

Democratic and popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ibn Khaldoun –Tiaret-
Faculty of Letters and Foreign Languages
Department of English



**Measuring the Effect of Social Media Usability Addiction on EFL
Students' writing Skills Case Study: Third- Year English Students –
Ibn Khaldoun University, Tiaret**

**A Dissertation Submitted to the Department of English in Partial Fulfillment of
the Master's Degree in Didactics**

Submitted by:

Miss. Chaima MAHOUANE

Miss. Hakima MEGHAZI

Supervised by:

Dr. Hiba BENSALAH

Board of Examiners:

Dr. Naima SAHLI (MCA)	Chairwoman	University Ibn Khaldoun - Tiaret
Dr. Hiba BENSALAH (MAB)	Supervisor	University Ibn Khaldoun - Tiaret
Dr. Nadia SARAA (MAB)	Examiner	University Ibn Khaldoun - Tiaret

Academic Year: 2022/2023

Dedication

All praise and my sincere gratitude are directed first and foremost toward Allah for giving us the strength and longevity necessary to complete this work.

I dedicate this work to the people I cherish the most in my life—my family in particular—and to everyone who has ever supported and believed in me.

I am really appreciative of my parents. I owe a special thanks to my dearest father, who has dedicated his life to seeing me succeed and who has always encouraged me, believed in me, and never given up on me. I would never be where I am today without the care and support of my beloved mother, who is my source of inspiration. Eventhough words will never be enough to thank them. To my beloved brother and each and every one of my beautiful sisters, without exception, for their assistance and consideration of every member of my family, whether they are young or old. May Allah bless them and protect them.

While expressing my gratitude to all my dear close friends without ignoring my professors and classmates.

Chaima

Dedication

This dissertation is dedicated to my dear parents, who have always been the main inspiration behind all my efforts and accomplishments. Thank you because you take care of my smile, tolerate my bad mood and care, indeed words cannot explain my gratitude for their support and love.

To my lovely sister, and my brothers who stood beside me in every moment of my life and supported me to become who I am now, and to my lovely niece " Malek", whom I am truly grateful for having in my life.

My dear family, teachers, colleagues and friends. All the people who have influenced my life.

Hakima

Acknowledgements

Before all, our sincere praise to Allah the almighty for giving us strength and patience to accomplish this modest work.

We would like to extend our sincere appreciation and gratitude to our supervisor Dr. Hiba BENSALAH for her tremendous support, encouragement, insightful and stimulating comments, efforts, significant assistance, and constant patience throughout the entire process of completing this dissertation.

We owe a huge debt of gratitude to the board of examiners, Dr. Naima SAHLI and Dr. Nadia SARAA, for taking part of their precious time to read and assess our work.

We also use this opportunity to thank each and every professor who has taught us at Ibn Khaldoun University. Of course, we won't forget to offer our sincere thanks to the third-year students who responded to the survey for their consideration, valuable time, thoughts, and comments that helped complete this work.

We really appreciate everyone who has assisted us in accomplishing this work.

Abstract

The growing use of social media in all aspects of life has led to its incorporation into the educational context. The current research investigates the extent to which social media addiction affect EFL students ' academic writing. In addition, how social media addiction affects EFL year third students' pedagogical behavior and psychological well-being. To explore this effect, this research was conducted at the Ibn Khaldoun University. To accomplish this study ,a mixed methodology approach has been used as a way to collect both quantitative and qualitative data through the use of three methods, structured-observation as a useful means that was conducted inside the classroom to examine the significant effect that social media addiction causes on students' pedagogical behavior; a semi structured- interview was conducted with psychologist to gain insights about their experience towards the impact of social media addiction on students' psychological well-being, and questionnaire was distributed online to 91 third year students to examine the impact of texting on their formal writing. The results show that students transfer their online language into formal work due to various reasons; besides that social media addiction has a significant impact on students' pedagogical behavior and psychological well-being. Based on this investigation, recommendations are given to foster the implementation of social media in an appropriate way to enhance their academic writing skills.

Key words: *EFL students; Academic writing skill; Social media addiction; Pedagogical behavior; Psychological well- being*

Table of Contents

Content	page
Dedication	2
Dedication	3
Acknowledgments	4
Abstract	5
Table of Contents	6
List of Acronyms	9
List of Tables	10
List of Figures.....	11
General introduction	12
 Chapter One: Literature Review	
1.1. Introduction.....	15
1.2. Historical Background of Social Media	15
1.2.1. Definition of Social Media	16
1.3. Categories of social media.....	18
1.4. Social Media in Educational Context.....	18
1.4.1. Facebook as a Platform for Sharing Knowledge	19
1.4.1.Positive Effects of Social Media	20
1.4.2.Negative Effects of Social Media	21
1.5. Social Media Addiction	22
1.5.1. Causes of Social Media Addiction	24
1.5.2.Characteristics of Social Media Discourse.....	24
1.5.3. The Status of Social Media Addiction and EFL learner’s Writing Performance.....	28
1.6. Writing skills:an Overview	29
1.6.1.The Fundamental Characteristics of the Writing System.....	30
1.7. The Effects of Online Discussion on Students' Writing Abilities	33
1.8. Conclusion	35
 Chapter Two: Research Methodology and Data Analysis	
2.1. Introduction.....	37
2.2. Description of the Study Context.....	37

2.3. Description of the Research Design.....	37
2.3.1. Choice of the Research Method.....	37
2.3.2. Participants and Sampling Process.....	38
2.4. Methods of Data Collection.....	38
2.4.1. Observation.....	39
2.4.2. Questionnaire.....	39
2.4.3. Semi-Structured Interview.....	39
2.5. Description of the Research Tools.....	40
2.5.1. Description of the Observation.....	40
2.5.2. Description of the Questionnaire.....	40
2.5.3. Description of the Interview.....	41
2.6. Data Analysis and Interpretation of the Findings.....	41
2.6.1. Observation Checklist.....	41
2.6.2. Analysis and Interpretation of the Questionnaire.....	43
2.6.3. Analysis and Interpretation of the Interview.....	54
2.7. Conclusion.....	56
Chapter Three: Discussion and Recommendation	
3.1. Introduction.....	59
3.2. Discussion of the Main Findings.....	59
3.2.1. Social Media Addiction among Students.....	59
3.2.2. Pedagogical Behavior.....	60
3.2.3. Psychological Wellness.....	61
3.2.4. Decline in the Writing Performance of EFL Students.....	61
3.4. Approved Approaches by Psychologist.....	62
3.5. Recommendations.....	63
3.6. Recommendations for Future Researchers.....	66
3.7. Conclusion.....	67
General conclusion.....	68
References.....	70
Appendices.....	75
Summary	

List of Acronyms

FB:	Facebook
EFL:	English as a Foreign Language
SNSs:	Social Networking Sites
SM:	Social Media
SSI:	Semi-Structured Interview
APPS:	Applications
FOMO:	Fear of Missing Out
FAD:	Facebook Addiction Disorder
CNN:	Cable News Network
ESL:	English as a Second Language
SMS:	Short Messaging Services
PDAs:	Personal Digital Assistants
LMD:	License, Master, Doctorate
CMC:	Computer- Mediated Communication
AAP:	American Academy of Pediatrics

List of Tables

Table 1.1. Some Examples of Clipping Words Used in Social Media

Table 2.1. Observation Checklist during Classroom

Table 2.2. Personal Information of the Respondents

Table 2.3. The Most Common Social Media Platforms Used by Students

Table 2.4. Others Students' Purposes for Utilizing Social Media

Table 2.5. Examples of Participants Viewpoint on e-Discourse and Formal Discourse

Table 2.6. The Use of Abbreviations in Social Networking sites

Table 2.7. The Reactions of the Students when they are Disconnected

Table 2.8. EFL Students' Motives for Using the Online Discussion in Academic Context

List of Figures

Figure 1.1. The Most Common Abbreviations Used in Social Media

Figure 1.2. The Most Common Emoticons Used in Social Media

Figure 2.1. Social Media Usage among Students

Figure 2.2. The Students' Online Presence on Social Media

Figure 2.3. The Most Common Social Media Platforms Used by Students

Figure 2.4. The students' Purposes for Utilizing Social Media

Figure 2.4. The purpose for utilizing social media.

Figure 2.5. The Students' Perspectives about Formal and Informal Discourses

Figure 2.6. The Use of Abbreviations in Social Networking Sites

Figure 2.7. The Students' Usage of Social Media Regarding of Time

Figure 2.8. The Amount of Time Spent Using Social Media by Students

Figure 2.9. The Relevance of Social Media in Students' Lives

Figure 2.10.1. The Effect of Social Media Addiction on Students' Behavior

Figure 2.10.2. The Positive and Negative Impacts of Social Media Addiction on Students' Behavior

Figure 2.11.1. The Effects of the Overuse of Social Media Discourse on Academic Writing Performance

Figure 2.11.2. The Positive and Negative Impacts of Social Media Discourse on Academic Writing Skills

Figure 2.12. The Impacted Linguistic Features.

Figure 2.13.1. The Use of Online Language in Formal Writing

Figure 2.13.2. EFL Students' Arguments for Using Online Discourse in Formal Writing

General Introduction

Social media platforms dominated and expanded access to all domains of human life without exception. Absolutely; it has changed our way of thinking, behaving, and even communicating. Moreover, social media becomes an integral part of the educational field simply because it facilitates teaching and learning by offering the students' quick access to knowledge, rapid learning, and enjoyable opportunities to put what they have learned into practice. In addition, the existence of a variety of social media platforms such as Instagram, WhatsApp, Twitter, and Facebook allows students to systematically share all types of information, creating groups for specific purposes, posting for entertainment, and facilitating collaboration and interaction among classmates in a stress-free learning environment.

Nowadays, social media platforms are regarded as an unavoidable part of students' lives. Therefore, compulsive use of social media networks among students might result in a developmental behavioral addiction that affects the learning process, involving challenges in writing skills, language impairments, a significant loss in grades, and a degraded interest in their activities. This study addresses the issue of social media usability addiction and the impairment it imposes on EFL students' writing skills performance in an academic context.

The main purpose of this study is to detect the impact of social media usability on the writing performance of EFL students by highlighting the issue of social media addiction that third-year BMD students encounter throughout the learning process.

Our empirical study is guided by the following objectives:

- 1) To determine how third year BMD students' writing skill has been impacted by their addiction to social media usability.
- 2) To raise students' awareness of the consequences of excessive use of social media and its impact on their pedagogical behavior.

In light of all that has been mentioned, two research questions are raised in order to investigate the tremendous impact of social media compulsive usability among EFL students on their writing production abilities. They are outlined below.

- 1) What is the potential impact of social media usability on students' writing performance?
- 2) To what extent can social media addiction deteriorate the writing performance of EFL learners in formal education?

In order to answer these questions, two hypotheses are suggested:

1- The overuse of social media, the lack of effective written communication, the distraction of attention, and poor academic performance are the major problems that third year BMD students probably suffer from.

2- Students' addiction to the social network has a significant influence on their writing performance.

The current study involves three chapters. The first chapter is devoted to the literature review, which describes concepts and theories related to the topic of our investigation. On the other hand, the second chapter describes the methodological framework and the processes of data analysis. In the same vein, a mixed methodology is used including a non-participant observation, an online questionnaire for 91 third year EFL students, and a semi-structured interview that was designed for psychologists. Additionally, the third chapter addresses the main findings and outcomes and offers suggestions and recommendations that may help reduce the prevalence of addiction and advance the writer's abilities. Our theoretical and empirical parts are supported by a list of references and appendices.

Limitation of the study

This research was conducted at the University of Tiaret only. It was limited to the English Department at the University of Ibn Khaldoun Tiaret due to time constraints. Furthermore, with the students' questionnaire, we faced some difficulties; they didn't provide us with their responses right away and responded quite slowly. Regarding the interview with the psychiatrist, they were difficult to approach, and it took a while, which caused us to stall. And regarding the observation, the timing of when it was carried out—during the month of Ramadan—was improper and prevented many students from attending, leaving our observation incomplete. Without ignoring the fact that the sources we had issues with really limited sources for our topic particularly books.

Chapter One:
Literature Review

1.1. Introduction

The globe is currently experiencing a significant advancement in modern technology, which has expanded to include communication technology. Without a doubt, current communication technology has reduced the entire world to a "small village." Furthermore, those new technologies are widely regarded as the best communication channels. The development of social media has significantly altered how people live their lives in the twenty-first century. Because there are so many social networking sites and so many more individuals are using them, these websites appear to have a big impact on people's lives. This result is not just in one area of life but in all areas, including the fields of education and many other subjects. So, undoubtedly, the use of social networking platforms among students, especially EFL students, has an impact on their productive abilities, particularly in writing.

The current chapter will provide an overview of the terms "social media" and "social media addiction" by outlining their definitions, histories, classifications, and benefits and drawbacks. It also covers the most popular social media sites and their gradual impact on one of the most important productive skills, written expression, among EFL students.

1.2. The Historical Background of Social Media

Social media enjoys a high status in the international community and is highly respected in modern society. The 20th century was marked by the development of the Internet and created ability to exchange messages from one person to another using digital devices. But before that the emergence of new media, especially social media, is just the traditional media (television, radio and newspapers) are accessible. Sajithra & Rajindra Patil (2013) claim that email (1971), Usenet (1979), LISTSERV (1984) and IRC (1988) are considered part of social media during this period. Entering the 21st Century, social networks are growing rapidly represented by the emergence of Facebook, YouTube, Twitter, Friendster, Orkut, Fotolog, Photobucket, Ning, Flickr, Digg, and Netlog. Also, the social media sensation started in 1997 when a website called "Six Degrees" first appeared. The Six Degrees was the first social media site because it allowed people to create custom profiles and add others to their personal network. After it became so popular, blogging sites were created in 1999, where people could post content for people on the web to read. As blogging has become all the rage on the internet, so has social media. Sites like Myspace and LinkedIn came to prominence in the early 2000s. When YouTube came out in 2005,

people had a whole new way to communicate and share content. Today, Twitter, Instagram, LinkedIn, and Facebook have taken over the social networking industry and are working hard to create an environment where users can reach as many people as possible without sacrificing the intimacy of face-to-face communication.

1.2.1. Definition of Social Media

The phrase social media is commonly used in a variety of contexts with varying connotations. Here are a few explanations: Social and media are two components that make up the term social media. In today's context, media refers to the Internet, and social denotes interacting with the people by exchanging information with them and receiving information from them. The term social media is used to describe web-based communication tools that enable people to interact with each other by both sharing and transmitting information when the two elements are taken together. In other words, social media is a generic term for the channels through which people interact with ideas and information. According to Kaplan and Haenlein (2010) and Page et al. (2014), social media refers to internet-based websites and services that build on the ideological and the development and exchange of user-generated content thanks to the technological underpinnings of Web 2.0, which foster and content social ties between people.

Social media is now a huge part of our lives because it becomes a widely used medium for communication after the conventional techniques (radio, television, and news), while social networking sites have two ways, sending and receiving, to display news and information. The way people communicate with one another has changed substantially as a result of social media. In order to facilitate communication, people utilize social media, which may be characterized as electronic platforms for social interaction, to express their thoughts, ideas, and feelings, as well as to share photos and videos. Social media refers to the collection of several services that enable the interchange of user-generated content (Taprial & Kanwar 2012). Additionally, social media has been referred to as "social media sites" or a group of information technologies (Diga & Kelleher, 2009) whose use encourages networking and connections (Kapoor et al., 2017).

When social media was first launched, it facilitated a new way for people, especially the younger generation, to establish relationships founded on shared objectives and interests as well as values Arroyo (2012). Technology for Pardo (2013) a platform for innovation that gives users new opportunities to express their views and opinions regarding the content

that has been published on those platforms. In light of this, Pardo (2013) believes that social media is a platform that enables students to communicate with one another. Similar to this, social media describes "Internet-based applications built on Web 2.0, while Web 2.0 refers to both a concept and a set of technologies. "Platform for utilizing group intelligence" (Huang & Benyoucef, 2013, p.246). Other academics concentrate on defining certain social media platforms.

Social networking sites were described by Ellison and Boyd (2013, p.172) as "a networked communication platform in which participants (1) have uniquely identifiable profiles that consist of user-supplied content, content provided by other users, and/or system-level data; (2) can publicly articulate connections that can be viewed and traversed by others; and (3) can consume, produce, and/or interact with streams of user-generated content provided by their connections on the site." In other words, social media according to Kaplan and Haenlein (2010, p.61) are defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content." Social media was characterized by Boyd and Ellison (2008) as Web-based resources that let users: assemble a list of links and users; create a bound, system-based public or semi-public profile; browse connection lists created by other users of the system. Similarly, Boyd and Ellison (2008), define social media 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 a system."

The social media is a collection of web-based applications that expand upon the conceptual and technical underpinnings of Web 2.0, which allow for the user-to-user creation and exchange of content. In this sense, Kaplan and Haenlein (2010) classified the media into various categories.

1.3. Categories of Social Media

According to Cann Dimitriou and Hooley's booklet (2009) "*Social Media: A Guide for Researchers*" there are three different social media services that can be categorized based on their functions.

The first category is collaboration, which can be utilized for a number of purposes. Anyone can gather, add, and edit information on websites like Wikipedia and Wikis. or

utilize a web browser to change material. Platforms for social news like News vine and Reddit enable everyone who registers for their services to share the news under this category. The second category is referred to as “multimedia networks” (multimedia services), such as video-sharing websites like YouTube and Vimeo that are frequently connected to entertainment services, like streaming platforms like Twitch that allow users to broadcast live information taken from their computers. The Third category is communication by utilizing platforms like Twitter, Facebook, and Instagram for communication, which gives people the opportunity to stay in touch, keep their relationships strong, express their feelings and thoughts, and learn about other people and cultures around the world.

1.4. Social Media in Educational Context

The increased use of social media has impacted all aspects of life, particularly for EFL students. According to Johnson (2013) students today grow up in a rapidly evolving technological environment where they spend much of their time on social networking sites and online interaction. Although it is apparent that students accept social media, its potential for use in education is still up for debate (Pollara, 2011). Several academics are discovering how these new technologies can be used outside of educational institutions and the learning process due to the online connection between teachers, students, and educators. Social media, such as Facebook, LinkedIn, and MySpace, are platforms that allow for easy access to information, the sharing of academic materials, the pursuit of career opportunities, and the potential discovery of new friends who share the same interests.

Currently, the existence of various social media networks and platforms offers the opportunity for both teachers and students to integrate them into the teaching and learning process. Additionally, applications like facebook, whatsapp, google classroom can be regarded as a technology-enhanced learning environment and a crucial component of students' online routines. According to their interests, students can create Facebook groups to share common items, they can read electronic books, watch educational videos on youtube channels, and teachers can also organize group activities related to keeping in touch with their students outside of the classroom. In this regard, the widespread use of social network sites is seen as positive and helpful in terms of student aptitude and instructor practices.

Most students develop a social media addiction as a result of the pervasive presence of social media in all spheres of life, but especially in the educational setting. This addiction has a negative impact on the psychological well-being of college students as well as their capacity to write.

1.4.1. Facebook as a Platform for Sharing Knowledge

Mark Zuckerberg (2005) is credited for starting Facebook in February 2004. Along with Chris Hughes, Eduardo Saverin, Andrew McCollum, Dustin Moskovitch, and others who attended Harvard University. Initially, the website's creators only allowed Harvard students to join the website, but this soon changed to include other colleges in the Boston area, the Ivy League, corporations. By September 2006, all users aged 13 and older with valid email address were permitted to use the website.

Facebook was the most well-known social networking sites (SNS) in the world which has helped millions of people connect with new people and maintain relationships with those they already know. Many personal details, including interests, hobbies, favorite movies and music, relationship status, age, and so forth, can be made available to the public. Around the world, Facebook has experienced significant expansion due to its popularity. In our ranking of the most 'active' social media sites on the globe in January 2023, Facebook came in first with 2.963 billion monthly active members.

Accordingly, Zuckerberg (2005, p.1) defined Facebook as “an online directory that connects people through social networks at colleges and universities”, and it is widely used SNS that is free and helps users stay in touch with each other. It is an accessible social networking sites that is at the forefront of the social media craze (Ogedebe & Musa, 2012). With features like images, wall posts, and status updates proving attractive to individuals who want to connect with their friends, they say that university students are one of the main demographics utilizing Facebook (Fb).

In this prospect, not only do Facebook's users routinely log in, but they also spend a lot of time there. Facebook has altered the nature of social interactions with people (Boyd and Ellison, 2007). On the other hand, using Facebook might result in issues with attention diversion, poor time management, spending less time studying, and decreased educational achievement (Krischner and Karpinski, 2010).

1.4.2. The Positive Effects of Social Media

Social media are seen tools in the lives of college students (Rosengard et al., 2014) that facilitate teaching and learning for both teachers and learners. University students have discovered social media to be a conduit for information on current events and what is happening globally as a result of the social media explosion over the past ten years (Leung, 2013).

Students use social media easily to make friends, including an increase in student' cooperation (Liao et al, 2015). In addition, students can communicate their opinions and inquiries through social media like Facebook, and they can respond to those inquiries by using a particular hashtag, especially those who participate less in class due to anxiety or shyness and who do so rarely. This not only enables the faculty to locate solutions for the students but also permits others to engage in conversation by listening to one another's responses. Moreover, they can post a request for assistance if they are having trouble understanding the teacher's lessons. In this regard, teachers must assist students in completing their assignments by providing feedback and increasing access to services for all students. Furthermore, university students learn more in less time and get more done because of their social media use (American Society for Training and Development, 2010).

Regular use of social media by students stimulate their interest or attention enables them to communicate with classmates and teachers regarding homework, assignments, and other academic-related tasks. Along with a range of online tools and information, students can use social media to develop their skills while concentrating on their areas of weakness.

It keeps students informed about developments in academia and the world of education, and through the internet, the learners can develop receptive skills, and productive skills. In this regard, the usability of social media platforms enables students to support their encouraging trends about learning English and helps them develop their life skills. Moreover, internet-based resources and instruments offer a suitable location for group papers and suggest the most effective technique to advance four-language skills.

1.4.3. The Negative Effects of Social Media

For many people today, social media has taken center stage in their daily lives. Most social media users do not pause to consider how their actions—whether positive or negative—may affect their lives. The use of media has several drawbacks for individuals,

particularly university students. Students spend the entire day online, posting, sharing, and commenting among themselves on various sites like Facebook, Twitter, and other social networks rather than focusing on their studies. According to the Nielsen Media Research Study (Jacobsen & Forste, 2011), nearly 25% of students' online time was spent on social networking sites in June 2010. And since students rely on social media interaction rather than face-to-face interaction, which is too overwhelming, social media (SM) can have a negative impact on a person's wellbeing by isolating them from others and causing worry, insomnia, and stress that can eventually result in mental health issues like schizophrenia.

Additionally, the overuse of social media has a negative impact on students' physical and mental health. In a 2018 British study, the usage of social media was linked to less sleep, sleep disruption, and sleep delay, all of which are linked to depression, memory loss, lower academic performance, decreasing physical activities, and discouraging real-life interaction, increasing the risk of anxiety, loneliness, self-harm, FOMO (*fear of missing out*), leading to cyber bullying, and even suicidal thoughts. All of which impact the users' physical and mental health directly.

When students take time away from their studies to participate in social activities, it has a significant negative impact on their academic performance (Tamayo, 2014). As a result, learning and data storage are given less attention in this situation where many learners rely on the readily available material from the media and the internet to supply answers. According to prior research studies, which found a correlation between grades and the usage of electronic media, the latter can cause students to receive poorer grades. Approximately two-thirds of students reported using electronic devices while in class, doing homework, or studying (Jacobsen & Forste, 2011). Similarly, social media networking (SNS) use has taken over students' attention and diverted them toward employing inconvenient behaviors (such as idiotic language, slang expressions, colloquia, etc.) rather than educational objectives. This can have an impact on their formal writing and tests, as well as spoiling the grammar and sentence construction skills of students (Sharma & Shukla, 2016 as cited in Yeboah & Ewr, 2014).

Furthermore, the overuse of these web-based internet can contribute to what is known as hyper-networking (more than three hours on social platforms per day) and hyper-texting (more than 120 text messages per day), which can cause classroom distraction (Wang, Chen & Lang, 2011) and adversely affect concentration in lectures and study. This later

resulted in a lower level and grade, and according to a study by Ohio State University, this demonstrates that college students who use Facebook do not spend as much time studying and have lower grades than those who do (Kalpidou, Costing & Morris, 2011).

1.5. Social Media Addiction

Social media addiction, which typically begins as a habit but eventually transforms into psychological dependence, can result in significant mood swings, unfavorable outcomes, and excessive time consumption. People might experience decreased productivity and feelings of loneliness. Habit had a beneficial impact on maladaptive cognition, and perceived simplicity of use had a significant impact on both reported enjoyment and perceived usefulness. The level of reliance with poor self-control is strongly influenced by the perception of irreparability, which has a detrimental impact on anticipation. Furthermore, it has drastic swings, unfavorable outcomes, and excessive time consumption.

Over years, many scholars, researchers, and psychologists defined the concept “social media addiction” differently. According to Wang, Lee, Hua, (2015) defined the term addiction as a dependence, on a behavior or substance that a person is powerless to stop. In other vein, Andreassen and Pallesen (2014, p.9) defined social media addiction as

Being overly concerned about SNSs, to be driven by a strong motivation to log on or use SNSs, and devoting so much time and effort to SNSs that it impairs other social activities, studies or job, interpersonal relationships, and/or psychological health and well-being.

When social media usage reaches a point of excessive and compulsive engagement, it evolves into an addictive behavior characterized by an uncontrollable urge to access social media platforms. Consequently, individuals who invest substantial amounts of time and mental energy into their social media presence begin to experience adverse consequences that permeate their everyday lives. This form of addiction is influenced by factors such as social anxiety, stress, and diminished self-esteem, which collectively contribute to the development and perpetuation of addictive patterns. Consequently, individuals afflicted with social media addiction often resort to excessive usage as a means of expressing and managing their negative emotions. Analogous to other forms of addiction, the excessive and prolonged utilization of social networking sites can give rise to an array of health-related and interpersonal challenges.

Moreover, Facebook has also undergone significant growth in recent years, which has led to widespread use by users of all ages (Brydolf, 2007). This massive use of SNS, particularly, Facebook can lead to behavioral addiction as an example, a young mother when questioned about why she does not perceive herself as being able to assist her child with her homework, responds, *«I am addicted, I just get lost in Facebook,»* (Kuss & Griffiths, 2011, p 10) which means she spends her time conversing and reading social networking sites rather than helping and supporting her child. Even if it is severe, this case raises the possibility of a brand-new issue with mental health as Internet social networks grow in popularity. Such incidents have also been documented in newspaper articles, indicating that the public press was ahead of the curve in recognizing the potential addictive nature of social networking sites.

Social networking site (SNS) interactions possess the capacity to manifest as addictive behaviors, commonly referred to as "SNS addiction," resulting in the development of social overload, envy, and anxiety. In contrast to individuals who are simply depressed and employ the internet as a means to cope with their isolation, those afflicted with SNS addiction may experience feelings of guilt or apprehension, ultimately leading to detrimental consequences in their lives. According to Lin et al (2021), it is noteworthy that depression does not arise as the primary outcome of internet addiction. As a result, various emotional responses can manifest, with certain instances of abuse culminating in euphoria, withdrawal, relapse, and reinstatement. The indicators of such addiction encompass deficient self-regulation, neglect of personal life, compromised cognitive attention, experiences of altered mood, tolerance, and a propensity for escapism (Abbasi, 2019: 277–280).

1.5.1. Causes of Social Media Addiction

The interactions on social networking sites (SNS) can develop into a behavioral addiction known as SNS addiction, which results in social overload, envy, and anxiety. Through introversion and social isolation. Addicts can experience guilt or worry, which has a negative impact on their lives. There are many signs of addiction that can manifest in an addicted person, including poor self-control, disregard for one's personal life, cognitive preoccupation, exposure to mood-altering substances, tolerance, hiding one's addictive behaviors, and escapism. There are also abuse cases where euphoria, withdrawal, relapse, and reinstatement occur (Abbasi, 2019). The primary causes of developed social media addiction were overuse and a lack of control (Geudes et al., 2016).

According to Griffiths (2005), there are six signs and symptoms of social media addiction which are: Saliency (*preoccupation with the behavior*): being overly concerned with or thinking about social media Tolerance or Craving (*increasing engagement*) means increasing time spent on social media to increase enjoyment. Mood modifications (*performing the behavior for relieving*), utilizing more social media to combat depression, or distracting oneself from issues in order to lessen unpleasant emotions Withdrawal (*experiencing psychological and physical discomfort*) and feeling uneasy or under pressure if they do not use social media. Relapse or loss of control (*unsuccessfully decreasing or controlling the behavior*) attempting to cut down on social media time without success and conflict (*neglecting social, recreational, work, things, etc.*) while neglecting one's career, school, hobbies, relationships with family and friends, sports, and other vital aspects of one's life. Users have negative effects from the core addiction criteria of behavioral saliency, withdrawal, relapse, and conflict, whereas cognitive saliency, tolerance, and mood modification are linked to high involvement in peripheral criteria (Andreassen et al., 2013).

1.5.2. Characteristics of Social Media Discourses

The internet has become a well-known new technology in recent years. The impact of such a potent technical instrument has permeated every element of the global educational, business, and economic sectors. Furthermore, the variety of new modes of communication, including Skype, Facebook, Twitter, Viber, Whatsapp, and other mobile applications, is a result of the quick advancement of new technologies. In addition to the emergence of a new language form known as "Netspeak". The internet introduces new linguistic and stylistic characteristics. The majority of social media platform users employ economic language, in which they feel most comfortable. Instead of utilizing formal language, which is rife with rules of grammar and syntax.

Social media discourse can be defined as "electronic discourse" or "e-discourse." It is an unusual type of language, which prompts other significant changes in the way written language is structured. According to Davis & Brewer (1997), the notion of "electronic discourse" refers to written discussion, which is the text that takes the place of voices. In a similar vein, users of social media discourse, or e-discourse, use different means to communicate their thoughts, feelings, and facial expressions. Furthermore, some studies that have been conducted in the area of e-discourse, including Ferrara, Brunner, and

Whitmore (1991), mentioned various strategies of the economic language employed in e-discourse, including abbreviations, clippings, and others.

- a. Abbreviations:** People can save time and space by using shortcuts. Language shortcuts typically take the form of abbreviations or condensed words. An abbreviation is the shortening of a word or phrase to make it simpler to write or say. In fact, using acronyms is a prevalent language phenomenon that is especially evident in Facebook conversation data and a printed term or phrase that has been shortened is known as an abbreviation. In order to save time and space, students avoid repetition of lengthy words and phrases, or just to follow etiquette, abbreviations are sometimes employed in their conversation, as shown in the following dialogue between two students.

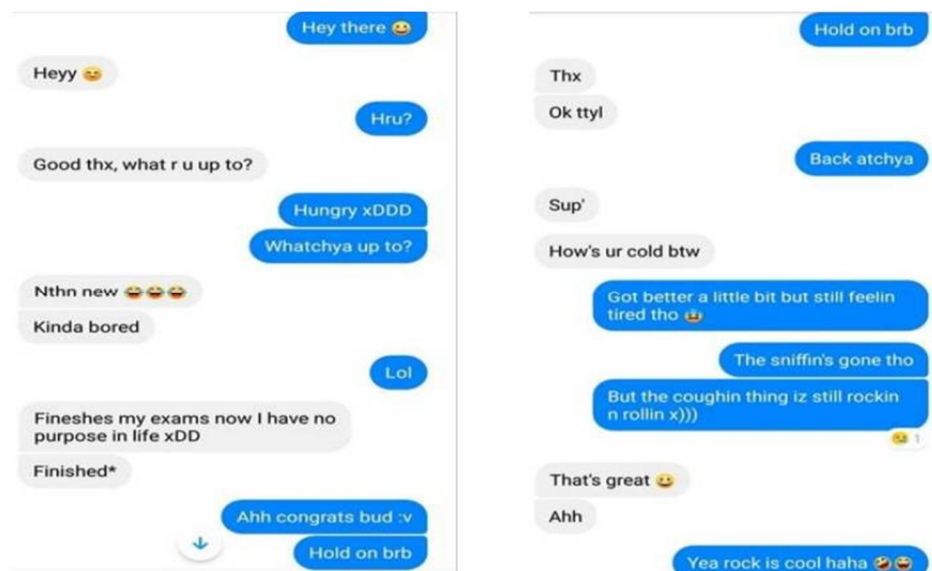


Figure 1.1. The Most Common Abbreviations Used in Social Media

The formal version of the conversation is

- A: Hi there.
 B: Hi
 A: How are you?
 B: Good thanks, what about you?
 A: I feel hungry, what about you?
 B: Nothing new.
 A: Kind of bored

B: Laughing out loud.

- a. **Emoticons:** A condensed set of symbols called an emoticon is used to express different emotions including happiness, sadness, and others. An "emoticon" is a word composed of "emotion" and "icon." Emoticons provide us with another opportunity to express our emotions, and facial expressions to make our message or attitude clear in the impersonal realm of internet communication. For instance, the rotated smiling face and "frown" face were first suggested by Scott Fahlman, a computer scientist at Carnegie Mellon University. As mentioned in the screenshot below.



Figure.1.2. The Most Common Emoticons Used in Social Media

- b. **Clipping:** Richard (2020) defined clipping as the process of creating a new word by removing one or more syllables from a polysyllabic term, such as when creating the word cell phone from cellular phone. In other terms, "clipping" refers to a word's component parts that stand in for the entire word, as in the cases of ad and phone from telephone and advertisement, respectively. The phrase is also known as a truncation, shortening, clipped form, or clipped word.

Clipping	Meaning
Prof	(professor)
Gym	(gymnasium)
Adv	(Advertisement)
Bike	(bicycle)
Math	(mathematics)
Fax	(Facsimile
Phone	(telephone)
Exam	(Examination)
Lab	(Laboratory)
Café	(Cafeteria)

Table.1.1. Some Examples of Clipping Words Used in Social Media.

1.5.3. The Status of Social Media Addiction and EFL Learner's writing Performance

Nowadays, it is usual for students to use social networking sites, as they can use them to communicate with others or as a useful resource. A means of learning English through social media platforms like Facebook, YouTube, and Instagram. As English is widely used, Twitter and numerous other platforms have tangentially aided English language learners through social media. However, using these websites could harm their scholastic performance and writing. According to Bicen, Sadikoglu (2015) research, the use of SNS has increased and has had an impact on learning a new language. However, research papers by Kasuma and Abbasova (2016) discovered that using social media has a detrimental impact on writing ability. There are some distinctions between official and informal writing, though. Grammar is one area where there is a distinction; for example, the word "do not" is formal while the word "don't" is much more casual. Additionally, they vary in terms of language. Students occasionally substitute "a lot" for "much," which could be regarded as an informal word in a formal situation. The use of shortened words that are inappropriate for professional writing.

In a similar vein, Crystal (2008) listed some characteristics, including logograms. — graphic representations of words and sounds, such as "b" for "be" and "@" for "at"; — pictograms (emoticons) like "-" to indicate a smile; —initializations like "LOL" to denote

"laughing out loud;" —omitted letters and shortenings; —nonstandard spellings The students are accustomed to using short forms of words when chatting, and Obi et al. (2012) claimed that they neglect to use these forms in the classroom. They substitute words like "4" for "for," "U" for "you," "D" for "the" and other similar ones, which could impact their grade in class. As a result, the lexicon, grammar, and spelling of those new writing styles are forming a new language. Social networking sites unquestionably benefit students; despite the detrimental effects those types of sites have on their academic writing. They support the younger generation and inspire them to study and develop their English. In reality, some lecturers have seen a change in the students' writing and have confirmed the decline in the students' writing skills. They believe that social media is to blame for the students' writing problems. Crystal (2008) asserted that chat rooms and online games frequently use novel, non-standard spellings of the English language.

1.6. Writing Skills: An Overview

Writing skill as one of the four English language skills has been viewed distinctively by different scholars; hence, it could be approached in many ways. Writing skill can be used to express ideas, opinions, thoughts, and feelings in writing. It is considered a complex feature in order to pinpoint what is on the mind (ideas, opinions, etc.). Nunan (2003) asserted that writing requires both mental and physical activities. On the one hand, the process of thinking is fundamentally about generating ideas and thoughts. On the other hand, the physical act is the executive portion, in which words and thoughts are committed to some milieu so that they are conveyed and ordered to be a clear product for readers. Similarly, Levy & Randsell (2013) states: "writing is a sophisticated activity in which writers must change ideas into text, repair organization and mechanics, and monitor their success--all while trying to formulate a coherent message" (p.93). This definition emphasizes the complex nature of writing since it involves a number of cognitive processes in order to generate a meaningful piece of writing.

According to Abbas (2006), writing proficiency is the capacity to express thoughts, feelings, and judgments to other people through written language. Additionally, Tarin (2008) defined the ability to write as one of the productive and expressive language skills used to communicate with others indirectly rather than face-to-face. Writing is a means of conveying a message to a reader for a certain goal, according to Troyka in Lauri (2011),

writing can be used to express oneself, convey information, persuade readers, and produce literary works.

In this view, Linse (2006) asserts that writing is both a process and a product. The act of gathering ideas and working with them until they are presented in a way that is polished and accessible to readers is referred to as the process.

It implies that the researcher should first have thoughts before putting them into a written work that the readers can comprehend. The stages a writer goes through to produce something in its ultimate written form are referred to as the writing process according to Harmer (2004). Thus, a writer's work will result in a variety of final products, including letters, essays, novels, texts, paragraphs, reports.

The most challenging component of learning a language is writing. It is a method of interpersonal communication. It must adhere to a few special norms that tie letters to words and words to sentences in a well-organized way to produce a coherent whole known as "text" (Bader, 2007). It is a sophisticated cognitive activity based on such characteristics that accomplishes a certain goal and makes a set of communication demands (Hyland, 2003, p. 27). In a comparable setting, Nunan (1984) has argued that:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (p. 36)

1.6.1. The Fundamental Characteristics of the Writing System

Writing, or the process of converting language into words on paper, is a complicated endeavor that demands a great deal of information and cognitive work. For the goal of enhancing writing ability, a number of elements are necessary for students to have knowledge about because a lack of understanding of the writing process makes it challenging for learners to effectively communicate their thoughts and inform readers (Saadiyah, 2009:23).

The learners will face some writing issues due to their lack of mastery of the components of the writing process. As a result, it is crucial to teach learners the writing

process in order to produce better writing. According to Harris (1974:68–69), there are five general components of writing: content, form (the organization of the content), grammar, style (the choice of structures and lexical items to give a particular tone or flavor to the writing), and mechanics. In addition, Hughes (2003) and Starkey (2004) mentioned five components of writing.

1. Organization

In writing, ideas are communicated through organization. Organization usually refers to the main sections of a work of writing, but it can also apply to the way sentences and paragraphs are constructed. The organization of ideas plays an essential role in others' understanding because the way the concepts are presented in a piece of writing impacts how readers understand it. This latter can lose the reader's interest if the organization does not give them the information they need in a systematic way.

2. Grammar/ Language use

Grammar is described by Hartwell (1985) as "the internalized system that native speakers of a language share" (p. 111). Harmer (2001) offered a more specific definition, stating that it is "the description of the ways in which words can change their forms and can be combined into sentences in that language" (p. 12). The manner in which writing is done is referred to as "the grammar rules," which are fundamental components of every language (Hartwell, 1985)

3. Vocabulary

Vocabulary is described as the knowledge of words, which is important for the growth and acquisition of language and is acknowledged as a key component in writing. It can also be defined as the capacity to create and comprehend sentences using words.

4. Mechanics

The norms guiding the technical elements of writing, such as spelling, punctuation, capitalization, and abbreviations, are known as writing mechanics in composition. The following elements fall under the category of mechanics of writing.

a. Spelling

In written language, spelling refers to the right placement of the letters that make up words. You can employ mnemonics, a type of memory aid, to enhance your spelling abilities.

s. This memorable phrase, acronym, or pattern might help you remember details like a word's spelling.

b. Punctuation and capitalization

According to Lindner (2005), capitalization and punctuation make up the basic mechanics of writing. In general, proper nouns, important words in titles, and sentence openings are capitalized. Meanwhile; Punctuation is a set of symbols used to structure writings and makes their meanings clear. It is most often used to separate or join words, phrases, and clauses. During the revision stage which is phase in writing process in which the reader can remove, add and substitute text. As Kirkman (2006) said, "Punctuation marks are integral parts of writing. They do two jobs. One is grammatical and the other is rhetorical."(p. 47)

5. Structure

The sections of a text vary depending on the genre of writing, but in general, a text has three parts: an introduction, a body, and a conclusion. Every piece of literature must begin with something, even if it is just a paragraph, to introduce the primary idea and let the reader know what is to come. In the same vein, Folse, Solomon, Clabeaux (2020, P10) stated that there are five components to successful writing, and they are as follows:

- 1. Purpose:** is the purpose or intent of a written work: to express oneself, to impart knowledge, to persuade, or to produce a literary work.
- 2. Audience:** Any person who reads a certain piece of work is said to be in an audience. To effectively present information or support a certain claim, a writer must anticipate the expectations of their audience.
- 3. Clarity:** A speech or literary piece that successfully engages its target audience will demonstrate clarity, also known as perspicuity. A clearly defined purpose, logical arrangement, well-constructed sentences, and exact word choice are all characteristics of properly written prose.
- 4. Unity:** When one main concept permeates the entire paragraph, unity is A subject sentence is a statement that introduces the main concept of a paragraph. It could also appear in the middle or at the conclusion of the paragraph. When it does, it serves as a signpost for the new idea that will be discussed in the paragraph and helps the reader get ready for it. When it comes at the end of the paragraph, it is regarded as being effective. There, it looks to be the logical conclusion of everything that was mentioned in the paragraph, or one could argue that it summarizes the paragraph's substance. Instead of

being explicitly stated, a topic sentence can be implied. The topic sentence is supported by all the details in the paragraph.

5. Coherence: is the quality of having sentences flow naturally one after the other in a paragraph. Coherence enables the reader to navigate between concepts and recognize the relationships between those ideas and the main phrase. Parallel grammatical structures and signals like "first," "second," "third," "next," and "further" are some of the tools utilized to achieve these are discourse markers that show both the hierarchy of ideas and the turn in the mental process. Typically, the paragraph's final sentence would contain the concept that is least important.

In order for the students to be able to express themselves in writing, it is crucial for them to learn about and comprehend the writing process. The foundation for the learner's ability to write appropriately is provided by the writing components. Students are expected to understand the big picture of writing and become accustomed to the idea of writing itself through learning about its components.

1.7. The Effect of Online Discussion on Students' Writing Skills

Nowadays, social media makes it simple for people to interact, and most of them prefer written communication. In this prospect, Social networks come in a variety of forms. The students are particularly familiar with Facebook among these. In their spare time, they employ it nearly daily. Students appreciate posting their ideas, feelings, and opinions informally on Facebook because they feel free to do so. Their use of these websites, meanwhile, might have a negative impact on their academic writing. According to a study by Abbasova (2016) and Kasuma (2017), utilizing social media significantly impacts one's ability to write.

It is evident that the majority of social media connections take place through written communication, and students frequently duplicate the terminology of their classmates or peers who use social media. Today's, a single post can reach millions of people, and students' writing techniques are continually changing. They communicate briefly and quickly since the invention of text messaging' (Ong'onda & Matu & Olio, 2011). "The phrases "text messaging" or merely "texting" apply to the brief typed messages sent via the Short Messaging Service (SMS) of mobile/cell phones, personal digital assistants (PDAs), smart phones, or web browsers" (Thurlow & Poff, 2011). Besides, individuals now frequently utilize acronyms, making it harder to ignore them and maintain the illusion that nothing is changing with language. Since it primarily appeals to the younger generation by making writing simpler through shortened typed messages. As a result, languages have

changed due to the influence of various technologies, as Burke (2010) asserted that it is the internet that has had a massive change both in the way we speak and how we write.

The impact of social media on writing, including grammar, spelling, and traditional writing conventions, has been discussed by scholars (Siraj & Ullah, 2007). Moreover, the utilization of informal contractions, such as "going to," "whatcha," and "gimme," as well as internet slang like "LOL" (laugh out loud), by learners is believed to have an adverse influence on their academic writing. Informal contractions are shortened versions of words that are often used in everyday discourse. Swan (2017) highlights the numerous criticisms directed at social media for its detrimental effects on students' grammar and spelling abilities. Mehmood and Taswir (2013) conducted a study that revealed a correlation between students' use of social media and the degradation of their writing skills. The study's findings indicate that a significant majority of respondents (323 out of 62) exhibited poor grammar and spelling proficiency as a result of frequent social media usage. These individuals heavily relied on shorthand (343, 48.9%) and abbreviated writing (287, 40.9%). Similarly, Perkins (2014) asserts that the imposition of character limits on social media platforms leads to suboptimal word choice, diminished attention spans during the writing process, and an impact on the use of common phrases.

In fact, continued use of texting and acronyms among younger generations also results in a decline in their familiarity with regular English. That is because in quizzes, assignments, and tests, students are utilizing shorthand or "Netspeak," which has an impact on their spelling and academic achievement. In other words, students who frequently employ Netspeak in their online writing tend to do so in their written assignments in class as well. The rules of English grammar involving capitalization, punctuation, and sentence structure are also broken by Netspeak users. Learning the proper orthography might be challenging because many students are used to spelling words wrongly and utilizing abbreviated forms of terms on social media. This is especially for EFL students who use social media for communicating with others or as a reliable tool to learn English. Several Ghanaian high schools were researched by Mingle and Adams (2015) to determine the effects of social media addiction. These pupils' English language use during peer conversation was negatively impacted by 57.4% of them. The frequent use of shorthand on social media caused them to pay less attention to grammar and spelling during their tests. They all consequently performed poorly on their English language exams.

1.8. Conclusion

Social media significantly affects students' academic writing, particularly in terms of linguistic accuracy. The majority of learners are unaware that the recently acquired language they are using to communicate with one another may affect how they write academically. In order to assess the effect of the social media addiction language on students' academic writing, numerous studies; including this study paper have been carried out. This chapter has given a brief description of the notion of Social media addiction and how this frequent behavioral habit affects the performance of EFL students' writing abilities. So, it is clearly noticed that this study paved the way to the following chapter representing the research methodology approved and data analysis.

*Chapter two: Research
Methodology and Data
Analysis*

2.1. Introduction

This chapter emphasizes the methodology and tools used for data collection and analysis. The research approach, the study's design, and the study area are all described by the features listed above. To learn more about the impact of social media addiction on EFL learners' writing performance, this section describes the participants that were chosen and the procedures utilized with informants.

2.2. Description of the Study Context

This study is being carried out at Tiaret, Algeria. At the University of Ibn Khaldoun, the English department was the main focus as 91 third-year students in all were chosen. Additionally, the time period for this research investigation was the academic year 2022–2023.

2.3. Description of the Research Design

A research design, according to Lia (2010), is a structure or scaffold that facilitates the collection and organization of data. The previous chapter discussed the theoretical foundations and relevant literature for the writing system, social media addiction platforms, and their impacts on students' academic writing. The current chapter explains the methodological phase that is adopted for the following investigation. In order to explore the impacts of the independent variable, social media addiction language, on the dependent variable, students' academic writing, a descriptive quantitative and qualitative research design was selected.

In order to achieve this aim, a mixed method is used. "Mixed method" research is defined as research in which the researcher gathers and analyzes data, integrates the findings, and draws conclusions using both qualitative and quantitative methods in a single study. These two approaches are considered suitable for this study. The use of a quantitative method provides us with statistical percentages of the study. Meanwhile, the use of qualitative methods allows the researcher to gather descriptive data and provides us with different answers from various perspectives.

2.3.1. Choice of the Research Method

For the objective of gathering and analyzing more reliable data that will contribute to resolving the issues raised previously. This dissertation opted to use a quantitative research

tool—a questionnaire—as well as observation and interviews for qualitative data. In the English department of Ibn Khaldoun University-Tiaret, ninety-one (91) third-year voluntary students completed an online questionnaire, and the students were observed in class. While a psychologist from Hospital Youcef Damardji-Tiaret conducted the interview.

The use of various methods to answer a question is known as "triangulation" in research. By employing two or more independent measurements to confirm a claim, the goal is to boost confidence in the results. When the results from two or more rigorous approaches are combined, a more complete picture of the results is presented than either approach could do independently. In other words, when two or more approaches are utilized in a single study, this is referred to as "mixed methods research" and is frequently referred to as "triangulation."

2.3.2. Participants and Sampling Process

According to Sim and Wright (2000), the term population refers to the collection of cases in which the researcher is ultimately interested and in which he or she wishes to make generalizations. This target population is then used to choose a sample for the study. In our study, the target population was third-year L M D students in the academic year 2022-2023, in which a total of two hundred fifty (250) students were registered in the third year in the English department at the University of Tiaret. A sample of 91 was chosen randomly to participate in our research query.

2.4. Methods of Data Collection

Any device used to measure a variable or gather the data required to address a research topic is considered a data collection or research tool. The researcher can accomplish goals and save time by making a careful choice of data collection instruments. Additionally, they are also known as the methods and procedures for gathering data. These methods of data gathering can be either quantitative or qualitative and can range from simple self-report surveys to more extensive investigations (Bhandari, 2022).

To conduct this research study, we used a triangulation method, a questionnaire administered to EFL students, and a semi-structured interview designed for psychologists and an observation of EFL students during their classes. All the aforementioned research

tools were adopted to reach research validity through the convergence of information from different sources.

2.4.1. Observation

The methods for gathering firsthand information vary, so, the selection of methods is based on a number of factors, such as the type and size of the sample, the environment, and spatiotemporal constraints. The observation method is frequently used in behavioral sciences, which require the researcher's presence. The explanation is that it enables researchers to observe and test actions from a closer corner. One of the earliest and most basic methods of qualitative research methodology is observation. This method entails regular and relevant data collection using one's senses, particularly seeing and listening (McKechnie, 2008).

2.4.2. Questionnaire

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown,2001). In order to promptly obtain a significant amount of data on the subject of the study and to reach a wide number of respondents, the questionnaire was used as the major research method in this respect. The purpose of this questionnaire is also to ascertain how social media addiction affects the writing skills of EFL students.

2.4.3. Semi – Structured Interview

According to Gillham (2000), semi-structured interviews should be conducted alongside questionnaire data for a better understanding and to prevent misunderstandings about what the numerical replies actually represent. Methodologically speaking, qualitative researchers employ semi-structured interviews as a typical method to collect new data and gauge participants' perspectives on a certain topic. In this semi-structured interview a combination of closed- and open-ended inquiries and frequently includes follow-up "why" or "how" questions is used. For the semi-structured interview (SSIs), one hour is generally thought to be a reasonable duration limit in order to reduce interviewer and respondent fatigue. The purpose of this interview is to acquire information from psychologists on the symptoms and difficulties of social media addiction, as well as gather data about the strategies they suggest for overcoming it.

2.5. Description of the Research Tools

Every tool a scientist uses to collect, measure, and analyze data is referred to as a "research instrument." The particular topic data comes from participants in the study investigation. Several functions are performed by the instruments. The researcher can undertake mixed-method, quantitative, and qualitative investigations with the aid of various instruments. The type of study the researcher is conducting determines the instrument choice. Each method a researcher uses, however, must be explained in the paper's Methods section. The instruments that we selected for our investigation are as follows:

2.5.1. Description of the Observation

We have chosen the questionnaire, along with an interview and an observation, as the main research tools in our study. An observation session took place in the English Department of Tiaret University during our attendance of third-year LMD classes without taking part in the activities being observed. The use of non-participant observation and a checklist are chosen in order to collect more feasible data.

2.5.2. Description of the Questionnaire

The questionnaire was designed online for EFL students with the intention of discovering the main characteristics of social media addiction and how it affects students' writing skills. It also includes a range of questions, including closed-ended, open-ended, and multiple-choice ones. It is split into three parts:

Section One: It contains background data (Q1–Q2) that enables us to acquire relevant data of the participant's personal profile, such as gender and age...ect.

Section Two: It addressed the usability of social media (Q1–Q6). This section aims to gather general data about how EFL students use social media in order to understand students' experiences with social media platforms, the purpose for using them, the most popular social networking sites they use, and the language they use to interact with others on these platforms.

Section Three: It focuses on the effects of social media addiction on EFL learners' academic writing skills (Q1–Q8). This part is the main concern of this study which aims to find out how much time students spend on social media, the effect of social media addiction on student's psychology and behavior, and the use of informal language in formal work. This section's primary goal is to determine whether EFL learners believe that

their addiction to social media platforms has a positive or negative impact on their writing skills.

2.5.3. Description of the Interview

A semi-structured interview has been designed for psychologists in the hospital of Youcef Damardji -Tiaret aiming at discovering more about the social media addiction phenomenon and also providing the appropriate methods and approaches in order to overcome students' addiction towards social platforms and develop their educational and behavioral skills. Our interview contains eight questions (Q1–Q7) investigating everything related to social media addiction and addicted students' behavior through different questions.

2.6. Data Analysis and Interpretation of the Findings

2.6.1. Observation Checklist

The study was carried out at Ibn Khaldoun University. The third-year English students were observed in class. As a result of our attendance, we have the following observations, which are listed in the table as follows:

Observation Grid

Observed Elements	Interpretation
heads down, focused intently on their phones	This demonstrates that students' today are concentrating deeply on their mobile devices rather than focusing on their studies. They are likely engrossed in whatever they are doing on their phones. Since they use their smartphones inside the classroom and during lectures, this indicates that they are losing interest in focusing on their lectures.
the sound of Messenger and WhatsApp messages	This highlights that the individuals are receiving incoming messages on their phones and possibly engaging in conversations with others. This latter behavior has become the norm for many learners since they are addicted to social networking sites, check their phones from time to time, and cannot function without using them.
The majority of the students take notes on their phone applications.	Most of the students in the study prefer to use mobile applications on their phones for taking notes. Rather than using traditional pen and paper, they utilize note-taking apps or similar

	<p>software on their mobile devices to record information during lectures or study sessions. This reveals that today's students are digital learners who are dependent on their phones in all aspects of life, including education.</p>
<p>Checking for notifications while working on writing activities</p>	<p>This reveals that students are prioritizing social media over their writing tasks. This can lead to limited time and effort dedicated to developing their writing skills, potentially resulting in lower proficiency. Additionally, this refers to "multitasking with social media, which indicates a divided focus that may result in decreased writing quality, increased errors, and reduced overall comprehension of writing tasks or instructions.</p>
<p>Poor writing quality</p>	<p>The teacher identifies in the students' papers limited vocabulary usage, a lack of coherence, or a disorganized structure. This indicates that writing quality shows signs of deterioration, such as the presence of informal language, abbreviations, or social media language conventions in students' writing. Moreover, the reduced depth of content, lack of originality, or limited critical thinking skills in written work highlight that social media addiction is hindering learners' ability to think critically and express complex ideas effectively. Which is the result of the negative impact of social media addiction on learners' writing skills and possibly due to divided attention or time spent on social media platforms.</p>
<p>Losing attention span and focus</p>	<p>Most of the students display signs of reduced attention span, difficulty sustaining focus, or frequent interruptions to check social media, which might imply that social media addiction is impacting their ability to concentrate on writing activities and inhibiting their writing skill development.</p>

Table 2.1. Observation Checklist

2.6.2. Analysis and Interpretation of the Questionnaire

Gender		Age		
Male	Female	18 – 21	22 – 25	More than 25
20(22%)	71(78%)	34(37.3%)	52(57.3%)	5(5.4%)

Table 2.2. Personal Information of the Respondents.

Question 1: Do you use social networking platforms?

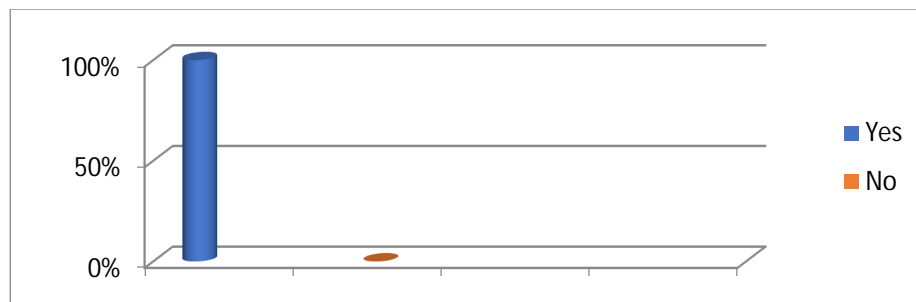


Figure 2.1. Social Media Usage among Students

Our purpose in asking this question is to discover the extent of EFL students' familiarity with social media platforms, the purpose of using this network, and the language they use to interact with others. Similar responses were collected answering our first question. Accordingly, the graph reveals that most of the responses with a percentage of 100% for both males and females suggest that all the participants are used and familiar with social media platforms.

Question 2: When did you start using social networking sites?

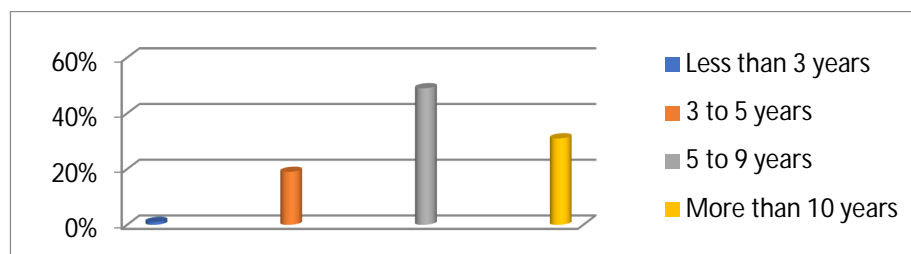


Figure 2.2. The Students' Online Presence on Social Media

The question is addressed to examine if students use the internet widely or not and how long they have maintained an online presence on social media. The above bar graph shows that student(1%) starts using social media in less than 3 years, 17 students (19%) start using

social networking sites from 3 to 5 years, from 5 to 9 years, 45 students(49%) used it, and 28 students, with a percentage of 31%, started using social media for more than 10 years.

Question 3: Which social media platforms do you use most frequently?

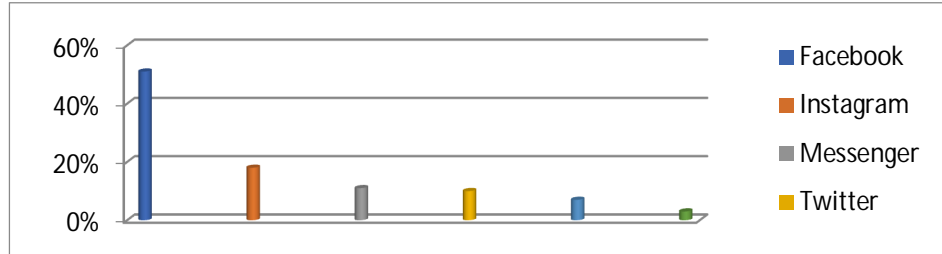


Figure 2.3.The Most Common Social Media Platforms Used by Students.

The objective behind the third question is to find out the most common social media platforms used by EFL students. Moreover, this question aimed to gather information about all the social media platforms that students regularly use in order to determine which ones are used more frequently than others. From the diagram shown, it is clear that 46 of respondents (51%) assert that they prefer Facebook, 16 students use Instagram with a percentage of (18%), 10 students with a percentage of (11%) use Messenger, and the rest were subdivided among the rest of social networking sites like Twitter, Viber, and What's App. While others prefer using different social media platforms, as follows:

Telegram
Tiktok
Snapchat
Discord
YouTube
We Chat
Rave
Imo
I top
Wattpad

Table 2.3.The Most Common Social Media Platforms Used by Students.

Question 4: What is your purpose for utilizing social media?

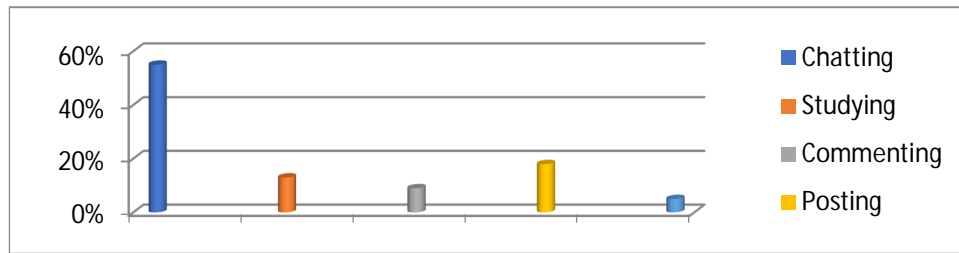


Figure 2.4. The Students' Purposes for Utilizing Social Media

This inquiry reveals the reasons why the students use social media, as well as the advantages and even drawbacks. The illustration above demonstrates the variety of viewpoints held by students regarding the utility of social media sites. Thus, 55% of students (50) say they use social media for chatting, 12% say they (13) use it for studying, etc. However, 18% of participants in another category (18) claim to use social media for posting, and a percentage of 9% which are (8%) students utilize social media for commenting, and the remaining 5% of participants (5) show various motivations for using social media, which are as follows:

Watching videos or short films
Play online games with friends
Make online shopping
Find post

Table 2.4. Other Students' Purposes for Utilizing Social Media

Question 5: Does the language used on social networking sites differ from the language used in academic writing?

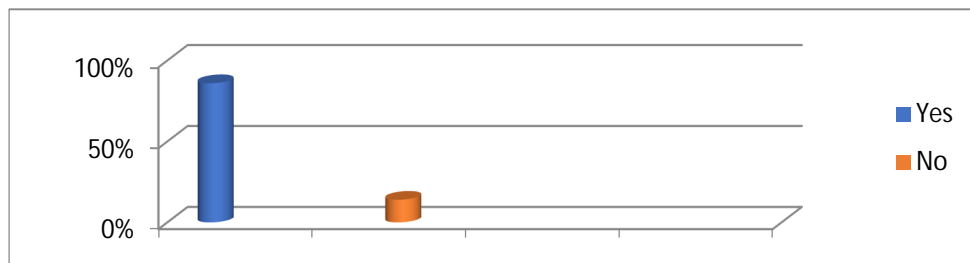


Figure 2.5. Students' Perspectives about Formal and Informal Discourse

The current question aims to figure out whether third-year students are aware of the distinction that exists between formal language used in academic writing and casual language used in social media engagement, or whether the two are equal.

The outcomes are shown in the graph above: 86% of respondents (78) favorably responded with "yes," whereas a few categories 14% of respondents (13) negatively responded with "no." The illustrated results indicate that the majority of students correctly understand the distinction between the two forms of discourse and the appropriate application of each discourse. Examples of participant themes on the question are provided in the following statements:

I use slang and abbreviations in chatting while in academic writing I use formal language

Networking platforms language focus on abbreviations, street or familiar dialect which is casual and informal

It differs because in social media there is more freedom to use any slang or structure you need to communicate

The language used in networking platforms is less complicated than the academic one

Academic written language is totally different from the used one in social media. It is informal language that can be utilized with friends and in familiar situation.

The language used in social media is considered informal and mostly slang, however, the academic language is characterized to be formal.

Language used in social networking is more likely to be informal and abbreviated unlike the one used in writing which is formal, well-structured and familiar

The goal of social networking is often to connect with others in a casual and relaxed manner, and as a result, users may use language that is more colloquial and less formal than they would in academic writing.

Because the language that used in social networking doesn't subject to writing standards in the field of study ,but it is random

Yes, it differs a lot because on the websites we use the general language or what is known as the language of the street, and the language used differs from one person to another

The language used in social networking is not a formal language it is a familiar language, it is okay to communicate with it and use slangs and abbreviations unlike in academic writing the language is more formal.

Table 2.5. Examples of Participant Viewpoints on e-discourse and Formal Discourse.

Question 6: Do you use abbreviations while chatting? If yes, would you provide us with some abbreviations and their explanations?

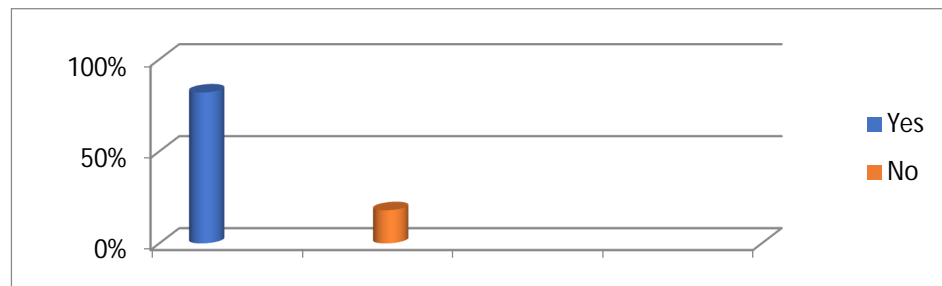


Figure 2.6. The Use of Abbreviations in Social Networking Sites

The purpose of this question is to find out whether students utilize abbreviations in their written or spoken communication, as well as what kind of abbreviations they use. In other words, their writing quality is affected unconsciously by the frequent use of such abbreviations. The figure above demonstrates that the majority 82% of respondents (75) use abbreviations in their communications. They find that using abbreviations when interacting makes them less time-consuming and more practical. However, a small percentage of respondents 18% said they don't like using abbreviations (16). The table below includes a list of the participants' examples of abbreviations along with an explanation for each one.

Examples	Explanations
Lol, IDk	Laughing out loud , I don't know
Btw, pls	By the way, please
Ivu , Tbh	I love you , to be honest
Brb, Ik	Be right back , I know
Gtg, Hru	Go to go, how are you
Hyd, Asap	How you doing, as soon as possible
Gonna, Ur	going to, You are
Wanna, Smh	want to, shaking my head
Wbu, Idc	What about you , I don't care
Wdym, brb	What do you mean, Be right back
Gn, Aight	Good night, Alright
LMK, TY	Let me know, thank you
Ifykyk, Sth, Lg	If you know you know, Something, Language
Wi- Fi, Hy	Wireless Fidelity, Hey
4, wlcM	For, welcome

Bro, Fb	Brother, Facebook
GD, Aight	Good, Alright
Ttyl, gg	Talk to you later, gotta go/ good game
Ex, Dik	Example, do it yourself
Jk, Omg	Just kidding, oh my god
Ngl, Cu	Not going to lie , see you
Wyd, Rip	What are you doing , rest in peace
Sis, Istg	Sister , I swear to god

Table 2.6.The Use of Abbreviations in Social Networking Sites

Section Three: The Effect of Social Media Addiction on the Learners' Academic Writing Skills

This is the most significant section, which aims to find out the impact of social media addiction on the students' academic writing skills. It focuses on the students' time spent using social networking sites, the effects of addiction on the students' psychological and behavioral health, which features are more impacted by the addiction to social media, and the overuse of informal language in networking sites that leads them to use it in formal work.

Question 7: Do you spend a long time using social media (Facebook, Instagram etc.)

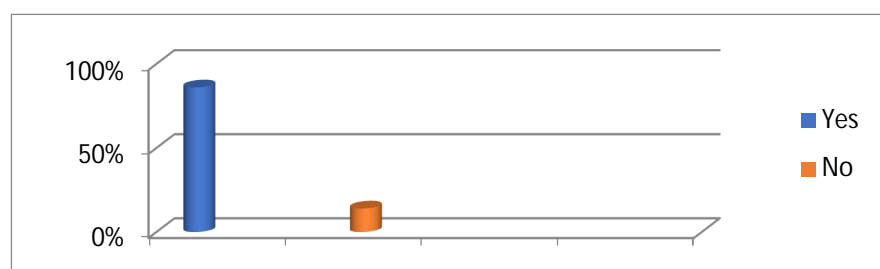


Figure 2.7. The Students' Usage of Social Media Regarding of Time

The main focus of this inquiry is to examine whether students use social media extensively or not. Also it is crucial to know their familiarity with and access to these platforms. In order to determine latter how many hours university students staying connected.

In the above-mentioned bar graph, it is clear that the vast majority (78) of students devote much time to interacting in the online world rather than real life, a percentage of

(86%). While the rest (13) students spend less time connecting to such websites, a percentage of (14%). This indicates that today's students are digital learners, and their greatest dependence is on social media in all aspects of their lives.

Question 8: How much time do you devote to social networking sites every day?

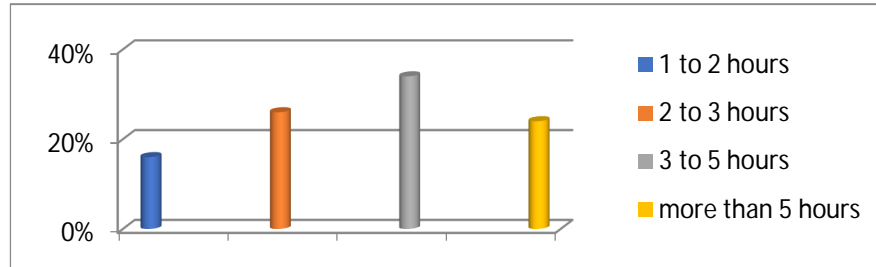


Figure 2.8. The Amount of Time Spent Using Social Media by Students

This question was posed in an effort to figure out how much hours the university students in their third year consume online. Similarly, the extent to which students utilize social networking sites per day.

It is evident from the aforementioned graph that there are four categories of time spent on social media. However, the most of participants (31 of them), or a percentage of 34% , spend between three and five hours each day on social media. While some individuals (24) used it for two to three hours (26 %) and others (22) used over five hours (24%). while the remaining students (14) use it for between one and two hours every day (16%).

Question 9: Do social networking sites form an integral part of your life?

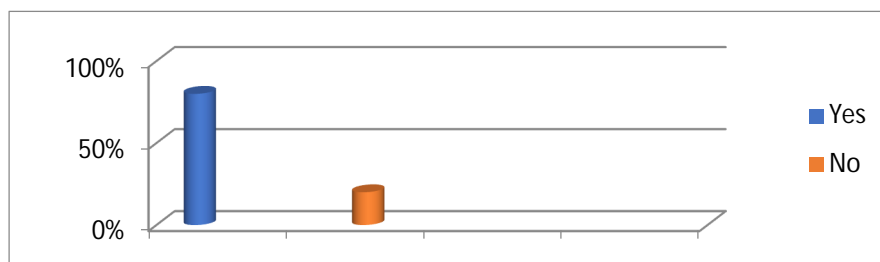


Figure 2.9. The Relevance of Social Media in Students' Lives

The purpose behind asking this question is to examine how the students' lives are interconnected with social media in all aspects of life. In other words, to investigate the social media addiction among students that makes them dependent on it and increases its use day after day.

When we asked the participants if they considered social networking sites an integral part of their lives, the majority of their answers were yes (80.2%), as shown in the previous figure. On the contrary, few participants responded "no" (19.8%), which means that almost all the students consider social media as a significant tool in their lives and cannot do without it. This is due to their addiction to these websites.

Question 10: How often do you feel when you are not online?

This question is intended to find out how the students feel when they are not online. Besides that, it is important to recognize the significant impact that the social networking sites have on the students' psychological well-being. According to the results obtained, the majority of the students reported feeling unhappy, lonely, depressed, anxious, and panicked as a result of it. Additionally, the following table highlights the students' feelings when they are disconnected.

I feel bored

I feel so much blank

Missed important thing and bored

Chilling

Disconnected from the world

Like there is something missing in my day

I feel lonely, bored and anxious

I feel sad

I hate my life

I feel lonely, bored and isolated from the world

Nervous

Uncompleted

Booting

Cut off from what is happening in the world. Bored and eager to connect to the social media platforms again.

Panic

Table 2.7. The Reactions of the Students when they are Disconnected

Question 11: Does social media addiction affect your behavior?

If yes, is the impact positive or negative?

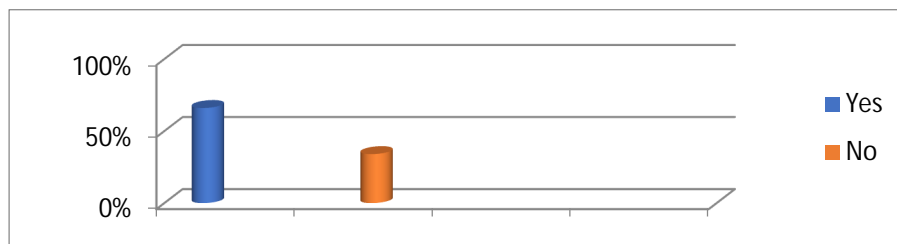


Figure 2.10.1. The Effect of Social Media Addiction on Students' Behavior

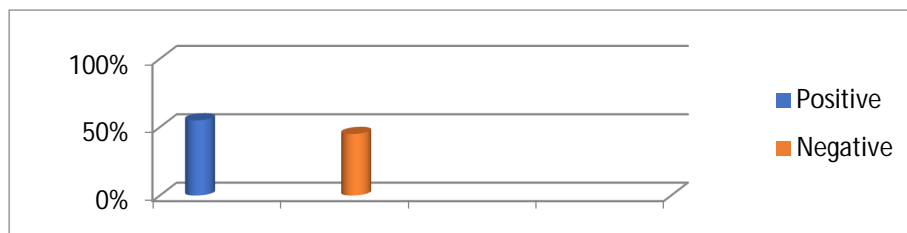


Figure 2.10.2. The Positive and Negative Impacts of Social Media Addiction on Student's behavior

This inquiry seeks to see whether social media addiction has an effect on students' behaviors. Moreover, to determine if this effect is favorable or detrimental. The results from the participants are shown in the bar graph above. A relatively tiny minority (31 students) replied unfavorably, with a response rate of 34%, whereas the majority of students (60 students) responded favorably (66%). From an analytical perspective, EFL students' level of social media addiction can have a significant effect. We also requested the responders to share their experience using statistics so that we could determine whether this impact is favorable or bad. Evidently, depending on how people use social media, the outcomes differ from person to person. As a consequence, the majority of students (55%) gave a positive response to this question, while just 45% of the participants gave a negative response. In general, social media may be helpful for students if they use it wisely.

Question 12: Does the overuse of social media discourse impact your academic writing performance?

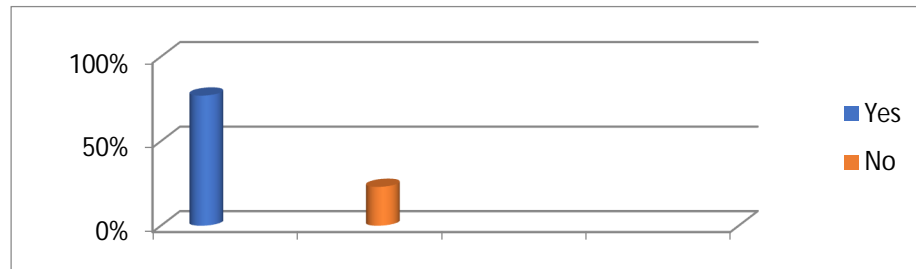


Figure 2.11.1.The Effect of the Overuse of Social Media Discourse on Academic Writing Performance

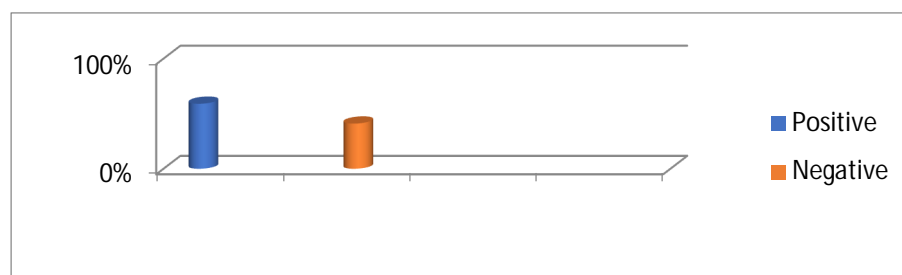


Figure 2.11.2.The Positive and Negative Impacts of Social Media Discourse on Academic Writing Skills.

The aim of this question is to ensure if the overuse of social media discourse has a significant effect on students' academic writing or not, and whether the impact is positive or negative. According to the preceding bar graph's findings, the majority (70) of students (77%) selected "yes," while the remaining (21) students (23%), selected "no." Similar to the main issue, in the sub-question, 59% of students (54) responded that excessive use of social media improves their ability to write academically, whereas 41% of respondents said the opposite (37).

Question 13: What linguistic features are impacted?

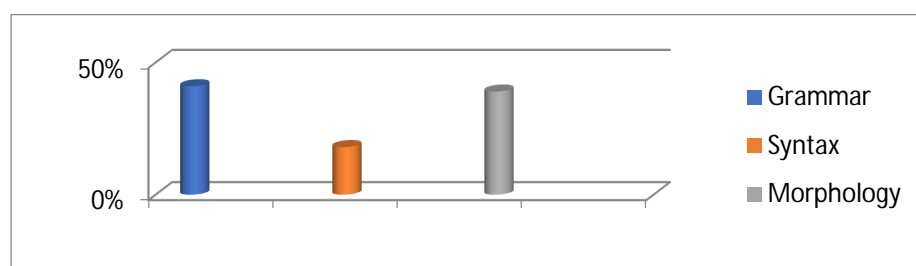


Figure 2.12.The Impacted Linguistic Features.

We pose this inquiry in light of students' excessive usage of social media in an effort to determine which aspects of language are most affected by their overuse of social media discourse when connecting. According to the graph above, students' answers indicate that grammar (41%), the most affected aspect of language, is most affected by their overuse of social media discourse when connecting. Also, a percentage of (39%) was in syntax and syntax (20%), which means that these are the linguistic features most affected by the use of social media discourse.

Question 14: Do you use the same online language used in social media in formal writing?

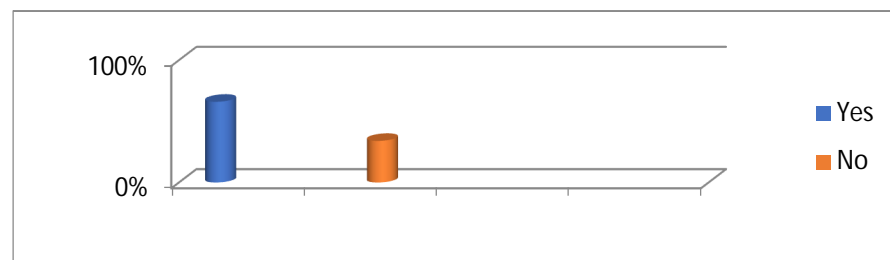


Figure 2.13.1.The Use of Online Language in Formal Writing.

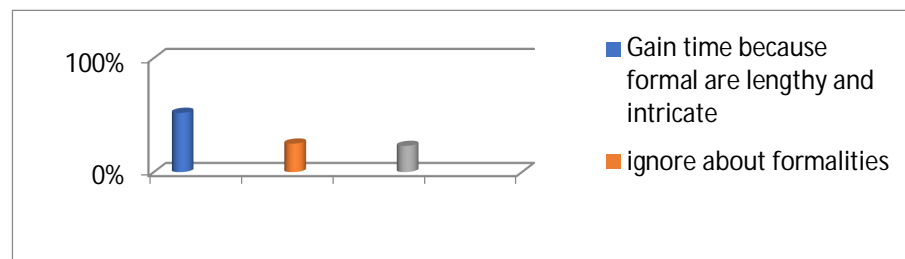


Figure 2.13.2.EFL Students' Arguments for Using Online Discourse in Formal Writing

The purpose of the inquiry is to examine whether or not Ibn Khaldoun University-Tiaret students use the same casual language in formal writing. This is because students who use social media language excessively have poor writing skills for academic assignments. According to the aforementioned figure, the majority of students (66 percent) answered yes. However, the remaining individuals (34%) responded negatively. In this way, **the** amount of time people spend on social media determines how much they influenced by it. Those who spend a great deal of time on social networking sites will definitely be affected as they start to use words, art to use words, terms, and expressions utilized on these platforms in their academic writings. This is problematic because academic settings (writing in particular) demand a formal style. The potential motivations for include online discourse in formal writing assignments were also discussed with the participants. The bar

graph above illustrates the results obtained from the respondents, which vary from one category to another according to their needs and arguments. 47 students (52%) use social media to gain time because formal essays are lengthy and intricate; 23 students (25%) use it to ignore formalities; and 21 others (23%) use it unintentionally. The following table illustrates students' arguments regarding the usage of online discourse in an academic context.

Gaining Time

Use it unconsciously

Formal writing takes time and generally you need to write long sentences so that why I use abbreviations and avoid formal writing

I use online language too much so I forget how academic writing being

Write faster

reason of life daily

The vocabulary is correct even if it is informal, I could use the idioms and the grammar is obtained without memorization of the rules. I just start to speak in correct grammar casually.

Shortening the time, especially for people who hate writing

Informal language became a behavior.

Table 2.8. EFL Students' Motives for Using the Online Discussion in Academic Context

2.6.3. Analysis and Interpretation of the Interview

Question 1: According to your experience, which gender is more addicted to social networking sites?

The psychological perception of which gender is more dependent on social networking sites is the subject of the first query. Women are more likely than males to become addicted to social media sites, according to psychologists' responses regarding the gender that is more susceptible to addiction and the cases they encountered. Women use social media to share more personal information than men, revealing more about their personal lives. Women are more vocal, expressive and willing to share. In other words, women are biologically wired for social networking.

Question 2: What are the signs of addiction that a person with an addiction would experience?

Psychologists concur that a student's personal life and academic performance suffer when they display behavioral addiction indicators, such as habitual and excessive use of social media. The signs of social media addiction that we observed during our experience include restlessness, increased reliance on social media, lack of sleep, ignoring schoolwork or assignments, an inability to focus, and withdrawal from friends and family.

Question 3: How do you depict behavioral addiction on these websites? (consciously or unconsciously).

The Third question highlights whether behavioral addiction to these sites consciously or unconsciously, and through our interview with the psychiatrist, she indicated to us that while most addictions are involuntary, most of them are voluntary, and therefore they act consciously.

Question 4: What causes individuals to get addicted to social media platforms?

Psychologists confirm that the addictive potential of social media can be largely attributed to many factors. Family issues tend to be the primary reason that causes teenagers to get addicted to social media platforms and applications. This makes individuals more vulnerable to compulsive overconsumption of online media. Furthermore, an inability to accept their real lives and maintain relationships can drive a person to turn to social media, where the desirable lives of celebrities are shared and connections are made easier.

Question 5: What are the addictions' pitfalls for the person's health?

As for the fifth question, it deals with knowing the addictions' pitfalls for the person's health. Regarding the risks of addiction to one's health, addicts are exposed to dangers that change their lives, keep them away from society, and rob them of their capacity to interact and even speak with others.

Question 6: How can psychological issues develop in an addict?

The sixth question focuses on knowing the psychological issues that develop in an addicted person. The psychologist gave several issues which are: they are trapped in a circle by loneliness, their habit of masturbating through Facebook relationships, and even their ongoing sense of anxiety.

Question 7: What do you recommend for avoiding social media addiction?

The seventh and final question in the interview sheds light on some tips for avoiding website addiction. According to the psychologist, there may be psychological and even health ways to reduce this harmful phenomenon.

2.7. Conclusion

This chapter presents a detailed description of the procedures that research has adopted. It has described the research design of the study, the sample, the data collection tools, and the statistical analysis of the results. Which proved that social media plays the main role in students' daily lives, whether from the personal or educational side. However, this research work proved that there is another way in which social media can negatively affect students' educational careers. Third-year students in the English department at Tiaret have some serious difficulties in their academic writing due to the addiction to social media language.

*Chapter three: Discussion
and Recommendations*

3.1. Introduction

This chapter demonstrates the significance of the study's findings in response to the research questions being posed. In order to ensure the originality and quality of the data gathered, credible and reliable information from the respondents was taken into account.

This current chapter sheds light on the discussion of the results in light of the interpretations and analyses of the data that were gathered, as well as suggesting valuable recommendations and a list of some limitations that constrained our investigation.

3.2. Discussion of the Main Findings

The obstacles that students who use social networking sites excessively encounter have been analyzed and described in great detail. In this work, they are discussed and presented.

3.2.1. Social Media Addiction among Students

It has been found that social networking among students is extremely common. Monitoring students' academic achievement and addressing any issues is vital because the negative effects of social media might have a negative impact on their education. The current findings of this investigation demonstrate the effects of social media on a person's writing abilities since the students' writing ability is influenced by the amount of time they spend on social media. Over time, using social media negatively impacts a person's writing skills. This suggests that the time spent on social media was likely time that would have been better spent on academic pursuits. The reason frequent social media users perform poorly in their writing abilities is because they don't devote enough time to it. This is not surprising given that addiction indicates extensive use, which has already been shown to have the same negative impact on writing abilities. Social media addiction is still only beginning to be defined and operationalized.

The findings of this study show that all third-year students at Ibn Khaldoun University of Tiaret, regardless of age or gender are familiar with social networking sites and increasingly use social media. They use them regularly in all aspects of life without hesitation, and as the results show, social networks have become such a daily habit and integral part of their lives that they cannot function without them. This is because they have been online for at least 9 to 10 years. Also, they use these websites more frequently

because they spend too many hours per day online. Social media use is comparable to drug or alcohol dependence, according to Young (2009).

Additionally, the vast majority nowadays is digital students and are all dependable on social media, which makes them more addicted to it and increases their demands to use it. In this vein, the use of social networking by the students should be seen as a negative act because our findings show that the majority of the students use the social networks for chat rooms rather than academic purposes in their free time or even during their studies. And we discovered that students nowadays became more dependable on social media since they cannot leave their phones and check them from time to time due to their addiction, which does not allow them to leave social media. They use different platforms to express their feelings, exchange ideas with others, and even watch videos while the teacher explains the lessons. This reveals that they prefer using social media for other activities rather than academic purposes; the latter can cause them to lose their attention and concentration on their studies, which leads to poor academic achievement because students devote much time to social media rather than focusing on and giving much time to their studies.

Additionally, we noticed that women are more likely to develop an addiction since they enjoy spending a lot of time on social networking sites. Any time can be an addiction's onset. This means that anyone who uses social media frequently and at any time may develop an addiction to it that's mean being a normal person, you will surely develop an addiction if you use social networking sites excessively and don't plan your time well in.

3.2.2. Pedagogical Behavior

In our research we found that the majority of students indicated that the social media impacts their behaviors positively and either negatively .Students can develop an addiction among themselves, which impacts their pedagogical behavior and .we can say these websites control the user or, to put it another way , are dominants. And that is lead too to pitfalls for the person's health like psychological isolation, social phobia, poor language skills, and poor interpersonal communication, and through all this the dangers the addicted person encounters force him to alter his behavior, keep him outside of society, and even rob him of his capacity for social interaction. Even on these websites is considered consciously and the most unconsciously, is led by social networking sites.As it's with the use of social media platforms in school, the students get motivated and fostered to learn.

Educational videos on YouTube, easy access to e-books, online notes, and learning via video calls are major aspects that contribute to educational development.

3.2.3. Psychological Health

Our findings revealed that the majority of our participants claimed that when they are disconnected from the social networking sites, they experience negative feeling, which have an impact on their psychological state. This is due to their dependence on social media in all aspects of life, which undermines their value in society. According to research, excessive social media use is thought to have a harmful impact on users' overall health and quality of life, particularly young users (Alzougool & Wishah, 2019 as cited in Taylor, 2020). On the other hand, through the overuse of this social networking sites the students facing some problems like , shyness, family issues, and a lack of communication with the outside world cause them to become alienated from their friends and their environment. This keeps them trapped in a circle they can never escape and make them more addicted

3.2.4. Decline in the writing Performance of EFL Student

The usage of social media is clearly on the rise in the modern period due to technological innovation, which has a significant impact on how people connect and communicate with one another, particularly students who have a strong interest in social media. Social networking websites have grown in popularity among students over time. Based on the main findings of this study, there appears that the majority of the students acknowledge that compulsive use of social media is affecting their writing abilities, concerning grammar, syntax, and morphology. Despite the fact that most students make a distinction between the standard language used in academic settings and the non-standard or causal language utilized on social networking sites, students frequently become habituated to using short forms and abbreviations. They find this online language helpful when messaging, and according to them, it is safe to say that they also do not give much thought to the structure of their writing. That is why they include and use this language for academic activities, as our findings indicated that the majority of students argued that they use the same online language in formal writing. Because they believe that abbreviations and short-form words facilitate learning and help them gain time and effort because formal essays are lengthy and intricate, they also use them to ignore formalities. To conclude, the majority of third-year EFL students at the English department of Tiaret University are

negatively impacted by the use of inadequate quality. In this setting, we might infer that, in line with past findings, social media language can be seen in formal writing.

3.3. Social and Parental Involvement in the Awareness Process of Social Media Addiction

In the modern era and thanks to technology, citizens can readily communicate with one another online through social media. A social media is a tool or a website that encourages cooperation, engagement, sharing, and communication. In this opinion, the Internet becomes an integral part of daily life. It is utilized in a variety of contexts, including education, training, scientific research, personal and social relationships, and more, and its user base is growing every day.

It is impossible to deny how much easier life is now because of technology. Even still, smart phones are the gadgets that are used the most frequently worldwide. Adults and teenagers are the most common demographics of users of social media. They spend a lot of time using various platforms on their cell phones after or even during their studies, where they have many activities to accomplish. Because of phone addiction and social media use, more people are developing mental illnesses, resulting in a communication gap between family members.

Parents play a significant role in their youngsters' lives by giving advice, managing their social media addiction, and treating it. According to Hawi and Rupert (2015) and Van den Bulck (2018), parents play the most important roles in their children's physical and social development. The most effective method for parents to help their children is through excellent connection and conversation, as well as by diverting them from unrestricted and excessive screen time. According to earlier research (Samaha & Hawi, 2017 as cited Thompson et al., 2018), parent-assisted behavioral modification is the most efficient way to reduce their screen time. According to Kahraman, Yilmaz Irmak, and Basokcu (2017), good parenting methods entail giving youth the support they need for their physical, emotional, social, and cognitive development. According to the National Health Commission of the People's Republic of China (2020), effective parenting and communication with children are crucial for spotting physical and psychological issues in their early stages and for assisting youngsters in calming down during extended isolation.

Parental supervision of the consumption of social media platforms, including short message service (SMS), social messaging, and messaging apps like WhatsApp, WeChat, and Telegram, is crucial. The monitoring process should begin at home; therefore, parents must be vigilant and proactive. According to the parental mediation theory, parents employ a variety of tactics to balance out the adverse consequences of media. To begin with, restrictive parental mediation refers to parental regulations that establish limits on how much time teenagers can spend on social media and what they can do there. Parents who set time limits and set limits on the content their children can access are less likely to expose them to undesirable information, which immediately diminishes the risks associated with using the internet. Additionally, parents who employ restricted mediation as a structure anticipate creating a code of conduct to teach youngsters how to responsibly use social media. Restrictive mediation is the approach that parents employ the most frequently since it gives them the confidence to keep an eye on their children's online behavior and overall media consumption. When parents set up computers and other digital media equipment in communal spaces, this happens. Restrictive mediation, however, could lose its effectiveness when the child gets older or moves out of the house. Besides that, working parents might not benefit from this approach.

Additionally, active mediation is when parents actively interact with their young children to talk about, clarify, and advise them on how to use media responsibly. Active mediation has been demonstrated to encourage critical thinking and enhance teens' digital literacy to lessen the negative impacts of social media. This is based on dialogue and critical debate between parents and children. According to earlier research, active mediation can successfully lower contact risk (such as the risk of adding strangers to friend lists), privacy risk, and the risk of both being a victim and a perpetrator of cyber bullying.

In general, parents should spend more time with their children; they should interact with them, be more affectionate toward them, and show more interest in them. Support your teenagers in developing new interests. Encourage them to engage in sports, reading, sewing, gardening, and other pleasant hobbies. If parents are successful in involving their youngsters, they will avoid using social media.

3.4. Approved Approaches by Psychologists

There are many approaches approved by psychologists to eliminating or overcoming social media addiction since many of us stay connected to our phones and electronic devices for hours on end without even noticing the people around us or the outside world. We believe that the time we spend on these sites outweighs other social and cognitive activities, sometimes reaching the level of vocabulary. The impact on what we read and share without awareness that the media is responsible for what we read, deliver, and follow. Therefore, we should follow these tips from the psychologist, which should help us reduce social media addiction problems.

a. Time management

The most effective strategy is to establish life rules for handling time. In the free time, always subconsciously holding the phone, browsing through as many apps as can. So they always recommend that to give some time to go to these sites and do so with discipline. Also, to take breaks so that the light from phones and electronic devices does not interfere with the eyes and give some relax to the body after long hours of browsing and sitting.

b. Learning Something New

It is essential to come up with something useful instead of wasting time browsing these sites. Most people are out of work and they spend their time on social media. For example, they could learn a new language, play a sport, read a new book, go to the gym, or engage in other rewarding activities rather than consuming time on social media.

c. Developing Personal Interests

Social networking sites allow individuals to benefit from people they have good relationships with and unique information that helps them develop their personal interests. Always try to benefit from these personalities and communicate with them constantly. Self-development comes from benefiting from these personalities and advancing self-development through what the individual learns from them.

d. Use Social Media to Strengthen Writing Abilities

Many of us know that with practice comes perfection, especially when it comes to writing. The more we write, the better we become. Social media can be a tool where

students are encouraged to use their creativity combined with personal expression to improve and strengthen their writing. Through this, there are some social media platforms that help with this, as follows:

Blogging can be used as a tool to strengthen student writing through time. Some educators may, at first, be hesitant to accept blogging as a “formal” mode of writing. However they will soon witness the benefits of blogging for students are so invaluable as a tool for communication.

Twitter as a platform inherently requires users to be short and brief, 140 characters brief. This mode of communication allows students to practice brevity and clarity. Using twitter can help them get to the point directly without using needless jargon in their writing.

Instagram as a platform is about the visual aspect. However, the caption component allows students to provide a brief description, outline, or a story to the visual they share

e. Calculating Registration Deadlines for Mobile Applications

There are many apps that count the time spend entering and exiting the app. These apps will help People identify the ones that waste their time the most and avoid them. In conclusion, we should all know that the main problem is not with the Internet or social networks per use, but with those who use them excessively and over time become addicted and directly affect their lives.

3.5. Recommendations

The research suggests some steps to utilize social media in the proper direction and use social media sites in a way that is favorable and appropriate to their users after gathering all the findings and discussing the conclusions of the data obtained. And if all participants involved collaborate and work together, they can prevent any potential risk that social media may pose to young people's capacity to write academically as well as their behavior and psychological well-being.

a) At the Level of Students

- Students should utilize social media platforms properly to advance their academic careers, particularly in the domain of writing.

- Students should maintain a balance between socializing and academic pursuits while paying close attention to their academic work.
- Students should limit their use of social networking sites to prevent addiction, which can have negative effects on their behavior and psychological well-being.
- Engaging in formal English-language conversation with native speakers to increase vocabulary.

b) At the Level of Teachers

To improve students' writing quality, teachers should concentrate on teaching additional lessons about how to write effectively.

- Teachers should encourage their students to write for short period of time during class to change up the pace of lecture course while not forgetting to evaluate their works and take notes of what they do and take this into account so they learn from their mistakes .
- The teacher can provide their students with some beneficial applications like FluentU and Educational APP Store that help them enhance their writing skills. This can be helpful to use social media in positive way and at the same time enhance their writing ability.

c) At the Level of Universities

In order to reduce the negative effects of excessive internet use and its networks, websites, and apps, universities should establish ethical guidelines and rules.

- The institution should think about prohibiting access to social networking sites while in session.

d) At the Level of Parents

- Parents need to make sure they teach their children how to use social media productively, especially to improve their academic success and advancement.
- Parents should give their adolescent adults' smart phones, but they should also oversee their use to prevent them from being used for antisocial or harmful

purposes. They should also make sure that their children are using their phones for safe and useful purposes online.

3.6. Recommendation for Future Researchers

The piece of guidance given below can assist upcoming researchers in conducting innovative studies with reliable data:

- Instead of focusing on writing ability, it would be better to do a study that examines the relationship between other platforms, such as Tiktok , YouTube, and Telegram and other skills, such as reading and listening.
- Future researchers would be better served by conducting an interview with the teachers to determine whether their students are addicted to social media and use it constantly in class, and whether this addiction has an effect on the students' behavior and academic achievement.
- To determine how much the language of the internet has an impact on academic writing, it is crucial to analyze exam papers submitted by students. In other words, what linguistic features are most affected if casual language is used in formal work.
- It is preferable to include in future research studies an examination of students' conversations in such platform groups to show how they use language on social media.

3.7. Conclusion

In this part of our research, we highlighted the most notable achievements made by the participants. We have made an effort to gather as much data as possible related to our research questions. According to the study, the use of social media by students might have either a positive or negative impact on their academic writing. Additionally, we have stressed the role that inappropriate training, excessive usage of social media platforms, and the usefulness of electronic discourse in place of formal writing play in the decline of students' writing skills. Along with the overall findings, we have cited any kind of limitations and issues that were encountered throughout this investigation period, as well as suggested a set of recommendations and additional ideas for future studies.

General conclusion

This research paper is an attempt to discover and shed light on the issue of social media addiction among EFL students. It addresses the compulsive use of Facebook as a social networking site that has an impact on EFL students and their competencies in learning. We have chosen this platform because it is classified as the most used by a large category of people, regardless of their age or gender. Throughout this study, we have tried to explore the symptoms of this social addiction disorder, how it influences the students' learning abilities, and the consequences of the progressive use of e-discourse on the students' writing abilities.

It is crucial to keep in mind that our study relied on numerous sources to compile relevant data. Additionally, we were able to comprehend one of the causes of students' decline and deterioration in terms of their writing abilities thanks to the combination of psychologists, educational field observation, and data from third-year EFL students.

The findings have shown that, student use of social networking sites has been discovered to be quite popular. The negative effects of social media can have an adverse impact on students' education, so it is important to monitor their academic progress and deal with any problems and one's writing skills are affected by the amount of time they spend on social media. Social media usage negatively affects a person's writing abilities over time. This implies that the time spent on social media was probably taken away from time that was better spent on academic activities. Because they don't invest enough time in it, frequent social media users perform poorly in their writing skills and this is not shocking given that addiction indicates extensive use, which has already been shown to have the same negative impact on writing therefore, social media addiction is still only beginning to be defined and operationalized. The social media significantly influence the students' academic writing, particularly in terms of linguistic accuracy. Most students are unaware that the newly created language they are using to communicate with one another may have an impact on their academic writing process.

The results supported our hypotheses, which suggest that academic discourse is constantly influenced by the e-discourse present on social media platforms. Additionally, the results show that writing and whether social media networks have a positive or detrimental impact on EFL users' writing abilities in connection to how they use those

platforms. Likewise, the study's findings are consistent with the idea that social media, as well as the psychological and pedagogical practices of EFL students at Ibn Khaldoun University of Tiaret, affect the students' ability to write academically.

Based on the findings of this inquiry, it is recommended that students focus on using social media platforms wisely, which could help them develop more productive abilities. This study suggests that appropriate use of digital SM by students will improve the ability of young people to acquire the English language and write well.

List of References

- Abbas, S. (2006). Developing self-assessment through journal writing. *Journal of Instructional Pedagogies*, 125-134.
- Abbasi, I.S. (2019), Social media addiction in romantic relationships: Does user's age influence vulnerability to social media infidelity? *Personality and Individual Differences*, Volume 139, 1 March 2019, pp.277-280, <https://doi.org/10.1016/j.paid.2018.10.038>.
- Alzougool, B & Wishah, R. (2019). Use and Addiction of Social Networking Applications by University Students in Jordan. *Journal of Technology in Behavioral Science*, 4(3), 201-209.
- Andreassen, C.S., Pallesen, S. (2013) The relationships between behavioral addictions and the five-factor model of personality. *J. Behavior Addiction*. (2), 90–99. <https://doi.org/10.1556/JBA.2.2013.003>.
- Andreassen, C.S, Pallesen S. (2014), Social Network Site Addiction-An Overview, *Current Pharmaceutical Design*, 20:4053–61.
- Atroszko, P.A., Pallesen, S. (2018). Facebook addiction among Polish undergraduate students: Validity of measurement and relationship with personality and wellbeing. *Computer Human Behavior*, 85, 329-338.
- Bader, F. (2007). Writing under the competency- based approach: The case of second year middle pupils. Constantine.
- Bensaid, N. Moumen, F. (2019). The Effect of Social Media Language on EFL Learner's Academic Writing Performance (Master One Linguistics Students). University of Msila.
- Bhandari, P. (2022, November 30). Data Collection | Definition, Methods & Examples. Scribbr. Retrieved June 7, 2023, from <https://www.scribbr.com/methodology/data-collection>
- Bouheniba, E, Doublal, F. (2021). The Impact of Social Media on EFL Students' writing skill Department of English University, Adrar.
- Boyd, D. M, Ellison, N. B. (2007). Social network sites: Definition, history, and Scholarship. *Journal of Computer- Mediated Communication*, 13(1), 11.
- Brown, J. (2001). Is social media harmful? Where is the evidence and the mystery.

<https://www.bbc.com/ukchina/simp/vert-fut-42748944>.

Burke, A. (2010, August 16). How the Internet is Changing the Way We Communicate. Retrieved 12 28, 2013, from <http://ezinearticles.com/>: <http://ezinearticles.com/?Howthe-Internet-is-Changing-the-Way-We-Communicate&id=4867813>.

Dufeny, G (2007). The internet and the language classroom". second edition.

Ekkati, S. (September 21th, 2019). The history of social media: A Key To understanding social networking. LinkedIn.

Ellison, N & Boyd, D. (2013). Sociality through social network sites. In W. Dutton (Ed.), The Oxford handbook of internet studies. (pp. 151–172). Oxford University Press.

Folse, K. S., Solomon, E. V & Clabeaux, D. (2020). *From great paragraphs to great essays*. National Geographic Learning.

Geudes, E. (2016). Internet addiction and excessive social networks use: what about Facebook? *Clinical practice and epidemiology in mental health: CP & EMH*.

Kamilia, G & Benmoussat, I. (2019). Investigating the Effect of Social Media on EFL Students' Written Production: Case of Third-Year EFL Students at Tlemcen University, Algeria." *Arab World English Journal (AWEJ)*. (pp. 24-39).

Griffiths, M. D. (2005). A components model of addiction within a bio psychosocial framework. *J. Subst. Use* 10, 191–197 10.1080/14659890500114359 [Google Scholar]

Harmer, J. (2004). *How to Teach Writing*. United Kingdom: Longman.

Harris, David P. (1974). *Testing English as a Second Language*. New Delhi: Tata Mc Graw-Hill Publishing .Company LTD.

Hartwell, P. (1985). Grammar, Grammars, and the Teaching of Grammar. *College English*, 47(2), 105. Retrieved from <http://www.jstor.org/stable/376562>.

Hasnain, H & Nasreen, A. (2015). Impact of Social Media Usage on Academic Performance of University Students. *Langkawi*. (pp. 26–27).

Hawi, N. S., & Rupert, M. S. (2015). Impact of e-Discipline on children's screen time. *Cyber psychology, Behavior, and Social Networking*, 18(6), 337-342.

Huang, Z., & Benyoucef, M. (2013). From e-commerce to social commerce: A close look at design features. *Electronic Commerce Research and Applications*, 12(4), 246–259. doi:10.1016/j.elerap.2012.12.003

Hughes, A. (2004). *Testing for Language Teachers*. (2nd). New York: Cambridge.

Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press. <http://enl.wikipedia.org/wiki/Awareness>.

Jacobsen, W. C & Forste, R. (2011). *The Wired Generation: Academic and Social Outcomes of Electronic Media Use Among University Students*.

Johnson, M. (2013). *Building professor-student relationships in an age of social networking*. New York: Center for Teaching & Learning.

Kabilan, M. K. et al. (2010). Facebook: An Online Environment for Learning of English in Institutions of Higher Education? *Internet and Higher Education*. 13, p. 179-187.

Kahraman, H., Yilmaz Irmak, T., & Basokcu, T. O. (2017). Parenting Practices Scale: Its validity and reliability for parents of school-aged children. *Educational Sciences: Theory & Practice*, 17, 745–769. <https://doi.org/10.12738/estp.2017.3.0312>.doute

Kalpidou, M., Costin, D., & Morris, J. (2011). The relationship between Facebook and the well-being of undergraduate college students. *Cyber psychology, Behavior & Social Networking*, 14 (4), 183-189. doi:10.1089/cyber.2010.0061.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68.
doi:10.1016/j.bushor.2009.09.003.

Kasuma, S. A. (2017). Students' perceptions and attitudes toward the use of instagram in English language writing. *Malaysian Journal of Learning and Instruction*, 47-72.

Kirkman, J. (2006). *Punctuation matters: Advice on punctuation for scientific and technical writing*, 4th edition. London: Routledge.

Kirschner, P.A & Karpinski, A.C. (2010) Facebook and Academic Performance. *Computers in Human Behavior*, 26, 1237-1245. <https://doi.org/10.1016/j.chb.2010.03.024>

- Kuss, D. J & Griffiths, M. D. (2011, September). Online social networking and addiction –A review of the psychological literature. *International journal of environmental research and public health*. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3194102/>
- Leung, L. (2013). Generational differences in content generation in social media: The roles of the gratifications sought and of narcissism. *Computers in Human Behavior*, 29 (3), 997-1006. doi: 10.1016/j.chb.2012.12.028.
- Liao, Y.W., Huang, Y.M. (2015). Exploring the antecedents of collaborative learning performance over social networking sites in a ubiquitous learning context. *Computer Human Behavior*. 43, 313-323. doi: 10.101/j.chb.2014.10.028.
- Lin, J. (2021). Does gender role explain a high risk of depression? A meta-analytic review of 40 years of evidence. *J. Affect. Disorder*. 294, 261–278. doi:10.1016/j.jad.2021.07.018, PMID: [PubMed] [Google Scholar].
- Lindner, M. (2005). *English Language and Composition*. Career Press.
- Linse, C. T. (2006). *Practical English Language Teaching: Young Learners in Nunan, David*. New York: McGraw-Hill.
- Mahmoud, S. & Taswir, T. (2013). The effects of social networking site on the Academic performance of students in college of applied Sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2(1):111-123.
- McKechnie L. E. F. (2008). Observational research. L. M. (Ed.), *The Sage encyclopedia of qualitative research methods* (pp. 573–577). Thousand Oaks, CA: Sage.
- National Health Commission of the People's Republic of China (2020). Guideline for psychological crisis intervention during 2019.
- Nunan, D. (1984). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2003). *Practical English language teaching (1st edition)* p 88. New York: McGraw Hill.
- Ogedengbe, P. M & Musa, Y. (2012). A survey Facebook and academic performance in Nigeria Universities. *International Journal of Computer Trends and Technology*, 2(2).

- Rosengard, D., Tucker-McLaughlin, M., & Brown, T. (2014) Students and social news: How College Students Share News through Social Media. *Electronic news*. 8(2), 120-137. doi: 10.1177/1931243114545448.
- Saadiah, D. (2009). *Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study*. *European Journal of Social Science*. 8(3). 483- 495.
- Samaha, M &Hawi, N. S. (2017). Associations between screen media parenting practices and children's screen time in Lebanon. *Telematics and Informatics*, 34(1), 351–358. <https://doi.org/10.1016/j.tele.2016.06.002>.
- Sajithr, K & Rajindra,P. (2013). Social Media – History and Components. *IOSR Journal of Business and Management*, 7(1), 69-74. Retrieved from : <http://www.iosrjournals.org/iosr-jbm/papers/Vol7-issue1/I0716974.pdf?id=5311>.
- Sharma, A & Shukla, A. K. (2016). Impact of social messengers especially Whatsapp on youth a sociological study. *IJARIE*, 2(5).
- Sim, I. (2000). Mobile devices and health. *New England Journal of Medicine*, 381(10), 956-968.
- Siraj, S & Ullah, F. (2007). Postmodernism and its insinuations on media and society. *Journal of Development Communication* 18(2).pp, 1-10.
- Tamayo, J. D. (2014, May). The relationship of social media with the academic performance of Bachelor of Science in Information Technology Students of Centro Escolar University-Malolos. *International Journal of Scientific and Research Publications*, 4(5), 1-10.
- Taprial, V & Kanwar, P. (2012). *Understanding Social Media*, United States: VentusPublishing
- Van den Bulck, J. (2018). When digital natives instruct digital immigrants: Active guidance of parental media use by children and conflict in the family. *Information, Communication & Society*, 21(3), 375-387.
- Wang, C., Lee, M.K & Hua, Z. (2015). A theory of social media dependence: Evidence from micro blog users, *Decision Support Systems*, 69, pp.40–49, <http://dx.doi.org/10.1016/j.dss.2014.11.002>.
- Wang, Q., Chen, W., & Liang, Y. (2011). The effects of social media on college students. Wikipedia (2017).

Yeboah, J., & Ewr, G. D. (2014). The impact of WhatsApp messenger usage on students' performance in Tertiary Institutions in Ghana. *Journal of Education and practice*, 5(6), 157-164.

Zuckerberg, M. (2005) . The facebook.com. Retrieved June 13, 2008 from <http://thefacebook.com/about.php>.

Appendices

Appendix A

Students' Questionnaire

Dear students,

Please spend a moment answering the following questions so that the researcher can get the data required to establish how social media addiction affects students' writing skills.

Hence, if it's possible, try to choose the appropriate selections and give thorough answers.

Section one: Personal profile

Q1: Please indicate your Gender:

Male

Female

Q2: What is your Age?

18 – 21 More than 25 22 – 25 More than 25

Section two: The Usability of social media

Q1: Do you use social networking platforms?

Yes

No

Q2: When did you start using social networking sites?

A. Less than 3 years

C. 3 to 5 years

B. 5 to 9 years

D. More than 10 years

Q3: Which social media platforms do you use most frequently?

A. Facebook

B. Messenger

C. Twitter

D. Instagram

E. Viber

F. WhatsApp

Others

Q4: What is your purpose for utilizing social media?

Studying

Chatting

Commenting

Posting

Others

Q5: Does the language used in social networking sites differ from the language used in academic writing?

Yes

No

Explain.....
.....

Q6: Do you use abbreviations while chatting?

Yes

No

If yes, would you provide us with some abbreviations and their explanations?

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

Section three: The effect of social media addiction on the Learners' academic writing skills

Q1: Do you spend a long time using social media (Facebook, Instagram etc.)?

Yes

No

Q2: How much time do you devote to social networking platforms every day?

1 to 2 hours

2 – 3 hours

3 – 5 hours

More than 5 hours

Q3: Do social networking sites form an integral part of your life?

Yes

No

Q4: How often do you feel when you are not online?

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

Q5: Does social media addiction affect your behavior?

Yes

No

If yes, is the effect:

Positive

Negative

Q6: Does the overuse of social media discourse impact your academic writing ability?

Yes

No

If yes, is the impact:

Positive

Negative

Q7. What linguistic features are impacted?

Grammar

Syntax

Morphology

Q8: Do you use the same online language used in social media in formal writing?

Yes

No

If yes, why?

A. Ignore about formalities

B. Gain time because formal essays are lengthy and intricate

C. used unintentionally

Other reasons mention them.....

.....

Thank you for your time and efforts.

Appendix B

Psychologist's Interview

Semi-structured Interview Addressed to Psychologists

Question 01: According to your experience, which gender is more addicted to social networking sites?

Question 02: What are the signs of addiction that a person with an addiction would experience?

Question 03: How do you depict behavioral addiction on these websites?

A conscious behavior Unconscious behavior

Question 04: What causes individuals to get addicted to social media platforms?

Family issues their actual lives are unacceptable

Other reasons

Question 05: What are the addictions' pitfalls for the person's health?

Question 06: How can psychologist issues develop in an addict?

Question 07: What do you recommend for avoiding social media addiction?

Thank you for your cooperation and precious time.

الاستجاب

- س 1: ما هو الجنس الاكثر عرضة للادمان على مواقع التواصل الاجتماعي ؟
- س 2: ما هي الاعراض التي تظهر التي تظهر على الشخص المصاب بالادمان على مواقع التواصل الاجتماعي؟
- س 3: كيف تصف سلوك للادمان على مواقع التواصل الاجتماعي (سلوك ارادي او غير ارادي) ؟
- س 4: ماهي الاسباب الدافعة للادمان على مواقع التواصل الاجتماعي؟
- س 5: ماهي مخاطر للادمان على صحة الفرد (الصحة النفسية، الجسدية وسلوكيات الفرد)؟
- س 6: كيف تحدث الاضطرابات النفسية عند الطالب المدمن على تلك المواقع؟
- س 7: ماهي الطرق الصحية لتفادي الوقوع في للادمان على هذه المواقع؟

ملخص

أدى الاستخدام المتزايد لوسائل التواصل الاجتماعي في جميع جوانب الحياة إلى دمجها في السياق التعليمي. حيث يتمحور البحث الحالي حول مدى تأثير إدمان وسائل التواصل الاجتماعي على الكتابة الأكاديمية لطلاب اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، كيفية تأثيرهم على السلوك التربوي لطلاب اللغة الإنجليزية كلغة أجنبية ورفاههم النفسي. لاستكشاف هذا الأثر تم إجراء هذا البحث في جامعة ابن خلدون بحيث تم الاعتماد في هذه الدراسة على استخدام منهجية متنوعة كطريقة لجمع البيانات من خلال استخدام ثلاث طرق ، وهي المراقبة المنظمة كوسيلة مفيدة تم إجراؤها داخل الفصل الدراسي لفحص التأثير الكبير الذي يسببه إدمان وسائل التواصل الاجتماعي حول السلوك التربوي للطلاب. تم إجراء مقابلة شبه منظمة - أجريت مقابلة مع طبيب نفسي لكتساب رؤى حول تجربتهم تجاه تأثير إدمان وسائل التواصل الاجتماعي على الصحة النفسية للطلاب في حين تم توزيع الاستبيان عبر الإنترنت على 91 طالباً في السنة الثالثة لفحص تأثير الرسائل النصية على كتاباتهم الأكاديمية. كما تبين من خلال النتائج أن الطلاب ينقلون لغتهم عبر الإنترنت إلى الكتابة الأكاديمية لأسباب مختلفة، إلى جانب أن إدمان وسائل التواصل الاجتماعي له تأثير كبير على السلوك التربوي للطلاب ورفاههم النفسي. بناءً على هذا التحقيق، تم تقديم توصيات لتعزيز استخدام وسائل التواصل الاجتماعي بالطريقة المناسبة لتعزيز مهارات الكتابة الأكاديمية وتطويره الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية ؛ مهارة الكتابة الأكاديمية. إدمان وسائل التواصل الاجتماعي السلوك التربوي ، الرفاه النفسي.

Résumé

L'utilisation généralisée des médias sociaux s'est intégrée dans l'éducation. Les recherches actuelles explorent comment l'addiction aux médias sociaux affecte l'écriture académique, le comportement pédagogique et le bien-être psychologique des étudiants en EFL. Cette étude a été menée à l'université Ibn Khaldoun en utilisant une approche méthodologique mixte, rassemblant à la fois des données quantitatives et qualitatives à travers des observations structurées en classe, des entretiens semi-structurés avec des psychologues et un questionnaire en ligne distribué à 91 étudiants de troisième année. Les résultats révèlent que les étudiants intègrent leur langage en ligne dans leurs écrits formels pour diverses raisons, et que l'addiction aux médias sociaux a un impact significatif sur leur comportement pédagogique et leur bien-être psychologique. Des recommandations sont fournies pour promouvoir une utilisation appropriée des médias sociaux afin d'améliorer les compétences en écriture académique des étudiants.

Mots-clés : *Etudiants EFL ; Compétence en rédaction académique ; Dépendance aux réseaux sociaux ; Comportement pédagogique ; Bien-être psychologique*

Summary

The widespread use of social media has become integrated into education. Current research explores how social media addiction affects EFL students' academic writing, pedagogical behavior, and psychological well-being. This study was conducted at Ibn Khaldoun University using a mixed methodology approach, gathering both quantitative and qualitative data through structured classroom observations, semi-structured interviews with psychologists, and an online questionnaire distributed to 91 third-year students. The findings reveal that students incorporate their online language into formal writing for various reasons and that social media addiction significantly impacts their pedagogical behavior and psychological well-being. Recommendations are provided to promote the appropriate use of social media to enhance students' academic writing skills.

Key words: *EFL students; Academic writing skill; Social media addiction; Pedagogical behavior; Psychological well-being*