THE APPLICATION OF WEIBO MEDIA FOR ENGLISH VOCABULARY LEARNING OF GRADE 7 CHINESE STUDENTS IN HUBEI PROVINCE, CHINA

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ABSTRACT

This quasi-experimental study investigated whether the application of Weibo media improved Grade 7 Chinese students' English vocabulary skill and their satisfaction in learning English vocabulary. The sample group consisted of 30 Chinese students studying in Grade 7 in Hubei Province, China. The data were collected using pretest and posttest as well as questionnaire, and analyzed using descriptive statistics analysis and paired-sample t-test. The results obtained from the pretest and posttest revealed that the students in a sample group significantly improved their English vocabulary skill with the posttest mean score of 20.53 and SD of 4.13 and the pretest mean score of 13.57 and SD=4.55, resulting in the mean difference of 6.96 points. The questionnaire data showed that all items were rated in (at) a high level and most students expressed positive satisfaction towards the application of Weibo media in learning English vocabulary skill. Thus, the application of Weibo media may be considered as an effective option in learning English vocabulary skill in China.

Keywords: Weibo Media, English vocabulary Skill, Learning Achievement, Students' Satisfaction.

Introduction

Background and Rationale of the Study

The 31st Statistical Report on the Development Status of China's Internet was published in Beijing on January 15, 2013, by the China Internet Network Information Center (CNNIC). According to the study, 564 million Chinese Internet users were at the end of February 2012, with a 42.1 per cent Internet penetration rate, Yu (2011) indicates a sluggish growth pace. Weibo and other Internet apps are still popular. China had 309 million Weibo users at the end of December 2012, up from 58.73 million at the end of 2011. the ability to handle, disseminate, mine, and analyze data is unequalled (as cited in Che, 2011).

According to Yu (2013), social media is changing how we communicate, speak, present information, and assess the quality and value of content. Large amounts of data, photographs, videos, and other media may be sent through social networking sites like WeChat and QQ Weibo. Tencent's platforms have 752 million QQIM accounts, 100 million WeChat users, 425 million Weibo users, and over 100 million video viewers. As a result, social media has become an integral part of everyday life. People desire to connect and share information through social media. According to Yu (2013), social media is changing how we communicate, speak, present information, and assess the quality and value of content.

Technological learning is facilitated as students and teachers interact (Bruner & Jerome, 1965). Teachers can exchange learning resources with their students on Weibo since it is a two-way communication platform. With the use of Weibo, students can easily access English resources and interact and communicate without feeling the pressure of identity or status. It is difficult for students to use mobile phones and MP3 players due to limited capacity, slow access, and onerous input (output) requirements (Liu, 2014). The program enables interaction between students and teachers (using a desktop, browser, and mobile device). Students' emotions vary according to the learning environment (as cited in Wang, 2010). Several of the best mobile learning systems are available on smartphones, Android, and Xiaomi. There is something inherently exciting and educational about Weibo's fluidity and intellect.

Experts, instructors, learning partners, and followers can assist students in solving problems safely and efficiently (Wang & Chiew, 2010). Weibo, China's social networking site, lets you be anywhere. Users can take part in the discussions at any time. Different learning environments may lead

to varying moods in the classroom. It is possible to share ideas and emotions using Weibo from anywhere; students can learn in new ways by being able to move and think.

According to Chen (2020), social media platforms like Weibo Media may be able to assist in creating a language environment that would allow students to take their role in language communication from passive consumers to active participants. With social media platforms like Weibo, instructors can combine associative teaching methods to give students an enhanced learning experience. For example, music or clear, vivid images may grab the students' attention and provoke them to think critically. In order to make sure that the students understand the teacher's aim more easily and without misunderstanding, the class should begin with a brief and precise definition of the objective. There has been a great deal of inquiry and debate among educators over the best ways to achieve these aims in the last few years. Multimedia may be beneficial in this regard.

It has been suggested by Zhou (2014) that students can more easily comprehend a topic by watching a short film while skipping allows them to remember a phrase or even an entire tense. Students learn through association with the image, pay attention, and become interested in the subject when

discussing trips to the zoo and describing the animals, for example, Peacocks, Seahorses, and Crocodiles . As a result of the instructor's precise suggestions and explanations, the student's understanding is enhanced. The student can work more cooperatively with the teacher to complete the educational process. Using Weibo media and associative teaching methods, the presentation is straightforward, colorful, easy to use and engages students. By contrast, a straightforward explanation in English would be tedious and ineffective.

From this perspective, several academics, including international experts, have looked into the use of Weibo in high school and college education and study. Then, especially in China's Hubei Province, no research on middle schools has been conducted. As a result, this is the first study to look into using Weibo media to help Chinese middle school students improve their English vocabulary skills while also assisting them.

Research Objectives

1. To improve English vocabulary skill of Grade 7 Chinese students in Hubei province through the application of Weibo media.

2. To investigate Grade 7 Chinese students' satisfaction towards the

application of Weibo media in learning English vocabulary.

Research Questions

1. Will the use of Weibo media help improve English vocabulary skill of grade 7 Chinese students in Hubei provinces. ?

2. Will grade 7 Chinese students have positive satisfaction towards the use of Weibo media in learning English vocabulary lessons?

Literature Review

The Development of English in China

In 1898, the Hundred Days Reform was implemented in China, marking the beginning of modern education. In the late Qing Dynasty, there was a period in which reformists advocated studying the West, advancing science and culture, and modernizing the Chinese educational and governmental systems (as cited in Edmunds, 1919). It consists of a nationwide standardized test to determine admission to general higher education institutions. In 2008, China also started proliferating due to the college entrance exams. From then on, the focus was increasingly placed on expanding the number of schools across the country to ensure that more people had access to education.

English Vocabulary Skill

Refers to the ability of students to use vocabulary, word formation, and sentence making and improve the accuracy of oral expression when using different types of short-term memory. Achievement tests and rubrics measure it. Vocabulary will be learned in each topic on English for Tourism, including greetings, hotel, tour, city, animal, holiday and hospital. Each topic will have a different vocabulary and sentences. As (Hou, 2017) point out, using Weibo teaching provided English language teachers with a new teaching method to help them effectively use Weibo media and improve students' English vocabulary skills and satisfaction with learning English vocabulary.

Weibo Media

With advanced information, traditional education methods are no longer relevant. Su (2021) uses Weibo media, which includes text, pictures, videos, and other multimedia, (omitted) in order to achieve instant information sharing, dissemination, and access to instant information sharing, classroom teaching, and independent learning. Weibo may be used in other topics as well, as it gives a multitude of materials and can also be investigated to see if they have similar effects on student learning results. It can also be utilized

as supplementary material to traditional courses.

Weibo Media as a New Medium for English skill Learning

In English education, Weibo offers many advantages, such as encouraging problem-solving skills and rapid dissemination of information and providing an opportunity for students and teachers to converse with one another, (Hou, 2017). Teachers' ability to understand students' learning dynamics and provide timely assistance and their ability to communicate with students through various media allow them to compensate for the disadvantages of traditional classroom learning. In spite of the increasing number of native English speakers moving to China, many English learners in China lack the opportunity to meet native English speakers. So, with Weibo, students can be exposed to vitual English language environment without leaving the comfort of their own home.

In traditional textbooks, there is a limited amount of information and learning materials available, but the Internet offers extensive resources, including text, audio, video, and more (Hou, 2017). Students are actively involved in the content in a variety of ways, including finding learning resources based on their interests. Furthermore, unlike conventional textbooks, the media are updated on a daily basis. This information is more recent (as cited in Liu, 2014): The Functions and Advantages of Weibo in English Education. The use of different media and a variety of different types of information may encourage students to become more engaged in the subject.

Traditionally, students are primarily passive recipients of instruction; even when two-way communication is allowed, it is with the teacher alone. The lack of connections among students makes it difficult to build relationships. The Weibo platform offers information capacity, writing capabilities, and data transfer efficiency, making it an ideal platform for language instruction and student-teacher interaction. Additionally, students can express their opinions and comment on others' views, as well as discuss learning tasks and develop strategies to complete them with their peers and professors, enhancing their motivation.

Standards of Careers Guidance in China

The curriculum standards provide broad descriptors of what the children should be expected to achieve by the end of each key stage (Zhang, 2014). Thus, the National Education Framework by The English Curriculum Standard (as cited in Ma, 2005) outlines that grade seven graduates will demonstrate that they can:

Listening:

1. Be able to judge the meaning of sentences according to the change of intonation.

2. Can identify the connection between sentences in a passage.

3. Be able to listen to and understand passages about familiar topics.

4. Be able to understand stories told by teachers with the help of prompts.

Speaking:

1. Be able to communicate in short English in classroom activities.

2. Be able to communicate simply on familiar topics.

3. Be able to participate in simple games and role-playing activities under the teacher's guidance.

4. Be able to use the given prompts (e.g. pictures, slides, objects, words, Etc.) to describe an event.

Reading:

1. Be able to read the text aloud correctly.

2. Understand short written instructions and carry out learning activities according to the requirements.

3. Be able to read simple stories and short texts and grasp the general idea.

4. In addition to the textbook, read more than 40,000 words outside class.

Writing:

1. Be able to use standard punctuation correctly.

2. Be able to use simple charts and posters to convey information.

3. Be able to write or respond to simple greeting cards and invitation cards concerning examples.

4. Can use phrases or sentences to describe a series of pictures and write a simple story.

Weibo Media Selecting Criteria

Content

Generally, teachers should select content based on their educational goals and topics which students can easily comprehend from their perspective. The teaching process and the level of student mastery are governed by particular teaching objectives and specific teaching requirements for each unit and grade level. Using multimedia to deliver information to students in a way that is more vivid, clear, and easier to understand is essential for achieving different instructional objectives (Hou, 2017). As a result, Chinese educators claim that using Weibo Media as a teaching method will stimulate students' enthusiasm and interest. The teaching content should be integrated into the instructional activities and process.

Age and student interest

It is critical that the instructional media used appeal to students and contribute to long-term motivation and learning Qian (2009). Learners' interests are dependent upon their age. Adapting to the multimedia preferences of a 12-year-old child may not be appropriate for a 40-year-old or 50-year-old, which shows that only appropriate multimedia can increase interest and ease of understanding and motivate students to learn. Therefore, it is imperative that you select the appropriate curriculum based on the students' ages.

Classroom time control Determining Language Levels

To maintain student interest and enthusiasm, multimedia lessons should be limited to 50 minutes for middle school students. It is recommended that the duration of the lesson be limited to 40 minutes or less for primary students. Teachers should provide students with a sufficient amount of time in the classroom so that they can engage in inquiry (Tian, 2018). A student's knowledge, skills, emotions, and attitudes can be developed through independent and independent exploration activities, such as problem identification, experiments, manipulation, investigations, information collection, processing, expression, and communication. In this way, students are able to improve their ability to explore and innovate.

Determining Language Levels

Language tests can determine the level of English in a class for entry. Grouping students with similar language levels maximizes instruction effectiveness (Yi, 2018). Chinese schools use this method to assign students language learning and other subjects. Students must take the IELTS or TOEFL test to obtain an acceptance letter to study abroad. (Yi, 2018), this approach will likely allow students to continue their studies and save time.

Constructive Theory

The cognitive constructivism hypothesis was developed by Swiss psychologist Piaget (as cited in Wu, 2006). His view of learning is that it is more than the transmission or repetition of recorded information; it is assimilation or conforming process in which the learner develops knowledge through the re-evaluation and redefinition of existing knowledge. According to psychologist Vygotsky, society has a significant impact on individuals. A theory referred to as "social constructivism" grew out of constructivism. The teacher's role is to facilitate meaning development rather than transmit information. Students are

active architects of meaning in information processing, not passive recipients of external stimuli. Educators need to provide students with the tools they need to understand information on their own, form their own opinions about what they know, and access Weibo media, which will enhance their ability to understand and retain critical information.
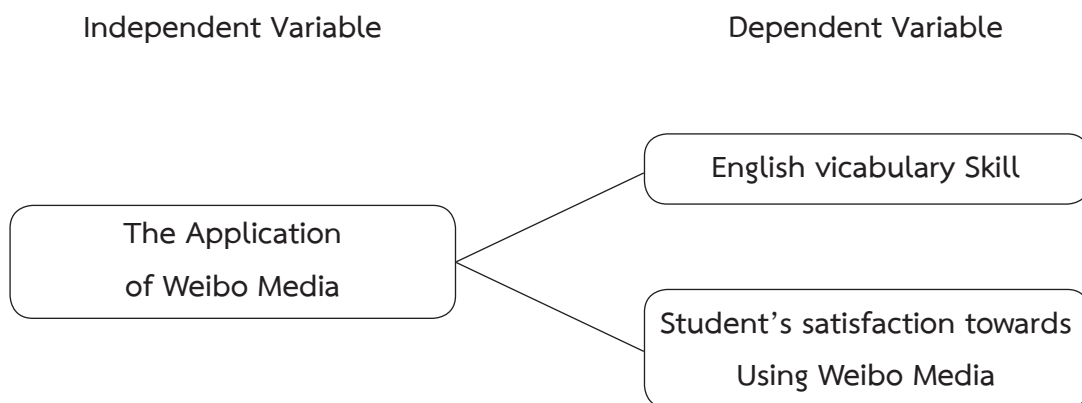
In this way, students can develop self-awareness and understand the class knowledge, which can be turned into knowledge through their understanding of the subject matter. It takes much time to build up a complete chain of knowledge.

This means that students can learn more and more as time goes on.
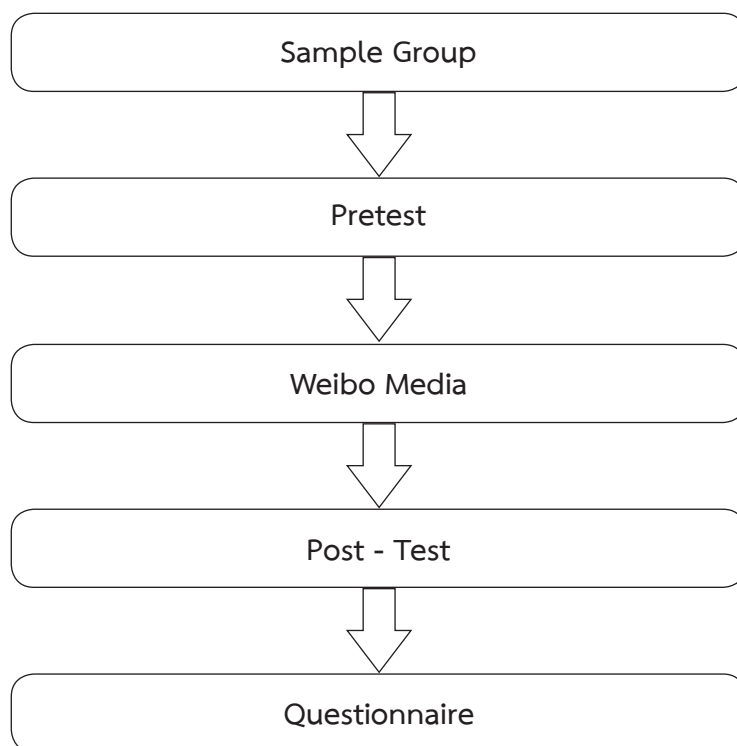
Conceptual Framework of the Study

The independent variables in this article include the usage of Weibo media, whereas the dependent variables are students' English vocabulary skill and their satisfaction with the use of Weibo media.

For teaching grade 7 Chinese students, using association as a teaching method can help guide students from abstract thinking into concrete image thinking. This can help them achieve rapid memory by focusing on various topics.

Independent Variable   **Dependent Variable**

Figure 1 Independent Variable and Dependent Variable

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│          Sample Group           │
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┌─────────────────────────────────┐
│             Pretest             │
└─────────────────────────────────┘
                 ▽
┌─────────────────────────────────┐
│           Weibo Media           │
└─────────────────────────────────┘
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│           Post - Test           │
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┌─────────────────────────────────┐
│          Questionnaire          │
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Figure 2 Research Design of the study

Research Methodology

Research Instruments Figure 2 Research Design of the study

Research instruments are tools that collect, measure and evaluate data on a topic of interest to the research participants (as cited in Lee, 2018). The research instruments in this study were lesson plans, achievement tests, and satisfaction questionnaires, which were used to collect data to address the research questions (Cooper & Glaesser, 2011).

In this study, quantitative methods were used to assess Chinese students' achievement and satisfaction with Weibo media in improving English vocabulary across seven grade levels. In addition, the efficacy of the intervention was evaluated using an analytical rating scale to see if any improvement had been made in the student's English language abilities. Throughout the study, a sample group of 30 students comprised the study sample.

Lesson Plans

The researchers developed six 90-minute lesson plans that include Weibo media (1 lesson plan = 2 lessons). The researchers held six weekly sessions

with the sample group for one and a half months. The sample group's educational level was considered in selecting the study's topic. Before offering a lecture to the sample group, the researcher secured the agreement of the instructors of relevant subjects.

Achievement Test

For the pretest and the posttest, students have required 18 points out of 30 points to pass the course. In addition to 30 questions (each worth one point). Ten multiple-choice questions, ten fill-in-the-blank questions, and ten judgment questions.

Questionnaire

Using a Likert scale of five, a questionnaire containing 15 statements was distributed to students to assess their satisfaction with using Weibo media. A Likert scale was used to rate each statement. To analyze the statements, three major categories were used: interest and motivation, engagement, and the effectiveness of the welcome media on student learning.

Validity and Reliability

The validity of the research tool was verified by three experts, a professor from a private university in Thailand and two experienced Chinese English teachers. The index of item objective congruence (IOC) was calculated using a statistical formula. All instruments in this study were validated and rated by the experts as higher than 0.67, which indicates that the items were adequate for the study. The IOC lesson plans were rated as +1. The learning achievement test questions were rated as 0.967. The questionnaire was rated as +1.

To check the reliability of the achievement test, the researchers had 30 students take a pilot test with the same questions as the achievement test in the study. The Kuder-Richardson formula (KR-20) was used to check the reliability coefficient of the learning outcome test. The KR-20 coefficient obtained was 0.77, which is greater than 0.70. Therefore, the test item was reliable.

Participants

The population of this study consisted of two classes of 30 students from a middle school in Hubei Province, China. Their ages varied from 12 to 15, and they were of various mixed genders and English learning capacities. The researcher used this method to have one class (N= 30 students) from the population in grade 7.

Data Collection Procedures

Experiments and methods of data collection

The sample population consisted of 30 students from a middle school in Hubei Province, China. Their ages varied from 13 to 15, and they were of various mixed genders and English learning capacities. Student learning achievements will be collected through pretest and post-side questionnaires. Data will be analyzed by total score, mean score and standard deviation.

Approval and Ethics Consideration

Based on ethical considerations, the researcher submitted the letter of approval to the Ministry of Education (MoE) for authorization to conduct the study in the academic year 2022. After receiving an official letter of approval, the researcher was assigned to the District Education Officer (DEO). The researcher obtained the letter from the district education officer and requested approval from Qing Jiang Foreign Language School, Administrative Department, China.

Participants were also informed of study objectives prior to implementing the strategy. Additionally, study participants must sign consent documents to protect their legal and moral rights. As study participants were under 18, their parents countersigned the consent forms.

Results

The following discussion intends to present the findings in detail according to research objectives.
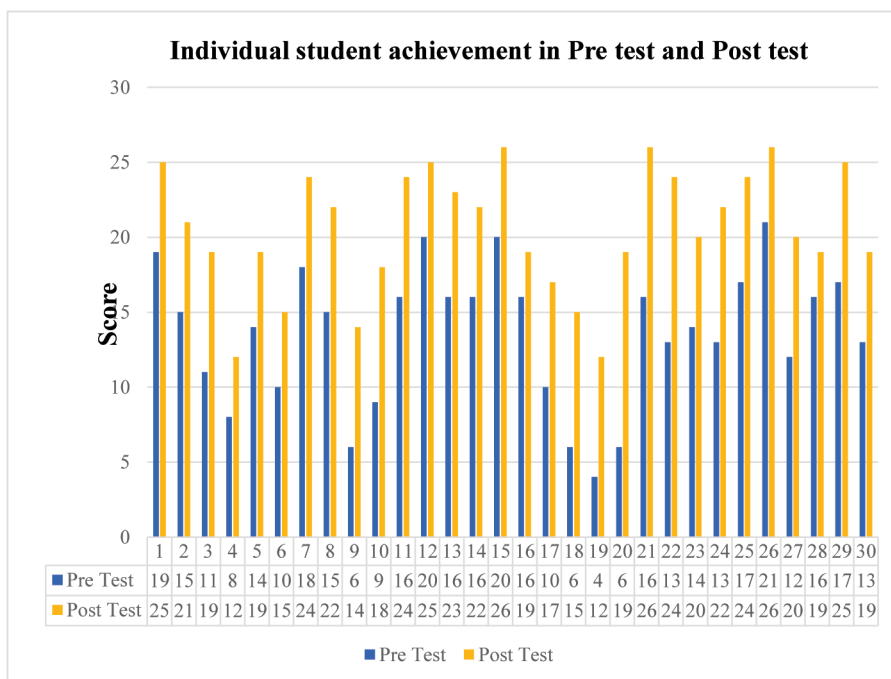
Learning Achievement

The study results showed that all of the student's scores went up in the posttest, which shows that using WEIBO media helped improve students' English vocabulary scores. The paired sample analysis of the test scores indicated that they were positive. The pretest mean was 13.57 with a standard deviation of 4.55; the posttest means was 20.53 with a standard deviation of 4.13. A difference of 6.96 was observed between the pretestpretest pretest and posttest means; this increased to the posttest mean. The significant value (P) obtained was 0.000, which was lower than 0.05 (P 0.05). There was a statistically significant increase in the posttest scores compared to the sample group's pretest scores.

The maximum score on the pretest was 21 (out of a total of 30), and the minimum score was 4. The posttest scores increased significantly, with one participant receiving the highest score of 26 out of 30, an improvement of 10 points compared to the pretest scores, and one participant

receiving the lowest score of 12 out of 30. All 30 students showed a significant or slight improvement on the posttest, with score gaps ranging from 3 to 13 points. In the English classroom, Weibo media positively impacts student performance. The above findings are reliable in answering the first research question

To collect quantitative data and to study students' perceptions of using Weibo in English vocabulary class, a five-point Likert scale was used. The questionnaire consisted of 15 items divided into Part A, interest & motivation; Part B, engagement; and Part C, the efficacy of welcome media on student learning.

Figure 3 Individual student achievement in Pre test and Post test

Among the three parts, part A had the highest mean score, with a mean of 4.21 and a standard deviation of 0.893, while parts B and C had relatively lower mean scores, with a mean of 4.06 and a standard deviation of 0.798. Nevertheless, considering the overall mean of 4.11, the researcher was convinced that the students were positively satisfied with using Weibo media in their English vocabulary learning.

Table 1 below shows the mean scores and standard deviations of students' satisfaction with Part A, interest & motivation. The highest mean ($\overline{X}$) score of 4.47 was obtained for Using (from using) Weibo media made (to make) learning interesting (Item 3), which fell within the mean score range of the five-point Likert scale, indicating the "Highest" level. Although the mean score for Item 4 was relatively xxxxxx ($\overline{X}$ = 3.97), the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest & motivation were still at the highest level ($\overline{X}$ = 4.21).

Table 1 Mean and Standard Deviation: Part A (N = 30)

No.	Part A- Interest & motivation	Mean	SD	Interpretation
1	Learning to speak English using Weibo media was fun.	4.10	.960	.960
2	Using Weibo media made learning meaningful.	4.20	.847	.847
3	Using Weibo media made learning interesting.	4.47	.900	.900
4	Using Weibo media helped me develop confidence to speak English.	3.97	.928	.928
5	Using Weibo media motivated me to speak English.	4.27	.868	.868
6	Weibo media provided an authentic learning style.	4.23	.858	.858
	Average	4.21	.893	.893

Blew Table 2 shows students' scores' mean and standard deviation for Part B, Engagement. As can be seen from the data, Item 7, "All the activities related to Weibo media were interesting." was rated with the highest mean score of 4.47. Item 12, "I felt more engaged when using Weibo media was rated the lowest mean score of 3.77. However, considering the average score of 4.06, it still fell within the "High" average score range.

Table 2 Mean and Standard Deviation: Part B (N = 30)

No.	Part B- Engagement	Mean	SD	Interpretation
7	All the activities related to Weibo media were interesting.	4.47	.681	Highest
8	All the activities related to Weibo media were meaningful.	3.83	.874	High
9	The language used by the speakers in Weibo media were comprehensible.	3.93	.944	High
10	The subtitles and transcription of the Weibo media helped in understanding.	4.13	.900	High
11	The ideas shared by the speakers on Weibo media were useful for my future.	4.23	.817	Highest
12	I felt more engaged when using Weibo media.	3.77	.568	High
	Average	4.06	.798	High

Table 3 below illustrates the mean scores and standard deviations of students' responses to Part C, Efficacy of welcome media on student learning. The majority of students affirmed that Weibo helped improve their English vocabulary scores. The mean score of 4.06 was in (at) the "High" level. Item 15, "Using Weibo media helped improve my fluency in English speaking", had the highest mean score of 4.37. Item 17, "Weibo media exposed me to different Weibo media exposed me to different speakers of English around the world." had the lowest mean score of 3.77. The overall mean score was still high, and it could be determined that using Weibo media improved students' English vocabulary skill achievement.

Table 3 Mean and Standard Deviation: Part C (N = 30)

No.	Part C- Efficacy of welcome media on student learning	Mean	SD	Interpretation
13	Using Weibo media helped improve my English vocabulary skill.	4.07	.944	High
14	Using Weibo media helped improve my English pronunciation skill.	4.27	.828	Highest
15	Using Weibo media helped improve my fluency in English speaking.	4.37	.556	Highest
16	Using Weibo media helped improve my English grammar skill.	4.03	.809	High
17	Weibo media exposed me to different speakers of English around the world.	3.77	.817	High
18	Using Weibo media helped improve my English achievement.	3.83	.834	High
	Average	4.06	.798	High
	Overall Mean & SD for all 18 items	4.11	0.830	High

Result Conclusion and Discussion

Conclusion

1. To improve English vocabulary skill of Grade 7 Chinese students in Hubei province through the use of Weibo media.

2. To investigate Grade 7 Chinese students' satisfaction towards the use of Weibo media in learning English vocabulary.

This study was conducted using a quantitative approach with a pretest, a posttest, and a questionnaire on grade 7 Chinese students in Hubei Province, China. Based on the data, the following conclusions were drawn:

The first objective of this study was to improve the English vocabulary levels of seventh-grade Chinese students in Hubei Province through the use of Weibo media. Next, the results of the pretest and posttest were analyzed using a paired-sample t-test to compare the differences in the learning performance of the sample group.

1) The use of multimedia is well suited for teaching English vocabulary since using videos, Weibo, and other media often helps students deepen their understanding of what they know. In addition, the most recent knowledge can be disseminated quickly to students based on current events, so students can learn more effectively.

It is also possible for students to use the fragmented time for learning English vocabulary, and this is one of the reasons why their performance can be improved rapidly using fragmented time.

2) The statistical analysis of the paired-samples t-test for achievement scores showed that the mean score of the post-test (20.53) was higher than the pretest (13.57), with a mean difference of (6.96). The standard deviations of the pretest and post-test for the sample group were (4.55) and (4.13), respectively. The mean score of the posttest was higher than the pretest. The higher mean score of the posttest indicated that Weibo media had a positive effect on improving students' academic performance in English vocabulary skill.

3) The highest and lowest scores of the pretest were (21) and (4), respectively. The highest and the lowest scores on the posttest were (26) and (12), respectively. The difference between these pretest and posttest scores led to the conclusion that the maximum score of the posttest was (5) points higher than the score of the pretest. The lowest score of the posttest was (8) points higher than the lowest score of the pretest.

4) For Most of the participants, 24 out of 30 participants scored 18 and above out of the total 30 points in the

posttest. In contrast, only 5 students scored 18 and above out of 30 in the pretest.

5) For all 30 students, all participants scored higher on the posttest than on the pretest. The improved scores ranged from 3 to 13 points.

The above quantitative data analysis revealed the improvement of students' scores in the posttest. Thus, the results of the study indicated that it was effective to improve the English vocabulary level of grade 7 Chinese students in Hubei Province, China through the use of Weibo media.

A five-point Likert scale was used to collect quantitative data concerning the students' satisfaction with using Weibo in learning English vocabulary. 1 strongly disagreed and 5 strongly agree. The questionnaire had 18 items divided into Part A for interest and motivation, Part B for engagement, and Part C for the efficacy of Weibo media on student learning. The questionnaire was administered to all 30 (N = 30) study participants. The survey results were analyzed using descriptive statistics (mean and standard deviation). The mean scores were ranked from the highest at 4.21-5.00, high at 3.41-4.20, moderate at 2.61-3.40, low at 1.81-2.60, to the lowest at 1.00-1.80. The findings can be concluded as follows:

1) Half of the questionnaire items were rated at the "highest" level and the other half at "high" level. None of the items was rated as strongly disagreeable.

2) The findings of the descriptive statistical analysis of the questionnaire suggested that students had positive satisfaction with using Weibo in their English vocabulary learning. Most notably, none of the issues were marked as "strongly disagree," which provided strong proof of students' positive satisfaction with utilizing Weibo media in English vocabulary learning.

3) Most students also believed that utilizing Weibo consistently would give them a better grasp of the lexical and grammatical elements of the terminology.

Discussion

As noted above, the study found two key results. The first finding showed that the use of Weibo media increased the English vocabulary of Chinese students in Hubei Province, China. A second finding was that Chinese students in seventh grade showed positive satisfaction regarding the use of Weibo media to learn English vocabulary. The following discussion presented these findings in detail and explained how they addressed the research questions provided by this study.

The results of the study showed that using Weibo media to teach English

vocabulary courses improved students' performance in English vocabulary courses. The results of this study were also promising in that 24 of the 30 students scored 18 or higher out of a total score of 30 on the posttest. The mean score on the posttest (20.53) was at 6.96 points higher than the pretest (13.57). In addition, student number 21 showed the most improvement of 13 points by scoring 6 points in the pretest and 19 points in the posttest. Thus, the improvement in student performance indicated that the use of Weibo positively influenced the students' performance in the English vocabulary course. Thus, all of the above findings addressed the answers to the first research question of the study.

The results of the study also suggested that 60 per cent of the students considered that the Weibo set of courses was a pleasurable experience for them. According to (Zhu, 2016), Weibo media affected students' willingness to learn in the classroom and they were likely to have good memories. A study by (Zhang et al., 2013) found that more than 76 per cent of students believed that using Weibo for teaching English vocabulary lessons was effective at(in) boosting students' memory.

According to (Yin, 2011), English vocabulary learning must overcome the forgetting curve, and the presence of Weibo media offered students helpful review material to help them establish a consolidated memory.

Recommendations

Based on the findings and conclusions made from the study, the following recommendations are proposed:

1. Recommendations for Implemen-tation

1) Using Weibo to boost the English vocabulary of seventh-grade Chinese students in Hubei Province is successful. Therefore, the usage of Weibo should be promoted in teaching English vocabulary in other schools as well.

2) It is advised that other English teachers can put attempt to use Weibo as an alternative learning approach to offer English vocabulary classes.

3) Weibo may be used in other topics as well as it gives a multitude of materials and can also be investigated to see if they have similar effects on student learning results. It can also be utilized as supplementary material to traditional courses.

2. Recommendations for Future Research

        Considering some limitations of this study, the researcher suggests the following for further research.

        1) This study was confined to 30 Chinese students in grade 7 in Hubei Province, China. Therefore, a comparable study may be undertaken in a bigger sample in a different region of China, which would be valuable for replication and serve to validate and ensure the trustworthiness of the conclusions drawn from this study.

        2) This study was limited by time and was conducted over 6 weeks only. Therefore, further investigations over a longer length of time are necessary in order to acquire more accurate results.

        3) Additional comparable research could be undertaken by integrating different schools located in different geographical places within the country.

        4) Similar research can be undertaken utilizing Weibo media for other English language skills. This may yield a variety of results and benefits.

        All details of the research have already been presented. Before ending this part, it is evident that the application of Weibo media remarkably provided positive effects on students' English vocabulary skill and their satisfaction in learning English vocabulary. The application of Weibo media may be an alternative and innovative way of teaching and learning for English language teachers and students in China and everywhere. The benefits of its application seem to be immense and the use of Weibo media is likely to contribute to more effective teaching and learning of English vocabulary and other related fields of study.

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