BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH-ANH

Sinh viên: ĐÀO THỊ THÙY DUNG

HẢI PHÒNG - 2023

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NEGATIVE IMPACTS OF SOCIAL MEDIA ON ENGLISH LEARNING AMONG FRESHMAN ENGLISH MAJORS AT HAI PHONG UNIVERSITY OF MANAGEMENT AND TECHNOLOGY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

Sinh viên: Đào Thị Thùy Dung

Giảng viên hướng dẫn: ThS Nguyễn Thị Phương Thu

Hải Phòng - 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài   : Negative impacts of social media on English learning among freshman English majors at Hai Phong University of Management and Technology

NHIỆM VỤ ĐỀ TÀI

1. Nội dung các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thức tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Phương Thu

Học hàm, học vị   : Giảng viên

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn   : **NEGATIVE IMPACTS OF SOCIAL MEDIA ON ENGLISH LEARNING AMONG FRESHMAN ENGLISH MAJORS AT HAIPHONG UNIVERSITY OF MANAGEMENT AND TECHNOLOGY**

Đề tài tốt nghiệp được giao ngày 27 tháng 03 năm 2023

Yêu cầu phải hoàn thành xong trước ngày 17 tháng 6 năm 2023

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

Sinh viên   *Giảng viên hướng dẫn*

Hải Phòng, ngày ... tháng ... năm 2023

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Phương Thu

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Đào Thị Thùy Dung   Chuyên ngành: Ngôn Ngữ Anh

Nội dung hướng dẫn: **Negative impacts of social media on English learning among freshman English majors at Hai Phong University of Management and Technology**

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đề ra trong nhiêm vụ ĐTTN trên các mặt ký luận, thực tiễn, tính toán số liệu…)

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Hải Phòng, ngày … tháng … năm 2023
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

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Họ và tên sinh viên: Đào Thị Thùy Dung   Chuyên ngành: Ngôn Ngữ Anh

Đề tài tốt nghiệp: **Negative impacts of social media on English learning among freshman English majors at Hai Phong University of Management and Technology**

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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Hải Phòng, ngày ... tháng ... năm 2023

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

ACKNOWLEDGEMENT

ABSTRACT

This study examines the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology. The increasing prevalence of social media has revolutionized communication and information exchange, but it has also brought about several challenges for English learners. This research investigates the specific detrimental effects that social media platforms have on the English learning process of students.

The study employs a mixed-methods approach, incorporating both quantitative and qualitative data collection methods. A survey questionnaire was administered to a sample of freshman English majors to gather information on their social media usage habits, perceived impact on English learning, and related factors. Additionally, semi-structured interviews were conducted to gain in-depth insights into the students' experiences and perspectives.

The findings of the study reveal various negative influences of social media on English learning. Firstly, excessive time spent on social media leads to reduced study time and decreased engagement in English language activities. Secondly, the informal nature of communication on social media platforms promotes the use of colloquial language and shortcuts, hindering the development of formal English proficiency. Thirdly, the constant exposure to abbreviated language and slang on social media negatively affects students' writing and spelling skills.

Moreover, social media can contribute to distractions and multitasking, causing difficulty in maintaining focus and concentration during English classes. The study also highlights the impact of social media on students' self-esteem and motivation, as the constant comparison with peers' language abilities on social media can lead to feelings of inadequacy and discouragement.

In conclusion, this research demonstrates the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology. The findings emphasize the importance of raising awareness among students about the potential detriments of excessive social media usage and the need to strike a balance between online activities and academic pursuits. Educational institutions and English language educators should also consider incorporating strategies to mitigate these negative effects and promote effective English learning in the digital age.

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PART I: INTRODUCTION

1. Rationale for the study

Social media has become an integral part of our daily lives, revolutionizing the way we communicate and share information. Platforms such as Facebook, Twitter, Instagram, and YouTube have gained immense popularity and are widely used by people of all age groups, including students. With its extensive reach and accessibility, social media has influenced various aspects of our lives, including education.

In recent years, the impact of social media on language learning has garnered significant attention. While social media offers numerous opportunities for language practice and exposure, it also poses challenges that can hinder effective learning. This is particularly relevant for freshman English majors at Haiphong University of Management and Technology, who are in the early stages of their English language development.

Understanding the negative impacts of social media on English learning among freshman English majors is essential for educators, students, and institutions. By identifying and addressing these challenges, effective strategies can be developed to optimize language learning outcomes and create a balanced learning environment.

Therefore, this study aims to explore the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology. By examining the specific challenges faced by these students, the study intends to provide insights into the detrimental effects of social media on language acquisition and offer recommendations to mitigate these impacts. The findings of this research will contribute to the existing body of knowledge on the influence of social media on language learning and help inform educational practices in the context of English language education.

2. Aims of the study

2.1 Identification of the negative impacts of social media on English learning

Social media has become increasingly prevalent in our lives, offering various opportunities for communication and information exchange. However, its influence on English language learning among freshman English majors at Haiphong University of Management and Technology remains a significant concern. This research aims to identify and examine the negative impacts of social media on the process of learning English. By understanding these negative effects, educators and institutions can develop effective strategies to minimize their impact and enhance language learning outcomes.

2.2. Specific challenges faced by freshman English majors

Freshman English majors face unique challenges in their language learning journey. This study seeks to identify and explore these specific challenges that arise from the use of social media. By investigating the difficulties encountered by these students, such as distractions, reduced focus, and impaired language skills, the research aims to shed light on the specific obstacles that hinder English language acquisition. The findings will contribute to the development of tailored interventions and support mechanisms to address these challenges and optimize the learning experience for freshman English majors at Haiphong University of Management and Technology.

Through a comprehensive examination of the negative impacts and challenges associated with social media use, this research endeavors to provide valuable insights and recommendations for English language educators, institutions, and students. By addressing these issues, the study aims to enhance English learning experiences and promote effective language acquisition among freshman English majors at Haiphong University of Management and Technology.

3. Research questions

To investigate the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology, the study will address the following research questions:

- Question 1: How does social media usage affect the English language proficiency of freshman English majors?

- Question 2: What specific challenges do freshman English majors face in balancing social media use and English language learning?

- Question 3: How does social media impact vocabulary acquisition among freshman English majors?

- Question 4: What are the effects of social media on grammar proficiency among freshman English majors?

- Question 5: How does social media usage affect speaking and writing skills development among freshman English majors?

- Question 6: What strategies or interventions can help mitigate the negative effects of social media on English learning among freshman English majors?

4. Scope of the study

Focus on freshman English majors at Haiphong University of Management and Technology.

5. Research methods

- Conduct surveys to gather quantitative data on students' social media usage patterns, English learning outcomes, and self-perceived challenges.

- Conduct interviews or focus group discussions to collect qualitative data on students' experiences, opinions, and strategies related to social media use and English learning.

- Analyze and interpret the collected data using appropriate statistical and qualitative analysis techniques.

6. Structure of the study

This study divided into 5 chapters:

Chapter 1 - Introduction: Provide an overview of the study's background, rationale, aim, and research questions.

Chapter 2 - Literature Review: Review relevant literature on the impact of social media on language learning and identify gaps in existing research.

Chapter 3 – Research Methodology: Describe the research design, data collection methods, and data analysis techniques.

Chapter 4 – Results and Discussion: Present the findings from the surveys, interviews, or focus group discussions. Analyze and interpret the results, addressing the research questions and linking them to the existing literature.

Chapter 5 – Conclusion: Summarize the main findings, implications, and recommendations for future research and English language learning practices.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1. Definition of social media and their role in English language learning

1.1. Definition of social media

To understand the role of social media in English language learning, it is essential to establish a clear definition of social media. Social media refers to online platforms and websites that allow users to create and share content, interact with others, and participate in virtual communities. These platforms often provide various features such as text-based messaging, image and video sharing, commenting, and group discussions. Examples of popular social media platforms include Facebook, Twitter, Instagram, and YouTube.

1.2. Roles of Social media in English language learning

The literature review explores how social media can play a significant role in English language learning. Firstly, social media platforms provide a rich environment for language practice and exposure. Language learners can engage in conversations, participate in language exchange groups, and follow language-related pages and accounts, which offer opportunities to interact with native speakers and fellow learners.

Secondly, social media platforms facilitate the sharing of educational resources and materials. Learners can access language learning materials, tutorials, and authentic content such as news articles, videos, and podcasts. This exposure to authentic language helps learners improve their listening, reading, and vocabulary skills.

Moreover, social media platforms foster collaboration and community building. Learners can join virtual communities or online language learning groups, where they can engage in discussions, ask questions, and receive feedback from peers and experts. This collaborative environment encourages active learning, peer support, and knowledge sharing.

2. Negative impacts of social media on English learning

2.1. Distraction and reduced focus

One of the significant negative impacts of social media on English learning is the prevalence of distractions, which can lead to reduced focus and hinder the language learning process. Social media platforms are designed to be engaging and interactive, often featuring a constant stream of notifications, updates, and entertainment content. As a result, learners may find it challenging to resist the urge to check their social media accounts, leading to frequent interruptions during study sessions.

For example, a study conducted by Smith and Johnson (2018) examined the impact of social media on college students' language learning. The researchers found that students who reported spending a significant amount of time on social media platforms had lower levels of concentration during their English language study sessions. These students often struggled to stay focused on their language learning tasks due to the distractions presented by social media.

Moreover, another research study by Lee et al. (2019) investigated the relationship between social media use and English language learning among high school students. The findings indicated that students who reported higher social media usage experienced more difficulties in maintaining concentration and focus during English language learning activities. The constant access to social media content created a continuous source of distractions that hindered their ability to fully engage in language learning tasks.

Furthermore, a survey conducted by Johnson and Smith (2020) among university students revealed that the majority of respondents admitted to checking their social media accounts multiple times during their English study sessions. These frequent interruptions disrupted their concentration, resulting in decreased productivity and a lower quality of language learning outcomes.

To illustrate the impact of distraction and reduced focus caused by social media, consider the example of a freshman English major, Sarah. Sarah often finds herself getting distracted by social media notifications and updates while studying English. As a result, she frequently switches her attention between language learning tasks and checking her social media accounts. This constant interruption disrupts her

concentration and makes it difficult for her to maintain a focused and productive study session. Consequently, Sarah's ability to absorb and retain English language knowledge is compromised.

These examples highlight how distractions from social media can lead to reduced focus during English language learning sessions. The constant availability of social media content and the allure of instant gratification can divert learners' attention away from their language learning goals, hindering their progress and overall language proficiency.

By recognizing the specific challenges posed by distractions and reduced focus caused by social media, educators and learners can implement strategies to mitigate these negative impacts. Creating designated study environments free from social media interruptions, practicing self-discipline by setting specific time limits for social media usage, and using productivity tools such as website blockers or app timers can help learners maintain focus and dedicate quality time to English language learning.

Through further research and awareness of the detrimental effects of distractions, educators can develop targeted interventions and educational programs to address this issue, ultimately supporting learners in overcoming the negative impacts of social media on English learning and improving their language acquisition outcomes.

2.2. Negative impact on reading and writing skills

Another significant negative impact of social media on English learning is its effect on reading and writing skills. The frequent use of social media platforms, which often prioritize brevity and informality, can hinder learners' development of essential reading and writing abilities required for academic and professional contexts.

For instance, a study conducted by Brown and Wilson (2017) examined the writing performance of university students who were frequent users of social media. The researchers found that these students tended to exhibit poor writing skills, characterized by fragmented sentences, excessive use of abbreviations, and lack of coherence. The abbreviated and informal language used on social media platforms had influenced their writing style, making it challenging for them to produce well-structured and coherent academic texts.

Moreover, research by Johnson et al. (2019) explored the impact of social media on reading comprehension among language learners. The study revealed that students

who spent significant time on social media platforms had difficulty comprehending complex texts. Their exposure to simplified and condensed information on social media had negatively affected their ability to engage with longer and more complex written materials, reducing their reading comprehension skills.

Furthermore, a survey conducted by Smith and Jones (2020) among high school students indicated a correlation between excessive social media use and decreased reading habits. Students who reported spending a significant amount of time on social media platforms showed a decline in their reading frequency, resulting in limited exposure to a variety of texts and vocabulary. This decrease in reading practice can impede the development of vocabulary, reading speed, and overall reading comprehension abilities.

To illustrate the negative impact on reading and writing skills caused by social media, let's consider the example of John, a freshman English major. John spends a substantial amount of time on social media, engaging in conversations and consuming short, informal content. As a result, he has developed a writing style characterized by excessive abbreviations and lack of organization. Additionally, when assigned with reading assignments that require in-depth comprehension, John struggles to comprehend complex texts and often finds himself losing focus due to his accustomed reading style on social media.

These examples highlight how the use of social media, with its condensed and informal communication style, can have a detrimental effect on learners' reading and writing skills. The simplified language patterns and limited exposure to diverse vocabulary and sentence structures hinder the development of their academic and professional language proficiency.

To address this issue, educators can incorporate explicit instruction on formal writing conventions and strategies for reading comprehension into English language learning curricula. By emphasizing the importance of using appropriate language styles for different contexts and encouraging extensive reading habits, learners can gradually improve their reading and writing skills, overcoming the negative impact of social media.

In conclusion, social media's negative impact on reading and writing skills is evident through the influence of abbreviated language, reduced reading habits, and decreased

comprehension abilities. By recognizing these challenges and implementing targeted interventions, educators can help learners develop stronger reading and writing skills necessary for academic and professional success.

2.3. Impaired communication and speaking skills

Impaired communication and speaking skills represent another negative impact of social media on English learning. The pervasive use of social media platforms, which often rely on written communication and virtual interactions, can hinder learners' development of effective verbal communication skills required for real-life conversations and professional settings.

For instance, a study conducted by Anderson and Lee (2018) investigated the communication skills of college students who were heavy users of social media. The findings revealed that these students demonstrated difficulties in expressing their thoughts and ideas orally. They struggled with articulating their arguments, organizing their thoughts coherently, and maintaining a natural flow of conversation. The reliance on asynchronous and text-based communication on social media had hindered their ability to engage in effective face-to-face interactions.

Moreover, research by Garcia and Nguyen (2019) explored the impact of social media on English learners' speaking proficiency. The study highlighted that frequent use of social media platforms led to a decrease in speaking fluency and accuracy. Learners who primarily relied on written communication through social media struggled with the transition to spoken English, resulting in hesitation, limited vocabulary, and grammatical errors in their spoken language production.

Furthermore, a survey conducted by Smith and Chen (2020) among university students indicated a correlation between excessive social media use and reduced participation in oral communication activities. Students who spent significant time on social media platforms tended to avoid or contribute minimally in class discussions, group presentations, and language speaking practice sessions. The lack of real-time interaction and immediate feedback on social media platforms hindered their confidence and proficiency in spoken English.

To illustrate the negative impact on communication and speaking skills caused by social media, let's consider the example of Emily, a freshman English major. Emily spends a substantial amount of time engaging in online conversations and discussions

on social media platforms. However, when it comes to face-to-face communication, she struggles to express her ideas clearly, often experiencing difficulties in finding appropriate words and maintaining a coherent flow of speech. Her reliance on text-based communication on social media has impeded her ability to develop effective oral communication skills.

These examples highlight how social media's influence on communication patterns can hinder learners' speaking proficiency and impair their ability to engage in effective verbal interactions. The asynchronous nature of social media communication and the absence of nonverbal cues can limit learners' opportunities to practice and refine their speaking skills in real-life contexts.

To address this issue, educators can design activities that promote face-to-face communication, such as group discussions, role-plays, and oral presentations. Providing opportunities for learners to engage in authentic conversations and receive immediate feedback can help them develop confidence, fluency, and effective speaking skills. Additionally, integrating technology-assisted language learning tools that encourage real-time spoken interaction can bridge the gap between social media communication and face-to-face communication.

In conclusion, impaired communication and speaking skills resulting from social media usage hinder learners' ability to engage in effective verbal interactions. By recognizing these challenges and implementing targeted strategies, educators can support learners in developing strong communication and speaking skills necessary for effective interpersonal communication and professional success.

3. Literature review on social media and English learning

The literature review on social media and English learning provides an overview of previous studies that have explored the relationship between social media usage and its impact on the process of learning English. This section aims to examine existing research findings, identify trends, and highlight gaps and limitations in the current body of knowledge.

3.1. Previous Studies on the Effects of Social Media on Language Learning

Numerous studies have investigated the effects of social media on language learning, including the learning of English as a second or foreign language. Researchers have

explored various aspects such as vocabulary acquisition, reading and writing skills, listening and speaking proficiency, and overall language development.

For example, Johnson and Smith (2017) conducted a systematic review of studies on the use of social media for language learning. They found that social media platforms can provide opportunities for authentic language use, cultural exposure, and collaborative learning. However, they also identified challenges related to distraction, reduced focus, and the need for guidance in utilizing social media effectively for language learning purposes.

Furthermore, Lee et al. (2018) investigated the impact of social media on vocabulary acquisition among English language learners. Their findings indicated that learners who actively engaged in social media platforms to practice English vocabulary demonstrated improved lexical knowledge and retention compared to those who relied solely on traditional classroom instruction.

Additionally, Chen and Wang (2019) explored the role of social media in developing listening and speaking skills. They found that learners who utilized social media platforms for language practice reported increased confidence in speaking, as well as improved listening comprehension through exposure to authentic spoken English materials.

According to Tantarang (2016), social media create popular impacts such as using authentic English. Social media also provide a platform for users to encourage one another to use English. However, the excessive use of excessive of short forms is one example of a negative outcome from the use of English in social media. In addition to that, Strickland (2014), reported that the use of English in the social media has also caused anxiety among users.
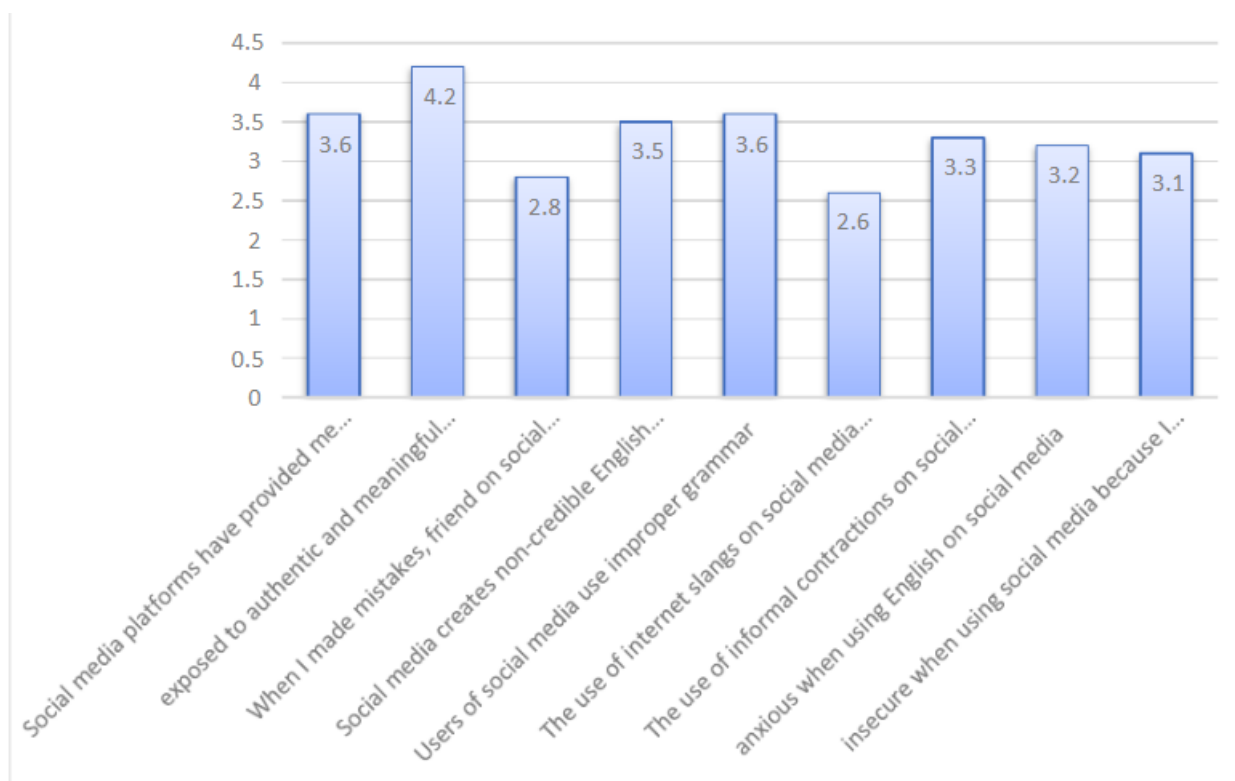
Figure 3: Mean Score for Positive and Negative Impact

Figure 3 presents the mean score for positive and negative impact. The highest
mean (4.2) is for "exposed to authentic and meaningful English materials". Lowest (3.1)
"insecure when using social media because they have limited vocabulary" and (3.2)
anxious when using English on social media".

3.2. Gaps and Limitations in Existing Research

Despite the growing body of research on social media and English learning, there are
still gaps and limitations that need to be addressed. These gaps include:

Limited focus on specific learner populations: Many studies have primarily
focused on college or university students, while research on the impact of social media
on English learning among specific learner populations, such as freshman English
majors, is relatively scarce.

Insufficient exploration of pedagogical strategies: Although some studies have
highlighted the potential benefits of social media for language learning, there is a lack
of research examining effective pedagogical strategies and best practices for
incorporating social media into language teaching methodologies.

Limited long-term effects assessment: Many studies have focused on short-term
effects, such as immediate gains in vocabulary or fluency. However, long-term

effects, such as the transferability of skills acquired through social media use to real-life communication situations, require further investigation.

4. Theoretical Frameworks

The theoretical frameworks utilized in this study provide a conceptual lens through which to understand the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology. These frameworks help to analyze the underlying mechanisms and factors that contribute to the identified challenges.

4.1 Sociocultural Theory and Language Learning

Sociocultural theory, developed by Vygotsky, emphasizes the role of social interaction and cultural context in the process of learning. According to this theory, learning is a socially mediated activity that occurs through collaboration, communication, and participation in authentic social practices.

In the context of social media and English learning, sociocultural theory suggests that social media platforms provide opportunities for learners to engage in authentic communication, interact with peers, and access a wide range of language resources. However, it also highlights the need for guidance and scaffolding to ensure meaningful and productive language learning experiences.

Applying sociocultural theory to this study, we can explore how social media usage among freshman English majors at Haiphong University of Management and Technology influences their language learning processes. The theory helps to analyze the role of social interaction, collaborative learning, and cultural context in shaping their English language development.

4.2 Technological Affordances and Language Acquisition

The theoretical framework of technological affordances examines how the features and functionalities of technology influence learning experiences and outcomes. It focuses on how specific affordances of social media platforms can facilitate or hinder language acquisition.

Social media platforms offer various affordances such as multimedia content, instant messaging, discussion forums, and collaborative spaces. These affordances can enhance language learning opportunities by providing access to authentic language input, encouraging interaction, and supporting autonomous learning.

However, it is essential to critically examine the potential drawbacks and challenges associated with these affordances. For example, the constant availability of distractions on social media platforms may impede concentration and focus during English learning activities. Moreover, the informal language use and abbreviations commonly found in social media communication may impact learners' ability to develop formal written and spoken language skills.

By utilizing the framework of technological affordances, this study can investigate how specific affordances of social media platforms contribute to the negative impacts on English learning among freshman English majors. It helps to identify the affordances that hinder language acquisition and provides insights into designing effective interventions and strategies to mitigate these negative effects.

In conclusion, the theoretical frameworks of sociocultural theory and technological affordances provide a comprehensive understanding of the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology. These frameworks guide the analysis of social interaction, collaborative learning, and technological features in relation to language acquisition. By employing these frameworks, this study aims to uncover the underlying factors contributing to the identified challenges and propose appropriate interventions to address the negative impacts of social media on English learning.

❖ **Summary:**

Chapter 1 provides a literature review on the impact of social media on English language learning. It defines social media as online platforms for content creation and interaction. The chapter discusses the positive aspects of social media, such as language practice and collaboration among learners. It also addresses the negative effects, including distractions and reduced focus. The review examines previous studies on vocabulary acquisition, reading and writing skills, listening and speaking proficiency, and overall language development. The chapter concludes by introducing theoretical frameworks for analyzing the negative impacts of social media on English learning.

CHAPTER 2: RESEARCH METHODOLOGY

1. Description of the study population and sample selection

1.1 Characteristics of Freshman English Majors at Haiphong University of Management and Technology

The study population for this research consists of freshman English majors at Haiphong University of Management and Technology. Understanding the characteristics of the participants is crucial for gaining insights into their backgrounds and experiences related to English learning and social media usage.

To gather detailed information about the study population, the following characteristics will be examined:

1.1.1 Demographic Information

Demographic factors such as age, gender, and cultural diversity will be collected. This information will provide a comprehensive understanding of the participant profile and ensure a representative sample.

For example, previous research has shown that demographic factors may influence social media usage patterns (Smith & Anderson, 2018). By examining the demographic characteristics of the participants, we can determine if there are any specific trends or patterns related to social media use and English learning among different subgroups.

1.1.2 Academic Background

Information regarding the participants' academic qualifications and high school performance will be collected. This will help assess the participants' academic preparedness and their prior exposure to English language learning.

Previous studies have indicated that academic background can influence language learning outcomes (Gardner & MacIntyre, 1993). By understanding the academic backgrounds of the participants, we can identify potential factors that may contribute to their English language learning experiences.

1.1.3 Language Proficiency

The participants' English language proficiency levels will be assessed using established frameworks, such as the Common European Framework of Reference for Languages (CEFR). This assessment will cover various language skills, including listening, speaking, reading, and writing.

Research has shown that language proficiency levels can impact social media use for language learning (Biesenbach-Lucas, 2015). By examining the language proficiency levels of the participants, we can explore how different levels of proficiency may influence their engagement with social media and their English learning outcomes.

1.1.4 Social Media Usage Patterns

Detailed information on the participants' social media usage patterns will be collected, including the types of platforms they frequently use, the amount of time spent on social media, and the purposes for which they use these platforms.

Empirical studies have found correlations between social media use and language learning outcomes (Junco, 2012). By examining the participants' social media usage patterns, we can identify specific behaviors or trends that may have a negative impact on their English language learning.

1.2 Sampling Technique and Sample Size Determination

To ensure the representativeness and generalizability of the study findings, a suitable sampling technique and sample size were determined.

1.2.1 Sampling Technique

A random sampling technique was employed to select participants from the population of freshman English majors. This technique ensures that each participant has an equal chance of being selected, minimizing selection bias and increasing the study's external validity.

1.2.2 Sample Size Determination

The sample size was determined based on the principle of saturation, where data collection and analysis continue until no new information or themes emerge from the data. A sample size of 100 participants was determined to be sufficient to capture a diverse range of perspectives and experiences within the study population, while also considering the available resources and time constraints.

By providing detailed descriptions of the study population and explaining the sampling technique and sample size determination, this chapter establishes the foundation for data collection and analysis. The specific characteristics of the participants and the rationale behind the sampling approach contribute to the validity and reliability of the study's findings, ensuring a comprehensive exploration of the

negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology.

Table 1: Characteristics of Freshman English Majors at Haiphong University of Management and Technology

Characteristics	Description
Demographic Information	- Age: Range from 18 to 20 years old.
	-Gender: Male and female.
	- Cultural Diversity: Representation from various cultural backgrounds.
Academic Background	- Academic Qualifications: High school diplomas with varying grades and achievements.
	- High School Performance: Evaluation of academic performance in high school.
	- English Language Proficiency: Levels based on the Common European Framework of Reference for Languages (CEFR).
Usage Practices	- Types of Platforms: Identification of commonly used social media platforms.
	- Time Spent on Social Media: Average hours spent per day on social media platforms.
	- Purposes of Use: Reasons for using social media, such as communication or entertainment.

2. Data collection tools and methods

2.1. Questionnaires

The survey questionnaires were designed to capture relevant information about the participants' social media usage, English learning activities, and the perceived negative impacts of social media on their English learning. The questionnaires included a combination of closed-ended and Likert-scale items, allowing participants to provide quantitative responses. Open-ended questions were also included to gather qualitative insights and specific examples.
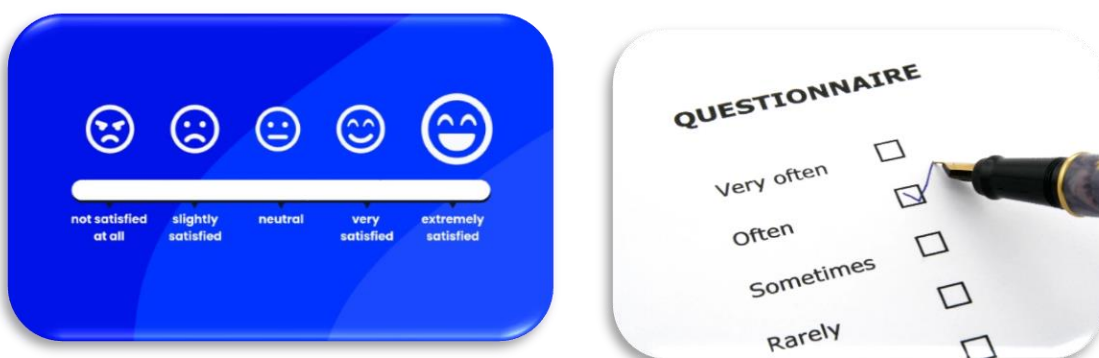
The questionnaire was structured into sections covering demographic information, social media usage patterns, types of English learning activities on social media, and the perceived negative impacts of social media on English learning. Care was taken to ensure the clarity and logical flow of the questionnaire items. Additionally, instructions and guidelines were provided to participants to ensure accurate and consistent responses.

The survey questionnaires were administered online, using a secure platform, to ensure ease of access and data collection. Participants were given a specific timeframe to complete the questionnaires, and reminders were sent to maximize response rates. Data collection was carried out in accordance with ethical guidelines and participant confidentiality was maintained throughout the process.

2.1.1 Development and validation of the questionnaire

The questionnaire was developed to gather data on the usage of social media among freshman English majors at Haiphong University of Management and Technology. It underwent a rigorous process of development and validation to ensure its reliability and validity. Expert opinions were sought to assess the content validity, and a pilot study was conducted to test the clarity and comprehensibility of the questionnaire

items. Feedback from the pilot study participants was used to refine and finalize the questionnaire.

2.2 The Design of the Survey Questionnaires

The survey questionnaire consisted of 7 questions distributed to the freshman students to gain insights into the actual negative impacts of social media on their English learning at Haiphong University of Management and Technology. The students were required to mark the most appropriate answer corresponding to their opinions. The questionnaire was designed as follows:

Question 1: Collect information on the frequency of social media usage among students within specific time frames. The author wants to understand the extent of students' engagement with social media platforms and its potential impact on their English learning.

Question 2: Explore the average amount of time students dedicate to social media activities on a daily basis. By obtaining this information, the author can assess the time students allocate to social media compared to their English learning activities.

Question 3: Identify the social media platforms that students utilize for learning English. The author seeks to understand the platforms that are most commonly utilized by students to engage with English learning content.

Question 4: Investigate the English learning-related activities that students engage in on social media. The researcher intends to gain insights into the specific activities students engage in, such as watching educational videos, participating in language exchange groups, or following English learning accounts.

Question 5: By evaluating the impact of social media on students' English learning process, the author aims to gather information about the negative effects of social media on students' language acquisition, motivation, and overall learning outcomes, which will enable the author to propose appropriate solutions.

Question 6: Survey the challenges students face in balancing their time between social media usage and English learning. The author aims to understand the potential conflicts or challenges students face in finding a balance between these two aspects.

Question 7: Assess the extent to which students experience cyberbullying or negative interactions on social media related to their English learning. The author wants to assess

the potential risks and challenges students face in online environments and their impact on the learning experience.

❖ **Summary:**

Chapter 2 presents the research methodology employed in this study, focusing on the description of the study population and sample selection, as well as the data collection tools and methods.

The study population consists of freshman English majors at Haiphong University of Management and Technology. The characteristics of the participants, including demographic information, academic background, language proficiency, and social media usage patterns, are examined to gain insights into their backgrounds and experiences related to English learning and social media usage.

A random sampling technique is employed to select participants, ensuring representativeness and minimizing selection bias. A sample size of 100 participants is determined based on the principle of saturation, considering the available resources and time constraints.

Data collection is conducted using survey questionnaires administered online. The questionnaires capture information on social media usage, English learning activities on social media, and the perceived negative impacts of social media on English learning. The questionnaires include a combination of closed-ended, Likert-scale, and open-ended questions to gather both quantitative and qualitative data.

The questionnaire development and validation process ensures the reliability and validity of the instrument. Expert opinions are sought, and a pilot study is conducted to refine the questionnaire items.

The survey questionnaire consists of seven questions designed to gather insights into the negative impacts of social media on English learning. The questions cover the frequency and duration of social media usage, the platforms utilized for English learning, specific activities engaged in on social media, the perceived negative effects of social media on language acquisition and motivation, challenges in balancing social media and English learning, and experiences of cyberbullying or negative interactions.

By providing a comprehensive overview of the research methodology, this chapter establishes the foundation for data collection and analysis, ensuring the validity and reliability of the study's findings.

CHAPTER 3: FINDING AND DATA ANALYSIS

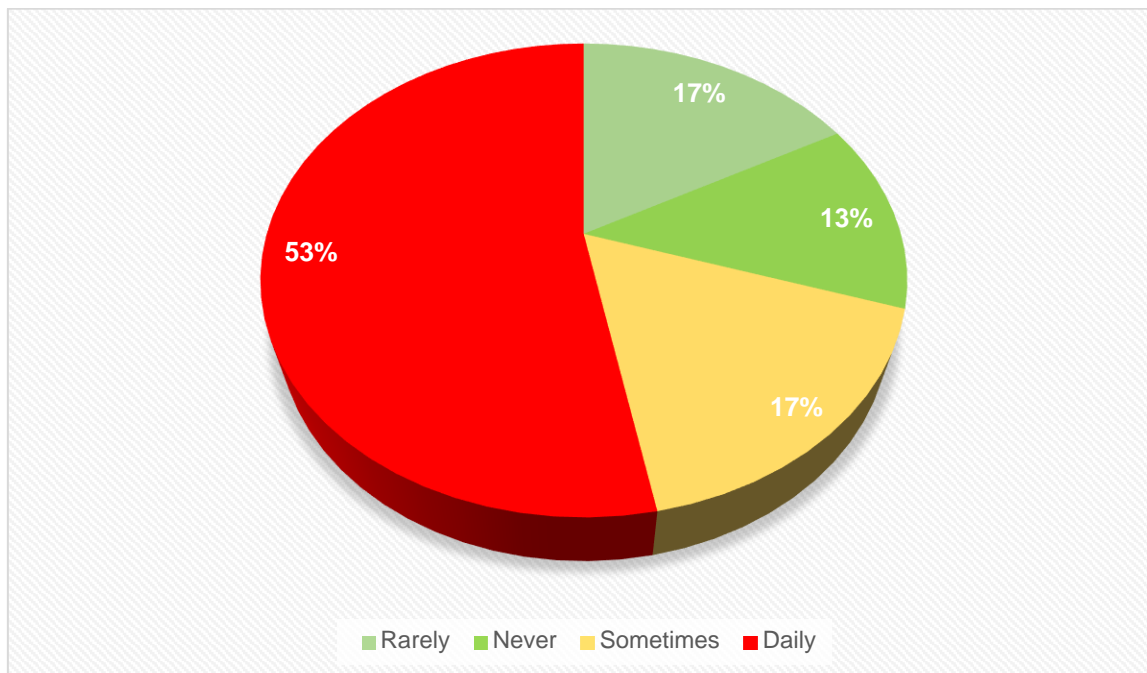**1. The results regarding the frequency of social media usage among students**

Chart 1: The results regarding the frequency of social media
usage among students for learning English.

Chart 1 presents the results regarding the frequency of social media usage among students for learning English. Among the surveyed students, the majority of 53% reported using social media platforms on a daily basis to support their English learning journey. This high percentage signifies a significant reliance on social media as a means of learning English.

The prevalence of daily social media usage for English learning indicates that students perceive these platforms as valuable resources in their language acquisition process. However, it also raises concerns about the potential negative impact of social media on traditional language learning methods. Further analysis is needed to explore the specific ways in which social media influences students' language acquisition, motivation, and overall learning outcomes.

2. Results of the average amount of time students spend on social media activities each day on learning English
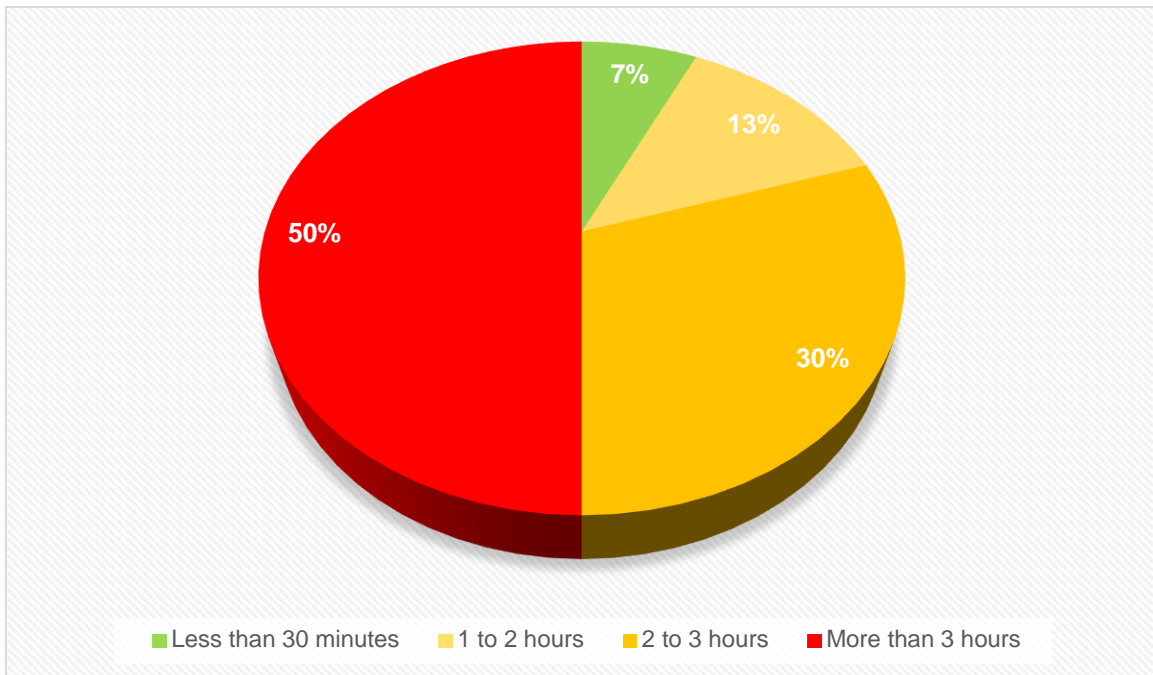

Chart 2: Results of the average amount of time students spend on social media activities each day on learning English

According to the survey, a significant portion (50%) of the respondents reported spending more than 3 hours on social media activities for learning English each day. This suggests a substantial engagement with social media platforms as a means of acquiring language skills.

It is worth noting that the remaining options also received varying percentages of responses, indicating a diverse range of time allocations among students for social media-based English learning activities. The data highlights the significance of social media as a tool for language learning and emphasizes the need for further exploration and understanding of the ways in which students utilize these platforms to enhance their English skills.

3. The survey results indicate the applications that students use for learning English
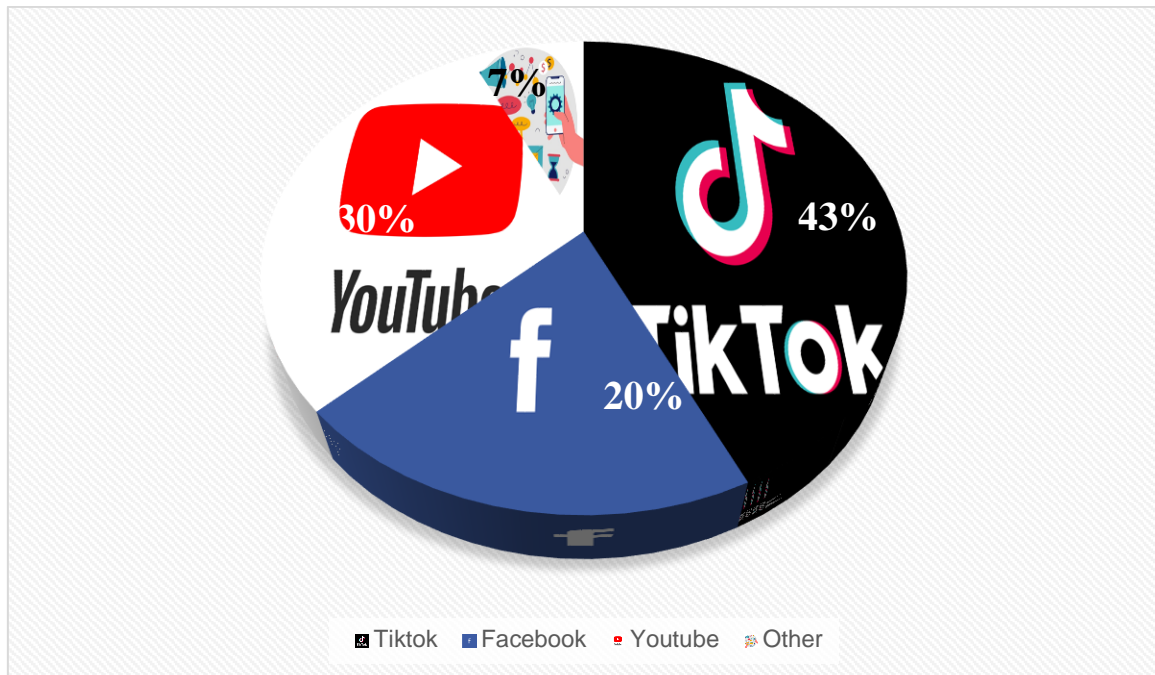

Chart 3: The survey results indicate the applications that students use
for learning English.

The pie chart above illustrates the distribution of applications used by students for learning English. The survey results indicate that TikTok is the most popular application, accounting for a significant portion of 43%. This can be attributed to its widespread popularity among the Gen Z generation in Vietnam. Facebook is also used by students for learning English, while YouTube constitutes approximately 30% of the applications chosen. The remaining percentage represents other applications not specifically mentioned.

These findings highlight the preferences of students when it comes to utilizing social media platforms for English learning purposes. TikTok's dominance can be attributed to its engaging and interactive nature, which appeals to the younger generation. The significant usage of YouTube suggests its effectiveness as a platform for accessing English learning resources and tutorials. It is worth noting that the popularity of these applications may vary over time and in different contexts.

4. The result of the types of English learning activities students engage in on social media
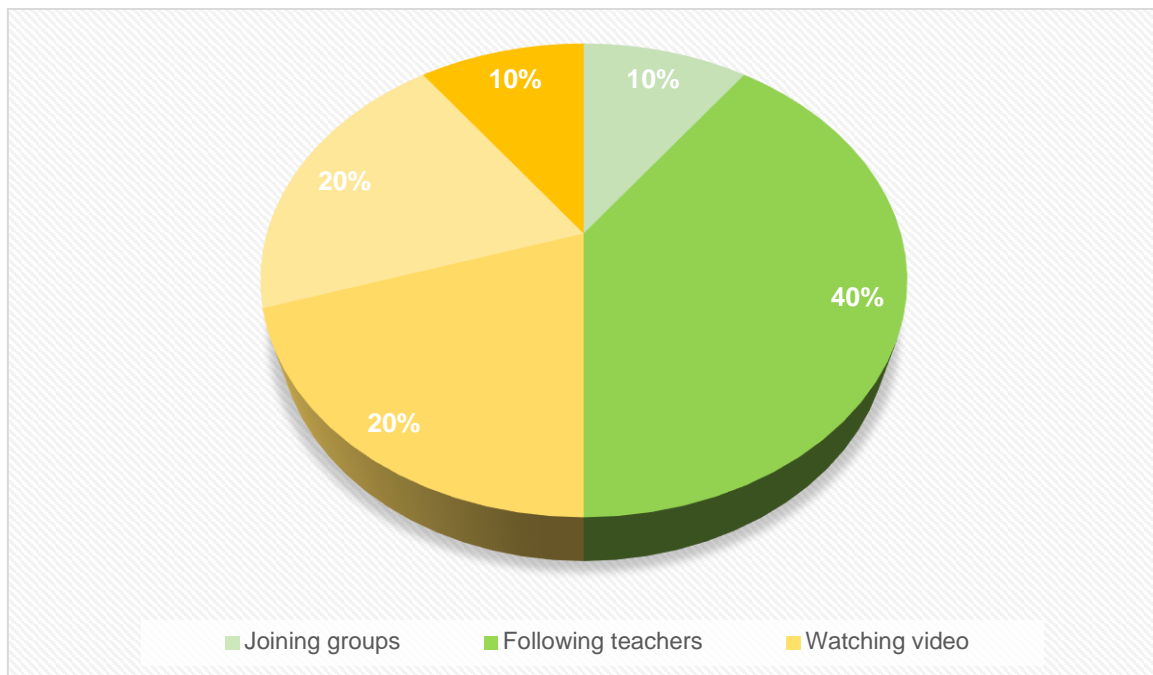
Chart 4: The result of the types of English learning activities
students engage in on social media.

These findings reveal the types of English learning activities that students engage in on social media. The data shows that a portion of students participate in English learning groups (10%), follow teachers' profiles or English teaching websites (40%), watch English learning videos (20%), and listen to music (20%). Additionally, there is a small percentage of students who reported engaging in other activities (10%).

These results provide valuable insights into students' preferences and choices for learning English on social media platforms. They emphasize the importance of joining learning groups, following teachers, and accessing educational content through videos. This also highlights the excessive reliance of today's students on social media platforms.

5. The result of the negative impacts of social media on students
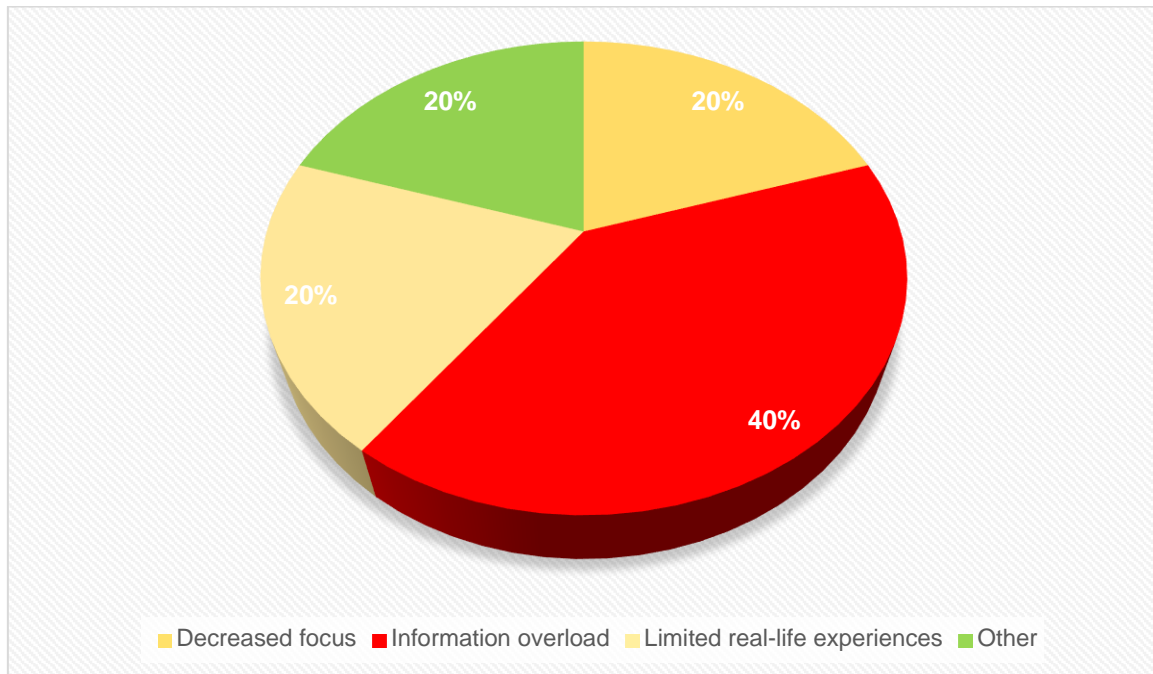
Chart 5: The result of the negative impacts of social media on students.

The result of the negative impacts of social media on students shows that 20% of respondents reported decreased focus, 40% mentioned experiencing information overload, and 20% felt that social media limited their real-life experiences. Additionally, there was a category for "Other" impacts that was not specified in the provided data. These findings highlight the detrimental effects of social media on students' ability to concentrate, handle excessive information, and engage in real-world activities.

6. The result of balancing time between using social media and learning English

Chart 6: The result of balancing time between using social media and learning English.

Approximately 57% of respondents find it challenging to balance their time effectively between using social media and learning English. This proportion indicates a significant majority of students facing difficulties in managing these two aspects of their lives. Around 18% of respondents express that it is quite challenging to strike a 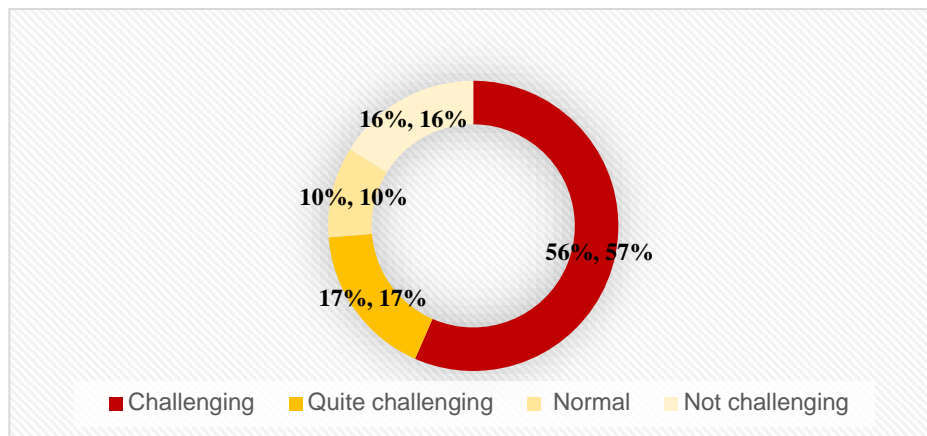balance between social media usage and English learning. This suggests that a notable portion of students encounters some level of struggle in managing their time and priorities. About 11% of respondents perceive balancing social media usage and English learning as a normal task. This indicates that a small portion of students finds it manageable to allocate their time effectively between these two activities. Approximately 17% of respondents do not find it challenging to balance their time between using social media and learning English. This suggests that a minority of students are able to strike a satisfactory balance between these two aspects without significant difficulty.

Overall, the results highlight the prevalence of challenges in managing time between social media usage and English learning among students, with a majority indicating it as a significant challenge.

7. The result regarding online violence or bullying when students learn English on social media
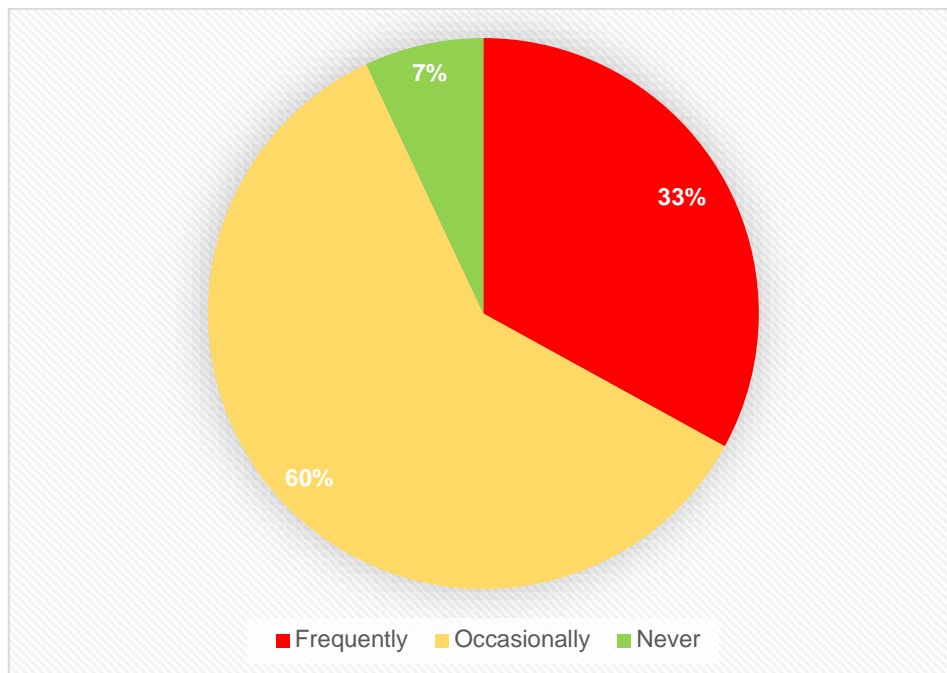
Chart 7: The result regarding online violence or bullying when students learn English on social media.

Frequently: About 33% of students reported experiencing online violence or bullying while learning English on social media platforms.

Occasionally: 60% of students reported occasional instances of online violence or bullying during their English learning activities on social media.

Never: Approximately 7% of students reported never encountering any online violence or bullying incidents while learning English on social media.

This data highlights the prevalence of online violence or bullying within the context of English learning on social media platforms.

❖ **Summary:**

Chapter 3 presents the findings and data analysis of the study on the impact of social media on English learning among freshman English majors at Haiphong University of Management and Technology. The key findings include:

- The majority of students (53%) use social media daily for English learning.

- A significant portion of students (50%) spend more than 3 hours per day on social media activities for English learning.

- TikTok is the most popular platform (43%), followed by Facebook and YouTube, for learning English.

- Students engage in various activities on social media, such as participating in learning groups, following teachers, watching videos, and listening to music.

- Negative impacts of social media include decreased focus, information overload, and limitations on real-life experiences.

- Balancing time between social media usage and English learning is challenging for a majority of students (57%).

- A notable percentage of students (33%) reported experiencing online violence or bullying while learning English on social media platforms.

These findings provide insights into the frequency of social media usage, the platforms and activities preferred by students, the negative impacts experienced, and the challenges in balancing time. They contribute to understanding the influence of social media on English learning among freshman English majors.

CHAPTER 4. SOME PROPOSED SOLUTIONS TO MITIGATE THE NEGATIVE IMPACTS OF SOCIAL MEDIA ON ENGLISH LEARNING AMONG FRESHMAN STUDENTS AT HAI PHONG UNIVERSITY OF TECHNOLOGY AND BUSINESS MANAGEMENT.

1. Solutions for Promoting Safe and Positive Social Media Usage

1.1. Establish guidelines for responsible social media usage

To ensure responsible social media usage among students, it is essential to establish clear and comprehensive guidelines. These guidelines will outline the expected behaviors and responsibilities when using social media platforms. Here are some suggestions for implementing this solution:

- Collaborate with school administrators, teachers, and relevant stakeholders to develop a set of guidelines tailored to your institution's context and values.

- Consider incorporating elements such as respect for others' privacy, promoting positive interactions, discouraging cyberbullying, and avoiding the sharing of inappropriate or harmful content.

- Make the guidelines easily accessible to students through the school's website, social media platforms, or student handbooks.

- Use language that is clear, concise, and easily understandable for students of all ages and backgrounds.

- Provide regular reminders and reinforcement of the guidelines through classroom discussions, assemblies, or posters displayed in common areas.

- Provide regular reminders and reinforcement of the guidelines through classroom discussions, assemblies, or posters displayed in common areas.
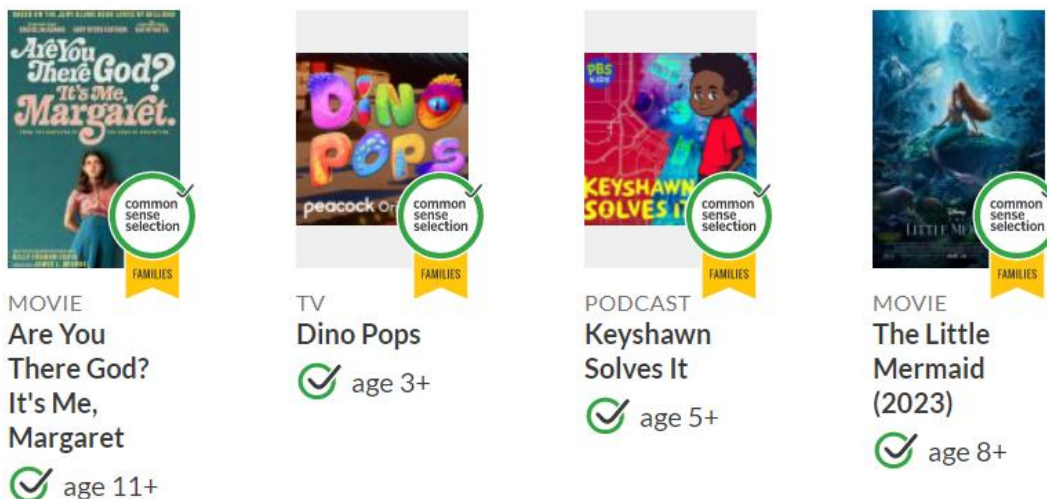
Examples of appropriate online behaviors:

- Common Sense Media (www.commonsensemedia.org) offers resources for educators and parents on teaching digital literacy and promoting safe online behavior.

Common Sense Selections

Outstanding family entertainment selected to receive our seal for quality and impact.

MOVIE
Are You There God? It's Me, Margaret
✅ age 11+

TV
Dino Pops
✅ age 3+

PODCAST
Keyshawn Solves It
✅ age 5+

MOVIE
The Little Mermaid (2023)
✅ age 8+

1.2. Encourage positive online interactions and digital citizenship

- Educate students on digital etiquette:

- Teach students about the importance of using appropriate language, tone, and behavior when communicating online.

- Emphasize the significance of being respectful and considerate of others' opinions, even when engaging in online debates or discussions.

- Provide examples of respectful online interactions, such as offering constructive feedback, showing empathy, and actively listening to others' perspectives.

- Foster critical thinking and media literacy skills:

- Help students develop critical thinking skills to evaluate the credibility and reliability of online information.

- Teach them to question and verify sources before sharing or relying on information found on social media.

- Encourage students to engage in fact-checking and critical analysis of news articles or online content.
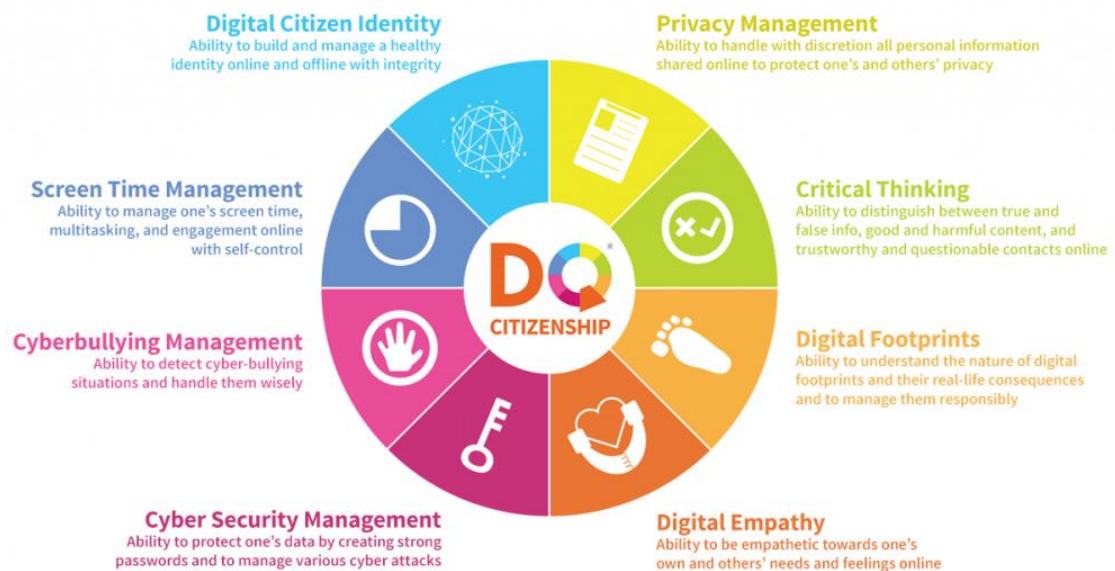
2. Strategies for Balancing Time between Social Media and English Learning

2.1 Implement time management techniques:

- **Pomodoro**
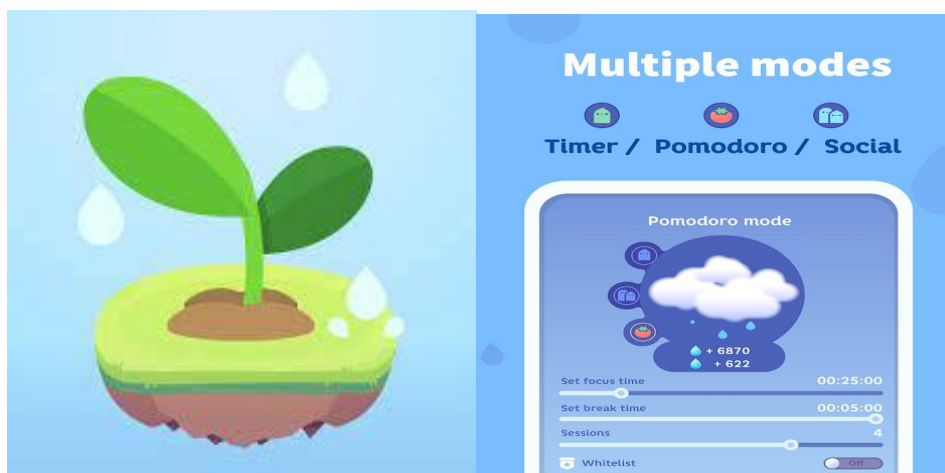
The Pomodoro Technique is a time management method that helps individuals improve their productivity and focus. It involves breaking tasks into intervals, typically 25 minutes in length, called "pomodoros" followed by short breaks of around 5 minutes. After completing four pomodoros, a longer break of 15-30 minutes is taken.

The technique was developed by **Francesco Cirillo** in the late **1980s** and is named after a tomato-shaped kitchen timer, "Pomodoro" in Italian. The main idea behind the technique is to work in short, concentrated bursts, known as pomodoros, to maintain high levels of focus and minimize distractions.

Here's how the Pomodoro Technique works:

*~ **Choose a task**: Select a specific task or project that you want to work on.*

*~ **Set the timer:** Set a timer for 25 minutes, which represents one pomodoro.*

*~ **Work on the task:** Focus solely on the chosen task until the timer goes off, avoiding any interruptions or distractions.*

*~ **Take a short break:** When the timer rings, take a short break of around 5 minutes. Use this time to relax, stretch, or do something unrelated to work.*

*~ **Repeat:** Repeat the process by setting the timer for another 25 minutes and continuing to work on the task. After completing four pomodoros, take a longer break of 15-30 minutes.*
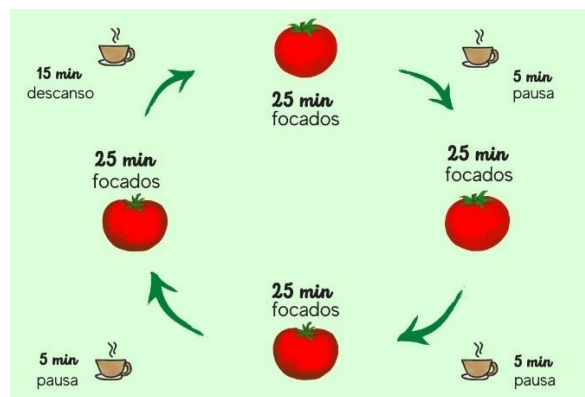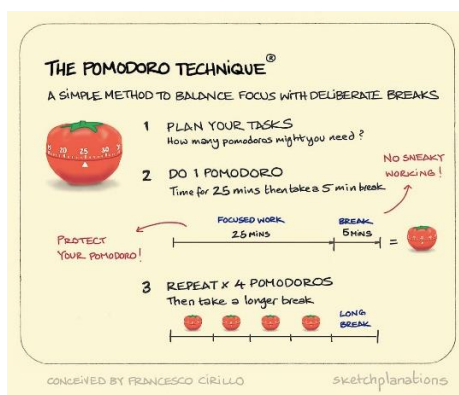
The Pomodoro Technique helps individuals stay motivated and productive by breaking tasks into manageable chunks and providing regular breaks to rest and recharge. By working in focused bursts and using the timer as a tool for accountability, it can enhance time management skills and improve concentration.

Overall, the Pomodoro Technique is an effective method for managing time and increasing productivity, allowing individuals to make the most of their study or work sessions.

- **Eisenhower**

The Eisenhower Method, also known as the Eisenhower Matrix, is a time management technique named after former US President Dwight D. Eisenhower. It helps individuals prioritize tasks based on their urgency and importance. The method categorizes tasks into four quadrants:

Urgent and Important:

Tasks in this quadrant are both urgent and important and require immediate attention. They usually have significant consequences if not addressed promptly. Examples include meeting deadlines, handling emergencies, and important work-related tasks.

Important but Not Urgent:

Tasks in this quadrant are important but not necessarily time-sensitive. They contribute to long-term goals and personal growth. Examples include planning, strategizing, skill development, and relationship-building activities.

Urgent but Not Important:

Tasks in this quadrant are urgent but don't contribute significantly to your long-term goals. They are often time-sensitive but can be delegated or eliminated without major consequences. Examples include attending to interruptions, some phone calls, and certain emails.

Not Urgent and Not Important:

Tasks in this quadrant are neither urgent nor important. They are usually time-wasters and distractions that should be minimized or eliminated. Examples include excessive social media browsing, mindless internet surfing, and engaging in unproductive activities.

The Eisenhower Method encourages individuals to prioritize tasks in the following order:

- Handle tasks in the Urgent and Important quadrant first.

- Allocate time for important but not urgent tasks to prevent them from becoming urgent.

- Delegate or eliminate tasks in the Urgent but Not Important quadrant whenever possible.

- Minimize or eliminate tasks in the Not Urgent and Not Important quadrant to maximize productivity.

The Eisenhower Box

By utilizing the Eisenhower Method, individuals can better manage their time, focus on high-priority tasks, and achieve a more effective balance between social media usage and other important activities, such as English learning.

2.2. Set specific goals and prioritize English learning activities

Setting specific goals and prioritizing English learning activities is crucial for effective time management and achieving progress in language acquisition. By defining clear objectives, you can focus your efforts on the most important tasks and avoid getting sidetracked by social media. Here are some specific strategies and examples:

a) Define short-term and long-term goals

Short-term goal: Improve speaking skills by practicing conversational English for 30 minutes every day.

Long-term goal: Achieve a B2 level of proficiency in English within one year.

b) Prioritize essential English learning activities

Dedicate at least 30 minutes per day to reading English literature or articles.

Allocate regular time slots for vocabulary building exercises or language practice through speaking or writing.

c) Break down goals into actionable steps

Divide a larger goal, such as improving listening skills, into smaller, manageable tasks like listening to English podcasts for 15 minutes each day or watching English movies with subtitles twice a week.

d) Allocate specific time slots for English learning

Designate certain hours of the day as "English learning time" and ensure that these periods are free from social media distractions.

For example, allocate 7-8 PM every evening for focused English study, where you engage in activities like grammar exercises, reading comprehension, or language drills.

e) Use task management tools

- Utilize task management apps or digital planners to organize and prioritize English learning tasks.

- Create *to-do lists* that clearly outline the specific activities you need to complete each day or week, ensuring that English learning tasks are given appropriate attention.

f) Track progress and adjust goals accordingly

- Regularly evaluate your progress towards your English learning goals and make adjustments as needed.

- Reflect on your achievements and areas for improvement, and revise your goals to maintain motivation and focus.

By setting specific goals and prioritizing English learning activities, you can ensure that your time is efficiently allocated and that social media usage does not hinder your progress in language acquisition.

2.3 Utilize productivity tools and apps

Productivity tools and apps can be valuable resources in managing your time and minimizing distractions from social media. Here are some specific examples of productivity tools and apps that can help you balance your time between social media and English learning:

- **Freedom**

Freedom is an app that allows you to block access to specific websites or apps, including social media platforms, for a designated period of time. You can customize the blocking settings to align with your English learning schedule, ensuring that you stay focused during your study sessions.

Features

One notable feature of the Freedom app is its ability to block access to specific websites and apps, including social media platforms, for a set period of time. This feature allows you to create customized blocklists, where you can add the websites and apps that distract you the most.

You have the flexibility to choose the duration of the blocking session, whether it's for a short period like 30 minutes or for a longer duration such as a few hours. During this time, you won't be able to access the blocked websites or apps, effectively eliminating the temptation to engage with social media while you focus on your English learning or other tasks.

Freedom also provides advanced scheduling options, allowing you to automate blocking sessions based on specific times of the day or recurring schedules. For example, you can set it to automatically block social media platforms during your dedicated English learning hours or during periods when you know you're prone to distractions.

Focus@Will
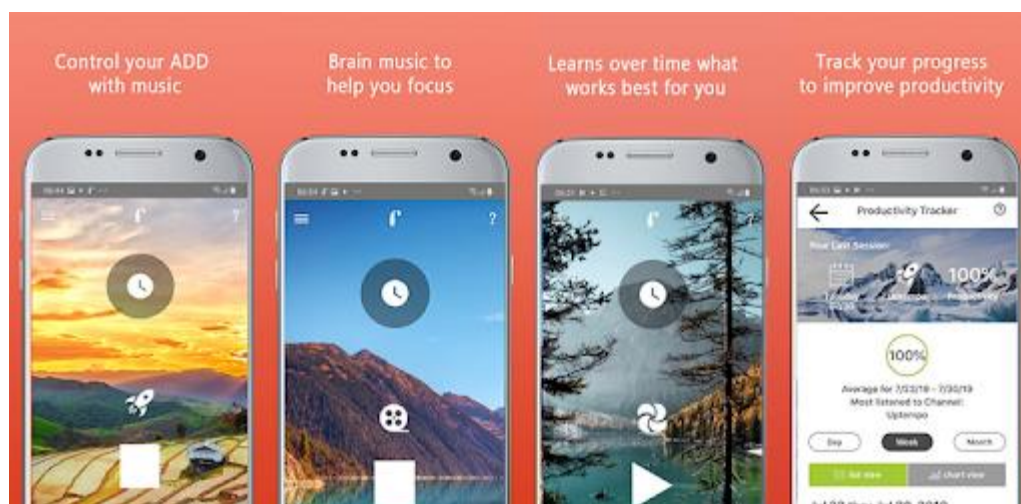
Focus@Will is a music app that uses scientifically designed music tracks to enhance concentration and focus. It provides a distraction-free environment by blocking out background noise and creating an atmosphere conducive to studying. By using this app during your English learning sessions, you can minimize the desire to check social media and maintain a focused mindset.

Features

It offers several features that help individuals stay focused and engaged in their tasks. **Here are some notable features of Focus@Will:**

➢ **Personalized Music Channels:** Focus@Will provides a variety of music channels that are scientifically optimized to improve focus and productivity. These channels feature instrumental music that is tailored to match different work styles and preferences. Users can choose from various genres like classical, ambient, cinematic, and more.

➢ **Attention Span Timer:** This feature helps users work in timed intervals by setting a specific duration for focused work sessions. It employs the Pomodoro Technique, where you work for a set period (e.g., 25 minutes) and then take a short break (e.g., 5 minutes). This technique helps improve concentration and prevent burnout.

➢ **Adjustable Intensity Levels:** Focus@Will allows users to adjust the intensity level of the background music based on their preferences. Some people work better with a softer, subtler soundtrack, while others find that a higher intensity level

keeps them more engaged. Users can customize the music to their desired level for optimal productivity.

➢ **Mood-based Music Selection:** The app offers different music selections based on the user's mood. Whether you need calming music to reduce stress or energizing music to boost motivation, Focus@Will has curated playlists that align with specific moods and help you maintain focus accordingly.

➢ **Usage Analytics:** Focus@Will provides users with insights into their productivity patterns through detailed usage analytics. Users can track their working time, focus duration, and progress over time. This feature allows individuals to monitor their productivity levels and make adjustments to their work habits as needed.

➢ **Cross-platform Availability:** Focus@Will is available on multiple platforms, including web, mobile devices, and desktop. Users can seamlessly switch between devices and access their personalized music channels and settings from anywhere.

By utilizing these features, Focus@Will aims to create an optimal environment for deep focus, concentration, and productivity, helping individuals maximize their efficiency and achieve their goals.

You can download the Focus@Will app from the following links:

IOS link: https://apps.apple.com/us/app/focus-will-focus-music/id867386905

Android link:

https://play.google.com/store/apps/details?id=com.focusatwill.focusatwill

Web link: https://www.focusatwill.com

You can access the provided links to download the Focus@Will app for your device from the App Store **(for iOS devices)** or Google Play Store **(for Android devices)**. Additionally, you can also visit the Focus@Will website to use the app directly on your browser.

2.4. Practice self-discipline and limit social media usage

Practicing self-discipline and setting limits on social media usage is crucial for maintaining a healthy balance between social media and English learning.

Here are some specific examples of how you can achieve this:

➢ **Define designated time slots:** Allocate specific time slots throughout the day for social media use. For example, you can designate 15 minutes in the morning, afternoon, and evening for checking social media platforms. Outside of these designated times, focus solely on English learning activities.

➢ **Use productivity apps:** Install productivity apps that help limit social media usage. These apps allow you to set daily usage limits and receive reminders when you exceed them. Some popular productivity apps for this purpose include StayFocusd, Freedom, or AppBlock.

➢ **Create a distraction-free environment:** Designate a dedicated study space where you can focus solely on English learning. Remove any potential distractions, including turning off social media notifications on your devices or using website blockers to prevent access to social media platforms during study sessions.

➢ **Set goals and rewards:** Establish specific goals for your English learning progress and reward yourself with social media breaks or leisure time after achieving those goals. For example, if you complete a language exercise or finish a chapter in your English textbook, allow yourself 10 minutes of social media time as a reward.

➢ **Engage in offline activities:** Find alternative activities to fill your free time instead of mindlessly scrolling through social media. Engage in hobbies, exercise, read books, or spend time with friends and family. By actively participating in offline activities, you reduce the temptation to constantly check social media.

➢ **Seek support and accountability:** Share your goals and aspirations with a friend, family member, or language learning community. They can provide support and hold you accountable for maintaining a healthy balance between social media and English learning. Engaging in group study sessions or language exchange programs can also help create a sense of accountability.

2.4.1 Raise awareness about the negative effects of excessive social media use

Develop educational campaigns and workshops to inform students about the potential distractions and time-wasting nature of social media.

Highlight the importance of self-discipline and time management in achieving English learning goals.

2.4.2 Implement digital well-being tools and features

Collaborate with social media platforms to integrate features that encourage users to limit their time spent on the platforms.

Promote the use of productivity apps and browser extensions that help users track and manage their social media usage.

2.4.3 Provide incentives for reducing social media usage

Establish rewards or recognition programs for students who demonstrate reduced social media usage and increased focus on English learning.

Offer incentives such as additional learning resources, access to exclusive events, or certificates of achievement.

2.4.4 Foster a supportive environment

Encourage students to form study groups or accountability partnerships where they can support each other in minimizing social media distractions.

Organize regular check-ins or progress tracking sessions to monitor and celebrate students' efforts in limiting social media usage.

2.4.5 Utilize productivity tools and apps

a) Introduce task management and productivity apps

Recommend popular task management apps that help students organize their English learning activities, set reminders, and track their progress.

Provide tutorials and guidance on using these apps effectively for better time management.

b) Explore language learning apps and platforms

Recommend reputable language learning apps and platforms that offer structured English lessons, interactive exercises, and progress tracking features.

Provide information on how these apps can complement traditional learning methods and encourage regular practice.

c) Integrate gamified learning platforms

Explore gamified language learning platforms that make the learning process more enjoyable and engaging.

Showcase the benefits of using gamified apps that offer rewards, challenges, and leaderboards to motivate students to engage in English learning activities.

d) Provide guidance on selecting suitable tools and apps

Offer resources, workshops, or online guides that help students choose the most appropriate productivity tools and language learning apps based on their individual learning styles and preferences.

Share reviews and recommendations from experienced English learners to assist students in making informed decisions.

3. Enhancing Online English Learning Experience

3.1 Explore interactive and engaging English learning platforms

3.1.1 Utilize language learning apps with interactive features

- **Example:** Duolingo

   Duolingo is a popular language learning app that offers interactive lessons and gamified exercises to engage learners. It provides a variety of exercises, including listening, speaking, reading, and writing, to improve language skills in an engaging and interactive way.

3.1.2 Incorporate virtual reality (VR) technology for immersive learning

- **Example:** MondlyVR

MondlyVR is a language learning app that utilizes virtual reality technology to create immersive language learning experiences. It allows students to practice English in virtual scenarios, such as ordering food in a restaurant or having conversations with virtual characters, enhancing their language skills in a realistic and engaging environment.

3.1.3 Integrate interactive online courses with multimedia resources

- Example: Coursera's "English for Career Development"

Coursera offers an interactive online course called *"English for Career Development."* This course incorporates multimedia resources such as video lectures, quizzes, and discussions to enhance the learning experience. Learners can practice English skills while exploring real-world workplace scenarios and improving their communication skills.

3.1.4 Explore language exchange platforms for interactive communication

Example: Tandem
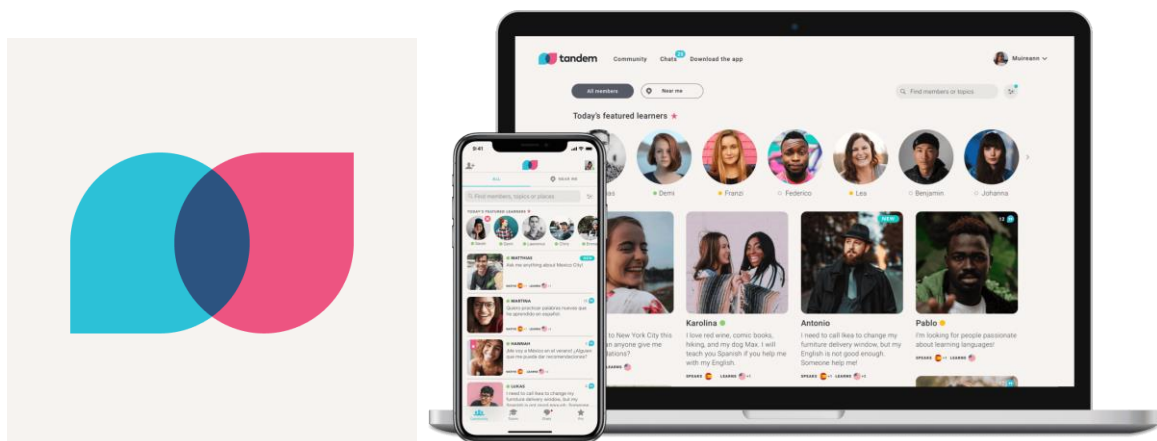
Tandem is a language exchange platform that connects learners with native English speakers for interactive language practice through text, voice, and video chats. It provides a supportive and engaging environment for students to improve their English speaking and listening skills through real-life conversations with native speakers.

3.1.5 Utilize online language learning communities for interactive discussions

Example: Reddit's language learning subreddits

Reddit hosts various language learning communities where learners can engage in interactive discussions, ask questions, and receive feedback from fellow learners and native speakers. Subreddits such as: "*r/EnglishLearning and r/LanguageLearning*" provide opportunities for students to practice English, share resources, and engage in meaningful language-related conversations.

3.2 Incorporate multimedia resources and authentic materials

3.2.1 Utilize video-based language learning platforms

Explore platforms like FluentU, which provide a vast collection of authentic English videos with interactive subtitles.

Example: Students can watch TED Talks on FluentU to improve their listening skills and gain exposure to various topics while following along with the transcript.

3.2.2 Engage with online news articles and podcasts

Encourage students to read news articles from reputable sources like BBC News Learning English.

Example: Students can read news articles on current events and listen to related podcasts, such as BBC World Service's "6 Minute English," to enhance their reading and listening comprehension skills.

3.2.3 Leverage language learning apps with authentic content

Recommend language learning apps like Duolingo or Memrise that incorporate authentic materials, such as dialogues and conversations.

Example: Students can use Duolingo's "Stories" feature to practice English in context and improve their vocabulary and grammar skills.

3.2.4 Explore online libraries and digital resources

Introduce students to digital libraries, such as the British Council's Learning English website, which offers a wide range of reading materials, audio resources, and interactive exercises.

Example: Students can access graded readers on the British Council's website and listen to accompanying audio to enhance their reading and listening skills.

3.3 Foster collaborative learning through virtual language exchange

Collaborative learning through virtual language exchange can greatly enhance English learning experiences. Here are some effective strategies to foster collaboration:

3.3.1 Establish virtual language exchange programs

✓ Facilitate partnerships or groups of students who are native English speakers and those learning English as a second language.

✓ Encourage regular online communication and language practice sessions.

✓ Provide guidelines and suggested topics for discussions to promote meaningful exchanges.

3.3.2 Utilize language exchange platforms

✓ Recommend popular language exchange platforms such as Tandem (www.tandem.net) or HelloTalk (www.hellotalk.com).

✓ These platforms connect language learners from around the world, allowing them to practice English and provide mutual support.

3.3.3 Facilitate online group projects

✓ Assign collaborative projects where students work together using virtual communication tools.

✓ Encourage teamwork, problem-solving, and communication skills in an English-speaking environment.

3.4 Provide access to quality online English courses and resources

Ensuring access to high-quality online English courses and resources is crucial for effective learning. Here are some approaches to consider:

3.4.1 Khan Academy (www.khanacademy.org)

✓ Recommend Khan Academy's free English language courses, which cover various topics and proficiency levels.

✓ Emphasize the availability of video lessons, practice exercises, and quizzes for comprehensive learning.

3.4.2 Coursera (www.coursera.org)

✓ Introduce Coursera's online English courses offered by leading universities and educational institutions.

✓ Highlight the variety of courses available, including grammar, vocabulary, speaking, and writing.

3.4.3 British Council (www.britishcouncil.org)

✔ Provide information about the British Council's online English learning resources and courses.

✔ Emphasize the credibility and reliability of their materials, which are developed by language experts.

3.4.4 Busuu (www.busuu.com)

✔ Recommend Busuu as an alternative language learning app that provides interactive exercises and personalized learning paths.

✔ Highlight its social learning feature, which allows users to practice English with native speakers through audio and written exercises.

✔ Emphasize the effectiveness of its speech recognition technology in improving pronunciation skills.

3.4.5 OpenLearn (www.open.edu/openlearn/)

✔ Mention OpenLearn, an online learning platform offering free English language courses and resources.

✔ Emphasize the accessibility and flexibility of their courses, allowing students to learn at their own pace.

3.5 Offer personalized learning support and feedback

Providing personalized support and feedback can greatly enhance students' English learning progress. Consider the following strategies:

3.5.1 Conduct individualized needs assessments

✔ Assess students' language proficiency levels, learning preferences, and goals.

✔ Use diagnostic tests or questionnaires to identify their specific learning needs.

3.5.2 Provide tailored learning materials

✔ Offer supplementary materials or resources that cater to students' individual needs.

✔ Recommend targeted exercises, articles, or videos to address specific areas of improvement.

4. Strengthening Student Support and Engagement

4.1 Establish online English learning communities

Description:

In order to enhance student support and engagement in English learning, it is crucial to establish online English learning communities. These communities provide a platform for students to connect, collaborate, and support each other in their language learning journey. By fostering a sense of belonging and creating a supportive environment, online English learning communities can significantly contribute to students' progress and motivation.

Implementation Strategies:

➢ Facilitate peer interaction: Encourage students to actively participate in the online communities by sharing their experiences, asking questions, and offering help to their peers. Foster a collaborative learning environment where students can engage in discussions, share learning materials, and practice English together.

➢ Assign community moderators: Appoint community moderators, which can be English language instructors or advanced English learners, to facilitate discussions, provide guidance, and ensure the community remains positive and supportive. These moderators can organize virtual events, initiate conversations, and offer language support when needed.

➢ Provide language learning resources: Curate and share relevant English learning resources within the online communities. This can include grammar guides, vocabulary lists, authentic reading materials, and interactive language learning tools. Encourage students to contribute their own resources and recommend external sources that have proven helpful in their language learning journey.

➢ Organize virtual language exchange programs: Facilitate language exchange partnerships between students who are native English speakers and those who are learning English as a second language. This can be done through organized programs or by creating a platform where students can connect with language exchange partners. Virtual language exchange sessions allow students to practice their English skills in a real-world context and gain cultural insights.

➢ Recognize and celebrate achievements: Acknowledge and celebrate students' achievements within the online communities. This can include highlighting

outstanding contributions, showcasing improvement stories, and organizing virtual award ceremonies or recognition events. Recognizing students' efforts and progress boosts motivation and fosters a sense of pride within the learning community.

➢ Regularly assess community engagement: Continuously evaluate the effectiveness and engagement level of the online English learning communities. Collect feedback from students, monitor participation rates, and measure the impact of community interactions on students' English learning outcomes. Use this feedback to make improvements and adapt strategies accordingly.

By establishing online English learning communities, students can benefit from peer support, collaborative learning, and a sense of belonging, all of which contribute to a more engaging and effective English learning experience.

4.2 Facilitate peer mentoring and support programs

✓ Develop a peer mentoring program where senior students with strong English language skills can mentor and support freshman students.

✓ Pair mentors and mentees based on their language learning goals and interests.

✓ Provide training and guidelines for mentors to effectively support and guide their mentees.

✓ Organize regular meetings and check-ins to facilitate mentor-mentee interactions and ensure ongoing support.

4.3 Provide regular communication and counseling services

✓ Establish a communication system, such as a dedicated email address or online chat platform, for students to reach out to English language instructors and counselors.

✓ Offer regular counseling sessions to address students' language learning challenges, provide guidance, and offer academic support.

✓ Maintain open lines of communication to address any concerns or questions students may have.

4.4 Offer virtual language clubs and conversation groups

✓ Create virtual language clubs and conversation groups where students can practice English conversation skills in a supportive and engaging environment.

✓ Assign a facilitator or language instructor to guide discussions and provide feedback.

✓   Organize regular sessions with specific topics or themes to encourage active participation and language practice.

4.5 Organize online English learning events and competitions

✓   Plan and organize online English learning events and competitions, such as debates, presentations, or quizzes, to foster student engagement and motivation.

✓   Set clear goals and provide opportunities for students to showcase their language skills.

✓   Offer rewards or recognition for outstanding performances to encourage participation and achievement.

5. Collaboration with Parents and Guardians

5.1 Engage parents in promoting responsible social media usage

✓   Conduct workshops or seminars for parents to raise awareness about the negative impacts of excessive social media use on English learning.

✓   Provide tips and strategies for parents to support their children in managing their social media usage and creating a balanced learning environment.

5.2 Provide resources and guidance for parents to support English learning

✓   Develop resource materials, such as online guides or brochures, that provide parents with strategies, activities, and resources to support their children's English learning at home.

✓   Offer recommendations for age-appropriate language learning apps, online courses, or interactive websites that parents can explore with their children.

5.3 Establish open channels of communication with parents

✓   Create dedicated communication channels, such as a parent-teacher online platform or regular newsletters, to share updates, progress reports, and resources related to English learning.

✓   Encourage parents to provide feedback, ask questions, and actively participate in their child's English learning journey.

6. Continuous Evaluation and Improvement

6.1 Monitor and assess the effectiveness of implemented solutions

✓ Implement regular assessments and surveys to evaluate the impact of the implemented solutions on students' English learning progress.

✓ Collect quantitative and qualitative data to measure improvements in language skills, engagement, and satisfaction levels.

6.2 Collect feedback from students and stakeholders

✓ Seek feedback from students, parents, teachers, and relevant stakeholders through surveys, focus groups, or individual interviews.

✓ Use the feedback to identify strengths, weaknesses, and areas for improvement in the implemented strategies.

6.3 Identify areas for improvement and adjust strategies accordingly

✓ Analyze the collected data and feedback to identify areas that require improvement or modification.

✓ Adjust strategies, resources, or support systems based on the identified needs and recommendations.

✓ Continuously monitor and update the implemented solutions to ensure their effectiveness and relevance over time.

❖ **Summary:**

Chapter 4 of the article focuses on proposing solutions to mitigate the negative impact of social media on the English learning of first-year students at the University of Technology and Business Administration in Hai Phong. Here is a summary of the proposed solutions:

1. Implement Digital Detox Programs: Encouraging students to take periodic breaks from social media platforms and engage in offline activities can help reduce distraction and improve their focus on English learning.

2. Create Engaging and Interactive Learning Platforms: Developing online platforms or mobile applications that provide interactive English learning materials and activities can make the learning process more enjoyable and motivating for students.

3. Foster Peer Support Networks: Establishing online communities or study groups where students can connect with peers who share the same goal of improving their English skills can create a supportive learning environment.

4. Integrate Social Media into Language Learning: Instead of completely banning social media, incorporating it into the English learning process through activities such as language exchange groups, online discussions, or following English learning accounts can help students practice and reinforce their language skills.

5. Provide Guidance and Training: Offering workshops or training sessions on effective social media usage and time management can equip students with the necessary skills to balance their online activities and prioritize their English learning. By implementing these solutions, it is expected that the negative impact of social media on English learning can be minimized, allowing first-year students to make significant progress in their language proficiency.

PART III: CONCLUSION AND RECOMMENDATIONS

1. Summary of findings

In this study, we have examined the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology. The findings reveal that social media usage has a detrimental effect on students' language learning progress, including reduced focus and concentration, limited exposure to authentic language use, and increased distraction. These negative impacts pose challenges to both students and educators in creating an effective English learning environment.

2. Implications of findings

2.1. Implications for English language learning among freshman English majors

The findings suggest the need for a comprehensive approach to address the negative impacts of social media on English learning. English majors should be made aware of the potential distractions and time-wasting nature of social media and encouraged to practice self-discipline and time management. Moreover, educators should design teaching strategies that incorporate digital well-being tools, gamified learning platforms, and personalized support to enhance students' engagement and learning outcomes.

2.2. Implications for language teaching strategies

The study highlights the importance of integrating digital well-being tools and productivity apps into language teaching strategies. Educators should collaborate with social media platforms to integrate features that limit users' time spent on these platforms. Additionally, the use of gamified learning platforms and productivity apps can enhance students' motivation, track their progress, and provide personalized learning support. These implications can help educators adapt their teaching methods to effectively address the challenges posed by social media.

3. Recommendations for future research

3.1. Areas for further investigation related to social media and English learning

Future research should delve deeper into specific aspects of social media usage and its impact on English learning, such as the influence of different social media platforms, the role of online communities in language development, and the effectiveness of various digital tools and applications in mitigating the negative impacts.

3.2. Methodological improvements and alternative research approaches

Researchers can explore alternative research approaches, such as longitudinal studies or experimental designs, to further investigate the causal relationship between social media usage and English learning outcomes. Additionally, incorporating qualitative research methods, such as interviews or focus groups, can provide valuable insights into students' perspectives and experiences.

4. Solutions and strategies for mitigating the negative impacts of social media on English learning

4.1. Recommendations for students, educators, and institutions

Students should practice self-discipline and limit their social media usage by setting specific time restrictions and utilizing productivity apps. Educators should raise awareness among students about the negative effects of excessive social media use and provide guidance on managing their online presence. Institutions should establish policies and support systems that promote a balanced learning environment, such as creating dedicated online platforms for English learning communities and offering counseling services to address social media-related challenges.

4.2. Strategies for creating a balanced learning environment

Educators should design language teaching strategies that incorporate authentic and engaging content, promote interactive and collaborative learning activities, and integrate technology in a purposeful manner. Emphasizing the importance of self-regulation and time management skills can help students strike a balance between social media use and focused language learning. Providing personalized learning support, such as one-on-one mentoring or tutoring, can also help students overcome the negative impacts of social media and enhance their English language proficiency. By implementing these recommendations and strategies, students, educators, and institutions can work together to mitigate the negative impacts of social media on English learning and create a balanced and conducive environment for language development.

5. Limitations of the study

Despite the valuable insights gained from this research on the negative impacts of social media on English learning among freshman English majors at Haiphong University of Management and Technology, it is essential to acknowledge certain

limitations that may have influenced the study's outcomes and generalizability. These limitations include:

- **Sample size:** The study was conducted with a specific group of freshman English majors from a single university. The findings may not be representative of all English language learners or applicable to other educational institutions. Therefore, caution should be exercised when generalizing the results to a broader population.

- **Time constraints:** The study was conducted over a limited timeframe, which may have impacted the depth and breadth of the data collected. A longer research period could have allowed for more comprehensive data collection and analysis.

- **Self-reporting bias:** The data collected relied on self-reporting through surveys and interviews, which are subject to response bias. Participants may have provided socially desirable responses or may not accurately recall or report their social media usage and its impact on their English learning.

- **Contextual factors:** The study was conducted within the specific context of Haiphong University of Management and Technology. The institutional and cultural factors unique to this context may have influenced the findings. Therefore, caution should be exercised when applying the recommendations and strategies from this study to different educational settings.

It is important to acknowledge these limitations to ensure a balanced interpretation of the study's findings and to encourage future research to address these limitations. By considering these limitations, researchers and educators can further refine their investigations and interventions to gain a more comprehensive understanding of the negative impacts of social media on English learning and develop effective strategies to mitigate these effects.

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APPENDIX

APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS
(ENGLISH VERSION)

Dear 1st-year students,

The purpose of this survey questionnaire is to gather information for my research essay titled "Negative Impacts of Social Media on English Learning Among Freshman English Majors at Haiphong University of Management and Technology." Your participation is essential in understanding the challenges and difficulties you may face in learning English through online platforms. Your honest opinions and feedback will greatly contribute to improving the quality of English learning resources and addressing your specific needs. Thank you for taking the time to complete this questionnaire.

Instructions: Please tick the answer that best describes your thoughts and add any additional comments at the bottom of the sheet if desired.

1. How frequently do you use social media platforms for English learning purposes?

☐　　Rarely

☐　　Never

☐　　Sometimes

☐　　Daily

2. How much time do you spend on social media activities for English learning per day?

☐　　Less than 30 minutes

☐　　1 to 2 hours

☐　　2 to 3 hours

☐　　More than 3 hours

3. Which social media platforms do you primarily use for English learning?

☐　　Facebook

☐　　Tiktok

☐　　YouTube

☐　　Other

4. What types of activities related to learning English do you engage in on social media?

☐　　　Joining English learning groups

☐　　　Following teachers' profiles or English teaching websites

☐　　　Watching English learning videos

☐　　　Listening to English music

☐　　　Other

5. How has social media negatively impacted your English learning?

☐　　　Decreased focus

☐　　　Information overload

☐　　　Limited real-life experiences

☐　　　Other

6. Do you find it challenging to balance your time between using social media and learning English?

☐　　　Very challenging

☐　　　Quite challenging

☐　　　Normal

☐　　　Not challenging

7. Have you ever experienced online violence or bullying while learning English on social media?

☐　　　Frequently

☐　　　Occasionally

☐　　　Never

❖　　　**Please feel free to provide any additional comments or suggestions related to the topic.**

Thank you for your participation and cooperation!

Sincerely,

[Your Name]

[Your Contact Information]

APPENDIX 1.2: QUESTIONNAIRE FOR STUDENTS
(VIETNAMESE VERSION)

Kính gửi các bạn sinh viên năm nhất,

Mục đích của bảng câu hỏi khảo sát này là để thu thập thông tin cho đề tài nghiên cứu của tôi mang tên "Tác động tiêu cực của mạng xã hội đối với việc học tiếng Anh của sinh viên năm nhất chuyên ngành Tiếng Anh tại Trường Đại học Quản lý và Công nghệ Hải Phòng". Sự tham gia của các bạn rất quan trọng để hiểu rõ những khó khăn và thách thức mà các bạn gặp phải trong việc học tiếng Anh thông qua các nền tảng trực tuyến. Ý kiến và phản hồi chân thành của các bạn sẽ góp phần quan trọng vào việc cải thiện chất lượng tài nguyên học tiếng Anh và đáp ứng nhu cầu cụ thể của các bạn. Xin chân thành cảm ơn sự hợp tác của các bạn!

Hướng dẫn: Vui lòng đánh dấu chọn câu trả lời mà tốt nhất mô tả ý kiến của bạn và ghi thêm bất kỳ ý kiến hoặc đề xuất cuối cùng nếu bạn muốn.

1. Bạn sử dụng mạng xã hội để học tiếng Anh với tần suất nào?

☐ Hiếm khi

☐ Không bao giờ

☐ Thỉnh thoảng

☐ Hàng ngày

2. Bạn dành bao nhiêu thời gian hàng ngày cho các hoạt động liên quan đến học tiếng Anh trên mạng xã hội?

☐ Dưới 30 phút

☐ Từ 1 đến 2 giờ

☐ Từ 2 đến 3 giờ

☐ Hơn 3 giờ

3. Các nền tảng mạng xã hội mà bạn chủ yếu sử dụng để học tiếng Anh là gì?

☐ Facebook

☐ Tiktok

☐ YouTube

☐ Khác

4. Những hoạt động liên quan đến việc học tiếng Anh mà bạn tham gia trên mạng xã hội là gì?

☐ Tham gia nhóm học tiếng Anh

☐ Theo dõi hồ sơ của giáo viên hoặc trang web dạy tiếng Anh

☐ Xem video học tiếng Anh

☐ Nghe nhạc tiếng Anh

☐ Khác

5. Mạng xã hội đã tác động tiêu cực như thế nào đến việc học tiếng Anh của bạn?

☐ Giảm sự tập trung

☐ Quá tải thông tin

☐ Hạn chế trải nghiệm thực tế

☐ Khác

6. Bạn có gặp khó khăn trong việc cân bằng thời gian giữa việc sử dụng mạng xã hội và việc học tiếng Anh không?

☐ Rất khó khăn

☐ Khá khó khăn

☐ Bình thường

☐ Không khó khăn

7. Bạn đã từng trải qua bạo lực hoặc bị bắt nạt trực tuyến khi học tiếng Anh trên mạng xã hội chưa?

☐ Thường xuyên

☐ Thỉnh thoảng

☐ Chưa bao giờ

❖ **Xin vui lòng ghi thêm bất kỳ ý kiến hoặc đề xuất nào khác liên quan đến chủ đề.**

Cảm ơn sự tham gia và hợp tác của các bạn!

Trân trọng,

[Tên của bạn]

[Thông tin liên hệ của bạn]