

# Unwillingness to Use Social Networking Services for Autonomous Language Learning among Japanese EFL Students

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## 自律学習のためのSNS利用に対する日本人大学生の消極的態度

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### ABSTRACT

With the rapid expansion of digital technology, more and more university students come to English class with their own smartphones, which enable them to use Social Networking Services (SNS), such as Twitter, Facebook, and LINE. They can directly and instantly communicate with people around the world through SNS. These innovative communication tools have changed the way students communicate. They may also broaden the opportunities for communicating in English. We, as English teachers, believed more and more students would use SNS to practice their English outside English classes. However, our previous research (Ueda et al. 2014) revealed that only a few students utilized SNS as their English learning tools. Were they not aware of the effectiveness of using SNS? Or did they avoid using SNS intentionally? In this study, the reasons why Japanese university students are unwilling to accept newly developed technology as English learning tools are investigated. According to our survey, students can recognize the downside and upside of using SNS, hence, a discussion of better SNS usage in class would dispel their worries and anxiety about using SNS. Then, students would find ways of using SNS for language learning outside class.

### INTRODUCTION

In the globalized world, a large number of Social Networking Services (SNS) have become widely used over the past decade, in conjunction with the spread of smartphones. SNS have greatly influenced communication and society itself. The epoch-making Web 2.0 technology (e.g. YouTube, Flickr, blogs, and Facebook) has enabled us all to get knowledge and have kinds of communication that were not customarily done before. As a consequence, more and more students in Japan bring their own mobile

devices to classrooms and seem to skillfully utilize those devices to help their study. SNS also make it easy for students to be in contact with people outside of the classroom, both in and outside of Japan. Interactions with people virtually are readily available if students so desire.

Researchers such as Tifarlioglu (2011) point out Web 2.0 technologies have changed the way people use the web and also can be beneficial in the field of education and in foreign language learning. In other words, many educators have regarded SNS as good language learning and teaching tools. Therefore, educators have assumed that students would use SNS to interact with people to facilitate their English learning. However, in a previous study by Ueda et al. (2013), it was found that most of the participants did not use SNS as often as they used other autonomous learning strategies to enhance their motivation for English study. Therefore, the purpose of this study is to investigate the reasons for unwillingness to use SNS for autonomous language learning among Japanese EFL students.

## LITERATURE REVIEW

As mentioned earlier, SNS are changing the ways in which people engage with the Internet and communication and society itself. Young people, particularly, are apt to adopt the new technology readily. Recent studies revealed that learning through web technologies has become increasingly important and crucial for education (Shih, 2013). The study by Hasegawa et al. (2013), for example, showed how SNS and social learning systems were beneficial to 85% of the students in the Media Department by enabling them to write comments on e-textbook pages shared through a computer network between teachers, student-assistants, and graduates, as well as all the students in the class. In another study by Kim Sang-Yon and Kim Mi-Ryang (2013), it was found that SNS was a facilitating instrument not only for cooperative learning activities but also social relationships such as friendships and encouragements among twenty 6th grade students in South Korea.

Incorporating online learning platforms into teaching can ease the limitations of classroom walls and provide students more opportunities to connect with each other, which results in better learning effectiveness (Chen, et al., 2011). Among the different SNS, some researchers, such as Blattner and Fiori (2009), have called for using Facebook, since Facebook is most widely used, with almost 900 million daily active users. In one study by Shih (2013), the effect of incorporating blended learning with Facebook and peer assessment for an 'English for Business Communication' course was investigated, and the results revealed that the students could improve their professional knowledge not only from the in-class instruction but also through peer assessing on Facebook. Another study by Omar et al. (2012), investigated Malaysian ESL learners' participation in an information-sharing task conducted via Facebook groups. Thematic analysis of the participants' feedback on the use of the groups revealed a positive feeling toward Facebook as a platform for the task, thus suggesting Facebook as a promising virtual tool for promoting interaction in language learning. Dizon (2015), claiming that little is known about the attitudes of students in Japan regarding the use of Facebook to learn English, used 41 Japanese university students who were required to participate in weekly discussions through the site as survey respondents.

The survey revealed moderately favorable views of Facebook for learning English. In particular, the site's ease of use, convenience and low-stress environment were seen as distinctive advantages.

It was warned, however, that many users believe they are writing for a closed group of friends and are unaware that the information they have posted may be publicly available and able to be searched for and read by a much wider audience. As Acquisti et al. (2008) states, the boundary between on-line and off-line world is a blur. These studies have not however, related the use of SNS in language learning to motivation or self-regulated studies. Self-regulated learning (SRL) is an integrated learning process, consisting of the development of a set of constructive behaviors that affect students' motivational actions and beliefs (Zimmerman, 2001). Many researchers share the belief that students can be taught to become more self-regulated by acquiring specific strategies that are both successful for them and that enable them to increase control over their own behaviors and environments (Reis & Greene, 2003). It is believed that using SNS, particularly Facebook, can encourage users and learners to interact and collaborate actively, both inside and outside the classroom, thus helping develop their autonomous learning with self-regulated strategies.

However, as shown in the previous studies by Hasegawa et al. (2013) and by Ueda et al. (2014), some students still prefer hard copy textbooks, as well as other conventional approaches to language learning even though these students have grown up as "Digital Natives", supposedly being familiar with digital technology, such as computers and the Internet, from an early age. Some learners prefer interacting with people directly without using SNS platforms such as Facebook and YouTube.

Therefore, this research was conducted to investigate the perspectives of "Digital Natives" toward using SNS, whether SNS are effective or ineffective, any possible reasons for avoiding using SNS, and ultimately to investigate whether there are ways for language teachers or frequent SNS users to help other students overcome their anxieties and to realize SNS are beneficial for language learning outside class.

## RESEARCH QUESTIONS

As a preliminary study of SNS in English teaching and learning, our Research Questions for this study were:

- 1 ) What do present Japanese university students think about SNS in English study?
- 2 ) How do present Japanese university students actually use SNS in English study?

## METHODS

We used a survey questionnaire that allowed for both qualitative and quantitative data responses.

### Participants

The participants of this study were 122 university students from three universities in Japan. They were asked to answer the questionnaire (see Appendix A) which was originally in Japanese. As shown

in Table 1, the participants consisted of 80 male students and 42 female students, including 49 freshmen, 26 sophomores, 39 juniors and 8 seniors.

**Table 1: Students' Gender and Students' School Year**

		School Year				Total
		Freshman	Sophomore	Junior	Senior	
Gender	Male	38	19	17	6	80
	Female	11	7	22	2	42
Total		49	26	39	8	122

### Procedures

Participants were asked to answer the survey questionnaire which included the students' demographic characteristics, such as their a) gender, b) school year, c) major. Next, d) they were asked to choose their preference toward different types of SNS: Facebook, YouTube, Twitter, Line, and others. Then, e) they were asked to choose their attitude toward English (1=do not like it at all - 5=like it very much), and what they usually do/don't do for seven different activities using SNS. The participants answered these (1) and (7) questions using a Likert-scale: 1=least likely to 5=most likely. The seven activities were as follows:

- (1) Using YouTube to listen to English songs
- (2) Using YouTube to read comments written in English
- (3) Using YouTube to write comments in English
- (4) Using Facebook to read comments written in English
- (5) Using Facebook to write comments in English
- (6) Using Skype to communicate in English
- (7) Using LINE to communicate in English

SPSS ver.19 was used to analyze the quantitative data. For the qualitative data, the participants were asked to write their comments to these seven statements. Their comments were considered to be the qualitative element of this study.

## RESULTS

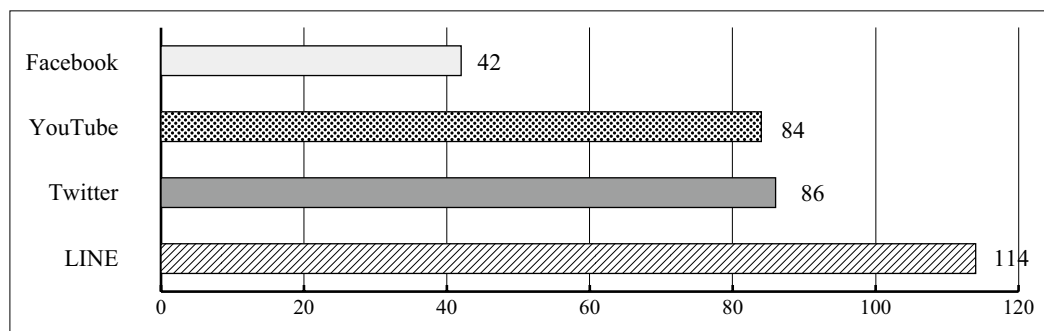
In this study, the results of the students' demographic information from (a)-(e), and the questions (1)-(7) are shown. As shown in Table 1, for (a) gender and (b) school year, the participants consisted of 80 male students and 42 female students, including 49 freshmen, 26 sophomores, 39 juniors, and 8 seniors.

As shown in Table 2, the freshmen were all Science-majors, while the juniors and seniors were all English-majors. Sophomores were mostly Humanities-majors with two English-major students.

**Table 2: Students' School Year and Students' Major**

		Major			Total
		English	Humanities	Science	
School Year	Freshman	0	0	49	49
	Sophomore	2	24	0	26
	Junior	39	0	0	39
	Senior	8	0	0	8
Total		49	24	49	122

Chart 1 shows the answers to the question about "preference toward different types of SNS." This revealed that most of the participants in this study used LINE (93%) followed by Twitter (70%). YouTube was also popular (69%). Facebook was used by 34% of the participants.

**Chart 1: Types of SNS Students Use**

This result was distinct from other research results published overseas previously where Facebook enjoys popularity. LINE's popularity is one of the key points presented in this study, and it is presumed that this result possibly represents current Japanese university students' preferences toward SNS. Further results will be shown by introducing some students' free writing comments in Table 7.

Next, descriptive statistics show the Means of the Q1-Q7 totals of each group: English-majors, Humanities-majors, and Science-majors (Table 3).

**Table 3: Students' Major and their SNS Usages (Q1-Q7)**

	Number of students	Mean score of the sum of Q1-Q7	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
English	49	19.65	5.783	.826	17.99	21.31	7	32
Humanities	24	13.54	4.559	.931	11.62	15.47	7	23
Science	49	13.29	4.021	.574	12.13	14.44	7	24
Total	122	15.89	5.762	.522	14.86	16.93	7	32

From these descriptive statistics, the mean scores of the sum of Q1-Q7, answered by English-majors

(19.65), were the highest among three groups, and the mean scores of Humanities-majors (13.54) and Science-majors (13.29) did not show a large difference.

**Table 4: ANOVA: SNS Usage**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1158.554	2	579.277	24.111	.000
Within Groups	2859.060	119	24.026		
Total	4017.615	121			

In order to find whether there were any significant differences among the groups, one-way ANOVA was conducted. The results shown in Table 4, point to significant difference in Means across the three groups of students.  $F(2,119)=24.111$ ,  $p < .001$ . Then, *post hoc* test, Tukey, was operated to investigate where the differences were (Table 5).

**Table 5: Multiple Comparisons: SNSs Usages**

Tukey HSD

(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
English	Humanities	6.111*	1.221	.000	3.21	9.01
	Science	6.367*	.990	.000	4.02	8.72
Humanities	English	-6.111*	1.221	.000	-9.01	-3.21
	Science	.256	1.221	.976	-2.64	3.15
Science	English	-6.367*	.990	.000	-8.72	-4.02
	Humanities	-.256	1.221	.976	-3.15	2.64

\* The mean difference is significant at the 0.05 level.

Table 5 shows that there were significant differences in means between 1) English-majors and Humanity-majors, and 2) English-majors and Science-majors. (Both were significant at the 0.05 level). However, there was no significant difference found between Humanities-majors and Science-majors. This result indicated that overall SNS usage by English-major students in this study was much greater than the other two groups of students. It is assumed that the students who have chosen studying English as their major have increased self-learning strategies which include using SNS. Following the SNS usage analysis, we calculated the Pearson's correlations ( $r$ ) between Q1-Q7 as well as the Pearson's correlations between attitudes toward English and the seven question items. Table 6 showed the results. Oshio (2004) was used to interpret the strength of correlation.

**Table 6: Pearson's Correlations (*r*) : Attitudes toward English & Q1-Q7 N=122**

	Eng-lish	Q1	Q2	Q3	Q4	Q5	Q6	Q7	
Attitude toward English	<i>r</i> Sig (2-tailed)	1	<b>.233**</b> .010	<b>.319**</b> .000	<b>.310**</b> .001	<b>.370**</b> .000	<b>.348**</b> .000	<b>.349**</b> .000	<b>.234**</b> .010
Q1:Using YouTube to listen to English songs	<i>r</i> Sig (2-tailed)		1	.127 .164	<b>-.240**</b> .008	.071 .438	-.133 .143	-.183* .043	-.016 .860
Q2:Using YouTube to read comments written in English	<i>r</i> Sig (2-tailed)			1	<b>.525**</b> .000	<b>.371**</b> .000	<b>.388**</b> .000	<b>.374**</b> .000	<b>.272**</b> .002
Q3:Using YouTube to write comments in English	<i>r</i> Sig (2-tailed)				1	<b>.444**</b> .000	<b>.604**</b> .000	<b>.573**</b> .000	<b>.353**</b> .000
Q4:Using Facebook to read comments written in English	<i>r</i> Sig (2-tailed)					1	<b>.810**</b> .000	<b>.431**</b> .000	<b>.295**</b> .001
Q5:Using Facebook to write comments in English	<i>r</i> Sig (2-tailed)						1	<b>.541**</b> .000	<b>.385**</b> .000
Q6:Using Skype to communicate in English	<i>r</i> Sig (2-tailed)							1	<b>.429**</b> .000
Q7:Using LINE to communicate in English	<i>r</i> Sig (2-tailed)								1

\*\* Correlation is significant at the 0.01 level \* Correlation is significant at the 0.05 level

The first line of Table 6 showed that there were relatively weak correlations between English attitudes and all the question items. This indicated that if the learner liked English, s/he uses these SNS in studying English. In other words, when the learner is more motivated in learning English, s/he will tend to use these SNS more, and vice versa. In order to investigate this result further, one-way ANOVA was conducted to see whether these correlations related to the participants' majors. The ANOVA statistics showed that there were significant differences:  $F(2,119) = 15.888, p = .000 < .001$  (Table 7). Subsequently, a *post-hoc* test, Tukey, was conducted to see where the recognized differences were (Table 8).

**Table 7: ANOVA: Attitude toward English**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.216	2	14.608	15.888	.000
Within Groups	109.415	119	.919		
Total	138.631	121			

The results shown in Tables 7 and 8 confirmed that there were significant differences between 1) English-majors and Humanities-majors and 2) English-majors and Science-majors. (Both pairs of Mean differences were significant at the 0.05 level). These results indicated that English-majors in this study liked English more than the other two groups, and the more they liked English, the more likely they were to use SNS in their English study.

**Table 8: Multiple Comparisons: Attitude toward English**

Tukey HSD

(I) major	(J) major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
English	Humanities	1.068*	.239	.000	.50	1.64
	Science	.959*	.194	.000	.50	1.42
Humanities	English	-1.068*	.239	.000	-1.64	-.50
	Science	-.109	.239	.892	-.68	.46
Science	English	-.959*	.194	.000	-1.42	-.50
	Humanities	.109	.239	.892	-.46	.68

\* The Mean difference is significant at the 0.05 level.

Investigating the results further, between the question items, ‘relatively strong’ correlations were observed between the following questions.

Q2 (Using YouTube to read English comments)–Q4 (Using Facebook to read English comments),  
 Q3 (Using YouTube to write English comments)–Q4 (Using Facebook to read English comments),  
 Q3 (Using YouTube to write English comments)–Q5(Using Facebook to write English comments),  
 Q3 (Using YouTube to write English comments)–Q6 (Using Skype to communicate in English),  
 Q4 (Using Facebook to read English comments)–Q6 (Using Skype to communicate in English),  
 Q6 (Using Skype to communicate in English)–Q7 (Using LINE to communicate in English).

The ‘strong correlation’ was observed between Q4 (Using Facebook to read English comments)–Q5 (Using Facebook to write English comments). Furthermore, it was observed that Q1 (Using YouTube to listen to English songs) and Q7 (Using LINE to communicate in English) both had fewer correlations with other items.

In our previous research, Ueda et al. (2013), on self-regulatory strategies in English study, one of the most popular strategies chosen by the participants was “listening to English songs on YouTube.” Yet, from this research, Q1 (Using YouTube to listen to English songs) does not have any significant, positive correlations with the other six items.

We assume from this result that even though the students say that they listen to English songs using YouTube, it does not necessarily mean that they were active users of SNS in terms of English study. They might just enjoy listening to English songs and so we may have to investigate more about how they study English by listening to English songs on YouTube.

We were surprised to learn that this Item, Q1 (Using YouTube to listen to English songs) also had

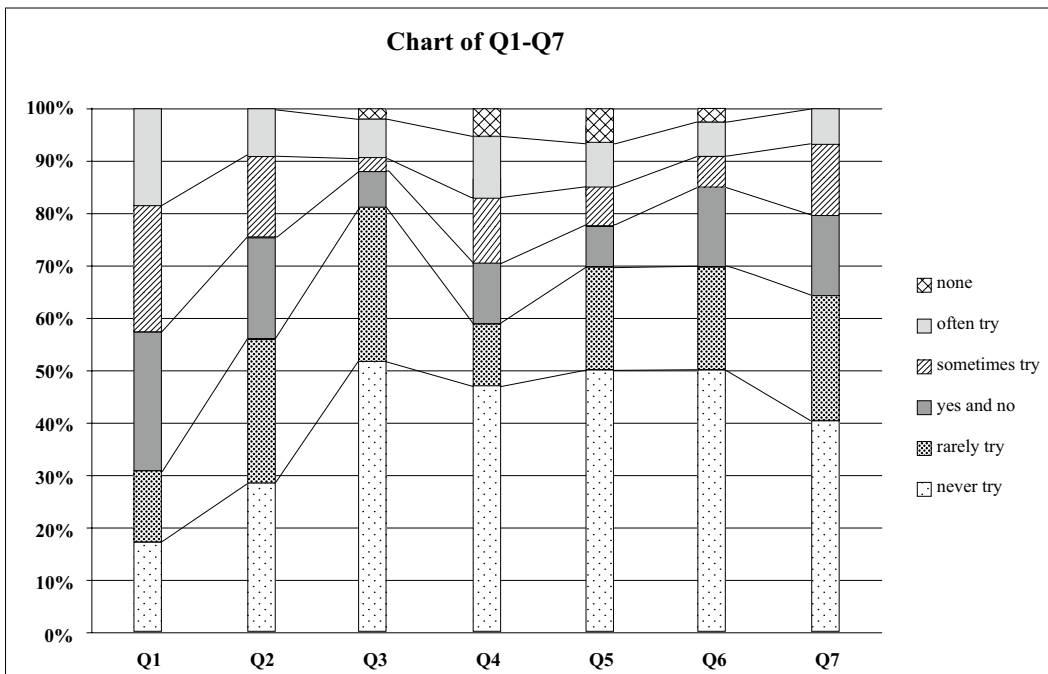


a negative correlation with Q3 (Using YouTube to write comments in English) and Q6 (Using Skype to communicate in English). In other words, Q1 seems to stand alone from most of the other question items.

In contrast, there was a strong correlation observed between Q4 (Using Facebook to read comments written in English) and Q5 (Using Facebook to write comments in English). Because of this strong correlation, we can assume that the users of Facebook who read comments written in English write in English, too. Since the nature of Facebook restricts connections to others under the name of ‘friends,’ this strong correlation between Q4 and Q5 would also indicate that if the students are not getting used to Facebook where English can be used to communicate with their ‘friends,’ or if the students do not use Facebook in the first place, they tend not to have such a chance to write or write back in English. Although correlations between the items resulted as above, the individual ratios of Likert-scale results to each question item gave us a critical feature of each SNS usage by the students, shown in Chart 2.

The following stacked bar chart of Q1–Q7 shows the popularity of each question. Obviously Q1 (listening to English music on YouTube) was the most popular item among the participants. Only Q1 showed more than 40 % of students had positive attitudes toward using YouTube for English study. Q2–Q7 showed more than 50 % of students had negative attitudes toward using YouTube, Facebook, Skype and LINE for English study. Another important finding was Q7 (Using LINE to communicate in English). Although 114 out of 122 students used LINE for their own communications, more than 60 % of them did not use LINE for learning English.

**Chart 2: Frequency Distribution of each question**



In order to investigate how students really feel about each SNS, the free writing responses of students are especially useful. As shown in Table 9, typical comments are classified into two categories: positive feelings and negative feelings. Positive comments come from those who answered ‘sometimes try’ or ‘often try’ whereas negative comments are from those who answered ‘rarely try’ or ‘never try’. They were translated from the Japanese responses.

**Table 9: Students’ Comments for Each Question (+ indicates positive, – indicates negative)**

Question	Feeling	Students’ comments
Q1: Using YouTube to listen to English songs	+	I listen to English songs on YouTube because I like English songs.
	–	I don’t listen to English songs on YouTube since I don’t like them.
Q2: Using YouTube to read English comments	+	I like reading comments as well as Japanese ones because I want to know other opinions.
	–	I’d rather watch videos than reading comments on YouTube.
Q3: Using YouTube to write English comments	+	I like writing comments on YouTube.
	–	I don’t want to write comments on YouTube even in Japanese.
Q4: Using Facebook to read English comments	+	I have friends who write English and I read their messages.
	–	I don’t like Facebook because it makes me use my real name.
Q5: Using Facebook to write English comments	+	I have English speaking friends and I write some message to them.
	–	I don’t like Facebook because it makes me use my real name. I don’t write any message because of my poor English.
Q6: Using Skype to communicate in English	+	I have foreign friends and talk with them.
	–	I don’t want to talk with people in English.
Q7: Using LINE to communicate in English	+	I have some foreign friends.
	–	I have only Japanese friends.

According to Q2 and Q3, Japanese students seem not to write comments on YouTube, even though they enjoy watching videos. Q4 and Q5 show some students worry about using their real names on Facebook. Some students comment that they are afraid of making mistakes when they write English sentences. Some students have positive attitudes toward using Skype and LINE when they have foreign friends. On the other hand, those who have no foreign friends show negative attitudes.

## DISCUSSION and CONCLUSIONS

As for the first research question, “What do present Japanese university students think about SNS in English study?” we found that LINE was used by 114 out of 122 participants in this study, and this is the predominant SNS for them. However, as for English study, majority of them do not use LINE for

their English study. This result indicated that there should be room for the learners and teachers to activate the learners' most familiar SNS, i.e., LINE, for more effective English study.

In the previous studies such as Blattner & Fiori (2009) and Dizon (2015), students were to use Facebook for their learning. The result of this study suggested that the real popularity of the kind of SNS may vary among different participants because our study showed that Facebook, to begin with, was not as popular as other SNSs, such as LINE, Twitter, and YouTube. When we conduct research involving SNSs in the future, we have to take this kind of SNSs preferences among the participants into consideration.

As for the second research question, i.e., "How do present Japanese university students actually use SNS?", we observed that, first of all, there was a significant difference with how closely viewing and using SNSs related to the major of the students. Since overall usage of SNS by English-majors was significantly higher than the other two groups, Humanities-majors and Science-majors, it is assumed that the English majors in this study seem to have learning strategies which include using SNS. Furthermore, significant difference between English majors and the other two groups in terms of attitude toward English indicated using SNS actively is related to learners' motivation toward English learning.

There was also relatively strong correlations observed between attitude toward English and all the question items, suggesting that liking English seems to be one of the keys to activate the usage of SNS in their English study or vice versa. This provides, teachers of English, with an indication that if the students like English, they tend to use various approaches while engaging in their English study. It also indicates that if we scaffold our students by utilizing SNS in their English study, their attitude toward English may possibly change to become more positive.

Although Facebook usage is not so common, compared to LINE, YouTube, or Twitter, Facebook usages showed a lot of correlations with other types of usage of SNS. This suggests that users of Facebook in this study were active users of other SNSs, too in terms of English study.

According to students' free writing responses, the reasons why they don't use SNS for English study are 1) protection of their personal data, 2) no foreign friends, 3) poor English. Actually, SNS do have some difficulties in securing personal data. Before starting using a new SNS, we need to read the privacy policy carefully and agree to it. We have to take responsibility to protect our personal data and also be responsible for our SNS activities. Without knowing these rules about SNS, people might give away important personal data to anybody. This can have serious consequences, which is perhaps why some students don't want to reveal their personal data in the virtual world where anybody can freely access it and it would create some problems. We were surprised the fact that although these students have grown up with digital technology, they still worry about using certain SNS. We should confirm whether our students have appropriate SNS literacy before we encourage them to use these platforms for English study.

It was also apparent that many students don't have foreign friends who they can communicate with in English. This suggests that students may communicate with English-speaking friends in English through SNS if they had such an opportunity. Many students say that they use SNS for their own daily

lives, but our result showed that few students use SNS for English study. Most of them are unaware of the effectiveness of SNS for English study. In order to facilitate SNS usage for English study, we should introduce usage and education in class and also make students share their own effective SNS usage in class. When they understand how to use SNS effectively and safely, they will no doubt start to utilize them more both in and out of class.

**Note:**

This paper is based on a presentation given at The Applied Linguistics Association of Korea (ALAK) 2015 International Conference, at Chung-Ang University, Seoul, KOREA, titled ‘Japanese University Students’ Unwillingness to Use Social Networking Services for Language Learning’.

**Appendix A**

**英語学習に関する SNS の利用のアンケート**

当てはまるものを○で囲んでください。

- a) 性別 (1 男性・2 女性) b) 学年 (1 年・2 年・3 年・4 年)
- c) 学部 (1 英文学・外国語・国際学部などの学部、2 左以外の文系学部、3 理系学部)
- d) 利用している SNS (Facebook・YouTube・twitter・LINE・その他\_\_\_\_\_・なし)
- e) 英語 (1 まったく好きではない・2 あまり好きではない・3 どちらともいえない・4 好きだ・5 とても好きだ)

下の項目は、英語学習を行うときの自分でやる気を出すための方法です。それぞれ右側から一番あてはまるものを選んで、数字に○をつけてください。

1 絶対やろうとは思わない・2 あまりやろうとは思わない・3 やるかもしれない・4 時々やっている・5 よくやっている

- 1. YouTube で英語の歌を見て聴く 1・2・3・4・5 (理由:
- 2. YouTube で英語の書き込みを読む 1・2・3・4・5 (理由:
- 3. YouTube で英語の書き込みをする 1・2・3・4・5 (理由:
- 4. Facebook の中で英語の書き込みを読む 1・2・3・4・5 (理由:
- 5. Facebook の中で英語の書き込みをする 1・2・3・4・5 (理由:
- 6. Skype で英語のやりとりをする 1・2・3・4・5 (理由:
- 7. LINE で英語のやりとりをする 1・2・3・4・5 (理由:
- 8. 上記以外で自分の独自の独自の英語学習のための使用方法があれば、書いてください。  
利用 SNS ( )、利用法
- 9. SNS は利用しているが英語学習には使用していない人は、なぜ利用していないのですか。
- 10. SNS 自体を利用していない人は、利用しない理由は何ですか。

## Questionnaire on Using SNS for Language Study

- a) Gender ( 1 Male 2 Female)      b) School Year (Freshman, Sophomore, Junior, Senior)
- c) Major ( 1. Humanities -Literature · Foreign Language · International Relations,  
2. Humanities other than No. 1,      3. Science and Engineering)
- d) SNS that you are using (Facebook · YouTube · twitter · LINE · other \_\_\_\_\_ · No use)
- e) Attitude toward English (1. do not like it at all, 2. Not so much, 3. Cannot tell, 4. I like it, 5. I like it very much)

Below are some activities you do for English learning to motivate yourself.

Choose the most appropriate number from 1-5.

1 Least likely · 2 · 3 · 4 · 5 Most likely

- |   |                   |           |
|---|-------------------|-----------|
| 1. Using YouTube to listen to English songs           | 1 · 2 · 3 · 4 · 5 | (Reason : |
| 2. Using YouTube to read comments written in English  | 1 · 2 · 3 · 4 · 5 | (Reason : |
| 3. Using YouTube to write comments in English         | 1 · 2 · 3 · 4 · 5 | (Reason : |
| 4. Using Facebook to read comments written in English | 1 · 2 · 3 · 4 · 5 | (Reason : |
| 5. Using Facebook to write comments in English        | 1 · 2 · 3 · 4 · 5 | (Reason : |
| 6. Using Skype to communicate in English              | 1 · 2 · 3 · 4 · 5 | (Reason : |
| 7. Using LINE to communicate in English               | 1 · 2 · 3 · 4 · 5 | (Reason : |

Did not use 8-10 for this study.

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