

The Saigon International University



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GRADUATION THESIS PROPOSAL

**THE IMPACT OF SOCIAL NETWORK ON READING
COMPREHENSION OF YOUNG ENGLISH LEARNERS**

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CHAPTER I: INTRODUCTION

Social networking sites are more common in the era of information and technology. Every day, their multifaceted applications and requirements grow. Social networks, according to some, have the power to provide novel circumstances and opportunities that boost students' drive to study. In particular, acquiring a second language, English for example, results in more effective and successful language learning experiences as well as more favorable perceptions regarding the effectiveness of social networks for education.

As a result of their rapid global adoption, online social networks like Facebook, LinkedIn, and Twitter now attract a lot of attention (Silius, Miilumäki, Huhtamäki, Tebest, Meriläinen & Pohjolaine, 2010). These social networks have really been able to bring about a revolution in recent years in the areas of communication (Espuny, Gonzalez, Lleixa & Gisbert, 2011) as well as the exchange of information and knowledge (Grosseck, 2009, Albion, 2008). Due to their interactive and multidimensional nature, these networks have particularly captured the attention of the younger generation as well as college students. These networks enable their enthusiastic users, all familiar with the rapidly developing world of technology and the internet, to freely and quickly share, with their family, friends, and colleagues, the most important moments of their lives, i.e.

A number of studies about this matter have been made throughout the years all around the globe about the implications of social networks in teaching. However, in Vietnam, this is still an unfamiliar subject to research. As technology and the internet are increasingly becoming more integrated into daily life, the youngsters are the ones that will be most affected by it. Thus, more studies should be made about the good and bad of this matter in order to help the next generation in utilizing this powerful yet dangerous technology that we call social networks.

1.1. THE GOAL AND SUBJECTS OF THE STUDY:

The reason that this study is being carried out is because of the lack of studies and research done in Vietnam. Vietnam is currently a developing country, so the upcoming generations are the hope to help its country to advance further. However, they are being poisoned by the Internet. Content on the Internet, especially on Tik Tok, is mostly entertaining, but most children cannot comprehend what is real and what is fiction, so they learn and imitate everything that they think is cool and awesome. Despite the undoubtedly terrible influence, some children can still learn a lot from the Internet, especially in learning English. Some of the children that I have met throughout the years said that they have been improving their English not only through school but also on social networks like Facebook, Instagram, Reddit, ... The goal of this study is to help the youngsters recognize the amazing application of using social networks and take advantage of it into studying English. Moreover, the disadvantages will be identified to help the children avoid as much as possible.

The subjects of this study will be young English learners at the age of 10 to 14. As for the reason why, it is because this is the period of age that children turn into teenagers, their cognition of the world around them will change significantly. They are easily affected by the environment surrounding them, specifically, in this world and ages - the Internet. One of the most noticeable features of the Internet is that a person can join a community and communicate with a lot of people from different parts of the world. In most communities, they use English as the main

communication tool, thus, the majority of people who use English as a secondary language improve their skills exponentially when joining such a community.

1.2. RESEARCH QUESTIONS:

The objective of this study is to recognize the advantages and disadvantages of social networking on young English learners from 10 to 14 years old and what they think about using social networking in learning; therefore, figure out how educators can strengthen these advantages while avoiding the disadvantages. To do that, this study needs to answer the following questions:

1. How do social networks affect young English learners from the age of 10 to 14?
2. How can educators take advantage of the benefits from social networking and reduce the harmful effects for young English learners?

CHAPTER II: LITERATURE REVIEW

This research investigates the impact of social networking on the way young learners learn English and their attitudes about it. Therefore, two areas must be investigated: social network and learners' attitudes. With the advent of Web 2.0 tools like blogs, wikis, and social networking sites, there are now many chances to foster engaging interactions amongst students both within and outside of the classroom. Students today are encouraged to be active creators of their own learning environments, as opposed to pupils in the past who were passive learners of knowledge and in the reading context. Students are urged to learn as engaged members of society rather than as solitary individuals (Looi, C.Y., & Yusop, F. D. 2011).

2.1. SOCIAL MEDIA.

2.1.1. DEFINITION OF SOCIAL MEDIA:

When software developers first began utilizing the internet, O'Reilly (2005) coined the phrase "Web 2.0." Web 1.0 often consists of original texts, images, audio files, and video files as well as web pages, forums, emails, chat rooms, and other communication tools. Web 2.0 refers to live materials, Flickr, podcasts, videocasts, blogs, wikis, online discussion boards and social networkings (Alm, 2006; Shih, 2011). Web 2.0 is described by Donelan, Kear, and Ramage (2010) as a transition from static material to a collaborative, dynamic platform. Web 2.0 technologies provide frameworks for usage in educational settings, and their implementation opens up new avenues for students to receive and exchange helpful criticism from instructors and peers. Wikis, blogs, media-sharing services, social networking sites, collaborative editing tools, and modification technologies are examples of Web 2.0 technologies (O'Reilly, 2007; Donelan et al., 2010). Fralinger and Ownes (2009) discovered that the current learning sector has changed as a result of learning using Web 2.0 applications. The three main components of a technology-enhanced learning environment are pedagogy, technology, and social interaction. In order to improve performance and happiness, teachers and students can now use blended learning, which integrates Web 2.0 technology, online peer assessment, and face-to-face education.

2.1.2. THE CURRENT SITUATION OF SOCIAL MEDIA:

According to a research by Hootsuite (2020), there were more than 3.7 billion active social media users globally in January 2020, a rise of 9 (321 million) over January 2019. Among the most popular SMNs (Social Media Networks), 66 of Facebook users are teenagers and adults between the ages of 13 and 34. In 2020, these people used SMNs for more than two hours per day on average. These figures clearly show the surge in communication technology use that the 21st century is experiencing, driven by SMNs.

Bruce R. Lindsay (2011) stated that the emergence of technologies since the mid-1990s and the development of it has become the foundation for Internet-based applications known as "social media" where people can interact and share information. Chat rooms, blogs, discussion forums, wiki, Youtube, LinkedIn, Facebook, Twitter...are some prime examples of social media. Amazingly, all of the mentioned above can be easily accessed through a small mobile phone.

Through social media, anyone can be empowered by an unrestricted flow of information to expand their knowledge bank. Undoubtedly, social media plays a significant role in today's world

by impacting our culture, our economy and our worldview. Social media is a new platform that connects its users all over the world to exchange almost everything. It is believed that it has removed the communication barriers that existed since the dawn of time by creating decentralized communication channels and opening the door to new possibilities (Jacob Amedie, 2015).

On an individual level, social media allows us to communicate with others, learn new things and entertain ourselves. On a professional level, we can expand our own knowledge about a specific field of our interests and develop our professional network by connecting with others in our industry. Additionally, business-wise, social media allows us to converse with our customers and our clients to elevate our brand (W.Akram, R.Kumar, 2018).

2.2. THE IMPACT OF SOCIAL MEDIA ON HUMAN

2.2.1. ON ADULTS:

According to researchers (Bertot, J.C.; Jaeger, P.T.; Grimes, J.M), social media has four potential strengths: collaboration, participation, empowerment and time.

By providing people the ability to connect with others and form communities while also exchanging information, social media has the property of being collaborative and participatory. Moreover, it also empowers its user to speak more freely and to express their own thoughts. Finally, social media provides almost near-real time publication.

Business-wise, social media has transformed how the internet is used as a tool to spread information about products and encourage sales (Martina Drahošová, Peter Balcob , 2017). It now allows for less expensive and more effective online marketing, as well as new methods of getting in touch directly with potential customers, and it inspires the creation of business and communication strategies.

Moreover, social media offers various new ways of communication between individuals. Due to the busy lifestyles of adults, they do not have much time to spend on seeing their relatives and friends, it leads to the fact that most friends only meet each other once in a couple of months, or even years. However, now people do not have that problem anymore. Emailing, messaging and broadcasting have changed the way the world works (Trisha Dowerah Baruah,2012)

2.2.2. ON ADOLESCENTS:

According to Prensky, children nowadays are surrounded by digital technologies like televisions, mobile phones, computers, etc. (Prensky, 2001, p.9). These technologies bring along with it a lot of advantages and disadvantages.

Information, technology and communication (ITC) is the fastest way and the exciting thing for all social media users and specially for kids who are pretending gadget as their world, a lot game applications that they can get easily on Play store or Apple store, both getting free or buying, the children are just staying at home with playing by phone although their parents are busy with their activity, game these all are globalization impacts spread among our life, we actually do not reject it because we truly need it but we also must be able to care about our

children's future and we must know what our children open and look their social media (Andi Holilulloh, Ben Naouar Youssef).

2.3. THE IMPACT OF SOCIAL MEDIA ON EDUCATION:

2.3.1. ON TEACHERS' WAYS OF DELIVERING KNOWLEDGE:

In many countries, teachers have been applying social media as a pedagogical tool that improves the studying environment, helping to expand more ways of communicating between teachers, students and parents. (Mandy Vasek, Randy Hendricks, Ed. D., 2016).

Moreover, social media also provides teachers with exceptional tools that can improve classroom activities and the students' ways to interact with each other after school which also enhances collaboration and learning ability. (Hew and Cheung, 2014; Manca and Ranieri, 2016).

There are many ways instructors and schools can use social media in the classroom to take advantage of the networked power of these platforms and improve student achievement. For instance, using Facebook to create a group online that can help resolve students' questions even when they are not in class. Moreover, another application called Youtube, a famous social media used by almost everyone in the world, has been applied into teaching since its release. Teachers can record their own teaching and post it online for others to see (Med Kharbach, PhD, 2014).

2.3.2. ON STUDENTS' WAYS OF RECEIVING KNOWLEDGE FROM TEACHERS:

As for students, social media has significantly impacted the way they study and absorb knowledge. In the past, people believed that going to class was the only place that students could obtain knowledge from. However, using social media, a child can easily learn a lot of things just from his or her mobile devices. Moreover, students can also benefit a lot from using social media as a tool for education.

In a classroom, there will always be different types of students. Some are active, some are energetic, and some are quiet. The quiet children often feel reluctant to express their thoughts before the class whenever they are called upon to answer due to some reasons like shyness or fear. Therefore, they will not speak up for themselves if they do not understand anything in the lesson. However, with the help of social media, these children are encouraged to ask questions and answers with less stress of having to stand up before the class. (Borsh, 2009). According to Borsch, most students have a relative degree of discomfort whenever they must interact face-to-face with others, but those same students can perform better and be more interactive when studying online (Palloff and Pratt, 2001).

Social media can also improve learners' performance, especially language learners. Stakhnevich (2002) has conducted an experiment which indicated that ESL undergraduates' reading comprehension using the web perform better than students using traditional print mode. Park and Kim (2011) also found out that ESL "hybrid" online readers are more actively and creatively developing their reading strategies because they can gather a lot of new ways to improve their reading online.

Students value using Facebook technology to get greater help from their professors and peers during teaching practice, according to English and Howell's (2008) findings. Based on their

Facebook posts, which were primarily about effective communication such as group reinforcement, encouragement, and support, this conclusion was drawn. This finding shows that this group had a strong feeling of community.

2.3.3. THE IMPACT OF SOCIAL MEDIA ON READING COMPREHENSION OF ESL LEARNERS:

Social media is essential for learning English because it offers opportunities for adult learners to develop their speaking, listening, reading, writing, and other related skills. Especially reading skills (Dr. Meenakshi Sharma Yadav, 2021).

Regarding reading, this technology enables communication to take place concurrently with the course, allowing students to start conversations outside of the setting of the classroom.

Microblogging, which is integrated into social networking sites, appears to have the ability to expand these possibilities by giving readers a platform to engage in interactive reading, foster autonomous learning, and encourage actions that assist the construction of meaning. Users can collaborate to create co-authored works by exchanging and expressing their ideas (Abbitt, 2007; Bosch, 2009; Du, Carroll, and Rosson, 2010; Ebner, 2009).

Another advantage of using social media in reading is that this technology gives students access to digital materials whenever needed. With the push of a button and in a short amount of time, the technology makes it easy to share ideas with others and obtain feedback from them. Some academics have also noted that students who participate in learning via social networking technology acquire skills that go beyond the scope of the course material. This connects to the idea of incidental learning, which is learning that occurs accidentally or unintentionally as a result of academic or extracurricular activities (Kabilan et al., 2010).

According to Chin Yen Looi & Farrah Dina Yusop (2011), they believed that Edmodo, a private social networking site, is one of the alternatives to Facebook and Twitter. It offers a secure environment for students to engage in academic activities including asking questions and sharing their opinions. Teachers and students can communicate notes, links, files, alerts, assignments, and events in a secure environment by setting access restrictions for educational endeavors. This allows its users to take advantage of all the advantages of microblogging without the disadvantage of being completely visible to the entire world.

2.4. PREVIOUS STUDIES:

Baird and Fisher (2005) performed the first comprehensive evaluation of the possible educational applications of social networking. They found important benefits that social networking platforms offer learners of the post-millennial generation. Their research clearly demonstrates that contemporary pupils have grown up in a world of interactive media, the Internet, and digital messaging technology. Hence, their expectations and learning styles differ from those of prior generations.

Networking media provide students with tools for performing many tasks. Group discussions, sharing of resources, access to information, and amusement are examples of the functions served by social networking. Learning outside of the classroom is interactive thanks to social networking. Shih (2011) emphasized Web 2.0 as the social networking learning platform.

Students can improve their English skills by seeing and commenting on the Facebook posts of their friends. The outcomes of this study corroborate the social constructivist theory of learning, according to which children gain information through interactions with their peers. According to Bosch (2009), social networking also motivates students to ask questions that they might not ask in a traditional classroom setting. Although there is a degree of anonymity in the absence of face-to-face connection, the awkwardness of asking in front of a physical audience is significantly reduced. In an interview done by Bosch (2009), a professor emphasized the utility of the tool for his/her class of 300 students, particularly in offering a forum for students to pose questions and debate problems relating to the material covered in class. In his/her typical face-to-face classroom, pupils are hesitant to raise their hands if they have concerns, but in an online environment, they will confidently state their issues. Several previous studies have demonstrated the following benefits in students' academic performance when online activities are incorporated into English instruction and learning: Stakhnevich (2002) contrasted her ESL undergraduates' web-based and traditional print reading comprehension and concluded that the web-based reading comprehension was superior.

In recent years, there has been an increase in the number of studies that provide significant insights into the status of social networking among university students. Yet, this tool's ability to positively influence students' attitudes has yet to be thoroughly examined. Hence, the present study focuses on acquiring an in-depth understanding of the perceptions and attitudes of young English learners between the ages of 10 and 14 toward the English language, as well as how the use of social networking sites can influence these perspectives. The study also seeks to comprehend social networking and how it might contribute to the acquisition of foreign languages, as well as to identify the perspectives of young English language learners regarding the significance of online communication in enhancing their English proficiency in the present day.

CHAPTER III: METHODOLOGY

3.1. OVERVIEW:

The purpose of this study is to investigate the effectiveness of using online materials as supplements to the coursebook *More 1!* for a class of A1 level students at the Nam Sao International Language School. The online materials that are used in this study are from educational and entertainment web pages: healthline.com, athleticbusiness.com, readinginspiration.com, blog.continentalcurrency.com, heart.org, medicalnewstoday.com, bbc.com, nomadicmatt.com, imdb.com, reddit.com. The above web pages and reading tests which are taken from them are suitable for the level of the participants. This chapter presents the research design, research site, participants, data collection procedures, and data analysis scheme employed in this study.

3.2. RESEARCH DESIGN:

This study employs a mixed-methods research design combining both quantitative and qualitative data collection techniques. This method has two major benefits to it, which is a rich number of data and enhanced research validity. Hew, K. F. (2011) has explored the use of Facebook as a collaborative learning tool in English language classrooms. The study involved English language learners using a Facebook group to discuss and practice English outside the traditional classroom setting. The findings suggested that using Facebook helped enhance students' communication skills, engagement, and collaboration in learning English.

The study comprises 2 surveys, a pre-test, a post-test, and twelve online readings spread over a three-month period. Each week, the students were required to read and analyse one additional text from the internet.

The first survey aims to collect data on the students' perceptions of the effectiveness of using online materials as supplements to the coursebook. The second survey is to identify the difficulties after the study and to answer the question of how educators can take advantage of social media. Collecting data is an essential aspect of research because it provides the necessary information and evidence to answer research questions or test hypotheses. It involves gathering relevant data or information from various sources or through designed methods to analyze and draw meaningful conclusions.

The pre- and post-tests are used to compare language proficiency levels before and after the study. Pre-tests and post-tests help assess the effectiveness of instructional interventions on learning outcomes. Pre-tests establish a baseline of students' knowledge or skills before the intervention, while post-tests measure the impact of the intervention on their learning. The comparison of scores between pre-tests and post-tests enables researchers to evaluate the growth or improvement resulting from the intervention (Lee and VanPatten, 2003). According to Van Dijk et al. (2012), pre-tests enable the identification of students' prior knowledge and specific areas requiring improvement. Post-tests, on the other hand, help identify variations in learning outcomes based on individual characteristics or instructional strategies. This information can inform targeted interventions to address specific needs and enhance learning effectiveness.

Questionnaires

3 primary phases were gone through regarding the questionnaires. Firstly, designing valid and reliable questionnaires. To do this, the researcher carefully examined the three aspects of attitude and referred to previous attitude surveys to come up with statements that were locally suitable for the respondents. Secondly, comments of respondents and recommendations of the supervisor were taken into consideration to revise the questionnaires. Finally, after modifications and adjustments, the main study was conducted with a total of 10 respondents.

Test

There were 14 tests in total to be done by the participants of this research. These tests are taken out blogs and stories from web pages that has been mentioned above. Students are allowed to use materials when doing the tests, however, they must be under the supervision of the researcher.

Firstly, a pre-test was done by the students in order to examine their English capabilities before the research. The test was focused mainly on Reading and Comprehension skills, with 10 questions in total. Secondly, they were to take a weekly reading test throughout a 3-month period from March to June. The participants were free to use any form of aid that they needed. Lastly, they were to take a post-test at the end of June to determine if they had improved through the research or not.

3.3. RESEARCH SITE:

This study was conducted at Nam Sao International Language School, a private language centre located in Ho Chi Minh, Vietnam. The centre offers a range of language courses for learners of all ages and abilities.

3.4. PARTICIPANTS:

The study involved ten participants who were selected based on their availability and willingness to participate in the study. All participants were Vietnamese students, ranging from 12 to 14 years old, with a basic level of English proficiency (A1 level).

The participants were enrolled in a course offered by Nam Sao International Language School called More 1! which is a language course designed for beginners to develop their basic reading, writing, listening, speaking and grammar skills in English.

During the study, the participants were encouraged to interact and collaborate with one another as a means of enhancing their learning experience. The study involved a total of 20 hours of class time spread over 12 weeks. The students were encouraged to use the online materials for self-study and homework, and they were provided with detailed instructions on how to work with the materials.

Overall, the participants in this study were a group of learners at the age of 12 to 14 with the same level of English capabilities, motivations, and learning styles. The data collected from this group of participants helped to shed light on the effectiveness of using online materials as

supplements to the coursebook More 1! in enhancing the English language proficiency of A1 level students.

3.5. DATA COLLECTION PROCEDURES:

Data collection for this study was conducted over a period of 12 weeks, with a total of 20 hours of class time. The data collection procedures for this study were designed to gather both quantitative and qualitative data to address the research questions. The data collection consisted of three main components: a pre-test, a post-test, and two surveys.

Pre-test:

The pre-test was conducted before the beginning of the study to assess the participants' level of English proficiency. The test was administered in paper format and consisted of multiple-choice and short-answer questions based on the topics covered in the coursebook. It provided a baseline measure of the participants' language proficiency level at the outset of the study.

Post-test:

The post-test was administered after the completion of the study as a means of comparing the participants' proficiency levels before and after the study. Like the pre-test, it was conducted in paper format and included multiple-choice and short-answer questions based on the topics covered in the coursebook. The results of the pre-test and post-test were used to determine the efficacy of using online materials as supplements to the coursebook More 1!

Survey:

The survey was conducted both before and after the study to gather the participants' perceptions of using online materials as supplements to the coursebook. The first survey consisted of ten questions designed to measure the participants' attitudes towards the use of online materials as supplements, their perceived effectiveness, and their overall experiences with the materials. The survey was administered online through Google Forms and participants were required to respond to all questions. The second survey included five questions designed to identify the advantages and disadvantages of this study and what other things educators can do to improve this study.

Online

readings

Over the course of the study, the participants were assigned twelve online readings which were spread over 12 weeks. Each week, the participants were required to read and analyse one additional text from the internet. The readings were selected based on their relevance to the topics covered in the coursebook and were intended to supplement the content of the coursebook. The online readings were intended to provide the participants with additional exposure to authentic English and to help them develop their reading and comprehension skills.

Overall, the data collection procedures for this study were designed to gather both quantitative and qualitative data through multiple channels. The combination of pre-test, post-test, surveys, and online readings provided a comprehensive understanding of the participants' attitudes towards the use of online materials as supplements to the coursebook, and their efficacy in enhancing language proficiency.

3.6. DATA ANALYSIS SCHEME:

Data was analysed using Google Forms, which was used to administer the survey. The pre- and post-test results were analysed using descriptive statistics, and the data gathered from the online readings were analysed using content analysis techniques. Descriptive statistics were used to summarise the quantitative data set while content analysis was used to analyse the qualitative data.

CHAPTER IV: FINDING AND DISCUSSIONS

4.1. FINDINGS:

4.1.1. Results of the study:

4.1.1.1: From the questionnaires:

4.1.1.1.1: The first questionnaire:

1. Do you often use social media?

10 responses

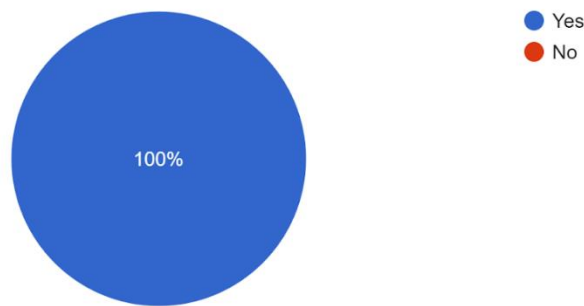


Figure 1: The frequency of using social media from students.

The question "Do you often use social media?" was posed to the participants, and the responses were collected for analysis. Out of the 10 individuals who were surveyed, all of them, 100, indicated that they often use social media.

This result indicates that social media is a widely used communication platform among the surveyed individuals. The popularity of social media platforms may be attributed to their convenience, ability to keep people connected, and accessibility. The high usage rate of social media among the participants may suggest that individuals are more likely to engage with others through digital platforms than face-to-face interactions.

It is worth noting that the data collected was limited to a small sample of individuals, therefore the findings cannot be generalised to a broader population. Further research could be conducted to identify whether or not there are any differences in social media usage habits among different age groups, gender, socioeconomic status, or cultural background. Also, follow-up research could provide insights into the ways in which people use social media, and how social media habits might have repercussions on social interactions or mental health.

2. Which applications do you normally use?

10 responses

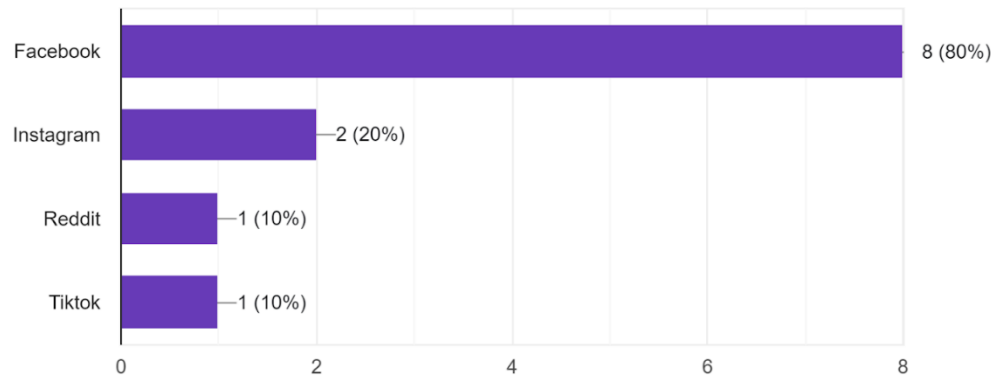


Figure 2: *The most used application that students often use*

The survey question "Which applications do you normally use?" was posed to the participants, and the responses were collected and analysed. Out of 10 total participants, 8 individuals reported that they use Facebook as their primary application. Meanwhile, 2 individuals indicated that they normally use Instagram. As for the other options, 1 person reported Reddit as their go-to application, and the same applied for Tiktok.

Overall, it is evident that Facebook is the most commonly used application among the surveyed individuals, followed by Instagram. Meanwhile, Reddit and Tiktok were used by a smaller percentage of the group. The results suggest that Facebook and Instagram are the most popular applications among this specific population, which may have implications for their social media use and habits. Further research could be conducted to investigate the reasons behind the usage patterns observed in this study.

3. What is the amount of time that you spend on these applications per day?

10 responses

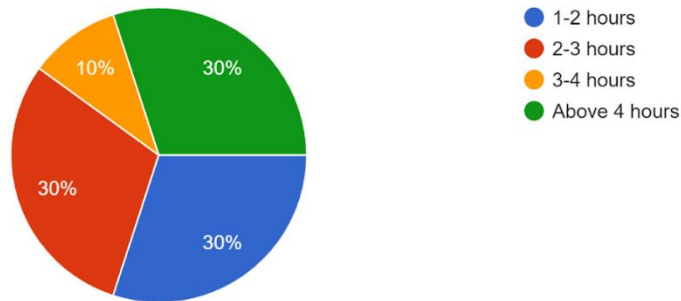


Figure 3: The amount of time that students spend on using social media

The survey question "What is the amount of time that you spend on these applications per day?" was administered to the participants, and their responses were collected for analysis. Out of the 10 individuals who participated in the survey, 3 participants reported spending 1-2 hours per day on social media applications. Similarly, 3 participants reported spending 2-3 hours per day on social media. One participant indicated that they spend 3-4 hours per day on social media, while the remaining 3 participants reported spending over 4 hours per day on social media applications.

These results suggest that social media is an integral part of the daily routine for the surveyed individuals, with the majority of participants spending 2-3 hours or more on social media each day. It is worth noting that spending an excessive amount of time on social media may have adverse effects on one's mental and physical health. Studies have shown that excessive social media use is associated with a higher risk of depression, anxiety, poor sleep quality, and decreased attention span.

A possible explanation for the high usage rate observed in this study might be attributed to the addictive nature of social media. Social media platforms are designed to keep users engaged, and features like notifications and the endless scrolling can encourage users to continue using the app for extended periods of time. Additionally, social media offers a sense of belonging and immediate gratification that can be difficult to obtain in face-to-face interactions.

In conclusion, this study found that the surveyed individuals spent a significant amount of time on social media each day, with the majority spending two or more hours per day on social media platforms. Researchers and public health advocates interested in social media use can turn to this study for basic data to understand the extent and patterns of social media usage among this surveyed population. Possible interventions could be put into place to decrease excess social media use, but further research would be essential to establish effective interventions.

4. What language do you use in these applications?

10 câu trả lời

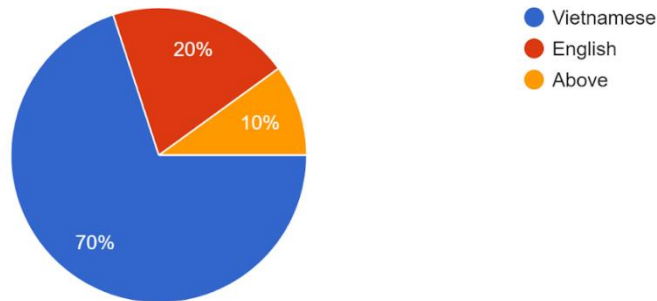


Figure 4: *The most used language that students use in social media*

The survey question "What language do you use in these applications?" was included in the survey, and the participants' responses were collected for analysis. Out of the 10 individuals who participated in the survey, 7 participants reported using Vietnamese as their language when using social media applications. Two participants reported using English, while one participant reported using both Vietnamese and English.

These results indicate that the majority of the surveyed individuals preferred using their native language – Vietnamese- on social media platforms. The high percentage of individuals who use Vietnamese may be attributed to the fact that the surveyed population is likely to be native Vietnamese or to live in a Vietnamese environment. Additionally, social media platforms have embraced this reality and Vietnamese is one of the languages available on their sites, making access and navigation in the platform easier.

However, it is worth noting that English is still a commonly used language on social media platforms, especially for users who have a wider range of online acquaintances or are involved in social media communities that use English. The participant who reported using both languages might be engaged in bilingual communication on social media, for instance given the context or the task at hand.

This study's results suggest that language plays a crucial role in social media usage and preferences. Platforms offer multiple language options, yet use of these options varies depending on the user's linguistic preferences and context. Future research could investigate how language choice and proficiency might be affecting one's social media usage or how social media practices can contribute to language acquisition or promotion among users.

In conclusion, the results of this study reveal that the majority of surveyed individuals use Vietnamese when engaging on social media platforms. Language can be a significant factor in social media usage habits and studying users' language choice can help provide a more detailed characterization of their social media practices.

5. What language are your contents in?

10 responses

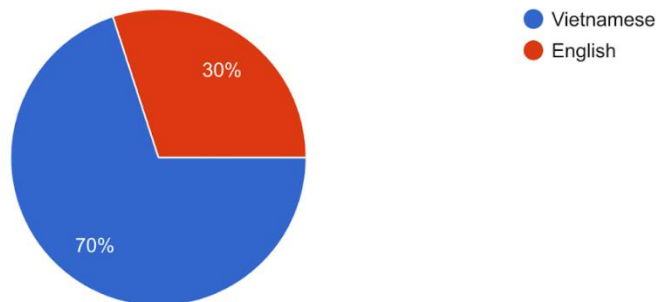


Figure 5: *The most used language that students see in their contents*

The survey question "What language are your contents in?" was asked to the participants, and their responses were collected for analysis. Out of the 10 individuals who took part in the survey, 7 participants revealed that they create content in Vietnamese. Meanwhile, 3 participants indicated that their content is in English.

These findings provide insight into the language preferences of social media content creators. The fact that the majority of participants create content in Vietnamese correlates with the earlier observation that Vietnamese is the preferred language of social media users in this survey. It seems like creating content in one's native language is the most natural and preferred language in social media.

However, the presence of individuals who create content in English suggests that this language is also a common medium for content creation, especially for those with wider targets beyond their local online communities. One possible strategy would be for content creators to combine different languages in their posts, depending on the subject matter, intended audience, and communication goals.

Overall, the results of this survey provide an idea of how language plays a crucial role in social media content creation. Social media platforms create a space for people to express themselves and communicate with others. Content creators are free to choose their language preference based on many factors, including the intended audience, theme, and preference. Understanding language use in social media content creation is valuable to both researchers and practitioners interested in social media's communicative impact and intercultural communication practices.