

# **Use of Facebook's Translation Tool by Tertiary Students**

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Approval of the Institute of Graduate Studies and Research

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## ABSTRACT

Ever since Facebook has become the most popular Social Network Site all over the world, translating posts into other languages have become a must. Facebook now uses translation function between different languages. The present study seeks to explore the use of Facebook's translation function by the Eastern Mediterranean University (EMU) students. EMU is an international university where there are students from 106 countries. These students are in contact with each other and are in need of translation from one language to another during their studies.

In this study, quantitative research methodology has been used. In total, 350 questionnaires have been distributed and 336 are completed by the participants. The questionnaire has a total of 36 questions, 18 of which are demographic questions while the remaining are 5-point Likert scale questions. The results obtained from the study show that students who are studying in an international university, prefer to use Facebook's translation tool even though they are not satisfied by the quality of the translations they receive.

The findings of the study indicate that, there are 8 different languages that EMU students mainly use. To better improve this study, a study can be carried out with a larger population to get more accurate results. Furthermore, a similar study can be performed in other international universities to observe where the findings show similarities or differences.

**Keywords:** Facebook, Translation, Translation Function, Social Network Sites, EMU, Eastern Mediterranean University

## ÖZ

Facebook, tüm dünyadaki en popüler sosyal medya sitesi olduğundan beri, paylaşımları farklı dillere çevirmek bir zorunluluk haline gelmiştir. Artık, Facebook farklı diller arasında çeviri özelliğini kullanmaktadır. Bu çalışma, Facebook'un çeviri özelliğinin Doğu Akdeniz Üniversitesi (DAÜ) öğrencileri tarafından kullanımını araştırmayı amaçlamaktadır. DAÜ 106 farklı ülkeden öğrencisi olan uluslararası bir üniversitedir. Bu öğrenciler, eğitim yaşamları süresince birbirleriyle temas halinde olup, bir dilden diğere çeviri yapmaya gereksinim duymaktadırlar.

Bu çalışmada Nicel Araştırma yöntemi kullanılmıştır. Toplamda 350 anket dağıtılıp, 336 anket katılanlar tarafından doldurulmuştur. Ankette toplam 36 soru olup, bunlardan 18'i demografik, geriye kalanı ise Likert ölçeğine göre hazırlanmış olan sorulardır. Araştırmada elde edilen veriler, uluslararası bir üniversitede okuyan, öğrencilerin aldıkları çevirilerin kalitesinden memnun kalmadıkları halde Facebook'un çeviri özelliğini kullanmayı tercih ettiklerini göstermektedir.

Araştırmadaki bulgular, öğrencilerin çoğunlukla 8 farklı dili kullandıklarını göstermektedir. Bu araştırmayı geliştirmek için daha geniş bir kitleyle yapılabilir. Ayrıca, benzer bir araştırma diğere uluslararası üniversitelerde yapıлып, elde edilen bulgular arasındaki benzerlikler ya da farklılıklar incelenebilir.

**Anahtar Kelimeler:** Facebook, Çeviri, Çeviri Özelliği, Sosyal Ağlar, Doğu Akdeniz Üniversitesi

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# Chapter 1

## INTRODUCTION

One of the most astonishing characteristics of the 21<sup>st</sup> century is its witnessing the world converted into a global village in line with the prophecy of McLuhan (McLuhan, 1964) and extensive familiarity of the people with the English language which has gained the status of “international language” and even further use of the technology related English words almost in all languages. In addition to this, exponential popularity of Social Network Sites (SNS), particularly Facebook and its extensive use all over the world by different nationalities and hence languages led the designers include translation facility. In the year 2019, Facebook is able to translate 66 languages into one another. The present study seeks to explore the use of Facebook’s translation tool by students (students from 106 different countries) in an international university, Eastern Mediterranean University (EMU) in Fall 2018.

### **1.1 Background of the Study**

Facebook is an SNS which is most popularly used by people from different origins. Thus, people with different nationalities, cultures and languages share the same medium. Therefore, translation function on Facebook holds vital importance in connecting people to each other and helps them understand one another. Nearly a decade ago, when Facebook was still considered a new innovating online platform, after its public release on the 4<sup>th</sup> of February 2004, people would access Facebook while they were in front of their computers at work or after they have returned home to their personal computers. However, this is not the case today. Through the years,

with the rapid advancement of technology, Facebook, which once could have only been accessed from desktop computers, is now accessible through smartphones and tablets and laptops all over the world. In other words, the instruments have become mobile. Therefore, people are able to login to their profiles on Facebook whenever and wherever they would like to. With boundaries like distance and time out of the way Facebook moved on to the next step of converting the world into a global village through translating different languages. By succeeding to create this virtual community, consisting of people from all over the world and far far away from each other, Facebook also help many cultures and languages to come together and share the same medium. Thus, today people from different countries who speak different languages come across with each other on Facebook. Sometimes, these people cannot communicate with each other due to language barriers. To overcome this problem, translation function has been implemented to help people understand texts written in languages foreign to them, so they could communicate with each other. As of February 2019, there are 159 available languages on Facebook and 66 of these languages can be translated into each other by Facebook's translation tool.

## **1.2 Motivation for the Study**

From young age, language has been a significant part of my life. As a child, I loved listening to stories and playing games, so for me video games were like a combination of both worlds. However, as a non-native English speaker, I have always had a hard time understanding the stories, which usually resulted in me misreading the situation. As I grew, I have come to realize that it is not just video games that I have been missing out, but all those people who speak foreign languages around me. This is when I decided to focus on learning languages so that I can understand, communicate and experience life to the fullest extent. In my Bachelors, I

studied Translation & Interpretation. For my MA, I studied Communication and Media Studies. Thus, I have decided to merge my knowledge on both fields and conduct research on the efficiency of Facebook's translation tool by students in an international university and to explore their opinions towards the tool.

### **1.3 Aims and Objectives**

The ultimate aim of the present study is to explore tertiary students', who study in an international and multi-lingual university (EMU) in Fall 2018, attitudes towards translation function of Facebook. In relation to this, the present study focuses on the following objectives:

- 1) To find out when a user comes across a post in foreign language on Facebook, if they feel the need to utilize from the translation tool.
- 2) To explore tertiary students attitudes towards whether the translation tool converts a message from the original source to the target culture without any obstructions or not.
- 3) To find out whether they feel like the translation tool has satisfied their needs or not.

## **1.4 Research Questions**

The study aims at finding out to what extent Facebook's translation tool is used by students in an international university and how satisfied they are with the tool. Therefore, the research questions below have been asked to the EMU students who study in an international university in Fall 2018:

**RQ1.** To what extent do students who study in the EMU in Fall 2018 use translation function of Facebook?

**RQ2.** What are tertiary students' attitudes towards the correctness of the translation done by Facebook?

**RQ3.** How satisfied are the students with Facebook's translation tool?

## **1.5 Significance of the Study**

Even though there have been numerous research about translation tool on Facebook, most of them focus on the functional side of the tool rather than the attitude of users. This study approaches the topic from the users' perspective and what they think about the translation tool.

Probably, what makes this study important is the fact that simply there is dearth of research focusing on the users' attitudes towards the translation tool. Therefore, this study contributes to the literature on Social Network Sites, particularly Facebook.

## **1.6 Limitations of the Study**

This study is limited to the Eastern Mediterranean University, 2018 Fall semester students. Furthermore, another limitation to the study is that the participants are limited by students who use Facebook.

## **Chapter 2**

### **THEORETICAL FRAMEWORK**

This chapter sets out to provide the necessary background for the research. The information included in this chapter comprises the following sections: Internet, Social Media, Facebook, Facebook's Translation Function, and Literature Review.

#### **2.1 Internet**

The era we are in is called the information age (Castells, 2010). The most important of the necessities of this age is the fact that it is imperative to closely monitor and keep up with technological developments. Indeed, today one of the main division factors among humanity is the digital divide (Prensky, 2001). The advancements made by human beings in science and technology, managerial skills, expertise and organization are the developments of this century. In today's world where the phenomenon of globalization is felt in all areas of our lives; the existence of the Internet, which has further converted the world into a global village, has become one of the indispensable aspects of our lives. Indeed, the Internet has become a sine qua non of our lives (Antoci, Sabatini and Sodini, 2012). The Internet has been a means of good in the hands of the good and bad in the hands of the bad. It has been almost an important propaganda tool and a weapon (Crisley, 2001).

The necessity to use technology effectively in our lives arises in order to keep up with the current age. The Internet has entered our lives with great speed and began to shape (Stratten, 2013). Now, it is everywhere in the electronic world, electronic

commerce, electronic mail, electronic advertising and electronic life, starting with the letter “e” can be seen words. In today's world, with the use of the Internet, distances have almost disappeared and unlimited opportunities have been obtained both for the producer, the marketer and the consumer (Sponcil and Gitimu, 2013).

The Internet was originally developed in the USA during the cold war for the military; hence it was used by computer experts, scientists and librarians in the early stages (Kim, 2005). It was not meant for common people to use. In this sense, it was not user-friendly as it is used today. In those days, there were no computers at homes or offices (Saykili and Kumtepe, 2014). Whoever was going to use the Internet, had to learn to use a complex system.

In the early sixties, in the United States, RAND Corporation set up a project to develop a computer network in order to secure military communications during a possible nuclear war (Kim, 2005). This project was the first step in the development of the Internet (Selwyn, 2009). In 1969, the US Department of Defense launched the ARPANET network of computers. In fact, this system is designed to enable communication in an environment incase a considerable number of computers are damaged during a nuclear war. But over time, scientists and researchers have been able to communicate easily with each other through this network (Saykili and Kumtepe, 2014). Thanks to the established network, the use of computers and the sharing of messages and information were ensured. In 1973, two universities from the UK and Norway were connected to the ARPANET network. This event was the first global connection in history.



The Internet has made significant changes in human life, in addition to facilitating things since its emergence. The benefits of technology in the progress, storage and transmission of information, communication and many other areas cannot be denied. The Internet is a developing and changing concept in its own fields.

This system expanded in a very short time and then divided into two. One part of the dividing system was called MIL-NET and the other continued as ARPA-NET. Following this division, communication between the two networks began to be established through a number of Internet protocols (Promnitz-Hayashi, 2011). With these protocols, which allow one computer in one network to reach another computer in the other network, the famous IP term has taken its place in the world of technology.

With the disappearance of the cold war conditions, the Internet became commercialized and became widespread especially with the software and other elements that were developed and released in the first half of the 1990's (Stratten, 2013). Over time, the Internet has evolved into a network system where individuals or businesses can connect at any time, regardless of any organization (Obi, 2014). Today, the most important trend in information technology is the opening of corporate networks and the connection of personal computers to the Internet. In addition, the Internet has made it possible to access much information in many areas in an easy, inexpensive, fast and secure way (Sponcil and Gitimu, 2013).

World Wide Web, also known as just Web, is the creation of a single British scientist called Tim Berners-Lee. Although, first invented in 1989, Web was not made public until August 1991. Web 1.0 was the first stage of the internet, where there was only

limited interaction between the users and the websites. In other words, Web 1.0 stage was a read-only phase, where users had access to vast amount of information, but they could only able to receive information and not leave anything, such as, comments, reviews or feedbacks. These limitations stayed the same until the release of Web 2.0, the second stage of the World Wide Web. (Sareh Aghaei, 2012)

Web 2.0 was defined by Dale Dougherty, vice-president of O'Reilly Media in 2004. In Web 2.0, user experience changed from passive to active with the wide-spread implementation of interactivity, collaboration and participation on sites. Web left the phase of being read-only and entered a phase of read and write. More over, this stage gave more freedom to the users over the interactions they had between themselves. For instance, sites like Youtube, Facebook and Wiki are the well-known Web 2.0 websites. Another significant change in this stage is the content on the Web. Previously, in Web 1.0 the content on the internet was nearly all published content with almost none of them being user-generated. After the release of Web 2.0, there was a vast increase in the number content generated by the users. (Choudhury, 2014)

In 2006, John Markoff of the New York Times come forth with his idea of Web 3.0. Main idea of Web 3.0 is to define all the data and link them to each other. In this way, information all over the web can be discovered, organized and used more effectively than before. In his works, Tim Berners-Lee mentioned the idea of Web 3.0 under the name of "Semantic Web". The idea was to shape the web in such a way that it was not only readable by humans, but machines too. He believed that if machines could distinguish information from one another, they would be able to organize the big pile of information and achieve result better, faster and much more efficiently. (Sareh Aghaei, 2012)

As technology advances and the use of computers diffuse into our lives more and more, it is thought that more and more people are going to express themselves through different kinds of computers (laptop, desktop, mobile, ipad), and interactivity the Internet provides through SNS and games. People who feel inadequate in their social skills, who have difficulty in face-to-face relationships, who are not satisfied with their physical appearance and who do not trust themselves in interpersonal relationships may feel more comfortable through electronic communications (Madhusudhan, 2012). Such relationships can be preferred over real relationships and communication. Initially, the colorful world of web pages, rich information archive, multimedia presentations, the opportunity to communicate with different people, while the computer and Internet are used for homework or business purposes, over time, the quality of the computer and the programs within it become insignificant, the only requirement can become Internet access programs. Being knowledgeable about computer use or having a useful purpose may change in such a way that it can be replaced by the desire to be alone at the computer (Madhusudhan, 2012).

## **2.2 Social Media**

Social media is a computer-based technology that facilitates the sharing of ideas and information, and the creation of virtual networks and communities. Due to the design, social media are the Internet-based applications and provide users with personal information, videos, photos and so on. Other contents are easily transmitted to the electronic environment (Madge, Meek, Wellens and Hooley, 2009). Users communicate with social media via computers, tablets or smartphones via web-based software or web application. Social Network Sites have become a business through which large sums of money is gained through advertisements or bought or sold to

others to extraordinarily large sums of money. Social media have emerged as a tool adopted by common people where people interact with friends and family, and then seek to use a popular new method of communication to reach customers. The power of social media is also the ability to connect and share information with anyone in the world (or with a large number of people) as long as they use social media.

Communication that has always existed throughout human history has gained a new dimension with SNS. Rapidly changing technology, increasing demands and needs have led to the development of several communication tools. These means of communication are now popular on the Internet and Social Networking Sites via the Internet (Stratten, 2013). People have discovered and started to use new communication opportunities through Internet and social networks. Unlike traditional mass media, the use of social media creates a rapidly expanding domain. Social networks create opportunities for people to share their thoughts and works and provide a media where sharing and discussion are essential (Sponcil and Gitimu, 2013). These media, which we use as social media, are important in terms of bringing the masses and people together and increasing the interaction between them. Institutions and organizations can now reach their target audiences through social media and transmit their messages in this way. As well as outside the organization, organizations use social media to ensure rapid and open communication within the organization (Kara, 2012). With the increasing number of users, social media has become a part of our lives and even a focal point.

The benefits and harms of social media is a relatively controversial issue. Some of the benefits of social media include the ability to connect with people who live away and have similar ideas, and the ability to communicate comfortably with friends and

family, extending business contacts that are often free of charge. It was used in social media to raise awareness on social and political issues and to organize demonstrations (Madge, Meek, Wellens and Hooley, 2009). Frequently mentioned disadvantages of social media include a real-world reduction, personal connections and the possibility of cyber bullying, harassment, piracy and other privacy concerns.

Accounts on social media require budgeting to manage your presence, respond to repatriated issues, and generate new content. This may include hiring and training staff, investing in paid advertising, and paying for the cost of creating video or image content. However, although it is easy to measure return on investment in terms of online sales generated by social media advertising, there is less concrete benefit. It can be very difficult to measure and place a monetary value on brand awareness and reputation that social media can bring. It's hard to know how social media affects sales. Also Social media can be used ineffectively. For example, using the network to sell without interacting with customers or not responding to negative feedbacks can harm your reputation (Kara, 2012).

Social media has the feature of user-based media based on a multi-to-many paradigms in terms of communication, rather than broadcasting from a single point to a large number of people as in traditional media. Unlike traditional media, User Source Media enables the users to produce and share the content themselves. Social media differs from traditional media such as printed newspapers, television and cinema. Generally, while traditional media need specific resources to publish information, social media is relatively inexpensive to access or publish information, and the means of access are open to everyone (even individuals can use it). No compulsory license is required to invest in a printing press or broadcast TV.

After social media, many things started to change in human life. Since the existing content on social media was created by the user, creativity started to gain importance and the age of participation was born. The rigid distinction between producing the content of the media and watching the media disappeared. The rate of change increased due to this formation. Being innovative and leading the way for innovation has become important for people. Ideas, not facts, have gained importance. Social media has created a new network of relations and communication jargon (Stratten, 2013). The self-confidence of hiding behind an undersecretary name has given individuals a tremendous freedom of expression; However, some negative features such as blinding the sense of privacy are also mentioned.

The direction of communication between parents and their children has changed. Parents became eager to learn from their children because they could not keep up with the speed of their children born under current technological conditions (Sponcil and Gitimu, 2013). As a result of this learning, parents became more prone to social media and started to share the virtual environment with their children and they were able to get to know their children's friends more closely. With the development of social media, innovations in the field of education became compulsory. In order to educate children born to Web 2.0, new methods have to be created and these methods need to teach new things. With social media, schools have survived between walls. New techniques developed with Web 2.0 began to be used in the training (Kara, 2012).

Since every individual who adds content in social media usage is equal, a suitable environment is provided for the idea of democracy to be placed in people's heads. In this way, users of social media platforms have the opportunity to freely convey their

ideas. This creates a social interaction environment and increasingly virtual societies with the comments and feedbacks of other people, whether they are familiar or not, the thoughts, shares, and ideas that people put forward on the Internet. The continual marketing of technological developments by the Western world as a means of disseminating democracy has led to a range of activities ranging from repressive regimes to activities on the Internet, not only by shutting down or forbidding access to web sites, but also by monitoring social networking sites and protesters (Antoci, Sabatini and Sodini, 2012).

### **2.2.1 Facebook**

Facebook is a social platform for people to communicate with other people and exchange information. Founded on February 4, 2004 by Mark Zuckerberg, a 2006 student at Harvard University, Facebook was primarily created as a project for a lesson for Harvard students (Antoci, Sabatini and Sodini, 2012). Facebook, which then included schools around Boston, covered all Ivy League schools within two months. In the first year; All schools in the United States were available on Facebook. Previously, members could only become members with the e-mail address of the school in question. Later, high schools and some big companies joined the network. On September 11, 2006, Facebook was opened to all e-mail addresses with some age restrictions. Users can choose any network; they can participate in high schools, working places or places of residence. Facebook is also one of the most visited sites in the world (Stratten, 2013).

The first goal of Facebook, written by Mark Zuckerberg towards the end of 2003, is to strengthen the connection between students at various American universities, particularly Columbia University. After it began to spread to universities, it was aimed to strengthen Facebook by focusing on areas such as financing media. In April

2004, Zuckerberg, along with Dustin Moskovitz and Eduardo Saverin, created a corporate identity with The Facebook LLC. Peter Thiel invested US \$ 500,000 in Facebook in June 2004. Following the \$ 13 Million investment made by Accel Partners in May 2005, the site began accepting anyone over the age of 13 as of September 2006 on condition that e-mail verification was made and today's has become (Antoci, Sabatini and Sodini, 2012).

Facebook is the world's largest user audience in many countries and cultures from 7 to 70 all people, the main reason why it is reaching to the community is free (Sponcil and Gitimu, 2013). In addition, an easy-to-use interface, continuous updates and improvements are enough to summarize Facebook's popularity. The purpose of Facebook is to support users to communicate and exchange information with each other. The applications that will be preferred in this process vary depending on the usage level of the page. With the added applications, there are games that will allow the users to have a pleasant time. With the games liked by many people, the time spent on the site has increased. Facebook has many language support which provides the ground for users to communicate with friends they have been unable to meet for a long time and find each other.

There is a considerable body of research with respect to Facebook. Some of these researches are summarized below.

Kaymak (2012) states that the aim of the study was to investigate the participation of Facebook communities by age, gender, education, marital status, profession and income for the individuals in Eregli, Konya. 519 people participated in the study. As a result of the study, it was determined that Facebook users were more likely to use



any of the males than females, and it was found that there was about half the difference between people who were university graduates and who had accounts on social networks and those who were primary school graduates and social media users. In addition, it was found that singles use social networks more than married people.

Çolak and Doğan (2016) conducted a study to investigate the relationship between Facebook use and perceived social support and happiness. 717 university students participated in the study and the data were obtained from multidimensional perceived social support scale, subjective happiness scale and social media use scale. As a result of the study, it was seen that the use of Facebook predicted perceived social support negatively and social support did not directly predict happiness. On the other hand, perceived social support positively predicted happiness.

Doğan (2016) conducted a study to investigate the relationship between the use of social networking sites in high school students and psychological well-being, happiness and life satisfaction. For this, he asked 459 high school students how many hours a day they use Facebook and Twitter, their social networking sites, and made the analysis in this direction. As a result of the study, it was found that the use of social networks significantly predicted happiness, psychological well-being and life satisfaction and that social networking sites contributed to the satisfaction, psychological well-being and life satisfaction (Trans: Kara, 2012).

Brandtzag and Heim (2009) conducted a study of why people use Facebook. The study was conducted using both quantitative and qualitative data. In the study, it was revealed that there are many motivational reasons for using Facebook site. The most

important ones are; contacting new people (31%), communicating with friends (21%) and socializing (14%). In addition, as a result of the study, it was revealed that the use of social networking sites makes individuals happy (Trans: Kara, 2012).

Spraggins (2009) 367 undergraduate students participated in the study he conducted to investigate the relationship between the use of problematic Facebook site and happiness. The questionnaire, which was created as a data collection tool, was answered by people who identified themselves as social networking users. As a result of the study, happiness predicted negative and significant predictions of problematic Facebook site usage (Trans: Hacıfendioğlu, 2010).

Correa, Hinsley and Zuniga (2010) conducted a study to determine the relationship between personality traits and the use of Facebook sites. They examined whether extraversion, emotional stability and experience are related to the use of Facebook applications, and also the role of age and gender on these characteristics (Trans: Antoci, Sabatini and Sodini, 2012). In the study, it was found that those who are extroverted and open to experiences use social sharing sites more, while emotional stability is a negative predictor of life satisfaction. In addition, it was found that these findings differed in terms of gender and age. While extroversion did not differ in terms of gender, it was found that males who were not emotionally stable used more on Facebook than females. In addition, in the research, it was seen that in the relationship between personality traits and age in using Facebook, young adults used extrovertly more frequently than middle adults, whereas in adults open to experience, middle adults used Facebook more frequently (Trans: Antoci, Sabatini and Sodini, 2012).

### **2.2.2 Facebook's Translation Function**

Although Facebook Messenger came up with new updates at regular intervals, there hasn't been a noticeable change in its interface for a long time. Mark Zuckerberg announced at the F8 conference that he added new interface and translation features to Facebook Messenger. With its translation feature, Facebook Messenger has become much more advanced than it is. Thanks to an assistant called M Suggestions on Facebook, the translation function is used. With the feature previously used only through the Facebook Marketplace, English-Spanish translation was available to date. After the Facebook translation feature was launched on Messenger, the translation became available worldwide. As the update becomes more widespread, new languages will continue to be added to the translation feature.

In collaboration with Facebook Bing Translate, it enables its users to view the posts of well-known people, organizations and products on the Facebook Pages and in any language without leaving them (Selwyn, 2009). This new feature will allow you to follow Facebook Pages in more than 70 languages. Thus, regardless of the language, everyone spends more time than content on Facebook Pages.

When a user clicks on the 'Translate' link below a text on the public Facebook Pages, Bing's translation opens in a new window. Users can also submit their own translation suggestions instead of the translations in the pop-up window. If the translation submitted by users receives enough positive votes, the translation will be replaced by Bing and the user will see the translation when they click on the 'translate' link (Stratten, 2013).

This service of Facebook is supported by Microsoft Bing and can be applied to every message sent on the Facebook page, including comments. For example, when an English speaker encounters a Spanish comment while reading Facebook's open pages, it is possible to see the English translation from the pop-out window that opens by clicking the translation button below the comment. In order to have a higher accuracy, the translation feature also allows bilingual users to edit the translation in the pop-out window that opens. If a positive vote is received by other users for the accuracy of the translation, Bing will always be replaced by a new translation whenever the translation button is clicked. People who want to edit Bing's translation will need to use the manage translations link.

## **2.3 Literature Review**

In the Literature Review section two underlying theories of the study will be elaborated. These theories are Uses and Gratifications and Diffusion of Innovation. Then, research into these two theories will be given.

A summon search conducted on 16.08.2019 about Facebook peer reviewed scholarly journal articles yields 367,303 results. 21,161 of these are published in the last 12 months. Provided that Facebook was designed in 2004 and opened to the world in 2007 in about a decade, Facebook, indeed, has become a topic of interest for media scholars. Some of these researches are summarized below.

### **2.3.1 Uses and Gratifications Theory**

Generally, media theories are written for traditional media. Uses and Gratifications Theory is one of the theories written for TV audience. In time, Uses and Gratifications Theory has become one of the most popular theories for social media.

In the 1940's, scholars were trying to find out what pushed people to certain forms of media rather than other available options; thus, Uses and Gratifications Theory was introduced for the very first time in history. However, Uses and Gratifications Theory gained significant status after the studies performed by sociologist Elihu Katz and communications professor Jay Blumberg in the 1970s. Two researchers tried to define the connection between the audience and how this audience utilizes the media. During their research Elihu Katz and Jay Blumberg had two questions in their minds which they were trying to answer. "Why do people use certain mediums/media platforms and what gratifications do they get from it?" (Vinney, 2019).

When Uses and Gratifications Theory is compared to the previous theories, such as Hypodermic Needle Theory which assumes that the audience has no control over what kind of media they are subjected to, defends that the audience, in fact, has control and preference over the types of media at their disposal. In other words, media users choose what kind of media they want to consume depending on their psychological needs at the time (Vinney, 2019). Shortly, it puts forth that the audience is active in their choices. For instance, on social media sites people as users have their own individual preferences. Thus, each and every one of these users have different ways of satisfying their needs.

### **2.3.2 Diffusion of Innovation**

In 1962, Everett Rogers, who is a communication studies professor, came forth with the theory of "Diffusion of Innovation" in his book which he called Diffusion of Innovations. In his book, which was first published in 1962, Everett Rogers explains how something new, an innovation, spreads through people who are part of a shared social system in different ways (LaMorte, 2018).

According to this theory, people who live in a society do not adapt a new innovation all at once. In fact, they adopt this new product or idea over time. Furthermore, Rogers explains that there are five different categories of adapters. The category which a person is in depends on when they accept and adopt the new idea or innovation. According to Everett Rogers there are five adopter categories; Innovators (2.5%), Early Adopters (13.5%), Early Majority (34%), Late Majority (34%) and Laggards (16%) (LaMorte, 2018).

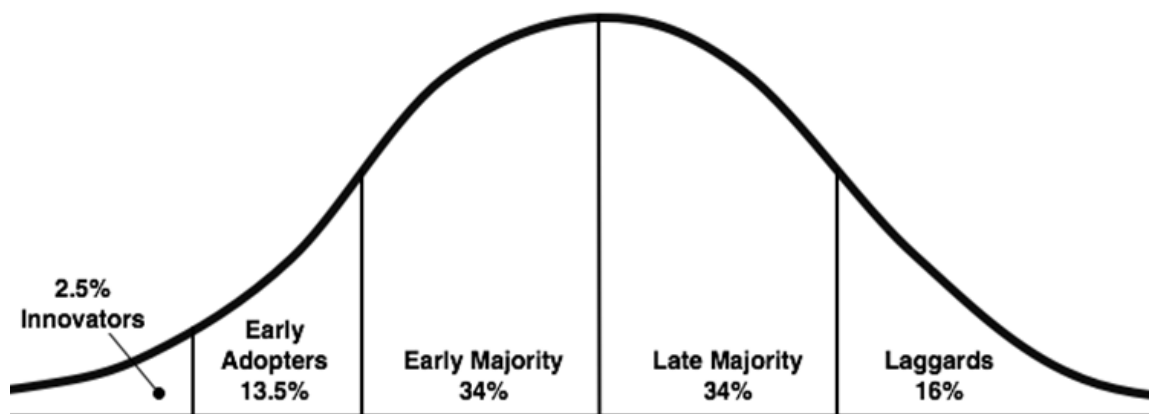


Figure 1: Diffusion of Innovation  
 Source: <http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories4.html>

### 2.3.3 Research into Uses and Gratifications Theory and Facebook

Facebook has attracted the attentions of media scholars. In the article, written by Raacke and Bonds-Raacke (2008), 'MySpace and Facebook: Applying the Uses and Gratifications Theory to Exploring Friend-Networking Sites', the two researchers discuss the Uses and Gratifications university students get from using social networking sites, like Facebook. Among the various reason, majority of the students gratified their use by fulfilling their needs of 'keeping in touch with old friends' along with 'keeping in touch with current friends' (John Raacke, 2008).

Another example for articles on Facebook and Uses and Gratifications Theory would be `Uses and Gratifications of digital photo sharing on Facebook` by Aqdas Malik, Amandeep Dhir and Marko Nieminen (2015). In the article the three researchers deducted that main factors behind sharing digital photos on Facebook included affection, attention seeking, disclosure, habit, information sharing and social influence. From their data they have come to the conclusion that age of the user had positive relation with the disclosure and social influence, while the number of photos they shared on Facebook had a negative correlation with the gratification gained from information sharing (Aqdas Malik, 2015).

Adeola A. Elegu (2015), conducted a research on interpersonal communication and the struggles Nigerian students, who study in EMU, go through and how they cope with these struggles. In his study, Elegu (2015), in his study, says that the biggest struggle for the Nigerian students, who come to study in EMU, is the language barrier. The research included 240 Nigerians and from the data, it was found out that majority of the students used Google translate to understand the meaning of what they hear and see (Elegu, 2015).

Another related study has been conducted in EMU by Adaobi E. Nyowe (2019). Nyowe's research looked into how students feel when they are invited to social events that are announced on the social media platform Facebook. Through questionnaires and 300 participants, she obtained data related to her research. From her findings, Nyowe (2019) concluded that a considerable number of students who study in EMU, find Facebook to be a very effective tool for activity or event announcements (Nyowe, 2019).

In this field, Akter and Özad (2016) have written an article named `Use of Translation Applications in Second Language Learning`. In their article two researchers explain that with the advancement of technological innovations people, who want to learn English as a second language, may do so, not only through their personal computer at home, but with their mobile devices that are always connected to the Internet and free online translation applications. (Tutku Akter, 2016)

#### **2.3.4 Research into Diffusion of Innovation and Facebook**

Another similar article in this field is `Diffusion of Innovations: The Adoption of Facebook among Youth in Malaysia` written by Normah Mustaffa, Faridah Ibrahim, Wan Amizah Wan Mahmud, Fauziah Ahmad, Chang Peng Kee & Maizatul Haizan Mahbob (2011). In their research, they have looked into what kind of factors push the youth of Malaysia into using Facebook. Among various factors like, easier access to communication, and personalized content, the main reason in Malaysian youth using Facebook apparently comes from peer pressure. Thus, the youth is expected to spend time on Facebook as if it were a daily chore (Normah Mustaffa, 2011).

In the past, there have been multiple researches done in this field. However, the greater part of these researches have always focussed on the functional side of the translation tool. Instead of the functional side, this research approaches from the users' perspective. Furthermore, the main reason for this study's significance is that there has been no research on Facebook's translation tool and the users perspective in EMU before this one.



## **Chapter 3**

### **RESEARCH METHODOLOGY**

This chapter focuses on the research methodology, research design, population and sample, as well as the data collection method and the reliability and validity of the study.

#### **3.1 Research Methodology**

This study has been designed as quantitative research. Aliaga and Gunderson (2000) describe quantitative research methodology as: ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’. As it has been mentioned above, the present study has been described as quantitative research for it seeks to generalize findings to population; hence statistics has been used in the analysis. As a result, from the numerical data collected through quantitative research methodology, some questions are immediately answered.

#### **3.2 Research Design**

Research design used in this study is the case study. “A ‘case study’ is a research design that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context.” (Crowe, Cresswell, Robertson, Huby, Avery, Sheikh, 2011). The study is a case study which focuses on Eastern Mediterranean University, 2018 Fall semester students and their attitudes towards the translation tool of Facebook.

### **3.3 Population and Sample**

The study focuses on Eastern Mediterranean University, 2018 Fall semester students and their attitudes towards the use of translation tool of Facebook. During the distribution of the questionnaires factors like age, ethnicity, nationality and gender were not prioritized. Population of the study is all of the students studying in EMU, 2018 Fall semester. In the meantime, sample is the number of students who participated in this study. In total, 350 questionnaires were distributed randomly around the campus and 336 were returned. The result obtained from the sample is to be generalized for the whole population.

The population of enrolled undergraduate students in Fall 2018 is 12564, but among these Facebook users are preferred for the study. For this population simple random sampling has been used. Simple Random Sampling is a method of selection mostly used in population based surveys. In order to easily understand in which direction the majority is, simple random sampling is utilized. It is best explained that:

Simple random sampling, or random sampling without replacement, is a sampling design in which  $n$  distinct units are selected from the  $N$  units in the population in such a way that every possible combination of  $n$  units is equally likely to be the sample selected. (Thompson, 2012, s. 9-37)

### **3.4 Data Collection Method**

The data collection method used in the research is solely made up of an in-house questionnaire (See Appendix A). The questionnaire used in this study comprises 36 questions. 9 of these questions seek to collect demographic information while 18 of these are 5 point Likert scale questions that seek to measure the attitudes of the students towards their relation with the use of Facebook and its translation tool. All

of the questions are within the ethical boundaries. (Ethical Committees report is obtained See Appendix B). Purpose of the research is stated on top of the questionnaire and the questionnaire was purely voluntarily.

### 3.5 Reliability and Validity of the Study

In order to check the reliability of the questionnaire, all of the collected data from the questionnaire have been entered to the SPSS (Statistical Package for the Social Sciences). Then Cronbach Alpha was calculated. The main purpose of the Cronbach's alpha is to calculate and determine the internal consistency of the researcher's data. The criteria are as shown below;

Table 3.1: Cronbach's alpha criteria

<b>Cronbach's alpha</b>	<b>Internal consistency</b>
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

(Cortina, 1993)

The research's Cronbach Alpha value is shown on the table below. According to Cronbach's alpha, a value of "0.911" equals to "Excellent" internal consistency.

Table 3.2: Reliability Statistics

<b>Cronbach's Alpha</b>	<b>N of Items</b>
,911	18

To understand the validity of the study, a pilot study was conducted with a total of 10 graduate students. This was done in order to check the Face Validity of the

questionnaire. For validation, pilots of the questionnaires were given to Masters and Postgraduate assistants of the Faculty of Communication and Media Studies.

## Chapter 4

### ANALYSIS & FINDINGS

The information included in this chapter has been organized under four sections: analysis of demographic questions; analysis questions related to the use of SNS; attitude-scale questions and inferential statistics test results. In the 5 point Likert Scale analysis, definitions are given based on Balci's scale (Balci, 2004). The respective values according to Balci's scale are as it follows: 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree and 5: Strongly Disagree. According to Balci (2004), the division between the 5 point Likert Scale analysis is: (5 – 4.20) Strongly Disagree, (4.19 – 3.40) Disagree, (3.39 – 2.60) Undecided, (2.59 – 1.80) Agree and (1.79 – 1) Strongly Agree.

#### 4.1 Findings on Demographic Questions

In this section, results acquired from the demographic questions of the questionnaire have been thoroughly evaluated. Depending on the question and the practicality, a table or a bar chart has been used to present the findings.

## Question 1: Gender

Table 4.1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	189	56,3	57,3	57,3
Female	141	42,0	42,7	100,0
Total	330	98,2	100,0	
Missing 99,00	6	1,8		
Total	336	100,0		

This question indicates which gender outweighs the other among the participants. According to the Table 4.1, there are more male than female participants. There are 189 males forming 56,3% and 141 females making 42% of the participants. 6 of the participants have chosen not to answer this question.

## Question 2: Age

Table 4.2: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under or 18 years old	17	5,1	5,1	5,1
	19-23 years old	225	67,0	68,0	73,1
	24-28 years old	80	23,8	24,2	97,3
	29 years and above	9	2,7	2,7	100,0
	Total	331	98,5	100,0	
Missing	99,00	5	1,5		
	Total	336	100,0		

This question is asked to determine how old the participants are. As it can be seen in the Table 4.2, there are a total of 336 participants whose 225 of them are between 19-23 years old. There are 17 participants under or 18 years old, 80 participants between 24-28 years old and 9 participants 29 years and above. These 3 groups all together make up for the 32% percent of the participants. On the other hand, the group of participants aged between 19-23 years old makes up for the 68% percent of the participants on its own. Indeed, the usual university going age is between 19 and 23 as it is reflected in the responses. 5 participants did not answer this question.

### Question 3: Where are you from?

Table 4.3: Where are you from?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkey	155	46,1	46,3	46,3
	N.Cyprus	53	15,8	15,8	62,1
	Palestine	9	2,7	2,7	64,8
	Jordan	10	3,0	3,0	67,8
	Iran	17	5,1	5,1	72,8
	Nigeria	38	11,3	11,3	84,2
	Other	27	8,0	8,1	92,2
	Morocco	7	2,1	2,1	94,3
	Syria	6	1,8	1,8	96,1
	Egypt	5	1,5	1,5	97,6
	Pakistan	3	,9	,9	98,5
	Iraq	5	1,5	1,5	100,0
	Total	335	99,7	100,0	
Missing	99,00	1	,3		
	Total	336	100,0		

This question aims to find out where the participants who use Facebook's translation tool come from. Naturally, most of the participants are from Turkey and North Cyprus since the survey is done in a university in North Cyprus. Considering the fact that Turkish and Turkish Cypriots speak the same language, it can be said that



(62,1%) most of the participants are Turkish speakers. Moreover, 8.8% of the participants are Arabic speakers from Palestine, Jordan, Egypt, and Iraq.

**Question 4: Mother tongue(s) of the participants**

In this question, a majority of participants 204 (60,7%) mentioned that their mother tongue is Turkish; followed by 63 (18,8%) of the participants who selected English as their mother tongue. Thirdly, 46 (13.7%) participants stated that their mother tongue is Arabic. Furthermore, for their mother tongue 15 (4.5%) participants chose Persian, 7 (2.1%) chose Kurdish, 6 (1.8) chose French and 4 (1,2%) participants chose Russian. Lastly, others’ mother tongues which are below French (1.2%) were combined into a single category of “Other” with a total of 30 (8,9%) participants. It can be said that majority of the participants are native Turkish speaker; but this could be expected since the research is conducted in TRNC. The Table 4.4 below represents the number of mother tongue(s) participants have. 295 (87,8%) participants stated that they only have 1 mother tongue while the rest of the participants (11,3%) mentioned that they had more than one mother tongue.

Table 4.4: How many mother tongue(s) do you have?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	295	87,8	88,6	88,6
2	34	10,1	10,2	98,8
3	3	,9	,9	99,7
4 or more	1	,3	,3	100,0
Total	333	99,1	100,0	
Missing 99,00	3	,9		
Total	336	100,0		

**Question 5: At what age you have started learning English?**

Table 4.5: At what age you have started learning English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ever since I was born	45	13,4	13,6	13,6
	1-5 years old	46	13,7	13,9	27,5
	6-10 years old	106	31,5	32,0	59,5
	11-15 years old	84	25,0	25,4	84,9
	16 years old & above	50	14,9	15,1	100,0
	Total	331	98,5	100,0	
Missing	99,00	5	1,5		
	Total	336	100,0		

According to the Table 4.5, 106 (31,5%) of the participants stated that they have started learning English between the ages 6-10 years old. This is followed by 84 (25,0%) participants who selected 11-15 years old and 50 (14,9) participants who chose 16 years old & above. On the other hand, 46 (13,7%) participants stated that they started learning English between 1-5 years old while 45 (13,4%) participants said that they started learning English ever since their birth. This table, indeed, highlights the significance of English, and efforts to learn it by tertiary students.

## Question 6: I learned English

Table 4.6: I learned English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid as my first language	37	11,0	11,1	11,1
in a country where English is spoken	31	9,2	9,3	20,5
in middle school	170	50,6	51,2	71,7
in the university	48	14,3	14,5	86,1
Other	22	6,5	6,6	92,8
Primary School	9	2,7	2,7	95,5
Tutors	8	2,4	2,4	97,9
Home	4	1,2	1,2	99,1
Kindergarten	3	,9	,9	100,0
Total	332	98,8	100,0	
Missing 99,00	4	1,2		
Total	336	100,0		

The Table 4.6 shows in which medium the participants have started learning English. At first glance, it is easy to notice that more than half (50,6%) of the participants have started learning English in middle school. Furthermore, the second largest group (14.3%) consisting of 48 participants said that they have learned English during their studies in university. Followed by 37 participants (11,0%) who learned it as their first language then with 31 participants (9,2%) who learned it in a country

where English was spoken. Among these Kindergarten seems to be the least common place where the participants (0,9%) have started learning English.

**Question 7: How many languages do you speak?**

Table 4.7: How many languages do you speak?

	Frequency	Percent	Valid Percent	Cumulative Percent
1	70	20,8	21,2	21,2
2	166	49,4	50,3	71,5
Valid 3	65	19,3	19,7	91,2
4 or more	29	8,6	8,8	100,0
Total	330	98,2	100,0	
Missing 99,00	6	1,8		
Total	336	100,0		

The Table 4.7 describes the number of languages each participant speaks. Almost half of the participants (49,4%) are able to speak in two different languages while 20,8% of the participants are only able to communicate in one language. 65 participants (19,3%) said that they are able to speak 3 languages while 29 participants (8,6%) claim to be able to speak in 4 or more languages. To sum up, 6 participants did not answer this question, 70 participants speak only one language and 260 students speak 2 languages or more. This highlights the need to translate from one language to another.

### Question 8: Which languages do you speak?

This question aims to find out which languages are spoken by the participants. At the top is 241 participants (71,7%) who speak English, followed by 235 participants (69,9%) who are able to speak Turkish. So it could be said that majority of the participants are able to speak both Turkish and English. Thirdly, 20 participants(6%) said that they are able to speak Persian which equal to the number of participants who speak French too. Moreover, 18 participants (4,2%) stated that they speak Russian while 14 participants (6,4%) said they could speak German. Lastly, 9 participants (2,7%) stated they could speak Kurdish, and 5 other participants (1,5%) said that they could speak Spanish. According to this data, among the spoken languages, the ones which are the most common are English (71,7%) and Turkish (69,9%) while the least common one is Spanish (1,5%).

Table 4.8: How many languages do you speak?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	115	34,2	34,3	34,3
	2	147	43,8	43,9	78,2
	3	56	16,7	16,7	94,9
	4 or more	17	5,1	5,1	100,0
	Total	335	99,7	100,0	
Missing	99,00	1	,3		
	Total	336	100,0		

## Question 9: Faculty

Table 4.9: Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Communication and Media Studies	93	27,7	27,8	27,8
	Tourism	6	1,8	1,8	29,6
	Business & Economics	13	3,9	3,9	33,5
	Engineering	48	14,3	14,4	47,9
	Other	14	4,2	4,2	52,1
	Architecture	46	13,7	13,8	65,9
	Law	49	14,6	14,7	80,5
	Education	32	9,5	9,6	90,1
	Pharmacy	15	4,5	4,5	94,6
	Health Sciences	12	3,6	3,6	98,2
	Arts and Sciences	6	1,8	1,8	100,0
	Total	334	99,4	100,0	
Missing	99,00	2	,6		
	Total	336	100,0		

The Table 4.9 shows how many participants come from which faculty in the university. The majority (27,7%) of the participants are from the Communication and Media Studies Faculty. Right after it is the Faculty of Law (14,6%), closely followed by Faculty of Engineering (14,3%) and Faculty Architecture (13,7%). Moreover, 32 participants from Faculty of Education (9,5%), 15 from Faculty of Pharmacy

(4,5%), 13 participants from Faculty of Business & Economics (3,9%), 12 from Faculty of Health Sciences (3,6%), 6 participants from both Faculty of Tourism and Faculty of Arts Sciences participated in this study. Apart from these, other Faculties with number of participants fewer than 5 are under the category of other forming the 4,2% of the participants.

## 4.2 Social Media Use of Participants

In this section, data about the uses of Facebook gained from the questionnaires have been thoroughly analyzed and presented as in bar charts or tables.

### Question 10: I use Facebook

Table 4.10: I use Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	296	88,1	88,4	88,4
	No	39	11,6	11,6	100,0
	Total	335	99,7	100,0	
Missing	99,00	1	,3		
Total		336	100,0		

According to the Table 4.10, 296 out of 336 participants said that they use Facebook. On the other hand, 39 participants said that they did not use Facebook. Henceforth, it can be summarized that 88,1% of the participants actively use Facebook.

### Question 11: Number of Facebook accounts

Table 4.11: Number of Facebook accounts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	284	84,5	91,9	91,9
	2	15	4,5	4,9	96,8
	3	3	,9	1,0	97,7
	4 & above	7	2,1	2,3	100,0
	Total	309	92,0	100,0	
Missing	99,00	27	8,0		
	Total	336	100,0		

In Table 4.11, it can be seen that 284 participants have only 1 Facebook account which equals to the 84,5% of the participants. Furthermore, 15 participants have 2, 3 participants have 3 and 7 participants have 4 or more accounts. Lastly, 27 participants (8,0%) didn't share how many accounts they currently own. This can possibly mean that the 8% could have more than 4 accounts in total, but do not wish to share that information.



**Question 12: Main language I use on Facebook is**

Table 4.12: Main language I use on Facebook is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkish	172	51,2	54,4	54,4
	English	120	35,7	38,0	92,4
	Arabic	8	2,4	2,5	94,9
	Persian	4	1,2	1,3	96,2
	French	6	1,8	1,9	98,1
	Russian	4	1,2	1,3	99,4
	Other	2	,6	,6	100,0
	Total	316	94,0	100,0	
Missing	99,00	20	6,0		
	Total	336	100,0		

According to the data from the Table 4.12, more than half of the participants use Turkish as their main language making up for the 51,2% of the participants. Followed by 35,7% of the participants who use English instead, a group of 120 participants. The Table shows that the remaining participants who use other languages as their main language on Facebook is fewer than 9. Thus, majority of participants use Turkish, followed by English as their main choice of language on Facebook.

### Question 13: Language of friends in EMU

Table 4.13: Language of friends in EMU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monolingual (Only speaking your own language)	88	26,2	26,6	26,6
	Bilingual (Talking in 2 languages)	136	40,5	41,1	67,7
	Multilingual (Talking in more than 2 languages)	107	31,8	32,3	100,0
	Total	331	98,5	100,0	
Missing	99,00	5	1,5		
	Total	336	100,0		

According to the Table 4.13, 136 participants have friends who are able to talk in at least 2 languages which makes them the largest group among the participants with 40,5%. Moreover, 107 participants (31,8%) said that their friends are multilinguals who talk more than 2 languages. Last but not least 88 participants (26,2%) have a monolingual friend circle. These findings indicate that almost 74% of students have friends who speak 2 or more languages.

**Question 14: I have been using Facebook for...**

Table 4.14: I have been using Facebook for...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a year	20	6,0	6,3	6,3
	1-5 years	72	21,4	22,9	29,2
	6-10 years	154	45,8	48,9	78,1
	More than 10 years	69	20,5	21,9	100,0
	Total	315	93,8	100,0	
Missing	99,00	21	6,3		
	Total	336	100,0		

Question 14 aims to find out for how long the participants have been using Facebook. Table 4.14 shows that majority (45,8%) of the participants have been using Facebook between 6 to 10 years. 21,4% of the participants have been using it for 1 to 5 years while 20,5% percent have been using it for more than 10 years. Lastly, 20 participants which make the 6% of the participants have been using Facebook for less than a year. 21 students did not answer this question. This may mean that they are not sure of the duration for which they have been using Facebook. It can be concluded that participants have been mostly using Facebook between 6 to 10 years.

**Question 15: How much time do you spend on Facebook in a day?**

Table 4.15: How much time do you spend on Facebook in a day?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	174	51,8	55,9	55,9
	1-2 hours	72	21,4	23,2	79,1
	3-4 hours	36	10,7	11,6	90,7
	5 hours and above	29	8,6	9,3	100,0
	Total	311	92,6	100,0	
Missing	99,00	25	7,4		
	Total	336	100,0		

In question 15, the aim is to find out how much time do the participants spend on Facebook on a daily basis. In table 4.15, it can easily be seen that 51,8% of the participants, which is more than half, spend less than 1 hour on Facebook in a day. Secondly, 72 participants stated that they spend 1 to 2 hours; meanwhile 36 participants spend 3 to 4 hours on Facebook. Finally, the remaining 8,6% of the participants use Facebook more than 5 hours in a day. According to these data, it can be said that majority (51,8%) of the participants use Facebook for less than an hour each day.

**Question 16: I am online on Facebook...**

Table 4.16: I am online on Facebook...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	60	17,9	19,4	19,4
	Only when I am using it	249	74,1	80,6	100,0
	Total	309	92,0	100,0	
Missing	99,00	27	8,0		
	Total	336	100,0		

The aim of question 16 is to find out if the participants can be contacted at any given time through Facebook or not. In Table 4.16, 249 (74.1%) participants said that they are online on Facebook when they are actively using it and 60 (17.9%) participants said that they are online all the time. It can easily be seen that a vast majority of the participants (74,1%) are online reachable when they are online while the remaining (17,9%) can be contacted anytime. This result obtained indicate the use of the Internet facility through mobile phones/tablets. Those who have access to Facebook all the time (17.9%) that is almost 1 out of 5 keep the Internet on on their devices all the time.

**Question 17: Do you frequently use translate function on Facebook?**

Table 4.17: Do you frequently use translate function on Facebook?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	126	37,5	40,1	40,1
	No	188	56,0	59,9	100,0
	Total	314	93,5	100,0	
Missing	99,00	22	6,5		
Total		336	100,0		

Table 4.17 shows that 126 participants (40,1%) use the translate function on Facebook while 188 participants (59,9%) do not use it. 22 (6.5%) did not answer this question.

### Question 18: Do you rate the translate function?

Table 4.18: Do you rate the translate function?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	104	31,0	42,8	42,8
	No	139	41,4	57,2	100,0
	Total	243	72,3	100,0	
Missing	99,00	93	27,7		
Total		336	100,0		

In Table 4.18, it can be seen that 104 (42,8%) participants have used Facebook's translate function at least once and have rated it, while 139 (57,2%) participants have never used or rated the translation function before.

### 4.3 Findings of Attitude-Scale Questions

The last part of the questionnaire consists of questions aimed at finding out the attitudes of the participants towards the translation function. As it has been mentioned by Balcı (2004) beginning of the Chapter 4, attitudes are evaluated through these divisions.

**Question 19: I use the translate function for informative posts**

Table 4.19: I use the translate function for informative posts

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	58	17,3	25,9	25,9
Agree	85	25,3	37,9	63,8
Undecided	47	14,0	21,0	84,8
Valid Disagree	21	6,3	9,4	94,2
Strongly Disagree	13	3,9	5,8	100,0
Total	224	66,7	100,0	
Missing 99,00	112	33,3		
Total	336	100,0		

In the Table 4.19 above, it can be seen that 25,9% of the participants are consistently using the translate function on informative posts while another 37.9% agree to use the tool on informative posts too. This makes a sum of 63.8% meaning majority of the participants are in favor of using the translation tool on posts which contain information. On the other hand, 15.2% of the participants have absolutely no interest in using the translation tool on informative posts.



**Question 20: I use the translate function for academic posts**

Table 4.20: I use the translate function for academic posts

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	48	14,3	21,7	21,7
Agree	85	25,3	38,5	60,2
Undecided	53	15,8	24,0	84,2
Valid Disagree	26	7,7	11,8	95,9
Strongly Disagree	9	2,7	4,1	100,0
Total	221	65,8	100,0	
Missing 99,00	115	34,2		
Total	336	100,0		

In Table 4.20, 21,7% strongly agree and 38,5% of the participants are likely to use the function for posts related to education. Again, over 60% of the participants are likely to use the tool making them the majority against the minority of 15.9% who are not interested in using the translate function for academic purposes. 24% are undecided on the topic.

**Question 21: I use the translate function for social posts**

Table 4.21: I use the translate function for social posts

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	41	12,2	18,9	18,9
Agree	96	28,6	44,2	63,1
Undecided	40	11,9	18,4	81,6
Valid Disagree	27	8,0	12,4	94,0
Strongly Disagree	13	3,9	6,0	100,0
Total	217	64,6	100,0	
Missing 99,00	119	35,4		
Total	336	100,0		

In Table 4.21, 18,9% of the participants strongly agree with using the tool for social posts followed by 44,2% of the participants who are also utilizing translation function in social posts. Remaining 36,8% of the participants are either against or undecided. 18,4% are undecided while the other 12,4% disagree and the other 6% of them strongly disagree. This table indicates that most of the participants use translate function in following social posts.

**Question 22: I use the translate function for the news**

Table 4.22: I use the translate function for the news

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	50	14,9	23,5	23,5
Agree	88	26,2	41,3	64,8
Undecided	41	12,2	19,2	84,0
Disagree	23	6,8	10,8	94,8
Strongly Disagree	11	3,3	5,2	100,0
Total	213	63,4	100,0	
Missing 99,00	123	36,6		
Total	336	100,0		

According to the data above in the Table 4.22, among the participants 10,8% is against and 5,2% is strongly not likely to use the translate function to read about the news on Facebook. 19,2% of the participants seem undecided while 64,8% of the participants agree with using the tool for translation of the news with 23,5% of these strongly supporting the idea. This point indicates that slightly more participants use translation tool to follow the news than social or informative posts.

**Question 23: I use the translate function on long posts. (More than 40 words)**

Table 4.23: I use the translate function on long posts. (More than 40 words)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	14,0	21,6	21,6
	Agree	71	21,1	32,6	54,1
	Undecided	56	16,7	25,7	79,8
	Disagree	29	8,6	13,3	93,1
	Strongly Disagree	15	4,5	6,9	100,0
	Total	218	64,9	100,0	
Missing	99,00	118	35,1		
Total		336	100,0		

In Table 4.23, 47 (21,6%) participants strongly agree and 71 (32,6%) participants agree to use translation function on long posts over 40 words, a total of 54,1% in favor. On the other hand, 29 (13,3%) participants disagree while 15 (6,9%) participants strongly disagree the use of the translate function on Facebook for long posts, meaning a total of 20,3% of the participants are against the use of the translation tool on long posts. In the meantime, 56 participants (25,7%) stated that they are undecided on this topic. This may be due to the number of words mentioned in the question. Participants may be undecided for they do not count the word number following the posts.

**Question 24: I use the translate function on short posts. (Less than 40 words)**

Table 4.24: I use the translate function on short posts. (Less than 40 words)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	11,0	17,5	17,5
	Agree	62	18,5	29,2	46,7
	Undecided	60	17,9	28,3	75,0
	Disagree	37	11,0	17,5	92,5
	Strongly Disagree	16	4,8	7,5	100,0
	Total	212	63,1	100,0	
Missing	99,00	124	36,9		
Total		336	100,0		

According to the data on Table 4.24, 37 (17,5%) participants strongly agree, and 62 (29,2%) participants agree that they use the translate function on posts shorter than 40 words, that makes a total of 46,7% participants in favor. 60 (28,3%) participants are undecided whether to make use of the tool on short posts or not. Moreover, 37 (17,5%) participants disagree while 16 (7,5%) participants strongly disagree with the use of tool on short posts. This means that, almost half of the participants (46,7%) are in favor of using the tool, 28,3% is undecided and 25% is against the use of the translation tool in short posts with words less than 40. When compared with the answers obtained for question 23, around 1 in every 4 person is undecided on the use of the translation device on long or short posts.

**Question 25: I find the translate function to be accurate on long posts. (More than 40 words)**

Table 4.25: I find the translate function to be accurate on long posts. (More than 40 words)

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	6,3	9,6	9,6
Agree	55	16,4	25,2	34,9
Undecided	67	19,9	30,7	65,6
Disagree	44	13,1	20,2	85,8
Strongly Disagree	31	9,2	14,2	100,0
Total	218	64,9	100,0	
Missing 99,00	118	35,1		
Total	336	100,0		

According to the Table 4.25, nearly one third of the participants (30,7%) can't decide whether the translate function provides accurate results long posts or not. Meanwhile there is almost an equal divide between the groups who agree (34,8%) and groups who disagree (34,4%) that the translation tool provides accurate translations on long posts. It can be said that there is a close gap between the groups.

**Question 26: I find the translate function to be accurate on short posts. (Less than 40 words)**

Table 4.26: I find the translate function to be accurate on short posts. (Less than 40 words)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	8,3	12,9	12,9
	Agree	66	19,6	30,4	43,3
	Undecided	74	22,0	34,1	77,4
	Disagree	31	9,2	14,3	91,7
	Strongly Disagree	18	5,4	8,3	100,0
	Total	217	64,6	100,0	
Missing	99,00	119	35,4		
Total		336	100,0		

In Table 4.26, with 12,9% strongly agree, and 30,4% agree, participants state that they like to use the translate function on short posts less than 40 words, while 34,1% of the participants remain undecided. On the other hand, 14,3% of the participants disagree and 8,3% of the participants strongly disagree with the use of the tool on short posts. As a result, 43,3% of the participants are in favor, 34,1% remain undecided and 22,6% of them are against the use of the translate function on short posts.

**Question 27: I use the translate function when there is a photo.**

Table 4.27: I use the translate function when there is a photo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	10,4	16,3	16,3
	Agree	61	18,2	28,4	44,7
	Undecided	59	17,6	27,4	72,1
	Disagree	40	11,9	18,6	90,7
	Strongly Disagree	20	6,0	9,3	100,0
	Total	215	64,0	100,0	
Missing	99,00	121	36,0		
Total		336	100,0		

For Table 4 .27, 16.3% of the participants strongly agree and 28,4% of the participants agree that they are likely to use the translate function when there is a photo present in the post. 27,4% of the participants are undecided. Meanwhile, 18,6% say that they do not use the translation tool when there is a visible photo and 9,3% are strongly against the use. This, result indicates the help of the visual influence perception of the content. Whether the visual attracts their attention they proceed and check the meaning. If not, they do not use translation.



**Question 28: I use the translate function when there are no pictures**

Table 4.28: I use the translate function when there are no pictures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	10,7	16,8	16,8
	Agree	65	19,3	30,4	47,2
	Undecided	62	18,5	29,0	76,2
	Disagree	34	10,1	15,9	92,1
	Strongly Disagree	17	5,1	7,9	100,0
	Total	214	63,7	100,0	
Missing	99,00	122	36,3		
Total		336	100,0		

In Table 4.28, 30,4% of the participants agree and 16,8% of them strongly agree with the use of the translate function even when there are no pictures present. 29% of these participants are undecided. Moreover, 15,9% do not use the translation tool when there is no photo and 5,1% definitely do not use the tool when there are no photos. Henceforth, 47,2% are for, 29,0% undecided and 23,8% of the participants are against the use of the translate function when there are no pictures on posts. The findings of this particular issue show similarities with the former question. To sum up, the presence of visuals (photo) does not influence significantly whether they would use the translation function or not. More than one third of the participants did not answer these two questions

**Question 29: I use the translate function for advertisements**

Table 4.29: I use the translate function for advertisements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	8,0	13,0	13,0
	Agree	68	20,2	32,7	45,7
	Undecided	52	15,5	25,0	70,7
	Disagree	33	9,8	15,9	86,5
	Strongly Disagree	28	8,3	13,5	100,0
	Total	208	61,9	100,0	
Missing	99,00	128	38,1		
Total		336	100,0		

Question 29 aims to find out how many participants use the translation tool for advertisement related posts. In Table 4.29, it can easily be seen that 32,7% of the participants use the tool, while 13,0% of the participants are strongly agree with the use of the translation function on advertisements. Exactly a quarter of the participants remain undecided on the matter of using the tool for advertisements. On the other hand, 15,9% disagree and 13,5% of the participants strongly disagree. This means that, 45,7% of the participants use the tool for advertisements, 25% is undecided and 29,4% of the participants do not use the tool for, following the advertisements.

**Question 30: I use the translate function when there are advertisements about social events**

Table 4.30: I use the translate function when there are advertisements about social events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	41	12,2	19,0	19,0
	Agree	71	21,1	32,9	51,9
	Undecided	57	17,0	26,4	78,2
	Disagree	28	8,3	13,0	91,2
	Strongly Disagree	19	5,7	8,8	100,0
	Total	216	64,3	100,0	
Missing	99,00	120	35,7		
Total		336	100,0		

Question 30 aims to find out if the participants are more likely to use the translate function when the advertisement is a social event in their area. According to the data on Table 4.30, 32,9% of the participants use the translate function and 19,0% definitely use it if the advertisement is a social event. 26,4% of the participants remain undecided. 13,0% is against and 8,8% of the participants are definitely do not use the translation tool even if the advertisement is a social event. This gives us a total of 51,9% of participants who are in favor of using the tool and 21,8% of participants who are not in favour of using the tool when there is an advertisement regarding a social event. This finding indicates that rather than the advertisement of commodities, the advertisement of social events attract more attention.

**Question 31: I use translate function when I read my university friends' posts**

Table 4.31: I use translate function when I read my university friends' posts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	45	13,4	21,2	21,2
	Agree	68	20,2	32,1	53,3
	Undecided	50	14,9	23,6	76,9
	Disagree	28	8,3	13,2	90,1
	Strongly Disagree	21	6,3	9,9	100,0
	Total	212	63,1	100,0	
Missing	99,00	124	36,9		
Total		336	100,0		

In Table 4.31, 68 (32,1%) participants agree and 45 (21,2%) participants strongly agree with the use of the tool if the post is a university friend of theirs. 50 participants (23.6%) remain undecided. Plus, 28 (13,2%) participants disagree and 21 (9,9%) participants strongly disagree with using the tool for university friends' posts. Thus, more than half of the participants (53,3%) use the translate function when they see a post shared by their university friends. This result is shaped whether the participants study in an English media course where there are international students or Turkish media course where students study in a mono-lingual course.

**Question 32: I use translate function when I read my university lecturers' posts**

Table 4.32: I use translate function when I read my university lecturers' posts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	14,9	23,6	23,6
	Agree	68	20,2	32,1	55,7
	Undecided	54	16,1	25,5	81,1
	Disagree	29	8,6	13,7	94,8
	Strongly Disagree	11	3,3	5,2	100,0
	Total	212	63,1	100,0	
Missing	99,00	124	36,9		
	Total	336	100,0		

In Table 4.32, 32,1% of the participants agree and 23,6% strongly agree to use the translation function when the post is from one of their university lecturers. Moreover, slightly above a quarter (25,5%) of the participants are undecided in the matter. 13,7% disagree and 5,2% of the participants are strongly against using the translate function. These results mean that more than half (55,7%) of the participants are in favor of using the translate function when they read their university lecturers' posts while 18,9% is against. This result shows a slightly higher (55.7% - 53.3%) interest to use translation when reading the lecturers' posts. This indicates that the participants may show a little more interest on their lecturers' posts or although they study in a monolingual course, their lecturers may post in a different language.

**Question 33: I use translate function when I read my friends' personal life related posts**

Table 4.33: I use translate function when I read my friends' personal life related posts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	44	13,1	20,5	20,5
	Agree	77	22,9	35,8	56,3
	Undecided	48	14,3	22,3	78,6
	Disagree	27	8,0	12,6	91,2
	Strongly Disagree	19	5,7	8,8	100,0
	Total	215	64,0	100,0	
Missing	99,00	121	36,0		
	Total	336	100,0		

Table 4.33 shows us 56,3% of the participants are in favor of using the translation function when they read their friends' personal life related posts, 20,5% of these participants are strongly in favor while the remaining 35,8% supports the idea. 22,3% of the participants are undecided. Moreover, 12,6% disagree and 8,8% strongly disagree with the use of translate function for this purpose. This result shows similar attitudes with the former question. In other words, there is no significance difference between translating their peers' (56.3%) or lecturers' (55.7%) personal life related posts.

**Question 34: I use translate function for posts related with social events**

Table 4.34: I use translate function for posts related with social events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	43	12,8	20,3	20,3
	Agree	72	21,4	34,0	54,2
	Undecided	55	16,4	25,9	80,2
	Disagree	26	7,7	12,3	92,5
	Strongly Disagree	16	4,8	7,5	100,0
	Total	212	63,1	100,0	
Missing	99,00	124	36,9		
Total		336	100,0		

According to the Table 4.34, 20,3% of the participants strongly agree with the use of translate function for posts related with social events, while 34,0% agree with the idea too. Meanwhile, 25,9% of the participants remain undecided about the idea. On the other hand, 12,3% of the participants disagree while the remaining 7,5% is strongly against using the translate function for posts related with social events. This gives us the fact that more than half (54,2%) of the participants use the tool to follow social events while more than a quarter (25,9%) is undecided about using the tool or not. The remaining 19,8% is against the idea, 7,5% of them being very strictly against it. The results of this question show similarities between the results obtained for Question 30. The difference is really slim, but it can be said that the participants are more likely to be interested, when the social event is shared as a post rather than an advertisement.

**Question 35: I use translate function for project related posts between me and my friends**

Table 4.35: I use translate function for project related posts between me and my friends

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	43	12,8	19,9	19,9
Agree	75	22,3	34,7	54,6
Undecided	49	14,6	22,7	77,3
Disagree	31	9,2	14,4	91,7
Strongly Disagree	18	5,4	8,3	100,0
Total	216	64,3	100,0	
Missing 99,00	120	35,7		
Total	336	100,0		

In the Table 4.35 above, it can easily be seen that 34,7% of the participants agree with using the translate function for project related posts between them and their friends and 19,9% of the participants strongly agree with this. Meanwhile, 22,7% of the participants remain undecided about the matter. On the other hand, 14,4% of the participants are against the idea, plus the 8,3% who are strongly against it. From the Table 4.35, it is a fact that more than half (54,6%) of the participants utilize the tool if it is related to a project related post between them and their friends.

This result indicates no difference between this question and the former ones related to information, news, advertisements or personal life. This shows that slightly more



than half of the participants who responded use translation function. However, like the former ones around one third of the participants (120) did not answer this question.

**Question 36: I use translate function for project related posts between me and my lecturers**

Table 4.36: I use translate function for project related posts between me and my lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	14,0	21,8	21,8
	Agree	72	21,4	33,3	55,1
	Undecided	52	15,5	24,1	79,2
	Disagree	26	7,7	12,0	91,2
	Strongly Disagree	19	5,7	8,8	100,0
	Total	216	64,3	100,0	
Missing	99,00	120	35,7		
Total		336	100,0		

The Table 4.36 shows that exactly one third (33,3%) of the participants agree with the use of translate function for project related posts between them and their lecturers, while another 21,8% agree and support this idea. There is another 24,1% who stay undecided. In addition, 12,0% of the participants disagree and 8,8% strongly disagree with the idea of using translate function for project related posts between them and their lecturers. Thus, I can easily be said that, more than half (55,1%) of the participants use the translation function for this purpose. This result, again, shows similarities with the former questions.

In Table 4.37 below, the 5-point Likert Scale questions from 19 to 36 are presented with their mean values and attitudes of the participants with the overweighing majority. The values are mentioned earlier, at the beginning of Chapter 4.

Table 4.37: Means & Attitudes

<b>Statement</b>	<b>Mean</b>	<b>Attitude</b>
I use the translate function for informative posts.	2,31	A
I use the translate function for academic posts.	2,38	A
I use the translate function for social posts.	2,42	A
I use the translate function for the news.	2,32	A
I use the translate function on long posts.	2,51	A
I use the translate function on short posts.	2,68	U
I find the translate function to be accurate on long posts.	3,04	U
I find the translate function to be accurate on short posts.	2,74	U
I use the translate function when there is a photo.	2,76	U
I use the translate function when there are no pictures.	2,67	U
I use the translate function for advertisements.	2,84	U
I use the translate function when there are advertisements about social events.	2,59	A
I use translate function when I read my university friends' posts.	2,58	A
I use translate function when I read my university lecturers' posts.	2,44	A
I use translate function when I read my friends personal life related posts.	2,53	A
I use translate function for posts related with social events.	2,52	A
I use translate function for project related posts between me and my friends.	2,56	A
I use translate function for project related posts between me and my lecturers.	2,52	A

In an international university, like EMU, students are satisfied with the Facebook's translate function. In average, students agree with the 12 points of the Facebook translate function's use while on 6 points they are undecided. Using translation function for informative, academic, social posts or the news all have the result as "Agree". Yet, since the distinction between long & short posts have not been defined, the reaction of the respondents to the questions related to long and short posts are mostly undecided. According to this data, there is a clear divide when it comes to the accuracy of the translation tool and if whether there is a photo present or not in the post. In addition, participants seem to be undecided on utilizing the translation tool on short posts or advertisements. The Table 4.37 gives us no opposition of Disagrees at all. Majority of the students are happy with the translation tool, while there are some divisions when it comes certain points about the translation tool.

What is more, a Chi-Square test was run with respect to gender & all 5 point Likert scale items. No statistically significant result has been observed at  $p \leq 0.05$  or  $p \leq 0.01$  level.

## **Chapter 5**

### **CONCLUSION**

This chapter consists of three parts. The first part is the Summary of the Study, briefly covering what has been done in the study. Second part is Conclusions Drawn from the Study which includes the research questions and the answers to those questions. Lastly, the third part, talks about what can be done in the future in this field of study under Suggestions for further Research.

#### **5.1 Summary of the Study**

This research aims to find out whether Facebook' Translation tool is an efficient and reliable tool in the eyes of students who study in, an international university in this case, the Eastern Mediterranean University. Based on the quantitative data obtained in the research of the study, it can be concluded that the slightly more than half of the participants who study in the EMU, utilize the translation tool regardless of its imperfections.

The methodology used in the study is Quantitative Research. As it has been mentioned before, in quantitative research methodology aims to generalize findings to population; thus using the statistics in analysis. As a result, from the numerical data collected through quantitative research methodology, descriptive statistics is used to answer some questions. Based on this methodology and the findings, it can be said that more than half of the participants are satisfied with the Facebook's translate function.

## **5.2 Conclusions Drawn from the Study**

In order to draw conclusion, research questions will be revisited and answered with the findings.

**RQ1.** To what extent do students who study in the EMU in Fall 2018 use translation function of Facebook?

According to the findings, more than half of the respondents of the students utilize the tool in most of the time, except when it comes to things related with advertisements. Furthermore, whether the posts having a picture or not, apparently do not have an influence on the students choice of utilizing the translation tool or not.

**RQ2.** What are tertiary students' attitudes towards the correctness of the translation done by Facebook?

On the basis of the findings, students are split into two. While some students find the correctness of the Facebook's translation tool accurate, the others find the translation tool to be inadequate.

According to the data obtained from questions 25 and 26 in the Attitude-Scale section (4.3), which ask about the accuracy of the translation tool on long and short posts, half of the students agree while the other half disagree with the accuracy of the translations being done by Facebook. Thus, the answer is Undecided since there are two equally opposing views towards the accuracy, correctness and efficiency of the Facebook's Translation Tool.

**RQ3.** How satisfied are the students with Facebook's translation tool?

According to the findings and the mean-attitude table, students are fine by utilizing the translation tool for the posts they come across daily. However, they are not satisfied by the quality of the translations they are presented with. In other words, students use the translation tool to get a better understanding of the posts in foreign languages, but in relation to the accuracy of the translations, they are unsatisfied. After all, the circumstances are clear, since EMU is an international university where people who speak different languages come and meet from all around the world. Thus, the university itself becomes a melting pot, or a global village as McLuhan says. Therefore, it is inevitable for students not to resort to what they have in hand.

### **5.3 Suggestions for Future Research**

This study was limited to the Eastern Mediterranean University students. To further improve the research in this field, the study could be performed with a larger population to improve the accuracy of the research. Furthermore, the same study can be performed in another international university to observe if there are any differences or similarities in the findings, so that comparisons can be made.

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## **APPENDICES**

## Appendix A: Questionnaire

The aim of this study is to explore the extent to which 'translation' tool of Facebook is used by students in an international university. I am a Master's student in EMU and I am collecting this information for my master thesis.

1. **Gender:** a) Male b) Female
2. **Age:** a) Under or 18 years old b) 19-23 years old c) 24-28 years old  
d) 29 years and above
3. **Where are you from?** a) Turkey b) N.Cyprus c) Palestine d) Jordan  
e) Iran f) Nigeria g) Other (Please Specify) .....
4. **Mother tongue(s) (You can mark more than once):** a) Turkish b) Arabic  
c) Persian d) English e) Other (Please Specify) .....
5. **At what age you have started learning English?** Bu a) Ever since I was born  
b) 1-5 years old c) 6-10 years old d) 11-15 years old e) 16 years  
old & above
6. **I learned English ...:** a) as my first language b) in a country where English is  
spoken c) in the school d) in the university e) Other (Please Specify) .....
7. **How many languages do you speak?** a) 1 b) 2 c) 3 d) 4 or more
8. **Which languages do you speak?** a) Turkish b) English c) Arabic d)  
Persian e) German f) Russian g) Other (please specify) .....
9. **Faculty:** a) Communication and Media Studies b) Tourism c) Business &  
Economics d) Engineering e) Other (please specify) .....
10. **I use Facebook:** a) Yes b) No
11. **I have ... Facebook accounts:** a) 1 b) 2 c) 3 d) 4 & above
12. **Main language I use on Facebook is:** a) Turkish b) English c) Arabic  
d) Persian e) French f) Russian g) Other (please  
specify) .....
13. **In EMU, what kind of friend circle do you have?**  
a) Monolingual (Only speaking your own language) b) Bilingual  
(Talking in 2 languages) c) Multilingual (Talking in more than 2 languages)
14. **I have been using Facebook for:** a) Less than a year b) 1-5 years c)  
6-10 years d) More than 10 years

15. **How much time do you spend on Facebook in a day?** a) Less than 1 hour b) 1- 2 hours c) 3-4 hours d) 5 hours and above

16. **I am online on Facebook.** a) All the time b) Only when I am using it

17. **Do you use translate function on Facebook?**

a) Yes b) No

18. **Do you rate the translate function?** a) Yes b) No

**SA: Strongly Agree A: Agree U: Undecided D: Disagree SD: Strong Disagree**

	SA	A	U	D	SD
19. I use the translate function for informative posts.					
20. I use the translate function for academic posts.					
21. I use the translate function for social posts.					
22. I use the translate function for the news.					
23. I use the translate function on long posts. (More than 40 words)					
24. I use the translate function on short posts. (Less than 40 words)					
25. I find the translate function to be accurate on long posts. (More than 40 words)					
26. I find the translate function to be accurate on short posts. (Less than 40 words)					
27. I use the translate function when there is a photo.					
28. I use the translate function when there are no pictures.					
29. I use the translate function for advertisements.					
30. I use the translate function when there are advertisements about social events.					
31. I use translate function when I read my university friends' posts.					
32. I use translate function when I read my university lecturers' posts.					
33. I use translate function when I read my friends personal life related posts.					
34. I use translate function for posts related with social events.					
35. I use translate function for project related posts between me and my friends.					
36. I use translate function for project related posts between me and my lecturers.					

## Appendix B: Ethical Committee Report



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Etik Kurulu / Ethics Committee

**Sayı:** ETK00-2018-0223  
**Konu:** Etik Kurulu'na Başvurunuz Hk.

30.07.2018

Buğra Etikan,  
İletişim Fakültesi  
Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **21.05.2018** tarih ve **2018/59-38** sayılı kararı doğrultusunda, "**Is Facebook's Translate Function Useful**" adlı çalışmanızı, Doç. Dr. Bahire Özad'ın danışmanlığında araştırmanız Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.

  
**Doç. Dr. Şükrü TÜZMEN**  
Etik Kurulu Başkanı

ŞT/ba.

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