GEOG 401
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The Impacts of Social Networking Service on the Sense of Place Among International Students at the University of Richmond

Introduction

Mass media are known for distracting people from their works and academics through lots of studies. However, they are also crucial methods to practice sense of place and sense of belonging for numerous people in the modern society. Most of people in modern society might admit that they cannot live without smartphones and Internet, which increase the dependency of our lives on media. In this research, I am focusing on Social Networking Services (SNSs), which has been the most popular and efficient networking system since late 20th century, to study young generation's behavior patterns in a certain place. There is a distinctively higher amount of SNS user rate among young generation than among old generation (Bolton et al., 2013; Statista, 2010). It can be interpreted that there is a greater chance for the young people to identify themselves via social networking services. While giving an opportunity to reconstruct young generation's identities, social networking services make it possible for those who cannot be physically present home feel "homey" on media space (Phua et al., 2011). SNSs have positive impacts on our lives, because they provide people who are staying abroad updated version of information including daily news and polices within their communities back home (Pers. exp., 2018).

I was attracted by the idea of media space since I found myself using a variety of social networking services through Internet and smartphones. I have downloaded more than eight different SNSs on my cellphone, and I am using seven of them

currently. Some are downloaded in my old phone that I used in South Korea, which is my home country, and the others are on my American phone, which is relatively new. I think there was a peer pressure, and anxiety of being excluded in my mind when I was downloading the applications (Pers. exp., 2018). I had to download them, because most of my friends were using them, and I did not want to limit my accessibility to contact them. I have shared similar experiences with my friends around me, which motivated me to investigate the relationship between the SNS use and the sense of place that are obtained by international students in my college, the University of Richmond. In the paper, Chapter 1: Literature Review and Research Methods will introduce various literatures that help the audience to explore the definition of media space and sense of place. It also addresses my four different research methods. In Chapter 2, which is for the background, the importance and the history of media space will be portrayed. The information of the University of Richmond is also included to help the readers to find the connection between the two different places, which are the campus and media space. Chapter 3 is for the results that I got during the research and discussion.

Chapter 1. Literature Review and Research Methods

Conceptual Framework:

Cresswell (2013) argues that memory is a crucial component for people to build their sense of place, and it has an intimate relationship with sense of belonging. Sense of belonging, which is the feeling that you belong, is a basic human need that it is most important in seeing value in life and in coping with intensely painful emotions (Shires, 2018). Emotions like sense of belonging helps to define place, because place is about time in our presence in a physical space usually bound up with our own and with other's experience of it (Barkley et al. 2013; Stults, 1986). In this regard, media

space also brings people's memory and emotion into one place, and let them share their experiences. However, its definition differs from that of the ordinary place and place-making, because it is not physical. In addition, Mark Auge describes traveling as a moving force that builds no-place (Cresswell, 2013). The concept of construction of no-place has emerged by the time-space compression caused by advanced technologies (Cresswell, 2013). Globalization has allowed people to travel around the world, and led people feel no need to settle down on one place anymore; therefore, global sense of place has been not about anything specific (Cresswell, 2013). Media space also was created by advanced technology, and the online space has been upgraded that it is realistic enough for people to feel comfortable to be attached with, and express their identities through it in daily basis (Boyd et al. 2007). Media space demanded people's attention significantly in the mid and late 1980s (Burgess et al. 2017; Stults, 1986). In the Smaltalk group at Xerox Palo Alto Research Center, Robert Stults and Steve Harrison led research on how the media space transforms the working environment (Stults, 1986). They proved that the employees of the subject group experienced connection among themselves through the media space, although they worked individually in different places (Stults, 1986).

Although media space was a prevalent topic of research in the mid and late twentieth century, there is a need for the research to be updated with different kinds of media and varying generations relevant to the twenty-first century. There are some previous researched done on the relationship between international students and their use of Social Networking Services (SNSs), but they are focused to Asian students and not covering students from other countries. A research done by Xiaoqian Li and Wenhong Chen (2014) covers a comparative study of social networking site use and social capital among Chinese international students in the United States; however, it is

too outdated, so that it talks about the social media that are not used as much as they were used to. Although it was published in 2014, the study must have had done years ago. There are new types of social networking service applications that are used on computer and/or cellphone. Distribution of smartphones has increased the demand and supply of SNSs according to the statistics of the total number of smartphone users worldwide from 2014 to 2020 (Statista). I am interested how young generation, especially college students, experiences modern sense of place through media space. There are potential benefits of this study that it will help social scientists to investigate what kinds of behavior patterns the international students in college have. Such investigation can be used to decrease cultural barriers, and help someone like college advisors who deal with lots of international students and try to understand them better. Knowing about how the students feel comfortable and share emotions via media space will help the schools to improve the welfare of international students (Namkee, 2014). The educational institutions will analyze the international students' dependency on the SNSs, and how they work as an important cultural and social capital. In addition, this study will provide a source for national and global businesses to comprehend consumer patterns by acknowledging them what people from foreign countries miss the most in America.

I believe I am the appropriate person to do this research, because I am the one of international students studying in America, and I use six different SNSs to contact with my family and friends in South Korea. I use the applications all the time, except I am sleeping. I have found lots of negative as well as positive impacts of SNSs on my daily life. Sometimes, I feel overwhelmed by non-stopping alerts and notifications from the SNSs; however, I cannot stop using them, because I feel like I would be disconnected from my friends and family back home.

Research Methods:

My research question is as follows: How media place has helped people to connect themselves to their hometowns despite the absence of a physical space?

I have not done any research related to this topic, but I have studied on media place and have experienced that SNSs are doing a critical job on communication with my friends back home and me. There will be four different types of methods used in my research. First, I will use an online survey to investigate the relationship between the feeling of unity and the use of same smartphone chatting applications including WeChat, Kakao Talk, Instagram, Facebook and Hangouts. The subjects of my survey are going to be the international students at the University of Richmond, because I can reach out to the subjects easily, and I wanted to compare and contrast my personal experiences to theirs. It will be interesting to see how they experience the media space differently while we are studying and living in a same college. I am expecting more than fifty students to participate in my survey. The survey will ask about the kinds of Social Networking Services (SNSs) people use, the frequency and duration of use, and their dependency on the SNSs to contact their friends and families in their hometown in a scale of 0 to 10 (0 indicating not at all, 10 indicating highly dependent). The survey questions can be found in Appendix. In addition to the questions on the SNSs, I will also ask what they miss the most in America, for example, food, traditions, and landscapes, rather than asking them direct questions about the connectedness and the sense of belonging. I will recruit people by uploading a post on Facebook and sending emails by using my University of Richmond email account. It is the fastest way to gather survey takers, but it causes another problem, because lots of people who take the survey might be skewed to Asians because I have much more Asians friends connected to my SNSs.

Some weaknesses of this method are that the level of homesickness and dependency on SNSs might be critically impacted and varying person by person depending how often the subjects spend time with their friends and how many friends they have, since the friend groups are an important factor for the students to miss their hometowns in America. Therefore, I need to be careful interpreting the survey results, and to avoid hasty generalization. I might be biased with my own experiences and I am lack of information that I do not know about how the students were grown up, and what kinds of cultural components have influenced on them to use the SNS. However, I think the detailed survey questions will help maintain some objectivity. And my second method, which is a focus group, will enrich my understanding. The survey takers also can be not perfectly faithful with the answers if they feel uncomfortable with the questions. I will give them an option not to answer the questions, if they are not willing to. "No answer" also has a valuable meaning, and I can analyze it as an interesting reaction to my survey questions. Because I am using my own SNS accounts to recruit subjects, the survey takers might be skewed to a group of Asians.

To deepen the research and to avoid my survey group being skewed to a certain race group, I will also interview a focus group, which is Block Crew, the urban hip-hop dance group on our campus. There are more than forty international students including alumni, and I am going to interview ten of them with similar questions in the survey, but I will be able to get more specific answers. Focus group might not be willing to answer if the questions are too personal. It might be challenging for me to keep the objectivity as a researcher, because the subjects are close friends of mine.

I will also use scholarly reviewed research papers and articles to explore the impacts of media space on people's everyday lives, and the relationship between

SNSs and international students in college. I found previous studies including a comparative study of social networking site use and social capital among Chinese international students in the United States (Li et al., 2014) and a research towards an international culture: Gen Y students and SNS done by Jessica Lichy (2012). The literary works will provide me more objective information outside of the University of Richmond campus and my friend groups. The weakness of this method is that the scholarly journals might be too outdated, since the researches are done for several years so that the methods and results might be not relatable to the current market of the SNSs, which changes fast, when they are published.

In addition, I will not be restrained to secondary resources, but will use my personal experience to compare and contrast with the results that I got from the methods that are described above. I was raised in South Korea until I came to America to enter a college. I had lots of challenged studying abroad, so that when I am feeling a homesick, I used to video call with my family and friends using SNSs. I had to try different versions of applications to get the best quality video call, because the call was often stopped and was not connected well. The issue of connection made me frustrated because I felt like I am disconnected by losing the last method to talk to them and feel the sense of belonging. This method might be too biased, because everyone does not feel the same way as I do. I will try to maintain objectivity through surveys, but I think my personal experience is still valuable, because I can provide additional valid example as one of my subjects in the focus group.

Chapter 2. Backgrounds of Social Networking Services and University of Richmond

Introduction:

The emergence of media space, which is a visual and acoustic environment and a setting where people both participate in and experience human activities, has introduced a new definition of space in modern society (Stults, 1986). Social Networking Services (SNSs), especially, have critical impacts on our daily lives (Boyd et al., 2010; Steinfiled et al., 2008). SNSs have allowed young generation to express themselves and determine their behaviors that differ from that of old generation. The SNSs use rate among people in their 18 to 29 is 17 percent higher compared to that of all internet users. (Bolton et al. 2013; Figure 1 and 2).

Figure 1. Social Networking Site Use By Age Group, 2005-2013.

Social networking site use by age group, 2005-2013
% of internet users in each age group who use social networking sites
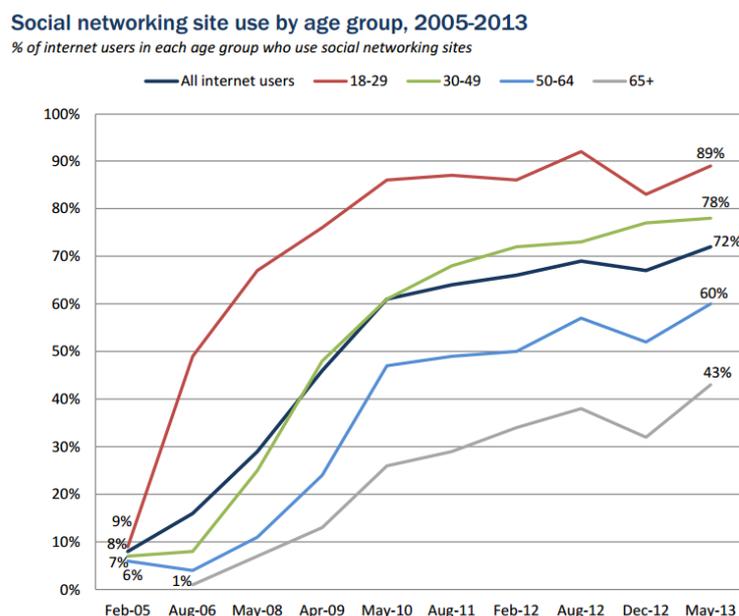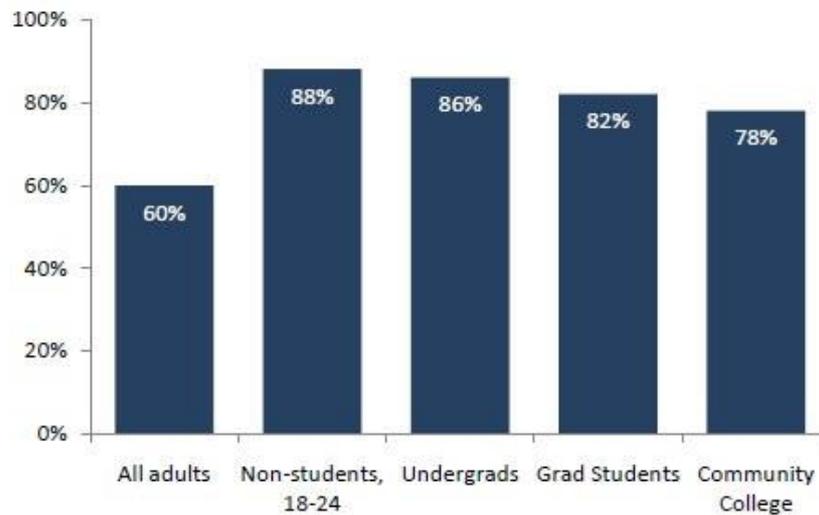
Source: Pew Research Center's Internet & American Life Project tracking surveys 2005-2013. Spring Tracking Survey, April 17 – May 19, 2013. N=1,895 adult internet users ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all internet users is +/- 2.5 percentage points.

Figure 2. College Students and Social Networking Sites

College students and social networking sites

Percentage of internet users in each group who use social networking sites

Source: Pew Research Center's Internet & American Life Project 2010 tracking surveys. All include landline and cell phone interviews. N for all adults=9,769; n for 18-24 year old non-students=717; n for four-year undergrads=246, n for grad students=112, n for community college students=164.

College students might experience higher necessity to use SNSs, because they are far away from their hometowns usually entering schools in different states in the United States of America to keep in touch with their families and friends back home. In case of international students, the demand of using SNSs increases even more, because they are more likely to feel lonely and homesick due to some geographic characteristics including far distance and time difference. Compared to the other domestic students in America, there might be higher chance for the international students to experience global sense of place, which is generated by globalization that is time and space are compressed by advanced technologies (Cresswell, 2013).

People who cannot physically be at home have been able to find it homelike online by accessing recent news shared within their communities on Internet (Phua et al., 2011). It was found that loneliness, depression, and stress are the critically associated with heavier Internet use (Steinfiled et al., 2008). It is because weaker ties generated online were replacing stronger offline ties with family and friends

according to a longitudinal analysis on social capital, self-esteem, and online social network sites done by Steinfiled et al. (2008). In this regard, I will show that it is possible to share experiences and the sense of place without physical space among international students who are studying in the United States of America. I will show how international students find it helpful to feel the sense of belonging through SNSs in spite of the lacking social capital on campus. The study will show how the students feel connected with their hometowns by calling and texting them with various SNSs, and their anxiety, loneliness, and depression increase their dependency on the SNSs.

Background:

Place can be understood by the emergent qualities of place-making and place meanings in order to respond to patterns of discourse shaped by structured communicators linked across social networks (Barkley et al., 2013). Modern place-making is different from previous ones in the way that it is not necessarily rooted in physical space (Cresswell, 2013). Social networking services have provided new source to expand and keep the networks among people trans-passing the distance and time.

The United States is the preeminent global hub for academic training. In the 2012-2013 academic year the United States hosted a record 819,644 international students, 21 percent of all students studying abroad worldwide (Ruiz, 2014). The case study aims to investigate how young generation, especially the international students at the University of Richmond, experience the sense of place and belonging through media space. The place that is going to be discussed in the research is not based on a physical space, but rather on online space. But the place that the university students are physically living in also affects and changes how they perceive their sense of place.

Social Networking Service

Social network sites were introduced in late twentieth century. They were defined as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. They are a unique type of space that do not allow individuals to meet strangers, but rather enables users to articulate and make their social networks visible (Amichai-Hamburger et al., 2017). Since Six Degrees.com was launched in 1997, the number of social networking sites dramatically increased (Amichai-Hamburger et al., 2017; Figure 3). There is no doubt that Facebook and Instagram are the most popular SNSs currently (Boyd, 2007). 2,167 millions of people have downloaded Facebook while 800 millions of users has downloaded Instagram (Statista, 2018; Figure 4). Different SNSs have various users in race and ethnicity depending on what countries they have originated. For example, there are 49 millions of users of KakaoTalk, which was released in South Korea in March 2010, are mostly Koreans and people who have Korean friends or are interested in Korean culture (KakaoTalk).

Figure 3. Timeline of the launch dates of many major SNSs and dates when

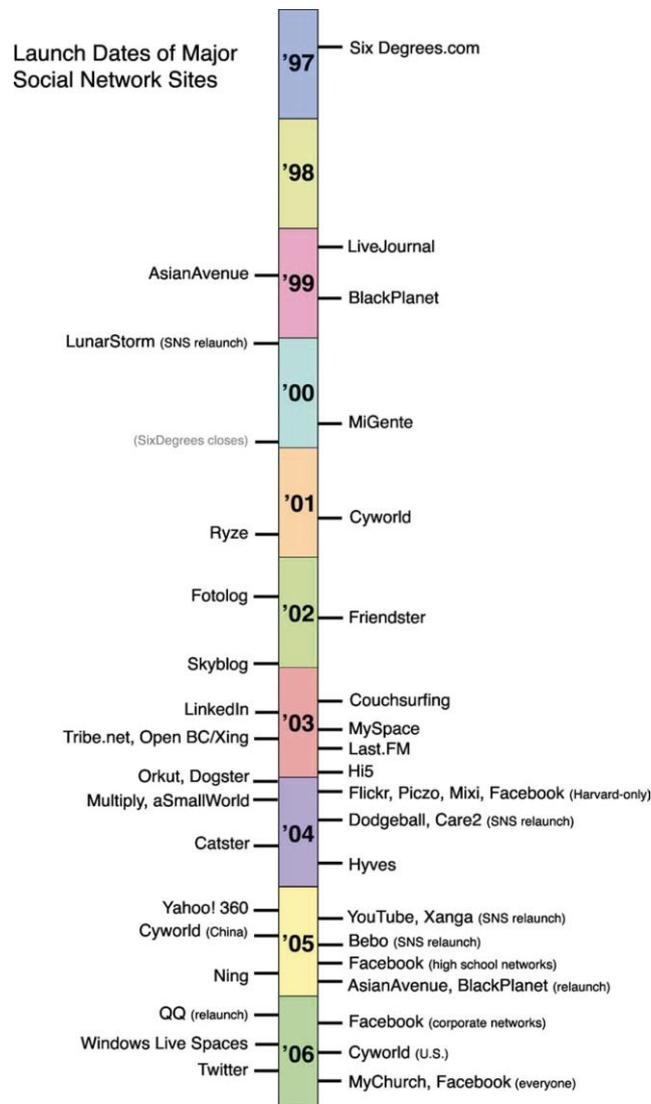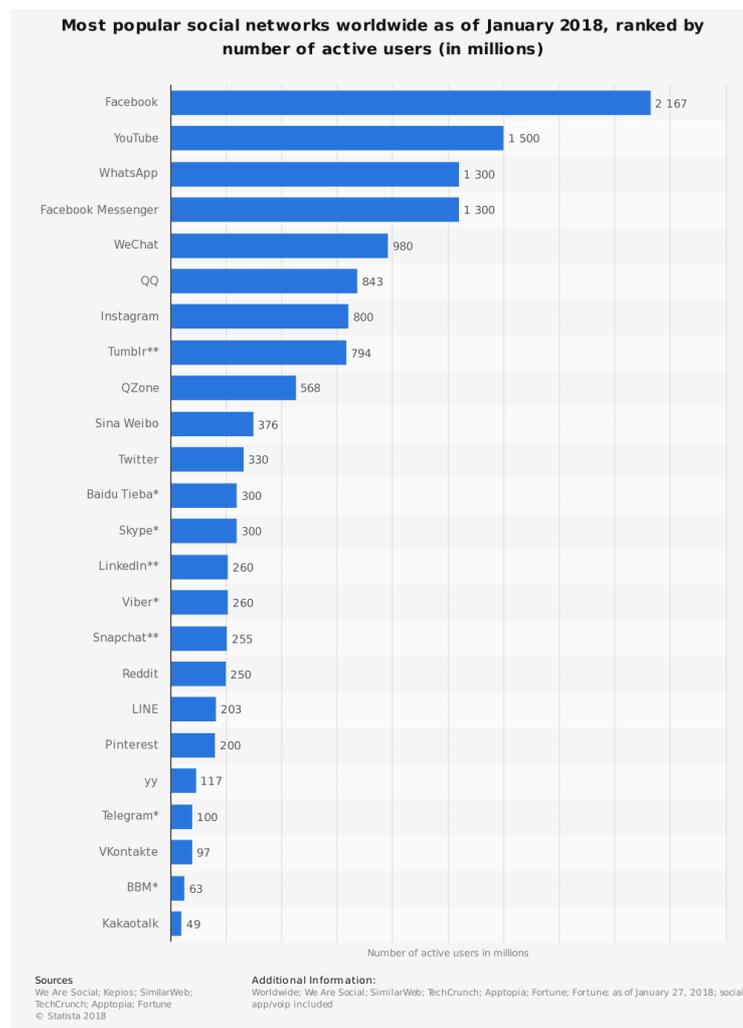**Community sites re-launched with SNS features.**

Figure 4. Most Popular Social Networking Sites
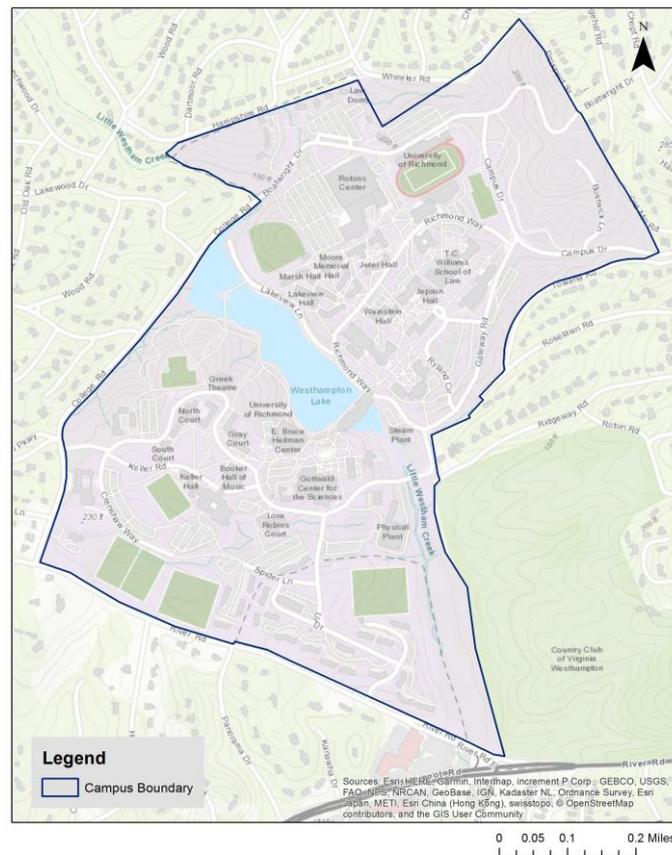

University of Richmond

University of Richmond

University of Richmond is located in Richmond, Virginia. Found in 1840, it

has been trying to achieve a diverse group of students and faculties (University of

Richmond; Map 1).

Map 1. University of Richmond Campus Map

University of Richmond Campus Map

The university is governed by student body along with the faculties. International

students who stay for a semester or for full four years at the University of Richmond

are from almost 80 countries including China, South Korea, England, Ghana, and

India. The number of these students has been consistently increasing and they are

approximately 11 percent of the undergraduate student body, which are about 334

among 3,036 of students (Office of International Education at the University of

Richmond). They are going to be my subject in the case study for investigating the

impacts of SNS use among the international students at the University of Richmond.

The school uses many different SNSs to advertise itself and the events on campus. Its

various use of SNSs proves how the SNSs are efficient to reach out to people both

inside and outside of the campus. The university tends to use mail service to send

newsletters to parents even who are abroad. Mailing them takes more time and charge

more cost to send out information. However, the school has created and worked on its Instagram and Facebook pages to announce social and academic events including the Spider Night, which is an alcohol excluded social event led by the students.

Conclusion:

It might be seen that the places that my research is on, which are the Social Networking Services and the University of Richmond, are two individual places; however, it was not hard to find the connection between them. They are common because they are both created and owned by young generation, especially college students. I think SNS is relatively more unique place to be studied in geographic perspective, because it allows people to develop their identities differently from what they are like in the physical place. This study shows how the international students directly or indirectly present themselves on media space and pursue the sense of place through SNSs in the university campus.

Chapter 3. Research Outcomes

In this chapter, the findings from the online survey, the focus group interview, and literary works will be displayed with my own personal experience. Research results will be interpreted in the discussion section of the chapter. There are common results that international students at the University of Richmond feel a lack of community on campus that is similar to that from their hometowns.

In the online survey, there were 17 Asians, 1 Black or African, 1 White, and 2 Caucasians participated. There were 8 people from China, 6 from Republic of Korea, and 1 each from Armenia, Ghana, Japan, Saudi Arabia, and Turkey. 90 people defined themselves as Female, while 10 did as male.

Figure 5. Age

How old are you (in American age)?

20 responses
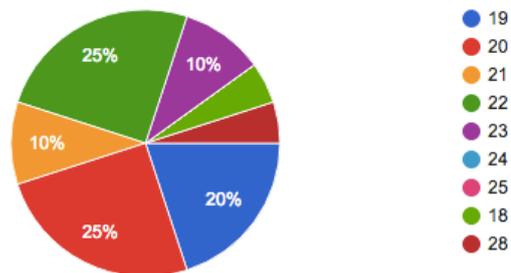
There were largest number of people in their 22 and 20, which were both 25 percent (Figure 5). The second largest group was in their 19.

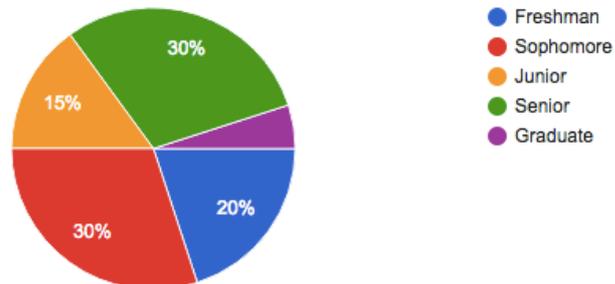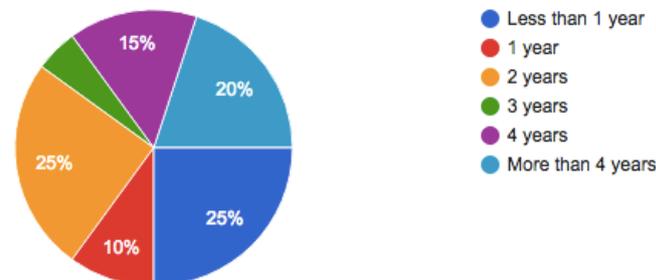**Figure 6. Grade**

What grade are you in?

20 responses

Figure 6 shows the grades of survey takers. 60 percent of my survey takers were either sophomores and seniors (Figure 6). Figure 7 shows how many years the international students have stayed in America.

Figure 7. The Number of Years Staying in America

How long have you been in the United States?

20 responses

50 percent of the subjects have been in the United States of America less than a year or 1 year (Figure 7). People who have been in the U.S. more than four years were 20 percent, which was the second largest group (Figure 7). 80 percent of the survey takers answered that they are staying in the U.S. for educational purpose. Students chose multiple choices that they are also here to find a job after graduation or immigration. There was one student who is staying in America to teach foreign language. 89.5 international students answered that their studying abroad was voluntary, while the other 10.5 percent said it was not (Figure 8).

Figure 8. Voluntariness

## How long have you been in the United States?

20 responses
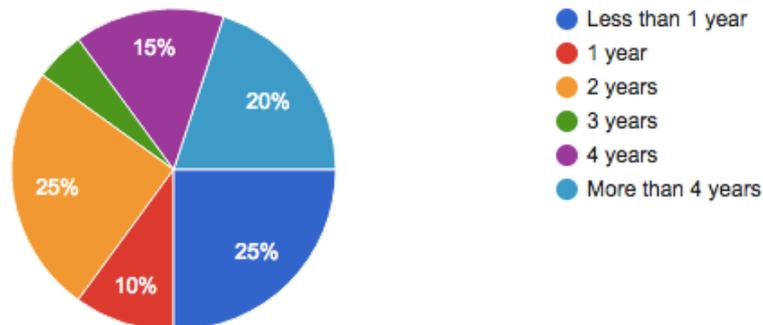
Thirty percent said they are using four different SNSs. Twenty percent said they have three SNSs, while fifteen percent have more than eight accounts. 35 percent of students chose Instagram as their favorite SNS, while 30 percent selected WeChat (Figure 9).

Figure 9. Favorite SNS

What is your favorite SNS?

20 responses
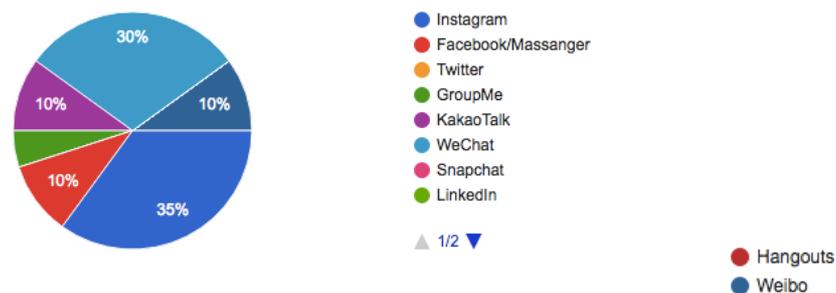
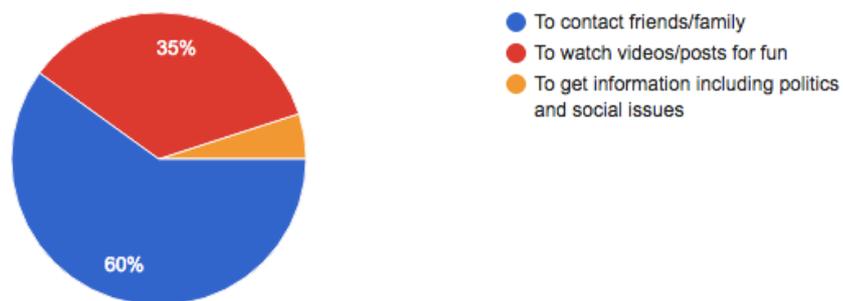Some people added Weibo in their selection. 45 percent of people answered that they use SNSs 2 hours per a day, while 15 percent said they do 4 hours. There were 10 percent of people who go on SNSs less than 1 hour, 3 hours, 5 hours, and more than 5 hours each. It was interesting that 60 percent of people answered that their main purpose of using SNSs is to contact friends or families (Figure 10).

Figure 10. Main Purpose of Using SNS

What is the major purpose of using SNS?

20 responses

- To contact friends/family
- To watch videos/posts for fun
- To get information including politics and social issues

35 percent is to watch videos and posts for fun, and 5 percent is to get information including politics and social issues on SNSs (Figure 10). 90 percent of survey takers answered either no or maybe to the question asking whether there is no enough access to get their hometown food. For deeper understanding between academic achievement and the SNS use, I asked them if they are satisfied with their academic achievement. 19 people answered that they are satisfied or very satisfied with their academics, while only one said he or she is not satisfied (Table 1).

	No. of SNS	Hours	Academic Satisfaction	Time Spending with Friends	No. of Friends
1	7	4	Satisfied	3	5
2	4	2	Satisfied	5+	5+
3	4	2	Satisfied	5+	5+
4	8	5+	Very Satisfied	5+	5+
5	3	5	Not Satisfied	5+	5+
6	4	5+	Satisfied	5+	5+
7	5	4	Satisfied	5+	5+
8	3	2	Satisfied	5+	5+
9	6	2	Satisfied	2	5+
10	3	2	Satisfied	5+	5
11	8+	2	Satisfied	4	4
12	4	3	Satisfied	2	1
13	3	2	Satisfied	3	4
14	5	2	Satisfied	3	5
15	7	3	Satisfied	3	5
16	4	4	Satisfied	5+	5
17	2	1-	Very Satisfied	Rather not say	4
18	6	2	Very Satisfied	Rather not say	Rather not say
19	4	1-	Satisfied	5+	5+
20	8+	5	Rather not say	2	5

The person, who is not satisfied with the academics, spends 5 hours per day on three different SNSs (Table 1).

Figure 11. The Number of Hours Using To Spend With Friends

How much time do you spend with your friends other than studying per week?

20 responses
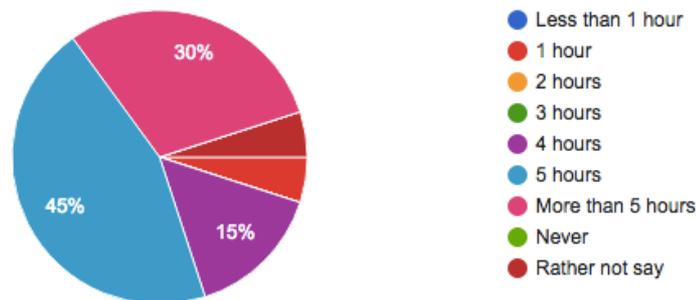
Fifty percent of survey takers said they usually spend time with more than five friends, while twenty percent said they do that with more than three. Fifteen percent answered they usually spend time with two people. Ten percent answered rather not say to the question. There was no person who answered that he or she does not spend time with friends. Forty-five percent answered that they spend five hours per week with their friends other than studying (Figure 11). Thirty percent said they do that more than five hours (Figure 11). "Rather not say" and "1 hour" got one person answered each (Figure 11).

People who get along with more than five friends more than five hours per week spend higher amount of time on SNSs (2 to 5+ hours) than those who spend less time with their friends (Table 1). Students who rather not say how many hours they usually spend with their friends per week use SNS either less than 1 hour or 2 hours. Seabrook's research proved that students who are more active on their SNSs are usually show higher self-esteem and denser social engagement (Seabrook et al., 2016)

In contrast, some other studies including Computers in Human Behavior argue that lonely individuals used the Internet and e-mail more and were more likely to use the Internet for emotional support than others (Morahan-Martin et al., 2003). A study on Role of Personality, Loneliness and Social Support Networks in Internet Addiction shows that Internet addicts are more socially anxious and emotionally lonely, and gain greater support from Internet social networks than average Internet users (Hardie et al., 2007). In addition, it is represented that frequency of texting and calling has intimate relationship with the level of loneness and anxiety (Reid et al., 2007).

I figured that higher number of SNS downloaded does not represent higher SNS use. Some students do not exceed 2 hours using SNSs in spite of big numbers (more than 6) of SNS.

Discussion:

It was not a surprise that 80 percent of international students are staying in America for educational purpose, since they have student visa. I found that duration of SNS use is not necessarily related to academic satisfaction, because two people who spend more than 5 hours on SNSs answered that they are either satisfied or very satisfied with their academic achievement. Focus group also supported that they are academically satisfied no matter how much time they spend on SNSs. On the other hand, it seemed like friend group has crucial impacts on the frequency of using SNS. Before the research, I expected the higher SNS use would be shown in the groups that spend less time with their friends other than study. However, the survey results showed that students who spend more time with bigger group of friends tend to spend more time on SNSs.

There are some weaknesses found during the research. The online survey, twenty people participated although I expected getting answers from more than fifty.

The lack of popularity of the survey decreased the credibility of its result, because it is hard to apply to various ethnic groups on campus. It limits credibility of data, because it cannot show answers from a broader range of the group. I wanted various international students to take the survey, but there was lack of Europeans, Latin Americans, Southern Americans, and Africans in my survey.

Conclusion:

In the research, the two different places, which are media space and the University of Richmond, are explored to show an interaction between the use of social networking services and the sense of belonging among international students on campus. Through online survey and focus groups I received responses on SNS use and how they connect themselves through SNSs from students from various countries including China, Republic of Korea, and Saudi Arabia. I found that there is the higher demand of SNSs to contact friends and families back home among the students who live in Asian countries more than the other countries. It is also presented that many international students in the college use more than two SNSs, and have several SNS accounts. Students usually spend more than 2 hours per day to go on SNSs. It was surprising that more than quarter of my survey takers said that they use SNSs more than 4 hours a day. Some people in the focus group said they use SNSs for 24 hours from they wake up until they go to bed. Although it was described in a joking way, what they mentioned gives me strong evidence that media space is highly embodied into international students. My subjects from the focus group described that they feel anxious and impatient when they do not get enough texts or messages from SNSs. I thought it might be a distraction from their academic works; however, it seemed like there is no correlation between academic achievement and use of SNSs according to the results of online survey and a focus group. My personal experience is also one of

the crucial parts of my research methods, and it supports the results of the online

survey and interview responses from the focus group. I was able to link my own

experiences into the results from other research methods, because I had similar

responses in terms of high dependency on SNSs. I have spent around four to five

hours a day on three to four SNSs to talk to my friends and family in Republic of

Korea. I figured that the time difference between the United States and the students'

hometowns critically contributes to the late night use of SNSs. Most of the survey

takers and I have experienced more than fourteen hours of time difference that is

caused by geographic reason. I realized although the time and space were compressed

by globalization (Harvey, 2015), it was unavoidable for us to suffer from the physical

time gap. Because the students are physically far away from each other, they have to

put more time and efforts to stay awake to get answers from their friends and families

on their SNSs. I found that rejection of response and late response on SNSs also

highly influence to the students' sense of belonging and loneliness (Pers. exp., 2018).

Many students including my focus group have told me that their level of anxiousness

rises as the time they spend on SNSs increases. I also have felt overwhelmed from the

alerts of messages on various SNSs, and they made me feel more anxious on my

everyday life disturbing my sleeping schedules (Pers. exp., 2018). I felt obligated to

answer my hometown friends' messages even though it was a sleeping time for me in

the United States (Pers. exp., 2018). Such correlation of the SNS use and the mental

health is also reviewed by other researches including Social Networking Sites,

Depression, and Anxiety: A Systematic Review by Seabrook et al. (2016). The study

proves that social networking sites have affected modern culture pervasively by

influencing mental health (Seabrook et al, 2016). Negative interactions, social support,

and social connectedness on SNSs were related to higher levels of depression and

anxiety, while positive interaction and social comparisons on SNSs were consistently related to lower levels of depression and anxiety (Seabrook et al, 2016). The Seabrook's study showed SNS use related to less loneliness and greater self-esteem and life satisfaction. However, other research reports displayed that Social Networking Service is used as a way to modulate negative moods associated with loneliness, which support my hypothesis that University of Richmond international students will show higher dependency of SNS due to the loneliness caused by the lack of social capital on campus (Morahan-Martin et al., 2003).

Appendix

Survey Questions (You may not answer the question if you feel uncomfortable to do so):

1. What is your ethnicity?

2. What country are you from?

3. What is your gender?

4. How old are you (in American age)?

5. What grade are you in?

6. How long have you been in the United States?

7. Did you come to America just for educational purpose?

8. How many SNS applications do you have?

9. How often do you use them?

10. How long do you use them per a day?

11. How much do you miss the food from your hometown?

12. How much do you think you are successful in your academic achievement?

13. How many friends do you usually spend time with?

14. How often do you spend time with your friends other than studying? (Once a week, twice a week, three times a week, four times a week, five times a week, six times a week, or everyday)

15. Where are most of your friends from?

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