MANAGEMENT OF ENGLISH LANGUAGE TEACHING THROUGH SOCIAL MEDIA APPLICATION TO CREATE MOTIVATION FOR LEARNING
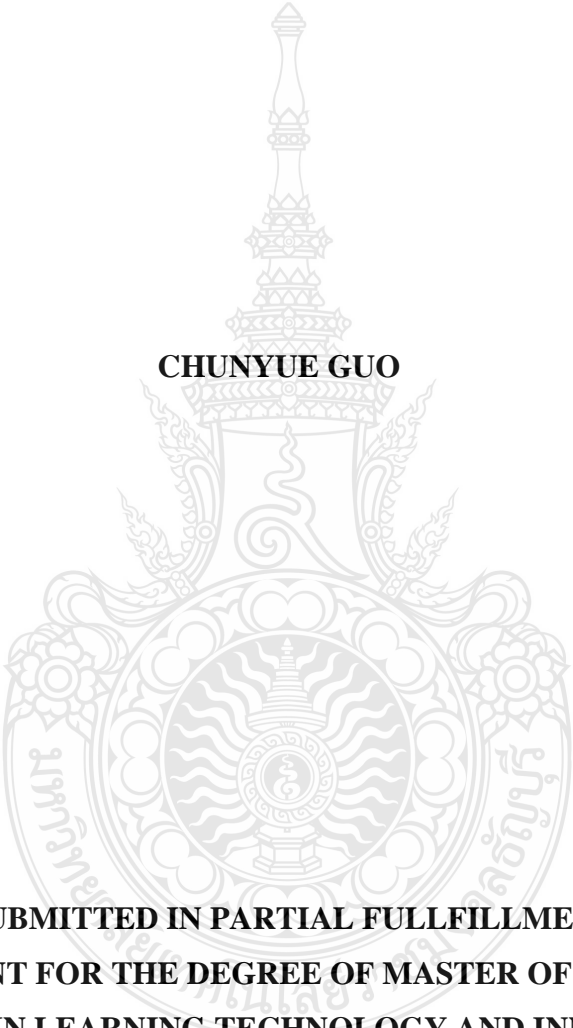
CHUNYUE GUO

A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE
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PROGRAM IN LEARNING TECHNOLOGY AND INNOVATION
FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
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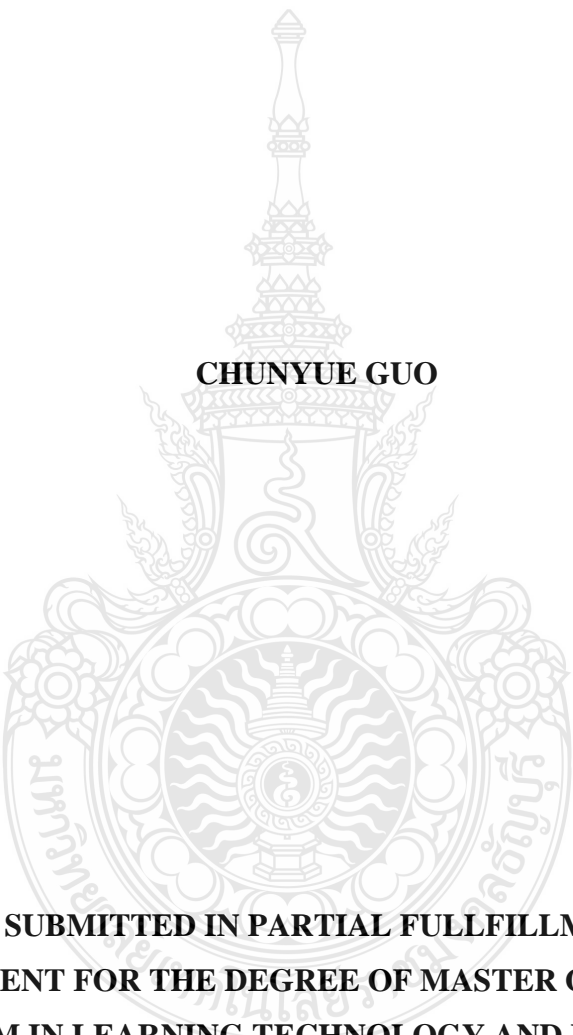
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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ใน
คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์
ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์
ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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(..Ms. Chunyue Guo...)

Thesis Title   Management of English Language Teaching through Social

Media Application to Create Motivation for Learning

Name – Surname   Ms. Chunyue Guo

Program   Learning Technology and Innovation

Thesis Advisor   Miss Naruemon Thepnuan, Ph.D.

Academic Year   2022

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.... Chairman

(Assistant Professor Thosporn Sangsawang, Ph.D.)

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.... Committee

(Miss Naruemon Thepnuan, Ph.D.)

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.... Dean of the Faculty of Technical Education

(Assistant Professor Arnon Niyomphol, M.S.Tech.Ed.)

Date 1 Month October Year 2022

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	เพื่อสร้างแรงจูงใจในการเรียนรู้
ชื่อ – นามสกุล	Ms. Chunyue Guo
สาขาวิชา	เทคโนโลยีและนวัตกรรมการเรียนรู้
อาจารย์ที่ปรึกษา	อาจารย์นฤมล เทพนวล, กศ.ด.
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาแอปพลิเคชันโซเชียลมีเดียเพื่อขยายฟังก์ชันการศึกษา
ของเทคโนโลยีอินเทอร์เน็ตที่ทันสมัย 2) ศึกษาระดับแรงจูงใจของนักเรียนชั้นประถมศึกษาปีที่ 6 โดยใช้
แอปพลิเคชันโซเชียลมีเดียเพื่อเสริมความสำเร็จในการพูดภาษาอังกฤษ และ 3) เปรียบเทียบคะแนนสอบ
การพูดภาษาอังกฤษก่อนการทดลองและหลังการทดลองของนักเรียนชั้นประถมศึกษาปีที่ 6 โดยใช้โซเชียล
มีเดียเพื่อการเรียนรู้

กลุ่มตัวอย่างในการวิจัยนี้เป็นนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 95 คน แบ่งออก 2 ชั้นเรียน
คือ กลุ่มทดลอง จำนวน 47 คน และกลุ่มควบคุม จำนวน 48 คน เครื่องมือ ได้แก่ 1) โซเชียลมีเดียยอดนิยม
ในสาธารณรัฐประชาชนจีน 2) สื่อการเรียนรู้ที่ส่งผ่านแอปพลิเคชันการเรียนรู้บนโซเชียลมีเดียเพื่อเพิ่ม
ความสามารถในการพูดของนักเรียน 3) แบบประเมินความสอดคล้อง 4) แบบประเมินนักเรียนประถม
ศึกษาปีที่ 6 ที่เรียนจากแอปพลิเคชันบนโซเชียลมีเดีย และ 5) แบบสอบถามแรงจูงใจในการเรียนรู้ สถิติ
ที่ใช้ในการศึกษา คือ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) แอปพลิเคชันโซเชียลมีเดียสามารถขยายฟังก์ชันการศึกษาของโซเชียล
มีเดียมากกว่าที่จะเป็นโซเชียลมีเดียสำหรับการสื่อสารในชีวิตประจำวันเท่านั้น และที่สำคัญครูผู้สอน
ได้นำแอปพลิเคชันโซเชียลมีเดียไปใช้สอนภาษาอังกฤษระดับประถมศึกษา เพื่อสอนการพูดภาษาอังกฤษ
ของนักเรียนระดับประถมศึกษา 2) แรงจูงใจของนักเรียนหลังการใช้แอปพลิเคชันโซเชียลมีเดีย มีผลต่อความ
ตระหนักในการเรียนรู้ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 3.78 การมีส่วนร่วมของนักเรียนในและนอกชั้นเรียน
อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 3.87 และความเชื่อมั่นและความพึงพอใจของนักเรียน อยู่ในระดับมาก
มีค่าเฉลี่ยเท่ากับ 3.88 และ 3) ผู้เรียนที่เรียนด้วยแอปพลิเคชันโซเชียลมีเดีย (กลุ่มทดลอง) มีคะแนนการสอบ
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สูงกว่าก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

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Thesis Title   Management of English Language Teaching through Social Media Application to Create Motivation for Learning

Name - Surname   Ms. Chunyue Guo

Program   Technology and Learning Innovation

Thesis Advisor   Miss Naruemon Thepnuan, Ph.D.

Academic Year   2022

ABSTRACT

The objectives of this study were to: 1) develop a social media application to expand the education function of modern internet technologies, 2) study the level of motivation of grade 6 students using social media application to enhance their spoken English achievement, and 3) compare the pretest (before-experiment) and posttest (after-experiment) of English-speaking test scores of grade 6 students using the social media for learning.

The samples of the study were 95 students studying in grade 6. They were assigned into two classes as an experimental group of 47 students and a control group of 48 students. The research instruments were: 1) popular social media in People's Republic of China, 2) learning materials sent through the social media-based learning application to enhance students' speaking abilities, 3) conformity assessment forms, 4) an assessment on grade 6 students' speaking abilities who had learned from a social media-based application, and 5) a questionnaire on learning interest motivation. The statistical devices used in the study were mean and standard deviation.

The research results revealed that: 1) the social media application enabled to expand the education function of the social media better than using a social media only for daily communication. More importantly, the social media application was used by primary school English teachers for teaching spoken English of primary school students. 2) The students' motivation after using social media application dealt with an awareness of learning at the higher level with the average score of 3.78. The students' participation in and out of classes was at the higher level with the average score of 3.87. The students' confidence and satisfaction was also at the higher level with the average score of 3.88, and 3) the students who studied with social media applications (experimental group) had the higher score on the English speaking test than those in the control group with the mean score of 13.77/9.46 at the statistically significance level of .05.

Keywords: management of English language teaching, social media application, motivation for learning

Acknowledgements

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CHAPTER 1

INTRODUCTION

1.1 Background and Statement of the Problem

With the deepening globalization of economy, communications between countries around the world are getting more and more frequent. As a lingua franca, English is widely used as the medium for communication in different fields all over the world. Therefore, English is taught and learned in almost all non-anglophone countries or regions worldwide. China as the second biggest economy with the largest population in the world is not an exception. In China, English occupies a very important place in the country's entire education system. English has been taught and learned as a compulsory subject for students from primary school to university since the country took the Reform and Opening-up Policy in late 1970s. At present, students are required to learn English as their second language from grade three of primary school in most places of China. In two important entrance examinations, namely, high school entrance exam and university entrance exam, the subject of English has the same score as the subject of Chinese language and the subject of mathematics. After students enter universities or colleges to continue with their higher education, they still need to take part in two national-level English proficiency tests: College English Test Band 4 and College English Test Band 6. The result of College English Test Band 4 is usually taken as one prerequisite by universities to award degrees while a good result (at least pass) of College English Test Band 6 might be able to make university graduates more competitive in seeking a good job.

It might be taken for granted that English teaching in China is very scientific and effective because the subject has been taught and learned in the country for so many years. However, quite a number of problems still exist in the teaching of English language. It is especially true for primary schools. This assumption is based on two facts: firstly, primary school students are too young to study independently so that they have to be guided passively by their English teachers as for what and how to learn, and secondly, teaching reforms in primary schools always lag behind middle and high schools, needless to universities or colleges. The above-mentioned problems existing in primary school English teaching include but not limited to the following:

1) Primary school English teachers still adopt a spoon-fed approach in their teaching, and students' role as the subject in the classroom activities of English teaching is not fully respected.

2) The teaching philosophy in primary school is outdated and lags behind the fast pace of science and technology development.

3) Most parents' English knowledge is limited and they are unable to help their children to learn English after school.

4) Students are not interested and show no strong motivation in learning English.

From the discussion above, it is safe to say that something must be done to change the status of English teaching and learning in primary schools. Using the Internet to help English teaching and learning can be one of the solutions. As a matter of fact, with the rapid development of Internet technology and the frequent upgrading of mobile terminal devices, various electronic media have been widely applied in people's daily life in China. According to the 49th *Statistical Report on the Development Status of the Internet in China* released by CNNIC on 25 February 2022, the number of Chinese Internet users reached 1.032 billion as of December 2021, an increase of 42.96 million compared with that in December 2020. The proportion of Chinese Internet users using mobile phones to access the Internet was as high as 99.7% in December 2021, and mobile phones are currently a dominant device for Chinese Internet users to surf on the Internet. Internet and mobile phones have become an indispensable part in people's daily life.

Among various applications on mobile phones, WeChat is one of the most popular mainstream social networking software in China today. Since its launch by the Tencent team in early 2011, WeChat has grown over the past decade and has now become the most commonly used instant social chat tool in China. As of 31 December 2021, the daily active accounts of WeChat have reached 1.268 billion and monthly active users have exceeded 4.5 billion. Therefore, in this thesis, WeChat is selected as a social media tool in an attempt to address the problems in teaching and learning English mentioned above by developing and designing a social media application, with the aims of exploring the possibility of increasing students' interest and motivation in learning English through this application, and of improving students' academic performance in their acquisition of English language.

The importance and reasons of using a social media application to teach and learn English are as following:

1) Social media application is available anytime, anywhere, regardless of time or space constraints.

2) Social media application is easy to use so that students have the opportunity to make use of their fragmented time after school to learn English at any time.

3) Social media application transmits information in a variety of modes such as text, images, video, audio, hyperlinks and other information modes. They can be published, transmitted and received via WeChat.

4) Social media application provides an open interface that can record and store data related to the user's information.

With consideration of the above-discussed background and statement of the problem of the study, the researcher has developed a WeChat-based social media application to teach Grade 6 primary school students to learn spoken English at their after-school time in order to raise their motivation in learning English, which in turn will help to enhance their academic performance in spoken English.

1.2 Objectives of the Study

This study aims to:

1.2.1 Develop a social media application to expand the education function of modern internet technologies.

1.2.2 Study the level of motivation of Grade 6 students using social media application to enhance their spoken English achievement.

1.2.3 Compare the before-experiment and after-experiment English-speaking test scores of Grade 6 students using the social media for learning.

1.3 Research Hypothesis

The research hypotheses of this study are as follows:

1.3.1 Learning spoken English through the social media application can increase students' motivation in learning.

1.3.2 Learning spoken English through the social media application can enhance students' spoken English achievement.

1.4 Conceptual Framework

Independent Variable   Dependent Variable

Management of English Language Teaching through Social Media Application	Students' Spoken English Level
	Students' Learning Motivation
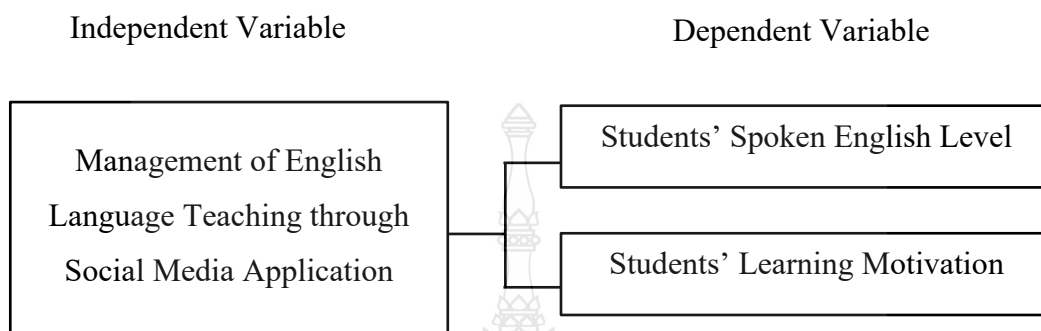
Figure 1.1 Conceptual Framework

1.5 Scopes and Limitations of the Study

1.5.1 Content

This study will adopt an experiment research design. As an experiment-based research, the study will follow closely the scientific research design because testing will be involved in the process to prove the research hypothesis through experimentation. The researcher will develop a social media application through the most popular social media WeChat in China to facilitate a group of students from Grade 6 in a local school to learn spoken English. Questionnaires and tests will be conducted to compare the before-experiment results and after-experiment results.

1.5.2 Duration

The study will be conducted from March to June of the academic year 2022.

1.5.3 Population

The population of this study includes two classes of Grade 6 students. One class has 47 students as the Experimental Group. The other class has 48 students as the Control Group.

1.5.4   Variables

1.5.4.1   Independent variable is learning spoken English using the social media application.

1.5.4.2   Dependent variables are the results after using the social media application to enhance the spoken English of Grade 6 students:

1) Students' spoken English level after learning with the social media application.

2) Students' motivation in learning spoken English with the social media application.

1.5.5   Location

The experiment study will be carried out at Dantu Experimental School, Zhenjiang, China.

1.5.6   Limitations of the Study

1.5.6.1   The experiment time is relatively short. If the experiments can last longer, the results of the impact of the social media on students' learning motivation and performance will be more convincing.

1.5.6.2   This experiment only selected some students in the sixth grade of a local primary school as experimental samples, and whether the experimental effect is also suitable for students in other grades or other schools need to be further studied.

1.6 Definition of Key Terms

The key terms in this study are defined as following:

1.6.1   The social media application refers to an application at WeChat (the most popular social media in nowadays China) that can be developed by individuals or companies to transmit information for a certain purpose.

1.6.2   Spoken English can also be called oral English or English speaking. It refers to the system through which we use spoken words to express ideas and feelings for communication in daily life.

1.6.3   Learning motivation in this study is defined as being intrinsic where learners are interested in and show positive attitudes towards learning through the social media application.

1.6.4 Spoken English level refers to how well students can use English words and sentences to express their ideas and feelings for communication.

1.6.5 Grade 6 students are the sixth school year students of primary school. They are at the age of 12 or 13. At this age, students are interested in novel things. They can respond to questions and articulate clearly about their ideas and feelings.

1.7 Significance of the Study

1.7.1 Get a model that transforms the traditional teacher-centered teaching model.

1.7.2 Increase students' interest and confidence in spoken English learning, thus changing their attitudes towards learning.

1.7.3 Guide students to use their fragmented time after school to learn spoken English.

1.7.4 Relieve the burden on both teachers and parents.
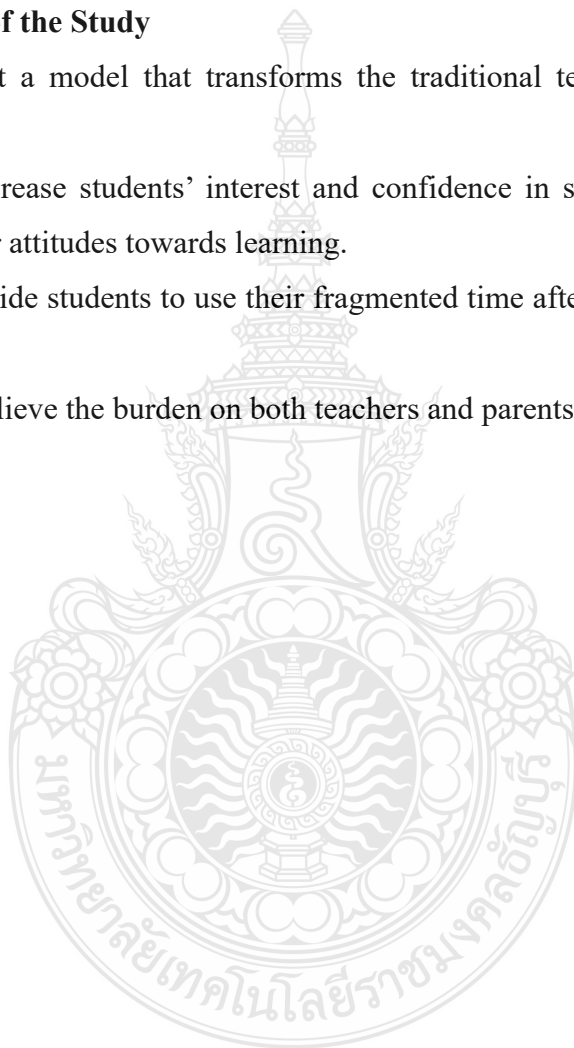
CHAPTER 2
REVIEW OF THE LITERATURE

In this chapter, the literature relevant to this study will be reviewed. Besides, learning through social media applications will also be presented. A thorough description will be made to the following key words: teaching management though a social media application to raise grade 6 students' spoken English level and to enhance their motivation to learn. Therefore, this chapter is divided into the following sections:

2.1 Teaching Management through Social Media

    2.1.1 Definition of Teaching Management

    2.1.2 Concept of Social Media

    2.1.3 Concept of Social Media

    2.1.4 Teaching Management through the Social Media

2.2 Motivation for Learning

    2.2.1 Attitudes to Learning

    2.2.2 Interest in Learning

2.3 Spoken English

    2.3.1 Definition of Spoken English

    2.3.2 Aspects of Spoken English Level

    2.3.3 Strategies for Raising Spoken English Level

2.4 Relevant Research

2.1 Teaching Management through Social Media

2.1.1 Definition of Teaching Management

Teaching management is a component of education management. Education management is an activity process in which managers organize and coordinate educational teams, give full play to the role of educational, human, financial and material resources, and utilize various favorable conditions to efficiently achieve educational management goals. As a part of education management, teaching management refers to the process of applying the principles and methods of management science and pedagogy, giving full play to the management functions of planning, organizing, coordinating and

controlling, to co-ordinate all elements of the teaching process and make it run in an orderly manner. In this study, teaching management refers to the process of designing, developing, using and managing a social media application under the guidance of management science and pedagogical theory.

2.1.2 Concept of Social Media

Social media refers to platforms for the content production and exchange of content on the Internet based on user relationships. Social media are tools and platforms that people use to share their opinions, insights, experiences and views with each other. It mainly includes social networking sites, Weibo (blog), WeChat, blogs, forums, podcasts and so on in China. The social media in this study refers to the WeChat. According to Montag et al (2018), WeChat "has become one of the world's most popular social media platforms" although it "is still not well known in Western countries".

2.1.3 Application of WeChat Official Account

WeChat is widely used as a social media in China. It must be pointed out that WeChat is more important than just a social media. It should be seen in broader aspects in terms of its various applications, especially when it comes to the fact that many individuals and organizations are using it to disseminate or acquire information. In particular, WeChat Official Account used as the social media application in this experimental research can enable its users to obtain almost all kinds of information that they need if they follow a number of official accounts. WeChat Official Account, which is also known as a WeChat Public Account is similar to Facebook Page which allows individuals or organizations to publish content, attract followers, and sell their products or services.

Following the increasingly wide application of WeChat in China, more and more companies, universities, and government organs have utilized it as an important channel to transmit information to their target users and interact with them (Montag et al., 2018). Some training companies also use WeChat Public Account to advertise themselves while providing some learning materials.

2.1.4 Teaching Management through WeChat Official Account

An Official Account was established through the social media WeChat public platform. Students in the Experimental Group received spoken homework and test

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papers released by teachers by following the WeChat Official Account. Students completed homework and tests in their free time after school, and teachers will give one-to-one evaluation, response and feedback.

2.2 Motivation for Learning

Motivation is often defined as something intrinsic, where learners are interested in the course content, or extrinsic, where learners are interested in earning a course grade or credit. Learning motivation in this study is defined as being intrinsic where learners are interested in and show positive attitudes towards learning through the social media application. Therefore, as for learning motivation, the following key words of attitudes to learning and interest in learning will be reviewed.

2.2.1 Attitudes to Learning

Attitudes to learning refer to the psychological changes and tendencies that students display when they engage in learning activities. It consists of the student's perception of the learning activity, his or her identification with the purpose of the learning activity and his or her motivation to carry out the learning activity. It is a psychological factor that is not involved in any activity but plays an important role in any activity and is a life-long factor that directly determines the student's future development. Attitudes to learning are not influenced by students' intellectual elements, but a non-intellectual influence on students' learning effectiveness. This paper argues that learning attitudes are the psychological changes and dispositions that students show when they face learning activities, and that learning attitudes include cognitive, affective and psychological dispositions. Therefore, the learning attitudes of the primary school students in this study are also composed of these three components.

Learning attitudes have the following characteristics: learning attitude is a kind of psychological state. A good psychological state can improve students' learning efficiency and quality; on the contrary, a poor psychological state can cause certain disturbances to students' learning and even affect their daily life. The prerequisite for guiding students to develop good learning attitudes is to have a certain understanding of students' learning attitudes. Although learning attitude is a kind of psychological expression, they also have certain characteristics, including procurability, objectivity, stability and intrinsicness.

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1) Procurability

The first characteristic of attitudes to learning is procurability. We have already described learning attitudes as behavioral tendencies that are expressed in the mind, but they are stable and can be acquired through organized and effective learning.

2) Objectivity

Attitudes to learning are influenced by students' own "three views", and can even be expressed in general terms as a variation of the "three views", but attitudes to learning are not exactly the same as that. The "three views" is a more abstract concept which is about students' own perceptions of the value of things. Therefore, the formation of the "three views" is not influenced by concrete things. Learning attitudes, on the other hand, are students' perceptions of learning activities and are generated in response to those activities, so learning attitudes are objective.

3) Stability

The formation of learning attitudes requires a certain process, just like the formation of human habits. At the same time, the formation of learning attitudes is also stable since it is difficult to be changed once it is formed.

4) Intrinsicness

Attitude to learning is a psychological state and as such it does not take a concrete form which can be understood simply as an intrinsic influence rather than a concrete thing. It is also due to the intrinsic nature of learning habits that most students are not aware of the existence of those attitudes, as it is something that comes naturally to the students themselves. Their own perceptions of learning activities are naturally present.

Primary school students' attitudes towards learning spoken English can be basically divided into three categories.

The first category is enthusiastic and positive learning attitudes. This type of attitudes mainly comes from the group of students who have good academic performance, especially those who have outstanding English performance. These students generally have greater interest in learning English and have good study habits. They usually spend more time actively practicing spoken English while having strong self-confidence in learning. Therefore, they could show their spoken English in front of their teachers and classmates confidently.

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The second category is hesitant attitudes to learning. This type of attitudes comes mainly from the group of students who have moderate academic performance and whose study habits are not consistent. These students will be curious and excited for a period of time when they are first introduced to English, and will be determined to learn English well, so they will have a high level of enthusiasm for learning English at the beginning of their studies. Short-term enthusiasm does not lead to a change in student attitudes, but as the grade level increases and English becomes more difficult, these students will gradually find it difficult to learn and become intimidated, thus affecting their motivation to learn.

The third category is negative and protestant attitudes to learning. This type of attitudes mostly comes from the students who are more backward in their academic performance, especially those who do not care about learning or even hate learning. These students have low self-esteem and low expectations in their studies. They not only have no interest in learning, but also consider learning a heavy burden to them. This type of student's poor performance in spoken English is often not related to intellectual factors, but is usually the result of their own perceptions and unfavorable guidance by parents or teachers.

2.2.2 Interest in Learning

Interest in learning refers to a positive cognitive disposition and emotional state that a person has towards learning. Students who are interested in a subject will learn about it consistently and intently since interest is the best teacher, thus achieving the desired learning outcomes. In terms of its contribution to learning, interest is what motivates the learning behavior; and continuous learning will also continue to increase students' interest in learning. Therefore, it can be said that interest in learning is both a cause as well as a result. The interest in learning in this study refers to primary school students' interest in learning spoken English.

There is a close relationship between learning interest and teaching. The cultivation of students' interest in learning mainly depends on making the learning activities interesting. The methods are as follows:

Firstly, to make teaching materials scientific and more importangly interesting to students. Interesting textbooks can attract students so as to be mastered step

by step and can certainly arouse students' interest in learning so that students can acquire knowledge more efficiently.

Secondly, to improve teaching. Teaching materials and questions that are too easy and too difficult cannot arouse students' interest. It is also important to enable students to constantly acquire new knowledge by designing effective teaching materials and questions so that they can successfully apply them to practice. In such a teaching process, students will find it interesting and their interest in learning will become increasingly stronger.

Thirdly, to understand students' existing interests. New learning interests seldom appear out of thin air since most of them are derivatives of existing interests. Therefore, understanding students' existing learning interests is a foundation to expand and enhance their learning interests.

Fourthly, to help students understand the social significance of learning a certain subject (or material) and its relationship with individuals.

Besides teaching, learning interest is also closely related to emotion. Positive emotional experience in learning activities can greatly enhance students' learning interest; on the contrary, the negative emotional experience in learning activities will often reduce students' interest in learning.

The closer the relationship between learning activities and active emotional experience, the stronger the students' interest will become in learning.

Therefore, teachers should use vivid language in teaching and closely follow the heartstrings of students to stimulate students' intrinsic motivation. Teachers' personal feelings, especially their love for their teaching subjects, are the premise to stimulate students' interest and motivation in learning.

2.3 Spoken English Learning

2.3.1 Definition of Spoken English

As a language, English needs to be learned in four dimensions: listening, speaking, reading and writing. It is vital to be able to speak English fluently and accurately due to its role as a tool to communication. To speak English well, students need to learn standard pronunciation of words, the correct use of grammar and the flexible expression

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of meaning. Spoken English is divided into formal and informal ones according to the context and the person with whom one is communicating with. In this study, spoken English learning refers to the learning of both formal and informal spoken English.

2.3.2 Aspects of Spoken English Level

A person's spoken English level is mainly reflected in the following aspects: whether the pronunciation and intonation are correct and standard; whether the grammar is correct and the vocabulary used is appropriate which conforms to English expression habits; whether the speech is clear, whether the spoken expression is fluent, and whether the logic is clear.

The spoken English level in this study mainly refers to the spoken English level of the grade 6 students in the Experimental Group. The requirement for the spoken English level of the sixth grade students in primary schools in *China's compulsory education English Curriculum Standard (2022 Edition)* is: being able to use their English knowledge learned to simply communicate with others on a certain topic, and the pronunciation and intonation are basically correct while being able to verbally describe people or things according to pictures.

As a common language, English enables people from different language countries to communicate effectively across language barriers. Therefore, in order to improve their spoken English, students should not only master the basic knowledge of English, but also understand the expression characteristics of spoken English:

1) Use common words in daily communication. In general conversation, people use common words when talking about weather, traffic, work, study, sports, entertainment, health, hobbies or aspirations. Therefore, mastering two or three thousand words is enough to be competent for daily conversation.

2) The sentence structure is relatively simple. Simple sentences are widely used in spoken English. Simple sentences always follow simple structures, and it is not surprising to see more than ten simple sentences in a row of daily communication. Compound sentences linked by "and" or "but" are also common. For example: *He knows his job very well and he's got a lot of drive.*

Compound sentences in spoken English of daily communication are sometimes useful, but they are generally simple. The frequently used clauses are adverbial clauses, predicative clauses and object clauses, such as condition, time and mode.

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For example: *She told me she would receive something from a friend of hers. My idea is that we should give up those plans without delay.*

Attributive clauses are sometimes used. If a relative pronoun is the object of a preposition, the preposition is often placed at the end of a sentence. For example: *This is the knife I cut the bread with*. The connectives of clauses are usually omitted in spoken English.

3) There are many abbreviated forms in spoken English of daily communication. For those that can be abbreviated, the complete form is almost never used in spoken English. The abbreviated forms include "don't, didn't, I'm, you're, it's, let's. I'll, he'd, who'll, shan't, can't, couldn't, won't". General interrogative sentences often do not use auxiliary verbs or inversion structures, but directly use the sentence pattern of declarative sentences. However, when speaking, people often use rising tones to express doubt. For example: *You live here?* (in a rising tone)

2.3.3 Classifications of Learning

After-school learning

After-school learning refers to the activities that students undertake at home or other non-school locations after they have finished their school days These learning activities include pre-learning new textbook knowledge, reviewing and consolidating what has been learned at school, digesting and absorbing what has been learned, understanding and applying what has been learned, or even innovating and practicing; they can also refer to students' using non-school time to learn and develop their own interests. In this study, after-school learning refers to students' use of the social media application to learn spoken English at home after school, in order to raise their interest and motivation in learning spoken English.

Mobile learning

Mobile learning transcends the limitations of space and time, using wireless network technology and portable terminal devices (e.g., smartphones, laptops, tablets, etc.). In the mobile learning mode, the terminal device effectively presents the learning content while teachers and students can interact and communicate with each other, thus achieving the learning objectives. The advantages of mobile learning are outstanding since it makes up for the shortcomings of traditional classrooms which are

limited by time and space, and realizes personalized learning content, diversified teaching resources and a wide range of audiences. It can be said that mobile learning interprets the concept of lifelong learning. In this study, the mobile learning refers to students' learning by using the social media application on their smart phones or tablets.

2.3.4 Strategies for Raising Spoken English Level

To improve their spoken English, students can be trained by following the following strategies:

1) Listening more. In the absence of English environment, if students want to learn spoken English well, they need to listen to some audio materials in English, such as English radio, English movies, etc., and imitate the pronunciation and intonation of native speakers. Listening to English is a process of passive acceptance and language input. After listening enough, students can better understand the requirements of English grammar and some characteristics of English communication.

2) Reading more. Reading more English materials can make spoken English more and more fluent. The process of reading English is also the process of accumulating vocabulary. When the vocabulary is large enough, the ability of speaking English will become stronger and stronger.

3) Recitation. Reciting a lot of sentences is conducive to increasing vocabulary comprehension, grammatical structure, cultivating English thinking ability, enhancing language sense and improving fluency of expression. If learners store a large number of sentences in their minds through recitation, they can apply them without thinking for too long in their daily conversations, or express them very fluently after flexibly changing individual words on the basis of the original text.

2.4 Relevant Research

Social media has become one indispensable part of every individual's daily life. Just because of the increasing importance of social media, especially for young people, many teachers began to explore the added value of social media for the purpose of their educational use (e.g., Bate, 2010) However, many other teachers seemed to regard social media as something disturbing in classrooms (Selwyn, 2009). From this perspective, it can be said that teachers seem to feel contradicted by the tension between the beneficial

use and the tempting distraction of social media (Rosen, Carrier & Cheever, 2013). In recent years, more and more researches have been conducted to investigate the educational use of social media from different angles. In line with the research purpose of this study, the following literature are reviewed.

Firstly, existing literature reviews on the use of social media in the field of education highlight the pedagogical use of specific social media applications. For example, Trocky & Buckley (2016) focused on wikis, and they searched several electronic databases and selected 25 relevant articles in total by following R. Whittemore and K. Knafl's (2005) integrative review method only to find that wikis as a social media can help to facilitate student writing skills, group collaboration, and knowledge acquisition. Another article by Aydin (2014) reviewed the related studies on the use of Twitter as an education environment, and found that Twitter has a positive impact on education when it is used for language teaching and learning. Facebook as another important social media has also been discussed about its implication for educational purposes. For example, Yang, Wang, Woo & Quek (2011) reviewed twenty-one journal articles about how Facebook is used in higher education environments. The results show that the use of Facebook can lead to difference in the students' affective outcomes while research on the potential of Facebook for improving student performance outcomes is just the beginning. As for the review studies discussed above, there is one thing in common, that is their research results all suggest that more empirical researched on the effective use of social media should be conducted in the future.

Secondly, a lot of studies have examined the effect of social media on students' learning motivation. On the one hand, some studies found that social media such as Twitter and Facebook could help to increase students' motivation and engagement in classroom activities. For example, Cole, Brynn Hibbert and Kehoe (2013) investigated students' perceptions of using Twitter to interact with their teachers during lectures for a large-enrollment chemistry course and found that the majority of the participants reported that Twitter made it easier for them to ask questions. In another research conducted by Evans (2013), a project which aimed at tackling the interaction and communication problems between students and teachers by using Twitter to connect students to the lecturer was detailed. This research found that Twitter's use in the teaching process not

only enhanced the students' sense of affinity and belonging but also improved teachers' real time feedback to students' questions. On the other hand, some other studies reported no increase or even a decrease of students' learning motivation when social media is used. For example, Welch and Bonnan-White (2012) utilized a quasi-experimental design to test the real effect of Twitter on students' engagement in sociology and anthropology courses. The research hypotheses predicted that students who used Twitter would report higher levels of engagement. Surprisingly, the research results show no big difference in terms of students' engagement when Twitter is used or not used as part of the course. As for the reasons why students' motivation deceases when social media is used, O'Bannon et al. (2013) found in their study that students' negative attitudes towards using social media came from their overwhelmed feeling when new messages appeared too fast.

Thirdly, similar to studies about how students' motivation is affected by the use of social media, the influence of social media on students' learning results have also attracted the academic attention. Interestingly, the research results from this perspective are also quite diverse. On the one hand, some studies showed positive effects while some others reported negative effects. For example, Clarke & Nelson (2012) employed a quasi-experimental design to explore the outcomes associated with the use of Twitter in the marketing classroom for the purpose of determining whether Twitter is beneficial for marketing education. The experiment results showed that the group using Twitter performed better than the non-Twitter group on their actual learning. As a matter of fact, according to many studies, both teachers and students hold positive attitudes towards the use of social media in teaching and learning because they thought the learning results could be improved with the aid of social media as a learning tool. For example, Bicen & Uzunboylu (2013) carried out an experimental study in primary and secondary schools where teachers use Facebook to teach. In their study, the researchers investigated teachers' opinions about the learning environment created by Facebook, and found that teachers held the belief that the learning environment could help students to improve their learning skills. On the other hand, poor learning results with the use of social media were also found in some studies. The poor learning results were often attributed to the distractive effect of social media on students' attention. For example, Gupta & Irwin (2016) conducted a study to examine the distractive effect of Facebook in the classroom and

found that students were significantly distracted by Facebook when they were listening to a lecture of lower interest while lecture comprehension was significantly reduced by such interruptions for high-interest lecture.

The above three aspects constitute an overall literature review of the use of social media in teaching and learning especially in the countries where social media applications such as Facebook and Twitter are widely used. However, in China, few people use Facebook or Twitter. Instead, WeChat is the most popular social media for the moment. The following section is designed to discuss relevant studies about the use of WeChat Official Account as a learning tool in the context of China.

To know the existing status of relevant researches about the use of WeChat Official Account for teaching English, the author of this thesis used "WeChat Official Account" and "English" as the theme words to search in Chinese National Knowledge Infrastructure (CNKI). Another search condition was that only high-profile journals were selected as the data source. The results showed that there were only a few articles which were contributed to investigating the use of WeChat Official Account to teach English. However, these studies only focused on English teaching in the tertiary education system. No studies were found to have been published in high-profile journals to explore the use of WeChat Official Account to teach primary school students English.

The researcher again searched for other literature with the same theme words, but in another database called "thesis" of CNKI. It was found there were more than 50 theses which were written by postgraduates. However, these theses only focused on talking about how to use WeChat Official Account as a platform to carry out English reading or writing teaching. A few studies in these theses did explore the use of WeChat Official Account for teaching spoken English. However, these studies were focused on secondary school students only. No studies have touched upon the use of WeChat Official Account for teaching primary school student spoken English.

As already mentioned earlier, English is a compulsory course for primary school education. However, spoken English is seldom emphasized in the real implementation of English teaching in primary schools. Theoretically speaking, primary school English teachers need to take into account the cultivation of students' listening, speaking, reading, and writing skills when assigning homework. But in practical teaching, their attention to

the oral homework is often dwarfed by the easier-to-implement-and-test written one. The objective of teaching English is to improve students' language performance in an overall manner. However, as a prerequisite, spoken English is always the weakness of many Chinese students. What students have learned under the traditional English teaching model is 'dumb English'. This kind of teaching model is problematic; hence teachers must change it and pay great attention to the improvement of students' English-speaking ability.

Due to the lack of specialized spoken English courses in primary schools as well as an English learning environment, it is difficult for Chinese students to speak English during school hours. Even if a few schools do have an English corner and other speaking activities provided for students to practice their spoken English, most students seem to be too shy to speak. When they finally muster up the courage to speak in English, their classmates may laugh at their mispronunciation. And what's worse, if the teacher fails to correct their mistakes appropriately, their confidence in learning spoken English will be further dented.

However, the above deficiencies in traditional English teaching will be effectively made up for if teachers can apply new technologies in their teaching as the primary school English curriculum is relatively basic, and network technology is constantly popularized and improved in recent years. Actually, the development of wireless network technology and the popularity of smartphones entail the reform of basic education English curriculum. Since the teaching environment of primary school English has changed a lot, traditional classroom teaching can no longer meet the learning needs of students. Meanwhile, the continuous updating of electronic terminal products creates favorable conditions for individualized and independent learning, making mobile learning through the social media application a good choice. Therefore, how to develop and make reasonable use of a social media application suitable for primary school students' English learning is designed to be the topic which is explored and fully discussed in this thesis.

CHAPTER 3
RESEARCH METHODOLOGY

This study is an experimental research that aims to determine the effect of learning spoken English through a social media on enhancing the motivation and spoken English level of Grade 6 students of Dantu Experiment School in Zhenjiang of Jiangsu Province, China. This chapter will be conducted as the following structures.

3.1 Research Design

3.2 Population and Sample

3.3 Research Instrument

3.4 Instrument Development and Evaluation

3.5 Data Collection

3.6 Data Analysis

3.1 Research Design

This study will use an experimental research design. It is experimental because it aims to test the effect of leaning spoken English through a social media application on the learning motivation and English-speaking performance of Grade 6 students. For this experimental model, the researcher carried out the study by applying pre-test and post-test.

The researcher will use WeChat Official Account as a platform to help Grade 6 students to learn spoken English after school. Students will improve their English-speaking performance and become more interested in learning spoken English through the social media.

3.2 Population and Sample

The population comprises 95 Grade 6 students in total in Dantu Experimental School. 47 students from Class 7 were selected as the Experimental Group, and 48 students from Class 8 were selected as the Control Group. The students in the Experimental Group and the Control Group had the same English teacher who taught the same content. Teaching objectives, teaching methods and classroom atmosphere stayed

the same while amount of class time and overall English-speaking performance of the students were all consistent.

3.3 Research Instrument

3.3.1 A social media WeChat Official Account to motivate grade 6 students at Dantu Experimental School to learn spoken English.

3.3.2 Learning materials sent through the social media to enhance students' speaking abilities.

3.3.3 Conformity assessment Form from experts and specialists concerning the development of social media application.

3.3.4 Assessment for Grade 6 students who have learned with the social media application.

3.3.5 Learning interest and motivation questionnaire for Grade 6 students who have learned with the social media application.

3.4 Instrument Development and Evaluation

3.4.1 Create an Official Account at the social media.

3.4.1.1 Apply and create *Speak English Together* on the WeChat Official Account, as shown in Figure 2.1.

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Figure 3.1 Apply and Create *Speak English Together* on the WeChat Official Account

The social media application administrator can send a group of messages once every 24 hours, and the messages can be in the form of text, images, audio, video, hyperlinks and other forms, as shown in Figure 3.2.

Figure 3.2 Social media application administrator (1)

The social media application administrator can define and select different groups of people to send different messages to, using functions such as "Group target", "Gender", "Nationality", etc. Messages sent to subscribers (followers) will be displayed in the user's "Subscriptions" folder.

The social media application administrator sets up custom replies to subscribers (followers) through the background to introduce the main features of the platform to new subscribers. As shown in Figure 3.3.
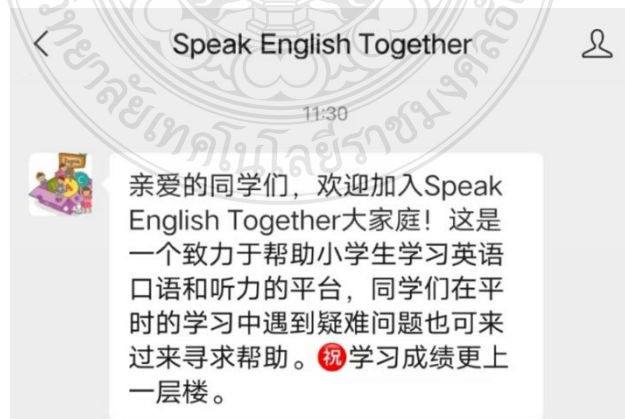
Figure 3.3 Social media application administrator (2)

3.4.1.2   Introduce the functions of the social media application to the parents of all students in the Experimental Group, and gain the approval and support of the parents.

Parents are asked to become subscribers to this Official Account by scanning the QR code on their mobile phones or searching to add the account number so that parents can receive *Speak English Together*'s messages and students can work on their speaking assignments through this subscription. This is shown in Figure 3.4.

Figure 3.4 Social media application QR code

3.4.2   Guide Grade 6 students to learn spoken English through the social media application to enhance their motivation and English-speaking performance.

3.4.2.1   The teacher assigns English-speaking tasks on the social media application, provides materials and resources for speaking learning, and gives guidance to students on learning methods.

3.4.2.2   The assignments are mainly presented in audio with short texts following. In addition to text shadow reading, the assignments also include written questions, such as multiple choice, judgement and fill-in-the-blank questions.

3.4.2.3   Students revise their work according to the comments or suggestions from the teacher. They improve their speaking skills in this learning process.

3.4.2.4   Reading aloud is one of the most effective steps to improve spoken English. The process of reading aloud combines the mouth, eyes and ears at the same time, stimulating students' mastery of English in three dimensions: tactile, auditory and visual, and helping them to build up their vocabulary. They can

appreciate the emotional content of speech, learn the intonation, and develop a sense of language. (See Figure 3.5)

Figure 3.5 The process of reading aloud on the platforms

        3.4.2.5 In addition to daily assignments, the subscription also posts ways to teach students speaking skills such as pronouncing words and grasping the emotion of sentences, so that they can improve their speaking skills. (See Figure 3.6)

Figure 3.6 Examples of improving English speaking skills

    3.4.2.6 Give stage tests. The stage test questions are from extra-curricular book sources which are of a similar level of difficulty to the daily assignments. The test is divided into two parts: the first part is reading a text aloud, which examines the students' pronunciation, intonation accuracy and the coherence of reading. The second part is written questions. These include listening to short texts to determine correctness, choosing the correct option and filling in the missing words. This part of the questions allows students to move from the listening level to the written level of knowledge. (See Figure 3.7)

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Figure 3.7 Part of the questions allows students to move from the listening level to

the written level of knowledge

3.4.2.7   After students have submitted their speaking assignments or stage tests, *Speak English Together* records the results of the assignments. Teachers can use the relevant data to evaluate the students' assignments and tests, give feedback and advice on their learning. (See Figure 3.8 Assessment of Assignments and Tests)

Figure 3.8 Assessment of assignments and tests

3.4.3 Design of the questionnaire.

3.4.3.1 Design Questionnaire on primary school students' interest in learning to speak English (Appendix I) and bring it to 3 experts to consider the suitability of the questions. Make some changes to the questionnaire items according to experts' suggestions.

3.4.3.2 The questionnaire questions were set up along three dimensions, namely, student awareness of learning, participation in and out of class, confidence and satisfaction.

3.4.3.3 There are 18 questions in the questionnaire, including four questions related to awareness of learning (2, 16, 17 and 18), six questions related to participation in and out of class (4, 6, 11, 12, 14 and 15) and eight questions related to satisfaction with confidence (1, 3, 5, 7, 8, 9, 10 and 13)

3.4.3.4 Questions 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 and 18 are graded on a scale of "strongly agree" to "strongly disagree", and are scored on a scale of "5, 4, 3, 2, 1"; questions 5, 9 and 17 are negative content questions, and are scored on a scale of "1, 2, 3, 4, 5", with a scale of "strongly agree" to "strongly disagree".

3.5 Data Collection

3.5.1 Before-experiment Questionnaire Data. Before the experiment, questionnaires were sent to the students in the Experimental and Control Groups, and teachers in their classes were interviewed to collect the results.

3.5.2 Pre-test and post-test data. Before the experiment, students in the Experimental Group and the Control Group were given a pre-test of their English-speaking performance. After the experiment, students who used the social media application to learn spoken English were then given a post-test of their English-speaking performance.

3.5.3 After-experiment Questionnaire Data. After the experiment, questionnaires on primary school students' interest and motivation in learning spoken English were distributed again to students in the Experimental Group and Control Group, teachers and students were interviewed separately.

3.6 Data Analysis

In this study, data were analyzed by mean deviation, standard deviation and t-test.

3.6.1 Experiment Variables

Independent variable: whether students use the social media application for spoken English learning after class; Dependent variables: students' own level of spoken English and their interest and motivation in learning spoken English. These dependent variables were observed in the analysis of data from the pre-test and post-test.

3.6.2 Reliability test analysis

Reliability refers to the reliability of the test results and is usually expressed in terms of internal consistency. The higher the reliability coefficient is, the more reliable the test is.

The Cronbach's Alpha reliability coefficient is currently the commonly used reliability test. Generally, we consider that when the Cronbach's Alpha coefficient is above 0.7, the questionnaire has good internal consistency, i.e., it passes the reliability test.

If it is between 0.5 and 0.7, the reliability result is barely acceptable; if it is below 0.5, it fails the reliability test. A statistical software for data processing was used here to test the reliability of the pre-test and post-test data of the questionnaire.

3.6.3 Validity test analysis.

Validity refers to the degree of validity of a measure, i.e., the degree to which the instrument is able to measure the trait it is intended to measure. The study began with a Kaiser-Meyer-O1kin (KMO) test and a Bartlett's spherical hypothesis test to determine the validity of the questionnaire data by determining whether the questionnaire was suitable for factor analysis.

According to Kaiser (1974), if the KMO value is greater than 0.9, it is considered to be well suited for factor analysis, if the KMO value is greater than 0.6, it is considered to be more suitable, and if the KMO is less than 0.5, it is considered to be unsuitable for factor analysis.

3.6.4 Steps in finding the effectiveness of Media

3.6.4.1 Questionnaire Data Analysis. Before and after the experiment, conduct analysis of data from the questionnaire on primary school students' interest in learning oral English to find the effectiveness of media on motivation.

3.6.4.2 Speaking Ability Test Analysis. Conduct comparative analysis of pre-test and post-test data of primary school students' English-speaking performance to find the effectiveness of media on spoken English achievements.

CHAPTER 4
RESEARCH RESULT

In line with the research objectives, this chapter is designed to report and discuss the results of the experiment by following the structure below.

4.1 Reliability Test Analysis

4.2 Validity Test Analysis

4.3 Data Analysis of the Questionnaires on Primary School Students' Motivation in Learning Spoken English

4.4 Comparative Analysis of Before-experiment and After-experiment Data of Primary School Students' English-Speaking Performance

4.1 Reliability Test Analysis

To check the reliability of the questionnaire, the before-experiment reliability and after-experiment reliability of the questionnaire on primary school Grade 6 students' interest and motivation in learning spoken English in this study were analyzed as follows (see Table 4.1).

Table 4.1 Questionnaire Reliability Test

Project	Cronbach's Alpha	Number
Before-experiment	0.808	18
After-experiment	0.828	18

The statistics in Table 4.1 showed that the before-experiment Cronbach Alpha coefficient was .808 while the after-experiment Cronbach Alpha coefficient was .828, and the Cronbach Alpha coefficient after deletion of items was lower than the overall value, which indicates that the questionnaire has good internal consistency and it has passed the reliability test.

4.2 Validity Test Analysis

To check the validity of the questionnaire statistics, the statistics of Questionnaire Validity Test is shown as follows (see Table 4.2).

Table 4.2 Questionnaire Validity Test

		Pre-test	Post-test
KMO value		.727	.742
Bartlett's Test of Sphericity	Approx. Chi-Square	813.777	529.693
	df	153	153
	Significance	.000	.000
Total Variance Explained		69.317%	61.642%

The statistics in Table 2 showed that the overall before-experiment KMO value was .727 while the overall after-experiment KMO value was .742. The Bartlett's spherical hypothesis test (Bartlett) showed that the correlation between the questions had a significant level of significance below 0.001. This means that the before-experiment data and after-experiment data of this research are of excellent quality and have good validity, and can be used for the following comparative analysis.

4.3 Data Analysis of the Questionnaires on Primary School Grade 6 Students' Motivation in Learning Spoken English

To verify whether there are differences and changes in students' interest and motivation in learning spoken English before and after the experiment between the Experimental Group and the Control Group, the questionnaires were collected from two groups before and after the experiment respectively, and the data were entered into a statistics analysis tool for independent samples test to compare the data cross-sectionally and longitudinally, in order to analyze whether the social medial application intervention in students' learning spoken English after school had an impact on their motivation in learning English.

The questionnaire is divided into three aspects: awareness of learning, participation in and out of class, and confidence and satisfaction.

4.3.1 Before the experiment, the data from the questionnaires of the two groups were entered into a statistics analysis tool for independent samples T-test and the results are shown in Table 3 and Table 4.3.

Table 4.3 Statistics of the questionnaire scores of the two groups before the experiment

Aspects	Groups	Number of cases	Average	Standard deviation	Mean standard error
Awareness of learning	Experimental Group	47	3.27	.553	.081
	Control Group	48	3.33	.575	.083
Participation inside and outside classroom	Experimental Group	47	3.28	.446	.065
	Control Group	48	3.24	.464	.067
Confidence and Satisfaction	Experimental Group	47	3.32	.412	.06
	Control Group	48	3.28	.437	.063

Table 4.4 Independent samples t-test for questionnaire scores in the two groups before the experiment

		Levene's test for equivalence of variances		Equivalence of means t-test					Difference 95% confidence interval	
		F	Significance	t	Freedom	P	Difference of means	Standard Deviation Error	Lower limit	Upper limit
Awareness of learning	Assuming equal variance	0.294	0.589	-0.537	93	0.592	-0.062	0.116	-0.292	0.168
	Equal variance not assumed			-0.537	92.971	0.592	-0.062	0.116	-0.292	0.168
Participation inside and outside the classroom	Assuming equal variance	0.128	0.722	0.509	93	0.612	0.048	0.093	-0.138	0.233
	Equal variance not assumed			0.51	92.974	0.612	0.048	0.093	-0.138	0.233
Confidence and satisfaction	Assuming equal variance	0.03	0.862	0.464	93	0.644	0.04	0.087	-0.133	0.214
	Equal variance not assumed			0.464	92.872	0.643	0.04	0.087	-0.133	0.213

Result summary of Table 4.3 and Table 4.4: The independent samples T-test showed that there was no significant difference between the scores of the Experimental Group and the Control Group in the three aspects of English learning motivation, namely, awareness of learning, participation in and out of class, and confidence and satisfaction in the before-experimental questionnaire ($p>.05$), and no difference could be identified between the scores of the two groups in these three aspects. This indicates that there is almost no difference between the Experimental Group and Control Group in terms of their interest and motivation in learning spoken English before the social media application is developed and managed for use.

4.3.2 At the end of the experiment, the after-experiment data of the questionnaires from both groups were entered into a statistics analysis tool for independent samples T-test and the results are shown in Table 5 and Table 6 respectively.

Table 4.5 Statistics of the questionnaire scores of the two groups after the experiment

	Groups	Number of cases	Average	Standard deviation	Mean standard error
Awareness of learning	Experimental Group	47	3.78	0.49	0.071
	Control Group	48	3.36	0.583	0.084
Participation inside and outside the classroom	Experimental Group	47	3.87	0.393	0.057
	Control Group	48	3.34	0.479	0.069
Confidence and satisfaction	Experimental Group	47	3.88	0.366	0.053
	Control Group score	48	3.32	0.455	0.066

Table 4.6 Independent samples t-test for questionnaire scores of the two groups after the experiment

| | | Levene's test for equivalence of variances | | Equivalence of means t-test | | | | | | |
		F	Significance	t	Freedom	P	Difference of means	Standard Deviation Error	Difference 95% confidence interval Lower limit	Upper limit
Awareness of learning	Assuming equal variance	0.921	0.34	3.725	93	0	0.412	0.111	0.192	0.632
	Equal variance not assumed			3.732	90.89	0	0.412	0.11	0.193	0.631
Participation inside and outside the classroom	Assuming equal variance	0.702	0.404	5.873	93	0	0.529	0.09	0.35	0.707
	Equal variance not assumed			5.886	90.27	0	0.529	0.09	0.35	0.707
Confidence and satisfaction	Assuming equal variance	0.839	0.362	6.667	93	0	0.565	0.085	0.397	0.734
	Equal variance not assumed			6.682	89.645	0	0.565	0.085	0.397	0.733

Result summary of Table 4.5 and Table 4.6: The data analysis in Table 4.5 and Table 4.6 showed that there were significant differences between the Experimental Group and the Control Group in the scores of students' awareness of learning, participation in and out of class, and confidence and satisfaction after the experiment ($p < 0.05$). After the experiment, the mean score for awareness of learning was 3.78 in the Experimental Group while 3.36 in the Control Group; the mean score for participation in and out of class was 3.87 in the Experimental Group while 3.34 in the Control Group; and the mean score for confidence and satisfaction was 3.88 in the Experimental Group while 3.32 in the Control Group.

In summary, the Experimental Group scored significantly higher than the Control Group in all aspects after the experiment, indicating that through learning on the social media application, students in the Experimental Group have increased their awareness of learning spoken English, their participation and confidence and satisfaction in and out of class, and their interest in learning have also increased significantly. This result from the first perspective indicates that the development and management of a social media-based learning application to create students' motivation for learning spoken English is very effective.

4.3.3 The before-experiment and after-experiment data from the Experimental Group questionnaire were entered into data analysis tool for independent samples T-test and the results are shown in Table 4.7 and Table 4.8.

Table 4.7 Experimental group - descriptive statistics of questionnaire scores before and after the experiment

		Number of cases	Average	Standard deviation	Mean standard error
Matching 1	Pre-test - Awareness of Learning	3.27	47	0.553	0.081
	Post-test - Awareness of Learning	3.78	47	0.49	0.071
Matching 2	Pre-testing - in and out of class participation	3.28	47	0.446	0.065
	Post-testing - in and out of class participation	3.87	47	0.393	0.057
Matching 3	Pre-test - confidence and satisfaction	3.32	47	0.412	0.06
	Post-test - confidence and satisfaction	3.88	47	0.366	0.05

Table 4.8 Experimental group - pared samples t-test of questionnaire scores before and after the experiment

| | | Matching Difference | | | | | t | Freedom | p |
		Average	Standard deviation	Mean standard error	Difference 95% confidence interval Lower limit	Upper limit			
Matching 1	Before-experiment Learning Awareness After-experiment Learning Awareness	-0.511	0.539	0.079	-0.669	-0.352	-6.494	46	0
Matching 2	Before-experiment in-class and out-of-class participation After-experiment in-class and out-of-class participation	-0.585	0.494	0.072	-0.73	-0.44	-8.124	46	0
Matching 3	Before-experiment Confidence and Satisfaction After-experiment Confidence and Satisfaction	-0.564	0.426	0.062	-0.689	-0.439	-9.078	46	0

Result summary of Table 4.7 and Table 4.8: As shown in Table 4.7 and Table 4.8, a paired-samples T-test analysis revealed that there were significant differences ($p<0.05$) in the before-experiment and after-experiment questionnaire scores of the Experimental Group students in their awareness of learning, participation in and out of class, and confidence and satisfaction.

From the statistics shown in Table 4.7 and Table 4.8, the after-experiment questionnaire scores of the Experimental Group were all significantly higher than the before-experiment questionnaire scores. In summary, it can be concluded that through learning on the social media application, students in the Experimental Group have increased their awareness of learning, their participation and confidence and satisfaction inside and outside the classroom, and their interest in learning has also increased significantly. This result from the second perspective indicates that that the development and management a social media-based learning application to create students' motivation for learning spoken English is effective.

4.4 Comparative Analysis of Pre-test and Post-test Data of Primary School Students' English-speaking Performance

In order to observe whether there was any change in students' English-speaking performance before and after the experiment, the author entered the before-experiment and after-experiment scores of the Experimental Group and Control Group into a statistics analysis tool to conduct an independent samples t-test to compare the data cross-sectionally and longitudinally in order to analyze whether the after-school English-speaking learning through the social media application could help to improve students' English-speaking performance.

For the purpose of the objectives of the research, English-speaking performance is evaluated in five aspects, namely, text reading, answering questions, spot dictation, picture talk, and the total score.

4.4.1 A comparative analysis of the before-experiment English-speaking scores of the Experimental Group and Control Group is shown in Table 9 and Table 4.10.

Table 4.9 Descriptive statistics of the english-speaking performance of the two groups before the experiment

Aspects	Groups	Number of cases	Average	Standard deviation	Mean standard error
Text reading	Experimental Group	47	2.4681	0.65445	0.09546
	Control Group	48	2.6042	0.60983	0.08802
Answering questions	Experimental Group	47	2.4043	0.6136	0.0895
	Control Group	48	2.4583	0.68287	0.09856
Spot dictation	Experimental Group	47	2.0851	0.82961	0.12101
	Control Group	48	2.2292	0.55504	0.08011
Picture talk	Experimental Group	47	2.0638	0.84453	0.12319
	Control Group	48	1.8542	0.65199	0.09411
Total score	Experimental Group	47	9.0213	1.8938	0.27624
	Control Group results	48	9.1458	1.42902	0.20626

Table 4.10 Independent samples t-test for before-experiment english-speaking performance of the two groups

| | | Levene's test for equivalence of variances | | Equivalence of means t-test | | | | | | |
		F	Significance	t	Freedom	P	Difference of means	Standard Deviation Error	Difference 95% confidence interval Lower limit	Upper limit
Text reading	Assuming equal variance	.458		-1.049	93	.297	-.13608	.12975	-.39374	.12158
	Equal variance not assumed		.500	-1.048	92.224	.297	-.13608	.12985	-.39396	.12180
Answering questions	Assuming equal variance	.508		-.406	93	.686	-.05408	.13329	-.31876	.21061
	Equal variance not assumed		.478	-.406	92.327	.686	-.05408	.13314	-.31849	.21033
Spot dictation	Assuming equal variance	4.049		-.997	93	.322	-.14406	.14454	-.43109	.14296
	Equal variance not assumed		.047	-.993	80.099	.324	-.14406	.14513	-.43287	.14475
Picture talk	Assuming equal variance	3.808		1.356	93	.178	.20966	.15460	-.09735	.51667
	Equal variance not assumed		.054	1.352	86.518	.180	.20966	.15502	-.09848	.51781
Total score	Assuming equal variance	2.318		-.362	93	.718	-.12456	.34374	-.80717	.55805
	Equal variance not assumed		.131	-.361	85.561	.719	-.12456	.34475	-.80995	.56083

Result summary of Table 4.9 and Table 4.10: The independent samples t-test showed that there was no significant difference between the Experimental Group and the Control Group in the five aspects of English-speaking performance, namely, text reading, answering questions, spot dictation, picture talk, and overall performance in the before-experimental test (p>0.05). Therefore, it could not yet be concluded that there was a difference between the two groups in their English-speaking performance before the experiment.

4.4.2 A comparative analysis of the after-experiment English-speaking performance of the Experimental Group and Control Group is shown in Table 4.11 and Table 4.12.

Table 4.11 Descriptive statistics of the english-speaking performance of the two groups after the experiment

Aspects	Groups	Number of cases	Average	Standard deviation	Mean standard error
Text reading	Experimental Group	47	3.6809	0.59368	0.0866
	Control Group	48	2.7292	0.64378	0.09292
Answering questions	Experimental Group	47	3.5106	0.58504	0.08534
	Control Group	48	2.4375	0.54211	0.07825
Spot dictation	Experimental Group	47	3.383	0.57306	0.08359
	Control Group	48	2.3542	0.56454	0.08148
Picture talk	Experimental Group	47	3.1915	0.49512	0.07222
	Control Group	48	1.9375	0.66545	0.09605
Total score	Experimental Group	47	13.766	1.43273	0.20899
	Control Group results	48	9.4583	1.30398	0.18821

Table4.12 Independent samples t-test for after-experimental english-speaking performance of the two groups

		Levene's test for equivalence of variances		Equivalence of means t-test					Difference 95% confidence interval	
		F	Significance	t	Freedom	P	Difference of means	Standard Deviation Error	Lower limit	Upper limit
Text reading	Assuming equal variance	.001		7.486	93	.000	.95168	.12713	.69924	1.20413
	Equal variance not assumed		0.971	7.493	92.671	.000	.95168	.12702	.69944	1.20393
Answering questions	Assuming equal variance	.575		9.276	93	.000	1.07314	.11569	.84341	1.30287
	Equal variance not assumed		.450	9.269	92.128	.000	1.07314	.11578	.84319	1.30308
Spot dictation	Assuming equal variance	.007		8.815	93	.000	1.02881	.11672	.79704	1.26059
	Equal variance not assumed		.936	8.813	92.878	.000	1.02881	.11673	.79700	1.26063
Picture talk	Assuming equal variance	.351		10.403	93	.000	1.25399	.12054	1.01462	1.49336
	Equal variance not assumed		.555	10.435	86.815	.000	1.25399	.12017	1.01513	1.49285
Total score	Assuming equal variance	.274		15.332	93	.000	4.30762	.28096	3.74968	4.86556
	Equal variance not assumed		.602	15.316	91.785	.000	4.30762	.28125	3.74903	4.86622

Result summary of Table 4.11 and Table 4.12: As shown in Table 13 and Table 14, after the experiment, the mean score of text reading was 3.68 in the Experimental Group while 2.73 in the Control Group; the mean score of answering questions was 3.51 in the Experimental Group while 2.44 in the Control Group; the mean score of spot dictation was 3.38 in the Experimental Group while 2.35 in the Control Group; the mean score of picture talk in the Experimental Group was 3.19 while the Control Group was 1.94; the mean score of the total score of the Experimental Group was 13.77 while the Control Group was 9.48. The statistics analysis revealed that after the experiment, there were significant differences ($p<.05$) between the Experimental Group and the Control Group in the five aspects of English-speaking performance, namely, text reading, answering questions, spot dictation, picture talk and total score. This indicates the development and management of a social media application can help to improve the English-speaking performance of the Experimental Group students.

4.4.3 A comparative analysis of the before-experiment and after-experiment English-speaking performance data of the Experimental Group is shown in Table 4.13 and Table 4.14.
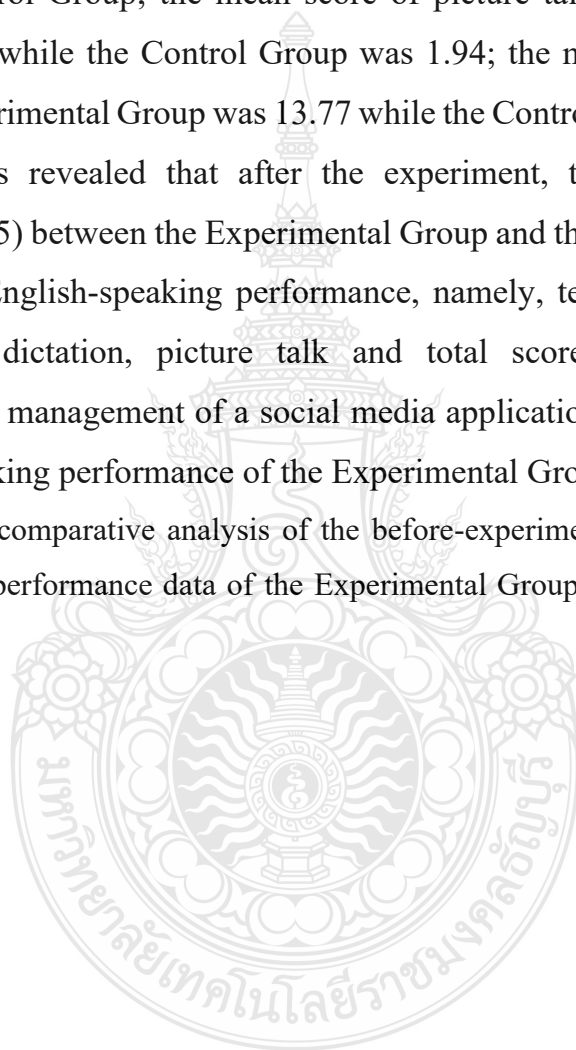
Table 4.13 Descriptive statistics of english-speaking performance before and after the experiment

		Average	Number of cases	Standard deviation	Mean standard error
Matching 1	Pre-test - Awareness of Learning	2.4681	47	0.65445	0.09546
	Post-test - Awareness of Learning	3.6809	47	0.59368	0.0866
Matching 2	Before-experiment - Text reading	2.4043	47	0.6136	0.0895
	After-experiment - Text reading	3.5106	47	0.58504	0.08534
Matching 3	Before-experiment - Answering questions	2.0851	47	0.82961	0.12101
	After-experiment - Answering questions	3.383	47	0.57306	0.08359
Matching 4	Before-experiment - picture talk	2.0638	47	0.84453	0.12319
	After-experiment - picture talk	3.1915	47	0.49512	0.07222
Matching 5	Before-experiment – Total score	9.0213	47	1.8938	0.27624
	After-experiment - Total score	13.766	47	1.43273	0.20899

Table 4.14 Experimental group-paired samples t-test for before-experiment and after-experiment scores

		Matching Difference					t	Freedom	p
					Difference 95% confidence interval				
		Average	Standard deviation	Mean standard error	Lower limit	Upper limit			
Matching 1	Before-experiment and after-experiment tests – text reading	-1.21277	.54916	.08010	-1.37400	-1.05153	-15.140	46	.000
Matching 2	Before-experiment and after-experiment tests – answering questions	-1.10638	.63362	.09242	-1.29242	-.92034	-11.971	46	.000
Matching 3	Before-experiment and after-experiment tests – spot dictation	-1.29787	.65657	.09577	-1.49065	-1.10510	-13.552	46	.000
Matching 4	Before-experiment and after-experiment tests – picture talk	-1.12766	.79720	.11628	-1.36173	-.89359	-9.698	46	.000
Matching 5	Before-experiment and after-experiment tests – total score	-4.74468	1.05229	.15349	-5.05364	-4.43572	-30.912	46	.000

Result summary of Table 4.13 and Table 4.14: As shown in Table 4.13 and Table 4.14, a paired-samples T-test analysis of the Experimental Group revealed that there were significant differences ($p<0.05$) before and after the experiment in the five aspects of English-speaking performance, namely, text reading, answering questions, spot dictation, picture talk and total score. The scores of all the five aspects after the experiment were higher than those before the experiment, indicating that through learning on the social media application, the students' English-speaking performance in the Experimental Group improved significantly.

CHAPTER 5
CONCLUSION AND RECOMMENDATION

In this experimental research of the management of a social media application for teaching spoken English of primary school Grade 6 students to create and enhance their motivation for learning, there are three major objectives: 1) develop a social media-based teaching and learning application to enhance spoken English achievement for Grade 6 students, 2) compare the before-experiment and after-experiment test scores of Grade 6 students in their spoken English, and 3) determine the level of motivation of Grade 6 students using a social media application to enhance their spoken English achievement.

The sample in this study was two classes of Grade 6 students. One class has 47 students as the Experimental Group. The other class has 48 students as the Control Group. The instruments were 1) A popular social media in China; 2) Learning materials sent through a social media learning application to enhance students' speaking abilities; 3) Conformity assessment Form; 4) Assessment for grade 6 students who have learned from the social media application, and 5) Learning interest motivation questionnaire. The statistics used in the study were mean and standard deviation. The conclusion, discussion and suggestion of the research are as follows:

    5.1   Discussion

    5.2   Conclusion

    5.3   Recommendation

    5.4   Suggestion for Further Study

5.1 Discussion

The discussion of the study on the management of a social media-based application for teaching and learning spoken English of primary school Grade 6 students to create and enhance their motivation for learning is as follows:

5.1.1 Management of a social media-based teaching and learning application to expand the education function of modern internet technologies

This study referred to the current situation of spoken English teaching and learning in primary schools through literature review as well as interviews with teachers and students in the Experimental Group. Aiming at the existing problems in spoken English teaching and learning in primary schools at the present stage, under the guidance of relevant theories, the author developed a social media-based application called Speak English Together to carry out spoken English teaching and learning activities for primary school Grade 6 students after class for the purpose of exanding the education function of social media. Through application, management and development, the social media application for teaching and learning spoken English called Speak English Together has been established and applied. More importantly, through this experiment research, it is found that the social media have positive impact on both teaching and learning. Besides helping to create students' motivation and interest in learning spoken English, it could also help to improve their English-speaking performance (to be discussed below).

This finding is in line with many other research findings. For example, Clarke & Nelson (2012) employed a quasi-experimental design to explore the outcomes associated with the use of Twitter in the marketing classroom for the purpose of determining whether Twitter was beneficial for marketing education. Bicen & Uzunboylu (2013) carried out an experimental study in primary and secondary schools where teachers use Facebook to teach. Moreover, Yang, Wang, Woo & Quek (2011) reviewed twenty-one journal articles about how Facebook was used in higher education environments. The results showed that the use of Facebook can lead to difference in the students' affective outcomes. As a matter of fact, all these studies indicated a truth that social media can be managed for education application.

5.1.2 The comparison of English-speaking tests scores of Experimental Group students who studied through the social media instruction.

By comparing the data of two spoken English scores before and after the experiment done by the experiment group, it can be found that the scores of four dimensions of text reading, answering questions, spot dictation and picture talk of the students in the Experimental Group have been significantly improved after learning on the social media application. The English teachers also reflected that the students' pronunciation and intonation of reading English in class were improved compared with

those in the early stage of the experiment, and the students' enthusiasm in answering spoken questions was also higher, which in turn helped to improve their English-speaking performance.

This finding concurred with the research findings of Bicen & Uzunboylu (2013); Aydin (2014) and Trocky & Buckley (2016). In these studies, the researchers used different social media application such as wikis, Twitter and Facebook for teaching and learning, and all of them found that the social media applications could generate positive impact on education effect, especially when they were applied to language teaching and learning. However, Gupta & Irwin (2016) conducted a study in which they found that the social media application could cause distractions on students' attention in learning. This finding is different from the one of the present study.

5.1.3 Students' interest and motivation in learning spoken English through the social media.

By comparing the data of the two questionnaires of students' interest in learning spoken English before and after the experiment, it can be shown that the use of the social media application to assist spoken English teaching and learning in primary schools can enable students to obtain more opportunities to listen and speak English. It effectively stimulates their interest in learning spoken English and makes them more aware of the importance of learning spoken English. During the experiment, students were able to actively complete the homework tasks and submit them in time and skillfully used the social media application for learning after class. By using such a modern learning tool to independently learn spoken English, students have a more free and private spoken learning environment, reduce all kinds of concerns about speaking English, and are no longer afraid to speak English. The physical status of students in the learning process is relaxed, which greatly improved the enthusiasm of learning spoken English. This study evaluates learning interest from three dimensions: learning awareness, in-class and out-of-class participation, confidence and satisfaction. After learning on the social media application, students' scores in the above three dimensions for as learning motivation indicators have been improved, and their motivation and interest in spoken English learning has also been enhanced.

This finding is consistent with the findings of the research conducted by Kehoe (2013) and Evans (2013). Similarly, in the research of Kehoe (2013) and Evans (2013), they found that using social media for teaching and learning can ease students' nerves in asking questions so that it can help to get students more engaged in classroom activities and improve the communication between teachers and students. However, some other studies reported different findings. For example, O'Bannon et al. (2013) found in their study that students showed negative attitudes towards using social media because new messages appeared too fast on the social media for them to follow.

5.2 Conclusion

The statistics analysis results as said above answer the research objectives as follows:

5.2.1 The development and management of the social media application has been successfully finished and it proves to be able to expand the education function of the social media rather than as a social media only for daily communication. More importantly, the social media application called Speak English Together is still being used by primary school English teachers for teaching spoken English of primary school students.

5.2.2 After the experiment, the mean score for awareness of learning was 3.78 in the Experimental Group while 3.36 in the Control Group; the mean score for participation in and out of class was 3.87 in the Experimental Group while 3.34 in the Control Group; and the mean score for confidence and satisfaction was 3.88 in the Experimental Group while 3.32 in the Control Group. The Experimental Group scored significantly higher than the Control Group in all aspects after the experiment, indicating that through learning on the social media application, students in the Experimental Group have increased their awareness of learning spoken English, their participation and confidence and satisfaction in and out of class, and their interest in learning have also increased significantly. This result indicates that the development and management of a social media-based learning application to create students' motivation for learning spoken English is effective.

5.2.3 After the experiment, the mean score of text reading was 3.68 in the Experimental Group while 2.73 in the Control Group; the mean score of answering questions was 3.51 in the Experimental Group while 2.44 in the Control Group; the mean score of spot dictation was 3.38 in the Experimental Group while 2.35 in the Control Group; the mean score of picture talk in the Experimental Group was 3.19 while the Control Group was 1.94; the mean score of the total score of the Experimental Group was 13.77 while the Control Group was 9.48. The statistics analysis revealed that after the experiment, there were significant differences ($p < .05$) between the Experimental Group and the Control Group in the five aspects of English-speaking performance. This indicates that the social media application played a positive impact on improving students' English-speaking performance.

5.3 Recommendation

In this research, the researcher has suggested that the results of the study should be applied as follows:

5.3.1 The development and management of a social media should be conducted step by step by following the most successful practices in this field because it could help the researcher to fulfill the research objectives of planning and organizing social media-based teaching for the purpose of higher efficiency and more fruitful implementation.

5.3.2 Spoken English is a difficult subject for students at all levels which have not yet been studied a lot in the academia. It has been found useful to apply social media application to teaching and learning spoken English by taking advantage of the modern internet technologies. Therefore, the technologies can also be applied to the teaching and learning of other language subjects, such as writing, reading and listening.

5.3.3 Considering the fact that different students have different learning habits, they should be given the chance to decide whether they want to study alone or with partners when they use the social media for learning spoken English. This could help to explore the cooperative learning skills and peer monitoring and peer correction.

5.4 Suggestion for Further Study

    Based on the summary and discussion of the study, the researcher would like to provide several suggestions for further study as follows:

    5.4.1 Short video programs should be added to manage the social media application to make it more interesting and attractive to students.

    5.4.2 Chat Group should be established as the major channel for students and teachers to communicate with each other more effectively.

    5.4.3 Other English language skills that the students also show interest in should be developed through the social media application.

    5.4.4 Future studies should include other popular social media platforms such as Tiktok for developing social media application for teaching and learning activities.
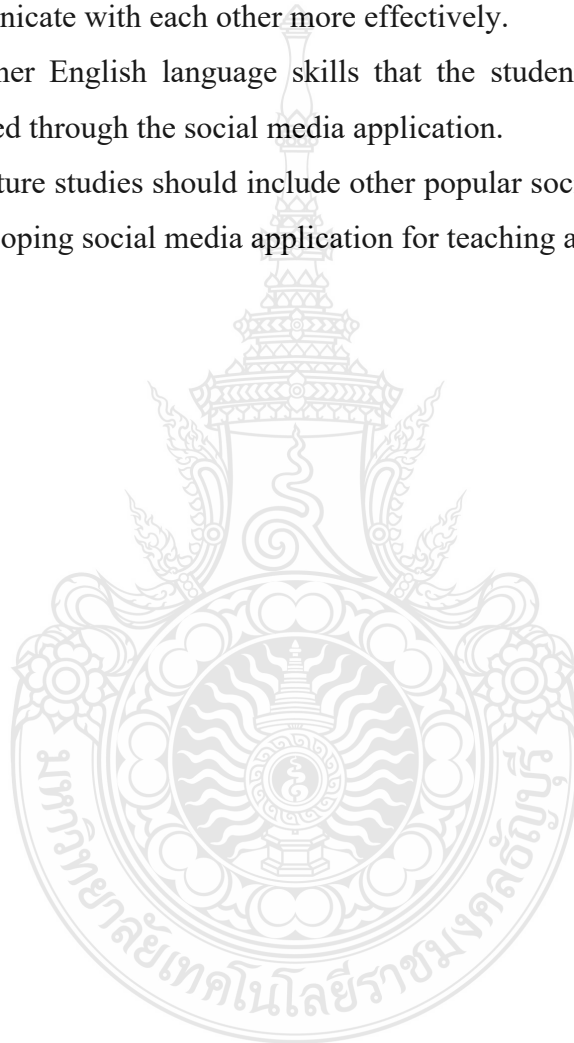
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APPENDICES
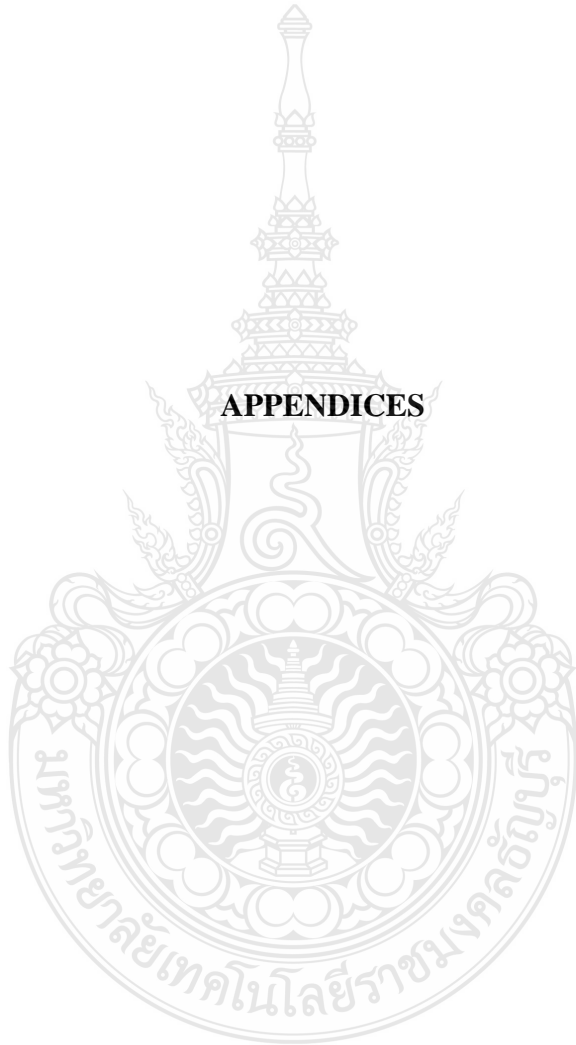
APPENDIX A

- List of experts who reviewed research instruments

- Invitation letter to experts to examine research instruments

List of experts who reviewed research instruments

1. Dr. Joven M. Rivera

   Education Department, Naguilian National High School

2. Dr. Lorenz P. Corpuz

   Education Department, Naguilian National High School

3. Dr. Maritess R. Padilla

   Education Department, Naguilian National High School

4. Asst. Prof. Dr Narumon Rodniam

   Faculty of Education, Thailand National Sports University, Chumphon Campus

5. Asst. Prof. Dr. Surakij Prangsorn

   Faculty of Agriculture and Design, Rajamangala University of Technology
   Rattanakosin

6. Asst. Prof. Dr. Santi Krongyuth

   Faculty of Management Technology, Rajamangala University of Technology
   Isan Surin Campus

7. Asst. Prof. Dr. Wiroj Mongkolthep

   Faculty of Science and AgriculturalTechnology, Rajamangala University of
   Technology Lanna Nan Campus

8. Assoc. Prof. Dr. Pinolpun Phetsombat

   Faculty of Industrial Education, Rajamangala University of Technology Thanyaburi

9. Asst. Prof. Dr. Sorasak Chiewchan

   Faculty of Business Administration and Liberal Arts, Rajamangala University of
   Technology Lanna

MHESI 0662/2022

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Dr. Joven M. Rivera
Education Department, Naguilian National High School

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

     I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Ms.Chunyue Guo,Master of Education Program in Technology and Learning Innovation Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled " Management of English language teaching through social media applications to create motivation for learning". under the supervision of Dr.Naruemon Thepnuan.In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

     If you have any questions or need further information, please feel free to contact Ms.Chunyue Guo , on the e-mail: chunyue_g@mail.rmutt.ac.th

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0662.1/2022

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Dr. Lorenz P. Corpuz
Education Department, Naguilian National High School

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Rajamangala University of Technology Thanyaburi
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Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Dr. Maritess R. Padilla
Eduacation Department,Naguilian National High Sschool

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Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Assistant Professor. Dr.Narumon Rodniam
Faculty of Education, Thailand National Sports University, Chumphon Campus

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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MHESI 0662.4/2022

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Asst.Prof.Surakij Prangsorn, Ph.D
Department of Communication Arts Technology Faculty of Architecture and Design
Rajamangala University Technology of Rattanakosin 96 moo 3 Nakhonpathom
Province.Thailand

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Assistant Professor Dr.Santi krongyuth Lecturer of Education
Faculty of Management Technology Rajamangala University of Technology Isan Surin
Campus

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Assistant Professor Dr.Wiroj Mongkolthep
Department of Science, Faculty of Science and Agricultural Technology, Rajamangala
University of Technology Lanna Nan

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 0662.7/2022

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Assoc Prof Dr.Pimolpun. Phetsombat Lecturer in Educational Administration
Department Faculty of Industrial Education Rajamangala University of Technology
Thanyaburi

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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MHESI 0662.8/2022

Office of the Dean, Faculty of Technical Education
Rajamangala University of Technology Thanyaburi
Klong Luang, Pathum Thani 12110 Thailand
Tel:+66-2-549-4710 Fax:+66-2-577-5049

24 June, 2022

Dear Assistant Professor Dr.Sorasak Chiewchan
Department of Liberal Arts, Faculty of Business Administration and Liberal Arts, Rajamangala
University of Technology Lanna

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

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            Yours sincerely,

           (Assistant Professor Arnon Niyomphol)
           Dean of Faculty of Technical Education

APPENDIX B

Questionnaire of Primary School Students Learning Interest

Appendix 1:   Questionnaire of Primary School Students Learning Interest

Dear students, this is a questionnaire about your interest in learning spoken English. The survey is only for research purpose. Please choose the right answer according to your own experience. Many thanks!

===

1. I think spoken English is very interesting.
    ○ Strongly agree
    ○ Agree
    ○ Not sure
    ○ Disagree
    ○ Strongly Disagree

2. I think learning spoken English is very important.
    ○ Strongly agree
    ○ Agree
    ○ Not sure
    ○ Disagree
    ○ Strongly Disagree

3. I think my spoken English is fine.
    ○ Strongly agree
    ○ Agree
    ○ Not sure
    ○ Disagree
    ○ Strongly Disagree

4. I like to be asked to answer questions in English in my classroom.
    ○ Strongly agree
    ○ Agree
    ○ Not sure
    ○ Disagree
    ○ Strongly Disagree

5. I feel nervous when I communicate with others in English.

○ Strongly agree

○ Agree

○ Not sure

○ Disagree

○ Strongly Disagree

6. I like to take part in English Corner to improve my spoken English.

○ Strongly agree

○ Agree

○ Not sure

○ Disagree

○ Strongly Disagree

7. I like English lesson.

○ Strongly agree

○ Agree

○ Not sure

○ Disagree

○ Strongly Disagree

8. I like the way my English teacher teaches in our classroom.

○ Strongly agree

○ Agree

○ Not sure

○ Disagree

○ Strongly Disagree

9. It is very difficult for me learn spoken English.

○ Strongly agree

○ Agree

○ Not sure

○ Disagree

○ Strongly Disagree

10. I have confidence in learning spoken English well.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

11. I like communicating with native English speakers in English.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

12. I will seek effective ways to study spoken English, such as watching English movies.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

13. I have the feeling of achievements if I can answer questions in English well in my class.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

14. After class, I work hard to review or preview our spoken English taught at school.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

15. I like to use what I have learned from spoken English to express myself in daily life.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

16. I will be happy if my English teacher uses English to teach us some extrcurricular knowledge.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

17. I rely on my mood to decide whether to learn spoken English or not. If I am in a good mood, I will work hard. If I am not in a good mood, I will not learn it.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

18. I hope there is a professional spoken English class.

    ○ Strongly agree

    ○ Agree

    ○ Not sure

    ○ Disagree

    ○ Strongly Disagree

Appendix 2: Pre-test and Post-test Spoken English Level Examination Papers

Pre-test Examination Paper

Part I. Read the following passage and pay attention to your pronunciation and emotion. (5 points)

Good study habits are very important

All students need to have good study habits. When you have good study habits, you will learn things quickly. You also remember them easily.

Do you like to study in the living room？ That is not a good place because it is too noisy. You need to study in a quiet place, like your bedroom. A quiet place will help you only think about one thing.

When you study, don`t think about other things at the same time. Only think about your homework. If you do this, you will do your homework quickly, and you will make fewer mistakes.

Good study habits are very important. If you do not have them, try to learn them.

Part II. Answer the following questions. (5 points)
1. Where do you live?
2. What did you do yesterday?
3. What will you do next Sunday?
4. What's your favorite subject?
5. What time do you usually get up?

Part III. Listen to the tape and write the missing word. (5 points)
（1）_____ is Sunday.
（2）_____ are my father's favorite.
（3）Mike and John often read books on _____.
（4）Our principal is old and _____.
（5）Amy would like _____ and beef for dinner. What about you?

Part IV. Loot at the following picture and talk about it using your imagination.

Post-test Examination Paper

Part I. Read the following passage and pay attention to your pronunciation and emotion. (5 points)

My Good Friend

Zhang Ying is my good friend. She's in Class1, Grade4 of Tianjiao Primary School. She's a model student. She's clever and she's helpful, too. She often helps teachers and young students at school. She is good at Chinese, maths, English, arts and crafts, music and so on. She has a lot of hobbies. She likes painting and drawing. And she likes listening to music, having picnics with her parents. Oh yeah, she likes fishing, too. But she doesn't like playing basketball, football, table tennis or volleyball. Zhang Ying is the best friend of mine. I like playing with her. We always work together and help each other.

Part II. Answer the following questions. (5 points)

1.What can you see in your classroom?

2. Can you sing English songs?

3. Which season do you like best?

4.When is your birthday?

5.What do you want to be?

Part III. Listen to the tape and write the missing word. (5 points)

1. The bag is too _____. Can you help me carry it?

2. I'd like to visit the museum. It's _____.

3. The wind blows strongly. The windmill moves _____.

4. There's a _____ for you from your mother.

5. He has big eyes and a big _____.

Part IV. Loot at the following picture and talk about it using your imagination.
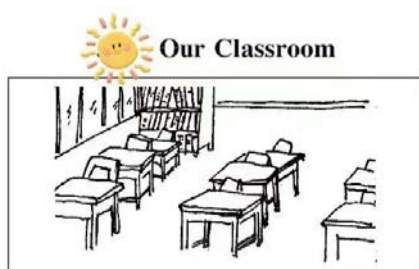

Appendix 3: Sample Teaching Plan for the Social Media Application Instruction

Teaching Objectives

    1. To learn how to introduce a building. The classroom will be used as an example.

    2. To learn some adjectives (bright, clean, new, big, nice, etc.) which are used to describe building.

    3. To learn locality words such front, behind, left, right, etc.

    4. To master some new words including classroom, world, China, bookshelf, wall and picture.

    5. To help students pronounce the new words correctly and talk using them.

Teaching Contents

Teaching Focus

    1. Guide the students to learn how to use the sentence pattern "There be (is/are) …" to express the existence of objects.

        For example, (1) There's a big desk in the front of the classroom.

                (2) There are five pictures on the right wall.

    2. Instruct the students to use how to talk about locality correctly by using such phrase as in front of, in the front of, on the right, on the left, above, below, under, etc.

    3. Instruct the students to use the preposition "of" to indicate the possessive relationship, such as a map of the world, a map of China, a friend of my father, and a friend of my father's.

Teaching Procedures

    1. Read the new words with correct pronunciations.

    2. Listen to the audio material and do the exercises.

    3. Follow the audio material to imitate the pronunciation, intonation and emotion in speaking in English.

    4. Give feedback to students for their performance and help them improve.

Teaching Assessment

The teacher will assess students' English-speaking performance by judging their pronunciation, intonation, emotion and fluence in speaking English by following the audio material.

Assignment

Students are required to talk about their living room and upload their audio on the social media application.

Biography

Name - Surname	Ms. Chunyue Guo
Date of Birth	January, 1985
Education	Qingdao Vocational and Technical College of Hotel Management, College Diploma, Hotel Management (2006)
	Beijing Language and Culture University, International Chinese Education, Bachelor of Literature, Teaching Chinese as a Foreign Language (2020)
	Rajamangala University of Technology Thanyaburi, Master of Education, Technology and Learning Innovation (2023)
Experience Work	Qingdao Sophia International Hotel, HR Manager (August 2006 – August 2010)
	Zhenjiang Yingte Training School, Headmaster (January 2012 – June 2021)
Email Address	chunyue_g@mail.rmutt.ac.th