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**The Impact of Teachers and Students Social
Media Usage in Foreign Languages Learning
the case of EFL students at Ibn Khaldoun
university of Tiaret**

**A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment
of the Requirements for the Master's Degree in Didactics**

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œ Dedication œ

*I would like to dedicate this
humble work to my family,
especially my beloved mother.*

*U also dedicates this work to my
friends who have helped me and
encouraged me.*

Thank you All

Ben bouziane Djahida

œ Dedication œ

*All thanks and praise to Allah the
most Merciful and most
Companionate*

*I am grateful for my beloved
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devotion, and help. Although words
will never be enough to thank them
To the one who believed in me: my
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Abstract

The use of social media has met a rapid growth among the few past decades. Social media is the most important product of the development of computer and communication technologies that affect social life, social media has become a driving force in social and cultural development, while providing social contact for people. Recently, the way languages are learned has been greatly influenced by technology, both learners and professors are exposed to the internet daily, so they can take advantages and disadvantages of it to teach and learn a foreign language. The aim of this study is to analyze and evaluate the impact of using social media on learning foreign languages in educational operation, using a quantitative method, this study includes a total of 40 participants as a sample, 20 participants were students and 20 participants were teachers at Ibn khaldoun University of Tiaret. The instrument for data collection was questionnaire, the result obtained show that most of students and teachers use social media for many reason mainly for educational purposes, Additionally, it revealed that most of them consider that the impact of using social media on learning foreign languages has both positive and negative.

Key words: social media, education, technology, impact, language

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*General
introduction*

The growth of the social media over past few years has changed the ways in which the internet is experienced by most end users, social media is built on the ideas of how people know and interact with each other, it is this domain that students can virtually meet with their classmates and their teachers. They can communicate issue that are of significance and are related to their learning process. The social media has become the most useful tool in almost every aspect of human's being daily life, and thus has significant influence on education in general and teaching and learning language in particular.

Language teaching and learning can benefit tremendously from the incorporation of various aspects of social media. Regardless of the theoretical approach to acquisition of second and foreign language that one adopt , the features of social media tools ...open the door for students to engage in and with the target language in ways that were not possible before.

Social networking sites gives the opportunity to practice all four skills; listening , speaking, reading ,and writing ,however ,there were some studies that show that using social media in educational process has also a negative impact mainly on learners .

Several researches looked into the relationship between social media and education , as well as the impact it has on obtaining new information and boosting learner's levels while learning and teaching a foreign languages .

The aim of this study was conducted to investigate the impact the several types od social media on learning a foreign languages, in order to examine whether it has positive or negative or both .

The researcher in this work designed two research questions which are as follow:

- What are the positive and negative of using social media as tool in learning foreign languages?
- What are the main reasons behind using social media in foreign languages teaching and learning?

The above-mentioned questions led to formulated the following hypotheses :

- ❖ We assume that most students are not aware of the impact on learning foreign languages.

❖ The implication of social media for the education process by having found the positive or negative impact

Research data was obtained using two questionnaires to answer the preceding research question and analyze the validity hypothesis by using quantitative methods , this study includes a total of 40 participants as a sample, all participants are from the university of ibn khaldoun in Tiaret .

The major work is divided into three chapters. it starts with the general introduction followed by the first chapter which is the literature review(Theoretical). In this chapter, we will introduction the term social media by giving its definition and explaining its history , types , categories and characteristic and how it is used in both the educational context and language teaching/learning context .

The second chapter it concerned with learning and e-learning , this chapter includes a lot of features about the relationship between social media and the field of educational operation . Moreover, the use of social media attitudes towards it, and to improve the learning skills and the impacts on the academic performance of the learners in the classroom with their teachers in the learning process.

The third chapter will be about the findings of this research and it will also suggest some recommendation for both teachers and learners.

Chapter one

Literature Review

1.1 Introduction

Because of environmental and political changes the importance of knowing at least one foreign language and teaching foreign language is growing by the day. In this context the need to explore different aspects of technological tools that are constantly changing requires teachers to find ways that would involve technology so that teachers would have better communication methods with their students in a technology supported future language education in today digital world learning occurs beyond storing and recalling information but it actually occurs among individual connected it each other.

Social media has become a venue for people from all over the world to connect social media platforms are now used for a variety of purposes businesses use theme for marketing and advertising while their customers friends and relatives who are separated by social media are being in educational contexts because it provides students with a great authentic source of information by allowing them to connect learn and receive feedback from knowledgeable peers teachers and even academics who may not be reached in any other way

Social media is the future communication tool for all aspects of human life ,social media networking sites have attracted millions of users worldwide and may be used for various fields of education through various sites .as result student who use online social networking site can develop their knowledge through extensive communication and knowledge sharing, students now have a great opportunity to create group projects both inside and outside of the classroom, today the use of social media is growing day by day at a signification rate it is this domain that students can virtually meet with their classmates and their teachers they can communicate issues that are related to their learning process .

1.2.Definition of social media

The growth of social media over the last few years has changed how most end users experienced the internet ,social media is built on the idea of how people know and interact with each other it gives people the power to share making the world more open and connected with each other social media has a vital influence on our live as it helps a lot in every field of life such as political field economic field and educational field, communicating with their friends or doing something .

Else 2014, social media platforms provide interactive platforms that allow users to communicate with other members in order to establish social relationship and share information and knowledge about individual experiences and activities in real life thus , social media can be defined as web based services that enable individual to create a public or semi public profile within a bounded system ,articulate a list of other users with whom they have a connection ,and view and traverse their list of connection as well as made by others within the system.

Beyond et al 2007 social media are forms of electronic communication that enable interaction based on shared interest, web and mobile technology are included in social media.

According haelein and Kaplan 2010 social media is a group of internet based applications that built on the logical and technological foundation of web2.0 and enable the specific and exchange of user generated context, furthermore social media refers to social software in the form of websites and other online communities such as social networking and micro blogging created by large groups of people to share information ideas personal messages conversation or to develop social media professional contexts, according to davis 3,the enable individuals and organization to collaborate and share ideas or existing content in various forms of communication in digital environments, so social media are online communities that foster interaction and knowledge sharing among people various information processing entities such as individuals groups ,and organizations as cited in manner and shameen 2012 manning 2014 stated that social media is a term that is frequently used to refer to new forms of media that involve interaction and participation according to him ,social media has progressed from the broadcast stage to the in interactive stage , the broadcast stage occurred when media were entirely focus on one entity such as radio , television , that is to say feedback was indirect and communication was limited primary through personal letters and phone calls .however the interactive stage emerged with the innovation of communication technology interaction has been facilitated and expanded users of social media have been able to speak in groups and provide feedbacks as a result of the low cast and accessibility with the opportunity to seek information and have discussions.

Acording to roben et al 2012 the term social media is used as an umbrella term for social media ,which includes Facebook ,twitter;and linkdin according to merriam websites , social media is based on the internet and allows its users to communicate freely in this connection , social media is regarded as a form of electronic communication for the purpose

of carrying out procedures (in recent years , social networking sites such as Facebook ,twitter,etc were considered as fundamental tools for social interaction ,communication and sharing of information.

Almarwaey 2017;246 raut and patil (2016) claim that “ social media applications therefore allow users to converse and interact with each other ; to create, edit and share new forms of textual, visual and audio content (282) , in general, the global usage of internet aside from social media and its services has become a phenomenon that is being studied, many scholars explain the relevance of people on the web , in which new forms of social media interactivity ,that is users are able to socialize, communicate , seek and exchange information and collaborate in the web based environment.

Siddiqui and Singh (2016) state that social media is considered as computer tools which enable people to share or exchange information, images, ideas and videos with each other ,this is mainly through a particular network . Moreover, people can easily connect with each other through social networking sites and blogs. In the same context Buzzetto (2012) adds “social media services are computer applications that support the complex arrangement of connect nodes (people) with tools for storing and presenting information as well as communicating, connecting and interacting with others” .Thus, Buzzetto (2012) defines social media services as computer applications, these applications encourage the complex arrangement of connected people with tools in which these tools make people store and present information. Furthermore, they enable them to Communicate, connect and interact with others.

Social media is the platforms that enable the interactive web by engaging users to participate In, comment on and create content as means of communicating with their social graph, other Users and the public which have content formats including text, video, photographs, audio, PDF and PowerPoint.(Cohen, 2011). It can be said that social media is the tools, services, and Communication facilitating connection between peers with common interests.

1.3 History of social media

Kaplan and Haenlein (2010) defined (social media as internet based applications that allow the certain and exchange of content which is user generated) they stated that social media was first known 1979 , when tom Truscott and Jim Ellis from duck university created

the Usenet ,a worldwide discussion system that allowed internet users to post public messages ;and also when Bruce and Susan Abelson founded “Open Diary” in 1998.

The word “blog” was first used at the same time ,before the second stage of development of the internet ,in the 1990 users browsed only for the aim of getting information through reading from various resources and watching videos ,according to Kalpan and Haenlein (2010) users at this time were considered consumers not participants ,it was mentioned in Ritzer and Jurgenson (2010) ,web2.0 representing the second stage of the internet development namely “user generated content (UGC),internet users were transformed from being consumers and participants to “presumes” which means that they consume and produce media.

Social media is term that is almost interchangeably used in the literature; it refer to share information, news, videos, pictures, messages , create online communities and receive feedback from people all over the world ,the beginning of social media in public can be traced back to 1997 with the introduction of six degree , a smaller version of Facebook ,allowed users to create a profile and separation theory ,whereas AOL instant messenger allowed users to that in real time(hale,2015,para)

Since then, a variety of platforms , including but not limited to news sources ,chat room ,inspiring creativity , sharing personal information , dating , and finding employment, have become available .in 2012 facebook become the first social media platforms to surpass one billion users ,with an average of 2.23 profiles being accessed at least once every day (face book2018)

1.4 Types of social media

1.4.1 Facebook

According to Edosomwan et al. (2011), Facebook is a social networking website that was founded in February 2004. When Mark Zuckerberg was a Harvard student, he and others founded this social networking website. When the site first launched, it was only available to Harvard students (4). "Later, the privilege was extended to high school students, and then to every student," Boys adds.

Edosomwan et al. (2011), spotlight that Facebook users may build personal profiles and add other users as friends. When they update their profile, they may also send each other

messages that include automated alerts, photographs, and comments. Furthermore, Facebook is regarded as a social networking site. It allows people to perform a variety of services, allowing them to start their own business.

Facebook, as a social media platform, touches nearly every aspect of life, including politics, business, art, music, and education. Thanks to technological advancements, such as Facebook, the latter has undergone many modifications. Both instructors and students utilize the latter. Furthermore, this social networking service gives new frameworks for the learning process that may be used as a learning aid. Facebook is used by many students for educational purposes, indicating that it is a learning environment. Hegadi and Angadi(2015) give another description of Facebook, describing it as a social networking site where individuals build personal pages and add other people as friends. Facebook users may send and receive messages, as well as join groups that are relevant to their interests (21)

Another perspective on Facebook may be found in Esteves' (2012) study, which characterizes it as a social networking service created in 2004. The goal of the creation of this social networking site is to make the globe more open and connected. Furthermore, individuals use Facebook to remain in touch with their family and friends. They also use it to learn about what's going on in the world and to show and share their interest.

1.4.2 Twitter

Twitter is defined as follows by Yakin and Tim maw (2013) "Members on the micro blogging website can submit 140-character messages that are visible to the public. When a person registers on a micro blogging service like Twitter, other users follow him; whatever is published is typically available to all users. Twitter's popularity has grown as a result of mobile technology for micro blogging apps" (210).

Murthy (2011) stated that the short messages of 140 characters are the most popular micro blogging and social networking feature among users. This small arrangement is the only means of communication that has captivated the thoughts of the users, and as a result, it has become an intriguing technique for students to stay in touch with one another as well as with the teacher.

1.4.3 Instagram

Instagram is a mobile photo/video sharing and social networking application that allows users to shoot images and videos and post them on a number of social networking sites such as Facebook, Twitter, Tumbler, and Flickr (Systrom and Kreger, 2010)

According to Instagram's press page, the number of its users has risen to more than 600 million in 2016. Instagram enables photos to be shared and helps its users to share their events in their lives with their family and friends via images, according to pagana(2015). In instagram Landsverk (2014), you may post photographs with text, describe these photos and remark, and like photos from your friends as well. Instagram(2014). Instagram is therefore a simple social media network centered on sharing the images describing its members' own experience.

1.4.4 Blogs

Web blogs are said to be one of the social media formats as well. Lots of users have made their own blogs and used them to share information and perceptions on certain problems. They ask readers to react by adding comments to their blogs or submitting comments. Blogs discuss a wide variety of subjects and will help to improve the speed, vocabulary and appropriate use of grammar and an improved understanding of language students. Blogs may be used for different purposes in different ways. For instance, novices acquire new concepts for how people use blogs to connect with each other by referring to a particular language blog. It also aids in the acquisition of new vocabulary in the many current contexts of a given period. The language of blogs is not designed for sophisticated readers, as some experts believe, and blogs are a means of communicating with common people (keplan and haenlein,2010).

1.5 Categories of social media

Social media has various categories: Kaplan and haenlin (2010) & Grahl (2015) classify social media into six different forms , these forms including : project produce collaboratively by users , which include :

1.5.1Social networks

Boyd and Ellison (2007) define SNS as “web-based services that allow individuals to construct a public or demi – public profile within a bounded system , articulate a list of other

users with whom they share a connection , and views and traverse their list of connections and those made by others by others within the system “in a recent study , MCBride (2009) claims that social networking, one of the most popular social media technologies , can enhance language learning by facilitating social interaction, collaboration , and sense of community .Educators interested in extending the students learning , beyond the boundaries of the classroom , towards a student-centered , meaningful , and contextualized experience can leverage on SNS . the example of social networking is Facebook and others application which provide users to join groups , comment postings friend, share information and videos and keep in touch with friends online .

1.5.2 Social news

Interact by giving comment to the article and news , if the articles get good comment or feedback , so they claimed as good articles , yahoo news is decided as the most common example because anyone can give reaction and point of view to certain issues .

1.5.3 Social bookmarking

It is another category in which websites are tagged and allow searching through websites bookmarked by others .Social photo and video sharing: interact by sharing photos and videos and commenting on user submission.

1.5.4 Media sharing

With a medium degree of media richness and low self-disclosure , content communities include the sharing of media between users , such as text , photos , videos ,or even power Point slideshows (A.M.Kaplan & Haelein , 2010). These media typically do not basic information that is provided .YouTube is one popular example .

1.5.5 Microblogging

Interestingly, Kaplan and Haenlein (2010) only briefly mention Twitter , and do not address at all where it falls on their classification table , Twitter is considered to be a form of “micro-blogging “, so it is addressed in this subsection . However, unlike blogs, communication on Twitter (called tweests) has a tight character limitation . Costa et al (2008) define micro-blogging as “a variant of blogging which allows users to quickly post short message on the web for others to access”.

1.5.6 Blogging

Kalpan & Haenlein (2010) classify blogs with a low degree of media riches and high capacity for self-disclosure. Blood (2004) writes that the term weblog was coined in 1997 by Jorn Bareger (who was an editor of one) to connect a web page where the “ web logger “”logs” all the other web pages , and were thus short in nature . As they grew, individuals would add their own thoughts, or point out especially good entries that others had made on their weblogs, the distinction between blogs and previous web media is its social nature, in other words “the medium came into existence when the set of web journal writers recognized themselves as a community “(Marlow, 2004)

1.6 Characteristics of social media

In contrast to content-based websites social media is based on users who are connected online based their common interests ,activities and opinions issues such as religion ,common language ,nationality or other interests may bring audiences online together . according to Boyd and Ellison (2007),users are the backbone of social media platforms such as Way without theme ,there would be empty forms .

- Users are the ones who give dynamic in social media in a way that as many relationships in network as deeper is the network and more active will be, social media like Facebook have become online meeting spaces where users members can interact and express themselves, they offer a way to keep in touch with virtual communities that users, belong to such as social and professional groups, users are the ones who give dynamic in a network as deeper is the network and more active will be . indeed , social media are provided with a variety of applications that attracted billions of users on a daily basis , among which we select the following:
 - Presentation of oneself : most social media sites require users to create a personal profile, which is a personalized page created by the users in which he or she introduces himself to other users in order to effectively manage their social contacts and profiles.
 - The formation of virtual communication: although the concept of virtual communities has existed for a long time, social media advocated for new ways for users to interact through various online communities. For example users may join a community of learners or book readers.
 - Ease of access: facebook's popularity among students can be attributed to its ease of use; anyone with even the most basic digital skills can create and manage a personal account.

social media platforms are free of charge and represent an open space for anyone to access with a single click . Users can registers themselves , invite other contact ,or join a specific group .

▪ Interactivity: discussion take place as a result of the availability of chat rooms ,social media ,as well as online gaming applications ,are more interactive than other websites and as result , they provide users with a variety of ways to connect and have fun with other contacts .

Admittedly, one of the reasons that convince people to take part in such from of media is because of the social and professional interaction they would have there. Although it is as simple as checking back to see what other comments have been added to yours, the nature of the attraction lies in the connections between people that these online spaces afford.

1.7 Education

The traditional education system in universities has been taking as a legacy over time, encouraging educators to learn (as cited in aghaee, 2010 ,para;1) . Education is the most important factors in the development of students competencies . Constantly , the extensive use of technology aids students classroom performance ,as todays digitalized world is concerned with globalization it has become a part of individuals life . student are primary interested in the following websites :Facebook , YouTube ... These types of social media have attracted many educators ,teachers ,student in many different domains education as well.

1.7.1 Social media and education

Due to the fact that many students are using social media , teachers on the others hand have started adjusting in this pattern by using it as the tool for communication with their students . Teachers and learners involve themselves in creating chat rooms, online groups and forms for the sack of academic, posts assignments, tests and quizzes as well as assisting with homework.

1.7.2 The use of social media in the educational context

Social media in the context of education are a tool that can be used for quickly finding the solution to a particular problem. by using social media groups of related persons can be created to exchange knowledge and information . social media have now impacted practically every aspect of life, the day of traditional classroom learning are long gone, since there are now many different ways to learn, these types of spaces are seen as they key driver of the 21st

century communications, the emerging tools for knowledge sharing are online social media like Facebook, for many educators social media have become focus point, this has been welcome by instructors and students all throughout the world. The education industry would not be complete without it. In fact, these outcomes have led some to focus on the significance of online social media as an excellent way to increase student motivation, many users routinely use FB pages to discuss specific topics, thereby learn through informal ways of learning.

According to Smith (2007), schools should reflect the world that we live in , and since we live in social world then , the student should be taught how to engage and collaborate in that world . Issa et la (2006) stated that the majority of the university especially in the developed countries have introduced the social media in their syllabus because to theme social media will help the learners to construct their knowledge by themselves , foster their independent learning and improve their personal and professional skill.

According to Krutka & Carpenter (2016) believed that social media give the opportunities for students to interact with knowledge peers, community members and academics and they explained that by saying that nowadays students are evolved in discussion in the social media with different educators in order to do their assignments, therefore, the students are not just relying on their teachers information but they are bringing an authentic audience to their work . In addition to that , Buzzeto-more (2012) Explained that involving learners in groups will have a positive impact on their educational achievement , she also showed that social media can help in use social media to supplement teaching and learning in the traditional classroom this will create a creative , authentic and flexible learning experience.

Furthermore, Issa et al (2006) said the implementation of the social media into the educational context will make the students more responsible for their own learning and it will encourage them to be involved and engage in negotiation and discussion with the other students and teachers.

In the context of education , social media is a tool that can be used to quickly find a solution to a specific problem, by utilizing social media , to exchange information , groups of related people can be formed , information and knowledge the students have acknowledge the potential of internet-based social media and other forms of communication networks .

Students are communicating on social media (FB for example) using a style one –t – many in which they are the creators disseminating content to their friends . Also , they spent more time observing content on Facebook than posting content , knowledge and information exchange is happening almost instantaneous and so the group of happening almost instantaneous and so the group of users become “ informed “

Consequently , teachers often create groups on social media followed by their students .Students receive information (such as exam result , on-line questionnaires and statistics , content of collegiums , etc)which they use in educational process , all for the purpose of following educational teaching content . Social media is also a platforms for multi medial content exchange within educational process.

As a conclusion of the previously mentioned information , social media is being implemented in the educational context due to its importance as a facilitator to the learning process , as it raises the opportunities for learner-learner interaction and teacher-learner interaction .Additionally , it give equal opportunities for participation in the learning process .There is still an open debate about whether social media should be implemented in the educational context or not , therefore , we are going to present both the advantages and disadvantages of this implementation.

1.8 The Role of social media in Education

We now live in a rapidly developing society that provides its learners with a plethora of new opportunities on a daily basis, the advancement of social media ,which has significantly pervaded the modern education sector , is at the heart of these unique chances, in fact, it is not a secret that the majority of teachers highly appreciate the power of these tools which lies in the ability to engage , motivate as well as to involve the students in to deep contemplation and sensible discussion .in general , the word social media connotes a large number of people using it . Socializing and networking online through words, photographs and videos are examples of activities , in some ways conversation that brings learners together to explore and exchange information , interests , and ideas . to be sure social media can range from social bookmarking, where all users can share their online libraries of links and bookmarks , to social media . Connect to each others lists and online collaborative places within a certain online community (cates 1995). Social media are different from the oldest media. Social media are two ways communication, which are every that used it can give comment or feedback to the sender. But the oldest media, like television, only provides visual

information and the receiver of the information cannot give feedback to the sender. According to Kristine lerman (2007,p. 16-28) , among common features of social media users can create content in various media types and can contribute , label, chose and asses the content , can from communities with shared interests through participation and feedback , and can create networks .

1.8.1 The use of media in teaching –learning process

It is common knowledge that the majority of students and teachers own smartphones and has utilized social media in the classroom. In reality, there exist apps and web technology that allow students to use social media in a classroom setting, with faculty using a variety of software tools and free web applications to improve learning collaboration and participation classrooms for education, unlike traditional learning methods, which provide few possibilities for students to design and maintain their own learning activities, online learning allows students to develop and manage their own learning activities. The control of social media platforms is placed in hands of users, putting learning in the hands of the students. A rising number of studies have been conducted to support teaching and learning through these various social media tools , there is a social networking platforms for college students , established with the goal of improving both joint research and interaction with others , the in the recent period ,E-learning and social media addressed the major issue by offering information to educators , social media on the other hand , has aided in the development of some of these issues can be solved by incorporating interactive elements , with a student and encourage students participation in the educational process the leads to an increase in the number if people who want to come to your school to direct them to e-learning to clarify the reason behind the attraction educated about social media . the use of innovation and creative media is also expected to be able to simulate learners to be more enthusiastic in the process of language learning (Yanti, Amalia,Nawawi 2018) . The level of success of students in learning can also be seen from the method or model applied by the teachers or educators in classroom (Mukuan 2016: 75). The expectation of learning is mare varied , making students more entertained and pleasant . By that, it is necessary to make a learning method that is able to answer the challenges of the present era in the era of the civil revolution 4.0 in order to be able to motivate students to learn more (Putrawangsa & Hasanah , 2018: 48). The application of social media strategies in learning process is expected to be a solution for students and teachers in learning and developing critical thinking skills, generalist competencies, decision making, handling of dynamic situations, and communicating effectively. UNESCO explained

that the use of social media as a learning tool will certainly provide at least some benefits in learning; it will increase the knowledge of students and teachers.

1.8.2 Motivation

Motivation is considered as one of the majority affective factors to language learning it has been stressed through history that it has a great role in successful learning and teaching many researchers agree on the same opinion that motivation is the most important factors in causing either the success or failure of each learners , because motivated learners score better than non-motivated ones as well as social media are inherently more interesting , and the fact that learners perceive them as real as being the motivating force some attribute the motivating nature of social media to fact that they can be selected to meet students needs , unlike textbooks which cater to an international audience . (International journal of scientific engineering and research (IJSER).

1.9.The impact of using social media in education

The use of the internet in 2000s enabled educators to create web – based language programmers which allowed students to use language in real context. Today, millions of people are using social media and online learning has arisen as one the most important and fastest moving trends in education (Palmer & Bray 2001)

The impact of social media on learning and teaching is increasingly considered and debated among education scholars; Venkatagiri & Morrison (2015) considered social media as one of the game –changers in the realm of learning and instruction. Selwayn (2012) discussed the implication of social media for new types of learners, learning and teaching provision . McLoughlin & Lee (2010) stated that using social media in the educational process could help educators to apply the inquiry – based approach and encourage the collaboration between the instructor and the students, thereby encourage engagement. Also important is the potential of these technologies for encouraging independent self-directed learning as well as encourage students as active produces of knowledge (Dumpit & Fernandez 2017), which once again is commonly regarded as a positive affordance for media .

Although a very large community exists online , including on social media , focuses on education , this might not be the case for university students , even through the majority of students are active users on social media , both teachers and learners use the social media to

obtain educational content ,thereby, it is easy for a students to extract the information a teachers lesson goals, students paraphrase content from the internet and pass it on as own by using online paraphrasing tools , thereby , in addition to thwarting creativity and proactively , it encourage laziness (Brahdstrom , 2010) . Active social media users will be tempted to engage in activities beyond the scope of lesson. As a result, a teacher has a hard time cording online activities and ends up not meeting his or her goals for a particular lesson.

Harrison & Thomas (2009) recognized that social media has been advanced as potentially transformation in the area of foreign language learning. they believed that social media is presenting new opportunities for developing diverse online learning environments and enhancing interactivity , participation and feedback between students , their peer groups and teachers , they further argued that language learning is not only how learners develop their language skills , but also how the learning process impacts on their overall personal development in terms of cultural values and beliefs , something that has been generally overlooked in computer – assisted language learning .

Using social media to enhance the learning process can take a number of forms , target various skills, and utilize different tools . University educators propose that social media can have a positive and negative influence on interaction, engagement, knowledge building, and sense of communication (Rovai 2001).

The use of social media has met a great growth since the increase evolution in internet technology, they become very popular and play an important role in all domains of our lives especially in education. For this reason, in the last decade, researchers pay more attention for the use and the impact of social media on educational operation.

Technology is like two sides of coin, which positive and negative sides, it is the same as social media that have positive and negative effects, the positive and negative effects are pointed by Elise Moreau (2016).

1.9.1 The advantages of using social media in education

According to Srivastava (2012), social media increase the collaboration between the students, it helps them in improving their creativity because they are always receiving feedback from their peers and teachers about what they are posting or writing. Another advantage is that the students will be more motivated to use these sites they are already familiar with them in their daily life.

According to Krutka (2016) social media is beginning to change the way that students and teachers interact with each other and with the world outside of class. Social media platforms are blurring the lines of communication between people and allowing the potential for social media to have a place in the classroom.

An additional benefits found in another study was that social media provided students with the opportunity “to reflect upon themselves and the world in new way “(Vasbo, 2014) the main purpose of this study was to find out how teachers were facilitating their classes using social media forms . The most significant gain from using this type of social media in the class was the students “ability to reflect, they were able to do this by engaging in online-chat with peers, making and sharing videos about a topic that they chose and writing blog entries.

In addition to that, Zaidieh (2012) highlighted the necessity to use some forms of entertainment while giving lesson in order to raise the students, therefore, it adds some kind of entertainment in the classroom, he added that social media can be fast in terms of accessing , updating and editing and it also aids in reducing the stress of the students and overcoming the limit of space and time since it is available at any time .

Issa et al (2016) believed that social media allow more interaction, discussion, participation and debate between the students with each other and with their teachers in different assessments or activities that are giving in the classroom, he summarized the benefits of social media in education in the following point : first , the opportunity for collaboration between the students . Second, the enhancement of the communication skills .Third, the exposure to the cutting –edge knowledge and finally the acquisition of new acquaintances.

According to Greenhow, Hughes & Robelia (2009) , social media and web 2.0 tools have the potential to enhance literacy and learning across divers students populations, and these researchers call for the use of interaction social media as a means of preparing students for the 21st century .

Social media such as Telegram and Facebook can facilitate the sharing of information to learn about friends /peers, communicating with lecturers and classmates, as well as to discuss and post information that is relevant to the class (Munoz & Tower, 2009, Grosseck & Holotescu , 2008) .

Thurairaj and his colleagues (2012) also note that social media like Twitter and Facebook lead to positive language learning, in this manner, these SM should be used as tool for learning language .Based on experimentation, it was found that students were interested in social media activities, as they believed that it eased their learning process, and it increased their skills in communication.

Kabilan and his colleagues (2010) also found that students believed that social media could be utilized as a knowledge source to facilitate language learning process because it led to the improvement of learning skills, motivation in communication, confidence in communicating in language, and a constructive attitude toward undertaking language.

Social media, as one of the mainstream research areas, has received most interest. The majority of literature in the field of education has focused on the educational use of social media by students, the use by instructors, and pedagogical values of social media .Since social media tools are designed specifically for communication and social interaction, the use of these for educational purpose do provides a number of pedagogical benefits that are useful for students and instructors in teaching and learning environments (Ferdig 2007).

Because of these pedagogical values , many higher education instructors have started to invest their time and effort into the technology to facilitate and enhance their instruction (Selwyn,2010) , another frequently cited advantage of social media is its ability to faster collaborative learning among peers and other knowledge person outside academic (Ajjan &Hartshorne , 2008; Gikas &Grant , 2013) .The use of social media provides students with ability to collaborate , discuss, and construct their understanding with classmates and instructors (Gikas & Grant 2013)

Stanciu & al (2012) study confirms that students who use social media can participate in any study groups that they are interested in and sharing of material and knowledge can be done easily on these tools. Junco, Heiberger & Loken (2011) suggest that using of Twitter for academic discussion in an encouraging environments also had a positive effect on students grades, engagement and motivation .the findings of webs (2009) study found that an increase in the overall students engagement can be a result from using a variety of social media tools as part of the course to supplement the teaching and learning process.

The positive aspect of online communities is that youths can utilize theme for academic assistance and support (Lusk, 2010) .Due to the ability of social media to enhance

connections by making theme easily accessible, social media can yield many benefits for the students, including providing a virtual space for them to explore their interest or problems with similar individuals, academic support, while strengthening online communication skills and knowledge.”Students who may be reluctant to speak up in class are participating in book discussion blogs and writing for real audience. There are new web tools emerging all the time that are enhancing learning (Brydolf, 2007)

Access to information is another benefits social media can offer . social media profiles have the ability to help students connect with educators and have easy access to news and relevant information (Ben –Joseph , 2018;Hogan & Strasburger ,2018) . Pinterest , Instagram & Facebook offer opportunities to follow groups or individuals that are more experienced or may have increased knowledge in a variety of interest areas (Moreau ,2018)

On the positive side, social media use generally is linked to:

- More effective communication among future healthcare worker, where such skills were seen as critical to their ability to work in community practices (King at al, 2009).
- Increased engagement among trainee teachers (Sadaf , Newby & Ertmer 2011)
- Improved time spent in preparing for class and lessons (Junco, Heiberger &Loken2011)
- the ease and speed with which users can upload pictures, videos or stories has resulted in a greater amount of sharing of creative works , being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue

In addition, based on several empirical studies have examined the effectiveness of technology in college classrooms. The other positive effect of social media that have been found by researcher can enhance the connection between students and faculty, students with peers have increased; and enhancing students motivation (Ezlison, Steinfield & lampe 2007; Mazer, Murphy & Simonds, 2007)

1.9.2The disadvantages of using social media in education

Both students and teachers use the social media to obtain educational content , thereby , it is easy for a students to extract the information a teacher uses from the social media during class time , and might engage in online activities that deviate from the teachers lesson goals .Students paraphrase content from the internet and pass it on as their own by using online

paraphrasing tools ,thereby, in addition to thwarting creativity and proactively , it encourage laziness(Brandstorm, 2011) .Active social media users will be tempted to engage in activities beyond the scope of a lesson . As result, a teacher has a hard time cording online activities and ends up not meeting his or her goals for a particular lesson.

Buzzeto –more (2012) stated that ones of the concern is that the students might become fully dependent on the online socialization. A further concern to her is the internet addiction disorder. While according to Zaidieh (2012) there are two disadvantages of using social media in education the first one is that social media can cause lack of motivation to the students if they were in front of computers for long time and the second one is for the students who prefer face to face communication rather than the written one, in that case, they will not be involved in the learning process.

Some students are less supportive of social media being used for what they perceive to be the less enjoyable purposes of learning, education and training (Madge at all, 2009; Tess 2013) they feel that social media is for bonding and sharing with friends, and educational and training organizational should not highjack its use for non-social purposes .In addition, as Friesen& Lowe (2011) remind us, social media was not developed for formal education. Simply because it is so widely available and used by young people does not validate its suitability for learning, education and training.

The prime bad effect of social media is addiction, constantly checking Facebook, Twitter other social media updates. This addiction could negatively affect other valued activities like concern rating on studies, taking active part in sports, real life communication and ignoring ground realities.

The negative impact of social media on education:

- ❖ The popularity of social media, and the speed at which information is published, has created a lax attitude towards proper spelling and grammar .The reduces a student’s ability to effectively write without relying on a computers spell check feature.
- ❖ The more time students spend on social media sites , the less time they spend socializing in person .Because of the lack of body signals and other nonverbal cues , like tone and inflection , social media is not an adequate replacement for face –to-face communication , students who spend a great deal of time an social media is less able to effectively communication in person .

❖ The degree to which private information is available online and the anonymity the internet seems to provide has made students forget the need to filter the information they post. Many colleges and potential employers investigate an applicant's social media profiles before granting acceptance or interviews, most students don't constantly evaluate the content they are publishing online, which can bring about negative consequences months or years down the road

❖ Many of the bloggers and writers posts wrong information on social media which leads the education system to failure

❖ Distraction and poor self-regulation: internet and social media is a hypermedia environment it is not surprising that students may get distracted by non-academic content, yet, this could be an opportunity to train students self-regulation, the ability to manage distractions and the need for instant gratification.

❖ **Cyberbullying :**

At one side, social media offers a great way for students and teachers to connect, on the other side, they can be a tool of malicious behavior. Social media makes it easier for students to abuse or bully their peers or even their teachers.

Srivastava (2012) discussed some of the drawbacks of using social media in educational context. First, she said that checking the social media while studying will make the students concentrate less on their task at hand because of the distraction that is brought by the social media. Next SM might consume time, as the students spend hours looking at pictures and videos shared by their friends which will be hard for the teachers to make them concentrate on a specific activity.

However, there are some drawbacks as well. One student reported that communication over social media is not clear which can lead to misunderstanding and in some cases, online communication cannot deliver your expression like face-to-face communication.

When you communicate (using social media), it is quite hard sometime to understand what the second or third party is saying when they talk, the communication is not clear during the voice or video chat. Using social media to communicate cannot express the feeling like face-face communication, sometime we need to make sure that we understand when we using Facebook.

Social media has more adverse effect than positive ones (Woods & Scott, 2016) since the students tend more time on social media other than educational purpose ;this tends to cause distraction from the learning environment , affecting their academic progress (Bekalu et al 2009,Hettiarachi 2014) Further , spending a lot of time on social media can led to a sedentary lifestyle and a decrease in daily physical activity levels, which in turn can render them vulnerable to non communicable diseases such as obesity , diabetes and hypertension (Melkevik et Al 2015 , Zou et Al 2019 ,Hu et al 2001).

1.10 Conclusion

The use of social media has become very popular all around the world due to a great development of technology in recent years , people across all walks of life make use of social media sites with different fields its impact is different on people , social media has increased the quality and rate of collaboration for learners and it also has various merits but it also some demerits , which effect people negatively , false information can lead the education system to failure, use of social media is beneficially but should be used in a limited way without getting addicted.

Chapter II
Context of the
study

2.1 Introduction

This chapter aims to shed light on the social media in the learning and teaching process. Social media are opening up new opportunities for establishing a diversified online learning environment. Improving interactivity, participation, and feedback amongst students; their teachers and their peers. The use of social media is becoming increasingly ubiquitous in students' daily lives. In this chapter we will focus mainly on the academic usage of social media and Relationship between Learning Theories and Social Media.

2.2 What is e-learning?

The term e-learning has only been in use since 1999, when it was first used at a CBT systems symposium. Various terminologies for online learning have been used, making it difficult to create a generic definition. Online learning, Internet learning, networked learning, computer-assisted learning, and distant learning are some of the various names used to describe e-learning. The student accesses knowledge using electronic devices and is separated from the teacher or instructor. Online learning, according to Garliner, is "educational content provided on a computer." Furthermore, according to Waterhouse, it is "a medium of computer technology that may be used to develop the application of learning and teaching". While the European Commission defined e-learning as "the use of multimedia technologies and the Internet to improve the quality of learning by enabling access to resources and services, as well as distant exchanges and cooperation" in the year 200,

The use of the Internet to access learning materials, engage with the subject teacher and other learners, and get assistance during the learning process, in order to gain information, build personal meaning, and grow from the learning experience." Ally, Kevin (2004;07) All of the aforementioned definitions agree that e-learning entails the use of computer technology to support and enhance learning.

Today, most e-learning is given over the Internet, while it was previously delivered by a combination of computer-based techniques such as CD-ROM. E-learning allows users to exchange information in a variety of formats, including videos, slideshows, and PDFs. Users can also participate in Webinars (live online classes) and communicate with teachers through chat. "Since the 1960s, e-learning has evolved in a variety of areas, including business, education, training, and the military," Fletcher and Rockway (1986:171).

2.2.1 E-learning activities

The following E-learning exercises can be utilized to help students enhance their language skills and study independently. In 2006, William Horton claimed.

- **Chat:** The chat activity allows participants to participate in real-time discussions. These talks improve students' fluency and serve as a springboard for discussing thoughts and experiences. As a result, students' autonomous learning improves as they engage in obtaining information from others without the assistance or interference of teachers.
- **Choice:** A teacher can use the choice exercise to ask a single question and provide a variety of alternative replies. It is beneficial when professors wish to encourage students' thinking or comprehension through a poll. This helps students to practice using the language while also learning about their peers' perspectives. Students get independent learning by accessing these polls and analyzing their results outside of class whenever it is convenient and at their own speed.
- **Database:** Participants can build, manage, and search a database during the database activity (i.e. records) the teacher defines the structure of the entries as a series of fields. Checkboxes, radio buttons, dropdown menus, text areas, pictures, and uploaded files are examples of field kinds. Students may obtain knowledge in a variety of ways that were tailored to their learning preferences. They increase their vocabulary and grammar by reading text, and their pronunciation improves by listening to audio material. The database information may be accessed at any moment based on the preferences of the students, encouraging self-directed learning.
- **External Tool:** Students can use the external tool activity to connect with learning materials and activities on other websites. An external tool, for example, may provide you access to a new activity type or learning resources from a publisher. This interaction benefits students' language skills by encouraging them to read the accessible resources on their own.
- **Forum:** The forum activity allows members to engage in in-depth conversations over a long period of time. The Forum effect is similar to the Chat effect in that it allows students to autonomously communicate and exchange their thoughts and experiences, with or without the presence of their teacher. Furthermore, E-learning Forums and Chats help students build their personal identity by allowing them to become acquainted with their own identity as well as the personalities of others.
- **Glossary:** Participants can use the glossary activity to build and manage a list of definitions, similar to a dictionary, or to gather and organize resources or information.

Students can learn new words that they can share with others, which will gradually help them expand their vocabulary. This dictionary may motivate students to work independently to expand it with all of the new terminology and meanings they pick up during and after their university years.

- **Lesson:** A teacher can use the lesson activity to provide information and/or practice exercises in fun ways, such as multiple choice, matching, and short answer questions. Students might do the exercise on their own, and it will evaluate their comprehension of the material. Students may proceed to the following page depending on their choice of response and how the teacher develops the lesson. This encourages autonomous learning by allowing you to return to a previous page or be diverted along a different path completely.

- **Quiz:** The quiz activity allows teachers to design quizzes with a variety of question kinds, such as multiple choice, matching, short-answer, and numerical. The teacher can enable students to take the quiz numerous times, with the questions mixed or chosen at random from the question bank. If the teacher offers answers, a time restriction can be imposed, and students can access the quiz on their own and learn from their mistakes.

- **Scorm package:** A SCORM Package is a collection of files, and the content is often presented over many pages, including navigation between them. There are several ways to present material with a table of contents and navigation buttons. Content might also be uploaded as a zip file and incorporated to a course. A SCORM Package can be used to show multimedia material and animations, as well as to serve as an assessment tool. Students will be able to access this at any time and will be able to watch, read, and listen to the content, which will enhance their language skills and encourage them to work independently.

- **Workshop:** The workshop activity allows students' work to be collected, reviewed, and peer-assessed. Students can submit any digital information (files) they choose, such as word-processed documents or spreadsheets, and they can even input text directly into a field using the text editor. Students are given the option of evaluating one or more of their peers' entries. If necessary, reviewers can be anonymous. This allows students to learn freely from their classmates' mistakes, and their digital content uploads enhance their writing abilities.

Wiki: Participants in the wiki activity can add and update a collection of web pages. A wiki can be collaborative, with everyone able to edit it, or individual, with each person having their own wiki that only they can edit. Participation in a wiki enables students to read other students' work and inspires them to create individually.

2.3 The education - foreign-language-teaching - social network triangle

The pervasiveness of social media in modern life, it is arguable, makes its presence in schools inevitable. Teachers would be wise to investigate the possibilities of social media-assisted didactics within the larger area of education if they anticipate a developing trend. While there is a well-established relationship between linguistics and social media on the one hand, and education and social media on the other (cf. Baechler et al. 2016; Manca, Ranieri 2015, 2018; Rodriguez-Hoyos, Haya Salmn, Fernandez-Diaz 2015; Siitzl 2012), the triangular relationship between education, foreign language teaching, and social media needs to be clarified.

Although digital media, particularly social media, and related competencies have been widely integrated into the curriculum (see Brocca forthcoming; Brocca, Borowiec, and Masia in this issue), the debate over who should host such information continues (cf. Spannagel 2015). Among other things, the discipline of foreign language didactics provides a way to apply components of social media literacy to subject-related subjects. Certainly, social media technologies can simplify the didactical settings that educational theories such as connectives and constructivism (cf. Dron 2014, p. 34-42) as well as the CLIL (content and language integrated learning) approach have sought for decades. Furthermore, academics have focused on how social media provides a greater grasp of language itself, using an understanding of foreign language didactics based on linguistics. The use of social media websites as corpora for pragmalinguistic (cf. Hoffmann, Bublitz 2017; Brocca et al. in this issue), sociolinguistic (cf. Dumrukic in this issue), or digital discourse analysis (cf. Bou-Franch, Garcés-Conejos Blitvich 2019; Thurlow 2018), as well as Big Data research (cf. Bou-Franch, Garcés-Conejos Blit (cf. Sloan, Quan-Haase 2017, p. 27-39). Furthermore, if students and instructors employ social media components in their courses for didactical purposes, social media literacy (Alvermann 2017; Buckingham 2017), which has become an increasingly requested issue in education, can only be really and constructively explored.

For such factors, seeing the consequences of the social media-linguistics interaction as “language didactic through social media as well as a didactic of social media-mediated language “has a lot of value. Fundamentally, social media provide both a study topic worthy of attention in educational settings and a medium that may aid didactics and teaching.

2.4 Language learning through social network sites

Previous research on language development on LLSNSs and other social-networking sites (SNSs) concentrated on attitudes, usage, and progress.

2.4.1 Attitudes

Although Vie (2007) states that users may have worries about SNS privacy and monitoring, they do not fear information sharing and exchange. Chen's study (2013) demonstrates how Facebook views have influenced both overseas students in the United States' literacy habits, namely, Cindy and Jane (pseudonym). In English, Cindy was taught academic English, so that Facebook wasn't vital to her because of her informality, nor was she called upon to socialize, which she would rather do in her native language. In fact, Jane regarded Facebook as a welcoming platform and thus used it as a convenient language user of English to create her new identity.

While user behavior towards utilizing SNSs typically appears favorable or frequently complicated, user attitudes about LLSNSs remain uncertain. The favorable and negative views of the three LLSNSs were observed by Stevense and Liu (2010). On the one hand, their participants were usually thrilled to learn from native speakers. On the other hand, many hesitated about how the LLSNSs should be utilized, with one responder stating that Livemocha "should have been designed to learn a language, not to discover another to build social ties (p. 249). The quality of comments offered by other users was also disturbed by other users.

2.4.2 Usage

Several studies have highlighted the relevance of socialization in the usage of SNSs by non-native users of the sites' primary languages. Mitchell (2012) recommends that English learners utilize Facebook to help them adjust to college life, form friendships with native English speakers, and experiment with the language. SNSs, according to Vie (2007), provide a place for socialization by exposing learners to real languages used for a variety of social reasons.

At least two researches indicate that the usage of SNSs by language students will decline with time. The above-mentioned individuals in Chen's (2013) study showed a decline

in Facebook engagement with time, as assessed by the number of status updates and other postings. According to Stevenson and Liu (2010), 54% of study participants used Babel for less than one month, while 26% used it for one to three months.

2.4.3 Progress

Prior research on SNSs examines three elements of learning progress: building and developing identity, making things social and pragmatic, and improving languages.

2.4.4 Identity construction and development

Identity building and the development of the second language (L2) have been given a lot of attention as an indication of progress in the acquisition of SNS. Chen (2013) found that SNSs allow users to browse language, culture, and identities by observing two multilingual writers. Something similar is the concept that SNS usage helps students establish their L2 identities, building a link with the targeting culture by Blattner and the research of Fiori, Klimanowa and Dembovsky and Mills, (2011).

2.4.5 Socialization and pragmatics

Various researches has revealed that social contact on social media sites aids in the development of pragmatic competence in students. Vie (2007) shows how students can improve their rhetorical awareness by using MySpace and Facebook. Chen's (2013) case study demonstrated the benefits of utilizing Facebook to learn practical skills.

2.5 Learning EFL with social media

Undergraduate university students' use of social media has exploded in the last decade. The process of possibly sustaining and developing is one of the major reasons for social media's enormous appeal. It's not only a means to see photographs of friends on Facebook, send brief messages on Twitter, or upload movies to YouTube; it's also a way to express yourself, engage with others, and establish a community. Outside of the classroom, an increasing number of instructors and students are using these technologies to communicate. "Instructional use is one of the most innovative and pedagogically successful approaches to increasing language acquisition. Students' perceptions of educational advantages, teachers' use of technology, social effects, and the economic feasibility of student use" (qtd. in Facer & Abdous 2009:98). In 2009, Robert Chartand stated "According to the output hypothesis, the

act of creating language (speaking or writing) represents, under certain conditions, a part of the process of second language learning.. Encouraging pupils to talk and experiment with the language as a result is an important element of the learning process" (106). A social media educational environment can encourage constructivist learning by engaging students in authentic activities associated with the vast amount of information available on the internet. " Instructors can provide students with access to a substantial variety of tasks available in a variety of formats, such as text, graphics, audio, and video. Furthermore, these multimedia tools may aid in increasing student motivation (Woo, Herrington, Agstinho, & Reeves, 2007,:36)."Teachers are frequently restricted by a paucity of reading and listening resources available to students, as well as an acute lack of chances in English as a foreign language (EFL) settings for students to develop their English speaking abilities in a meaningful way" (qtd. in Chartrand 2009:98). Most undergraduate students are preoccupied with other classes, part-time jobs, and socializing with their peers, leaving little time for extracurricular activities. There is little time for pupils to significantly develop their speaking abilities, and encouraging them to use their English language skills outside of class might be difficult. It is critical to provide resources that are appropriate for the students' levels and needs in order to encourage them. The Internet has helped relieve this constraint, and sharing sound and video files has become a possibility because of the amazing processing capacity of current computers paired with the rapid transfer speeds afforded by broadband internet connections. Whereas only a few years ago, internet users could only read and write text messages, the world wide web has matured, and it is now commonplace to transmit and receive data for audio and video files. This fact, combined with significant advancements in software development, has enabled English for Speakers of Other Languages (ESOL) educators and language learners to fully utilize the internet to help students enhance their language abilities.

"The use of social media "Websites such as YouTube, Twitter, and Facebook have grown in popularity among internet users who want to share their thoughts, films, and other online activities" (Dieu & Stevens 2007:15).This modern phenomenon has led to the world wide web in terms of innovation, and the phrase web 2.0 refers to these services, particularly. "These websites are easily accessible: they are free and growing in popularity, and they offer new instruments for English learners to express themselves in real ways" (Knowledge management & E-learning: an international journal, Vol.4.99)

2.6 Social media and Learning Theories

Authentic resources (for example, texts in a natural context that were not created for a specific class scenario) can be highly valuable for teaching, particularly in foreign language classrooms. They advocate for communicative techniques in foreign language instruction, particularly at the phase of global comprehension. Open social media platforms, for example, provide a substantial amount of real content that may be used as input for further language analysis and design. . It is important to note that connectionivism is the learning paradigm that best describes the pedagogical possibilities of social media. Social media can help to realize a connectives learning paradigm (cf. Siemens 2009, 2005), according to which practical information does not have to be internalized but can be externalized (in the form of external storage or databases or social networks). As a result, learning is defined as the retrieval and linking of specific collections of data. The capacity to link disparate pieces of information is more essential than internal knowledge itself, in this case. In this theory, a learning group might solve a problem by focusing on small parts and assigning one student to each section.

Social media provides the possibility to work within a constructivist framework by allowing connection and engagement with the actual world, as do other online learning-teaching environments. Knowledge is defined in this theoretical paradigm as the adaptation of prior knowledge to new situations (cf. Montada 1970). As a result, the students are in charge of their own knowledge construction. The importance of scaffolding by a person's peer group and teachers, according to this concept and its development by Vygotsky (cf. Reiser, Tabak 2014), is crucial for learning. Social media fits nicely into this framework because it exposes students to real-world difficulties, pushing them to apply what they've learned in the classroom to real-world situations. Connectivism and constructivism both emphasize the social aspect of learning (cf Siemens and Weller 2011): Peer-to-peer scaffolding, as well as collaboration in an emotionally pleasant learning environment, are essential aspects of this theoretical landscape (cf. Greenhow 2011, p. 5). Feedback practices and social grooming are two examples of such components that may be observed frequently in social network interactions (Boyd 2009). Due to their tiny communities, learning platforms (such as Stud.IP, eTwinning), MOOCS, and restricted social messaging systems appear to be constrained when it comes to developing long-term connections between learners. According to Green-how (2011), this is a reason to applaud the pedagogic use of open social media, where collaboration may be built on a wider community and longer-term connections. People create

knowledge, share it openly, reproduce it, and then create a final product based on (or boosted by) it on collaborative authoring sites like Wikipedia, which can be corrected by community members, or media sharing sites like YouTube, where the video repository is created by users and each video can be commented on by the public (at least in the default setting).

Furthermore, many academics (Greenhow 2011, p. 5) see social media as a method to strengthen the "student voice" approach. This method (see Blau, Shamir-Inbal 2018) attempts to enable students to shape or change their learning process and surroundings more actively. As a result, critical thinking and motivation may improve. To put it another way, social media may encourage (at least in principle) students' voices in decision-making, therefore involving students in designing their own learning environment (cf. Manca, Grion in this issue) and enabling parental education (cf. Frankowsky, Krohn in this issue).

2.7 Relationship between Learning Theories and Social Media Platforms in the Field of English Learning Skills

Learning studies emphasized how learners acquire information and how the learning process works. Education and social learning theories are the two primary types of learning theories. Both terms refer to a framework in which learning takes place. Learning happens through a cognitive process combining observation and obeying instructions, according to the social learning hypothesis (Lin et al., 2016). Learning, on the other hand, is viewed as occurring when cognitively through understanding and responses to events, according to education learning theories, particularly cognitive learning theories (Slim &Hafedh, 2019). Learning theories argue that learning takes place in an environment where people are exposed to new abilities or information. Both ideas are based on the fact that social media platforms expose learners and users to skills and information. However, users may receive instructions on how to master certain skills from other users in the same group via posts on social media platforms such as WhatsApp, Facebook, and blogs (Lin et al., 2016). In terms of English learning skills, diverse people with varied English experiences and learning requirements may be found in social media groups. Some instructors or professors in the same groups are fluent in the language. Individuals are exposed to material and English abilities, which they acquire cognitively through instructor instructions, English writings, such as essays, and comments from other learners or users. With critical and positive comments from other users, social media groups function as reinforces, encouraging and correcting people's writing to keep developing (Slim & Hafedh, 2019). As a result, social media functions as a collaborative class

in which students and professors debate and practice English abilities, and learning occurs via cognition and reinforcement.

2.7.1 Online Collaborative Learning Theory

The Online Collaborative Learning Theory is one of the theories that explains the importance of social media in improving English speaking and writing abilities (OCL). The OCL paradigm establishes a framework for online learning. Online learning, according to the notion, aims to improve conceptual understanding (Hammond, 2017). Learners learn how to build ideas and how to solve issues in a particular concept by doing so. Idea creation and idea organization, in which participants compare and categorize individual ideas, are two ways that participants learn concepts (Kumi-Yeboah et al., 2017). Intellectual convergence is the last stage, in which parties achieve an agreement. The teacher, as part of the approach, serves as a link to the topic 31/129).

2.8 Social media in the foreign language classroom: Promoting oral communications skills online

Networks, (micro-) blogs, picture and video hosting websites, and wikis identified in the literature attest to the fact that the use of social media in foreign language education is no longer a passing trend. They are typically utilized in activities both within and outside of the classroom to promote writing abilities in a foreign language, generally within the context of task-based learning. They are commonly preferred over traditional modes of learning because they provide opportunities for learners to use the target language in authentic communication situations, they are motivating to learners due to their innovative nature, and they are an excellent way to combine language tasks with social and media literacy-related learning goals in autonomous or collaborative learning scenarios (cf. Unger 2012). Because most communication on social networking platforms is written, assignments involving these networks naturally focus on textual genres. Social media websites and applications, on the other hand, have the potential to improve conversational abilities in foreign language acquisition. Users of social networks – both native speakers and English learners – have developed their own methods of communicating not only through text, but also through audio and video, such as video responses or directly addressing the online community in videos 1 uploaded to social networks such as YouTube and Twitter. Instant messengers with video capabilities, such as Skype, have been popular in the foreign language classroom for video conversations with native speakers, such as in e-tandems (see, for example, Vassallo/Telles 2006). However, there are alternative platforms that allow learners to practice their oral skills:

Vokis, or speaking avatars, are an embarrassment-free option for learners to practice their pronunciation (Biebighäuser/Jahns 2012). Voice Thread, Voxopop, and Audioboo can be used to generate asynchronous oral dialogues prompted by media such as images or movies, even with native speakers (see, for example, Klambauer 2012 and Brunvard/Byrd 2011). They also include options for creating online spoken presentations (Gabriel 2012). These sites may be linked into complicated competency assignments to encourage not just language acquisition but also the active implementation of media literacy. According to Hallet (2012), the objective of such activities is to initiate debate about themes that are comparable to real-life topics, challenges, and discussions. Complex competency exercises should, ideally, relate learners' discourse to real-life discourse of native speakers of the target language (Hallet 2012: 12). At the same time, these assignments may be utilized to teach students about the dangers of utilizing social media.

In this conference, we will look at how social networks like Skype, YouTube, Twitter, and Voice Thread may be linked into task-based learning situations to help students practice oral communication skills in their second language. Classroom activities for practicing oral skills online will highlight the creative and stimulating modes of learning provided by social networks, which allow users to connect with others, comment on and debate information, and even submit their own content. In order to arrive at balanced suggestions for utilizing social media in language learning, we will also take a critical stance by discussing the limitations of practicing communication online, the general problems of online tools, and the topic of data privacy.

2.9 Social media imports and usage at university level

Several studies have focused on the availability of social media and the new prospects it has expanded, particularly for young people (Lin et al., 2016). YouTube and Flickr are used to share visual materials, Facebook and LinkedIn are used for social networking, Wikipedia is used for collaborative knowledge production, and Twitter is used for microblogging (Balakrishnan & Lay, 2016). According to Lin et al. (2016), social media platforms such as Facebook, Twitter, and YouTube allow users to not only produce but also share information with others around the world.

Researchers have advocated for the use of social media in education because of its widespread use and the opportunities it provides (Everson et al., 2013; Greenhow & Robelia, 2009; Roblyer et al., 2010). According to Balakrishnan and Lay (2016), Facebook and

YouTube have been used "both within and outside of the classroom for teaching objectives, such as uploading educational films or learning resources for students." Such charges have been raised in light of the popularity of this media among students, who use it to supplement and thus enhance their classroom learning due to its simplicity and speed of communication.

As a consequence, it's possible to argue that user attitudes are influenced by medium functioning and the surroundings of students. The learning style of users/students determines their attitude. The environment refers to the students' ability to communicate in English as a second language, which influences how they use social media to meet their communicative needs in a relevant setting. Students with limited time for actual English conversation might be encouraged to utilize the Internet to improve their English language communicative abilities, according to Chartrand (2012).

As previously stated, students' learning styles influence the extent and manner in which they use social media. Balakrishnan et al. (2015) investigated the impact of various personality types on their desire to utilize social media for learning. The researchers looked at the reasons behind students' intent to utilize social media for studying, since this trend has been gaining traction among university students.

Balakrishnan and Lay (2016) highlight the value of teachers being aware of their students' learning styles and how these influence their use of social media. The researchers' findings are based on the Social Learning Theory (SLT), which states that learning is most successful when students are given opportunities to observe and interact with peers, as well as establish or participate in groups.

Contrasted to lecturers' teaching methods in small study groups (Bandura, 2002; Gong et al., 2014). They claim that, with the growing use of social media and mobile technologies, this notion has gained popularity. (Balakrishnan & Lay, 2016, p. 810). Students with a participatory learning style may prefer Facebook and YouTube as learning aids because they allow them to obtain knowledge from their peers anywhere and almost instantly, according to Balakrishnan et al. (2015). As a result, the media might be extremely attractive to students in this category.

Individuals can also take advantage of social media, since they prefer to rely on themselves for knowledge retrieval while they have access to it, whether through Facebook or YouTube. Such learners prefer independent study, self-paced work, or specific projects based

on their interests, according to Umrani-Khan and Iyer (2009; referenced after Balakrishnan and Lay, 2016). Furthermore, because of the convenience and ubiquity of social media, they may be able to choose their own study timetables. Because collaborative students are typically extroverts, anonymity is not a worry for them. As a result, Facebook, Twitter, and YouTube can help them collaborate and share knowledge by offering platforms for their discussions. As a result, such an approach can be successfully used to improve collaborative learning.

2.10 Academic usage of SNSs

The widespread usage of social media by academics and its impact on instruction and learning outcomes have piqued academic and research attention. Online social networks may be successfully employed in the educational realm, just as they alter communication and provide a range of routes for more individual socialization. This may be seen in the growing popularity of so-called collaborative and interactive learning, in which students' self-directed and problem-solving activities are touted as the main focus of the educational process.

SNSs, according to Mazman and Ulsuel (2010:78), are an essential advantage in the academic context. They also claim that the nature and different functions of social media, a prominent social networking site, such as bridging distances between individuals with shared interests, exchanging information, sharing ideas, subject debate, and cooperation, have made it an acceptable environment for learning. Selwyn (2009), in a similar spirit, stated that the prevalence of SNSs in the lives of learners of all ages has sparked a lot of excitement among educators. . For instance, it has been claimed that social networking provides an opportunity to re-engage people with learning and education through improving critical thinking abilities, which is one of the conventional educational objectives (Bureja, 2006 :1). According to Ziegler (2007), social networking sites have the potential to "radically transform the educational system.to better inspire students as engaged learners rather than passive viewers of the education system." (p.69)

This has inspired some professors to investigate the potential of social media technologies to improve meaningful connections and conversations between students and lecturers. Indeed, several educators have praised the potential of these places to provide instructors with a venue for simple networking and pleasant student networking. Lemeul is a character in the game Lemeul (2006:1). Some of the most effective faculty members, according to Pascarella and Terenzini (1991), are those that establish an informal relationship

with their students. And Facebook is definitely a place that encourages this kind of engagement. SNSs, according to Philips et al. (2011), can provide students with the tools they need to effectively express their ideas, lead online conversations, and cooperate. They also propose that these platforms might be useful tools for educators to interact with one another, share educational information, and enhance learning communication.

2.11 Conclusion

In this chapter we introduced the role of social media in education in the field of foreign languages teaching and learning .We shed light on the Social media and Learning Theories .The present chapter ,tried also to defined the E-learning and pointed out the most important activities of E-learning. This will ultimately help students producing themselves through bring all this elements together.

Chapter three

Research Methodology and Data Analysis

3.1. Introduction

After having presented the theoretical parts in which social media can be used through learning foreign languages this chapter aims to investigate whether using social media can be an effective tool for learning foreign languages .It is devoted to the analysis of both students and teachers questionnaires ,the analysis of students and teachers responses to the questionnaire gives an idea about their attitudes and opinions towards the impact of social media in learning foreign languages .Therefore , this chapter described research instrument , participants and setting .Finally we will briefly analyze all the data that was gathered to discuss the findings later on .

3.2. The purpose of the study

The study focuses on the important role of social media as it promoting tool for foreign languages learners .The objectives is to see teachers and students viewpoints through questionnaire .The result obtained from the analysis of the collected data will determine whether the use of social media has an impact on the teaching and learning process in the field of foreign languages.

3.3. Sample

The Study addressed the EFL students at Ibn Khaldoun university of Tiaret and different teachers of the same research setting .The participants were asked multiple questions in two different questionnaires.

3.4. Population

For the sake of having an explicit, reliable and valid data about the impact of using social media on learning foreign languages ,a questionnaire as an effective tool was designed to be distributed to 20 English teachers and 20 students from Ibn Khaldoun university of Tiaret. The large populations are chosen randomly for the data collection.

3.5. The Instrument

For this research, we used structured questionnaires .The questionnaires consist of a multiple questions that measured respondents perceptions and attitudes towards the use of social media in learning foreign languages.

3.6. Students questionnaire

In This study, there were two reasons behind the choice of the questionnaire to gather data The first one is the large number of the populations and also to reach as many students as possible in order to minimize the bias .The second reason is that questionnaire allow us to collect and compare data with the one received from the teachers.

The questionnaire consist of thirteen mixed questions, close-ended and multiple choices questions .It is organized in four section as follow

The first section: personal information, the aim of this section is to collect the personal data about the participants such as gender, Age.

The second section: the aim of this section (Q1-Q4) is to gather information about the use of social media to investigate the student's familiarity with social media, the platforms that they are active on, the time they spend using it, the purpose of using social media.

The Third Section: this section deal with foreign languages learning (Q1-Q3) the reason behind learning foreign languages

The fourth section: the impact of social media usage in learning foreign languages (Q1-Q4): this section is the main concern of our study ,it aims to find out whether learners think that social media is good strategy to improve their language skills and performance .And the last two questions were to explore the advantages and disadvantages of using social media .

3.7 Teachers Questionnaire

In This study, there were two reasons behind the choice of the questionnaire to gather data The first one is the large number of the populations and also to reach as many teachers as possible in order to minimize the bias .The second reason is that questionnaire allow us to collect and compare data with the one received from the learners.

The questionnaire consists of sixteen mixed questions, close-ended, open-ended and multiple choices questions .It is organized in three sections as follow:

Section one: personal information, the aim of this section is to collect the personal data about the participants such as gender, specialty.

Section two: the aim of this section (Q1-Q5) is to gather information about the use of social media to investigate the teacher's accessibility to social media, the platforms that they already have an account in, and the purpose of using social media.

Section Three: the aim of this section (Q1-Q9) is to know the impact of social media on the teaching process, if they exchange information with their students and if social media help them to raise their student's level.

3.8 Data Analysis

Throughout the survey items the data will be studied and analyzed in table ,graphs .this study is based on only one research instrument which is the quantitative method which is crucial to evaluate the data collection that are based on teachers and students questionnaire .

3.9 Findings and results

A/ Teachers survey analysis

Item 01: Teachers Gender

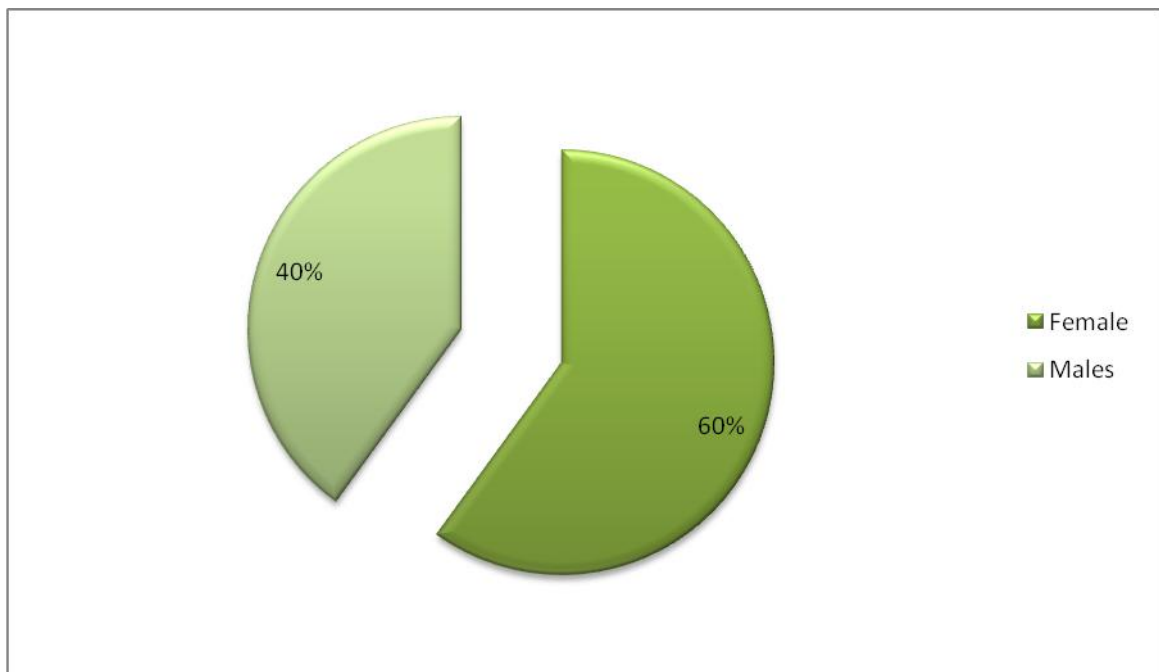


Figure 3.1: Teachers Gender

The aim of the first question is to identify the total number of the participants in this questionnaire .The total number of the participants is 20.Eight of them are male which corresponds to percentage 40% and twelve female which corresponds to percentage of 60% .It is clearly noted that female teachers are dominant in the English department at Ibn KHaldoun university of Tiaret.

Item 02: teachers Specialty

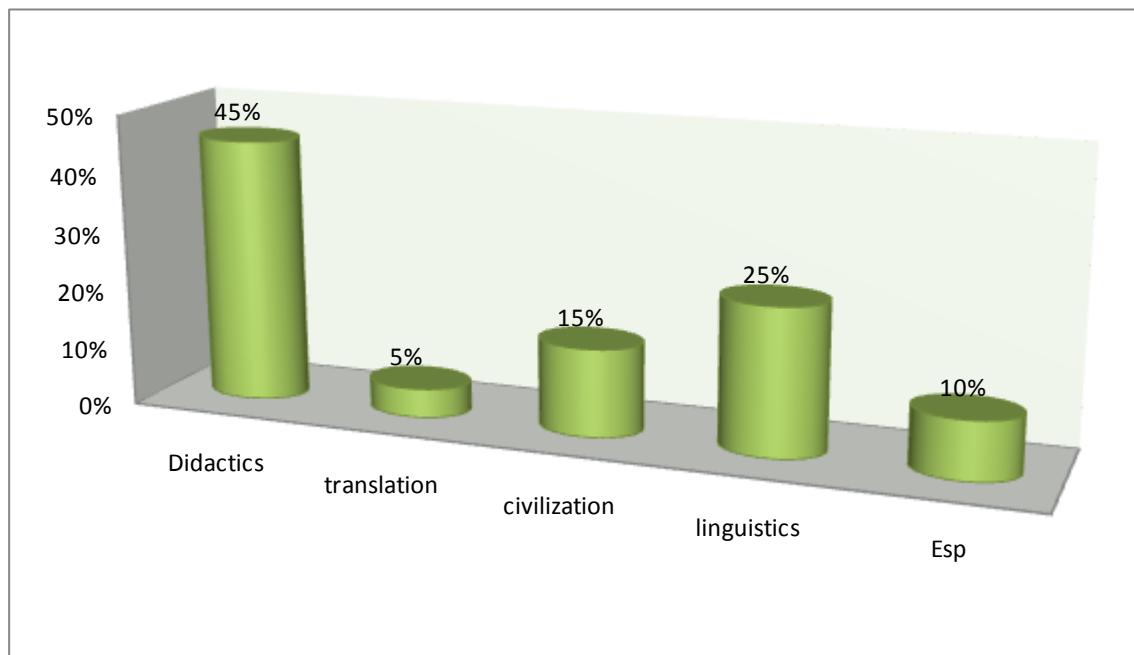


Figure 3.2: Teachers Specialty

The data about teachers specialty indicate that the majority of teachers (45%) specialize in didactics .On the other hand (25%) specialize in linguistics .Whereas only (15%) specialize in civilization and (10%) specialized in ESP and the rest (5%) have the specialty of translation.

Item 03: Are you a member of social media sites?

Options	Participants	Percentage
Yes	17	85%
No	03	15%

Table 1: Teachers membership of social media sites

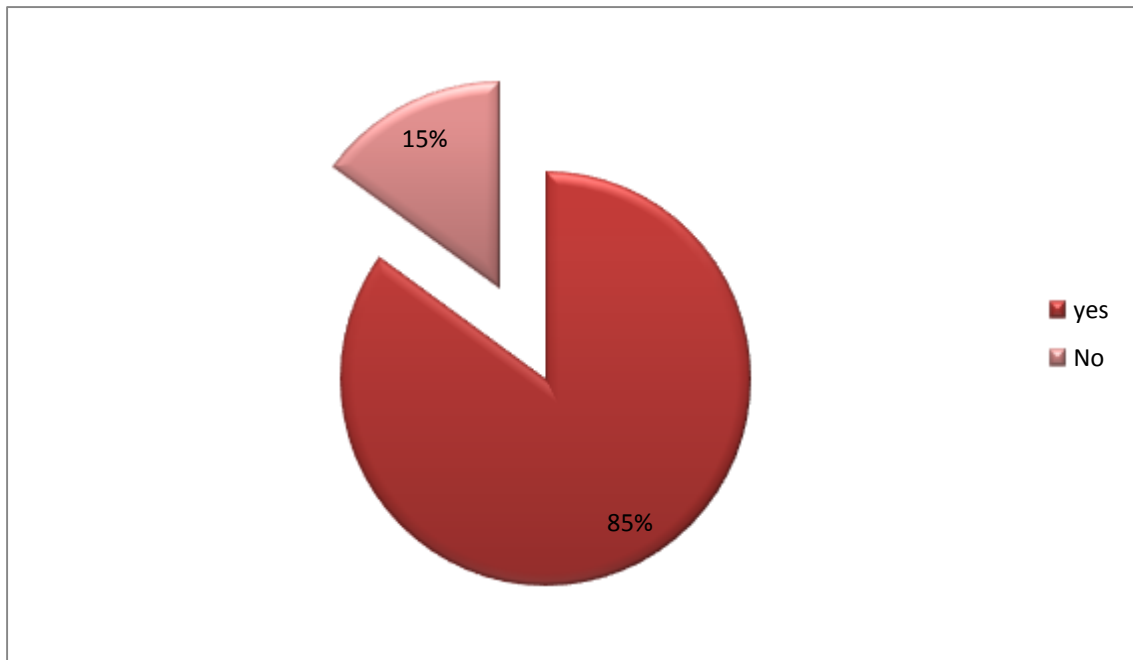


Figure 3.3: Teachers membership of social media sites

This Question aims at knowing whether teachers are member of social media or not .The table above indicate that the majority of teachers 17 (85%) have answered yes .However , 3(15%) make no use of it . From the results, we deduce that social media is wildly spread , not only among learners but teachers as well .

Item 04: Which of the following media websites do you currently have an account with?

Options	Participants	Options
Facebook	9	45%
YouTube	3	15%
Zoom	3	15%
Others	5	25%

Table 2 : Social media websites that are used by teachers

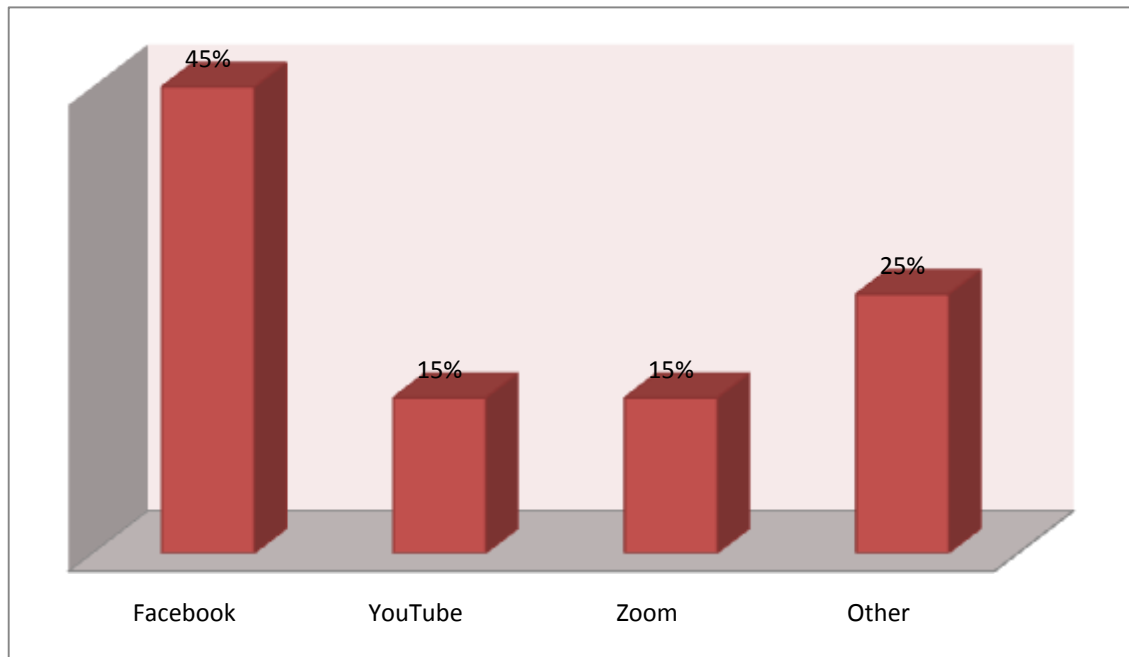


Figure 3.4: Social media websites that are used by teachers

This question attempt to know all the social media websites that are used by teachers. However, the majority of the participants (45%) said that they have Facebook account .While (15%) of them claimed that they have a YouTube channel and (15%) have a zoom account and the rest (25%) use other websites. This means that Facebook is wildly used by teachers.

Item 05: which of the following devices are available in your classroom?

Options	Participants	Percentage
Smart Board	1	5%
Computers	16	80%
Laptop	3	15%

Table 3 : The available devices in the classroom

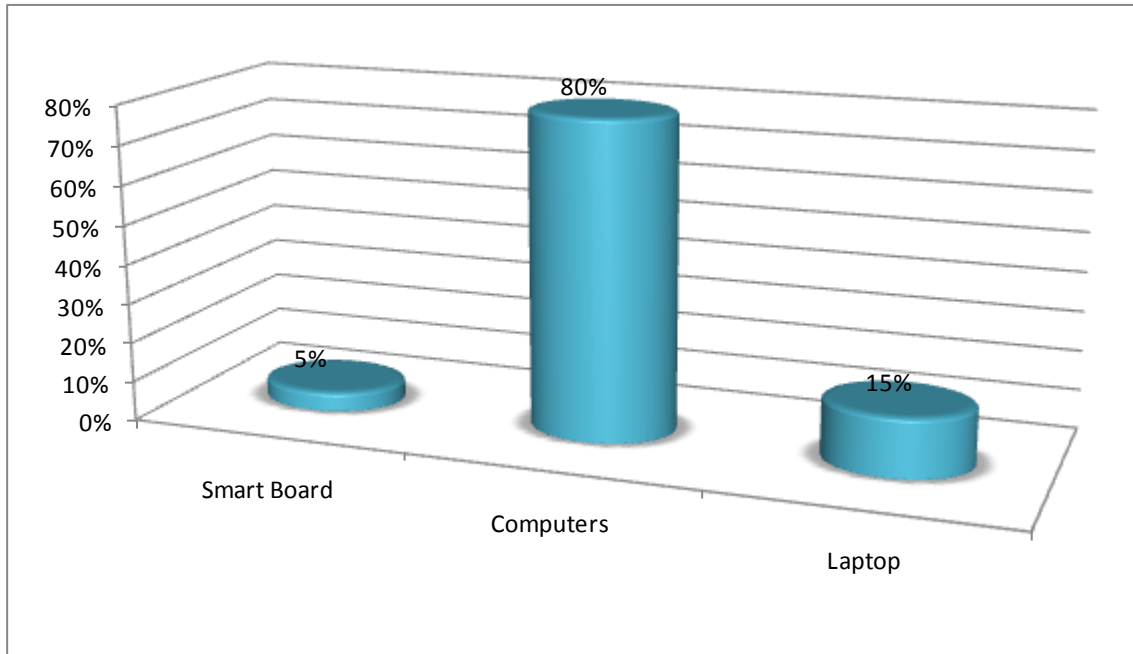


Figure 3.5: The available devices in the classroom

Back to the table above, the available devices in the classroom the majority of the participants (80%) answered by Computers. Furthermore,(15%) answered by “Laptop” while only (5%) answered by smart board .

Item 06: Are there self-built or rather online networks for educational sharing in your university?

Options	Participants	Percentage
Yes	15	75%
NO	5	25%

Table 4: Educational sharing in the university by self-built and online networks

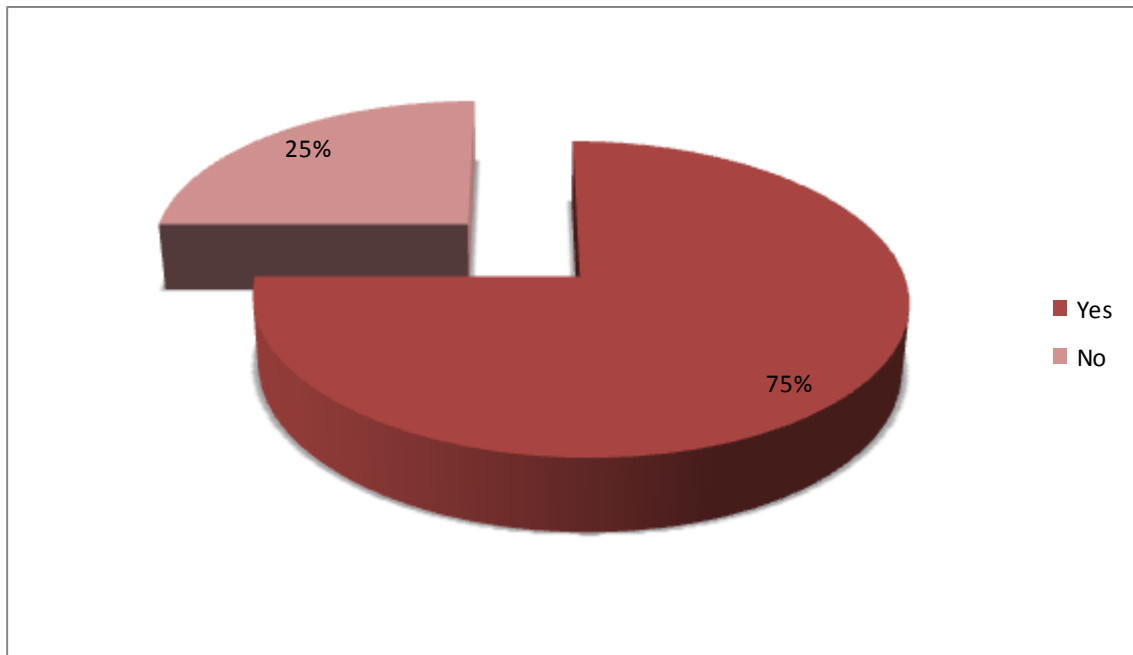


Figure 3.6: Educational sharing in the university by self-built and online networks

It clear from the result displayed in the table above that most of the participants (75%) answered by yes, there are online networks for educational sharing in their university. On the other hand, (25%) claimed that No.

Item 07: what is the common purpose of your social media interest use?

Options	Participants	Percentage
Academic	6	30%
E-Mail	6	30%
Education	8	40%

Table 5: The Common Purpose of social media interest use

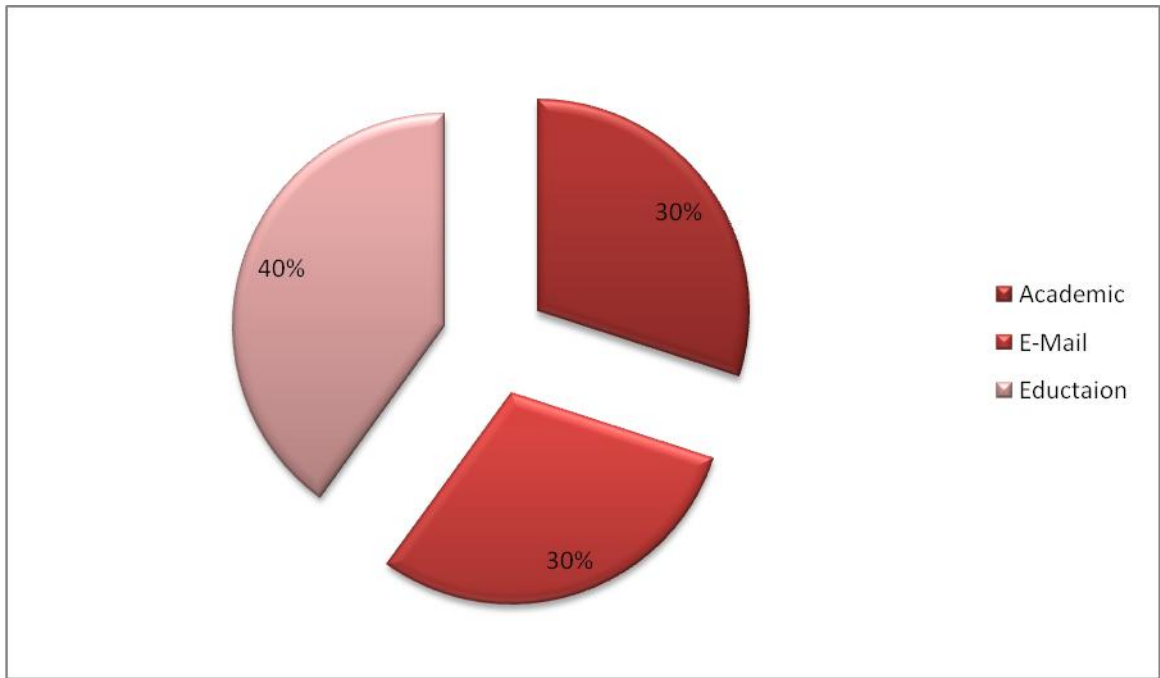


Figure 3.7 :The Common Purpose of social media interest use

It can be clearly observed in the table above that (40%) of the participants use social media for educational purposes. Moreover,(30%) use it for E-mail and (30%) use it for Academic purpose .

Item 08: Do you use social media to exchange information with learners?

Options	Participants	Percentage
Yes	17	85%
No	3	15%

Table 6: Exchanging information with learners through social media

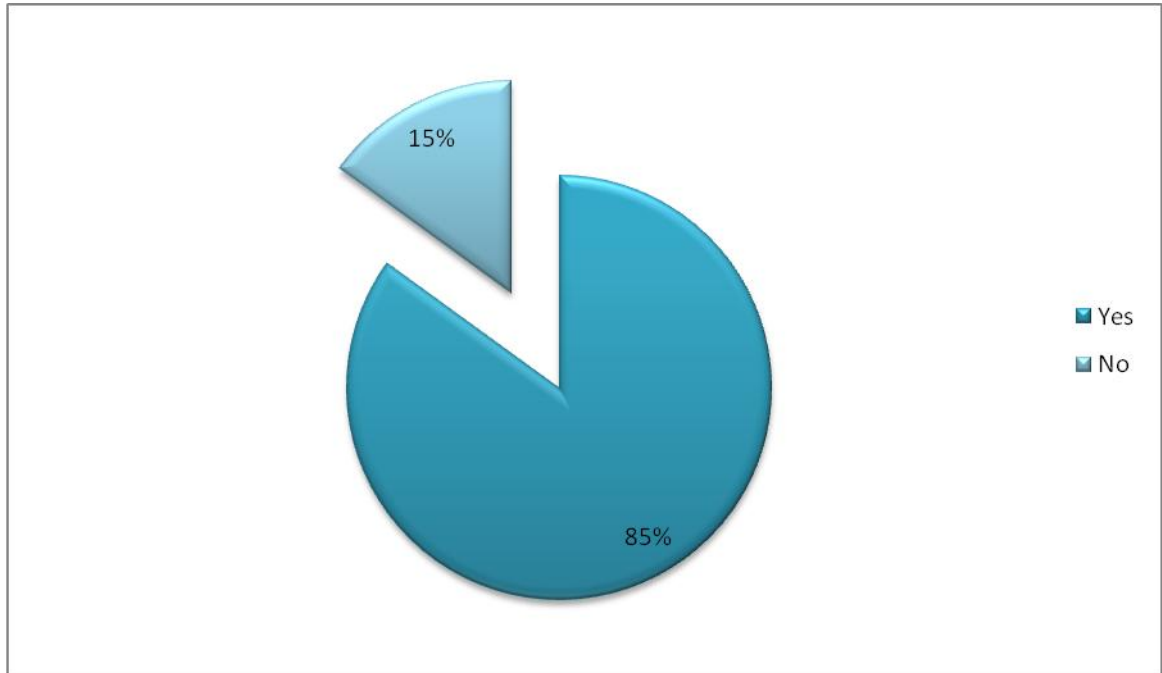


Figure 3.8: Exchanging information with learners through social media

The data obtained for this question demonstrate that the majority of the participants (85%) said that they exchange information with their learners. While only (15%) answered No.

Item 09: when you are using social media at class, do you feel that learners are more interested in the lesson?

Options	Participants	Percentage
Always	5	25%
Sometimes	12	60%
Rarely	1	10%
Never	2	5%

Table 7: Students interest in the lesson while using social media at classroom

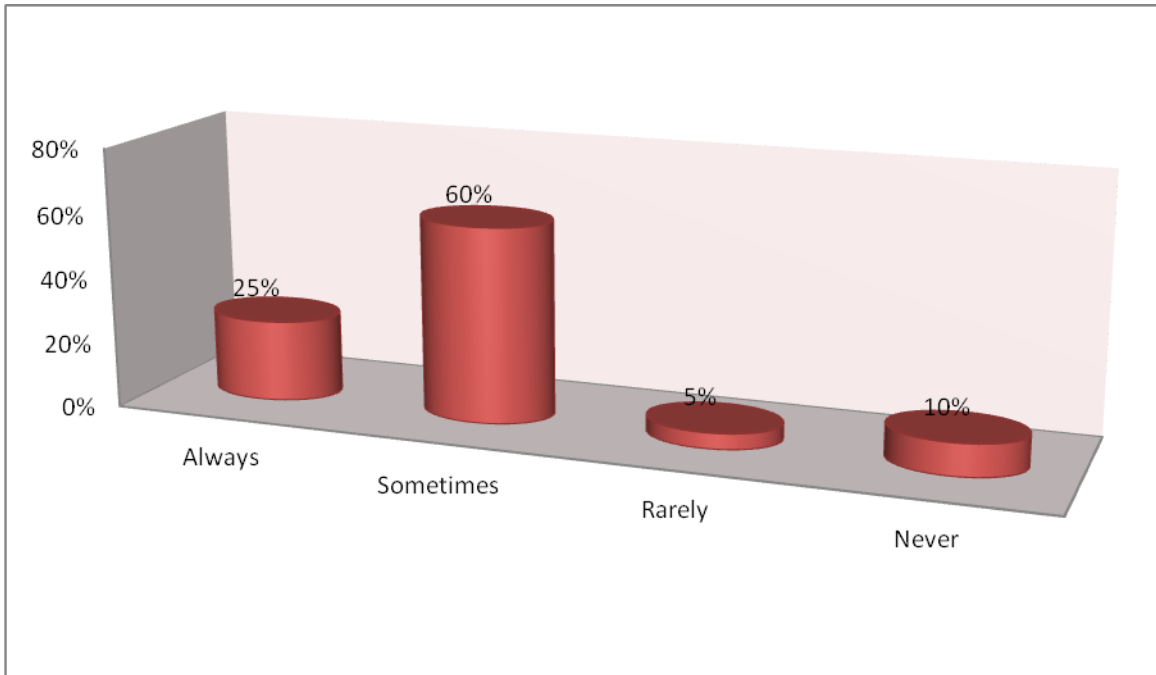


Figure 3.9: Students interest in the lesson while using social media at classroom

It clear from the results displayed in the table above that most of the participants(60%) answered by sometimes .On the other hand,(25%) are claimed that always the teacher find students interested in the lecture while using social media .Moreover,(10%) of teachers answered never. While only (5%) of teachers answered rarely.

Item 10: Social media provides a useful platform for academic group work?

Options	Participants	Percentage
Agree	8	40%
Neutral	10	50%
Disagree	2	10%

Table 8: Social media as a useful platform for academic group work

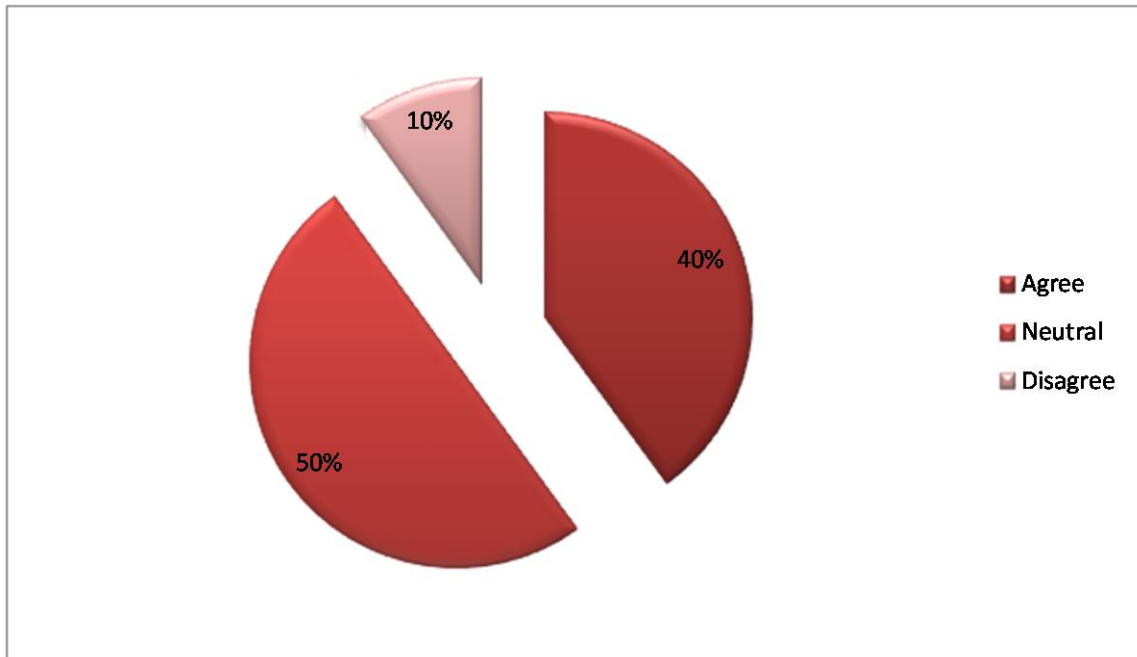


Figure 3.10: Social media as a useful platform for academic group work

As indicated in the table above, about (50%) from the respondents said that they are neutral. Moreover (40%) of the respondents agree that social media platforms are useful for academic group work .while just (10%) of them disagree.

Item 11: Do you think that social media has an important role in improving learning performance?

Options	Participants	Percentage
Yes	20	100%
No	0	0%

Table 9: The importance of social media in improving learning performance

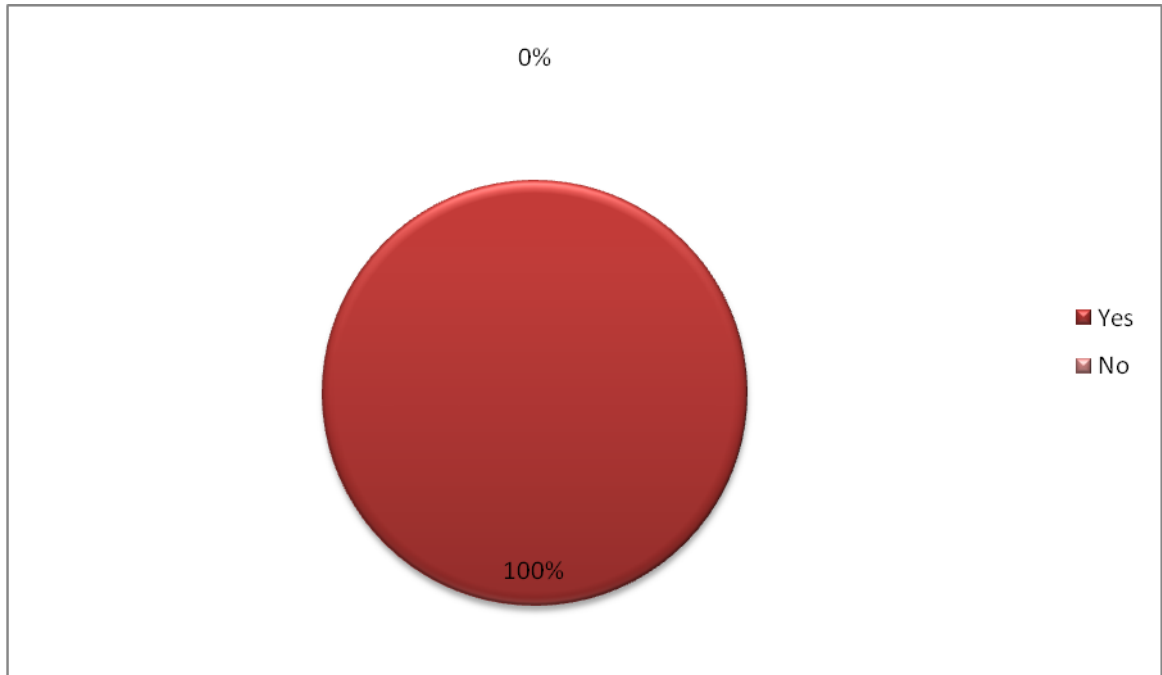


Figure 3.11: The importance of social media in improving learning performance

From the results obtained, it was noted that all of 20 students making up 100% of the population think that social media has an important role in improving learning performance.

Item 12: what are the learning skills that you are concerned about student's continuous usage of social media?

Options	Participants	Percentage
Listening	9	45%
Reading	4	20%
Writing	5	25%
Speaking	2	10%

Table 10: The learning skills that are concerned about student's continuous usage of social media

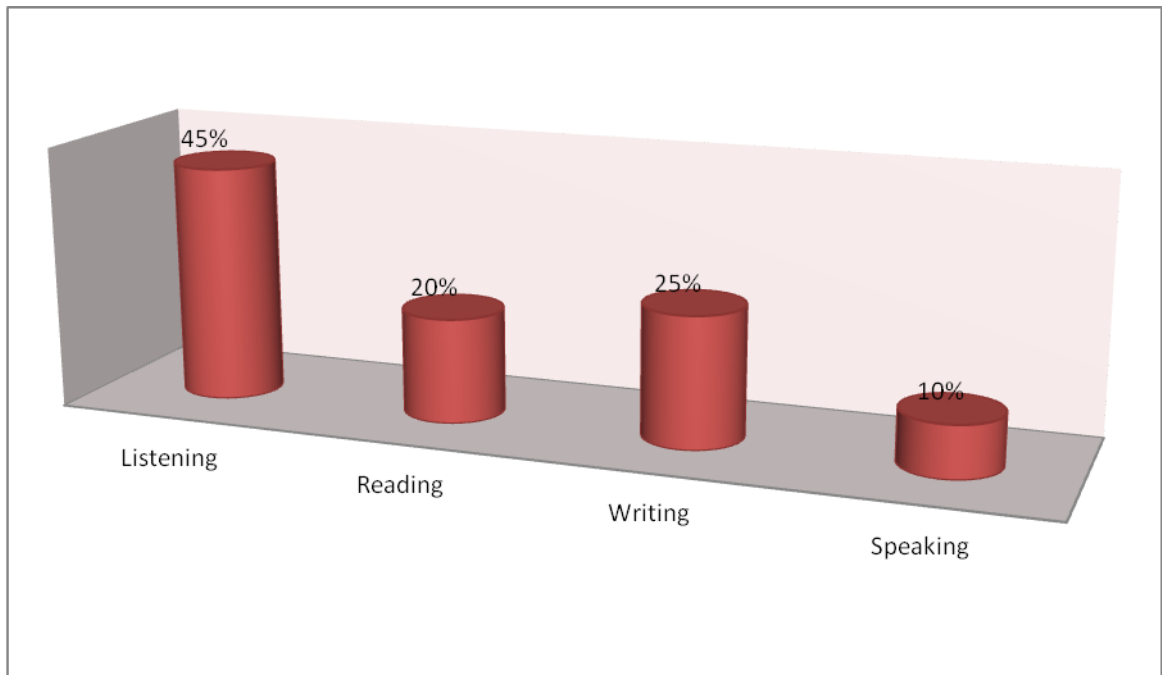


Figure3.12: The learning skills that are concerned about student's continuous usage of social media

The answers to this question indicate the learning skills that are concerned about student's continuous usage of social media. The highest number participants (45%) answered by (Listening).(25%) opted for (writing).Moreover (20%) answered by(Reading) while only (10%) answered by (speaking).

Item 13: Does social media help you to enrich learners knowledge?

Options	Participants	Percentage
Yes	19	95%
No	1	5%

Table 11: Social media as a helping tool in enriching student's knowledge

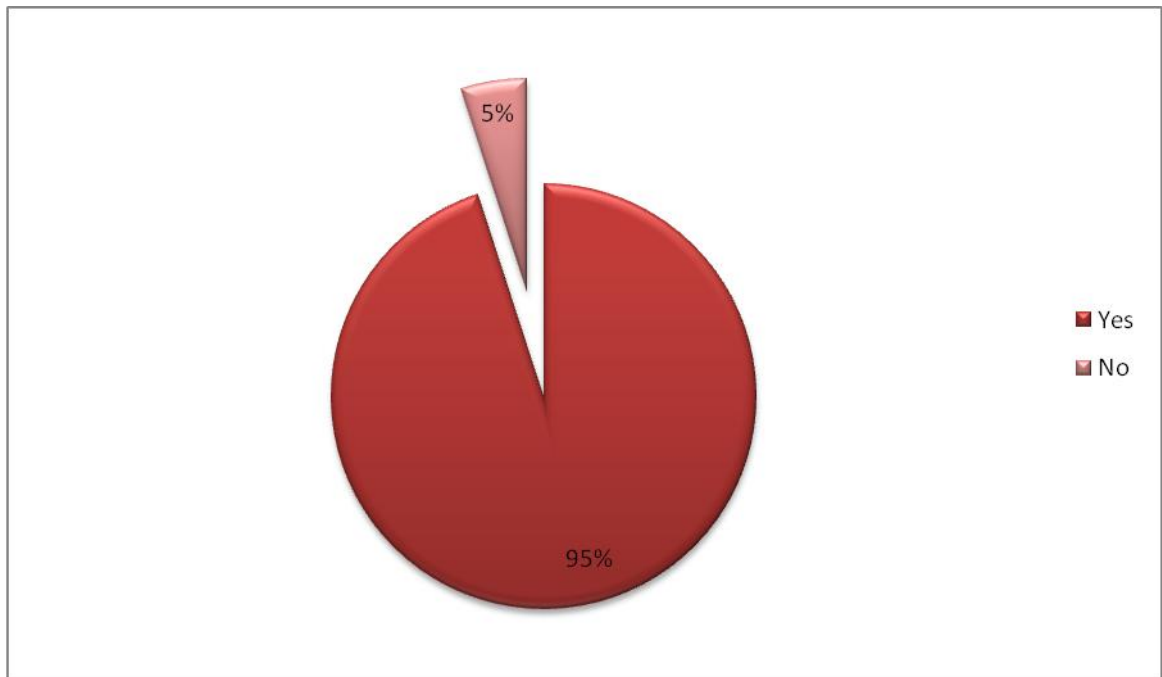


Figure3.13: Social media as a helping tool in enriching student's knowledge

The result above shows the teachers responses about whether social media help them to enrich the learner's knowledge. (95%) of them answered yes .While only (5%) of them said no .Which means that teachers find social media helpful to enrich learner's knowledge.

Item 14: Do you think that social media networks sites can be an effective tool for learning?

Options	Participants	Percentage
Yes	19	95%
No	1	5%

Table 12: Social media as an effective tool for learning

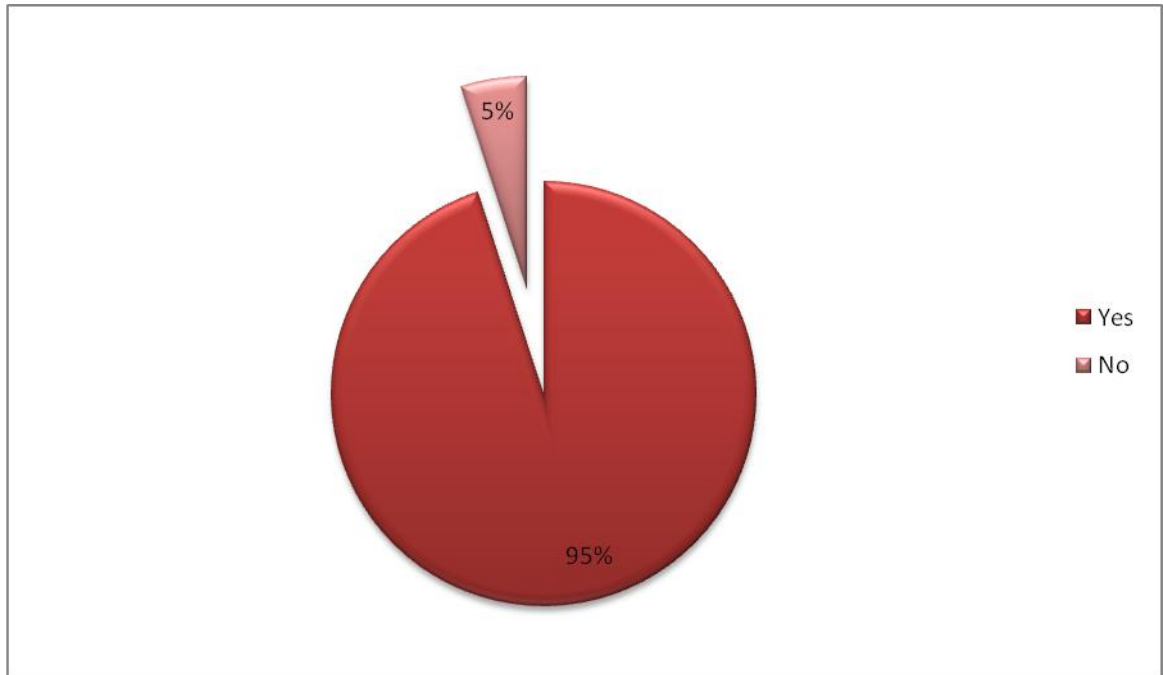


Figure 3.14: Social media as an effective tool for learning

The data obtained for the question demonstrate that (95%) of the participants said that social media is an effective tool for learning .While only (5%) of them claimed that No.

Item 15: How do using social media networking sites affect your teaching performance?

Options	Participants	Percentage
Positively	20	100%
Negatively	0	0%

Table 13: The effectiveness of social media on the teaching performance

As shown in the table above, it was noted that all of 20 students making up 100% of the population think that social media affect their teaching performance.

Item 16: Do you think that social media can replace the role of teachers?

Options	Participants	Percentage
Yes	8	40%
No	12	60%

Table 14: Social media replacement of the teacher role

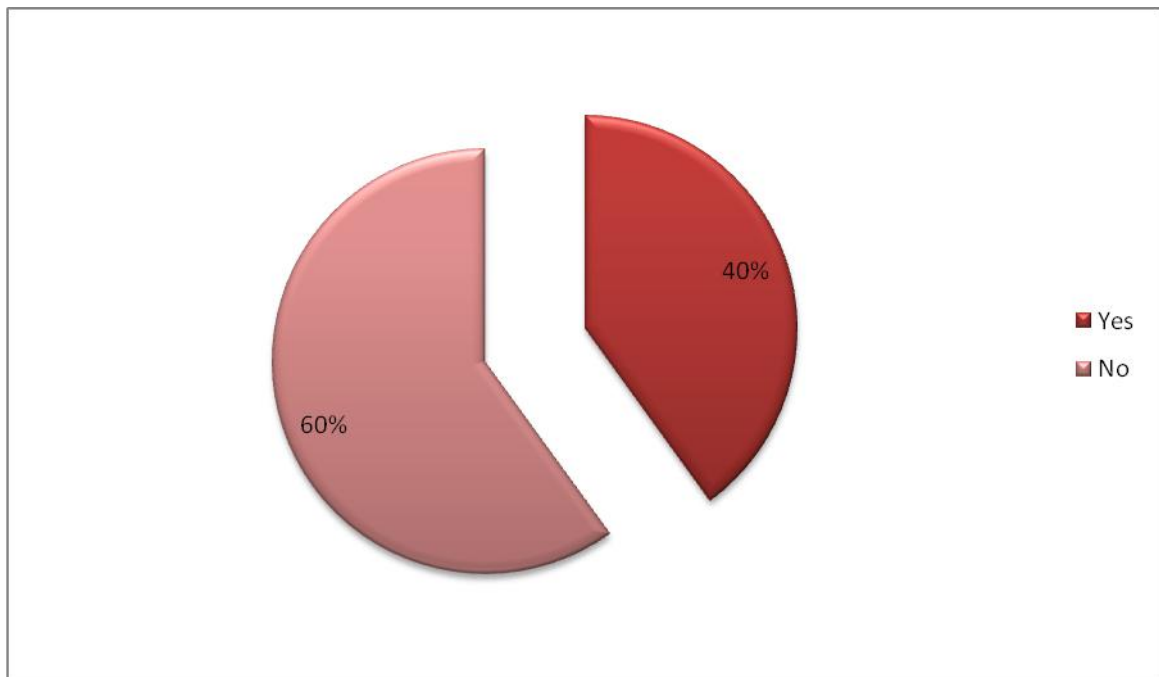


Figure 3.15: Social media replacement of the teacher role

As shown in the table above (60%) of the participants answered by (yes) because they find that social media can offer to much information rather can teacher do in the class, and only (40%) said (No) the teacher role is very important in raising the level of their students more than social media can do .

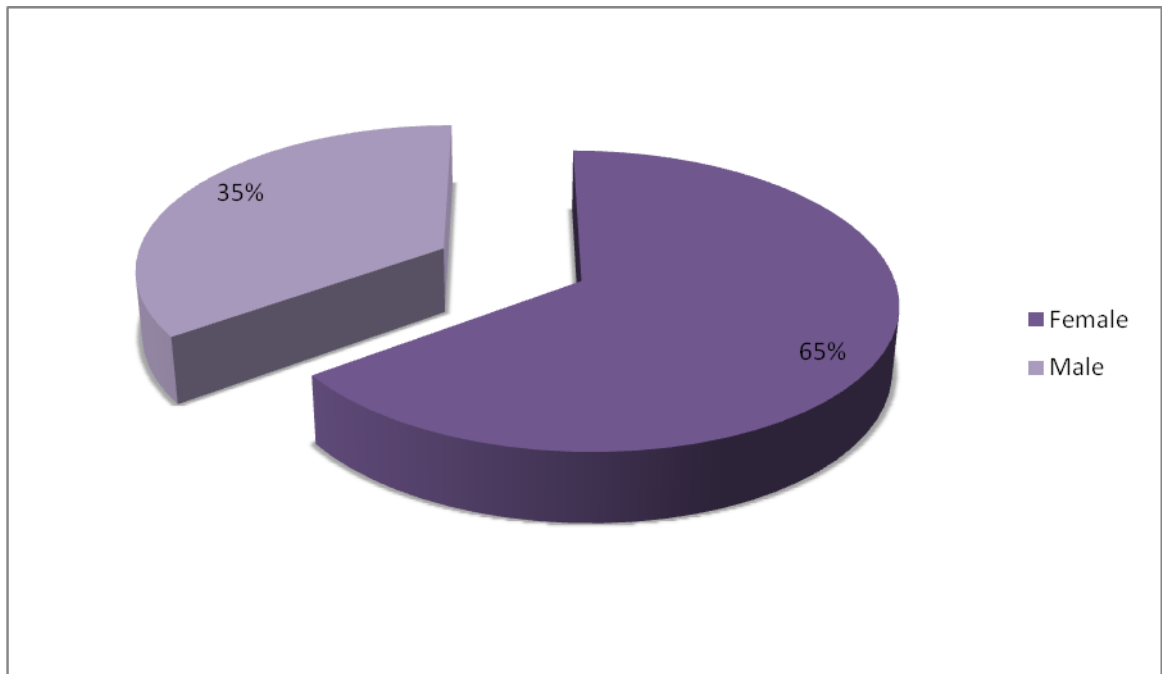
B/Students Survey analysis**Section One: Personal Information****1-Students Gender**

Figure 3.16: Students Gender

The first question is about the students gender .the participants of the study are of different gender,one can notice that the majority of respondents are females ,in fact the examiner has recorded 13 females participants out of total of twenty 65%,Whereas 35% are males participants .which means ,females are more into the use of social media in the field of EFL.

Item 02: Students Age

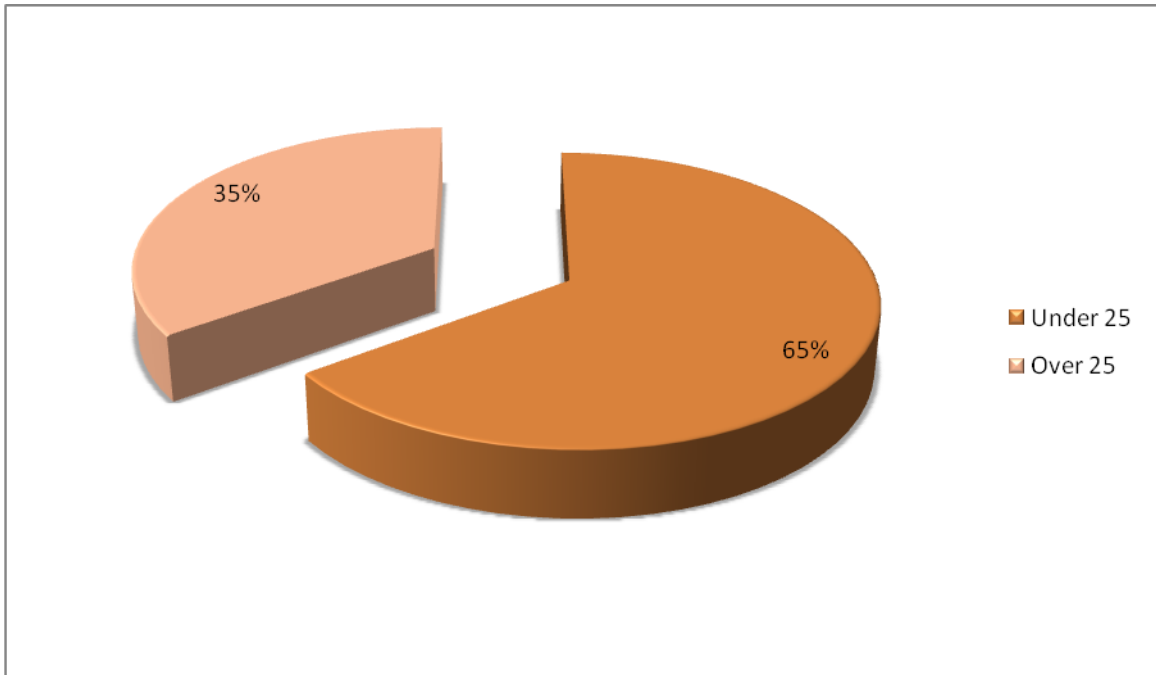


Figure 3.17 Students Age

The Table above indicates that the majority of the respondents (65%) are Under 25 .On the other hand, (35%) of student’s age is over 25.

Item 01: Are you familiar with social media?

Options	Participants	Percentage
Yes	20	100%
No	0	0%

Table 15: Students Familiarity with social media

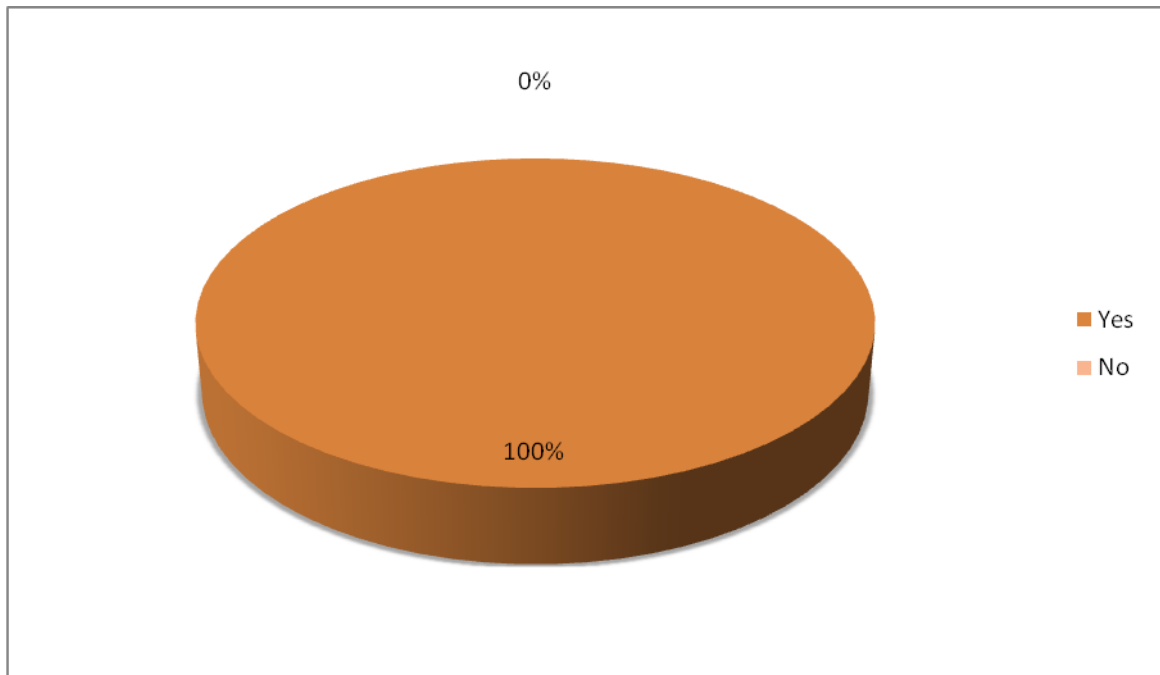


Figure 3.18 Students Familiarity with social media

From the results obtained, it was noted that all of 20 students making up 100% of the population are familiar with social media and have an account in it.

Item 02: Which social media platforms are you active on?

Options	Participants	Percentage
Facebook	13	65%
Instagram	4	20%
YouTube	3	15%

Table 16: Social media platforms that used by students

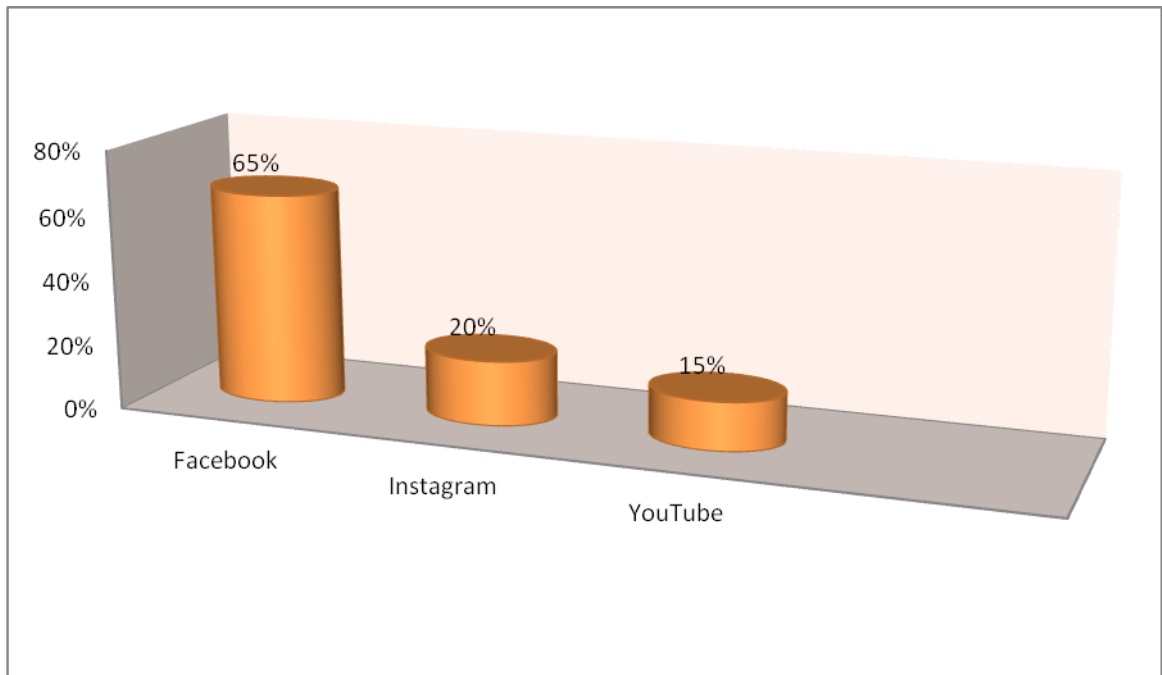


Figure 3.19: Social media platforms that used by students

As shown in the table above it can be seen that most of the participants (65%) are active on facebook. On the other hand, (25%) of them are active on Instagram, while only (15%) of the participants answered by youtube. We can observe also that Facebook is the most preferable platform for learners.

Item 03: How many hours per day do you spend on social media?

Options	Participants	Percentage
Less than 1H	4	20%
1h-5h	10	50%
More than 5h	6	30%

Table 17: The time that students spent on social media per day

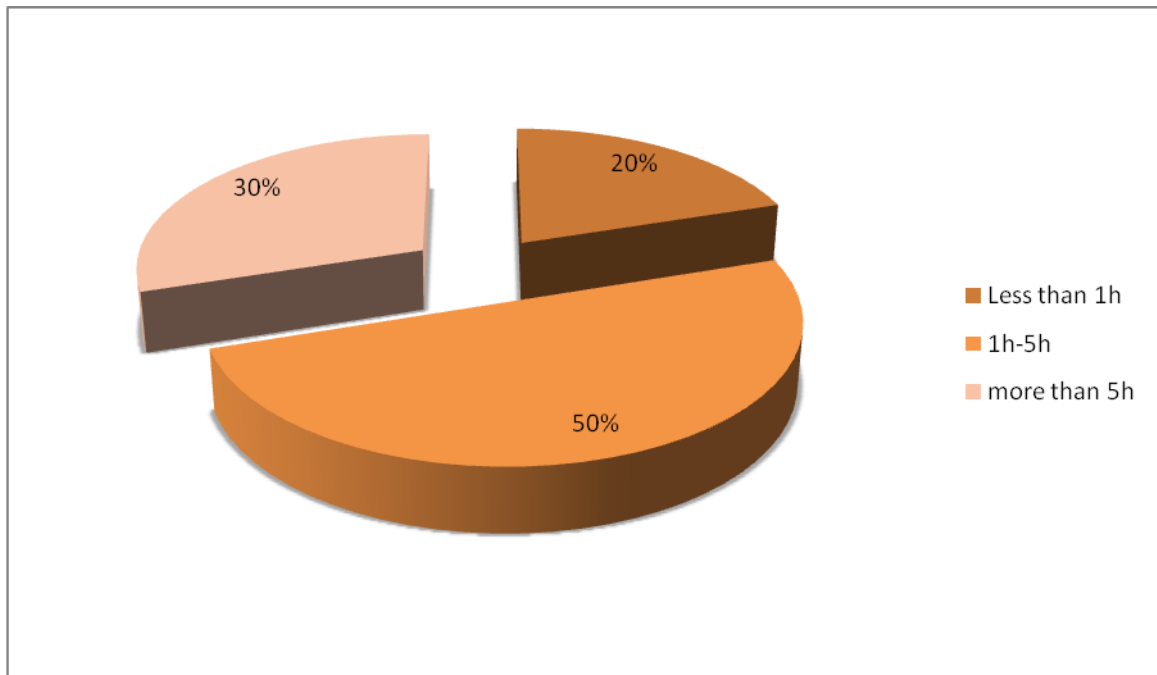


Figure 3.20: The time that students spent on social media per day

Starting from the graph, we can see that 4 participants making up (20%) of our sample admitted that they use social media for less than 1h per day. while 10 participants (50%) said that they use it from 1h to 5 hours, whereas 6 participants (30%) said that they use social media more than 5 hours. As a result, students are spending too many hours using social media platforms.

Item 04: What is the purpose of using social media platforms?

Options	Participants	Percentage
Education	4	20%
Entertainment	14	70%
Information	2	10%

Table 18: The main purpose of using social media platforms

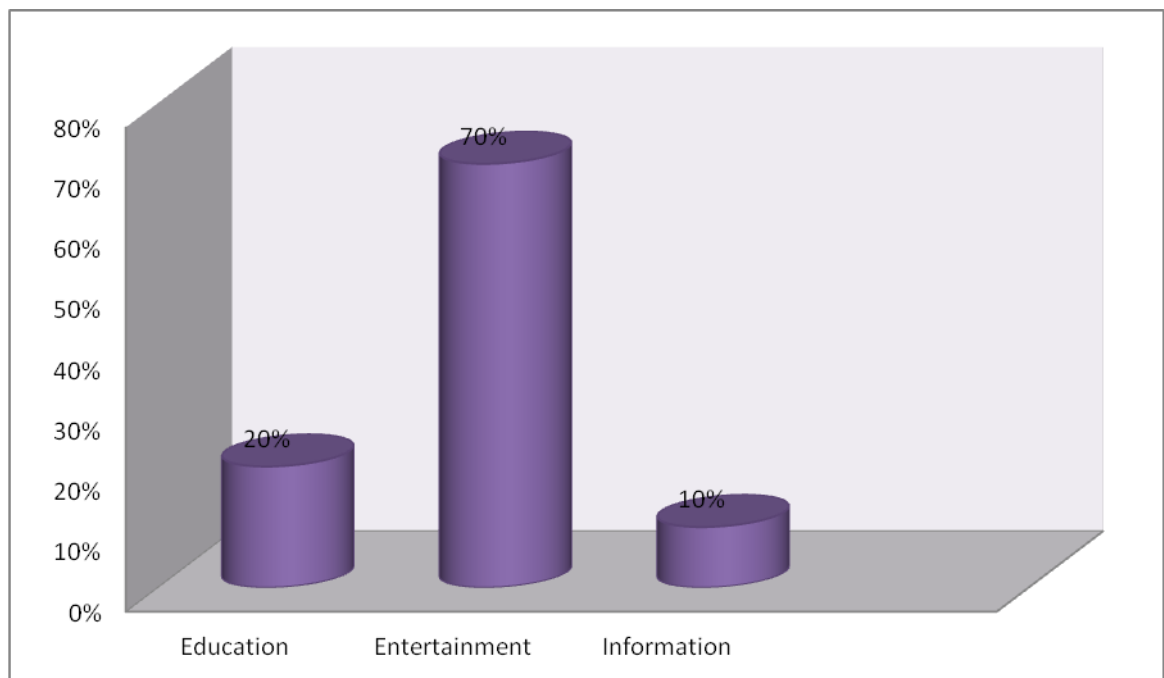


Figure 3.21: The main purpose of using social media platforms

This question aims at knowing what kind of communicates learners subscribe to social media. It can be seen that most of the participants (70%) answered by (Entertainment) other participants (20%) answered by (Education) and only (10%) answered by (Information).

Item 05: what would encourage you to learn foreign languages?

Options	Participants	Percentage
School Exchange Abroad	10	50%
Foreign Films	9	45%
Speaking to native speakers	1	5%

Table 19: student's encouragement to learn foreign languages

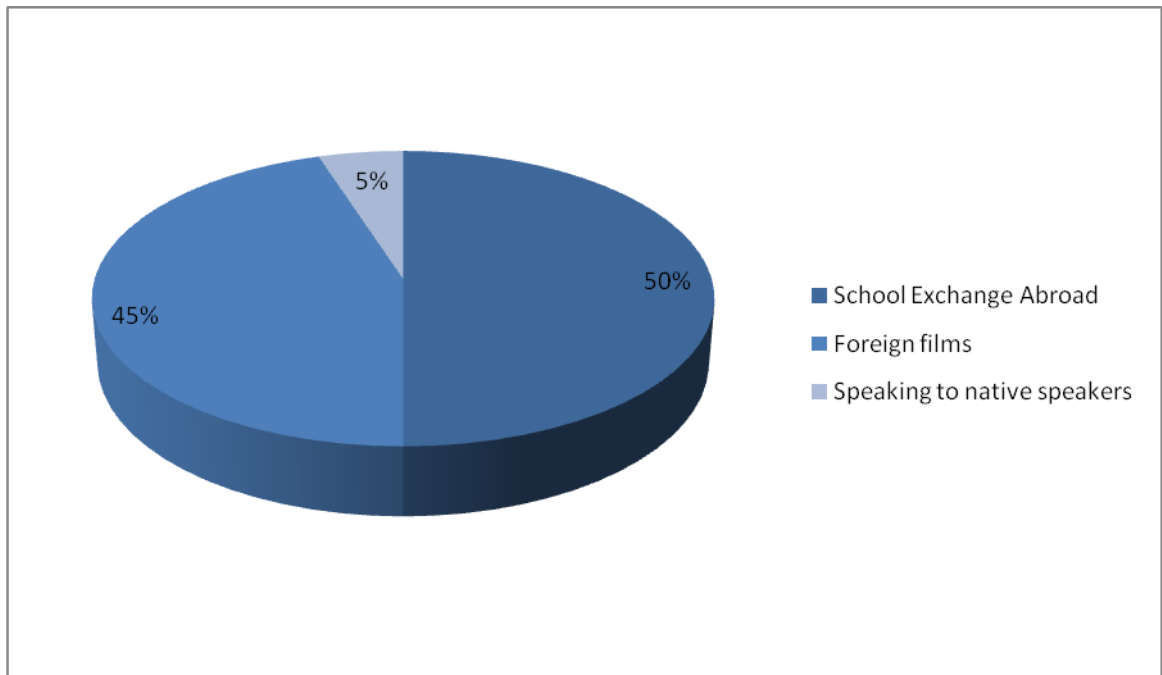


Figure 3.22: student's encouragement to learn foreign languages

The purpose behind this question is to know what would encourage learners to learn foreign languages. The common shared answer in the table below shows that (50%) of the participants choose (school exchange abroad), followed by (foreign films) with a percentage of (45%). Then, only (5%) answered by (speaking to native speaker).

Item 06: what is the benefit of learning foreign languages?

Options	Participants	Percentage
Better job prospects abroad to travel	5	25%
Learning about Another Culture	9	45%
Incentive to travel	5	25%

Table 20: Benefits of learning foreign languages

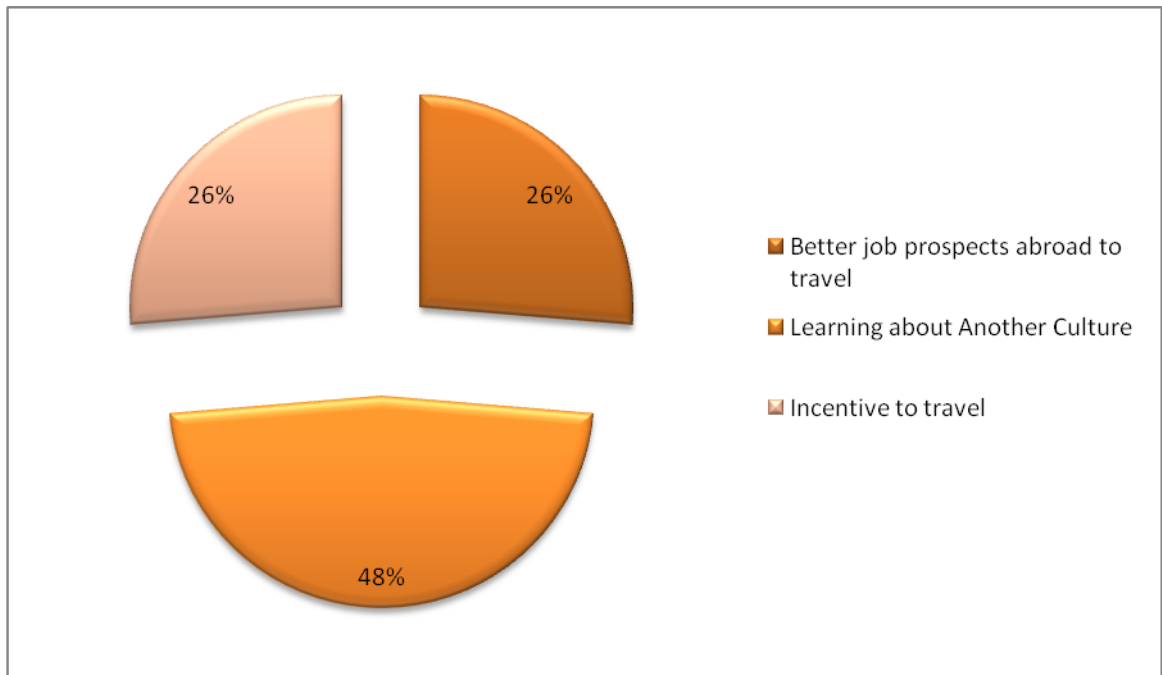


Figure 3.23: The benefits of learning foreign languages

This question attempt to know the benefits of learning foreign languages .The results revealed that most of the participants (45%) answered by (Learning about Another Culture)whereas (26%) opted for (Better job prospects abroad to travel).However,(26%) opted for the (Incentive to travel).

Item 07: how do you evaluate your experience of learning foreign languages?

Options	Participants	Percentage
High	4	20%
Medium	14	70%
Low	2	10%

Table 21: Evaluation of learning foreign languages experience

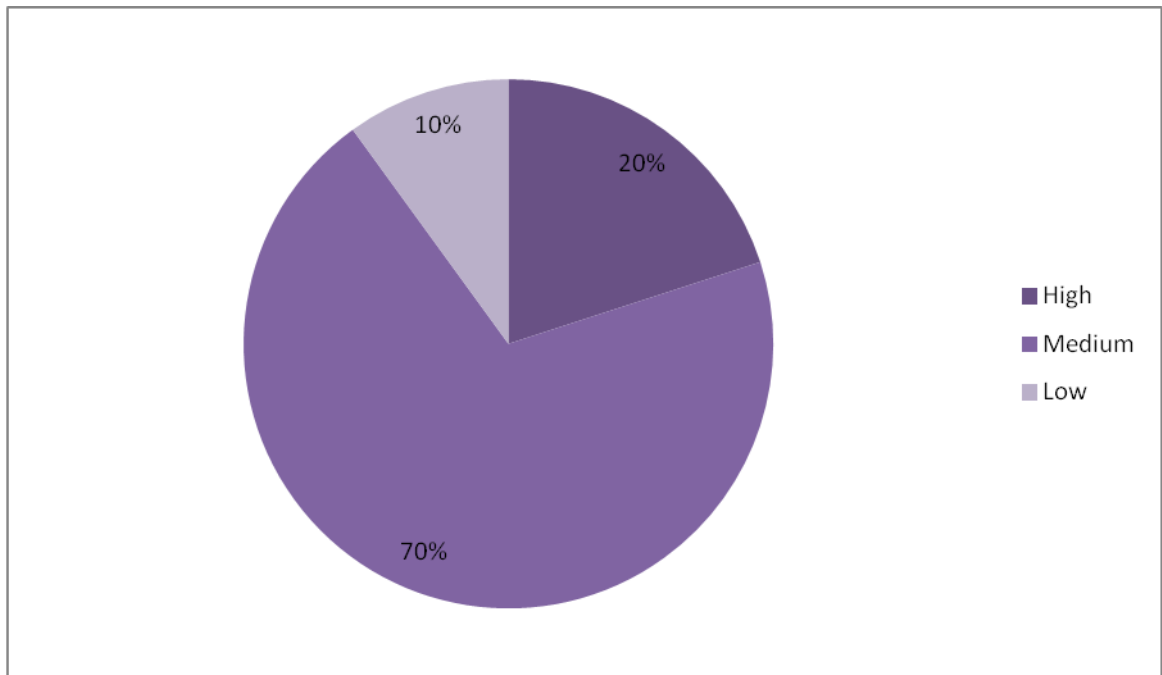


Figure 3.24: Evaluation of learning foreign languages experience

As shown in the table above that a great majority of the participants (70%) answered by (Medium). Furthermore, (20%) of the participants opted for (High) while only (10%) answered by (Low).

Item 08: Do you think that using social media in learning foreign languages is good strategy to improve your skills level?

Options	Participants	Percentage
Yes	19	95%
No	1	5%

Table 22: Improving skills level when using social media in learning foreign languages

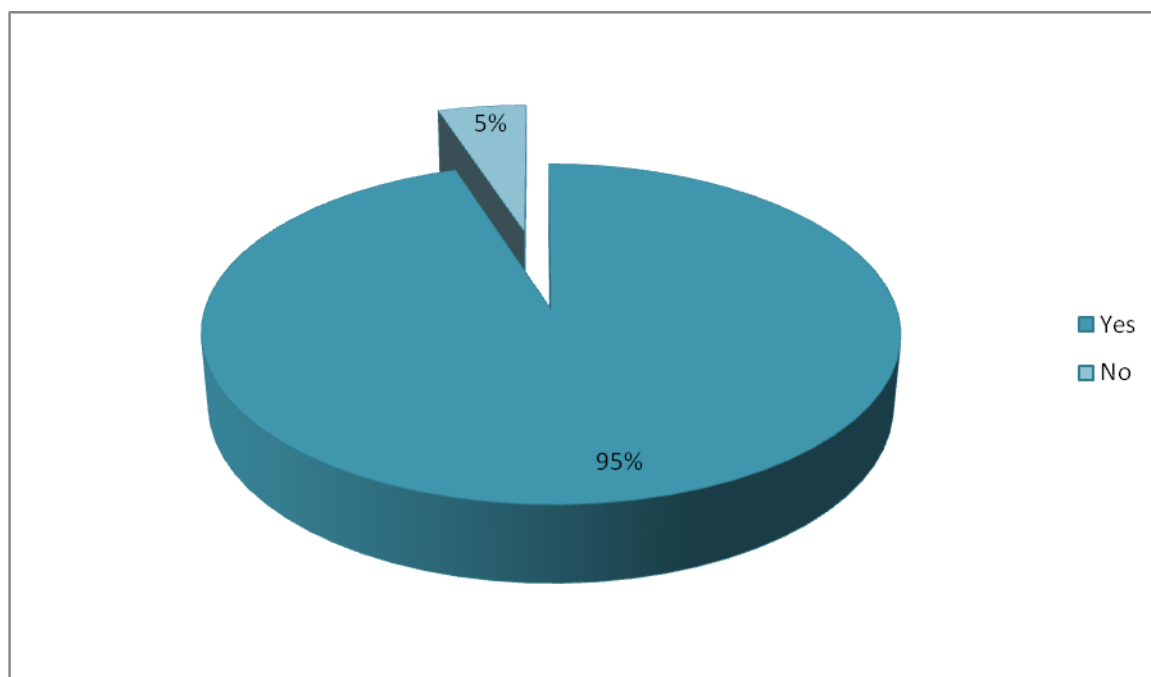


Figure 3.25: Improving skills level when using social media in learning foreign languages

It clear from the results displayed in the table above that the majority of the participants (95%) answered by (yes) while only (5%) of them answered by (No).

Item 09: which of the following language elements can be improved when using social media?

Options	Participants	Percentage
Vocabulary	3	15%
Pronunciation	8	40%
Grammar	2	10%
All of them	7	35%

Table 23: Improving language elements when using social media

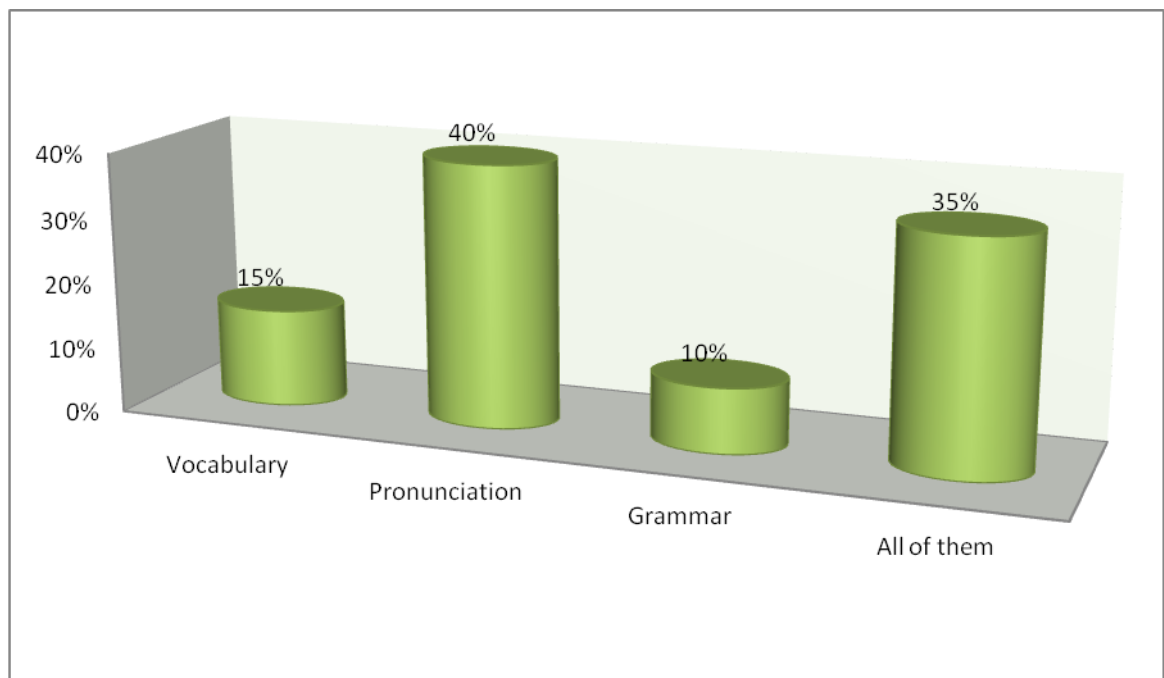


Figure 3.26: Improving language elements when using social media

The following question attempts to investigate quantitatively the language elements that can be improved when using social media. A great majority of the participants (40%) choose (pronunciation). Accordingly, (15%) answered by (Vocabulary) while (10%) of the participants choose the option (Grammar). And finally, (35%) answered by (All of them).

Item 10: Do you think that the use of social media in classroom improves the learning process?

Options	Participants	Percentage
Always	6	30%
Sometimes	8	40%
Rarely	3	15%
Never	3	15%

Table 24: Improving learning process while using social media

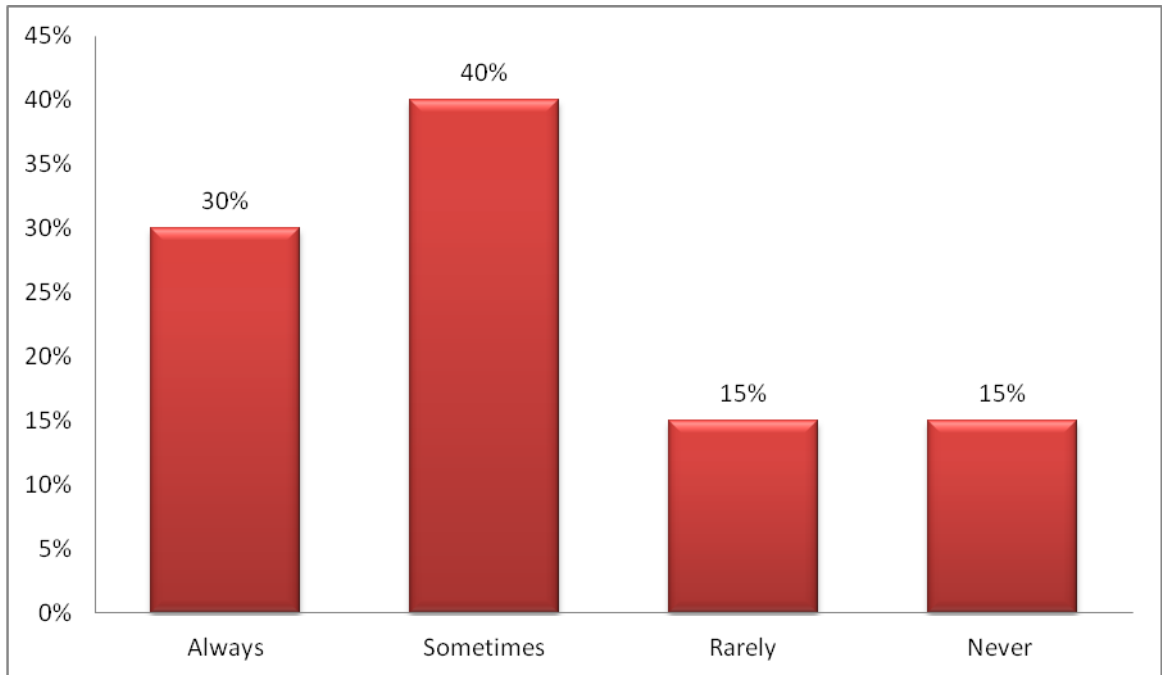


Figure 3.27: Improving learning process while using social media

The data obtained for this question demonstrate that most of the participants (40%) answered by (Sometimes).On the other hand , (30%) are claimed that (Always) using social media in the classroom improve the teaching process and (15%) for each answers (rarely) and (Never).

Item 11: what are the best advantages of using social media?

Options	Participants	Percentage
Sharing Information	6	30%
Meeting new people that can help you	6	30%
Learning Technology becomes easier	5	25%
Keeping in touch with friends is convenient	3	15%

Table 25: Advantages of social media usage

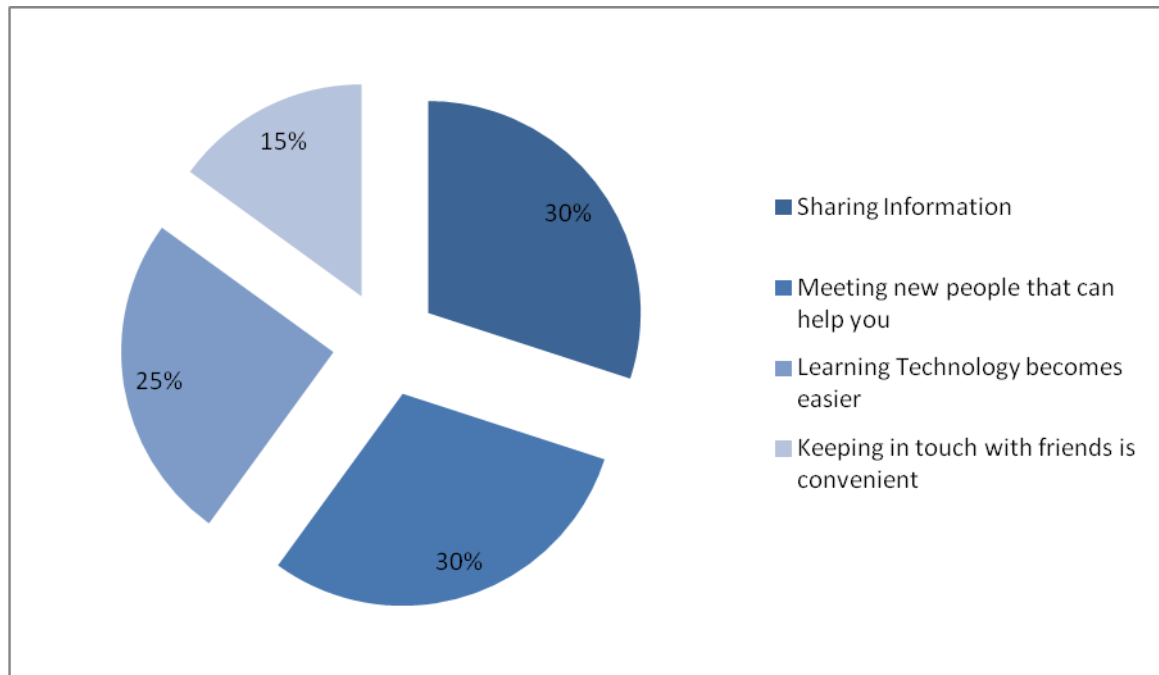


Figure 3.28: Advantages of social media usage

This question attempt to know the best advantages of social media usage ,the obtained results prove that (30%) of the participants answered by(sharing information) and (30%) of them answered by (Meeting new people that can help you).On the other hand (25%) of the participants choose (Learning Technology becomes easier)and only (15%) answered by (Keeping in touch with friends is convenient)

Item 12: what are the worst disadvantages of using social media?

Options	Participants	Percentage
Decreases social skills(not an adequate replacement for face– to face communications)	4	20%
Reduced focus on study effects academic performance	5	25%
Lesser physical activity results in health problems	7	35%
There is no concept of privacy	4	20%

Table 26: Disadvantages of social media Usage

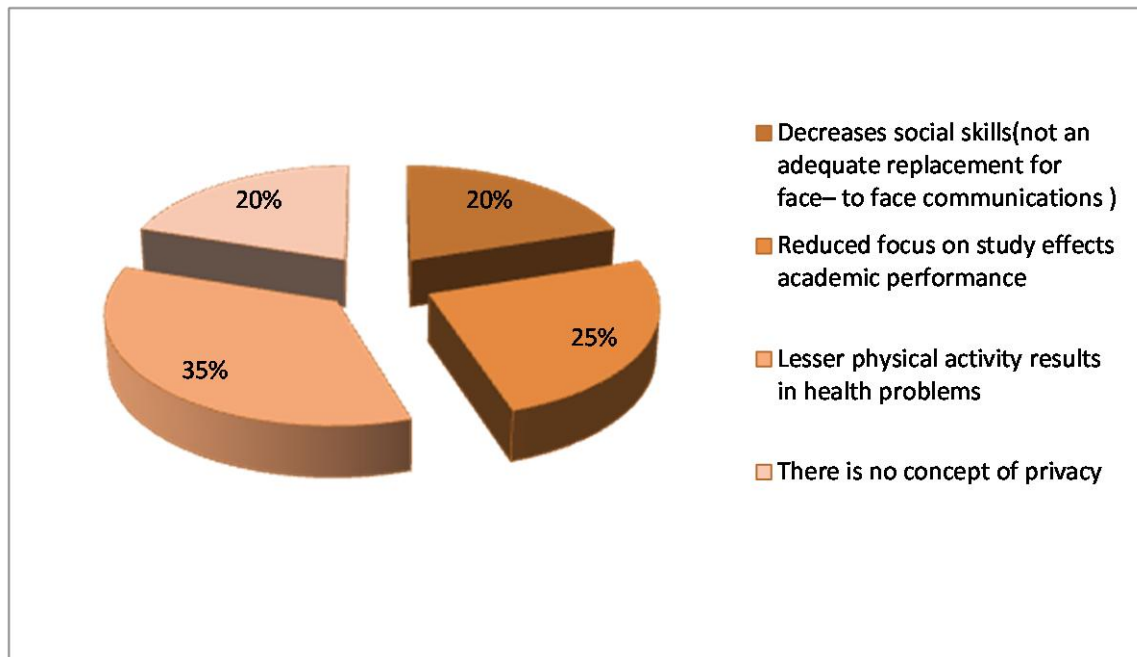


Figure 3.29: Disadvantages of social media Usage

This question attempt to know the worst disadvantages of using social media .The obtained results prove that most of the participants (35%) answered by (lesser physical activity results in health problems).On the other hand, (25%) of the participant find that social media Reduced focus on study effects academic performance and (20%) of them claimed that social media Decreases social skills (not an adequate replacement for face- to face communications) and the rest (20%) said that there is no concept of privacy .

3.10: Data interpretation

The current study aims at findings out learners and teachers attitudes towards the use of social media and it impact on learning foreign languages. It also seeks if learners and educators use social media for educational purposes depends on their interest and needs.

This study opts for one method: a questionnaire for both teachers and learners. Student's questionnaire; which divided into four sections, consists of thirteen mixed questions. Starting with personal information, we have noticed that female's number is more than males number, our targeted sample is mostly students aged less than 25 years.

The second section of the questionnaire, we have surprisingly discovered that all of the participants are familiar with social media and the majority of them spend more than 5h. In Addition to that, we have found that Facebook is the most used platform among students .when it comes to the purpose behind using social media, We have discovered that the majority of the students use social media for entertainment.

When It comes to the third section the majority of them said that the reasons behind learning foreign languages is school exchange abroad. They also admitted that they are incentive to travel. On the other hand the last section was mainly about the impact of social media usage in learning learning foreign languages.

According to teacher's specialty in teaching English as a foreign language .We have been provided by valuable answers in order to reach our goals .It is shown that almost all teachers use social media for educational matters and exchange information with their learners. They believe that students are more interest in the lesson when using social media at class and think that social media plays an important role in improving the learning and teaching performance .

3.11 Recommendations

After analyzing discussing the results of students and teachers addressed questionnaire the following recommendations are listed :

1. Teacher should organize discussions on the web and publish students learning products such as thesis and paper on the course web.
2. Social media facilitate the teacher-Learner interaction because it comes with demonstrations and illustrations that improves learners understanding
3. The university should pay attention to social media as it can address issues of access quality and equity of educations at all levels.
4. Social media should be prioritized and make part of the educational curriculum of our university.
5. University should provide professional development to ensure that instructors can effectively actively use online learning tools in distance educations.
6. Students are less motivated by using traditional education in informational age .social media impact on students learning which provides more effective information this technology need to be applied in classrooms.

3.12 Limitation of the study

This study has some limitations that can be overcome in further research. First, this study tries to reach a wider area of investigation. But it was only conducted for the University of Tiaret. Second, the result of the study may not be accurate as the sampling unit is much smaller compared to the whole population. Third, in this empirical study the research presented in our work was limited by data collection instruments, therefore the study consisted only the quantitative rather than using qualitative approach.

3.13 Conclusion

This chapter has attempted to interpret and discuss the findings obtained from both teachers and learner's questionnaire .It reveals that social media can have both positive and negative impact on learning foreign languages .It also shows that social media can be used as motivated tool to help learners enhance their language skills.

General

Conclusion

3.14 General Conclusion

The present study is an attempt to examine using social media in teaching and learning foreign languages. This dissertation has presented how social media can be utilized and developing the learning process. This research falls into three chapters: the first chapter represents the theoretical part of the dissertation which contains a wide range of definitions concerning the path towards the impact of social media in learning foreign languages. The second chapter is devoted to an overview of Language Learning through social media and e-learning. It is concerned with definitions. The third chapter is provided with the results and their analysis and is entirely devoted to some possible recommendations and limitations regarding the use of social media as a teaching material to developing the learning process for students' abilities.

The data gathered emphasize the point that the use of social media by students has an effect on learning foreign languages, whether the effect is positive or negative. Results show that social media definitely provide online platforms that have the ability of use for educational purposes. The researcher deems that social media may be regarded as a tool which is helpful in improving the language learning familiarity. It is deemed that the purpose of using social media is to improve the standard of teaching and learning. This study has proven that students' knowledge, attitudes and learning attainment was positively affected by the usage of social media.

The findings also reveal that there is an agreement about the beneficial role of social media to help learners enhance their learning performance. In addition to that, the use of social media is well-liked by both students and teachers. Social media provide language learners with a chance to have exposure to learn language input used in real situation.

The current context it is important that teachers keep abreast of social media developments and are aware of its impacts both positive and negative. On the other hand, negative views also present in this study. The use of social media also takes a part but a small part compared with the positive side. Some learners think that social media is a waste of time and a source of distraction.

General Conclusion

As a conclusion social media can be an effective tool to teach the language if it will be integrated into the formal academic setting .As far as future prospects are concerned, the present work could be useful starting point for future researchers in the field of investigating using social media in education and put into practice in the Algerian universities.

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Questionnaire

Dear students

The questionnaire aims at investigating the impact of teachers and students social media usage in foreign languages learning ,this questionnaire have designed to examine how social media can be used as an effective tool for learning foreign languages .we need you to respond sincerely to it items by ticking () to your option

Thank you for valuable cooperation

Section one: personal information

1-Gender: Male Female

2-Age : Under 25 over 25

Section two: the use of social media

1-Are you familiar with social media?

Yes No

2-wich social media platforms are you active on ?

Facebook Instagram YouTube

3-How many hours per day do you spend on social media?

Less than 1h 1H to 5h more than 5h

4-what is the purpose of using social media platforms?

Education entertainment Information

Section three: learning foreign languages

1-What would encourage you to learn foreign languages?

School exchange abroad foreign films speaking to native speakers

2-what are the benefit of learning foreign languages?

Better job prospects abroad learning about another culture incentive to travel

3-How do you evaluate your experience of learning foreign languages ?

High Medium Low

Section four :the impact of social media usage in learning foreign languages

1-Do you think that using social media in learning foreign languages is good

Strategy to improve your skills level?

Yes No

2-which of the following language elements can be improved when using social media ?

Vocabulary pronunciation grammar All of them

3-Do you think that the use of social media in classroom improves the learning process ?

Always sometimes Rarely Never

4-what are the best advantages of using social media?

A-Sharing information **B**-meeting new people can help you socialize

C-Learning technology becomes easier **D**-keeping in touch with friends is convenient

5-what are the worst disadvantages of using social media ?

Options	✓
- Decreases social skills (not an adequate replacement for face-to-face communications)?	
Reduced focus on studies and effects academic performance	
Lesser physical activity results in health problems	
There is no concept of privacy	
None	

We would like to thank you for your participations

Questionnaire

Dear Teachers

This questionnaire aims to investigating the effectiveness of social media in learning foreign languages you are kindly requested to answer the given questions in a matter on honesty tick the most appropriate choice close to you

Thank you in advance

Section one: personal information

1-Gender: Female Male

2-Specialty:

Section two: social media usage

1-Are you a member of social media sites?

Yes NO

2-which of the following media websites do you currently have an account with ?

Facebook YouTube zoom Others

3-which of the following devices are available in your classroom?

Smart board Computers laptop

4-Are there self –built blogs or rather online networks for educational sharing in your university?

Yes NO

5-what is the common purpose of your social media interest use?

Academic E-Mail Educational

Section Three: the impact of social media on the teaching process

1-Do you use social media to exchange information with learners ?

Yes NO

2-when you are using social media at class .Do you feel that the learners are more interested in the lesson ?

Always Sometimes Rarely Never

3-social media provides a useful platform for academic group work ?

Agree Neutral Disagree

4-Do you think that social media has an important role in improving learning performance?

Yes NO

5-What are the some learning skills that you are concerned about students continuous usage of social media?

Listening Reading Writing speaking

6-Does social media help you to enrich learners knowledge?

Yes NO

7-Do you think that social networks sites can be an effective tool for learning?

Yes NO

8- How does using social networking sites effect your teaching performance?

Positively Negatively

9-Do you think that social media can replace the role of teachers ?

Yes No

Abstract

The use of social media has met a rapid growth among the few past decades. Social media is the most important product of the development of computer and communication technologies that effect social life, social media has become a driving force in social and cultural development, while providing social contact for people. Recently, the way languages are learned has been greatly influenced by technology, both learners and professors are exposed to the internet daily, so they can take advantages and disadvantages of it to teach and learn a foreign language. The aim of this study is to analyze and evaluate the impact of using social media on learning foreign languages in educational operation, using a quantitative method, this study includes a total of 40 participants as a sample, 20 participants were students and 20 participants were teachers at Ibn khaldoun University of Tiaret. The instrument for data collection was questionnaire, the result obtained show that most of students and teachers use social media for many reason mainly for educational purposes, Additionally, it revealed that most of them consider that the impact of using social media on learning foreign languages has both positive and negative.

Key words: social media, education, technology, impact, language

Resumé

L'utilisation des médias sociaux a connu une croissance rapide au cours des dernières décennies. Les médias sociaux sont le produit le plus important du développement de l'informatique et des technologies de communication qui affectent la vie sociale, les médias sociaux sont devenus une force motrice dans le développement social et culturel, tout en fournissant un contact social pour les gens. Récemment, la façon dont les langues sont apprises a été grandement influencée par la technologie, les apprenants et les professeurs sont exposés à l'internet quotidiennement, de sorte qu'ils peuvent prendre les avantages et les inconvénients de celui-ci pour enseigner et apprendre une langue étrangère. L'objectif de cette étude est d'analyser et d'évaluer l'impact de l'utilisation des médias sociaux sur l'apprentissage des langues étrangères dans l'opération éducative, en utilisant une méthode quantitative, cette étude comprend un total de 40 participants comme un échantillon, 20 participants étaient des étudiants et 20 participants étaient des enseignants à l'université Ibn khaldoun de Tiaret. Instrument de collecte de données était un questionnaire, le résultat obtenu montre que la plupart des étudiants et des enseignants utilisent les médias sociaux pour de nombreuses raisons principalement à des fins éducatives, en outre, il a révélé que la plupart d'entre eux considèrent que l'impact de l'utilisation des médias sociaux sur l'apprentissage des langues étrangères a à la fois positif et négatif.

Mots clés: médias sociaux, éducation, technologie, impact, langue

ملخص

حقق استخدام وسائل التواصل الاجتماعي نمواً سريعاً بين العقود القليلة الماضية. وسائل التواصل الاجتماعي هي أهم منتج لتطوير تقنيات الكمبيوتر والاتصالات التي تؤثر على الحياة الاجتماعية، وأصبحت وسائل التواصل الاجتماعي قوة دافعة في التنمية الاجتماعية والثقافية، مع توفير الاتصال الاجتماعي للناس في الأونة الأخيرة، تأثرت طريقة تعلم اللغات بشكل كبير بالتكنولوجيا، حيث يتعرض كل من المتعلمين والأساتذة للإنترنت يوميا، حتى يتمكنوا من الاستفادة من مزايا وعيوب تكنولوجيا المعلومات لتعليم وتعلم لغة أجنبية. الهدف من هذه الدراسة هو تحليل وتقييم تأثير استخدام وسائل التواصل الاجتماعي على تعلم اللغات الأجنبية في العملية التعليمية، باستخدام طريقة كمية، تضم هذه الدراسة ما مجموعه 40 مشاركا كعينة، 20 مشاركا من الطلاب و 20 مشاركا من المعلمين في جامعة ابن خلدون في تيارت. وكانت أداة لجمع البيانات الاستبيان، والنتيجة التي تم الحصول عليها تبين أن معظم الطلاب والمعلمين استخدام وسائل الاعلام الاجتماعية لسبب كثير أساسا للأغراض التعليمية، بالإضافة إلى ذلك، وكشفت أن معظمهم يعتبرون أن تأثير استخدام وسائل التواصل الاجتماعي على تعلم اللغات الأجنبية له تأثير إيجابي وسلبي

الكلمات المفتاحية: وسائل التواصل الاجتماعي، التعليم، التكنولوجيا، التأثير، اللغة