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英文實務專題

Utilizing social media to investigate the

behavior of internet language use.

透過社交媒體探究網路言語使用行為之影響

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中華民國一〇六年十二月十五日

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摘要

　　本研究主要是針對於網路言語使用行為為主題，利用文獻分析和問卷調查作為研究的方法。本研究通過文獻探討法及問卷調查法作為實施方式。本研究對象是台灣及中國的社交媒體使用者。以台灣及中國社交媒體使用者為母體的樣本參與本研究，運用這些人的觀點作為我們引導研究的目標。我們的研究分析了人們對於網路言語使用的觀念及想法。520 份問卷中，500 份問卷為有效問卷，有效回收率為 96％。此研究使用 Statistical Product and Service Solutions (SPSS)評估各變量進而運用次數分配表、描述性統計、獨立樣本 T 檢定、信度及效度等統計分析的結果來做分析。根據試驗結果的統計分析得到的結論為：

　　研究結果是成立的，社交能力促進社交互動，導致社交存在並促進良好的社交空間。社會存在及社交空間在信度分析時，不會對不信任極不滿意造成影響。

　　關鍵字:社交媒體、網路言語、網路霸凌、SIPS模型、人與人的關係

Utilizing social media to investigate the behavior of internet language use.

Abstract

This study focuses on the behavior of internet language use. The research methods include a literature review and a questionnaire. The participants are the Taiwanese and Chinese who are social media users. Using those users' perceptions is the target of our conducted research. Our research analyzes their perceptions and experiences of using social media. Of 520 questionnaires, 500 valid questionnaires were received, with an effectiveness rate of 96%. Statistical Product and Service Solutions (SPSS) was used to assess the predictive capabilities of the model regarding the outcome variables. The resulting data were analyzed according to frequency distribution, percentage, mean, standard deviation, one- way analysis of variance and other statistical analyses.

Results support the notion that sociability fosters social interaction, leading to social presence and promote a sound social space. Social presence and social space, when measured in a reliability and validity analysis, have no effect on distrust and dissatisfaction.

Key word: Social Media, Internet Language Use, Cyberbully, SIPS model, Relationship.

Content

Chapter1 Introduction

With the popularity of web information, information and messaging have become more convenient and fast. Although the network has brought people a lot of convenience, the network is also increasing harms, including network bullying, privacy, online dating and other negative effects.

Now most people leave their homes to work. They can't often meet with close people, in order to narrow the distance and the birth communication software. Nowadays the most popular are Line, Facebook, Instagram, and Twitter. In the beginning, they were meant to facilitate contact with people, but now they have made a lot of problems. One of the most serious is cyber bullying or network speech bullying.

The anonymity of people through social media has led to a tremendous amount of stress in the real life and virtual world of the bully. Some bullied people commit suicide. From ancient times to modern times, many sad things have occurred. Every time an event appears in the newspapers and magazines, people say that we should improve this problem to prevent similar things from happening again. However, people often forget this kind of painful experience and abuse people without scruple on the internet. Cyber bullying occurs again and again.

In the 1953, Marilyn Monroe became one of the most powerful Hollywood stars in the box by starring three films, one of the black movie "Niagara" shows her sexy, comedy "Gentleman Prefer Blondes" and "How to Marry a Millionaire" will be her star image as "gold silly girl." Her messy private life has also been watched. She struggled with drug addiction, depression and anxiety. She died on August 5, 1962 at her home in Los Angeles at the age of 36, after taking an overdose of barbiturates (Wikipedia, 2017).

Ruan Lingyu in filming "National Customs", in March 8, 1935 in the Night of Women's Day two o ' clock in Shanghai New Gate Road, Qin Yuan's residential take sleeping pills suicide, then cohabitation boyfriend Tang Chi Shan found Juan Ling ate excessive sleeping pills, but after all in the 6:38 P.M.-, and she left "Gossip is a Fearful Thing", " I am so sorry to you, make you suffer for me "the language of the two suicide note. A generation of movie star death, only 25 years old (Wikipedia, 2017).

Donald Trump's reasons for winning the U.S. election:

1. Benefiting from social media: Right-wing commentator Stefan Molyneux says social media created Trump - just as radio made the 32nd President Franklin Delano Roosevelt of the United States. The

televised debate in 1960 of the first presidential election in the United States gave Kennedy the advantage of a 0.2% victory over Nixon. In the 2016 election, while most of the mainstream American media supported Hillary Clinton, social media became a Trump propaganda position.

2. Because Trump heard the voice of the American people: radio host John Cardillo said that the political class (on the east coast) did not hear or care about the aspirations of voters in the Central American region, and Trump did, so he won.

The results of the election show that the states that supported Hillary were located in densely- populated areas that are fairly developed economically such as California, Oregon, and Washington, and New England. The voters that supported Trump came from sparsely populated areas in the south and central regions. (US Election 2016 Results: Twelve reasons Donald Trump won, 2017).

As the tragedy of cyber-bullying occurs around the globe, the main research topics of this paper will explore its deeper issues.

1.1 Motivation of Research

As computer networks and smart phones have developed and become widely used, people who live in the e-generation have found them inseparable from their lives. For example, learning, communication, trading, interpersonal relationships have a developed with technology and become faster, more convenient and more multi-elemental. Taiwan Network Information Center (TWNIC) Survey "2016 Taiwan's network use survey" shows 72.6% of people are active on the internet. 62% of people use query information immediately. 27.5% of people use contact with friends. 21.4% of people use killing time. 72.6% of people who over 12 years old are use the Internet. Estimate number about 15.3 million people. Compare in 2015, has increased 4.8%, and 1.05 million of people, showing a continuous rising trend in using mobile networks. 95.7% of people use Line. 98.6% of people whose age from 50 to 59 are the most. 80.8% of people are use Facebook and using age from 12 to19 is the highest proportion 96.0%. 15.1% of people are use Instagram and using age from 12 to19 is the highest proportion 49.5%. (2016 Taiwan wireless network using survey the results announced mobile phone real-time information travel sightseeing ranked first, 2017). Using social media has become an integral part of everyone's life.

Internet gives us brings the convenience of life, but it also bring some negative impacts. It's easy to be a bully in a virtual world or a bully, physical and psychological injury and suicide. Bullying people include some of the ethical and legal issues. For example, People vent

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emotions; download someone else's photo abuse. By the parties charged with offences against the honor and infringement prosecution. Joking friend's pictures posted on social sites and charged with flagrant insult et al. Similar news is not uncommon.

We'll use online questionnaire to understand the status of cyber bullying. And learn more ideals about cyber bullying. We look forward to improving cyber bullying problems and build a no bullying environments in future.

1.2 Purposes of Research

This research mainly focuses on investigating the behavior of internet language use, exploring the impact of social media on people, and analyzing changes in internet language use. It uses literature analysis and a questionnaire survey method as its research methods. The following is the purpose of this research:

●   To explore using social media for social interaction with online language.

●   To analyze other ideas about using social media.

●   To explore social media to understand the behavior of users in online language use.

●   To explore people's use of social media to analyze the relationship between humans and society.

●   To explore the social impact of social media in the use of online language.

●   To explore social media's impact on reality and in the virtual world of interpersonal relationships.

Chapter2 Literature Review

2.1   Definitions of Cyberbully

When network use has problems, usually contact provides a habit of dependence, so that behavior changes. In order to understand the influence of the Internet on people's behavior and the interactions between people, the environment will be a major factor in the impact, and observation and analysis will help to clarify the problem and follow-up network use on the behavior of people caused by the impact.

Younes (2007) points out that cyber bullying is a pattern of intentional cruel use of electronic media.

As network bullying has no regional restrictions, victims do not have any specific identity, appearance or shared elements, making network bullying increasingly complex. The following points can provide a reference:

● There are no gender differences.
● There are no age limits.
● There are no space limits.
● There is anonymity.
● It is difficult to delete contents once posted.
● Internet tyrants are also likely to become victims of network bullying.

Bill Belize (Belsey, 2007) created the term "cyberbullying", defining cyber bullying as "information using things such as e-mail communications technology, cell phones, pagers, SMS, instant news, defamatory personal websites, defamation online personal voting sites that support intentional, repetitive, hostility by individuals or groups whose purpose is to harm others' behavior. There are many defined changes in cyberbullying that are through the media for electronic communication devices, including e-mail, text messaging, instant messaging, mobile phones and social networking sites. The traditional form of bullying has some features associated with cyberspace bullying. Direct or indirect behavior is used to threaten, reject, exclude and isolate others. Cyber bullying and traditional bullying are similar.

NCH and Tesco Mobile (2005) aim at the investigation of handset tyrant insults. They demonstrate that, some 26% of participants did not know the inflictor's status. Some 28% participants expressed they had not told other people, The Youth Internet Security Survey (Kowalski & Witte, 2006) found that two-thirds of people were willing to tell others about bullying after a cyber bullying incident. Combined with the above data, the network bullying victims mostly do not know who the perpetrator is, and after network bullying after not many victims are willing to inform

others. They were most willing to inform friends, followed by their parents. We can see the interaction of young peers is still an important interpersonal behavior. There is also a difference: cyberspace is the platform, as well as electronic technology to provide opportunities for violent incidents to happen.

Olweus (2001) defines bullying as a student being repeatedly subjected to negative behavior by other students who make physical contact, rude gestures and start rumors. The term bullying is a long-standing problem on campuses, where bullying phenomena between fixed children are often repeated (Qiu Jinghui, Xiao Huilin, 2009). Bullying refers to one or more students who deliberately attack another person for long or repeated verbal, physical, or psychological attacks that cause the victim physical or psychological harm (Jumei 2008). Bullying attacks can be divided into two types, direct or indirect. The former is directly to the body or uses language in person, such as: beating or verbal abuse; the latter uses other media to inflict psychological aspects of injury such as spreading rumors, saying bad things, and interpersonal exclusion (Liao Guoliang, Huang Zhengkui, Zhang Renjun, Liu Junjun, 2012).

Network bullying (cyber bullying) is one of the bullying behavior, for the traditional bullying behavior (such as limb bullying, verbal bullying, relationship bullying, sex bullying) derivative. Cyber bullying is the same as the traditional bullying behavior, and is intended to cause damage to the bullying by bullying and involves unequal power. (Olweus, 1994; Smith & Brain, 2000), but the biggest difference between the two is that the network bullying is through the network, mobile phone and other communications equipment to implement bullying behavior. (Limber, Kowalski & Agatston, 2009), (Zeng Shuping, Su Huan jade, 2012). Cyber bullying is the same as the traditional bullying behavior, and is intended to cause damage to the bullying by bullying and involves unequal power. (Olweus, 1994; Smith & Brain, 2000).

2.2 Information about Cyberbully

Sociability means an individual shows acceptable attitudes, language and behavior, and appropriate interactions with others. According to Michelson et al. (Quotes Merrell & Gimpel, 1998 and Tsai Kuei Fang, 2001), they sorted out the literature for domestic and foreign. Social skills are defined to include individuals in situations, to show themselves and interact with people with appropriate verbal and non-verbal behavior. Individual performance is assessed by both individual and situation interactions. No matter how the individual behaves, it needs to be handled appropriately.

Gresham (1986) thinks sociability is part of social competence, and social skills include interpersonal behavior. Self- related behavior and work-related behavior are closely related to our lives. Gresham (1998) defines social competence as effective interaction with others and the avoidance of unacceptable behavior in society.

Social interaction means the process of mutual stimulation and responses between people. Social interactions can be described as all kinds of social relations, whether they exist between people, groups or persons and groups. Scholars use "social interaction" with different meanings. In the simplest explanation, it means the interactions between a person and a person or group (Chinese Encyclopedia Online, 2004).

The relationship between sociability and social interaction is very close. If you can improve your social skills, people's daily social life will be improved. People will not only reduce conflict with others, but also can have a more pleasant social experience of others. Because network technology is mature, it provides a number of interactive communications mediums, for example, e-mail, Line, Twitter and Facebook. We link through the network, so that we can communicate with others. These can make people effectively interact with others and make society admissible or not be socially acceptable behavior to sum up the above information, we get

H1 Sociability is a predictor social interaction in social networks.

Social correlation also is called social interaction (Qingjiang Lin, 2000). It refers to the members of different social classes taking an action, and other people regarding this kind of motion reaction process. The social correlation process surely involves each kind of social status, acts each kind of social role, and follows different cultural standards. Humanity's social life is personally a succession of social correlation products. Social correlation exists in the family, peer groups, religious groups, political associations, economic associations, and also exists in classrooms, schools and educational associations. Education succeeds or fails by individual social correlations. Education makes good social

correlation results in order to promote social life standards.

The social relations in which the social crowd constitutes mutual interdependence and relates mutually is also called public relations, personal connections and, belongs to a sociological category, also called "human communication". It includes the friend realties, teacher and student relations, employment relations and comradeship, colleagues and leaders. Humans are social animals. Each individual has their unique thoughts, background, manners, personalities, behavior of patterns and values. Relationships to each person's mood, the life center of gravity, work all has a very tremendous influence, even to organizational climate, organizational communication, organizational operation, organizational efficiency and personally has an enormous influence on relations within the organization.

"A good beginning is half the battle". In highly socialized environments, everybody carefully defends their own image. From the very beginning, a good impression is very important. Outward appearance, clothing etiquette, ways and styles of speaking or body movements increase the opposite party's favorable impression, and lets the opposite party feel your own sincerity, and makes many matters the easier to carry on. Thus future communication will also be smooth. Obviously the public relations interaction and the impression form are inseparable relations. The following is what several scholars proposed relating to these concepts:

Impression Management refers to people's attraction to other people because of some behavior. Xu Huizhu (1996) thought "the impression management", maintains self-respect and builds interaction relations to win approval and the establishment of a specific public image. The social psychology of impression formation refers to the general impression of forming a person and how to treat others.

Social presence is defined as the act of interacting with others and the appreciation of interpersonal relationships (Short, Williams, and Christie, 1976; Rice, 1993; Walther, 1992). Social interaction is a communication between more than two individuals and is an integral part of society. Gunawardena (1995) believed social being differs in sensation. Impression management is also called "Self-Presentation" by psychologist Erving Goffman through the system observation and analysis theory proposed in 1959. He thinks that the actors tend to create an impression of the other person's perception on a particular occasion, through the method of image management. This is to achieve and maintain the surface of the same and in the social context of the behavior often occurs. By this way in practice to do the same thing, what realm, is to be able to do in line with the role of the Community and the role of expectations, to gain the respect of others. Schlenker (1980) proposed

defining impression management as "An intentional or unconscious attempt to control the social interaction in which others are perceived to be true or imagined".

This research involves every kind of interaction which possibly occurs in the use of social media.

In general, people's reactions to others are often influenced by the impression management, which requires little time to make judgments and impressions of the person through language or nonverbal expression, and the secondary process is called impression formation. People want to show themselves to meet the expectations of others, and people in front of others, will do their best to show the most idealized self, in the community if the impression of others is very good to show that they have a sense of existence, and vice versa is like a marginal person, so as long as you are impressed, you can create your own value in society. From the above, we get:

H2 Social Interaction predicts impression formation.

H4 Impression formation predicts social presence.

Due to the development of modern Internet technology, people use social media to communicate with others. Through all kind of carriers to achieve the two-way flow of information, the formation of the main sense of behavior attains a specific goal of the behavioral process. The interaction between individuals and individuals and between groups and groups reach a balance of the relationships and creates a win-win situation. People usually do deep communication with others and have a clear propose to solve specific issues. Sometimes they maybe not be able to achieve the purpose of understanding and identity. For without serious treatment, it is hard to gain good and effective communication. Learners often experience isolation and alienation in online learning environments.

Strengthening social existence can improve these negative experiences.

Joshua (2017) highlighted that people will use social media to communicate with others. Sometimes people have misunderstandings between the two sides, forming an embarrassing situation, and leading to negative effects, because of information asymmetry or improperly used vocabulary.

Communication behavior is defined as a psychological structure that affects individual differences in feelings, needs, and thoughts, and can replace more direct and open communication.

Social spaces can be an entity or virtual space. Our research emphasizes the virtual space of network media, such as Line, Facebook, Twitter, and Weibo…etc. Henri Lefebvre (2009) emphasizes that in society, all space is social, and it involves giving more or less occupation

of social space to the social relations. Social space thereby becomes a metaphor for the very experience of social life – "society experienced alternatively as a deterministic environment or force (milieu) and as our very element or beneficent shell (ambience)". In this sense social space spans the dichotomy between "public" and "private" space and is also linked to subjective and phenomenological space' (Paul Smethurst. 2000. The Postmodern Chorotype, Wikipedia, 2017).

The Social space and communication behavior is related, because a place which is more than two people can be called a social space. People in social spaces need to communicate with others. Meanwhile, communication behavior and social space in this situation form important and related things. From the above, we can get:

H3 social Interaction predicts positive or negative communicative behavior.

H5 Positive or negative communicative behavior predicts a sound social space.

In 1976, Short, Williams, and Christie coined the term social presence, defining it as "the degree of salience of the other person in the communication and the consequent salience of the interpersonal relationships" (p.65). Two concepts associated with social presence are Wiener & Mehribian's (1968) immediacy and Argyle and Dean's (1965) intimacy. Immediacy refers to the psychological closeness between communicators, whereas intimacy refers to the degree of affiliation between communicators (Weidlich, 2017).

Due to the development of modern Internet technology, people increasingly rely on the use of social media to interact with people. Our research will take the social media user's relationships into account. In order to find its associated, social presence theory is important variables for social media user's relationships, such as Kreijns et al, (2011) Adapted for non-CSCL context Gunawardena, C.N. (1995) Gunawardena, C.N. (1997), Joshua Weidlich, Theo J. Bastiaens (2017). All of the above quotations have mentioned this theory to prove these relations.

Social space can be physical or virtual space. From the physical point of view, the geographer Ron Johnston defined it as, social groups' perceived use of space. In this space are reflected the social groups of values, preferences and pursuits…etc. In addition, geographers see urban social space as a concept corresponding to material space and economic space, which is the space occupied by social activities and social organizations (Baidu Baike, 2017). When people use the Internet or social media, the formation of space is the virtual social space.

In sum, space that has people is social space, and the communication between people will cause social presence. It can be seen that social space

and social presence are inseparable.

H6 Social Presence predicts a sound social space.

Trust and mistrust have always been a hot topic in many fields of social sciences. The concept of trust will vary according to different academic fields, including philosophy, psychology, sociology, economics and other fields, but those basic ideas are similar. They all refer to a sense of trust and expectation of people or things. Trust can be considered a basic element of relationships. Especially in the full of risk and uncertainty on the internet, trust is even more important.

Each field will define the question of trust from their own disciplinary perspectives, resulting in definitions of trust to be fuzzy, so according to trust research, this study sorts out the scholars definitions of trust.The summary of the trust definitions is presented in Table 1.

Table 1 Summary of the trust definitions

Authors	Year	Definition
Smith and Barclay	1997	Risk-taking behavior or a willingness to engage in this behavior.
Doney & Cannon	1997	Trusting people can feel credibility and goodwill.
Das &Teng	1998	Having positive expectations for another partner to take risks.
Rousseau et al.	1998	Trust is a kind of behavior intention for others. It has a positive expectation and willingness let to place oneself where it is easy to be injured by a sensitive mental state.
Kini & Choobineh	1998	A belief in the quality of a system; especially at high risk, belief in the ability, reliability, and safety of the system.
Abdul-Rahman & Hailes	2000	When the agent's behavior is not supervised, the specific behavior is performed The degree to which a subjective cognizance is produced and a certain probability affects his behavior.
Gefen	2000	Based on past interactions with the other party, and the confidence of the other party's future behavior in line with one's preferences and expectations.
McKnight & Chervany	2001	In a variety of situations and with different people, showing a willingness to rely on the general consistency of others.
Turban et al.	2002	Trust is a state of mind that participates in the individual's ability to continue interacting to accomplish a common goal.
Pavlou	2003	Trust provides the expected idea of a successful transaction, so it has been seen as a catalyst between the consumer and the

		merchant.
Pavlou & Gefen	2004	By the third party group can solve many uncertain wind for consumers The issues of risk and trade becomes a trusted mechanism of attention.
Chen et al.	2005	An extension of Trust and TAM model with TPB would be in more comprehensive manner to understand behavioral intention to use on-line tax.
Chen et al.	2006	A customer's behavioral intention towards e-service continuance is mainly determined by customer satisfaction and additionally affected by perceived usefulness and subjective norm.
McCarter & Northcraft	2007	Confidence is a psychological condition. In such circumstances, partly because they expect others to cooperate, they are willing to believe their actions.
Stephanie M. Merritt et al.	2009	Increased specificity in the conceptualization and measurement of trust is required, future researchers should assess user perceptions of machine characteristics in addition to actual machine characteristics.
Peter A. Hancock et al.	2011	Factors related to the robot itself, specifically, its performance, had the greatest current association with trust, and environmental factors were moderately associated. There was little evidence for effects of human-related factors.
Tan	2013	If students believe that English E-learning websites can help them increase their performance and that they are easy to use, there is an increase in their intention to use them.
Chen et al.	2014	Our proposed theoretical model combined the theories of social influence, social identity, and social presence to capture the essences of the relationship quality between users and Facebook.
Erik Erikson	2017	Individual development takes place in a social context that is a lifelong process. His theory contains eight stages of development that occur at different points in an individual's life. The first stage of development is trust versus mistrust.

In the traditional trading markets, through mutual dialogue, interaction and practical contact buyers and sellers will confirm person's character and morality to reduce uncertainty and risk to others and establish a trust relationship. However, in a virtual environment there are many risks, such as the anonymity of the internet that makes users unable to confirm each other's identity, authenticity and provokes more profound mutual distrust and uncertainty. Therefore, Corritore, Kracher, & Wiedenbeck (2003) followed the trust risk. Define network trusts as "a confidence and expectation that individuals may be circumvented in the context of a network environment where risk or harm can be met." They think in the internet environment, people, organizations or website can be a trusted; in short, this definition applies to internet relationships and also applies to trust between users and websites. The virtual community is a virtual space with information quality and information richness. Through online users can use this new type of media to find the information they need and through the exchange of information with other Internet users to get the satisfaction of information requirements. When the user is satisfied with the information requirements, it will improve the community's satisfaction. When user satisfaction is higher with the community, they will more easily to trust the community. Instead, when the user's exchange of information is poor in the community, it will make them less satisficed, and they will be not easily trust the community (Tsai, 2009).

The geographer Johnston defines social space as "social group's perception and use of space." In this space can reflect the social group's values, preferences and pursuits. In addition geographers regard urban social space as a concept corresponding to material space and economic space, and social space is occupied with social activities and social organization. In accordance, the active object of the event divides the city's social space into living spaces, behavior spaces and induction spaces and according to the size of the space the level is divided into: neighborhood, community and social areas. From the standpoint of geography, social space and sociology's subjective and objective social space have similar meanings, but there is a clear geographical meaning (Chinese Wikipedia, 2017).

The media is called "Media". It refers to the carrier of information dissemination, information from disseminator to recipient of all forms of material tools; now it has become the general term for all kinds of communication tools, internet media is one of them. Internet media also called new media. For example, Blog, Search engine, Electronic literature, Original Net Anime, Online games, Internet radio, Internet television and so on (Wikipedia, 2017).

Social space and the Internet media satisfaction and dissatisfaction is closely related. If in this space we all praise each other to help and encourage others, everyone will get alone and jolly. It will be very harmonious in this space, we will not want to leave this space, and then will be satisfied with this space on the other hand, in the space if we all abuse each other, everyone will quarrel with each other. In this space we will hate each other. Then everyone will want to leave this space. Then we will be dissatisfied with this space.

Online learning is a way of learning or training through internet tools. In China, professional exams and personal ability to improve are online learning trends. They offer be a convenient, efficient, low-cost learning model. Online learning focuses on the use of Internet technology to replace existing face to face learning models. Traditional teaching content is designed to allow learners to follow the outline of the set to learn step by step, providing a series of communications, experiences, job exercises or tests.

In contrast, online learning is built around "cooperation". Online learning is considered the accumulation of knowledge, through the exchange of content, problems and practices to learn. Social learning advocates the best way to learn something is to teach others to learn it (Wikipedia, 2017).

The concept of online learning generally consists of three main parts: the content of the performance in a variety of media formats; management of the environment of the learning process; and the Internet community of learners, content developers and experts. In today's fast-paced culture, institutions can use online learning to make changes work to give teams a competitive advantage. Implementing enterprise learning online has advantages, such as flexibility and convenience. Employees can collaborate at any time, any place; the elimination of space barriers reduce costs; It improves collaboration and interactivity among learners, but we also see that there are limitations and problems that should be noted in the implementation of online learning.

Internet makes people widen the distance, people lack emotional communication and emotional communication, learning results significantly reduced. If you want to really get and master knowledge, online learning is not enough. You must personally participate in practice and use your knowledge in the real world. Traditional training means that the instructor can control the learning environment and it can be rearranged and changed at any time. There are many factors affecting the teaching situations, such as teachers' work and personal abilities, skills, adaptive teaching environments and courseware. However, in online learning, because of the trainer's network isolation,

these changes are not impossible, leading key obstacles. In learning content, there is a domestic lack of high-quality multimedia interactive online learning platforms, different interfaces, and repeat registration. There is no standard software, and there are many different formats. This is not easy to manage, and the cost is large. The final result makes it difficult for companies to establish good communication systems. There for information transmission is not smooth (MBAlib, 2017).

Erik H Erikson (1902—1994) said the first stage of development was trust and mistrust. This stage is from birth to about a year. In this year, baby must learn to trust and rely on their caregivers. If you satisfy the needs of the baby, the baby will be secure with the caregiver, and learn to trust his environment. If the baby does not pass this stage, then they may not trust people and things in their environment. In order to successfully complete this stage, parents should respond to the needs of the baby to assist the development process. Online learning is impossible in this stage. (Brightkite, 2017).From the above, we get the following five assumptions:

H7: Social presence predicts trust with online media

H8: Social presence predicts distrust with online media.

H9: Social space predicts satisfaction with online media.

H10: Social space predicts dissatisfaction with online media.

H11: Online learning is a prediction of trust / distrust, satisfaction / dissatisfaction with people who use social media.

Summing up all of the above variables, this article will be on the network bully as a theme to discuss.

2.3   The SIPS model for social aspects of social media

Because there is little agreement on many basic aspects near social presence research, it is difficult to facilitate social aspects in social media. Therefore, a connected model including the related socio-emotional variables and their relationships is be needed.

Kreijns et al. (2004); Kreijns, Kirschner, & Vermeulen, (2013) propose one such framework for computer-supported collaborative learning (CSCL) environments. It contains the relevant social variables and their relationships to each other. Since much of social presence research has been directed without specifically having a CSCL background, an adaptation to explain and predict socio-emotional aspects for online and distance learning is still required. This adaption, called the SIPS model. SIPS model maintain Sociability, Social Interaction, Social Presence and Social Space is shown in Fig1.
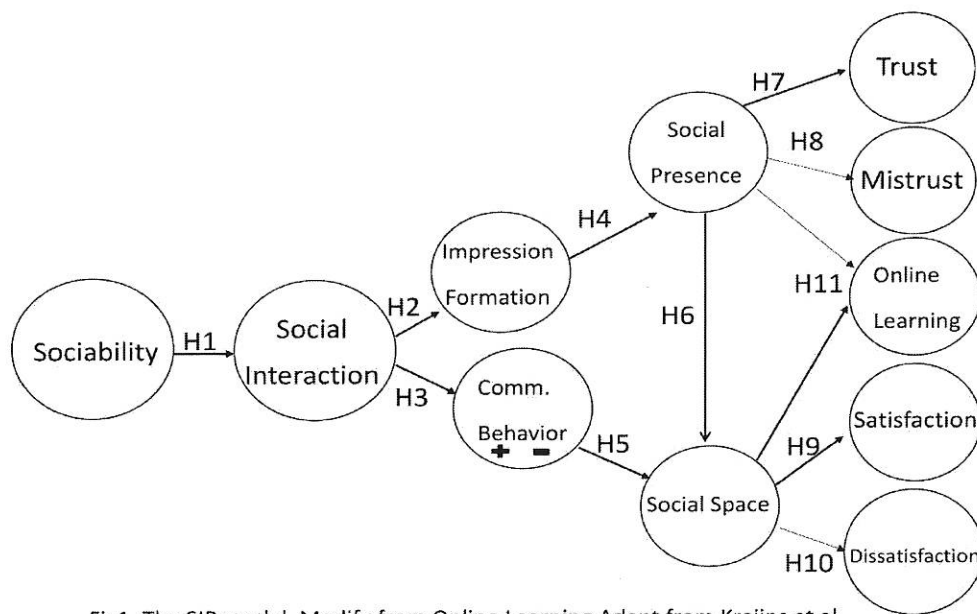

Fig1. The SIP model. Modify from Online Learning Adapt from Krejins et al.

(2004, 2007, 2013), Joshua Weidlich, Theo J. Bastiaens (2017)

Chapter 3 Methodology

3.1 Participants

There were 500 participants (187 males and 313 females) in this study with a grade distribution of 64% student (N = 323), 4.8% education (N =24), 2.8% freelance (N = 14), 10.8% service (N = 54), 1% medical Treatment (N=5), 1.6% financial sector/the banking business(N=8), 4.4% manufacturing(N=22), 0.8% information technology (N=4), 1% agriculture/forestry/fishery/husbandry (N=5), 1.4% media (N=7), 2.8% Homemaker/retirement(N=14),4% Others(N=20). 72 people are under 18 year old, 326 people are 19~30 year old, 100 people are 31~50 year old and 2 people are above 50 year old.

Table2 Demographic Variables Summary Table

Demographic variables	Number (No.)	Percent (%)	Demographic variables	Number (No.)	Percent (%)
Gender			Occupation		
Male	187	37.4%	Student	323	64.6%
Female	313	62.6%	Education	24	4.8%
Age			Freelance	14	2.8%
Under 18 year old	72	14.4%	Service	54	10.8%
19~30 year old	326	65.2%	Medical Treatment	5	1%
31~50 year old	100	20%	Financial Sector/The Banking Business	8	1.6%
Above 50 year old	2	0.4%	Manufacturing	22	4.4%
			Information Technology	4	0.8%
			Agriculture/Forestry/Fishery/Husbandry	5	1%
			Media	7	1.4%
			Homemaker/Retirement	14	2.8%
			Others	20	4%

For 23 people, they have been using social media under 1 year. For 46 people, they have been using social media between 1-3 years. For 170 people, they have been using social media between 4-6 years. For 153 people, they have been using social media 7-10 years. For 108 people, they have been using social media over 10 years.

For 116 people, they view novel or curious of the network. For 27 people, they view hate or dislike of the network. For 28 people, they view not used to of the network. For 10 people, they view hateful or evil of the network. For 145 people, they view practical of the network. For 126 people, they view learning new knowledge of the network.

3.2 Method

This method sections describes the research questions and hypotheses, the data collection procedure, as well as the instruments used.

Table 3 Factor Analysis of items

	KMO-Sampling Adequacy	Items deleted
Sociability	0.88	-
Social Interaction	0.901	9
Impression Formation	0.81	2,4,6
Social Presence	0.844	1,8
Communication Behavior	0.788	5
Social Space	0.909	-
Trust	0.5	-
Distrust	0.5	1,2
Satisfaction	0.5	-
Dissatisfaction	0.5	1,2
Online Learning	0.581	1,3,5

Table 4 Variables for the study

Variable	Definition	Authors	Research contents
Sociability	Users liking to social media and spend time with other people.	Kreijns et al. (2007) Kreijns et al.(2004) Hu et al.(2016)	Using social media enables me to easily contact my friends.
Social Interaction	The amount and frequency of communication with using social media.	Wei et al. (2012) Hu et al.(2016)	I often use social media to share my life experiences.
Impression Formation	The degree of users is impressed with social media.	Walther (1993), Kreijns et al.(2003)	Messages on social media are objective.
Social Presence	The other being "here" and "now" psychological feelings.	Kreijns et al.(2011) Gunawardena, C.N.(1995) Gunawardena, C.N. (1997) Weidlich, Theo J. Bastiaens (2017)	I will keep in touch with other friends through social media.
Communicative Behavior	Using social media is considered to be positive and negative constructive communications.	Weidlich (2017)	We will express our thoughts on social media. We will have conflicts with others on social media.

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Social Space	Using social media of interpersonal relationships between people.	Kreijns et al. (2004)	I will keep in touch with other friends through social media.
Trust	When users are using social media is satisfied.	New measure	Using social media can learn a lot of knowledge.
Satisfaction	Users' evaluation of using social media's is good.	Weidlich (2017)	Using social media makes me have more friends.
Online Learning	The extent to which the people are content using social media	Weidlich (2017)	Through online learning can be more close to the relationship between people

3.3 Research questions and hypotheses

RQ1. Is the SIPS-model of social media and what are its predictive capabilities?

H1 Sociability is a predictor for social interaction in social media

H2 Social Interaction predicts of impression formation

H3 social Interaction predicts positive or negative communication behavior

H4 Impression formation predicts of social presence

H5 Positive or negative communication behavior predicts a sound social space

H6 Social Presence predicts a sound social space.

RQ2. How do the outcome variables relate to social aspects of social media?

H7 Trust is predicted by a sound social presence

H8 Distrust is predicted by a sound social presence

H9 Satisfaction is predicted by a sound social space

H10 Dissatisfaction is predicted by a sound social space

H11 Online learning is predicted by a sound social presence and social space

3.4 Instrumentation

Questionnaires were administered to 520 Taiwanese and Chinese study participants. The questionnaire used a 5-point Likert Scale (1=strongly disagree; 2=disagree; 3=neutral; 4=agree, and 5=strongly agree). There were closed questions which are used in the questionnaire (all items used a Likert Scale data questions).

3.5 Validity and reliability

In quantitative analysis, the internal reliability coefficient (Cronbach's Alpha) for 45 items regarding behavior of internet language use on social media was 0.978. The closer the result was above 0.9, the greater was the internal reliability of the scale.

The validity of the questionnaire is based on the integration of academic theory and practical experience in the design. All sources were primary sources of reference literature. The validity of the questionnaire should be able to meet certain requirements, so the questionnaire used in this study meets the requirements of validity and reliability.

3.6 Data collection procedures

This study investigated the intentions of a sample of Taiwanese regarding utilizing social media to investigate the behavior of internet language use, which defined the design parameters for the questionnaire. First, we developed research purposes and then discussed the literature review and data analysis. The data were collected through on online questionnaires.

In total, 520 copies of the questionnaire were distributed, of which 500 were valid and 20 were invalid. The response rate was 96%. Questionnaires were issued to select from Chinese communities (Taiwan and China) across gender, age and occupation.

Results for Little's test for MCAR (Missing Completely at Random) are not significant, Chi-Square = 5417.728, DF (Degree of Freedom) = 935. The resulting in the exclusion of 45 cases. The final amount of participants for this study is n = 500.

Table5 the fit indices of model

Fit Indices	Model
Chi-Sqare	5417.728
Degree of Freedom	935
Chi-Sqare/Degree of Freedom	5.794361
Goodness of Fit Index (GFI)	0.576
Adgusted Goodness of Fit Index (AGFI)	0.531
Root Mean Square Error of Approximation (RMSEA)	0.98
Normed fit Index (NFI)	0.74
Incremental Fit Index (IFI)	0.775
Tucker Lewis Index (TLI)	0.761
Goodness of Fit Index (GFI)	0.576
Parsimony Normed Fit Index (PNFI)	0.699
Parsimony Goodness Fit Index (PGFI)	0.521

3.7 Data analysis

The data from the survey were analyzed using Statistical Package for the Social Sciences (SPSS). The participants' responses to closed questions were analyzed using content analysis procedure. Furthermore, to investigate the relationship between two or more variables, frequency allocation table, t-test, reliability and validity were utilized in the study. Overall, the multiple sources in both quantitative and qualitative studies were to ensure the validity of the data.

Chapter4 Research of Result

The Analysis was conducted via Statistical Package for the Social Sciences (SPSS). SPSS is a powerful method to analyze data and is widely used in many research. Data was analyzed with SPSS 22.

4.1 Measurement model evaluation

Reliability of scales is assessed through composite reliability (Table 6). All number are well above 0.7. The validity of the measurements is assessed through convergent and discriminant validity. The average variance extracted (AVE) satisfies the requirement for convergent validity of 0.5 for all constructs, after weaker loading indicators (<0.6) of scale have been removed.

Table 6 Discriminant validity, average variance extracted, and Composite reliability

	1	2	3	4	5	6	7	8	9	CR	AVE
Sociability (1)	0.77									0.92	0.59
Social Interaction (2)	0.81	0.74								0.90	0.54
Impression Formation (3)	0.73	0.68	0.77							0.83	0.59
Social Presence (4)	0.76	0.72	0.78	0.72						0.87	0.51
Communication Behavior (5)	0.79	0.76	0.76	0.75	0.80					0.88	0.64
Social Space (6)	0.75	0.80	0.67	0.80	0.84	0.58				0.80	0.34
Trust (7)	0.74	0.70	0.69	0.76	0.77	0.76	0.75			0.72	0.56
Satisfaction (8)	0.79	0.75	0.64	0.74	0.75	0.78	0.73	0.80		0.77	0.63
Online Learning (9)	0.61	0.55	0.54	0.60	0.62	0.62	0.64	0.61	0.81	0.79	0.65

4.2. Structural model evaluation

After the appropriateness of the measurement model has been established, it is now possible to assess the structural model in order to provide evidence for the proposed theoretical relationships. Table 7 shows the results of these model estimations.

The significant paths of these models will be used to extend the basic model to include the outcome variables. Fig.2 shows the extended SIPS model.

Table 8 shows that these two measures converge on approximately the same values. All variables show a higher R^2 than the recommended minimum of 0.30 and are therefore adequately explained by the model.

Table7
Path coefficients of all possible predictor variables on outcome variables

| Predictor Variables	Dependent Variables								
	1	2	3	4	5	6	7	8	9
Sociability (1)	1	.810**	.730**	.764**	.753**	.794**	.744**	.790**	.611**
Social Interaction (2)	.810**	1	.679**	.720**	.764**	.799**	.703**	.753**	.548**
Impression Formation (3)	.730**	.679**	1	.780**	.668**	.755**	.693**	.642**	.536**
Social Presence (4)	.764**	.720**	.780**	1	.752**	.803**	.757**	.741**	.601**
Communication Behavior (5)	.794**	.799**	.755**	.803**	.837**	1	.755**	.782**	.622**
Social Space (6)	.753**	.764**	.668**	.752**	1	.837**	.774**	.751**	.620**
Trust (7)	.744**	.703**	.693**	.757**	.774**	.755**	1	.726**	.641**
Satisfaction (8)	.790**	.753**	.642**	.741**	.751**	.782**	.726**	1	.606**
Online Learning (9)	.611**	.548**	.536**	.601**	.620**	.622**	.641**	.606**	1

***$p < 0.001$; **$p < 0.01$; *$p < 0.5$.
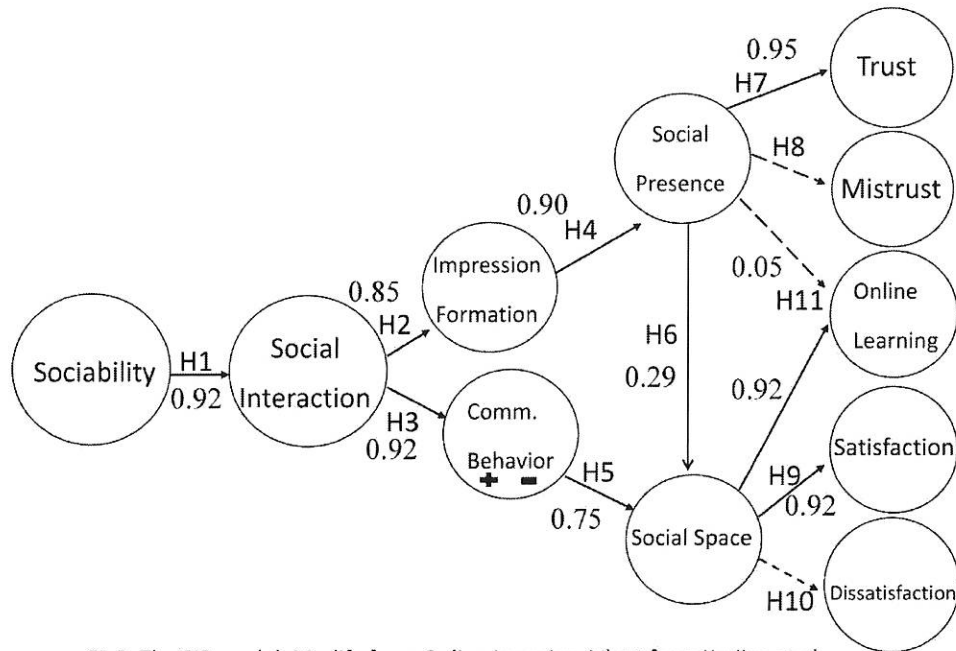
Fig2. The SIP model. Modify from Online Learning Adapt from Krejins et al.

(2004, 2007, 2013), Joshua Weidlich, Theo J. Bastiaens (2017)

Table 8 R^2 and R^2 adjusted.

R^2 and R^2 adjusted.

	R^2	R^2 adj.
Social Interaction	0.66	0.66
Impression Formation	0.46	0.46
Social Presence	0.61	0.61
Communication Behavior	0.58	0.58
Social Space	0.7	0.7
Trust	0.57	0.57
Satisfaction	0.61	0.61
Online Learning	0.39	0.39

Chapter5 Results

Results indicate that some of the hypotheses aren't supported. The results of data analysis, its interpretation, will be discussed in detail below. Refer to Table 9 for a summary.

Table 9 Summary of hypotheses tests

Hypotheses	This study
H1 Sociability is a predictor for social interaction in social network	Supported
H2 Social Interaction predicts of impression formation	Supported
H3 social Interaction predicts positive or negative communicative behavior	Supported
H4 Impression formation predicts of social presence	Supported
H5 Positive or negative communicative behavior predicts a sound social space	Supported
H6 Social Presence predicts a sound social space.	Supported
H7 Trust is predicted by a sound social presence	Supported
H8 Distrust is predicted by a sound social presence	Unsupported
H9 Satisfaction is predicted by a sound social space	Supported
H10 Dissatisfaction is predicted by a sound social space	Unsupported
H11 Online learning is predicted by a sound social presence	Unsupported
H11 Online learning is predicted by a sound social space	Supported

5.1 Research question 1

Is the SIPS-model of online learning valid and what are its predictive capabilities?

H1: Sociability in social media has a large effect (0.92) for social interaction. This does however lend strong support to the notion that an indirect, the behavior of language use via the social media is an effective way to promote the relationship between people, groups, or persons and groups.

H2+H4: Social interaction has a large effect (0.85) on impression formation. This supports the hypothesis that interacting with people to form an individuating impression. Impression formation has a large effect (0.90) on social presence. This indicates that different impressions of other people are an important factor to social presence.

H3+H5: Social Interaction has a large effect (0.92) on positive or negative communication behavior. This supports the idea that social interaction is necessary to demonstrate positive or negative communication behavior between social media user. This, in turn has a medium effect (0.75) on the development of a sound social space. In

order to perceive a sound social space, positive or negative communication behavior needs to be demonstrated by users. Different social environment occur opposite influences among users. The behavior of internet language use should be a main driver in the emergence of a sound social space.

H6: Social Presence has a small (0.29) effect on social space. Because of its low path coefficients. Although the hypothesis is supported, this relationship is much weaker than expected. This means that social presence is not enough to achieve a beneficial social environment and interpersonal connections that form a sound social space.

5.2 Research question 2

How do the outcome variables relate to social aspects of social media?

H7+H8: Social Presence has a large effect (0.95) on trust. This means that social presence is an important factor to make people trust each other. A sound social presence is predictive of trust with social media. In order to increase the quality of the social environment, users should focus on their impression between each other. Social Presence is not supported on distrust because of its low reliability.

H9+H10: Social space has a medium effect (0.75) on satisfaction. This means that social space is a factor to indirect effect user opinion. A good or harmful social space should lead user satisfied or not for social media. Social space is not supported on dissatisfaction because of its low reliability.

H11: Social Presence is not supported on online learning because of it low Cronbach's α. Social space is has a large effect (0.92) on online learning. It shows that social space is an important factor to influence online learning environment.

Chapter6 Discussion

6.1 Conclusions

This study was a first step in empirically validating the distinction between social presence and a sound social space. In this research, the effect of social presence on trust was found in our research. A sound social space seems to be the dominant socioemotional factor driving satisfaction. This result is not in line with previous social presence research (Weidlich et al., 2017). According to Fig.1, this is using SIPS model to investigate the relationship of social media. It shows the predictive capabilities are trust. The finding that a sound social presence, not social space, may be the main driver of trust. We suggest using the Kreijns et al. (2011) model for this purpose, as it seems to be one of the few validated scales that aim to strictly distinguish social presence from other social variables. (Weidlich et al., 2017). As shown in this research, the theoretical of social presence and social space has explanatory power and should be measured in further research on social aspects of social media.

In addition, this research is a first attempt in validating the SIPS model, adapted from Kreijns et al. (2004, 2007, 2013) for a non-CSCL context and Weidlich et al. (2017).The predictive capabilities of the model demonstrate that it is a viable structure for understanding and predicting social aspects of social media. This study also shows that the socioemotional variables for social media, are outweighed by the behavior of internet language use. For this research, the behavior of internet language use in social media was chosen. Protagoras (c. 481—411 B.C.) said that there are two sides to every question, the communication behavior also is. Between social media users, there are many questions because of the misunderstanding and occur the cyberbully. Social media users often create a lot of problems because of each other's perceptions. Sometimes, bullying is a deliberate behavior to hurt others. Sometimes it may be accidentally hurting someone else. These findings emphasize the importance of social space and social presence. The environment of social space would affect user what they think about social media.

Also, this study is of correlational nature. The causal claims of the model are rooted in theory, but not strictly falsifiable via this research design. Future studies should try to experimentally manipulate sociability and other antecedent variables in order to reliably identify causal mechanisms that actually lead to the emergence of social presence and a sound social space.

6.2 Suggestions

As technology advances, the ratio of people to social media is

increasing. Every coin has two sides, Social media can connect people's feelings. But the opposite it also reduces real-life interaction, we prevent the incident from continuing. We will give advice from the following:

◆ For teenagers

1. Establish correct behavior cognition: Establish the behavior rules of self-human interaction.

2. When we using social media to make comments, must be discreet.

3. Conform to the changes of the times, rise of new social media to give support and encouragement.

◆ For public:

1. Set social media-related issues, let public understand and how to deal with it.

2. You must be cautious when using social media.

3. For new social media, we should give support and encouragement.

◆ For Media industry:

1. The industry should standardize social media and provide guidelines for the use of social media. But one discovery improper use shall be entitled to be suspended.

2. Prove teaching and advocacy activities to let the public know the correct behavior of using the social media.

◆ For Government:

1. Establishing the credibility and the recognition credible news origin.

2. Processing report and rumor which is not in accordance with the facts on the public relations media.

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Appendix 1
Utilizing social media to investigate the behavior of internet language use.

Basic Information

1. Gender *

◯ Male

◯ Female

2. Age *

◯ Under18 (18)

◯ 19-30

◯ 31-50

◯ Above 50

3. Occupation *

◯ Student Education Freelance

◯ Service Industry

◯ Medical Treatment

◯ Financial Sector, the Banking

◯ Business Manufacturing

◯ Information Technology, Communication

◯ Agriculture, Forestry, Fishery,

◯ Husbandry Media

◯ Homemaker, Retirement

◯ Other :

4. How long have you been using social media? *

◯ Under 1 year

◯ 1-3years

◯ 4-5 years

◯ 7-10 years

◯ Above 10 years

5. In your opinion, what is the views of the Media Network? *

○ Novel/Curious
○ Hate/Dislike
○ Not used to
○ Hateful/Evil
○ Practical
○ Learning new knowledge
○ Other：..

Sociability

1. Using social media enables me to contact my friends easily.+ *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. In the future, I intend to continue using social media.+ *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. Using social media enables me to establish the good relationship with my friends.+ *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

4. Using social media enables me to keep the good relationship with my friends.+ *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

5. Using social media enables me to identify myself.+ *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

6. Using social media enhance my communication skills.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

7. Using social media enables me to attract more people.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

8. Using social media's game lets me meet new friends.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Social Interaction

1. I often use social media to share my life experiences. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. I often use social media to interact with people. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. I often use social media to understand current events. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. I often use social media to follow others' situations. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. I often use social media to study the new knowledge frequently.

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

6. I often use social media to search for pictures and video. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

7. I often use social media to contact my friends. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

8. Social media's report news is closely related to people's life. +, - *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Impression Formation

1.Using social media make us to easier to talk our idea. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2 .Using social media make us to easier to be cheated. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. Using social media make us more confident. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. Compared to face to face, we prefer to use social media to contact each other. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. Using social media make us to easier to believe others. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

6. Using social media can get a lot of rumors and gossips from others. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

7. I will use social media to post a lot of dynamic news. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Social Presence

1. Messages on social media are objective.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. I feel that my point of view is recognized by others on social media.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. Social media is the best medium to make new friends.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. I feel comfortable conversing with others through social media.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. I feel comfortable interacting with others through social media.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

6. Using Social media is the best medium for social interaction.+or- *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

7. I often let the relatives and friends know through social media.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

8. Spread Indecent photos through social media.- *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

9. Release delicious food travel information through social media to increase store reputation.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Social Space

1. **I will keep in touch with other friends through social media. + ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. **I will provide personal information on social media. ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. **I will take the initiative to get in touch with others through social media. + ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. **I will follow my friends' conditions through social media. + ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. **I will post my recent conditions on social media. + ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

6. **I will encourage my friend to use social media. + ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

7. **I will tell the truth through social media. (+,-) ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Communication Behavior (+ 、 -)

1. We will express our thoughts on social media. + *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. We have a good understanding of how we have to use social media. + *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. We will give others a positive response in social media. + *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4 . We will encourage others through social media. + *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. Inappropriate words through social media can cause other's trouble. - *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Trust and Mistrust in a sound social presence

1. Using social media can learn a lot of knowledge.+ *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. Using social media makes me feel at ease. +

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. Use social media to talk with other people very insecure mind. -

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4 .I can't believe the information that provided on the social media.- *

1	2	3	4	5	
◯	◯	◯	◯	◯	Strongly Disagree

Satisfaction and Dissatisfaction in a sound Social Space

1. **Using social media makes me have more friends. +**

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. **Social media is a good medium for getting me to contact friends.**

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. **Using social media makes me feel that is not lonely.+ ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. **Using social media can let me enjoy to express about others of my feeling. (+, -) ***

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Online Learning in a sound Social Presence and Social Space

1. **Surfing the Internet will improve the chances of people bully others.**

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. **Online learning can increase the chance of contact with people.**

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. **Long-term use of online learning can make people afraid to contact people.**

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. **Online learning can be closer relationship between people.**

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. **Passes online learning possibly can receive the negative information.**

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Retrieve from Google Forms https://goo.gl/forms/lu4mpCFSmP8F3H913

Appendix 2

透过社交媒体探究网路言语使用行为之影响

亲爱的受访者您好

这是一份纯学术性的研究问卷，主要的目的在于了解您对于使用网路言语行为的看法。

因您的意见机会是本研究能否完成的重要资料，希望您能拨点时间协助完成此研究调查，

再次感谢您宝贵的意见。

本问卷采匿名的方式，所有个人资料仅供本研究使用，敬请安心填写。

<div align="right">

国立澎湖科技大学应用外语系

指导老师：谭峻滨老师

</div>

基本資料

性別 [单选题] [必答题]

○ 男　　　　○ 女

年龄 [单选题] [必答题]

○ 18歲以下（含18歲）

○ 19-30歲

○ 31-50歲

○ 50歲以上

職業 [单选题] [必答题]

○ 學生

○ 教職人員

○ 自由業

○ 服務業

○ 醫療

○ 金融業

○ 製造業

○ 資訊/科技

○ 農林漁牧
○ 傳播/廣告/設計
○ 家管/退休
○ 其他

接觸社交媒体多长的时间？[单选题] [必答题]
○ 少於1年
○ 1年到3年
○ 4年到6年
○ 7年到10年
○ 10年以上

请问您对于网路媒体的看法为何？[单选题] [必答题]
○ 新奇/好奇
○ 討厭/不喜歡
○ 不習慣
○ 可惡/邪惡
○ 實用
○ 可以學習到新的知識
○ 其他

Sociability 社交能力

1.使用社交媒体使我能够轻松联系我的朋友。＋[单选题] [必答题]
○ 非常不同意
○ 不同意
○ 普通
○ 同意
○ 非常同意

2.在未来，我打算继续使用社交媒体。＋[单选题] [必答题]
○ 非常不同意
○ 不同意

○ 普通

○ 同意

○ 非常同意

3.使用社交媒体使我能够与我的朋友建立良好的关系。 +[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.使用社交媒体使我能够与我的朋友保持密切的友谊。 +[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

5.使用社交媒体使我能够认同自己。 +[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

6.使用社交媒体让我能够加强自己的沟通能力。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

7.使用社交媒体使我能够吸引到更多人。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

8.透过社交媒体上的游戏认识新朋友。+ [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Social Interaction 社交互动

1.我常常使用社交媒体来分享自己的生活经验。+ [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2.我常常使用社交媒体来与他人进行交流。+ [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3.我常常使用社交媒体来了解时事。+ [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.我常常使用社交媒体关心他人的近况。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

5.我常常使用社交媒体来学习新知识。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

6.我常常透过社交媒体来浏览图片/影片。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

7.我常常透过社交媒体来联系朋友。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

8.社交媒体的报导与大家的生活息息相关。+、-[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

9.社交媒体的报导常常带来生活上的压力。 - [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Impression Formation 印象形成

1.使用社交媒体会使我们更容易吐露心声。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2.使用社交媒体会使我们更容易被骗。 - [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3.使用社交媒体会使我们更容易有自信。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.比起面对面，我们更喜欢使用社交媒体联系对方。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

5.使用社交媒体让我们更相信自己。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

6.使用社交媒体可得知许多他人的谣言及八卦。－[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

7.我会使用社交媒体发布许多心情的动态消息。＋、－[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Social Presence社交存在

1.社交媒体中的消息是客观的。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2.我觉得我的观点是被社会媒体中的其他人所认可的。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3.使用社交媒体是结交新朋友的最佳媒介。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.我觉得透过社交媒体跟他人交谈很自在。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

5.我觉得透过社交媒体跟他人互动很自在。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

6.使用社交媒体是社交互动的最佳媒介。＋or- [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

7.我会常透过社交媒体发布近况让亲戚朋友知道。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

8. 透过社交媒体散布不雅照。 - [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

9. 透过社交媒体发布美食旅游资讯可增加店家知名度。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Social Space 社交空间

1. 我会透过社交媒体和其他朋友保持联系。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2. 我会在社交媒体中提供个人信息。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3. 我会透过社交媒体主动与他人联系。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.我会透过社交媒体关注朋友的近况。+[单选题][必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

5.我会在社交媒体中发布我的近况。+[单选题][必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

6.我会鼓励我的朋友使用社交媒体。+[单选题][必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

7.我会透过社交媒体吐露心声。+、-[单选题][必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

8.我会使用社交媒体建立群组来交流。+[单选题][必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Communication Behavior 沟通行为(+、-)

1.我们会在社交媒体中发表自己的想法。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2.我们对如何使用社交媒体有很好的了解。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3.我们会在社交媒体中给予他人正面的回应。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.我们会透过社交媒体鼓励他人。＋[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

5.透过社交媒体用不适当的词汇会造成别人的困扰。－[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Trust and Mistrust in a sound social presence 社交存在的信任与不信任

1.我相信透过社交媒体可以吸收到许多知识。+、-[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2.使用社交媒体让我觉得很放心。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3.使用社交媒体跟别人聊心事很没安全感。-[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.我无法相信社交媒体上提供的资讯。-[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Satisfaction and Dissatisfaction in a sound Social Space社交空间的满意与不满意

1.使用社交媒体让我交到更多朋友。+[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2.社交媒体是让我与朋友联系的一个很好的媒介。 +[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3.使用社交媒体让我觉得一点都不寂寞。 +[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.使用社交媒体让我能尽情的发表对于他人想法。 +、-[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

Online Learning in a sound Social Presence and Social Space 社交存在、社交空间的线上学习

1.上网会使霸凌他人的机会提高。 -[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

2.透过线上学习可以增加与人接触的机会。 +[单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

3.长期使用线上学习会让人不敢与真实的人做接触。 - [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

4.透过线上学习可以拉近人与人之间的关系。 + [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意

5.透过线上学习可能会接收到负面的资讯。 - [单选题] [必答题]

○ 非常不同意

○ 不同意

○ 普通

○ 同意

○ 非常同意