

Electronic Thesis and Dissertation Repository

---

1-29-2019 1:00 PM

## An Analysis of Social Media Use Within and Outside of College English Classes in China

Yuze Gao, *The University of Western Ontario*

Supervisor: Zhang, Zheng, *The University of Western Ontario*

A thesis submitted in partial fulfillment of the requirements for the Master of Arts degree in Education

© Yuze Gao 2019

Follow this and additional works at: <https://ir.lib.uwo.ca/etd>



Part of the [Curriculum and Instruction Commons](#)

---

### Recommended Citation

Gao, Yuze, "An Analysis of Social Media Use Within and Outside of College English Classes in China" (2019). *Electronic Thesis and Dissertation Repository*. 6004.  
<https://ir.lib.uwo.ca/etd/6004>

This Dissertation/Thesis is brought to you for free and open access by Scholarship@Western. It has been accepted for inclusion in Electronic Thesis and Dissertation Repository by an authorized administrator of Scholarship@Western. For more information, please contact [wlsadmin@uwo.ca](mailto:wlsadmin@uwo.ca).

## **Abstract**

This case study explored how teachers and students use social media for English teaching and learning purposes within and outside of the College English classes in China. The theories of multiliteracies, new media literacies, and connectivism learning theory provided the theoretical underpinnings for this study. Data sources included classroom observations and semi-structured interviews with one teacher participant and 12 student participants in a university in China. Findings show that the teacher and students used various social media tools in multiple ways to facilitate English teaching and learning within and outside of the College English classes. Findings also reveal that although students acted both as new media consumers and new media designers within and outside of the College English classes, their practices of new media designing were more often found in the outside-of-class practices. This study identified the affordances and constraints of using social media in College English teaching and learning. This study contributes insights into EFL curriculum and pedagogy with regard to integrating social media.

**Keywords:**

Social media; College English classes; EFL, new media literacies

## **Acknowledgments**

First and foremost, I would like to express my deepest gratitude to my dear supervisor, Dr. Zheng Zhang. I could not have achieved the completion of my thesis without her. My first impressions of Dr. Zhang came from her professional and serious attitude towards academic work. She offered me dedicated guidance and constructive feedback throughout each step of my thesis writing. Gradually, I was deeply attracted by her personality charm. She cares about each student and shows great patience to help me with each revision. She constantly provides encouragement and unconditional support for my research. She sacrifices a lot of her time to help me overcome difficulties during my thesis writing. I feel so lucky to have Dr. Zhang as my supervisor and it is a great honor to work with her to complete my thesis step by step. Her spirit, enlightenment, and the valuable life experiences would illuminate the path for my future life.

I would also express my great thankfulness to Dr. Kathryn Marie Hibbert for serving as my committee member. She provides me insightful suggestions and great support for my thesis.

My sincerest thanks go to my dear parents for continuously supporting me to finish my study in Canada. Thank you so much for the encouragement and unconditional support.

Many thanks go to all my graduate fellows and friends at Western for their care and support during my graduate studies.

## Table of Contents

|  |      |
|--|------|
| Abstract.....  | i    |
| Acknowledgments.....   | iii  |
| Table of Contents.....   | v    |
| List of Tables.....  | viii |
| List of Appendices.....  | ix   |
| Chapter 1.....   | 1    |
| 1. Introduction.....   | 1    |
| 1.1 Background of the problem.....   | 1    |
| 1.2 Rationale and research questions.....  | 3    |
| 1.3 An overview of the thesis.....   | 5    |
| Chapter 2.....   | 7    |
| 2. Theoretical framework and literature review.....  | 7    |
| 2.1 Defining social media.....   | 7    |
| 2.2 Social media tools in China.....   | 8    |
| 2.3 Theoretical framework.....   | 10   |
| 2.3.1 Multiliteracies.....   | 10   |
| 2.3.2 New media literacies.....  | 12   |
| 2.3.3 Connectivism learning theory.....  | 15   |
| 2.4 Summary of theoretical framework.....  | 17   |
| 2.5 Introduction to Literature Review.....   | 17   |
| 2.5.1 Social media in higher education.....  | 18   |
| 2.5.2 Social media and language teaching and learning.....   | 20   |
| 2.5.3 Summary of affordances and constraints of using social media in language<br>teaching and learning..... | 25   |
| 2.6 Summary of literature review.....  | 29   |

|  |    |
|--|----|
| Chapter 3 .....  | 30 |
| 3. Methodology .....   | 30 |
| 3.1 Why qualitative research? .....  | 30 |
| 3.2 Why case study? .....  | 31 |
| 3.3 Research design .....  | 32 |
| 3.3.1 Class observation .....  | 35 |
| 3.3.2 Interview .....  | 36 |
| 3.4 Data analysis.....   | 37 |
| 3.5 Ethical Consideration .....  | 42 |
| 3.6 Limitations of the research .....  | 43 |
| 3.7 Summary.....   | 44 |
| Chapter 4.....   | 45 |
| 4. Findings .....  | 45 |
| 4. 1 The use of social media within and outside of the College English Classes.....  | 45 |
| 4.1.1 Multimodal meaning making .....  | 46 |
| 4.1.2 Collective intelligence.....   | 50 |
| 4.1.3 Transmedia navigation .....  | 51 |
| 4.1.4 Networking.....  | 53 |
| 4.2 The influences of the use of social media on College English teaching and learning ..  | 55 |
| 4.2.1 Affordances .....  | 55 |
| 4.2.2 Constraints.....   | 64 |
| 4.3 Suggestions for the use of social media within and outside of the College English<br>classes .....   | 67 |
| 4.4 Summary.....   | 68 |
| Chapter 5.....   | 70 |
| 5 Discussion and implication .....   | 70 |
| 5.1 How do teachers and students use social media for English teaching and learning<br>purposes within and outside of the College English classes in China ? ..... | 70 |
| 5. 2 How do teachers and student think that social media may be influencing their English<br>teaching and learning (including affordances and constraints)? .....  | 73 |

|   |     |
|---|-----|
| 5.3 Teachers' and students' suggestions & implications for pedagogy and curriculum with regard to integrating social media in 21st EFL contexts ..... | 79  |
| 5.4 Significance of the study .....   | 81  |
| References.....   | 83  |
| Appendices.....   | 101 |
| Curriculum Vitae .....  | 118 |



## List of Tables

|         |   |    |
|---------|---|----|
| Table 1 | Participants' Profiles .....                  | 33 |
| Table 2 | Deductive Themes.....                         | 40 |
| Table 3 | Inductive Themes.....                         | 41 |
| Table 4 | Most Frequently Used Social Media Tools ..... | 47 |

## **List of Appendices**

|  |     |
|--|-----|
| Appendix A: Western Ethics Approval .....  | 101 |
| Appendix B: Letter of Information and Consent Form for Teacher Participant.....  | 102 |
| Appendix C: Letter of Information and Consent Form for Student Participant ..... | 108 |
| Appendix D: Interview Questions .....  | 114 |

## Chapter 1

### 1. Introduction

#### 1.1 Background of the problem

In China, College English course is a compulsory course for all non-English major students. The objective of College English teaching is to cultivate students' English application abilities, especially speaking and listening, in order to make students communicate effectively in their future studies, work, and social interactions (College English Curriculum Teaching Requirements, 2007). However, studies show that College English teaching outcomes are not significantly positive in a majority of universities in China (e.g., Wang, 2017). In order to enhance the teaching outcomes of College English courses, in 2007, The Ministry of Education in China issued the *College English Curriculum Teaching Requirements* (“大学英语课程教学要求”). The document points out that “the extensive use of advanced information technology should be encouraged; computer and web-based courses should be developed; and students should be provided with favorable environment and facilities for language

learning” (p. 3) (应大量使用先进的信息技术，开发和建设各种基于计算机和网络课程，为学生提供良好的语言学习环境与条件) in course design. It further proposes that:

a new teaching model should be built on modern information technology, particularly Internet technology, so that English language teaching and learning will be, to a certain extent, free from the temporal and geographical constraints and geared towards students’ individualized and autonomous learning. (p. 3) (“新的教学模式应以现代信息技术，特别是网络技术为支撑，使英语的教与学可以在一定程度上不受时间和地点的限制，朝着个性化和自主学习的方向发展”)

With the development of Web 2.0 technology and social media, teaching and learning in various contexts have been changed significantly. Web 2.0 emphasizes the user-focused, collaborative aspects of technologies in order to promote interactions among users (Ward, Moule, & Lockyer, 2009). Social media emphasizes the social aspects of the Web for users to create and exchange information and can be replaceable with the term Web 2.0 (Dabbagh & Reo, 2011). The use of social media

for teaching and learning purpose has aroused great attention as more and more research has indicated that social media could influence how teachers and students teach, learn, and interact in and out of class around the globe (Abe & Jordan, 2013; Tess, 2013). According to Zhang and Xue (2015), social media is widely used for learning purposes among Chinese university students outside of classes. However, there are only a few studies that investigated the use of social media in higher education in China (Chao & Lo, 2011; Singman, 2012; Yang, 2013; Zhang, Li, Liu & Miao, 2016; Zhang & Xue, 2015). And none of those studies focused on social media use in a College English Class setting for English teaching and learning purposes. To address this gap, this study was designed to explore teachers' and students' use of social media within and outside of the College English classes in China.

## **1.2 Rationale and research questions**

I chose College English classes in China as my specific research context due to my own learning experience back in China as a university student about ten years ago. At the time, social media was not as popular as now. Most of my English teachers extensively used transmission approaches to English teaching which were teacher-

centered and centered around discrete language drills. Students' social interactions on social media platforms were not a focus in my College English classes. Those experiences inspired me to look into how College English teachers and students use social media to facilitate English teaching and learning nowadays. As I reviewed the literature in this area, I identified that most of the research regarding whether social media could be effectively applied in educational field was undertaken in countries such as the U.S., Canada, Australia, and some European countries (e.g., George & Dellasega, 2011; Junco, Heiberger & Loken, 2011; Tess, 2013). There are only a few studies that address social media use that serves educational purposes in China (Chao & Lo, 2011; Lee, n.d.; Singman, 2012; Sun et al., 2017; Yang, 2013; Zhang, Li, Liu & Miao, 2016; Zhang & Xue, 2015). And there is even less literature that documents social media use for English teaching and learning purposes (Chao & Lo, 2011; Singman, 2012; Yang, 2013). Existent research has investigated English learners' attitudes towards the use of social media in an EFL (English as a Foreign Language) context, but none of these studies focused on the use of social media within and outside of the College English classes to serve English teaching and learning

purposes. To address this gap, this study aimed to explore how teachers and students use social media to facilitate English teaching and learning within and outside of the College English classes in China and the ensuing influences upon their English teaching and learning. This study asked the following questions:

1. How do teachers and students use social media for English teaching and learning purposes within and outside of the College English classes in China?
2. How do teachers and students think that social media may be influencing their English teaching and learning (including affordances and constraints)?
3. What would teachers and students suggest for social media use to facilitate English teaching and learning in EFL contexts?
4. What are the implications for pedagogy and curriculum with regard to integrating social media in 21st EFL contexts?

### **1.3 An overview of the thesis**

In Chapter 2, I define social media and introduce the most popular social media tools in China. I introduce my theoretical framework which consists of multiliteracies, new media literacies, and the connectivism learning theory. I also review the related

literature on social media use in higher education, social media and language teaching and learning, and affordances and constraints of using social media in language teaching and learning.

In Chapter 3, I introduce and explain the rationale for the qualitative research method and case study design for this study. I elaborate on the research design and data collection methods of class observation and interview. Then I describe my data analysis processes followed by my ethical considerations and the limitations of this study.

In Chapter 4, I present major findings with direct quotes from the teacher and student interviews and vignettes of the class observations.

In Chapter 5, I discuss the major findings to respond to the research questions. I also propose recommendations for pedagogy and curriculum with regard to integrating social media in 21st EFL contexts.



## Chapter 2

### 2. Theoretical framework and literature review

#### 2.1 Defining social media

*Social media* is widely-used for sharing information, opinions, experience, and knowledge (Heinonen, 2011). Kaplan and Haenlein (2010) defined social media as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content” (p. 61). Similarly, Davis, Deil-Amen, Rios-Aguilar, and Gonzalez Canche (2012) referred to social media as “web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication” (p.1). Both definitions of social media focus on creating and exchanging user-generated contents. Davis et al. (2012) in particular paid more attention to online engagement through various ways of communication.

## **2.2 Social media tools in China**

Social media is gaining popularity in China in recent years. There are several popular social media tools in China, such as Sina Weibo (a microblog, the Chinese equivalent to Twitter), RenRen (a social networking site, the Chinese equivalent to Facebook), WeChat and QQ (instant message tools), and Youku & Tudou (online video sites, the Chinese equivalent to YouTube). In particular, WeChat has become the most influential one among all of the social media sites in China.

China has the largest population in the World with an estimated number of 1,300,000,000, including over 900,000,000 WeChat users as of 2017 (Statista, 2017). WeChat is not only a communication tool for people now, but has become a key part of leisure activities for its users. For example, WeChat has a unique function called “Moments”, through which users could post their own news, share articles, upload photos and videos, share location, and interact with friends by choosing to ‘like’ or writing comments for other’s “Moments”. WeChat supports different types of instant messages, such as text messages, picture messages, voice messages, and video messages. It also allows users to create different chatting groups based on shared interests and various needs.

Sina Weibo, the Chinese version of Twitter, was launched in 2009. Its functions and features are very similar to Twitter. For example, users could create their own Tweets and share them with their followers. Also, users could follow anybody based on their interests. Besides, users could talk to anybody through “@user’s name”, and they could use hashtags# to highlight the hot topic. According to a recent statistic, the active users of Sina Weibo has reached over 300,000,000 in China (Statista, 2017).

QQ, an instant message tool, has over 800,000,000 users by the end of 2016 in China (Statista, 2017). In addition to sending messages, it also provides other popular services such as social games, micro-blogging, and music. It is worth mentioning that the most popular function is called “QQ Zone”, where users could share blogs, photos, and videos, and engage with each other.

RenRen is a widely used social media tool among Chinese university students. Each university has its own network, so it is convenient to find and add alumni. Also, people can easily find their old classmates and friends through its search criteria, such as gender, education background, and hometown. Students from different universities

could build connections with each other through RenRen.

The rapid growth and increasing popularity of social media tools in English learning in China thus inspired me to look into whether and how teachers and students use different social media tools and functions in English teaching and learning within and outside of the College English classes.

### **2.3 Theoretical framework**

The theories of multiliteracies, new media literacies, and connectivism learning theory provide the conceptual underpinning for this study.

#### **2.3.1 Multiliteracies**

Multiliteracies, a term that was created by the New London Group to describe “the multiplicity of communications channels and media, and the increasing saliency of cultural and linguistic diversity” (New London Group, 1996, p. 63). The New London Group proposed *multiliteracies* to address the challenges and influences that technological developments and cultural and linguistic diversity bring to education (Cope & Kalantzis, 2000). One of the New London Group’s (1996) focuses sheds light on myriad modes and media of meaning making due to the rapid technological

changes in the new era. Multimodality is a significant characteristic of multiliteracies and reflects that people use different modes to communicate (Lankshear & Knobel, 2011). Moreover, Raith (2009) proposes that

in Web 2.0, which networks people from all over the world, intercultural communicative competence as an integral part of multiliteracies is of great importance. Consequently, foreign language learners must be prepared for these multimodal environments, as speaking the language without understanding the multimodal contexts in which it is embedded, is not sufficient for global communication. (p. 276)

For this research, multimodality inspires me to explore different semiotic tools that teachers and students use to communicate and facilitate English teaching and learning. It also provides lenses for me to look at how students practice English in various social media communities all over the world in response to the cultural and linguistic diversity. Multiliteracies also provides insights into how College English teaching and curriculum in China could be inclusive of technological diversity.

### 2.3.2 New media literacies

New Media Consortium (2005) conceived the new media literacies as:

the set of abilities and skills where aural, visual, and digital literacy overlap.

These include the ability to understand the power of images and sounds, to recognize and use that power, to manipulate and transform digital media, to distribute them pervasively, and to easily adapt them to new forms (p. 8).

Compared with New Media Consortium (2005), Jenkins (2009) further summarized new media literacies as “a set of cultural competencies and social skills” which change the core of literacy from “individual expression to community involvement” (p. 4). Moreover, Jenkins (2009) proposed eleven new media literacies skills:

- Play: To learn through experimenting freely and speculating open-endedly.

- Performance. To take other’s roles and positions and to think and act from different perspectives.

- Simulation. To interpret existing models and constructing new models.

- Distributed cognition. To use diverse tools to expand cognition and intelligence.

- Collective intelligence. To achieve the same goal through collaboration, networking, and using other members' knowledge.
  
- Appropriation. To choose appropriate media content through different media and to integrate and reconstruct media content based on people's understandings and needs.
  
- Transmedia navigation. The ability to use different media and collect and integrate information through different media.
  
- Networking. To search for, synthesize, and disseminate information by navigating through different communities.
  
- Multitasking. The ability to scan the whole information change concentrations at the same time.
  
- Judgment. The ability to think critically and evaluate the reliability and credibility of information in order to obtain the accurate information.
  
- Negotiation. To understand and respect different ideas, culture, and value while navigate across different communities.

Most of the research reviewed focused on the technical part of the new media (Kron, Gjerde, Sen, & Fetters, 2010; Kukulska-Hulme, 2009), while some other studies tend to address the socio-cultural aspects of new media (Jenkins, 2009; Lin, Li, Deng, & Lee, 2013). The socio-cultural aspects of new media suggest users could choose the most appropriate new media tool to express their own ideas, and also add value to their media contents based on their own needs and purposes (Lin et al., 2013). As Chen, Wu, and Wang (2011) stated, the notion of new media literacies has highlighted the shift from consuming media to prosuming media. Consuming media literacy is regarded as the ability to “access and use media”, while prosuming media literacy is regarded as the ability not only to access and use media but also generate “media content” (p. 85).

For my research, new media literacies provides a theoretical lens for me to understand how social media use influence students’ literacy practices within and outside of the College English classes. It would also provide insights into exploring how teachers and students analyze, evaluate, and critique social media use for English teaching and learning with regard to its affordances and constraints.



### 2.3.3 Connectivism learning theory

Karen Stephenson (n.d.) stated:

Experience has long been considered the best teacher of knowledge. Since we cannot experience everything, other people's experiences, and hence other people, become the surrogate for knowledge. 'I store my knowledge in my friends' is an axiom for collecting knowledge through collecting people (n.p.)

In 2005, Siemens and Downes proposed connectivism learning theory which particularly emphasizes the key role of learning networks in connecting learners to share knowledge and search for new knowledge. A learning network can simply be defined as connections between "learning communities, information sources, and individuals" (Marhan, 2006, p.4). Connectivism learning theory accounts for the fact that "knowledge and cognition are distributed across networks of people and technology, and learning is the process of connecting, growing, and navigating those networks" (Siemens & Tittenberger, 2009, p. 11). According to Siemens (2005), learners could learn new knowledge through connecting to and providing information into a community. A community can be viewed as a connection point of a network---

which is called node. Two or more nodes are connected to form a big network in order to share information (Kop & Hill, 2008). Connectivism specifically stresses the importance of learning networks and the connections between them (Tinmaz, 2012).

Learning networks could provide learners with opportunities to link various disciplines. As Siemens (2005) asserted, “the ability to see connections between fields, ideas, and concepts is a core skill” (p. 7).

In the digital age, one crucial role of social media is to provide and maintain connections among people. It also provides learners a huge network for them to connect with one another to share and obtain information (Tinmaz, 2012). Just as Siemens (2006) said on connectivism, “the learning is the network” (p. 16).

Therefore, learning in the age of social media requires the ability to connect to networks to access and use specialized information as needed (Selwyn, 2011).

For this research, connectivism provides a theoretical basis for me to view teachers’ and students’ creation of or participation into social media communities through the lens of creating and participating in various learning networks.

## **2.4 Summary of theoretical framework**

The theories of multiliteracies, new media literacies, and connectivism learning theory closely relate to the research problem under investigation. Multiliteracies expands the scope of literacies to guide the process of analyzing different social media tools used within and outside of the College English classes. New media literacies provides prisms for me to understand how teachers' and students' English literacy practices could be enabled and constrained by social media use. Connectivism learning theory provides insight into how teachers and students could teach and learn English within different social networks.

## **2.5 Introduction to Literature Review**

By examining the existing literature, I found that there was an abundance of studies about applying social media in higher education and language teaching and learning in several Western and Asian countries, but only a few studies examined this topic in China. Given the focus of this study, relevant literature necessary to this study includes social media in higher education, social media and language teaching and

learning, and affordances and constraints of using social media for language teaching and learning.

### **2.5.1 Social media in higher education**

Research on social media in the educational field has increased significantly as social media began to impact how teachers and students teach, learn, and interact in and out of class (e.g., Abe & Jordan, 2013; Baföz, 2016; Kanasin, 2014; Tess, 2013). Ziegler (2007) suggested that social media may change educational system as it could stimulate students to be proactive learners rather than passive learners.

Moran, Seaman, and Tinti-Kane (2011) conducted a research through an online survey in higher education in the US which addressed that “nearly two-thirds of all teaching faculty have used social media in their class sessions ... and 30% have posted content for students to view outside class” (p. 11). Abe and Jordan (2013) examined relevant studies on the use of social media in higher education and acknowledged that social media allowed students to access resources in ways that they could never before. They also suggested that “social media provides educators with the exciting new opportunity to connect with students in a manner that continues

to provoke thought and discussion outside of the classroom setting” (p.16). Students and teachers are becoming more aware of how social media facilitated the collaborative aspects of their learning and teaching (Chen & Bryer, 2012). George and Dellasega (2011) explored the influence of integrating social media into two graduate-level medical humanities curricula. Their case studies demonstrated that social media could help students with problem-solving, network building, and collaboration.

Some of the literature shows how students’ use of social media could positively influence their educational performances. Junco et al. (2011) examined the influence of Twitter on College students’ engagement and grades through a quantitative method of controlled experimental research. They found that student engagement and grades were improved by integrating Twitter into their studies. Tess (2013) reviewed and summarized research about the role of social media in the higher education classrooms. The findings indicated that social media could be an effective tool for teaching as well as to promote students’ active learning. Though these studies reveal positive influences of integrating social media into higher education, there are

also some debates on the use of social media in higher education. For example, Junco and Chickering (2010) pointed out that some barriers might exist between teachers and students when they are using social media to communicate. They stated that social media might cause misinterpretation of communications because the nonverbal aspects of communication (i.e., body language, eye contact, vocal tone, and volume) are missing. Gikas and Grant (2013) conducted a qualitative research through focus group interviews which demonstrated how much social media could distract students because of its entertainment functions.

As social media is widely used in the educational field nowadays, there is an increasing number of inquiries into integrating social media in higher education all around the world. Research on how social media can be integrated into higher education is still in high demand.

### **2.5.2 Social media and language teaching and learning**

With the continuous development of social media technologies, more and more researchers have noticed its great possibilities for language teaching and learning (e.g., Chao & Lo, 2011; Laire, Casteleyn, & Mottart, 2012; Yang, 2013). Digital

storytelling website is one type of social media that features user-generated contents and interactivity. Digital storytelling can be defined as “giving expression to old forms of storytelling in a modern way” (Xu, Park, & Baek, 2011, p. 182). Digital storytelling through a website allows users to generate and publish their own stories online, and share their stories with audiences and receive feedbacks. The emergence of digital storytelling websites aroused researchers’ attention. Many studies have explored the effectiveness of integrating digital storytelling into language teaching and learning and demonstrated that digital storytelling could help to develop students’ writing skills (Ballast, Stephens, & Radcliffe, 2008; Gakhar & Thompson, 2007).

Gakhar and Thompson (2007) demonstrated that students could become more creative and active in digital storytelling writing process, as they could select and design materials by themselves to make their own stories. Ballast et al. (2008) examined whether digital storytelling could have effects on students’ attitudes toward writing. The result showed that digital storytelling could better engage students in the writing process and in careful revisions of their stories. Laire et al. (2012) examined how social media influences writing activities within the EFL classroom. They focused on

Storify (i.e., a digital storytelling website) and designed a lesson with it. They taught 5 different classes and then obtained feedback from their students regarding their attitude towards using Storify as the teaching tool. The results showed that using social media to teach writing had a positive effect on student engagement during their learning processes. Most of the students believed Storify could help to improve their writing performance and they regarded Storify as a useful teaching and learning tool in EFL practices.

According to Bařöz (2016), many researchers have focused on learners' attitudes towards the use of social media in EFL context. Yang (2013) investigated EFL learners' attitudes towards using Facebook in a university language course. The result showed that the students were positive towards using Facebook for interactive learning. Razak (2013) found that EFL learners perceived that Facebook could be a useful tool to help with their writing performances in an interactive learning environment, which promoted interactions between learners and teachers and "develops a sense of belonging" (Bařöz, 2016, p.431). Furthermore, Kanasin (2014)



also found that students had positive attitudes towards integrating Facebook into their writing classes which increased their motivations in English writing.

Grosbeck and Holotescu (2008) noticed that Twitter has great potential in the language classrooms. They found that Twitter has the potential to promote collaborative writing and idea stimulation among different users. With Twitter, users could write sentences in the form of tweets to interact with other users and social groups. Besides, Sekiguchi (2012) suggested that the learning groups on Twitter could motivate EFL learners to participate regularly in learning activities.

Wikis is always used as a tool for group activities because it allows users to edit the webpage together (Richardson, 2010). Chao and Lo (2011) did a survey in a university in Taiwan to investigate ELF learners' attitudes toward Wikis, and they found that EFL learners showed positive perceptions toward wikis as a collaborative writing platform. Similarly, Thorne and Payne (2005) found that writing platforms such as wikis promoted students' interaction with their peers when reviewing existent literature. Singman (2012) did a quantitative research in EFL classes at a Taiwan university to examine whether wiki-based activities could help to improve students'

abilities of grammar usage. The result showed that there was a positive correlation between students' time spent on wiki and their improvements in grammar.

YouTube has been utilized in a wide range of practices in EFL classrooms (Brook, 2011). According to Silviyanti (2014), YouTube enabled practices in listening. Moreover, EFL learners can easily access audio-visual materials on YouTube which may improve their listening comprehension skills (Kuo, 2009). Furthermore, YouTube has positive effects on promoting students' motivation and their speaking and listening because students could find various videos materials on YouTube based on their own interests (Bařöz, 2016).

Hung (2010) examined the utilization of video blog in English course and found that video blogs helped English learners to organize and reflect on their learning activities. According to Aydin (2014), video blog had some prominent advantages on career development, collaborative learning, and "visual representation" (p.247).

To conclude, social media has been widely used in language teaching and learning. The major findings of the literature reviewed refer to the positive effects of

applying social media in language teaching and learning.

### **2.5.3 Summary of affordances and constraints of using social media in language teaching and learning**

Researchers also have some concerns toward using social media for language teaching and learning. The following sections will discuss the affordances and constraints in more details.

#### **2.5.3.1 Summary of affordances of using social media in language teaching and learning**

The benefits of using social media in language teaching and learning can be summarized into three parts.

To begin with, students feel much more relaxed and would be more willing to engage and interact when learning language with social media (Kamnoetsin, 2014).

Wu and Hsu (2011) conducted a research on the influences of social media on EFL learners in a university in Taiwan. Yunus, Salehi and Chenzi (2012) explored integrating social media into ESL writing classroom in a university in Malaysia. They both found that English language learners could release their pressure when

expressing thoughts and sharing ideas on social media and be more confident to interact with classmates in English. According to White's (2009) study in Japan as well as Yunus and Salehi's (2012) study in Malaysia, the use of social networking sites in English writing classes promoted students' motivation and engagement in online EFL classrooms and increased the interaction between teachers and students. Zaidieh (2012) investigated the challenges and opportunities in the use of social media in education in Malaysia and found that social media lowered students' stress levels when they answered questions since they did not need to answer questions right away like in a regular onsite class.

Secondly, the discussion group feature of social media could enhance students' investment and motivation in English learning processes (White, 2009). Students gained more confidence and become more motivated through interacting with Facebook friends with diverse English proficiency levels (Yunus, et al., 2012). According to Promnitz-Hayashi (2011), students with lower English proficiency levels were engaged in online discussions in an enjoyable way because they were able to control their own paces and choose different difficult levels of their questions.

Moreover, students could make online activities easy or challenging according to different levels of proficiency to realize student-centered learning. In White's (2009) study of using Facebook to motivate Japanese students' academic writing, it showed when a student comes across a problem posted by his group members, this student would seek the way to solve the problem by himself and returns to answer the question more carefully, because he knows that his group members would read his answers and reply back.

Thirdly, the use of social media could promote learners' thinking capacity (Kamnoetsin, 2014). According to Yunus and Salehi (2012), integrating social media in English language learning had positive effects on students' creative thinking and brainstorming abilities. They found that group discussions on social media promoted students' brainstorming as well as their critical thinking skills. Shyamlee and Phil (2012) explored the effect of technology-assisted English teaching and learning. According to them, multimedia technology could enhance students' language learning interest, improve students' thinking and communication capacity, and improve teaching effectiveness.

### **2.5.3.2 Summary of constraints of using social media in language teaching and learning**

Despite those advantages discussed above, researchers also mention some main problems about the use of social media in language teaching and learning environment. For example, researchers suggested that social media cannot “play the leading role in teaching” (Shyamlee & Phil, 2012, p.153). The use of multimedia technology may lead to the “loss of speaking communication” and may cause “restriction of students’ thinking potential” as students could always search for answers or ask for others’ help through social media (Shyamlee & Phil, 2012, p.153). Besides, Wu and Hsu (2011) mentioned that some students worry that other group members could see their mistakes. Therefore, some students feel that such an open environment of social media might decrease their motivation in writing. Furthermore, some other students were more willing to write on papers and read books instead of using social media as a learning tool. They did not consider social media a suitable platform for teaching and learning English (Kabilan, Ahmad, & Abidin, 2010).

Another main concern of using social media in English classes is distraction (Kamnoetsin, 2014). For instance, when using Facebook in classes, students may be

distracted by other information or they might want to look at other people's homepage or post their own news instead of focusing on English learning (Yunus et al., 2012).

## **2.6 Summary of literature review**

The literature review has shown that social media could be a useful tool to serve educational purposes as well as to facilitate language teaching and learning. The major findings of the reviewed literature refer to the positive effects of applying social media in language teaching and learning. As shown in the reviewed literature, there was a large amount of research that investigated the use of social media in EFL settings. However, only a few studies that document social media use for English teaching and learning purposes in China (Chao & Lo, 2011; Singman, 2012; Yang, 2013). And none of them focuses on social media use in a College English Class setting. Therefore, I considered it necessary to conduct this research to address the gap in the literature regarding how teachers and students use social media to facilitate English teaching and learning within and outside of the College English classes in China and the ensuing influences upon their English teaching and learning.

## Chapter 3

### 3. Methodology

#### 3.1 Why qualitative research?

Qualitative and quantitative research methods are two popular approaches for educational research (Lodico, Spaulding, & Voegtle, 2010). According to Newman (1998), quantitative research is conducted “when one begins with a theory (or hypothesis) and test for confirmation or disconfirmation of that hypothesis” (p. 3). In contrast, qualitative research might lead to a better understanding of the phenomenon or issue by using words to describe the subject (Babbie, 2001). Qualitative researchers tend to view the social world as their fields of inquiry (Whitley & Crawford, 2005). According to Stake (1995), subjectivity is an essential part for qualitative researchers to investigate and understand a phenomenon. Denzin and Lincoln (2000) stated, “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 3). Thus, in this study, I consider a qualitative approach as a good fit to explore and



understand teachers' and students' use of social media for College English teaching and learning in China. Besides, given the above-mentioned research gap, I concur with Creswell (2009) that "if a concept or phenomenon needs to be understood because little research has been done on it, then it merits a qualitative approach" (p. 18).

### **3.2 Why case study?**

Yin (1984) defined the case study method as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clear; and in which multiple sources of evidence are used" (p. 23). In this study, I collected multiple sources of data from interviews and class observations. Case study researchers investigate a "bounded system (a case) or multiple bounded systems (cases)" over a period of time by collecting multiple sources of data and describing the case and summarizing themes (Creswell, 2013, p. 97). This study focused on how teachers and students used social media within and outside of the college English classes in China. Thus, in this study, I define the case as a college class in China where the College English teacher and students used social

media within and outside of the classroom. Geographically, the case of the college class is situated in a comprehensive university in Shandong province in China. This is a 2017 college class and all the students in this college class are in their second term of the first-year undergraduate study.

Yin (1994) elaborated on three categories of case studies, namely, explanatory, exploratory, and descriptive. Stake (1995) pointed out the purpose of the inquiry determines the type of case studies. I define the study as an exploratory case study because my research aimed to explore the phenomenon of new media use in a Chinese College English classes “which serves as a point of interest to the researcher.” (Zainal, 2007, p. 3).

### **3.3 Research design**

Since this study aimed to explore how teachers and students used social media to facilitate English teaching and learning within and outside of the College English classes in China, I chose a university which located at my hometown as the research site. My network allowed for easy access to this university and teachers and students in College English classes. Considering the manageability of the research, the study’s

participants consist of one College English teacher and twelve students who sat on this teacher's class in this university (see Table 3.1 for participants' profiles). The criterion for selecting the one College English teacher participant was that he or she was using social media tools to teach College English class and was willing to participate in this research, and students' participation was based on their willingness. Interested students therefore contacted me directly and granted me consent.

Table 3.1

*Participants' profiles*

|           | <b>Pseudonym</b> | <b>Gender</b> | <b>Major</b>                       |
|-----------|------------------|---------------|------------------------------------|
| Teacher   | Tian             | Female        |                                    |
| Student 1 | Zhang            | Male          | Vehicle Engineering                |
| Student 2 | Li               | Male          | Transportation                     |
| Student 3 | Wang             | Male          | Transportation                     |
| Student 4 | Zhou             | Female        | Linguistics and Chinese Literature |
| Student 5 | Gao              | Female        | Linguistics and Chinese Literature |
| Student 6 | Ma               | Female        | Linguistics and Chinese Literature |

|            |      |        |                           |
|------------|------|--------|---------------------------|
| Student 7  | Sui  | Male   | Communication Engineering |
| Student 8  | Han  | Male   | Communication Engineering |
| Student 9  | Fu   | Female | Accounting                |
| Student 10 | Liu  | Female | Accounting                |
| Student 11 | Wu   | Female | Accounting                |
| Student 12 | Yang | Female | Accounting                |

In this case study, I used classroom observation and interview as data collection methods. For social media use in class, I drew on both interview data and observation data. For social media use outside of class, I only drew on interview data and relied on students' report of their social media practices outside of class since it was challenging to follow and observe each student's social media use outside of class.

Triangulation is a frequently used strategy in strengthening qualitative research (Creswell, 2007). In this research, I collected interview data from both teacher's perspective and students' perspectives. I also conducted classroom

observation. Data from various sources formed a triangulation of data which ensured the trustworthiness of the research findings.

### **3.3.1 Class observation**

Observation is defined as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (Marshall & Rossman, 1989, p.79).

Observation enables researchers to observe participants and gather data in a natural setting. The college English class that I observed was a 2017 college class in a university and all the students in this class were in the second term of their first-year undergraduate study. For this research, I conducted non-participant class observations to collect data about how social media were used within classes. For example, what kinds of social media tools teachers and students used, what kinds of the social media activities they did, and how they did such activities. According to Taylor-Powell and Steele (1996), "seeing and listening are key to observation" (p.1), and one of the obvious strengths of using observation as a data collection method is that researchers could record what they intend to investigate according to their own needs other than relying on "people's willingness and ability to respond to questions" (p.1). I observed

six classes over one month. Because recoding was not permitted in class, I took field notes in class and also added details into the field notes after class.

### **3.3.2 Interview**

As a widely used data collection method of qualitative research, interviews can help “explore the views, experiences, beliefs and/or motivations of individuals on specific matters” (Gill, Stewart, Treasure, & Chadwick, 2008, p. 292). According to Silverman (2000), interviews are regarded as a useful data collection method to gain a deep understanding of social phenomena. Interviews are good fit for qualitative research “where little is already known about the study phenomenon or where detailed insights are required from individual participants” (Gill et al., 2008, p. 292). Interviews as a data collection method allow the researcher to get a more detailed response from the participants (Bryman, 2006). Thus, by interviewing student and teacher participants, I gained more detailed responses and insights about their use of social media within and outside of the College English classes as well as their perceptions towards using social media to facilitate English teaching and learning.

In this study, I conducted semi-structured interviews with each participant. Interview with the teacher participant lasted for approximately thirty minutes. For each student participant, it lasted for about fifteen to twenty minutes. Interview questions were closely related to the research questions, such as how teachers and students used social media to facilitate English teaching and learning, their perceptions toward it and suggestions (See Appendix E and F). Interviews were audio-recorded with permission from the participants. All interviews were conducted in Chinese. After I transcribed the interviews, member checking was conducted to help me to enhance the trustworthiness of the research, as participants were given the opportunity to review and make corrections and suggestions on their interview transcripts.

### **3.4 Data analysis**

Data analysis is a sustained process as the researcher continually reflects upon the data throughout the whole research process (Creswell, 2009). According to Glesne (1999), the complicated processes of coding data in qualitative research are as follows:

coding is a progressive process of sorting and defining and defining and sorting those scraps of collected data (i.e., observation notes, interview transcripts, memos, documents, and notes from relevant literature) that are applicable to your research purpose. By putting like-minded pieces together into data clumps, you create an organizational framework. (p. 135).

After I transcribed all the interviews and fieldnotes, I applied a “hybrid approach” (Fereday & Muir-Cochrane, 2006, p. 2) of inductive and deductive thematic analysis to analyze data. I generated deductive themes which derived from the theoretical framework and literature review (See table 3.2), such as “multimodal meaning making” developed from multiliteracies; “collective intelligence”, “transmedia navigation”, and “networking” derived from new media literacies. These deductive themes shed light on the teacher and students’ social media practices within and outside of the College English class. Besides, the deductive themes such as “it was convenient to build relationships and networks through social media” were derived from the connectivism learning theory; “social media promoted communications between students and teachers”, “social media promoted



collaborative study”, and “social media could easily distract students from learning” were developed from literature review and were insightful for the influences of using social media to facilitate English teaching and learning. I coded the transcripts by matching the segments of data with the deductive themes. Inductive analysis refers to the development of “concepts, themes, or a model through interpretations made from the raw data” (Thomas, D. R., 2006, p. 238). Accordingly, I generated inductive themes through detailed coding of raw data (See table 3.3), for example: I found that the topic about social media breaking the space and time constraints for College English teaching and learning constantly emerged from both interviews and class observations. Therefore, I developed a theme of “fewer constraints on space and time”. I found in the interviews that the teacher and students constantly mentioned they could get access to rich English study materials and information through social media, thus, I added the inductive theme of “social media provided rich English materials and information”.

Based on both the deductive and inductive analysis of the data, I identified themes to “indicate areas of consensus in response to the research questions” (Fereday

& Muir-Cochrane, 2006, p. 7). Eventually, I categorized and summarized themes to report findings and reached the conclusions.

Table 3.2

*Deductive themes*

| <b>Theoretical Perspectives / Literature Review</b> | <b>Themes</b>   |
|---|---|
| Multiliteracies                                     | Multimodal meaning making   |
| New media literacies                                | Collective intelligence<br><br>Transmedia navigation<br><br>Networking  |
| Connectivism learning theory                        | It was convenient to build relationships<br><br>and networks through social media   |
| Literature review                                   | Social media promoted communications<br><br>between students and teachers.<br><br>Social media promoted collaborative<br><br>study. |

|  |   |
|--|---|
|  | Social media could easily distract students from learning |
|--|---|

Table 3.3

*Inductive themes*

| <b>Data source</b> | <b>Themes</b>  |
|--------------------|--|
| Interviews         | <p>Fewer constraints on space and time</p> <p>Social media provided rich English materials and information</p> <p>Social media could easily cause miscommunication and spread unreliable information</p> <p>Using social media tools on cellphone or laptop may hurt eyes and skin</p> |
| Fieldnotes         | <p>Social media made study relaxing and interesting</p>  |

### **3.5 Ethical Consideration**

Ethical issues were taken into consideration throughout the whole process of participant recruitment and data collection. I started recruiting participants after I received the ethics approval from Western University. To begin with, I firstly secured permission from the president of the college to enter the research site. Then I began to recruit teacher participant first. I talked to the potential teacher to see if he or she used social media tools. After I found the teacher who met this criterion, I gave her the letter of information (See Appendix A). Then with the teacher's consent, I went into her class to recruit student participants. I introduced my research in one of her classes and disseminated letters of information (See Appendix B). Each student participant then got a consent form (See Appendix C and D). I began to involve participants in my research after I obtained their consents. Participants were notified in the letter of Information that participation in the study was completely voluntary; they could withdraw from the study at any time; there are no known risks to participating in this study, and there was no penalty for refusal to participate. As a researcher, I act ethically through the whole process of data collection. The nature of the study is fully explained to participants and all questions are answered to participants' satisfaction.

The interview sites and time are based on participants' preference and interviews are only audio-recorded with permission from the participants. A pseudonym was given to each participant in order to protect their privacy. My supervisor and I are the only people who can have access to the data. The information collected is used for research purposes only and is kept in a secure place.

### **3.6 Limitations of the research**

There are several limitations of the research. First, it was challenging to follow and observe each student's social media use outside of class. To ensure manageability of this Master's level research project, I only drew on interview data and relied on students' report of their social media practices outside of class. I would suggest that future research could also observe students' social media use outside of class in order to achieve greater depth of the study. Second, the faithfulness of interview translation was considered as one potential limitation of my study as all interviews were conducted in Chinese, and I translated the direct quote into English by myself to report findings. Besides, I assume that readers of my thesis might have concerns about the generalizability of case studies (Cohen, Manion, & Morrison, 2007). I would like

to highlight Yin's (2003) viewpoint that case study does not draw on "statistical generalization" due to the limited amount of sample. Instead, he emphasized the "analytic generalization" of case studies (p. 33) because they are "generalizable to theoretical propositions and not to populations or universes" (p. 10). Therefore, it is my hope that the conceptual conclusions developed from my research findings could "be exported to provide explanatory theory for the experiences of other individuals who are in comparable situations" (Horsburgh, 2003, p. 311).

### **3.7 Summary**

With the theoretical lens of multiliteracies, new media literacy, and connectivism learning theory, a single case study was designed in this research in order to gain in-depth understanding of the research topic. To achieve the goal, data were collected through interviews and class observations. Through inductive and deductive analysis of the data, themes are generated in order to get the general conclusions and understandings. I will report the findings of the research in the following chapter.

## Chapter 4

### 4. Findings

In this chapter, I present findings to answer the following research questions:

1. How do teachers and students use social media for English teaching and learning purposes within and outside of the College English classes in China?
2. How do teachers and student think that social media may be influencing their English teaching and learning (including affordances and constraints)?
3. What would teachers and students suggest for social media use to facilitate English teaching and learning in EFL contexts?

I provide direct quotes from the interviews and vignettes of the class observations to illustrate my findings.

#### 4. 1 The use of social media within and outside of the College English Classes

Both interview and observation data showed that teacher and students used various social media tools in multiple ways to facilitate English teaching and learning within and outside of the College English classes for both formal and informal learning.

According to Dabbagh and Kitsantas (2012), formal learning refers to “learning that is institutionally sponsored or highly structured (i.e., learning that happens in courses, classrooms, and schools)” (p. 4). In contrast, informal learning is described as “learning and engagement that occurs outside formal school settings and happens throughout people's lives in a highly personalized manner based on their particular needs, interests, and past experiences” (Bull et al., 2008, p.103). Informal learning always happens in a social context where learning activities are “loosely structured, learner directed, and mediated by peers who often share the same values, attitudes, interests, and beliefs” (Boekaerts & Minnaert, 1999, p. 536).

#### **4.1.1 Multimodal meaning making**

Through the interviews and class observations, I found that teacher and students used different semiotic resources to make meaning through multiple social media tools within and outside of the College English classes. The following table represents the most popular social media tools that students and teacher use to facilitate English teaching and learning within and outside of the College English classes.



Table 4

*Most frequently used social media tools*

| <b>Participants</b> | <b>Social media tools</b>   |
|---------------------|---|
| Teacher Tian        | <p>QQ: instant message tool</p> <p>WeChat: instant message tool</p> <p>Network teaching platform (网络教学平台): an online educational platform</p> <p>Lan Mo Yun Ban Ke (蓝墨云班课) : an App which allows teachers to manage class activities</p> <p>Ke Tang Pai (课堂派) : an online interactive classroom App</p> |
| Students            | <p>QQ: instant message tool</p> <p>WeChat: instant message tool</p> <p>Sina Weibo: microblog</p>  |

|  |   |
|--|---|
|  | <p>RenRen groups: an online social media community</p> <p>Lan Mo Yun Ban Ke(蓝墨云班课) :an App which allows students to join class activities</p> <p>Ke Tang Pai (课堂派): an online interactive classroom App</p> <p>CC talk : an live video App for real-time interaction between teachers and students</p> <p>Ying Yu Qu Pei Yin(英语趣配音) : an English dubbing App</p> <p>Ying Yu Liu Li Shuo (英语流利说) : an App of English speaking community</p> <p>Wang Yi Gong Kai Ke (网易公开课) : an E-Learning website</p> |
|--|---|

|  |  |
|--|--|
|  | Taisha forum (太傻论坛) : an online<br>English study forum |
|--|--|

In the interview, Student Li stated that he used many various types of social media tools in different ways to help him learn English in an informal learning context:

I think there are a few popular social media tools such as QQ, WeChat, and Sina Weibo. These tools provide me multiple ways to learn English. For example, my classmates and I always text each other or send pictures and voice messages in QQ to communicate about homework and questions emerged from English study. We often share passages, videos as well as beautiful English songs with each other in Sina Weibo. Besides, I follow a few good “WeChat Official Accounts”(公众号) regarding English learning in WeChat, so that I could browse the passages and view videos posted by “Public Numbers” everyday.

Student Fu added:

I use Ying Yu Qu Pei Yin (an English dubbing App) to practice my oral English. I can dub a film and have it posted, so that other learners can click my videos and listen to it. Sometimes, the other learners could point out my shortcomings and provide me feedback, which is really helpful.

Student Yang noted that she liked using QQ voice chat to practice oral English with her classmates for informal learning. Similarly, Student Han mentioned that he always chatted with his friends in English by text or voice messages in WeChat to practice English writing and speaking. He also practiced English writing by posting

his status in Moments (a personal blog in WeChat). Student Wang said that with social media, he could pose a question not only in text but also in forms of picture, voice, as well as video, which made this question easy to understand.

Teacher Tian mentioned that she used different resources to help students learn English. She uploaded different kinds of English learning materials such as documents, audios, and videos onto the network teaching platform regularly. Every student could have access to them.

#### **4.1.2 Collective intelligence**

Data showed that collective intelligence is a significant character of the teacher's and students' use of social media in informal learning contexts. All the student participants mentioned that they had both a WeChat group and a QQ group which were made up of their College English teacher and the whole class students. Student Li said that when someone came across great English learning materials, he or she would share them in these two social media groups and the other members could learn from these materials. In this way, students could use other's knowledge to achieve English learning goals through shared English learning materials and online collective

discussions. Student Sui noted that when he encountered an English learning problem, he would ask for help in their social media groups. The other members would come up with different solutions to help him solve the problem. Besides, he used to post his own English learning questions on Sina Weibo so that he could gather ideas from English learners from all over the country. In this example, Student Sui made good use of other's knowledge to solve his own problems. Student Han echoed Student Li and Student Sui:

I like to search for useful English learning experience and strategies through different social media groups and forums. Moreover, I followed a few good WeChat Official Accounts regarding English study in WeChat. These WeChat Official Accounts would share many English learning essays with learners. I often read the essays and then discussed with other readers by reading and writing comments under the essays. Through reading the comments under these essays which were wrote by other readers, I feel I learn quite a lot from these comments.

#### **4.1.3 Transmedia navigation**

Transmedia navigation refers to meaning makers' ability to use different media and collect and integrate information through different media (Jenkins, 2009). The following vignette of Student Fu's presentation represents her way of transmedia navigation in a formal learning context.

### Vignette 4.1.3.1

Student Fu had a presentation in class and her topic was to introduce the very famous movie called “The Pursuit of Happiness”. During her presentation, she firstly showed a small clip of the film to the class through Youku (an online video site). Next, she presented several screenshots of movie reviewers’ comments toward this film that she picked from different social media communities. At the end, she summarized these comments and put forward her own points of view towards this movie.

In Vignette 4.1.3.1, Student Fu showed her ability to orchestrate different social media tools to make meanings, and to collect and synthesize information. For example, in her presentation, she showed video from Youku as well as screenshots of movie reviewers’ comments from multiple social media communities. She synthesized all the information and redesigned them in PowerPoint. All these demonstrated her new media literacies skill of transmedia navigation. In the interviews, Student Ma and Student Zhou also mentioned about the skills to search, collect, and synthesize new media information. For instance, Student Ma shared

When I need to do a presentation in class, I would search for various information and materials through different social media platforms. I could pick up helpful information and recombine them to serve my own purpose.

Student Zhou added that when writing a report or essay, she would gather materials from different social media platforms such as passages, pictures, and PowerPoints.

She could integrate all information the materials together to show her thoughts.

Student Liu noted that she could gather tons of information about English learning strategies and materials through different social media platforms for informal learning, and she elaborated:

I always navigate across multiple social media platforms, just like a hungry fish swimming in the sea of knowledge to search for “food”. I gather different kinds of “food”, put them together, digest and absorb them, to make them my own nutrition.

According to Jenkins (2009), students’ new media practices of transmedia navigation manifest through using different media to collect and synthesize information. All the above examples demonstrated students’ capabilities of transmedia navigation in both formal and informal learning contexts, as they could act both the role of new media consumers and new media designers.

#### **4.1.4 Networking**

Networking penetrated into the teacher’s and all student participants’ daily English teaching and learning practices. The teacher and all students held the same viewpoint

that social media played an essential role in English teaching and learning practice when they try to “search for, synthesize, and disseminate information” (Jenkins, 2009, p. 91) in informal learning contexts. Student Fu elaborated:

I join different English study groups and forums on social media platforms, such as RenRen groups (an online social media community), WeChat groups, QQ groups, and Taisha forum (an online English study forum). I like browsing the posts from each social media community in my spare time. I sort out all the useful information and try to absorb and synthesize them into my own knowledge. And I also like to share my own point of view in my class groups and on different social media communities. Besides, I always reply to or comment on other people’s posts using my own knowledge. This gives me a strong sense of achievement.

Student Yang added that,

It is very convenient to use different social media tools to search for information that I need. I enjoy the process of synthesizing pieces of information into one complete idea. For example, once I saw a group member posted an English study question on a social media community and I wanted to help her solve the problem. I searched for posts regarding the similar question through several English learning social media groups. Then, I summarized all the replies and comments and replied to that group member in detail.

From the interviews, I could see that both Student Fu and Student Yang showed abilities to search for, synthesize, and disseminate information by navigating through different communities. In addition, Teacher Tian noted that she always



encourages students to share their English learning strategies or knowledge on social media communities. She said that in this way, students could not only provide information to other learners, but receive various feedback from them. She also noted that it is very helpful for students to further improve themselves by synthesizing the constructive feedback into their English learning. In this example, Teacher Tian encouraged students to disseminate information to social media communities and to make a “meaningful synthesis” (Jenkins, 2009, p. 95) of feedback from other learners, which reflected the new media literacies skill of networking.

## **4.2 The influences of the use of social media on College English teaching and learning**

The research data reveal that there are both advantages and disadvantages of using social media in College English teaching and learning.

### **4.2.1 Affordances**

**Fewer constraints on space and time.** All teacher and student participants held the view that social media could break constraints of space and time. As Student Wu emphasized, using social media to learn English is quite convenient. She stated

that she could have easy access to all the online coursewares and materials anytime anywhere. Besides, she mentioned that she could have a discussion with teacher and classmates in their social media group whenever and wherever she wanted. Student

Ma echoed Student Wu's viewpoint:

I do not have to submit my homework at school anymore. With social media, there is no restrictions on space to submit my homework. Also, I can store and review all the course materials anytime. And social media provides the possibility for me to go back and check previous discussions in our own class social media group outside of the College English class anytime anywhere so that I would not miss previous discussions.

Student Gao added that social media disturbed the space restrictions, which offered her the opportunity to chat with foreigners all over the world outside of College English class. She said that she could practice oral English with foreigners anytime anywhere by logging into CC talk (a live video App). Here is another example about how social media disturbed confined space:

#### **Vignette 4.2.1.1**

Teacher Tian needed to use multimedia tools to show PowerPoint in class. However, the multimedia tools did not work in this classroom. So, she uploaded the PowerPoint onto their WeChat group. Then, she asked students to use their cellphones to find the PowerPoint in their WeChat group and view the slides on their phones. In this way, teacher and students did not need to move to another classroom to ensure the normal class teaching.

Teacher Tian also mentioned that with social media, she could post assignments, make announcements, and remind students about important deadlines outside of the classroom. Moreover, she could post videos, photos, documents, and other materials on their social media groups that allow students to access them anytime anywhere if needed.

Both the observation and interview data demonstrated that social media could disturb the space and time restrictions for English teaching and learning within the College English class, which facilitated College English teaching and learning within classes.

**Social media provided rich English materials and information.** All of the 13 participants held the view that they could get access to unlimited English study materials through social media. Student Ma said that, “social media significantly broadens the range of my learning sources and I could search for English learning materials that I need on social media platforms.” Student Zhou reflected Student Ma’s viewpoint :

I could get more information about English learning strategies and materials by participating in various social media groups and exchanging information with each other. I feel I save a lot of time by using social media to assist my

English study because I could get access to unlimited information and materials in only a few seconds. I do not need to spend a lot of time to look for these information and materials in books or in library. Using social media is convenient for my English study.

Student Wu elaborated:

I could find various English study resources on social media. For example, I follow many WeChat Official Accounts and Sina Blogs regarding to English study. They update and share English study resources everyday so that I could obtain supplemental English resources regularly. I also participate in a few English study forums, such as RenRen and Taisha. You could get much useful information by browsing these forums. And you could catch hot and new English words from these social media platforms which you cannot find them in books.

Teacher Tian also mentioned that she could always get good teaching ideas by watching other teachers' Podcasts on Wang Yi Gong Kai Ke (an E-Learning website), and she can learn different teaching strategies by browsing other teachers' blogs.

Based on the interviews, I could see that social media provided rich English materials and information for the teacher and students, which provided great support for their English learning outside of class.

### **Social media promoted communications between students and teachers.**

All of the 13 participants reported in the interviews that social media could promote communications between students and teachers. Social media helped students and

teachers to keep in touch outside of classrooms. For example, Student Sui mentioned that she used social media to connect with the teacher and classmates to study or work on class assignments almost everyday. Student Li noted that social media facilitated the receiving of teacher's answers and feedback from outside of the classroom.

Teacher Tian also mentioned that she was able to utilize social media tools to communicate and support students outside of class, and students were also able to communicate and gain support from each other. She said she was able to post assignments, answer questions, and provide additional explanations for students outside of class. Moreover, she added that online communication could stimulate shy or quiet students to participate in group discussions in a way that they felt more comfortable. Student Sui added :

The teacher sometimes assigns and checks homework through the Lan Mo Yun Ban (a mobile class activity App) and provides immediate feedback to us. Students could post questions on this App and teacher could pick some of the most asked questions before class and prepare to answer them in class.

In the interview, Student Yang mentioned a live video App called "CC talk". This App allows teachers to conduct a live broadcast for an English lesson. English learners could join any teachers' channel to watch live lessons and interact with

teachers who hosted these channels through some unique functions. For example, learners could use “raise up their hands” functions to ask a question and teacher could answer the question immediately during the live broadcasting. Teacher Tian mentioned that she joined a WeChat group of English teachers from different universities which was a big network that allowed teachers to communicate, to share, and to learn from each other.

Interview data in this section showed that social media significantly enhanced the communication opportunities for teachers and students outside of the College English class.

**It was convenient to build relationships and networks through social media.** The teacher participant and eight student participants mentioned that social media could help to build relationships and networks with English teachers and students from different universities. They said that social media provided a convenient way for them to build relationships with students and teachers from different universities in China. Student Wang mentioned that he could participate in various study groups from different universities through social media platforms. In

this way, he built relationship with students from all over the country. He also noted that they could exchange English learning materials and strategies within the big university community.

Interview data in this section demonstrated that both the teacher and students regarded social media as a convenient channel to build relationships and networks with teachers and students all over the country.

**Social media made learning relaxing and interesting.** In interviews, nine student participants reported that it was more interesting and relaxing to use social media tools to teach and learn English. Student Li mentioned that with the support of social media, he could learn English based on his interests and choose whatever learning method he liked. For example, he noted that he always listened to English broadcast through social media Apps on his mobile while walking down the street.

Student Zhou echoed Student Li by noting that:

I like using social media to learn English because it makes English learning relaxing and fun. Social media tools are user-friendly and have many different functions. Teacher and students are able to do activities through different social media tools. For example, the teacher uses the Ke Tang Pai (an online interactive classroom App) to divide students into several groups and assigns homework to each group. In next class, the teacher will randomly pick up a

group from the App and ask this group to share their homework with the whole class.

Here is another example, in one class, teacher and students used social media

App to do class activity:

#### **Vignette 4.2.1.2**

In one class, Teacher Tian posted three questions on the Lan Mo Yun Ban Ke (a mobile class activity App). She asked students to log into the app on their mobiles. Teacher Tian asked the whole class to have a competition to see who could be the first one to respond to the question. The competition was divided into three rounds and each round contained one question. Each student needed to respond to that question on the app. The student who gave the right answer in the shortest time would be the winner. The winners would receive a medal on the app.

In the interviews, Student Fu mentioned that she enjoyed the new ways of English learning through social media tools a lot, she stated:

I use the Ying Yu Liu Li Shuo (a mobile App of English speaking community ) to practice my oral English outside of class. It is a lot of fun to choose various scene dialogues and take different roles to practice English speaking. I could also join different groups to chat with people to see what they did to improve oral English.

From this section, I could see that students perceived social media as a relaxing and entertaining tool for their English learning both within and outside of the College English classes.



**Social media promoted collaborative study.** During the interviews, I noticed that collaborative study had been addressed by the teacher and seven student participants. As Student Wang emphasized:

One of the most important thing regarding the use of social media in my English learning is that it provides collaborative study opportunities. It allows me to share, to learn, and to cooperate with other English learners. For example, When I encounter an English study problem, the only thing I need to do is to post it onto a study group or a discussion board. The other learners would answer my question and help me find the solution. Another thing is that I could receive the feedback and comments from other learners and they always point out my problems which are really helpful for my English study.

Student Han made similar comments regarding the use of social media for English learning purposes:

There is a discussion board on the Network Teaching Platform. When I have a question out of class, I would post it on the discussion board, so that teacher and other classmates would provide me with suggestions and solutions after they see it. Beyond that, we also share English learning materials on the discussion board with all the classmates. We can help each other and work together on such social media platforms.

Teacher Tian also added that social media provides more opportunities for collaborative study after class. For example, she created a writing project on the Lan Mo Yun Ban Ke (a class activity App) and divided students into several groups, and asked students to work together in their group to finish the writing project.

In this section, the interview data revealed that social media played an essential role for collaborative study outside of the College English class.

#### 4.2.2 Constraints

**Social media could easily cause miscommunication and spread unreliable information.** While the majority of participants held positive views towards the use of social media in College English teaching and learning, a few participants expressed the pertaining constraints. For example, Student Zhang noted that face-to-face instructions would make it easier for him to accept and understand the information than interactions via social media. He elaborated:

I like face-to-face communication better than virtual world communication because I feel that communication on social media might be distorted or misunderstood. For me, face-to-face communication is more direct and easier to express my exact meanings. I feel it is easy to cause misunderstanding when I try to explain something using social media. So, I think social media cannot replace the traditional teaching mode.

Similarly, Student Sui mentioned the same problem as Student Zhang in the interview. Besides, he pointed out some other concerns:

There are tons of English learning information and materials that you can find on social media, so it's hard for me to choose the right one among them. Much information on social media is inaccurate and unprofessional which may mislead learners. And I also feel that the knowledge that I obtained from

social media is too fragmented and is not systematic enough to facilitate my English study. I think learning in class is more efficient than learning via social media.

Not only did student participants express the pertaining constraints of using social media for English learning, Teacher Tian also noted that she needed to guide students to choose the appropriate social media tools for their College English learning. She always asked students such questions as “what do you want to obtain from social media?” and “what’s your English learning goals?” to help them choose the suitable social media tools. She also noted that she always reminded student to distinguish between right information and wrong information on social media.

Based on the interview data, I could see that both the teacher and students expressed concerns about some of the unreliable information that was constructed by users in certain social media communities such as RenRen groups, Taisha forum, and Sina Weibo. Moreover, a few students believed that social media could easily cause miscommunication when compared with face-to-face communication.

**Social media could easily distract students from learning.** The teacher participant and five student participants held the view that social media could easily distract students from learning. Teacher Tian mentioned that it was a challenge to use

social media in class as social media is easy to distract students' attention from their studies. She said that it could become very hard to control students' use of social media tools in class. In the interview, Student Gao also mentioned that sometimes she could not focus on learning when using social media as it had so many entertainment functions. Student Wang had similar thoughts regarding the use of social media in English learning, "it is easy to transfer the focus from studying into making friends". The interview data in this section showed that both the teacher and students worried that social media might distract students' attention from learning within and outside of classes.

#### **Using social media tools on phone or laptop may hurt eyes and skin.**

During the interviews, another main concern that four student participants pointed out is that they thought using social media tools on cellphones and laptops would be harmful to eyes and skin. Student Fu said that, "I do not like to use social media on my mobile phone or laptop because I feel my eyes easily become tired and my eyesight becomes poor." Another two female participants (Student Liu and Student Yang) also worried about their skin due to the radiation from cellphones and laptops.

### **4.3 Suggestions for the use of social media within and outside of the College English classes**

All student participants suggested that English learners could try to integrate social media into their English study. Student Han said that:

Social media has a lot of advantages which could provide a lot of convenience for English learning. Thus, I suggest English learners at least have a try and find out whether it is suitable for them or not.

Student Ma suggested English learners to get more in touch with native English speaker on social media platforms. Student Ma said it was not that easy to have the opportunity to practice oral English with foreigners in their daily life because the university is located in a third-tier city in China and there was few opportunities to meet with native English speakers.

Teacher Tian suggested that teachers could experiment with use social media in class for a certain period of time to see whether it is an appropriate English learning approach for a certain cohort of students. She also suggested that teachers not rely too much on social media in teaching, they need to decide whether or not to use social media according to different courses and teaching tasks. Moreover, she suggested that teachers also need to guide students to analyze the credibility of information on social media.

In this section, the interview data demonstrated that both the teacher and students suggested that College English teachers and learners could give a try to integrate social media in English teaching and learning, and to find out whether it was an appropriate method for them.

#### **4.4 Summary**

In this chapter, I outlined the findings of the study by answering the research questions. According to the data from interviews and class observations, the findings demonstrated that students and teacher used various social media tools in multiple ways to facilitate English teaching and learning within and outside of College English classes. Teacher and student participants reported both affordances and constraints of using social media in College English teaching and learning. Reported affordances mainly include: a) there was fewer constraints on space and time; b) social media provided rich English materials and information; c) social media promoted communications between students and teachers; d) it was convenient to build relationships and networks through social media; and e) social media made study relaxing and interesting, and social media promoted collaborative study. The

participants' perceived constraints encompass: a) social media could easily cause miscommunication and spread unreliable information b) social media could easily distract students from learning, and c) using social media tools on cellphone or laptop may hurt eyes and skin. Both the teacher and students suggested that College English teachers and learners could try to integrate social media into College English teaching and learning. In the next chapter, I will discuss the findings and the implications of my study.

## Chapter 5

### 5 Discussion and implication

In this chapter, I discuss the major findings to respond to the research questions:

“How do teachers and students use social media for English teaching and learning purposes within and outside of the College English classes in China?”, “How do teachers and students think that social media may be influencing their English teaching and learning (including affordances and constraints)?”, and “What would teachers and students suggest for social media use to facilitate English teaching and learning in EFL contexts?”. Then, I reflect upon the implications for pedagogy and curriculum with regard to integrating social media in 21st EFL contexts. At the end of the chapter, I illustrate the significance of this study.

#### **5.1 How do teachers and students use social media for English teaching and learning purposes within and outside of the College English classes in China ?**

This study shows that the teacher and students used various social media tools such as instant message tools, microblogs, social networking sites, online video sites, and



online educational platforms to facilitate English teaching and learning within and outside of the College English classes. Based on the findings, students' new media literacies that I identified included collective intelligence, transmedia navigation, and networking. More specifically, students' skills of collective intelligence concern their use of social media to achieve English learning goals through shared English learning materials, collaborative problem solving, and online collective discussions. They exhibited their skills of transmedia navigation through using different social media tools to search for, collect, and integrate English learning information. Showing networking skills, the student participants searched for, synthesized, and disseminated English learning information by navigating through different social media communities.

Research findings show that students acted both as new media consumers and new media designers within and outside of classes. For example, Student Yang mentioned she used different social media tools to search for information, then she synthesized pieces of information and generated one complete idea. Student Fu showed her ability to gather materials through different social media platforms and

recombine them to serve his own purpose. However, I observed that students' roles as new media designers were more often found in the outside-of-class practices. During my classroom observations, there is only one occasion (see Vignette 4.1.3.1) that demonstrated the student's role of new media designer. In this example, Student Fu collected screenshots of movie reviewers' online comments from multiple social media communities. She synthesized all the information and redesigned them in her PowerPoint slides. In contrast, several student participants demonstrated their roles of new media designers in outside-of-class practices. For example, Student Zhou mentioned she gathered materials from different social media platforms and incorporating them in her essays. Student Wang said he was able to generate questions in the form of picture, voice, as well as video with different social media tools. Student Fu motioned he used Ying Yu Qu Pei Yin (an English dubbing App) to dub a film. Based on my classroom observation, I think the potential reason for the more frequent new media designing practices outside of class was that the in-class literacy practices were constraining and the students were passive learners who followed the teacher's instruction for most of the time. However, in the outside-of-

class contexts, students had more opportunities to engage themselves in meaningful new media practices, that is, to make connections between their new media literacy activities and their real-life interests and needs (Zhang et al., 2016). As daily communications are becoming “increasingly multimodal” (Christie, 2005, p.123) in the globalized world, I suggest that teachers provide more opportunities to harness students’ “multimodal communicative competence” (Royce, 2007, p. 366) as new media designers to better engage them in English learning as a foreign language.

## **5. 2 How do teachers and student think that social media may be influencing their English teaching and learning (including affordances and constraints)?**

Previous research indicated that social media had both positive and negative effects on language teaching and learning (Kabilan et al., 2010; Kamnoetsin, 2014; Shyamlee & Phil, 2012; Wu & Hsu, 2011). My study concurs that there are both affordances and constraints of using social media tools to facilitate College English teaching and learning in the Chinese university.

**Affordances.** With regard to the affordances of using social media to facilitate English teaching and learning, first of all, this study suggests that social media could make study relaxing and interesting. For example, Student Li mentioned that he could

learn English based on his interests and choose whatever learning method he liked, while Student Zhou indicated she enjoyed the social media activities in College English classes. This finding echoes the existent literature, indicating that social media could enhance students' language learning interest as well as release their pressure when expressing thoughts and sharing ideas (Shyamlee & Phil, 2012; Wu & Hsu, 2011; Yunus, et al., 2012; Zaidieh, 2012).

Second, this study found that social media could break the constraints of space and time. As reported in Chapter 4, Student Wu mentioned that she could have easy access to all the online coursewares and materials anytime anywhere, and she could have a discussion with teacher and classmates in their social media group whenever and wherever. This finding is similar to quite a few studies, which indicated that social media could break the confinement of the physical world and provide expanded learning opportunities in the virtual world (e.g., Abe & Jordan, 2013; Moran et al., 2011).

Next, the study found that social media could provide rich English materials and information for college English learners. All of the 13 participants held the view

that social media could significantly broaden the range of English learning sources.

This finding resonates with Abe and Jordan's (2013) argument that social media allowed students to access resources in ways that they could never before.

Besides, the findings reveal that social media could promote communications between students and teachers. For example, Student Sui mentioned that he used social media to connect with the teacher and classmates to study or work on class assignments and Student Li added that social media facilitated the teacher's and students' communications about exercise answers and feedback outside of the classroom. However, besides communications regarding the structured language exercises, data did not reveal opportunities that "provoke thought and discussion outside of the classroom setting" (Abe & Jordan, 2013, p.16).

Moreover, my research finding indicates that social media could promote collaborative learning. Based on the interview data, seven student participants mentioned that with social media tools they could share materials, learn from each other, and collaboratively finish course projects. Similarly, Grosseck and Holotescu (2008) proposed that social media has the potential to promote collaborative writing

and idea stimulation among different users. Just as Teacher Tian mentioned in her interview that writing platform could promote collaborative writing and students' interaction with their peers (Chao & Lo, 2011; Thorne & Payne, 2005). In addition, both the teacher and student participants reported that social media provided a convenient way for them to build relationships and networks with English teachers and students from different universities in China. This is in line with George and Dellasega's (2011) argument that social media could help students with network building and collaboration. However, both the interview and the observation data showed limited opportunities for students' critical evaluation of information that they collected across social media communities. Likewise, data did not reveal in-class and outside-of-class practices of negotiation, that is, occasions where students negotiated and respected diverse perspectives and values while navigating and networking across different communities.

**Constraints.** Regarding the constraints of using social media to facilitate English teaching and learning, there is an interesting finding which suggests that using social media tools on cellphone or laptop may hurt eyes and skin. A few

students are reluctant to integrate social media in their English learning as they worried about their eyes and skin due to the radiation from cellphones and laptops.

The findings also suggest that social media could incur miscommunications. A few participants mentioned that they felt that communication on social media is not as direct as face-to-face communication. The participants agreed that it was easier for them to accept and understand the information through face-to-face instructions than interactions via social media. Junco and Chickering (2010) also held the viewpoint that social media might cause misinterpretation of communications because the nonverbal aspects of communication (i.e., body language, eye contact, vocal tone, and volume) are missing.

Besides, the study shows that social media could easily distract students from learning. This idea was also reflected in the studies of Kamnoetsin (2014) and Gikas and Grant (2013). These scholars proposed that the main concern of using social media in English classes is distraction as social media could easily distract students because of its entertainment functions.

Moreover, findings suggest that both the teacher and students expressed concerns about the unreliable information on social media. In my view, this is where critical media literacy shall play a role. Critical media literacy could enhance students' abilities to “critically analyze relationships between media and audiences, information and power” (Kellner & Share, 2007, p.4). Critical media literacy could also help raise users' awareness of “how media construct meanings, influence and educate audiences and impose their messages and values” (Kellner & Share, 2005, p. 4). Teachers should teach students to critically analyze and use media (Kellner, 2004). However, none of my reviewed literature regarding the use of social media in EFL contexts in China mentioned about critical media literacy. Thus, I suggest that Chinese EFL teachers should be aware of the importance to incorporate critical media literacy into English teaching practices with regard to integrating social media in 21st EFL contexts. For example, when writing English essays and incorporating online information, teachers could guide students to compare different sources and initiate discussions about the credibility and reliability of the information on the social media.



The online interactions could also include discussions about biases that are encoded in texts (e.g., those related to racism, sexism, or other types of discrimination).

### **5.3 Teachers' and students' suggestions & implications for pedagogy and curriculum with regard to integrating social media in 21st EFL contexts**

Based on the review of the literature, I found that quite a lot studies examined the impacts of using social media in EFL contexts and students' attitudes towards it (Baföz, 2016; Laire, et al., 2012; Razak, 2013; Yang, 2013). However, none of the studies explored teachers' and students' suggestions about the use of social media in EFL contexts. This study addresses this gap by seeking teachers' and students' suggestions for social media use to facilitate English teaching and learning in EFL contexts. In this study, both the teacher and students suggested that FEL teacher and learners could give a try to integrate social media in English teaching and learning, and to find out whether it was an appropriate method for them. Student participants also suggested that English learners seize opportunities to practice English speaking with native English speakers on social media platforms as there were limited opportunities for them to meet with native English speakers in their daily life in the small city where the university was located.

According to (Wang, 2017), College English classes are often of big sizes with over sixty students in the majority of universities in China, which leads to limited chances for students to speak and to communicate with teachers in class. As my findings indicate that social media could break the space and time constraints, I suggest offering online College English courses through social media platforms with small groups of students. In this way, each student could get more chances to speak and interact with teachers in and outside of classes.

Based on the finding that integrating social media in EFL curriculum could make learning relaxing and interesting, I suggest integrating more social media activities in and outside of classes to motivate students' learning interest and engagement.

A main concern of College English teaching in China is that “the input teaching methods still dominate the classroom” (Wang, 2017, p.19). Here, input teaching methods refer to that teachers directly deliver content to students as they regard students as passive knowledge receivers. In my view, the use of social media in EFL contexts could change such input teaching pedagogy. Teachers could

incorporate social media activities in EFL classes. Then teachers should take the leading role in promoting discussions on social media groups after class to promote students' initiative and engagement in English learning outside of classes. However, I am aware that integrating social media in EFL contexts would not necessarily grant English learners agentive roles in learning. The social media activities shall be meaningful for students, that is, closely related to students' interests, strengths, and real-life experiences, for them be engaged in both in- and outside-of-class English learning as a foreign language. Moreover, there should be professional training for in-service and pre-service teachers to gain more professional skills and knowledge about various kinds of social media tools in order to integrate engaging and meaningful social media activities into their English teaching practices.

#### **5.4 Significance of the study**

The findings of this study contribute to the current body of literature regarding the use of social media in English education in higher education in China. More specifically, this study addresses the gap about how teachers and students use social media within and outside of the College English classes in China. This study enriches the existent

literacy about the impacts of using social media in EFL context by offering insights into both the affordances and constraints of using social media to facilitate English teaching and learning within and outside of the College English classes in China. In addition, this study also addresses the gap in literature by seeking Chinese English teachers' and students' suggestions regarding the use of social media in EFL contexts. Based on the findings, this study contributes insights into EFL curriculum and pedagogy with regard to integrating social media.

## References

- Abe, P. & Jordan, N. A. (2013). Integrating social media into the classroom curriculum. *About Campus*, 18(1), 16-20.
- Aydin, S. (2014). The Use of blogs in learning English as a foreign language. *Online Submission*, 4(1), 244-259.
- Babbie, E. (2001). *The practice of social research* (9<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Ballast, K., Stephens, L., & Radcliffe, R. (2008). The effects of digital storytelling on sixth grade students' writing and their attitudes about writing. In K. McFerrin et al. (Eds.), *Proceedings of society for information technology and teacher education international conference 2008* (pp. 875-879). Chesapeake, VA: AACE.
- Baföz, T. (2016). Pre-service EFL teachers' attitudes towards language learning through social media. *Procedia-Social and Behavioral Sciences*, 232, 430-438.

Barrett, H. (2006). Convergence of student-centered learning strategies. *Technology and Teacher Education Annual*, 1, 647-654.

Boekaerts, M., & Minnaert, A. (1999). Self-regulation with respect to informal learning. *International Journal of Educational Research*, 31(6), 533-544.

Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9(1), 2.

Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6(1), 97-113.

Bull, G., Thompson, A., Searson, M., Garofalo, J., Park, J., Young, C., & Lee, J. (2008). Connecting informal and formal learning experiences in the age of participatory media. *Contemporary issues in technology and teacher education*, 8(2), 100-107.

Chao, Y.C.J. & Lo, H.C. (2011). Students' perceptions of wiki-based collaborative writing for learners of English as a foreign language. *Interactive Learning Environments*. 19 (4), 395-411.

Chen, B., & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *The International Review of Research in Open and Distributed Learning*, 13(1), 87-104.

Chen, D. T., Wu, J., & Wang, Y. M. (2011). Unpacking new media literacy. *Journal on Systemics, Cybernetics and Informatics*, 9(2), 84-88.

Christie, F. (2005). *Language education in the primary years*. Sydney, AU: University of New South Wales Press.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London, UK: Routledge.

College English Curriculum Teaching Requirements. (2007). College English Curriculum Teaching Requirements. Retrieved from <https://wenku.baidu.com/view/ab6b3b4bc850ad02de8041ce.html>

Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London, UK: Routledge.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five*

approaches (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. (2013). *Qualitative inquiry and research design* (3rd ed.). Thousand Oaks, CA: Sage.

Dabbagh, N., & Kitsantas, A. (2012). Personal learning environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education, 15*(1), 3-8.

Dabbagh, N., & Reo, R. (2011). Back to the future: Tracing the roots and learning affordances of social software. In M. J. W. Lee, & C. McLoughlin (Eds.), *Web 2.0-based e-learning: Applying social informatics for tertiary teaching* (pp. 1–20). Hershey, PA: IGI Global.

Davis, C. H. F., III, Deil-Amen, R., Rios-Aguilar, C., & González Canché, M. S. (2012). Social media and higher education: A literature review and research directions. Retrieved from



[https://www.coe.arizona.edu/sites/coe/files/HED/Social-Media-in-Higher-Education-report\\_0.pdf](https://www.coe.arizona.edu/sites/coe/files/HED/Social-Media-in-Higher-Education-report_0.pdf)

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research (2nd ed.)*. Thousand Oaks, CA: Sage.

Eren, Ö. (2012). Students' attitudes towards using social networking in foreign language classes: A Facebook example. *Public Relations Journal*, 4(3), 288-294.

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 1-11.

Gakhar, S., & Thompson, A. (2007). Digital storytelling: engaging, communicating, and collaborating. In C. Crawford et al. (Eds.), *Proceedings of society for information technology and teacher education international conference 2007* (pp. 607-612). Chesapeake, VA: AACE.

George, D.R., & Dellasega, C. (2011). Use of social media in graduate-level medical humanities education: Two pilot studies from Penn State College of

Medicine. *Medical Teacher*, 3(8), 429-34.

Gikas, J. & Grant, M. M. (2013). Mobile computing devices in higher education:

Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18-26.

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection

in qualitative research: Interviews and focus groups. *British Dental Journal*, 204(6), 291-295.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction* (2nd ed.). New

York, NY: Longman.

Grosseck, G., & Holotescu, C. (2008): Can we use Twitter for educational activities?

Retrieved from

<http://portaldoprofessor.mec.gov.br/storage/materiais/0000012008.pdf>

Heinonen, K. (2011). Consumer activity in social media: Managerial approaches to

consumers' social media behavior. *Journal of Consumer Behaviour*, 10(6), 356-364.

- Horsburgh, D. (2003). Evaluation of qualitative research. *Journal of Clinical Nursing, 12*(2), 307-312.
- Hung, S. T. (2010). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology, 42*(5), 736-746.
- Jenkins, H. (2009). *Confronting the challenges of participatory culture: Media education for the 21<sup>st</sup> century*. Cambridge, MA: The MIT Press.
- Junco, r., & Chickering, A. W. (2010). Civil discourse in the age of social media. *About Campus, 15*(4), 12–18.
- Junco, R., Heiberger, G., & Locken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning, 27*(2), 119-132.
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and Higher Education, 13*(4), 179-187.

Kamnoetsin, T. (2014). Social media use: A critical analysis of Facebook's impact on collegiate EFL students' English writing in Thailand. Retrieved September from <http://scholarship.shu.edu/dissertations/2059>

Kanasin, T. (2014). Utilizing Facebook to teach Thai EFL students' writing skills: a case study. Retrieved from [http://dspace.unimap.edu.my/xmlui/bitstream/handle/123456789/34624/SILK%202014\\_15.pdf?sequence=1](http://dspace.unimap.edu.my/xmlui/bitstream/handle/123456789/34624/SILK%202014_15.pdf?sequence=1)

Kaplan, A. M. & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59-68.

Kellner, D. (2004). Technological transformation, multiple literacies, and the re-visioning of education. *E-Learning*, 1(1), 9-37.

Kellner, D., & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. *Discourse: Studies in the Cultural Politics of Education*, 26(3), 369-386.

- Kellner, D., & Share, J. (2007). Critical media literacy, democracy, and the reconstruction of education. In D. Macedo & S.R. Steinberg (Eds.), *Media literacy: A reader* (pp. 3-23). New York, NY: Peter Lang.
- Kiviniemi, M. T. (2014). Effects of a blended learning approach on student outcomes in a graduate-level public health course. *BMC Medical Education, 14*(1), 47.
- Kop, R. & Hill, A. (2008). Connectivism: learning theory of the future or vestige of the past? *International Review of Research in Open and Distance Learning, 9*(3), 1-16.
- Kron, F. W., Gjerde, C. L., Sen, A., & Fetters, M. D. (2010). Medical student attitudes toward video games and related new media technologies in medical education. *BMC Medical Education, 10*(1), 1-11.
- Kukulska-Hulme, A. (2009). Will mobile learning change language learning? *ReCALL, 21*(2), 157–165.
- Kuo, L. L. (2009). The effects of YouTube listening/viewing activities on Taiwanese EFL learners' listening comprehension. Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3374318).

- Laire, D., Casteleyn, J., & Mottart, A. (2012). Social media's learning outcomes within writing instruction in the EFL classroom: Exploring, implementing and analyzing storify. *Procedia-Social and Behavioral Sciences*, 69, 442-448.
- Lankshear, C., & Knobel, M. (2011). *New literacies: Everyday practices and social learning* (3rd ed.). Maidenhead, UK: Open University Press.
- Lee, C. (n.d.). Using social media to engage student learning in a Chinese classroom. Retrieved from <https://zh.scribd.com/document/236616252/Using-Social-Media-to-Engage-Student-Learning-in-a-Chinese-Classroom2>
- Lin, T. B., Li, J. Y., Deng, F., & Lee, L. (2013). Understanding new media literacy: An explorative theoretical framework. *Educational Technology & Society*, 16 (4), 160–170.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Malinowski, B. (1990). *A scientific theory of culture and other areas*. Chapel Hill, CA: University of North Carolina Press.

Marhan, A. M. (2006). Connectivism: Concepts and principles for emerging learning networks. Retrieved from

[http://www.icvl.eu/2006/full\\_paper/45\\_paper\\_amarhan.pdf](http://www.icvl.eu/2006/full_paper/45_paper_amarhan.pdf)

Marshall, C., & Rossman, G. B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage.

Moran, M., Seaman, J., & Tinti-Kane, H. (2011). Teaching, learning, and sharing: how today's higher education faculty use social media. Retrieved from

<http://files.eric.ed.gov/fulltext/ED535130.pdf>

Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. Carbondale, IL: Southern Illinois University Press.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-93.

New Media Consortium. (2005). A global imperative: The report of the 21st century literacy summit. Retrieved from

<http://files.eric.ed.gov/fulltext/ED505105.pdf>

Promnitz-Hayashi, L. (2011). A learning success story using Facebook. *Studies in Self-Access Learning Journal*, 2(4), 309-316.

Raith, T. (2009). The use of weblogs in language education. In Thomas, M. (Ed.), *Handbook of research on Web 2.0 and second language learning* (pp. 274-91). Hershey, PA: IGI Global.

Razak, N. A., Saeed, M., & Ahmad, Z. (2013). Adopting Social Networking Sites(SNSs) as interactive communities among English Foreign Language (EFL) learners in writing: Opportunities and challenges. *English Language Teaching*, 6(11), 187.

Richardson, W. (2010). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin.

Rodriguez, J. (2011). Social media use in higher education: Key areas to consider for educators. *Journal of Online Learning and Teaching*, 7(4), 539-550.

Royce, T. D. (2007). Multimodal communicative competence in second language contexts. In T. D. Royce & W. Bowcher (Eds.), *New directions in the analysis of multimodal discourse* (pp. 361–390). New York, NY: Lawrence Erlbaum.



Sekiguchi, S. (2012). Investigating the effects of Twitter on developing a social learning environment to support Japanese EFL students' self-regulated learning. Retrieved from [https://conference.pixel-online.net/conferences/ICT4LL2012/common/download/Paper\\_pdf/279-IBT56-FP-Sekiguchi-ICT2012.pdf](https://conference.pixel-online.net/conferences/ICT4LL2012/common/download/Paper_pdf/279-IBT56-FP-Sekiguchi-ICT2012.pdf)

Selwyn, N. (2011). Social media in higher education. Retrieved from <http://www.educationarena.co.uk/pdf/sample/sample-essay-selwyn.pdf>

Shyamlee, S. D., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. *International Conference on Language, Medias and Culture IPEDR*. 33(2012), 150-156.

Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3-10.

Siemens, G. (2006). Connectivism: Learning theory or pastime of the self-amused? Retrieved from <http://altamirano.biz/conectivismo.pdf>

Siemens, G., & Tittenberger, P. (2009). Handbook of emerging technologies for learning – Emerging technologies for learning. Retrieved from

<http://elearnspace.org/Articles/HETL.pdf>

Silverman, D. (2000). *Doing qualitative research: A practical handbook*. Thousand Oaks, CA: Sage.

Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English Language and Education*, 1(1), 42-58.

Singman, C. (2012). The effectiveness of social media activities on taiwanese undergraduates' EFL grammar achievement. Retrieved from <https://www-lib-uwoca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/1081494082?accountid=15115>

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Statista. (2017). Number of active WeChat messenger accounts 2010-2017. Retrieved from: <https://www.statista.com/statistics/255778/number-of-active-wechat-messenger-accounts/>

Stephenson, K., (n. d.). What knowledge tears apart, networks make whole. Retrieved from <http://www.netform.com/html/icf.pdf>.

- Sun, Z., Lin, C. H., You, J. X., Shen, H. J., Qi, S., & Luo, L. M. (2017). Improve the English-speaking skills of young learners through mobile social networking. *Computer Assisted Language Learning, 30*(3-4), 304-324.
- Taylor-Powell, E., & Steele, S. (1996). *Collecting evaluation data: Direct observation*. Madison, WI: University of Wisconsin Extension.
- Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)-A literature review. *Computers in Human Behavior, 29*(5), 60-68.
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation, 27*(2), 237-246.
- Thorne, S. L., & Payne, J. S. (2005). Evolutionary trajectories, Internet-mediated expression, and language education. *CALICO Journal, 22*(3), 371-397.
- Tinmaz, H. (2012). Social networking websites as an innovative framework for connectivism. *Contemporary Educational Technology, 3*(3), 234-245.
- Wang, B. (2017). The College English teaching reform based on MOOC. *English Language Teaching, 10*(2), 19-22.

Ward, R., Moule, P., & Lockyer, L. (2009). Adoption of Web 2.0 technologies in education for health professionals in the UK: Where are we and why.

*Electronic Journal of e-Learning*, 7(2), 165-172.

White, J. (2009). The use of Facebook to improve motivation and academic writing.

*Proceedings of the Third International Wireless Ready Symposium*, 28-32.

Whitley, R. & Crawford, M. (2005). Qualitative research in psychiatry. *Canadian*

*Journal of Psychiatry*, 50(1), 108-140

Wu, P. & Hsu, L. H. (2011). EFL learning on social networking site? : An action

research on Facebook. Retrieved from

<http://tlvconf.files.wordpress.com/2011/04/tlv-paper-wu.pdf>

Xu, Y., Park, H., & Baek, Y. (2011). A new approach toward digital storytelling: An

activity focused on writing self-efficacy in a virtual learning environment.

*Educational Technology & Society*, 14 (4), 181–191.

Yang, P. L. (2013). Discourse analysis of EFL college learners' online social

interaction and attitudes towards Facebook. *International Journal of English*

*Linguistics*, 3(6), 64.

Yin, R. K. (1984). *Case study research: Design and methods* (1<sup>st</sup> ed.). Beverly Hills, CA: Sage.

Yin, R. K. (1994). *Case study research: Design and methods* (2<sup>nd</sup> ed.). Newbury Park, Ca: Sage.

Yin, R. K. (2003). *Case study research: Design and methods* (3<sup>rd</sup> ed). London, England: Sage Publications.

Yunus, M. M., & Salehi, H. (2012). The effectiveness of Facebook groups on teaching and improving writing: Students' perceptions. *Journal of Education and Information Technologies*, 1(6), 87-96.

Yunus, M. M., Salehi, H., & Chenzi, C. (2012). Integrating social networking tools into ESL writing classroom: Strengths and weaknesses. *English Language Teaching*, 5(8), 42-48.

Zaidieh, A. (2012). The use of social networking in education: Challenges and opportunities. *World of Computer Science and Information Technology Journal (WCSIT)*, 2 (1), 18-21

Zainal, Z. (2007). Case study as a research method. Retrieved from

[http://psyking.net/htmlobj-3837/case\\_study\\_as\\_a\\_research\\_method.pdf](http://psyking.net/htmlobj-3837/case_study_as_a_research_method.pdf)

Zhang, Z., Li, J., Liu, F., & Miao, Z. (2016). Hong Kong and Canadian students experiencing a new participatory culture: A teacher professional training project undergirded by new media literacies. *Teaching and Teacher Education, 59*(2016), 146-158.

Zhang, Z., & Xue, Y. (2015). An investigation of how Chinese university students use social software for learning purposes. *Procedia-Social and Behavioral Sciences, 186*, 70-78.

Ziegler, S. (2007). The (mis)education of Generation M. *Learning, Media and Technology, 32*(1), 69-81.

Zou, B., Wang, D. S., & Xing, M. J. (2016). Collaborative tasks in wiki-based environment in EFL learning. *Computer Assisted Language Learning, 29*(5), 1000-1016.

## Appendices

### Appendix A: Western Ethics Approval



**Date:** 1 May 2018

**To:** Dr. Zheng Zhang

**Project ID:** 111481

**Study Title:** An Analysis of Social Media Use Within and Outside of College English Classes in China

**Application Type:** NMREB Initial Application

**Review Type:** Delegated

**Full Board Reporting Date:** June 1 2019

**Date Approval Issued:** 01/May/2018

**REB Approval Expiry Date:** 01/May/2019

---

Dear Dr. Zheng Zhang

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the above mentioned study, as of the date noted above. NMREB approval for this study remains valid until the expiry date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

This research study is to be conducted by the investigator noted above. All other required institutional approvals must also be obtained prior to the conduct of the study.

**Documents Approved:**

| Document Name  | Document Type                     | Document Date | Document Version |
|--|-----------------------------------|---------------|------------------|
| Interview Questions  | Interview Guide                   |               |                  |
| letter of information and consent for student participant(clean version) | Written Consent/Assent            | 25/Apr/2018   | 3rd version      |
| Letter of Information and Consent for Teacher Participant(clean version) | Written Consent/Assent            | 25/Apr/2018   | 3rd version      |
| Non-participant observation guide  | Non-Participant Observation Guide |               |                  |
| Recruitment information for the principal ?-2                            | Oral Script                       | 11/Apr/2018   | first version    |
| Verbal Recruitment for Student Participant                               | Oral Script                       | 10/Apr/2018   | second           |
| Verbal Recruitment for teacher participant                               | Oral Script                       | 09/Apr/2018   | second           |

---

No deviations from, or changes to the protocol should be initiated without prior written approval from the NMREB, except when necessary to eliminate immediate hazard(s) to study participants or when the change(s) involves only administrative or logistical aspects of the trial.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Kelly Patterson, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

## Appendix B: Letter of Information and Consent (For Teacher Participant)



### Project Title

*An Analysis of Social Media Use Within and Outside of College English Classes in China*

Investigators

Dr. Zheng Zhang – Principal Investigator, [REDACTED]

Yuze Gao – Graduate Student Investigator, [REDACTED]

Faculty of Education

Western University, London, ON, CA

## Letter of Information and Consent (For Teacher Participant)

You are invited to participate in a research regards the use of social media within and outside of the College English classes in China. I would like to invite you to participate in this study.

This study aims to explore how teachers and students use social media for English teaching and learning purposes within and outside of the college English classes in China and the ensuing influences upon their English teaching and learning. If you



agree to participate in this study, you will be asked to join me in an interview which will last about thirty minutes and your College English classes will be observed by me for about four to six weeks. The interview will be conducted in a site that is mutually agreed upon between you and me. The interview will be audio-recorded with your permission and transcribed into written format. If you do not wish to be audio-recorded, hand-written or electronic notes will be taken. In the interview, you will be asked to talk about your opinion about social media use within and outside of College English class in China (e.g., how do you use social media to facilitate English teaching, how do you perceive the impacts of using social media for English teaching, your suggestions for social media use to facilitate English teaching and learning). You will be invited to check the transcripts and offer clarification. Transcripts will be sent to you in-person and the member-checking process will be conducted in a site based on your preference. For the College English class observation, the graduate student researcher Yuze Gao will observe how social media are used within your classes, for example: what kinds of social media tools do teacher and students use, what kinds of social media activities do teacher and students do, and how do teacher and students use social media to facilitate English teaching and learning in class. Classroom sessions will not be audio-recorded, only field notes will be taken.

You may not directly benefit from participating in this study. There may be benefits to society, this study may contribute to the existent social media knowledge in Chinese educational field. It may also contribute to the teaching practice, College English teachers' educational training, as well as College English curriculum design.

The information collected will be used for research purposes only. Your name will be collected since you will need to sign the consent form. Pseudonyms will be used for all the data (including all the field notes of classroom observations, all the interview audio recordings, and transcripts.). A “pseudonym key” document will be created with participants’ full names and their assigned pseudonyms and save this document in a secure device. The principal investigator Dr. Zheng Zhang and the graduate student investigator Yuze Gao are the only people could have access to all the data. In addition, Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to participants’ study-related records to monitor the conduct of the research. All the data will be stored for no less than 7 years and will be completely deleted by the researcher. Data will be erased using commercial software applications designed to remove all data from the storage device in order to make sure data cannot be recovered. If the results of the study are published, your name will not be used. De-identified quotes will be used in the dissemination of results base on your consent.

There are no known risks to participating in this study. Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time. Participants are able to withdraw their data from the study anytime by contacting the researcher, and there is no limitation on doing so.

You will not be compensated for your participation. If you choose not to participate or to leave the study at anytime it will have no effect on your academic standing. We will give you new information that is learned during the study that might affect your

decision to stay in the study. You do not waive any legal right by consenting to this study.

You are also invited to contact me to know the findings of the research. If you have any questions about the conduct of this study, you may contact Yuze gao, the graduate student investigator at [REDACTED] [REDACTED], or the principal investigator Dr. Zheng Zhang at [REDACTED]. If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics [REDACTED], email: [REDACTED].

If you are interested in participating this research, please contact the graduate student investigator Yuze Gao directly. The consent form could be signed at the time of the interview. Thank you very much.

This letter is yours to keep for future reference.

## Consent Form

*An Analysis of Social Media Use Within and Outside of College English Classes in  
China*

### **Principal Investigator**

Dr. Zheng Zhang, Ph.D, Education

Western University



### **Graduate Student Investigator**

Yuze Gao, MA, Education

Western University



I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

I agree to be audio-recorded in this research.

Yes\_          No\_

I allow you to use de-identified quotes in the dissemination of results.

Yes\_          No\_

Print Name of Participant:

Signature:

Date:

My signature means that I have explained the study to the participant and I confirmed that the participant was given an opportunity to ask questions about the study and all the questions asked have been answered to the best of my ability.

A copy of this informed consent form has been provided to the participant.

Print Name of Researcher:

Signature:

Date:

## Appendix C: Letter of Information and Consent (For Student Participant)



### Project Title

*An Analysis of Social Media Use Within and Outside of College English Classes in China*

### Investigators

Dr. Zheng Zhang – Principal Investigator, [REDACTED]

Yuze Gao – Graduate Student Investigator, [REDACTED]

### Faculty of Education

Western University, London, ON, CA

## Letter of Information and Consent (For Student Participant)

You are invited to participate in a research regards the use of social media within and outside of College English classes in China.

This study aims to explore how teachers and students use social media for English teaching and learning purposes within and outside of college English classes in China and the ensuing influences upon their English teaching and learning. If you agree to participate in this study, you will be asked to join the graduate student investigator Yuze Gao in an interview which will last about fifteen to twenty minutes and your

College English classes will be observed for about four to six weeks. The interview will be conducted in a site that is mutually agreed upon between you and me. The interview will be audio-recorded with your permission and transcribed into written format. If you do not wish to be audio-recorded, hand-written or electronic notes will be taken. In the interview, you will be asked to talk about your opinions about social media use within and outside of College English class in China (e.g., how do you use social media to facilitate English learning, how do you perceive the impacts of using social media for English learning, what's your suggestions for using social media to facilitate English learning). You will be invited to check the transcripts and offer clarification. Transcripts will be sent to you in-person and the member-checking process will be conducted in a site based on your preference. For the College English class observation, the graduate student researcher Yuze Gao will observe how social media are used within your classes, for example: what kinds of social media tools do teacher and students use, what kinds of social media activities do teacher and students do, and how do teacher and students use social media to facilitate English teaching and learning in class. Classroom sessions will not be audio-recorded, only field notes will be taken. For those who do not consent, or are not participating in this research, their data will not be used in this study.

You may not directly benefit from participating in this study. There may be benefits to society, this study may contribute to the existent social media knowledge in Chinese educational field. It may also contribute to the teaching practice, College English teachers' educational training, as well as College English curriculum design.

The information collected will be used for research purposes only. Your name will be collected since you will need to sign the consent form. Pseudonyms will be used for all the data (including all the field notes of classroom observations, all the interview audio recordings, and transcripts.). A “pseudonym key” document will be created with participants’ full names and their assigned pseudonyms and save this document in a secure device. The principal investigator Dr. Zheng Zhang and the graduate student investigator Yuze Gao are the only people could have access to all the data. In addition, Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to participants’ study-related records to monitor the conduct of the research. All the data will be stored for no less than 7 years and will be completely deleted by the researcher. Data will be erased using commercial software applications designed to remove all data from the storage device in order to make sure data cannot be recovered. If the results of the study are published, your name will not be used. De-identified quotes will be used in the dissemination of results base on your consent.

There are no known risks to participating in this study. Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time. Participants are able to withdraw their data from the study anytime by contacting the researcher, and there is no limitation on doing so.

You will not be compensated for your participation. If you choose not to participate or to leave the study at anytime it will have no effect on your academic standing. We will give you new information that is learned during the study that might affect your



decision to stay in the study. You do not waive any legal right by consenting to this study.

You are also invited to know the findings of the research. If you have any questions about the conduct of this study, you may contact Yuze gao, the graduate student investigator at [REDACTED] [REDACTED], or the principal investigator Dr. Zheng Zhang at [REDACTED]. If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics [REDACTED], email: [REDACTED].

If you are interested in participating this research, please contact the graduate student investigator Yuze Gao directly. The consent form could be signed at the time of the interview. Thank you very much.

This letter is yours to keep for future reference.

## Consent Form

*An Analysis of Social Media Use Within and Outside of College English Classes in  
China*

### **Principal Investigator**

Dr. Zheng Zhang, Ph.D, Education

Western University



### **Graduate Student Investigator**

Yuze Gao, MA, Education

Western University



I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction.

I agree to be audio-recorded in this research.

Yes\_          No\_

I allow you to use de-identified quotes in the dissemination of results.

Yes\_            No\_

Print Name of Participant:

Signature:

Date:

My signature means that I have explained the study to the participant and I confirmed that the participant was given an opportunity to ask questions about the study and all the questions asked have been answered to the best of my ability.

A copy of this informed consent form has been provided to the participant

Print Name of Researcher:

Signature:

Date:

## **Appendix D: Interview Questions**

### **Sample Interview Questions for Teacher Participants**

1. What kind of social media do you use to facilitate English teaching within class?

2. How do you use social media to facilitate English teaching in class?

Could you give some examples of social media use within your English class?

3. What kind of social media do you use to facilitate English teaching outside of class?

4. How do you use social media to facilitate English teaching outside of class?

Could you give some examples of social media use outside of your English class?

5. How do you think social media has changed your ways of English teaching?

Could you explain in detail?

6. How do you perceive the affordances of using social media for language teaching purposes? Could you explain in detail?

7. How do you perceive the constraints of using social media for language teaching purposes? Could you explain in detail?

8. What are your suggestions for using social media to facilitate English teaching and learning in College English classes in China?

## Sample Interview Questions for Student Participants

1. What kind of social media do you use to facilitate English learning within class?

2. How do you use social media to facilitate English learning within class?

Could you give some examples of social media use within your English class?

3. What kind of social media do you use to facilitate English learning outside of class?

4. How do you use social media to facilitate English learning outside of class?

Could you give some examples of social media use outside of your English class?

5. How do you think social media has changed your ways of English learning?

Could you explain in detail?

6. How do you perceive the affordances of using social media for language learning purposes? Could you explain in detail?

7. How do you perceive the constraints of using social media for language learning purposes? Could you explain in detail?

8. What are your suggestions for using social media to facilitate English learning in College English classes in China?

## Curriculum Vitae

**Name:** Yuze Gao

**Post-secondary Education and Degrees:** Communication University of China' Nanjing  
Nanjing, Jiangsu, China  
2007-2011, B.A.

University of South Florida  
Tampa, Florida, US  
2011-2013, M.A.

Western University  
London, Ontario, Canada  
2016-present

**Honours and Awards:** Western Entrance Scholarship  
2016-2017, 2017-2018

AER Graduate Scholarship for Literacy Studies in Education  
2016

**Related Work Experience** Chinese teacher  
Tampa Chinese Presbyterian Church School, 2013

Teaching assistant  
Yinghua Academy, 2014

English teacher  
Zibo Huayang International Exchange Service Co. LTD, 2015