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Master's Thesis

The Influence of the English Language on Social Networks Communication in

Macedonian

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Expression of Gratitude

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The Influence of the English language on Social Networks Communication in Macedonian

Abstract

The focus of this thesis was to prove the influence of the English language on social networks communication in Macedonian. The primary objectives of this thesis are to provide in-depth knowledge of the impact of the English language on the communication of social networks in the Macedonian language and empirically test the use of social networks for linguistic purposes. Also, for this research, it is very important to obtain scientific results for the use of English in the younger generations and to obtain scientific results about is it true that the English language is used more and more every year in social media, websites, which enables better communication in a foreign language and that has a role on higher education. According to the methodology, the methodological approach in the analysis is desk analysis/exploratory research. The survey used a total of 100 respondents who had experience using the Macedonian social media whereby the text is written in English. The results showed that people use the Internet to learn English. Further, people use social networks on a daily basis to improve English language learning.

Keywords: social media, improving, English, communication, language learning

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Chapter I. Introduction

The term social media is defined by several authors (Wright et al., 2011; Snowden, 2006). According to Manning (2014), *“social media is the term often used to refer to new forms of media that involve interactive participation”* (p. 1158). According to the authors, the social networks Facebook and Twitter are the most examined and included in the analysis.

Variety of Social media gives various alternatives for users according to their needs. Social media is able to communicate verbally and in writing, also communicate directly (synchronous) or indirectly (asynchronous). Social media also can convey a variety of messages: text, photo, audio, video, animation, simulation, even interactive multimedia.

Some of this social media content uses foreign language, particularly the English language as an international language. Learning through the internet through social media using digital learning sources can improve writing skills of students. Research showed that online learning can improve interaction and students' involvement (i.e., student centered learning). Specifically, there was positive correlation and significance between students using English content on the internet and student interest in English learning. Therefore, research revealed that the students have positive perceptions about internet usage in language learning.

Social media are form of internet network usage. For students, various types of social media content and communication without geographical boundaries can be a learning medium to practice English. Practicing through social media can be conducted flexibly, everywhere and anytime . The media can communicate across geographical areas and everyone can even communicate with native speakers. The advantage of the media is minimalizing of shyness such as verbal communication in English. Social media can be used for daily practicing to improve English skills. The problem is whether the use of English in social media content has a relationship with English language skills.

The aims of this study are to determine the following:

- a. to provide in-depth knowledge of the impact of the English language on the communication of social networks in the Macedonian language and
- b. empirically test the use of social networks for linguistic purposes.

1.1. Research Subject

In recent years, social media have become an important factor in our daily communication, especially among young people, who spend time on Facebook or Twitter with their laptops or mobile phones. We use social networks to share our status for different events in our lives, write on the wall of our friends, or share a Twitter link from any area of life we can imagine. The enormous power of social media has reached unimaginable proportions, so if any of the new information does not find its place on Twitter, Facebook, or LinkedIn, it is treated as if it has not been published at all.

1.2. Research Relevance

Some social networks are proving to be more relevant than others. Not all social networks are visited identically. Therefore, some social networks are constantly monitored while others are monitored periodically. Depending on the characteristics of the social network, users decide to comment and share news.

Effective public relations should take into account two elements: the key message and the key audience. Only in that way can the institution or organization achieve full transparency and openness to the public. In this context, conveying a general message about the activities of entities (for example, the Ministry of Defense), which is of public interest, requires as large an audience as possible. The answer to the question of how to reach as many citizens as possible is with the help of social media.

Social media, in addition to its positive role in conveying information to a defined key audience, carries with it a number of risks that must be taken into account when using them,

especially from the aspect of security institutions. Primarily, this is about the possibility of spreading untruths and speculations on the official profile, in the form of comments from followers, and of course, the vocabulary that users(i.e., followers) can use that should be taken into account. That is why, in the description of the official profile of the Ministry of Defense, it is stated: "This is the official Facebook page of the MORM - the Ministry of Defense of the Republic of Macedonia. "The comments posted by the followers do not necessarily mean that they represent the official views or policies of the institutions or the MORM." Additionally, in the part of general information, the rules of use, ie sharing opinions are clearly stated. These are guidelines that indicate what the Ministry of Defense allows, ie what will be removed from the site. The general information states that the Ministry supports the discussion in any form, allows dissidents to express their views, but will not tolerate hate speech, ethnically or sexually illicit comments, swearing and insults, illegal activities, "spam" or posts that are violate the legal regulations and the like.

The statistical facts show that out of about 7.3 billion people on the planet, 3.17 billion are currently online and 2.3 billion are on social media (Data Reportable, 2021). This is the total number of people globally available who can send and receive messages. However, this does not mean that with one click a user and the institution can access this huge audience. It depends on the number of people following the user and their desire to further the information that they have accessed. But still, the opportunity is here. Social media is the only medium that gives an individual user potential access to so many people. One figure says that the growth rate of these media does not stop at all, even though about a third of the world's population is already part of one or more social platforms.

In 2015, the number of social media users increased by as much as 176 million people whereby 12 new people accessed social platforms every second. But this large number of users also has its "negative" side. If those 2.3 billion are potential members of a user's audience, the fact that the "Twitter" platform places about 500 million so-called daily tweets, and on Facebook, 55 million new statuses, it is easy to see that this is an extremely big challenge, for your status or "tweet" to be seen by as large an audience as possible (UNCTAD, 2016).

In order to attract as many people as possible as followers, every user, and especially the institutions in the field of defense, must focus and adapt to the language (i.e., the vocabulary of the social platform). They must be direct, talk in the first person, and to some extent be entertaining. This in no way reduces the credibility of the institution, but on the contrary, makes it known that it can and knows to reach every person, regardless of age or gender group. In fact, if a few basic rules are followed (such as the dictionary to be used on social media), the institution should be successful in its mission. In addition, there are some basic features of social media:

1. *They are "contagious"*. People always carry their social media profiles with them everywhere. They are part of users' "smartphones" and they are the first thing we people see on their browsers. Man is a being who has communication at his core. People can only survive by connecting with others and that is why social media is an unprecedented catalyst for human communication. It has always been and will remain an important, inseparable part of everyday life.
2. *They are based on the individual*. There are several differences between the conglomerate we call the "traditional medium" and the so-called Web 2.0 (i.e., social media). Perhaps the most important difference is the fact that social media is based on the individual, his thinking, his interests, his desires, his boundaries, and his ethics. In the communication of "Facebook" or "Twitter" there is no editor-in-chief, there is no ownership structure that can influence the reporting. Simply, there you are and the other 2.3 billion people in front of you. But it is also an extremely important risk factor, which will be discussed a little later in the text. In relation to this feature, a term appears called "Citizen journalism", which is free from all obstacles of traditional journalism. Therefore, it is not obliged by the basic rules of journalism such as checking facts from at least three sources, journalists' code, journalistic ethics, and so forth. This term means that information is not placed through control mechanisms. Instead, information is determined to be complete based upon speculation and untruth.

3. *Social media seems to be interactive.* This feature was mentioned above and is the "alpha and omega" of two-way communication. With just one click, users in just a moment can show if they like certain information. They can comment on it and transfer it to their profile. In the case of Twitter, the corresponding "tweet" can also be "retweeted" (i.e., transmitted to a user's followers). Recently, users of the "Facebook" platform can post their own reaction that differs from the original "I like it", which is to show "love", to "smile", to be "amazed", "sad," or "angry".
4. *Social media is free.* They have always been and will always be. In the numerous lectures at the Regional Center for Public Relations at the Ministry of Defense, participants often know how to challenge this feature by claiming that users still pay to be connected to the Internet. And, that's true. But that is the only cost, which involves much more than access to social media. Joining any of these networks is and will be free because, remember, they are an audience for advertising everything imaginable that is charged by the companies.

1.3. Research Purpose

Social media is the best stabilizer. They give a voice and a platform to communicate to anyone who wants to be a part of social media network. "Social media is radically changing the way we communicate". They are a huge balloon that is constantly growing. In terms of public relations, whose main goal is always and everywhere to inform, communicate and promote the transparency of an entity, whether it is an institution, organization or private company, social media is at the same time an extremely "terrible" a tool, but also a tool that we must not allow ourselves to ignore. In essence, social media has greatly changed the way public relations works, how it is organized, and how it communicates with the public.

What until twenty years ago was one-way communication, whose efficiency and effectiveness was determined only by measuring public opinion at certain intervals, has grown into something completely different because public relations, through this bubble called social media, today does not practice one-sided transmission of information to the public. On the contrary, today there is digital conversation and dialogue. In essence, there is two-way communication.

There are several goals that are important for making this paper:

- 1. The impact of the English language on social media in Macedonian,*
- 2. The use of English greatly affects the younger generation and*
- 3. The English language is used more and more every year in social media, websites, which enables better communication in a foreign language and that has a role on higher education.*

1.4. Research Questions

In order to achieve the aim of the study, the research is based on the central research questions:

1. English has a significant impact on communication.
2. English is increasingly used on social networks.
3. The use of English in the use of social media in Macedonian is a result of higher education.

1.4.1. Hypotheses

1. H1: The use of English on everyday communication on social media has an impact on the Macedonian language.
2. H2: The use of English on social media enriches the Macedonian language by expanding its vocabulary fond.
3. H3. The use of English on social media has a negative influence on the English language correct written and spoken use.

According to the research questions noted in the introductory part, this case study aims to meet the following objectives:

- a. to provide in-depth knowledge of the impact of the English language on the communication of social networks in the Macedonian language
- b. empirically test the use of social networks for linguistic purposes

Consequently, the following hypotheses are proposed:

H1: People use the Internet to learn English better.

H2: People use social networks on a daily basis and thus improve their English language learning on a daily basis.

Research Design

Due to the exploratory nature of the study, the research questions are addressed by qualitative and quantitative research. The methodological approach in the analysis will be desk analysis / exploratory research, and if needed, field interviews with relevant stakeholders involved in the strategic and operational level will be organized:

1. Collection of data from social media in Macedonian language and are easily accessible to all,
2. Survey of 100 respondents and
3. Focus group with users.

3.1. The Structure of the Thesis

This study consists of six chapters. The current chapter - ***Introduction (Chapter 1)*** - briefly describes the concept of the impact of the use of English in social media communication in Macedonian. Furthermore, it presented the research objectives and research questions covered by the implementation of empirical research. Then, research design was introduced.

The literature relevant to the research topic is presented and analyzed in the ***Literature review section (Chapter 2)***. First, it shows the current context of the role of English in all social media. Second, the use of English is discussed by assessing the views of different authors. A review of the literature provides a solid basis for understanding the context and setting the stage for empirical research. ***The methodological part (Chapter 3)*** presents the methodology and processes used to conduct empirical research in accordance with the nature of the research question. Specifically, the presented research approach and research method discuss the advantages and disadvantages over other methods. In addition, sampling, data collection, and data analysis processes are described in this chapter. ***The Findings section (Chapter 4)*** shows the results of the conducted research. Represents the processed data, organized in a logical order of topics. ***The discussion (Chapter 5)*** bases research findings in the context of existing literature and answers the research question. The last part of the thesis, ***The Conclusions (Chapter 6)***, shows the research conclusions, the limitations of the study, the proposals for future research, and the practical implications.

Chapter 2. Literature Review

2.1. Social media characteristics

The once traditional communication between people came down to the use of traditional ways of communication. However, this way of communication did not prove to be effective enough because there was a great distance between people and their communication was not constant. To this end, developed countries many years ago pledged to find global communication networks. These networks have helped to overcome barriers to distance between people, allowing people to connect even though they belong to different geographical areas. In this regard, the social networks that have been used more and more over the years have proven to have a visible impact, so the number of social networks and the number of users of social networks is growing.

Nowadays, social media have changed the way how people communicate, convey ideas and connect to others. There are some reasons why social media is also popularly used in the field of education, such as it is used by students and the people widespread; it offers a characteristic that other teaching media doesn't have; and more importantly, it also brings some changes towards the conventional value and concepts of students' learning process

The context of social media most commonly only focuses on the daily stories told based on someone's experience, a debate whether a story is important to be discussed or not, and other social sources that create both the speaker's and audience's identity. Social media is also used to document an event that an account owner is experiencing at the moment. A story published in social media might sometimes be something emotional that has a deep meaning for the account owner .

Social media is different from mass media in some ways. The information published in social media usually attracts more attention and reaches to a bigger scope of audience compared to the one in mass media. Being aware of this fact, mass media often uses social

media as a tool to promote itself. Media industry also uses social media to report the latest news happening. Social media users are not limited to a particular location and a nation's geographical borders.

Social media users are not only passively receiving information but also can actively create content and share it online. Therefore, social media users can act as both a consumer and a producer, the content accessed from social media is varied; it can be in the form of texts, photos, audio, videos, animation, and simulations. Content on social media can be used as a business commodity. Various content on social media can be easily accessed by using a handphone or other gadgets. This is what makes social media very flexible to be used by different individuals with different needs, potency, and desires. Ethically and lawfully, the use of social media fully depends on each of its users. Social media also offers the possibility for the users to have a two-way communication. This communication uses the social media's network itself, which is more popularly known as viral communication that is a public conversation among online users. Viral community is a group of any individuals with no limitation in terms of their time, place, physical condition, or even economical status.

2.2. Learning English as a Foreign Language

Globalization has undoubtedly influenced people to connect with each other linguistically, to learn the languages spoken by their interlocutors. Over the years, English has been the most widely used language as it has been used in more than 50 countries where this language is spoken as a first or second language (see Figure 2.1).

According to statistics, in 2020, more than 400 million people speak English (communicatively or in business) In addition, more than two billion people are learning English because they realized that the English language helps people to understand others more easily (ETS Global, 2021).

Figure 2.1. The Use of English Language across the World



Source: Britannica. (2021). English Language. Retrieved from: <https://www.britannica.com/topic/English-language>

The teaching of English as a foreign language requires an effective strategy which could help students understand the language better. Ideally speaking, the teaching of English in the classroom must not only cover theoretical knowledge but also practices on how to use the language properly related to the topic being taught. This idea of providing sufficient language practice is supported by the results of previous studies.

Anderson (2016) once conducted an interview related to the PPP (Presentation, Practice, and Production) framework in English language teaching. PPP is a framework of English language teaching proposed by Byrne (1976). Regarding this framework, the aspect of practice plays an important role during the learning process as it helps students to understand the materials better and store it in their long-term memory.

A study conducted by Nakata (2017) investigated whether there is a significant long-term effect on applying the repetition method towards Japanese students' English vocabulary understanding. The result of the study revealed that repeating the vocabulary from five up to seven times significantly contributes to the higher score achieved by the students.

Thus, the more the students practice the language, the better their understanding towards the language will be. Giving sufficient time to practice writing in English will help students to be a more proficient English writer. As reported in a study conducted by Rokni and Seifi (2013), students in the University of Golestan, Iran successfully improved their writing skill after they were given some time to practice writing a journal. The result of the study shows that writing a journal gives a positive impact towards the students' grammar and confidence in writing.

Rahman et al. (2018) strengthened the idea on how sufficient practice could help to improve students' language (English) ability. They conducted a study about the effect of using a podcast on improving students' listening skill in SMA N 1 Luwu. The result of the study reported that the students taught using a podcast achieved a better score in listening, compared to those students taught using a conventional method.

Buckingham and Alpaslan (2017) conducted a study on how practice of speaking outside the classroom could improve the third-grade students' speaking skill in Turkey. The result of the study showed that the students who have more interactive recording significantly improved their speaking skill compared to those who do not, even though based on the result of the pre-test, the students in the experimental group had a lower speaking score compared to the students in the control group. Moreover, the students in the experimental group also improved their ability in responding a question more confidently with less frequent hesitation.

Reading skill can also be improved by having sufficient practice as reported in a study conducted by Samareh and Langroudi (2018) which investigated the effect of blogging on students' reading skill. Based on the result of their study, it was found that blogging can help to improve the students' reading skill.

There have been some studies conducted on the strategy used in teaching English. Hao et al. (2019) conducted a study on the effectiveness of using mobile application designed within cognitive domain on facilitating students to face difficulties in learning English as a foreign language. Results of the study revealed that the use of mobile application can improve the learning of English as a foreign language. The application designed is approved to be an effective tool for learning English, though regarding to the students' perception, this application still needs some modifications to make it more adaptable.

Amjah (2014) conducted a study on the strategies used by teachers in Brunei Darussalam to develop students' interest in learning English as a foreign language. The subjects of the research were fourth-grade students and English language teachers. The study revealed that there are some strategies applied, such as using ICT (Information and Communication Technologies), music and media. The result of the study reported that 90% of the students agreed that the use of ICT and music can help to facilitate English teaching and the learning process. Meanwhile, according to the English language teachers, there are various strategies that can be applied in English teaching and the learning process, such as books, cards, posters, and ICT.

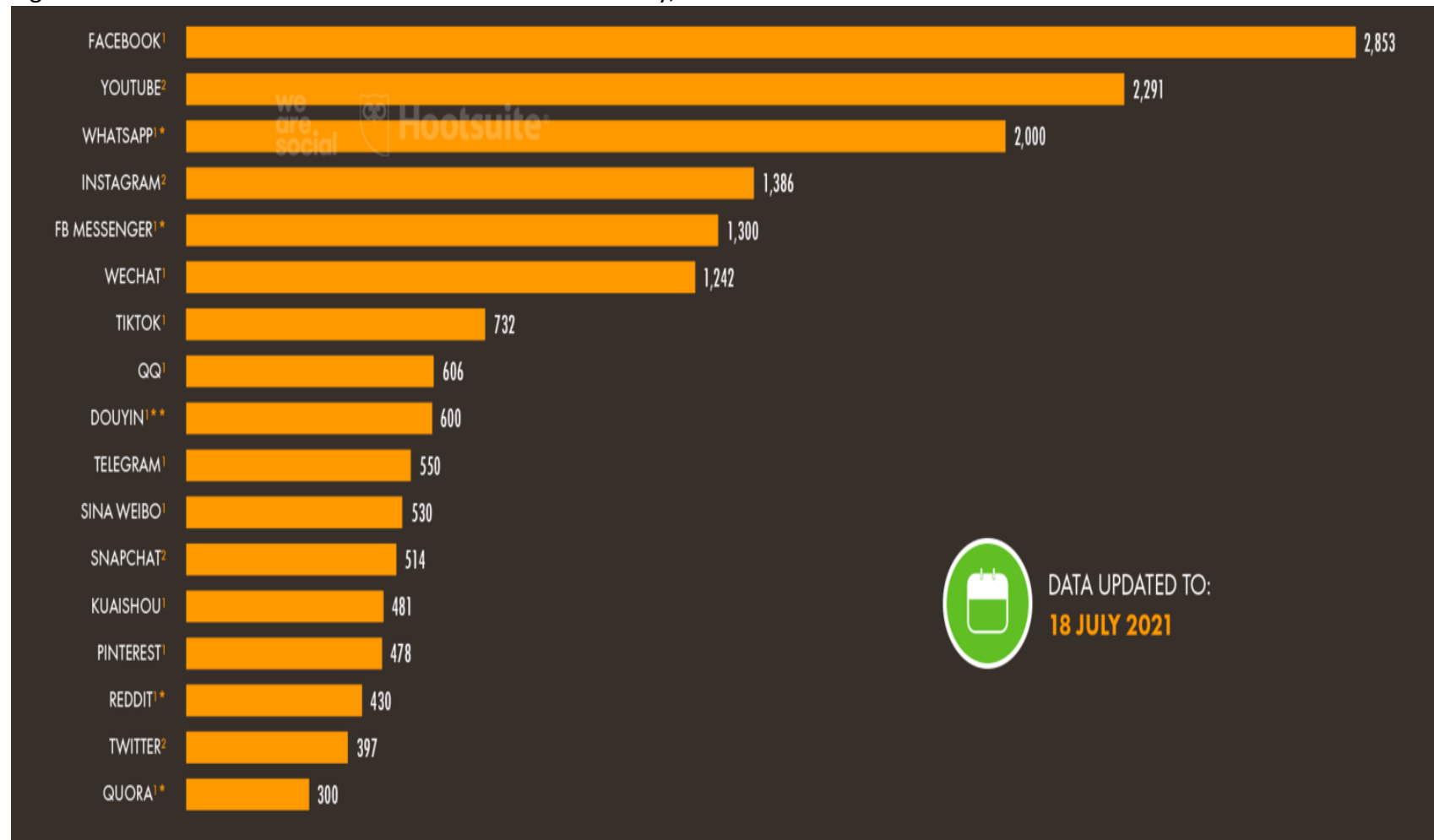
Informal English learning can be done in a number of ways. One of the most popular ways is to access any English learning sources online. In a study conducted by Jurkovic (2019), it In

addition, general risks associated with social media such as the protection of personal data, the posting of photographs by users under the age of 18 (without permission and copyright), the posting of security-sensitive information, the geo-tagging "(especially on a task or mission) and similar activities. found that Slovenian students prefer accessing English materials online to improve their receptive skills to productive skills. Related studies on the use of social media to support the process of learning English as a foreign language have been conducted in some countries. Jurkovic (2019) conducted a study on university students' perception on using social media to learn English in STKIP Muhammadiyah Rappang. Based on the result of the research, it was found that students showed a positive attitude and willingness to use social media in writing class.

However, there are some problems that might be barriers for students in using social media such as large classes, lack of training on the use of the internet, and the lack of facilities. A study on the effect of social media towards English learning was conducted by Sirivedin et al., (2018). This study investigated the use of Facebook in enhancing the effectiveness of English learning among English language teachers. The result of the study indicated that Facebook can be used to improve writing skills, namely accuracy, meaningfulness, clarity, and relevance. Additionally, it can also enhance fluency, self-confidence, satisfaction, and value.

Social media has been proven to be able to help university students in Khyber Pakhtunkhwa to improve their English language skill as revealed through a study conducted by Khan et al. (2016). This study reported that the use of social media (Facebook, Twitter, Flickr, WhatsApp, and Skype) can improve the students' English language skills, namely listening, speaking, reading, writing, and language components (i.e., vocabulary and grammar). Current research shows that these social media are the most used (see Figure 2.2).

Figure 2.2. The world's most used social Platforms since July, 2021



Source: Data Reportal. (2021). Global Social Media Stats. Retrieved from: <https://datareportal.com/social-media-users>

The effectivity of utilizing social media to learn English as a foreign language also was studied by Al-Mubarak (2016). The subjects of his study were four-year students majoring in a Bachelor of Arts (B.A.) in English at Al Ardhi college of Science and Arts for girls in Jazan University, Saudi Arabia. The result of the study conveyed that utilizing social media (i.e. Twitter, Facebook, Youtube, and WhatsApp) greatly helps the teaching and learning process which later influence the students' success in learning English as a foreign language. Another study in the same area of interest was conducted by Belal (2014). In this study, the researcher only highlighted the influence of social media in tertiary-level students' speaking and writing. The result of this study found that social media positively affected the students as well as the teachers speaking and writing skills through group discussions where they can exchange their ideas, access to easily sharing course-related materials and assignments. Reference Fagossa (2015) has also studied the influence of Facebook group in enhancing the ninth-grade female students' writing skill in Al Rahedia, Jordania. From the result of this study, it is found that Facebook can be used to motivate the students to actively participate and be more enthusiastic in practicing English writing skills.

Finally, a study was conducted on the effect of using Facebook to improve two-year students' writing skills as well as enriching their vocabulary in the University of Jordania. The result of this study revealed that the students taught writing using Facebook achieved a better score and have richer vocabulary compared to those students taught using conventional methods.

2.3. Macedonian Language, Grammar, Punctuation, and Social Networks

As for our mother tongue used on the Internet, it may not use as many acronyms as in English, but it is also noticeable that the correct Macedonian and literary language loses its place and is replaced by many correct words that have lost a letter. at the beginning "HE IS NICE" or they doubled the letter to express more admiration, without using many words. Of course, the rule of capital letters is neglected, which expresses an emotion in which the person who writes the e-mail or similar screams at the person to whom he is writing. The uppercase rule is not followed either, so it can appear in the middle of a sentence like in this case "SrCee".

Punctuation is a waste of time, so two sentences are often merged into one, and the use of a comma is too heavy: *"sreken rodenden jovana da porasnes golema", "fala pozdrav i do vas"*.

Taftology is a common example as "hello to the most beautiful beauty", as "beauty" does not mean a person who is very beautiful. There is a communication that consists of only from signs and numbers and we parents would have a hard time understanding it if it was not deciphered by someone at a younger age such as the "<33" sign. And the following few lines of words convey a positive conversation in the form of comments of two friends on Facebook under the picture that one of them posted on his wall:

Article A: Sonccccccc

Article B: Macccc

Article A: zhicccc ☹

Article B: cccccccccccccccccc: D: D: D: D: D

These few examples are just part of the efforts to reduce communication to a minimum, to sound "modern", "trendy", without at all having in mind how it all sounds and how many literate and eloquent speakers will become in the future, as such minimalist and sign communication will reflect their intellectual and academic development. Grammatically and stylistically incorrect communication becomes so woven into their being that young people, high school students, and students in general lose the meaning and sense of the type of communication. Whether formal or informal, they unconsciously continue to communicate in an inappropriate style with their professors who prepare them as future academic citizens and put them in a position to close their eyes to their low standard of communication which is not only poor but also the wrong standard of the Macedonian language. The following e-mail indicates the successful attempts of young people to bring written communication to the lowest possible level of the Macedonian language.

Good teacher, I apologize for taking your time, but I only saw now that I reported them by mistake in the first decade .. I want to ask you if I can come and take it in the second decade ... if there is a problem with entering I will take the grades in the first one now, but I wanted to ask you first

All the best

The development of young people in terms of language use and literacy is degraded by their passionate presence on social networks, losing the benefits of verbal speaking and writing at the expense of non-verbal or grammatically incorrect language. Social networks not only have a great impact on their ability to communicate negatively because it is passive, but also on cognitive development. This is due to the countless examples of reduced general knowledge of students in secondary education and the declining trend of faculty achievement. They use the Internet less and less for research in their studies, and more and more often "sleep" on the social networks that impoverish their speech, writing skills, creative and critical writing.

2.4. New Phrases and Words

The Facebook page was created mainly for socializing, but also for communicating and meeting new friends. Everyone who is part of the Facebook page has their own profile, where their name and surname, date and year of birth, and their profession are written. On the profile, everyone has presented their own picture and their own photos.

The communication can take place immediately at the time of inclusion if the friend from the other party is also involved at the same time, and there is the possibility of sending a message which is immediately registered with the recipient. And not only on Facebook, but also on personal email. The possibility of not receiving the sent message is almost non-existent. Because of reliable two-way communication in which no feedback is received, the communicator knows that his message has been conveyed.

What this social network has brought is the emergence of new derived words that originate from the English language and that are increasingly accepted and used in the everyday speech of young people. The theory is that language is realized in oral (spoken), written (written),

and electronic form. In each of these forms, different features of language as a system of signs come to the forefront.

The spoken form of language is conditioned by time and is closely related to the social situation in which the communication takes place and to the current state of the speaker (this means the use of emotionally colored language as well as the accompanying use of non-verbal means, especially paralingual). While the written form is conditioned by space, it is also closely related to the ways and means of writing. Therefore, in the spoken form the process of linguistic creation comes to the forefront. In the written form, the results of the linguistic creation also take place.

2.5. Psychological Impact of Social Networks on Humans

Today's era of social media is an opportunity to gather many friends. The connection between the number of Facebook friends and loneliness in real life is very astonishing. Sociological research shows that most people cannot know more than 150 people intimately, while the number of Facebook friends of most users is much, much higher. In today's modern world, a person is judged by his or her personal achievements, wealth, the image he or she promotes, and the way he or she spends money. This is why many lose social and family ties, striving for the ideal of self-promotion and the system of modern valuation. Therefore, it is not surprising that more and more people feel lonely and that loneliness has become the most common element of the modern world.

For this reason, loneliness can be found as a key phenomenon of social networks. In a world where time is money, we are all under tremendous pressure to achieve as much as possible. Because of this excessive ambition, our social life is exposed to a great challenge. That's when modern technology is used, which is seemingly really tempting - it offers us an incredibly easy way to make and maintain friendships, as well as find virtual romance.

Nowadays, it is so easy to make friends on social networks that it is even compared to harvesting photos for an album, thus losing the sense of difference between quality and quantity. Thus the meaning of friendship shifts to online chats, image sharing, and likes. Herein lies the great paradox - making a lot of friendships when you are essentially lonely.

Behind the secure mask of the Internet, we choose how we present ourselves. Instead of focusing on making real-life friendships, we focus on promoting and building an image on the Internet. These are hours spent editing the profile, selecting the best pictures, as well as selecting words and expressions before sending anything. Thus, social networks not only change our habits, but also change us.

When a person is lonely, they turn to social networks that offer instant friendships, people who "appreciate" and "love" you, and a place where a person's opinion is valued.

Sharing thoughts, experiences, images, enjoying the feeling that you are connected to the world, and that you are not alone provides solace, when in fact the opposite happens. Thus, because we can not be alone and deal with the fact that we are "disconnected from the network", we will have to learn to be lonely.

2.6. The Impact of Social Networks on Young People

Social networks, as previously proven, are mostly used by young people who find social interaction on the Internet. Using various applications and social media, young people are able to connect, share interesting news about their age, and feel closer to friends. However, in addition to this benefit, it is necessary to develop a debate on how social media affects young people.

Social networks have created a global Internet language spoken and understood by young people around the world. But young people forget to talk! They get rid of talking directly to someone and exchanging opinions. Social networks have taken the place of communication in private.

Young people usually choose to chat on Facebook, Skype, and Viber; whereas, older people decide to communicate via e-mails. Even in many companies with younger employees, it is easier to tell someone that they have been fined 30 percent of their salary by text message than to be called to the office. The younger population is simply stuck with computers and phones, even when they are sitting in company. Today life revolves around the Internet and social networks. Here is where new friendships are "acquired" and old friendships are broken. For example, interviews for work, an appearance in front of a professor, public speaking, and verbal communication demonstrate that the spoken word becomes a thing of the past. Young people do not know how to express themselves orally because they are afraid of speaking and of confrontation in private. People are alienated from friends because social networks are trapped and the person forgets to really communicate with friends and becomes introverted. Unconsciously we begin to abandon the values that imply friendship, respect, and sociability. Yet researchers say that Facebook and other social networks are very important in the life of a teenager.

Young people are excluded from what it means to have a common experience. They make friends in the virtual world with whom they cannot communicate other than through social networks and create an image of the other party that they want to create. They always have something to say on Facebook chat. At the table, friends are silent, withdrawn, and non-communicative. They say talking on social media makes it easier for them to connect with friends, but sociologists warn that this is not the right way to communicate and that it cannot provide the deeper connection needed for true friendship.

Virtual chats should be just a supplement, not a substitute for real social interactions. The spread of friendships on the one hand is positive but, on the other hand, such communication has many negative sides. Chatting on social media, or "chat" as it is popularly called, sociologists say can endanger social life. They should only be used if you are unable to make it face-to-face, or for contact with people at a greater distance. Otherwise, such conversations are a death knell for what is meant by public speaking and real communication.

Social networks affect the overall construction of the young person, starting from the formation of attitudes, habits, and ways of communication (i.e., vocabulary and speech), as well as the formation of the individual's moral and value code.

Communication on social networks does not prepare children and young people for communication in real life and conversations on social networks in no way can be a substitute for face-to-face conversations.

It is important for social media that children are affected both positively and negatively. In addition, social media has an important role in creating the culture of young people and reflects the value of their generations. This is evidenced by the results of numerous studies. According to Newport Academy (2021) *“about half of the 1,500 young people surveyed said social media is very important for them in order to get support and advice, feel less alone, and express themselves creatively, as well as for staying in touch friends and family while social distancing. And 43 percent said that using social media makes them feel better when they are depressed, stressed, or anxious. Among LGBTQ youth, 52 percent said social media helps them feel better when they are experiencing these difficult emotions”*. According to Mageto (2017) *“the positive impacts of social media on the youth today include making them up date on the events happening around the globe and also enables them network and stay connected with their fellow youths and friends without physical meetings. It bridges the gap between friends since a person say in Africa can network and interact with his or her friend in the United States. This in turn helps in strengthening relationships say amongst classmates in high school or college, who after finishing school, moved to different locations around the world. Additionally, youths can create pages and groups in the social media platforms based on their professions, faith among other dimensions of their lives and this leads to more connections being built and more opportunities being opened for their respective disciplines. This can even lead to more employment opportunities being created for the unemployed youths. From the many interviews carried daily, youths say that social media platforms make their lives enjoyable, efficient and easier and has also become their lifestyle”*.

It is well known that communication is a prerequisite for the success of any individual. Therefore, this skill is desirable to be nurtured in schools, further during the studies, through appropriate subjects or trainings for communication skills or public speaking and public speaking. It is no coincidence that today many prominent companies organize such trainings for their employees. The reason is that every profession in the essence of its realization has communication and the more successfully we manage it, the more successfully we will face all its demands and challenges.

Chapter 3. Methodology

The purpose of this paper is preliminary and exploratory research of the linguistic functions of English in the Republic of Macedonia. Using the theoretical framework proposed by Kachru (1985), the functional perspective encompasses several categories that refer to different kinds of language use: instrumental function, which deals with English in education; interpersonal function; and imaginative/innovative function, referring to the creative use of language in literature. Although this last function is represented as characteristic for the Englishes in the outer circle, in this paper it will be used as a way to explain the changes that English and the native language undergo in the process of lexical item nativizations in the expanding circle, as illustrated by Berns (1990). This chapter explains the aims and the research questions of the dissertation. Hence, the chapter describes the epistemological and methodological decisions that have been addressed, the justification of the methods selected and how they reflect the theoretical framework. Then, the six phases of the study and the form of triangulation adopted in the methodology are introduced.

3.1. Research Method

After it was theoretically proven that the influence of English in everyday communication on social networks is great, the need for further research was clear. In order to justify the reason

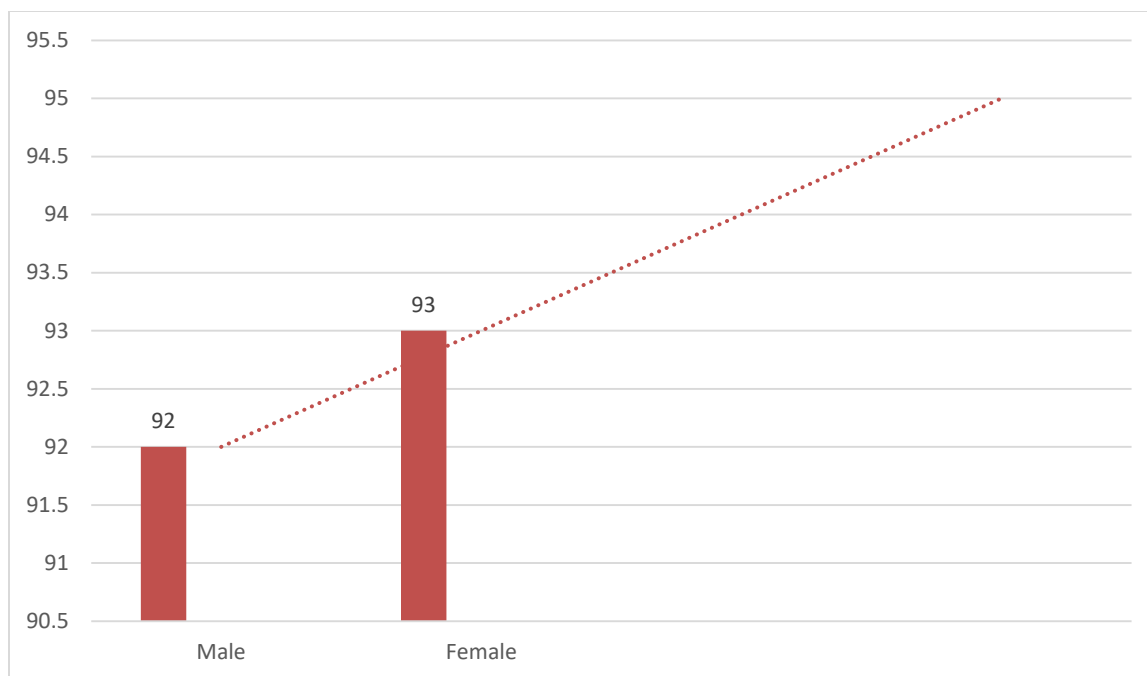
for conducting the research, *the method of observation* and *the method of analysis* were used as qualitative methods. More than 1560 profiles on social networks were analyzed to prove that English is indeed used by Macedonian users of social networks. Facebook, Instagram and Twitter profiles are included as social networks from where the most information about the users can be obtained.

In the next phase, a quantitative technique (*survey questionnaire*) was applied to an appropriate demographic sample, which created conditions for proving the set hypotheses and obtaining reliable scientific results related to the topic.

3.2. Research Sample

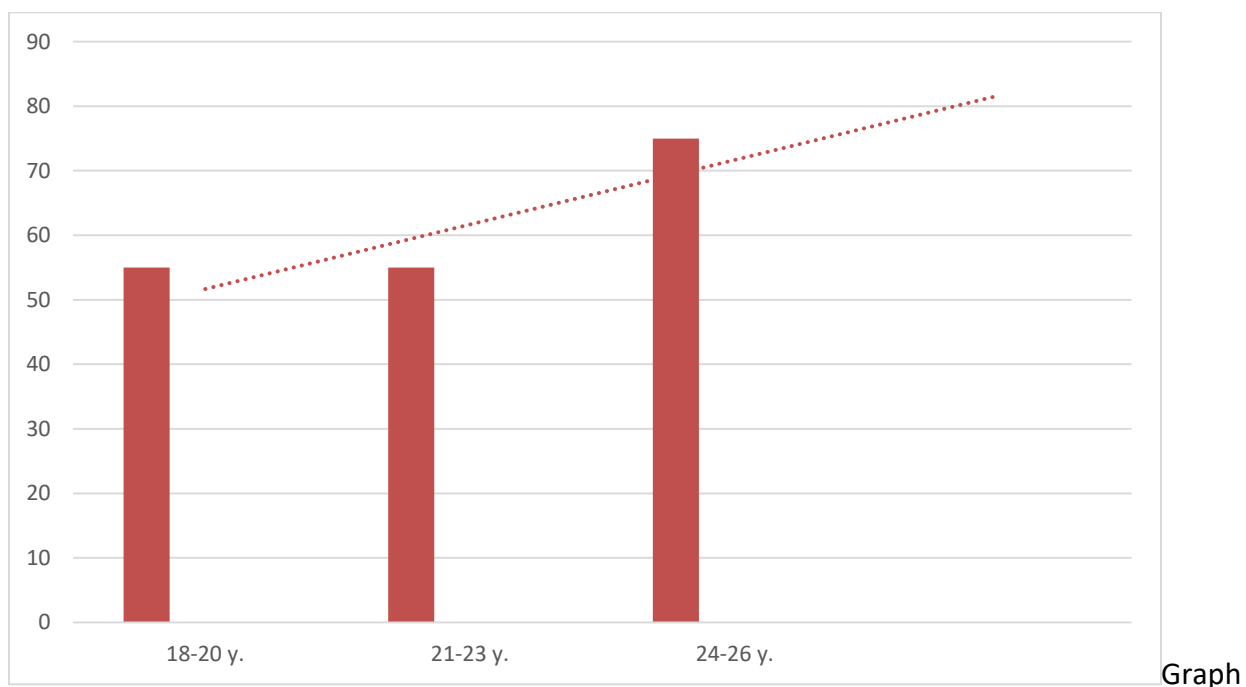
The study was conducted among the students of North Macedonia. Sample was taken by random sampling technique and the total number of samples were 185 students. Data collection was conducted from March 2018 to September 2020. Data collection was conducted using questionnaires. Students completed research questionnaires by internet network using Google Drive. Variable studied were intensity of students using English social media content and the relationship with students' perception to their English skills. English language skills include reading, writing, listening and speaking. The skills were measured based on perception of each student.

Regarding the sample, special attention is paid to the gender dimension, to have men and women equally represented. Accordingly, the survey covered 92 male respondents and 93 female respondents (see Graph 3.1.)



Graph 3.1. Gender of respondents

In terms of age, several categories of students are covered. 55 respondents are aged 18-20, 55 are aged 21-23, while 75 respondents are aged 24-26 (see Graph 3.2).



3.2. Age of respondents

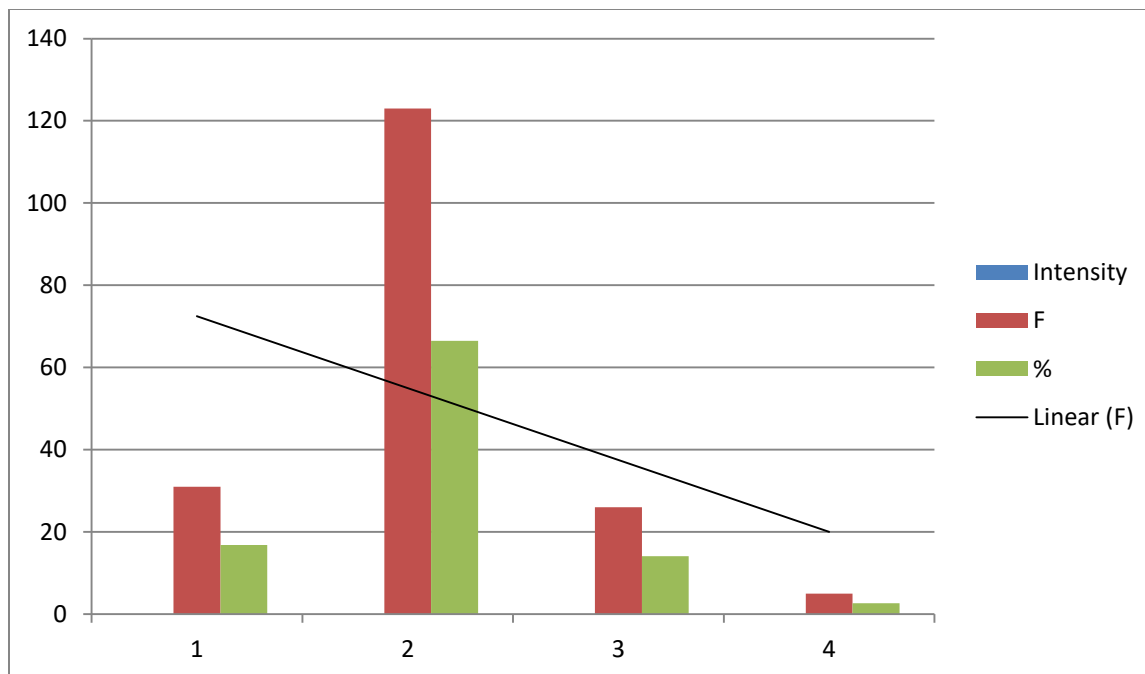
3.3. Statistical Analysis and Results

Data collected was analyzed using descriptive statistics and correlation statistics of Spearman's. SPSS version 23 was used to facilitate data processing. Research questions were expected to be answered by data analysis

This study highlighted the correlation between the senior high school students' intensity in accessing an English content on social media and their English language skills. The aspect of social media use covers: the intensity in accessing social media, the contents accessed, and the source of the contents. English language learning consists of four language skills: listening, speaking, reading, and writing. The term social media in this study refers to Line, WhatsApp, Instagram, Facebook, Twitter, Snapchat, Ask.fm, and the like. Table 1 below presents the results of the questionnaire related to the use of social media.

Table 3.1. Intensity of English Social Media Usage

Number	Intensity	F	%
1	Very rare	31	16.8
2	Rare	123	66.5
3	Often	26	14.1
4	Very often	5	2.7



Graph 3.3. Intensity of English Social Media Usage

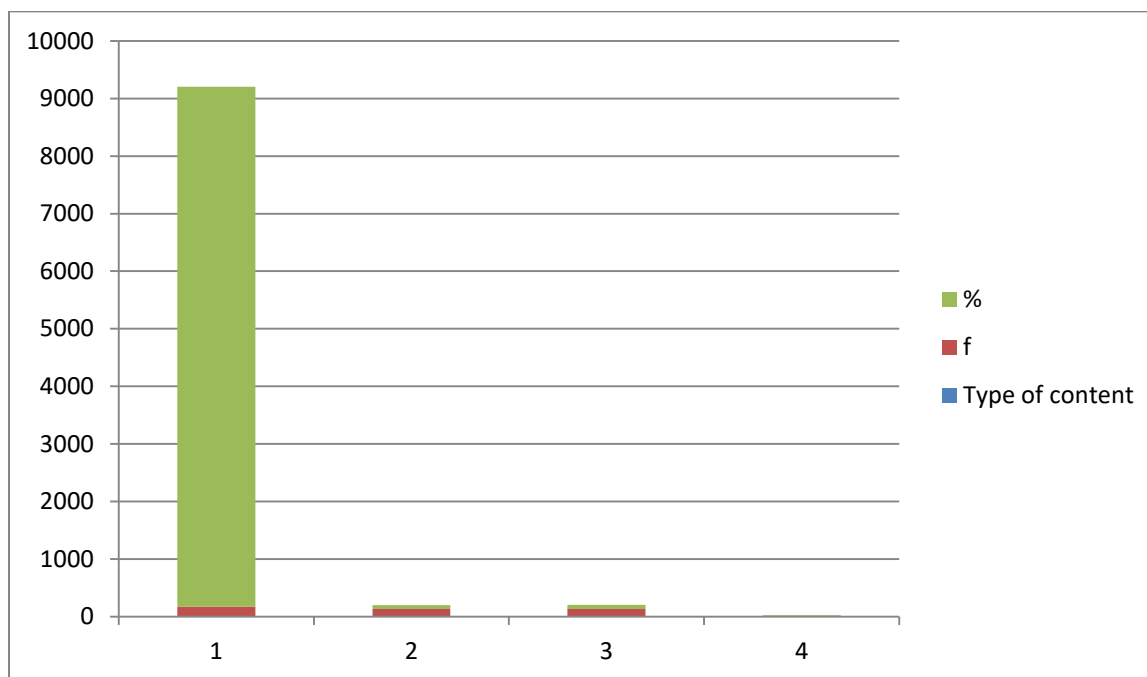
Basically, the students' intensity in accessing English contents on social media is still low. From Table 3.1, it can be seen that there are only 17% of the students who accessed English content on social media very often. On the contrast to this finding, a study reported that the intensity in accessing social media among teenagers in Jakarta is high. More importantly, there is also a great number of English contents available on social media that the students can easily access.

Regarding this finding, it can be concluded that the students dominantly access social media contents created using Macedonian or local languages. In other words, the students' ability in using English is still low.

Table 3.2 Type of English Social Media Content Accessed

Number	Type of content	f	%
1	Video/animation	168	90.8

2	Text	130	70.3
3	Audio	131	70.8
4	Simulation	16	8.6



Graph 3.4.Type of English Social Media Content Accessed

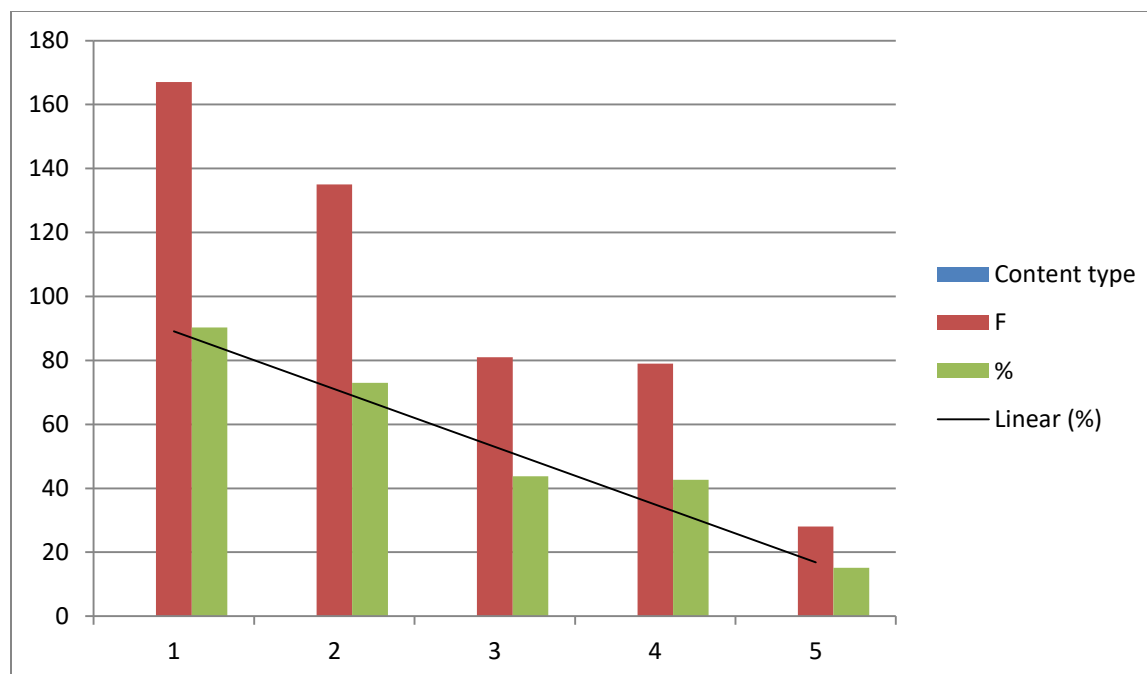
Table 3.2 presents that 90.8% of the English content accessed by the students are in the form of video or animation. The result of the interview with some subjects of this study revealed that social media content carried out in the form of videos or animations are more exciting to watch and easier to understand since the messages are created in the form of moving visual images complete with audio. The content of a video is varied. It can be in the form of songs, movies, documentary files, or even learning materials.

Moreover, almost all social media applications launched recently offer easy features to record a video, edit a video, upload a video, and share a video instantly. Even two-way communication on social media nowadays also allow us to enjoy a video call.

Another finding that can be obtained from Table 3.2 is the high number of content uploaded in the form of texts and audio. The content created in the form of text and audio also plays a great role in improving the students' ability to use English. Audiovisual content offers a perfect example on how to pronounce English words correctly since they are not pronounced the way they are spelled. In this case, students can also visually see how the speaker's lips move in order to produce the correct pronunciation. Thus, from the audio-visual content, students are expected to be able to practice their English pronunciation. Then, from the contents created in the form of text, students are expected be able to practice their reading and learn how to write grammatically correct sentences.

Table 3.3. English Content Type Accessed

Number	Content type	F	%
1	Songs	167	90.3
2	Films	135	73.0
3	Games	81	43.8
4	Subjects	79	42.7
5	News	28	15.1



Graph 3.5. English Content Type Accessed

From the various form of content available on social media, songs get the highest interest from the students. Based on the data presented on Table 3.3, there are 90.3% of the students who accessed English songs on social media. Relating this finding to the data presented in Table 2, it can be concluded that the most frequently accessed English songs are uploaded in the form of videos or animation. This finding goes hand in hand with the advanced technology development which offer an easy access to enjoy songs in mp4 format on Youtube or any other application.

Not only accessing English songs, 73% of the students also enjoy accessing English movies. Students can enjoy English movies as an entertainment and also a way to practice their listening skills. Just like English movies, video games also offer the same advantage for the students.

Additionally, based on the data presented in Table 3.3, it can be seen that there are 42.7% of the students who accessed learning materials on social media. This indicates that social media is a great option to be used as a tool in the English teaching and learning process.

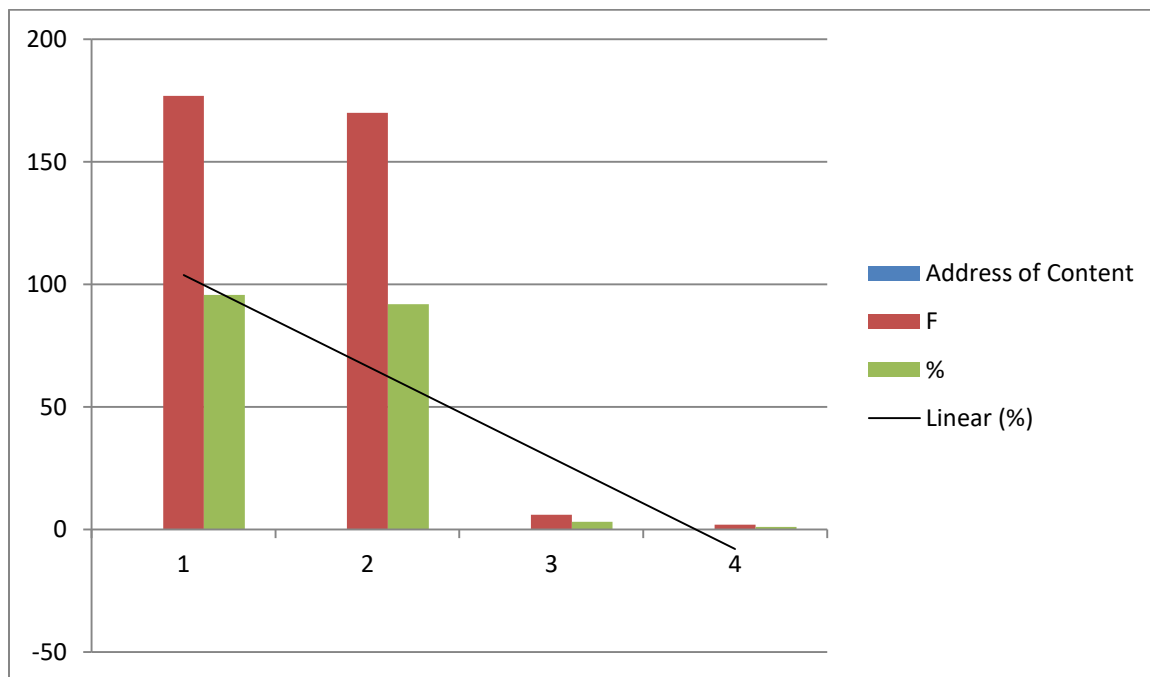
Lastly, it is found that there are 15.1% of the students who accessed English news on social media. This is not something surprising since students of this age are commonly more interested in songs, movies, games, or learning materials. From the data presented in Table 3, we can conclude that teenagers use social media for various purposes. As it is reported in a study conducted by Supratman (2018), teenagers use social media for information, virtual communication, hobbies exploration, entertainment, fashion, lifestyle, and even online learning. Social media these days has been equipped with advanced technology which allows users to multitask. Through this multitasking feature, users can execute some work in an instant. The characteristic of this feature fits perfectly with the characteristics of millennials who want everything to be done quickly and instantly. For example, when students do their homework using a laptop, they can have a discussion with their friends on Whatsapp, can have a video call on Skype, listen to the music on Youtube, and many others at the same time. All these activities can be done simultaneously by utilizing social media.

Despite the abundant benefits that social media offers, there are some teenagers who have terrible experiences in using social media. According to a study conducted by Supratman (2018), some social media users will possibly experience being hacked by a hacker, getting a stiff neck, and having eyes becoming irritated from accessing social media for such a long period of time. Users may also experience being ignored while talking to friends, being judged through the comments section, being scammed to purchase fake products, inflicting jealousy caused by misunderstanding, and being influenced by any hoax shared on social media. Therefore, it is important to be wise and really careful in accessing social media specifically for students.

Supratman (2018) and Papadakis et al. (2018) also suggested that, although mobile applications are currently developing rapidly, it is still difficult to find the right application for education purposes. Other studies which related to these findings have also been conducted by Papadakis et al. (2018) and Kalogiannakis & Papadakis (2018). The mobile application for Greek preschoolers designed to teach children about numbers and letters turns out to be based only on low level thinking, rote learning, and does not contribute to conceptual understanding. Mobile applications which are suitable for development needs of preschoolers hardly can be found.

Table 3.4 English Content Resources in Internet

Number	Address of Content	F	%
1	Looking for by themselves	177	95.7
2	Friends	170	91.9
3	Teachers	6	3.2
4	Parents	2	1.1



Graph 3.6. English Content Resources in Internet

Students in this globalization era are popularly referred to as digital natives. Digital natives are people who are very familiar with the use of computers and internet from an early age in which most of the time they do not need to read a manual book to operate a new tool. They are able to directly search for and find out what they need using internet and social media, it can be seen in Table 3.4 that 95.7% of the students are able to find English learning materials

on internet on their own. Meanwhile, other students also claim that they find the source of English learning materials from friends' recommendations.

Parents and teachers play an insignificant role in helping students to find the source of English learning materials accessed on the internet. In respect of the great enthusiasm that students have access to English learning material on the internet, parents and teachers should have been properly informed on how to guide and help students using internet for educational purpose optimally. As supported by the result of a study conducted by Chalim (2018) that parents and teachers play a positive and significant role in the use of internet as students' learning sources. In this case, parents and teachers can share the links of any websites that provide English learning materials.

Specifically, for teachers, they can fulfil their role in utilizing the internet to facilitate English learning by assigning some tasks and exercises for students. The search for the links that provide English learning materials should not only be tasked to the English teachers but also all teachers who teach other subjects.

As for parents, they can fulfil their role by monitoring what their children are accessing from the internet. Parents should filter the contents accessed by their children and even give suggestions and recommendations about the links that the children should access, preferably educational websites. In this case, it is highly suggested that parents should be able to understand whether the website provides relevant English learning materials and is able to enrich their children's knowledge or not.

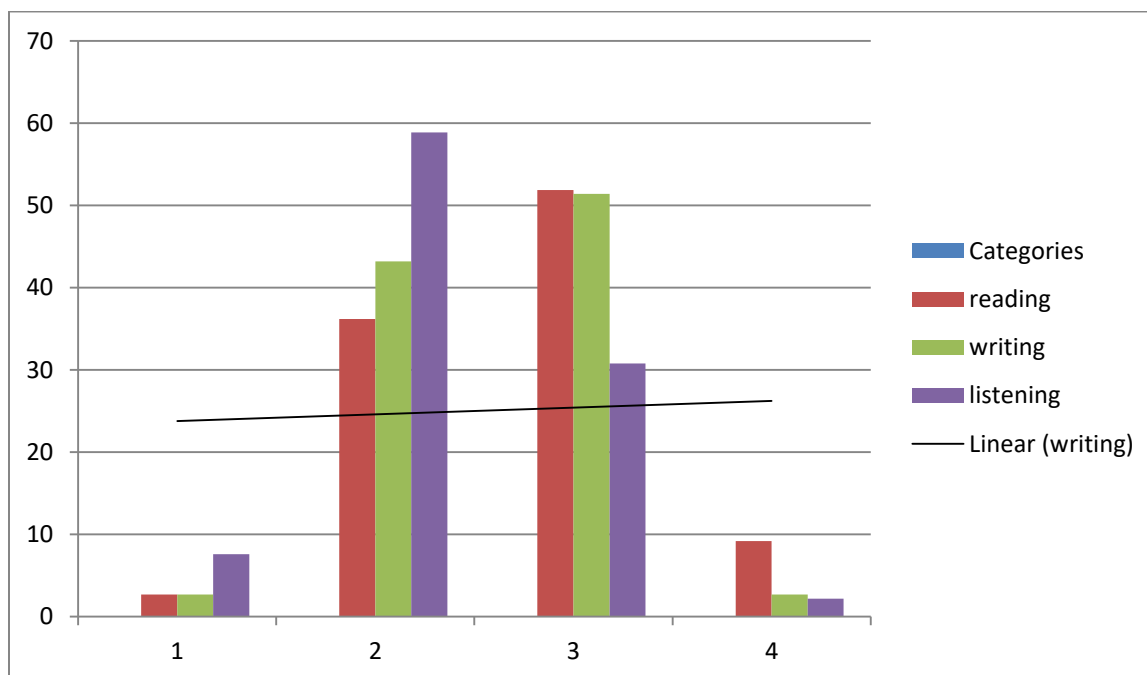
There are four language skills that students should be able to acquire in learning English as a foreign language, namely listening, speaking, reading, and writing. From Table 3.5, it can be seen that the students' reading skill is good.

There are 51.9% of the students who claim that they are able to read English texts well and even 9.2% of them claim that their English reading skill is very good. These findings indicate that the students are able to comprehend English texts well.

However, there are 39% of the students who claim that they still experience some difficulties in comprehending English texts. Therefore, parents and teachers should give their best efforts in helping senior high school students to improve their reading skill in English.

Table 3.5 Students' Perception Towards English Language Skills

Number	Categories	Reading (%)	Writing (%)	Listening (%)	Speaking (%)
1	Very lack	2.7	2.7	7.6	4.3
2	Lack	36.2	43.2	58.9	53.0
3	Good	51.9	51.4	30.8	40.5
4	Very good	9.2	2.7	2.2	2.2



Graph 3.7. Students' Perception Towards English Language Skills

Next, for the students' writing skill, it can be seen that there are more than 50% of the students who claim that they are able to write well in English and even 2.7% of them claim that their English writing skill is very good. However, there are 45.9% of the students who claim that their writing skill is poor and even some of them claim to have very poor English writing skills. Having a closer look to the results of the students' reading and writing skills, it can be seen that both data is similar to each other. The similarity between the two, might indicate that there is a correlation between the students' reading and writing skills.

For the students' listening skills, it can be seen that there are 68% of the students who claim that they have poor listening skills and even some of them claim that their listening skills are very poor. These indicate that most of the students still experience difficulties in understanding spoken English information. There are only 30.8% of the students who claim to have good listening skills and 2.2% of them who claim to have very good listening skills. Thus, it can be concluded that the students' listening skills are lower than their reading and writing skills.

Lastly, on the students' speaking skills, there are 58% of the students who claim that their speaking skills are poor and even some of them claim that their speaking skills are still very poor. This means that most of the students still experience difficulties in conveying their ideas in English.

Comparing all the four skills that the students have, it can be concluded that the students' skills in reading and writing are better than their skills in listening and speaking. In other words, it can be said that the students' skills in passive activities like reading and writing are better than their skills in active activities like listening and speaking. Speaking is one of the most important skills to be acquired in language learning.

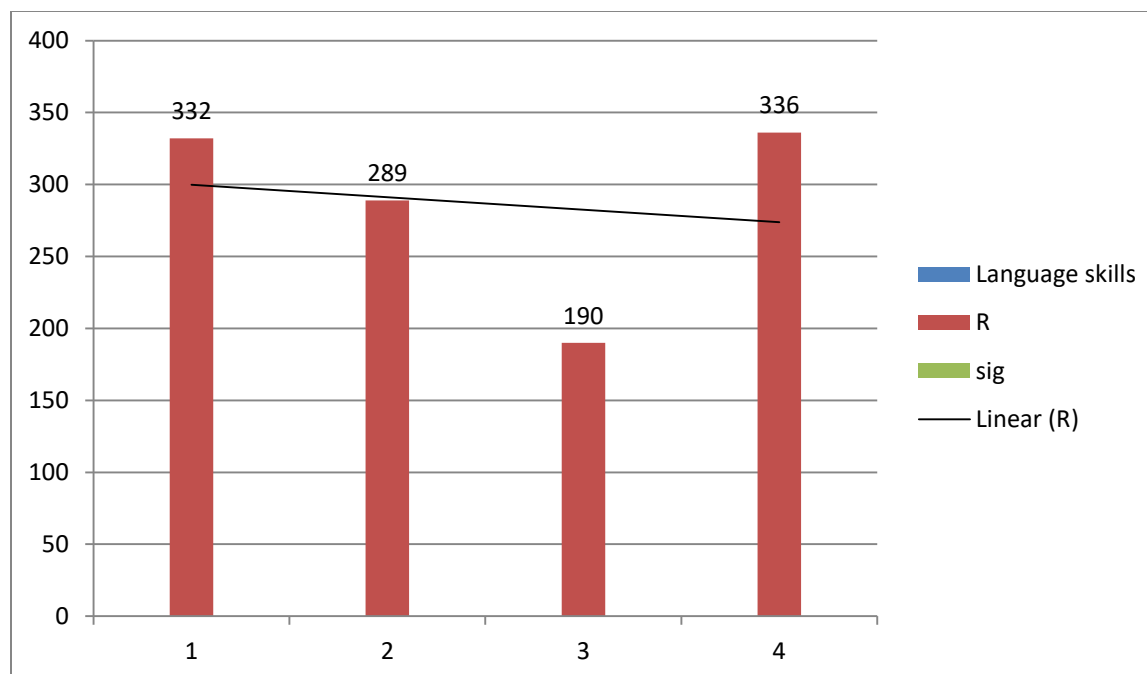
According to Larsen-Freeman (2000) and Juhana (2012), the success of learning a language can be measured from the students' ability to speak and use the language learned properly. The students' poor speaking skill in English should become a great concern for parents, teachers, and other related authorities.

The Correlation between Variables

To analyze the correlation between the students' intensity in accessing social media and their English language skills, the researcher applied a correlation analysis. The result of the analysis shows that there is a positive and significant correlation between the students' intensity in accessing social media and their English language skills. In the data presented in Table 3.6, it is shown that the students' four language skills (reading, writing, listening, and speaking) are positively and significantly correlated to their intensity in accessing social media.

Table 3.6. Correlation between English Social Media Content Usage and Perception to English Language Skills

Number	Language skills	R	sig
1	Reading.	332	0.000**
2	Writing.	289	0.000**
3	Listening	190	0.000**
4	Speaking	336	0.000**



Graph 3.8. Correlation between English Social Media Content Usage and Perception to English Language Skills

Based on the data presented in Table 3.6, it can be seen that there is a positive and significant correlation between the students' intensity in accessing English content on social media and their reading skills. The correlation and coefficient between the two variables is 0.332 using 0.01 (99%) level of significance. Regarding these findings, it can be interpreted that the higher the students' intensity in accessing English content on social media, the better their reading skills will be or the other way around.

For writing skills, the data shows that there is a positive and significant correlation between the students' intensity in accessing English content on social media and their writing skills. The correlation and coefficient between the two variables are 0.289 using 0.01 (99%) level of significance. Regarding this finding, it can be interpreted that the higher the students' intensity in accessing English content on social media, the better their writing skills will be or the other way around. As supported by the results of the study conducted by Khunaifi (2015), the use of Facebook can motivate the students to write and improve their text writing skill.

For listening skills, the data shows that there is a positive and significant correlation between the students' intensity in accessing English content on social media and their listening skills. The correlation and coefficient between the two variables is 0.190 using 0.01 (99%) level of significance. Regarding this finding, it can be interpreted that the higher the students' intensity in accessing English content on social media, the better their listening skills will be or the other way around.

For speaking skills, the data shows that there is a positive and significant correlation between the students' intensity in accessing English content on social media and their speaking skills. The correlation and coefficient between the two variables are 0.336 using 0.01 (99%) level of significance. Regarding this finding, it can be interpreted that the higher the students' intensity in accessing English content on social media, the better their speaking skills will be or the other way around.

The result of the correlation analysis indicates that practicing speaking by using social media is very practical since social media has a wide range of audiovisual content. Moreover, according to Juhana (2012), practicing speaking by using social media might lower the influence of psychological factors, such as fear of making mistakes, shyness, nervousness, low self-confidence, and lack of motivation that might hinder the students to speak English in class.

The data presented in Table 3.6 shows that the students' intensity in accessing English content on social media is positively and significantly related to the students' reading, writing, listening and speaking skills with a 0.01 (99%) level of significance. Regarding this finding, it can be interpreted that the higher the students' intensity in accessing English content on social media, the better their reading, writing, listening, and speaking skills will be. On the other hand, the lower the students' intensity in accessing English content on social media, the worse their reading, writing, listening, and speaking skills will be.

Relating to the result of the correlation analysis to the data presented in Table 3.1, it can be concluded that the students' English language skills are still poor because their intensity in accessing English content on social media is low even though it is known that the students frequently use social media on a daily basis. Therefore, these students need strong motivation

on how to use social media as a source to learn the four English skills, namely reading, writing, listening, and speaking.

The result of the correlation analysis in this study shows a coherent result to the previous studies. Anwas et al. (2018) stated that students can practice speaking in English with friends, teachers, parents, or whoever by using e-mail, video call, or social media (i.e., Facebook, WhatsApp, Twitter, Instagram, etc.). The study conducted by Gray et al. (2007) found that students show positive attitudes towards the use of the internet as a source of language learning. Another study conducted by Sakkir et al. (2016) reported that the use of social media is very helpful for students; it is very easy for students to find references from open access to journals and e-books to finish their assignments. Moreover, by using social media, students are also able to communicate with people from around the world which will be a good chance for them to practice their English. Lastly, the result of the study conducted by Fagossa (2015) explained that the use of social media helps students' language learning process as students are able to communicate with people from other countries using the international language, English. Students can use various advanced applications to be able to communicate with people worldwide in their fingertips.

3.4. Study Limitations

Any research can be upgraded and there are conditions for further improvements, and such is the case with the research presented in this master thesis. The main limitation of the study is the number of respondents. Considering that in order to prove the use and influence of English in the use of social media, a large sample is needed because social media is used by a large number of people in the countries. Therefore, additional research can be conducted in the future that will overcome these limitations that can contain a larger number of respondents. The second limitation is that the research was conducted during the Covid-19 pandemic. Therefore, it is especially complex for the quantitative research to conduct interviews with experts in the field and is based on the observation of profiles on social networks.

3.5. The Role of English in Social Media Communication in Macedonian

Media literacy in the Republic of Macedonia is an almost unknown category and very little has been done so far for its promotion and implementation. The first (modest) steps were made in the field of media with the enactment of the Law on Audio and Audiovisual Services (December 2013). At that time, the term media literacy was noted institutionally for the first time, without defining its meaning. Nevertheless, a few years before that (2009-2011), the non-governmental sector dealt with the issue (the Macedonian Institute for Media) by conducting research. This included drafting a special guidebook for teachers for teaching media literacy (in primary and secondary schools); organizing trainings for teachers, and creating a special website dedicated to exchanging experiences as well as information and knowledge from the field of media literacy. It is precisely due to these activities that the Republic of Macedonia, viewed in a regional context (out of the former Yugoslav countries), obtained the 'status' of a country that has achieved significant progress in promoting the concept of media literacy and in terms of the presence of media education in the educational system.

Today, almost ten years after those 'modest' attempts to promote media literacy in the Republic of Macedonia, it is still at its starting point, despite all of the recommendations and resolutions coming primarily from the European Union and the Council of Europe. The empirical information obtained from the research activities conducted in several spheres of society point to this.

First and foremost, in Macedonian legislation, the only segment that contains a normative regulation of media literacy is the media sphere, however without providing a clear definition of it. In the Law on Audio and Audiovisual Media Services, there are merely assignments of the competences of the regulatory body. These include the Agency for Audio and Audiovisual Media Services for promoting media literacy and the duties of the public broadcasting service and the Macedonian Radio Television (MRT) to create and broadcast programs that refer to encouraging media literacy. However, the starting point was the conceptual framework for development of

criteria for evaluation of the media literacy level that was developed by EAVI3 in 2010 and the Expert Group on Media Literacy that was established by the European Commission.

According to the EC study for evaluation of the media literacy levels, the media literacy concept has two dimensions: (1) individual competencies and (2) environmental factors. The individual competencies are defined as “individual capacity to apply certain skills... that are using wide range of abilities and include growing levels of awareness, critical thinking capacity and ability to create and transfer message “.

On the other hand, the environmental factors are a “package” of contextual factors (they all impact the individual competencies) that impact the wide range of the media education, including information availability, the media policy, the education and roles and responsibilities of the participants in the media community.

The general conclusion from the discussions with the elementary education teachers is that there is a lack of continuous trainings for media education, regardless of the fact that the professional improvement of the teachers is a requirement foreseen in the Law on Elementary Education. This is probably because the technology and the new media are living beings and the teachers must always catch up with the developments. Similar like in other countries, the educators in Macedonia can sense the gap in the knowledge and skills the students and teachers have (especially when it comes to computer and digital literacy), acquired usually outside the formal education. This requires new and contemporary learning methods that will be able to catch up with the modern online living. “In this abundance of tools, information bombarding, I have impression that the children forgot how to listen”. They react only to visual sensations. What happens to me is that, while they are working on a computer, when I ask them something or talk to them, they do not even register me... We as teachers must train them for skills that will help them identify manipulation, fake information, how to select accurate, inaccurate, harmful and useful information.

The teachers still remember the media literacy training implemented by the Macedonian Institute for Media (MIM) in cooperation with the Bureau for Development of Education in the period 2009-2011. This project covered 1,100 teachers in Mother Tongue in elementary and

secondary education as well as offered handbooks and online resources, but it seems that the implementation of all this content simply died off when the project finished.

“Although there was a positive reception by the teachers for inclusion of the content offered in the teaching programs in mother tongue, unfortunately we failed to do evaluation of the project results.” In the meantime, the project on Inter-ethnic integrated education that was implemented by the Ministry of Education and Science, in cooperation with USAID, the Macedonian Center for Civil Education and other civil society organizations in the period 2011-2015 delivered trainings for teachers and students in media production.

In this regard we should also mention the involvement of the Ministry of Education and Science as member of the Media Literacy Network, established by the Agency for Audio and Audio-Visual Media Services (AVMU) in 2017. The Ministry of Education and Science was mediator in a dissemination of a DVD titled Information, videos and other documents in MEDIA LITERACY. This product unites different materials that can help the elementary school teachers to plan and implement teaching hours in media literacy. The Bureau for Development of Education provided positive opinion about the materials included in this DVD and approved the dissemination of the same in the schools.

In reality, teachers (individually as a group) are included in smaller or larger project activities related to media literacy:

In 2014, a Norwegian civil society organization delivered training on the media and how to work with that. The purpose was to teach the children to think with their head, to stimulate them to be creative and open. We have problems with the kids to speak openly. They had problem to read news, especially the children from the ninth grade – they are kids at the age of fourteen years and they still had problems reading. Their process of thought is still not activated as it should be. “The Bureau for Development of Education admits that there is irregular monitoring of the needs of the teachers. One of the reasons is the reduced number of advisory expert visits in the school by the Bureau advisors. “Until 2-3 years ago we had regular inspections in the schools. Then some legal changes happened followed by a period of stagnation, which essentially meant lost contact with the things happening in the field. “

It is therefore necessary to plan the advisory expert visits to the schools in timely and strategic manner, in the course of the entire school year, in order to obtain more realistic picture about the needs of the teachers. The incorporation of media literacy in the educational process is a well-established practice in the world and Europe. First it was UNESCO, followed by the European Parliament and the Council of Europe, by adopting a number of resolutions and recommendations that put as priority the need to learn about media literacy in all levels of education and as part of the learning process. In accordance with those guidelines, in almost every European country today the students in the schools (elementary, secondary, universities) study via the media and with the media (press, radio, TV, theater, film, Internet) and acquire “competencies for access to different media, understanding of the media content, ability for their interpretation and critical evaluation, including ability for independent creation of media message. The focus today is on the media literacy modalities in the existing teaching programs (i.e., whether the current models achieve the desired objectives).

There are many research in that regard not only for promotion of the media literacy but also about evaluation of the acquired competencies.

One of the most used models for learning about media literacy in the schools is the intercultural approach (i.e., full integration of the media literacy in the mother tongue program), specific aspects in the programs of other subjects as well as different extracurricular activities (journalist circles, school newspapers). This model is used in Slovenia, a country that was first in Central in Eastern Europe to introduce media literacy in the educational system – from pre-school to higher education. In the elementary education, media literacy is implemented through its incorporation in the teaching process of two mandatory subjects (mother tongue, civil education, and ethics), with methodical units in several optional subjects (computer literacy, computers, and artistic design) as well as through a number of different extra-curricular activities (circles, lectures, newspapers). What is unique about this model is the optional subject on upbringing which consists of three themes – press, radio, TV and Internet, and the developed program and textbook in print format.

The competencies the students need to achieve the mandatory subjects is critical perceiving and interpretation of different texts, development of communication, cognitive and imagination abilities when writing own texts, creating printed and electronic announcements, understanding and evaluation of advertising texts, development of political literacy, critical opinion on different standpoints and values, and active involvement in the social life. Almost the same competencies are also present in the optional subjects, with emphasis that the students need to learn to critically analyze, evaluate, and create different media forms, to be IT and functionally literate, to be active citizens and not just passive consumers of the media messages.

The model has been in use for more than 20 years but does not yield the expected outcomes, especially when it comes to optional teaching. Hence are the requirements of the expert and scientific public. In Slovenia for incorporation of the media literacy in the group of mandatory subjects with special program i.e. modernization of the existing teaching subject Upbringing about media even it's clear defining as "literacy".

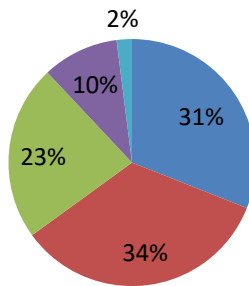
It is a strategic determination of the country as well and needs to include not only the participants in the education process but also the adults, publishers, journalists, creators, and providers of online services. However, the knowledge acquired and the ability to critically perceive the information, their evaluation and active establishment

Table 3.7. How often in your everyday life do you use English words, you got familiar with or learned from Internet, social media, or computer terminology?

How often in your everyday life do you use English words, you got familiar with or learned from Internet, social media, or computer terminology?	
Always	31%
Regularly/ very often	34%
Sometimes	23%
Rarely/ once or twice a day	10%
Never	2%

How often in your everyday life do you use English words, you got familiar with or learned from Internet, social media, or computer terminology?

■ Always ■ Regularly/ very often ■ Sometimes ■ Rarely/once or twice a day ■ Never



Graph 3.9. How often in your everyday life do you use English words, you got familiar with or learned from Internet, social media or computer terminology?

Chapter 4. Discussion

Regarding the research, several hypotheses were set which can be tested after the obtained results.

H1: The use of English in everyday communication on social media has an impact on the Macedonian language.

The hypothesis is confirmed because the results of the conducted empirical research show that young people spend most of their free time on social media for various purposes. They are also logged in online when doing their homework because they use the internet as a means of gathering materials and important information. A large part of the necessary information on the social networks is in English, which influences the English language to be mastered and learned at the expense of the Macedonian language, which is less used on social media and other Internet databases. Therefore, according to the obtained results, the young generations increasingly speak English as a foreign language, and they are less interested in the Macedonian language.

H2: The use of English on social media enriches the Macedonian language by expanding its vocabulary fond.

The hypothesis is confirmed because according to the results of the empirical research, learning English is correlated with a good knowledge of the Macedonian language. Namely, when we meet some unknown words from the English language, in order to understand the meaning of the word, it is necessary to know the meaning of the Macedonian language. This influences the expression of interest and the search for the meaning of some words that until then were not known to the search engine even in Macedonian.

H3. The use of English on social media has a negative influence on the English language that is correctly written and spoken.

The hypothesis is confirmed because according to the empirical results it is true that young people learn vocabulary by searching the internet, but it is necessary to understand that it also has a negative impact due to the fact that many words and sentences written in English are incorrect and thus the risk is accepted that generations will have a rich vocabulary of words, but words will not be able to spell and pronounce them correctly.

Conclusion

The Internet and social networks have caused a series of changes in all areas of social life. The way of thinking, informing, communicating has changed. The speed of communication caused changes in the pace of life, the way of behavior, and the overall way of life. In addition, social networks, with the popular Facebook as the flagship, created the so-called a global internet language communicated and understood by young people around the world.

Young people from Macedonia have become part of that global world, but that does not mean that they should not care and preserve their language, as an inexhaustible source that should be constantly monitored, nurtured, and upgraded, while striving to preserve the purity of the beautiful Macedonian word.

The direction of globalization, with all its peculiarities, deserves the respect of modern man, as an element of the national symbol and as a necessary element of mutual understanding that contributes to the general development of humanity.

The Internet and social networks have completely changed lives in the 21st Century, but there are still dilemmas as to whether they have more positive or negative impacts. Social networks, as they are increasingly referred to, rely on the relationships, connections, and interactions of their users (individuals or organizations) - that are based on cultural similarities or common interests. Hence, social networks can be seen as a virtual community composed of participants who are interconnected through computer-mediated communication.

People who want to renew, expand or strengthen their acquaintances, to express their opinion, to be informed, but also to inform, to find people with similar views, to organize, etc., usually have their profiles on social networks. Here is the beginning of all further discussions regarding the use of English on social media and the main reason why a research of this type was conducted which confirmed the above hypotheses and came to the conclusion that the use of English on everyday communication on social media has an impact on the Macedonian language. Second, it is concluded that the use of English on social media enriches the Macedonian language by expanding its vocabulary fond. And third, it is concluded that the use of English on social media has a negative influence on the English language that is correctly written and spoken.

Recommendations from the research are to work to improve control over the use of English on social media in several contexts. First, it is necessary to conduct more research on whether the use of English affects the Macedonian language because. It is obvious that due to the use of social networks, children are more focused on using English and mastering it becomes the primary focus than mastering the mother Macedonian language. Second, learning English through the use of social networks is not always effective due to the lack of control over the spelling mistakes that are present in the written sentences. Third, while social networks offer language learning through writing and reading, users lack the skill to read the language properly. The above recommendations for control by parents and other stakeholders / institutions could be followed by other recommendations if the limitations of the existing research are exceeded in subsequent research in the field.

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