

The Impact of Social Networking Sites on English Language Learning

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Ethics approval

GSE Research committee <gse_researchcommittee@nu.edu.kz> Fri, Nov 4, 2016 at 12:51

To: Artem Zadorozhnyy <artem.zadorozhnyy@nu.edu.kz>

Cc: Nettie Boivin <nettie.boivin@nu.edu.kz>

Dear Artem,

The NUGSE Research Committee reviewed the project entitled "The Impact of Social Networking Sites on English Language Learning"

and decided:

To grant approval for this study subject to minor changes, to be discussed with supervisor

Approval subject to minor changes: The study is approved subject to minor changes.

Reviewer 1:

Instruments: Please provide an actual advertisement for recruitment of participants.

Reviewer 2:

Sampling procedures: the applicant confuses anonymity and confidentiality and used these terms interchangeably in the application. Interviews cannot be anonymous.

Before starting your data collection, you need to discuss these changes with your supervisor, revise your proposal accordingly, and then ask your supervisor to check the revised proposal.

Sincerely,

NUGSE Research Committee

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I want to thank all faculty members of GSE. Due to their help, I was able to write this study, and to present it in the form of thesis. I admire the professionalism of Alfred Burns for his contribution to the development of my study. Special thanks for my supervisor – Nettie Boivin for her support thought the study for giving me feedback owing to which I found out the right direction for the whole research and completed my thesis.

Abstract

The Impact of Social Networking Sites on English Language Learning

This study aims to investigate if there is a connection between the development of the English language learning and influence of Social Networks on it. In addition, it will assess, what are the purposes of Social Networking Sites (SNS) usage, by students in an English-medium university in Kazakhstani context. Finally, it analyzes students' beliefs on how SNS help facilitate their English language learning. The research problem of this paper is in the fact that educators do not have sufficient knowledge of new approaches and techniques to enhance the process of foreign languages acquisition. The rationale for the research is to fill the gap regarding the impact of digital literacy and SNS on English language learning. In order to solve the problem the researcher utilized mixed method research design. 76 students took part in an online anonymous survey. Further, nine students participated in a post-interview. The findings showed that students are fully integrated into online world and they consider SNS as a source to facilitate English language learning. Moreover, students demonstrated that their main online purposes are socialization, SNS activities for personal interests and education and academic purposes. The present study helps to understand that learning itself should be transferred from educational environment to SNS environment, and especially in the context of Kazakhstan, which is trying to become a more globalized educational digital country. The findings could be useful for policy makers and higher education officials. In addition, this study shows that with a massive usage of SNS by students these days, SNS could become a platform for language learning outside the classroom and beyond the educational practices. Thus, the policy makers could understand how teachers could be more efficient in utilizing digital technologies.

Аннотация

Влияние Социальных Сетей на Изучение Английского Языка

Данная диссертация направлена на исследование связи между развитием навыков английского языка и влиянием социальных сетей на них. Кроме того, эта работа позволит оценить основные цели использования социальных сетей (SNS) учащимися англоязычного университета в контексте Казахстана. В данной работе будут проанализированы мнения студентов относительно того, как социальные сети могут быть полезны в обучении английскому языку. Задача данного исследования заключается в том, что преподаватели не обладают достаточным количеством знаний о новых подходах и методах для улучшения процесса обучения иностранным языкам. Обоснованием для исследования является восполнение пробела в отношении влияния цифровой грамотности и воздействия социальных сетей на изучение английского языка. Для решения проблемы исследователь использовал смешанный метод исследования. 76 студентов приняли участие в анонимном онлайн опросе, а также девять студентов участвовали в последующем личном интервью. Результаты исследования показали, что студенты полностью интегрированы в онлайн-мир, и считают социальные сети подходящей платформой для изучения английского языка. Кроме того, студенты продемонстрировали, что их главными целями в социальных сетях являются социализация, деятельность направленная на удовлетворение личных интересов, а также использование социальных сетей для образования и академических целей. Настоящее исследование помогает понять, что обучение может быть перенесено из образовательной среды в среду социальных сетей, особенно в контексте Казахстана, который стремится стать более глобализованной и цифровой страной. Выводы данного исследования могут быть полезны для лиц, разрабатывающих политические документы

и сотрудников сферы высшего образования. Кроме того, данная работа показывает, что повсеместное использование социальных сетей студентами может помочь в трансформации этих платформ. Социальные сети могут стать платформами для изучения иностранных языков за пределами образовательной среды и образовательных практик. Таким образом, данная работа также позволит понять, как учителя могут стать более эффективными в использовании цифровых технологий.

Аңдатпа

Ағылшын Тіліне Әлеуметтік Желілердің Әсері

Бұл зерттеу бағытталған тексеретін, арасындағы байланыс ағылшын тілін оқыту дамуымен және әлеуметтік желілердің әсері бар ма. Сонымен қатар, бұл бағалауға мүмкіндік береді, ағылшын-орташа университетінде студенттер қазақстан ортада әлеуметтік желі (ҰШЖ) қандай мақсаты. Ақырында, ол студенттер сендіру туралы жеңілдету көмектеседі үшін олардың ағылшын тілін үйрену талдайды. Осы жұмыстың проблемасы зерттеу табылатындығында педагогтарын жаңа тәсілдер мен әдістерді үрдісін жандандыру үшін шетел тілдерін оқыту жеткілікті білімді жоқ. Зерттеудің негіздеу әсерін сандық сауаттылық және ҰШЖ ағылшын тілін үйрену жою алшақтықты қатысты проблемасын зерттеу үшін зерттеушілер аралас әдісі пайдаланған.

76 студенттер анонимном онлайн-сауалнама қатысты. Бұдан әрі, тоғыз студенттері берген сұхбатында қатысты. Нәтижелері көрсеткендей, студенттер онлайн-әлемде толығымен біріктірілген және олар ағылшын тілін оқыту үшін ҰШЖ көзі ретінде жеңілдету деп санайды. Сонымен қатар, студенттер олардың басты онлайн мақсатын әлеуметтендіру, жеке мүдделеріне және білім беру мен академиялық мақсатында ҰШЖ қызметі көрсетті. Бұл зерттеу түсінуге көмектеседі, бұл оқыту үрдісі ҰШЖ ортада ауыстырылуы білім ортысында беру болуы тиіс, әсіресе, Қазақстан жағдайында, ол жаһандық сипаты болуға астам сандық білім беру ел тырысады. Алынған нәтижелері саясаткерлер және жоғарғы шенеуніктер үшін болуы мүмкін пайдалы. Сонымен қатар, бұл зерттеу көрсеткендей, студенттер осы күндері ҰШЖ әлеуметтік желілер платформасы тілді үйрену тыс, сыныптан тыс оқу үшін тәжірибелерінің жаппай пайдаланды. Осылайша, саяси органдар түсіну мүмкін, мұғалімдер мүмкін неғұрлым тиімді пайдалану үшін сандық технологиялар.

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Chapter 1. Introduction

We are living in a century where access to information gives people knowledge, and therefore power. Thousands of waves of information surround people everywhere. We encounter information on the billboards, bus and train stations, on buses, on the screens of our laptops; in other words, everywhere. Kazakhstan is a developing country, where cities struggle to become more digitally developed, and where globalization is emphasized. Kazakhstan is a multilingual and multicultural country where the government promotes existing linguistic plurality and has various policies and documentation to support their beliefs. In 2007, in his speech, the President of Kazakhstan, Nursultan Nazarbayev, launched project named “The Trinity of languages” (Nazarbayev, 2007). According to this document, it is stated that the Kazakh language will have a status of the State language, Russian will be considered as the language of inter-ethnic communication and English will be emphasized as a language for multicultural communication (Nazarbayev, 2007). Through this statement, the President and Government emphasize a need for development of multilingualism within Kazakhstani society. The Kazakhstani Government designed a set of policies, which also influenced the development of multilingualism in Kazakhstan. For instance, one of the most important documents in the country is The State Program of Languages Development and Functioning for 2011-2020. The main goal of this program is to promote multilingualism in Kazakhstan, emphasizing the knowledge of English, which seen as impetus for the country to enter the global market. It is expected that by 2020, 95% of citizens need to speak Kazakh, 90% Russian and 20% English (MES, 2011). However, developing English in Kazakhstan is a problem as it is needed for business and technology in the country and internationally and yet the populace has a low proficiency in English and there are not enough educators proficient enough to help develop English with the populace for business and technology purposes.

Throughout the world educators paid attention to the influence of digital technologies on education and foreign languages learning (FL) in particular. For instance, Golonka, Bowles, and Frank (2014), through the analysis of technologies' impact on FL learning and teaching, demonstrated that computer-assisted pronunciation trainings and chats facilitate English language learning within the classroom. Along with this study, numerous studies researched the impact of technologies within the classroom context during the last ten years (Blattner & Fiori, 2009a; Bosch, 2009; Roblyer, McDaniel, Webb, & Herman, 2010; Ventura & Quero, 2013). However, the gap in the international research area is that the authors only examined the impact of SNS from the second language perspective and did not pay attention to the influence of SNS in the multilingual context. What is more, studies mostly concentrate on the formal learning inside the classrooms, disregarding overall and incidental learning outside the classrooms. All these things can be seen as a gap in the research. Thus, it was important to conduct the present study in Kazakhstan, where the government promotes trilingualism, and where there is a lack of multilingual SNS studies.

The number of students, who use SNS in everyday life, is big. SNS are becoming not only the way to communicate but also the way to promote products, to transmit knowledge and ideas, to share information and feedback. In the particular context of Kazakhstan, the phenomenon of new technologies, Social Network Sites (SNS) in particular, and their influence on the acquisition of foreign languages does not receive substantial amount of attention in the research area. In addition, with the implementation of the Trilingual policy in Kazakhstan, people have access to digital media in Russian, Kazakh and English languages, which makes it more useful for investigation. With the proclaimed goal to develop multilingualism in Kazakhstan, there is a need to find connection between the development of English language learning and the influence of Social Networks on it. Various authors, for

instance, Smagulova (2015) elaborated on particular problems that could arise during the implementation of multilingualism. Being as we are living in the 21st century, there is a need to adapt the Kazakhstani education system, especially taking into account, the promotion of multilingualism, and the development of new techniques to meet the realities of modern times. The problems in the Kazakhstani system of education vary from the shortage of English language teachers and special textbooks to the quality of multilingual education (Smagulova, 2015; Zhetpisbayeva, Shelestova, & Abildina, 2016). However, another important problem is connected to the inherited post-Soviet style of foreign languages teaching. The educators, who were taught through the Soviet system, adhere to traditional grammar-based and teacher-centered methods, neglecting the importance of communicative competence development. Thus, the research problem is that educators do not have sufficient knowledge regarding the new approaches and techniques to enhance the process of foreign languages acquisition (Zhetpisbayeva et al., 2016).

It is a common belief that the teachers in Kazakhstani schools often blame Social Networking Sites for the deterioration of literacy and distraction of students' attention. However, these educators do not realize that the Social Networking Sites could be considered as a useful platform not just for educational learning but for life-long learning. The understanding of how and for what purposes students communicate is important because this study explains how learning could transfer from the educational environment to the SNS environment, which is especially important for Kazakhstan, which is trying to become a more globalized educational digital country. In addition, through the findings of the present study, it was possible to get a better understanding through the students' opinions, as everyday users of SNS, regarding the possible influence of SNS on English language learning and English language skills, in particular. With the proclaimed goal to develop multilingualism in

Kazakhstan, the purpose of this study is to find the connection between the development of English language learning and the influence of Social Networks on it. What is more, unlike the previous research, this study investigates learning and SNS rather than aspects of teaching.

In order to reach the purpose of this study the main research questions are as follows:

RQ1: What are the purposes of the Social Networking Sites (SNS) usage between students?

RQ2: Do the students believe that SNS help them facilitate their English language learning?

RQ3: To what extent does SNS help students improve their English language in particular?

The significance of this study is to understand how SNS could become a platform for language learning outside the classroom and become part of the educational process.

Additionally, through the findings and conclusions of this study, the policy makers will come to understand that the teachers could be more effective in utilizing digital technologies in the development of multilingualism and in particular, English language. This study could have an influence not only on policymakers but on educators as the findings may give educators a new awareness regarding the primary purposes of using SNS between students in everyday life and their beliefs regarding the impact of SNS on English language learning. Also, educators will see the reason for its use in the educational process.

In the following chapters, I present a review of the literature surrounding this topic, where I dwell upon the main aspects of Social Networking Sites, New Literacy studies and types of foreign languages learning. Following that, in the Methodology part, I point out how the mixed methods research design was applied to the present study. As the next step, I present the quantitative findings of the paper, following by the quantitative findings and the discussion

of those findings, where the results are explicitly explained. Lastly, I summarize the answers for all research questions, present the conclusion of the study and describe limitations and implications for future research.

Chapter 2: Literature review

Introduction

In the first part of this chapter, I will describe the appearance of digital technologies and their influence on educational process throughout the world. Computer-assisted language learning and Mobile-assisted language learning as well as the usage of technologies during the lessons will be analyzed. Second part of this chapter examines Social Networking Sites and their main purposes. The use of them will be defined. In the third section of this chapter, I will concentrate on the impact of SNS for educational purposes. In addition, I will demonstrate how SNS were already used to enhance educational process in various contexts. This is important for my study because it can deepen understanding if SNS are already seen in some countries as educational platforms. Then, I will dwell upon highlight New Literacy Studies and digital literacy emphasizing the development of multimodalities and its importance for students in 21st century education. Following that, it will be important to mention the main types of English language learning. Finally, the conceptual framework for my study will be presented.

Appearance of digital technologies

The 21st century is the century of modern digital technologies (Rowse, 2013). Under digital technologies I mean computers, gadgets, laptops and other equipment, which enhanced and improved our lives, by simplifying the ways to transmit, receive and share information. Modern digital technologies transform the way we live and shape all spheres of our lives. With the appearance of new technologies, educators gained access to various sources and platforms to enhance educational process. The fusion of technologies and education can, intentionally or unintentionally, affect learners both positively and negatively (Kabilan, Ahmad, & Abidin, 2010). That is why, taking into account the impact of technologies' on education, my study

aims to understand students' usage of Social Networking Sites (SNS) and their impact on English language learning.

Educational process is a very structured process, where every part should have its own purpose. Implementation of new technologies gave more space for freer communication and collaboration, which has led to acquiring the variety of new competences (Kabilan et al., 2010). The number of authors researched how the digital technologies were implemented into educational process for enhancing learning of particular subjects (Holtman, 2009), promoting students' output in L2 (Kim, Park, & Baek, 2011), facilitating communication with native speakers (Lin, Warschauer, & Blake, 2016). The aforementioned scholars considered SNS usage within the frameworks of the classroom; however, educational process could also occur outside educational institutions. Thus, the development of technologies broadened understanding of learning itself and emphasized that students' development can take place anywhere and through different online activities.

In the realm of foreign languages learning via digital technologies, two important practices appeared: Computer-assisted language learning (CALL) and Mobile-assisted language learning (MALL). Many authors conducted studies regarding the CALL influence on foreign language learning. For instance, some scholars studied the CALL impact on German language learning (Kétyi, 2013) and the development of L2 vocabulary and prosody (Chun, 2007). Some authors, such as Thornton and Houser (2005), worked on MALL usage and initiated projects through which they organized vocabulary and idioms learning by way of videos and animation (Thornton & Houser, 2005). To conclude, the authors indicated positive impact of mobile devices on foreign languages learning and proved the effectiveness of modern technologies. All these studies were initiated in educational contexts and emphasized how teachers and educators could use technologies for the learners' benefits. However, some

of these studies showed a lack of understanding that learning via computers and mobile devices occurs more frequently outside the school settings.

In contrast to the aforementioned scholars who emphasized positive development of technologies in educational settings, some scholars still claim that classroom usage of technologies on L2 lessons remains very low (Ertmer, 2005, as cited in Blattner & Fiori, 2009). Teachers adapted the usage of Power Point presentations and Word documents, but with no regards to applying a variety of high technologies, such as social networking sites or web-forums (Blattner & Fiori, 2009b). Nowadays, technologies gave teachers a number of options to enhance educational process and to make it more interesting. However, in some cases, such as in mainstream schools of Kazakhstan, for instance, teachers prefer to use outdated approaches and techniques because of their easiness. These practices disregard students' needs and create a divide between those students who are taught through new approaches and those who are not. Therefore, that is the reason why with the development of SNS, some educators started to research the SNS usage in educational process. Another reason for that is in the simplicity of SNS usage and a variety of activities that could be performed online. The following chapters will elaborate more on what we understand by SNS and will shed more light on their purposes.

Defining social networking sites

The first Social Networking Site (SNS) appeared in 1997 with the development of SixDegrees.com (Boyd & Ellison, 2007). It was the first internet platform that allowed its users to communicate with their friends and to create their profiles. Since that time, Social Networking Sites started to gain popularity, and the appearance of MySpace and Facebook transformed online activities into mainstream practices (Boyd & Ellison, 2007). Nowadays,

Social Networking Sites (SNS) became a part of our lives. Children, adolescents, students, and even adults use SNS on the every-day basis.

Different authors proposed several definitions of SNS. For instance, Boyd and Ellison (2007) write that “social network sites as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system; (2) articulate a list of other users with whom they share a connection; and (3) view and traverse their list of connections and those made by others within the system” (p. 211). Coyle and Vaughn (2008) define *social networking* as “sites (that) encourage communication with others by providing directories of relevant user populations, opportunities for self-description and content uploads, and/or recommender systems” (p. 13). Considering these definitions, for this study, SNS will be understood as online services that give people access to interact and share information with others. In other words, I can claim that SNS helps “to build the community of learners” (Blattner & Fiori, 2009, p. 20). However, initially SNS were created as special platforms for communication.

The appearance of SNS drastically changed the way we communicate and gave us access to information of every kind (Lee & Kim, 2014). These technologies blurred the boundaries of communication and presented the concept of “anytime anywhere” access to the internet (Lee & Kim, 2014). These days we can reach people, who are sitting in another part of the world by simply clicking the button “add friend”. We can create various communities based on other preferences with people who we never met in person, we can play online games, collaborate for various purposes and co-construct the meaning and knowledge (Kalantzis, Cope, Chan, & Dalley-Trim, 2016); in other words, the range of SNS purposes is limitless. Thus, with a simple access to SNS, educators started to research the influence of Social Networking Sites on various aspects of our lives and some researchers realized that

SNS can affect foreign languages learning. This information is seen as a rationale to conduct the present study because the findings will help educators to enhance ELL practices in Kazakhstani context.

Purposes of using SNS

Students use SNS daily for various purposes and spend a lot of time online. That is why many researchers started to study the SNS' usage for educational purposes. Some authors researched people's motivation for using SNS (Brandtzæg & Heim, 2009) and users' types of gratifications (Xu, Ryan, Prybutok, & Wen, 2012). Others created various frameworks to categorize the purposes of SNS' usage (Ito et al., 2010; Java, Song, Finin, & Tseng, 2007). In this part, I will discuss these categorizations and will explain their connection to my study.

Java, Song, Finin, and Tseng (2007) used observations of users' online activities and analyzed the Twitter's online properties. They investigated the purposes of microblogging usage, particularly in Twitter, and identified major categories of users' intentions. The four main reasons for microblogging were defined as follows: *Daily chatters*, when people share their current thoughts and activities; *Conversations*, when people communicate and discuss; *Sharing information*, when people send one another links and URLs; and *Reporting news*, when people prefer to publish information on current events (Java et al., 2007). However, these categories of SNS activities are not limited because the main reasons to use SNS might intertwine and influence one another. In this study, the first research question aims to reveal students' main purposes to go online. All the aforementioned categories were researched in connection to the students' practices. That is why, I will adapt them for the present study. I combined three categories of Java et al. (2007) "Daily chatters", "Conversations" and "Reporting news" into one category "*Socialization purposes*". These categories were put together since they describe collaboration between students and their principal purposes for

communication online practices. The results based on this category will be presented in the findings chapter.

In their turn, Ito et al. (2010) also divided genres of participation in new media by distinguishing two main categories: *friendship-driven* and *interest-driven*. By changing the notion of “purposes of SNS usage”, the authors define genre of participation as “participation with new media as a way of describing everyday learning and media engagement” (Ito et al., 2010, p. 15). By friendship-driven practices Ito et al. (2010) describe youth collaboration in online social world on an everyday basis. In their description, authors touch upon communication in different groups, building friendship and romantic relations, and self-expression in the SNS world. The interest-driven practices are defined as follows: “the interests come first, and they structure the peer network and friendships” (Ito et al., 2010, p. 16). In other words, in the interest-driven genre of participation users are more concentrated on their interests that help them afterwards to participate in particular online communities and communicate with people based on their preferences. These two different categories demonstrate that some people see communication with their peers as a rationale to use SNS whereas others prefer to focus on their own interests instead.

Further in their study, Ito et al. (2010) elaborate on other forms of participation and define the degrees of involvement more definitively. The authors emphasize three main forms of involvement: *hanging out*, *messing around* and *geeking out* (Ito et al., 2010). *Hanging out* stands mostly for friendship-driven practices, emphasizing youth involvement into networks with orientation to communicate with their peers. The term itself describes activities in the online environment, which allows people to have a feeling similar to their communication with friends in the real world. *Messing around* combines interest-driven activities and initial search for information. The notion combines user’s ability to learn, to find and ‘to play’ with

new information, choosing various ways to access data from different internet web-pages. Lastly, *Geeking out* corresponds to intense commitment to particular technology or online practices. The term describes people, who focus on their interests and how these interests allow them to find new people to share their thoughts, feelings and perceptions. In this case, the online world presents the possibility for people to find interlocutors who share same preferences outside local communities (Lee & Kim, 2014). Therefore, differentiation between these degrees of involvement differs from the first categorization because it allows the assessment of people's SNS practices with more concrete frames.

In both categorizations, Ito et al. (2010) distinguished two principal purposes between students to use SNS: friendship-driven and interest-driven practices. I already described the category of socialization, which I will use to analyze the answers of students. The category of socialization corresponds to the friendship-driven practices defined by Ito's et al. (2010). However, I will adapt the second part of Ito's et al. (2010) categorization regarding the interest-based practices into the second category for the analysis of students' online practices. The category will be called as "*SNS activities for personal interests*" and will be used to described students' personal reasons to be online in SNS. Thus, I distinguished two main categories, which I will use to analyze the answers for the first research question. In the following sub-section, I will dwell upon the third category.

SNS usage for educational purposes

Along with studies that aim to understand the purposes of SNS usage between users, some scholars from various global sites started to research a possible usage of SNS for educational practices. For instance, the study, conducted by Roblyer, McDaniel, Webb, and Herman (2010) about the usage of Facebook questioned the purposes and attitudes of students and faculty towards the online practices in SNS. The findings showed that students and faculty

differ in their perceptions on Facebook usage. For instance, students' answers demonstrated their positive attitude towards Facebook usage whereas teachers' perception showed their intention to stay with "traditional" e-mail interaction (Roblyer et al., 2010).

Another study (Kabilan, Ahmad, & Abidin, 2010) was also focused on Facebook as a platform that can enhance the educational process. Findings showed that students believe that SNS and the online environment could improve English language learning if instructors provided meaningful instructions beforehand (Kabilan et al., 2010). Thus, the present generation of learners see the variety of advantages in using SNS for their education. Based on these changes in the perceptions of new generations, in 2001, Marc Prensky have proposed the term "digital natives". By this term, the author conceptualized that students nowadays perceive and work with information in a different way, emphasizing students' engagement into digital world from the early years (Prensky, 2001).

Another case study concentrated on SNS, particularly on Facebook and analyzed how SNS could increase students' collaboration and enhance learning (Ventura & Quero, 2013). For this study, a group was created for the purposes to develop a platform for multi directional communication. By multidirectional communication, we understand students' communication in Social Networking Sites through private and group chats. A group was created in order to explore possible impacts of SNS on teaching and learning, and to improve educational methodology itself (Ventura & Quero, 2013). By the end of the course, the survey among students of the University of Malaga showed that students perceive SNS as a resource, which could be useful for future courses and highlighted its positive influence on their level of motivation (Ventura & Quero, 2013). In addition, the survey helped identify a variety of competences, such as "creativity, ability to convey information, socializing skills", which could be developed by using Facebook (Ventura & Quero, 2013, p. 1036).

These studies are only examples of how educators consider SNS as platforms for educational practices inside the classroom. Researchers created various tasks and exercises to involve students and then they asked about the students' opinion regarding the influence of SNS on educational practices (Kabilan et al., 2010; Roblyer et al., 2010; Ventura & Quero, 2013). However, these studies do not connect to my research design. I did not use SNS to create various exercises because the main purpose of my first research question was only to find out the students' opinions regarding the purposes to use SNS. It is important to note that nobody in the mentioned studies emphasized multilingual context of the research; that is why, the present study can broaden the scope of the research. In previous part, I defined two categories, such as "*Socialization purposes*" and "*SNS activities for personal interests*". In addition, the analysis of studies helped me to identify the third category of educational purposes for the future data analysis, which will stand for "*Education and academic purposes*".

In addition, a number of other scholars researched the impact of SNS on multilingual developmental practices (DePew, 2011); on foreign language skills development (Lin et al., 2016); and on ICT literacy and development of micro-communities (Bosch, 2009). However, my study dwells upon students' beliefs and perceptions on how SNS can facilitate English language learning and enhance English language skills, rather than focusing more generally on digital technologies usage for classroom activities. By doing so, I emphasize the difference between 20th and 21st century practices, new literacy studies and the need to recognize not only traditional and formal, but at the same time informal types of learning practices. Moreover, this study investigate why students utilize SNS in their everyday life, which can increase understanding on how SNS could influence English language learning outside the classroom practices.

New Literacy Studies

In the 21st century, with its globalization and technological progress, many concepts in education were drastically changed. For example, in foreign languages teaching and learning, during the last years, a switch of the emphasis occurred from the grammar development to communication competences, and from the literacy skills to multiliteracies. Along with this switch, acquisition of foreign languages started to depend on digital technologies. Researchers started to pay attention to the shift in educational process, emphasizing that technologies are used to enhance learning nowadays. New terms, such as digital learning, multiliteracies, new literacy studies, digital literacy appeared (Lee & Kim, 2014). These days, these concepts are reshaping the learning process from the text-based practices to multimodal and multidimensional learning, which appeared only after the development of new technologies and their usage in education (Lee & Kim, 2014). Thus, the field of foreign languages teaching and learning (FLTL) was intensively influenced by the appearance of new technologies and by the appearance of multimodality as a sequence (Kimmons, 2014).

Information can be presented through numbers, images, or mostly through language, which as Kress (1997) points out, helps transmit information in written or in oral forms (p. 1). Along with that, Kress (1997) defined literacy as “a medium of information which most of us know and all of us use - language in its written form” (p. 1). Thus, Kress describes how literacy was perceived before, emphasizing the one-dimensional mode of its perception. In 1986, Cooper explained that literacy “is an activity through which a person is continuously engaged with a variety of socially constituted systems” (as cited in Buck, 2012, p. 367). However, Scribner and Cole (1981) used plural form “literacies” and described them as “socially organized practices [that] make use of a symbol system and a technology for producing and disseminating it” (as cited in Mills, 2010, p. 247). The New London Group

(1996) claimed that the term “literacy” could not be described anymore as an ability “to read and write in page-bound, official, standard forms of the national language” (p. 61). They argued that this term cannot catch the perception of written information on the whole because it neglects including various modalities, which were introduced along with the development of new technologies (Kress, 1997).

In 1996, the New London Group presented a new term “*multiliteracies*” and revealed that this term “encompasses multiple ways of meaning making and communicating, including visual, audio, spatial, behavioral, and gestural modes” (p. 64, as cited in Wong, 2015, p. 75). Scholars concluded that language could not be seen as static because it changes and develops through a variety of different modes (New London Group, 1996). Thus, after the study, published by New London Group, the researchers started gradually evolving from the term “literacies” to “multiliteracies”, with an emphasis that new technologies changed our practices and added new modalities to perceive and embrace information. In their article, Rowsell and Walsh (2011) elaborated on how on-screen practices “transformed the way we make meaning” and stressed that education needs to be adjusted to modern changes and to regard the use of multimodalities to the development of communication skills (p. 56).

All in all, with the growth of new technologies that allow children to be engaged in the digital world students started to use internet on a daily basis. They go to SNS for various purposes and information surround them everywhere. However, as I described above, nowadays information is presented in multimodal mode what allows students not only to read the text but to perceive information through images and videos, which influence students’ perception of information. With such developments, there is a need for Kazakhstani educators to understand the realities of modern times and to use new approaches and techniques to enhance educational process utilizing multiple modes to represent information. Thus, there is a

need to consider how digital technologies, particularly SNS can affect Kazakhstani students' learning and to conduct the mixed methods study for understanding the influence of SNS on ELL, in particular.

Digital literacy

In 1997, Paul Gilster defined the term “digital literacy” and wrote that it is “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers” (p. 2). Following that, Lankshear and Knobel (2008), defined “digital literacies” as “the myriad social practices and conceptions of engaging in meaning making mediated by texts that are produced, received, distributed, exchanged, etc., via digital codification” (p. 5). In other words, any practice in the internet, such as blogging, e-mail communication, posting photo or video in social networks is considered as a form of digital communication. In their definitions, authors differ by the usage of the word “literacy” and “literacies”. These differences between two terms could be explained easily by the appearance of new technologies and new types of social practices, distinguishing new modalities of gaining information (Lankshear & Knobel, 2008). Digital communication and new modalities drastically changed the way we communicate and also influenced the way we learn languages. Nowadays, with the appearance of new modalities we need to consider technologies for providing better education for students, especially in the sphere of foreign languages learning. Thus, the online practices in digital spaces require particular skills and experience to understand the content and learn how to communicate effectively.

As Buck (2012) points out, in the twenty first century, we need to take into account technologies as systems that shape literacy practices. For instance, in Facebook users use videos, various images, comments and replies for expression of our ideas and thoughts (different visual, audial and text modalities). These various modalities help acquire true

communicative competence, including such skills as critical thinking, problem-solving skills, intercultural communication and collaboration learning skills (Rowell, 2013). Students need all these competences for successful collaboration but it does not necessarily help acquire language proficiency; instead, it creates possibility to become better communicators. Consequently, becoming better communicators will improve foreign language learning communication, and that is why every modality as a specific component helps formulate an overall communication competence. In his case study, Buck (2012) researched undergraduates' and graduates' digital literacy in SNS. He collected information through interviews and online texts of students, which he checked. In conclusion of his study he claimed that SNS can play an important role in digital literacy practices because they can be easily integrated to our everyday life (Buck, 2012, p. 35).

All in all, with the development of digital literacies, there is a need to understand the importance of digital technologies and recognize them in educational system by reshaping the process of learning. Taking into account worldwide SNS' usage by students, it is highly important to study the influence of SNS on foreign language learning, moving away from traditional and formal practices. Digital literacy is important and post-soviet style of teaching in Kazakhstan often neglects the development of new technologies and disregards the fact that students' skills of using of technologies and SNS, in particular, may be useful. Such educators often see the only way to teach their subject, set the frames and limit educational process within the classroom. In order to show educators that digital technologies could enhance ELL, I will ask students about their experiences in SNS and the impact of SNS. The information will help to fill the gap of knowledge regarding the impact of digital literacy and SNS on English language learning.

Types of English language learning

As it was said above, English language learning could not be provided anymore through the means of developing grammar, emphasizing general literacy, as we have considered these practices many years ago. Modern technologies allow educators to create “interactive, personalized and holistic” teaching and learning systems; in other words, “systems (that) can be personalized and tailored to suit the individual and unique learning needs of our students” (Roth, 2009, p. 127). Thus, learning can not be limited by just classroom activities because SNS allow learners to have meaningful collaboration outside that could be called “*incidental learning*”. As it was mentioned by Pennington (1989) and Cahoon (1995), this type of learning occurs “in the process of completing tasks using computers and/or in the online environment” (Kabilan et al., 2010, p. 180). Through the quantitative study with 300 students, Kabilan et al. (2010) concluded that the usage of Facebook allowed students to increase their learning skills, motivation and confidence. What is of more interest, both authors, Roth (2009) and Kabilan et al. (2010), pointed out that out-of-class practices involve students in the online world where they have an opportunity to acquire skills and literacies unintentionally through communication. That is why there is a need to study students’ engagement into SNS for understanding its impact on learners. These days, studies mostly examine EFL or second language acquisition. However, the context of the present research is a multilingual institutional context. It is an urban setting where the government emphasizes globalization and the role of digital technologies. The chosen research site is an English-medium university for bilingual students. Therefore, in this unusual context, there will be examined the informal learning outside of the classroom.

Traditionally, most research studies have investigated English language learning from the classroom. However, in this globalized digital society learning occurs not only in the

formal but in the informal setting (Kalantzis & Cope, 2012). Moreover, social networking sites (SNS) are frequented in a more informal setting. Thus, from a socio-cultural and sociolinguistic perspective language learning occurs both inside and outside of the classroom (Hymes, 2003; Lantoff & Thorne, 2007). The notion of “informal learning” was described by The National Science Foundation (2006) as “learning and engagement that occurs outside formal school settings” (as cited in Bull, Thompson, Searson, & Garofalo, 2008, p. 101). Informal learning is attributed to the special contexts where students interact in online communities, social networking sites, on forums or on special social programs (Bull et al., 2008). These online practices happen outside the classroom and there is a need to consider these online platforms in order to connect them to formal learning development (Bull et al., 2008). Therefore, the study will investigate English language learning that is obtained outside of the classroom and irrespective of English homework activities.

Conceptual framework

For this study, the researcher utilizes the combined conceptual frameworks developed by Ito et al. (2010), Blattner and Fiori (2009) and Java et al. (2007). For the framework, the authors described four concepts of youth engagement to new media, such as *genres of participation, networked publics, peer-based learning* and *new media literacy*. Some studies adapted this conceptual framework to study the usage of technologies in education (Campbell, Wang, Hsu, Duffy, & Wolf 2010) or to describe the formation of digital identity (Lee & Kim, 2014). However, this study does not touch upon the usage of technologies for educational purposes and does not examine classroom activities with the usage of SNS. The findings of this study aim to understand students’ purposes of Social Networking Sites usage and their beliefs on how SNS could facilitate English language learning. Thus, the collected data were categorized based regarding the students’ purposes of SNS usage, beliefs on how SNS can

improve the process of English language learning, motivation and confidence to learn the language and English language skills, in particular.

The present study uses the mentioned conceptual frameworks with some adjustments. The research will be based on three categories of the purposes in using SNS: SNS for personal interests, SNS for socialization and SNS for educational and academic purposes. The category of socialization was adapted from the study of Java et al. (2007), where authors elaborated four main categories to utilize Twitter: “Daily chatters”, “Conversations”, “Sharing information” and “Reporting news”. For my study, I combined three first categories as one general category “Socialization”. The reason for that was in the fact that the categories of Java et al. (2007) were too specific for the present study. In case of students, socialization means their communication with peers, friends and relatives, and through this communication they share information and even could report some news; thus, the aforementioned categories of Java et al. (2007) were used for the present study as “Socialization category”.

The second category for analyzing the purposes of SNS usage between students was adapted from the study of Ito et al. (2010). In that study, authors defined two main categories for students to use SNS: friendship-driven and interest-driven practices. Since I already defined the category of socialization, which mostly stands for friendship-driven practices of Ito’s et al. (2010) study, the second part of my framework will be defined as “SNS for personal interests”, which corresponds to the interest-driven practices in the mentioned study. The third part of my conceptual framework was not used before for the analysis of students’ online practices. I connect the third part to the students’ main activities: “SNS for educational and academic purposes”. By this category, I mean students’ usage of SNS to find various textbooks, to connect their peers for group projects or to search information based on their

academic tasks. Thus, through the defined and adapted categories I will analyze my data to find out students' purposes to utilize SNS.

Chapter 3: Research Methodology

Introduction

The purpose of the current paper is to define the purposes for using Social Networks and to investigate beliefs about the impact of Social Networks regarding English language development among students at a Kazakhstani English medium of instruction university. The study was based on a mixed methods research design. In this chapter, I will explain the why the particular research design was chosen, how the research sampling was carried out, how the data collection instruments were applied and will explain how the collected data was analyzed. The last section will describe ethical issues that were considered and then I will present my conclusion.

Research Design

Based on the research purpose that aimed to find out connections between English language development and the influence of SNS, I searched for studies that had similarities to my study. This convergent mixed methods research was conducted in one of the English medium of instruction universities in Kazakhstan. To answer my research questions, the present study was based on prior research by Kabilan, Ahmad and Abidin (2010) and Lee and Kim (2014).

The mixed methods study by Lee and Kim (2014) investigated Korean university students' engagement in the online digital world and the student participants' use of digital media for language learning and for shaping their digital identities. For doing so, Lee and Kim (2014) used the questionnaire and semi-structured interviews in the Korean language. In contrast, the present study aims to understand how the usage of SNS could facilitate language learning and particularly foreign language skills. Kabilan et al. (2010) concentrated particularly on Facebook, while this research investigated students' attitudes, perceptions and

opinions about all SNS, in general. The reason for that is due to the fact that students from the chosen higher education institution do not use Facebook as much as other SNS. Kabilan et al. (2010) also worked to understand general practices and uses of Facebook by undergraduate Malaysian students; however, in this study the RQ2 aims to understand if students believe that SNS can facilitate their learning and RQ3 intends to find out the students' perceptions about the development of particular English language skills. Based on these two studies, I decided to use the mixed methods research design to collect data through surveys and post-interviews and then to triangulate the data to answer the research questions.

Arthur, Waring, Coe, Hedges (2012) define the mixed methods as “a combination of ‘qualitative’ and ‘quantitative’ approaches with the ambition to generate a more accurate and adequate understanding of social phenomena” (p. 147). The choice of mixed methods design for studies can be further justified through a quote by Arthur, Waring, Coe, Hedges (2012), who defined mixed methods as “the type of research in which a researcher combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration” (p. 148). The particular convergent research design was chosen to gain a “more complete understanding of a research problem’s results from collecting both quantitative and qualitative data” (Creswell, 2014, p. 570). In other words, the mixed methods design was based on the particularities of research purpose and research questions, in order to explore research questions more deliberately from various perspectives. In the case of my study, the survey helped me to answer the first research question regarding the main online practices in SNS and purposes being used by student. However, in order to obtain deeper understanding about students’ beliefs towards SNS and their impact on ELL a more qualitative method, an interview, was used. Thus, the mixed methods research design

helped to answer the research questions more in detail, by explaining the students' perceptions about Social Networks' impact on the English language learning and skills.

Research Site and Sampling

In this section, I will describe the research site of the present study. In addition, I will explain the recruitment process and describe the research participants, who took part in the survey and post-interviews.

Research site. To begin with, based on the research questions and research purpose, for the current study, I chose one of the English medium of instruction universities of Kazakhstan. Since this study aimed to find out the connection between the usage of Social Networking Sites and English language learning, I decided to choose an English medium of instruction (EMI) university. This decision was made because I considered that the level of English language and experience to learn English by the students from the chosen higher education institution would allow me to collect more significant data to answer the research questions. Additionally, it is worth mentioning that students, who study at this higher education institution need to have a particular level of English, evaluated through an international examination, such as IELTS, TOEFL or SAT. In this way, students whose level of English is significant enough to study in English could shed more light regarding the usage of English language in various SNS and explain their beliefs on how SNS could facilitate English language learning and improve certain skills.

Research participants. From the outset of the study, the researcher decided that participants of this study should be older than 18 years old to participate. Thus, for the present study, the students from the foundation preparatory programs of the chosen higher education institute were purposefully excluded from participation. The rationale for this was in the fact that the regulation of all procedures for the students under 18 years old, such as parental

consent, could take too much time. Thus, I decided that only the students from bachelor, master and PhD degrees could take part in this study. However, the researcher purposefully included some questions about the age of participants in order to avoid participation by those who were under 18. These precautions were taken in order to ensure the specified age of the respondents.

Since the first part of the mixed methods research was quantitative, to obtain sufficient numbers of participants who could take part in a survey, it used convenience nonprobability sampling. Some authors describe this sampling method as a “pragmatic way of achieving a sample” (J. Arthur, M. Waring, R. Coe, 2012, p. 49). This particular type of sampling was also described as the most suitable for accessing such groups of respondents as students and teachers because it “involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained” (Cohen, Manion, & Morrison, 2011, p. 155). That was the case for the present study when the researcher needed to disseminate the survey through Social Networks and to obtain a sufficient number of respondents.

While planning the research, it was expected that there would be approximately 30 graduate and undergraduate students from the chosen higher education institution, who would complete the survey. The number of participants was expected to be generated through recruitment via Social Networking Site Vkontatke, because the majority of students on this research site are registered members of the online community. Vkontakte is a Russian analogue for Facebook, which was launched in 2006, and which allows friends to contact and share information of any kind. However, the results exceeded expectations and in total 122 students took part in the survey, and among all the students who participated in the survey, there were 75 students, who answered all the questions and met all the criteria using a Likert

scale. I decided to exclude students who did not answer all the questions since the missed answers for certain questions could affect the results of the research.

Thus, 67 undergraduate (88%) and nine graduate students (12%) participated in the survey. Among them, one respondent was a PhD student, and eight respondents were master degree students. When addressing the participants' study majors, it is important to state that among all departments of the chosen research site, two out of seven departments did not take part in my survey. The most significant proportion of participants were from the School of Humanities and Social Sciences - 29 participants (38%), the School of Science and Technology – 23 respondents (30%) and from the School of Engineering – 21 respondents (28%). In contrast, among the other faculties, whose students expressed their willingness to participate the results seemed to be relatively low from the Graduate School of Education (two respondents) and School of Medicine (one respondent). When describing the particular, the majority of students were from the first year (46%), 30% of participants were from the second year, and 17% and 7% of respondents from the third and fourth years of studies respectively.

Recruitment procedures. The participants were recruited through SNS Vkontakte as mentioned previously. First, the researcher posted a call through the community via the social network of the chosen higher education institution. The post described the purpose of the study and a need for students to participate in research and answer questionnaire about their SNS usage. The post to recruit participants was formulated to attract attention from students through various emojis, popular memes and pictures. The chosen pictures were not biased and did not attract attention of any particular group, particular gender or age groups. However, based on the limitation to not use students under 18, in the description of the call for participants it was explicitly said that foundation students could not participate in this study because it was aimed at conducting research with undergraduate and graduate students. Also,

the post emphasized that students of all specialties and faculties were welcome to take part in the survey. Generally, the post had a motivational character where people were asked to participate by providing arguments in support of future benefits of the study. In addition, there was a description of the value of helping their peers and of generating a spirit of community if they participated (see Appendix A).

Here is a translation for the published posts with explanations: *“Dear atriumchane! This is a call for bachelors, masters and doctoral students. Today you have a great possibility to spend 10 minutes and then another 20 minutes of your time for the benefits of NU and research. Coming through the link below you can plunge into unsurpassed, magnificent, fantastically designed survey that was created by me (well, and by those who originally designed the parts of it) and help us, and personally me (because it is my thesis (here is a little engine that could)) to understand how great is to use Vkontaktik, Facebushku, Twitterok, Instagrammik and other funny things of our life to learn English. Interviews can take place even online. Help undergraduate student to reunite with vacations, holidays and books. Plus, participation in survey automatically provided benefits to your karma. Sorry, for the long post, here is a tomato.”* By the word “atriumchane”, the researcher meant users of Vkontakte, who are the members of this particular online community. Through this identifier students usually call each community member. In addition, some particularities of the students’ language, such as slang, were also used to attract their attention (see Appendix A).

The particular SNS Vkontakte was chosen as a source for recruiting students due to the size of students’ online community, which on the 8th of October had 3,687 participants. The rationale to use this platform to recruit students was based on the prior informal conversation with some students, who had already used Vkontakte as a platform to find research

participants. The conversations showed that the online students' community could be considered as a great source for recruiting participants.

Data collection

In this section, I first describe the research procedure and the main steps I took in order to collect data. In addition, I give the rationale for the chosen data collection instruments.

Research procedure. The chosen research design included online surveys and post-interviews about the usage of SNS. The research data were collected separately in order to analyze two datasets afterwards. Based on the description of various types of comparison between qualitative and quantitative data, for this research equal priority was given to both datasets (Creswell, 2014). However, first the participants took part in a survey about SNS usage in which they had multiple choice questions and statements that they assessed through the Likert scale. The questionnaire was created in English and Russian languages. The rationale for this was mainly due to the fact that students use SNS in Russian, and since the majority of SNS do not have settings in Kazakh. In addition, the researcher did not allow Kazakh language to be used as this researcher was not proficient in it. In order to simplify the data collection process, the online survey was created using Qualtrics system. This system allows surveys to be created and disseminated with links for an unlimited number of participants. Secondly, I conducted nine post-interviews, which were recorded on my iPhone recorder. Some of these interviews were conducted through Skype and were recorded through Snagit 12 for future analysis. In the next sub-section, I touch upon the instruments, which I used in order to collect my data.

Instruments and tools. In this section, the researcher will describe the chosen instruments of data collection and justify these choices for the present study. In mixed methods research design, there is a number of possible designs where qualitative data follows

after quantitative data collection and vice versa. In this research, the inquirer employed the convergent parallel mixed methods design. The chosen research design included online survey and personal semi-structured interviews to answer the research questions about the influence of SNS on foreign languages learning.

Initially, an online survey was conducted through the Qualtrics system. Through the consent form required at the beginning of the survey, it was described that participation in the present study was voluntary and that participants had a right to withdraw his/her participation in the study at any time. The researcher utilized the modified version of questionnaires, developed by Kabilan, Ahmad and Abidin (2010) and Lee and Kim (2014) in order to assess the purposes of SNS usage among students (see Appendix B). The survey itself consisted of three different parts. The first part concentrated on general background information, where respondents gave their personal information, such as age, year of studies, their major. Then, they described their primary purposes for SNS usage. Later they assessed their primary online activities and aspects of learning English in SNS through Likert scale statements (Kabilan et al., 2010; Lee & Kim, 2014; Roblyer, McDaniel, Webb, & Herman, 2010). Respondents were asked to participate in a post-interview and to submit their email addresses if they were willing to participate. The aforementioned data collection instruments were modified with regards to the research questions and research problem of the present study. RQ1 on the purposes of SNS usage was answered through the online survey; however, RQ2 and RQ3 were answered through the triangulation of qualitative and quantitative data. This was planned in this way to ensure profound responses for both RQ2 and RQ3.

The aforementioned generated survey was piloted with other Master's students through the project for "Globalization and language education" study. The survey was conducted through Qualtrics system whereby 11 students answered the questions. The preliminary

questionnaire helped to correct mistakes and to understand how to set the questions for future data analysis. In addition, it is worth mentioning that the Qualtrics platform for online surveying was used to simplify the process of data collection both for the participants and for the researcher, as long personal interviewing would take too much time.

However, this study did not only utilize the survey to collect data, but included post-interviews in order to get a deeper understanding of the students' beliefs regarding the SNS' influence on English language learning and skills development. The interviews, as a part of the research design, were intentionally chosen to gain more insight into the students' perceptions about the SNS usage. The researcher modified the questionnaires based on the prior research of Kabilan et al. (2010), Lee and Kim (2014), Mehmood and Taswir (2013), Roblyer, McDaniel, Webb, and Herman (2010) in order to create his interview questions. The interview contained questions about the purposes of SNS usage, online practices and English language development. The semi-structured personal interviews were conducted with those who indicated that they wanted to participate. The researcher contacted those who expressed their willingness to participate. Among the fifteen participants who offered their e-mails, only nine students agreed and found time to be interviewed. The interviews were conducted in the English and Russian languages, based on the preferences of the participants. Furthermore, the collected data were triangulated.

Data analysis

In the section above, I described the methods and instruments I used to collect the data. In this chapter, I will dwell upon the data analysis procedures. The data for analysis were collected simultaneously for analysis later (Creswell, 2012). For the present study, the data analysis consisted of two main parts: quantitative and qualitative, I will start with the quantitative data analysis.

First, in order to analyze my quantitative data, I downloaded reports from the Qualtrics internet page. The reports were downloaded in pdf and spss formats to look through the main findings and to utilize SPSS Statistics 23 for the data analysis. As a first step, I checked my data and deleted all respondents, who were under 18 years old. Then, I deleted those students, who did not answer the majority of my questions, or left more than 50% of the survey blank. That was done in order to ensure that the surveys were fully completed. After all these adjustments, I ended up with 76 sets of answers. Following that, I ran a number of tests in the SPSS program in order to identify students' answers for the questions. I used SPSS to copy tables and inserted them into the present paper as visual aids. The results of the tests were saved for later use in the findings and discussion chapters.

To begin, I transferred all my data to one folder on Google drive and used the password to ensure security for all the data. As a next step, I listened to the audiotapes and transcribed all interviews in Russian and English. Russian interviews then were translated into English. The duration of each interview varied from seven to 35 minutes. As soon as I transcribed the data, I read the transcripts from all the interviews in order to understand the overall flow of information. Then, I started the coding process, creating categories for every research question and dividing codes into themes. What is more, I indicated some themes, which I had not anticipated having. The existing categories were: Purposes of SNS usage, English language learning and English language skills and competences. These categories had their own sub-categories, which were then analyzed in order to answer the research questions. Later, the data analysis included the triangulation of survey results and interview results from all the participants. It helped me to analyze all the research questions and to get an in-depth picture of the students' perspectives about the impact of SNS on English language development.

Ethical considerations

In this section, I will dwell upon the ethical issues and measures, which were taken in order to gain research approval from Graduate School of Education of Nazarbayev University (NUGSE) and to ensure anonymity and confidentiality of all participants. First of all, when I developed my research proposal, I began preparing the NUGSE Research Approval Application. This application included description of the research purpose, the setting out of the research questions, a description of research design to be used and inclusion of the research methods that would be followed by ethical considerations. I underlined and described the measures I would take to assure confidentiality and anonymity of the participants and reflected on his information in the ethical approval application form. Also, I passed special CITI training, which helped me to understand a number of significant points regarding data collection procedures with specialization in human subject research. After much consideration, on the 4th of November, NUGSE Research Committee gave approval for my research on the condition that I make minor changes with my supervisor's approval.

Before posting the call for participants in one of the Social Networks, this researcher added the consent form at the beginning of the survey (see Appendix D). The consent form briefly described the research, its purposes, its benefits and risks, and also emphasized how each participant would be assured confidentiality. In addition, information was stipulated on the participants' right to withdraw their participation at any time and contact numbers of my research supervisor were given. The consent form along with the survey itself were prepared in two languages, English and Russian, and all participants could choose the most suitable option for them. The participation in the survey was voluntary, so it was not required for participants to sign the consent forms personally.

Additionally, due to the research design modified consent forms were prepared for the personal interviews (see Appendix D). These consent forms included the same information but adjusted to the second type of the data collection. Before the interviews, the researcher explained the intentions, purposes, benefits, risks of the study, and explained that the confidentiality of the research site would be assured by not mentioning the location of the higher education institution. Moreover, the researcher explained that the names of all interviewees would be secured as a special number would be assigned each participant which would protect them from being identified. After that, the participants were asked whether they were comfortable being recorded the conversation. Interestingly, the majority of participants decided to conduct the interview in English (see Appendix C).

All the obtained data were kept on a computer belonging to the researcher in folders secured by a password. The data of my interview recordings were saved on the researcher's personal USB flashcard, and was kept in a special secured box. All these measures were carried out to guarantee that only the researcher had access to these files. Once the research analysis was done, all the recordings and data bases were deleted. Finally, in the findings and discussion sections the name of the research site was hidden as well as the names of the participants were secured by the assigning of ordinal numbers to each participant.

Conclusion

This chapter explains overall the mixed methods research design of the present study, data collection procedures, the rationale for the chosen research methods and how ethical issues were managed. The chosen data collection instruments and research method allowed for an in-depth understanding of the students' purposes for SNS usage and the influence of SNS on the development of English language. The following chapter will present principal findings

of the study that was conducted in one of the English medium of instruction universities in Kazakhstan.

Chapter 4: Quantitative Findings of the Study

Introduction

The present chapter reveals the findings of the study and answers research questions. It aims to understand students' purposes to use SNS and to indicate whether students believe that SNS can influence English language learning. The following data was collected through the anonymous online survey as well as from follow-up interviews. From the total number of those who took part in a questionnaire, I chose nine participants, who indicated their willingness to participate in an interview. In this chapter, the results of the survey are analyzed and presented. The chapter is divided into subsections, where each section is dedicated to particular research questions. The information is presented in four sections 1) background information; 2) the purposes of SNS usage; 3) the students' beliefs on how SNS could facilitate English language learning; 4) students' opinions on how SNS could improve English language skills. Similarly, the qualitative data will be divided into three main categories such as the purposes of SNS usage, English language learning and English language skills. These categories will be answered in the same order as my research questions.

Background information

In order to give a broader picture, firstly I will present a background information of the respondents. This research is intended to add to the findings of previous studies and has taken into account such factors as the students' majors of study, their ages and gender. To begin, I will start by detailing the frequency distribution of the students through an analysis of their ages, gender, and the majors of their studies. My initial step in my procedure was to delete the data from students who decided not to participate, who did not agree to participate, who decided to stop answering after some questions and those who neglected the most important part of the survey, I ended up with 76 sets of answers (out of 122 students). By counting

frequencies from these 76 participants, using SPSS statistics analysis, it was noted that 54 female (71%) and 22 male (29%) respondents took part in the survey. The aforementioned data were included in order to show that neither female nor male students were excluded from the participation in this study.

Additional questions were used to gain an understanding about the students' frequency and overall usage of SNS. That was done in order to gain an understanding that the respondents are digitally literate and are frequent users of Social Networks. Firstly, the students stated the primary ways in which they use SNS. Then, they were given four options, in which they could choose more than one, to indicate various devices they use to interact online: smartphone, laptop, tablet and PC/ Desktop computer. Based on their answers, I observed that the majority of students indicated they used Smartphone (93.4%, n=71). A relatively similar result was that the respondents use laptops to go online (71.6%, n=59). The least popular way to go online was by using a PC or Desktop computer, mentioned by only seven students (9.2%). These results mean that the participants of the present study could be considered as "technology-rich" generation, which corresponds to the results of the study of Lee and Kim (2014). This finding was important since only after specifically elaborated questions it had a sense to continue this study and to ask students about their practices in SNS.

Following that, I asked students the number of hours they use SNS on a day-to-day basis. That was done for showing that the respondents are digitally literate and that they are frequent users of Social Networks. They were given five options indicating the usage of SNS for "less than 1 hour" or "between 1-2 hours" and for this selection only nine students in total (one and eight respectively) chose this amount of time online. However, interestingly, there was almost an equal number of respondents who assessed their everyday usage of SNS between "2-4 hours" (25 respondents), "4-6 hours" (20 respondents) and "more than 6" (22

respondents). The last question that I used for background information was a question to determine the number of active SNS accounts they had. Most of the students (48.7%) indicated that they had from four to ten accounts, though there were other students who had one to three accounts on SNS. This data showed how much respondents used SNS on a day-to-day basis, how connected they were on Social Networking sites. Also, the data showed that students could fully understand the usage of SNS, as well as their pros and cons. Moreover, the indicated number of accounts in SNS can show that the participants utilize not only Russian-medium SNS but foreign web-sites as well. These findings are not directly connected to the research questions of the study, but they were used in order to show that the respondents are well aware of Social Networks, could be considered as frequent users and are fully integrated into Social Networks in different languages. Also, these findings give a rationale to continue the present research and to find out students' main online practices and question their beliefs about the SNS' impact on English language learning.

Purposes of SNS usage

With the first research question, I intended to investigate the types of purposes to use SNS between students. For this study, I adapted and modified the categories from Lee and Kim (2014) study (see Appendix B). This study focuses on the purposes for which SNS are used and the beliefs of students about how SNS could influence English language learning. In order to get this data, the research used slightly differing categories: practices based on interests, practices based on academic and educational purposes, and practices based on online activity for socialization purposes. In order to identify these categories and answer the first research question the majority of questions from the study of Lee and Kim (2014) were omitted since this study does not concentrate on engaging in new media. However, some questions were kept in order to identify how respondents understood SNS to be and the

frequency of use by the respondents. The statements on the purposes were assessed using a Likert scale. As a follow up, I computed a mean value for each judgment.

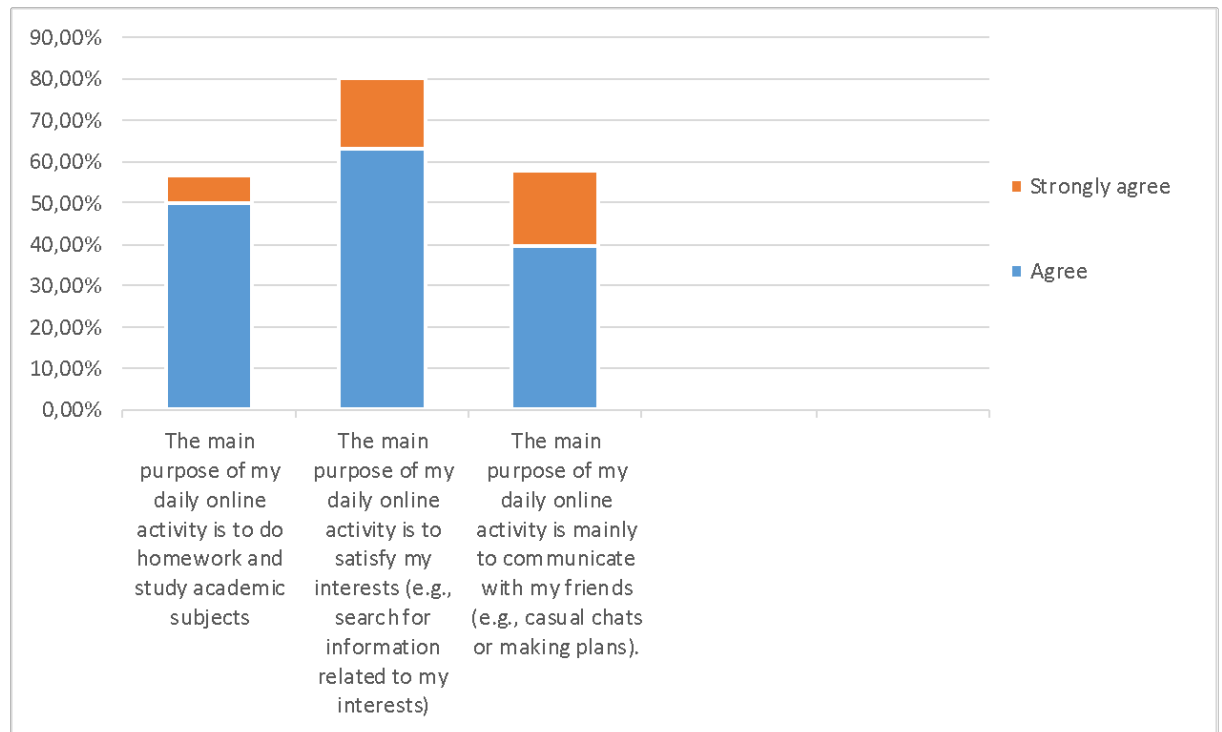


Figure 1. Students' purposes for using SNS

Firstly, the results showed that nearly half of the students identified that they had more than 15 friends (46.1%), with whom they usually communicate online. Three students stated that they had from 31 to 45 friends and four students had more than 60. Taking into account the main purposes for using SNS and a number of friends with whom respondents communicate, it could be concluded that the main purpose for students using SNS is the friendship-based activities directed to strengthen and support their relations with people (Ito et al., 2010).

Through the analysis of answers to RQ1, I can conclude that based on the categories for the present study, the main practices of students are connected to satisfying their own interests, socialization and academic purposes (see Figure 1). However, it should be noted that

some interests of students could fall under socialization whereas other interests could be classified as educational or learning. This point will be further discussed.

SNS' impact on English language learning

The second research question was intended to understand if students' believed whether SNS can facilitate the process of English language learning. By the word "facilitate" I mean to ease, to contribute and to assist the process of language learning. In order to answer RQ2, the respondents were assessed for eleven statements with the use of a Likert scale. In general, from the answers of respondents it can be stated that students believe that SNS can facilitate and develop English language learning. Based on the answers, I formed three main categories: motivation to learn English, confidence to learn English, increase of engagement to ELL (English language learning), enhancement of attitude to ELL and the enhancement of learning process. The last three points were combined together as one separate category: development of English language learning through SNS. I will start describing my findings from providing the results about the influence of SNS on confidence, proceeding to motivation, and finishing with points, which were combined to the category about the easiness to learn the language.

To begin with, respondents reflected on three statements as to whether SNS could enhance their confidence to learn the English language. For the first question on the development of confidence in writing in English, 57.89% of participants selected "agree" and "strongly agree", while 32.89% of the students remained neutral and 9.21% disagreed. Once the results of these statements were analyzed, the mean computed value was at the level of 3.61 (on a scale of 5) (see the Figure 2). The second statement queried whether the use of SNS built confidence in reading English materials. Among all the respondents, 84.21% expressed that it did. The mean computed value in this case remained high, at the level of 4.07 (on a scale out of 5). Finally, the last statement questioned how students perceive the influence of

SNS' enhancement for communicating in English. In this case, the majority of students (68.42%) showed a positive position regarding the influence of SNS as they chose either the "agree" and "strongly agree" options. The mean value remained relatively high at the level of 3.82 out of 5. These results strongly indicate that the students mostly agree with the mentioned statements and believe that SNS can positively influence their confidence level to write, read and communicate in English indicating an overall "agree" (on a 1 to 5 scale) for all statements (see Figure 2). Following that, I asked students to assess the impact of SNS on motivation to learn English language.

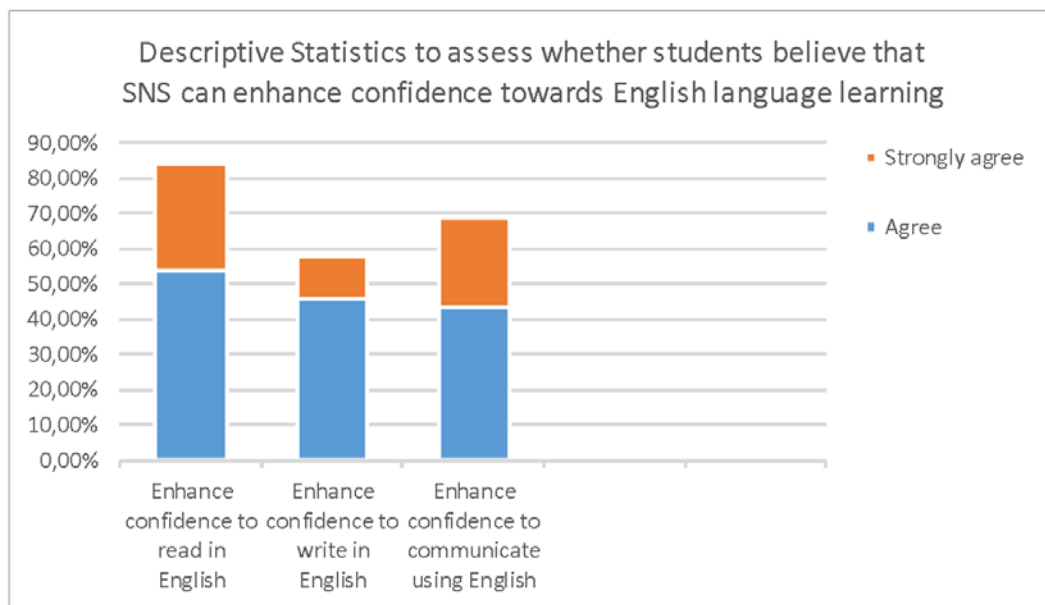


Figure 2. The influence of SNS on confidence

After the analysis of SNS' influence on confidence, I decided to pay attention to the impact of SNS on motivation to learn the language. The respondents were asked about their beliefs about SNS' influence on motivation to communicate, read and write in English. The results based on the students' opinions regarding the level of motivation they had to communicate using English and to read in English language were similar. In both cases, the

most students picked “agree” (61.84%) and “strongly agree” (59.21%). The mean value also appears to be similar 3.64 and 3.63 on the Likert scale (see Figure 3). However, the results from the third statement that connects SNS usage with the increase of motivation to write in English was relatively low in comparison with the previous two. Only 46% of participants indicated their positive attitude towards it, and 38.16% of respondents stayed neutral. The mean value also turned out to be lower than in the other two cases as it was only 3.41, indicating “neither agree nor disagree” overall (see Figure 3). To conclude, the students’ answers from the statements concerning SNS’ impact on motivation to communicate, to read and write in English online showed that students believe that practices in Social Networks can increase their motivation to learn the English language.

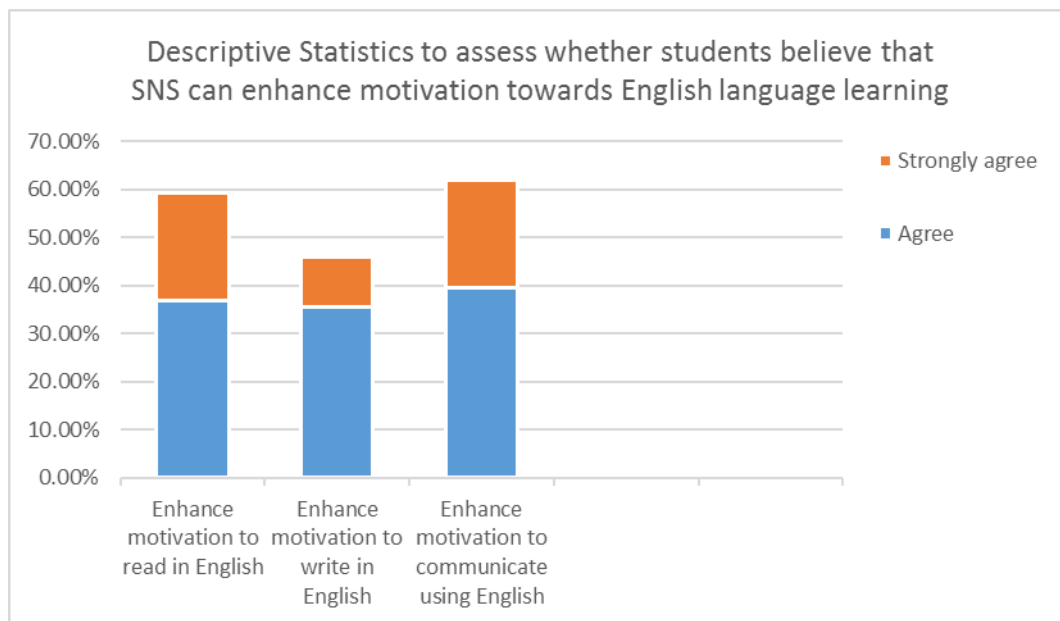


Figure 3. The influence of SNS on motivation

Finally, I asked students to assess as to how Social Networks assisted to learn English. The questions of this section were categorized to find the following from participants as to whether Social Networks increase engagement to ELL, enhance attitude to ELL and facilitate

English language learning. Basically, the results from the responses to the statements in this sub-section had relatively equal results with regards to the number of participants who agreed and strongly agreed based on their judgments. For the statement “SNS allow me to learn English in more interesting ways”, which was later categorized as “SNS increase engagement to ELL”, 68.79% of respondents expressed their agreement. Further, for the question regarding the students’ attitude towards English, 63.16% of all students also expressed their positive attitudes. Finally, 68.42% of respondents indicated that SNS facilitate and ease their English language learning. Three mean values in this small sub-section showed an overall agreement with the statements regarding the impact of SNS on English language learning, with the highest mean value for the statement “SNS allow to inculcate a more positive attitude towards English as a language” was 3.70 (see Figure 4). Thus, these findings mean that students positively assess the influence of SNS on ELL.

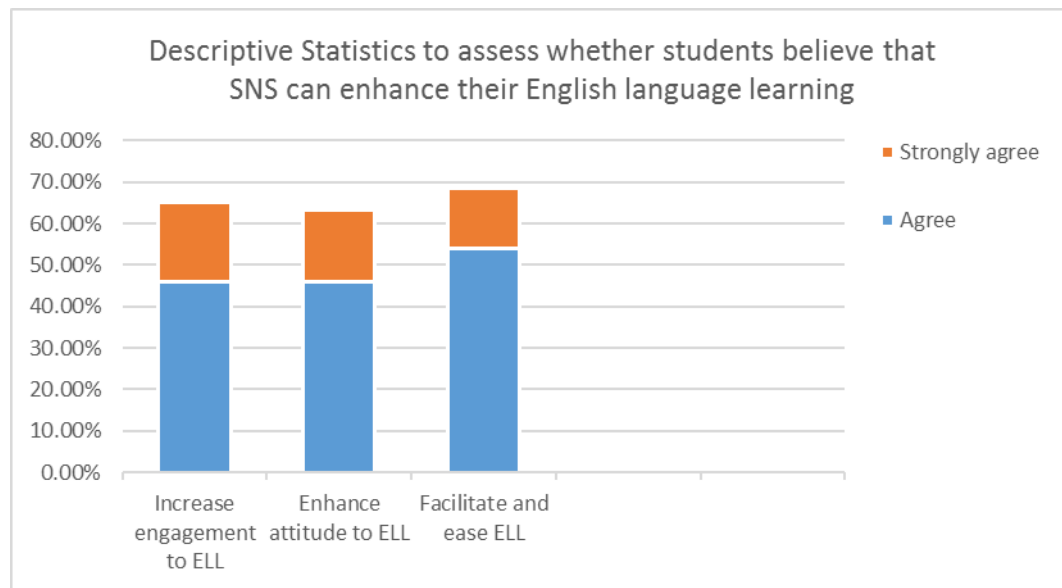


Figure 4. Students’ beliefs about the SNS influence on their English language learning

To conclude, from the above tables it is clearly seen that the students believe that Social Networking Sites can facilitate English language learning. For instance, respondents

showed their agreement about the impact of SNS on confidence and motivation to read, write and communicate using English. In addition, students showed that they believe that SNS can increase engagement to ELL, enhance attitude to ELL and facilitate English language learning. Overall, the respondents stayed neutral about the statement regarding the impact of SNS on motivation to write in English

The impact of SNS on English language skills' development

To answer RQ3 using the participants' opinions about SNS assistance in English language development, some questions were included about the development of general and academic writing, reading skills, communication skills and vocabulary development, in particular. Some of the used questions were similar to those designed by Kabilan et al. (2010) and Lee and Kim (2014) in their surveys. Generally, students show that they believe that SNS can develop their reading, communication and general writing skills as well as to learn new words. In contrast, in my study only a third part of participants agreed that SNS has an influence on improving their academic writing, since only a small portion of participants strongly agreed (5.26%).

In particular, the development of reading skills came out as the highest, where 86.84% of students chose "agree" or "strongly agree". In the same vein, respondents positively assessed the impact of SNS on the vocabulary learning, with 84.21% of respondents who agreed to this statement (see Figure 5). In general, the mean values for those two statements were high, especially in comparison with other skills that could be possibly enhanced through SNS: 4.09 for reading skills and 4.04 for vocabulary acquisition (out of 5) (see Figure 5).

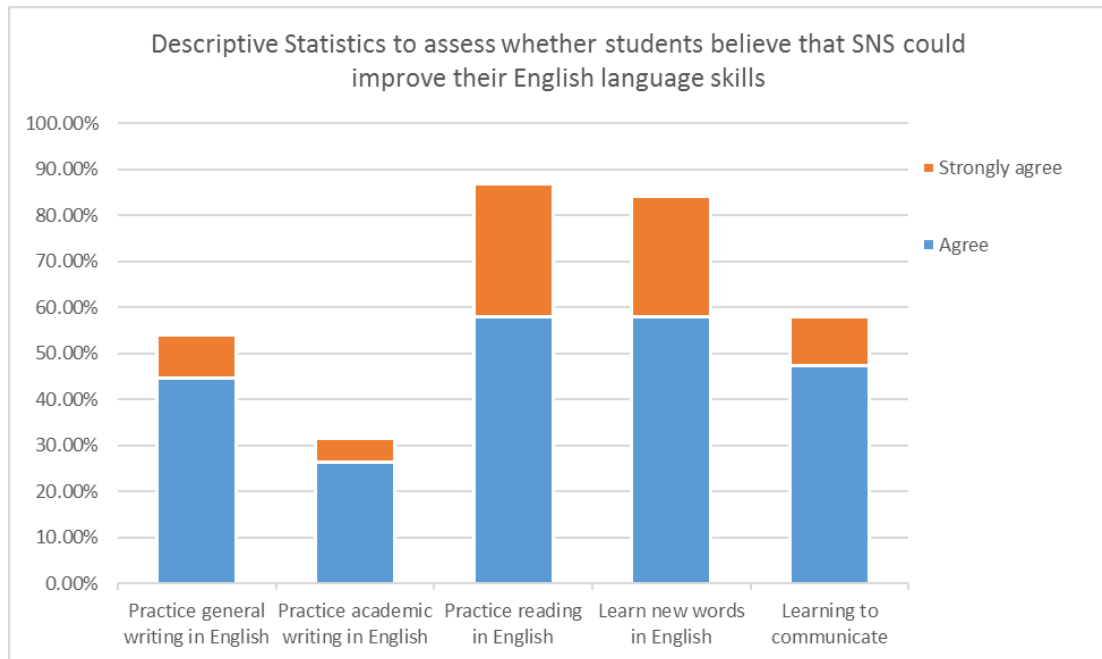


Figure 5. Descriptive Statistics to assess whether students believe that SNS could improve their English language skills

In contrast, only 31.58% of students' expressed their agreement with the statement about the positive SNS impact on academic writing (see Figure 5). 35.53% of students stayed neutral. In general, all these responses result in the lowest mean value among other statements (3.01) on a 1 to 5 scale. However, students were more positive-minded on the SNS influence on general writing skills with 53.95% of respondents who agreed with the statement "Using Social Networking Sites allow me to practice general writing in English". The mean value for this statement corresponds to "neither agree nor disagree" option ($M=3.43$). Finally, the majority of respondents (57.9%) indicated that they agree that SNS can develop communication skills with only 7.9% of those, who disagreed. The mean value (3.59) shows the overall positive attitude towards this statement.

Thus, answering the RQ3 I can conclude that respondents positively assess the impact of Social Networks on vocabulary learning and reading skills development. Students also show that they feel that practices in SNS can help them to learn how to communicate using

English. In contrast, the results of the survey showed that in general students stay neutral on the influence of SNS on English writing skills, with only the third part (31.58%) of respondents indicating that they believe in Social Networks as a source to develop this area of language skills. Further, these conclusions will be described in a discussion chapter. However, it is worth saying that the findings from this chapter do not reflect the depth of what the students think about the influence of SNS on English language learning and English language skills because they were asked to assess only the limited number of statements. In the following section, I will provide deeper analysis regarding the students' attitudes after triangulating the data and providing the results of interviews.

Chapter 5: Discussion

Introduction.

The present section will expand and complement findings of the quantitative part and will compare these findings with existing literature. First, I will answer the first research question by discussing the data on the respondents' purposes of SNS usage. Secondly, this research will answer the second research question by presenting students' beliefs about the influence of SNS on English language learning. Finally, the chapter will be completed with a demonstration of the findings for the third research question on students' perceptions about SNS' impact on English language skills. The following subsection will begin with the presentation of the findings and their discussion for the first research question about the students' purposes for SNS' usage.

The purposes of SNS usage

Different groups of people use SNS for various purposes. Youth, school and university students are the group which uses Social Networks much more than the others (Roblyer et al., 2010). In this chapter, I will describe the findings of my qualitative part of this study, and will stipulate the main reasons students go online. It is important to start with an explanation of the main categories which I identified during the process of coding and qualitative data analysis. I used same categories, which were created through the analysis of my quantitative data, in order to analyze the purposes of the interviewees. In this way, the main categories, defined through the analysis of SNS usage between students are: 1) practices based on the interests; 2) SNS usage for academic and educational purposes; 3) online activity for socialization purposes. Based on these categories, I will describe my qualitative findings and will compare my findings with the existing literature.

SNS activities for personal interests. While conducting interviews with the students, some of the questions were focused on understanding the major purposes of students' online practices when using SNS. The analysis from the interviews indicated that seven students used

SNS for pleasure. For instance, six respondents claimed that they accessed SNS for music, two students preferred searching for various jokes in English, as one student said, “Mainly, from such groups and communities (in SNS) I take various jokes which could be difficult to translate in Russian” (Participant 1). Additionally, four participants said that they use SNS to watch various online videos and films for fun. This finding corresponds to the findings from the quantitative analysis, where it was proven through the results of the survey, that students see Social Networks as platforms for satisfying their interests. In 2014, Lee and Kim published their work where they indicated the levels of commitment to new media and asked to assess the statements on students’ main purposes to use SNS. Their findings are in a good agreement with the present study, where the majority of students, who participated in surveys and interviews, connected their primary SNS activities with their own interests and pleasure. Comparing these findings with Lee and Kim (2014) study, I can correlate these findings with what authors defined as “messing around” degree of commitment to new media, which was already described in literature review. To sum up, from the answers of the respondents, it is evident that SNS play an important role in the lives of students, whereby they spend a lot of time to entertain themselves in various ways. However, students’ personal interests are closely intertwined with their communication with friends and peers. This point will be discussed in the following sub-section.

Socialization purposes. From the personal interviews, it was also found that all students, who took part in the interviews, emphasized socialization as one of the major reasons for going online (n=9). This finding is also similar to what was found from the students’ responses of the survey, where around 60% of respondents indicated socialization as a major purpose for going online. In addition, all respondents emphasized that Social Networks are useful for maintaining contact with friends and indicated some advantages as mentioned by

one student “it’s really fast, easy so I can get in touch with people I need” (Participant 6), and another said “nowadays less people are calling on the phone, if you have emergency situation - you call, but for casual situations you use internet” (Participant 9). The majority of students underlined that SNS help people to reach one another quickly and easily. Through these findings, it is seen that students underlined accessibility as one of the major points to use SNS. This point was already discussed by Kalantzis and Cope (2012,) who also stated that new technologies blurred our understanding of space and time, and now we can simply reach each other and study from anywhere. This point is important because language learning should not end up at school and students need to enhance their knowledge through various sources, with no regards where they are. This information is important, especially in the context of Kazakhstan, where teachers need to broaden their knowledge regarding the influence of new technologies on students’ learning. This knowledge can help educators to understand that SNS could be used for educational process or could ease the communication between students and teachers, in particular. The easiness to access information and other people, in particular, was also an important theme.

Seven students pointed out that SNS simplify the way people access each other from a distance. This was expressed by one student as “I message for some people who are not here and type these huge, huge messages because it is the only convenient way to contact them” (Participant 5). Students, as a group, who usually study far away from their home, see SNS as a source for maintaining connections with people from different towns and even countries and rely on SNS: “When you have some friends who are not here, in different city, in different country” (Participant 5). Along with communication with parents and friends, five students showed that SNS is seen by them as a source for finding news and information about current events within the university: “... to look through the news, basically in VA (students’

community of the chosen university in V Kontakte) in order to keep track of events” (Participant 3). Talking about socialization, students did not concentrate on the usage of a particular language because obviously not all their friends and relatives were supposed to communicate through English. From the findings of the survey and personal interviews, it is evident that the students emphasize socialization as one of the main purposes for using SNS. Social Networks help them to contact their relatives and to learn about current trends within the city and within the university. However, socialization purposes differ from student to student. Some students emphasized the importance of contacting people from a distance, some students use SNS to arrange meetings and others appreciate SNS for their simplicity and speed of possible interaction. These results could be interpreted through the usage of Lee and Kim (2014) categories. My results correspond to “hanging out” genre of participation, and show that students’ practices primarily oriented at “friendship-based activities”. In 2007, Java, Song, Finin, and Tseng elaborated the set of categories based on the purposes to use microblogs in Twitter. My findings also correspond with their identified categories “Daily chatters”, “Conversations” and “Sharing information”. Through these categories, the authors emphasized the importance of SNS platforms for communication and socialization in general.

Comparing my findings with existing literature, it is possible to apply the frameworks of Ito et al. (2010). Based on these frameworks, it is possible to say that students’ purposes to go online are mostly connected to their “friendship-based” practices. This means that students tend to collaborate and communicate with each other on SNS and see it as their main online purpose. As a support for this point, it can be stated that taking another categorization elaborated by Ito et al. (2010), “hanging out” and “messaging around” genres of participation are considered to be the main purposes among students to go online. The results of this chapter are in close agreement with another study which showed the students’ major motivation to use

SNS, particularly Facebook, is determined by the desire for social connections (Alhabash, Park, & Kononova, 2012). It is also important to mention that the usage of SNS for personal interests, which were described above, could intertwine with socialization purposes. Based on the survey results it is possible to distinguish personal interests and socialization, but in some cases students cannot objectively relate various practices to particular category. For instance, communication with friends in SNS could be seen as a process of socialization but at the same time, students can communicate with other people regarding their personal interests or hobbies. However, apart from interest-driven practices and socialization, students distinguished the usage of SNS for educational purposes, which will be discussed in a following subsection.

Education and academic purposes. Through the personal interviews, seven students indicated that SNS might be useful for academic purposes as well. Since the majority of students' practices are closely connected to education, it is important to understand that students consider SNS as a source for improving the educational process itself. Seven students have indicated that SNS can help in various ways. Three out of nine students explained that they utilize SNS in English in order to collaborate with their professors: "English language mostly... it will be connecting with my professors... But it's not just for fun, I just, I need to do it" (Participant 5). In case of the current study's location, at the chosen English medium of instruction university, communication with professors is essential and students need to use English to write e-mails. Thus, SNS play an important role in the students' coordination with their professors and the majority of respondents underlined their importance.

In line with online collaboration with professors, four participants revealed that they need SNS in order to communicate with their group mates regarding educational matters: "when I am studying if I don't know something I need to communicate with my group mates"

(Participant 6). In addition, one student showed that SNS are useful in communicating in order to perform different projects and tasks: “when it comes to the studying semester, I mostly use them (SNS) for studies, to visit different sites and access different information” (Participant 2). All in all, the majority of students had shown that SNS can be used to acquire information for their studies and to access group mates for clarifying or performing home tasks and projects. This finding is also similar to the findings of the survey, where half of the respondents emphasized the importance of SNS for their studies.

This finding is similar to the findings of Kabilan, Ahmad and Abidin (2010), where students indicated their positive attitude towards the usage of Facebook for educational purposes. In that study, students stated that Facebook allows them to communicate on academic matters and it helps them to learn English. Similar to these findings, the input of the present research showed that one of the vital purposes by students to go online is closely connected to their academic life. Thus, answering the first research question, I can conclude that respondents have similar purposes to use SNS: for their personal interests, for socialization and for academic and educational matters. These all categories intertwine with what was found through the surveys and, in addition, these findings correlate with various findings from existing literature.

English language learning

I asked specific questions during the post-interviews in order to reveal the students’ beliefs regarding the SNS’ impact on English language learning. The following sections will describe the results based on the students’ answers and will support the findings. The data below is divided into two main topics: Impact of SNS on ELL (English language learning) and Resources for ELL. In general, the analysis from interviews showed that the students’ beliefs about the impact of SNS on ELL corresponds to the survey findings and showed A positive

attitude towards the influence of Social Networks. Generally, the findings correspond to what was found in previous studies. For instance, Roblyer et al. (2010) also stated that students see Facebook as a platform to enhance general learning. Further, the research results of Kabilan et al. (2010) also demonstrated that the usage of Facebook for educational purposes develops attitude to learn English. Along with that, the present findings correspond to the conclusions of Ventura and Quero (2013), who underlined practices in SNS as extensions of the classroom and emphasized Social Networks as platforms of new teaching resources. All in all, the results of the current research support findings of previous studies and show students' beliefs about positive influence of SNS on ELL.

Impact of SNS on ELL (English language learning). Through this section, I will not distinguish the impact of SNS on any particular skill or competence, a description of students' perceptions will be given concerning general language learning and availability of resources to learn the language. During the interviews, seven participants confirmed that they see SNS as a way to facilitate their language learning. For instance, two participants confirmed that they watch various videos using SNS: "But we always use videos and songs not only to express our feelings but also to learn something from this as well" (Participant 2). Two students believed that SNS are considered to be useful because they said they can always interact with native speakers and ask more proficient students about some grammar rules and words: "I think that some communities have some good stuff, plenty of information they can share with other people" (Participant 7); "(In SNS) I can see some advices about learning languages" (Participant 6). In addition, two students stated that SNS can help to maintain and improve language learning when there is no exposure to native speakers and there are no possibilities for practicing the language. Interestingly, one student admitted that Social Networks may help him to practice recently acquired material in language schools: "You can go to some language

schools, and then use SNS as additional material, from some social communities or groups” (Participant 5). Taken together, the results of interviews are similar with what was found through the surveys, where students also positively assess the impact of SNS on their English language learning. These results are consistent with other studies, where students also emphasized Social Networks as platforms to experience authentic language interaction (Blattner & Fiori, 2009b) and to increase attitude towards English language learning (Kabilan et al., 2010).

An important unexpected implication from interviews was that two students mentioned the influence of SNS on their level of motivation and confidence to learn the language. Respondents did not underline particular influence on writing or reading skills, but they expressed that participation in different online communities helped them to be motivated: “I just subscribed for a lot of groups in Instagram, because they motivated me and posted some people, who score high grade or they were given some kind of tips. It was in the very beginning when I didn’t start to study but I just needed some kind of motivation” (Participant 5). From this quote, it is seen that the results of others were seen as an impetus for the respondent to learn the language. Similarly, two interviewees indicated that the usage of SNS increases her confidence to learn the language: “... and it really helps not just to feel myself embarrassing and trying to think about my grammar mistakes, but I just write as it is. The communication in SNS always helps not to only think about your grammar mistake” (Participant 2). These findings agree with the findings of quantitative part. However, only two students out of nine indicated SNS’ impact on motivation and confidence whereas the results of the survey indicated the majority of students who expressed same thoughts. The reason for that could be in the fact that during the interviews I did not include special question about motivation and confidence to learn the language. In general, the data obtained is broadly

consistent with the major trends of Kabilan et al. (2010), who also underlined that engagement into new media increase students' motivation and confidence to acquire and practice the language.

To conclude, it is essential to note that these findings are linked to the findings of the quantitative section, where respondents highlighted that SNS increase their engagement to ELL and eases the process of learning. In addition, previous quotes show that students see Social Networks as sources to enhance and support their English language learning. For instance, the study of Ventura and Quero (2013) also demonstrated that students see SNS as an "extension from the classroom" (p. 1036). Similarly, Kabilan et al. (2010) underlined that SNS simplify the way students interact with one another in different online communities. Thus, the findings of the present study have some intersections with previous studies and in general strongly indicate that students believe that SNS help them to facilitate ELL

Resources for ELL. However, unlike prior studies, most respondents emphasized in their interviews that they see SNS as a source of new materials, online textbooks and digital manuals. Some students responded that they use SNS to prepare for some international examinations: "All the books I have downloaded from different sites (SNS), I also registered for some notifications through all of these kinds of official web sites as IELTS" (Participant 2). It is important to mention that four students also stated that for them, as for private teachers, SNS helped them to prepare lessons and to find various teaching materials: "I teach some children as a personal tutor and sometimes I use some kind of videos from Youtube, to look for something which will be helpful for the children whom I teach" (Participant 5). Thus, through the responses of participants, it could be concluded that the learners see SNS as a supporting source to improve language learning and to gain new materials. This finding appeared only through personal interviews, where students elaborated on the specificities of

SNS' usage for English language learning. This conclusion has some intersection with the study of Ventura and Quero (2013), who emphasized in their conclusion that SNS enhanced and developed the way to reach new teaching resources. In the same vein, the findings of Bosch (2009) explained that students' collaboration in Facebook helped them to find various materials. Thus, from these results it can be concluded that the respondents believe that SNS help them facilitate English language learning and use the benefits of newly-founded online platforms.

English language skills

To answer the third research question and to reveal students' opinions about the influence of SNS on various English language skills, the researcher asked questions about receptive, productive skills and vocabulary increase in ELL. The following chapters provide the analysis of the students' responses. The findings show that students have a positive attitude towards the influence of SNS on listening, general writing skills and on the development of vocabulary. In contrasts, respondents demonstrated that they do not see SNS as a satisfactory platform for developing reading and academic writing skills.

Receptive skills: listening and reading skills. During the interviews, this researcher asked some questions regarding the perceived impact of SNS on English language listening skills. The questions were intended to find out, in particular, if watching videos and listening to music online using SNS could increase listening skills. The analysis from the interviews indicate that eight participants demonstrated positive attitude towards the SNS impact on listening skills: "I really think that listening to music or watching some films, or may be not films but cartoons may encourage learning English and even improve your practice in English, even if you don't speak" (Participant 5). Some students strongly supported their point of view with a number of examples, and showed they were convinced that watching videos online was

an effective tool for learning: “I often say to my students to do this (watch videos and films online) because I remember, when I was a child, I was listening to the music and didn’t understand anything” (Participant 5). These quotes show that students understand the advantages of using SNS and believe in the development of listening skills through SNS.

In addition, the respondents claimed that there is a significant influence of such videos on their receptive listening skills: “...if I misheard something, then I try to rewind the video and to understand what was expression and so on” (Participant 1), showing that they always try to pay attention to difficult words and concepts. One student described watching and listening to the media using SNS as a way to prepare for studies after the break in the middle of the semester: “By my own example, if I do not watch movies or videos in English, I always come after the holidays, and it feels difficult to understand their professors. However, if I watch movies in English, read English, it's way more easier” (Participant 4). In this particular example, Participant 4 mentioned that SNS influence not only the development of listening skills but reading skills as well. Participant 5 noticed that SNS help to develop reading skills but only if information is interesting to the reader: “(In SNS) I read some news but it is mostly just because they have some interesting headings and facts”. Surprisingly, only two participants overall indicated the positive influence of SNS on reading skills whereas the results of quantitative part proved that respondents distinguish that SNS mostly influence the development of reading abilities. The findings from the interviews correspond to the findings of Kabilan et al. (2010), who also did not have a big number of interviewees admitting the influence of SNS on readings skills. Thus, through this section, it was found that among nine respondents the majority indicated that SNS help to develop listening skills through various available media sources, and only two students mentioned SNS’ impact on reading skills, which contradicts the findings of the survey.

Productive skills: speaking and writing. In the same vein, I analyzed the answers of respondents in order to see how SNS could increase productive skills of English language learners. The majority of respondents were not positive when discussing a possible impact of SNS on productive skills; however, some students experienced some positives from this aspect of Social Networks. The majority of students did not elaborate on the importance of SNS in this case, but three students positively supported this trend: "... it can be speaking skills because you can send some voice messages (in SNS)" (Participant 8). One student believed that SNS give a possibility to interact with people in small communities and groups, where it is possible to transmit oral messages, which could be seen as a way of practicing speaking. These findings are not in a good agreement with the findings of quantitative part, where respondents were highly positive about the impact of SNS on communicative skills. In addition, these results are not fully compatible with the study of Kabilan et al. (2010), where it was stated that majority of students see that SNS can develop their communicative skills. To sum up, some respondents gave examples of SNS' impact on the development of speaking abilities but there was not strong enough evidence to claim that SNS is useful to receive speaking training.

A harsher critical tone was expressed with regard to the enhancement of writing skills through Social Networks. Four students negatively assessed the effect of SNS on writing skills: "Writing skills were mostly developed by the amounts of readings and enormous essays at my university; that contributed a lot, but SNS, not really" (Participant 9). Participant 1 claimed that: "Social Networks did not influence academic writing skills because it is not the purpose of SNS or certain communities to somehow affect academic writing improvement". In addition, Participant 2 noticed that communication through SNS did not allow for the development of writing skills but on the contrary decreased an aspiration to think about

grammar mistakes and correct English structures: “The messages and writing itself through the communication in SNS always helps not to think about your grammar mistakes”. This example shows that from the opinion of Participant 2, Social Networks could lead to neglecting grammar. However, two students mentioned in their comments that SNS could be used to improve general writing skills: “I think it (participation in SNS) could help for writing also, just to speak in common dialogues, not academic” (Participant 8); “it helps to write when I communicate with other people but not to write academically” (Participant 9). These results are consistent with the results of quantitative part. However, the results differ from what was found by Kabilan et al. (2010), who indicated overall students’ agreement concerning the effect of SNS on writing. All in all, in comparison with receptive skills, the majority of students did not believe that SNS were useful in enhancing writing and speaking skills, although some students provided some possible positive impact of SNS on general writing.

Vocabulary. There were other significant findings from the post-interviews, As the participants were asked some questions on the influence of Social Networking Sites on learning, whereby all students emphasized that the influence of SNS is closely connected to the development of vocabulary. For this section, students answered questions on their beliefs concerning the connection between SNS and increasing their vocabulary. They were asked if they use newly acquired words in online communication. All students showed that SNS facilitate the learning of new words and expressions describing this is a key advantage of SNS: “In Instagram, there are some kind of English communities, they have English posts in English with some interesting phrases and it is like one phrase. And even if you read it once, it will stuck in your memory and that’s why I think it can be useful” (Participant 5). The majority of respondents indicated that they acquire new words through different posts and through SNS communities: “They (SNS communities) can even post several words and I have got interested

and certainly I will remember them and will use them afterwards” (Participant 6). However, two students believed that they acquire more expressions through various online videos, which they watch in original versions: “I am using YouTube, where I watch lots of videos, and through watching I learn some catch phrases, or phrases that come together that I didn’t know” (Participant 9). During discussions, some students emphasized that it is possible to acquire both academic and general vocabulary; however, some pointed out that practice of academic expressions and word combinations is not considered to be common in SNS because communication with peers includes only general vocabulary. One student said that it is important for her that when using SNS, it is always possible to see the translation of new words or to ask other people. Another student revealed that constant communication in SNS simplify the process of new words memorization. Participant 4 claimed that she uses new vocabulary in SNS to practice “When I acquire new words and expressions I use them to improve and enrich my vocabulary”. Thus, the results of the post-interviews show that students see SNS as a effective platform to enhance vocabulary learning. This result coincide with what was found in the quantitative part and with findings of Kabilan et al. (2010).

The previous sections have shown that students’ perceptions about SNS’ influence on English language learning could differ. The results of the interviews showed that students demonstrate a positive attitude towards the impact of SNS on receptive skills and an increase in vocabulary learning. Following that, there was only a small proportion of respondents, who saw SNS as a platform for enhancing speaking skills, with only two students, who stated their positive attitude. Contrary to the positive findings from the participants regarding the enhancement of some skills, students did not show that they believe SNS influence writing skills, especially for academic English language.

All in all, the analysis of quantitative and qualitative data for the third research

question differ. First of all, the analysis of both parts of the present study showed that students have a positive attitude towards the vocabulary increase and the possibility of developing listening skills and communicative competence. Secondly, both parts of the present study demonstrated that students do not believe that SNS could positively influence their academic writing skills, and could even somehow influence their general writing skills. In contrast to the qualitative findings, the respondents of the survey were more positive about the Social Networks' influence on reading skills (around 85%) compared to only two interviewees (out of nine).

The current results partially correspond to the findings of the previous studies about SNS' influence on English language development. For instance, the study by Kabilan et al. (2010) similar to this study showed that students can develop their vocabulary by using SNS. In contrast, the findings of this study contradicts with some conclusions of Kabilan's et al. (2010) and Shih's (2011) studies, where research showed that students believe SNS can develop their writing skills through Facebook. For instance, the study by Shih (2011) demonstrated that students positively assessed SNS' assistance in learning English and majority of the participants overall agreed with this point. The results of the present study showed that only a small number of respondents (around 30% for surveys and the majority of interviewees) believe in a positive influence of Social Networks on writing skills development.

Chapter 6. Conclusion

This chapter provides the summary of information discussed in previous chapters. First, I will demonstrate momentarily how I achieved the research purpose and answered the

research questions. Secondly, I will present information regarding possible limitations and drawbacks of my study. Finally, based on the information about my findings and the limitations of the study, I will explain recommendation for future research, which may help to enhance the quality of future studies.

Answering the Research Questions

The influence of SNS on the development of English language skills has not received enough attention in the multilingual context in general and in Kazakhstan, in particular. This study was conducted to gain an understanding the main or primary purposes that students use to SNS and to explore students' beliefs regarding how they perceive SNS as an influence on English language learning and the development of English language skills.

Currently, students spend a significant number of hours on the internet, and most of the time they prefer to use SNS. That is why, the development of new technologies for educational purposes has become essential and SNS are used more and more as platforms to enhance learning. First, the result of answering the first research question was finding that students mostly use SNS for their personal interests, for socialization and for educational and academic matters. It is important to note, that students' main purposes happen together and not as a single purpose, they may intertwine. Students acquire knowledge and often perform various tasks with others and collaboration with peers is seen as vital. At the same time, communication could be based On private and individual interests which can also be defined as a nature of socialization. Thus, it is possible to find various Combinations or variations regarding purposes of using SNS which are intertwined.

For the second research question, the students were asked to answer if they believe there is any impact of SNS on ELL. The majority of students for both parts of the mixed methods research design expressed their agreement that there is an impact by SNS on English

language learning. In general, they elaborated on their answers that SNS help to ease the process of learning, provide resources and support the process of foreign languages acquisition. Unexpectedly, it was found that students also believe that SNS influence the level of confidence and motivation to learn language. It can be concluded that the various findings of this study correspond with the findings of other studies though the contexts are different.

Finally, for the third research question, the students assessed positively the impact of SNS on vocabulary learning, listening skills and communicative competence development. Along with that, the results of the survey showed that students agreed with the fact that SNS may be instrumental in the development of reading skills and general writing skills. However, these results do not match when looking at both parts of this study.

All in all, my research findings may be considered useful for educators and policy makers as they demonstrate the need to consider these recent findings for making changes for the better for the Kazakhstani system of education. My results also show that in Kazakhstan the educational practices can be transferred from educational to SNS learning environment. In addition, the findings for the second and the third research questions indicate that students perceive SNS as platforms to enhance their learning of foreign languages. This strongly suggests that teachers should be aware that it is time to leave the old post-Soviet style of foreign languages teaching and their adherence to traditional methods for the benefits of students.

Limitations and recommendations

The answers to the research questions shed light on the students' beliefs about the impact of SNS on ELL. The students of one of the English medium of instruction universities

of Kazakhstan assessed positively the role SNS has in particular skills' development which could be developed online. As the study was conducted in one of the chosen English medium of instruction universities of Kazakhstan, the results of the present study are bounded by the research site. Since the results of the survey and interviews may differ in other parts of the country and with different age groups. Therefore, it is not possible to generalize the current findings to the overall population of Kazakhstan.

Further suggestions if taken and applied in further research may expand the present study and eliminate the limitations of this study. First of all, it would be beneficial to expand the size of the sample of students, who participated in the study. In particular, the study could be conducted with school students, especially with those students who currently study in the higher grades. Being as the results of this study were drawn from only one university, they are limited and so it is important to conduct the study simultaneously in different parts of Kazakhstan on a bigger scale and to compare the results. In addition, it would also be useful to take into account the gender differences, and to understand if students' beliefs regarding the impact of SNS on ELL differ between males and females. Finally, as this study was limited by time constraints, it would be of further use to expand the time dedicated to data collection.

In general, by drawing on the examined literature and findings of my research, the study could have a number of implications for teachers, policy makers and students. First of all, teachers should pay more attention to new media and should use new technologies to improve the educational process. Nowadays, with the ubiquitous availability of the internet, SNS has become part of our lives and teachers need to learn how to use new platforms for their students' benefit. Secondly, policy makers could use the findings of my study in order to set regulations for teachers to use new technologies. What is more, policy makers need to organize special trainings and classes for teachers in order to show them how SNS and other

digital technologies could be used. Thirdly, students would see that their learning is not limited by the size of the classroom and by 40 minutes of a lesson. From my findings, they could become informed about how their peers consider SNS as special resources for enhancing foreign languages learning and could learn how to use them to acquire knowledge.

For my final comments, I wish to emphasize for whom and why this study could be useful. I consider the results of my study could be used to gain insights in that SNS are useful tools and most beneficial, when taken into account, for promoting the aspirations of Kazakhstan to develop multilingualism. The findings could prove for the whole of the educational community, teachers, researchers and policymakers to be convincing that SNS needs to be the new platform for learning language and that education does not have to be contained within the four walls but school could take place everywhere.

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Appendices

Appendix A

Advertisement to recruit the participants

🌴🌴 Дорогие атриумчане! 📱📱📱 Обращение к бакалаврам, магистрантам и докторантам.

У вас есть шикарная возможность потратить 10 минут 😊, а потом еще целых 20 минут 😊 своего времени на благо НУ и исследований 🧐 Пройдя по ссылке ниже вы можете окунуться и стать частью НЕПРЕВЗОЙДЕННОГО, ВЕЛИКОЛЕПНОГО, ФАНТАСТИЧЕСКИ СПРОЕКТИРОВАННОГО опроса, созданного мной (ну и еще теми, кто изначально проектировал это тестирование) и помочь понять нам всем, особенно мне (потому что это моя диссертация 📖 (вот вам паровозик, который смог)) насколько здорово использовать Вконтакт, Фэйсбучку, Твиттерок, Инстаграммик и прочие веселости жизни нашей для изучения английского языка 📖.

Интервью может проходить даже онлайн 😊😊😊.

Помогите магистранту 🧐 скорее воссоединиться с каникулами, отдыхом и книжечками. Плюс к карме обеспечен 🙏. Сори за большой пост, вот вам за это томат 🍅.

https://nukz.qualtrics.com/SE/?SID=SV_3gGKmNOQ1202Jk9



Online Survey Software | Qualtrics Survey Solutions
nukz.qualtrics.com

♥ Like 3 🗨

15 comments

Appendix B

Survey (adapted version of Kabilan, Ahmad and Abidin (2010) and Lee and Kim (2014))

General information

1) Gender:

- male
 - female
- 2) **Age:** _____
- 3) **Your current status:**
- Foundation student
 - Undergraduate student
 - Graduate student
 - PhD
- 4) **Major of studies:**
- Foundation Program
 - The School of Engineering
 - The School of Science and Technology
 - The School of Humanities and Social Sciences
 - Graduate School of Public Policy
 - Graduate School of Education
 - Graduate School of Business
 - School of Medicine
- 5) **Academic year:**
- 1 year
 - 2 year
 - 3 year
 - 4 year
 - 5 year
 - 6 year
- 6) **The primary way of using the Social Networking Sites (SNS):**
- Smartphone
 - Laptop or tablet
 - PC/ Desktop computer
- 7) **Please, identify how much time do you spend on Social Networking Sites every day:**
- Less than 1 hour
 - 1-2 hours
 - 2-4 hours
 - 4-6 hours
 - More than 6 hours

Primary purposes for SNS usage:

- 1) How many accounts do you have in Social Networking Sites (e.g. Facebook, Twitter, Youtube, Instagram, Lingualeo, DuoLingo, online communities etc.)
- 0
 - 1-3

- 4-10
 - More than 10
- 2) I have studied English online (on a PC or mobile device) through SNS:
- Yes (go to question number 2)
 - No (go to section number 2)
- 3) Choose every option for which I have used online materials in studying English.
- Vocabulary learning (e.g., using dictionary)
 - Listening (watching CNN news or movies)
 - Preparing for English proficiency tests such as TOEIC and TOEFL
 - Speaking practice (with native speakers or via online communication)
 - Reading (e.g., reading online newspaper in English)
 - Writing (e.g., writing a web diary, online writing feedback or vocabulary/grammar checkers)
 - Others _____

Assess statements on your activities in Social Networking Sites:

Question	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
I would feel insecure or uncomfortable if I did not get to use SNS for a single day					
The main purpose of my daily online activity is mainly to communicate with my friends (e.g., casual chats or making plans).					
The main purpose of my daily online activity is to satisfy my interests (e.g., search for information related to my interests).					
The main purpose of my daily online activity is to play using web tools (listening to music, watching video clips, taking pictures, etc.).					
The main purpose of my daily online activity is to do homework and study academic subjects.					

Activities and English language learning in Social Networking Sites

Questions for the Likert Scale assessment (Strongly Disagree – Disagree - Slightly Agree - Agree - Strongly Agree)

Using Social Networking Sites allows me (to)...

Question	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Practice writing in English					
Practice academic writing in English					
Practice reading in English					
Enhance English communication skills					
Enhance confidence to write in English					
Enhance confidence to read English materials					
Enhance confidence to communicate using English					
Enhance motivation to communicate using English					
Enhance motivation to read English materials					
Enhance motivation to write in English					
Make learning English more interesting					
Learning English					
Learn new words in English					
Enhance attitude to English language learning					
Facilitate and ease English language learning					
Increase engagement to English language learning					

Thanks for participation in this survey.

However, this survey is only the part of our research on Social Networking Sites' influence. In case you want to participate in the second part of our current research, that will include 15-20 minutes personal interview, please, indicate your intention below and leave your e-mail. The interview will be conducted personally or through Skype, based on the intentions of the participant.

We ensure you that in all stages of the study and in all documents, including field notes, electronic files and final reports for dissertation your confidentiality will be kept.

- I want to participate in a post-interview
- I do not want to participate in a post-interview

Анкета

Общая информация

1) Ваш пол:

- мужской
- женский

2) Ваш возраст: _____

3) Ваш текущий статус студента:

- Программа фаундейшн
- Студент-бакалавр
- Студент-магистрант
- Студент-докторант

4) Выберите вашу школу:

- Программа Фаундейшн
- Школа инженерии
- Школа наук и технологий
- Школа гуманитарных и социальных наук
- Высшая школа государственной политики
- Высшая школа образования
- Высшая школа бизнеса
- Школа медицины

5) Год обучения:

- 1 год
- 2 год
- 3 год
- 4 год
- 5 год
- 6 год

6) Основные способы использования сайты социальных сетей (вы можете выбрать более одного варианта):

- Смартфон
- Ноутбук или планшет
- PC/ Настольный компьютер

7) Пожалуйста, определите сколько времени вы проводите в социальных сетях каждый день:

- Менее 1 часа
- 1-2 часа
- 2-4 часа
- 4-6 часа
- Более 6 часов

Основные причины использования социальных сетей:

1) Сколько аккаунтов у вас есть в социальных сетях (например, Facebook, Twitter, Youtube, Instagram, LinguaLeo, Duolingo, интернет-сообщества и т.д.)

- 1-3
- 4-10
- Более 10

2) Пробовали ли вы изучать английский язык (на ПК, смартфоне или планшете) через сайты социальных сетей?)

- Да (перейдите ко 2 вопросу)
- Нет (перейдите на вторую секцию)

3) Выберите каждый вариант, для которого вы использовали онлайн материалы для изучения английского языка:

- Изучение новых слов, увеличение вокабуляра (например, использование онлайн-словарей)
- Просмотра видео или прослушивание музыки на английском (новости или фильмы)
- Подготовка к международным тестированиям (например, IELTS или TOEFL)
- Языковая практика (с носителями языка или через интернет-коммуникации)
- Чтение (например, чтение интернет-газет и журналов на английском языке)
- Письмо (например, написание веб-дневника, обратная связь в письменной форме)
- Другое (пожалуйста, укажите что именно)

Оцените суждения относительно вашей основной онлайн активности в социальных сетях:

Вопрос	<i>Полностью не согласен</i>	<i>Не согласен</i>	<i>Трудно сказать</i>	<i>Согласен</i>	<i>Полностью согласен</i>
Я чувствую себя дискомфортно если я не захожу в социальные сети в течении одного дня					
Основная цель моей повседневной деятельности в Интернете - это общение со друзьями (например, чаты).					
Основная цель моей повседневной деятельности в Интернете это удовлетворение моих интересов (например, поиск информации, связанной с моими интересами).					
Основная цель моей повседневной деятельности в Интернете - это играть и использовать веб-инструменты (прослушивание музыки, просмотр видеоклипов, и т.д.).					
Основная цель моей повседневной деятельности					

в Интернете - это подготовка домашнего задания и изучение академических предметов.					
--	--	--	--	--	--

Основная деятельность и изучение английского языка в социальных сетях

Вопросы для оценивания по шкале (Полностью не согласен - не согласен - трудно сказать - согласен - Полностью согласен)

Использование социальных сетей позволяет мне...

Вопрос	<i>Полностью не согласен</i>	<i>Не согласен</i>	<i>Трудно сказать</i>	<i>Согласен</i>	<i>Полностью согласен</i>
Практиковать основные навыки письма на английском языке					
Практиковать академическое письмо на английском языке					
Практиковать чтение на английском языке					
Укрепление навыков общения на английском языке					
Повысить уровень уверенности в письменной коммуникации через английский язык					
Повысить уровень уверенности в чтении материалов на английском языке					
Повысить уровень уверенности в коммуникации на английском языке					
Повысить мотивацию для общения через английский язык					
Повысить мотивацию для чтения на английском языке					
Повысить мотивацию писать на английском языке					
Изучать английский язык интереснее					

Изучать английский язык					
Учить новые слова на английском					
Развивать более позитивное отношение к изучению английского языка					
Сделать изучение английского языка проще					
Повысить уровень взаимодействия с английским языком					

Благодарим Вас за участие в этом опросе.

Данный опрос является лишь частью нашего исследования влияния сайтов социальных сетей. В случае, если вы хотите принять участие во второй части нашего текущего исследования, которые будут включать в себя 15-20-минутное интервью, пожалуйста, укажите ваше намерение ниже и оставьте свой адрес электронной почты. Интервью может быть проведено в удобное для вас время лично или посредством Skype. Мы будем очень рады вашему участию!

Мы гарантируем Вам, что на всех этапах исследования и во всех документах, в том числе в заметках, электронных файлах и в готовом документе диссертации ваша конфиденциальность будет сохранена. Thanks for participation in this survey.

- Я хочу участвовать в последующем интервью
- Я отказываюсь участвовать в последующем интервью

Appendix C

Interview Protocol (adapted interview from Kabilan, Ahmad and Abidin (2010) and Lee and Kim (2014) studies)

Project: The Impact of Social Networking Sites on the English language learning

Time of interview: _____ Date: _____ Number of interviewee: _____

- *Research objective – to understand the students’ purposes of SNS usage, and find out students’ beliefs on how SNS could facilitate language learning and improve English language.*
- *The Research aims to interview undergraduate and graduate students of X University.*
- *The confidentiality of the interviewee will be protected by providing consent form, asking to change the names of participants, the findings will be presented in a class and the results of the research will be erased after passing the final report.*
- *The Dear (Participant’s name),*

Good morning. Let me introduce myself. My name is Artem Zadorozhnyy. I am doing master’s program at NU GSE. Many thanks for joining this research, which is aimed at investigating your perception of language teaching.

1. This is the consent form, which confirms confidentiality of this interview. You can take your time and read it. Sign it afterwards, please.
2. Do you mind that the interview will be recorded? The record will be deleted after our project presentation.

If you have something to add after the interview you are welcome to email me this week. If you don’t have any questions we can start the interview.

[Turn on the tape recorder]

Today we will talk on how you use SNS in English

How often do you use SNS in English?

What particular SNS platforms do you use?

How do you feel when you cannot access Internet and cannot go online?

Could you explain why do you use SNS? For what purposes? Mostly?

To what extent, SNS could help in maintaining good relationships with people around?

Do you feel more comfortable communicating through English online or in person?

Do you feel that online communication helps you to communicate better in real life?

Do you communicate with your foreign friends in English? Where do you talk to them?

Do you use SNS to learn foreign languages?

Do you believe that SNS help you facilitate your English language learning?

Do you think that SNS and different communities there help you to find learning materials?

Did SNS help you to prepare for IELTS, TOEFL, SAT examinations?

Do you think that English language practices in SNS helped you write easier?

When you acquire new words, grammar structures, expressions or materials in English, do you like to use them in online communication?

Do you think that watching movies and videos in English enhance my English listening skills?

Do you subscribe for different language learning communities in SNS? How do they help you? Do you think that they help you in language learning?

Do you use videos and images to share information? To support you opinion or your thoughts?

Do you prefer to use materials with images or videos more than just text messages? Why?

To what extent videos and images help you in online communication?

Do you think that they help you communicate more effectively?

Thank you for your cooperation and participation in this interview. I assure you of the confidentiality of the responses. Goodbye!

Протокол интервью (РУССКИЙ)

Проект: Влияние социальных сетей на развитие английского языка

Время интервью: _____ Дата: _____ Номер

интервьюируемого: _____

- *Цель исследования - понять цели учащихся в использовании социальных сетей и узнать мнение студентов о том, как социальные сети могут облегчить изучение языка и улучшить английский язык*
- *Цель исследования - опрос студентов и аспирантов X-Университета*
- *Конфиденциальность интервьюируемого будет защищена, будет предоставлена форма информативного согласия, имена участников будут изменены, результаты будут представлены в виде диссертации, а результаты исследования будут удалены после создания окончательного отчета.*

Дорогой (Имя участника),

Доброе утро. Позвольте представиться. Меня зовут Артем Задорожный. Я студент-магистрант магистерской программой в NU GSE. Большое спасибо за участие в этом исследовании, которое направлено на изучение вашего восприятия языка.

1. Это форма согласия, которая подтверждает конфиденциальность этого интервью. Вы можете использовать время и прочитать его. Подпишите его, пожалуйста.
2. Не возражаете ли вы, чтобы интервью было записано? Запись будет удалена после презентации нашего проекта.

Если у вас есть что добавить после интервью, вы можете отправить мне по электронной почте на этой неделе.

Если у вас нет вопросов, мы можем начать интервью.

[Включите звукозапись]

Сегодня мы будем говорить о том, как вы используете SNS на английском языке

Как часто вы используете SNS на английском языке?

Какие определенные SNS платформы вы предпочитаете?

Как вы себя чувствуете, когда у тебя нет доступа к Интернету и ты не можешь выходить в интернет?

Не могли бы вы объяснить, почему ты используешь SNS? в основном для каких целей?

В какой степени, SNS может помочь в поддержании хороших отношений с окружающими людьми?

Вы чувствуете более комфортно общаться на английском онлайн или же лично?

Считаете ли вы, что интернет-общение поможет вам лучше общаться в реальной жизни?

Как вы общаетесь со своими иностранными друзьями на английском языке? Где вы с ними разговариваете?

Используете ли вы SNS для изучения иностранных языков, в частности английского?

Верите ли вы, что SNS поможет вам облегчить ваше изучение английского языка?

Как вы думаете, могут ли SNS и различные сообщества и группы помочь найти учебные материалы?

SNS ли поможет вам подготовиться к IELTS, TOEFL, SAT экзаменов?

Как вы думаете, насколько практика английского языка в соц сетях помогла тебе писать на английском с большей легкостью?

Когда вы приобретаете новые слова, грамматические конструкции, выражения или материалы на английском языке, вы хотите использовать их в онлайн-общения?

Как вы думаете, что смотреть фильмы и видео на английском языке могут помочь в улучшении навыков аудирования английского языка?

Подписаны ли вы на различные обучающие группы в социальных сетях? Как они помогают вам?

Считаете ли вы что они могут помочь вам в изучении языка?

Используете ли вы видео и изображения для обмена информацией? чтобы поддержать ваше мнение или ваши мысли?

Вы предпочитаете использовать материалы с изображениями или видео больше, чем просто текстовые сообщения? Да или нет? Почему?

В какой степени видео и изображения помогают вам эффективнее общаться на английском языке?

Благодарим вас за сотрудничество и участие в этом интервью. Я еще раз хотел бы уверить вас в конфиденциальности ваших ответов. До свидания!

Appendix D

INFORMED CONSENT FORM #1 (Participation in the Qualtrics system survey)

The Impact of Social Networking Sites on English Language Learning

Instructions are in red; bolded items must be included.

Before submission to the NUGSE Research Committee, remove instructions and any bold emphasis.

DESCRIPTION: You are invited to participate in a **research study** on the impact of Social Network Sites (SNS) on the English language learning at your university. Besides, the study will try to reveal students' purposes of Social Networking Sites usage and their beliefs on how SNS could facilitate English language learning. You will participate in online survey, which include three main sections: general information, activities in Social Networking Sites, and attitudes and beliefs of SNS usage. In general, you will answer 8 questions and assess 18 judgements connected to the practices in SNS. Your name will be substituted with the special number in all stages of the study and in all documents, including field notes, electronic files and the final reports for dissertation. All the collected electronic data will be kept on the Google drive in the folder, which will be secured by the password. All written and printed documents, including field notes and consent forms, will be kept in the special secured box.

TIME INVOLVEMENT: Your participation will take approximately 20 minutes.

RISKS AND BENEFITS: The risks for participants associated with this study are very minimal. To reduce any potential risks of the study related to participants, the name of institution will be hidden. All names of participants in the documents will be changed and for every name there will be assigned the special number. All personal data and interviews will be stored in a secured place. No information from interviews with students will be shared or reported to university teachers or administration. The time and place of the interview will be negotiated with you individually, and will not intervene with the class time or studies, or with the final examination time. Therefore, you will not lose the attendance score at university, you will have enough time for exam preparation, and your identity will not be revealed.

The benefits which may reasonably be expected from this study are getting the new insights into the benefits of SNS usage and their influence on English language learning. Your decision where or not to participate in this study will not affect your class attendance.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Research Project Supervisor for this student work, Assistant Professor Nettie Boivin, nettie.boivin@nu.edu.kz.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;

- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

**The extra copy of this signed and dated consent form is for you to keep.
According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child.
Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).**

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ #1 (Для участия в анкетировании в системе Qualtrics)

Влияние социальных сетей на изучение английского языка

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению влияния социальных сетей на изучение английского языка в вашем университете. Также, исследование попытается выяснить причины использования студентами социальных сетей и их мнение о том, как социальные сети могут ускорить процесс изучения английского языка. Вы будете участвовать в онлайн анкетировании, которое будет включать три основных секции: общую информацию, основные занятия в социальных сетях и мнения относительно использования социальных сетей. В общем Вам будет предложено ответить на 8 вопросов и оценить 18 суждений, связанных с активностью в социальных сетях. Ваше имя будет заменено специальным порядковым номером на всех этапах исследования, а также во всех документах, включая заметки во время интервью, электронные файлы и окончательные отчеты диссертации. Все электронные файлы будут храниться на Google drive, в папке, зашифрованной паролем. Все письменные и печатные документы, включая заметки во время интервью и формы информированного согласия будут храниться в специальном сейфе.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 20 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риск для участников исследования является минимальным. Чтобы уменьшить все потенциальные риски, связанные с участием в этом исследовании, имя образовательного учреждения будет скрыто. Все имена участников в документах будут изменены и для каждого имени будет присвоен специальный порядковый номер. Все персональные данные и интервью будут храниться в защищенном месте. Ничего из информации полученной во время интервью не будет разглашаться или передаваться учителям или администрации университета. Время и место интервью будет согласовано с Вами заранее, и не будет совпадать со временем Ваших занятий или со временем финальных экзаменов. Таким образом, Вы не потеряете баллы посещаемости в университете, Вы будете иметь достаточно времени для подготовки к финальным экзаменам и Ваше участие останется анонимным.

Ожидаемой пользой от Вашего участия в этом исследовании является то, что вы будете способствовать развитию нашего понимания о мнениях относительно использования социальных сетей и их влияния на изучение английского языка. Ваше решение о согласии либо отказ в участии никаким образом не повлияет на Ваши оценки в университете.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с научным руководителем исследователя, используя следующие данные: Нэтти Боивин, email: nettie.boivin@nu.edu.kz.

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

The Impact of Social Networking Sites on English Language Learning

Instructions are in red; bolded items must be included.

Before submission to the NUGSE Research Committee, remove instructions and any bold emphasis.

DESCRIPTION: You are invited to participate in a **research study** on the impact of Social Network Sites (SNS) on the English language learning at your university. Besides, the study will try to reveal students' purposes of Social Networking Sites usage and their beliefs on how SNS could facilitate English language learning. You will participate in face to face post-interview containing 10-15 questions. If you express your agreement, the interview will be tape-recorded. Your name and name of the university will be substituted with the special number in all stages of the study and in all documents, including field notes, electronic files and the final reports for dissertation. All the collected data and recordings will be kept on the personal USB flashcard of the researcher, will be secured by the password and kept in the special secured box. All written and printed documents, including field notes and consent forms, will be kept in the special secured box.

TIME INVOLVEMENT: Your participation will take approximately 30 minutes.

RISKS AND BENEFITS: The risks for participants associated with this study are very minimal. To reduce any potential risks of the study related to participants, the name of institution will be hidden. All names of participants in the documents will be changed and for every name there will be assigned the special number. All personal data and interviews will be stored in a secured place. No information from interviews with students will be shared or reported to university teachers or administration. The time and place of the interview will be negotiated with every participant individually, and will not intervene with the class time or studies, or with the final examination time. Therefore, students will not lose their attendance score at university, will have enough time for exam preparation, and will not be revealed as participants.

The benefits which may reasonably be expected from this study are getting the new insights into the benefits of SNS usage and their influence on English language learning. Your decision where or not to participate in this study will not affect your class attendance.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Research Project Supervisor for this student work, Assistant Professor Nettie Boivin, nettie.boivin@nu.edu.kz.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;

- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

**The extra copy of this signed and dated consent form is for you to keep.
According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child.
Any participant falling into that category should be given the Parental Consent Form and have it signed by
at least one of his/her parent(s) or guardian(s).**

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ #2 (Участие в пост-интервью)**Влияние социальных сетей на изучение английского языка**

ОПИСАНИЕ: Вы приглашены принять участие в исследовании по изучению влияния социальных сетей на изучение английского языка в вашем университете. Также, исследование попытается выяснить причины использования студентами социальных сетей и их мнение о том, как социальные сети могут ускорить процесс изучения английского языка. Вы будете участвовать в пост-интервью, содержащим 10-15 вопросов. Если Вы выразите свое согласие, то интервью будет записываться. Ваше имя и имя образовательного учреждения будут заменены специальным порядковым номером на всех этапах исследования, а также во всех документах, включая заметки во время интервью, электронные файлы и окончательные отчеты диссертации. Все электронные файлы будут храниться на USB-флэшкарте исследователя, защищенной паролем, которая будет храниться в специальном сейфе. Все письменные и печатные документы, включая заметки во время интервью и формы информированного согласия будут храниться в специальном сейфе.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 30 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риск для участников исследования является минимальным. Чтобы уменьшить все потенциальные риски, связанные с участием в этом исследовании, имя образовательного учреждения будет скрыто. Все имена участников в документах будут изменены и для каждого имени будет присвоен специальный порядковый номер. Все персональные данные и интервью будут храниться в защищенном месте. Ничего из информации полученной во время интервью не будет разглашаться или передаваться учителям или администрации университета. Время и место интервью будет согласовано с Вами заранее, и не будет совпадать со временем Ваших занятий или со временем финальных экзаменов. Таким образом, Вы не потеряете баллы посещаемости в университете, Вы будете иметь достаточно времени для подготовки к финальным экзаменам и Ваше участие останется анонимным.

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КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с научным руководителем исследователя, используя следующие данные: Нэтти Боивин, email: nettie.boivin@nu.edu.kz.

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- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Appendix E

Data sample of post-interview (Participant 2)

How often do you use SNS in English? I think I use the SNS every day, may be even every hour. But when I am studying I am trying not to use it, but I always take my mobile phone with me that's why always try to look at Whatsapp and Vkontakte (VK), they are in English, so I think it's really often.

What particular SNS platforms do you use? I think Facebook, Whatsapp and VK and may be Instagram.

Do you use SNS to learn foreign languages? When I was an undergraduate I tried to use different SNS for studying English and Korean but now I do not use them so often because I am taking the biggest portion of knowledge here, at NU, that's why it's not.

How do you feel when you cannot access Internet and cannot go online? Sometimes I feel angry, really, because when I need not to post something but to post something according our studies, for example once I did not have access to post something on Moodle and it was one hour before the deadline, and I was very angry. But if it's just simple chat with my friends and acquaintances I think that's okay, I will just get rid of it and will not use Internet. But I tried not to use them for one week and I did it.

Could you explain why do you use SNS? For what purposes? Mostly? Mostly chatting, listening to music, watching videos and watching soap operas and films and so on and so forth. But when it comes to the studying semester I mostly use them for studies, to visit different sites and access different info.

To what extent, SNS could help in maintaining good relationships with people around? I think for now it's really good way to communicate between people, mostly taking as an example me, I can see that with many people living in Kostanay, in my native town I could get them only

using SNS, but I think it's always helps to communicate with people from different countries as well. But even living here I can see my friends right here, but I prefer using SNS for communication.

Do you feel more comfortable communicating through English online or in person? It

depends, it really depends, if it's the first time to communicate with person, I could feel really shy and I prefer to communicate through SNS using English but if I know this person really well, I could communicate just through face-to-face interaction.

Do you believe that SNS help you facilitate your English language learning? I think that yes but mostly I get the portion of knowledge mostly through listening and may be communicating, just writing the messages. But speaking about the messages itself I think they do not help a lot to improve the grammar, the writing skills because I just, as well as not in English but in Russian I write just freely, try to communicate with my friends. But if to use different SNS that may be facilitate the learning itself, may be not only learning languages, and I think that there are a lot of them, and they can really help but it depends on the person, his or her aims.

Do you think that English language practices in SNS helped you write easier? Yes because through these sites I can get these kinds of conference while communicating through messages and chatting and it really helps not just to feel myself embarrassing and trying to think about my grammar mistakes, but I just write as it is, and it's better when the person whom I am communicating with, also tries not to telling me about grammar mistakes. But the messages and writing itself through the communication in SNS always helps not to only think about your grammar mistakes. So you don't need to speak, it's kinda pronunciation, and this problem you do need to listen, may be another person you are communicating with has really bad pronunciation, may be not bad, I mean dialects, accents, but difficult to understand, so it helps.

When you acquire new words, grammar structures, expressions or materials in English, do you like to use them in online communication? If it is a new word or phrase for me, if it is just easy word that I use in everyday communication, it is really easy but if it is a kind of academic words, or phrase, I do not think that I am going to use them in my everyday communication with my friends and acquaintances, but some of them may be fixed in my mind and then I am going to use them.

Do you think that SNS and different communities there help you to find learning materials?

Yes, the experience of working as a teacher we had this community of teachers of the English language. So, in this SNS platform we could share our experiences of teaching our materials, our lessons, or may be different plans. I think this kind of SNS platforms could be a really of great help to, especially to young, not to young but to more elderly professors. Because the younger once they can always find everything in Internet but the elderly may have the problems with this. But if they learn the platforms like these, they can get materials they want according to their profession and teaching itself.

Did SNS help you to prepare for IELTS, TOEFL, SAT examinations? It was IELTS, it was previous year. And speaking about SNS I think that they were the one that helped me in preparing these very examination. All the books I have downloaded from different sites, I also registered for this really examination through all of these kind of official web sites as IELTS. So, I think they are really helpful.

Do you think that watching movies and videos in English enhance my English listening skills? Yes, definitely. I think that through watching different videos and films, we can get not only better development of listening skills but we can also acquire different kinds of words and phrases and we can kinda enrich our vocabulary itself but also we listen to different kinds of pronunciation and different dialogues as well. So, it really helps to get the better listening skills.

Do you use videos and images to share information? To support you opinion or your thoughts?

Sometimes when I want to express my feelings to may be somebody I try to send video or kinda song to express my feelings at the particular moment. I think it really can help not just to write the message expressing everything but to clarify meaning. But always we use videos and songs not only to express our feelings but also to learn something from this as well.

Do you prefer to use materials with images or videos more than just text messages? Why? I

really like posting different kind of images, like memes, something like this. And I like when they are really funny, when I am using videos. I do not think that I am a fan of using videos for my communication. I like to write huge sometimes not so interesting posts on SNS when I have a great mood.

To what extent videos and images help you in online communication? Sometimes it may made people communicating with each other be closer to each other, trying to find something common between these people, may be try to find the kind of hobbies, interests in this way.

Do you think that they help you communicate more effectively? I think that yes, but again it depends on the person you are communicating with because I have a lot people to communicate through SNS and some of them do not prefer using images and pictures, and even smiles, so I try not to use. But if another person is a great fan of posting and sending diverse videos, songs and everything else, I always try to give something else to him opportunity to say back.

Do you communicate with your foreign friends in English? Where do you talk to them?

With foreigners I talk only through the FB. But I have one friend from Korea he also signed for VK, so I am trying to communicate with him there, but personally for me VK is the best site to communicate with people. FB is kinda unusual for me to use, may be because there is not such a great number of people I communicate with. May be it depends on this but Facebook is for foreigners and VK is for my local friends.

Do you feel that online communication helps you to communicate better in real life? No, definitely, I think that this communication through the SNS make people be kind of unnamed in communication with people in person. But it depends on the person if he/she is sociable and communicable and so on but sometimes I know some people they prefer using SNS rather than communicating in a real life. It personally depends on the type of the person.