Salahaddin University-Erbil

How significant is the language barrier in social media?

Research Project

Submitted to the department of (English) in partial fulfillment of the requirements for the degree of B A in English Language

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Certification

I certify that this study was prepared by students (Noor Twana Mohammed and Glara Yousif Anwar) under my supervision at College of Education/ Salahuddin University-Erbil in partial fulfilment of the requirements for the degree of Bachelor in English Language.

Signature

Mr. Haitham Hussein Bapeer

Acknowledgments

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Abstract

Over the course of the past ten years, there has been a rise in the importance of social media platforms in man's daily life. Over the course of the last ten years, this significance has grown. The research is broken up into the four distinct parts. In the first part of this paper, the significance of social platforms in the process of constructing language barriers is emphasized. Then literature review comes in the second section. The analysis of the data is the topic of the third section. Following the discussion of the study's findings and discussions in the third section comes the conclusion as well as a list of references.

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Section One: Introduction

1.1 Introduction

Let us pause for a second to discuss the definition of language barriers before moving on to the different categories of language barriers. The term "language barrier" refers, in the main, to the difficulties encountered by individuals or communities that speak various languages and dialects. In addition to this, it encompasses the confusion and misunderstandings that arise as a result of a lack of clarity in both thought and speech. These kinds of roadblocks are common in all modes of communication, including verbal, nonverbal, and written exchanges.

The difficulty of comprehending a speaker of a different language, dialect, or accent is another example of a linguistic barrier. People from different countries interacting with one another is one common example of linguistic barriers. Another common example is people who speak the same language but use different dialects. The barriers that exist between different languages are heavily influenced by culture. For example, something that is acceptable in one culture may be perceived as impolite in another. This is due to differences in social norms.

The advent of digital technology was supposed to make it simpler, more efficient, and more effective for people to communicate with one another. However, despite all of its conveniences, there are significant barriers to effective digital communication. These barriers exist both internally between coworkers and externally with the people you need to reach with the messages your organization needs to convey. Your ability to get your point across via email, chats, texts, messaging, discussion boards, apps, social media, websites, and any other online channels may be hindered by these barriers to digital communication.

The most effective method of communication is through the use of language. Its function includes the expression of identity, as well as the communication of ideas,

thoughts, opinions, and other forms of emotional expression; social interaction; the utilization of the power of sound; and the recording of factual information. On the other hand, a widespread obstacle gets in the way of effective communication. When many words can be interpreted in a number of different ways, as well as when a sender and a receiver attempt to communicate using a language that each of them does not fully comprehend, language and semantic barriers can arise. Therefore, successful communication does not always occur. There is a possibility that the communication system contains some flaws or obstructions, either of which could prevent the message from being delivered to the intended receiver or from arriving at its destination. Language barriers generally arise in five different areas: how a message is originated and sent by a sender, how it is received and understood by a receiver, environmental interruptions, and how it is disrupted by the environment. Language barriers are significant because they frequently act as an obstacle in the way of forming relationships with people in other cultures. They have the potential to lead to misunderstandings, which in turn can result in conflict, frustration, offense, violence, and hurt feelings, as well as the waste of time, effort, money, and even people's lives.

1.2 The Problem:

When many words can be interpreted in a number of different ways, as well as when a sender and a receiver attempt to communicate using a language that each of them does not fully comprehend, language and semantic barriers can arise. Therefore, successful communication does not always occur. Sometimes the sender uses the wrong words, which can skew the meaning of the message and lead to misunderstanding skews the meaning of the message. To prevent confusion, the sender should provide information that is accurate and well-known to both the sender and the receiver.

1.3 The Purpose of the Research:

The purpose of this research was to investigate how social media platforms could influence English language learning and to determine whether or not social media could help improve English language skills. In addition, the purpose of this research is to identify different types of language barriers, as well as their impact on human communication and the various strategies that can be used to overcome those barriers.

1.4 the Importance of the Research:

Language barriers are significant because they frequently act as an obstacle in the way of forming relationships with people in other cultures. They have the potential to lead to misunderstandings, which in turn can result in conflict, frustration, offense, violence, and hurt feelings, as well as the waste of time, effort, money, and even people's lives.

Section two: Literature Review

Many studies have been conducted about the significance of language in social media. One instance is entitled: Social Media Impact on Language Learning for Specific Purposes, conducted by: Hadoussa Slim and Menif Hafedh, University of Tabuk, Tabuk, Saudi Arabia. The study conveys that nowadays, social media are dominating the life of people. Facebook has become noticeably widespread among the youth, and students in particular. Research has indicated that Facebook could be an effective platform for language learning. This study, therefore, comes to explore the effects of Facebook-assisted teaching on learning English for specific purposes by students at the University of Tabuk, Saudi Arabia. A sample of 64 students from the Faculty of Business Administration, taking a Business Letters course in English, were divided into a Facebook-tutored group and a traditional classroom tutored group and were

given the same vocabulary content. The two groups were given pre- and post-tests to measure their vocabulary learning, and were subjected to an interview to gauge their attitudes towards the instructional methods which were put to use. However, no significant difference between the two groups was found in terms of achievement in spite of the positive response and the high satisfaction level the Facebook-tutored students showed towards the use of such a platform (Hadoussa & Hafedh, 2019, p. 56).

Another study is done by Taha Shabbir1, Syed Minhaj Hussain, Sabir Ahmed, Arjumand Zehra, and Ahmar Hamid Khan is entitled Using Social Media to Reduce Language Barrier among Foreign Students in Pakistan. The study acknowledges that

Social networking is rapidly changing the communication environment of contemporary social media. Social media's growth has had a profound effect on students' academic lives. Institutions and researchers are actively playing with social networking technologies with the expectation of stimulating strategic thinking, collaboration, and knowledge rising. Today's higher education establishments have adopted social media to communicate for students with teachers, fellow students, and other higher authorities. This necessitated the investigation and analysis of the impact of social media on students' academic lives in this report. Following an examination of the phenomena that motivated the study and transcription of the participants' comments, the results suggest that students in higher education often use social networking and that participants believe that social media plays a major role in their academic success (Shahbbir &etal, 2021, p. 279).

An additional study is conducted by I.A.S Buarqoub Jordan University, Jordania is entitled Language barriers to effective communication. The study informs that Globalization and communication technology are bringing the world closer together in a global village, including language barriers. The things that prevent us from understanding each other's constitute a common challenge to individuals, groups, international companies, governments, nations, and the whole world. This study aimed at exploring the factors that cause language barriers, their types, and their impact on effective communication and our life as well as ways to make people aware of the importance of overcoming them. The study concluded that language or semantic barriers arise from different subjects such as meanings and uses of words, symbols, images, gestures, languages and dialects (BUARQOUB, 2019, p. 65).

Another related paper is entitled Role of Social Media in English Language Learning to the Adult Learners, by Meenakshi Sharma Yadav from King Khalid University. The paper informs that Today social media has become part and parcel of adults' lives. Adult learners use social media much as a key to learn and improve their English as a

foreign language (EFL) in academics. Currently, English instructors also encourage their adult learners within the realm of technologies. These learners are too self-motivated to use social media tools to learn English language skills. During texting, chatting, and socializing with friends, family, and global society on Facebook, WhatsApp, Blogs, Wikis, LinkedIn, YouTube, Twitter, Telegram, Hangout, and Snapchat, social media are facilitating and enhancing the process for both teachers and the adult learners worldwide (Yadav, 2021, p. 238).

Section Three: Methodology

3.1 Research Method:

This paper adopted a mixed method for the purpose of analyzing data which are collected through a survey paper of three multiple choices related to language barrier in social media. The survey papers were distributed over 135 learners at Salahaddin University, faculty of education, English department.

3.2 Participants:

The participants of the study are from faculty of education–Salaheddin University. They are from English Department, 135 learners participated, 13 males, and 122 females.

3.3 Instruments:

The current study's Instrument Consists of 16 questions related to language barriers in social media, google form was also used to provide charts, tables and a statistical result for the study.

3.4 Procedure of the study:

The researchers in this study are going to apply the following steps:

1. English department students from faculty of education at Salaheddin university will be the study's target population.

2. A survey paper is created and given to the students.

3. After completing all of the aforementioned stages and gathering all of the results, the researcher will analyze all of the data using statistical calculations to produce the most accurate results.

3.5 Result and Discussion

Pie chart No. (1)

Male & Female
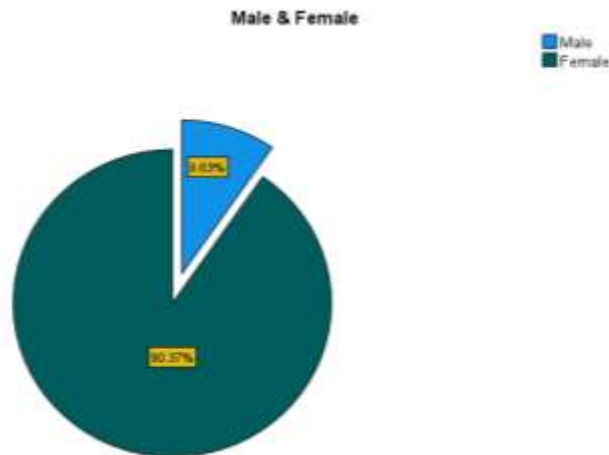
The participant breakdown shown in the pie chart above reveals that the proportion of female participants is significantly higher than that of male participants. This is demonstrated by the fact that the percentage of female participants has reached 90.4%, while the percentage of participants in the male gender has reached 9.4%.

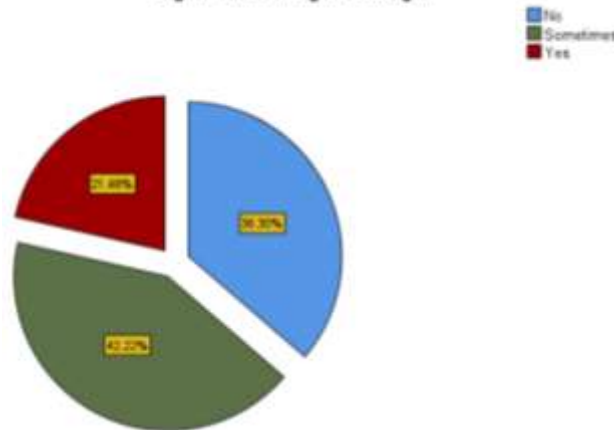### Pie chart no. (2)

Hard to express myself in L2.
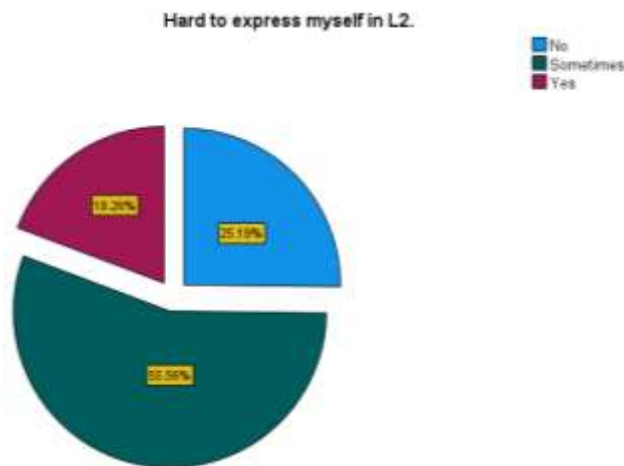
Q.1 Hard to express myself in L2

Pie chart number (2), which is specific to the results of the research participants' response to the first question about (hard to express me in L2), shows that the majority of participants (55.6% chose "sometimes"), and (25.2%) chose "no," and (19.6%) chose "yes," which indicates that the majority of respondents believe that it is

difficult for them to express themselves in the second language, but the rate of those who chose "no" can express themselves in the second language.

Pie chart no. (3)

**English skills "not good enough.**

Q.2 English skills "not good enough"

In pie chart number 3, which is specific to the results of the research participants' response to the second question regarding (English skills 'not good enough'), it is shown that the majority of participants (42.22%) chose (sometimes), and (36.30%) chose (no), and (21.48%) chose(yes), which indicates that the majority of respondents believe that their English language talents are not good to some extent, but the rate of those who have good English language talent is in the least. Additionally, this indicates that the majority of respondents

Pie chart no. (4)

Afraid of making mistakes or being judged.
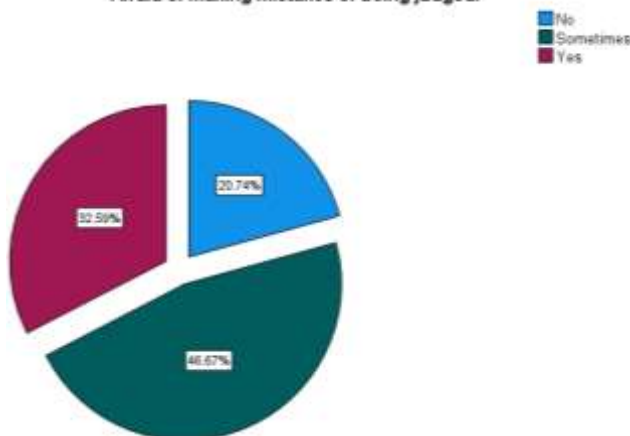
Q.3 Afraid of making mistakes or being judged.

In pie chart number (4), which is specific to the results of the research participants' response to the third question about (being afraid of making mistakes or being judged), it is shown that the majority of participants (46.67%) chose (sometimes), and

(32.59%) chose (yes), and (20.74%) chose (no), which indicates that the majority of participants believe that they are afraid of making mistakes or being judged, but the rate of those who are not afraid of making mistakes or being judged is significantly lower.

Pie chart no. (5)

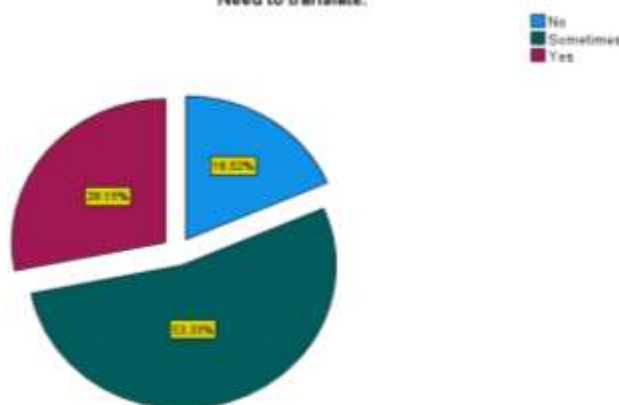Hard-to-understand informal language.
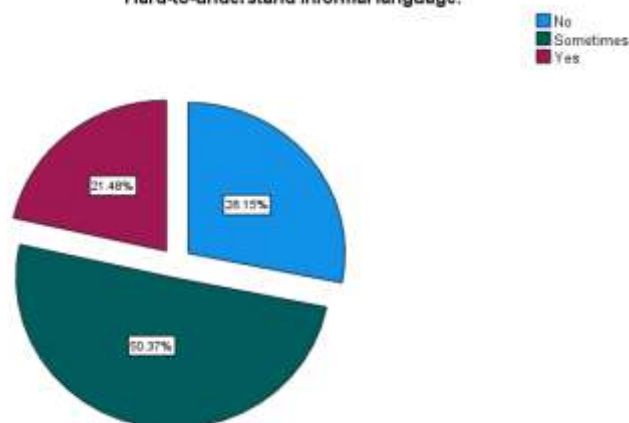
Q.4 Herd-to-understand informal language.

Pie chart number (5), which is specific to the results of the research participants' response to the fourth question about (hard to understand informal language) shows that the majority of respondents (50.37%) chose (sometimes) and the rate (28.15%) chose (no), and (21.48%) chose (yes), which means that the majority of respondents believe that sometimes it's hard for them to understand informal language, but the rate of those participants that says: it's not hard to understand informal language is in the second place
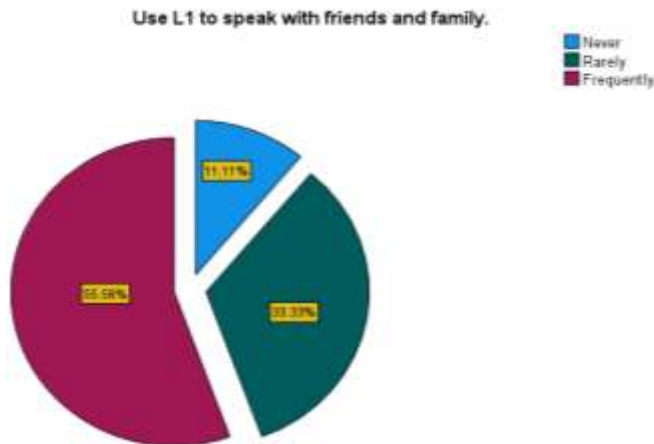
Pie chart no. (6)

Need to translate.

Q.5 Need to translate.

Pie chart number (6), which is specific to the results of the research participants' response to the fifth question about (need to translate) shows that the majority of

respondents (53.33%) chose (sometimes), and (18.52%) chose (no), and (26.15%) chose (yes), which means that the majority of respondents believe that sometimes they need translators to understand L2, but the rate of those who don't need translators to understand L2 is in the third place.
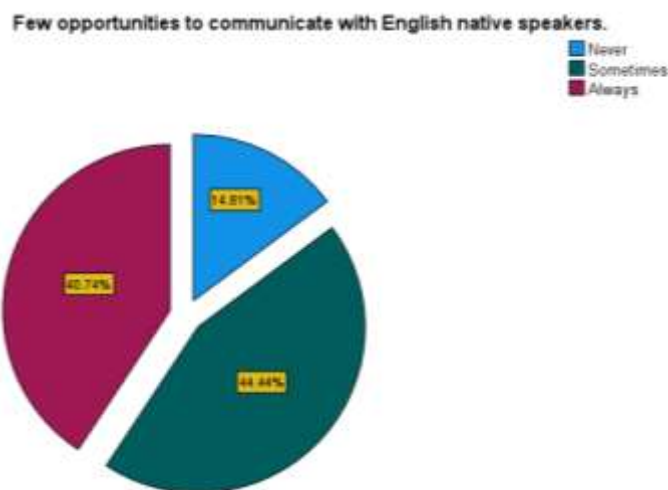
Pie chart no. (7)

Use L1 to speak with friends and family.

Never
Rarely
Frequently

11.11%
33.33%
55.56%

Q.6 Use L1 to speak with friends and family.

In pie chart number (7), which is specific to the results of the research participants' response to the sixth question about (the use of language 1 to speak with friends and family), shows that the majority of respondents (55.56%) often chose (frequently) and the rate (33.33%) chose (rarely), and (11.11%) chose (never), which means the majority of respondents frequently use L1 to speak with family and friends, but those who never use L1 with family and friends is in the third place.

Pie chart no. (8)

Few opportunities to communicate with English native speakers.

Never
Sometimes
Always

14.81%
44.44%
40.74%

Q.7 Few opportunities to communicate with English native speakers.

Pie chart number (8), which is specific to the results of the research participants' response to the seventh question regarding (few opportunities to communicate with English native speakers) shows that the majority of participants (44.44%) chose

(sometimes), and (40.74%) chose (always), and (14.81%) chose (never), which means that the majority of respondents sometimes believe that they have few opportunities to communicate with English native speakers, and those who chose (never) believe that there haven't any opportunities to communicate with English native speakers.

Pie chart no. (9)

Afraid of making cultural mistakes.
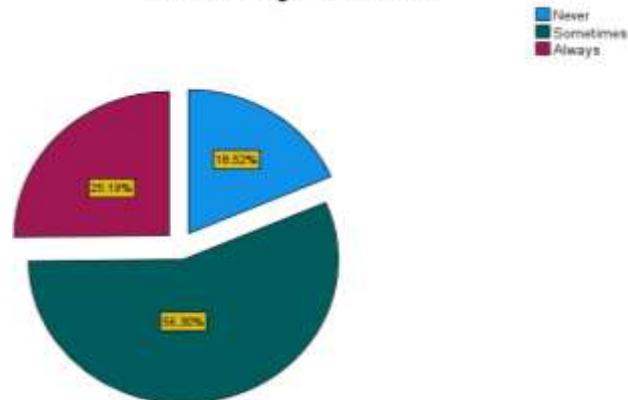
Q.8 Afraid of making cultural mistakes.

Pie chart number (9), which is specific to the results of the research participants' response to the eighth question, which is regarding (afraid of making cultural mistakes) shows that the majority of participants (56.30%) chose sometimes, and (25.19%) chose (always), and (18.52%) chose (never), which means the majority of respondents believe that sometimes they are afraid of making cultural mistakes, and those who chose (never), are not afraid of making cultural mistakes.

Pie chart no. (10)
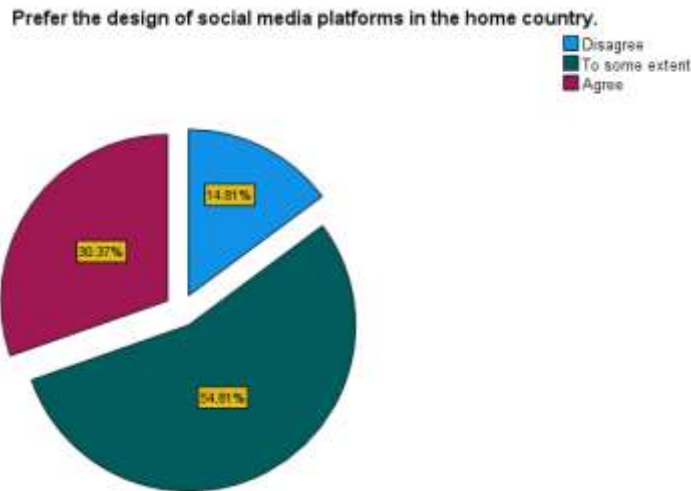
Do not know what to talk about.
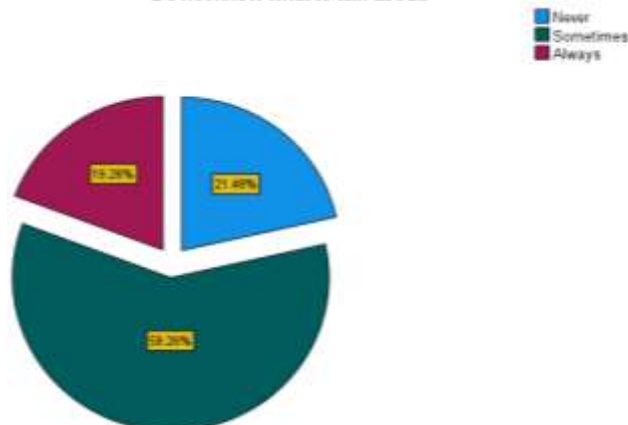
Q.9 Do not know what to talk about.

Pie chart number (10), which is specific to the results of the research participants' response to the ninth question, which about (do not know what to talk about) shows

that the majority of participants (59.26%) chose (sometimes), (19.26%) chose (always), and (21.48%) chose (never), which means the majority of respondents believe that sometimes they don't know what to talk about, but those who chose (never) always know what to talk about.
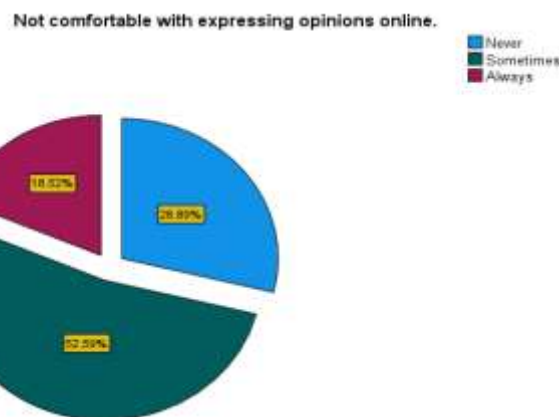
Pie chart no. (11)

Prefer the design of social media platforms in the home country.

- Disagree
- To some extent
- Agree

Q.10 Prefer the design of social media platforms in the home country.

Pie chart number (11), which is specific to the results of the research participants' response to the tenth question, which is about (prefer the design of social media platforms in the home country) shows that the majority of participants (54.81%) chose (to some extent), and (30.37%) chose (agree), and (14.81%) chose (disagree), which means that the majority of respondents prefer the design of social media platforms in the home country to some extent, but those who chose (disagree) don't prefer the design of social media platforms in the home country.

Pie chart no. (12)

Not comfortable with expressing opinions online.

- Never
- Sometimes
- Always

Q.11 Not comfortable with expressing opinions online.

In pie chart number (12), which is specific to the results of the research participants' response to the eleventh question regarding (not being comfortable with expressing

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opinions online) shows that the majority of participants (52.59%) chose (sometimes), and (28.89%) chose (never), and (18.52%) chose (always), which means the majority of respondents believe that sometimes they aren't comfortable with expressing opinions online, but those who chose (never) are comfortable with expressing opinions online.
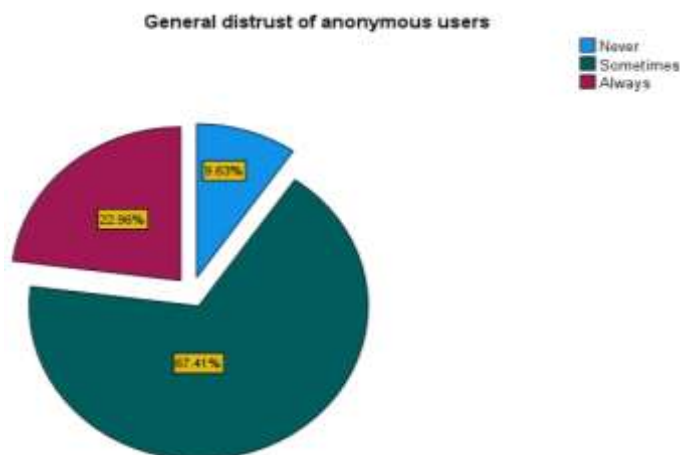
Pie chart no. (13)
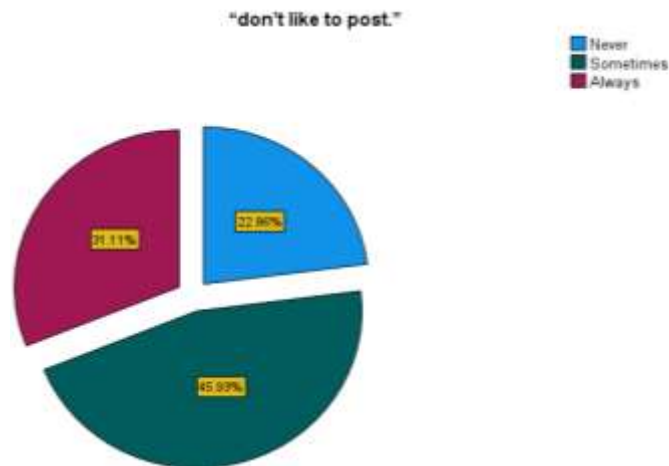
"don't like to post."

Q.12 "do not like to post"

Pie chart number (13), which is specific to the results of the research participants' response to the twelfth question regarding (don't like to post) shows that the majority of participants (45.93%) chose (sometimes), and (31.11%) chose (always), and (22.98%) chose (never), which means the majority of respondents believe that sometimes they don't like to post, but those who chose (never) they like to post.
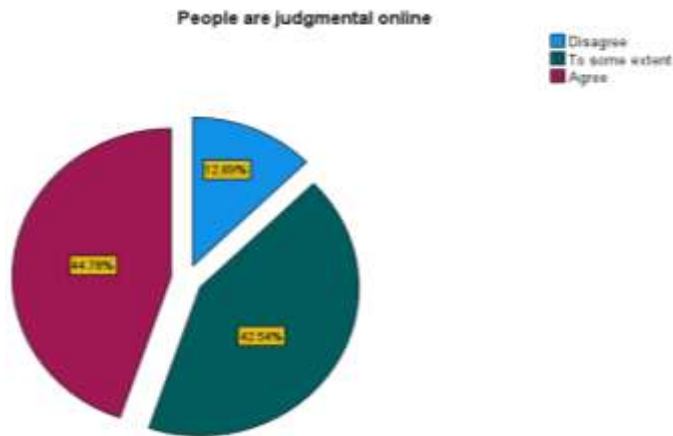
Pie chart no. (14)

General distrust of anonymous users

Q.13 General distrust of anonymous users.

Pie chart number (14), which is specific to the results of the research participants' response to the thirteenth question regarding (general distrust of anonymous users) shows that the majority of respondents (67.41%) chose (sometimes), and (22.96%) chose (always), and (9.63%), which means the majority of respondents believe that sometimes there is a general distrust of anonymous users, but those who chose (never) they believe that there has not general distrust of anonymous users.

Pie chart no. (15)

People are judgmental online

Disagree
To some extent
Agree

Q.14 People are judgmental online.

Pie chart number (15), which is specific to the results of the research participants' response to the fourteenth question regarding (people are judgmental online) shows that the majority of respondents (44.78%) chose (agree) and (42.54%)chose (to some extent), and (12.69%) chose (disagree), which means the majority of respondents believe that people are judgmental online to some extent, but those who chose (disagree) they don't believe that people are judgmental online.

Pie chart no (16)

Afraid of making mistakes.

Never
Sometimes
Always
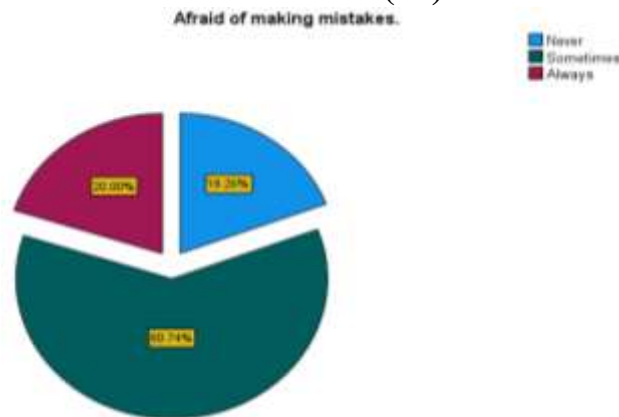
Q.15 Afraid of making mistakes.

Pie chart number (16), which is specific to the results of research participants' responses to the fifteenth question regarding (afraid of making mistakes) shows that the majority of participants (60.74%) chose (sometimes), and (20.00%) chose (always), and (19.26%) chose (never), which means the majority of respondents believe that sometimes they are afraid of making mistakes, but those who chose (never) they are never afraid of making mistakes.

Discussion:

The researchers in this study came to the following conclusions based on the responses to the questionnaire that they used in their investigation:

1. The majority of participants are unable to communicate effectively in the second language, which makes it difficult for the majority of them to express themselves in that language. The researchers believe that the reason for this is due to the unstable nature of the curriculum as well as the precarious state of society's finances.

2. According to the findings, the participants are unable to use a second language because they are paralyzed by their anxiety regarding the possibility of making mistakes.

3. Because the participants were unable to understand the informal language that was being used, it was necessary to use translators.

4. They feel comfortable expressing themselves in their mother tongue on social media platforms because they don't have to worry about making mistakes when doing so.

5. One of the reasons why the participants are unable to communicate in English is because they are unable to find opportunities to speak with native speakers or because they do not pay attention to the topics that are being discussed. The researchers are under the impression that they can't communicate with native speakers because there are insufficient tourism and employment opportunities for non-natives.

The researchers believe that cultural education should be developed to prevent the loss of one's native culture as a consequence of communicating in a second language.

7. The vast majority of participants are satisfied with the design of their social media platforms, which makes it easier for them to convey their messages.

Recommendations

1.Those individuals who are interested in learning a second language but do not have the financial means to do so should have access to no-cost or low-cost language learning centers.

2.Providing young people with an understanding of the benefits of learning a second language and actively encouraging them to do so.

3.Creating opportunities for tourism and employment that involve meeting and interacting with people from other countries.

4. Improving the English language throughout all stages of education and increasing the amount of time spent on conversational instruction.

Section Four:

Conclusion

Language barriers can also affect the quality and accuracy of the content shared on social media platforms. For example, if an individual who speaks English as a second language shares a post that contains grammatical errors or unclear language, it may be difficult for other users to understand the message or take it seriously. This may lead to misunderstandings, misinterpretations, and even conflicts.

Moreover, language barriers can affect social media marketing and advertising strategies. If a company wants to promote its products or services globally, it needs to ensure that its marketing messages are translated accurately into different languages. Failure to do so may result in ineffective marketing campaigns and lost opportunities to reach potential customers.

In conclusion, the language barrier is a significant issue in social media that affects communication, content quality, and marketing strategies. It is essential to develop effective strategies to overcome this barrier and ensure that social media platforms are accessible to people from all language backgrounds.

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Salahaddin University

College of Education English Department

Questionnaire

Dear Participant,

Thank you for taking the time to participate in this research study on **How significant is the language barrier in social media?**

Your input will help to shed light on the significance of language barrier in social media. The questionnaire will take approximately 5-10 minutes to complete, and your responses will be kept confidential.

Please answer the following questions to the best of your ability. Your responses will be highly appreciated and will contribute to the advancement of our understanding of the importance of language barrier in social media.

Thank you for your participation.

No	Questionnaire	Always	Sometimes	Never

1.	Hard to express myself in L2.			
2.	English skills "not good enough.			
3.	Afraid of making mistakes or being judged.			
4.	Hard-to-understand informal language.			
5.	Need to translate.			
6.	Use L1 to speak with friends and family.			
7.	Few opportunities to communicate with English native speakers.			
8.	Afraid of making cultural mistakes.			
9.	Do not know what to talk about.			
10.	Prefer the design of social media platforms in the home country.			
11.	Not comfortable with expressing opinions online.			
12.	"don't like to post."			
13.	General distrust of anonymous users.			
14.	People are judgmental online.			
15.	Afraid of making mistakes.			

پوخته

له ماوهی ده ساڵی رابردوودا، گرنگی تۆره کۆمهڵایهتییهکان له ژیانی رۆژانهی مرۆڤدا زیادی کردووه. له ماوهی ده ساڵی رابردوودا ئهم گرنگییه زیادی کردووه. توێژینهوهکه بۆ چوار بهشی جیاواز دابهش دهکرێت. له بهشی یهکهمی ئهم بهشهدا، گرنگی بهربهستی کۆمهڵایهتی له پرۆسهی دروستکردنی بهربهستی زماندا دووپات دهکرێتهوه. شیکردنهوهی داتاکان بابهتی بهشی سێیهمه. دوای ئهوه گفتوگۆی ئهنجامهکانی لێکۆڵینهوه دێت وه گفتوگۆکان له بهشی سێیهم پێکدێت له ئهنجام و ههروهها لیستی سهرچاوهکان.

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