


RESEARCH TIMELINE

# Using social networking sites as a language teaching and learning environment

Jessie S. Barrot 

College of Education, Arts and Sciences, National University, Manila, Philippines  
Email: [jessiebarrot@yahoo.com](mailto:jessiebarrot@yahoo.com)

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## 1. Introduction

The growing adoption of emerging technologies for language pedagogy, literacy development, and language assessment has accelerated computer-assisted language learning (CALL) as a major field of education and led to the establishment of major specialized journals, such as *Language Learning and Technology*, *Computer Assisted Language Learning*, and *ReCALL*. As technologies further advanced, we began to see individuals and schools increasingly adopt CALL technologies and use their interactive features to facilitate language learning. Consequently, CALL research began to gain momentum and expand its research foci during the mid-1990s (Levy, 2000; Uzunboylu & Ozcinar, 2009). This expansion gave birth to some independent and stand-alone subfields, such as computer-assisted language testing (CALT) (Parmaxi et al., 2013).

Three decades ago, language pedagogy was criticized for its overwhelmingly cognitive orientation and its failure to consider the social aspects of language teaching and learning (Firth & Wagner, 1997; Matsuoaka & Evans, 2004). As such, the sociocultural theory emerged as an alternative perspective and has since been applied to a wide array of approaches and areas, such as second language acquisition and language pedagogy (Lantolf & Beckett, 2009; Lantolf et al., 2015; Swain et al., 2015). With the advent of internet-based tools and services that facilitate content creation and sharing (i.e., Web 2.0 technologies), this theoretical perspective directs second language (L2) scholars' attention to the socially engaged, relational, and participatory practices in CALL. This social turn gave rise to social media as a viable pedagogical tool for language learning (Reinhardt, 2020). As a type of Web 2.0 technology, social media allow individuals to generate and share content, organize information, and interact with one another within an online community (Hew & Cheung, 2013; Manca, 2020\*). It includes wikis, blogs, discussion forums, social bookmarking, video-sharing sites, photo-sharing sites, and social networking sites (SNS) (Chugh & Ruhi, 2019; Reinhardt, 2019\*). Although the distinction between social media and SNS may be blurred by the constantly evolving Web 2.0 technologies, Reinhardt (2019\*, p. 17) distinguishes SNS as a form of social media technology that integrates photo hosting, multimedia sharing, chatting, and messaging and allows users to post status updates in reverse chronological order with threaded discussions. They may be commercial and non-educational, which are not originally designed for learning (e.g., Facebook, Instagram, Twitter), or non-educational, which are originally designed for learning (e.g., Busuu). Unlike other social media platforms, SNS allow users with similar interests to form connections and construct social relationships. It is this definition that this research timeline adopts. Some of the most popular SNS in terms of active users are Facebook, WhatsApp, YouTube, Instagram, Tumblr, Snapchat, Twitter, Pinterest, MySpace, WeChat, Tik Tok, QQ, and Weibo (Statista, 2022). The majority of them were developed in the United States (US), except the last four, which were developed in China.

\*Indicates full reference appears in the subsequent timeline.

The growing interest of L2 scholars and educators in SNS is driven by its massive popularity, flexible features that allow learners to choose how the learning process should be organized based on the demands of the learning context, and reported efficacy in improving learners' language skills, autonomy, digital literacy, and intercultural awareness (Barrot, 2021a; Chugh & Ruhi, 2018; Manca, 2020\*). To date, almost half of the world's population use SNS for both personal and professional reasons (Statista, 2022); the majority of them are teenagers and young adults (OECD, 2019). SNS also offers various features that allow teachers to share resources, facilitate collaboration and interaction, address students' different learning styles, deliver instruction interactively, and create a socially engaging learning environment (Chugh & Ruhi, 2018; Manca, 2020\*; Manca & Ranieri, 2016a; Menzies et al., 2017). With reference to its efficacy, many researchers made a strong case in favor of SNS as a language learning and teaching environment (see Barrot, 2018\*, 2021a; Hattem & Lomicka, 2016; Manca, 2020\*; Reinhardt, 2019\*; Solmaz, 2018). As a way to move forward, it is critical to obtain a historical and global view of the research landscape in this area and monitor its development. Thus, this research timeline aims to chart the emerging tendencies and historical trajectory of SNS as a language teaching and learning environment. In particular, I place emphasis on the evolution of methodological approaches and the expansion of research in terms of SNS platforms, topical foci, use, and context. This paper complements Reinhardt's (2019)\* state-of-the-art review of research on social media in second and foreign language teaching and learning as it covers the latest studies since Reinhardt's review and provides readers with an up-to-date overview and key developments in SNS research in a time-oriented way. Unlike the topically arranged review of Reinhardt, this research timeline presents the developmental curve in this line of research chronologically.

## 2. Key research developments in SNS as language teaching and learning environment

With the emergence of Web 2.0 technologies, it is not surprising that research in this area is increasing, internationalizing, and diversifying. The sheer volume of studies on this topic provided us with a glimpse of how SNS has evolved to adapt to the dynamic landscape of language pedagogy. Anchored on the developmental curve reported by Boulton (2017), this research timeline identified three periods: emergence, early expansion and sophistication, and consolidation. These key developments are not dichotomous and rigidly linear because this field can move from one period to another recursively in a given time. They are also not mutually exclusive as a collection of studies may be simultaneously categorized in two adjacent periods.

The first collection of studies corresponds to the period of emergence (approximately between 2009 and 2013) in which a small number of scholars had undertaken descriptive studies, which are mostly concentrated on technology use and evaluation. These studies tended to focus on high-profile SNS, such as Facebook (e.g., Kabilan et al., 2010\*). Others investigated teachers' preferences (Eröz-Tuğ̃a & Sadler, 2009\*) and whether SNS was effective in promoting L2 writing development (e.g., Shih, 2011\*) and language practices outside of class time (e.g., Lomicka & Lord, 2012\*). Except for Lantz-Andersson et al. (2013\*), nearly all were conducted in a higher education context. These studies began to produce evidence that points to students' preference for using SNS as a language learning platform. In particular, students perceived SNS to have useful impacts on their language skills, motivation, and confidence. The first collection of studies also provided empirical support for its usability in facilitating interaction, collaborative learning, and writing development. As forerunners, some of these pieces (i.e., Kabilan et al., 2010\*; Shih, 2011\*) remain to be influential in the field of CALL and SNS research as manifested by the citations they received.

The second period corresponds to the early expansion and sophistication (approximately beginning 2014), where a spike in productivity and a more focused and theoretically and empirically grounded collection of studies were seen. Alongside this expansion is the adoption of increasingly sophisticated and rigorous methodologies using multiple data sources. Experimental research designs began to be an instrument of choice in validating the effectiveness of SNS features in promoting meaningful interaction (e.g., Ozdemir, 2017\*), vocabulary development (e.g., Çetinkaya & Sütçü, 2018\*), writing skills

development (e.g., Andujar, 2016\*; Dizon, 2016\*), and oral skills development (e.g., Fouz-González, 2017\*; Lin & Hwang, 2018\*; Sun et al., 2017\*). Meanwhile, qualitative research designs went beyond descriptive designs and started to diversify into a case study (e.g., Benson, 2015\*; Chen, 2013\*; Hattem, 2014\*; Schreiber, 2015\*; Yen et al., 2015\*), ethnography (e.g., Álvarez Valencia, 2016\*; Jin, 2015\*; Kulavuz-Onal & Vásquez, 2018\*; Vanek et al., 2018\*), and grounded theory (e.g., Mitchell, 2018\*; Wang, 2017\*) with a balance between emic and etic perspectives.

Diversification in learning contexts was also observed. For instance, several studies extended the context to a non-academic setting (e.g., Álvarez Valencia, 2016\*; Oliver & Nguyen, 2017\*; Razak & Saeed, 2014\*), secondary education (e.g., Çetinkaya & Sütçü, 2018\*; Vanek et al., 2018\*), and primary education (e.g., Austin et al., 2017\*; Sun et al., 2017\*). Less popular SNS platforms were also explored during this period, such as Toetenel (2014\*), who explored Ning as a tool for establishing an asynchronous online environment. Similar studies were undertaken by Álvarez Valencia (2016)\*, Sun et al. (2017)\*, Mitchell (2018)\*, Xu et al. (2017)\*, and Wang (2017)\* using Busuu, Papa, Pinterest, and WeChat, respectively. Although most topics fell into oral communication and listening, writing, technology adoption and evaluation, and socialization and pragmatics, other researchers expanded the area of investigation by focusing on more fine-grained topics, namely electronic portfolio assessment (e.g., Barrot, 2016\*), pronunciation (e.g., Mompean & Fouz-González, 2016\*; Fouz-González, 2017\*), intercultural communication (Benson, 2015\*; Jin, 2015\*), service learning (Sun & Yang, 2015\*), and community of practice (Razak & Saeed, 2014\*). Overall, qualitative and mixed methods design, Facebook, and formal learning in the higher education context remained the primary focus of investigation during this period.

The late 2010s witnessed a period of consolidation where enough studies were available for various types of research synthesis; hence, several systematic reviews started to emerge. One such review was by Barrot (2018)\*, who defined the contour of scholarly work on Facebook as a technology-enhanced language learning environment. He found that most studies relied heavily on self-report data and pre-experimental designs and were conducted in a higher education context focusing on oral and writing development. Another review along this line was that of Reinhardt (2019)\*, who critically analyzed the findings of 87 studies on the formal and informal use of blogs, wikis, and SNS for language teaching and learning. His study indicated that SNS could be leveraged to expose learners to socio-pragmatically genuine discourse practices, develop L2 identity, promote interaction and language awareness, and develop learner community. To move the field forward, he highlighted the need for better site design grounded in established language teaching and learning practices and second language acquisition theories before any SNS can be effective. More recently, Manca (2020)\* synthesized studies on less explored SNS (i.e., Instagram, Snapchat, Pinterest, and WhatsApp) published between 2013 and 2018. Among the four platforms investigated, WhatsApp emerged as the only well-explored SNS. She also noted the need to undertake more sophisticated research designs. The emerging interest of L2 scholars in systematic reviews highlights their recognition of the key role that systematic reviews play in advancing technology-enhanced language learning. However, the above research syntheses exclusively dealt with critical synthesis (i.e., qualitative approach to evaluating the research landscape) and bibliometric review (i.e., quantitative descriptive approach in mapping scientific literature). None so far have explored the research landscape using a meta-analytic approach (i.e., a systematic review of quantitative data to integrate research findings across related studies). Thus, future systematic reviews may embark on meta-analysis to obtain a clearer picture of the efficacy of SNS for language teaching and learning.

Two conditions may occur after the period of consolidation. It may either lead to a period of maturity or a period of decline. A period of decline may follow when sustained growth fails and when the effort to adopt SNS begins to weaken. In this case, the focus might shift to topics and features that transcend or span different emerging technologies (e.g., virtual reality and augmented reality), thereby weakening research on many SNS-related topics, especially when they are already saturated. Additionally, the decline might strengthen research on the older versions of Web 2.0 technologies (e.g., blogs and wikis). This shift is particularly likely when blogs and wikis incorporate newer features

amenable to language learning. During the period of maturity, the field will experience sustained growth in which a progressive interplay between expansion, sophistication, and consolidation occurs. Similar to CALL as a field, many areas of SNS research will emerge as stand-alone subfields during this period. Looking at the current trajectory of SNS research, this field appears to emerge as a major research area under CALL. For instance, recent studies have been theoretically grounded and have used multiple data sources and more sophisticated research designs, such as experimental design and structural equation modelling, (e.g., Barrot, 2021b\*; Alamer & Al Khateeb, 2021\*; Andujar & Salaberri-Ramiro, 2021\*; Chen, 2020\*; Lai & Tai, 2021\*; Lai et al., 2020\*; Luo & Gui, 2021\*; Paul & Friginal, 2019\*). Some studies explored other under-researched platforms (e.g., Isbell, 2018\*; Jia & Hew, 2019\*; Jin, 2018\*; Luo & Gui, 2021; Wu & Miller, 2021\*; Zhao & Flewitt, 2020\*) and topics, such as pragmatic development (e.g., García-Gómez, 2020\*), translanguaging and cross-cultural awareness (e.g., Wu & Miller, 2021\*; Zhao & Flewitt, 2020\*), intracultural development (e.g., Yang & Yeh, 2021\*), mediating effects of language learners' personality (e.g., Kao, 2020\*), multimodal negotiation (e.g., Mackay et al., 2021\*), and digital literacies (e.g., Chen, 2020\*). These studies attempted to address the gaps and respond to the call highlighted in the recent systematic reviews.

As illustrated above, research on SNS as a tool for language teaching and learning has recently been intensifying and diversifying in terms of platforms, research design, learning context, SNS use, and topical foci. In particular, the data suggest that the field is moving towards making the distinction between formal and informal uses more important because of the recent emergence of studies of learning 'in the digital wilds' or learning beyond the classroom. In the same vein, the language of study in SNS research has continued to expand from two in 2009 to at least 18 in 2021, the majority of which targeted English. With reference to shifts in topics, the focus was initially limited to high-profile SNS (i.e., Facebook, YouTube, and Twitter) and slowly expanded to other emerging SNS, such as Instagram, WeChat, WhatsApp, and Pinterest. Moreover, the topics during the emergence phase were mainly about writing and technology adoption/evaluation. Although these two topics remain to be popular during the early expansion and sophistication phase, other important topics emerged, such as interaction and discourse analysis, oral communication, teacher education, and language, culture and socialization. All these six topics have continued to dominate the field even until the consolidation phase.

This timeline provided overwhelming evidence of the positive impact of SNS on the different aspects of language learning, such as language production (writing and speaking), language reception (reading and listening), language micro-skills (vocabulary and grammar), affective domain (motivation, attitude, and belongingness), and sociocultural domain (identity, social presence, and intercultural competence). However, its fate on whether it will flourish or perish in the next few years depends on the concerted efforts of L2 scholars and practitioners in pushing the field forward. As a way to move towards its maturation, CALL scholars may embark on examining the viability of underexplored and unexplored SNS to obtain a clearer picture of their role in language teaching and learning. Future studies may also look into the dependent variables that exhibit diverging findings for a more nuanced understanding of the impact of SNS on the different aspects of language pedagogy.

The analysis covers nearly 100 articles published in mainstream education and language and linguistics journals (i.e., Social Science Citation Index (SSCI) and Arts and Humanities Citation Index (AHCI) from 2009 to 2021. These papers were considered key players based on their impact (e.g., readership and citations), novel findings, theoretical contributions, pedagogical significance, and how they drive this line of research forward. To retrieve these articles, I adopted the *Preferred Reporting Items for Systematic Reviews and Meta-analyses* (Moher et al., 2009), which involves four key stages: identification, screening, eligibility, and included. First, I identified all the eligible source titles. Then, I excluded journals that are written in the non-English language as part of the screening stage. To further locate the eligible articles, I limited the document type to empirical studies and systematic reviews. I also set the year range between 1999 (i.e., the year that the first SNS [i.e., QQ] was launched) and 2021 during search and retrieval to ensure that all eligible articles were included. However, no papers were generated from the SSCI database for years earlier than 2009. As part of the final stage, I examined the title, abstract, and full content of the paper to determine if they, indeed,

dealt with language teaching and learning. This procedure is inevitably biased towards articles published in SSCI/AHCI journals and written in English. Thus, this timeline might have inadvertently excluded some widely cited papers, doctoral dissertations, repository works, and studies that are non-empirical, published in non-SSCI/AHCI journals, and contextualized in non-English-speaking regions. Nonetheless, significant and critical topics in SNS found in this grey literature were sufficiently represented and addressed by those published in SSCI journals.

It is not possible and also not intended to provide the full collection of all individual studies in this area because of the limited space for this section. Thus, only samples from a large body of scholarly work were included in the timeline to illustrate the key developments and general themes on this topic. The selections were categorized based on the four broad themes as outlined below:

- A. Research design
  1. Descriptive
  2. Case study
  3. Ethnography
  4. Grounded theory
  5. Correlational
  6. Experimental
- B. SNS use
  1. Formal use in formal learning settings (FUF)
  2. Informal use in formal learning settings (IUF)
  3. Use in informal learning settings (UI)
- C. Learning context
  1. Primary/Elementary (LEL)
  2. High school (LHS)
  3. Higher education (LHE)
  4. General academic across levels (LGA)
  5. Professional/Non-academic (LPN)
- D. Topical foci
  1. Affective factors
  2. Analysis of discourse and interaction
  3. Assessment and evaluation
  4. Language, culture, socialization and pragmatics
  5. Phonology/phonetics and oral communication, including listening
  6. Reading, writing, and literacy
  7. Research methodology
  8. Technology adoption and evaluation
  9. Vocabulary and lexical studies

The categories under SNS use — FUF, IUF, and UI — were derived from Manca & Ranieri's (2016b) critical review of Facebook as a technology-enhanced learning environment. Formal setting refers to a school context, while informal setting relates to non-academic or out-of-school contexts. Meanwhile, formal use refers to adopting SNS as a primary platform in language classrooms, whereas informal use involves the integration of SNS as a supplementary platform for out-of-class activities. The last category (i.e., topical foci) was largely based on the themes specified by the American Association for Applied Linguistics (2021). Two themes (Affective factors and Technology adoption and evaluation) were added to accommodate the topical focus of some selected studies.

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**Jessie S. Barrot** is a professor and dean of the College of Education, Arts and Sciences at the National University, Philippines. His research interest includes L2 writing, curriculum and instruction, computer assisted language learning, and language teaching. Some of his latest papers appeared in *Assessing Writing*, *Journal of Language, Identity and Education*, *Language, Culture and Curriculum*, *Computer Assisted Language Learning*, and *Journal of Computer Assisted Learning*.



Year	References	Annotations	Theme
2009	Eröz-Tuğa, B., & Sadler, R. (2009). Comparing six video chat tools: A critical evaluation by language teachers. <i>Computers &amp; Education</i> , 53(3), 787–798.	As one of the earliest studies on SNS for language teaching and learning, <b>Eröz-Tuğa &amp; Sadler</b> compared six video chat tools from the teachers' perspective. Both quantitative and qualitative data pointed to the teachers' preference for Skype and MSN Messenger as language teaching and personal communication tools mainly because of their audio and video components.	A.1 B.2 C.3 D.8
2010	Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? <i>The Internet and Higher Education</i> , 13(4), 179–187.	This highly influential article is one of the earliest studies that evaluated the pedagogical features of Facebook from the students' perspective. Generally, the students had a positive impression of Facebook as a language learning environment. However, few students commented that Facebook was not suitable as a rhetorical space. This study somehow showed the two faces of Facebook as a learning space. Although the study employed a less sophisticated research design, it became one of the catalysts for the explosion of literature on Facebook as a language learning tool.	A.1 B.2 C.3 D.8
2011	Shih, R. C. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning. <i>Australasian Journal of Educational Technology</i> , 27(5), 829–845.	Early studies reported Facebook as a suitable platform for language teaching and learning (KABILAN ET AL., 2010). To make full use of Facebook, <b>Shih</b> integrated peer assessment with blended learning in an English writing class. This is also one of the first experimental studies conducted to investigate the use of Facebook in the field of second language (L2) writing. Shih found that integrating peer assessment through Facebook improved students' writing skills and increased their interest and motivation to learn writing.	A.6 B.1 C.3 D.6
2012	Lomicka, L., & Lord, G. (2012). A tale of tweets: Analyzing microblogging among language learners. <i>System</i> , 40(1), 48–63.	Although many studies have explored Twitter for educational purposes, this is a pioneering study in the field of language learning. Specifically, <b>Lomicka &amp; Lord</b> examined the role of microblogging in building community among learners from French and US universities. This study showed how Twitter could provide opportunities for learners to creatively practice language beyond class time. The data also revealed that Twitter successfully formed a collaborative environment for language learning. This study prompted other CALL scholars to explore Twitter in enhancing the language learning experience.	A.1 B.3 C.3 D.4
2013	Chen, H. I. (2013). Identity practices of multilingual writers in social networking spaces. <i>Language Learning &amp; Technology</i> , 17(2), 143–170.	This study provided a nuanced understanding of the identity practices of language learners within an SNS environment. <b>Chen</b> examined the literacy practices of two multilingual writers in social networking communities and found that they constructed multiple (sometimes competing) identities that were dynamic and developmental over a period of time. The findings also confirmed the critical role of languages and literacies as symbolic resources within SNS spaces.	A.2 B.2 C.3 D.6
2013	Lantz-Andersson, A., Vigmo, S., & Bowen, R. (2013). Crossing boundaries in Facebook: Students' framing of language learning activities as extended spaces. <i>International Journal of Computer-Supported Collaborative Learning</i> , 8(3), 293–312.	This work complemented earlier studies by extending SNS use in a non-higher education context (i.e., secondary education). Specifically, they scrutinized how students with different first language (L1) backgrounds frame their interaction in an SNS environment and how this practice impacts language teaching and learning. Their study revealed that SNS could well serve as an extended space for collaborative language learning activities as reported elsewhere (LOMICKA & LORD, 2012). However, they noted that this kind of learning space is difficult to maintain unless recurrently negotiated.	A.2 B.2 C.2 D.2

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Year	References	Annotations	Theme
2014	Hattem, D. (2014). Microblogging activities: Language play and tool transformation. <i>Language Learning &amp; Technology</i> , 18(2), 151–174.	<b>Hattem's</b> work is one of the first qualitative case studies that investigated the use of language play in microblogging during activities in an English grammar course. This study complemented reports on the positive impact of Twitter on collaboration and out-of-class language activities (LOMICKA & LORD, 2012). Drawing on a corpus of tweets, the results showed that microblogging activities on Twitter provided students with a new language learning experience and pushed them to use the target language forms during a language play.	A.2 B.1 C.3 D.6
2014	Razak, N. A., & Saeed, M. A. (2014). Collaborative writing revision process among learners of English as a foreign language (EFL) in an online community of practice (CoP). <i>Australasian Journal of Educational Technology</i> , 30(5), 580–599.	<b>Razak &amp; Saeed's</b> work is among the first studies that explored the use of Facebook in an informal and non-academic context. This paper examined the revision strategies among EFL learners and their participation in an online community of practice (CoP). Although SHIH (2011) studied Facebook as a space for the writing process, it did not exploit how learners' participation and control of their learning are influenced by the instructor's facilitation and peer support. Razak and Saeed addressed this gap. They reported that CoP appeared to have facilitated the revision process as it built social ties and relationships. Anchored on the sociocultural perspective of online writing, they confirmed the dynamic nature of the collaborative writing revision process.	A.1 B.3 C.5 D.6
2014	Toeteneel, L. (2014). Social networking: A collaborative open educational resource. <i>Computer Assisted Language Learning</i> , 27(2), 149–162.	<b>Toeteneel</b> is among the few scholars who explored a less popular SNS platform (i.e., Ning). Ning was selected based on its simplicity and features that minimize privacy issues. Unlike previous studies that focused on synchronous online language learning (e.g., HATTEM, 2014), this research used SNS as a means of establishing an asynchronous online language learning environment in a classroom setting. His findings showed that Ning could be a powerful tool for enhancing group cohesion and collaboration.	A.1 B.2 C.5 D.8
2015	Benson, P. (2015). Commenting to learn: Evidence of language and intercultural learning in comments on YouTube videos. <i>Language Learning &amp; Technology</i> , 19(3), 88–105.	<b>Benson</b> explored the role of translanguaging in language and intercultural learning through the comment feature of YouTube. He found that translanguaging in YouTube's comment section triggered a rich negotiation and exchange of meaning about topics on culture and language. These findings confirmed earlier reports on the positive impact of SNS-based language learning on student interaction (LANTZ-ANDERSSON ET AL., 2013; TOETENEEL, 2014).	A.2 B.3 C.3 D.4
2015	Jin, S. (2015). Using Facebook to promote Korean EFL learners' intercultural competence. <i>Language Learning &amp; Technology</i> , 19(3), 38–51.	Despite Facebook's great promise for language learning, little information was available on its potential for intercultural competence development. Thus, <b>Jin</b> (2015) explored Facebook to promote intercultural learning among Korean EFL students through a telecollaborative project. Using a virtual ethnographic approach, the findings suggested that Facebook could be a good platform for promoting intercultural interactions as well as developing students' intercultural competence. These results opened the gateway for an innovative approach to language learning within an SNS environment.	A.3 B.3 C.3 D.4



2015	Schreiber, B. R. (2015). 'I am what I am': Multilingual identity and digital translanguaging. <i>Language Learning &amp; Technology</i> , 19(3), 69–87.	<b>Schreiber</b> examined how one Serbian university student exploited the multimodal nature of writing on Facebook to scaffold his translanguaging practices in order to achieve his communicative goals with a linguistically diverse audience. This study sheds light on language identity and literacy practices. As <b>CHEN</b> (2013) pointed out, there is a need to explore multilingual writers' use of different symbolic resources in an online environment and the interdependency between identity, literacy, and Internet-based communication. In this study, Schreiber found that the student used translanguaging language practices during digital writing to achieve his communicative goals. These writing practices were also found to be undervalued in his EFL writing courses because of their formal, non-digital, and monolingual nature.	<b>A.2</b> <b>B.3</b> <b>C.3</b> <b>D.4</b>
2015	Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. <i>Computer Assisted Language Learning</i> , 28(3), 202–219.	<b>Sun &amp; Yang</b> are among the pioneering scholars who explored the viability of YouTube and Facebook in improving students' speaking skills. What sets this research apart from others was its adoption of a service-learning project. This approach yielded positive results in boosting students' confidence and enhancing their public speaking skills, particularly pronunciation and content development. These results expanded our understanding of how Facebook and YouTube could facilitate effective language use, as reported elsewhere ( <b>BENSON</b> , 2015; <b>KABILAN ET AL.</b> , 2010).	<b>A.1</b> <b>B.1</b> <b>C.3</b> <b>D.5</b>
2015	Yen, Y. C., Hou, H. T., & Chang, K. E. (2015). Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: A case study in Taiwan. <i>Computer Assisted Language Learning</i> , 28(5), 383–406.	In response to <b>KABILAN ET AL.</b> 's (2010) call to further explore Facebook features for learners' interaction and engagement, <b>Yen et al.</b> initiated a case study that determined the impact of online discussion on students' productive skills in an SNS environment. Aside from Facebook, Yen et al. also explored Skype because of its voice-over-instant-messaging (VoIM) and chat-messaging features. The results indicated that role-playing activities in these two platforms allowed the learners to create language actively, increased their motivation, and reduced their anxiety levels	<b>A.1</b> <b>B.1</b> <b>C.3</b> <b>D.8</b>
2016	Álvarez Valencia, J. A. (2016). Language views on social networking sites for language learning: The case of Busuu. <i>Computer Assisted Language Learning</i> , 29(5), 853–867.	This auto-ethnographic study examined how Busuu, an underexplored SNS, could serve as an alternative virtual ecology for language learning and socialization. This research responded to <b>YEN ET AL.</b> 's (2015) challenge to explore other SNS tools as a language learning ecology. As such, <b>Álvarez Valencia</b> examined how different SNS textual modes interact to create new ecologies of language pedagogy, identity construction, and cultural exchange. Results showed that Busuu offers an ecological system that reflects the interactional, ecological, and structural views of language. The paper suggested that platforms should be aligned to theoretical and pedagogical principles of language learning.	<b>A.3</b> <b>B.3</b> <b>C.5</b> <b>D.8</b>
2016	Andujar, A. (2016). Benefits of mobile instant messaging to develop ESL writing. <i>System</i> , 62, 63–76.	This is part of the first group of research work on WhatsApp in the language classroom and extended earlier studies on high-profile SNS. Specifically, <b>Andujar</b> investigated the effects of WhatsApp on the writing accuracy and complexity of L2 learners. It parallels <b>DIZON</b> 's (2016) work on the effects of Facebook on writing fluency, lexical richness, and accuracy. Using a quasi-experimental design, the results revealed that the treatment group outperformed the control group in so far as accuracy but not in syntactic complexity. Nonetheless, Andujar posited that WhatsApp could be a powerful tool in facilitating L2 interaction.	<b>A.6</b> <b>B.1</b> <b>C.3</b> <b>D.6</b>

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Year	References	Annotations	Theme
2016	Barrot, J. S. (2016). Using Facebook-based e-portfolio in ESL writing classrooms: Impact and challenges. <i>Language, Culture and Curriculum</i> , 29(3), 286–301.	Facebook features in the writing classrooms have been explored in many ways, such as for peer assessment (SHIH, 2011) and collaborative writing (RAZAK & SAEED, 2014). <b>Barrot's</b> work is among the first few studies that adopted SNS as an electronic portfolio (e-portfolio) platform. The findings indicated that students view Facebook as a potential platform for publishing their written work. Along with the positive notes, students also raised some concerns during its adoption.	A.1 B.1 C.3 D.6
2016	Dizon, G. (2016). A comparative study of Facebook vs. paper-and-pencil writing to improve L2 writing skills. <i>Computer Assisted Language Learning</i> , 29(8), 1249–1258.	Another experimental study that focused on writing is that of <b>Dizon</b> , who compared the writing fluency, lexical richness, and grammatical accuracy of the Facebook group and the control group. The findings indicated that both groups improved in writing fluency; however, the Facebook group made more significant gains. In terms of lexical richness and grammatical accuracy, none of the groups made any significant progress. His findings contrasted <b>ALDUJAR's</b> (2016) report on the impact of SNS on writing accuracy. These conflicting results open the debates on the real impact of SNS on writing complexity, accuracy, and fluency.	A.6 B.1 C.3 D.6
2016	Mompean, J.A., & Fouz-González, J. (2016). Twitter-based EFL pronunciation instruction. <i>Language Learning &amp; Technology</i> , 20(1), 166–190.	Compared with <b>SUN &amp; YANG</b> (2015), who investigated the impact of SNS on overall speaking performance, this study zeroed in on pronunciation. Although <b>Mompean &amp; Fouz-González</b> involved few participants and did not use any control group in their study, the findings still provided useful insights into the potentials of Twitter for pronunciation instruction. In particular, Twitter stimulated students' participation and significantly decreased their pronunciation errors.	A.6 B.3 C.5 D.5
2017	Fouz-González, J. (2017). Pronunciation instruction through Twitter: The case of commonly mispronounced words. <i>Computer Assisted Language Learning</i> , 30(7), 631–663.	<b>MOMPEAN &amp; FOUZ-GONZALEZ</b> (2016) suggested that Twitter helped in improving certain aspects of pronunciation. However, the small sample size and the lack of a control group made it difficult to make firm conclusions. Using larger samples and a control group, <b>Fouz-González</b> explored how Twitter aids pronunciation instruction and how the students' level of engagement relates to the improvement in their pronunciation. Significant improvements were observed among those who used the Twitter-based approach. However, a weak positive relationship between the level of engagement and improvement was obtained. Overall, Fouz-González found Twitter as a potential tool for pronunciation instruction.	A.6 B.1 C.3 D.5
2017	Oliver, R., & Nguyen, B. (2017). Translanguaging on Facebook: Exploring Australian Aboriginal multilingual competence in technology-enhanced environments and its pedagogical implications. <i>Canadian Modern Language Review</i> , 73(4), 463–487.	<b>Oliver &amp; Nguyen's</b> work on translanguaging via SNS built on earlier studies, such as <b>SCHREIBER's</b> (2015). In this study, Facebook posts of Aboriginal youth over the 18-month period were used to understand their translanguaging practices. Their findings showed how the youth moved from Aboriginal English to Standard Australian English and how they used this movement to express humor, membership, and identity. The findings advanced the study in this area by providing important implications for teaching bilingual speakers and creating translanguaging space.	A.1 B.3 C.5 D.4

2017	Ozdemir, E. (2017). Promoting EFL learners' intercultural communication effectiveness: A focus on Facebook. <i>Computer Assisted Language Learning</i> , 30(6), 510–528.	<b>Ozdemir</b> investigated how Facebook could promote learners' intercultural communicative effectiveness. Unlike <b>Jin's</b> (2015) work, this study employed an experimental design using both quantitative and qualitative data. The findings supported earlier reports on the efficacy of the Facebook environment in developing learners' intercultural competence and their positive attitude toward the use of the said SNS platform. As a way to further advance the field, <b>Ozdemir</b> suggested that other social media platforms (e.g., Twitter and Instagram) be examined as well to obtain a clearer picture of the link between SNS use and intercultural competence.	<b>A.6</b> <b>B.1</b> <b>C.3</b> <b>D.4</b>
2017	Sun, Z., Lin, C. H., You, J., Shen, H. J., Qi, S., & Luo, L. (2017). Improving the English-speaking skills of young learners through mobile social networking. <i>Computer Assisted Language Learning</i> , 30(3–4), 304–324.	Unlike other studies, <b>Sun et al.</b> explored a low-profile SNS (i.e., Papa) in improving Chinese young learners' English-speaking skills. This is not surprising because many high-profile SNS are restricted in China. This experimental study showed that those exposed to Papa significantly improved their fluency but not accuracy and pronunciation. The findings parallel <b>Dizon's</b> (2016) report on how SNS affects L2 writing.	<b>A.6</b> <b>B.1</b> <b>C.1</b> <b>D.5</b>
2017	Wang, X. (2017). Spatial and literacy practices of Chinese international students across a bridge writing classroom and WeChat. <i>Language and Education</i> , 31(6), 561–579.	<b>Wang's</b> research is among the pioneering studies on WeChat as a rhetorical space. Interview data with 36 Chinese international students in a bridge writing course challenged the theoretical demarcations of the classroom, digital, and informal spaces. The findings revealed that spatial and literacy practices dynamically co-constituted literacy and its context. The study also challenged the narratives on the potentials of SNS as it might constrain their learning experience because of ascribed identity, self-segregation, and lost opportunities. The overall results open the door for further investigation on the viability of WeChat as a learning space for literacy practices.	<b>A.2</b> <b>B.3</b> <b>C.3</b> <b>D.6</b>
2017	Xu, Q., Dong, X., & Jiang, L. (2017). EFL learners' perceptions of mobile-assisted feedback on oral production. <i>TESOL Quarterly</i> , 51(2), 408–417.	Although research has been undertaken to explore WeChat as a language learning environment (e.g., <b>Wang, 2017</b> ), <b>Xu et al.'s</b> study expanded our understanding of WeChat and, by extension, of SNS regarding its features in providing feedback during oral production. A positive attitude was found among students who expressed a preference for WeChat-assisted feedback. The findings also suggested that feedback features of WeChat enabled students to engage in out-of-class language learning activities actively.	<b>A.1</b> <b>B.1</b> <b>C.3</b> <b>D.5</b>
2018	Barrot, J. S. (2018). Facebook as a learning environment for language teaching and learning: A critical analysis of the literature from 2010 to 2017. <i>Journal of Computer Assisted Learning</i> , 34(6), 863–875.	This is the first systematic review that examined the contour of scholarly literature on Facebook for language pedagogy. Prompted by <b>Barrot's</b> (2016) previous work on Facebook, this paper provided insights regarding the demographics of the published studies and their foci of interest. His findings revealed that most studies were produced by Asian scholars and conducted in a higher education context. Considering that the field was just beginning to expand, data showed that most studies employed descriptive and pre-experimental designs. This review identified underexplored and unexplored areas that SNS researchers may explore, such as eye-tracking, SNS-enhanced assessment, human-technology interaction, and game-based learning.	<b>A.1</b> <b>B. N/A</b> <b>C.4</b> <b>D.7</b>

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Year	References	Annotations	Theme
2018	Çetinkaya, L., & Sütçü, S. S. (2018). The effects of Facebook and WhatsApp on success in English vocabulary instruction. <i>Journal of Computer Assisted Learning</i> , 34(5), 504–514.	The limited research on WhatsApp as a tool for vocabulary instruction prompted <b>Çetinkaya &amp; Sütçü</b> to work on a quasi-experimental study that investigated the effects of WhatsApp and Facebook on students' vocabulary development. Interestingly, their findings reported the advantage of using WhatsApp over Facebook and the non-difference between Facebook and the control group. The data suggested that different platforms yield different effects on vocabulary development. These results complemented <b>ANDUJAR'S</b> (2016) findings on the effect of WhatsApp on writing accuracy and complexity.	A.6 B.1 C.2 D.9
2018	Isbell, D. R. (2018). Online informal language learning: Insights from a Korean learning community. <i>Language Learning &amp; Technology</i> , 22(3), 82–102.	This is among the few studies that examined the practices of a community for online informal language learning and the first to explore Reddit as a social space for language learning. Using a netnographic observation, <b>Isbell's</b> study demonstrated that Internet-based language learning does not guarantee exposure to meaningful and substantial L2 input and interaction. Nonetheless, findings indicated high-participatory interactional patterns for learning about language.	A.3 B.3 C.5 D.2
2018	Jin, L. (2018). Digital affordances on WeChat: Learning Chinese as a second language. <i>Computer Assisted Language Learning</i> , 31(1–2), 27–52.	While most studies examined English language learning in an English-language-dominated SNS, <b>Jin</b> focused on Chinese as a second language within a less explored SNS platform, WeChat. Using a qualitative approach, this study investigated the affordances of WeChat that shape language development. Contrary to previous findings (e.g., Xu et al., 2017), WeChat was primarily used as a messaging tool that supports varying communication practices. Nonetheless, the meaning-focused nature of WeChat communication provided the learners with opportunities for multiliteracy development.	A.2 B.2 C.3 D.8
2018	Kulavuz-Onal, D., & Vásquez, C. (2018). 'Thanks, shokran, gracias': Translingual practices in a Facebook group. <i>Language Learning &amp; Technology</i> , 22(1), 240–255.	<b>Kulavuz-Onal &amp; Vásquez</b> studied the online multilingual practices of EFL students through telecollaboration. This ethnographic study illustrated how, when, and why students drew on their multilingual repertoire during Facebook group discussions. They found that students switched to their L1 despite implementing an English-only zone within the Facebook group. Along with <b>SCHREIBER</b> (2015), their study contributed to our increasing understanding of learners' translingual practices on SNS.	A.3 B.2 C.3 D.4
2018	Lin, C. J., & Hwang, G. J. (2018). A learning analytics approach to investigating factors affecting EFL students' oral performance in a flipped classroom. <i>Journal of Educational Technology &amp; Society</i> , 21(2), 205–219.	This study investigated the effects of the online community-based flipped learning approach on EFL students' oral presentations. Using an experimental design, the researchers provided empirical evidence on how Facebook-based flipped classrooms could enhance oral performances, increase online participation, and promote autonomous learning. These findings support earlier reports on the efficacy of Facebook in improving students' speaking skills ( <b>SUN &amp; YANG</b> , 2015).	A.6 B.1 C.3 D.5

2018	Mitchell, C. (2018). Pinterest: A vehicle to promote cross-cultural awareness in an introductory Spanish course. <i>Hispania</i> , 101(4), 573–586.	<b>Mitchell</b> examined how SNS could be used for cultural instruction within a foreign language classroom. This is one of the pioneering studies that explore Pinterest and cross-cultural awareness in an SNS environment. Similar to studies on intercultural communication (e.g., OZDEMIR, 2017), the findings expanded the horizon on the critical role of SNS in promoting cross-cultural awareness. The results indicated that students made deeper connections with the target culture at a more personal level, which in turn led to enhanced cross-cultural awareness.	A.4 B.2 C.3 D.4
2018	Vanek, J., King, K., & Bigelow, M. (2018). Social presence and identity: Facebook in an English language classroom. <i>Journal of Language, Identity &amp; Education</i> , 17(4), 236–254.	In this ethnographic study, <b>Vanek et al.</b> examined how ESL high school students used Facebook to engage in academic, social, and identity tasks. Their study extended SCHREIBER's work (2015) by adding social presence to the picture. After analyzing interviews, Facebook posts, class interactions, and student presentations, the data showed students tended to assert their identities which led to a richer and more interactive learning experience within the group. The researchers examined these data from post-structuralist identity frames and the social semiotic construct of modality lens.	A.3 B.1 C.2 D.4
2019	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. <i>Computer Assisted Language Learning</i> , 35(1–2), 141–168.	This quasi-experimental study investigated the use of WeChat in developing EFL learners' listening skills through dictation activities. As one of the very few studies that center on listening skills, this study adds to the extensive literature on the effects of SNS on productive skills (see DIZON, 2016). <b>Jia &amp; Hew</b> found that the experimental group outperformed the control, as revealed by the posttest results. Although students favorably perceived WeChat-based dictation, they also raised some drawbacks, such as inadequate supervision and difficult or inadequate dictation materials.	A.6 B.1 C.3 D.5
2019	Paul, J. Z., & Frigal, E. (2019). The effects of symmetric and asymmetric social networks on second language communication. <i>Computer Assisted Language Learning</i> , 32(5–6), 587–618.	As a way to advance OZDEMIR's (2017) work that focused exclusively on Facebook, <b>Paul &amp; Frigal</b> examined the two high-profile SNS and their effects on students' written production and social network behavior. Their study found that students posted more sentences and were more interactive on Facebook (symmetric) than on Twitter (asymmetric). However, grammatical errors were more frequent on Facebook. These results suggested that different platforms had different effects on students' written production and that Facebook is a better option for peer feedback.	A.6 B.1 C.3 D.6
2019	Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. <i>Language Teaching</i> , 52(1), 1–39.	<b>Reinhardt's</b> critical analysis of SNS as a language learning environment focused on three aspects, namely informal L2 use and learning, SNS-enhanced L2 pedagogy, and SNS-enhanced commercial CALL sites and services. This state-of-the-art review expanded on BARROT's (2018) work by synthesizing 87 pieces about blogs, wikis, and SNS. The findings indicated that SNS could be leveraged to expose learners to socio-pragmatically genuine discourse practices, develop L2 identity, promote interaction and language awareness, and develop learner community. However, he also highlighted the need for better site design grounded in established language teaching and learning practices and second language acquisition theories before any SNS can be effective.	A.1 B. N/A C.4 D.7
2020	Chen, C. W. Y. (2020). Analyzing online comments: A language-awareness approach to cultivating digital literacies. <i>Computer Assisted Language Learning</i> , 33(4), 435–454.	<b>Chen</b> focused on developing students' digital literacies in a language learning environment via YouTube and Facebook. Her study moved the SNS discourse studies further (e.g., BENSON, 2015) by describing the specific discourse features in these two high-profile platforms. Using a language awareness approach, students were reported to have gained new knowledge of the informal language and world issues as well as enjoyed reading and evaluating online comments.	A.1 B.2 C.3 D.6

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Year	References	Annotations	Theme
2020	García-Gómez, A. (2020). Learning through WhatsApp: Students' beliefs, L2 pragmatic development and interpersonal relationships. <i>Computer Assisted Language Learning</i> , 1–19 doi: <a href="https://doi.org/10.1080/09588221.2020.1799822">10.1080/09588221.2020.1799822</a>	This study advanced the use of SNS for language learning as it contrasts L2 learners' beliefs with their group interactions within the WhatsApp environment. Contrary to the previous findings on the positive impact of WhatsApp on language development (e.g., ÇETINKAYA & SÜTÇÜ, 2018), <b>García-Gómez</b> found that it failed to create a natural context for the interactions between non-native and native English speakers. The findings also indicated students' lack of emphasis on pragmatic competence, which in turn negatively impacted their interpersonal relationships and attitude towards WhatsApp as a language learning tool. These results opened the door for debates on the efficacy of WhatsApp, and SNS in general, as a language learning environment.	<b>A.1</b> <b>B.2</b> <b>C.3</b> <b>D.4</b>
2020	Kao, P. C. (2020). The mediating effect of English usage on Facebook on the relationship between shyness and English as a foreign language achievement in university students. <i>Applied Linguistics Review</i> , 11(3), 449–461.	<b>Kao's</b> work is the only study that linked shyness to language proficiency in a Facebook language learning environment. He found that Facebook use was negatively associated with shyness but positively associated with EFL achievement. The findings extended earlier reports of Wu & Miller (2019) on the positive impact of Facebook on collaboration and motivation of students to participate in language learning. His study provided foundational information on the association between Facebook use, learners' psychosocial characteristics, and language proficiency.	<b>A.5</b> <b>B.1</b> <b>C.3</b> <b>D.1</b>
2020	Lai, C. Y., Chen, L. J., Yen, Y. C., & Lin, K. Y. (2020). Impact of video annotation on undergraduate nursing students' communication performance and commenting behaviour during an online peer-assessment activity. <i>Australasian Journal of Educational Technology</i> , 36(2), 71–88.	While other studies mainly used YouTube for translanguaging practices (BENSON, 2015) and developing digital literacies (CHEN, 2020), <b>Lai et al.</b> expanded on the pedagogical use of YouTube by exploring how its annotation features can be adopted for peer assessment. Overall findings suggested that this YouTube feature increased the frequency of comments and contributed to the development of students' communication skills but not their professional attitude.	<b>A.1</b> <b>B.1</b> <b>C.3</b> <b>D.3</b>
2020	Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. <i>The Internet and Higher Education</i> , 44, 100707.	<b>Manca's</b> review focused on some of the overlooked SNS in scholarly literature, namely Instagram, Pinterest, Snapchat, and WhatsApp. Among these four platforms, WhatsApp emerged as the most explored SNS, followed by Instagram. In her review, no studies have explored the two other platforms. She reiterated <b>Barrot's</b> (2018) call for scholars to undertake more sophisticated research designs in this field.	<b>A.1</b> <b>B. N/A</b> <b>C.3</b> <b>D.7</b>
2020	Zhao, S., & Flewitt, R. (2020). Young Chinese immigrant children's language and literacy practices on social media: A translanguaging perspective. <i>Language and Education</i> , 34(3), 267–285.	<b>Zhao &amp; Flewitt</b> investigated the translanguaging practices and cross-cultural awareness of Chinese immigrant children within the WeChat environment. As <b>Wang</b> (2017) previously argued, WeChat could be a viable site for transnational literacy learning. This study attempted to problematize the notion of languages as bounded systems and illustrate language learners' multilingual and multimodal language practices within SNS space to achieve a communicative goal.	<b>A.1</b> <b>B.3</b> <b>C.5</b> <b>D.4</b>



2021	Alamer, A., & Al Khateeb, A. (2021). Effects of using the WhatsApp application on language learners' motivation: A controlled investigation using structural equation modelling. <i>Computer Assisted Language Learning</i> , 1–27 (online publication) <a href="https://doi.org/10.1080/09588221.2021.1903042">https://doi.org/10.1080/09588221.2021.1903042</a> .	Built on the previous studies on how WhatsApp could be used for vocabulary development (e.g., ÇETINKAYA & SÜTÇÜ, 2018) and writing accuracy (e.g., ANDUJAR, 2016), <b>Alamer &amp; Khateeb's</b> work further stretched its pedagogical use by systematically relating it to motivation. This research is unique as it focused on testing a motivational model using path analysis technique to gain a clearer picture of learners' motivation over time. From a self-determination perspective, they found that students exposed to WhatsApp improved their autonomous motivation. Nonetheless, they emphasized that it is not the tool per se that sustains motivation but how and when the teacher implements the tool.	<b>A.6</b> <b>B.1</b> <b>C.3</b> <b>D.1</b>
2021	Andujar, A., & Salaberri-Ramiro, M. S. (2021). Exploring chat-based communication in the EFL class: Computer and mobile environments. <i>Computer Assisted Language Learning</i> , 34(4), 434–461.	Studies on Facebook and WhatsApp (e.g., ANDUJAR, 2016) provided evidence on the possibility of using SNS to reinforce language learning and how students use these platforms. However, limited research differentiates these two environments for a more nuanced understanding of language outcomes. Thus, <b>Andujar &amp; Salaberri-Ramiro</b> compared computer-mediated (Facebook) and mobile-mediated (WhatsApp) chat-based communication in an EFL class with the end goal of determining how these SNS-based interactions foster language development. The findings highlighted that chat-based platforms offer social features that reinforce class discussions and promote pedagogical rethinking.	<b>A.5</b> <b>B.1</b> <b>C.3</b> <b>D.2</b>
2021	Barrot, J. S. (2021b). Effects of Facebook-based e-portfolio on ESL learners' writing performance. <i>Language, Culture and Curriculum</i> , 34(1), 95–111.	This study built on <b>BARROT'S</b> (2016) earlier work on Facebook as an e-portfolio platform by using a more sophisticated research design (i.e., mixed-method quasi-experimental design) to obtain firmer conclusions. From his findings, he theorized that captured audience, high visibility of work, and interactive features of SNS could push learners to perform better.	<b>A.6</b> <b>B.1</b> <b>C.3</b> <b>D.6</b>
2021	Lai, C., & Tai, C. P. (2021). Types of social media activities and Hong Kong South and Southeast Asians Youth's Chinese language learning motivation. <i>System</i> , 97, 102432.	The current landscape of literature has primarily focused on the instructional use of SNS ( <b>BARROT</b> , 2018; <b>REINHARDT</b> , 2019). To address the gap, <b>Lai &amp; Tai</b> directed their attention to the potentials of self-initiated usage of social media for language learning. Structural equation modeling confirmed that different social media activities (i.e., active contribution and passive consumption of social media contents) contributed positively to language learning motivation.	<b>A.5</b> <b>B.3</b> <b>C.2</b> <b>D.1</b>
2021	Luo, H., & Gui, M. (2021). Developing an effective Chinese-American telecollaborative learning program: An action research study. <i>Computer Assisted Language Learning</i> , 34(5–6), 609–636.	Telecollaborative exchanges tended to adopt a single platform such as Facebook (see <b>AUSTIN</b> et al., 2017) and Skype (see <b>KULAVUZ-ONAL &amp; VÁSQUEZ</b> , 2018) instead of using a combination of platforms. In this action research, <b>Luo &amp; Gui</b> explored Chinese and US college students' attitudes towards and challenges during telecollaborative exchanges using two platforms (Skype and WeChat). Based on a variety of data from naturally occurring interactions on SNS, reflection journals, and interviews, Chinese students generally perceived SNS-based telecollaboration favorably. However, many challenges were also reported, such as scheduling, technical issues during Skype conversations, language proficiency gap, heavy workload on both students and teacher, and superficial discussion during WeChat telecollaboration.	<b>A.1</b> <b>B.1</b> <b>C.3</b> <b>D.4</b>

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Year	References	Annotations	Theme
2021	Mackay, J., Andria, M., Tragant, E., & Pinyana, A. (2021). WhatsApp as part of an EFL programme: Participation and interaction. <i>ELT Journal</i> , 75(4), 418–431.	Many of the studies on WhatsApp as a language teaching and learning tool targeted the development of different competencies (e.g., ÇETINKAYA & SÜTÇÜ, 2018; GARCÍA-GÓMEZ, 2020). <b>Mackay et al.</b> extended this line of research by focusing on how it could be used as a social and interactional space. This small-scale research reported that students were positively disposed to engage with English beyond the classroom context through WhatsApp. The data further illustrated how it facilitates spontaneous and meaning-focused interaction.	<b>A.1</b> <b>B.3</b> <b>C.5</b> <b>D.2</b>
2021	Wu, J. G., & Miller, L. (2021). Raising native cultural awareness through WeChat: A case study with Chinese EFL students. <i>Computer Assisted Language Learning</i> , 34(4), 552–582.	Previous studies on WeChat showed that the focus was mainly on learner autonomy, English speaking, and authenticity (e.g., JIN, 2018; XU ET AL., 2017). <b>Wu &amp; Miller</b> capitalized on the group chat function and the multimodal feature of WeChat in raising EFL students' native cultural awareness (NCA). Drawing on the community of practice theory, students were asked to share their understanding and construct knowledge on topics related to Chinese culture. The activity was shown to increase their NCA level of participation and motivation within the English chat community.	<b>A.1</b> <b>B.3</b> <b>C.3</b> <b>D.4</b>
2021	Yang, S.-H., & Yeh, H.-C. (2021). Enhancing EFL learners' intracultural development as cultural communicators through YouTube video-making. <i>Technology, Pedagogy and Education</i> , 30(4), 557–572.	Yang and Yeh drew inspiration from the earlier work of SUN & YANG (2015) on YouTube as a means of improving students' speaking skills. In the case of this study, <b>Yang &amp; Yeh</b> focused on EFL learners' intracultural development by engaging them in producing promotional YouTube videos. Using qualitative approach, data revealed that the YouTube-based activity helped learners to communicate aspects of their own culture, enhanced their intracultural awareness, and empowered them to take ownership of their learning.	<b>A.1</b> <b>B.1</b> <b>C.3</b> <b>D.4</b>

Note. Authors' names are shown in small capitals when the study referred to appears in this timeline.