Project Title	:	Supporting ethnic minority students' Chinese language learning through enhancing extramural Chinese social media use
Grantee	:	The University of Hong Kong
Principal Investigator	:	LAI Chun Faculty of Education The University of Hong Kong
Co-investigators	:	GAO Fang Department of International Education The Education University of Hong Kong GU Ming-yue Department of English Language Education The Education University of Hong Kong TAI Chung-pui Faculty of Education The University of Hong Kong

Final Report

by

Principal Investigator

Project Title

Supporting Ethnic Minority Students' Chinese Language Learning through Enhancing Extramural Chinese Social Media Use

Abstract of Project

Ethnic minority students in Hong Kong are facing a lot of challenges in educational mobility and social integration, the limited Chinese language proficiency is a product of the geographic and social exclusion these students are subject to. This project intends to examine whether and how this exclusion problem could be ameliorated by enhancing ethnic minority students' extramural host culture social media use.

A two-phase study was conducted to yield insights into the issue. Phase I was a survey and interview study, with around 600 secondary school ethnic minority students, and Phase II was an intervention study with a quasi-experimental design conducted at two secondary schools with around 200 ethnic minority students.

Findings of the survey and interview study indicated that the frequency of students' social media exposure to Hong Kong Chinese culture and people associated positively with their bicultural identity orientation and ideal L2 Chinese self. Different social media activities have different impact. Students' attitudes and response to social discrimination moderated the influence. The quasi-experimental study of Chinese curriculum with social media materials and activities showed that the integration, even if a small portion, could enhance ethnic minority students' access to Chinese social media and their Chinese learning motivation. The effects were more salient to students with lower Chinese proficiency levels.

This project suggests the importance of integrating social media components in Chinese curriculum to boost ethnic minorities' extramural social media activities to enhance understanding of Hong Kong Chinese culture and people.

Keywords: social media   ethnic minority   Chinese language proficiency   acculturation   motivation

1. Introduction

Ethnic minority students in Hong Kong are facing a lot of challenges in educational mobility and social integration, and limited Chinese language proficiency is one major source of the challenge (Kapai, 2015). Geographic and social exclusions that ethnic minorities in Hong Kong are facing are partly responsible for the challenges (Kapai, 2015; Shum et al., 2011). The geographic and social exclusion lead to two challenges to Chinese language learning for these ethnic minority students: 1) limited opportunities for interpersonal interaction with the Hong Kong Chinese population; and 2) reluctance to engage in Chinese language practice and socialize with Chinese population.

Social media, 'a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user generated content' (Kaplan & Haenlein, 2010, p. 61), may help ameliorate these two challenges. Social media are community-based, socialisation oriented and identity-masking, and contains reduced social cues (Reinhardt, 2019). These characteristics afford low-risk and nonthreatening language use and social practices, capital-enhancing social connections, and transcultural and plurilingual identity construction and performance (Luo, 2013; Reinhardt, 2019; Sykes, Oskoz & Thorne, 2008; Wang & Vasquez, 2012). These affordances suggest a potential affinity between ethnic minorities' social media use and their motivated efforts to engage with the mainstream culture and language. However, not much research attention has been paid to the socialization and language learning potentials of everyday social media use (Canagarajah & Murr, 2011; Mitchell, 2012; Nightingale, 2016; Wang & Vásquez, 2012), especially among the ethnic minorities (Croucher, 2011; Ma, Li & Ito, 2014).

Understanding the relationship of social media and Chinese language learning holds great impact for Chinese language education in Hong Kong as it may yield an alternative approach to support ethnic minority students' acculturation and Chinese language learning, by provide a potential venue to address the observed inadequacy of existing Chinese curriculum in meeting ethnic-minority students' expectation of learning Chinese for future studies, employment and everyday life.

2. Objectives of the project

The project aimed at achieving three objectives:

i) to theorize how different aspects of Chinese social media use relate to secondary school ethnic minority students' acculturation and Chinese language learning;

ii) to develop a one-year Chinese language curriculum that incorporates social media materials and interweaves systematic training on social media use for ethnic minority students;

iii) to understand the effects of this Chinese language curriculum on secondary school ethnic minority students' acculturation and Chinese language learning.

3. Literature Review

For ethnic minority students, host language learning is closely intertwined with their acculturation identification (Masgoret & Gardner, 1999; Menard-Warwick, 2009; Spenader, 2011). As social media is closely associated with identity and language practices, host culture social media use may influence language learning via two routes: its indirect relationship with language learning via acculturation and its direct relationship with language learning. This literature review will discuss these routes of potential relationship between social media use and language learning.

Social media and acculturation

According to Ju, Jia and Shoham (2016), Social media possesses the features of both interpersonal

communication and media consumption and could serve as a unique acculturation medium (Ju et al., 2016; Park, Song & Lee, 2014). Social media afford community-based identity-masking interpersonal interaction environments where ethnic minorities can immerse themselves in low-risk language use and social practices and equal social interaction, and develop capital-enhancing social connections (Greenhow, 2011; Ju et al., 2016; Luo, 2013). Social media also provide comfortable and nonthreatening social interaction venues that constitute optimal contexts for transcultural and plurilingual identity construction and performance (Lai et al., 2020; Reinhardt, 2019; Reinhardt & Zander, 2011; Wang & Vasquez, 2012;). Research has shown that immigrants' use of social media to engage with mainstream culture enhances their opportunities to build new social relationships, and acquire the necessary cultural knowledge and mindset to engage in effective interaction with the mainstream culture and strengthens their orientation towards the mainstream culture (Croucher, 2011; Lai et al.,2020; Li & Tsai, 2015; Mao & Qian, 2015; Rui & Wang, 2015). Such use also helps immigrants to build quality social ties and social relationships in the mainstream society, and subsequently reduces acculturative stress (Alencar, 2018; Dayani, 2017; Forbush & Foucault-Welles, 2016).

Extramural social media use may facilitate the acculturation of immigrants. Studies have found that self-initiated extramural social media use among international university students or heritage language learners is associated with instances of empowerment; learner voice; and identity performance, elements that are closely connected to language learning motivation (Chen, 2013; Noels et al., 2016; Pasfield-Neofitou, 2011). Lai (2019) also found that extramural social media engagement with mainstream culture among ethnic minority secondary school students predicted their language learning motivation, the link between social media engagement with mainstream culture and language learning motivation has also been evidenced in the higher education context.

But at the same time, social media interaction also poses challenges in that it may lack the contextual cues necessary to aid the successful transmission and translation of complex cultural meanings and therefore lead to inter-cultural misunderstanding, which may amplify cultural differences, induce unrealistic acculturation expectations, and further arouse disappointment or other negative emotions among immigrant (Dayani, 2017; Forbush & Foucault-Welles, 2016; Veronis, Tabler & Ahmed, 2018). The challenges suggest that the influence of social media on acculturation depends largely on individuals' interpretations and sense making of the experience. Individuals may interpret their social media experiences differently, which shapes their subsequent interaction with social media (Chen, 2013; Pasfield-Neofitou, 2011). And different social media activities may hold different potentials for acculturation (Cao, Meng & Shang, 2018; Mitra & Evansluong, 2019).

Thus, more research is needed to gain a nuanced, situated understanding of learner engagement with mainstream culture via social media and how it relates to acculturation. The present study explored the motivational forces behind the extramural social media use of a group of adolescent ethnic minority students.

Influence of Social Media Use on Language Learning

Social media use may influence language learning indirectly via acculturation. The association between acculturation identification and second language learning has been conceptualized in several socio psychological models of L2 learning (Gardner, 1985; Lambert, 1974; Schumann, 1986). Researchers have found that second language learners with different acculturation identity orientations exhibit different levels of investment in second language practices and different language learning outcomes (Cervatiuc, 2009; Spenader, 2011; Vanäläinen, 2010). In the context of Hong Kong, bicultural identity, "the development of one's cultural self as a member of more than one cultural, ethnic and/or racial group" (Marks , Patton & Coll, 2011, p. 270), has been found to exert positive influences on South and Southeast Asian ethnic minority students' motivated efforts in Chinese language learning and on their Chinese language achievement (Gu & Cheung, 2016; Lai, Gao & Wang, 2015). Thus, learners' second language learning is influenced by their acculturation identification. Access to the mainstream social media has been found to foster bicultural identity orientation (Li & Tsai, 2014) through supporting "identity construction and maintenance" (Croucher, 2011; Zhang, 2012, p.29) and affects individuals' subjective

perceptions of the compatibility of the two cultures (Cheng et al., 2014). Individuals' bicultural identity in turn influences their bicultural competency (Cheng et al., 2014; Tadmor, Tetlock & Peng, 2009), which contributes to positive language learning outcomes (Lai et al., 2015). In addition, bicultural identity has also been found to influence learners' ideal L2 self, the type of L2 self these immigrants aspire to be in the future (Dörney, 2009), which in turn influences their motivated efforts in language learning (Lamb, 2004, 2012). Lai (2019) examined the influence of Chinese social media use on a group of Hong Kong ethnic minority students' motivation in Chinese learning, and found that Chinese social media use positively influenced their bicultural identity and bicultural competency, which boosted their motivation for Chinese language learning. Therefore, current literature suggests that host cultural social media use may influence ethnic minority students' host language learning indirectly via their bicultural identity and bicultural competency. And this indirect influence not only manifests in language learning achievements but also in learners' motivated efforts in language learning.

Social media may also influence language learning directly. Social media use is found to benefit the development of a wide range of language skills, writing in particular (Luo, 2013; Parmaxi & Zaphiris, 2016; Wang & Vásquez, 2012), because it increases learners' exposure to and opportunities for using the language in different contexts and provides venues for learners' experimentation with the language in a stress free environment. Social media use increases learners' potential connections with target language users (Reinhardt & Zander, 2011; Sockett & Toffoli, 2012). Moreover, as social media often involves participants from different cultural backgrounds, interaction in social media could enhance learners' cultural knowledge and intercultural competence (Elola & Oskoz, 2008; Mills, 2011; Mitchell, 2012; Sykes et al., 2008; Wang & Vásquez, 2012) and boost their pragmalinguistic and sociopragmatic skills (Sykes, et al., 2008). In addition, social media use is found to influence the affective dimensions of language learning. The community-based nature of social media also gives learners a sense of belonging that helps boost their interest and motivation in language learning (Wang & Vásquez, 2012; Ernest et al., 2013; Luo, 2013) and induces positive attitudes towards language learning (Nightingale, 2016). Furthermore, social media use is also found to have a direct positive impact on ethnic minority students' ideal L2 self, which in turn influences learners' motivated efforts in Chinese learning (Lai, 2019).

Thus, existent literature suggests that social media use may influence language learning achievement and motivation directly and indirectly via boosted bicultural identity and bicultural competency. This study aims to shed light on how different social media activities related to ethnic minority secondary school students' Chinese language learning.

Training on Second Language (L2) Social Media Use

Despite the potential positive link between social media use and language learning, research studies have found that there are several hurdles to the realization of the language learning benefits from social media. For one thing, language learners may lack the awareness of the promises of social media for language learning and showed hesitancy in embracing social media for language learning (Lai, 2017), and their extramural use of social media is quite limited (Davis & James, 2013; Lai & Gu, 2011; Li & Tsai, 2015) and featured mainly by passive reading rather than social participation (Toffoli & Sockett, 2010; Trinder, 2016). For another, learners face various challenges in using social media for language learning, such as the deficiency in the general social media literacy such as user norms, etiquette behaviours, privacy and security settings, evaluation of usefulness and credibility of messages, production of appropriate online contents, and so on (Pritchard, 2013). Due to the existence of these hurdles, educators are calling for the necessity of integrating social media into school curricula and enhancing learners' capabilities to interact on social media so as to make the best of the networked online practices (Greenhow & Robelia, 2009; Reinhardt & Zander, 2011; Vanwynsberghe et al., 2015).

Previous research has shown that experiential and critical awareness activities related to social media can enhance the teaching of strategies for effectively using different functions of Facebook for language learning which increased learners' awareness of social media's potentials for language learning and online identity development, and further boosted their abilities of using social media for more e-learning activities (Prichard, 2013; Reinhardt & Zander, 2011). However, the existent studies with respect to

4

learner training on social media were all small-scale with eleven students involved in both studies. The training programs were conducted in a standalone fashion and did not integrate into the language curriculum. In contrast, we proposed to develop an intervention program with social media integrated seamlessly by constructing a one-year Chinese language curriculum where social media contents used as the instructional materials with systematic training of various dimensions of social media practices (Prichard, 2013; Vanwynsberghe et al., 2015) in the learning activities. The project investigated whether such a holistic curriculum intervention on social media use could enhance ethnic minority students' extramural use of Chinese social media and their Chinese language learning motivation and achievement.

This project and research questions

This project consists of two phases. Phase 1 was to understand the relationship of social media use and Chinese language learning. This phase answered the following questions:

1) What is the relationship between social media use and ethnic minority students' Chinese language learning motivation and outcome?
2) How do different social media activities relate to ethnic minority students' Chinese language learning motivation and outcome?

Phase 2 was to develop a Chinese language learning curriculum with social media materials and activities integrated and to examine the impact of this curriculum. This phase answered the following questions:

3) Would Chinese language curriculum that integrates social media materials and activities enhance ethnic minority students' bicultural identity orientation and ideal L2 self?
4) Would Chinese language curriculum that integrates social media materials and activities enhance ethnic minority students' Chinese language learning motivation and outcome?

4. Research Method

The study consisted of two stages with different research plans. Stage 1 was a survey plus interview study to explore the relationship between social media use and Chinese language learning; and stage 2 was a quasi-experimental study that compared a group of ethnic minority students' social media use and Chinese language learning outcomes who studied under the integrated Chinese curriculum against that of a control group.

Stage 1: The survey and interview study

Participants

Around 600 upper secondary school ethnic minority students of south Asian and southeast Asian backgrounds (Form 3 to Form 6) from 24 schools with different proportion of ethnic minority student populations participated in the survey study. Among the 24 schools, 7 had a high proportion of ethnic minority students (50% and above), 6 had a medium proportion (between 20-49%) and 11 had low proportion (between 1-19%). After discarding incomplete surveys, 565 valid questionnaires were retained. In addition, 44 students from the same targeted population who identified themselves as frequent users of social media participated in interviews prior to the survey study. The participants ranked their English proficiency as the highest (M=4.14 out of 5; SD=0.71) and Chinese proficiency as the lowest (M=3.21; SD=0.97) among the three languages including their ethnic languages. They also reported using English more frequently in daily life (M=4.29; SD=0.81) and using Chinese the least frequently (M= 3.18; SD=0.94). The participants reported limited interaction with local Chinese in daily life, with communicating with Chinese friends and classmates being the most common activity (M=3.04; SD=1.17). They also had limited access to Chinese media, such as Chinese newspaper (M=2.13; SD=1.02), the Internet (M=2.26; SD=1.13), and TV (M=2.47; SD=1.17).

Research instruments and data collection

a. Interview

A semi-structured individual interview was conducted to elicit students' reflections on their experience in Chinese social media use and how their Chinese social media use might have influenced their Chinese language learning. During the interviews, clarification and elaboration questions were asked to elicit in-depth responses, and immediate reflective memos were created to summarize and reflect on each

interview. The interview responses were collected prior to the survey and were used to assist the construction of the questionnaire and refine the conceptual framework.

b. Survey questionnaire

A questionnaire was constructed to elicit the participants' frequency and nature of Chinese social media use (questionnaire items were both adapted from existing literature (Ma et al., 2014; Zhang, 2012) and constructed based on interview responses), bicultural identity integration (Huynh, 2009), bicultural competence (David, Okazaki & Saw, 2009), ideal L2 self and motivated efforts in Chinese language learning (Papi, 2010). Additional mediating factors revealed in the pre survey interview responses were also supplemented in the questionnaire. All the constructs were measured using Likert scale items. In addition, the participants' demographic data (e.g., school characteristics, neighbourhood characteristics, parents' education backgrounds, length of residence, etc.) were collected. The questionnaire was pilot tested with around 6 students not included in the main study to rectify any confusing and incomprehensible language items. The final questionnaire was administered in class with the presence of research assistants. 565 valid questionnaires were collected

c. Language proficiency test

A language proficiency test on reading and writing was constructed by using existing IGCSE and GCE test items (4 reading passages: 2 from IGCSE and 2 from GCE; 2 writing tasks: 1 from IGCSE and 1 from GCE). 556 reading test responses and 241 writing test responses were collected.

Data Analysis

Thematic analysis was conducted with the interview responses. Structural Equation Modelling (SEM) was conducted with the survey data, with Chinese class grades and motivated efforts in Chinese language learning being the endogenous variables and the other constructs being the exogenous variables. The reliability and validity of the measurement model were checked via reliability tests, convergent validity and discriminant validity. Absolute goodness of fit indices $\chi 2$ statistic and CMIN/DF) DF), the parsimonious indices (RMSEA), and the incremental fit indices (CFI and TLI) were calculated to assess the model fit.

Stage 2: The quasi-experimental study

Participants

142 Form 3 and Form 4 students from 2 secondary schools participated in the quasi-experimental study. Both schools had a high concentration of ethnic minority student population, one in Mei Foo district and one in Tsueng Kwan O. Two intact Form 3 CSL classes and two intact Form 4 CSL classes were recruited from each school. Students from the school in Mei Foo district were of beginner-high Chinese language proficiency (91 students) and those from the school in Tsueng Kwan O were of intermediate Chinese language proficiency (51 students) based on the school teachers' evaluation. This proficiency differences were also reflected in the participants' self-assessment of Chinese language proficiency ($M_{Mei Foo School}$ =3.00, SD= 0.95; $M_{Tsueng Kwan O}$=3.43, SD=0.76). The participants from the school in Tsueng Kwan O reported more frequent use of Chinese in daily life ($M_{Mei Foo School}$ =2.89, SD= 0.83; $M_{Tsueng Kwan O}$=3.41, SD=0.85). They also reported more frequent access to Chinese via newspaper ($M_{Mei Foo School}$ =1.82, SD= 0.82; $M_{Tsueng Kwan O}$=2.25, SD=0.89), via the Internet ($M_{Mei Foo School}$ =2.03, SD= 1.02; $M_{Tsueng Kwan O}$=2.51, SD=1.16) and on TV ($M_{Mei Foo School}$ =2.29, SD= 0.97; $M_{Tsueng Kwan O}$=2.58, SD=1.16).

The Treatment Conditions

The experimental Chinese curriculum was developed based on the existing Chinese textbooks but with Chinese social media contents and activities embedded throughout. Task-based language teaching approach was adopted in developing this curriculum (see https://scolarproject2018.cacler.hku.hk/en/result.html#materials_dev for sample units). The control Chinese curriculum contained the same Chinese social media contents but adapted into plain texts as short essay reading exercises. After consulting with experimental schools, one unit or two, depending on the

specific school, were developed and implemented in each semester's Chinese language curriculum across the experimental and control groups. The lesson time for each unit for was kept the same for both groups. Table 1 summarizes the topics covered in the curriculum at the two participating schools.

Table 1. Unit topics of the curriculum at the two participating schools

	Subjects of teaching materials	Unit
Mei Foo District School	Daily Necessities	Octopus card; Computer
	Community Facilities	Police stations; Libraries and museums
	Weather Information	Weather reports; Four seasons
	Clothing and Accessories	Clothing from various countries; Hong Kong Shopping Festival, etc.
Tsueng Kwan O District	Daily Necessities	TV; Shared bicycles
	Community Facilities	Sham Shui Po community streets; Features of Shui Hang Hau Street
	Sports	Olympic sports
	Healthy Eating	Genetically Modified Food; Weight loss

Research instruments and data collection

Prior to the implementation of the curriculum, students' responses to the questionnaire developed in stage 1 of the study and their performance in the Chinese language proficiency test were collected in both the experimental and control classes. Students' performance data in the social media projects from the classes were collected. Moreover, regular class observations of the two treatment conditions were conducted throughout the intervention year. Upon the completion of the curriculum at the end of the year, students' responses to the same questionnaire from stage 1 plus their perception of their Chinese language curriculum and learning materials, their perceived self-efficacy in Chinese social media use and perceived usefulness of social media for Chinese language learning were collected in both classes. In addition, the experimental class students filled out an evaluation survey on the training of social media literacy. The same Chinese language proficiency test was administered again at the end of the intervention. In addition, individual interviews with the teachers and focus-group interviews with 12 students from the experimental groups at the two schools were conducted to elicit their views on the intervention.

Data Analysis

Independent t-tests were conducted on students' reading scores* and their questionnaire responses to compare across the two groups of participants both at the beginning of the year and at the end of the year.

5. Results and Discussion

Results of Phase 1 Study
Phase 1 study focused on understanding the participants' social media use, both multilingual and Chinese, that connects them to local Chinese culture and people and how their social media use related to their acculturation and Chinese language learning.

General Use of Social Media
The participants reported spending, on the average, 4 hours each day on social media. Table 2 summaries the participants' frequency of using different social media platforms. Their interview responses revealed that they used WhatsApp and Snapchat mainly to interact with people they already know such as friends, classmates and family members, where WhatsApp was more for school coursework-related discussions and SnapChat was more for socialization and entertainment. They also reported using YouTube primarily for entertainment and self-study. As for Instagram, Facebook and Twitter, these social media were used to acquire local news or interact with local strangers. In general, the participants reported using social media

to interact with friends and family members the most often (M=3.57; SD=0.98), followed by using social media to seek information (M=3.18; SD=0.98). They used social media the least to interact with the public (M=2.83; SD=0.90).

Table 2. Frequency of Use of Different Social Media Platforms

Social Media Platforms	Mean	Std. Deviation
YouTube	4.49	0.77
WhatsApp	4.07	1.05
Instagram	4.04	1.22
Snapchat	3.08	1.45
Facebook	2.39	1.31
Twitter	2.03	1.32
Discussion Forum	1.83	1.12

Note: 1=Never; 2=Seldom; 3=Sometimes; 4=Often; 5=Very often

With regard to the interlocutors, the participants reported interacting with people from the same ethnic group (M=3.27, SD=1.13) the most often, which was followed by people of other cultural backgrounds (M=3.05, SD=1.19). They reported interacting with local Chinese (M=2.79, SD=1.08) the least (See Table 3).

Table 3. Frequency of Interacting with Different Interlocutors

People interacted and communicated with on social media	Mean	Std. Deviation
People from the same ethnic background	3.27	1.13
Local Chinese	2.79	1.08
People from other cultural backgrounds	3.05	1.19

Note: 2=Seldom; 3=Sometimes; 4=Often

In terms of their use of social media to access local Chinese culture and people, they reported quite limited use (between seldom and sometimes). Receiving, viewing, or searching for information related to Hong Kong was the most often (M=2.75, SD=0.92), followed by social participation through sharing or posting content related to Hong Kong (M=2.50, SD=0.95) and interaction with local Chinese friends and classmates (M=2.48, SD=1.09). They reported interacting with local Chinese strangers (M=2.23, SD=1.03) the least (See Table 4).

Table 4. Frequency of the Nature of Using Social Media to Access Local Chinese culture and people

Social Media Activities Related to Hong Kong or Local Chinese People	Mean	Std. Deviation
Receiving information related to Hong Kong	2.75	0.92
Social participation related to Hong Kong	2.50	0.95
Interaction with local Chinese friends and classmates	2.48	1.09
the interaction with local Chinese strangers	2.23	1.03

Note: 2=Seldom; 3=Sometimes; 4=Often

When it came down to the use of social media in Chinese, again it was very limited. They engaged more in receptive activities such as acquiring local information (M=2.31, SD=1.02) and less in productive

activities such as updating personal posts or comments (M=2.05, SD=1.06).

Social Media Use, Acculturation and Chinese Language Learning

SEM analysis showed that social media activities that connected ethnic minorities to local Chinese culture and people positively predicted their perception of bicultural blendedness (i.e., the Chinese culture and their ethnic culture were blended within themselves) (β=0.31, p<.001) and bicultural harmony (i.e., the level of compatibility of the two cultures) (β=0.31, p<.001), which positively predicted ideal Chinese L2 self (β=0.37, p<.001 and β=0.11, p<..05 respectively). Ideal Chinese L2 self positively predicted their motivated efforts in Chinese learning (β=0.60, p<.001), which contributed positively to their Chinese reading score (β=0.10, p<.05). Social media activities also directly predicted their Chinese reading score (β=0.18, p<.001).
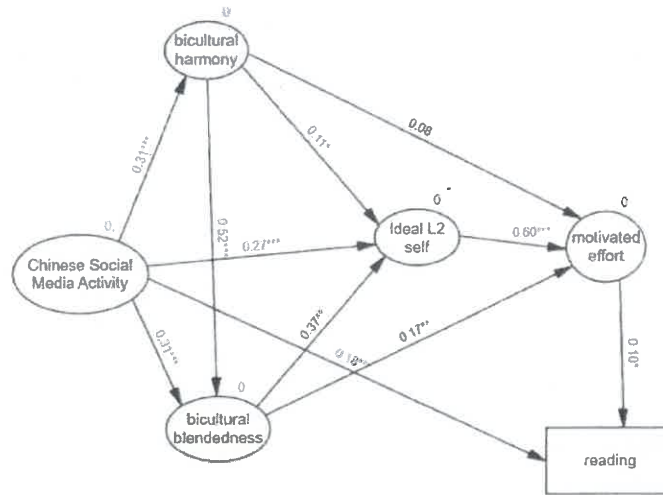

Fig. 1 Relationship of Chinese social media activity, acculturation and Chinese L2 learning

The survey and interview responses revealed some mechanisms behind the positive association between social media use, acculturation and Chinese language learning. First, the participants perceived that social media access to local Chinese culture and people helped to boost ethnic minority students' cultural and social capitals (M=3.92, SD=1.06). On the one hand, the interaction with the local society and local Chinese people enriched this group of youths' knowledge of Chinese culture and custom, which could be crucial for the integration into the local community and conducive for the interaction with local Chinese people. For example, Interviewee 14 claimed that:

> I learn about their [local Chinese] culture and custom in social media. So with the knowledge, I try to adjust them and adapt to the Chinese people, and with that I communicate with them more and I can talk about that with them.

On the other hand, social media helped this group of youths to be familiarized with the way how local Chinese think and act, and thus to help them to avoid potential misunderstanding and offensive behaviours. For example, Interviewee 7 noted that:

> Because when I watch some certain news or video, I get to know some perspectives or some viewpoints of Chinese people or other country people. So I can, you know actually if I want to communicate with them, I would know oh, I should not do these things or they will get offended.

Second, social media activities enhanced their emotional bonding with Chinese people (M=3.56, SD=1.14). For instance, Interviewee 14 shared that when his local Chinese classmates and friends saw his posts, they approached him to learn more about what he posted. The increased interaction made him feel that they were closer to each other. Interviewee 36 also commented:

> I don't think local Chinese people like us. They are not willing to share their emotions with us

because we are not local or because we are not their best friends. But in Hong Kong, people like to share their happiness and sadness on social media. I feel that we get closer to them on social media.

Third, social media activities raised ethnic minority students' expectation for acculturation (M=4.11, SD=1.00). One interviewee shared that learning about success stories of ethnic minorities in Hong Kong changed her parents' expectation on her study: "when they saw some Pakistan women became police or doctor in Hong Kong, they changed their mind: 'Ok, you can continue to study as long as you study hard'," Interviewee 23 shared how learning about the "hidden secrets" about Hong Kong on social media increased her willingness and expectation for acculturation:

> I used to think Hong Kong was an international city, everything was just so perfect. But through social media, I think Hong Kong is not perfect anymore. There are some hidden secrets about Hong Kong, such as the problem related to the government, the poverty level in Hong Kong, and government is not doing anything about it. So I think it is showing me another image of Hong Kong that what really is happened. So I think in terms of that… It makes me feel more concerned about Hong Kong and the people of Hong Kong. Like because of the, you know poverty level, I think it's the major problem in Hong Kong. And I hope I can do something about it although I don't think I can do something right now. But in the future, because of social media I have more knowledge about the poor people of Hong Kong and their suffering, so I think, I really want to do something about it.

Fourth, social media activities increased ethnic minority students' access to Chinese language (M=4.04; SD=1.09). The participants talked about how being able to understand others' Chinese posts or seeing that others could understand their Chinese posts made them feel proud and happy and boosted their confidence to communicate with others in Chinese: "I found that you could do it", and "I wish I could do better. I hope I could improve my Chinese."

Fifth, social media activities also increased their motivation for learning Chinese (M=4.05, SD=1.16). The boosted motivation came from the eagerness to and perceived difficulty to understand some social media posts ("Sometimes through Chinese advertisement in YouTube. I don't know what they are talking about, so I will try to research them…."). It came from the wish to use Chinese as effectively as others (Interviewee 8 admired her peers' beautiful writing on social media and hoped to have better writing capacity). It also came from the encouragement and inspiration from seeing success stories. For instance, Interviewee 15 shared:

> I remember one time I was really sad, I was thinking of giving up learning Chinese. But then, when I turn on my phone, I started going to Instagram. And then I found out that one person mentioned his life, when he was young, how he came to Hong Kong, he was really poor and then you know, what he learned for live, he actually learned really hard, he studied very hard. And then after that, he got success, and then you know, finally his Chinese was really good that most of the Hong Kong people they were praising that guy. And then it, do motivate me, you know, to learn Chinese and even for other subjects.

Different Social Media Activities, Acculturation and Chinese Language learning
The findings further revealed that different social media activities associated different with acculturation and Chinese language learning motivation. Ethnic minority students reported four types of social media activities, including interacting with friends and classmates (M=2.48, SD=1.09), socializing with strangers (M=2.23, SD=1.03), following local news and participating in online discussions about local issues (M=2.70, SD=0.95), and acquiring information related to local Chinese culture and people (M=2.75, SD=0.92). These four types of social media activities were found to influence acculturation and Chinese language learning motivation differently.
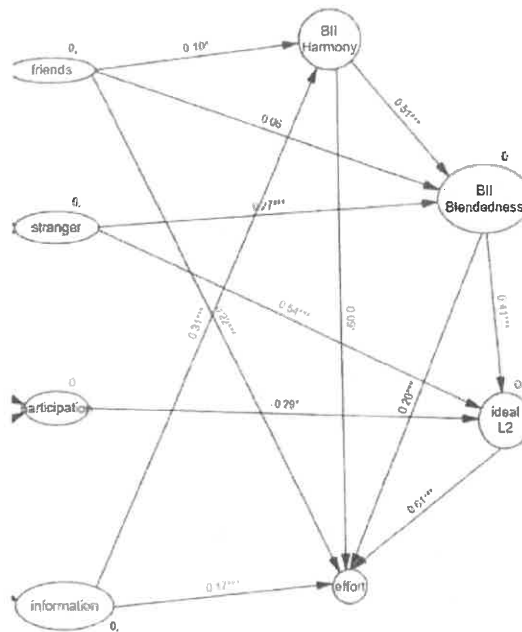
Fig. 2 The relationship of different social media activities, acculturation and Chinese learning motivation

It was found that interacting with friends did not contribute to acculturation, but positively predicted motivated efforts in Chinese language learning ($\beta=0.22$, $p<.001$). However, socializing with strangers was found to contributed both significantly to bicultural blendedness ($\beta=0.27$, $p<.001$) and Chinese ideal L2 self ($\beta=0.54$, $p<.001$). Thus, socializing with strangers contributed to acculturation and Chinese learning motivation more than interacting with friends. Active social participation through following local news and participating in online discussions about local issues also did not contribute to acculturation, and negatively predicted the participants' Chinese ideal L2 self ($\beta=-0.29$, $p<.05$). This might be due to the fact that ethnic minorities might have encountered amplified cultural differences and conflicts on social media, which negatively associated with their aspired self-future image as a fluent Chinese language user in daily life and in work. Acquiring information on social media contributed positively to bicultural harmony ($\beta=0.31$, $p<.001$) and motivated efforts in Chinese learning ($\beta=0.17$, $p<.001$). Thus, different social media activities were found to associate differently with acculturation and Chinese learning motivation.

Results of Phase 2 Study

The focus of phase 2 was to develop Chinese curriculum that integrated social media materials and activities and examine whether implementing such learning materials could impact ethnic minority students' acculturation and Chinese language learning. Two sets of tailor-made integrated Chinese curriculum were designed based on the school-based curriculum used at the two participating schools (one was in the Mei Foo district school: four units for Form 3 and Form 4 respectively, another one was in the Tseung Kwan O district: two units for Form 3 and Form 4 respectively). The curriculum was implemented in a time span of one year from September 2019 to April 2020.

Effect of the curriculum on students with beginning Chinese proficiency level

The participants with beginning Chinese proficiency level reported limited social media activities in Chinese in general (M=1.70, SD=0.76). T-test analyses on the difference scores of the students' pre- and post-test questionnaire responses between the control and the experimental groups on Chinese social media activities revealed that the experimental group and the control group showed different change trend over time, although the difference was not statistically significant: The experimental group showed increment in their frequency of Chinese social media activities over time but the control group showed a declining trend both in the frequency of general social media activities in Chinese and those of receptive and productive social media activities in Chinese.

Table 5. Change in Social Media Activities in Chinese after the Intervention

		pre-test		post test		difference		Sig.
		Mean	SD	Mean	SD	Mean	SD	
Using Chinese social media to receive information	Experimental group (n=25)	1.79	0.82	1.92	0.72	0.13	0.90	.39
	Control group (n=25)	1.96	0.97	1.93	0.86	-0.03	1.01	
Using Chinese social media for participatory activities	Experimental group (n=25)	1.35	0.62	1.57	0.56	0.22	0.76	.32
	Control group (n=25)	1.67	0.86	1.56	0.97	-0.11	1.15	
Using Chinese for social media activities in general	Experimental group (n=25)	1.57	0.68	1.75	0.59	0.18	0.75	.31
	Control group (n=25)	1.82	0.86	1.75	0.84	-0.07	1.02	

Teachers observed students' increased willingness of using social media to access Chinese. For example, Teacher F reported some changes in the experimental group:

> They write more, they learn more vocabularies and they are willing to try. One of the students found a video and shared with other classmates. Students are willing to find videos on YouTube or pictures on the internet. As compared with before, they only went to the internet for Google translate and they seldom browse other media for the lessons.

Interview with the students in the experimental group revealed that they became interested in participating in the interactions of Chinese social media after this project, which also increased their interest and motivation in learning Chinese: "Now she actually uses Instagram posts to tell us what it means, or where we should use it or not, and the sentence pattern. I think it increased my participation on Chinese social media by giving the social media materials and activities." Some students also expressed that they increased their confidence of accessing Chinese social media resources:

> I'm not that confident in talking and speaking in Chinese. I'm actually okay if I like to write or like writing it, or like listening to something. But I'm not that confident in speaking with others in Chinese cause I think my Chinese is not that good. It's only like influencing an exam and I'm doing the writing or reading but then not entirely. Again, and I think it has helped me to speak more.

Comparing the changes in students' Chinese learning motivation prior to and after the intervention revealed that the experimental group showed significantly greater increase in their ideal L2 Chinese self, i.e., their aspired self as fluent Chinese users in daily life and work, than the control group (M $_{Experimental}$ =0.29, SD=1.12; M $_{Control}$ =-0.71, SD=1.40). The experimental group also showed different developmental trend (M $_{Experimental}$ =0.10, SD=1.28) in their motivated efforts in Chinese language learning than that the control group (M $_{Control}$ =-0.42, SD=1.06), although the difference did not reach statistical significance (see Table 6).

Table 6. Change in Chinese learning motivation after the Intervention

		Pre-test		Post test		Difference		Sig.
		Mean	SD	Mean	SD	Mean	SD	

Ideal L2 Chinese self	Experimental group (n=25)	3.31	0.98	3.61	0.89	0.29	1.12	0.049*
	Control group (n=25)	4.18	1.02	3.47	1.05	-0.71	1.40	
Ought-to L2 Chinese self	Experimental group (n=25)	3.35	1.19	3.18	1.21	-0.17	1.59	.99
	Control group (n=25)	4.22	1.70	3.69	1.16	-0.52	1.96	
Motivated Efforts in Chinese Learning	Experimental group (n=25)	3.58	1.02	3.68	0.91	0.10	1.28	0.07^
	Control group (n=25)	4.00	1.02	3.59	1.12	-0.42	1.06	

Teachers observed that integrating social media materials and activities into Chinese curriculum boosted the participants' motivation for Chinese learning. For example, Teacher F pointed out:

> I think the effect of implementing teaching materials into the lesson is actually good. As there are more videos and activities in class, children become more active and they can learn more vocabulary. Even if the children in this class do not like expressing themselves in Chinese, they have more chances to speak Chinese through oral presentation. I think this may be related to the topic of "Seasons", in which they can understand abstract Chinese words through visualization in social media.

The participants also expressed that working on social media materials together with classmates made learning fun. For example, one student recalled: "I think it's good. I don't use social media as my parents don't allow it. So, it was actually me trying something new, and trying a different way to learn Chinese. And having the activities in a group with my friends, it was fun to learn together."

Table 7. Change in Chinese reading after the Intervention

		Pre-test		Post test		Difference		Sig.
		Mean	SD	Mean	SD	Mean	SD	
Chinese reading	Experimental group (n=31)	33%	14%	51%	29%	17%	30%	.18
	Control group (n=23)	17%	13%	23%	17%	5%	20%	

Note: The scores of Chinese writing were not included as the collected data was less than ten

In terms of Chinese reading ability, both the experimental group and the control group had enhanced reading abilities after the test, while the increase in the experimental group was greater than that of the control group, but it did not reach a statistically significant difference (See Table 7).

Effect of the curriculum on students with intermediate Chinese proficiency level

T-tests were also conducted on the changes in the participants' Chinese social media activities and Chinese language learning motivation and reading outcome among the participants with intermediate Chinese proficiency level.

Table 8. Change in Chinese social media activities and Chinese language learning in the intermediate group

		Pre-test		Post test		Difference		Sig.
		Mean	SD	Mean	SD	Mean	SD	
Using Chinese	Experimental	2.71	1.06	2.37	0.97	-0.35	1.43	.60

social media to receive information	group (n=25)							
	Control group (n=25)	2.59	1.10	2.02	0.94	-0.57	1.32	
Using Chinese social media for participatory activities	Experimental group (n=25)	2.42	1.07	1.90	1.03	-0.52	1.65	.79
	Control group (n=25)	2.45	1.24	1.97	1.03	-0.48	1.68	
Using Chinese for social media activities in general	Experimental group (n=25)	2.57	101	2.14	0.95	-0.43	1.50	.63
	Control group (n=25)	2.52	1.12	2.00	0.91	-0.53	1.46	
Ideal Chinese L2 Self	Experimental group (n=25)	4.49	0.83	3.99	1.11	-0.50	1.04	.98
	Control group (n=25)	3.89	1.19	3.39	1.14	-0.49	1.52	
Ought-to Chinese L2 Self	Experimental group (n=25)	4.34	0.88	3.93	0.98	-0.42	1.04	.15
	Control group (n=25)	3.89	1.32	4.10	1.05	0.21	1.28	
Motivated Efforts in Chinese Language Learning	Experimental group (n=25)	4.60	0.89	4.17	0.94	-0.44	0.77	.46
	Control group (n=25)	3.71	1.42	3.64	1.22	-0.07	1.70	
Chinese Reading	Experimental group (n=31)	59%	23%	34%	20%	-24%	23%	.17
	Control group (n=23)	36%	22%	24%	27%	-12%	-20%	

The analyses revealed no significant differences among the experimental and the control groups in neither the frequency of Chinese social media activities and their Chinese language learning motivation and outcome due to the intervention. Some students in the experimental group expressed that the Chinese knowledge they learnt on social media was similar to those taught in lessons, and felt that learning with social media might cause distractions in the classroom and other problems: "I think it's not that effective because I think my attention was diverted so yeah... I can't focus...using social media."

Students' perception of the intervention materials

After the intervention, we had collected data of students' evaluation of the experimental teaching materials and their opinions on four aspects: 1) the increase in their interest of studying Chinese; 2) increase in confidence in studying Chinese; 3) the increase in positive perception and sense of immersion in Chinese culture; and 4) the increase in confidence in using Chinese during social media activities after the experiment.

Table 9. Students' perception of the intervention

		Mean	SD
Increase in interest in studying Chinese	Experimental group (n=21)	4.55	0.98
	Controlled group (n=8)	3.28	0.81
Increase in confidence in Chinese	Experimental group (n=21)	4.59	0.74
	Control group (n=8)	3.67	1.07

Increase in positive perception and sense of immersion in Chinese culture	Experimental group (n=21)	4.48	0.88
	Control group (n=8)	3.38	0.88
Increase in confidence in using Chinese during social media activities	Experimental group (n=21)	4.27	1.10
	Control group (n=8)	2.83	0.96

Note: Many students of the control group were unable to participate in this investigation as they were stranded in their hometowns due to the epidemic.

Table 9 summarizes students' perception of the impact of the intervention on their Chinese learning motivation and confidence in Chinese social media activities. It shows that the experimental group perceived the impact of the intervention much more positively than the control group. Teachers' observations also concurred with the students' perception. For instance, one teacher from Experiment group, Teacher C, commented:

> Regarding the experiment in form 4, due to the use of social media and electronic devices such as computers, iPads, and phones, the experiment group showed greater interests as the teaching materials consist of videos and recordings that traditional textbooks do not have. In contrast, the control group showed fewer interests since they had to read and write a lot of text. Therefore, the effect backfired. And of course, teachers have the responsibility to digest the material first, then teach their students from the textbook.

Students from the experimental group also evaluated the intervention materials positively. One student stated the teaching materials had let him learn more useful Chinese knowledge:

> I liked it. I felt interested in it and like it helped me more in Chinese. I could even improve my Chinese in everything. [......] like before we were in Form 1 & 2, we used to only study and in the classroom, we never had any social media thing we do or anything. But now we can have more. We can know more about this stuff and everything.

6. Conclusions and Recommendations

This project explored the relationship between ethnic minority secondary school students' extramural social media experiences and their acculturation and Chinese language learning. It also examined whether Chinese curriculum that integrates social media materials and activities would increase students' extramural Chinese social media engagement and their Chinese language learning motivation.

Findings of the project indicated that ethnic minority students' social media experience related positively to their acculturation and Chinese language learning motivation and reading performance. The more ethnic minority secondary school students used social media on their own to access local Chinese culture and people, the more likely they perceived local Chinese culture and their ethnic culture as compatible and blended within themselves and the stronger their Chinese language learning motivation was. Different social media activities were also associated differently with acculturation and Chinese language learning differently, with retrieving social information online and interacting with the public contributing the most. The project further found that Chinese curriculum with social media elements integrated was beneficial to enhancing students' extramural social media activities and their Chinese language learning motivation, especially for learners with lower proficiency levels.

Based on the results of this project, we propose the following suggestions on how teachers of ethnic minority students in Hong Kong might utilize the affordances of social media for Chinese language teaching and learning:

i) Given that extramural social media experience plays an important role in facilitating ethnic minority students' integration into Hong Kong society and boosting Chinese learning motivation, it is recommended that frontline teachers should consciously encourage students' extramural social media activities to access local Chinese culture and people, and enhance students' willingness and ability to participate in Chinese social media outside of class to the extent permitted by the curriculum. Teachers can achieve this effect in a variety of ways: a) make a conscious effort to incorporate social media information into the class, equipping students with the relevant reading and listening comprehension strategies to interact effectively with the online information, so as to enhance students' confidence in participating in Chinese social media; b) encourage the ethnic minority students to participate in Chinese social media outside class, raising their awareness of the relationship between Chinese social media activities and Chinese learning; and c) make a conscious effort to add some social media elements when assigning extracurricular activities in order to improve students' ability to use the relevant information outside the class.

ii) This research showed that the ethnic minority students had low confidence in using Chinese social media and the media literacy of those students also needs to be improved. When trying to integrate social media into Chinese language teaching, the frontline teachers should strengthen students' ability to judge and defend consciously, analyse the acquired media information dialectically. Meanwhile, the teachers should try to improve students' ability to conduct effective social activities on social media (e.g., social media etiquette, habits of using social media of local Chinese people, etc.)

iii) This research showed that ethnic minority students' social integration orientation and the way they dealt with social discrimination would affect interaction with social media and benefits thereof. A positive approach to social discrimination can help students deal with negative experiences on social media with a positive attitude. Therefore, it is very important for frontline teachers to consciously cultivate students' positive social integration orientation and promote positive responses to social discrimination.

iv) Considering that the integration of social media into Chinese curriculum can enhance students' extramural Chinese social media use and Chinese learning motivation, especially for those with low Chinese proficiency, it is recommended that frontline teachers may add materials from different social media that align with the school curriculum, whenever appropriate.

v) This research found that ethnic minority students responded positively to post things and write down comments in Chinese on social media. It is recommended that when integrating social media into Chinese teaching materials, the frontline teachers should try to set up some language output activities to lead students to actively use Chinese, to train the students to become participants of social media information, not just the consumers, so as to improve the students' confidence and relevant abilities.

The curriculum in this project was largely constrained by the need to align with the existing topics of school-based curriculum, and the relevance of the content to students' needs and interests was reduced to some extent. If possible, future intervention may adopt a social-media-centric curriculum that is solely based on students' interests, daily life needs and concerns to strengthen the impact of the curriculum on students' extramural social media activities.

7. Deliverables from the Project

This two-year project has generated some deliverables:

1) A teacher book, with a detailed report of the project, the curriculum development and findings, is freely accessible online to teachers (https://scolarproject2018.cacler.hku.hk/en/promotion.html)
2) 15 Chinese language learning units with social media materials and activities (8 units for beginner level and 7 units for intermediate level) are freely accessible online to teachers (https://scolarproject2018.cacler.hku.hk/en/result.html#research)

3) A website that synthesizes the research and development project to distribute the research findings (https://scolarproject2018.cacler.hku.hk/en/home.html)
4) A half-day dissemination seminar was held online to share the research findings, the curriculum and teacher implementation reflections, which is well attended by around 70 school teachers from all over Hong Kong.
5) One journal publication, two publications under review and a few more manuscripts under preparation as of this point.

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Appendix: Curriculum Design Principles

A. Make full use of the three primary functions of social media in language teaching

a. Enhance the authenticity of language exposure

The integrated Chinese curriculum of this research focused on training students to use social media effectively in and outside classes for searching information and interacting with different people. These different types of social media participation helped to enhance ethic minority students' perception of the authenticity of language input on social media, as every social media interaction a student participated in was a meaningful process of real language input (whatever it was voice input, handwriting input or typing input, it was a real attempt to use the language). Coupled with the information exchange and interaction with different people, excellent inspirational and promotional effects for students' language learning were produced.

b. Provide authentic language use opportunities

The curriculum includes various opportunities for students to engage in authentic social media activities. For example, they could search for information like restaurants recommended by different diners in the message forum of OpenRice and comments of different people on certain tourists' spots in Tripadvisor to decide whether they should visit the places or not. Another example was the students might introduce specific things, like uploading videos about their familiar shopping malls on YouTube and responding to audience's comments. In the social media discussion forum, the students might exchange opinions with their familiar or unfamiliar people, such as posting various messages on Facebook or Instagram and responding to comments from different people. In light of it, the integrated Chinese curriculum of this project selected social media platform which were commonly used by students and applied different types of real language using scenarios in the design of teaching materials, allowing students to personally participate in social media interactions, use language to obtain useful information and interact and share opinions with different people

c. Strengthen the sense of belonging of ethnic minority students to the community

The social media materials and activities are selected and designed, following the principles that they would strengthen ethnic minority students' connection with the local Hong Kong community, so that these learning experiences would enhance the sense of belonging of ethnic minority students to the Hong Kong community.

B. Integration of task-based language teaching

The integrated Chinese curriculum set up in this project not only emphasized the addition of social media elements but also integrated the theory and practice of task-based language teaching. Task-Based Language Teaching (TBLT) refers to a teaching method in which teachers teach language by guiding students to complete tasks in the classroom. This is a language teaching strategy that emphasizes learning by doing and doing things with the language, particularly.

C. Closely linked with students' daily needs

The integrated Chinese curriculum attached much importance in linking with students' life needs closely, and the design of curriculum followed two major principles: principles of authenticity and principles of practicality. The principle of authenticity means that most of the input materials used in tasks and activities of this course are from real life, and specific activities are based on the context of real-life situations. This integrated Chinese curriculum focused on creating a real or similar context to allow students to contact with and process real language information as much as possible, so that the language and communication skills they have acquired in class can be effectively applied in daily life situations. The principle of practicality emphasizes that the design of each task activity should not only pay attention

to the form, but also take achievable effects into account. Classroom tasks always serve language teaching. Therefore, when designing task activities, it is necessary to create conditions for students' collective activities, as well as utilizing limited teaching time and classroom space to provide students with useful interaction and communication opportunities as much as possible.
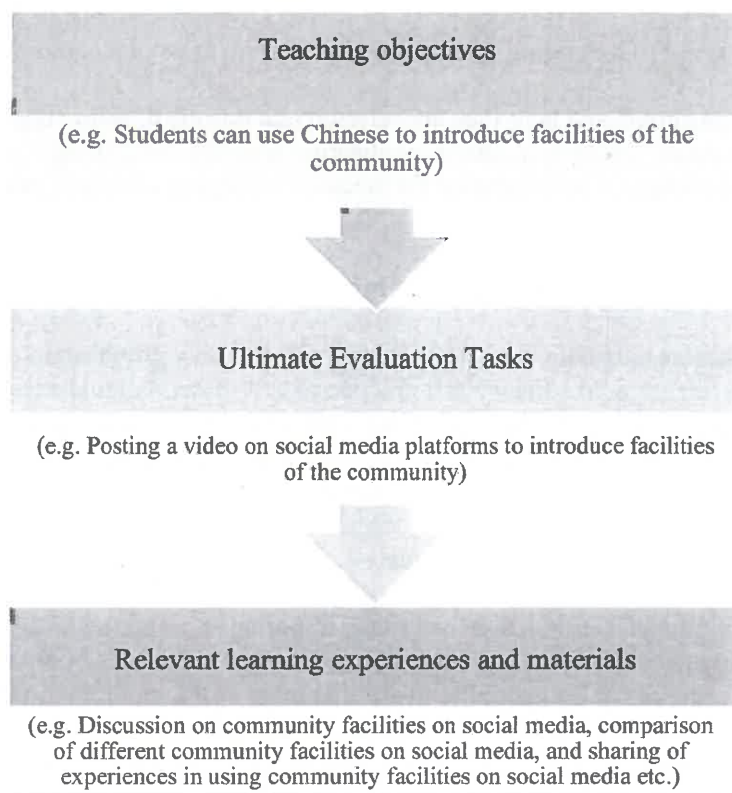
D. Integration with school curriculum

The integrated Chinese curriculum set up in this project was not an independent curriculum but was systematically integrated with the curriculum of the partnering schools. On the one hand, it could make full use of the school's existing curriculum resources and reduce the pressure of teachers to prepare new lessons. On the other hand, it could ensure that the integrated Chinese curriculum corresponded to the school's teaching objectives and students' actual learning and examination needs and would not create additional teaching and learning burdens on schools, teachers, and students. Therefore, this integrated Chinese curriculum emphasized on keeping the chapters and by-topic exercises of the school curriculum as much as possible, while adding social media application and setting up task-based learning activities in line with the chapters. This would not only retain the features of schools' curriculum and teaching materials, but also highlight the practical characteristics of this course corresponding to the school's teaching needs, thereby increasing the interest and motivation of students in taking this curriculum.

E. Curriculum setting and development process

a. Curriculum development framework of this project: "Backward Design" curriculum design model

This integrated Chinese curriculum was designed following the "Backward Design" curriculum design model with three stages: i) Identify desired results; ii) Determine acceptable evidence; iii) Plan learning experiences and instruction. The design of the curriculum starts with clearly stating the unit objectives, then determining what culminating social media activities the students are expected to achieve at the end of the unit, and finally planning the corresponding social media materials and learning activities for teaching that would prepare students sufficiently for the social media activities.

Teaching objectives

(e.g. Students can use Chinese to introduce facilities of the community)

⬇

Ultimate Evaluation Tasks

(e.g. Posting a video on social media platforms to introduce facilities of the community)

⬇

Relevant learning experiences and materials

(e.g. Discussion on community facilities on social media, comparison of different community facilities on social media, and sharing of experiences in using community facilities on social media etc.)

(The framework of the "Backward Design" curriculum design model applied in this project)

b. Considerations in the selection of materials for the integrated Chinese curriculum in this project

The selection of materials for the integrated Chinese curriculum of this project mainly focused on authenticity and practicality. In terms of authenticity, all the social media information selected by the researchers came from actual introductory texts and comments on the Internet, such as Facebook, Instagram, Twitter, YouTube, TripAdvisor, OpenRice, Golden Forum, Discuss Hong Kong, Baby Kingdom , Yahoo+, Zhihu, Backpackers, Pixnet and other social media platforms, and the originality of those texts was maintained to the greatest extent. Additionally, relevant web links were incorporated for teachers and students to view the original materials, which would improve students' interest and motivation for independent learning and exploring authentic learning materials. In terms of practicability, the researcher's selected teaching themes, on the one hand, were closely related to the teaching topics that have been set by the schools and in line with the teachers' teaching progress and examination requirements to ensure the consistency in between. On the other hand, due to the main concern of the students' practical application in real life, this integrated Chinese curriculum was expected to enable ethnic minority students to acquire knowledge and skills which were closely related to their daily life experience, and to be able to apply these knowledge and skills effectively in real-life interactions. Therefore, the selection of materials in this integrated Chinese curriculum was based on a wide range of life themes, including the following six aspects:

	Themes	Specific content
1	Daily necessities	e.g. Octopus card, computer, TV, shared bicycle, etc.;
2	Community facilities	e.g. police station, library and museum, Sham Shui Po community streets, characteristics of Shui Hang Hau Street, etc.
3	Weather information	e.g. weather reports in different seasons
4	Clothing and accessories	e.g. clothing from various countries, Hong Kong Shopping Festival, etc.
5	Sports	e.g. Olympic sports events
6	Healthy Diet	e.g. Genetically Modified Foods, Appropriate methods to lose weight

The above six aspects of themes and content depicts that the selected materials of this integrated Chinese curriculum were practical and useful in daily life. It aimed at providing useful teaching materials for participating teachers and students with diversified interesting themes, practical and effective language knowledge and skills, and relevant exercises. It also aimed to help ethnic minority students to apply the Chinese language knowledge learned from this integrated Chinese curriculum into their daily life.