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**ANALYSIS OF THE LANGUAGE OF SELF-
PRESENTATION IN SOCIAL NETWORKING SITES**

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INTRODUCTION

In recent years, with the popularity of social networking sites, more and more people have started to present themselves on social networking sites, which has made self-presentation on social networking sites a topic of great interest. The self-presentation that peoples display on social networking sites not only helps them to connect with others, but also helps them to shape their social image. The study of self-presentation in social networking sites has therefore become an important area of research.

In social networking sites, language plays an important role as a means of expression. In the process of self-presentation, the language people use will directly affect the image they present on social networking sites. In addition, self-presentation on social networking sites is often goal-oriented and people try to influence the image of others in the process. Therefore, the significance of studying self-presentation language on social networking sites is that analyzing its characteristics and influences will help us to better understand people's language behavior and psychology on social networking sites and explore the impact of social networking sites on social relationships. [1, p.205]

However, research on the language of self-presentation in social networking sites is still relatively limited, and no systematic theory or methodology has been developed yet. Therefore, this article will analyze two separate aspects of self-presentation in social media through two research directions, in the hope of drawing conclusions about what aspects of people's self-presentation strategies and approaches tend to be in social networking sites, and what different language use behaviors and tendencies men and women have. In accordance with the aim of this study, **the objectives** of the work are:

- To study people's use of different thematic content;
- To study the different strategies and language used by people in the context

of "performance";

- To examine what aspects of social networking are influenced by people's use of "Flow" and how this differs between men and women in terms of the language used;

The subject of the study is aimed at university students and other applicable groups who use social networks in modern society.

The object of the study is the different communication topics and language strategies that people use and the different acceptance rates in the various chat aspects.

The research methods were firstly textual analysis and ANOVA statistics and the "Flow" theory. The textual analysis method was applied to the first study, where data was obtained from Facebook shares and interviews and research with people using Facebook, and then statistical results were obtained. The ANOVA method and the "Flow" theory were applied to the second research direction by interviewing men and women on BBS and analysing the data through different aspects of the Flow theory (topic continuity, hyperbolic language, etc.) in order to find out how men and women use social media. The study is novel in that it is a systematic study of how men and women use social media differently, or how they use the same aspects differently and with different language.

This paper is innovative in that it delves into the characteristics and patterns of users' self-presentation language on social networking sites, and analyses the differences in the use of social networking sites by men and women through the data structure, using statistics and drawing conclusions. At the same time, the research in this paper can also provide some reference and guidance for users to better present themselves on social networking sites.

Language data of the work is based on the sharing records of people on social networking sites as well as a study of people using social networking sites through interviews.

The structure of the work consists of an introduction, two main parts, the first part is theoretical, and the second is practical, conclusions to these parts and the

general conclusion, as well as references to the sources that were used in this work and appendixes.

Chapter 1 ANALYSIS OF SELF-PRESENTATION LANGUAGE CHARACTERISTICS IN SOCIAL NETWORKING SITES

1.1 Features of social networking sites

Social networking website is a kind of Internet-based comprehensive social platform, which is an important place for the public to carry out social activities. Compared with traditional social methods, social networking sites have special functions and characteristics. For example, a social networking site has its user interface (UI). In other words, it is the way users interact with software. The user interface of an application contains several elements, such as content and media layout, input controls, navigation and so on. No matter who your target audience is, your social media allows users to find what they want quickly and conveniently. So as to share their interests, hobbies, etc. [34, p.94]

First, social networking sites are highly interconnected. On social networking sites, users can communicate and interact with other users through various functions, such as posting texts, pictures, videos, comments, private messages, etc. This high degree of interconnectivity provides users with a wider range of social opportunities and brings users closer together.

Secondly, social networking sites have a wide range of social audiences and forms of social activities. Compared with traditional social methods, social networking sites are not subject to geographical restrictions and time restrictions, and users can conduct social activities at anytime and anywhere. At the same time, the social audience on social networking sites is also wider and more diverse, and

users can communicate with people from different regions and backgrounds. [20, p.15]

Again, social networking sites are highly self-presenting. On social networking sites, users can freely show their personality, hobbies, life attitudes, etc., which has also become a major feature of social networking sites. Users can expand their social circle by showing themselves to attract the attention and communication of other users, and can also show their charm and attractiveness.

Finally, social networking sites are highly interactive. On social networking sites, users can interact with other users in real time to get feedback and responses instantly. This interactivity can not only enhance the interaction between users, but also promote users to continuously carry out social activities on the website, thereby improving the activity of the website and the viscosity of users.

Overall, social networking sites are characterized by diversity, extensiveness, interconnection, self-presentation and interaction, providing users with dedicated social platforms and opportunities, making social activities between users more convenient and diverse. In this context, research on self-presentation language is particularly important. [2, p.138]

1.2 Definition of self-presentation on social media and how it is presented

Self-presentation refers to the process by which individuals attempt to shape and manage the impression they make on others. It involves presenting oneself, consciously or unconsciously, in a particular way in order to influence the perception and evaluation of others. Self-presentation is a strategic act aimed at creating a desired image or identity, which can be influenced by social, cultural and environmental factors. [43, p.1]

In the online environment, self-presentation refers to the way individuals present themselves and manage their identity in a digital environment, such as social media platforms, online forums or virtual communities. Online self-presentation involves the use of various digital tools and technologies to control the information, images and interactions to which others have access, thereby influencing their perceptions of themselves.

Online self-presentation can take many forms, including things like profile creation and organization, where users create a profile on a social media platform or website where they can provide personal information, upload photos and share content that reflects their interests, values and desired image, which allows the platform to select appropriate information for them to share as well as recommending the user to other users who have relevant interests, values and, of course This would also allow the platform to recommend itself to other users who share the same interests and values, thus facilitating cross-pollination.

Another approach can be selective self-disclosure, which can be understood as online users carefully choosing what personal information to disclose and what information to withhold, shaping their online presence according to what they believe will garner positive impressions from others, a strategy that is more commonly used in social networks today, and the results of studies conducted with this population are examined in this article. More common are image and photo management, where users select and edit images to present a particular look, often highlighting their best qualities or desirable aspects of their lives, a means of presentation that is more common for women, as will be mentioned in subsequent articles. And more common are status updates and shares, which are posts, tweets or updates where users share content that aligns with their desired image, such as achievements, hobbies, travel experiences or other aspects of their life that they want to showcase. In contrast to the average user, businesses and individual business owners are more likely to choose social networks and contacts as a means of self-presentation, where online users carefully curate their contacts and networks, choosing to connect with individuals or groups that will enhance their desired image or social status. At the same time, we can also see in some of the individual users' sharing their online communication style, that is, users may adopt a particular communication style, tone or language, presenting themselves in a particular way, such as being witty, knowledgeable, empathetic or humorous.

The last common form of self-presentation is digital identity management, where users use privacy settings and security measures to control who can access

their content and ensure that their online presence is only visible to their intended audience, and this form of self-presentation is more common with people such as 'Only Fans'.

It is important to note that online self-presentation is not necessarily an accurate reflection of a person's true self, as people are often selective in how they present aspects of their lives and personalities. Online platforms provide opportunities for impression management, enabling individuals to control and shape the image they project to others.

1.3 The definition and role of self-presentation language

Self-presentation language refers to the language behavior of individuals expressing and depicting their identity, values, attitudes, etc. in order to shape their self-image in various social situations. It is not only a form of language expression, but also an expression and embodiment of individual psychology and its relationships. As a social act, self-presentation language can help individuals shape their image in social networks and build interpersonal relationships.

Self-presentation language in social networks is sometimes richer and freer than in real life. Social networks provide users with a more open environment than in real life. In this environment, people are free to express their thoughts and emotions, showcase their strengths, and seek matching resources and relationships. Social networking platforms also allow users to create and modify their user profiles, including personal information, hobbies, personal photos, etc., in order to further shape their personal image. At the same time, the openness and interactivity of social networks allow other users to respond and interact with users' self-presentation content, thereby affecting users' self-shaping and interpersonal relationships.

Self-presentation language manifests itself in a variety of forms in social networks. For example, some people choose to record their interactions with others and share their life moments to attract the attention and recognition of others. There are also some people who like to use pictures, videos and other colorful

forms to show their talents and interests. In addition, some people express their attitudes and reactions to the words and actions of others by posting, liking, and sharing.

In general, the role and significance of self-presentation language in social networking sites is not only to show personal image and aspirations, but also to build and maintain good interpersonal relationships, as well as gain social acceptance and support. In this era of big data, quantitative and quantitative research on self-presentation language will provide a deeper understanding of social psychology and interpersonal relationships.

1.4 Self-presentation of language in social networking sites

In social networks, people present themselves by posting content, leaving comments, etc. Self-presentation language refers to the form of language that people use in social networks to build self-image, increase social capital, and gain a sense of identity. Self-presentation language manifests itself in many forms in social networks, and this section describes them in detail. [6, p.138]

First of all, self-introduction is one of the most common forms of self-presentation in social networks. This form generally appears in the introduction module of the user's personal homepage, through short text, pictures, videos and other ways, to show other users their basic information, such as age, gender, occupation, residence, hobbies, etc. Self-introduction directly reflects the user's personal characteristics and social needs, and can provide other users with more opportunities to know themselves.

Second, self-evaluation is one of the most important forms of expression in social networks. People often express their strengths through self-evaluation, such as "I am an optimistic and cheerful person", "I have a lot of work experience" and so on. To some extent, self-evaluation demonstrates a user's self-confidence, self-awareness and social skills, which can provide better cognitive information for other users.

Third, self-presentation in social networks can also be done by sharing content. People express their interests, social cognition and attitude to life by sharing various forms of content such as articles, pictures, audio, and video. By sharing content, people gain more social capital and identity, while also providing other users with more hierarchical awareness and awareness opportunities.

Finally, self-presentation in social networks can also be expressed as a means of communication. People communicate with other users through interactive forms such as messages and comments. This type of communication expresses the user's social and linguistic skills, which can provide other users with better cognitive and awareness opportunities.

In summary, there are many forms of self-presentation in social networks, such as self-introduction, self-evaluation, content sharing and communication. Through these forms of self-presentation, users can increase their social capital and influence on social networking sites, and gain more social identity and satisfaction.

Conclusion to Chapter 1

In social networking sites, language plays an important role as a form of expression that cannot be ignored. The language people use in the process of self-presentation will have a direct impact on the image they present on social networking sites. In addition, self-presentation on social networking sites is often goal-oriented and people try to influence others' impressions of themselves in the process. Therefore, studying the language of self-presentation in social networking sites and analyzing its characteristics and influencing factors will help us to better understand people's behavior and psychology on social networking sites and explore the impact of social networking sites on social relationships.

However, research on self-presentation language in social networking sites is still relatively limited, and systematic theories and methods have not yet been developed. Moreover, due to the special nature of social networking sites, there are many difficulties in studying self-presentation language on social networking sites.

For example, the use of language on social networking sites has certain socialized characteristics and needs to be analyzed in the context of social situations and cultural backgrounds. Therefore, further research on self-presentation language on social networking sites, exploring its characteristics and influencing factors, will help us to better understand people's behavior and psychology on social networking sites and expand the scope of social psychology research.

In order to study the language of self-presentation on social networking sites in depth, this paper will adopt a linguistic analysis approach to investigate the characteristics and influencing factors of the language of self-presentation on social networking sites. At the same time, a comprehensive analysis of language use will be conducted in the context of social situations and cultural backgrounds, with a view to exploring the impact of social networking sites on social relationships. [7, p.52]

Chapter 2 EMOTIONAL EXPRESSION OF SELF- PRESENTATION AND LINGUISTIC ANALYSIS OF "PERFORMANCE"-Facebook

2.1 Definition and classification of self-presentation “performance”

Regarding the presentation of social roles, in real life, everyone carries different social roles, expresses themselves through various symbol systems, and communicates with others, and there are various types of roles. However, basic social roles are the basis of people's daily interactions and belong to common social roles, such as family roles, academic roles, and social interaction roles. This

research is mainly aimed at the self-display research under the "sharing" behavior on Facebook as a social networking site. Through the use of the "sharing" function, the text analysis of different information carrying forms-pictures, texts, and videos is concentrated in academic roles as well as basic social interaction roles. [16, p.72]

The performance script is an important element of the performance framework, a concept related to social norms, social structures, and social expectations. In Goffman's view, the script is the "routine procedure", which is the "rules" that the performer will follow for his upcoming performance according to social expectations before the performance. On Facebook, the network social situation and social expectations give Facebook users performance norms, so Facebook, as a "social" website for students, gives Facebook users a relatively clear positioning and norms for their roles: norms and basics for student's social rules, discourse patterns, and behavior patterns. The performance body consists of two parts: the performer and the audience. All of the above are role-playing from the perspective of the performer, but the success of a social role, the response and dialogue of the audience to a certain extent are essential factors in the process of this role-playing. On Facebook, the party with performances, that is, the creator of the main page has potential "audience". If the network users on Facebook have not set "privacy settings", then his or her potential audience is all Facebook users. setting, then the potential "audience" of Facebook users is their own "friend list". [18, p.34]

The interaction between the performer and the audience will allow the performer to adjust his performance and performance status. Do Facebook users adjust their sharing behavior based on certain responses from viewers? Will you adjust what you share? On Facebook, as far as the sharing function is concerned, the number of forwarding, viewing and evaluation are several manifestations of other users' responses to the performer, and these "quantified" and "digital" responses are the dynamic mechanism required by the performer for role-playing, influencing users to make adjustments and changes. Between the performer and the audience, the filling period is the performance of the performer.

In Goffman's view, the purpose of a performer's performance is to control the image transmitted to others by the performer himself, so in order to better control

this process, the performer adopts a certain communication strategy for the content and form of role-playing, several including audience isolation and selective self-presentation. Facebook is a relatively open platform. Users can choose which users to open access rights to according to their own wishes. At the same time, they can also choose which content on the page can be made public, who can see what they share, and which shared content is allowed. Shared, in this way, selectively communicated intentionally to potential audiences. When choosing content, choose which content to present in front of the audience. On Facebook sharing, users choose which content to share is the most direct way of self-expression, because users, that is, performers, will choose to best reflect themselves and express their attitudes. The information presented in front of the audience, in order to achieve the best image conveyed. The above is to observe each performer's control over the performance process as much as possible from the micro level, but from the perspective of the overall effect and the way of successfully conveying the image, successful performances include idealized performances and mystical performances.

Idealized performance means that on Facebook, users restrict themselves according to the preset social role—student, and its social norms, and the shared content is all in the student circle, which meets the social expectations of the society and others for a student. Mysterious performance means that the performer adopts a performance method with "distance" and "dropping" to make the audience have cognitive differences, and to ensure and maintain the performer's performance that makes the audience awe-inspiring. [11, p.24] On Facebook, users will choose to share the performance content that the general audience will pay attention to but not belong to the regular students, which will cause the audience to "watch". This differentiated image construction strategy is often used by popular Facebook users. strategy adopted.

2.1.1 Use the function of Facebook to create an image.

In addition to voluntarily choosing to post logs and post status to express themselves, Internet users also share other people's information to express

themselves. This non-original information represents their own views, and rely on the sharing of certain information to achieve the social purpose of showing themselves and making friends with others. Due to users' concern and interest in certain fields, but lack of deeper understanding and professional expression, there are obstacles in the way of personal expression, making sharing similar information of others a convenient way to express themselves. The sharing forms include text, pictures and videos.

Users can choose any expression they like. In this way, they can express their feelings and interests, that is, their more "diversified" side, and find more like-minded people. Reflect the most essential aspect of Facebook - social networking. Here, it is worth mentioning that Facebook has launched a statistical function on some "quantitative"[21, p.142] indicators such as the number of shares, including statistics on the number of views, reposts, and comments. This kind of statistical function is not only reflected in the statistics, but also allows information sharers and browsing users to understand at a glance the situation of the attention of the reposted information, and Facebook will also share this kind of related statistical information such as the amount of sharing and the sharing situation (other users repost the content of this article Time and other information) is sent to each user in a timely manner.

This action allows information sharers to grasp in real time when their shared information is forwarded and followed, making the motivation mechanism for sharing clearly. The stimulus-response model is undoubtedly revealed on Facebook. The source of these stimuli mainly comes from Facebook's quantitative statistics such as the number of shares, visits, views, and reposts of shared information, and also includes an important part of the power mechanism of sharing. Comment one by one. The comments in the shared content include the user's own interpretation of the information on the one hand, and also include the remarks made by others in response to the forwarded information.

All these "quantified" and "digital" indicators are the internal motivation for users to share. In order to get better and wider responses, users will consciously choose to share content, expecting to bring more forwarding volume, more comments, that is, more attention. In short, Facebook provides a special expression

channel and way of "sharing"[24, p.175], which breaks the restrictions on activities in the real-life field and meets the needs of contemporary college students for real life expression. On this platform, Internet users show a more vivid and comprehensive self, and at the same time, the platform creates conditions for Internet users to shape more comprehensive self-images and develop more diverse interpersonal relationships. At present, fragmented content is intensifying in the era of fragmentation. Most users enter into fragmented reading and choose less originality and more reposting, making reposting content a more convenient way to express themselves. This study attempts to analyze the microscopic field of self-presentation under the behavior of "sharing" through the text analysis of the "shared" content of a college student on Facebook, and at the same time conducts in-depth interviews with the respondents, so as to provide a basis for future research on "social networking platforms". To a certain extent, research on the theme of "Self-presentation in China" has been accumulated.

In social networking sites, the user's self-presentation language often includes emotional expressions. Emotional expression refers to the language behavior that expresses an individual's emotional state, including emotions and psychological states, which can be positive, negative, and neutral emotions. In the self-presentation language, emotional expression is often part of it, and through the analysis of emotional expression, we can gain insight into the self-presentation behavior of social networking site users.

Emotional expression can be classified into four types: positive, negative, neutral, and unexpressed. Among them, positive expressions mainly include emotions such as joy, happiness, love, and praise, negative expressions cover emotions such as anger, sadness, pain, and disgust, and neutral expressions refer to those emotions that are neither positive nor negative, such as calm, neutral, etc. Non-expression, on the other hand, refers to the complete absence of expressing an emotional state.

The classification of emotional expression facilitates in-depth sentiment analysis of self-presentation language, providing insight into the user's emotional state. On social networking sites, the emotional characteristics presented by emotional expression are usually extremely complex, covering the subjective

emotional experience, aesthetic orientation, social and cultural environment and other factors of the individual. When analyzing emotional expression on social networks, in addition to understanding the classification of emotional expression, it is also necessary to conduct an in-depth analysis of the characteristics of emotional expression.

In the next section, we will explore the characteristics of emotional expression in self-presentation language, and by analyzing the emotional expression of self-presentation language, we can better understand the emotional state of users and the emotional status of social networks, and deeply explore the impact of emotional expression on the effect of self-presentation.

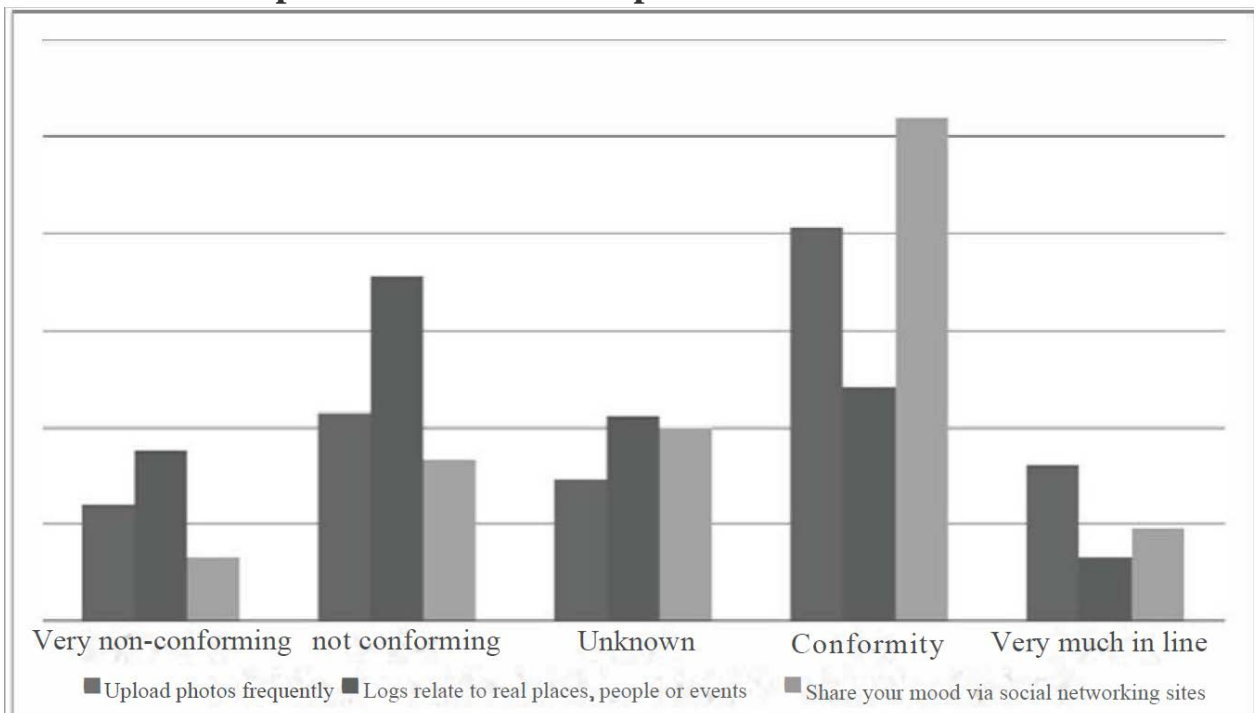
2.1.2 main research method

Since the main research object of this study comes from the non-first author's original shared content, exploring the self-presentation process and self-presentation strategy under this content is an exploratory study, so the researchers decided to use qualitative research methods for this study. Qualitative method is opposite to quantitative method, it does not express and compare the research object in quantity, but describes and summarizes in the nature and characteristic level. Qualitative method is a method of explaining and constructing reality through the description and induction of the nature and characteristics of the research object. Among them, there are the following characteristics: the qualitative method pays more attention to the process of the development of the research object, rather than the result. The self-presentation of Internet users on Facebook, a social platform, is different from the image construction in real life. The content expression on the Internet is fluid and diverse, and each main page is a complete microcosm of the social situation, with particularity, but also the universality of the real social situation. Therefore, due to the situational nature of behavior patterns on social networking platforms, this study mainly uses text analysis and in-depth interviews in qualitative research methods to make a preliminary exploration of the self-presentation of "sharing" actors on Facebook.

1. Text Analysis

The text analysis method fully uses text, graphics, audio, video and other symbolic media to record and preserve relevant texts as the object of analysis to reveal the hidden inner meaning of the text. The process of analysis is also a process of interpreting meaning, and different observation angles lead to different interpretation results. The characteristics of texts on the Internet are different from those of traditional paper texts. There are more forms of symbols, including videos, texts, and pictures, which reflect a wider range of content and inner meanings. This study uses the method of text analysis to preliminarily interpret and explain the sharing content and interaction methods under the "sharing" behavior on Facebook.

Table 1 Specific forms of self-expression in online social interaction



Before text selection, the researchers were immersed in the use of Facebook from the very beginning, browsing the personal homepages of each user, and made a preliminary understanding of the content shared by each Facebook user. After preliminary observation and understanding, combined with the researcher's experience in using Facebook, it was found that both Facebook users with higher visits and users with lower visits were more likely to "share" in terms of the choice of content to share and the frequency of sharing. There are differences in the use of

functions. This led to the selection of text content in this research, respectively, to study the shared content texts of "Campus Star" and the shared texts of ordinary users, and finally decided to select the shared text of "Campus Star", while the other shared texts It comes from ordinary users. What needs to be explained here is that the "campus star" is captured by the Facebook backend to those Facebook users who have a high number of visits and are relatively active on the university campus. This "campus star" is randomly selected, through long-term observation, the researchers found that although the "campus stars"[8, p.3] captured in the background on Facebook changed on a rolling basis, they existed stably within a certain period of time. Therefore, these "campus stars" still have high popularity and activity It is representative. The other ordinary users are selected in a "snowball" way: select the first respondent from the "first recent visitor" of an ordinary user, and so on, select other. The focus of observation in text analysis focuses on the following aspects:

The self-image presented by the shared content on the personal sharing page includes the roles played by network users, role characteristics, role types, etc. The skills and strategies used by Internet users in role-playing include the choice of symbolic media, selective internal display, audience isolation, etc. The interaction between the user and the visitor, including the manner of the interaction, the impact of the interaction, etc.

2. In-depth interview

Before conducting in-depth interviews in this study, the researchers used various communication components on the Facebook page, such as private messages, messages, and instant chat tools to get in touch with the interviewees, and initially established a certain sense of familiarity and trust, and then conducted in-depth interviews. In addition to face-to-face in-depth interviews, this study also uses online virtual interviews. Due to geographical factors and personality reasons of individual interviewees, the researchers adopted this network virtual method to conduct in-depth interviews. This kind of in-depth interviews conducted on the network can use the characteristics of diversification and convenience of network tools, Respondents can conduct interviews by text input and voice at the same time. What needs to be explained here is that although there are some unavoidable

limitations in conducting interviews through the virtual network, such as: the ability to grasp and control the environment and the emotions of the interviewees is somewhat reduced, but considering that this is a topic about self-discovery, it is also a topic that young people in UK are willing to discuss and explore, and the setting of the questions requires respondents to think and answer differently. At the same time, when it comes to more private topics, due to the concealment of the Internet, the respondents are more willing to It is easier to express one's true inner thoughts, so the network virtual interview method has certain feasibility in this research. Although "network virtual interview" still has some controversies in scientific research, after using it in this study, it is found that it is an effective method of data collection under specific subject research, which is also an innovation in the research method of this study point.

Table1 Difference Test for Family Source Differences in Friendship Quality

		n	M	SD	t	P
Total Friendship						
Quality Score	countryside	127	143.535	19.325	-4.019	0.000
	town	254	152.134	19.863		

3.Data collection process

Before the sample selection and determination, combined with the researcher's own experience of using Facebook and browsing the pages of other users of Facebook for a long time, the researcher found that: Facebook users with different visits have differences in the content and frequency of sharing. Therefore, the researcher launched a survey on the number of visits to the Facebook homepage on the forum. The survey lasted for one week, and 362 people participated in the survey. Combined with the number of visits, the researchers selected 11 respondents by means of "intentional sampling". Because this research is facing the entire Facebook, because Facebook is a real-name registration network with a large number of registered people and a wide geographical distribution, and the material

resources, financial resources, and manpower of this research are limited, and probability sampling cannot be carried out. Therefore, the intentional sampling method is used. Finally, the researchers decided to select 4 "campus star" users, and selected the other 7 ordinary users by "snowballing".

Regarding the selection of texts, the researchers decided to use the shared content between May and July 2022 as the research texts, and finally determined 11 texts.

After confirming the research text of this study, the researchers mainly collected data through two research methods: text analysis and in-depth interviews, and supplemented by text analysis, mainly through in-depth interviews to explore the behavior of network users under the sharing behavior. self-presentation process.

This study classifies the content under 11 text sharing behaviors, and conducts a preliminary understanding from the category of shared content and the form of shared content. The main purpose of the research is to understand in which aspects contemporary college students mainly share and repost, and what form they use to share and repost, such as text, video or picture.

After getting a preliminary understanding of the shared content, the researcher conducted one-on-one in-depth interviews with 11 interviewees. The main content of the interviews included the following aspects: 1) Understanding college students' understanding and grasp of social situations on Facebook Network ;2) Interaction process and self-presentation strategy in sharing content; 3) Feeling and evaluation after sharing. At the same time, in addition to in-depth discussions on the process and strategies of self-presentation, through text analysis and in-depth interviews, we will understand the social coloring of Facebook users reflected on Facebook, that is, family relationship roles, academic roles, and social and interpersonal roles. In this study, it is found that the higher the number of visits, the more obvious the characteristics of the role selected by the user and the more obvious the characteristics are displayed. Users with a high number of visits tend to use Facebook for many years, have greater trust in Facebook, and have fewer concerns. [26, p.47] They will reflect various social roles more clearly, and frequently share the same type of information to show their respect for the role

identity.

4. Research ideas

In real life, what kind of image people choose to display and how to display it, people's decision-making and behavior in response to these issues are based on his/her social norms, environment and social expectations. In this way, if this process is to be realized, it first requires people to learn and understand specific social roles. The social role here refers to a set of obligation norms and behavior patterns that the society prescribes to people because of their specific social status and identity. The society and others often define and understand a person's role through various symbols.

2.1.3 The influence of self-presentation on the sharing behavior of contemporary college students

Through the understanding of the "script" and roles, the performers perform according to social expectations. During this period, the behavior between the performer and the audience is generated in the symbolic medium, and the meaning is also generated in the symbolic medium. In this way, in the same social situation, people Responding to signs, and others responding to signs, completes the first step in self-presentation. The specific social role behavior pattern composed of various symbolic media will be understood by the "audience" [28, p.110] in the same situation, thereby ensuring the progress of social interaction. In the process of interaction, people will adjust their social role display according to the response of society and others, so as to ensure the continuation of communication. Therefore, according to the process of interpersonal communication in real life, this study analyzes how Renren.com users understand the situation, how to identify their social roles and how to play social roles in the network environment, and what self-presentation strategies they choose to use. To achieve meaningful communication, so as to complete the establishment of the image.

As the starting point of Goffman's theory of drama, "role" exists in the performance framework, and this process will mainly include two parts: the

performance framework focusing on the construction process and the performance category focusing on the construction type. In this study, the former mainly discusses performance scripts, themes and areas, while the latter can also be divided into successful performances and remedial performances to avoid performance collapse.

2.2 Self-presentation of the characteristics of emotional expression in language

Self-presentation language is a form of language in which users make self-statements on social networking sites, and emotional expression is one of the important components of self-presentation. The characteristics of emotional expression in self-presentation language are mainly manifested in the following aspects.

First of all, emotional expression is rich and diverse. In addition to basic positive and negative emotions, emotional expressions in self-presentation language also include complex emotional expressions, such as *joy, pleasure, surprise, fear, unhappiness, frustration*, etc. These emotional expressions are presented through different combinations of words, emotional symbols, emojis, etc.

Secondly, emotional expression is highly personalized. Since everyone's emotional experience and expression are different, the emotional expression in self-presentation language also has personalized differences and can even reflect the personality traits of the user. For example, optimists may be more inclined to express positive emotions, while people with more negative emotions may be more inclined to express negative emotions.

In addition to personalization characteristics, emotional expression also shows the user's social purpose and attitude. In self-presentation language, users may express emotions to attract attention, gain recognition, build affinity, and express attitudes. For example, on one social networking site, users shared a happy event

with a photo and wrote "So happy!", such emotional expression not only expresses the user's personal emotions, but also infects other netizens.

Goffman divides the performance area in daily life into the foreground area, the backstage area and the outside area [30, p.76]. The proscenium is the place where performers and troupes perform specific performances, where relevant facts that govern the formation of impressions are reinforced.

After a month of immersion on Facebook, the researcher browsed the shared content of Facebook users in the months from May to July 2022, and at the same time conducted preliminary text analysis on the shared information of 11 interviewees, and analyzed the shared content. categories while watching how they interact with their "audience". As far as the form of sharing content is concerned, it is mainly divided into the following three forms: text, video and picture. When observing each Facebook user's choice of sharing content, there is no particularly obvious single content format carrier. Generally, the content shared by users is a mixture of three types of content, and only a few users, such as the interviewee No.2 Picture information is also a popular beauty picture on the Internet. When interviewing her, when asked why it was all pictures, she explained:

"Because I usually like to collect some good-looking pictures, and of course I like to share some beautiful pictures on Facebook. They are good-looking, and they are a bit artistic. I think it is more labor-saving and intuitive to look at things like pictures. I am a person I'm relatively young, and when I see other people's sharing is full of words, I get dizzy, of course I'm not saying that people's sharing is not good, it may have something to do with my usual reading habits (laughs)."

When classifying the content shared by the interviewees, the researcher summarizes the key words of the shared content according to the information form. Here, instead of summarizing all the shared information of each interviewee, and then classifying the types, but classifying the content according to the sharing pages of each interviewee, the purpose is to understand whether each user has certain preferences when choosing to share content. Bias, at the same time, horizontal comparison, whether there are similarities and differences in the overall shared content between users. However, from the overall observation results, it is found that although Facebook users have no special preference in the form of

sharing content, due to the particularity and limitations of each symbol carrier, the researchers found that each sharing form will be related to a certain theme.

From the text form, the researchers found that the "practical information" mentioned by the interviewees in the later in-depth interviews mainly appeared in the text form. The keywords of these practical information include: *thesis, study, recruitment, job, internship, dream, love and so on*. In addition to useful information, there are also some school information, common-sense things, and some content about in-depth interpretation of society that college students are more concerned about, which are mainly presented in the form of text. In addition, there are also content in the form of links that are not the content of this research. Just like interviewee No. 03, looking at his sharing page, he said one by one:

"It eventually gets better, without any sort of explanation; one day you just realize that you're no longer upset. You're no longer mad, hurt, or bothered by the things that took so much of your energy and thoughts. You will find yourself in a peaceful place and enjoy that feeling." [Figure 1 Photo by Facebook sharing-1]

"I have recently become more academic, so my focus has naturally changed. What I share is very academic, and there are some more useful things. For example, the summer vacation is approaching, and the recent sharing is about internships and recruitment. He said that the annual salary will be opened. It can range from 350,000 to 400,000. And it's a fresh undergraduate, master's, or Ph.D. I think the price is very high. Just take a look. This is related to learning. Students participated in the Microsoft Programming Contest and won the championship. Let's share it. The aesthetic world of mathematics and so on, related to Boban Theory, related to my recent project, so pay attention. And this one, it is about programming, and then I ran it myself according to what he said, and it turned out It even ran out. (Laughs) There are also practical knowledge, such as this about word usage skills, excel tutorials, etc. Not only do I want to keep a copy, but I also want to share it. After all, I think it is quite useful thing." [Figure 3 Photo by Facebook sharing-2]

(PS: This sharer often establishes his highly educated image by sharing his academic achievements or academic things in his life)

If the text content is relatively "serious" and serious, then the video content is generally more relaxed. Keywords that often appear in the content of the video: funny, entertainment, celebrity, sports, movie, etc. In the sharing of videos, users' interests and entertainment life after class can often be seen. For example, on the sharing page on No. 02, it can be seen that he is a crazy fan of the idol group Maroon5. Every two or three articles are news about Mayday, most of which are videos of Mayday concerts, as interviewee No. 02 himself mentioned:

"You can tell what I like by reading my sharing. Obviously, it is related to Maroon5 and McGrady... Of course, Maroon5 is my idol forever. I have their concerts. I saw their information on the Internet. Needless to say, the concert, I will definitely share it as soon as possible, and I will take it out and watch it again when I have nothing to do."[Figure 2 photo by Facebook sharing-3&4]

Finally, one of the most common and most popular form of information bearing—pictures. Pictures, as stated by interviewee No. 07, pictures are the most intuitive mode of carrying information. In the current picture reading era, users have gradually developed the habit of reading pictures. Information that uses pictures tends to be more widely disseminated. In the picture information, the main content keywords are: beautiful women, beautiful pictures, funny pictures. In addition to these kinds of pictures that are professional and have a clear theme, there is another type of pictures that will be shared in a small area, that is, Facebook users share their own photos. If the photos contain other students, they will be circled, and then Join this sharing team. As interviewee No. 08 mentioned:

"Our role-playing circle is still active in school. It is also my only interest. I share a lot of photos in this area. Then, the students who participated in this activity will continue to repost (share) go down." [Figure 2 photo by Facebook sharing-4]

However, one point that needs to be explained here is that there is a type of information that is not subject to any form of restrictions—funny information. Funny information can be found almost in text, pictures and videos. And on the sharing page of each interviewee, more or less sharing of such information can be found.

Finally, emotional expression also involves privacy and security issues on social networking sites. On social networking sites, users reveal a large amount of personal information through emotional expression, including emotional state, living habits, hobbies, etc., which may be used or abused by others. In order to protect their own safety and rights, users need to pay attention to the security and confidentiality of information in emotional expression.

In short, the emotional expression in self-presentation language has the characteristics of colorful, personalized, social purpose, privacy and security [31, p.67]. In social networking sites, users should pay attention to information security and other issues in emotional expression.

2.3 The impact of emotional expression on the effectiveness of self-presentation

Emotional expression is an important part of the human process of communicating with others, through emotional expression, people can express their feelings, attitudes and emotions. In social networking sites, users' self-presentation language often contains emotional expressions, and these emotional expressions will directly affect the user's display effect on themselves.

Studies have found that positive emotional expression can enhance users' attractiveness and influence in social networking sites, make other users interested in themselves, and improve their social skills and recognition. For example, some users actively share their life experiences and feelings on Weibo, showing a sunny and optimistic attitude, and such self-presentation language can often get more attention and likes.

Conversely, negative emotional expressions leave a negative, depressing impression on other users, reducing their popularity and recognition on social networking sites. For example, some users may show a lot of dissatisfaction and complaints about life, and this negativity will make other users feel tired and unpleasant, and then avoid interacting with that user.

It is worth noting that overemphasis on emotional expression in self-presentation language can also have certain negative effects. If a user places too

much emphasis on emotional expression in social networking sites, or even uses some exaggerated and deliberately attention-grabbing expressions, it will be considered untrue and hypocritical by other users, and lose the authenticity and credibility of self-presentation.

Therefore, for users, moderate, authentic, positive and balanced emotional expression can best show themselves, thereby improving their recognition and influence in social networking sites.

2.4 Definition and classification of linguistic forms

Self-presentation language is a form of speech on social networking sites, its main purpose is to influence others' impressions of themselves through words to show their personality, experiences and values. Language form refers to the language form used in self-presentation language, including language structure, writing style, word choice and other aspects.

According to the characteristics and purposes of language forms, we can divide them into three categories: the first category is natural language-based language forms, including narrative, description, interpretation, etc., this type of language form can help the narrator convey information to the reader and show self-image; The second category is the language form based on the symbol form, including symbols, images, expressions, etc., this type of language form can show the self-image in a more intuitive way, making it easier for readers to understand and accept; The third category is the mixed form of language, that is, combining the above two forms to achieve a better self-presentation effect.

Different forms of language have different effects on self-presentation. A form of language based on natural language, often used to show one's personal experiences, characteristics, and outlook on life. Narrative helps readers gain a deeper understanding of their experiences, descriptions highlight their own characteristics and strengths, and explanations enable readers to understand their outlook on life and attitudes. Symbol-based forms of language are more suitable

for showing one's attitudes and emotions. The use of symbols can make the narrative more vivid, and expressions can make the reader better understand their emotional state.

By studying the effects of using different forms of language, it is possible to better understand the impact of self-presentation language on interpersonal communication. Moreover, in practical applications, we can flexibly use different language forms to achieve more accurate self-presentation effects, so as to better show our image and value on social networking sites.

2.5 Self-presentation of linguistic formal characteristics in language

Self-presentation language refers to the expression of speech in virtual social scenarios such as social networking sites and chat software. In these scenes, people are unable to convey information through non-verbal means such as body language and facial expressions, and can only express their thoughts and feelings through pure language. The form of verbal expression is very important because it directly affects the effect of self-presentation¹[21, p.245].

In self-presentation language, there are many different forms of language. These forms can be classified from different dimensions. From a lexical and grammatical point of view, self-presentation language can be divided into formal and informal, spoken and written, Standard English and dialect, etc. From the perspective of expression effect and audience feelings, self-presentation language can be divided into positive and negative, straightforward and euphemistic.

What are the characteristics of linguistic forms in self-presentation language? First, self-presentation language tends to use vocabulary and grammar similar to everyday language, which is more likely to make readers feel intimate and empathetic. Secondly, self-presentation language often uses some emotionally rich words and expressions, such as exaggeration, metaphor, metaphor, etc. This way of using it can express your thoughts and feelings more vividly and enhance the effect

¹ Pittman. Toward a general theory of strategic self-presentation. Lawrence Erlbaum Assoc Inc[M],2000: 231-26212.

of self-presentation. Finally, self-presentation language often uses some abbreviations, emojis, Internet languages and other informal language forms, which can make self-presentation more intimate, real, and attract readers' attention.

The form of language has an important influence on the effect of self-presentation. On the one hand, using appropriate language forms can make self-presentation closer to the reader, increasing the reader's resonance and interest. On the other hand, if you use improper language forms, it will make self-presentation seem unprofessional, and it is easy to cause misunderstanding and even ridicule. Therefore, it is very important to choose the appropriate form of language in the language of self-presentation.

Recent research has shown that different forms of self-presentation do have different effects on the impression of others. For example, self-presentation in formal language tends to produce a more professional and formal impression, while informal language makes people feel more intimate and authentic. These results illustrate the importance of language forms for self-presentation and the impression of others.

2.6 The influence of linguistic forms on the effect of self-presentation

On social networking sites, the use of self-presentation language plays an important role in shaping images and impressions. Among them, language form, as a means of expression in the language of self-presentation, is also one of the key factors affecting the impression of others. This chapter will systematically discuss the form of language and analyze its impact on the effect of self-presentation.

First, there is a need to clarify the definition and classification of linguistic forms. Language form refers to the specific form or way people use language, including but not limited to pauses, emphasis, rhetorical questions, metaphors and other expressions. Accordingly, linguistic forms can be divided into different categories, such as phonological forms, lexical forms, syntactic forms, and rhetorical forms. Specifically, phonological forms include factors such as rhyme, tone, and intonation, lexical forms include lexical repetition, vocabulary metaphors

and other ways to change vocabulary usage, syntactic forms include different structural forms such as length, simplification, juxtaposition, and modification, and rhetorical forms include metaphor, exaggeration, anthropomorphism and other factors.

Secondly, the linguistic form in the language of self-presentation has obvious characteristics. Compared with language forms in other contexts, language forms in self-presentation languages are more diverse, targeted and expressive. On social networking sites, individuals tend to use more concise, vivid, and engaging forms of language to attract attention and win favor. This also makes the language form in the self-presentation language more prominent and its role more prominent.

Furthermore, the influence of language form on the effect of self-presentation has also attracted much attention. On the one hand, the use of appropriate language forms can enhance people's memory of information, and help to understand and receive information; At the same time, people tend to perceive certain emotional factors when using language forms, which also helps to increase the favorability and identification of others for individuals. On the other hand, inappropriate forms of language may have a counterproductive effect, causing individuals to have negative impressions and evaluations in the minds of others.

Finally, through experimental research, we can also better understand the influence of different language forms on the impression of others. Taking the two different forms of language as examples, metaphors and direct statements, which tend to have vivid characteristics and are more likely to generate emotional connections, while direct statements are more concise, and can better convey information. Therefore, in practice, we need to combine the specific situation and target audience, and choose the appropriate language form to achieve the best self-presentation effect.

2.7 Experimental research: the influence of self-presentation language in different forms of language on the impression of others

In social networking sites, there are many forms of language in which self-presentation, and the differences in these language forms have different effects on the impression of others. Therefore, we conducted experimental studies to explore the influence of self-presentation language in different forms of language on the impression of others.

First, we divide self-presentation languages into direct languages and indirect languages according to the definition of language forms. Among them, direct language refers to the language that directly expresses one's own purpose and intention, such as: *"I am very smart"*, *"I like to travel"*, etc.; Indirect language, on the other hand, is a language that expresses one's purpose and intention through hints, hints, etc., such as: *"Some people say I am smarter"*, *"I have been to many interesting places"*, *And as you can see from the picture, this Facebook user shares about food and food-related preparation processes on his channel, which is an expression of direct expression, so that he can express his interests and thus attract the attention of others . [Figure 4 Photo by Facebook sharing-5]*

We then divided the participants into two groups, one that received self-presentation language in direct language and the other that received self-presentation language in indirect language. During the experiment, participants were asked to read different forms of self-presentation and evaluate them based on their impressions. Through statistical analysis of the evaluation results of the participants, we came to the following conclusions:

The self-presentation language of direct language is more likely to attract the attention and impression of others, and the positive impression of the participant is more obvious. The self-presentation language of indirect language leaves more personal space and imagination space while portraying oneself, which is conducive to constructing interpersonal relationships with relatively close psychological distance. Therefore, in social networking sites, it is very important to present yourself in the appropriate language.

Summing up, we can conclude that there is a certain correlation between the linguistic form of self-presentation language and the impression of the person being presented. When presenting yourself, you should choose the appropriate language form according to your needs and purposes to achieve a better display

effect.

Table 2 Probability of positive effects for indirect and direct language

Variable name	R	statistical data		
		M	FM	Mix
Hobbies	0.898	28	27	5
career	0.876	21	22	4
address	0.862	20	19	6
education attainment	0.652	11	11	7

Table 3 Percentage of effects of indirect and direct communication

Variable name	R	statistical data		
		D	Ind	Un
Hobbies	0.898	50	20	0
career	0.876	37	10	0
address	0.862	5	30	10
education attainment	0.652	2	27	0

Conclusion to Chapter 2

In this section, we discuss how people 'perform' in social media conversations and how they are portrayed through different linguistic strategies in these conversations. The image or signal that they wish to present to others. People also tend to share the content and persona that they are best at or want to be in their daily lives to satisfy their own needs.

In Experiment 2, I collected data on communication between males and females and mixed males and females respectively. From Experiment Data Table 2, it can be concluded that of the four aspects of communication, direct and indirect communication are the most frequent in this aspect of hobbies, and in this

aspect of communication, direct communication achieves the most significant results, for example, when sharing their hobbies, people are more likely to communicate with people who have the same interests as them and continue the conversation or build a relationship. In the case of education, indirect communication is a more effective way to help people communicate well, for example, by sharing their academic achievements or qualifications in a sideways way that resonates with the listener, whereas a direct academic presentation can be off-putting.

So based on the above, it is understandable that people can choose to use different language styles or show different aspects of their self-presentation, such as academic or lifestyle photos, or photos of themselves at a concert, or even videos of themselves singing, to build their profile on social media sites and ensure that they find people with similar interests. So, when people share on social networking sites, they naturally use "performance" and "communication" to modify their image, which helps them to better form the image they want and allows This helps them to develop the image they want and allows for smoother communication and a more complete presentation of themselves.

Chapter 3 DISCUSSION ON THE DIFFERENCES BETWEEN MEN AND WOMEN IN ONLINE LANGUAGE BEHAVIOR-TAKING BBS AS AN EXAMPLE

3.1 Analysis of Gender Differences in Social-Media Self-presentation Language

On social media platforms, the language differences between men and women are obvious, and different expressions can be seen in the form and content of the language. Compared with men's language expression, women pay more attention to details and emotional expression, making language more emotional. On social media, women are more inclined to use sensual, close, warm and soft language, using a large number of emojis and tone words to express emotions and care, but also more inclined to use the first person to present themselves to express personal feelings and thoughts. Men, on the other hand, are more inclined to use objective, rational and pragmatic language, and use more professional terms and logical expressions to express their thinking and understanding. Men are more likely to use the third person to describe themselves, making themselves appear more objective and rational.

Gender also has a different impact on the characteristics of language in the use of different social networking platforms. For example, on social networking platforms, women are more likely to use more pictures, icons, emoticons, etc. to express emotions and feelings, linking personal image with sensibility. Men, on the other hand, use more words, numbers, and symbols to express their thoughts and understanding, connecting personal image with reason. The expression of this gender difference is also influenced by cultural background. In Western culture, men are more likely to appear in public and express their ideas. But in Asian cultures, women are more likely to master things in their family and private lives and value good relationships with family and friends, so language differences on social networking platforms are also influenced by this cultural background.

The impact of language differences on self-presentation on social networks cannot be ignored. On social networking platforms, you can better express yourself by expressing the true heart of an individual with the help of language expressions.

For women, expressing their inner feelings can help them communicate better with society, build a wider social network, and get more support and help. [Figure 8 Photo by BBS sharing-4]

For men, the use of language to improve their personal image and personal abilities helps them succeed in certain fields and even professional fields. [Figure 6 Photo by BBS sharing-2]

In general, the way language is used and the content of expression is influenced by cultural background and society, and language differences can also affect the self-presentation and personal image construction of individuals on social networking platforms. In the study of social media self-presentation language, the study of language differences is essential, and the study of different genders can help to better understand the role of language on personal image construction, so as to better improve the effect of social media self-presentation.

3.1.1 The impact of language differences on personal image

As mentioned earlier, men and women have different manifestations in the language of self-presentation on social media. Men are more likely to use language that is confident, proud, and logical; Women are more likely to use language that is affectionate, emotional, and emphasizes identity. These differences have an impact on personal image formation. [Figure 9 Photo by BBS sharing-5]

First, people who present themselves on social media often want to present themselves in the eyes of others. Therefore, using the right language style can effectively shape an individual's image. Men who use confident, logical language can show their professional and steady image; Women use friendly, emotional language to create a warm and trustworthy image. At the same time, the manifestation of these linguistic differences is also related to cultural perceptions. In some cultures, men are more likely to be professionally qualified and calm, while in others, women are more appreciated if they express intimacy and emotion.

Secondly, the expression and content of the language can also affect the image of the individual. For example, posting content such as "I am a fat person who loves food" on social media will give people the impression that the person is

overweight and unhealthy, while posting content such as "I like to enjoy good food and experience a rich life" will be considered a person with a taste for life. Similarly, using complete, clear, concise language not only makes it easier to understand your thoughts and ideas, but also makes it possible to form a good image of you. Conversely, using vague and ambiguous expressions can make people feel that your thinking is not clear enough, and your image will be affected as a result.

Finally, language differences can not only affect the impressions formed by others, but also affect one's own perception of self-image. When using social media, people learn about their own image by observing the reactions of others. However, men and women use different language styles, which can lead to different feedback results. For example, women often use emotional language to reveal their emotional state. If the other person's reaction is negative, this feedback will make the woman's self-perception image appear contrasting, and will generate more anxiety and self-doubt. Conversely, men may also use overconfident language to express themselves, and if the other person's reaction is not as expected, it will also affect their own cognition.

In conclusion, social media self-presentation language plays an important role in building personal image and self-evaluation as a form of daily communication. However, due to linguistic and cultural differences between men and women, this construction is different, and no single style of language choice can be completely suitable for everyone. Therefore, it is necessary to provide suitable language options and encourage people to express their emotions and thoughts in diversity.

3.1.2 Differences in language mastery

Language is a tool used by people to communicate and enhance mutual understanding, and to establish and maintain their interpersonal relationships. However, water can carry a boat and overturn it, and the subtle differences in conversation styles will cause psychological unhappiness, and even lead to mutual misunderstanding and relationship breakdown. Therefore, we must face up to the barriers in language use and understand the operation process of conversation

style, so that we can really use language and express our ideas, produce good communication and avoid unnecessary misunderstandings and disputes.

Recently, there are more and more programs on TV that discuss the differences between men and women, and such programs are becoming more and more popular. It is a well-known fact that men and women are really different, but why is there such a difference? According to TH Clutton-Brock, an ecologist at Cambridge University, "Only by treating men and women as two completely different races can we understand why there are such great differences in structure, physiology and behavior between the two sexes." [15, p.194] Most people think that the difference between the two sexes is caused by the long-standing gender identification and the role played by individuals in the whole society. Therefore, we began to explore the differences between men and women, and began to explain the differences in the use of language between the two sexes.

According to a report in New York (Reuters), there are many differences between women and men, some of which are obvious; Some are not so obvious. Now, according to a recent research report, there is another item in this list of differences-some areas of women's brains seem to be larger than men. Moreover, these areas are related to language ability.

In the journal Archives of Neurology, Dr. Deborah MacRitchie said: "On average, women's language ability is better than that of men. It is particularly interesting that the biggest gender difference between men and women is actually in these brain regions related to language!" [14, p.24] other hands there is no similar gender difference in non-verbal areas of the brain. The report pointed out: "Generally speaking, men perform better in visual spatial ability and math test; Women perform better in language fluency, language memory and some fine movements. In the research of Dr. MacRitchie and his colleagues, through the physical examination after death, the brain differences between healthy men and women were compared. As expected, men have larger brains because of their larger bodies. However, when measuring the language-related areas, it is found

that the sizes of these areas are almost equal between men and women. The researchers concluded: "Although further research is needed to infer the results of this study to the whole population, we are still excited to point out that perhaps women's excellent language ability can be attributed to the larger language center. "

3.1.3 Differences in conversation styles

The formation of conversation style is closely related to the growing environment, and factors such as race, religion, social class and gender will cause different ways of speaking. Under this interaction, the differences between the two sexes become increasingly tense, so the war between men and women has not stopped since ancient times. Basically, when talking, women pay more attention to the implied meaning, while men pay more attention to the literal meaning. This is because men have been educated for a long time to pay more attention to personal independence than participation, so men prefer to cut into the topic of conversation quickly, which indirectly forms different conversation styles between the two sexes. In addition, speaking speed, tone, volume, timely response and body movements are all elements of language, and there are obvious differences between the two sexes. [Figure 5 Photo by BBS sharing-1]

People use language to establish their relationship in the group and integrate into the group. However, the ways of using it are different between men and women. Men often use challenging and competitive content to attract everyone's attention and consolidate their position. However, women maintain their relationship through equal conversation, and cooperation and expressing their sense of importance have become the main ways of operation. Therefore, for women, as long as they can speak freely, the relationship will be maintained, but for men, repeated complaints will only lead to worse relations.

Men often talk less than women. Men are used to talking about things and not talking about their feelings in front of everyone, while women can speak freely about topics they are interested in, and even talk about some private topics.

According to the writer Joe Tanenbaum, "The purpose of women's expression is to convey their ideas, but the purpose of men's expression is to solve problems. ", a public place, men are always able to talk in BBS, but if women are in the presence of men, they will hesitate to express their opinions. Men prefer to dominate the whole conversation process, while women will listen and join their own opinions or echo the opinions of men in a timely manner.

3.1.4 Talking about differences in topics

If the conversation (of any kind) can continue, the opinions of men and women on how to operate the conversation may be uninteresting. Women often express their intimate and friendly attitude by offering their own personal questions, while men tend to express their earnest listening to the topic of conversation by suggesting. Therefore, men often feel that women are always spinning around in trivial matters, but they stubbornly refuse to accept their advice; However, women feel that men always look down on themselves with a critical attitude, which makes women feel offended. Sadly, such differences have interacted repeatedly, and both sides hope to bring them closer in the process of talking, but the way of answering has repeatedly pulled away from each other. In the end, the two sides often fall into a state of loss, and bitterly blame the bad communication between them on lovers' words.

For women, chatting can make them feel closer to others, and at the same time make them feel better about others. But for men, chatting is just like a game, just for chatting and playing, killing time. When chatting, men rarely mention their private lives or more private topics, while women often mention their boyfriends or husbands, etc., hoping to exchange views and opinions with each other through such exchanges.[Figure 6 Photo by BBS sharing-2]

3.2 Research description and research results

3.2.1 Research background

According to a survey conducted by media market research firm Nielsen/Nirxating's in 21 countries around the world, the United States is one of the major online markets in the Americas and has the largest online population in the Americas. According to the survey conducted by the Information Technology Council in 2022, the number of Internet users in the United States exceeded 300 million in December 2022, according to the Internet survey report released by TNS Market Research in January 2022, 240 million people in the United States have been online, and the data of the "Internet User Survey Statistics in China" conducted by the E-commerce Application Promotion Center FIND commissioned by the Technical Department of the Ministry of Economic Affairs shows that as of the end of June 2022. The number of Internet users in the United States has reached 230 million, the Internet penetration rate is 84% (CSC, August 2022), coupled with the opening of the US telecommunications market and the decline in the price of broadband Internet access due to the participation of private operators in competition, it is estimated that broadband Internet access will enable the number of Internet users in the United States to reach 302 million by the end of 2023 (Business Times, 90/6/4), indicating that the Internet has become more and more deeply integrated into American lives.

From the above data, we can know that in recent years, due to the gradual maturity of various mechanisms for using the Internet in the United States, the population of Internet users has risen rapidly, and the emergence of this new space has brought about cultural and thinking changes, which has attracted the attention of many scholars.

3.2.2 Research motivation

With the increase of the population of network users and the increasing diversification of network functions, the changes brought by the Internet to life have surpassed its original function of information exchange, which not only rewrites the speed and breadth of information dissemination, but also changes the mode of communication between people because of the emergence of the Internet. Among

Taiwan's Internet users, college students are the main ethnic group, because of the excessive use of the Internet caused by family and schoolwork trouble, has always been a concern of many schools, parents, and online media includes many activities, such as online games, online chat conversations, writing articles, seeking information, sending and receiving letters, etc., in so many network activities, the reason for attracting college students to immerse themselves in it, is it to seek information, contact communication, or pursue challenges, find excitement? Such questions remain to be clarified. Among these activities, writing activities are quite the main and frequent network activities, users on the network to express personal opinions in writing, to achieve the purpose of communication, so personal writing habits and expression methods are likely to affect a person's language habits when expressing opinions on the Internet.

In previous surveys, the gender of Internet users was almost consistent, showing that the majority of men were male, but in recent years, there has been an increase in female users, and in BBS's 2022 US Internet Use Survey, the proportion of men using the Internet is 54.4%, and 45.6% of women, and the ratio of men to women is about 6:5 (BBS Survey Network, 2022). As the proportion of men and women online gradually closes, the different characteristics of male and female behavior in real life are bound to be reflected in the virtual environment such as the Internet, so this study hopes to further explore the differences in word habits between men and women when communicating on the Internet and the different immersion experiences caused by gender differences when male and female users face different network environments, so as to explore the differences in language behavior between men and women on the Internet.

3.2.3 Purpose of the study

The main purpose of this study is to discuss the differences between male and female sex in Internet usage behavior, especially for the BBS use environment, to explore whether male and female Internet users have been immersed in BBS situations when using the Internet, and what kind of network characteristics and user

personality characteristics will cause different immersion experiences between men and women.

Another research focus is that most users on the Internet use text to express their opinions, so we hope to explore the differences between men and women in online language behavior, in fact, we can study the difference in text use habits between men and women when expressing themselves on the Internet. Many studies have pointed out that men and women show significant differences in language learning ability and usage habits, so through how male and female Internet users choose communication methods on BBS and the differences in communication language with others, I hope to take this opportunity to understand whether the gender of BBS users affects their online language, and what is the relationship between various factors, and whether they will differ due to gender.

3.2.4 Literature discussion

One of the theories used in this study is the theory of flow, which uses immersion theory to explain the psychological satisfaction that occurs when network users are fully immersed in the network environment [36, p.167]. This theory has been used in many computer and network studies in recent years, and has confirmed that there is indeed a phenomenon of immersion in the use of the network. In the domestic research on immersion theory, some translate flow as "fluent experience" (Wang Jinghui, 1998, Zhang Deyi, 1998), some are called "divine fascination" (Huang Liven 1998), and the publication of Tian Xia magazine is called "flow theory", and this research mainly focuses on the psychological state generated by users immersed in Internet use, so refer to the research of Huang Qinghai (2000), translating flow as "immersion".

3.2.5 Flow theory

In 1975, scholar Csikszentmihalyi proposed the theory of immersion, which states that when people are fully engaged in the situation of activity, concentrate

attention, and filter out all irrelevant perceptions, they enter a state of "flow" (Csikszentmihalyi, 1975) [35, p.62]. Immersion is a temporary, subjective experience, but it is why people are willing to continue to engage in certain activities (Webster, Trevino & Ryan, 1993; Csikszentmihalyi, 1990). In immersion theory, skill and challenge are two important factors that must balance each other and drive the self to a higher, more complex level; And what is produced by immersion is a kind of self-harmony, enjoying the "unity of consciousness and activity" in the activity[32, p.57], because the user is fully engaged in the activity, but does not realize that the challenge brought by the activity has long exceeded the degree that cannot be dealt with before, which will make the user more affirmative of himself and prompt the user to work harder to learn new skills, here it is important to note that the immersion experience is basically different from the individual, and the challenge and skill do not refer to some absolute ability. Immersion is a dynamic process that varies according to individual perception and is influenced by social, personality, work, and other factors, and individuals use different skills to respond to challenges in different situations (Chen, Wigand & Nilan, 1999; Trevino & Webster, 1992; Csikszentmihalyi, 1975) 。 Ghani and Deshpande (1994) propose two main characteristics of immersion: complete concentration in activity and enjoyment from activity; The effect of immersion experience is that users pay more attention to the process than the result, and lose their sense of time. Webster, Trevino, and Ryan et al. (1993) argue that immersion is basically a subjective experience of human-computer interaction, with the qualities of play and exploratory, during which individuals subjectively perceive pleasure and involvement, while higher game traits can obtain more positive emotions and satisfaction, and trigger further personal exploration.

Chen, Wigand & Nilan (2000) explored the immersive experience generated on the Internet, and found that the most common reason for immersion on the Internet is in the context of information seeking, followed by reading and writing, at the same time, 39.8% of people think that they have experienced immersion on the Internet, and 81% believe that they have enjoyed the experience on the Internet, confirming that the Internet can indeed immerse users in it; Huang Qionghui (2000) used immersion theory to explore the Internet use behavior of Taiwanese college students,

and found that gender differences have an impact on the immersion experience caused by different online activities.

From the above definition, we can see that "(flow)" refers to a state of mind that occurs when the individual is completely immersed in an activity, the individual is fully integrated into it because of his own interest, focuses on the things he pays attention to, and loses other unrelated perceptions, as if the activity is attracted to it, when this psychological phenomenon occurs, we can call it "immersion".

“Flow” Qualities:

From the above description, we can roughly understand the definition of immersion, but its more specific interpretation and operation are very different, scholars from a variety of perspectives analysis, the following will be for each scholar proposed by the characteristics of immersion to explain.

Ellis, Voelkl, and Morris (1994) applied immersion theory to the analysis of personal life experience and found that individual differences and self-affirmation affect individual enjoyment and positivity of influence, and individual differences are an important variable in the immersion index. Clarke and Haworth (1994) also believe that individual personality is reflected in each person's immersion experience, so when considering immersion, we should understand that immersion presents different aspects depending on personal characteristics.

Mihaly Csikszentmihalyi (1993, p, 178) summarizes the factors associated with immersion into eight factors: 1 clear goals and immediate feedback, 2 moderate skills in facing challenges, 3 combinations of action and consciousness, 4 concentrations on work, 5 feeling of manipulation, 6 losses of consciousness, 7 change in sense of time, 8 experience becomes autotelic.

Novak et al. (1999) divide them into three groups: antecedent conditions, including factors 1 and 2: characteristics, including factors 3, 4, and 5: consequences of experience, including factors 6, 7, and 8.

Chen et al. (1999) also divides it into three stages:

Antecedents: refers to the factors that the activity itself should have in order to achieve immersion, including the first two factors such as clear goals, immediate feedback, and moderate skills in facing challenges.

Experience stage: refers to the characteristics perceived during the experience of immersion, including the combination of action and consciousness, full concentration on work, the feeling of manipulation, and so on the third to fifth factors.

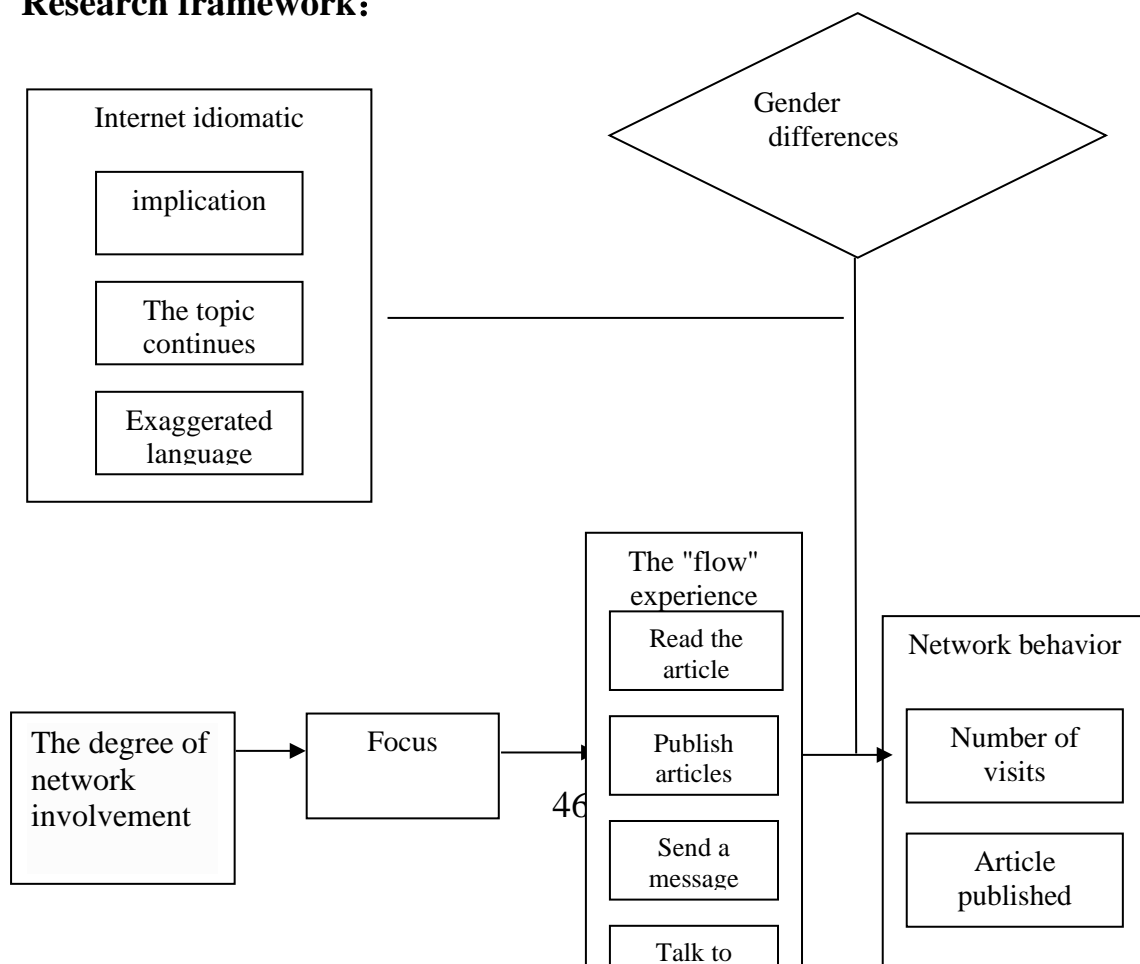
Effects: refers to the inner experience and influence of an individual after experiencing immersion, including the sixth to eighth factors such as loss of consciousness, change in sense of time, and experience with its own purpose.

3.3 Description of research and experimental results

“Flow” measurement method: Novak and Hoffman (1997) summarized the measurement methods into three types: Self-questionnaire statement: Provide the questionnaire to the user, and the user will recall his or her own experience.

Activity survey method: The user actually participates in an activity, and then asks the test taker to fill out the questionnaire. Empirical sampling: Users wear a pager for a period of time (usually a week) and call randomly several times a day, and when the test taker is called, please fill out the Mood and Motivation Scale, which is the skill and challenge questionnaire of the activity they are engaged in when they are called. [40, p.54]

Research framework:



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I propose this research framework with reference to a series of studies by Novak et al., Huang Qionghui (2000) and the differences in the use of language by men and women in real society [38, p.617]. Since students of the Department of Asset Management have certain skills in using computers, the two characteristics of "skills" and "challenges" in the premise of immersion experience no longer exist, and the impact of the degree of involvement of the Internet in real life on the immersion experience is discussed. Another premise that the level of network involvement affects the immersion experience: concentration, so we will only discuss the impact of concentration on the immersion experience here. At the same time, the theme of this study is the influence of male and female gender on online behavior, so whether gender differences have an impact on the influence of immersion experience on online behavior has also become the scope of this study.

In the language section, we explore whether the habit of using words on the Internet affects the behavior of the Internet; At the same time, since men and women have differences in the use of language in real life, we will first explore whether there are differences in the use of language by men and women on the Internet, and then separately study whether the three differences in the use of language by men and women in real life will extend to the Internet

3.3.1 Get involved

Wang Jinghui (1998) studied the correlation between user network involvement and immersion experience, and found that in Internet browsing, whether consumers belong to the state of "persistent involvement" of sustained concern or only temporary concern of "situational involvement"[39, p.1-2], consumers in a high involvement state are more likely to experience an immersive state than consumers in a low involvement state, and the simplified diagram of the immersion model revised by Novak, Hoffman & Yung shows that "involvement" has a causal correlation with "concentration".[40, p.61]

3.3.2 Focus

In the study of Huang Liwen (1998), it was shown that the immersion experience requires a higher sense of involvement, and when the concentration level is higher, the immersion experience is also higher; In the model constructed in this study, the causal correlation between "focus" and "flow" is the hypothesis made in this study.

3.3.3 (flow)

In the research model, it is assumed that when the "immersion level" of the network actor has a causal relationship with the "network behavior", the higher the "immersion level", the higher the network behavior (the number of BBS sites, the number of BBS posts) is also relatively high. [37, p.150]

3.3.4 Language differences

From the literature discussion, it can be seen that men and women have different cognition of gender due to the influence of education, environment and other factors from childhood, and these factors affect the obvious differences in language between men and women, such as differences in conversation style, oral expression, whether they will listen patiently, talk about topics, and the authenticity of speech, so they are the theme of this study. When it is known that there are obvious differences between men and women in ordinary everyday conversations, if the conversation scene moves to the virtual online world, will the language differences still exist? This leads to the following assumptions:

H1: The difference in language used by men and women extends to the Internet.

3.3.5 Whether to pay attention to the implications

In general, daily life, women often have the opportunity to get closer to others through aimless small talk, so they tend to pay more attention to the literal meaning implied in other people's words, while men are the opposite, purely chatting and

playing, passing the time, responding only to the surface meaning of the content of the conversation, and less paying attention to the speaker's unspoken meaning, so the following assumptions are formed:

H2: Women are more attentive to unexpected messages than men when talking.

3.3.6 Topic continuity

Women will smile, nod their heads, or type "um" or "oh" to express their agreement with others' opinions, or express their willingness to continue listening; Men, on the other hand, use "um" and "oh" language to perfunctory each other, simply hoping to bring the conversation back to a topic of interest. In general, women tend to play the role of listeners when men and women talk. Therefore, this study aims to understand whether such usage habits extend to the Internet, so the following hypotheses arise:

H3: Women are more sensitive to conversation continuation than men.

3.3.7 Truthfulness of remarks

Men often use exaggerated words to attract the attention of others, and even hope to gain the respect of others by exaggerating their achievements, while women also want to be appreciated and respected, but they are mostly shared with others in private and will not be publicized. Therefore, Men's exaggerated statements also make some of men's statements questioned, resulting in the following assumptions:

H4: Men are more likely than women to use exaggerated words to attract attention.

3.3.8 Research methods and Research samples

This study is aimed at whether male and female users are immersed in such situations when using the Internet in the case of using BBS, and what are the factors that cause male and female users to have different immersion experiences? In addition, in the BBS environment, text is the way users use to express opinions and communicate with others, and in daily life, there are significant differences between the way men and women use language, and in the online environment, whether such a situation still exists, is also the purpose of this study.

This study chose University of California, USA as the background of data collection, which is because this study is aimed at the differences between men and women in network behavior as a topic of discussion, so the selection of samples is limited by the use of virtual networks, and the test subjects must have a considerable degree of computer and network use, and asset management students have at least one year of experience in contact with the Internet, and the frequency of contact with computers is also high, and there are compulsory courses such as Introduction to Calculators in the freshman year to train students' ability to use computers. Therefore, the degree of familiarity with computers is higher than that of other disciplines, and it is less likely to have biases caused by its own sense of rejection of computers.

In addition, the ratio of male to female students in the Department of Asset Management accounts for about 1:1, so there is no problem of sample representation caused by the small number of single-sex students in the data sample, which may lead to bias in the data in colleges such as the Faculty of Arts (too few male students) or the Faculty of Science and Engineering (too few female students).

In order to understand the performance of students in each grade on online behavior and ensure the validity of the sample, this study conducted a questionnaire survey for all students in Years 1 to 4 of the Department of Asset Management, and completed the entire questionnaire in the compulsory course through face-to-face explanations, which not only improved the recovery rate of the questionnaire, but also enabled the fillers to have a basic understanding of the questionnaire content through appropriate explanations, so as to reduce the bias caused by misinterpretation of words and sentences. The questionnaire was completed within one week, a total of 152 questionnaires were sent, 140 were valid, 75 were male students, 65 were female students, 12 questionnaires were considered invalid due to data integrity and other issues, the recovery rate accounted for 100%, and the valid questionnaire reached 92%.

In terms of questionnaire processing, personal network usage data is unified within one week after the questionnaire is completed, so as to reduce the discrepancy caused by different time points; Regarding the treatment of blank space in the questionnaire, in order to fully reflect the personal opinions of the fillers, when the blank items are lower than three questions, the median value of the question items is taken to fill in, and more than three questions are regarded as invalid questionnaires. In order to avoid errors caused by manual input, the questionnaire is coded and classified before input, and the sampling test is carried out after input to ensure the correctness of the questionnaire answers.

3.3.9 Measurement

This experiment aims to explore the difference between male and female flow behavior and terminology in the Internet, so the dependence variable of this study is network behavior. In terms of flow behavior, all we want to know is how the flow experience differs in an online context. According to the questionnaire design proposed by Novak, Hoffman & Yung (1999) [40, p.56], the researchers divided flow experience into three parts: network usage experience, network usage perception, and network activity flow experience. We apply the above model to understand what happens to the students of the Zhongshan Department of Asset Management on the West Bay BBS station. In addition, in the difference of words, we use the Contrastive Vignette Technique to provide a short essay (introduction) to the respondent as the background and basis for the answer, hoping to measure the feelings of men and women on the Internet, the continuity of the topic, and whether exaggerated words are used to attract the attention of others, and understand whether the difference in these language habits will affect the user's online behavior.

Questionnaire design

The questionnaire designed by this study has six parts, including background factors, feelings about the network, network immersion experience, time point of immersion, language differences, and basic data of individual subjects. This

questionnaire is a closed questionnaire, for different nature of the question, different scales are used to assist the subjects to fill in, the main purpose of the survey is to study the difference between men and women in online behavior, the following parts to explore the relationship between the questionnaire content and the variables discussed.

The first part is the background factors of network use, which mainly investigates the main background factors of network users' use of the network, and the problem is mainly to understand the basic needs of users for using the network, of course, including the motivation and browsing content of the Internet, and the expectations for future use of the network.

The second part is mainly to investigate the extent of network involvement in users. In this study, the semantic scale was divided into five levels, mainly considering that emotional feelings are not easy to measure and limit the score, so the feelings are divided into multiple levels in this study to provide users with more choices. This question area is mainly a description of psychological state, and the left and right sides represent the situation with the strongest emotions, and the user checks the most suitable degree. And calculate the scores of each person in each aspect, and then analyze and compare them with other variables. This is added up as the sum of individual immersion scores to be analyzed and compared with other variables.

The third part is to study the user's concentration network when using the network. This question group briefly defines the situation and status of Flow through the descriptive text attached to the questionnaire, so that the research sample can have a basic understanding of Flow before investigating, and ask users whether they have experienced actual experience with FLOW. In this questionnaire, the questionnaire is divided into levels according to the Likert scale, and the survey is surveyed from "strongly agreed" to "strongly disagreed" in terms of feelings, and the user's flow experience is also designed to be "strongly agreed" to "strongly disagreed".

The fourth part is to explore the time point of immersion, that is, what kind of network activity is on the BBS when the respondent enters the flow, such as when reading articles, publishing articles, sending messages, or chatting with people in chat rooms, to find out the network activities that are easiest to enter flow in the BBS, and calculate the frequency of entering flow during various activities, from "always" to "never" divided into four levels.

The fifth part is to understand the differences in the language of the subjects, because the feelings and reactions in language tend to be more diverse, and they are easily affected by the situation, time and other factors, so the test subject is given a special situation first, so that the test subject can answer the question smoothly through the simulated situation. In addition, this study used the Likert scale to distinguish the degree of sensation, where each of the two questions can be drawn as the same question group, which can clearly show the differences between participants.

The sixth part is the basic personal information of the subject, which can mainly know the gender of the subject, that is, the most important variable in this study; The grade of the test subject is mainly used to explore whether the behavior of the test subject will be different due to the increase of grade; Finally, the subject's account in BBS, the number of times the test participant has been on the site and the number of announcements published by the query action of the account, as a reference to understand his immersion level.

3-1 Study sample demographics

Demographics	category	frequency	percentage
gender	man	75	53.6%
	woman	65	46.4%
grade	Freshman	35	25%
	Sophomore	34	24.3%

	Junior	37	26.4%
	Senior	34	24.3%
Weekly internet time	Less than 10 hours	17	12.1%
	10~20 hours	41	29.3%
	More than 20 hours	82	58.6%
Time spent on the network	1 year	4	2.9%
	2~3 years	38	27.2%
	4~5 years	70	50%
	6~7 years	21	15%
	More than 8 years	7	5%
	Mean: 4.32 Standard deviation: 1.66		
Whether you own a computer	Yes	140	100%
	not	0	0%

3.3.9.1 gender

In the sample of this study, the ratio of male to female students is not much different, almost showing a ratio of one to one, which is related to the environment of the Department of Asset Management of University of California, USA itself. The Department of Asset Management of University of California, USA is located in the School of Management, so there is no problem of sample representation caused by too few students of a single sex.

3.3.9.2 grade

Since this study was conducted during the compulsory courses of the department, and the Department of Asset Management of University of California, USA has not experienced an increase in enrollment or income in recent years, there is not much difference in the population ratio of each grade.

3.3.9.3 Weekly internet time

In the survey of weekly Internet time, more than half of the people were more than 20 hours (58.6%), which may be because the students of the Department of Asset Management will more or less use the Internet to obtain the information they need in their daily life or coursework, so they spend a lot of time on the Internet every week. At the same time, according to the survey results in 2022, the average number of Internet hours a week for general users is about 12.5 hours, and the Internet usage of students in the Department of Asset Management is significantly higher than that of ordinary users. However, since this study was conducted by checking the boxes for students using three options, we could only understand the approximate usage time of users, but not the actual amount of usage time.

3.3.9.4 Time spent on the network

According to statistics, half of the users have been in contact with the Internet for about 4~5 years, and this data will be affected by the grade they are attending. However, an analysis of the time spent on the Internet by grade found that about one-third to one-half of students in each grade had been exposed to the Internet for 4 to 5 years. For this finding, we speculate that due to the fact that the government and the private sector have spared no effort in promoting the Internet in recent years, coupled with the vigorous promotion of information integration into teaching at all levels of education in recent years, the time spent in contact with the Internet for first-year students will be longer than that of senior students in their freshman year. See Table 6-2 for details.

3-2 Years of exposure to the network

grade	Freshman	Sophomore	Junior	Senior
Proportion of	48.6%	38.2%	43.2%	70.6%

4~5 years				
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Whether you own a computer

According to the survey, every student in the Department of Asset Management has a computer. In addition, in the compulsory courses of the Department of Asset Management, since the introduction to calculators in the first year, many homework must be completed by using computers, so the computer ownership rate is 100%.

Questionnaire group information

This questionnaire is divided into four question groups, of which the third question group and the fourth question group can be further subdivided into several subgroups, namely:

1. Test the extent to which the Internet is involved in life;
2. Test how focused you are online;
3. Test the Flow experience that occurs when using BBS;
4. Test whether you have ever had experience with Flow while reading articles on BBS;
5. Test if you have had experience with Flow when you publish an article on BBS;
6. Test whether you have had experience with Flow when sending messages on BBS;
7. Test if you have ever had Flow experience while chatting with others on BBS;
8. To test whether there are differences between men and women in language use on the Internet;
9. Test the differences between men and women on the Internet about unspoken meaning;
10. test the differences between men and women on the Internet regarding topic continuity;
11. Test the differences between men and women in using exaggerated language on the Internet.

The statistical results are as follows:

3-3 Questionnaire group information

Question group	man		woman	
	average	standard deviation	average	standard deviation
Degree of involvement	4.51	0.67	4.54	0.49

Level of focus	3.50	0.61	3.43	0.59
Flow experience	3.20	0.81	3.09	0.77
Internet slang	3.40	0.50	3.20	0.42
Read the article	2.21	0.74	2.14	0.66
Publish articles	2.11	0.85	1.83	0.72
Send messages	2.49	0.78	2.40	0.63
Talk to people	1.92	0.90	1.82	0.73
Voice-in-verse	3.65	0.71	3.67	0.67
Continue the topic	3.40	0.77	3.14	0.65
Exaggerated words	3.15	0.78	2.77	0.59

3.3.9.5 Hypothetical characterization

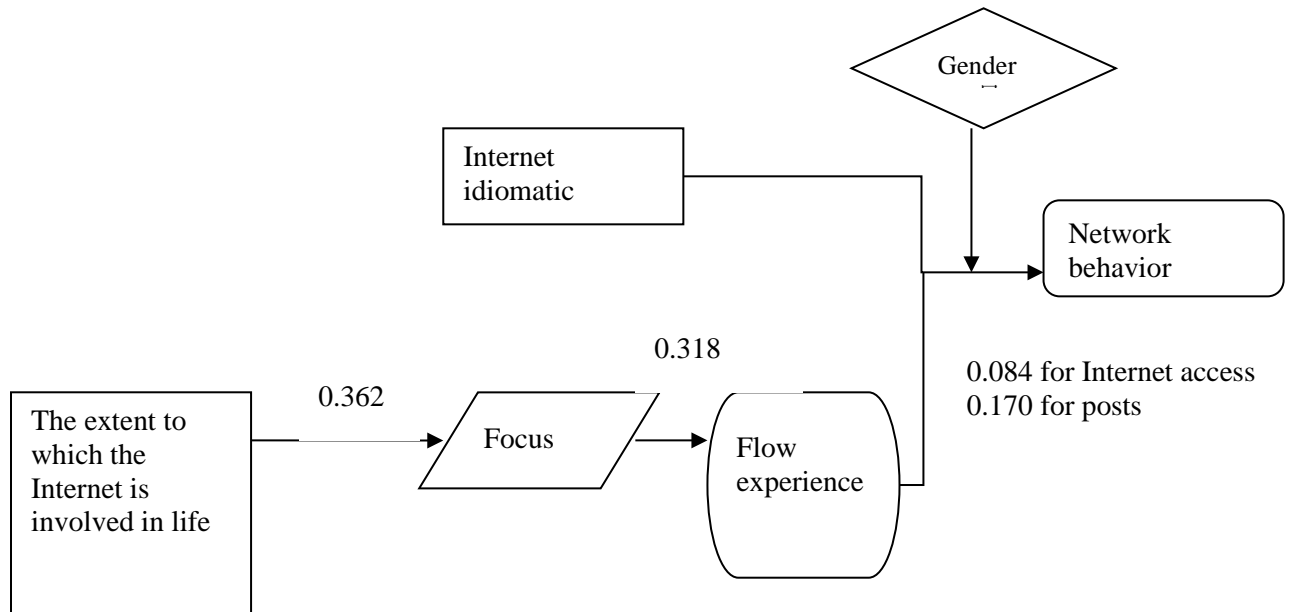
Verification of the FLOW section

In order to understand the relationship between the factors in this model, this study uses regression analysis as the model analysis method, and the following is the question group to which each element belongs:

1. The degree of involvement of the Internet in life: 2.1, 2.2;
2. Focus: 2.3, 2.4, 2.5, 2.6;
3. Flow experience: 3.1, 3.2, 3.3;
4. Network behavior: (1) the number of BBS sites; (2) The number of BBS posts.

In this study, some of the main axis factors and related variables in the immersion theory model were used for regression analysis, and the model proposed by Novak et al. in 1999 was used as the basis for the results of the analysis of the

factors in this study. Among them, referring to a series of studies such as Novak, the "degree of involvement of the Internet in life" is classified as a "background factor" that produces immersion.



4-1 Study the schema validation results

4-2 Pearson product difference correlation coefficient in immersion-related experience

	The extent to which the Internet is involved in life	Focus	Flow	Number of posts	Number of times you have surfed the Internet
The extent to which the Internet is involved in life	1	0.362**	0.05	0.089	0.090
Focus	0.362**	1	0.318**	0.133	0.137
Flow	0.05	0.318**	1	0.170*	0.084
Number of posts	0.089	0.133	0.170*	1	0.432*
Number of times you have surfed the Internet	0.090	0.137	0.084	0.432*	1

4-3 Summary table of parameter estimates for patterns

	Standard ized estimate s	t value	Correlati on coefficien t R	Coefficients of determinati on	Residual s	F-value	Itself
B12	0.362	4.556*	0.362	0.124	0.56448	20.759	0.000
B23	0.318	3.963*	0.318	0.094	0.75273	15.477	0.000
B35	0.084	2.246	0.084	0.000	2416.64 890	0.9900	0.322
B34	0.170	2.208*	0.170	0.022	816.958 69	4.112	0.044

Note: The Internet is involved in life (1), concentration (2), Flow (3), post (4), and site (5).

After the regression analysis of the pattern, the results are as shown in the table above. Although the correlation coefficient and standardized estimates are not high overall, the overall value may be reduced because the sample size of this study is 140 people.

The figure shows three paths with solid lines, which are "Internet involvement in life" versus "concentration" (B12 = 0.362), "Concentration" versus "immersion" (B23 = 0.318), and "Immersion" versus "Internet behavior (for posts)" (B34 = 0.170) .

The other dotted line indicates "immersion" versus "network behavior (for number of sites)" (B35 = 0.084), because it is not a significant level ($p > 0.05$), so it was decided to remove it.

Differences between boys and girls in flow, involvement, and concentration

4-4 Gender * ° the degree of involvement of the network in life Crosstabulation

The extent to which the Internet is involved in life							Total
	2.50	3.00	3.50	4.00	4.50	5.00	

gender	woman	0	1	0	22	11	31	65
	man	3	2	1	21	5	43	75
Total		3	3	1	43	16	74	140

4-5 The extent to which the Internet is involved in life

gender	Mean	N	Std. Deviation
woman	4.5462	65	.48992
man	4.5133	75	.67270
Total	4.5286	140	.59304

4-6 Focus

gender	Mean	N	Std. Deviation
woman	3.4385	65	.59462
man	3.5033	75	.61305
Total	3.4732	140	.60327

4-7 Flow

gender	Mean	N	Std. Deviation
woman	3.0923	65	.76944
man	3.2000	75	.81096
Total	3.1500	140	.79096

From the above table, we can see the influence of "gender" on "the degree of involvement in online life", showing that the difference between boys and girls is not large, which may be due to the fact that the sample is an asset management student, and the information of the sample is very involved in life. In terms of

concentration and immersion, there was no significant difference between boys and girls in the sampling results of this study, and ANOVA was used to determine that there was no significant difference between boys and girls in "online life involvement", "concentration" and "immersion".

Verification of Internet idiomatic usage

This section investigates the differences in the online language habits of men and women among the sampled subjects. In this questionnaire question, we first quote a transcript of a conversation between a man and a woman in a chat room on the Internet, guide the questionnaire respondent into the dialogue situation, and then ask the respondent the following three questions. Among the differences in language habits, we will study three aspects: 1. The difference in the sensitivity of men and women to unspoken meanings on the Internet. 2. The difference between men and women's willingness to continue the topic on the Internet. 3. The difference between men and women in the frequency of using cross-speech words on the Internet. For these three aspects, we designed three question groups, each question group uses two questions to obtain the personal information of the respondent, and the following reports the results of data analysis.

Differences in the sensitivity of men and women to unspoken meanings on the Internet

In this context, this study hopes to explore whether men and women can detect the meaning of each other's conversations when talking online, and the average number and standard deviation distribution of men and women in this question group in the collected questionnaire are as shown in Table 6-10

4-8

gender	Flat number	standard deviation	N
woman	3.669	0.675	65
man	3.647	0.701	75
Total	3.657	0.687	140

In order to understand whether men and women differ in this dimension, this study then used one-way ANOVA to test the following hypothesis:

H0: There is no difference between men and women in their sensitivity to the meaning of what is said online.

H1: There is a significant difference between men and women in their sensitivity to the meaning of unspoken language on the Internet.

The results of the data analysis are shown in Table 4-9 below

4-9、 Differences in sensitivity between men and women to unspoken meaning ANOVA Table

Source	Sum of Square	do	Mean Square	F Value	Sig.
Dealing with variation	1.773E-02	1	1.773E-02	0.037	0.847
Error variation	65.525	138	0.475		
Total variation	65.543	139			

From the above analysis results, it can be seen that the F value is 0.037 and the significance is 0.847, which is not significant at the level of 0.05, so it is also accepted that the H0 hypothesis: there is no difference in the sensitivity of men and women to unspoken meanings on the Internet.

3.3.9.6 The difference between men and women in their willingness to continue the topic on the Internet

In this context, this study wanted to explore whether there was a significant difference in the willingness of men and women to continue the topic when talking online, and the mean and standard deviation distribution of men and women for this group in the questionnaire we collected was shown in Table 4-10 below

4-10

gender	Flat number	standard deviation	N
woman	3.139	0.653	65
man	3.400	0.771	75

Total	3.279	0.728	140
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Similarly, this study uses one-way ANOVA to test the following hypotheses:
H0: There is no difference between men and women in their willingness to continue the topic when talking online.

H1: There is a significant difference between men and women in their willingness to continue a topic when talking online.

The results of the data analysis are shown in Table 4-11 below

4-11 Differences in men's and women's willingness to continue the topic ANOVA Table

Source	Sum of Square	do	Mean Square	F Value	Sig.	
Dealing with variation	2.382	1	2.382	4.613	0.033	
Error variation	71.254	138	0.516			
Total variation	73.636	139				

From the above analysis results, it can be seen that the F value of 4.613, significance 0.033, is significant at the significance level of 0.05, therefore, that is to accept the H1 hypothesis: men and women have a significant difference in their willingness to continue the topic when talking online.

3.3.9.7 Differences between men and women in the use of cross-verbal words online

In this context, this study attempts to explore whether there is a difference in the frequency of cross-speech use between men and women on the Internet, and the distribution of data between men and women in the 140 questionnaires we collected is shown in Table 4-12 below

4-12

gender	Flat number	standard deviation	N
woman	2.769	0.593	65

man	3.153	0.784	75
Total	2.975	0.726	140

Next, one-way ANOVA was used to test the following hypothesis:

H0: There is no difference between men and women in the frequency of using exaggerated words online.

H1: There is a significant difference between men and women in the frequency of using exaggerated words online.

The results of the data analysis are shown in Table 4-13 below

Table 4-13: Frequency of male and female use of transverse words ANOVA Table

Source	Sum of Square	def.	Mean Square	F Value	Sig.	
Dealing with variation	5.137	1	5.137	10.422	0.002	
Error variation	68.025	138	0.493			
Total variation	73.163	139				

From the above analysis results, it can be seen that the F value is 10.422, the significance is 0.002, and it is significant at the level of significance level 0.05, that is, the data analysis results reject the H0 hypothesis and accept H1 Hypothesis: There is a significant difference between men and women in the frequency of using exaggerated words online.

Conclusion to Chapter 3

In this study, the coefficient of "Internet involvement in life" and "concentration" ($B_{12} = 0.362$) was 0.124, which did not explain the degree of variation. However, among the models we cited, there is still one "challenge" among the factors affecting "concentration", but it is not cited in this study, and the

coefficients of "Internet involvement in life" and "challenge" for "concentration" in the introduced model are only 0.231, so the study believes that the judgment coefficient of "Internet involvement in life" alone for "concentration" is 0.124, which is within a reasonable range.

In addition, there is no causal relationship between "immersion" and "Internet behavior (for the number of times on the site)" study, and the results in this study are reasonable to judge that there is no correlation between "immersion experience" and "Internet hours in a week" in the study of Huang Qionghui (2000).

In this study, since the coefficients of determination of related B23 (0.094) and B34 (0.022) are low, it is inferred that the reason may be that other elements have not been introduced into the model, or the sample deviation is too large (the sample used in this study is a grade 1~4 student in the Department of Information Management).

In terms of the difference between men's and women's language habits, there is no significant difference between men and women in the sensitivity of men and women to unspoken meanings on the Internet. The reason for the result may be the expression of the so-called unspoken meaning, which requires observing the speaker's tone, strengthening the tone, expression, and some body language to interpret the implied meaning of the interlocutor. However, in the virtual environment of the network, the speaker can only use words and symbols to express the interlocutor's emphasis on personal feelings, and the richness of the media is also poor, so that the listener can only rely on the upper and lower sentences to interpret the speaker's meaning, and it is difficult to detect whether there is an unspoken meaning in the interlocutor's speech. Therefore, this study believes that this is the most important reason why the results are not significant in this orientation when analyzing the data.

In terms of the differences in the willingness of men and women to continue the topic on the Internet, this study shows that men and women do have significant

differences. On average, the average number of men is slightly larger than the average number of women, which shows that men are much more willing than women to continue the topic in online virtual environments, contrary to the results of general language research. We can discuss from two aspects: one is that in the virtual network, men hope to express their dominance of the conversation by continuing the conversation and then shifting the topic, and when the most frequent contact with people in the network is when sending messages, so men's desire for "control" overrides the idea of rejecting small talk in general life, resulting in a significant increase in men's willingness to continue the topic; Conversely, women have a lower desire to control when using the Internet, and the information presented on the Internet is not as rich as in ordinary life, so women may not be as active as men. Second, in the design of the questionnaire, we want to create a space for the free imagination of the test taker, but it may not be presented in the way expected, resulting in the test taker not being able to participate in the situation, thus leading to bias in answering. However, it is interesting that the difference in the willingness of men and women to continue the topic is significantly different at a significant level of 0.05 in the examination of this study, which is worthy of further exploration by the researchers.

In terms of the difference in the frequency of exaggerated speech used by men and women on the Internet, this study found that gender does cause a significant difference in the frequency of exaggerated speech used online, and from the overall average, the average number of men is significantly higher than the average of women, which leads to the conclusion that men are more likely to use transverse words on the Internet, while women are less likely to use them. Therefore, from the results of this study, it can be inferred that men are accustomed to using exaggerated words and impactful expressions to attract the attention of others when talking to people, whether in the real world or on virtual networks. In the test of this study, when a significant level of 0.05 was taken, the sexes showed a marked difference, providing research evidence for men to tend to use exaggerated words in real life or online.

CONCLUSION

As society advances and develops technologically, more and more people are using social networks and with the beginning and end of the new crown epidemic, people's reliance on social networks during the new crown epidemic will become more prominent after the epidemic is over. In this context, the second chapter of this paper analyses which content and strategies are more appropriate for people in social networks and how they 'behave' when presenting content, and by these means to obtain a better image. [5, p.7] The third chapter of this paper analyses the use of IoT on BBS, obtaining data through surveys and interviews and summarizing the findings using Flow theory. The statistical means of ANOVA was used to obtain the corresponding experimental results.

The research methods begin with textual analysis and ANOVA as well as the 'Flow' theory. Text analysis was applied to the first study, with data coming from Facebook shares and interviews and research with people who use Facebook, and then statistical results were obtained. ANOVA and 'Flow' theory were applied to the second research direction by interviewing men and women on BBS and analyzing the data through different aspects of flow theory (topic continuity, puns etc.) to understand how men and women use social media. The novelty of this study is that it systematically examines how men and women use social media differently, or how they use the same aspects in different languages.

This paper analyses the language of the different genders in social networks in two ways. Firstly, we can know that people adopt different language strategies when the genders are different, depending on whether language can gain favorable conditions or benefits for their image building. For users on Facebook, 'performance' is a very effective linguistic tool. Shaping one's image through textual or non-verbal behavior can gain the attention of others. However, the author's study itself has limitations, as not enough people were interviewed during the study, so it needs to be refined later.

In the second part, the authors chose to analyze the people who use the Internet of Things on BBS and obtained the corresponding data through surveys and interviews for males and females, and summarized the findings using Flow theory.

Through the statistical means of ANOVA, the authors conducted interviews with a total of six questionnaires and combined the data with the respondents' content to obtain data that shows that in terms of self-presentation language in the four different social media, topic continuity and hyperbole are not as important for women as they are for men in terms of self-presentation in social networks. Therefore, when men and women present themselves, women tend to use pictures or videos, while men tend to use professional texts or post articles about their strengths to ensure that their image is more prominent than in reality, and men's image on the internet is often different from reality, while women's image on the internet is more different.

The image of men on the Internet tends to be more different from reality, whereas women are more in line with the real image. In the case of social network self-presentation, the study of male and female puns, combined with the data in this paper, shows that the use of puns is similar for males and females, and that puns are not the most important factor in shaping self-image, as they are more often used for emotional expressions in social network self-presentation, and most users do not understand the pun in the content in the first place explains why puns are under-represented in the self-presentation of men and women. In summary, the unique characteristics of men and women differ through the fact that people use the internet for social interaction, which defies the reality of their social state.

Overall, through the analysis in this article, we can conclude that regardless of the type of social media, men's verbal behavior and desire to express themselves is higher than women's, and in terms of the means of verbal expression, men will be more inclined to continue the conversation with the opposite sex in a virtual environment and to control the rhythm of the language, and men will also be more inclined to express themselves when browsing or using social media. women tend to share their daily lives or hobbies to establish friendships with others, or to browse other people's pictures and videos to express their opinions, and are much less controlling than men.

In this paper, after three months of research, I have summarized people's self-presentation "performances" on social networks and their linguistic preferences

when using social networks, both when they are in "Flow" and when they are not in "Flow". I believe that this paper will help people to understand the language of self-presentation in social networks and make them aware of the different linguistic states of men and women. The author believes that this paper will help people to understand the different linguistic states of men and women, so that people can better understand the categories of self-presentation and choose the form of self-presentation that is more suitable for them through the known categories, so as to achieve a better self-image building. Too much professional text or exaggerated text will not bring men a good self-image, but will lead to some people resenting the display of users, so I believe that reducing text and using more pictures and appropriate witty and interesting content can achieve a good self-image. This is why I believe that reducing the use of text and using more images, with appropriate witty content, can lead to a good self-image and is more in line with the orientation of women or viewers. Women, on the other hand, should focus more on text and not rely too heavily on images for their self-presentation content output, which may reduce the interest of men or other viewers. Finally, I believe that when people are in a state of 'Flow', they will do more social networking and portray themselves differently from reality, because when they are in a state of 'Flow' they will have more This is due to the fact that when people are in Flow, they use more "acting" strategies, and this is also due to the fact that when they are presenting themselves, they want to portray their ideal image too much, and this results in the presentation of pictures or texts that exceed their real state, in order to satisfy their desire for the ideal state of reality. This is why, in our society today, people over-promote themselves in their social media presentations. I believe that this phenomenon is not a benign one, and I hope that in future research, solutions can be found to improve both phenomena.

Therefore, after studying both directions, the paper has reached a conclusion on the difference in language between men and women in social networks and the direction of social network use. However, due to the author's limited ability, the analysis is not comprehensive and the conclusion is only based on the research results, which cannot be said to have concluded all the people who use social networks.

In the future, I will continue to refine my research and improve my academic level, and will conduct more in-depth research and investigation on the analysis of men's and women's online language in order to draw better conclusions.

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List of illustrative materials

[41] Facebook URL:

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Dictionaries

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APPENDICES

Appendix Interview Outline:

1. Basic information: name, gender, age, grade, major, etc.
2. When did you join Facebook? Login frequency?
3. For you, is Facebook a more private space or a more open space?
4. On Facebook, what kind of person will be popular?
5. What is the difference between you on Facebook and you in real life?
6. What content do you usually share? Looking at your sharing page, how many categories are there?
7. Which information sharing do you think will attract more attention?
8. Before sharing, will you consider whether the shared information is useful to everyone?
9. Will you evaluate or explain the content you share first? (If yes, why?)
10. For the content you share, do you expect the students to respond? What kind of response?
11. Has there ever been such a thing: You want to convey a meaning, but others think it means something else?
12. How many times do you "misunderstand" like this? Will it affect the next time you share similar information?
13. Do you pay attention to other people's shared content? Can it be used as a basis for understanding and evaluating others?
14. Can the shared content be used as the basis for knowing and evaluating you?
15. How to evaluate the function of sharing? How did it affect you?

Questionnaire content

Hello, dear students. We are second-year students in the Faculty of Philosophy, and as we are taking a course in research methodology this semester, we need to use questionnaire statistics to assist in our research. This questionnaire has two pages, and there are explanatory texts in the questionnaire, I hope that students will read it in detail and then answer according to their personal experience; After the questionnaire, you need to fill in the BBS account, I hope that students will fill in the truth, and help us complete all records. The information on this questionnaire will be completely confidential and will be provided for academic reference only. Thank you very much for taking the time to complete this questionnaire and thank you for your

1. Background factors:

1.1 Have your own personal computer No: Yes None

1.2 How many hours do you spend surfing the Internet in a week? less than 10 hours
 10~20 hours more than 30 hours

1.3 You have been officially exposed to the Internet (including all network services, such as WWW and BBS) for _____ years

2. The following paired items are descriptions of various psychological states when using the Internet, and the left and right sides represent the most emotional situations, please check the most suitable degree for the following items based on your personal experience of using the

Internet.

The web is in my life	1	2	3	4	5	
Unimportant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vital
irrelevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Related
My feeling when using the web is						
Calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excited
Dull	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Crazy
Bootstrapped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Autonomous
Inattentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attentive

The web is in my life	1	2	3	4	5	
Unimportant	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	vital
irrelevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Related
My feeling when using the web is						
Calm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excited
Dull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Crazy
Bootstrapped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Autonomous
Inattentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Attentive

3. Network Flow experience: Please read the following text before filling in the answer.

"Flow" refers to a state of mind in which an individual is deeply involved in an activity or event, such as engaging in a certain sport and possibly reaching a state where one is fully engaged in it or even ignoring other things. And this experience is not limited to sports, many people experience this when playing games, working, and engaging in leisure activities.

Activities that cause a flow state can confuse people for a while, and when they are addicted, time seems to stand still, and everything else seems to be fine. Flow does not exist for a long period of time or a specific situation, it will change over time, flow can be said to be an experience that individuals truly integrate into enjoyment.

Here's a reflection on your experience with BBS:

	Strongly disagree	disagree	No comment	agree	Strongly agree
3.1 I have experienced this experience with BBS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 In general, I experience my flow very frequently when using BBS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 When I use the web, I feel like I'm in a flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
↵	Strongly disagree↵	disagree↵	No comment↵	agree↵	Strongly agree↵
3.1 I have experienced this experience with BBS↵	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 In general, I experience my flow very frequently when using BBS↵	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 When I use the web, I feel like I'm in a flow↵	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Have you ever entered the so-called flow status in the following BBS activities?

Have you ever been in a flow situation?				
	never	Occasionally	often	always
4.1 When reading the article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 When publishing an article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 When sending messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 When chatting with people in chat rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you ever been in a flow situation?				
	never	Occasionally	often	always
4.1 When reading the article	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2 When publishing an article	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 When sending messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4 When chatting with people in chat rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5. Language differences: Please refer to the following situation to answer the following questions

F: I haven't seen you for a long time~~ What have you been busy with lately?

M: It's nothing, the teacher's stuff can't be finished

F: Oh... That's really pathetic....

M: Well, what have you been up to lately?

F: I'm trying to lose weight.... Ate too much a while ago.... I've gained a lot of weight....

M: To what extent, curious to ask ~~~

F: It's just a little chubby....

M: Chubby is very cute....

F: Really? Don't you boys like skinny girls?

M: Not necessarily... I think it's good to be fat...

	Strongly disagree	disagree	No comment	agree	Strongly agree
5.1 You think that the guy in the situation is responding to the girl's response, not that the fat girl is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 You often use verbal particles and emojis when talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 At the end of the situation, if you are a member of the situation, you will try to keep the conversation going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 You think the girl's final answer is to end the conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.5 If someone asks about your personal characteristics, you will answer truthfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 You tend to use more exaggerated words online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F: Oh? Are you sure?

M: Of course, it's true.... I always speak sincerely

F: Hmm~~

	Strongly disagree	disagree	No comment	agree	Strongly agree
5.1 You think that the guy in the situation is responding to the girl's response, not that the fat girl is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2 You often use verbal particles and emojis when talking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 At the end of the situation, if you are a member of the situation, you will try to keep the conversation going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4 You think the girl's final answer is to end the conversation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 If someone asks about your personal characteristics, you will answer truthfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.6 You tend to use more exaggerated words online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Basic personal information

6.1 gender: man woman

6.2 Grade level _____

6.3 BBS account _____ (This research needs to know the number of times you actually visit the site, the number of chats, etc.)

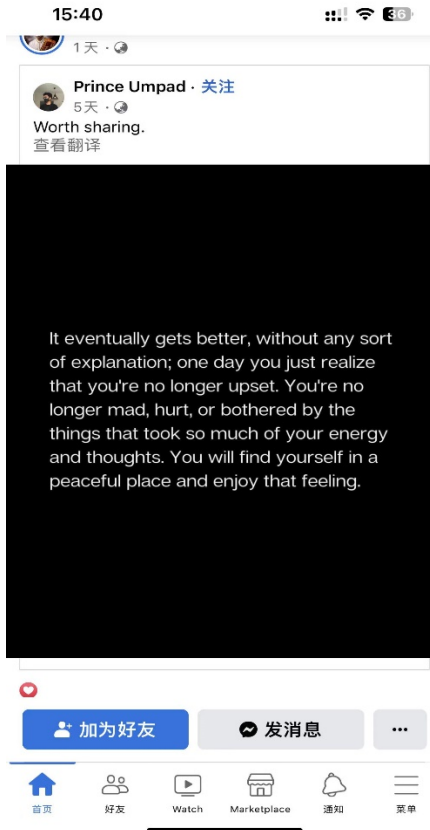


Figure 1 Photo by Facebook sharing-1

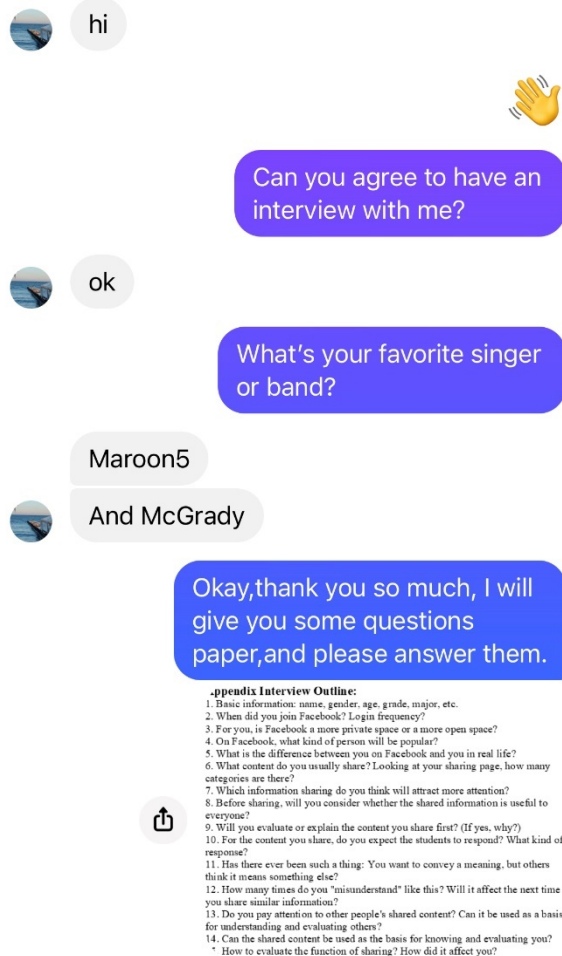


Figure 2 Photo by Facebook sharing-3

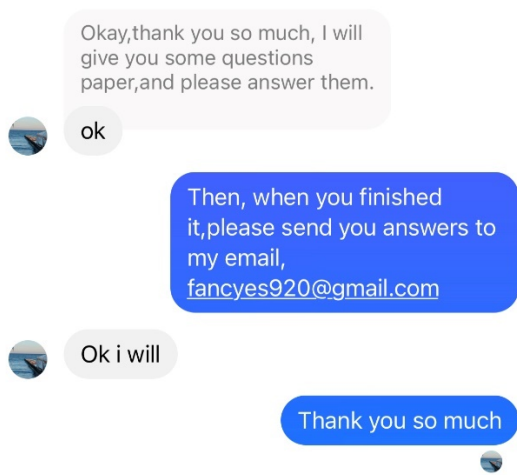


Figure 2 Photo by Facebook sharing-4



Figure 3 Photo by Facebook sharing-2



Linda's Kitchen

为你推荐 · 3天 ·



Fried Wing Flats Drizzled With Honey Lemon Pepper

INGREDIENTS

3 lbs of wings !

1 tsp adobo !

1tsp black pepper !

1 tsp cayenne pepper !

1/2 tbsp lemon pepper !

1/2 tbsp garlic powder !

1 tsp Italian seasoning!

2 eggs!

3 cups flour!

Full Recipe and print

>><https://allfood.recipes/fried-wing-flats-drizzled-with-honey-lemon-pepper/>

查看翻译



Figure 4Photo by Facebook sharing-5

You are what you believe yourself to be. MOTIVATIONAL MONDAYS

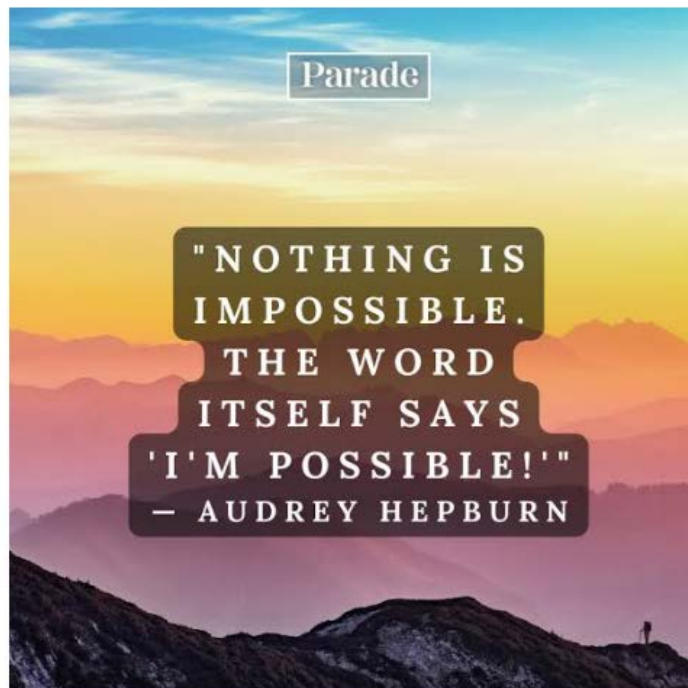
Belief plays a significant role in shaping our self-perception and ultimately influences our actions and choices. The statement "You are what you believe yourself to be" suggests that our self-identity is strongly connected to our beliefs...
See more



Figure 5 Photo by BBS sharing-1

"NOTHING IS IMPOSSIBLE. THE WORD ITSELF SAYS 'I'M POSSIBLE!'" THANKFUL TUESDAYS

This quote is a constant reminder that one should never give up on their dreams. Every task may seem daunting at first, but with the right mindset and work ethic, anything can be achieved. The word "impossible" is often used to describe...
See more



Visits: 11(45) ⌵

Prediction: 10 by  Frances65@bbs ⌵ [Promote](#)

Figure 6 Photo by BBS sharing-2



CryptoSML@bbs • 16h



1st #WeeklyCommunityContest **ANNOUNCEMENT 🏆 400 \$BBS Tokens to WIN !! 🏆 >>> Join In <<<**

Board Promotion

Hello BBSers, We at "WORLD NEWS" are happy to announce hosting our FIRST EVER Community contest.. We are inviting you to participate in our 1st #WeeklyCommunityContest...

See more



BBS.MARKET

World News 🌐

Hello Welcome

Figure 7 Photo by BBS sharing-3



InnaT@bbs • 2d



The game world and reality. 😊 The "Start the game" community will help you figure it out. 😊

Board Promotion

Many people have played different games in their lives. They do not put any meaning into it, except for rest, relaxation and detachment from reality. This is a bit of a misconception. 😊 ...

See more



Visits: 12 (26) ⌵

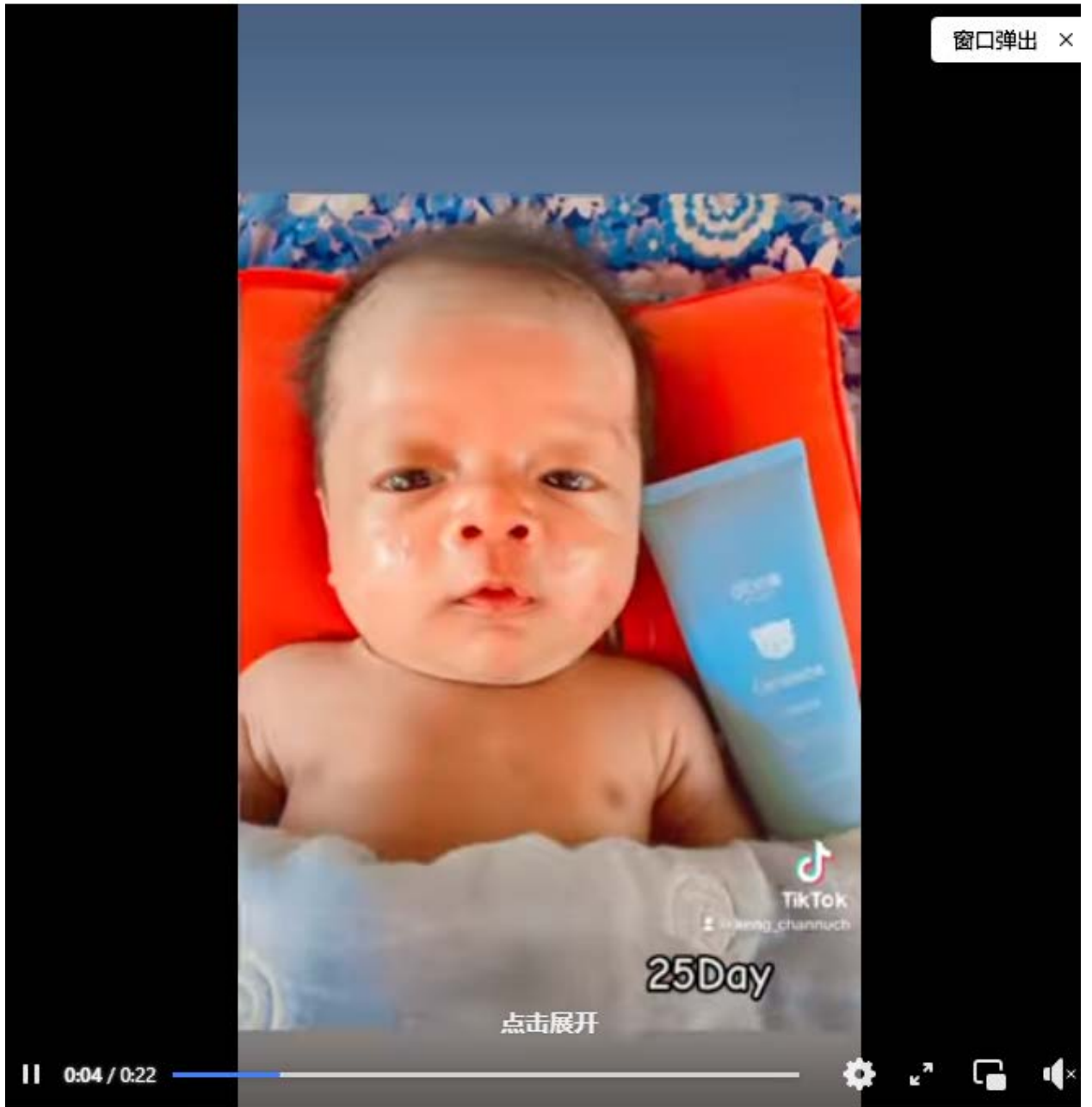
Prediction: 100 by Ghost_Sniper@bbs ⌵ [Promote](#)

Figure 8 Photo by BBS sharing-4



Keng ChanNuch · 和 PhuraDin KhemRin 与 ស្រីសុខ សុខសុខ 一起

2天 · 地球



60

16条评论 2次分享

Figure 9 Photo by BBS sharing-5

ABSTRACT

With the popularity of social networking sites, people are presenting their self-image on social networking sites more and more frequently. As an important form of expression, self-presentation language plays an important role in social networking sites. Therefore, the study of self-presentation language in social networking sites is important for understanding the linguistic and sociological mechanisms of people's social behavior.

The aim of this study is to analyze the characteristics of self-presentation language in social networking sites and to investigate whether people are in a state of 'Flow' and 'performance' in social networking. By collecting data on people's self-presentation and conducting interviews and research, we explore the performance of self-presentation language in terms of emotional expression, linguistic form and thematic content to reveal the psychological process and social needs of people's self-presentation on social networking sites. This paper uses textual analysis and statistical methods to collect, collate and analyze the language of self-presentation on social networking sites.

As a popular social media, Facebook has a large number of young people sharing on the portal, including their daily life or work needs, while BBS, as a long-standing social media, will have Facebook has a lot of young people on it, so I use "performance" theory to analyze the language, while BBS has more text BBS has more textual display, so I will use the "Flow" theory for analysis.

Firstly, by observing and analyzing samples of self-presentation language on social networking sites, in terms of the selection of social networking sites, the author will take samples from two social networking media, Facebook and BBS, and intercept the more typical examples of sharing, so as to conduct analysis and obtain the characteristics of self-presentation language on social networking sites.

Secondly, the emotional expressions, linguistic forms and thematic contents of self-presentation language in social networking sites were analyzed and compared. It was found that the self-presentation language in social networking sites has obvious characteristics, including high information density, strong

positive emotional expressions, diverse and rich language forms, and various types of thematic content. At the same time, there are also differences between self-presentation language on social networking sites and real-life language expressions, and these differences depend on the presence or absence of 'Flow' and 'performance', so this paper will also be studied and analyzed in the completion of the thesis.

People often use the language on social networking sites to shape their self-image and gain social acceptance. This paper has some scientific significance in revealing the psychological and social mechanisms and social needs of self-presentation language on social networking sites. This paper provides an in-depth analysis of self-presentation language on social networking sites, revealing its characteristics and manifestations. In the future, we can explore the language of self-presentation on social networking sites in a more comprehensive and in-depth manner from a broader sociological and psychological perspective.

At the same time, the findings and conclusions of this study can also provide some enlightenment and reference for people's self-presentation or use on social networking sites.

**Keywords: social networking sites; self-presentation; language analysis
Facebook; BBS; Flow; performance**