

Language learning through Facebook: A descriptive case study

Judit Papp

University of Naples "L'Orientale", Italy

Abstract:

According to the statistics as of 15 November 2015 in Italy there are about 28,000,000 Facebook subscribers, which means a 46.1% penetration rate.¹ Facebook is also the most commonly used social networking tool among university students: their involvement and the hours they spend on this popular networking site should encourage educators in higher education institutions to consider it as a place for learning and to integrate it in the academic practices. This paper reports and analyzes the data collected using a questionnaire concerning students' perceptions of language learning possibilities on Facebook. The survey was conducted at the University of Naples "L'Orientale" (Department of Literary, Linguistics and Comparative Studies) during the academic year 2015-2016 and involved students enrolled in three different courses. At this step, students' perceptions and attitudes were measured through a questionnaire including several questions about demographic information, their perceptions of Facebook and their use and behavior on this social network site. The main purpose of this study was to find out the role and benefits of Facebook in students' language learning processes, whether Facebook is able to improve students' language skills and whether students use specific Facebook groups to facilitate language learning. The study was limited only to the generic social networking site Facebook, excluding all the other social networking sites (including the relatively new Language Learning Social Network Sites (LLSNSs) too, such as Babel, Busuu, italki; Polyglotclub, etc.)

Keywords: Social networking sites, Facebook, Foreign language learning, Engagement

1. Introduction

In this study I explore students' engagement on Facebook and their perceptions of it as a language learning tool. It is interesting to investigate how much time students spend on Facebook, however, it is even more stimulating to try to understand what they are doing while logged in, how they are using the different possibilities available on Facebook.

This research survey was conducted at the University of Naples "L'Orientale" (Department of Literary, Linguistics and Comparative Studies) during the academic year 2015-2016 with the aim to explore how students use Facebook for academic purpose specially to enhance their second-language skills. It involved a total of 119 students (mainly Italians: 110 out of 119) enrolled in three different courses: Applied linguistics, General translation studies and Literary translation studies. The first two courses are part of one of the Department's three-year degree

¹ <http://www.internetworldstats.com/europa.htm#it>

courses programs (Linguistic and cultural mediation), while the third one is part of some of the Department's two-year post-graduate degree programs:

93 participants are students of the three-year degree courses program in Linguistic and cultural mediation.

26 participants are students of the two-year post-graduate degree programs (22 students of European and American languages and literatures, 3 students of Comparative literatures and cultures and 1 student of Specialist translation).

2. Method

Students' perceptions, their attitudes towards Facebook and their behavior on this networking site were measured through a questionnaire containing, among others, questions concerning demographic information (students personal data, age, gender, mother tongue, course program, languages studied inside and outside the university), time commitment (number of loggings on Facebook, amount of time spent on Facebook weekly), main reasons for the usage of this social networking site, the usefulness of Facebook for language learning from the students' point of view, the nature of Facebook's influence on students' language learning, memberships in specific Facebook groups for language learning, etc.

3. Findings and discussion

The gender figures of the students involved in the survey are illustrated in the following table:

	female	male
three-year degree courses program	80 (86%)	13 (14%)
two-year post-graduate degree program	23 (88.5%)	3 (11.5%)
	Italian students	International students (regularly enrolled, mother tongue not Italian)
three-year degree courses program	85 (91.4%)	8 (8.6%)
two-year post-graduate degree program	25 (96.2%)	1 (3.8%)

In total, in the survey participated 103 female (86.6%) and 16 male (13.4%) students. The gender figures are fairly representative of the ratio of the general population of university students in the second year of the Linguistic and cultural mediation course program [18.62% male (n=108) and 81.38% female (n=472)] and the second year of the European and American languages and literatures, Comparative literatures and cultures and Specialist translation course programs [12.12% male (n=40) and 87.88% female (n=290)] of the University of Naples "L'Orientale".

The majority (84.87%) of the participants were in the 19-26 years category:

	Age group	Number of participants
Three-year degree courses program²	19-21	81 out of 93 (87.1%)
Two-year post-graduate degree program³	22-26	20 out of 26 (76.9%)

For further researches also the geographical distribution of the participants could be interesting, so according to the data stated by the students in the questionnaire, the geographical distribution is the following:

Three-year degree courses program:

Province of Naples	49 students
Province of Caserta	20 students
Province of Salerno	7 students
Province of Avellino	5 students
Others (Latina, Foggia, Benevento, Lecce, Catanzaro, Bari, Potenza)	12 students

Two-year post-graduate degree program:

Province of Naples	14 students
Province of Caserta	7 students
Province of Salerno	3 students
Province of Potenza	1 student
Province of Bari	1 student

Considering the languages studied inside and outside the university, the participants of the survey do not constitute a homogenous group. Students of the three-year degree courses program participating in the survey study the following languages: English (50 students), German (39 students), Russian (33 students), French (24 students), Spanish (22 students), Arabic (9 students), Dutch (3 students) and Portuguese (5 students).

English-Russian	19
English-German	18
French-German	8
German-Spanish	7
French-Spanish	6
English-French	5
German-Russian	5
Russian-Spanish	5
English-Portuguese	4
Arabic-Spanish	3

Arabic-English	3
Arabic-French	2
French-Russian	2
Arabic-Russian	1
English-Dutch	1
French-Dutch	1
German-Dutch	1
Russian-Polish	1
Spanish-Portuguese	1

² 16 students were in the 19 years, 49 students in the 20 years, 16 students in the 21 years, 4 students in the 22 years, 1 student in the 23 years, 3 students in the 24 years, 2 students in the 25 years, 1 student in the 28 years and 1 (international) student in the 42 years category.

³ 1 student was in the 21 years, 4 students were in the 22 years, 3 students in the 23 years, 5 students in the 24 years, 5 students in the 25 years, 3 students in the 26 years, 1 student in the 27 years, 1 student in the 28 years, 1 student in the 29 years and 2 students in the 33 years category.

Distribution of the language pairs studied by the 1st level participants

Students of the two-year post-graduate degree program participating in the survey study the following languages: English (19 students), Spanish (11 students), German (5 students), French (4 students), Swedish (2 students), Russian (1 student), Chinese (1 student) and Japanese (1 student).

English-Spanish	7
English-German	4
English	3
Spanish	3
French	2
Swedish-English	2

English-Chinese	1
English-Japanese	1
Spanish-French	1
English-French	1
German-Russian	1

Distribution of the languages/language pairs studied by the 2nd level participants

The questionnaire contained various questions concerning Facebook usage and students' perceptions and the analyzes of the answers is rather interesting. The first question asked how many times a day students log in to Facebook?

According to the definition of Prensky (2001), all the 119 respondents are native digitals, they have a Facebook account and they spend a substantial amount of time logged in Facebook. This social networking site is an integral part of the daily routine of the majority of the participants and they use it both on desktop and mobile devices (logging in with their phones). Students' answers indicate also that 2nd level students log in to Facebook less often.

Students of the three-year degree courses program:

From 1 to 5	33 (35.48%)
From 6 to 10	33 (35.48%)
More than 10	27 (29.03%)

Students of the two-year post-graduate degree program:

From 1 to 5	13 (50%)
From 6 to 10	8 (30.77%)
More than 10	5 (19.23%)

The second question asked the average amount of time students spend on Facebook a week:

Students of the three-year degree courses program:

No answer	3 (3.23%)
-----------	-----------

Max. 1 hour	-
From 1 to 3 hours	16 (17.20%)
From 4 to 8 hours	31 (33.33%)
From 10 to 20 hours	22 (23.66%)
From 20 to 100 hours	15 (16.13%)
Significant amount of time	5 (5.38%)
Not too much	1 (1.08%)

No answer	2 (7.69%)
Max. 1 hour	2 (7.69%)
From 1 to 3 hours	8 (30.77%)
From 4 to 8 hours	5 (19.23%)
From 10 to 20 hours	4 (15.38%)
From 20 to 100 hours	4 (15.38%)
Significant amount of time	1 (3.85%)

Students of the two-year post-graduate degree program:

According to their answers, every week students spend a significant amount of time on Facebook and this information should be considered also for the academic practices. Generally speaking, we can state that the majority of the students spend at least one hour a day on Facebook.

The third question asked about the language(s) the participants most frequently use on Facebook beyond the Italian language (or in case of foreign students, beyond their mother tongue):

Students of the three-year degree courses program:

English	37
English and French	13
English and Spanish	9
French	4
English and Russian	4
English, Spanish and Portuguese	3
English, Spanish and German	3
English and German	3
Spanish	3
NONE	3
English, French and German.	1
English, Spanish and French	1

English, German and Russian	1
English, Spanish, German and French	1
Italian, French, English and a little Russian	1
Italian, English and Russian	1
Dutch	1
Polish	1
Russian	1
Only Italian and mother-tongues	1
Spanish and French	1
German	1

83.87% of the students uses also English on Facebook, which is again a rather significant value, yet educators should not neglect the usage of German, French, Spanish and Russian as well as second languages.

Students of the two-year post-graduate degree program:

English	8
English, Spanish	6
English and French	2
English and German	2
English and Chinese	1
English, Spanish and French	1

English, Spanish and Swedish	1
English and Swedish	1
English, German and Russian	1
Italian (L2)	1
Spanish	1
Spanish and French	1

Within the two-year post-graduate degree program, the situation is similar. 23 (88.46%) of the participants use English as a second language on Facebook. A consistent number of students uses on the social networking site also Spanish (10, 38.46%) and French (4, 15.38%).

The fourth question asked students about the main reasons for which they usually use Facebook: According to the answers, it seems that usually students are more passive than active on Facebook. They seem to spend more time observing or reading contents on Facebook than posting them.

The main reasons Facebook is used by the students are for fun and entertainment and for social interaction, usually with faraway family members or friends with whom students have a pre-established, existing relationship.

After these two primary uses of Facebook, this social networking site has also an important role in the academic lives of the students involved in this study. Almost all the students are member of different closed university groups. There are two types of university groups: one created and administered by the same educators (less frequent) and the ones created and administered by the students in which professors are not welcome. In the latter ones, students are involved in education-related communication. There are groups dedicated to almost all the courses taught at the University and they are used mainly for organizational reasons and to connect with and communicate with the other students of the different courses. Usually students communicate about course materials, contents of the lessons, most frequently they publish questions about the exams or the results of the written exams, Erasmus exchange, but also about exam sessions and other generic topics concerning various academic practices.

Many students of the three-year degree courses program (35.48%) state that they are using Facebook also to learn language and culture, so as a tool able to support self-training. However, this value diminishes noticeably among the students of the two-year post-graduate degree program.

Students of the three-year degree courses program:

Fun, leisure, entertainment	72 (77.42%)
Social interaction (to keep in touch with faraway family and friends)	66 (70.97%)
Language learning	33 (35.48%)
As a source of information	15 (16.13%)
For work or sale or hobby	7 (7.53%)
To like pages dedicated to films, TV series, music, handicraft, etc.	5 (5.38%)
To share photos/videos	4 (4.30%)

To see the photos, videos and posts on the wall of the friends	4 (4.30%)
To share and/or to see links	3 (3.23%)
To communicate with foreign friends	3 (3.23%)
To like journals, websites, etc.	2 (2.15%)
To chat	2 (2.15%)
To follow and/or discover trends	2 (2.15%)

Students of the two-year post-graduate degree program:

Social interaction (to keep in touch with faraway family and friends)	23 (88.46%)
Fun, leisure, entertainment	16 (61.54%)
As a source of information	8 (30.77%)
Language learning	6 (23.08%)
Boredom	1 (3.85%)

Considering the content of the two tables above, it is also evident, that all these students are familiar with the various receptive and productive activities available on Facebook, such as chatting, messaging, liking pages and groups, sharing images, videos, links, commenting on walls, etc.

The fifth question asked students about their usage of Facebook to learn languages. According to the answers, 20 (21.51%) out of 93 students of the three-year degree courses program do not use Facebook for language learning, while 2 students affirmed that language learning is only a secondary effect of this social networking site. To the specific question concerning the usage of Facebook for language-learning reasons, 71 students (76.34%) affirm to use Facebook with this aim too. 49 students (52.69%) use Facebook to enhance their English, 29 (31.18%) to enhance their French, 18 (19.35%) to enhance their Spanish, 17 (18.28%) to enhance their German and 12 (12.90%) to enhance their Russian language skills.

No	20 (21.51%)
Yes, English	15 (16.13%)
Yes, French	6 (6.45%)
Yes, English and French	6 (6.45%)
Yes, English and German	5 (5.38%)
Yes, Russian	4 (4.30%)
Yes, German	4 (4.30%)
Yes, Spanish and German	3 (3.23%)
Yes, English, Spanish and Portuguese	3 (3.23%)
Yes, English and Russian	3 (3.23%)
Yes, Spanish	2 (2.15%)

Yes, English, Spanish and Russian	2 (2.15%)
Yes, English, French and Russian	2 (2.15%)
Yes, English, French and German	2 (2.15%)
Yes, English and Spanish	2 (2.15%)
Yes, English and Arabic	2 (2.15%)
As a secondary effect, English	2 (2.15%)
Yes, Spanish, German and Dutch	1 (1.08%)
Yes, Russian and Spanish	1 (1.08%)
Yes, Italian (as L2)	1 (1.08%)

Yes, French and German	1 (1.08%)
Yes, English, Spanish and Arabic	1 (1.08%)
Yes, English, French, Spanish and Italian (L2)	1 (1.08%)

Yes, English, French, German and Spanish	1 (1.08%)
Yes, English, French and Spanish	1 (1.08%)
Yes, English and Dutch	1 (1.08%)
Yes, Arabic	1 (1.08%)

7 students (26.93%) of the two-year post-graduate degree program do not use Facebook to enhance their language skills and 4 students (15.38%) are not really persuaded by Facebook as a learning place, even if they admit its usefulness in a certain measure. 15 students (57.69%) use this social networking site also to learn English, 8 students (30.77%) use it for Spanish and others also for French, German and other languages (Swedish, Russian, Chinese).

No	7 (26.93%)
Yes, English and Spanish	4 (15.38%)
Yes, English	3 (11.54%)
Yes, French	1 (3.85%)
Yes, English and Chinese	1 (3.85%)
Yes, English and French	1 (3.85%)
Yes, English and Swedish	1 (3.85%)
Yes, English, Swedish, Spanish and French	1 (3.85%)

Yes, English, German and Russian	1 (3.85%)
Yes, Spanish	1 (3.85%)
Yes, Spanish and French	1 (3.85%)
As a secondary effect, English	1 (3.85%)
Not too much, English, Spanish and French	1 (3.85%)
Rarely, English and German	1 (3.85%)
Occasionally, German	1 (3.85%)

The aim of the next question was to explore, in case of Facebook usage for language learning, which activities or options of the site are typically used.

Students of the three-year degree courses program usually chat with Facebook friends who are native speakers of the languages they study and want to improve. In this case Facebook has an important function in language learning: to substitute the direct face-to-face relationship it is able to provide interactive and authentic access to native speakers and also to different kind of documents in various languages. So, from this point of view, one of the main benefits of Facebook is that it facilitates collaborative exchanges between language learners and native speakers.

Some students are members of specific Facebook groups and others follow various pages written in foreign languages. Following foreign newspapers or famous persons allows also to avoid adding strangers to the friend list and giving them access to the personal information, while it ensures a certain level of exposure to the foreign language through the various feeds.

To a lesser extent, students also engage in several other common activities on the site.

It is interesting to point out that a part of the students changed the language of their account (Facebook language settings) in a language different from their mother tongue as they are convinced that it can offer certain benefits to the language learning process and it provides more exposure to the target language.

Students of the three-year degree courses program:

Not applicable	18 (19.35%)
Chatting with native speakers	32 (34.40%)
Being member of groups created for language learners	20 (21.51%)
“Liking” pages in foreign languages (newspapers, journals, recensions of disks, make-up, pastry making...)	17 (18.28%)
Watching videos in foreign languages	13 (13.98%)
Reading articles in foreign languages	10 (10.75%)
Reading and/or commenting posts written by foreign friends	8 (8.60%)
Setting Facebook in a foreign language	8 (8.60%)
“Liking” pages dedicated to teaching foreign languages	7 (7.53%)
Visiting links in foreign languages	5 (5.38%)
Listening to songs	3 (3.23%)
Watching images in foreign languages	2 (2.15%)
Visiting pages where users upload TV series in English	1 (1.08%)

Students of the 2nd level are also engaged in certain common Facebook activities with the aim of facilitating language learning.

Students of the two-year post-graduate degree program:

Not applicable	8 (30.77%)
Being member of groups created for language learners	6 (23.08%)
“Liking” pages in foreign languages (newspapers, journals, recensions of disks, make-up, pastry making...)	6 (23.08%)
“Liking” pages dedicated to teaching foreign languages	5 (19.23%)
Reading articles in foreign languages	5 (19.23%)
Chatting with native speakers	3 (11.54%)
Listening to interviews	2 (7.69%)
Reading and/or commenting posts written by foreign friends	2 (7.69%)
Watching videos in foreign languages	2 (7.69%)
Writing posts in foreign languages	1 (3.85%)

The seventh question asked students whether Facebook can enhance the knowledge of foreign languages. The majority of the students (more than 60%) of the three-year degree courses

program clearly agree that Facebook can be a useful tool in language learning. However, there is a certain difference between the two groups: in fact, this rate decreased significantly in the second group:

Three-year degree courses program:

Yes	44 (47.31%)
No	8 (8.60%)
Yes, a bit	8 (8.60%)
Yes, enough	7 (7.53%)
Not much	6 (6.45%)
Yes, very much	6 (6.45%)
Yes, partially	4 (4.30%)
Yes, minimally	4 (4.30%)
Sometimes	4 (4.30%)

Two-year post-graduate degree program:

Yes	13 (50%)
No	5 (19.23%)
Yes, enough	4 (15.38%)
Yes, minimally	2 (7.69%)
Not much	1 (3.85%)
Yes, more or less	1 (3.85%)

The next open question then was related to the previous one and wanted to investigate the role of Facebook in enhancing students' different language skills. So, in this question I've asked the participants to describe those language skills that according to them can be enhanced simply using Facebook. They were asked also to differentiate their answers according to the different languages they use on Facebook.

However, at this step I'll illustrate the comprehensive outcome of this investigation.

The results illustrated that, from the perceptions of the students, Facebook is a resource that with its different features is able to enrich their vocabulary and reading, writing and listening skills in the different foreign languages.

In both groups a great number of students affirmed that they can learn or absorb many new vocabularies and expressions rather unconsciously just reading posts, comments, article, etc. on Facebook.

A certain number of students answered that they can learn jokes, slang words and expressions just as a result of a natural and unconscious process, and they can experience a deepened understanding of the different cultures:

Three-year degree courses program:

Vocabulary	70 (75.53%)
Reading	63 (67.77%)
Writing	49 (52.69%)

Listening	39 (41.94%)
Proverbs, idioms, wordplays	11 (11.83%)
Youth slang	10 (10.75%)
Speaking	8 (8.60%)
Pronunciation	2 (2.15%)

**Two-year post-graduate degree
program:**

Vocabulary	18 (69.23%)
Reading	16 (61.54%)
Writing	16 (61.54%)

Listening	9 (34.62%)
Speaking	3 (11.54%)
Youth slang	3 (11.54%)
Proverbs, wordplays	1 (3.85%)

With the aid of the next question I wanted to investigate further their behavior concerning the liking and following of pages in foreign languages (especially pages concerning language learning, newspapers, journals, TV series, etc.).

The main part of the participants uses this common option of Facebook and some of the most popular pages for language learning are the followings: Ich liebe Deutsch, J'aime le français, Phrasal Verbs Club, Tedesco per italiani, Goethe Institut - Deutsch lernen, Deutsch Italia, Fun Russian, Impara il russo con Tanyusha, Russian Vocabulary, Centro russo dell'Università degli studi di Napoli "L'Orientale", English idioms, English Speaking Club; English is Fun, BBC Learning English, IELTS Official, Cambridge English, Apprendre le Français, Praticamos Espanol, etc.

	Yes	No
three-year degree courses program	68 (73.11%)	25 (26.69%)
two-year post-graduate degree program	24 (92.30%)	2 (7.70%)

Finally, a particular attention was paid in this survey to Facebook groups (a feature available on Facebook to gather users that share common interests) for language teaching and learning. In fact, the last open question investigated the level of students' participation in Facebook groups for language learning. While all participants are familiar with Facebook groups and their features, it seems that the groups for language learning are not really popular. The main part of the students felt that utilizing Facebook groups as a tool for language learning does not really supports language acquisition and only few of them are members of these particular kind of Facebook groups:

A few examples given by the students are the followings: Es. Studiamo il tedesco: grammatica-regole e frasi utili, Studiamo il francese: Grammatica-Regole-Frasi utili, Studiamo il Tedesco: Grammatica-Regole-Frasi utili, Nederlands als tweede taal, Polyglot gathering, Tandem Deutsch-Italienisch / Tandem Tedesco-Italiano, Jetzt lernen wir Deutsch, Italienisch Lernen - imparare il tedesco, Uk languages courses, Linguaenglish, Learn English with SOLEX College, BBC Learning English.

	No	Yes
--	-----------	------------

three-year degree courses program	65 (69.89%)	28 (30,11%)
two-year post-graduate degree program	20 (76.92%)	6 (23.08%)

4. Conclusion

Analyzing the answers, it is also discovered that despite the positive affective influences Facebook in general and Facebook groups in particular have on the participants, many students still prefer the actual classroom discussion or other social networking sites or other resources (skype) instead of Facebook.

However, this study offers opportunities for future research at our University and in the Italian context as well concerning the usage of Facebook in higher education. Understanding better how students are using Facebook and the other popular social networking sites for academic purposes and also outside the university to support and integrate their learning processes and to increase their knowledge of the target culture may provide valuable data and ideas about how these learning opportunities could be integrated also into the formal university context.

As it is rather evident that students are highly interested in Facebook for educational and education-related purposes, in my opinion, it should also encourage faculty members in a greater extent to use this networking site during the educational process.

Appendix

a) Three-year degree courses program

Questions concerning Facebook and Facebook Groups	Always	Sometimes	Never
1. I use English in the FB groups I'm a member	4	54	29
2. I use other foreign languages in the FB groups I'm a member Please, specify the language(s)	11 Italian Russian (3) Spanish (4) German (4) French (3)	32 French (11) German (10) Spanish (9) Russian (6) Arabic (1) Portuguese (1) Dutch (1)	44
3. I talk about my language courses with my FB friends	20	57	10
4. I ask questions about the lessons/activities done during the language lessons	22	52	13
5. I ask generic questions about foreign languages	14	54	19
6. I speak/write in English on Facebook about different topics	8	62	17
7. I speak/write in other Foreign languages on Facebook about different topics Please, specify the language(s)	7 Spanish (2) French (3) German (1) Italian (1) Russian (1)	46 French (18) German (12) Spanish (17) Russian (9) Portuguese (2) Italian (2) Dutch (2) Arabic (1)	34
8. I publish useful and interesting posts in foreign languages	13	50	24
11. I never neglect the posts of other users concerning language learning	30	47	10
10. I "like" if I see groups promoting language learning	48	32	7

11. I write in foreign languages on Facebook whenever I can Please, specify the language(s)	27 English (20) French (10) Spanish (11) German (7) Russian (4) Italian (1) Portuguese (1)	45 English (33) French (12) Spanish (13) German (9) Russian (6) Dutch (2) Arabic (1)	15
12. I learn new words/expressions through my conversations on Facebook Please, specify the language(s)	44 English (33) Spanish (16) French (12) German (10) Russian (5) Portuguese (4) Dutch (2) Italian (1)	34 English (25) French (11) Spanish (9) German (3) Russian (3) Arabic (1) Dutch (1)	9
13. If necessary, to chat on Facebook in foreign languages, I use dictionaries	25	47	15
14. If during the conversations in foreign languages, I have difficulties, I ask for help/explanation	39	39	9
15. I share my stories and personal experiences on Facebook in foreign languages	9	36	25

b) Two-year post-graduate degree program

Questions concerning Facebook and Facebook Groups	Always	Sometimes	Never
1. I use English in the FB groups I'm a member	5	11	9
2. I use other foreign languages in the FB groups I'm a member Please, specify the language(s)	2 French (1) Spanish (2)	10 French (4) Spanish (4) German (2) Swedish (1) Chinese (1)	13
3. I talk about my language courses with my FB friends	1	18	6
4. I ask questions about the lessons/activities done during the language lessons	6	16	3
5. I ask generic questions about foreign languages	1	19	5
6. I speak/write in English on Facebook about different topics	1	22	2
7. I speak/write in other Foreign languages on Facebook about different topics	1 Spanish	16 Spanish (8)	8

Please, specify the language(s)		French (5) German (3) Swedish (1) Chinese (1) Italian (1)	
8. I publish useful and interesting posts in foreign languages	6	16	3
9. I never neglect the posts of other users concerning language learning	7	18	
10. I “like” if I see groups promoting language learning	14	8	3
11. I write in foreign languages on Facebook whenever I can Please, specify the language(s)	7 English (6) Spanish (5) French (4) German (1)	14 English (14) Spanish (5) German (3) French (1) Italian (1) Chinese (1)	4
12. I learn new words/expressions through my conversations on Facebook Please, specify the language(s)	10 English (9) Spanish (6) French (3) German (2) Italian (1) Swedish (1)	12 English (12) Spanish (5) French (3) German (2) Russian (1) Swedish (1) Chinese (1)	3
13. If necessary, to chat on Facebook in foreign languages, I use dictionaries	5	17	3
14. If during the conversations in foreign languages, I have difficulties, I ask for help/explanation	6	13	6
15. I share my stories and personal experiences on Facebook in foreign languages	3	9	13

References:

- Abidin, M. J. Z., Ahmad, N., & Kabilan, M. K. (2010). Facebook: An online environment for learning of English in institutions of higher education. *Internet and Higher Education*, 13(4), 179-187.
- Acquisti, A., & Gross, R. (2006). Imagined communities: Awareness, information sharing, and privacy on the Facebook. In Danezis G., & Golle Ph. (Eds.). *Privacy Enhancing Technologies: 6th International Workshop, PET 2006, Cambridge, UK, June 28-30, 2006*, Revised Selected Papers. Berlin: Springer Science & Business Media, pp. 36-58.

- Addolorato, A. (2009). Facebook come piattaforma di autoformazione linguistica. In Borgato, R., Capelli, F., & Ferraresi M. (Eds.), *Facebook come. Le nuove relazioni virtuali* (pp. 176-182). Milano: Angeli.
- Akbari, E., Naderi, A., Simons, R-J., & Pilot, A. (2016). Student engagement and foreign language learning through online social networks. *Asian-Pacific Journal of Second and Foreign Language Education* 1(4).
- Alfaki, I. M., & Alharthy, Kh. (2014). Towards a Digital World: Using Social Networks to Promote Learner's Language. *American International Journal of Contemporary Research*, 10(4), 105-114.
- Astin, A. (1984). Student involvement: a developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308.
- Aydin, S. (2014). Foreign language learners' interactions with their teachers on Facebook. *System*, 42, 155-163.
- Bani-Hani, N. A., Al-Sobh, M. A., & Abu-Melhim, A-R. H. (2014). Utilizing Facebook Groups in Teaching Writing: Jordanian EFL Students' Perceptions and Attitudes. *International Journal of English Linguistics*, 5(4), 27-34.
- Baralt, M. (2011). The Use of Social Networking Sites for Language Practice and Learning. *Ilha Do Desterro. A Journal of English Language, Literatures in English and Cultural Studies*, 60, 277-304.
- Bateman, D., & Willems, J. (2012). Facing off: Facebook and higher education. In Wankel, L. A. & Wankel, Ch. (Eds.). *Cutting-edge Technologies in Higher Education: Vol. 5. Misbehavior Online in Higher Education* (pp. 53-79). Bingley, UK: Emerald Group Publishing.
- Belz, J. A., & Thorne, S. L. (Eds.). (2006). *Internet-mediated intercultural foreign language education*, Boston, MA: Heinle.
- Blattner, G. & Fiori, M. (2011). Virtual Social Network Communities: An Investigation of Language Learners' Development of Sociopragmatic Awareness and Multiliteracy Skills. *CALICO Journal*, 29(1), 24-43.
- Blattner, G. & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *Instructional Technology and Distance Learning (ITDL)*, 6(1), 17-28.
- Blattner, G. & Lomicka L. (2012). Facebook-ing and the Social Generation: A New Era of Language Learning, *Alsic*, 15(1).
- Boglou, D. (2014). Is Facebook a Distraction or a Valuable Academic Tool? A Personal Reflection in Using Facebook in an Advanced English Academic Classroom. In *Conference proceedings. ICT for language learning, edited by Pixel, 7th Conference Edition, Florence, Italy, 13-14 November 2014* (pp. 262-265). Padova: libreriauniversitaria.it edizioni.
- Bozarth, J. (2010). *Social media for trainers: techniques for enhancing and extending learning*. San Francisco: Pfeiffer.
- Brady, K. P., Holcomb, L. B., & Smith, B. V. (2010). The Use of Alternative Social Networking Sites in Higher Educational Settings: A Case Study of the E-Learning Benefits of Ning in Education. *Journal of Interactive Online Learning*, 9(2), 1-20.

- Brick, B. (2011). How effective are web 2.0 language learning sites in facilitating language learning?. *Compass: The Journal of Learning and Teaching at the University of Greenwich*, 3, 57-63.
- Buga, R., Căpeneată, I., Chirasnel, C. & Popa, A. (2014). Facebook in foreign language teaching – a tool to improve communication competences. *Procedia - Social and Behavioral Sciences*, 128, 93-98.
- Chartrand, R. (2012). Social networking for language learners: Creating meaningful output with Web 2.0 tools. *Knowledge Management & E-Learning: An International Journal*, 4(1).
- Chen, P. S. D., Lambert, A. D., & Guidry, K. R. (2010). Engaging online learners: the impact of web-based learning technology on college student engagement. *Computers & Education*, 54(5), 1222-1232.
- 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 Distance Learning*, 13(1), 87-104.
- Cheung, C. M. K., Chiu, P-Y., & Lee, M. K. O. (2011). Online Social Networks: Why Do Students Use Facebook?. *Computers in Human Behavior*, 27(4), 1337-1343.
- Chu, M., & Meulemans, Y. N. (2008). The problems and potential of MySpace and Facebook usage in academic libraries. *Internet Reference Services Quarterly*, 13(1), 69-85.
- Corrin, L., Bennett, S., & Lockyer, L. (2010). Digital natives: Everyday life versus academic study. In Dirckinck-Holmfeld, L., Hodgson, V., Jones, C., de Laat, M., McConnell, D. & Ryberg, T. (Eds.). *Proceedings of the Seventh International Conference on Networked Learning* (pp. 643-650). Aalborg: Aalborg University.
- Corrin, L., Lockyer, L., & Bennett, S. (2010). Technological diversity: an investigation of students' technology use in everyday life and academic study. *Learning Media and Technology*, 35(4), 387-401.
- Cotroneo, E. (2012). Da Facebook a Ning per imparare l'italiano: quando il social network fa didattica. In Alderete, P., McLoughlin Incalcaterra, L., Ní Dhonnchadha, L., & Ní Uigín, D. (Eds.). *Translation, Technology & Autonomy in Language Learning and Teaching* (pp. 219-240). Oxford, UK: Peter Lang.
- Davies, J. (2012). Facework on Facebook as a new literacy practice. *Computers & Education*, 59, 19-29.
- Depew, K. E. (2011). Social media at academia's periphery: Studying multilingual developmental writers' Facebook composing strategies. *Reading Matrix: An International Online Journal*, 11(1), 54-75.
- Derakhshan, A., & Hasanabbasi, S. (2015). Social Networks for Language Learning. Theory and Practice in *Language Studies*, 5(5), 1090-1095.
- Duffy, P. (2011). Facebook or Faceblock: Cautionary Tales Exploring the Rise of Social Networking within Tertiary Education. In Lee, M. J. W., & McLoughlin, C. (Eds.). *Web 2.0-Based E-Learning: Applying Social Informatics for Tertiary Teaching* (pp. 284-300). Hershey-New York: IGI Global.
- Dwyer, C., Hiltz, S. R., & Passerini, K. (2007). Trust and privacy concern within social networking sites: A comparison of Facebook and MySpace. In *Proceedings of the Thirteenth Americas Conference on Information Systems, Keystone, Colorado August 09-12 2007*. Paper 339.

- Ellison, N., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social network sites. *Journal of Computer-Mediated Communication* 12(4), 1143-1168.
- George, J. (2015). Facebook to Facebook Encounters in Japan: How an Online Social Network Promotes Autonomous L2 Production. In Piasecka, L., Adams-Tukiendorf, M., & Wilk, P. (Eds.). *New Media and Perennial Problems in Foreign Language Learning and Teaching* (pp. 91-112). Cham-Heidelberg-New York-Dordrecht-London: Springer.
- Godwin-Jones, R. (2008). Mobile computing technologies: Lighter, faster, smarter. *Language Learning & Technology*, 12(3), 3-9.
- Gonglewski, M., & DuBravac, S. (2006). Multiliteracy: Second language literacy in the multimedia environment. In Ducate, L. & Arnold, N. (Eds.). *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 43-68), San Marcos, TX: CALICO.
- Greenhow, C. & Burton, L. (2011). Help from my “friends”: social capital in the social network sites of low-income students. *Journal of Educational Computing Research*, 45(2), 223-245.
- Greenhow, C., & Robelia, E. (2009a). Informal learning and identity formation in online social networks. *Learning, Media and Technology* 34(2), 119-140.
- Greenhow, C., & Robelia, E. (2009b). Old communication, new literacies: Social network sites as social learning resources. *Journal of Computer-Mediated Communication* 14(4), 1130-1161.
- Gross, R., & Acquisti, A. (2005). Information revelation and privacy in online social networks. In *WPES '05 Proceedings of the 2005 ACM workshop on Privacy in the electronic society* (pp. 71-80). New York: ACM New York.
- Guy, R. (2012). The use of social media for academic practice: A review of literature. *Kentucky Journal of Higher Education Policy and Practice*, 1(2), 1-20.
- Hamid, S., Chang, S., & Kurnia, S. (2009). Identifying the use of online social networking in higher education. In *Same places, different spaces. Proceedings ascilite Auckland 2009. 26th Annual ascilite International Conference, Auckland, 6-9 December 2009* (pp. 419-422). Auckland: The University of Auckland, Auckland University of Technology, and Australasian Society for Computers in Learning in Tertiary Education.
- Heiberger, G., & Harper, R. (2008). Have you Facebooked Astin lately? Using technology to increase student involvement. *New Directions for Student Services*, 124, 19-35.
- Heinze N., & Reinhardt, W. (2011) Future social learning networks at universities-an exploratory seminar setting. In Wankel, Ch. (Ed.). *Cutting-edge Technologies in Higher Education: Vol. 1. Educating Educators with Social Media* (pp. 155-172) Howard House, UK: Emerald Group Publishing Limited.
- Hewitt, A., & Forte, A. (2006). Crossing boundaries: Identity management and student/faculty relationships on the Facebook. Poster presented at the Computer Supported Cooperative Work Conference '06, November 4-8, 2006, Banff, Alberta, Canada.
- Hinkel, E. (2011). *Handbook of Research in Second Language Teaching and Learning* (Vol. 2). New York-London: Routledge.

- Jones, Ch., Ramanau, R., Cross, S. & Healing, G. (2010). Net generation or digital natives: is there a distinct new generation entering university?. *Computers and Education*, 54(3), 722-732.
- Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58(1), 162-171.
- Kabilan, M. K., Norlida, A, & MohdJafre, Z. A. (2010). Facebook: An online environment for learning of English in Institutions of Higher Learning. *The Internet and Higher Education*, 13(4), 179-187.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59-68.
- Karpinski, A. C., & Duberstein, A. (2009). A description of Facebook use and academic performance among undergraduate and graduate students. Presented at the American Educational Research Association Annual Meeting, San Diego, California, 13-17 April.
- Kelm, O. R. (2011). Social media: It's what students do. *Business Communication Quarterly*, 74(4), 505-520.
- Khoshnoud, Kh., & Karbalaei, A. (2014). The Effect of Interaction through Social Networks Sites on Learning English in Iranian EFL Context. *Journal of Advances in English Language Teaching*, 2(2), 27-33.
- Kikuchi, K., & Otsuka, T. (2008). Investigating the use of social networking services in Japanese EFL classrooms. *The JALT CALL Journal*, 4(1), 40-52.
- Kirschner, P., & Karpinski, A. (2010). Facebook and academic performance. *Computers in Human Behaviour*, 26(6), 1237-1245.
- Kitsis, S. M. (2008). The Facebook generation: Homework as social networking. *English Journal*, 98(2), 30-36.
- Lampe, C., Ellison, N., & Steinfield, C. (2006). A Face(book) in the crowd: Social searching vs. social browsing. In *Conference on Computer Supported Cooperative Work. 20th Anniversary, November 4-8, 2006. The Fairmont Banff Springs Hotel. Banff, Alberta, Canada. Conference Proceedings* (pp. 167-170). New York: Association for Computing Machinery, Inc.
- Lampe, C., Wohn, D. Y., Vitak, J., Ellison, N. B., & Wash, R. (2011). Student use of Facebook for organizing collaborative classroom activities. *Computer-Supported Collaborative Learning*, 6, 329-347.
- Li, L., & Pitts, J. P. (2009). Does it really matter? Using virtual office hours to enhance student-faculty interaction. *Journal of Information Systems Education*, 20(2), 175-185.
- Liu, Y. (2010). Social media tools as a learning resource. *Journal of Educational Technology Development and Exchange*, 3(1), 101-114.
- Lin, C.-H., Warschauer, M., & Blake, R. (2016). Language learning through social networks: Perceptions and reality. *Language Learning & Technology*, 20(1), 124-147.
- Liu, M., Abe, K., Cao, M., Liu, S., Ok, D. U., Park, J.-b., Parrish, C. M., & Sardegna, V. G. (2015). An analysis of social network websites for language learning: Implications for teaching and learning English as a Second Language. *CALICO Journal*, 32(1), 114-152.
- Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning, Media and Technology*, 34(2), 141-155.

- Manago, A., Taylor, T., & Greenfield, P. (2012). 'Me and my 400 friends: the anatomy of college students' Facebook networks, their communication patterns, and well-being'. *Developmental Psychology*, 48(2), 369-380.
- Marriott, R., & Torres, P. L. (2009). *Handbook of Research on E-Learning Methodologies for Language Acquisition*. Hershey, New York: Information Science Reference.
- Mason, R. & Rennie, F. (2008). *E-learning and Social Networking Handbook*. London: Routledge.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1-17.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2009). The effects of teacher self-disclosure via Facebook on teacher credibility. *Learning, Media and Technology*, 34(2), 175-183.
- Mazman, S. G., & Usluel, Y. K. (2010). Modeling Educational Usage of Facebook. *Computers & Education*, 55, 444-453.
- McEwan, B. (2011). Hybrid engagement: How Facebook helps and hinders students' social integration. In Wankel, L. A., Wankel, Ch. (Eds.). *Cutting-edge Technologies in Higher Education: Vol. 2. Higher Education Administration with Social Media* (pp. 3-23). Howard House, UK: Emerald Group Publishing Limited.
- Mendez, J. P., Curry, J., Mwavita, M., Kennedy, K., Weinland, K., & Bainbridge, K. (2009). To friend or not to friend: Academic interaction on Facebook. *International Journal of Instructional Technology & Distance Learning*, 6(9), 33-47.
- Mills, N. A. (2009). Facebook and the use of social networking tools to enhance language learner motivation and engagement. Paper presented at the Northeast Association for Language Learning Technology (NEALLT) Conference. New Haven: Yale University. 30-31 October 2009. Available at: http://works.bepress.com/nicole_mills/29/
- Mills, N. A. (2011). Situated learning through social networking communities: the development of joint enterprise, mutual engagement, and a shared repertoire. *CALICO Journal*, 28(2), 1-24.
- Motteram, G., & Sharma, P. (2009). Blending learning in a web 2.0 world. *International Journal of Emerging Technologies and Society*, 7(2), 83-96.
- Muñoz, C. L., & Towner, T. (2010). Social networks: Facebook's role in the advertising classroom. *Journal of Advertising Education*, 14(1), 20-27.
- Muñoz, C. L., & Towner, T. (2009). Opening Facebook: How to use Facebook in the college classroom. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D. Willis (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2009* (pp. 2623-2627). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Ophus, J. D., & Abbitt, J. T. (2009). Exploring the potential perceptions of social networking systems in university courses. *Journal of Online Learning and Teaching*, 5(4): 639-648.
- Pasek, J., More, E., & Hargittai, E. (2009). 'Facebook and academic performance: reconciling a media sensation with data', *First Monday*, 14(5). Available at: <http://ojs-prod-lib.cc.uic.edu/ojs/index.php/fm/article/view/2498/2181>. Date accessed: 21 May. 2016. doi:10.5210/fm.v14i5.2498.

- Pempek, T. A., Yermolayeva, Y. A., Calvert, S. L. (2009). College students' social networking experiences on Facebook, *Journal of Applied Developmental Psychology* 30(3), 227-238.
- Piasecka, L., Adams-Tukiendorf, M., Wilk, P. (2015). *New Media and Perennial Problems in Foreign Language Learning and Teaching*, Cham-Heidelberg-New York-Dordrecht-London: Springer.
- Prensky, M. (2001). Digital natives, digital immigrants: A new way to look at ourselves and our kids. *On the Horizon*, 9(5).
- Prensky, M. (2006). Listen to the natives. *Educational Leadership*, 63(4), 8-13.
- Prensky, M. (2001). Digital Natives, Digital Immigrants, Part II: Do They Really Think Differently?. *On the Horizon*, 9(6).
- Prichard, C. (2013). Training L2 Learners to Use Facebook Appropriately and Effectively. *CALICO*, 30(2), 204-225.
- Redecker, C., Ala-Mutka, K., & Punie, Y. (2010). *Learning 2.0 - The Impact of Social Media on Learning in Europe. Policy Brief. JRC 56958. European Commission, Joint Research Centre, Institute for Prospective Technological Studies*. Luxembourg: Office for Official Publications of the European Communities.
- Reed, P. (2013). Hashtags and retweets: using Twitter to aid Community, Communication and Causal (informal) learning, *Research in Learning Technology*, 21(19692).
- Reynol, J. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*, 58(1), 162-171.
- Roblyera, M. D., McDanielb, M., Webbc, M., Hermand, J., & Witty, J. V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *Internet and Higher Education* 13(3), 134-140.
- Ross, C. E., Orr, S., Sisic, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with Facebook use. *Computers in Human Behavior*, 25(2), 578-586.
- Salaway, G., Caruso, J. B., & Nelson, M. R. (2008). *The ECAR Study of Undergraduate Students and Information Technology, Research Study (Vol. 8)*. Boulder, CO: EDUCAUSE Center for Applied Research.
- Sandhouse, J. (2012). Using Facebook to Enhance Academic Advising; Retrieved on May 22, 2016 from <http://www.gatorjbone.com/assets/Using%20Facebook%20to%20Enhance%20Adademic%20Advising.pdf>
- Selwyn, N. (2009). Faceworking: exploring students' education-related use of Facebook. *Learning, Media and Technology*, 34(2), 157-174.
- Shahrokni, S. (2009). Second language incidental vocabulary learning: The effect of online textual, pictorial, and textual pictorial glosses. *TESL-EJ*, 13(3), 1-17.
- Shih, R.-C. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning. *Australasian Journal of Educational Technology*, 27(5), 829-845.
- Silius, K., Miilumäki, T., Huhtamäki, J., Tebest, T., Meriläinen, J., & Pohjolainen, S. (2010). Students' Motivations for Social Media Enhanced Studying and Learning. *Knowledge Management & E-Learning: An International Journal*, 2(1), 51-67.

- Sitthirak, Ch. (2013). *Social Media for Language Teaching and Learning*, Thammasat University Journal 31(1). Retrieved on May 22, 2016 from <http://164.115.22.25/ojs222/index.php/tuj/article/view/174/170>
- Skerrett, A. (2010). Lolita, Facebook and the third space of literacy teacher education. *Educational Studies: Journal of the American Educational Studies Association*, 46(1), 67-84.
- Srirat, K., (2014). Using Facebook group to facilitate teaching English for everyday communication. In *The 2014 WEI International Academic Conference Proceedings. June 22-25, 2014*, Budapest, Hungary (pp. 5-10). Retrieved on May 22, 2016 from <http://www.westeastinstitute.com/wp-content/uploads/2014/07/Kesine-Srirat-Full-Paper.pdf>
- Stern, D. M., & Willits, M. D. D. (2011). Social media killed the LMS: Re-imagining the traditional learning management system in the age of blogs and online social networks. In Wankel, Ch. (Ed.). *Cutting-edge Technologies in Higher Education: Vol. 1. Educating Educators with Social Media* (pp. 347-373) Howard House, UK: Emerald Group Publishing Limited.
- Stutzman, F., Capra, R., & Thompson, J. (2011). Factors mediating disclosure in social network sites. *Computers in Human Behavior*, 27(1), 590-598.
- Stutzman, F., & Kramer-Duffield, J. (2008). Experience and privacy: Exploring the disclosure behaviors of established Facebook users. ASIST Annual Meeting. Conference Poster.
- Stutzman, F. (2011). *Networked Information Behaviour in Life Transition*, PhD Dissertation, University of North Carolina, Chapel Hill.
- Tadros, M. (2011). A social media approach to higher education. In Wankel, Ch. (Ed.). *Cutting-edge Technologies in Higher Education: Vol. 1. Educating Educators with Social Media* (pp. 83-105) Howard House, UK: Emerald Group Publishing Limited.
- Bin Tahir, S. Z., & Aminah, A. (2014). Improving Students' Writing Skill through Facebook at University of Iqra Buru. In *Proceeding ICT for Language Learning 7th Edition* (pp. 235-241). Retrieved on May 22, 2016 from <http://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0007/FP/1287-ICL594-FP-ICT4LL7.pdf>
- Thelwall, M. (2008). Social networks, gender, and friending: An analysis of MySpace member profiles. *Journal of the American Society for Information Science and Technology*, 59(8), 1321-1330.
- Towner, T. L., & Muñoz, C. L. (2011). Facebook and education: A classroom connection?. In Wankel, Ch. (Ed.). *Cutting-edge Technologies in Higher Education: Vol. 1. Educating Educators with Social Media* (pp. 155-172) Howard House, UK: Emerald Group Publishing Limited.
- Troncarelli, D. (2010). Strategie e risorse per l'insegnamento linguistico online. In Jafrancesco, E. (Ed.). *Apprendere in rete: multimedialità e insegnamento linguistico. Atti del XVIII Convegno Nazionale ILSA (Firenze, 21 novembre 2009)* (pp. 49-64). Firenze: Le Monnier.
- Tufekci, Z. (2008). Can you see me now? Audience and disclosure regulation in online social network sites. *Bulletin of Science, Technology & Society*, 28(1), 20-36.
- Tynes, B. M. (2007). Internet safety gone wild?: Sacrificing the Educational and Psychosocial benefits of online social environments. *Journal of Adolescent Research*, 22(6), 575-584.
- Villano, M. (2007). Social revolution. *Campus Technology*, 20(5), 40-45.

- Vivian, R., Barnes, A., Geer, R., & Wood, D. (2014). The academic journey of university students on Facebook: an analysis of informal academic-related activity over a semester. *Research in Learning Technology*, 22 (24681).
- Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2011). Using the Facebook group as learning management system: An exploratory study. *British Journal of Educational Technology*, 43(3), 428-438.
- Wise, L. Z., Skues, J., & Williams, B. (2011). Facebook in higher education promotes social but not academic engagement. In Williams, G., Statham, P., Brown, N. & Cleland, B. (Eds.), *Ascilite 2011. Changing Demands, Changing Directions. Wrest Point. Hobart Tasmania Australia, 4-7 December 2011. Proceedings* (1332-1342). Tasmania: University of Tasmania.
- Wodzicki, K., Schwämmlein, E., & Moskaliuk, J. (2012). “Actually, I wanted to learn”: study-related knowledge exchange on social networking sites, *The Internet and Higher Education*, 15(1), 9-14.
- Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. Ch-W. (2010a). Can learning be virtually boosted? An investigation of online social networking impacts, *Computers and Education*, 55(4), 1494-1503.
- Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. Ch-W. (2010b). Embedded social learning in online social networking. In *ICIS 2010 Proceedings*. Paper 100. Retrieved on May 22, 2016 from http://aisel.aisnet.org/icis2010_submissions/100
- Yunus, M. M., Salehi, H., Sun, C. H., Yen, J. Y. P., & Li, L. K. S. (2011). Using Facebook Groups in Teaching ESL Writing. In Niola, V., & Ng, K-L. (Eds.). *Recent researches in chemistry, biology, environment and culture (pp. 75-80). Proceedings of the 5th WSEAS International Conference on COMPUTATIONAL CHEMISTRY (COMPUCHEM '11). Proceedings of the 7th WSEAS International Conference on CELLULAR and MOLECULAR BIOLOGY, BIOPHYSICS and BIOENGINEERING (BIO '11). Proceedings of the 9th WSEAS International Conference on ENVIRONMENT, ECOSYSTEMS and DEVELOPMENT (EED '11). Proceedings of the 2nd International Conference on Bioscience and Bioinformatics (ICBB '11). Proceedings of the 2nd International Conference on Arts and Culture (ICAC '11). Montreux, Switzerland. December 29-31, 2011.* WSEAS Press. Retrieved on May 22, 2016 from <http://www.wseas.us/e-library/conferences/2011/Montreux/COMICICBIO/COMICICBIO-11.pdf>