.v5i3.2012>.
- Wu, H., Wang, Y.S., & Wang, Y. L. (2024). How burnout, resilience, and engagement interplay among EFL learners: A mixed-methods investigation in the Chinese senior high school context. *Porta Linguarum*, 193–213. <https://doi.org/10.30827/portalin.viIX.29878>
- Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology*, 12, 2623. <http://dx.doi.org/10.3389/fpsyg.2021.708490>
- Xodabande, I. (2017). The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent Education*, 4(1), 1347081. <http://dx.doi.org/10.1080/2331186X.2017.1347081>

- Zepke, N. (2015). Student engagement research: Thinking beyond the mainstream. *Higher Education Research & Development*, 34(6), 1311–1323.
- Zhang, F. (2022). A theoretical review on the impact of EFL/ESL students' self-sabotaging behaviors on their self-esteem and academic engagement. *Frontiers in Psychology*, 13. <http://dx.doi.org/10.3389/fpsyg.2022.87373>
- Zhang, M. (2021). EFL/ESL teacher's resilience, academic buoyancy, care, and their impact on students' engagement: A theoretical review. *Frontiers in Psychology*, 12. <http://dx.doi.org/10.3389/fpsyg.2021.731859>
- 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.org/10.1007/s40299-023-00782-6>

About the Authors

Yue Chen was born in Jiangsu, China, in 1982. From 2001 to 2005, she studied in Changzhou Institute of Technology and received her bachelor's degree in 2005. From 2011 to 2013, she studied in Fujian Normal University and received her Master's degree in 2013. From 2021, she is pursuing a doctoral degree at Krirk University. Now she works in Nanjing Normal University Taizhou College, Jiangsu. She has published nineteen papers, one of which has been indexed by CSSCI and two of which has been indexed by SSCI. Her research interests are cultural dissemination, radio and television art, and intangible cultural heritage.

Dong Shu was born in Jiangsu, China, in 1987. From 2010 to 2013, he studied in Xi'an Academy of Fine Arts and received his bachelor's degree in 2013. From 2013 to 2016, he studied in Northwest Minzu University and received his Master's degree in 2016. From 2021, he is pursuing a doctoral degree at Krirk University. he has published seven papers, one of which has been indexed by AHCI and one of which has been indexed by SCOPUS. His research interests are art and design studies, cultural dissemination and intangible cultural heritage.