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***The Impact of Social Media on EFL Learners' Achievement***

**The Case of First-Year Master's Students of the Department of English at  
University of Bejaia**

**A Dissertation Submitted in Partial Fulfillment for the Master's Degree**

**In Linguistics at the University of Bejaia**

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**2020-2021**

## **Dedication**

*I dedicate this simple and modest work to my beloved parents*

*Whose love always strengthens my will,*

*To my lovely brothers & little sister,*

*And to all my family members & relatives.*

## **Acknowledgements**

*I would like to extend my sincerest regards to all who helped and supported me to study and write this dissertation.*

*First of all, I would like to thank my family who backed me during my studies and without their kind pieces of advice I was not able to finish my studies.*

*I thank Dr. AliouchoucheFadhéla my supervisor who helped me to choose the proper research field and supported me in my work.*

*Special gratitude goes out to the respondents of the survey, with their patience and kind participation the first phase of the research became possible.*

## **Abstract**

The present dissertation attempts to investigate the impact of Social Media on EFL students' learning achievement. The current study was based on a quantitative and qualitative design to gather and analyze data. Thus, a questionnaire was administered to 30 Master one students of Linguistics, and an interview was conducted with 5 teachers of Master one linguistics. The obtained results showed that most teachers strongly believe that through using social networks which allow sharing ideas, and connecting with native speakers, EFL learners could improve and build up their learning achievement of the target language. Furthermore, they recognized the integration of such technology (Social Media) in the academic context as a successful way to fulfill their learning and teaching goals with adequate training and use of these social networks.

**KeyWords:** EFL learners, learning achievement, Social Media.

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## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ICT:** Information and Communication Technologies

**SNSs:** Social Networking Sites



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## **Definition of Key Terms**

**EFL:** is the abbreviation for “English as a Foreign Language” and it is the teaching of English to people whose first language is not English. (Cobuild Advanced English Dictionary, 2018)

**Learning Achievement:** Learning Achievement is “the level of students” success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter” ( Shah, 2008:11).

**Social Media:** websites and applications that enable users to create and share content or to participate in social networking.

## General Introduction

People use social media to express and share their ideas, thoughts, and opinions with others. It is also about allowing people to connect with one another, this new technological tool has many benefits as it has disadvantages which depend on the users' needs and the way they use it.

The Internet has evolved into a modern means of communication for humans over the previous decade as a result of global technology advancements. Individuals have become increasingly reliant on social networks, which have grown in popularity. People generally utilize services like Skype, Twitter, and Facebook to maintain and develop relationships with others. Many students, in particular, have spent a significant amount of time on the internet. As a result, they have a vast number of social network users who use them to interact with family, friends, and even strangers.

Nowadays, Students are using Social Media means to communicate, this may imply that they are unconsciously improving their communication ability and consequently they may improve their target language.

Though social networks are believed to have significant negative effects on their users, but if used properly, they are likely to have positive results on their users. In this sense, they could be perceived as indispensable ways for language teaching and learning.

Given that communication has recently become the primary goal of language learning, teachers must be creative and skillful in satisfying the needs and interests of their students in order to achieve the goals of their lessons. In this context Social Media could be an interesting way to attract students' attention and create an appropriate atmosphere for learning.

The goal of this study is to explore the impact of Social Media on improving EFL students' achievement as well as highlighting their attitudes toward the use of such technology in their learning process.

## **1. Statement of the Problem**

Nowadays, Social Media is an accessible technology to the majority of students. It is an effective technology that students already own and their potential is continuously growing. However, Social Media is a common sight today in our schools/ Universities. Therefore, Social Media needs to become a significant part of education. Our goal is to shed light on the impact of Social Media on EFL learners' achievement.

## **2. Questions of the Study**

This study aims to answer the following research questions:

- What is the impact of Social Media on Master one EFL students' learning?
- To what extent does the use of Social Media affects the Master one EFL students' motivation and achievement?

## **3. Purpose of the Study**

The present study aims at exploring the impact of Social Media on EFL learners' achievement, as well as, aims at helping learners to use Social Media in a way that will improve their learning achievement.

## **4. Significance of the Study:**

Our study explored the impact of Social Media on EFL learner's achievement, this may help the EFL teachers to ameliorate their instructions, hence encourage their students to achieve better. The findings of this study would also complement other studies and provide appropriate data about the effectiveness and the usefulness of Social Media for learning.

## **5. Research Methodology:**

According to the research problem, we adopted the descriptive method as our objective is to explore the impact of Social Media on EFL students' achievement.

## **6. Population and Study Sample**

The population of the study consists of Master EFL students enrolled in the department of English at the University of Bejaia, during the academic year (2020/2021). Our sampling consisted mainly of one group of Master one EFL students majoring in Linguistics Specialty. It consists of 35 students. It is a group composed of 04 males and 31 females aged between 20 and 25 years old.

The second group of participants consists of 05 EFL teachers from the department of English at Bejaia University, who are teaching Master one students of Linguistics.

## **7. Data Collection Tools**

To gather the necessary data we relied on:

Students' Questionnaire: It is administered to our sample and it consists of two sections; Section one is about students' personal details, section two is about student's attitudes toward Social Media.

Interview: It consists of twelve (12) questions divided into two sections; the first one is about personal information and the second one is about teachers and social networking.

## **8. Organization of the Study**

This study is divided into two chapters covering the theoretical part and the practical part. This study starts with an introduction to the topic of investigation. It includes the statement of the problem, the research questions, the purpose, and the organization of the study. In the theoretical chapter, we developed two sections in order to introduce in depth the impact of Social Media on EFL students' learning achievement. The first section is about Learning Achievement, the second is about Social Media. The second chapter is about research methods, analysis and discussion of the findings. Finally, we ended our research with a general conclusion.

## **Chapter One**

### **Literature Review**

#### **Introduction**

The present chapter concerns with the different theoretical aspects related to Social Media and EFL learning achievement. It is divided into two sections. The first is about EFL learning achievement and the second is about Social Media.

#### **1.1. Section one: Learning achievement**

##### **1.1.1. The concept "Achievement":**

In theory, achievement as defined in Farlex's free online dictionary (2007) is successful achievement, particularly through effort, skill, practice or perseverance.

Hamdan (2001) defines academic achievement as mastering certain skills and acquiring the necessary knowledge provided by educational experience in a given subject or group of subjects.

##### **1.1.2. Definition of Learning Achievement:**

A student learning achievement can be described as a measure of the success of academic activities in a number of subjects over a period of time (Nadeak, 2014). Consequently, success is the result of an activity carried out by a person or a group (Slameto, 2003). Tu'u Sincerity (2004, 75) declared that: "Academic success is the acquisition of knowledge or skills developed by the subject, usually expressed as test score or a numerical value assigned by the teacher". Thus, academic achievement is the student's academic success rate expressed as a numerical value.

##### **1.1.3. Factors that Affect Learning Achievement:**

According to (Nadeak, 2015), factors affecting students' learning achievement are influenced by many different factors, originating from themselves (internally). ) or extrinsic (external), summarized as follows:

**Internal factors:**

- **Physical factors:** including health and disability;
- **Psychological factors:** including intelligence, attention, interest, talent, motivation, maturity, readiness and fatigue (physical and mental),

**External factors:**

**a) Family factors:** including parents' education, relationships between family members, atmosphere at home, family's economic situation, parents' understanding and cultural context (Ibid).

**b) Academic factors:** including teaching methods, curriculum, teacher-student relationship, student-student, campus discipline, learning materials, study time, learning standards in terms of size, location of the building, learning methods and homework.

**c) Community factors:** includes activities in the community, mass media, friends and social life.

**1.1.4. Motivation and Learning:**

Motivation is a complex word that has been defined in many ways. According to (Deci & Ryan, 2000 ); “motivation is an impetus and a desire to do and to achieve something”. In addition, “Motivation is the desire to do something; that is enthusiasm. It is a reason or reasons for doing something” Concise English (2004).

Oxford and Shearin (1994) define motivation as the desire to achieve a goal combined with the energy required to work towards that goal. In addition, Keller (1983) argues that motivation is the degree to which people choose and the amount of effort they will put in.

**1.1.5.1. Definition of Blended Learning**

There are many definitions of blended learning, but the most common is one that recognizes a combination of virtual and physical environments.

Graham (2004: 35), describes the convergence of facial parameters, characterized by synchronous and human interaction, and asynchronous parameters, based on information, communication technologies, and on text where humans operate independently.

The North American Council for Online Learning (NACOL, 2008: 5-10) defines the blended learning setting as the combination of online delivery of content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners.



In summary, blended learning is a modern strategy that combines the advantages of face-to-face methods and the e-learning. It is also moving from teaching to learning, and from teacher-centered classes to student-centered classes. This leads to the development of the quality of the learning process, improves its outcomes, opens up new potentials for self-study as well as lifelong learning, and enhances the students' level of English language achievement.

### **1.1.5.2. Blended Learning Components**

In describing the blended learning components, Carman (2005: 2) has pointed out that the blended learning process includes five key elements:

**1. Live Events:** Synchronous, instructor-led learning events in which all learners participate at the same time. For many learners, nothing can replace the ability to tap the expertise of a live instructor.

**2. Online Content:** Learning experiences that the learner completes individually, at his own speed and on his own time. Self-paced, asynchronous learning events add significant value to the blended learning equation. In order to get maximum value—real business results—from a self-paced learning offering, it must be based on effective implementation of instructional design principles.

**3. Collaboration:** Learners communicate and create with others. Email, threaded discussions, and wikis are all examples.

**4. Assessment:** Is a measure of assessing learners' knowledge. Pre-assessment can take place before in-person events or at your own pace to determine pre-knowledge, and post-assessment can take place after scheduled or online learning events to measure learning transfer. Evaluation is not limited to the usual tests, quizzes and scores. Narrative feedback, portfolio reviews, and most importantly, designer reflections on the effectiveness or usefulness of blended learning environments are all forms of evaluation. Assessment is one of the most important components of blended learning for two reasons:

- It Allows learners to “test” content they already know, tailoring their own blended learning experience.
- It measures the effectiveness of all other learning modalities and facts.

**5.SupportMaterials:**They include physical and virtual referenceto improve retention and transferability of learning, these include: printable reference, job aid and personal digital assistant

### **1.1.5.3. Characteristics of Blended Learning**

Huang and Wang (2006) assume that blended learning has three characteristics.

- The first is flexibility of providing learning resources, blended learning is treated as an instructional strategy, which is developed in a networked environment.
- The second is support of learning diversity. As learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen
- The third is enrichment of eLearning experience, from the faculty`s perspective, blended learning can enable them to improve their existing teaching practices.

### **1.1.5.4. Factors Influencing the Application of Blended Learning**

Some factors affecting the use of blended learning methods inforeignlanguagelessons:

- 1.Attitudes of teachers and learners; positive, negative or neutral
- 2.The competence of the learner can affect the technology used and the way it is used.
3. Training teachers have had on theuseof technology in the classroom.
4. Teacher`s and learner`approaches to technology integrate it into lessons.
- 5.Cost of supported materials. (Sharma and Barrett, 2007: 12-13)

### **1.1.5.5.Factors that Promote Successful Blended Learning**

- Institutionalpreparation,adequate technical resources, dynamic faculty and good channels of communication and feedback with students (Tabor, 2007);
- Role of the teachertoguide students on the appropriate time for learning
- Collaborative learning in groups with specific roles for members.
- Encourage creative achievement.

- Flexible potential solutions to certain questions.
- The importance of managing teachers' fear of losing control.
- Students' expectations, especially their opinion that fewer face-to-face lessons mean less assignments and more accountability for learning and time management skills should be taken into account (Vaughan, 2007, and Tabor, 2007).
- It develops learning outcomes.
- Its relation to the nature of the pupil.

#### **1.1.5.6. Advantages of blended learning**

There are several potential benefits to the emergence of blended learning. Some of them revolve around accessibility, pedagogical effectiveness and interaction with the courses. Many students today are non-traditional, trying to balance family work and university life. Going to school is often difficult for many of them, and by reducing the number of face-to-face hours required, blended learning can help them meet this challenge (Carroll, 2003, and Johnson, 2002).

According to Wingard (2004), students appreciate the ease and flexibility of being able to access course materials at any time and from any location. Because many students are above the age of 25 and working, blended courses give them the flexibility they need to balance work, education, and family obligations. Access is easier because the time and space commitment is reduced, and many students prefer online courses to their face-to-face equivalents.

#### **1.1.5.7. The Challenges of blended learning and the difficulties encountered with blended learning**

Although there are multiple benefits to blended learning, educators have encountered significant obstacles and hurdles in implementing the technique, which may have an impact on the quality of the learning process and may limit its spread and application in diverse learning environments.

As a result, Hofmann (2011) outlines a number of technical, organizational, and design issues that blended learning faces:

1. Assuring that participants can successfully use technology.

2. Resisting the temptation to utilize technology just because it's there.
3. Dispelling the myth that blended learning is not as successful as traditional instruction.
4. The facilitator's position is being redefined.
5. Managing and tracking the progress of participants.
6. Consider how to educate rather than just what to teach.
7. Finding the optimal delivery medium to meet the performance goal.
8. Keeping online offerings engaging rather than simply "talking at" users.

With “non-live” aspects, ensure participant commitment and follow-through.

10. Ensure that all of the blend's components are in sync.
11. Frustration, bewilderment, anger, worry, and other negative emotions linked with the encounter can have a negative impact on productivity, learning, social connections, and general well-being.
12. Difficulties with evaluation, monitoring, and class management

## **Introduction of Social Media**

Social networking technologies like Facebook, Twitter, and YouTube have grown in popularity in recent years, particularly among college students. Students use social media for a variety of reasons, including information access, group discussion, resource sharing, and enjoyment.

The advent of social media altered the landscape of communication and the way individuals connect. In addition to being a digital content consumer, one can also be a producer of digital material. Social media's involvement also has the potential to improve the student experience in higher education. Because of the high rate of student adoption of social media, a variety of social media platforms could be employed as educational and communication tools.

In this section we will deal with Social Media; historical overview, its advantages and negative aspects, forms and the role and implication of Social Media on EFL context.

### **1.1. Section two: Social Media**

Because of the most recent technological revolution, social media is fast increasing and becoming an integral part of daily life. The former provides people with new ways to receive and transmit information. Furthermore, the introduction of social media sites has made communication simple, as it is no longer constrained by time or location. As a result, social media sites have had a significant impact on the world.

#### **1.2.1. Historical Overview of Social Media**

Geocities, launched in 1999, theglobe.com in 1995 (Cotriss, 2008), and Classmates.com, launched in 1995, were the first web-based social networking platforms. Fast Company Business Magazine's next online network, Company of Friends, debuted in 1997 and pioneered online business networking. Sixdegrees.com launched in 1997, followed by Epinions.com as a circle of trust in 1999, and European counterparts Ciao, Dooyoo, and ToLuna in 2000 (Boyd & Ellison, 2007).

Many early social media platforms used chat rooms to bring people together and encourage connections, while allowing users to express personal information and thoughts through personal web pages (Wikipedia, 2013). With the launch of Makeoutclub in 2000, the newer

generation of social media web sites took off, but it wasn't until 2002 that online social media based on web 2.0 technology began to develop. With the launch of the web site Friendster in 2002, a new type of online social network that is often utilized in online communities became extremely popular and prospered. Friendster employs the "circle of friends" social media model created by British computer scientist Jonathan Bishop. The popularity of social networking websites has exploded in recent years so much so that in 2006, MySpace had a higher percentage of pages visited than the search engine "Google" (Nexopia, 2011)

### **1.2.2. Definition of Social Media**

The term "social media" has been defined in a variety of ways. It is "a vast landscape of technology platforms with many different uses that vary by application", (Davis III, et al, 2012, p. 9).

According to Weaver and Morrison (2008), social media in today's electronic media empowers individuals by allowing them to connect and participate in new and easy ways, allowing for the establishment of large virtual communities that were previously unattainable.

"The word social media refers to a wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities," Dewing (2010, p. 1)

### **1.2.3. Characteristics of Social Media**

According to Tesorero (2013, np. ), social media is about and characterized by:

- Participation: People who are interested are urged to contribute and provide comments.
- Openness: Voting, comments, and information sharing should all be welcomed. As a result, the majority of social media platforms are open to all users.
- Conversation: Social media has evolved from traditional media's "broadcast" of information to a "two-way conversation" with an audience.
- Community: With the help of social media, communities may now form quickly and interact effectively.
- Connectedness: This feature is one of several that has contributed to the success of social media.

#### **1.2.4. Forms of social media**

Mayfield (2008, np.) identified seven different types of social media, suggesting that innovation and change are common among them:

##### **1.2.4.1.Social Networks:**

People use these sites to build personal web pages, share content, and interact with friends, such as:

- **Facebook:** In 2004, Mark Zuckerberg launched this social networking service with the goal of connecting friends at Harvard University.
- **Twitter:** Twitter was started in 2006 and became extremely popular in 2007.

It is a free social networking site that lets registered users to send out brief messages known as tweets. Members of Twitter can utilize a variety of platforms and devices to broadcast tweets and follow the tweets of other users. Tweets and tweet replies can be delivered through text messaging, desktop client, or public publishing at the Twitter.com website. (McMahon, 2015)

To summarize, these types of Social Networking sites enable users to interact by allowing them to create personal information profiles, invite friends to view their profiles, and communicate emails and instant messages. Photographs, films, audio files, and other media are commonly included in profiles.

##### **1.2.4.2. Blogs:**

The term "blog" comes from the term "web-log," which refers to a website or a section of a website (Blood, 2000), then, we have Wikis that are qualitative kinds of social networking that express the main idea of "creating content in common" (Cunningham, 2005). As well as Podcasts where people can subscribe to services like Apple iTunes to get audio and video files.

##### **1.2.4.3.Forums:**

A forum is an online message board or discussion website where users may post and comment on each other's posts. A post or a comment in a forum should be verified and approved by a moderator before becoming accessible to others, depending on the settings imposed by webmasters. Forums vary from chat rooms in that messages are cached only momentarily.

#### **1.2.4.4.Content communities:**

" Communities which organize and share particular kinds of content " (ibid), such content communities tend to form photos (Flickr), bookmarked links (del.icio.us) or videos (YouTube).

- **YouTube:**is a video-sharing website that allows users to watch videos uploaded by others as well as submit their own. The service began as a stand-alone website in 2005 and was purchased by Google in 2006. Videos submitted to YouTube may appear on the YouTube website as well as be shared and broadcast on other social media platforms.The YouTube site's tagline is "Broadcast yourself", this implies that the YouTube service is largely intended for regular individuals who want to share films they've made (Christensson ,2009), in addition to Micro-blogging like Twitter, they are " social networking combined with bite sized blogging, where small amounts of content are distributed online and through the mobile phone network "(ibid),

#### **1.2.5. Positive Effects of Social Media**

On a prominent social media website like Facebook, each member often has a profile where they disclose personal information such as marital status, age, gender, interests, and personal images. On a higher level, features from social media websites can be integrated into blogs, as well as the ability to upload video or photos and form friend and connection lists, therefore, Social Media has many benefits as follow:

##### **1.2.5.1. Diversity of Social Ties**

People can use social media to form and maintain a variety of relationships. Social media, in reality, increases people's social capital (Adkins, 2009).

##### **1.2.5.2.Information Sharing Synergy**

Synergy, according to Corning (1995), is a circumstance in which two people gain from working together. In terms of information exchange, people's rapid adoption of social media improved the synergy of collaborative information exchange and web content writing dramatically. Information is shared between individuals, get feedback and modify the work of others, resulting in a massive information flow on social media.



### **1.2.5.3.Social Media and Branding**

Building connections with clients on social media has become increasingly important for business people and professionals. Customers are also encouraged to use social networking sites to find their needs, talk about product specifications and features, share their experiences, and get feedback from other users. Customers and businesspeople alike gain from the recommendations of those who connect with a specific brand.

### **1.2.5.4. Low Cost**

Although professional services on professional social media web sites such as LinkedIn require users to pay a subscription fee, most social media web sites offer services to users for free, encouraging everyone to join and get services. Many individuals, as well as most unions, groups, and causes, are able to join online virtual communities of social media, expand their activities, and form new connections and relationships without incurring any of the costs that were previously associated with interactions in offline and traditional communities.

### **1.2.5.4. New Opportunities**

Professionals, professors, students, and a wide range of other people can meet and communicate through social media. People looking for fresh chances, such as job seekers, profit from such potential.

### **1.2.5.5.Social Media and Globalization**

Members of social media come from practically every country, representing a variety of nations and cultures. People of any origin or color can simply join, form new connections, form new friendships, and exchange various thoughts or opinions. Such potentiality resulted in a significant advance toward globalization that would not have occurred through traditional social connections.

### **1.2.6. Negative Effects of Social Media**

Our communication methods have been changed thanks to social media. Social connections are becoming increasingly reliant on this new medium, but few of us realize we are moving away from the fundamentals of human communication, such as face-to-face exchanges, which are being supplanted by human-computer contact. Furthermore, social media is being

impacted by Internet security difficulties and threats. Users of online social networking sites frequently disregard warnings about the rapid spread of malware. Furthermore, social media has a number of negative consequences that have never been seen before.

#### **1.2.6.1.Lack of Physical Encounters**

The fundamentals of our communication are shifting as a result of social media. People can be seen with their heads down at restaurants, cafes, and even at school, using their tablets or smart phones to tweet, text, or update their status on social media while eating or listening to school lectures, in all parts of our social connections, social media has transformed the way we relate. In truth, social media is reshaping our interaction abilities. We would rather send a text message than make a phone call, or send an email than meet in person. In other words, social media has shifted our interpersonal relationships and interdependencies by substituting web-mediated communications for face-to-face contact.

#### **1.2.6.1.Privacy and Security Issues**

Users can access control options over connections and friends who are authorized to browse personal profiles on websites like GooglePlus, but it is difficult for basic members to define and select the appropriate amount of privacy, for example, Facebook offers a feature called "Privacy Settings" that allows users to specify which profile data for which target audience(s) can be viewed. Another option on Facebook allows users to pick which pieces of posted content are exposed to connections and friends.

#### **1.2.6.2. Exploiting Social Media for Spam**

Third-party applications gathering users' information and penetrating the pool of personal information maintained in social media networks might pose a significant security risk.

#### **1.2.6.2. Worm Attacks on Social Media**

Worms are a sort of malware that can self-replicate and propagate quickly. A worm is a computer program that collects personal information from users, such as usernames, passwords, and bank account numbers.

#### **1.2.6.2. Third-Party Applications**

Threats Basic features like messaging, email, and sharing tools are given by popular social media websites, but third-party web developers provide other supported applications. Many social media users can easily maintain control over their privacy by reducing the quantity of shared information that can be accessed by unknown connections and untrustworthy data aggregators, because social networking web sites notify members before allowing them to execute or download an application, complete access to the users' private information is not feasible. Although some users accept the privacy concerns by enabling third-party programs to run on their profile.

➤ **Other Negative Impacts of Social Media**

- Identity Theft: Sharing personal information on social media can lead to identity theft, which is considered a high-risk scenario.
- Advertisements: With millions of daily visitors, social media advertising presents a significant opportunity for both businesses and social media webmasters. Advertisements, on the other hand, might be upsetting or misleading to users.
- Cyber Stalking: is to abuse social media to harass individual(s) or groups/organization in social media.
- Sharing Confidentiality: Users provide any content in social media which might be improper either in content validity or share classified and confidential information. Users often trust their connections/friends or friend of friends as their audiences which have potential privacy risks.

**1.2.7. The role of Social Media in EFL context**

Language students nowadays have grown up with a wealth of technological resources at their fingertips, earning them the moniker of "digital native" in some situations. The widespread use of social media sites by students both inside and outside the classroom has prompted instructors and scholars to conclude that, when used properly, social media can be a powerful tool for language learning.

The emphasis of language learning has evolved in recent years from traditional grammar and vocabulary to a more utilitarian interest in language use in various social circumstances. As a result, in the teaching/learning of second or foreign languages, enhancing pupils' language proficiency has become a major problem.

Students nowadays are digital learners who utilize social media to communicate with one another on a regular basis. Learners have laptops, iPads, various smart phones, and tablets, all of which allow them to access social media more easily. It is not a simple task to integrate social media into language study.

Jones and Shao (2011, p. 87) discovered that students respond positively to the integration of new technologies into the teaching and learning process if the technology is well-designed, purposeful, and effectively incorporated into the learning process.

Today's students bring laptops, smart phones, and I pads to class. They are also well-versed in web and social media technology. Teachers can use this technology to offer possibilities for students to learn; for example, through social media, teachers can foster cooperation, discussion, meaningful discourse, idea exchange, and student interaction, then, social media is a powerful tool for increasing student engagement and improving interpersonal skills.

Social media sites can help students and teachers engage more effectively. Teachers can use social media websites to respond to students' questions, post homework assignments and lesson plans, send messages and updates, schedule or announce upcoming events, and share interesting websites and multimedia content. Students can also use social media websites to get help from teachers or other students.

Despite the social goal of social networking sites, many students utilize them for a variety of reasons, the most common of which is academic. Furthermore, according to (2008; as referenced in Vooren& Bess, 2013, p. 33)claimed that the social media sites used in the classroom such as Twitter:

- Increase the sense of belonging in your community.
- Encourage students to use writing as a kind of fine practice.
- Act as an instrument for gauging public sentiment.
- Create an educational experience that is both fun and educational.
- Alter the atmosphere of a classroom.
- Enhance collaboration.
- Allow teachers to publish notes and other links on the bulletin board.
- Encourage all pupils to speak up for themselves.

Indeed, among a huge number of Internet users, social media sites have become a social and cultural phenomena.

### **1.2.8. The Implementation of Social Media and Technology in Higher Education**

Technology is a useful tool for establishing and maintaining relationships and communication. Academic experts are beginning to pay attention to technology, emphasizing the importance of its application in educational settings. In fact, both students and teachers use it to discuss and share educational topics.

Multiple technologies have been employed in education, (Alm, 2006). Web 2.0 is one of the systems, which was created after Web 1.0 and includes web pages, text, photographs, audio, photos, video, authentic materials, conversations, emails, and music. Live materials, podcasts, video casts, wikis, blogs, online discussion boards, social networking, and social media are all part of Web 2.0. In addition, technology can create platforms that can be employed in a learning environment, with new avenues for learners to receive relevant and constructive feedback.

Students can learn at their own-pace or even expand on the chances that are currently available to them thanks to technology, rather than assuming that education occurs just in a classroom, it allows students to engage in education on a continuous basis (United States Department of Education National Education Technology Plan, 2010).

Clearly, university students are heavily using social media, which is strengthening virtual communities and virtual learning environments (VLEs) in order to expand (Hussain, 2005) distributed learning among users. In their virtual communities, students are allowed to converse and connect with other students. They can share knowledge and study experiences with one another, organize study groups and project teams, and discuss job chances. The usage of social media for educational purposes is influenced by a number of factors.

The rising usage of social media in higher education nowadays up to be changing, Armstrong and Franklin's (2008) prediction that " Universities will lose their privileged role as primary producer of knowledge, and gatekeeper to it, as knowledge becomes more widely accessible through other sources and is produced by more people in more ways " (P.27) into reality.

Educationists and social scientists are interested in studying how university students use social media. The accessible literature, according to Hamid, Chang, and Kurina (2009, np. ), provides useful designs and ways of employing it at the university level. It focuses on how to share, interact, collaborate, and socialize content creations rather than how to share, interact, and collaborate. There appears to be a variety of justifications for using social media in higher education. Its utility was demonstrated by supporting the belief that it is utilized to improve students' study experiences by providing e-support services (Dbner, 2011, np). It is used to facilitate communication within and between virtual communities of students. Although educational use of social media is critical at all levels of school, university students are particularly passionate about it (Davis et al, 2011).

Students prefer their institutions to use social media sites to strengthen classroom (Roblyer et al, 2010, pp. 134-140) instruction since it is considered as a communication facilitator. Furthermore, social media helps bridge the informal learning gap between "digital native" students and "digital immigrant" instructors (Bull et al, 2008, np.).

## **Conclusion**

This chapter is the theoretical background of the study in which we attempted to provide a comprehensive overview and explanation of the different variables of the study that are presented in two sections; The first section was about students' learning achievement which is perceived as a significant topic in education, the second section is about Social Media and its use in higher education and EFL context.

**Chapter Two:**  
**Research Methods, Analysis, and Discussion of the Findings**  
**Introduction:**

This part of the study presents the practical part. Thus, this chapter is divided into three sections. The first section includes the description of population and sample of the study, research methodology and design, description of the data collection tools, and procedures for analyzing and treating data. The second section provides the analysis and interpretation of the research findings with a discussion of the results. Then, the third section covers; pedagogical implications, limitations and recommendations of the study, suggestions for further research and general conclusion.

**2.1. Section One: Methods and Study Design**

**2.1.1. Methods and Study Design:**

To reach our goal, we used a mixed method approach, which included both qualitative and quantitative analysis in order “to verify the validity of the information being collected” (Blaxter et al, 2006, p.86).

As a result, we suggest that a consistent and reliable data analysis must be conducted using both qualitative and quantitative methodologies. To put it another way, the qualitative technique is the best way to investigate attitudes, behaviors, and experiences by striving to obtain in-depth feedback from research participants (Dowson, 2002, pp.14-15). So, it aids in the collection of data on learners, their thoughts and attitudes toward Social Media and its usage in education, as well as how it helps them in achieving their learning goals. A quantitative method, on the other hand, is based on the measurement of quantity or amount. Then, Quantitative research, according to Creswell (2003), employs inquiry methodologies such as experimental and survey, and collects data on predefined instruments that provide statistical data.



### **2.1.2. Population and Sample:**

The selected participants in the present study are Master one EFL students in the department of English at Bejaia University, during the academic year of 2020-2021, however, the sample of the study consists only of the Master one students majoring in Linguistics. It consists of 35 students. It is a group composed of 4 males and 31 females aged between 21 and 25 years old.

We chose this sample because Master students of Linguistics have more opportunities to conduct research and give presentations, this puts them in constant contact with the internet and allows them to use various ICT tools available in and outside the university, such as computers, data projectors...etc

The second group of participants consists of 05 EFL teachers from the department of English at Bejaia University, who are teaching the Master one students of Linguistics. They are interviewed to collect data as much as possible to support the study with evidence about the use of Social Media among students during their learning process.

### **2.1.3. Instruments of the Study:**

The present study has been conducted for the purpose of examining the impact of Social Media when used as a tool to achieve learning inside the EFL classrooms. In this study, two instruments are used for collecting data;

- A questionnaire (seeking quantitative and qualitative data) that was handed to Master one EFL students of Linguistics.
- An interview which was designed for teachers of Master One Linguistics.

The purpose of using more than one instrument of research is to gather information from diverse sources and gather more reliable and valid data to study them from different angles in order to strengthen the validity of the results so as to accomplish the conducted study.

#### **2.1.3.1. Students' Questionnaire:**

The questionnaire is regarded as a useful tool for collecting data by researchers. In the present study, a questionnaire is designed to Master One linguistics students at the department of English, in order to gather information about their opinions concerning the impact of Social

Media on learner' achievement. We handed thirty-four (34) copies, but only thirty (30) were returned back the same day. The questionnaire is composed of (12) questions divided into two sections; the first section deals with background information about the students while the second part involves questions about students' attitudes toward Social Media, it includes questions about social networks. Participants are asked to answer by ' Yes' or 'No' with brief justification whenever necessary. Sometimes, they choose the right answer from different options.

#### **2.1.3.2. Teachers' Interview:**

The interview is one of the most effective tools for gathering qualitative data and gaining knowledge from individuals. As it was already mentioned, the interviews were administered to five teachers of Master One Linguistics. Moreover, because of time constraints, and the pandemic we are facing, the interviews were printed and given to three teachers; whereas, two interviews were sent to teachers by Internet via email.

The aim of these interviews is to collect teachers' attitudes towards using these social networks as a teaching method, why not, in the classroom in order to provide a comfortable atmosphere for EFL students to interact within the course. The teachers were asked twelve (12) questions divided into two sections. The first section is about personal information, and the second one deals with teachers and social networking.

#### **2.1.4. Data Analysis and Procedures**

In this study, data was collected and analyzed using both qualitative and quantitative methods, relying on percentages and tables.

### **2.2. Section Two: Analysis and Discussion of the Findings**

#### **2.2.1. Analysis and Discussion of the Questionnaire:**

This part analyzes and interprets the questionnaire's findings quantitatively and qualitatively. As mentioned before in section one, the questionnaire comprises two sections dealing with different sub-themes. Consequently, the analysis of those responses will consider each section orderly for the purpose of consistency.

## 2.2.2. The analysis of the questionnaire

### 2.2.2.1. Section One: General information about the students

**Q1:** Students' age

**Table 1: Students' Age**

Options	N	%
21	12	40%
22	09	30%
23	06	20%
24	02	6.67%
25	01	3.33%
Total	30	100%

The table above shows that there are six (5) age groups in the selected sample. Students' ages vary from 21 to 25 years old out of the total number of the sample (30). We have only 1 subject 3.33% who is 25 years old. 12 students (21 years old) represent a numerical majority (40%). Moreover, 22 years old make the number of 09 students (30%), and 23 years old (20%). Besides, 24 years old (6.67%).

**Q2:** The gender

**Table 2: Students' Gender**

Options	N	%
Males	03	10%
Females	27	90%

According to the table, female students are more numerous than male students. We have recorded only three (3) males (10%) out of a total of 30 students. However, female students represent a number of 27 making (90%). This may be because females are more interested in the field of learning a foreign language than males do.

#### 2.2.2.2. Part Two: Students' Attitude toward Social Media

**Q3:** Do you have any social networking account?

**Table 3: Students' Use of Social Networks.**

Options	N	%
Yes	30	100%
No	0	0
Total	30	100%

By this question, we aimed to determine the extent of social network usage among University students. According to the results shown in the table above, 100% all of participants affirmed that they have at least one social networking account.

**Q4:** Which of the following social media sites have you ever used?(You can choose more than one answer)

- a- Facebook
- b- Skype
- c- Twitter
- d- LinkedIn
- e- Forums and Blogs

Other(s)...

**Table 4: Types of Social Media Sites Used By Students**

Options	N	%
a	15	50%
b	00	0%
c	00	0%
d	00	0%
e	00	0%
A+B	06	20%
A+C	03	10%
A+B+C	01	3.33%
A+C+D	02	6.67%
All of them	03	10%
Total	30	100%

The table above includes the most common types of social media sites “Facebook, Skype, Twitter, LinkedIn, Forums and Blogs” which are used by students. The total number of students using social media sites is 30. Therefore, we notice that Facebook is used by all the students. Half of the students use only Facebook as a means of communication. The rest of participants have more than one account; they all have Facebook account in addition to other accounts. That is to say, 20% have Facebook and Skype, 10% have Facebook and Twitter, Two students have Facebook, Twitter and LinkedIn, and only one student uses Facebook, Skype, and Twitter, 10% of the students use all of them. They stated other social media sites that they use such as “Instagram, Viber, What’s up, Snapchat, TikTok, Youtubeas well as emails”.

**Q5:** why do you use social networks?

a- To meet new people

b- To practice the language

c-To learn new things.

d- Procuring information from everywhere?

Other(s)...

**Table 5: The Reasons of Social Networking Use.**

Options	N	%
a	04	13.33%
b	03	10%
c	05	16.67%
a+c	04	13.33%
a+b+c	11	36.67%
All of them	03	10%
Total	30	100%

The reasons for SNSs usage differ from one student to another. 13.33% of students tend to use them in order to meet new people and create friendly relationship. 10% want to practice the language by talking and interacting with people they may know or not.

As well as we have we have 16.67% of students who wants only to practice the language, and 13.33% of them want to make friendships (meet new people) and also learn new things, Besides, we have three students uses social networking to meet new people through practicing the language then to learn new things and procuring information from everywhere.

Moreover, the majority of participants (36.67%) attempt to learn new things by using such SNSs, meet new people and to practice the language. In addition to that, some students

mentioned other reasons such as; they use SNSs for time passing and entertainment, to communicate with friends as well as to maintain relationships with members of family, and to check daily news, thus, we notice that students' use of these SNSs depends upon their own purposes.

**Q6:** How often do you check your social networking account(s)?

a-Twice or more a day

b-Once a day

c-Weekly

d-Monthly

Other(s)...

**Table 6: Students' Frequency of Checking Their Social Networking Accounts**

Options	N	%
a	27	90%
b	03	10%
c	00	0%
d	00	0%
Total	30	100%

The findings were analyzed as indicated on the table above, and we found that the majority of students 90% connect to SNSs several times a day, in addition, some students said that they check their social networks accounts every day in every moment, therefore they can be considered as active users. This can be due to the intention of finding latest updates and the availability of internet connection, then, we have 10% indicating that these students are not so actively involved in SNSs activities.

**Q7:** How much time do you spend on your social networking account per day?

- a- Less than 30 minutes
- b- From 1 to 3 hours
- c- More than 3 hours.

Other(s)

**Table 7: Students' Time Spend In SNSs**

Options	N	%
A	05	16.67%
B	07	23.33%
C	18	60%
Total	30	100%

Respondents were asked to report on time spent each day in different SNSs. We notice that the amount of time spent daily on SNSs varies greatly. In fact, 16.67% of students spend less than 30 minutes a day socializing, while 23.33% of them take from 1 to 3 hours. Furthermore, the most of students 60% said that they spend more than three hours per day, as well as some students stated that they take all the daylong connected, especially in weekends. This category of students can be termed as sample of heavy users, this might be due to the availability of internet connection for long periods. This reflects that the majority of student users spend much time on these SNSs.



**Q8:** Do you use social networks to chat with your teachers

**Table 8: Students' Chat with Their Teachers.**

Options	N	%
Yes	19	63.33%
No	11	36.67%
Total	30	100%

This question is asked to see whether there is an interaction between students and teachers on these SNSs. Findings show that 63.33% of students chat with their teachers, but 36.67% do not.

- If yes, please write how (by writing or orally) and about what do you chat?

All students who answered that they use SNSs with their teachers affirm that they correspond by writing. They asserted that they talk only about educative subjects, for instance; they connect with each other for more explanation of the lessons and clear instructions and pieces of advice, checking homework, talking about the marks and sharing knowledge.

- If no, please say why?
  - In asking this question, students' responses were different; they are grouped and listed as follows: Students prefer face-to-face interaction better.
  - Students consider it as a lack of respect for their teachers and prefer to make boundaries between them.
  - Students consider it less informal, and feel a shame to contact their teachers in private.

**Q9:**To what extent do you think that using Social Media in education motivates you (EFL students) to study more and work on your assignments?

**Table 9: Social Media in Motivating the Students to Study More and Work on Their Assignments**

Options	N	%
Strongly Agree	08	26.67%
Agree	17	56.67%
Neutral	01	3.33%
Disagree	04	13.33%
Strongly Disagree	00	0%
No opinion	00	0%
Total	30	100%

The results of the table above show that 26.67% of the students strongly agree on the motivation of the students to study more and work on their assignments through the use of Social Media in education. Then, 56.67% of them agree that using Social Media in education motivates them to study more and work on their assignments. After that, only one (3.33%) of the participants shows a neutral position towards the use of Social Media in education. However, 13.33% of the participants disagree with the fact that Social Media motivates EFL students to study more and work on their assignments. In the light of the results, most of the participants show an agreement on the fact that Social Media in education motivates EFL students to study more and work on their assignments. Hence, this finding also answers positively the second question of our study.

**Q10:** To what extent do you think that using Social Media facilitates English language learning?

**Table 10: Students Opinions Role of Facebook in Facilitating Language Learning**

Options	N	%
Strongly Agree	20	66.67%
Agree	09	30%
Neutral	01	3.33%
Disagree	00	0%
Strongly Disagree	00	0%
No opinion	00	0%
Total	30	100%

According to the results stated in the table above, we found that the majority of the respondents have a positive attitude towards Social Media. 66.67% of them “strongly agreed” that Social Media facilitates language learning. In the meantime, 30% “agreed”. Only one participant (3.33%) was neutral. Paying attention that none of the students opted for “disagree” or “strongly disagree”.

**Q11:** Do you think that using social networks strengthen students’

- a- English writing ability.
- b- Learn new English vocabularies.
- c- Speaking fluency in English.
- d- Motivation to read in English.

Other(s)...

**Table 11: Students' Attitudes towards Social Networks**

Options	N	%
a	01	3.33%
b	11	36.67%
c	03	10%
a+b	03	10%
c+d	02	6.67%
b+d+c	04	13.33%
All of them	06	20%
Total	30	100%

This question investigates learners' opinions about the use of SNSs. The table above indicated that the majority of students 36.67% affirm that SNSs enrich their vocabulary backgrounds. Out of 30, nine (9) students responded by choosing more than one choice, and six (6) students choose all of them. They consider that SNSs play a crucial role in strengthening their English writing ability, learning new English vocabularies, speaking fluency in English, and motivation to read in the target language.

**Q12:** Do you agree that EFL students' use of social networks helps them improve their learning achievement?

**Table 12: Students Opinion about Using SNSs to Improve Their Learning Achievement.**

Options	N	%
Yes	27	90%
No	03	10%
Total	30	100%

Almost all the students (90%) agreed that the use of SNSs enhances their learning achievement. This explains the reasons why they spend long periods of time surfing or paging on these websites, and trying to communicate with different people. However, students who disagree, represent a very small number (only three students).

At the end, students who either answered that they agreed or disagreed (yes or no) in the previous question were asked to justify their answers. The three students who answered that the use of SNSs does not improve EFL students' learning achievement argued that, users of these websites spend most of the time talking about irrelevant subjects far from educational issues. Another argument is that student spend too much time on Social Media which influences their time management, and some students rely on Internet to do their home works, they make no efforts.

On the other hand, students who agreed with the use of SNSs to develop their learning achievement argued:

- SNSs give us the chance to practice the language.
- SNSs are motivational factors for improving the four skills of the target language, enriching our vocabulary background and making conversations.
- SNSs expose us to the real use of the English language through communicating with native speakers. So we have opportunity to learn their language and culture.
- These websites are appropriate environments for shy students to feel at ease and not to be afraid of making mistakes.

- Social Media provides us a quick access to all information and facilitates the learning process
- Social Media helps EFL students to improve their learning achievement through discovering new things, correcting their mistakes, sharing ideas.

### **2.2.2.3 Discussion of findings of the students' questionnaire**

According to the results of the students' questionnaire, there is evidence that all of the students were utilizing different types of social media website. Some participants are said to be addicted to them, while others only use them on occasion, and they use such technology for different interests. Furthermore, according to the current report, Facebook is the most popular social network among students. Students visit these websites for a variety of reasons, according to the research results, the most important is that they strive to learn new things, besides, from meeting new people, practicing the language, entertaining and communicating with native English people as well as family were also prominent reasons for social networks usage. Finally, it was discovered that SNSs made it much easier for students to interact with one another and with their teachers. The majority of students believe that using Social Media can help them learn a language faster and that such websites can help them improve their target language achievement.

### **2.2.3. Analysis and Discussion of the Interview:**

#### **2.2.3.1. Section One: Personal Information**

##### **Item 01: Degree (s) Held**

**Table13: Teachers' Degree**

<b>Options</b>	<b>N</b>	<b>%</b>
B.A	00	0%
M.A	04	80%
Ph .D	01	20%
Total	05	100%

The result presented in table 13 above shows that most of the interviewed teachers are holding M.A degree (4 teachers), and only one is holding Ph.D.

**Item 02:** How many years of experience do you have in teaching English?

**Table14: Years of Experience as EFL Teachers.**

<b>Option</b>	<b>N</b>	<b>%</b>
Lessthan 05 years	02	40%
Between 05 to 10 years	02	40%
More than 10 years	01	20%
Total	05	100%

experience in teaching English; however, 02 of the interviewed teachers have between 05 to 10 years of experience in teaching English at Bejaia University with the total of 40%, and 02 of them have less than 05 years of experience in teaching English as a foreign language made up the total of 40%; while only one teacherdeclares that he have more than 10 years of experience in teaching English.

### 2.2.3.2. Section Two: Teachers and Social Networking.

**Item03: In your opinion, do social networks (such as Facebook, Skype, Twitter...) facilitate English language learning?**

**Table 15: Facilitate English Language Learning Through Social Networks.**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	05	100%
No	00	0%
Total	05	100%

Results in the table above show that all the teachers absolutely confirmed that social networks have a great role in facilitating the language learning process because they represent authenticity, and they open rooms for more contact and improving their language through communicating with native speakers, also agreed upon the beneficial role of social networks, but they added that students must be aware of the appropriate way of using these websites.

As well as many pages and groups offer a variety of digital materials that can help EFL students keep contact with the language while socializing, and sometimes these digital communities are completely dedicate to language learning. Finally they all completely agree that social networks help developing language learning process.

**Item04: Do you use such social networks as a means of communication with your students (i.e., for educative purposes)?**



**Table16: The Use of Social Networks as a Means of Communication to Connect With Students**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	04	80%
No	01	20%
Total	05	100%

As a response to this question, three (03) teachers revealed that they tend to communicate with their students using Facebook, emails, and another teacher added Skype, Instagram. One teacher revealed that she chats with her students to allow them asking questions concerning their courses and the difficulties they may encounter, also she provides them with useful videos, books, and sometimes they receive feedback about their classroom performances. In fact, she added that she still wishes to ameliorate her SNSs usage in order to be opened to the new technologies.

Moreover, they stated that they use social networks to search for some relevant websites and propose them to students, and give them the freedom to either using them or choosing others, mainly to enhance their listening and speaking skills.

On the other hand, only one teacher answered that he did not use social networks with his students admitted that he wish to start using them in the near future. Indeed, he finds it a very interesting idea to better develop the teaching process.

**Item05: Do you use Social Media to develop your own teaching?**

**Table 17: Using Social Media to Develop the Own Teaching.**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	04	80%
No	01	20%
Total	05	100%

The results presented in table 15 show that most of the respondents (4 teachers) said “yes” they use Social Media to develop their own teaching. They stated that Social Media has programs, applications and dictionaries which could be helpful for EFL students. Moreover, they said that Social Media is the easiest and the faster tool to get information, sharing ideas and save time by using its different applications; and even games that help EFL students to learn and facilitate a task by encouraging and motivating them.

The teacher who said “no”, does not use Social Media to develop his own teaching. He declared “*To be honest, I’m still attached to the old teaching methods.*”

**Item06: Do you think that the online environment may provide a comfortable atmosphere for learning better?**

**Table18: The Online Environment May Provide a Comfortable Atmosphere For Learning Better**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	04	80%
No	01	20%
Total	05	100%

Most teachers (04) absolutely agreed upon the fact that the online environment may help students to improve their language learning. They declared that the online environment is considered to be very helpful for introverted (anxious) students to get rid of their hindrances and inhibitions, and if it is only to be additional to the traditional teaching, they argued that in the online environment all the students are acting behind the screen; the constraints that they fear are not present as they act in isolation. That is to say, there is no critical judgments and negative comments on them whether by the teacher or by mates. Thus, this will increase their self-confidence, self-esteem and will reduce anxiety and fear of using the language or making mistakes. Consequently, they break the ice to integrate the group. However, the teacher who answered “no”, thinks that the social, cultural and social-economic parameters of the country are not yet favorable for such advancement.

**Item07: Do you think that students who use these social networks are regularly more able to enhance their learning than those who do not?**

**Table19: Students Who Use Social Networks Regularly Are More Able to Enhance Their Learning.**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	01	20%
No	04	80%
Total	05	100%

The (04) teachers who answered “no” argued; that the frequency of social networking usage cannot determine students’ enhancement in their learning. One of them argued “*to the best of my knowledge there are no serious researches that have proved that.*”

Most of the students use social websites for entertainment only, and another teacher said that social networks may enhance students’ learning, but depending on their usage and that there is no concrete idea so, it needs an observation.

However, the other interviewee who answered “yes” said that students who use social networking sites regularly became a sort of experts in selecting the appropriate words and expressions because these students are accustomed to communicate with different people, they exchange ideas and experiences. In other words, it is for the mere reason that students would be less shy, and in constraint contact with the language through various means provided in the Net.

**Item08: What do you think of bringing social media tools into the classroom experience?(i.e; social networks integration into the classroom for language learning)**

By asking this question, most of the interviewed teachers found that bringing social networks into a formal academic setting as a good idea, and an appropriate strategy for language learning. They claimed that the administrative decision, readiness of teachers besides a good training in using these websites must be taken into consideration. On the other hand, teachers need to be cautious not to overuse the means on the detriment of the goal. Another teacher added that bringing social networks into the classroom may result with a very successful experience for learners as they put them in an authentic context of language use, but, one of them said that he has no idea how such an experiment can be carried out.

**Item09: Do you think that teachers should invite their students to use Social Media as a tool for EFL learning?**

**Table20: Inviting Students to Use Social Media as a Learning Tool.**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	05	100%
No	00	0%
Total	05	100%

Based on the results presented in the table 29, all the interviewed teachers said that it is very important to raise the students’ awareness about the importance of using Social Media as a tool of EFL learning because they have a lot of benefits and they facilitate the task for

learning. However, they added that teachers should be aware that students use their social networks for learning purposes that can build their knowledge as a complementary tool.

**Item10: Do you allow your students to use Social Media for learning in your classroom?**

**Table 21: Allowing Students to Use Social Media for Learning in Classroom.**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	00	0%
No	05	100%
Total	05	100%

All the respondents asserted that they do not agree to invite and their students to use Social Media in classroom regarding to their disadvantages on the learning and teaching process during lectures. However, they were against though they know it is very useful and important but they avoid asking students to use it freely. In other words, they think that sometimes it creates an interruption and distraction in classroom. Besides, they think that it will not help them to move in their lecture.

To sum up, encouraging students to use the Social Media is very important but the teacher should be aware of how and when to integrate this networks, in order to create an active learning that will raise the students’ motivation and satisfaction in the learning, also, to involve them in the lesson and push them to participate more actively.

**Item11: Do you think that Social Media should play an important role in the future of the English language learning?**

**Table22:Social Media Should Play An Important Role in The Future of The English Language Learning.**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	03	60%
No	02	40%
Total	05	100%

The majority of the interviewed teachers agreed that Social Media should play an important role in the future of the English language learning regarding to the great advancement of technology. In other words, many educational applications that help learn better and are more suitable for learning (rather than printed materials). Also, they added that social networks can help in enhancing their competences as they believe that when this technology is used it will lead to better participation and acquisition of concepts and skills, however, the ones who were against said that they are not sure of the importance of Social Media in English language learning.

**Item12:How can social networks make the EFL learning/teaching process more beneficial and effective?**

According to the teachers' answers, all of them asserted that integrating social networks inclassroom makes the EFL learning/teaching process more motivating and enjoyable, as students feel more interested in the lesson. Also, they all agreed that such technology helps to attract the students' attention in general; since it is something new that can be accessed everywhere, motivates self-study, and self-learning. Besides, all the respondents focused on the point that it is faster and easier to use. Additionally, it is enjoyable and attractive that facilitates the task of learning and it presents another way for learning than the traditional learning.

Based on the teachers' responses, most of the teachers share an agreement about the important role of Social Media in classroom; especially in EFL classrooms that can make the language learning/teaching process more beneficial and effective. However, they agreed about

its helpful role in facilitating and enhancing the students' learning that may lead to better results if it is used efficiently by EFL students to contribute in the learning process.

Finally, we conclude this analysis with some comments added by the interviewed teachers to know more about their perceptions towards Social Media use in English language teaching. In what follows some of their comments:

- They asserted that it is very important to make use of the advantages of Social Media in the English language learning/teaching. But it is highly demanded to focus on the importance of raising these networks for learning purposes.
- They added that SNSs are very important in the learning and teaching process, at any time you can use it to access knowledge and learn.
- They believe that learning is part of technology (Social Media).

The above comments reveal that, teachers developed positive attitudes and as they displayed previously, Social Media is an important tool in teaching and learning process. Since, they believe that learning is a part of technology; they stressed the importance of having and getting access to this new development. Likewise, they added that it is important to highlight the advantages of Social Media in English learning and teaching and implement them for learning purposes.

### **2.2.3.3. Discussion of the findings of the teachers' interviews**

The study of the interviews with the teachers found that social media may have an impact on EFL students' learning outcomes. In this part of teacher's interview, we seek to shed light on teachers' perspectives toward the use of social networking sites as a language teaching method and a way of improving EFL students' learning achievement. However, some teachers believe that using social media sites can be destructive to learners if they misuse the technology.

As a result, we noticed that many teachers choose to use social media as an educational tool to help students design their own language learning and develop the four skills required for target language proficiency. Other challenges mentioned by these teachers included administrative decisions, teacher preparation, and enough training in the use of these platforms for both teachers and learners. Teachers must also encourage students to use these technologies for study rather than enjoyment or social engagement.

#### **2.2.4. Conclusions of the study:**

All over the present section, the researcher has dealt with the analysis and discussion of the results obtained from the two provided instruments, including students' questionnaire and teachers' interview. The findings are analyzed and compared in an attempt to achieve the objectives of the study and answer the different questions.

Accordingly, the present results reveal that Master 1 EFL students of Linguistics at the University of Bejaia showed a positive attitude toward the use of Social Media on improving their learning achievement purposes. Hence, the obtained results revealed that the students use Social Media to discover new things and share their ideas about studies. Moreover, they use different resources in order to develop their four skills of the English language.

In addition, they use different applications to interact between each other for the purpose of studying. Furthermore, a large majority of students use these social networks in the process of their learning; hence, it helps them to develop their learning skills and encourages them to get more involved and get further explanation about lectures. Besides, their learning becomes more effective and achievable. Accordingly, teachers' interview supports the students' questionnaire by stating that Social Media is an effective tool and strategy to improve the students' knowledge and it makes the learning process more active and effective.

To conclude, both students and teachers show positive attitudes toward the use of Social Media as a learning tool in EFL classrooms in general and Master1 EFL students of Linguistics in particular. Importantly, the findings of the present study have answered positively our questions of the study. Moreover, our topic of research as a whole has revealed positive feedback from the participants.

### **2.3.1. Section Three: Pedagogical Implications, Limitations of the Study, Recommendations, Suggestions for Further Research and General Introduction**

#### **2.3.1.1 Pedagogical Implications**

Students' use of social networking sites such as Facebook, Skype, Twitter... etc has become a part of their everyday life. According to the results of our research, the majority of students use various sorts of Social Media to varying degrees. Several students use social media to



communicate with native English speakers as well as their teachers in order to improve their language skills and learning achievement.

#### **2.3.1.2 Limitations of the Study:**

The present sub-section aims at providing some limitations.

- Lack of sources (books) in our library at the University of Bejaia; thus, we encountered a lot of obstacles in finding enough literature related to our study.
- The study was conducted only with Master 1 EFL students of Linguistics at the University of Bejaia. For this reason, the findings cannot be generalized.
- The participants consist only of three males, whereas the rest were females. Hence, we did not take into consideration the Gender and Age. Besides, during the collection of the questionnaire not all the participants were present.
- Time constraint: because of the pandemic we did not respect the principles of the interviews.

#### **2.3.1.3 Recommendations of the Study**

- ✓ Teachers should employ these SNSs with appropriate way to enhance student's skills of English language
- ✓ EFL teachers should think of inventive methods to employ technology (Social Media) to target student's interests and needs for utilizing the language effectively in a variety of contexts.
- ✓ Students should understand the distinctions between academic and informal contexts, as well as the serious consequences of mixing the two.
- ✓ Adapting to educational developments and incorporating social media activity into formal academic settings should be a priority for university officials.
- ✓ Teachers and students should both be informed on the benefits of using Social Media in their teaching/ learning process.

#### **2.3.1.4 Suggestions for Further Research:**

The present suggestions are addressed to those who are interested to conduct research on the same topic for future studies. First, the present study needs to be conducted in other settings in Algeria to get more generalized findings on the impact of Social Media on

students' learning achievement. Additionally, this study needs to be replicated by taking into consideration the age and the gender of the participants, since in our investigation we did not rely on these variables. Finally, the findings of the present investigation reveal that students affirmed that Social Media are very helpful for their learning achievement while integrating them in learning process. Hence, a future study can be carried out on exploring how Social Media can be a helpful tool for the learning /teaching process.

## **General Conclusion**

The present study dealt with the connection that exists between Social Media and EFL students' learning achievement and tried to encourage students as well as teachers to use these websites for academic purposes.

The majority of the students revealed that they spend considerable periods of time using social networks and have more than one account to communicate with people from all around the world and most importantly with their teachers. However, teachers declared that students should use social networks appropriately for studies: they said that students need to train themselves to do that using the English language. As a result, many teachers tend to contact their students outside the classroom using various means (such as phone mobiles, emailing, and other social networks) and encourage them to interact with native English speakers.

The findings of the students' questionnaire indicated that almost all the EFL learners concurred that social networks may facilitate English language learning and help them improve their learning achievement. Whereas, the findings of the teachers' interviews revealed that although such websites develop language learning process, they also have negative effects on students if they misuse them. However, this latter did not affect the findings of our study because data collected from the questionnaire, showed that most of the students use social networks to discover and interact with native people.

An interesting conclusion had been drawn on the basis of the interviews that all the teachers supported the idea of bringing social networks into a formal academic setting. They confirmed that bringing social networks into the classroom may result with a very successful experience for EFL learners because they put them in an authentic context of language use. Furthermore, they suggested that the administrative decision, readiness of teachers and a good training in using these websites must be taken into consideration, and teachers need to be careful not to abuse the means on the disadvantage of the goal.

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## Appendices

### Appendix 01: Students' Questionnaire

The following questionnaire is a part of a study that would be conducted at the Department of English at the University of Bejaia. It is about the impact of using Social Media on improving EFL students' learning achievement. Please, answer to all the questions below carefully and honestly. All the information you provide will be kept strictly confidential and will be used only for academic purposes. You can give more than one answer where necessary.

**Thank you for your cooperation.**

**The Researcher**

#### Section One: Personal Information.

01) Gender: Male

Female

02) Age:

#### Section Two: Student's Attitude toward Social Media

03) Do you have any social networking account?

a- Yes

b- No

04) Which of the following social media sites have you ever used? (You can choose more than one answer)

a- Facebook

b- Skype



c- Twitter

d- LinkedIn

e- Forums and Blogs

Other(s).....

**05) Why do you use social networks?**

a- To meet new people

b- To practice the language

c- To learn new things

d- Procuring information from everywhere

Other(s).....

**06) How often do you check your social networking account(s)?**

a- Twice or more a day

b- Once a day

c- Weekly

d- Monthly

Other(s).....

**07) How much time do you spend on your social networking account per day?**

a- Less than 30 mins

b- From 1 to 3 hours

c- More than 3 hours

Other(s).....

**08)** Do you use social networks to chat with your teachers?

a- Yes

b- No

If yes, please write how (by writing or orally) and about what do you chat?

.....  
.....

If no, please say why

.....  
.....

**09)** To what extent do you think that using Social Media in education motivates you (EFL students) to study more and work on your assignments?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

No opinion

**10)** To what extent do you agree that social media facilitates English language learning?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

No opinion

11) Do you think that using social networks strengthen EFL students’

a- English writing ability

b- Learn new English vocabularies

c- Speaking fluency in English

d- Motivation to read in English

Other(s).....

12) Do you agree that EFL students’ use of social networks helps them improve their learning achievement?

a- Yes

b- No

In both cases, please justify your answer

.....  
.....

• **Further suggestions:**

.....  
.....  
.....  
.....

**Thank You for Your Contribution.**

## Appendix 02:

### Teachers' Interview

This interview is designed as a part of our research in the master program, option Applied Linguistics & English Language Teaching that would be conducted in the Department of English at Bejaia University. It is intended to gather data about the impact of Social Media use in education as a tool to improve EFL students' learning achievement. We would be so grateful if you could answer the following questions since your answers are very important for the validity of this research work. Also, make sure that all information you provide will be anonymously treated and will be used only for academic purposes.

**Thank you in advance.**

**The Researcher**

#### Section One: General Information

01) Degree (s) Held:

B.A.  M.A.  Ph.D.

02) How many years of experience do you have in teaching English?

Less than 05 years

Between 05 to 10 years

More than 10 years

#### Section Two: Teachers and Social Networking

Q3) In your opinion, do social media sites (such as Facebook, Skype, Twitter...) facilitate English language learning?

Yes  No

-Would you like to justify your answer?

.....  
.....  
.....

**Q4)** Do you use such social networks as a means of communication with your students (i. e., for educative purposes)?

Yes  No

- If yes

1- What are these social networks?

.....  
.....  
.....  
.....

2- How do you use these websites in order to help students learn the English language?

.....  
.....  
.....  
.....

- In case you do not, would you like to start using these social networks in your teaching process?

.....  
.....  
.....  
.....

**Q5)** Do you use Social Media to develop your own teaching?

Yes  No

-Would you like to justify your answer?

.....  
.....  
.....

**Q6)** Do you think that the online environment may provide a comfortable atmosphere for learning better?

Yes  No

.....  
.....  
.....  
.....

**Q7)** Do you think that students who use these social networks regularly are more able to enhance their learning than those who do not?

Yes  No

-Would you like to justify your answer?

.....  
.....  
.....  
.....

**Q8)** what do you think of bringing social media tools into the classroom experience? (i. e., social networks integration into the classroom for language learning)

.....  
.....  
.....  
.....

**Q9)** Do you think that teachers should invite their students to use Social Media as a tool for EFL learning?

Yes  No

- Would you justify your answer?

.....  
.....  
.....

**Q10)** Do you allow your students to use Social Media for learning in your classroom?

Yes  No

- Would you justify your answer?

.....  
.....

**Q11)** Do you think that Social Media learning should play an important role in the future of English language learning?

Yes  No

- Would you justify your answer?

.....  
.....  
.....

**Q12)** How can social networks make the EFL learning/teaching process more beneficial and affective?

.....  
.....

- Anything else that you would like to add?

.....  
.....

**Thank You for Your Cooperation**