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Міністерство освіти і науки України Закарпатський угорський інститут ім. Ференца Ракоці ІІ Кафедра Філології

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Гребинець Даніела Володимировича

Студента IV-го курсу

Спеціальність 014 Середня освіта. Мова і література (англійська)

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Науковий керівник: **канд. філ. н. Врабель Т. Т.**

Консультант: **ст.викл. Сіладі В.В.**

Завідуючий кафедрою філології**:**   **д-р філософії Берегсасі А. Ф.**

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Гребинець Д. В.

Науковий керівник: **канд. філ. н. Врабель Т. Т.**
Консультант: **ст.викл. Сіладі В.В.**
Рецензент: **канд. філ. н. Кордонець О.**

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Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

**ONLINE SOCIAL NETWORKING AND THEIR INFLUENCE IN
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

Bachelor's Thesis

Presented by: Dániel Hrebinec

a 4th year student
of the Philology Department
Speciality 014 Secondary Education
Language and Literature (English)

Thesis Supervisor: Tamás Vrábely, Ph.D.
Consultant: László Szilágyi, senior lecturer
Second Reader: Oleksander Kordonets, Ph.D.

Beregszász – 2020

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INTRODUCTION

In recent years the phenomenon of involving Online Social Network into English language learning has been one of the greatest determining factors of learning English as a foreign language. Social media has become a common technology-supported learning tool for public and academic use. It can be stated that Language Learning Styles and Strategies are in a close connection in terms of learning through the Internet. However, Social Media Networks were created as tools of entertainment, learning through the Internet or within Social Networking Sites would be an effective alternative language learning strategy. Language learning strategies are important for Foreign language learners because they develop learning autonomy, language competence, and they are tools for active and self-directed involvement.

Researchers in the topic have dealt with the concept of Online Social Networks and their influence on learning English as a foreign language, such as A. Darekhsan, A. Razaei, N. Mai, A. Pesaranghader, M. Wolf, J. Sims, H. Yang, J. A. Zanatta and N. Hajli [2,5,21,15,25] defining different approaches and theories. The role of Online Social Networks has a great impact on todays society as technology develops. Social Networking Sites involves many new users who are interested in keeping the contact with other members, thus users are able to cross the boundaries of their countries, connect and express themselves on a global scale.

The significance of this work lies in the fact that it gives a detailed description of Language Learning Styles and Strategies and Online Social Networking and their influence on learning English as a foreign language.

The subject matter of this study is the investigation of different types of Language Learning Styles and Strategies and different types of Online Social Networks and their effect on developing English language skills.

The object matter of this paper is to represent the effect of Social Network usage as a Language Learning Strategy, which can be employed during the learning process, and with them learners can greatly enhance the effectiveness of their learning process independently.

The theoretical value of this study lies in the fact that it collects information about the concept of Language Learning Styles and Strategies and the effect of Online Social Networks, it summarizes the main theories, its types and presents the imrovements of English language through Social Media.

The practical value of this paper is that it shows how learners can use, and what types of different Social Networks to improve their English language skills.

The thesis has been devided into three parts. The first part of the given paper folds out different Language Learning Styles and Strategies, thier definition and characterisitics in general. It gives a

detailed information about Language learning styles and strategies, which are the main factors that help determine how, and how well, students can learn a second or foreign language. [29]

The second part of the given study aims to compile a limited but still considerable number of different Online Social Networking Sites and their usage in the learning process, which can be used successfully as a Language Learning Strategy. Employing this 'Strategy' could give the opportunity for students who learn English as their foreign language to acquire supplementary experience through different Social Platforms and web-pages.

The thesis' third part contains a research conducted amongst students aged between fifteen and seventeen. During the research phase of the paper, the selected method was sending out questionnaires to the required age group through the Internet, in order to make possible the collection of both qualitative and quantitative data.
The hypothesis of the thesis is the frequency of Social Media Platforms and the occurance of English language content within Social Networking Sites.

Furthermore, one of the study's main goals is to seek answers to the following questions: what kind of Social Media Platforms and Mobile Applications students prefer to use (and how freqently they use them) in order to improve their English language skills, and whether they use other contents to supplement their knowledge in the English language.

Social Networking as a Language Learning Strategy is a keystone in today's society, for the reason that technology is expanding, and the usage of Social Platforms are occupying an enormous part in the learning process. It can be used very effectively in language learning and teaching as well. Online Social Networking, as a language learning strategy has been playing an important role in learning English as a foreign language.

PART I
LANGUAGE LEARNING STYLES AND STRATEGIES

Language learning styles and strategies are the main factors that help determine how –and how well –students learn a second or foreign language. A second language is a language studied in a setting where that language is the main factor of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. [29]

Learning styles are the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject. Learning strategies are defined as: specifications, behaviours, steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning. When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. [29]

1.1 Language Learning Styles

Learning styles are not equivalent to abilities, but they are related to them in the sense that they Language strategies are characterised as any means learners use to transform the external input into internal and personal resources and skills. They are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. how people prefer to use their abilities. Various theories of learning styles aim to account for individual differences in the speed and amount of absorbed knowledge that are not explained by abilities. Some researchers prefer to see styles as interactions of intelligence and personality: styles are not abilities, but rather how these abilities (and the knowledge acquired through them) are used in day-to-day interactions with the environment. Simply put, styles are not how much intelligence we have, but how we use it. [26]

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally, operate on a continuum or on multiple, interconnecting fields. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory. [29]

The term learning style is used to encompass four aspects of the person: cognitive style, i.e., preferred or habitual patterns of mental functioning; patterns of attitudes and interests that affect what an individual will pay most attention to in a learning situation; a tendency to seek situations

compatible with one's own learning patterns; and a tendency to use certain learning strategies and avoid others. Learning style is inherent and pervasive and is a blend of cognitive, affective, and behavioural elements. [37]

"Field independence vs. dependence." One of the most widely researched dimensions of learning style is field independence vs. dependence. Field independent learners easily separate key details from a complex or confusing background, while their field dependent peers have trouble doing this. Field independent learners show significant advantages over field dependent learners in systematic tasks. [37]

"Analytic vs. global processing" seems to be closely allied with field independence vs. dependence, and indeed may be a more fundamental and more illustrative dimension of learning style. However, little foreign or second language learning research exists concerning the analytic-global dimension except in the context of brain hemisphericity. The left hemisphere of the brain deals with language through analysis and abstraction, while the right hemisphere recognizes language as more global auditory or visual. Right-brain learners (those who prefer the kinds of processing done by the right side of the brain) are more facile at learning intonation and rhythms of the target language, whereas left-brain learners deal more easily with analytic aspects of target language grammar. [37]

"Cooperation vs. competition" has been only lightly studied as a dimension of style in the language learning field. In the language classroom, learners rarely report using cooperative behaviours (behaviours that one would infer to reflect a cooperative style). In studies where students were taught specifically to be cooperative, results revealed vast improvement in language skills as well as increased self-esteem, motivation, altruism, and positive attitudes toward others. [37]

"Tolerance for ambiguity" is another style dimension of language learning. Learning a language can be a difficult and at times ambiguous endeavour, and students who can more readily tolerate ambiguity often show the best language learning performance. [37]

1.1.1 Categories of Language Learning Styles

<u>Sensory Preferences</u>

Sensory preferences can be broken down into four main areas: visual, auditory, kinaesthetic (movement-oriented), and tactile (touch-oriented). Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and

similar activities. They sometimes, however, have difficulty with written work. Kinaesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room. [29]

ESL students varied significantly in their sensory preferences, with people from certain cultures differentially favouring the three different modalities for learning. Students from Eastern cultures, for instance, were often highly visual. Many studies, found that a lot of European learners were frequently auditory. Furthermore, there are a lot of students around the World who are very nonauditory. ESL students from a variety of cultures were tactile and kinaesthetic in their sensory preferences. [30]

Personality types

Another style aspect that is important for L2 education is that of personality type, which consists of four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. Significant relationships between personality type and L2 proficiency has been found by Ehrman and Oxford in native-English-speaking learners of foreign languages. [8]

Extraverted vs. Introverted

Extraverts gain their greatest energy from the external world. They want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. Extraverts and introverts can learn to work together with the help of the teacher. Enforcing time limits in the L2 classroom can keep extraverts' enthusiasm to a manageable level. Rotating the person in charge of leading L2 discussions gives introverts the opportunity to participate equally with extraverts. [29]

Intuitive-Random vs. Sensing-Sequential.

Intuitive-random students think in abstract, futuristic, large-scale, and nonsequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, sensing-sequential learners are grounded in the here and now. They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency. The key to teaching both intuitive-random and sensing-sequential learners is to offer variety and choice: sometimes a highly organized structure for sensing-sequential learners and at other times multiple options and enrichment activities for intuitive-random students. [29] Thinking vs. Feeling.

Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily –even though they might

secretly desire to be praised themselves. Sometimes they seem detached. In comparison, feeling learners value other people in very personal ways. They show empathy and kindness through words, not just behaviours, and say whatever is needed to smooth over difficult situations. Though they often wear their hearts on their sleeves, they want to be respected for personal contributions and hard work. L2 teachers can help thinking learners show greater overt compassion to their feeling classmates and can suggest that feeling learners might tone down their emotional expression while working with thinking learners. [29]

Closure-oriented/Judging vs. Open/Perceiving.

Closure-oriented students want to reach findings or accomplishment quickly and want precision as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. Sometimes their desire for closure hampers the development of fluency. In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called "perceiving." They take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. Open learners dislike deadlines; they want to have a good time and seem to soak up L2 information by osmosis rather than hard effort. Open learners sometimes do better than closure-oriented learners in developing fluency, but they are at a disadvantage in a traditional classroom setting. Closure-oriented and open learners provide a good balance for each other in the L2 classroom. The former are the task-driven learners, and the latter know how to have fun. Skilled L2 teachers sometimes consciously create cooperative groups that include both types of learners, since these learners can benefit from collaboration with each other. [9]

Desired Degree of Generality

This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. Global or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae. They are comfortable even when not having all the information, and they feel free to guess from the context. Analytic students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global student and the analytic student have much to learn from each other. A balance between generality and specificity is very useful for L2 learning. [29]

Biological Differences

Differences in L2 learning style can also be related to biological factors, such as biorhythms, sustenance, and location. Biorhythms reveal the times of day when students feel good and perform their best. Some L2 learners are morning people, while others do not want to start learning until the

afternoon, and still others are creatures of the evening. Sustenance refers to the need for food or drink while learning. Quite a number of L2 learners do not feel comfortable learning without a candy bar, a cup of coffee, or a soda in hand, but others are distracted from study by food and drink. Location involves the nature of the environment: temperature, lighting, sound, and even the firmness of the chairs. L2 students differ widely with regard to these environmental factors. The biological aspects of L2 learning style are often forgotten, but vigilant teachers can often make accommodations and compromises when needed. [29]

1.2 Language Learning Strategies

Within L2/FL education, a number of definitions of LLS have been used by key figures in the field. As M. Lessard-Clouston cited, language learning strategies are specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. [22]

From these definitions, a change over time may be noted: from the early focus on the product of LSS (linguistic or sociolinguistic competence), there is now a greater emphasis on the processes and the characteristics of LLS. At the same time, we should note that LLS are distinct from learning styles, which refer more broadly to a learner's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills though there appears to be an obvious relationship between one's language learning style and his or her usual or preferred language learning strategies. [30]

Although the terminology is not always uniform, with some writers using the terms learner strategies, others learning strategies, and still others language learning strategies, there are a number of basic characteristics in the generally accepted view of LLS. First, LLS are learner generated; they are steps taken by language learners. Second, LLS enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the L2 or FL. Third, LLS may be visible (behaviours, steps, techniques, etc.) or unseen (thoughts, mental processes). Fourth, LLS involve information and memory (vocabulary knowledge, grammar rules, etc.). [22]

According to Ignacio M. Palacios Martinez Language Learning Strategies (LLS) are not easy to describe because there has not been unanonimous compromise on their definition. Language strategies are characterised as any means learners use to transform the external input into internal and personal resources and skills. They are specific actions taken by the learner to make learning easier,

faster, more enjoyable, more self-directed, more effective and more transferable to new situations. [14]

Simply stated, language learning strategies are purposeful mental interactions used by learners to regulate his or her second or foreign language learning. According to researchers, the following term 'language *learner* strategies' is used to emphasize that a learner might use strategies without having the purpose of learning. [4]

1.2.1 Why are Language Learning Strategies important for L2/FL learners?

Language learning strategies are important for L2/FL learning and teaching because they develop learning autonomy, they develop language competence, and they are tools for active and self-directed involvement. Effective LLSs can also help "unsuccessful" students realize why they are "unsuccessful," and assist learners in planning their learning. [16]

The most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. More proficient learners appear to use a wider range of strategies in a greater number of situations than do less proficient learners, but the relationship between strategy use and proficiency is complex. Research indicates that language learners at all levels use strategies, but that some or most learners are not fully aware of the strategies they use or the strategies that might be most beneficial to employ. [37]

Many different strategies can be used by language learners: metacognitive techniques for organizing, focusing, and evaluating one's own learning; affective strategies for handling emotions or attitudes; social strategies for cooperating with others in the learning process; cognitive strategies for linking new information with existing schemata and for analysing and classifying it; memory strategies for entering new information into memory storage and for retrieving it when needed; and compensation strategies (such as guessing or using gestures) to overcome deficiencies and gaps in one's current language knowledge. [8,37]

It is clear that students can be taught to use better strategies, and research suggests that better strategies improve language performance. Just how language learning strategies should be taught is open to question, but so far it has been confirmed that strategy training is generally more effective when woven into regular classroom activities than when presented as a separate strategy course. [37]

1.2.2 Taxonomy of Language Learning Strategies

Language Learning Strategies have been classified by many scholars, who dealt with this topic (Wenden and Rubin 1987; O'Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994, etc.). However,

most of their attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. [1,18,24]

According to researches, which made by A. Hardan, M. Ali Ghufron and M. Hismanoglu the following characterisations are existing:

<u>Rubin's (1987) Classification of Language Learning Strategies</u>

There are three types of strategies used by learners that contribute directly or indirectly to language learning. These are: *Learning Strategies, Communication Strategies and Social Strategies*.

- Learning Strategies

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner: *Cognitive Learning Strategies* and *Metacognitive Learning Strategies.* [24]

- Cognitive Learning Strategies

They refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

  o Clarification / Verification
  o Guessing / Inductive Inferencing
  o Deductive Reasoning
  o Practice
  o Memorization
  o Monitoring [24]

- Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management. [24]

- Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker. [24]

- Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language. [24]

Oxford's (1990) Classification of Language Learning Strategies

Language learning strategies are being oriented towards the development of communicative competence. Language learning strategies are divided into two main classes, direct and indirect, which are further subdivided into 6 groups. In this system metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. [24]

- DIRECT STRATEGIES
    - I. Memory
    - o A. Creating mental linkages
    - o B. Applying images and sounds
    - o C. Reviewing well
    - o D. Employing action
    - II.Cognitive
    - o A. Practising
    - o B. Receiving and sending messages strategies
    - o C. Analysing and reasoning
    - o D. Creating structure for input and output
    - III. Compensation strategies
    - o A. Guessing intelligently
    - o B. Overcoming limitations in speaking and writing
- INDIRECT STRATEGIES
    - I. Metacognitive Strategies
    - o A. Centering your learning
    - o B. Arranging and planning your learning
    - o C. Evaluating your learning
    - II. Affective Strategies
    - o A. Lowering your anxiety
    - o B. Encouraging yourself
    - o C. Taking your emotional temperature
    - III. Social Strategies
    - o A. Asking questions

- o B. Cooperating with others
- o C. Emphathising with others

It can be seen that much of the recent work in this area has been underpinned by a broad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies. [1,18]

O'Malley's (1985) Classification of Language Learning Strategies

Language learning strategies are divided into three main subcategories. They are Metacognitive Strategies, Cognitive Strategies and Socioaffective Strategies. [23]

- Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. [1,18,24]

- Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies. [1,18,23]

- Socioaffective Strategies

As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies. [1,18,24]

Stern's (1992) Classification of Language Learning Strategies

There are five main language learning strategies. These are as follows: Management and Planning Strategies, Cognitive Strategies, Communicative - Experiential Strategies, Interpersonal Strategies, Affective Strategies. [24]

- Management and Planning Strategies

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

- o decide what commitment to make to language learning
- o set himself reasonable goals
- o decide on an appropriate methodology, select appropriate resources, and monitor progress,

      o evaluate his achievement in the light of previously determined goals and expectations [23]

- Cognitive Strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

    o Clarification / Verification

    o Guessing / Inductive Inferencing

    o Deductive Reasoning

    o Practice

    o Memorization

    o Monitoring

- Communicative - Experiential Strategies

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication. [24]

- Interpersonal Strategies

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture. [24]

- Affective Strategies

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise. [24]

It can be clearly seen above, there are multiple strategies are existing for language learning as so as much styles. Language learning styles and strategies left their permanent mark in the English language according to researchers and their studies which also has its own history. [16]

1.3 The relationships between styles and strategies

Many researchers use the terms interchangeably and making a distinction at a very basic level – by looking at the degree of consciousness involved in them. They believe styles operate within individuals without them being aware of the process, while strategies are characterised by a conscious activity, which is a choice of alternatives. As they put it, "strategy is used for task- or context-dependent situations, whereas style implies a higher degree of stability falling midway between ability and strategy". A learning style is the general tendency to adopt a particular strategy. Oxford claims that strategies are conscious steps or behaviours employed to enhance the acquisition, storage, recall and use of new information, so they are much more specific than styles. Strategies can be changed and taught, while styles, although considered as it cannot be described as teachable. Styles are realized by specific learning strategies. Most students can discover their learning styles by reflecting upon their strategies. From a teacher's point of view, they can make hypotheses about their students' styles by observing the strategies they employ. [26]

Learning styles produce work habits, such as leaving work until the last moment, working through the night or consulting colleagues. Equally important, even though frequently absent by learners, are plans. Learner plans are believed to be strategy generative and autonomy helping. They contain such elements as a statement of objectives and time scale, materials to be used, techniques to be employed and techniques for monitoring and evaluating progress. [26]

Learning strategies are the outcome of learning styles and work habits mediated by conscious plans, they are potentially more effective and satisfying for the learner. However, if they arise directly from learning styles and work habits, with the stage of planning omitted, they tend to be "adventitious and unplanned," thus possibly less efficient than they could be. [26]

Language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies. [36]

1.4 English Language Learning and Technology

In English language teaching and learning, we have a lot to choose from the world of technology: Mobile phones, TV, CD's, Computers, the Internet, Electronic Dictionary, Email, Blogs, Power

Point, Videos, DVD's. They are examples of technology for hardware tools and software tools in technology. [10] These tools are often useful for students and teachers. Technology is growing and the people are often forced to keep up with this rush.

Technology is affecting education work and culture. The use of English language has increased rapidly. At presents the role and status of English is that it is the language of social context, political, socio cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. [9] New technologies offer opportunities for taking account of individual aptitude and interest. Recent studies in the area indicate that effective use of education technology can help education system work better and more effectively. [10]

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process.[21] Developing learners' knowledge and skills are appropriate to computer technology provides equity of opportunity, regardless of learners' background. Although learners have been born into a technologically rich world, they may not be skilful users of technology. [23]

The World Wide Web (WWW) is a technology which is the most popular and used Internet tools, serves increasingly as a communication facilitator. Web-mediated communication is a powerful interaction medium. (e.g., e-mail, group conferencing, internet relay chat) that enables students to communicate with peers, teachers, and experts and conduct collaborative work. The web also serves as an instructional delivery medium. Numerous web sites provide digital educational activities and network-based courses for all grade levels in a large number of subjects. Web-based learning is an important medium for designing and delivering instruction by addressing a variety of learning strategies. The learners in web generally are responsible for their own process of learning and results. This gives them the freedom of moving everywhere all over the world whenever they want. [11]

Technology is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment. [23]

Learning through the web is an alternative, even very useful way of English learning. In recent years, students have the chance to learn English on their own by using the web. This opportunity

should be taken into account by teachers because new technologies and changing learning styles are forcing teachers to change their teaching styles, as well. [11] On the Internet, opportunities are increasing for students. There are thousands of web-sites which are created specifically to improve students' language skills and vocabulary.

Computer-based communication is a useful feature for language learning. Computer-assisted discussion features more equal participation than face to-face discussion. the use of internet increases learners' motivation. Learners can learn meaningfully when technology is used in the process of learning through using computer and internet. When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning. [23]

Despite the amount of research that has been done into learning styles over the last few years, there is no clear evidence that any one style is generally better than another. We cannot do very much to alter how we prefer to learn. What is much more important in influencing the rate of progress in learning a language are the strategies that are employed in a particular learning situation. For example, how learners can improve their chances of understanding a difficult text that you have to read.

To improve English fluency, every student has their own learning strategies. the most frequently used language learning strategies are cognitive and social strategies. And for the students' awareness of the learning strategies benefits, the students are strongly aware of the learning strategies' benefits to improve their English fluency. Learning strategies of the students are very useful and helpful in learning English as a foreign language. Language learning strategies also bring the students reach the good achievement in improving their English fluency and their academic lesson especially English as a foreign language. Learning strategies are believed to be responsible for successful language acquisition and a significant determinant of ultimate success in language learning. Thus, in learning English as a foreign language, good language learning strategies are important as well. [18]

While technology is sometimes seen as a threat, offers a new way for students to interact and engage with course material. Thanks to technology, education is no longer confined to the walls of your classroom. YouTube videos and social media don't have to be a distraction; they can be part of your course material. Online Social Networks, Websites and their influence on learning English will be presented in the next part of the thesis.

PART 2

ONLINE SOCIAL NETWORKS AND THEIR INFLUENCE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Over the past few years, technology has played an important role in the development of learning strategies. One of the most remarkable technological aspects that have become widely employable to teaching and learning is social media. Although this technology tool was designed for entertainment and communication purposes, social media tools including Facebook, Twitter, YouTube and Instagram have been incorporated in traditional teaching and learning strategies as part of increasing the ability of students to grasp module objectives. Considering that most students find social media tools interesting, most researchers have supported this strategy as one of the most innovative method of improving the learning outcomes in various courses taught at higher learning institutions. The rationale used to support the use of social media tools, in enhancing student learning is that students, at an age where internet usage is very popular, find this learning platform interesting and convenient to learn various aspects of subjects whose teaching is supplemented by the same. [7]

Information technologies and social media have affected people's life in general, and the educational community in particular. It is due to their different forms which help people communicate in various ways: such as blogs, social networks (Facebook), microblogs (Twitter), video podcasts, and photo sharing (Instagram and Snapchat). Such applications as Facebook, Twitter, YouTube, and Messenger have massively boosted social interaction and information sharing within student and teacher communities alike. The reason behind this expansion might well be the human craving for discovery, boundless connection and exchange of information and opinion with other users with the same interests. Social media applications allow users to cross the boundaries of their countries, connect and express themselves on a global scale. [12]

It follows that the possibilities offered by social media nowadays could also be linguistically rewarding for users, be they students or educators, as these media interactions are bound to take place either within the same linguistic communities or across different ones. Facebook, as one of those media, has been globally ranked as one of the most used social platforms ever created with billions of users. It has come to yield unprecedented opportunities for foreign language teachers and learners alike, as it offers them the possibility to exchange limitless numbers of text messages, images, and videos. Such options can give those users and language learners, in particular, the opportunity to practice with new texts and learn new vocabulary through interaction, especially if it extends over time. As regards educators, they can benefit from Facebook by using it as a platform to post different kinds of materials (texts, images, graphs, and video), to be worked upon, edited, added to and shared among their students to attain intended objectives. Hence, the teaching experience can be more

accessible and centred on students, as more room is given to learners to collaborate and an atmosphere of conviviality and creativity is enhanced among them. [12]

Historically, it used to be enough to have an online presence on the Internet for the one-way broadcasting and dissemination of information. Today, social networks such as Facebook and Twitter are driving new forms of social interaction, dialogue, exchange and collaboration. Social networking sites (referred to more broadly as social media) enable users to swap ideas, to post updates and comments, or to participate in activities and events, while sharing their wider interests. From general chit-chat to propagating breaking news, from scheduling a date to following election results or coordinating disaster response, from gentle humour to serious research, social networks are now used for a host of different reasons by various user communities. [36]

Social networking services are not just bringing Internet users into fast-flowing online conversations — social media are helping people to follow breaking news, keep up with friends or colleagues, contribute to online debates or learn from others. They are transforming online user behaviour in terms of users' initial entry point, search, browsing and purchasing behaviour. Some experts suggest that social media will become the Internet's new search function — predicting that people will spend less time navigating the Internet independently and instead search for information or make decisions based on "word-of-mouth" recommendations from their friends, the so-called "friend-casting". In the process, social media are changing users' expectations of privacy, acceptable online behaviour and etiquette fast. [36]

Social networking services have recently emerged as a research topic of interest, in line with their commercial success and popularity. The social networking sites offer their users a wide array of functionality, which overlaps considerably, but is by no means identical. The functionality also overlaps with many other types of software and services, such as home pages, blogging tools, instant messaging, on-line journalism, on-line communities, video and music distribution sites and on-line gaming. [6]

2.1 Social Networking Sites

Social Media has been defined as websites that allow profile creation and visibility of relationships between users, web-based applications that provide functionality for sharing, relationships, group, conversation and profiles. Social media has been referred to as "social media sites", or a set of information technologies, which facilitate interactions and networking. However, there appears to be a broad agreement that Web2.0 technologies played a significant role in the development and adoption of social media. [21]

The notion of social media and social networking are being used alternately. Social media refers to the social software in the form of websites and other online groups such as social networking and micro blogging which are created by a sizable group of folks (known as users) to share conversations, personal messages, ideas, information or to grow social and professional contacts. [3] Another definition of social media refers to "Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence". Social media, such as Facebook, Twitter, and Instagram, provide people with a pervasive network connectivity. [21]

The term "Web 2.0" refers to the set of technologies and ideologies that enable and drive media rich content creation on the internet. Web 2.0 is rooted in the open source ideology, whereby users collaborate freely using free tools and sharing their work and information with each other. Technological advances in Web 2.0 and open ideology supported the emergence of User Generated Content (UGC). The UGC – the ability to create and share content free of censorship and at low cost, contributed to the production of social media. [21, 25]

Social networking software facilitates the development of an on-line persona. A persona is, in this case, an image or representation of the user. The persona is controlled and developed by the user themselves (though the structure for that representation is given by the features of the software). The persona is always a projected image of the user and it may have more or less correspondence with the user's real identity (as they themselves understand it or as understood by other people). Digital identity presupposes a digital public or audience – a profile is first meaningful when experienced by another user. [6]

The software offers tools and opportunities for building the social network(s) of the user. It facilitates searching for other users, recruiting tools for members of the user's off-line network, meeting or being introduced to other users, and grouping of users around themes and interests. Users build interlocking networks of friends, colleagues, work acquaintances, contacts with shared interests, family and so on. On-line networks can be independent, but they often overlap and interact considerably with users' offline networks. The service is dependent upon achieving a critical mass – sufficient users to make it feasible to build up a meaningful network. [6]

There are various kinds of social media, which may be used in several ways. It should be noted that things around us can be used if we know how to use them. For instance, most people have smartphones, but they barely use all the application available in it. Sometimes they are not appropriately directed and at times they don't have the chance or time to spend on learning new things. However, this is not the case for English learners, because software and applications available on smartphone may assist English learners to connect with others. [3]

Online social networks could provide a communication interface that is easy to use. The effective use of technology may assist with learners' overall satisfaction and develop intellect among learners outside classrooms. Learners could mostly learn through online social networks. The new media technology environment can motivate better learning, which creates a much more effective development than traditional learning. It allows a free-learning, interactive environment regardless of time and place. [28]

Numerous social media sites exist nowadays. The most popular and biggest sites are Facebook, Twitter, Instagram, YouTube, Snapchat, Pinterest and Reddit. There are those sites (which can be used through mobile applications too) which are used to communicate are the Facebook Messenger, WhatsApp, Viber, Skype.

2.1.1 Facebook

The Social Networking site Facebook was founded in 2004 is the most famous social media site worldwide with 2,45 billion active monthly users. Some of the leading industries on Facebook include financial services, ecommerce, retail, gaming, entertainment, media, telecom, technology, consumer goods, and automotive businesses. Facebook is a social networking service whereby users can create a personal profile, add other users as friends, and exchange messages. This includes automatic notifications when they update their personal profile. Facebook users can also join common-interest user groups that they find useful. [35, 38]

Facebook is a web portal for keeping in touch with others. You choose whom you allow to access your Facebook pages. You can post text, pictures, images, video, and music on your Facebook page. You can use a "Wall", which other members can use in order to text each other messages. In addition to text, messages can also contain photos, videos, music and links to other websites. Facebook is an excellent mechanism for building English skills. English writing experience can be easily gained through composing various messages. Facebook also builds English reading skills. There can be numerous assortments of messages, which means that new words can be easily learned by people all over the World, depending on the list of friends. [38]

Language learning through Facebook can be a way to effectively improve the grammar skills (tense and structure) of learners, Facebook is a powerful tool to be used as a space for learning English and promoting learning attributes. It can make learning more effective especially when focused on the diversity of experience or knowledge of learners. Many studies reported the conclusion that, through Facebook, learners with different amounts of experience and knowledge could interact with each other. They exchange information, ideas and knowledge, and help assess or edit each other comments while learning together. [28]

2.1.2 Twitter

Twitter, which is launched in 2006, another famous social networking site, which has approximately 330 million active users per month, is an on-line application designed around the concept of micro-blogging. The on-line platform allows users to send public updates ("tweets") about themselves in the form of short text-based posts accessible to other users who have signed up to receive them. Posts are limited to 140 characters, which make them suitable for delivery through instant messaging services, (e.g.: MSN Messenger), or short message services on mobile devices. Twitter is also designed to integrate within third party social networking software, such as Facebook. Facebook users can subscribe to Twitter and control its services through Facebook. Users, who become friends, can read each other's posts on either the Twitter website, a mobile device, another SNS platform, or an instant messaging service. Users can control which friends receive their updates, and restrict the updates received from others: for instance, short message service on mobile devices can be switched off at night, or undesired users' updates can be refused. The software allows the addition of user created applications, such as graphic visualization of the networks created by user subscriptions to personal micro-postings. [6,35]

As a micro-blogging service, Twitter ask the question „What's happening?" With Twitter, users will let each other to know what they are doing. Because the available amount of characters are limited when the user is writing something, it can be useful for improving English while eliminating unnecessary words. Like writing poetry, users choose the best words to communicate. Twitter also helps to improve English reading skills. Users can read a variety of short messages about different subjects. I this way, it is possible to learn new words, new phrases, which all helps users to build their English vocabulary. [38]

2.1.3 Instagram

Instagram that has approximately 1 billion active users is founded in 2010. It is a mobile application, which allows users to share their photos and videos to their followers. Instagram first started with providing functions on editing and sharing photos and later on added in the functions of sharing videos and photo messaging directly to another user. Instagram allows users to snap photo or video anywhere they are at any time and share it with their followers nationally and internationally. Users are able to take a 15 seconds long video and several artistic filters are available for user to edit their photos. Instagram is a word combination of "instant" and "telegram". In 2012, Facebook have offered $300m cash and 23 million of its shares to Instagram and the deal was finalized very soon after the offer. [34,35]

Instagram is now one of the popular social networking sites used as a mobile application. It helps in getting people interacting nationally and globally. Instagram have gathered all the people around the world who are interested in photography, as it is an application focus on photographic functions. Moreover, it has now become a new marketing tool in social network marketing. Online marketing is not something new to the business industry and social network marketing has been actively applied nowadays. Recently, there are many companies that use social networking sites to sell and advertise their products and services. Among the social networking sites being used, Instagram is widely used through mobile devices as an application. It has created a different platform for marketers to interact with the customers. In addition, Instagram can be used free of charge. Instagram is a strong tool that is different from other social networking sites in social network marketing. It provides a better visual based platform and have made it convenient for the people to interact with each other. [34]

2.1.4 YouTube

YouTube has been created in 2005. YouTube has come a long way from the little idea of sharing videos, to one of the most viewed websites on a daily basis. Many people just type "YouTube" into their web browser, click the Youtube.com link, and type something in like music videos or interviews for entertainment. However, many children, teens, and young adults watch videos daily by subscribing to their favourite people. Subscriptions are a numerical tally of the amount of people watching a person's channel. A "channel" is a web page given when a person signs up to create an account. Having an account allows people to like, comment, and share any video they watch. Signing up for an account also allows anyone to upload their content to YouTube. With an account, anyone has the freedom and the control to navigate the platform. YouTube has had very fast-paced growth, beginning with average people posting videos and gaining many viewers. These people have been coined with the term "YouTuber" or "Content Creator." Many content creators have gained the spotlight because of the number of subscribers, views, and likes on their videos. Having and selling merchandise, partnering with companies for advertisements, going on tour or doing shows, submitting book deals, signing TV and movie deals, and podcast – all allowing these young entrepreneurs to make millions of dollars for creating videos. [15]

The exciting part about YouTube is the endless content people have at their fingertips every second of every day. The uses and gratifications theory applies to viewers, giving them the freedom to choose the video content they find entertaining. They experience one has on the platform, can be very different depending on the person. One person may only use the site for music videos, while another could subscribe to over 110 people. It is up to the viewer to decide what they find entertaining;

the possibilities on this platform are endless. Since there are so many sections of YouTube; vlogs, music videos, DIY's, skits, live shows, and many more – uses and gratification theory suggests that using the platform begins with the viewers interests and spans as far as the platform's content will go if the viewer finds it entertaining. Since YouTube is considered a social media platform, the media has also become involved. [15]

Education is extremely important, and YouTube is beginning to help solve homework problems. For example, if a student cannot remember or figure out how to accomplish a math problem, he or she can type in YouTube to the browser, load YouTube, and type whatever he or she wants to watch. YouTube has not only provided a platform for entertainment, but it has also become a tool for adults to continue being educated. These videos allow adults to look up "How to Change a Car Tire" or "How to Build a Fence," and by watching the videos people can be taught by professionals or just everyday people who understand how to do those things proficiently and can teach others their method through a video. It has ended up saving many people time, money, and resources to learn things and tackle the work themselves. [15]

These social media platforms were the most famous ones worldwide. They functioned as entertainment at the beginning, but they proved to be as a part of online learning and teaching, which are capable of learning English language skills. However, YouTube is not a social media platform like Facebook, Twitter and Instagram, it has a significant role in the terms of learning English for students at any level and for teachers too. According to people's experiences YouTube is proved to be one of the most helpful software which can be used with a computer and even with a mobile phone, thanks to technology.

2.2 Using Mobile applications to improve English language

English language acquisition and teaching had undergone a lot of changes in the past few decades. Mobile learning is mainly described as a new learning method in which users use mobile platforms to learn. It syncretises all qualities of modern education, computer network technology, mobile communications technology, and multimedia technology. Nevertheless, the main advantage of mobile learning is its mobility and accessibility that gets over all the boundaries of common distance learning. Mobile learning is mainly described as a new learning way in which learners use their mobile devices to learn. It syncretises all qualities of modern learning. Nevertheless, the main advantage of mobile learning is its easy access at all times and being portable. Since mobile e-learning is still in its infancy and is immature, there are presently more possibilities regarding what can be done and what are the true potentials of this technology. Still, the increasing number of cell phone

users surpassing the number of computer users for browsing the web in near future mobile e-learning can certainly become an important learning platform. [5]

In today's society, mobile phone usage is growing in number. It seems to be more users prefer using their mobile phones to browse or search for something on the Internet, instead of their Personal Computers (PC) or laptops. This phenomenon is also true for social networks, educational YouTube videos and so for applications which are created to improve English language in particular, such as the famous Duolingo.

As the developers of Facebook, Twitter, YouTube and other social network developers realised that technology is growing, more and more people started to use their mobile phones recently, they created mobile applications. These mobile applications can replace their desktop version of Facebook, Twitter, YouTube etc. It is easier to use, because the owners of mobile phones can remotely browse on the Internet anywhere and anytime.

With the advance of information technology, millions of students are doing their higher education online. Online learning, e-learning or distance learning is the idea of being in touch with the teacher even when the students are in remote locations, while they could not have access to the teacher nor could take part in a course and get education. One of the best reasons to choose online education is its unique feature, which is convenience and availability. It is the factor that can make online learning, the feature college for getting degrees. It means eliminating the factor of time and place from education restrictions, since learners can access the information and take part in their desired courses at anytime and anywhere. [5]

Thanks for the development of the technology, there are multiple number of free mobile apps which can help individuals to improve their English language skills, such as Duolingo, Memrise, Busuu etc.

2.2.1 Duolingo

Duolingo is a free mobile application, which has provided a wide range of languages in its learning materials including: Romanian, Dutch, Portuguese, Russian, Spanish, Polish, French, Arabic, German, Korean, Greek, Chinese, Hungarian, Turkish, Italian, Czech, Japanese, Hindi, Ukrainian, Vietnamese, English, Indonesian, and Thai. [39]

Duolingo provides extensive writing lessons for novice users and oral practices for advanced users. A dictionary function is embedded in the app. Games are integrated in almost every part of the app to engage learners when learning new words. For example, users would gain "experience points" (XP) as they progress through the learning activities in the apps such as completing a pre-designed lesson. Skills are considered "accomplished" when the user completes all of the lessons associated

with the skill. Users win one point for each correct answer, lose one point for each error, and the lesson is considered passed when they reach 10 points. In addition, Duolingo provides feedback to learners. The app also corrects answers when learners make mistakes in practicing their skills. It additionally provides useful tips for learners to improve their language skills. [39]

Learners of English language can easily forget new words. But the algorithm of Duolingo solves the problem by designing an exercise (approximately a week later) to help learners practice words they were weak on. At the beginner level, Duolingo can be one of the best mobile apps to use.

2.2.2 Busuu

Busuu is a mobile English learning app available on several mobile devices. The application is a learning application for about twelve different languages. Busuu.com as well, is considered one of the largest online communities for language learning. The application is the only language learning application that provides direct interactions with native speakers. Like all the other applications, not all the sections in the application are free, but still unlike many, there is almost enough free sections for users to get benefit from. The application provides online registration through which users can log in on a lap top or a desk-top computer as well and use the website. There are four sections named as Beginner A1, Beginner A2 Intermediate B1, and Intermediate B2 in course selection. In each of the sections, there are five free sections, four vocabulary lessons with different subjects and one grammar lesson. There are 25 to 30 vocabulary and grammar lessons for learners to purchase. [5]

The mobile application Busuu is a balanced application in terms of English language skills. However, this application mostly focuses on speaking, and direct interaction with native speakers.

2.2.3 Memrise

Memrise is a language learning application developed by an American company of language technologies which enables users to master a foreign language with their Mobiles without the help of a teacher. The application guarantees for the users they can learn a language much quicker and easier than ever before without having to learn rules of grammar deductively. [20]

Memrise is an online self-study program with the main benefits of availability (via Applications on smartphones and computers and tablets), portability and ease of use. Built by researchers in languages and psychology, the program is created to develop long-term memory of taught items by frequent and systematic testing. Memrise utilizes an algorithmic system of item reviewing in which students should visit and revisit items over and over but at a particular

predetermined time schedule, with some reminders to remember reviewing taking place at the time. [20]

Mobile applications like Duolingo, Busuu, Memrise and the others are able to teach the users how to read, write or speak English at a decent level. However, they are just add-ons to the normal English language courses which held by teachers who are specialized to teach English language as a foreign language, because neither social networks nor mobile applications can replace the performance of an English teacher who teaches it as a foreign language in real time.

2.3 Social Networks and Learning English Language

It is now an established fact that the use of technology facilitates teaching and learning in language classrooms. With the advancement of technology, social networking websites have emerged too. Social networking sites have been quite popular among various age group users particularly the young users since their invention. Also, they are conceived to be able to motivate and expose learners to the authentic use of the target language. [33]

Today's young generation is referred as the "Z-generation" or "Net-generation" as technology and the World Wide Web are the two most familiar objects to them. This "Net generation" has been found to be applying different methods of learning from the earlier generations as they are more experiential, engaged and constantly connected. It has also been suggested that the Net Generation students prefer independent learning style and take the benefits of technology for better learning. [33]

The innovation and advancement of social networking sites such as Facebook, Twitter, Instagram, YouTube has increased further use of technology in this generation's day to day life. These social networking websites have also proven to be useful in language learning as they are more engaging and inspiring for learners to use the target language, and minimizes learners' fear and nervousness and authority of the instructor. Moreover, the online social networks also provide an opportunity for both instructors and learners to be exposed to the language through authentic activities and materials and thus can promote constructivist learning through meaningful communication. [33]

Technology can play an important role in fostering second language acquisition by electronically increasing learners' contact with a wide array of authentic materials. Social networks are kinds of social environments which have been made for learners who want to have interaction with people from other countries to learn language easily. [2]

Internet provides wide international resources of language learning. It enables second language learners to communicate directly with native English speakers. Generating language is the most important item for making interpersonal relationship for self-expression and social interaction.

Receptive (listening & reading) and productive (speaking and writing) language skills can be facilitated through Internet. [2]

Web based interactions like scrolling and searching on Facebook, which is a popular social network, helps learners to use large amount of information which is always available. Language learners can keep in touch with people specially, with their family, friends and even their teachers whenever they want to. Second language learners can also learn various kind of knowledge, and be familiar with the laws of different cultures. Language and culture are dependent, and comprehending second language culture improves comprehending of the language. The tools and resources available on the Internet provide good areas for group documents and offer the best ways for promoting four language skills. [2]

Second language acquisition is highly influenced by the rate of interaction, input and output that learners have in the course of learning a second language. In this case, social networking sites have provided English learners with an excellent opportunity to interact using the English language learned in class environments, offer input and anticipate output from colleagues. The interaction, contribution and output approach has influenced researchers into thinking that the use of social media among foreign English learners can have several potential benefits to their development of English proficiency. [7]

One of the most common definitions of social network is the informal social relationships contracted by an individual. Among the possible benefits of informal social networks and out-of-class spontaneous interactions in the Target language in naturalistic contexts there is the enhancement of learners' self-confidence, of their level of engagement in the use of the target language and of their interest towards the target language and culture. In out-of-class contexts, it was found that if learners are able to create their personal social networks, they can at the same time create opportunities to practice the language that they want to learn. The construction of this experience is dependent on the sociocultural context surrounding learners and on their identity. In this regard, research in the field raised important insights about the spontaneous use of the second language in informal offline social settings and showed that many factors come into play, such as learner identity as an adequate user of the foreign language, learner perception of his/her role during the conversation, and the linguistic norms of the community where the learner is situated. [19]

Within the context of the network society, Social Networking Sites can be considered as spontaneous contexts with some potentialities for informal learning to take root because they are open to participation and learner self-control and allow people to share information and interact with one another in a dynamic environment of flexible interconnections. These interconnections taking place in Social Networking Sites provide a social context for using the Target Language and allow current

Second Language learners to come into contact with Native Speakers anywhere in the world easily, without necessarily overcoming national boundaries like in the past. [19]

Social Networking Sites are deemed to be able to engage the sense of community, a feeling of belonging, which seems to be the factor that mostly triggers motivation to be a member of a social community. Sense of community and inter-personal relationships are considered as necessary in educational experience because they would have the potential to favour the construction of knowledge and the transformative potential to rethink and redefine the learning experience in a community of inquiry. [19]

Social media enables two or more people to interact and communicate with each other. Social media platforms such as Facebook, Twitter, Instagram and YouTube hold a great potential of being an online channel to facilitate student learning by providing a vast opportunity for learners to access and gather information to build, modify, and share their knowledge. With the rapid growth of technologies and the presence of social media, the potential to support learning and motivate students is abundant. [27]

Many students use social media in their daily lives to communicate with others. It has become a common technology-supported learning tool for public and academic use. Since social media usage continues to rise, there is an opportunity for schools to integrate social media tools into students' organizational learning process, which allows individuals to observe, gain, and share knowledge within their communities. There are many free and inexpensive applications available in app stores that provide potential opportunities to the academic world. The use of these applications helps to create social-media-focused culture that is influencing how people communicate, teach, and learn. Online social networks help initiate learning activities among students. Students who use online social networks can develop their knowledge based on extensive communications and knowledge sharing from the social network sites. [27]

Given the importance of collaboration in the learning process, social media tools function as platforms for learners to access, collect, and share information. Further, online social networking helps students to develop satisfying relationships with peers, improve engagement and communication with peers and teachers and collaborate to achieve common goals. Some students may feel more comfortable expressing themselves and sharing their thoughts through online channels rather than traditional face-to-face classes. Moreover, as opposed to classical instructional models that focus on individual learning processes, online social networks allow students to bring their ideas together, examine them with peers, and publish them in such a way that allows for revisiting and revising. [27]

There are different types of social media: social networking sites, online forums, sharing photos and videos, writing reviews, blogs and vlogs. Blogs are a bit like an online journal. Students

can write about their interests, ideas, wishes, humour and anything else they think about. Research suggests that blogging helps schoolchildren practise writing. Students tend to write more in blogs – they are writing for a real audience and a real purpose. [17]

Another aspect of improving English language skills is playing Computer games. It can be stated that these Computer games can cause violence, but if there are those games which do not contain violent content and bears with a fascinating storyline, could be a decent strategy of language learning.

2.3.1 The effect of Social Media on Speaking and Writing skills

There's no denying that social media has transformed the way we interact with each other. From sharing our thoughts and photos to planning a night out, most people tend to organise their social lives, or at least have it significantly influenced them, through some form of technology-based engagement. But, has this shift away from more physical interaction actually affected the way we speak and write English? What social media has done is enable us to communicate with a much larger number of people on a global scale in a way that we only really used to be able to do on a local level. This is great when it means we're keeping friendships alive over great distances, but it's also increasing the demands placed on an individual to keep a much larger number of relationships going simultaneously. [13] For example, the average number of friends a person has on Facebook in Ukraine (in Transcarpathia) is around 800-1000, but there is no evidence that every user keeps the contact with all of his/her online friends. It is also possible that 70 or 80% of their friends are unknown. Let's say that a person has for instance 500 friends on Facebook – even if the person communicates with 10% of his/her friends, that means that approximately he/she has 50 friends to keep the contact with.

The result is an ever-increasing speed of communication. Facebook lets you communicate quickly, effectively and, most importantly, efficiently because written exchanges are concise and shared between all the friends you are connected with, meaning you only need to write them once. On Twitter there's a 140-character limit, so even if you're not against the clock you are quite literally forced to make the statement brief. [13]

The use of acronyms (an abbreviation formed from the initial letters of other words and pronounced as a word) are now commonplace substitutes to whole sentences; LOL (laugh out loud), OMG (Oh my God), TTYL (talk to you later) are just a few that demonstrate how social media speeds things up by lessening the need to write longer phrases and reduces space. [13]

Emoticons (a representation of a facial expression such as a smile or frown, formed by various combinations of keyboard characters) and used to convey what the user is feeling or to express the intended tone without actually having to write it. It can be stated that this is a lazy form of writing,

but social media isn't a process of creative writing (at least not in the traditional sense), it's a fast and convenient way of interacting with an audience. [13]

There is no doubt that English is the most dominant language people use on the internet. However, with the increasing demands of faster communication, various notable changes have occurred. People seem to always be in a rush to pass messages across sometimes without the concerns of using proper English. Fundamentally, language evolves, and this is no exception to the language used on social media. One of the most significant effects of social media on verbal and written English is the appropriation of vocabulary. Certain words that had specific meanings are now bearing new meanings depending on the context of the application, and the extent of this phenomenon has affected verbal English communication. The English language has become more volatile with synonyms growing every day. The implication is that internet slangs, which seem to have been accepted as English words, are being used in verbal communication everywhere. For example, a "troll" or "trolling" describes the behaviour of attention-seeking internet user who usually uses tiffs or outrageous comments about other people on social media. Similarly, the term "wall" refers to internet profiles where users of a social networking site share and express themselves. [33]

Another curious phenomenon we have seen in recent years is the reproduction of existing words and words based on brands to refer primarily to their social media context. Reproduction is the cultural process when a group claims words that were previously used in a certain way and gives them a new meaning. In this way the people who engage with social media are quite literally creating new words and giving new meanings to existing words. [13]

'Friended' and 'unfriended' are two examples of words that have been given a new meaning due to their usage online. The word 'friend' and 'befriend' is from Old English originating in the 13th Century, but it has been given an entirely new meaning thanks to Facebook (the process of adding or removing someone from your circle of friends). 'Like' and 'viral' are other popular examples of words that have had their meaning recreated by social media. [13]

New terms such as "selfie," "memes" are now part of daily conversations both verbal and written. Similarly, acronyms such as OMG (Oh My God), TBT (Throwback), DM (Direct Message), and LOL (Laughing Out Loud) have trickled from social media platforms to ordinary verbal and written English. These words were unheard of before in English language usage, and their popularity has been made possible by social networking sites. Some of these words have even been incorporated in English dictionaries. It is worth noting that these new vocabularies are being introduced on the internet very rapidly, used excessively, and sometimes discarded at the same rate. It could be argued that this trend amounts to a lazy form of communication, but in a fast-paced society, it facilitates fast and convenient interaction. The negative impact on the use English language is the improper use of grammar, informal speech used in wrong contexts, and misspellings. However, on the positive side,

social media seems to create a more sense of awareness of English language mistakes because some readers spot the errors and point them out through comments. [33]

It can be stated that people nowadays prefer to text with each other on different platforms such as Facebook Messenger, Instagram, Twitter etc. They feel themselves more confident, and they are able to rethink what they want to write to each other before sending it out. Social Networking Sites can give the users the opportunity to improve their English skills. As technology spreads out and growing itself bigger and bigger, the English languages also acts the same. An average person who wants to know something which he/she don't knows, the opportunity is given to "Google" it or search for English self-improving pages within the Social networking sites.

PART 3

EXPERIMENTAL RESEARCH

3.1 Background of the Study

Among several language learning styles and strategies, the Internet and social networking sites are truly effective in the terms of improving English language skills. Online Social Networking, as a language learning strategy has been playing an important role in learning English as a foreign language. The continuously developing Internet, Social media sites and Mobile applications and the interest for English language are growing together. It can be said that most of the web-sites on the Internet is in English. Social media sites are not just conversations between individuals, they give us the opportunity to follow breaking news, keep up with friends or colleagues or learn from others.

Online Social networks could provide a communication interface that allows easy usage. Learners could mostly learn through their online social networks. The new media technology environment can motivate students to learn better, which creates a much more effective development than traditional learning. It allows a free-learning, interactive environment regardless of time and place. The present study examines the usage of Online Social Networks among students, using a questionnaire which is based on the Online Social Networks and their influence on learning English as a foreign language.

3.2 Participants

The sample consisted of 36 pupils, and the questionnaires were filled online among secondary school students. Eighteen out of the thirty-six students were girls and eighteen were boys aged between 15 and 17. The given age group was selected for the study, as social networks and websites play an important role for them.

3.3 Instruments

To measure the usage of different Social networking sites among the pupils, a questionnaire was designed. The questionnaire contained closed questions and two Likert scale survey question sets which were raised the question of the pupils' rate of the usage of different Social networking sites and the frequency of English contents occurrence on these sites. The questionnaire was administered in Hungarian language (for the English translation of the questionnaire items, see Appendix 1)

3.4 Procedure of the Research

In order to measure the usage of Social Networking Sites among pupils a questionnaire was distributed online. The research took place online with the help of Google Forms. The survey was not long and it took only 10-15 minutes to complete. The research was conducted in April 2020.

The procedure of the research was simple, the questionnaires were sent across Facebook Messenger in the form of a hyperlink. After filling in the questionnaires, they were collected and the results were analysed.

3.5 Findings

The answers to the first question (*Which Social Networking Site do you prefer to use?)* reinforces the fact that the Social Networking site Facebook is the most famous social media site worldwide with 2,45 billion active monthly users. Some of the leading industries on Facebook include financial services, ecommerce, retail, gaming, entertainment, media, telecom, technology, consumer goods, and automotive businesses. [35,38] Nearly all of the participants prefer to use Facebook as a Social Networking Site (34 of the participants, 94,4%). The next social networking site is Instagram, which is now one of the popular social networking sites used as a mobile application. It helps in getting people interacting nationally and globally. Instagram have gathered all the people around the world who are interested in photography, as it is an application focus on photographic functions. [34] 26 of the participants (72,2%) prefer to use Instagram. YouTube, which is the most popular video sharing platform is used by 33 participants (91,7%). Other Social Networking Sites usage are not as popular among the students such as Twitter (3 of the participants, 8,3%), Snapchat (13 of the participants, 36,1%), TikTok (10 of the participants 27,8%) and Pinterest (1 of the participants)

Diagram 3.5.1 Students' preference of different Social Networking Sites
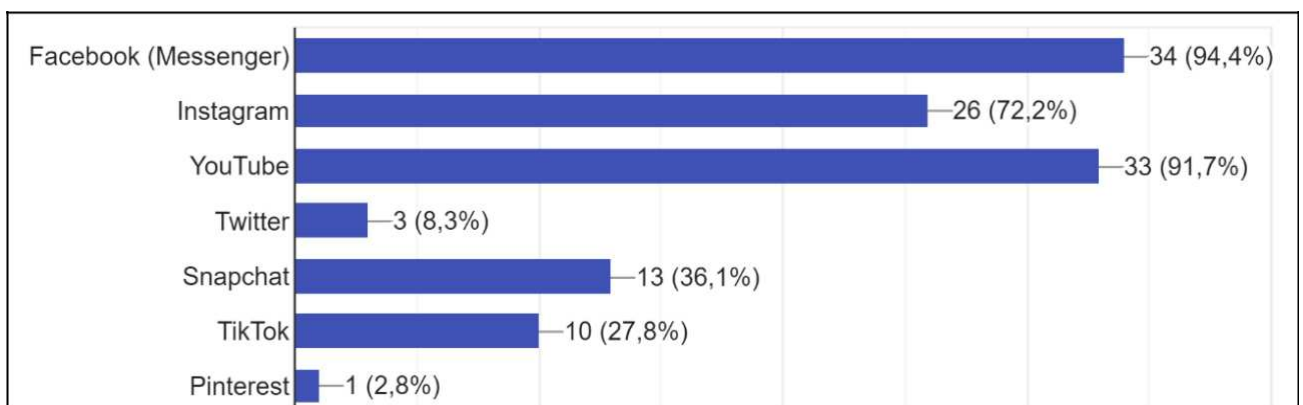
The answers to the second question (*How frequently you use the following Social Networking Sites?*) showed the usage of the Social Networking Sites. This question was based on a Likert scale in which the students had to answer how frequently they use Facebook, Instagram, YouTube, Twitter, Snapchat and TikTok. There were six possible answers accompanied with each Social Networking Site. The answers were (according to a Likert scale) 1 – I don't have that user acoount, 2 – Never use that Social Networking Site, 3 – Rarely, 4 – Weekly, 5 – Daily, 6 – Several times a day.

Applications like Facebook, Twitter, YouTube, and Messenger have massively boosted social interaction and information sharing within student and teacher communities alike. The reason of this expansion might be the human craving for discovery, boundless connection and exchange of information and opinion with other users with the same interests. Social media applications allow users to cross the boundaries of their countries, connect and express themselves on a global scale. [12]

Starting with the Social Networking Site Facebook, 25 participants use Facebook several times a day, 8 answered that he/she uses it daily (only once a day), 2 of the participants rarely use the Facebook and there is only one who does not have a Facebook account.

The second popular social networking site is Instagram. 20 participants answered that they use Instagram multiple times a day, only 2 of them use it only once a day, 1 answered that he/she uses Instagram weekly, 2 of them rarely use Instagram, 1 pupil never uses it and 10 of them doesn't have Insagram account.

The next Social Networking Site was YouTube. However, YouTube is not a real social networking site such as Facebook, Instagram or Twitter, it plays a significant role of improving English language. Out of the 36 participants, half of them (18) use YouTube several times a day, 13 pupil use it once a day, one of them uses it weekly and one of them doesn't have a YouTube account.

The following subject is the most unpopular social networking site in this area is Twitter. Out of the 36 participants, one of them uses it daily, one of them uses it weekly, one pupil rarely uses it and 26 participants doesn't own Twitter account.

The next one is Snapchat. Snapchat is a Social Networking application available on mobile phones, and similar to Instagram. Only 4 of the 36 participants uses Snapchat several times a day, 2 of them uses it daily and also 2 uses it weekly, 7 participants answered that they use it rarely, 6 of them never uses it and 15 participants doesn't have Snapchat account.

The last one in this question is the TikTok. TikTok is also a mobile application. People use it as a music video creator and they post it between their online friends. Out of the 36 pupils, just 5 of them uses it several times a day, 2 of them use it once a day, one of them uses it weekly, 4 pupil use it rarely, 5 pupil never use it and 19 of the pupils doesn't have TikTok account.

Diagram 3.5.2 The frequency of usage of different Social Networking Sites
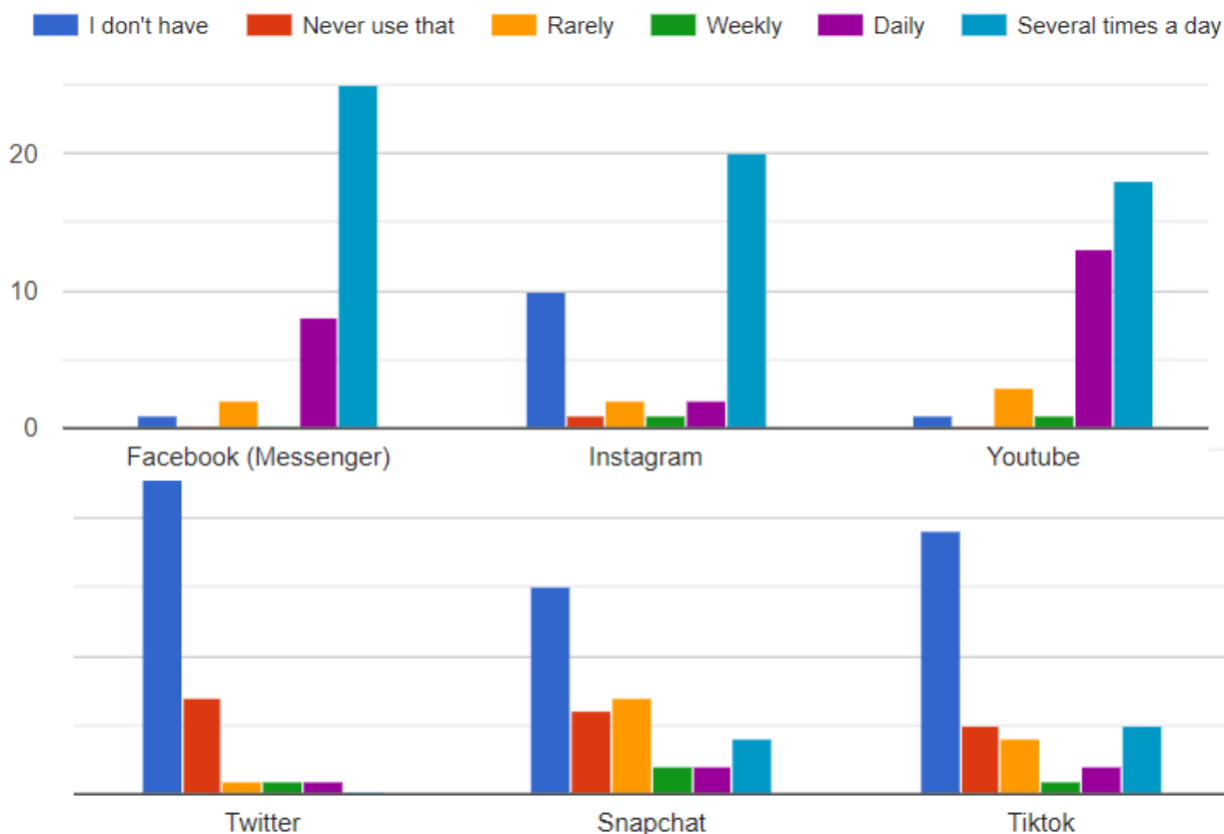
The answers to the third question (*How frequently do you meet contents which are in English?*) showed the intensity of English language contents in different Social Networking Sites, used by the 36 participants. This question was also based on a Likert scale in which the students had to choose that how frequently they meet English language contents on Facebook, Instagram, YouTube, Twitter, Snapchat or TikTok. The following possible answers were given to them: 1 – I don't have that user account, 2 – I never meet English content, 3 – I rarely meet English content, 4 – I often meet English content.

On the Internet, opportunities are increasing for students. There are thousands of web-sites which are created specifically to improve students' language skills and vocabulary. [23] However, within Social Networking Sites people can also find opportunities to improve their English. For example, in Facebook there are a great number of pages and groups which helps individuals to improve their Productive and Receptive skills. Moreover, there is YouTube in which there are numerous amount of educational videos are existing to help pupils to improve their English skills by watching videos.

Taking under examination the Facebook firstly, in which 4 out of the 36 participants answered that they do not have Facebook account, 15 of them rarely meet English language contents and 17 participants answered that they often meet English language contents.

The next Social Networking Site is Instagram. 11 participants do not have Instagram account, 2 of them answered that they do not meet English language content on it, 5 of them rarely meet these types of content and 18 of them Often meet English language contents.

The following Social Networking Site is YouTube. Only one pupil out of 36 answered that he/she do not have YouTube account, 6 of them rarely meet English contents and 29 of them answered that they often meet English language contents on YouTube, which is not surprising, because YouTube is one of the best known online platform, which contains a huge number of English content.

The next one was Twitter. Not surprising that 30 participants out of 36 do not have Twitter account because Twitter is not popular in this area. 2 of them never meet English language content on it and 4 of them often meet English language contents.

The Social Networking Site Snapchat will be the following. 20 participants do not have this account, 8 of them never meets English content in it, 3 of them rarely meet these types of contents and 5 of them meet English language contents often.

The last Social Networking site in this question was TikTok. 22 pupils do not have TikTok account, only one of them never meets English language contents in it, 4 pupil answered that they rarely meet these contents and 9 of them often meet English language contents.

Diagram 3.5.3 The frequency of English contents on different Social Networking Sites
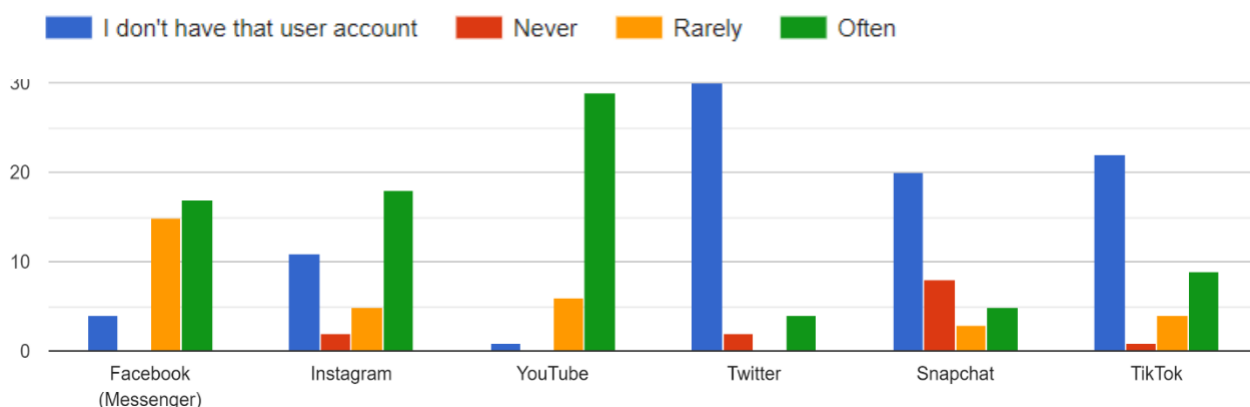
The answers to the fourth question (*When you meet contents which are in English, what is the topic of them?*) clearly shows the different types of English language contents visited by pupils. This question was a multiple-choice question in which the students had the opportunity to select multiple answers.

The Social Networking Site Facebook allows users to share and write messages which contain photos, videos, music and links to other websites. Instagram is now one of the popular social networking sites used as a mobile application. It helps in getting people interacting nationally and

globally. YouTube contains endless content people have at their fingertips every second of every day. The uses and gratifications theory applies to viewers, giving them the freedom to choose the video content they find entertaining. [38,34,15] There are tons of English language contents are existing on Social Networking Sites, and the most common among students are Music, Videos, Telecommunication contents, Video Games, Beauty and Fashion, TV Series and self-imrovement topics.

Diagram 3.5.4 Different types of English language topics visited by the participants
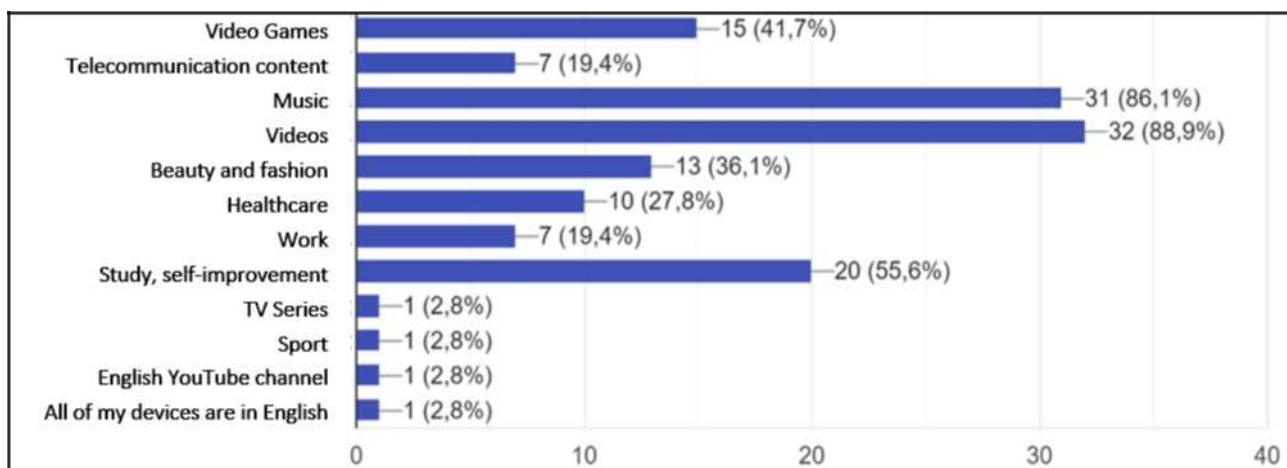
The result on Diagram 3.5.4 clearly shows what kind of topic the students meet when they use Social Networking Sites. 15 pupil (41,7%) prefer contents about Video Games, 7 (19,4%) prefer Telecommunication content (about mobile phones, computers, laptops and tablets), 31 (86,1%) out of 36 pupils prefer to listen English music and 32 (88,9%) pupil prefer to watch English videos, which is not surprising, because music and videos mostly show up in English language. 13 (36,1%) prefer Beauty and fashion, 10 pupil (27,8%) care about their health, 7 pupil (19,4%) interested in work, 20 pupil (55,6; approximately half of the participants) are interested in self-improvement and study. There were four more individual answers (TV Series, Sport, English YouTube channel and All of my devices are in English) where there were only one answers to each.

The dominant topics according to the findings are Music and Videos among students aged between 15-17.

The fifth and the sixth questions (5. *Do you use pages or contents to improve your English language within Social Networking Sites? and* 6. *If yes, what type of pages?*) were mainly focused on students' improvements in English language.

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language. [24] Using web-pages and social networks could be an

effective language learning strategy, because students can improve themselves (if they want) without any help. Taking under consideration the fact that Social Networking Sites are not just entertaining Internet-based software, they can be helpful and effective companions in the way of improving English language skills.

Out of the 36 participants 21 (58,3%) answered that they use pages or contents to improve their English language skills and 15 pupil (41,7%) do not prefer to use them.

Focusing on those, who prefer to use self-improving web-pages and videos, 20 of pupils (90,9%) prefer to use Videos created for improving English language skills and 5 (22,7%) of them visit pages and groups within their Social Networking Sites' to improve their English language skills. The following seventh question (*Do you use Mobile applications to improve your English language skills? If yes, which of them?*) was mainly focused on Mobile applications which help individuals to improve their English language skills with different exercises.

Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. [29] Mobile applications could be really effective for those learners who prefer to learn interactively and visually. Mobile applications which are specified to teach English as a foreign language are capable both interactive and visual teaching.

 The findings resulted that 17 pupil (47,2%) do not use any kind of Mobile applications and 19 pupil (52,8%) prefer to use the popular Duolingo Mobile application.

The last two questions (*8. Do you use websites to improve your English language skills?* and *9. If yes, what is the reason that you use them?*) focused on the usage of web-sites which are created to help students to improve their English language. 29 pupil (80,6%) prefer to use these web-sites and only 7 pupil (19,4%) do not use web-sites for improving their English.

Language strategies are characterised as any means learners use to transform the external input into internal and personal resources and skills. They are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. [14] Improving language skills by using the Internet (web-sites and pages) could be another kind of language learning strategy, because the learner is capable of improving his/her skills in English out of classroom.

Focusing on those students who prefer to use English web-sites, out of 29, 22 (71%) pupil visits dictionaries to translate different words from English to Hungarian or vice versa, 13 students (41,9%) prefer to visit web-sites to study Grammar, 8 pupil (25,8%) are interested in the latest News, 4 (12,9%) use them to communicate and 22 students (71%) prefer to watch TV Series and Movies in English language.

3.6 Results and Discussion

Taking into consideration the fact that Technology really plays an important role inside and outside the classroom. The improvement of the Internet and Social Networking Sites can really help students' learning processes by using web-sites, Social networks and applications. Improving English language skills with the help of the Internet would be a really effective language learning strategy in today's society. Furthermore, technology is involved in the teaching process and in the everyday life of students', which can increase motivation in or out of classroom.

Moreover, according to the findings, it seems that the most dominant Social Networking Site is Facebook, which is not surprising. More than two billion people uses it Worldwide, and it helps people to keep the contact with each other easily. The next popular Social Networking Site was YouTube according to the participants' answers. However, YouTube is not a real Social Networking Site such as Facebook, Instagram or Twitter, it does play a really significant role in English language improvement. The least popular Social Networking Site was Twitter among the participants. Twitter is the second most popular Social Networking Site after Facebook, surprisingly, it is not popular in this area among young students.

Finally, in the first hand, Social Media Sites, Internet and web-pages are said to be that they are bad to the society because it can cause addiction. It is a real problem in our World that (thanks to the technology) most of the Mobile phone users are addicted to check their phone and roll their Social Platforms. People feel themselves more confident if they write or „text" to another person, because it is not a face-to-face communication and they have the opportunity to rethink what they want to write before sending it out. On the other hand, Social Media Platforms and web-pages are really helpful strategies in learning English as a foreign language independently. Visiting blogs, YouTube channels, Facebook groups can be helpful strategies for English language learners and they are able to do it independently without any help.

CONCLUSION

The usage of Online Social Platforms as a Language Learning Strategy is occupying an enormous part in the learning process. It can be used very effectively in language learning and teaching as well. Online Social Networking, as a language learning strategy has been playing an important role in learning English as a foreign language. The continuously developing Internet, Social media sites and Mobile applications and the interest for English language are growing together. It can be said that most of the web-sites on the Internet are in English. Social media sites are not just conversations between individuals, they give us the opportunity to follow breaking news, keep up with friends or colleagues or learn from others.

The main aim of this paper was to examine the effect of different Online Social platforms on the English language, and their usage among learners who learn English as a foreign language. Furthermore, the paper's purpose was to give information about different Language Learning Styles and Strategies and different Online Social platforms on the Internet. The paper fulfilled the goal that was set out as a requirement. It gave detailed information about the different layers of Language Learning Styles and Strategies, and it also gave information about different types of Online Social Networks which influenced the society.

The first part dealt with different types of Language Learning Styles and Strategies in detail. A great number of researchers have been already studied the terms of Language Learning Styles and Strategies such as A. Burns and J. Richards, Ehrman M. and Oxford R., Ignacio M. P. M., M. Ali Ghufron, M. L. Cluston and Reid J. [4,8,14,18,22,30] This part of the paper gave great many information about the different types of Language Learning Styles and Strategies which is used by an enormous number of learners who learn English as a foreign language.

The second part of the paper dealt with different types of Online Social Networks, different mobile applications which are created to improve English language on a decent level. It gave a detailed information about the concept of Social media according to the researchers A. Darekhshan, A. Razaei, N. Mai, A. Pesarandhader, Amin A. Mubarak, J. A. Zanatta, P. Sirivedin, W. Soopunyo, S. Srisuantang, A. Wongsothorn. [2,5,3,15,28] Social platforms were originally created for entertainment and as technology developed continuously, they became part of a learning/teaching process. Also, it can be stated that Social Networking Sites can give the users the opportunity to improve their English skills. As technology spreads out and growing itself bigger and bigger, the English languages also acts the same.

The results of the experimental research showed what kind of Social Platforms they prefer to use and how frequently. According to the findings, it seems that the most dominant Social Networking Site is Facebook, which is not surprising. More than two billion people use it Worldwide, and it helps

people to keep contact with each other easily. The next popular Social Networking Site was YouTube according to the participants' answers. However, YouTube is not a real Social Networking Site such as Facebook, Instagram or Twitter, it does play a really significant role in English language improvement. What is most surprising that the least popular Social Networking Site was Twitter among the participants. Twitter is the second most popular Social Networking Site after Facebook, surprisingly, it is not popular in this area among young students.

In conclusion, the evidence from this study shows that students in this area prefer to use Social Networking Sites. It could be a real problem in our World that (thanks to the technology) most of the Mobile phone users are addicted to check their phone and roll their Social Platforms. On the other hand, Social Media Platforms and web-pages are really helpful strategies in learning English as a foreign language independently. Visiting blogs, YouTube channels, Facebook groups can be helpful strategies for English language learners and they are able to do it independently. A great many research had been done in topics which are connected to Online Social Networking and theories came after one another as eras changed, yet still Social Networking is a sensitive topic, and to provide a more precise overall picture of the topic, further research is ought to be done.

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РЕЗЮМЕ

За останні роки використання інтернет соціальних мереж в якості навчання англійскої, як іноземної, мови доказало свою велику важливість. Соціальні мережі стали популярним технологічним засобом навчання як у повсякденному житті, так і на роботі. Можна констатувати, що стилі та стратегії вивчення мови також тісно пов'язані з навчанням у соціальних мережах чи інтернеті. Зважаючи на те, що соціальні мережі спочатку були створені для розваги, різні процеси навчання, які відбуваються через інтернет або ці соціальні мережі, виявляються досить ефективною стратегією вивчення мов. Крім того, стратегії вивчення мови

є важливими для учнів іноземних мов, оскільки вони мають можливість для самовдосконалення.

Використання соціальних мереж, як альтернативної стратегії вивчення мови, відіграє важливу роль у вивченні англійської мови як іноземної. Крім того, їх можна використовувати як для викладання, так і для навчання. Можна констатувати, що розвиток технології та соціальних мереж, а також інтерес до англійської мови поступово зростає. Однак також відчутний факт, що більшість веб-сайтів доступні англійською мовою. Соціальні мережі - це не просто спілкування один з одним, але можливість слідкувати за новинами, не відставати від своїх друзів і, головне, вчитися один у одного.

Основна мета цього дослідження - вивчити вплив різних інтернет-соціальних мереж на вивчення англійської мови та їх використання учнями, які вивчають англійську мову як іноземну. Крім того, мета цієї роботи - надання інформації про різні стилі та стратегії навчання мов, а також про типи соціальних мереж.

APPENDICES

APPENDIX 1

STUDENT'S QUESTIONNAIRE

Please contribute to my research with your honest answers, which deals with online social networking sites and their influence in learning English as a foreign language. The survey is anonymous.

Thank you for your time and cooperation!

Gender: Boy   Girl

Age:………………..

1. Which Social Networking Site do you prefer to use? (There are multiple answers possible)

    a) Facebook;

    b) Insagram;

    c) YouTube;

    d) Twitter;

    e) Snapchat;

    f) Tiktok;

    g) Others:………………………………………

2. How frequently you use the following Social Networking Sites?

	I don't have that user account	Never	Rarely	Weekly	Daily	Several times a day
Facebook						
Instagram						
Youtube						
Twitter						
Snapchat						
Tiktok						

3. How frequently do you meet contents which are in English?

	I don't have that user acoount	Never	Rarely	Often
Facebook				
Instagram				
Youtube				
Twitter				
Snapchat				
TikTok				

4. When you meet contents which are in English, what is the topic of them? (There are multiple answers possible)

    a) Video Games;

    b) Telecommunication content (about mobile phones, tablets, laptops, Personal Computers etc)

    c) Music;

    d) Videos;

    e) Beauty and fashion;

    f) Healthcare;

    g) Work;

    h) Study, self-improvement;

    i) Others:……………………………………………………………………

5. Do you use pages or contents to improve your English language within Social Networking Sites?

    a) Yes;

    b) No.

6. If yes, what is the type of them?

    a) Videos about English language improvement;

    b) Web-sites or pages about English language improvement;

    c) Others:……………………………………………………………………

7. Do you use Mobile applications to improve your English language skills? If yes, which of them?

    a) I don't use;

    b) Duolingo;

    c) Busuu;

    d) Memrise;

    e) Others:……………………………………………….

8. Do you use websites to improve your English language skills?

    a) Yes;

    b) No.

9. If yes, what is the reason that you use them?

    a) Vocabularies, Translating texts;

    b) To study Grammar;

    c) News;

    d) Communication;

    e) Movies and Series;

    f) Others:……………………………………………

NYILATKOZAT

Alulírott, Hrebinec Dániel angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.