Utilizing social media to engage students to in an ESP learning program

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Introduction

Research background

- With time passing, the number of social media users on Facebook, YouTube, Twitter, and Weibo continues to increase.

- The functions of these social media also continue to progress and become more convenient and practical.

- According to eMarketer's Research, there were 16.1 billion people using social media at least once a month in 2013. And eMarketer estimates that social media users will reach 23.3 billion in 2017.

**Social network users and penetration worldwide 2014-2017**
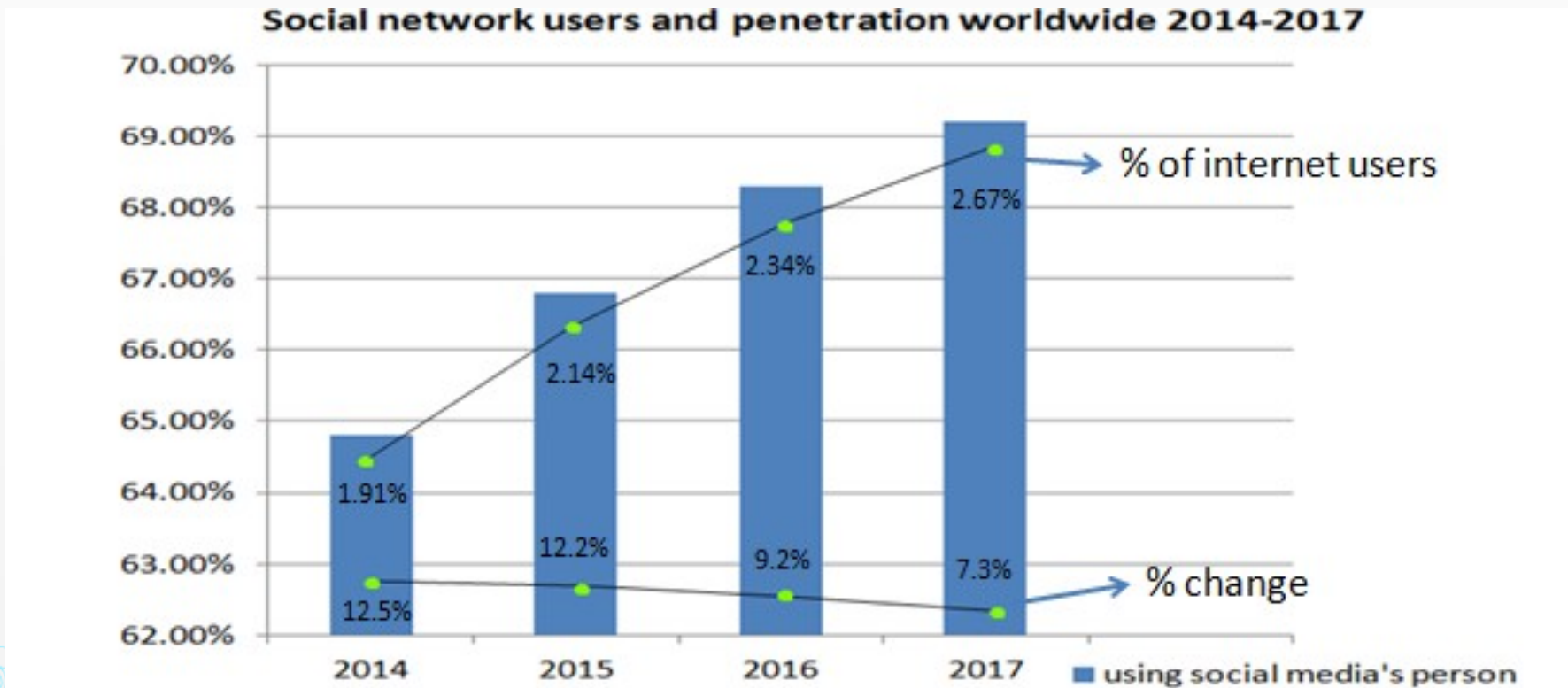
Purpose of study

- We make suggestions for the integration of social media into the teaching of college instructors to improve the effectiveness of teaching and learning as well as enhance learning motivation and attitude.

Three research objectives

Whether the integration of social media into teaching can improve

- student's learning motivation.

- interaction between students and teachers.

- learning efficiency.

Literature Review
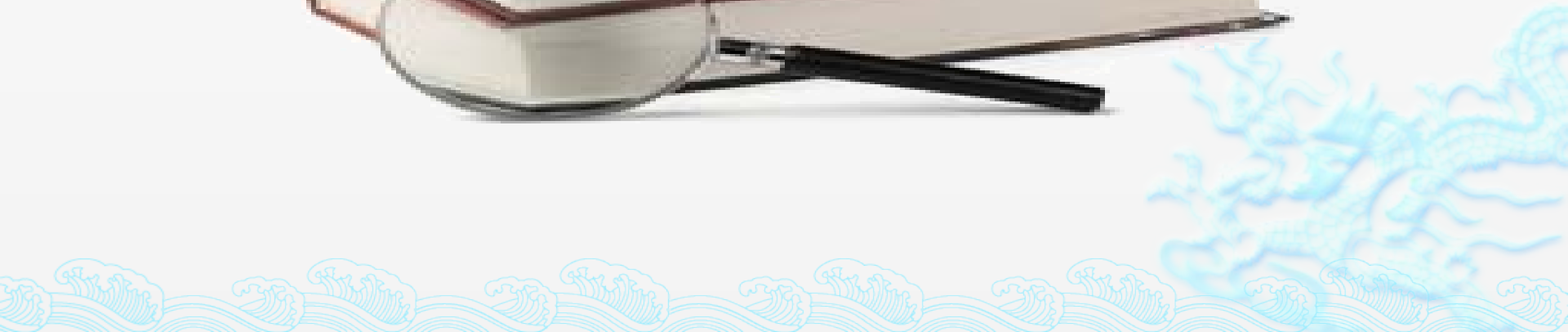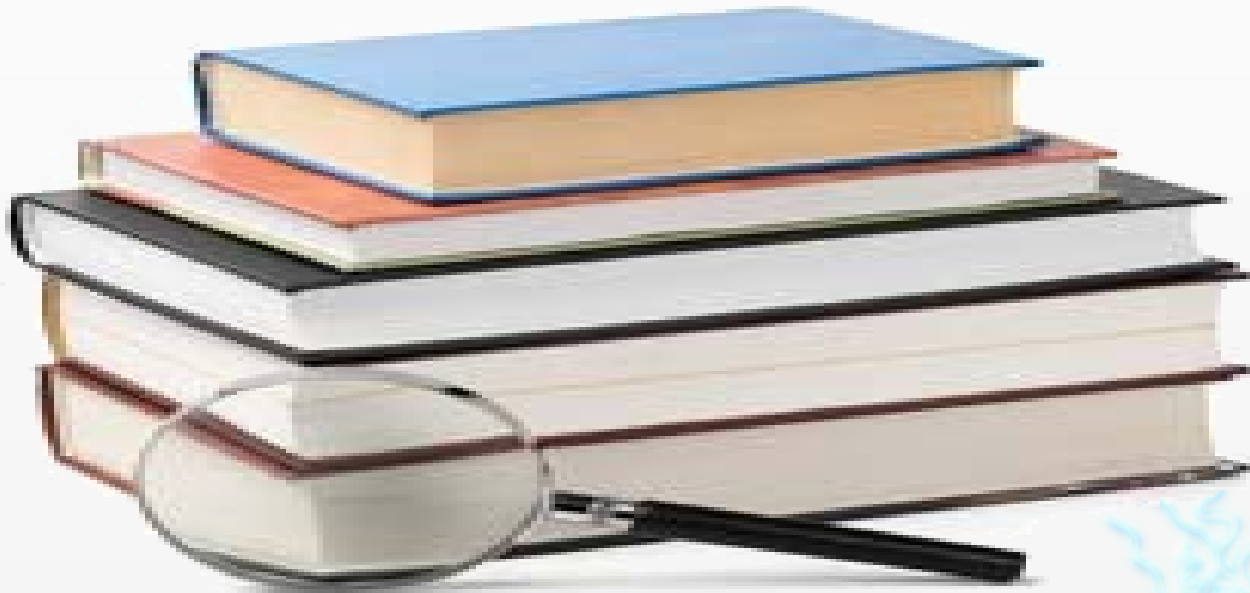
Theoretical Basis：Triadic Reciprocal Determinism

Human beings' learning behaviors are a triangular structure which is formed by three factors: personal factors, behavioral factors and environmental factors.

Personal Factors

Behavioral Factors

Environmental Factors
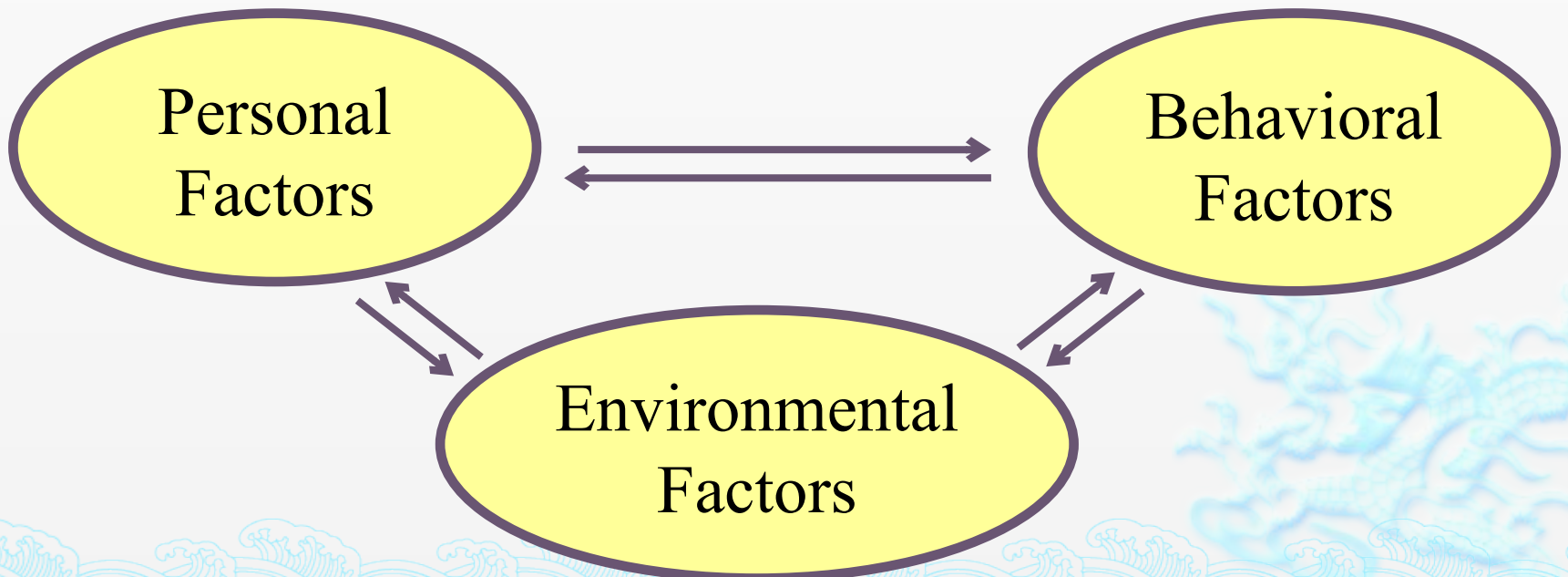
Difference of Culture

Independent (individualism)	Interdependent (collectivism)
West Europe	Asia
U.S.	South Europe
Australia	South America

The individual psychological factors, including how a person builds interpersonal relationship between self and the public, may affect the interaction between the individual and society subconsciously (Cross, Hardin, & Gercek-Swing, 2010).

Independent and Interdependent

The definition of the conception of self-construal that frequency of contact with individuals and groups would use different forms to display a person's thoughts, feelings and behavioral responses. (Markus & Kitayama, 1991; Singelis,1994).

Independent (individualism)	Interdependent (collectivism)
Autonomy	
Integrity	Cognition
Individualism	Emotion
Inherent potentiality	Behavioral intention
Originality of thoughts	Groups

ESP learner's Interactivity

- Through sharing and creating information, people maintain and establish interpersonal relationships with each other (Kietzmann, Hermkens, McCarthy, &Silvestre, 2011).

- The interactivity of social media is the most important thing when it was designed (Ariel & Avidar, 2015; Jiang, Chan, Tan, &Chua, 2010).

- The viewpoint based on cognition because it helped take in consideration community features when studying in ESP learners' viewpoints. Combined with previous studies, this paper defines interactivity as the extent which a learner can control information changes and connect with others.

Using social media to help foreign

Using

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They
facili   nts.

Advantages of utilizing technology to help learning

- In a foreign language learning class, structured web – based discussion is beneficial both to students' language production and their application of cognitive skills (Chang 2013).

- Students learning within a web-based environment with self-regulated learning strategies became more responsible for their own learning, more intrinsically orientated and more challengeable (Chang 2005).

Research model and hypotheses

Research model

Personal & Attribute Environment

Self-construal
Independent-Construal
Interdependent-Construal

Social Media Community Interactivity
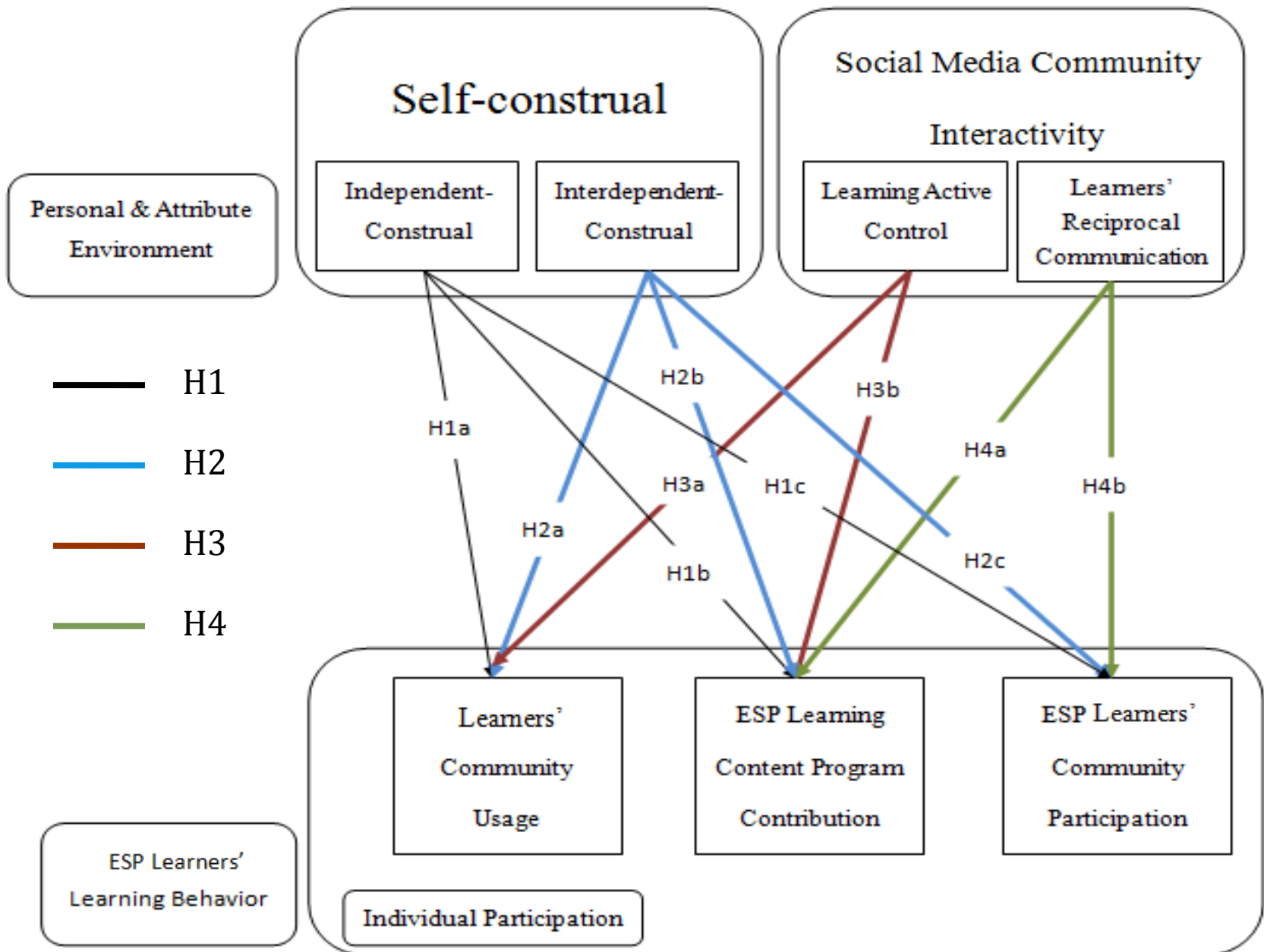Learning Active Control
Learners' Reciprocal Communication

H1a
H2b
H3a
H3b
H9a
H4a
H4b
H8a
H8b
H1c
H9b
H2a
H1b
H2c

ESP Learners' Learning Behavior

Learners' Community Usage
ESP Learning Content Program Contribution
ESP Learners' Community Participation

Individual Participation

H5
H6
H7

Personal Cognition
Perceived Learners' value
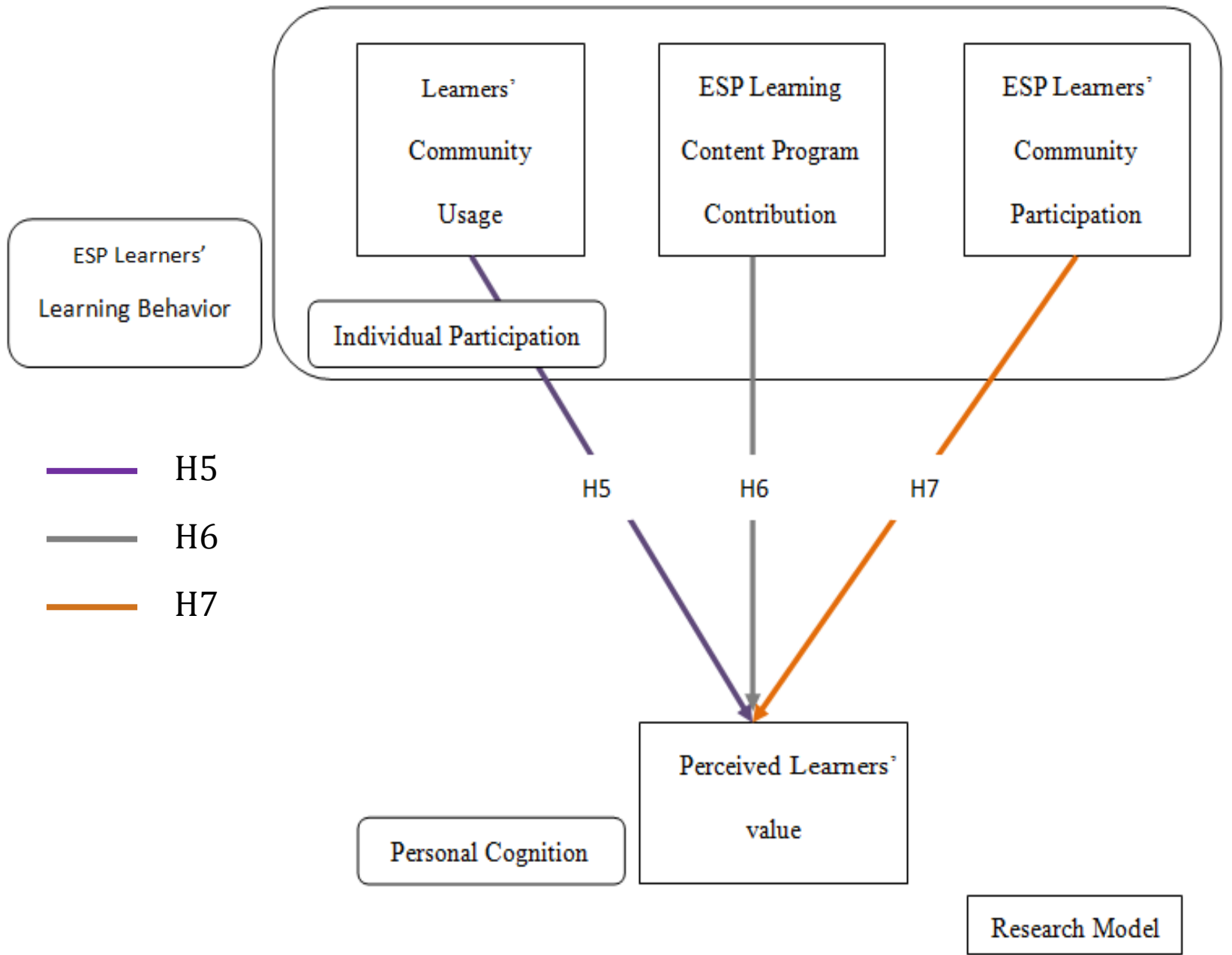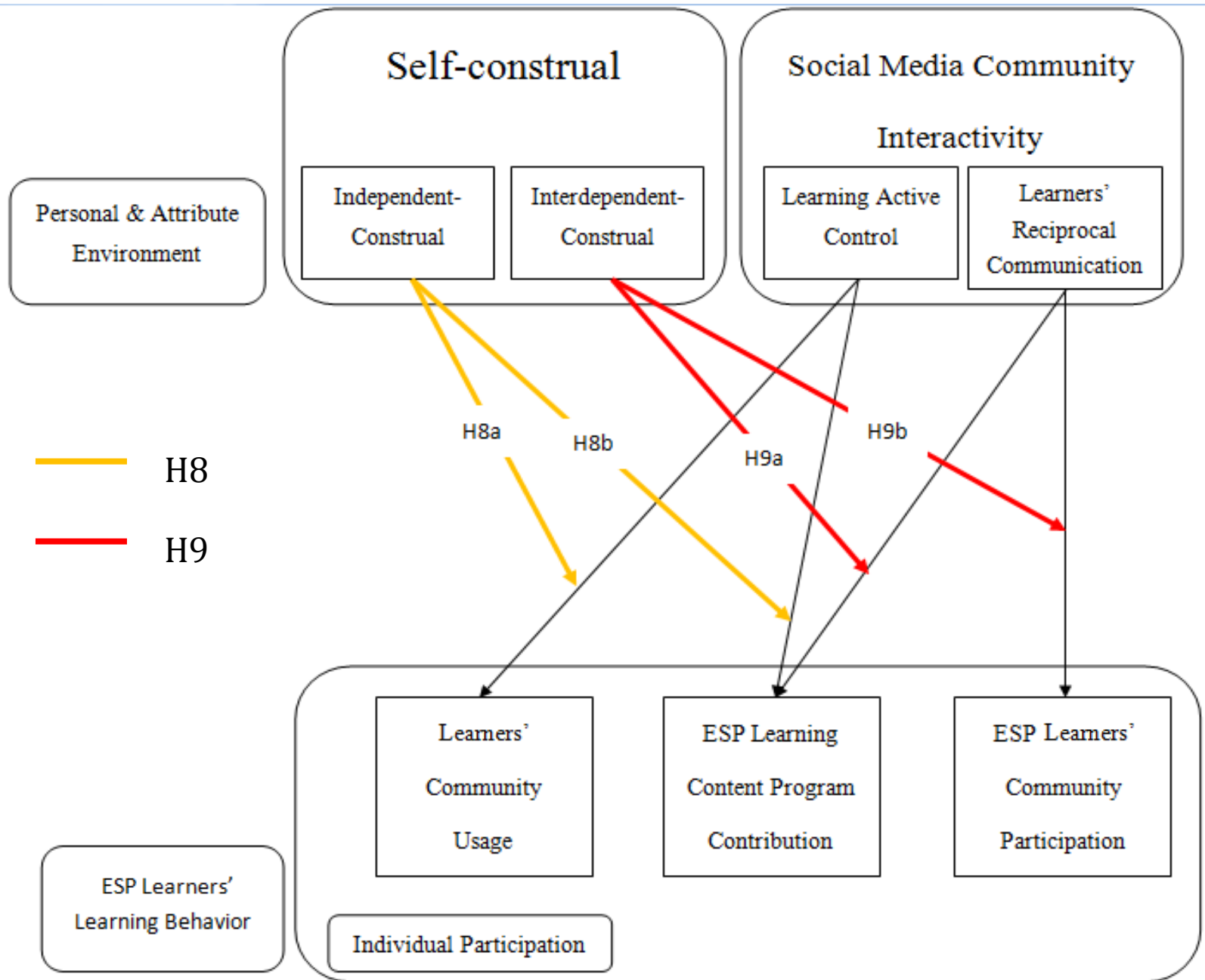
Research Model

Research Model

Result

Measures

- In order to support the thesis of this study, a questionnaire survey was done to verify our hypotheses. We use online and paper questionnaires to conduct the survey in the meantime so as to increase the validity.

- After collecting these data, this study applies IMB SPSS Statistics 22 and AMOS 21 to do data analysis.

Table 1

Demographic information (N = 494)			
Variable	Category	Numbers	Percentage
Gender	Male	236	47.8%
	Female	258	52.2%
Age	<20	121	24.5%
	21~30	363	73.5%
	31~40	7	1.4%
	41~50	3	0.6%
	>51	0	0%
Education	Elementary school or to learn to read	0	0%
	Junior high school	5	1%
	Senior high school	67	13.6%
	University of science and technology	399	80.8%
	Graduate school or above	23	4.7%
Occupation	Student	453	91.7%
	Service industry	17	3.4%
	Shipping or air transport industry	3	0.6%
	Civil service	6	1.2%
	Retire	1	0.2%
	Others	14	2.8%
Location	Northern part	120	24.3%
	Middle part	63	12.8%
	Southern part	94	19%
	Eastern part	30	6.1%
	Outlying islands	184	37.2%
	Others	3	0.6%

Table2

0.73   0.88

Constructs and items

Independent-C
IND1: I take th   0.85
IND2: Self- ide
0.62   0.83
IND3: I have o
and I know wh   0.69
IND4: I enjoy f
0.81
IND5: I can use
Interdepender   0.57
INT1: My happ
INT2: In my gr   0.58
INT3: I would s
INT4: I would l   0.64
INT5: I would l
ESP Learner A   0.56
AFC1: Using sc
can learn it.
AFC2: Using sc
learn.
AFC3: Using sc   0.76
learn and who
AFC4: Using sc   0.81
activities.
Learns' Recipr   0.80
REC1: Using so
REC2: Using so
learning meml
REC3: Using so
members effe   0.74
REC4: I will en
ESP Learner C
COMU1: I fre
COMU2: I ofte
COMU3: I regi
COMU4: I rare

Alpha

Alpha
Independent-Construal (Cronbach's Alpha =0.88)
Interdependent-Construal (Cronbach's Alpha =0.88)
Learning Active control (Cronbach's Alpha =0.88)
Learns' Reciprocal communication(Cronbach's Alpha =0.90)
Learner Community Usage (Cronbach's Alpha =0.61)
ESP Learning Content Program Contribution (Cronbach's Alpha =0.88)
ESP Learner's Community Participation(Cronbach's Alpha=0.89)
Perceived ESP Learner Value (Cronbach's Alpha =0.93)

0.74
0.70
0.86

KMO and Bartlett Test		
Kaiser-Meyer-Olkin Test for Sampling Adequacy		.936
Bartltett's Sphericity Test	X^2	13504.111
	df	561
	significance	.000

Table 3

		INDC	INTC	LAC	LRC	LCU	LCPC	LCP	PLV
INDC	Pearson significant	1							
INTC			1						
LAC									
LRC									
LCU									
LCPC									
LCP	Pearson Significant	.111 *	.111 *	.259 **	.438 **	.578 **	.702 **	1	
PLV	Pearson Significant	.372 **	.372 **	.551 **	.620 **	.414 **	.416 **	.611 **	1

	INDC	INTC
LCPC Pearson Significant	.060 .186	.060 .186

Hypotheses testing

Self-construal

Social Media Community Interactivity

Personal & Attribute Environment

Independent-Construal

Interdependent-Construal

Learning Active Control

Learners' Reciprocal Communication

——— **Tenable**

- - - - **Untenable**

0.02

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0.85

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0.021

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Learners' Community Usage

ESP Learning Content Program Contribution

ESP Learners' Community Participation

ESP Learners' Learning Behavior

Individual Participation

0.007

0.045

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Personal Cognition

Perceived Learners' value

Results of Research Model

Table4

Results of H8 and H9				
Path	Coefficient	P-value	Hypothesis	support
Independent-construal" Learning Active Control Learner Community Usage	0.24	0.000	H8a	Yes
Independent-construal" Learning Active control ESP Learning content Program Contribution	0.13	0.003	H8b	Yes
Interdependent-construal" Learners' Reciprocal Communication ESP Learning content Program Contribution	0.24	0.000	H9a	Yes
Interdependent-construal" Learners' Reciprocal Communication ESP Learners' Community Participation	0.36	0.000	H9b	yes

Discussion and Suggestion

Discussion

- Most of our hypotheses are tenable expect two hypotheses and three extensions.

- Extensions A and C of hypothesis 1
- The Extension B of hypothesis 3
- Hypotheses 5 and 6

Suggestion

- This research project is focused on maritime English as its ESP content.

- The reason may influence the results:

  1. The scope of the study

  2. The category of ESP

  3. Cultural difference

- Hope future study can integrate students of Western countries into subjects to increase the diversity of the data.

Thanks
For
Listening

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