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Exploring the Positive and Negative Effects of Social Media on Teenage Learners from Academic Perspectives

**Case Study: Third year Students at Borj El-Emir
Abdelkader Secondary School
of Tissemsilet**

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Dedication

I dedicate this work to my family and many friends, a special feeling of gratitude to my loving parents, Ahmed and Megtit Kheira, whose words of encouragement and push for tenacity ring in my ears. My sister Akila has never left my side and she is very special.

I also dedicate this dissertation to many friends, to my family who has supported me throughout the process. I will always appreciate all what they have done, especially Ahmed Mati for helping me develop my technology skills.

It is also dedicated with special thanks to my best friends Achir Hicham, Billel and my wonderful cousins Mahdi and Farouq.

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Dedication

This work is dedicated to my dear parents; my dear father and the beloved mother without whom I would not have been who I am today. So, without my beloved parents, I would not achieve what I have done. Their daily prayers and supplications have the road for me in everything especially in my university studies. The dissertation is also dedicated to my beloved siblings; Fatiha and Ahmad Matem, without forgetting my dear friends and all those who know me and who will be interested in reading my dissertation.

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Abstract

The present study aims at investigating the relationship between social media and the academic achievement, as well as to examine their effects on the students' process of learning. The targeted level, in this research, is the third year students at Bordj El Amir Abdelkader Secondary School of Tissemsilt in the academic year 2019/2020. This study is divided into two parts; one theoretical and the other purely practical. In the theoretical part we studied the four main variables which are: social media, individual differences, and the learning styles and strategies. We tried to relate them to academic achievement. With regard to the tools of research, we relied on the questionnaires; a questionnaire for learners and another one for teachers to collect primary data and information about the participants as well as to prove the validity of our hypothesis, which is: There may be some effects of social media on the academic achievement of learners. Concerning the findings, and according to the the results of the questionnaires, one could say that there are many effects of social media on the academic achievement of learners due to many reasons such as: individual differences and different learning styles and strategies. So, the social media have indeed positive and negative impacts on the academic process of learning, but most of learners are negatively influenced. At the end of this study, we proposed some future perspectives and recommendations which may help teachers, learners, and future researchers to understand the differences among learners and take them into consideration in the teaching/learning process.

Key Words: Social Media, Individual Differences, Learning Styles, Learning Strategies, Academic Achievement.

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General Introduction

Learning domain is very spacious. It contains many facets either educational, cognitive, corporeal, or psychological. Many studies have investigated in this domain by many experts, scientists and psychologists. Since nowadays we live in the era of technological development; education, as well, has been developed through the use of new technology in teaching and learning process.

There are many problems related to the teaching and learning processes that can either positively or negatively affect the learners, such as: classroom management, classroom climate, different types of intelligence, learning styles and strategies, as well as the use of new technology and social media. The latter is considered as an important variable that affects the academic achievement of learners. Many studies have confirmed that social media is one of the main contributing factors that affect the academic achievement; therefore, it is studied from many facets especially its relationship with the learners' performance in the classroom.

The data from previous studies offered valuable information about the effects of using social media on the academic achievement. These data gave teachers, learners, and future researchers a clear overview about this new technology and its effects on the learners as well as their academic achievement.

The present study is about the effects of social media on teenage learners' academic achievement. It holds valuable information and essential notions of the teaching/learning domain, which allow both teachers and learners to have an idea about social media, its types, and its relationship with the different types of intelligence and learning styles and strategies, and its effects on the academic achievement.

So, in order to investigate the impact of social media on the students' learning process, our research is based on the main question: Is there any relationship between social media and the students' academic achievement?

The aforementioned question can be subdivided into other significant questions, dealt with in chapter two, that all refer to the main issue of social media and their impact on the academic results of students. So, it could be hypothesized that social media have a negative and positive impact on the students' learning process.

With regard to the way this research was conducted, and the research tools used for data collection, it was decided to devote the second chapter for the research methodology that was followed from the outset of the present work to the final step.

Chapter One

Literature Review on Social Media

Chapter One

Literature Review

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Introduction

Recently, the use of social media has spread all over the world since it becomes one of the most needed tools that reflect the development of the nations and education as a specific case. In this chapter, we are going to discuss the main notions and try to give a review of literature concerning the notion that has a relation with social media such as: defining its types with examples, showing the relationship between social media and teenage users. We are also, going to show the relationship between social media and the different types of intelligence; as well as its relation with learning styles and strategies. On the other hand, we are going to discuss the notion of Academic Achievement since it is another part of this research. So, in order to give clear definitions to all of these notions, we need to answer some questions in this chapter like: what is social media? What is its relation with intelligence and learning styles and strategies? Is there any relation between social media and the academic achievement of teenage learners?

I.1 What is Social Media?

Social Media has been defined as websites which allow profile creation and visibility of relationships between users (Boyd & Ellison, 2008). Social media can be defined as a tool of communication between the individuals through a creation of a profile on websites through sharing relationships, and group conversation. This does not mean only having relations, but also to share experiences with each others. “However, there appears to be a broad agreement that technologies played a significant role in the development and adoption of social media.” (Reference)

Another definition of social media refers to “Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence” (Huang & Benyoucef (2013 p. 246). It can also be defined as a collective intelligence which means that it is a kind of intelligence made by human not only to use it in vain but also to develop human intelligence into certain level.

I.2 Social Media Functions

One of the approaches to identify “social media” is to describe the functionalities of a given platform and application in terms of essential “social” properties. (Kietzmann et al. 2011). Social media is a developed tool with such intelligence that makes the human life easier and makes the world as a small village, since it facilitates communication between individuals through its functionalities which concerns: presence, sharing, identity, conversations, relationships, groups, and reputations.

Graph 1.1: Social Media Functions

Source: (<https://www.researchgate.net/figure/Social-media-functionality-framework>)

All definitions of social media agree that social media implies use of online or internet technologies. So,

“Social network sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system”.

(Kane et al., 2014)

One could extend this definition by adding that users should also be able to create and access digital content. These definitions enhance the technical definition of Kaplan and Haenlein by adding the “connection” element (list of interconnected users) and a “human”

element (profiles). However, the boundlessness of these systems: the ability of users to integrate and combine applications and features into a new unique system is explicitly excluded in this definition. Also, the “interactive” nature of social media: the ability of users to establish and maintain social contact.

I.2.1 Types of Social Media

All social media involve some sort of digital platform, whether that be mobile or stationary. Not everything that is digital, however, is necessarily social media. Two common characteristics help to define social media. First, social media allow some form of participation. Social media are never completely passive, even if sometimes social networking sites such as Facebook may allow passive viewing of what others are posting. Usually, at bare minimum, a profile must be created that allows for the beginning of the potential for interaction. That quality in and of itself sets social media apart from traditional media where personal profiles are not the norm. Second, and in line with their participatory nature, social media involve interaction. This interaction can be with established friends, family, or acquaintances or with new people who share common interests or even a common acquaintance circle. Although many social media were or are initially treated or referred to as novel, as they continue to be integrated into personal and professional lives they become less noticed and more expected.

I.2.2 Examples of Social Media

In this section, some types of social media will be discussed in detail.

E-Mail

As this overview of common forms of social media demonstrates, some are used primarily for recreation or personal connections, others for work or professional reasons, but most allow leeway for both. Email, probably the most common form of social media, is used in everyday life, email (short for electronic mail) involves users logging into an account in order to send and receive messages to other users. Anyone who sends or receives an email must have an account. Many options for free email accounts are available via the World Wide Web, but many times internet service providers will also offer free email accounts with service packages or employers will offer email addresses to their employees. Most workplaces have strict rules about how email accounts can be used, although many organizations report that they have no specific email training. Those who work for public organizations (including politicians, professors at state universities, and administrators and assistants for government offices) are often subject to open records laws that will allow interested people or

organizations to request any emails sent or received to a government funded email account or an email account used to conduct government business.

Use of email actually pre-dates the internet, with some organizations having the ability to send messages electronically within a local computing network. As the Internet rose to prominence, sending messages across different servers also became a possibility. Email acts as a quick and highly reliable way to send documents or images, updates or important details at a moment's notice, or to share one piece of information with a large number of people. Many people face issues with spam, or unsolicited email that is usually from commercial sources. Many times spam is exacerbated by computer viruses that use email programs to capture all of the email addresses in a user's address book. An address book is the list of email addresses that an individual saves to quickly send an email to an individual or a group of people. People often divide an address book into different kinds of friends, colleagues, or family members to send correspondence to those who it is most relevant.

Texters

Similar to email, a texter is a two-way communication channel that allows individuals to quickly send a message to another person or a group of people. Although media portrayals often make it look as if texting is a particularly youthful behaviour, people of all ages have adapted to texting. Still, younger individuals tend to text more often and usually do so at a faster speed. As texting technology has improved, it is easier to text photos or to copy and paste links into texters in order to share them with others. Texters often make use of emoticons, the use of keyboard characters to make pictures such as a smiley face (e.g., :-P), a practice that is also common with email. Texters are derived from chatters, or computer programs that make use of the internet to allow people to quickly talk back and forth via text characters. Although the use of texting is often highly convenient and allows many benefits, particular attention has been paid to two texting behaviours that have led to problems: texting while driving and texting. It is estimated that texting while driving makes a car crash almost 23% more likely.

Blogs

The word *blog* is derived from the word *weblog*. A blog is a webpage where an individual or group can share information or ideas with a large group of people via the internet. It is not uncommon for a person to start a blog and then never update it again. Some of the most successful blogs are updated on a regular basis so the followers of the blog can know when to expect new entries. Blogs cover a wide range of topics, including political issues of all kinds.

A common feature to blogs is a feedback forum where, after reading an entry, people can interact with both the blog author and others who have commented. Many traditional media outlets have adopted blog-like features online in order to entice readers to continue sticking with their news or entertainment offerings. For example, many newspaper stories end with the opportunity for readers to share their thoughts or comments about a current issue. These news stories, especially when about hot or particularly partisan political issues, can lead to serious debates. Because of the contentious nature many blogs and news outlets find, it is not uncommon for a user to be required to register in order to participate.

Message Boards

It is not uncommon for fans of television programs or other popular entertainment to frequent message boards that allow users to post messages that talk about a clearly defined subject. Message boards also prove popular with people seeking social support or advice, whether that is wounded warriors trying to make sense of life after war or someone facing breast cancer who wants to talk to someone else who has been through the experience. Advice is also offered through review sites such as Yelp that allow users to rate businesses such as restaurants.

Connection Sites

Online dating is another form of social media. Users approach online dating sites, some that require paid membership and others that are free of charge, and create a profile that tells who they are and what they seek in a relationship. Some may be sceptical about how honest some are about the information displayed in an online profile, but research shows that people are generally honest. The stigma placed upon online dating sites has continued to diminish as more people continue to use them in order to meet dating partners. In addition to dating, others may use connection sites to find friends or activity partners. For example, the connection site Meet Up allows users to find activist groups, book clubs, or hobby circles. Users enter a profile, and then they can even send messages to meet up group leaders in order to learn more about the activity or see if they would make a good fit for the group.

1.3 Social Networking Sites

Facebook and other social networking sites are almost ubiquitous features in contemporary culture. Even those who choose not to create an online profile and participate will often hear from others information gained from such social platforms. A key distinguishing feature that makes a social networking site is the fellow list of users that one connects with, usually based

upon friendship, family, work relationships, or even weak tie relationships. Initially social networking sites were great ways to meet new people, and although that is still a possibility many social networking sites now discourage people from adding connections they do not know. The public nature of information posted to social networking sites often allow a space for social or political viewpoints to be displayed, although research suggests much of this political activity reinforces pre-existing beliefs – especially because people tend to be online friends with those that are most like them.

Games and Entertainment

Online games and entertainment often carry a social dimension. Puzzle games like Bejeweled or Words with Friends allow friends to challenge each other for higher scores, send gifts that will allow for advanced game play, or even collaborate to beat a game together. Other games such as Farmville carry social dimensions where people can build a virtual farm, town, or business and fellow players can patronize or lend a helping hand to each other. Many times these games will automatically send requests to others to join in, much to the chagrin of those receiving such requests. It is becoming more common that these games will allow for some kind of chat or interaction to accompany each move.

Apps

Short for *mobile applications*, apps are not necessarily social media oriented; but many times people can connect through apps via another form of social media (typically Facebook) and many times apps in and of themselves have some kind of social dimension. One example is Grindr. Like many apps, Grindr uses a Smartphone location tracker to determine where the user is and to determine the distance between other users.

1.4 Social Media and Intelligence

Most officials prefer the two modes in some combination, either being briefed, with interesting items left behind for later reading, or reading first, then asking questions. That will change. Technology will continue to rush ahead, enabling new forms of interaction between intelligence and policy, and intelligence's clients will come to expect from intelligence what they came to count on from Google. Technology will enable, but the challenge for intelligence will be work processes and organizational culture.

Nowadays, people live in the era of technological development that make life easier and facilitate interaction among the individuals. It is known that each human have his/her type of

intelligence; some have musical intelligence, others have emotional intelligence or mathematical intelligence ... etc. Studies have shown more than 12 (twelve) types of intelligence; however, recently we depend more on the new type of intelligence which is Artificial Intelligence. This type of intelligence facilitates human life and makes complex processes easy to access. Social Media uses artificial intelligence in order to facilitate the interaction among the individuals as well as to save time and effort and make the world as small village. Moreover, today's generation depend a lot on the new technology which could possibly reduce their mental abilities since most users of Social Media depends on the easiest ways of interaction and download information easily from the Net which makes them somehow lazy and dependable.

1.5 Individual Differences

All humans differ from one another in one thing or many things which make the individual unique. Dörnyei (2005, p. 1) defines IDs as "*characteristics or traits in respect of which individuals may be shown to differ from each other*". These differences occur especially in the cognitive domain in which cognitive abilities differ from one person to another. Furthermore, there are many other differences that characterize people, and this is a result of many contributing factors which make the society contain many different parts forming one community. It is possible to categorize these differences into the following types.

1.6 Types of Differences

In this section, some types of differences will be discussed in detail such as the differences in: interest, attitudes, values, study habits and self concepts

Differences in Interest

Interest is considered as one of the most important things that help in learning because it is a motive for the learners to do what should be done, also to motivate a person towards a person, thing, or activity. In the learning process, difference in interest may include what the learners want to learn, or their behaviours towards a topic which seems interesting for them.

Differences in Attitude

It is one of the most important differences that characterize humans, in which the personality of each one has a special side and special things inclining toward. Also, their attitudes may be positive toward some subjects while others may have a negative attitude. In most cases those who have a negative attitude are passive individuals and they like to be in isolation. The role of education in the society is to develop these positive attitudes and support them, while puts an end the negative ones.

Differences in Values

Values are things that may seem important to some individuals. Some may value material life, while others value discipline, religion, or spiritual life. The role of education in this domain is to make a balance between valuing material and spiritual lives in a way that makes the learner able to value material life and use it as a complementing to spiritual life.

Differences in Study Habits

It is clearly noticeable that some learners differ from others in their study habits. Differences in study habits may include learning styles and strategies. *"Learners differ profoundly in what they do in learning and in their success in any particular learning situation"* (Snow .1989. p. 14). Each learner has his/her own learning style and strategy which make their study habits different from others. Some learners are studious and study all subjects with interest, while others are not. Some prefer to study in isolation and others prefer to study in groups.

Differences in Self-Concepts

It is the totality of attitudes, judgements, and values of an individual relating to his/her behaviours, abilities, and qualities. Some students have positive self-concept that increases their confidence and their performance better than those who have a negative Self-concept. It is also considered as the fundamentals of the personality. Some learners have weak personalities; they try to imitate those who seem to have a strong personality and confidence.

This leads them to seem as failures when they try to acclimate with themselves and start looking for the others instead of moving forward and developing their own personalities to do activities that are adequate to their abilities.

1.7 Causes of Individual Differences

There are two main causes of individual differences, which are:

Heredity (Nature)

Individuals have various endowments, abilities, and qualities provided by heredity which decide the path of the progress and development of an individual. The name heredity mechanics has been given to the field of problems into which they enter what essentially boundary conditions are extending over continuous intervals of space and time and demanding integrals for their representation, (Glaser, R. 1967. p. 14).

Heredity also puts limits upon individuals (growth and development) in various dimensions (Age), since it contributes in intelligence, aptitude and other specific abilities.

Environment (Nurture)

Environment, however, plays an important role in individual differences. No one gets the same environment from birth to death. Individual differences occur on the basis of stimulation received by an individual from his/her internal or external environment. This may include: family, peer group, economic status, education ...etc.

It is debatable whether nature and nurture play vital or strong role in the development of an individual in specific directions. Both are strong contenders in order to distinguish individuals.

1.8 Learning Styles and Strategies

Learning styles and strategies are considered as main factors that help knowing how well our students succeed in learning the second language, by which we can know their development and progress in acquiring L2. This can greatly help the teachers build up activities that accommodate with all learners' styles and strategies.

1.8.1 Learning Styles

Learning styles are a group of theories and approaches in the learning process in which there are many differences in the learning style that characterizes one individual from another. "The general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem ... Learning style is an overall pattern that provides broad direction to learning and makes the same instructional method beloved by some students and hated by others" Oxford (2003, p. 273)

Ehrman & Oxford (1990) mentioned nine (9) essential dimensions related to the learning of L2. In this chapter it will be mentioned only four (4) main dimensions that have a great relationship with L2 acquisition, which are: Sensory Preferences, Personality Types, Desired Degree of Generality, and Biological Differences.

Most Learning Styles are continuum such as: a person is more extroverted than introverted or a person who is more auditory or visual but less kinaesthetic or tactile. It is also possible to find learners who use all of these styles or learners who use none of them.

1.8.2 Sensory Preferences

Sensory preferences are related to the use of the body and the sensory consciousness in learning. Cohen (2001, p. 9) points out: "*What is becoming increasingly clear is that there is an important link between the style preference that learners have and the language learning strategies that they select in order to accomplish language tasks.*" Also, it shows how the learner is able to use his /her body and psychomotor skills. Sensory preferences can be divided into four (4) main areas as the following: visual, auditory, and kinaesthetic (movement oriented), and tactile (touch oriented). Visual learners have the ability to learn through reading, seeing images, or a visual stimulus. They find it difficult to learn through lectures, auditory lessons, or conversation. In

contrast, auditory learners find it interesting and they learn from it easily. Kinaesthetic learners learn from movement, for instance, they move inside the classroom since they find it very helpful in learning and acquiring skills. However, tactile learners learn from things they touch for example, they learn from working on a project, doing an experiment, or activities that require using touch.

1.8.3 Personality Types

It is another important style in learning L2. It is also called (psychological type). This style depends on four (4) main elements: extraverted vs. introverted intuitive random vs sensing-sequential, thinking vs. feeling, and closure-oriented/judging vs. open/perceiving. This style also shows the relationship between differences through learners' differences in the learning styles especially in the psychological side, and the use of the brain areas (right brain, left brain).

1.8.4 Extraverts vs. Introverts

Extraverts learn through the world outside. They depend on it as a reference to acquire their energy and skills. They gain knowledge through communication. In contrast, introverts learn through the world inside. Mostly they do not depend on the world outside but they acquire their skills through developing themselves and learning in isolation. Extraverts and introverts can learn together in one classroom through principles the teacher use in building up activities that help both of them.

1.8.5 Intuitive-Random vs. Sensing- Sequential

Intuitive-random learners think in an abstract way. They depend on imagination, future view, and theories. They prefer to be directed by themselves (self-directed). In contrast, sensing-sequential learners depend on facts and present things in the present time. Usually they depend too much neither on hypotheses and theories nor on imagination. They prefer to be directed by a teacher and they search in their learning for consistency. To teach both of them in one classroom, the teacher should choose lessons and classroom activities those help both of them, and include some helpful activities for both of them in one lesson.

1.8.6 Thinking vs. Feeling

Learners, who mostly think, depend on facts and they do not care about others' feelings. They want to be seen as competitive and never show failure. They depend on self-valuing and do not need others' evaluation. In contrast, learners who mostly feel are characterised by being flexible and always show their compassion and empathy through words and behaviours. They value other people in a very personal way. Also, they always say what they feel in a

smooth way even in very difficult situations. Furthermore, they always want to be respectful to develop themselves, and this motivates them to work hard.

1.8.7 Closure-Oriented/Judging vs. Open/Perceiving

Closure learners depend on hard work and seriousness. They want to reach their objectives easily and prefer clarity in work. Much more, they want to be given written information and they enjoy specific activities. *“Sometimes their desire for closure hampers the development of fluency.”* (Ehrman & Oxford. 1989) However, open learners do not give great importance to L2. They just want to enjoy their time through seeing languages as an enjoyable exercise. They gain knowledge through simple and easy information. Sometimes they do better than closure since they do not prefer to learn in traditional classes.

1.8.8 Desired Degree of Generality

It is based essentially on contrast between learners who focus on the general idea or general picture and those who focus on details. It depends also on two types of learners: Global or Holistic learners and Analytic ones. Global or Holistic learners learn through social interactions and communicative situations in which they can reach general ideas that help them a general view of what happens around them without looking for details while Analytic learners focus on details and do not give interest to non-detailed information. This is simply because they neither want to guess nor to understand the context unless they are quite sure of details. However, it is possible to make a balance between them through the generality and the specificity in acquiring L2.

1- Biological Differences

It means the differences in the learning styles from the biological side and all the things that are related to the individual (corpuscle side & environment). Learners have different characteristics, either genetically or environmentally, and their needs. There are some who learn from the external environment (society), while others learn from the internal environment (school and family). This is up to the mood, needs, and desires.

2- Learning Strategies

They are a group of specific ideas and behaviours used by the learners to enhance their learning. It is neither good nor bad but mostly positive and useful in case it includes the following conditions: (a) the strategy relates well to the L2 tasks, (b) the strategy fits the particular students' learning preferences, and (c) the students employ the strategy effectively and link it to other relevant strategies. If those conditions are fulfilled, learning will be easy, effective, and enjoyable and make the learners able to learn by their own. So, *“learning*

strategies can also enable students to become more independent, autonomous and Lifelong learners”.
(Allwright; Little, 1991)

The role of the teacher is to develop and raise learners’ awareness about learning strategies, and help them to use it. Through what is mentioned previously it is possible to classify six (6) main strategies as the following:

3- Cognitive Strategies

They are strategies that depend on cognitive process which allow the learner to use language devices directly through: analysing, inferring, taking notes, summarizing, composing, and planning. Also, these strategies help developing the desirable skills in by the learners. Mostly, it depends on using the mind and the cognitive processes.

Meta-Cognitive Strategies

Are strategies that depend on defining learning styles referents of the individual and learners needs? It is based on these essential skills: gathering and rearranging information, selecting and correcting mistakes, and evaluating success’ rate in an experiment or exercise. It is possible to use these strategies by those who have intuitive learning style since it helps them develop their skills and acquire an ability to apply theories and hypotheses in different learning situations.

Memory-Related Strategies

They are strategies that depend on using the brain to remember and retrieve previously gained knowledge. These strategies require the simplest mental level (remembering and knowledge). This happens through using the previously studied information, remembering pictures and sounds, and recalling them in the time when needed.

4- Compensatory Strategies

Are strategies mostly used in writing and speaking and language use. Learners with these strategies focus on understanding the context and using gestures while speaking. They can be considered as communicative strategies which allow the learners to learn new things through communication and stimulation of new learning situations.

1- Affective Strategies

These strategies depend on feeling and evaluating the self through using reward and reinforcement for good performance. It can be useless if the skills of the learner had been

developed. These strategies can be used by those who are “feeling students” since it helps them appreciate themselves and encourage them to work hard.

2-Social Strategies

They are strategies that make the learner depend on the external world to clarify ambiguous things and information or to acquire new methods or skills that help him/her develop his/her own. It also helps the learners to enhance his social interactions and their knowledge about cultures and different mentalities as well as understanding the language.

3- Academic Achievement

Academic Achievement is one of the main notions in many domains especially the domain of Education .It is an important topic for research ,discuss ,and deep study because of its importance in the activity of administrators ,teachers ,and family as well .This is due to the need of preparing good generations that may contribute fulfilling social objectives .

It is a measure of gained knowledge in the learning process .So, academic Achievement is an educational term for the results learners at school. It refers to a student’s success in reaching short- or long-term goals in education. It is a group of cognitive expertises and skills that the learner can understand, memorize, and remember in need using many factors such as comprehension, attention, and repetition through different periods.

1.9 -Factors affecting the Academic Achievement

Academic Achievement is a complicated process affected by number of Internal and External factors. Those factors are as the following:

1.9.1-Internal Factors

With regard to the internal factors, many aspects can influence the academic process like the affective side, intelligence, motivation, the exam stress and self-esteem. All these points will be explained in the following sections.

A- Psychological

They are internal factors have a strong relationship with the academic performance of the student .It may be positive or negative .These factors include: intelligence, motivation, self-esteem, and exam stress.

B- Intelligence

Most of the psychologists agreed that there is a strong relationship between Intelligence and the Achievement at school .Students with high Intelligence most of the time get good

marks and they like to study and carry on the good performance for a long time ;while those students with low Intelligence are passive and they are not interested in studies .

This does not inhibit that there are some students who have a low academic achievement and they are intelligent but they only need hard work and this is because they fail due to other factors including: self-esteem and motivation that help them achieve the desirable social and cultural levels.

C- Motivation

It is one of the main factors that affect students' achievement .there are many points of view see that the frailty of motivation affect negatively on the learner's Academic Achievement even though she/he was intelligent .The academic levels achieved due to motivation .

D- Exam Stress

Stress is one of the main topics in psychology in general and mental health in specific .Stress is concerned as a principle problem that the Academic Achievement of the learners.

E- Self-Esteem

Many psychologists see that there are a strong relationship between self-esteem and academic achievement .Those who have a bad academic achievement are defective and have passive directions toward the Self-Esteem .Self-Esteem build confidence which affect positively on the Academic Achievement .

1.9.2- External Factors

Concerning the external factors, economy, society and culture are the main points to be discussed in this side.

A- Economical and Social Level

It is known as the Economical and Social position of a person or a group. The importance of economical and social levels is shown in the academic performance of the learner .This can affect either positively or negatively on the Academic Achievement .It depends on the Economical and Social position of the learner's family and whether they can afford him/her a good education .

B- Cultural Level

The culture of the family has also an essential role in developing and increasing the learner's academic abilities for instance : well educated parents can help their son/daughter do well at school .Also ,a student can learn well especially if there were books ,magazines ,newspapers ...etc at home in which he/she can build his/her own personality.

Conclusion

As a conclusion, this chapter defined social media, individual differences, learning styles and strategies and the academic achievement, in the form of a literary review just to make those notions clear and easily understood for both teachers and learners. The aim of this chapter was to make things clear especially for learners of foreign languages who needed them as a reference to discover better ways for studying. For teachers, this study may help

them take into consideration learners' differences and their use of social media types when building the lesson's objectives.

Chapter Two

Research Methodology and Procedures

Chapter Two

Research Methodology and Procedures

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Introduction

The second chapter of this research is purely about methodology and the procedures that have been followed to make this survey happen and ensure it is done properly without any potential mistakes concerning the methodological aspects.

In this chapter, we describe and talk about how to manage and conduct this research and bring it to life. At first, the purpose of the research is briefly discussed showing what exactly this research is about. Then, the research questions and hypotheses are mentioned to make it clear what we are seeking for. After that comes a description of the research sample and how it has been chosen. Finally, there is a brief overview of research in general, followed by the data gathering process and the tools used to achieve it.

II.1 Statement of the Problem

It is commonly known that education is a very extensive domain. It is the source of acquiring knowledge and learning the basics and concepts that make humans' life valuable. Since it is very spacious, many studies have proposed many problematic related to it, one of these problematic is the use of social media by teenage learners. Many teachers and learners

may get worried due to its effects on the academic achievement. Some people may not see these effects as a result of this use of it, but the truth is over thoughts in which it may be the start of other problems that affect the academic achievement either positively or negatively. This makes it an important topic to search about in order to tear out the ambiguity as well as to investigate its effects on the academic achievement of the learners.

II.2 Aim of the Study

The dissertation aims at investigating the effects of social media on teenage learners' academic achievement. It tries to highlight the use of social media and its types, learning styles and strategies in secondary schools since they have many effects on the academic achievement. Moreover, it tries also to make this social media as an important point to be considered by teachers, learners, and future researchers to avoid the obstacles of the learning process.

II.3 Structure of the Dissertation

The whole work is organized into three main parts.

Part one is devoted to the review of literature. It is concerned with a brief theoretical overview of social media and its types of learning, learning styles and strategies, and the academic achievement. The second part is concerned with research methodology and questionnaire design. It involves a detailed description of the study, chosen population, methodology, research tools...etc. whereas the last one of the proposed research is basically devoted to the analysis of the data of both teachers' and learners' questionnaires. It is devoted to the practical part of the study; it gives descriptive analytic statistics of the results obtained from the administered questionnaires and discussion of the findings with some recommendations.

II.4 Research Questions

Trying to investigate the effects of social media on teenage learners' academic achievement, and depending on the aims of this study, this work is supposed to answer the following questions:

- 1- Is there any relationship between social media and academic achievement?
- 2 - Does social media affect the academic achievement of the learners?
- 3- To what extent are teachers aware of the uses of social media by teenage learners?
- 4- Do teachers take into consideration the use of social media and its relationship with learning styles and strategies, and different mental abilities of their learners when preparing lessons?

II.5 Research Hypotheses

To investigate and answer the above questions, we hypothesize that:

- 1- There may be a relationship between social media and academic achievement.
- 2- There may be some effects of social media on the academic achievement of the learners.
- 3- Teachers may be aware of the use of social media and its types, learning styles and strategies of their learners.
- 4- Teachers may take into consideration social media uses, learning styles and strategies, and different mental abilities of their learners when preparing lessons.

II.6 Participants and Sampling

Some limitations should be considered before applying the obtained results of this study. First, due to the small number of the participants, the results cannot be generalized to all secondary school learners and teachers. Second, the obtained information may not reflect the real results of the participants' answers, since they may not answer honestly, or they choose randomly the answers. Third, it is also so difficult to measure all the effective variables on a very short period of time, because this study needs enough time to explore the effects of social media on teenage learners' academic achievement. The data collection was based on questionnaires and classroom observation.

Our research population is so wide; therefore we limited the investigation to one sample chosen randomly. The participants of this survey were 60 pupils from Bordj El Amir Aek Secondary school in Tissemsilet. They were composed of both genders, in the third grade, so they were from different ages as well. Moreover, there was a group of 12 teachers from three different secondary schools in Tissemsilet, participating in this survey, because of the Corona Virus situation that obliged us to move to other teaching persons from other educational institutions.

II.7 Descriptive Method and Its Importance

The description method or the survey is the kind of research that depends a great deal on observation as the primary means of data collection. It is also the easiest method to use when conducting a research like this one, because it does not require a very long period of time or any kind of special tools like the experimental method for instance. Chandra & Sharma (2007, P.263) stated that *“descriptive methods can tell us about what exists at present by determining the nature and degree of existing conditions, because of its apparent ease and directness, descriptive method has been the most popular and most widely used research method in education”*. We have chosen the descriptive method over the other well-known methods, because we needed to be

involved in the real situation and carefully observed every single detail in the classroom that could help us come up with some conclusions that would support our hypotheses.

II.8 Research Tools

Two main tools were used in this study in order to collect the data that might help us in answering the research questions that refer to the relationship between the social media and the student's academic achievements. The two research tools are represented by the questionnaires for learners and teachers as well as our classroom attendance as observers.

II.8.1 Description of the Questionnaires

This study relies on questionnaires for both teachers and learners.

II.8.1.1 Learners' Questionnaire

For the actual study, a questionnaire was organized. Its items were collected from different references (surveys & previous questionnaires) in order to scrutinize the existence of social media, individual differences, and different learning styles and strategies, and to see if there is an impact on the learning process and the academic achievement of learners

To reach the goal of this study, the number of items was reduced to 10, since most of them were just to investigate the different learning styles and strategies of the learners, and the rest were selected to know the different uses of social media.

The questionnaire was distributed kindly and explained to pupils in order to make it easy for them to answer. We did so in order to get the desired results.

II.8.1.2 Teacher's Questionnaire

The teacher's questionnaire is consisted of 11 questions including the gender and the age. The designed questions aim to investigate the existence of different social media sites and uses as well as the teachers' awareness of ID, LS & LST of their pupils and how they depend on them when teaching.

II.8.2 Classroom Observation

People observe other people and different things and phenomena on a daily basis. However, in research observation the researchers observe carefully what they are studying; people, animals, natural phenomena, or whatever.

This observation usually takes long time; it might take months or even years depending on the subject and circumstances. It is also common to see the use of video recording which allows the researcher to look at it once more. Kongmany Chaleunvong (2009, P.6) stated that *"Observation is a technique that involves systematically selecting, watching a recording behavior and characteristics of living beings, objects or phenomena."*

Classroom observation is the process investigating and monitoring what happen inside the classroom by the researcher in order to have a closer look at the performances of the learners and the teachers concerning the specific topic of the survey being conducted. Wright (1983, P.10) stated that *‘‘a classroom observation is central to the data collection procedure.’’* He also said *‘‘it simply tries to investigate what happens inside the classroom when learners and teachers come together.’’* (P.191)

For our research, we were obliged to rely not only on questionnaires but we added another tool that was represented by the classroom observation. We had been lucky to attend some sessions as observers before the schools were closed because of Corrona Virus. The aim behind the classroom attendance was to confirm the responses given by students themselves for data collection.

Conclusion

The present chapter has described the methodology followed in conducting this study, including a description of the purpose of this study and the participants who made this possible, the two different tools were used to collect the primary data as well as the

procedures by which the study was carried out. The information given in this chapter and the data collected from the participants will be analyzed and discussed in more details in the following chapter.

Chapter Three

Interpretation of Results and Suggestions

Chapter Three

Results Interpretation and Suggestions

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Introduction

The previous chapter is considered as a preface to this chapter. The main purpose is to investigate the effects of using social media in the classroom on the academic achievement of the learners. Starting with the participants and the procedures mentioned in the second

chapter, the data of this study were collected through two main questionnaires: one for learners and the other for teachers. After analyzing the data and discussing the results, some future perspectives and recommendations will be proposed for both teachers and future researchers.

III.1 Analysis of Learners' Questionnaires

The description of the research tools, represented by both the teacher's questionnaire and the learner's one as well as the classroom observation, was intended to be done at the outset of this practical part, but because of the fact that this was presented in the second chapter of this study, that was devoted to the research methodology, it has been decided to start directly

with the following sections represented by the analysis of the main data that were collected through the aforementioned research instruments.

Figure 3.1: Gender

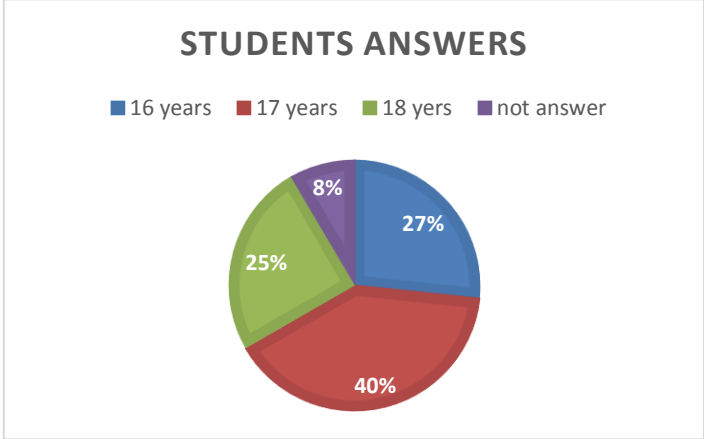


Figure 3.2: Age

The graphs above represent the number of the participants' gender in which it is clear that females dominate the number of participants (33) whereas males are represented by 27. The big percentage of students, who answered our questionnaires, as it is shown in the graph, is 40% with an age of 17 years old, whereas the rest varies between 16 and 18 years old and represent 52%. 08% of the targeted population did not want to answer.

Q2: Number of Social Media

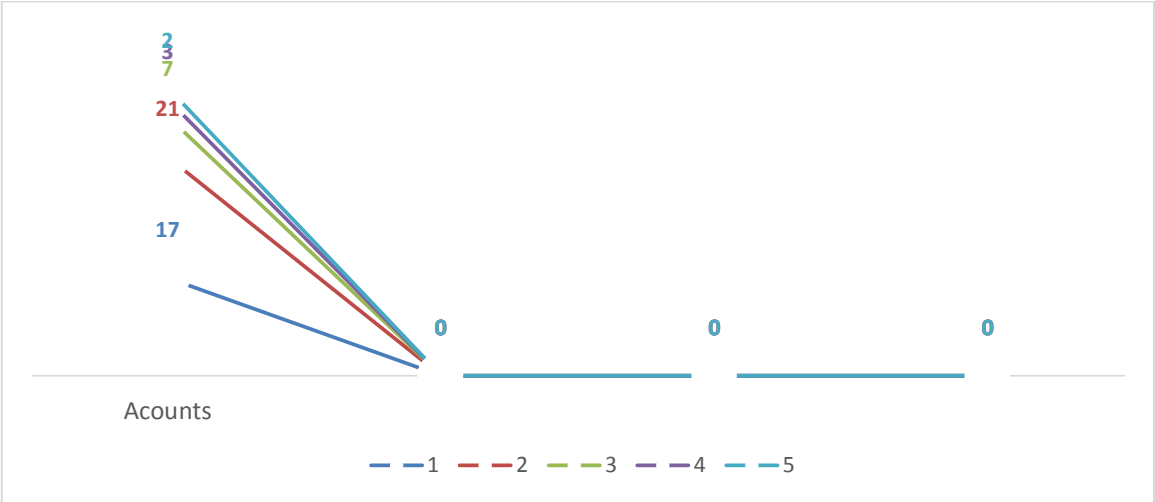


Figure 3.3: The Number of Social Media Sites that Participants Have Account with

This question aims to investigate the number of social media sites used by learners. As it is shown in the graph, it is so clear that most of the learners have more than one account with social media sites which reflect the large space of using the net. This may give different sources to the learners to enlarge their research zone as well as their view to the world.

Q3: Times of looking at social media per day:

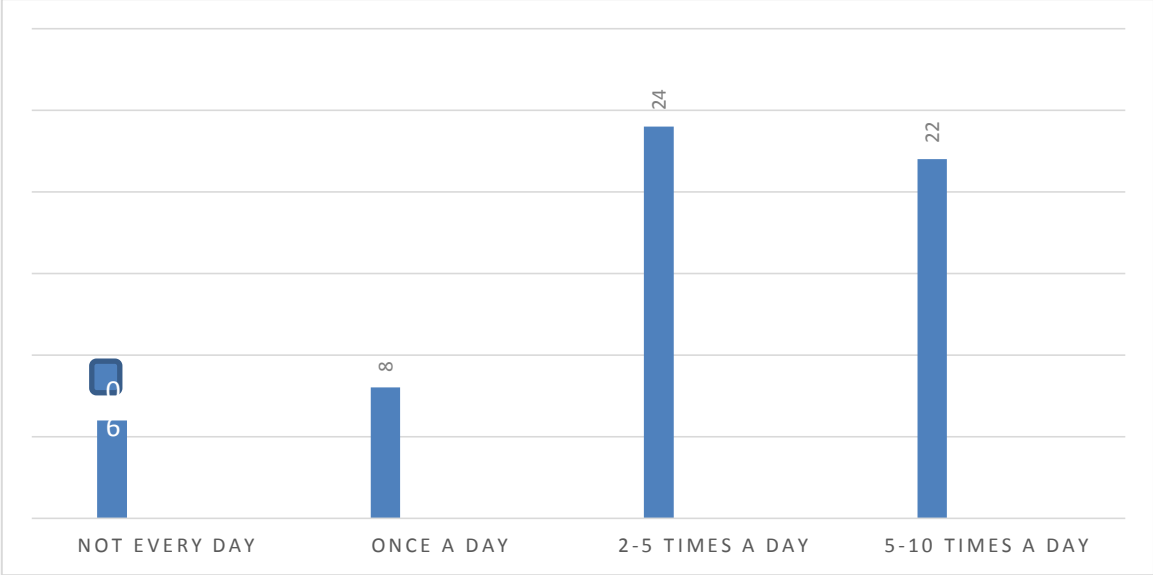


Figure 3.4: Rate of Using Social Media per day

As it is shown in the graph above, this question aims to study the rate of using social media per day. From the graph, it is noticed that most of the learners use social media sites from 2 to 5 times per day which obviously reflect that nowadays there is a big number of social media sites as well as a big number of addicted users.

Q4: Access to social media:

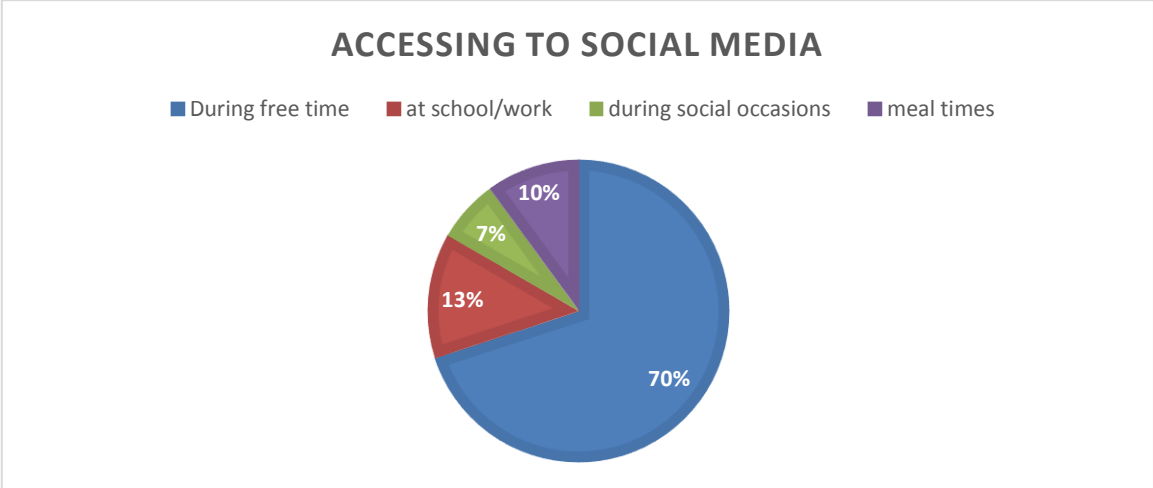


Figure 3.5: Assessing to Social Media

This question as well aims to see when our learners access to social media sites. From the graph above, it's clear that 70 percent of them use social media sites during free time, 13 percent of them use them at school/work, 10 percent during social occasions, while 7 percent use them during meal times. From the results of this question, one could say that most of our learners use social media during the leisure time.

Q5: Participants' Accounts in Different Social Sites: (percentage)

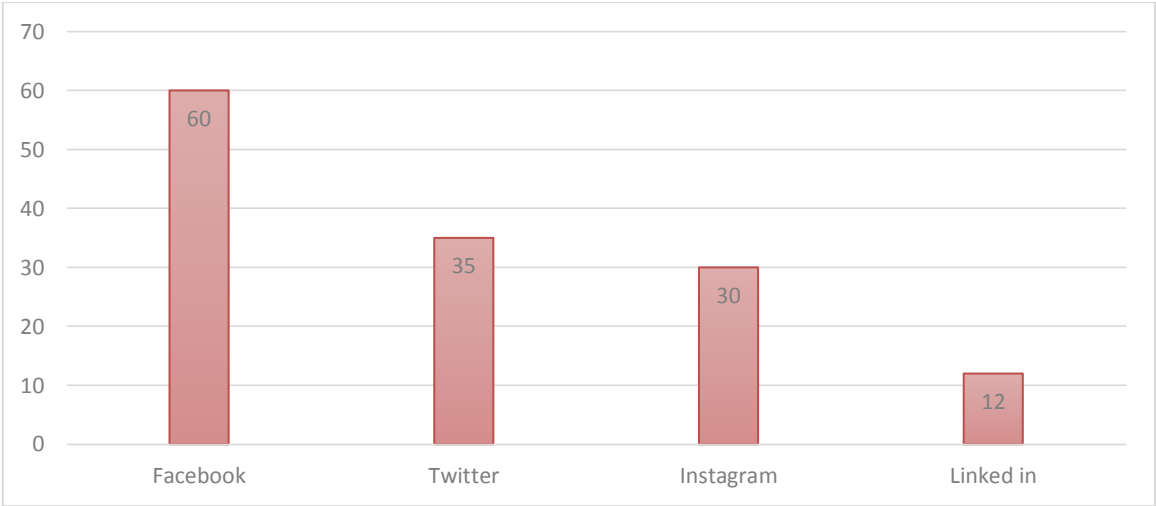


Figure 3.6: Social Media

The graph above represents the social media sites that the participants have account with. As it is shown, so it is noticed that most of them use facebook while some others have more than one account, they use facebook with instagram or twitter or any other social sites.

Q6: Addiction to social media:

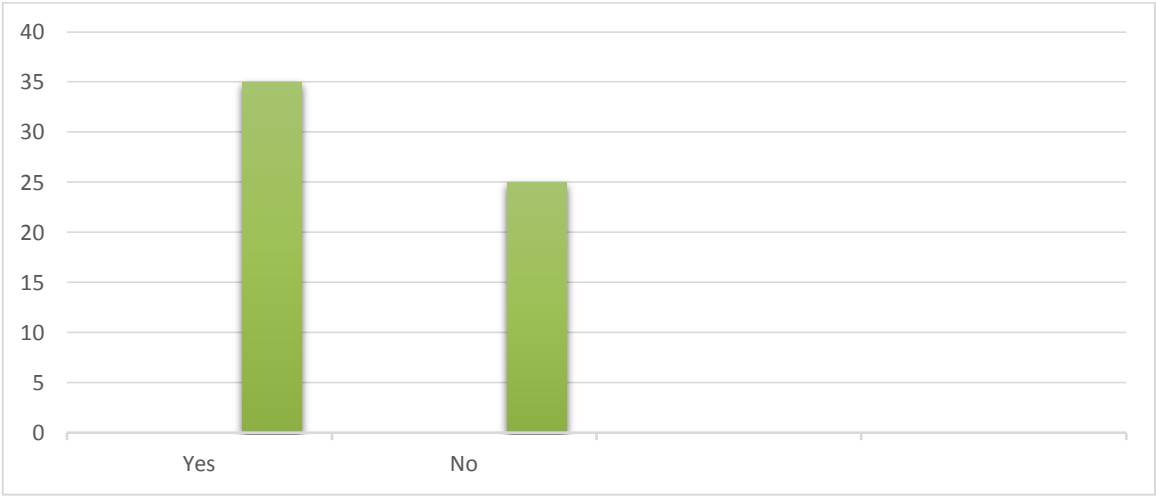


Figure 3.7: Addiction to Social Media

In the content of this research, one could say that this is the most important question which studies if or learners are addicted to social media or not. From the results, it can be said

that most of our students are addicted to social media. This is due to the large amount of using technological devices which may take most of the learners' time either by using social networks, by researches and studies or by work and playing games. From these results, teachers should be aware of this addiction and try to deal with its dangers.

Q7: Purpose of using social media websites: (percentage)

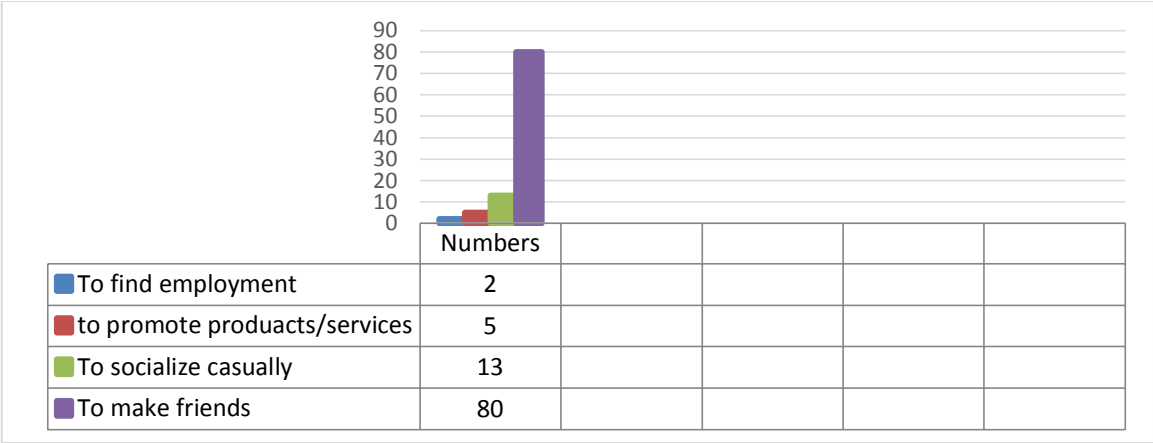


Figure 3.8: Reasons of Using Social Media

This question as well aims to investigate the purpose of using social media sites. From the results, it is seen that most of the users aim to make friends while few others use it to socialize casually as well as for other purposes. From the results, it can be noticed that the purpose of using social media sites in general is communication.

Q8: The Personal Benefit while Using S.M: (with number of participants)

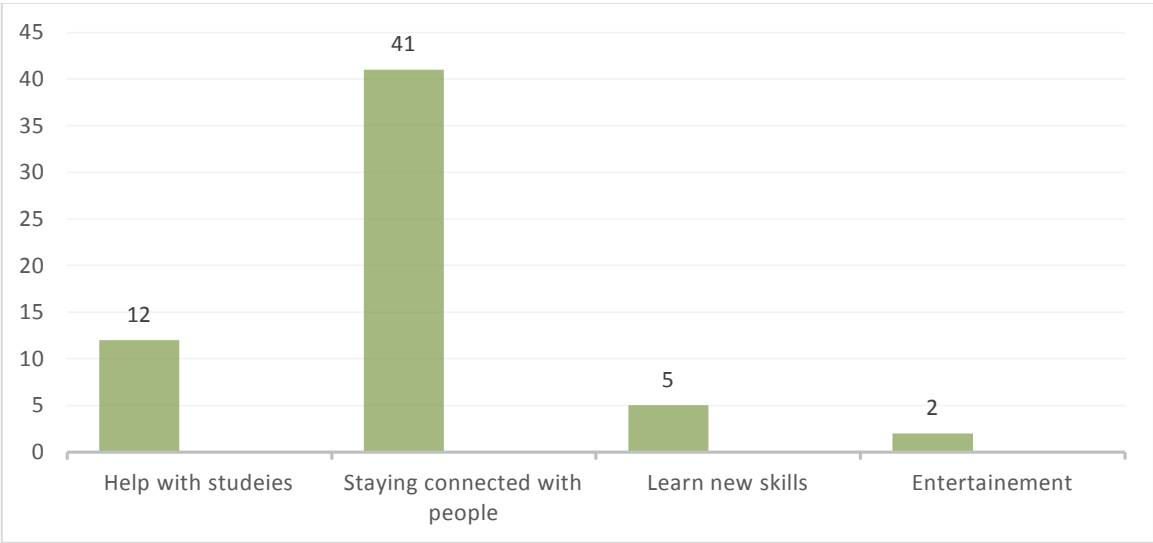


Figure 3.9: Benefits of Social Media

This question aims to study the benefits of using social media. From the graph, it is noticed that most of the participants use social media in order to stay connected with people. 12 others said they were using social media in their studies, 5 used them to learn new skills, whereas 02 of them use them for entertainment.

Q9: The Effectiveness of Private Policies in Social Networking Sites:

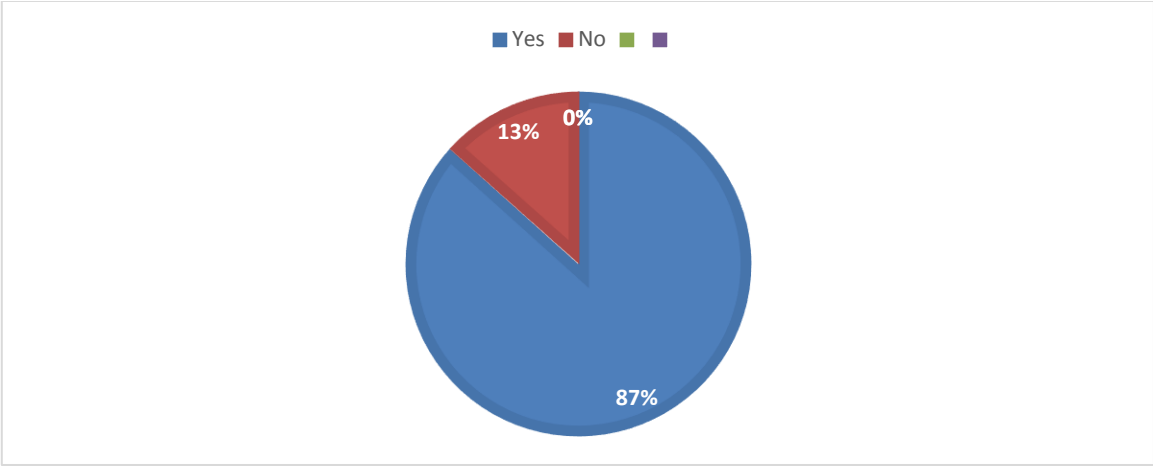


Figure 3.10: The Effectiveness of Private Policies in Social Networking Sites

The graph above represents the effectiveness of private policies in social networking sites. The results show that most of the participants said that private policies in social media are effective with a percentage of 87 percent; which clearly show that using social media sites is less dangerous and respects the privacy of its users.

Q10: The Impact of Social Networking on the Participants Wellbeing:

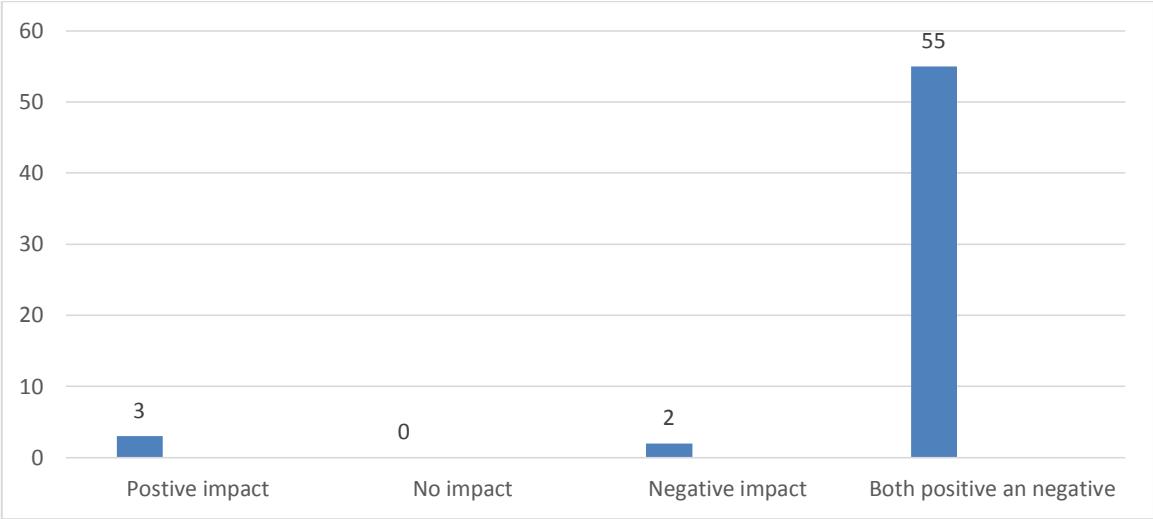


Figure 3.11: The Impact of Social Networking on the Participants Wellbeing

This graph shows the results of the impact of social media on the participant's wellbeing. From the results, it is shown that nearly most of the participants agree that there are both positive and negative impacts. Positive impact may include having knowledge and skills while negative impact may include having bad habits.

III.2 Results and Analysis of the Classroom Observation

Our classroom observation took place in Bordj El Amir Aek Secondary School in Tissemsilt from the 14th of January to February 26th; we were given the chance to attend some classroom sessions as observers with the first year level five times. During the observation, it was noticed that there were different students with different individual differences, and different learning styles and strategies. It was also noticed that the way of teaching had changed since most of teachers used technological devices in their lessons, and the students as well used their phones and computers to study and make their own researches. One could say that this makes our research hypotheses valid and true that there is an effect of social media on the academic achievements of learners.

Moreover, we observed that teachers used different classroom activities. This was because they depended on different sources of information when preparing their lessons. This reflects their awareness about the different social media sites and their effects on the learners' process of learning, since most of them try to bring attractive and modern activities that make students engage in the lesson.

III.3 Discussion of the Findings

The results of the present study show that there is a strong relationship between the variables and the effects of social media on the academic achievements of the learners. Through using the questionnaire as a main tool for this study, it can be said that there are different students with individual differences and different learning styles and strategies as well as their way of using social media either in the classroom or outside the classroom doors. Through analysing the data collected from the questionnaires, some results can be referred to: most of the teachers, if not all, are aware of their pupils' differences and their use of new technology, social media, learning styles and strategies. The latter are all taken into consideration when preparing lessons and classroom activities. At the end of the teachers' questionnaire, an item was added and was considered then as the most important one; it was given in the form of a question to confirm the hypotheses of this study.

After reviewing the results, it was noticed that there was a great effect of social media on the academic achievements of pupils. To answer the research questions, we resorted to the justification teachers gave for the previously mentioned item. So, there are some teachers who think that the effect of the use of social media has two sides (positive & negative). The positive side is to help pupils develop and improve their educational levels; while the negative side is that some of them could be influenced by some bad and illegal sites that may affect negatively their academic performances.

III.4 Future Perspectives

As previously mentioned, there is an effect of social media on the students' learning process. The results of the actual study may help both teachers and future researchers in many ways. From the data and the analysis of the results, some future perspectives can be concluded and are somehow needed by teachers when preparing their courses if they want to reach the peak of an effective learning:

- 1-Teachers are expected to take into consideration the individual differences of their pupils.
- 2-Teachers are supposed to take into account their pupils' learning styles and strategies when preparing their courses, and try to help them develop their levels as well as their ways of study.
- 3-Teachers should take into consideration the effects of social media and try to reduce the negativity and motivate their learners.
- 4-The teachers' awareness of what is taking place inside and outside the classroom doors is needed to increase the academic performance of their pupils.

III.5 Recommendations

Social Media has a great effect on the students' academic learning process; the latter is considered as the main theme that attracts the educational experts and researchers. The study attempts to give some recommendations to teachers as well as to the future researchers in order to reduce the negative effects of social media on the learning process:

First, teachers should evaluate the class at the beginning of each academic year in order to have an idea about the differences that exist in their classes and take it into consideration when preparing lessons.

Second, they are supposed to help their pupils develop and improve their learning styles and strategies for a good academic performance.

Third, since learners are the centre of the learning process; teachers should take into consideration all the positive and negative aspects of social media in order to find solutions to

their pupils' problems they are currently facing during their academic year, and motivate them for the purpose of realizing a good performance and reaching the top of an effective learning.

Conclusion

This chapter is considered as a practical aspect of the present study, it relied on the data that were gathered through questionnaires that were considered as the main tool used in the study. The collected data were analysed to make sure of the validity of the research hypotheses. In other words, the practical part dealt with some statistics that were analyzed, studied and discussed. Some future perspectives were also referred to; this means that teachers and future researchers are expected to pay attention to anything that surrounds their pupils in different classroom situations and have to take a look to the way they study using the different types of social media. At the end of this chapter, some recommendations are presented for the purpose of reducing the negative effects of social media on the students' learning process.

General Conclusion

Nowadays, there are several factors that affect academic achievements of learners. This makes the learning process threatened by some dilemmas in which it becomes weak. This makes both teachers and learners worried and anxious and this may affect negatively on their academic performance.

How can social media affect the academic achievement of the learners? This was the prevailing question that guided our study; so in order to find answers to this question, we worked on three chapters.

The first chapter reviews the literature that examines social media as a major theme. Social Media is defined and classified into types. Each of these types is explained and included in the following: E-Mail, Texters, Blogs, Social Networking Sites, Message Boards, Connection Sites, Games and Entertainment, and Apps. After defining those types and giving the review of literature, individual differences were also defined and their main causes were also referred to. In addition to all these points, learning styles and strategies were also dealt with like theories, background, definitions...etc. This makes the variables of the study clear and helps to

give clear overview on those variables. The aim of this chapter was to identify the main variables as well as to examine the possible sources behind the effect of social media on the academic achievement of the learners.

The second chapter of the study focused on the research methodology and the design of the questionnaires. It is considered as the description of the research design; in which the choice of the selected collection tools, namely learners' questionnaires and teachers' questionnaires were discussed. This chapter describes the participants of the study, the purpose of the study, statement of the problem, methodology, research questions, research hypotheses and research procedures. It provides the main description of how this study was organized and the main tools that helped in the data collection in addition to the description of the sample of the study.

The last chapter is about investigating the effects of social media on the academic achievement of the learners. It includes the analysis of both questionnaires of teachers and of learners, and the discussion of the findings. The findings exposed the interesting information about the effects of social media, individual differences, and different learning styles and strategies on the academic achievement of learners who are participants in this investigation. At the end of this practical part, several future perspectives and recommendations were proposed with hope to be taken into consideration in the future.

The central finding enabled us to investigate the effects of social media on the students' process of learning and the relationship between them. In addition, the data gave support to our hypotheses that there were some effects of social media on the academic achievements of learners, also if these effects were properly investigated; learners' academic achievements would be developed. This means that if teachers and learners are aware of social media effects, individual differences, and learning styles and strategies can easily fix the problems, and the academic achievements of learners will be improved. As a result, there is a clear relationship between the social media, individual differences and learning styles and strategies on one side, and the academic achievement on the other side; in which each one completes the other and all the variables are related to each other.

Studies of this nature that examined the effect of social media serve guide for teachers in general and teachers of foreign languages in particular as they may help them to increase their understanding of teaching-learning domain from many perspectives, as they also provide suggestions on what to do in order to teach in an effective way for the purpose of reaching the targeted goal.

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Résumé

La présente étude vise à étudier la relation entre les médias sociaux et la réussite scolaire, ainsi qu'à examiner leurs effets sur le processus d'apprentissage des élèves. Le niveau visé, dans cette recherche, est les étudiants de troisième année à l'école secondaire Bordj El Amir Abdelkader de Tissemsilt au cours de l'année universitaire 2019/2020. Cette étude est divisée en deux parties; l'un théorique et l'autre purement pratique. Dans la partie théorique, nous avons étudié les quatre principales variables qui sont: les médias sociaux, les différences individuelles et les styles et stratégies d'apprentissage. Nous avons essayé de les relier à la réussite scolaire. En ce qui concerne les outils de recherche, nous nous sommes appuyés sur les questionnaires; un questionnaire pour les apprenants et un autre pour les enseignants afin de collecter des données primaires et des informations sur les participants ainsi que pour prouver la validité de notre hypothèse, à savoir: Il peut y avoir des effets des médias sociaux sur la réussite scolaire des apprenants. En ce qui concerne les résultats, on pourrait dire que les médias sociaux ont de nombreux effets sur la réussite scolaire des apprenants pour de nombreuses raisons telles que: les différences individuelles et les différents styles et stratégies d'apprentissage. Ainsi, les médias sociaux ont, en effet, des impacts positifs et négatifs sur le

processus académique d'apprentissage, mais la plupart des apprenants sont influencés négativement. À la fin de cette étude, nous avons proposé quelques perspectives et recommandations qui pourraient aider les enseignants, les apprenants et les futurs chercheurs à comprendre les différences entre les apprenants et à les prendre en compte dans le processus d'enseignement / apprentissage.

Mots clés: médias sociaux, différences individuelles, styles d'apprentissage, stratégies d'apprentissage, réussite scolaire

ملخص

تهدف هذه الدراسة إلى التحقيق في علاقة وسائل التواصل الاجتماعي بالتحصيل الدراسي، كما تهدف أيضا إلى محاولة معرفة إذا كان هناك أثر لاستخدام وسائل التواصل الاجتماعي على التحصيل الدراسي للطلبة. وقد استهدفت هذه الدراسة فئة من الطلبة بثانوية برج الأمير عبد القادر بولاية تيسمسيلت للسنة الدراسية 2019-2020. تم اختيار عينة هذه الدراسة من الطور الثانوي باعتبار مرحلة التعليم الثانوي من أهم المراحل الحساسة التي يمر بها الطالب المراهق. تم تقسيم هذه الدراسة إلى جانبين: جانب نظري وجانب تطبيقي، حيث يشمل الجانب النظري مجموعة من التعاريف والمفاهيم الأساسية، أين تطرقنا إلى التعريف بالمتغيرات وشرحها وكذا شرح العناصر المرتبطة بها. بينما تطرقنا في الجانب التطبيقي إلى وصف الدراسة وتحليل معطياتها. هذه الدراسة اعتمدت وسيلة الاستبيان: استبيان للطلبة وآخر للأساتذة. كل من هذين الاستبيانين اعتمد عدد من العناصر والأسئلة المختارة لغرض تحقيق أهداف، وإثبات صحة فرضيات الدراسة الحالية.

اعتمدت هذه الدراسة الأسلوب الوصفي التحليلي الإحصائي وذلك بغرض الوصول إلى نتائج تثبت صحة الفرضيات الموضوعية للدراسة والتي تقول بأن هناك علاقة بين وسائل التواصل الاجتماعي والتحصيل الدراسي. بعد تحليل معطيات الدراسة قمنا بمحاولة مناقشة النتائج المتحصل عليها كما قمنا بوضع بعض النقاط التي يجب مراعاتها مستقبلا مع تقديم بعض التوصيات حول موضوع الدراسة.

كلمات مفتاحية: وسائل التواصل الاجتماعي، الفروق الفردية، استراتيجيات التعلم، أساليب التعلم، التحصيل الدراسي.

Appendices

Appendix 01

Teacher's Questionnaire

Dear teachers,

You are kindly asked to answer the different questions below over the subject of “The Effect of Social Media on Teenage Learners: An Academic Achievement.” Your participation will greatly help to obtain good results.

❖ 1. Age:

❖ 2. Gender

Male	Female

❖ 3. How long have you been teaching English? ----- Year(S)

❖ 4. The degree you held?

a- BA (License)

b- Magister

c- PhD (Doctorate)

❖ 5. Do you think that Social Media Sites can be an effective tool for learning?

Yes No

❖ 6. Do you think that Social Media is the best way for you to teach student?

Yes

No

❖ 7. Approximately, how long have you been using Social Media as a tool for teaching?

Less than a year

1 to 2 years

3 to 4 years

5 years or more

❖ 8. How often do you access the internet?

❖ Via mobile phone Daily weekly Never

❖ From home Daily weekly Never

❖ 9. What Social Media sites do you use?

a) Facebook

b) WhatsApp

c) Other

❖ 10 Is Social Media a tool that should be used by teachers?

Yes

No

❖ 11. How would you rate the following uses of social media in education?

	Excellent	Good	Average	Poor	Very poor
Communicating information from the school to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An increasing number of educational institutions are using social media for promotional reasons .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

					<input type="radio"/>
School are beginning to use facebook groups to communicate with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and teachers can share information with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your cooperation

Appendix 02

Student's Questionnaire

Dear Student,

You are kindly requested to answer the questions in the following questionnaire, it aims at gathering data about “the effect of social media on teenage learners: Academic Achievement”

Your participation will be of great importance.

1. What is your gender? Male □ Female

1. B How old are you?

❖ 2. How many Social Media sites do you have accounts with?

- 1
- 2
- 3
- 4
- 5

❖ 3. How many times per day do you look at Social Media?

- Not every day once a day
 2-5 times a day 5-10 times a day

❖ 4. When do you access Social Media?

- During free time at school/work
During social occasions Meal times

❖ 5. Do you consider yourself as an addicted to social media?

- Yes No

❖ 6. Which of the following social media website do you currently have an account with?

- Facebook Twitter
Instagram Linked In

❖ 7. Why do you use Social Media Website?

- To make friends To socialize casually
To promote products/ services To find employment

❖ 8. What are your personal benefits while using social media?

- Help with studies staying connected with people
 Learn new skills entertainment

❖ 9. Do you think that private policies are effective in social networking sites?

- Yes No

If yes

justify:.....
.....
.....

❖ 10. To what extent do you think social networking sites are impacting your overall wellbeing?

- Positive impact No impact
 Negative impact Both positive and negative

Justify how?

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

Thank you for your cooperation