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**Attitudes towards the Use of Social Media for Learning Purposes
Case of First-Year Master EFL Students and Teachers at Abou
Bakr Belkaid University-Tlemcen**

Dissertation submitted to the department of English as a partial fulfilment of the
requirements for Master's degree in Language Studies

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Dedications

To my beloved parents, dear brothers and cherished sister

To the strongest person I know: me

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Abstract

The trend of using social media for learning purposes is gaining momentum, with growing evidence demonstrating that social media can be highly beneficial for facilitating teaching and learning practices. The present work aims to investigate the attitudes of teachers and students towards the use of social media for learning purposes. Additionally, it attempts to identify the potential benefits that students and teachers associate with social media incorporation into the learning process. In order to address the research objectives, answer the research questions, and test the hypotheses, an exploratory case study was conducted through questionnaires administered to 62 EFL students and 14 EFL teachers at Tlemcen University. The data gathered were analyzed using a mixed methods approach combining both quantitative and qualitative data analysis. The results of this study showed that the majority of students and teachers have positive attitudes towards the use of social media for learning purposes. They agreed that social media is useful and valuable tool for language learning. The findings also confirmed that social media use can increase motivation, engagement, autonomy, and contribute to the development of language and 21st century learning skills.

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List of Acronyms

BI: Behavioral intention.

CALL: Computer Assisted Language Learning.

EFL: English as a Foreign Language.

ICTs: Information and Communication Technologies.

LMD: Licence, Master, Doctorat.

MALL: Mobile Assisted Language Learning.

OCL: Online Collaborative Learning.

PDAs: Personal Digital Assistances.

PEOU: Perceived Ease of Use.

PU: Perceived Usefulness.

TAM: Technology Acceptance Model.

TRA: Theory of Reasoned Action.

SNs: Social Networks.

4 Cs: Critical thinking, Creativity, Collaboration, and Communication.

General Introduction

GENERAL INTRODUCTION

General Introduction:

One of the highly used internet-based forms of communication is social media. Social media platforms are massive products that emerged due to the rapid development of technology. They are commonly used everywhere in the world. Such famous social media platforms such as Facebook, Instagram, Twitter, YouTube, Skype, and more, provide an environment for people to maintain and develop relationships, exchange ideas, and connect with people without being in the same location. Nowadays, social media greatly impacts people's personal, professional, and educational lives.

No one can neglect the fact that the internet in general and social media, in particular, has played a crucial role in our lives. The majority of people and students as well become increasingly reliant and dependent on social media. The growth in social media and students' overuse of this later, led educators to think about the potential of using these sites in education. It has been proven that if social media is used wisely, it can be an important tool in the educational field. Thanks to social media, students are equipped with unlimited resources of authentic written, audio, and video materials that facilitate the delivery of information. Besides, social media allows students to create group chats, in which they share documents and discuss a certain topic in their own time, in other words, it facilitates knowledge sharing. Moreover, social media serves as an environment where students unconsciously develop their communication ability; as a result, the target language skills will be enhanced.

Relying solely on traditional language learning strategies and tools is often insufficient when it comes to improving language skills. These traditional methods have many limitations, particularly, in providing language learners with opportunities to practice their language and communication beyond the classroom. As a result, there have been criticisms of the effectiveness of these traditional language learning strategies. Therefore, it is necessary to adopt new methodologies and look for alternative language learning strategies that enable students to improve themselves and their language skills outside the classroom as they face serious problems in

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practicing the language skills because they have no opportunities to practice the language in authentic contexts. To this end, social media can be used as a means to enable English as foreign language learners to get involved in the learning process outside of the classroom. Thus, this study sheds light on the usefulness of social media in the learning process, particularly, in EFL learning context.

In this context, this research is significant because it explores how social media can be valuable in the language learning process and the whole learning process. Furthermore, it provides insights into how social media could be applied in the exact route by EFL students to improve their English language skills and other learning abilities. Besides, it highlights the perceived opportunities provided by social media, which significantly enhance students' language learning outcomes. By examining these aspects, the research contributes to a deeper understanding of the benefits and potential of social media as a tool for language learning.

Thus, this study aims to find out how social media could contribute to the EFL learning experience at About Bekr Belkaid University. It seeks to explore how EFL students perceive and evaluate the use of social media for learning purposes. Additionally, it focuses on gaining insights into how EFL teachers view the incorporation of social media platforms in language learning and instruction. This study also aims to explore the perceived benefits that EFL students and teachers associated with the usage of social media for learning purposes.

Consequently, to achieve the aims of this research, three main questions are formulated as follows:

1. What are students' attitudes towards the use of social media in EFL learning?
2. How do EFL teachers perceive the use of social media for language instruction and learning?
3. What benefits do EFL teachers and students associate with social media incorporation for learning purposes?

To find reliable answers to these questions, three hypotheses are put forward:

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1. Students have positive attitudes toward learning through social media.
2. Teachers perceive social media as a valuable tool for language learning and instruction.
3. Many benefits are associated with social media use such as increased motivation, engagement, and autonomy, development of language skills as well as fostering the development of 21st-century learning skills.

To carry out this research and to achieve the previously set objectives, and to test the above-mentioned hypotheses, mixed method research has been used, that is to say, both quantitative and qualitative data have been gathered. To collect data, a survey method (questionnaire) is conducted. Pair of questionnaires were distributed to Master one EFL students, and EFL teachers at Abou Bekr Belkaid University.

This research paper consists of two main chapters. The first chapter focuses on the theoretical aspects, exploring key concepts related to the topic and reviewing foundational studies and investigations. It provides an overview of the existing knowledge and research in the field. The second chapter, on the other hand, is dedicated to the practical aspects of the research. It outlines the research methods and procedures employed in the current investigation, detailing the methodology used. Additionally, it describes the research tools and the sample population involved in the study. This chapter primarily focuses on the analysis and discussion of the results obtained from the administered questionnaires.

Chapter One

Literature

Review

Chapter One: Literature Review

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1. 1. Introduction

The present chapter illustrates the different theoretical concepts related to social media and language learning. It highlights the significance of technology in EFL learning as well as explains Computer/mobile-assisted language learning. This chapter also introduces the different definitions of social media, its characteristics, and its categorization. Besides, the chapter reviews the main foundations of previous research on the role of social media in education and EFL learning contexts. Then, it investigates the relationship between social media and 21st-century learning skills and learning theories as well. Eventually, the chapter concluded by explaining the notion of attitude and the technology acceptance model.

1.2 Technology in EFL Learning

Over the years, English has achieved genuine world status. It is more widely spread and the dominant language in the world. It is considered the leading language in several countries, a status no other language has ever reached (Quirk & Widdowson, 1985, p.1). Currently, English is the most glorious language, and the main foreign language being thought in different countries.

Many approaches and methods were introduced to facilitate the teaching and learning of English as a foreign language (henceforth EFL). Hence, the emergence of technology led researchers and educators to start considering the potential of integrating this later in EFL teaching and learning processes. According to Pandya and Joshi, through the use of technology, teachers can modify classroom activities, thereby enhancing the language learning process.(2022). That is to say, the integration of technology in the educational environment has led to a shift from traditional classroom learning to a digital one. Technology now plays an integral role in promoting students' involvement in classroom settings. At this point, Butler-Pascoe and Wiburg (2003) claim that:

Classrooms are no longer centered only on the teacher but become learner-centered environments where students collaborate on authentic projects under the guidance of the teacher facilitator. A wide array of technology programs websites and communication tools support this type of collaborative learning

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and provide numerous opportunities for student–student and student-teacher interaction. (p.38.39)

The use of technology in EFL teaching is beneficial as it enables the presentation of real-life situations and contexts. Technological resources such as computers, language labs, and audio-visual aids are advantageous for both EFL teaching and learning. The utilization of technology offers advantages for both teachers and students by improving teaching methods and increasing students' motivation. Therefore, technological tools play a critical role in EFL teaching and learning, as they contribute to making the learning and teaching processes more engaging and effective.

1.2.1 Information and Communication Technologies (ICTs)

Nowadays, technology in education is related to the use of information and communication technologies (henceforth ICTs). The term which was coined in 1992, refers to a wide range of technological tools and resources utilized for the transmission, storage, creation, sharing, and exchange of information (Unisco.org, 2022). The usage of ICTs has brought about a transformation in foreign language instruction, making knowledge more readily accessible (Dedja, 2015). The use of ICTs tools has also transformed the quality of teaching and learning. Clearly, ICTs are no more an additional tools; instead, they are crucial part of the modern and current learning environment (Chouthaiwale and Adulkareem2018).

Seemingly, ICT tools appear to be effective means of delivering and supporting instruction. Huong Thi Baodinh' research revealed that EFL teachers adapt many ICT tools, including PowerPoint, Word processors, online videos, and language dictionaries to assist in the teaching of language (as cited by Sabiri, 2019). Hence, the inclusion of such means makes lessons more interesting, thereby increasing students' motivation and involvement. Indeed, Çakici (2016) states that ICT tools rise students' language awareness and create a flexible and innovative learning environment. He further notes that teachers who use ICT tools can effectively support students' skills development. In general, assimilating ICT in education can aid students in acquiring

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information and deepening their understanding, particularly in language learning. By utilizing ICT tools like language learning applications and online dictionaries, students can actively participate in interactive activities that enhance their language abilities. Moreover, ICT offer chances for learners to practice language skills through virtual language learning programs and online language communities, thereby increasing their motivation, access to learning resources, and language proficiency.

The use of technology and ICTs in EFL learning involves the integration of computer and mobile-assisted-language learning applications and programs, such as laptops, and mobile devices. The Incorporation of these technologies into the language learning and teaching processes has been proven to be an effective approach (Thomas, Reinders and Warschauer 2013, as cited by Albiladi, 2020).

1.2.2. Computer/ Mobile Assisted Language Learning

Computer-assisted language learning and mobile-assisted language learning are two learning methods that apply technologies to facilitate the process of language learning and make it more convenient and effective. Both of these technologies provide various opportunities for language learners to practice and enhance their language skills. These technologies are meant to complement the traditional learning methods.

1.2.2.1 Computer-Assisted Language Learning (CALL)

Since the early 1960s, the field of computer-assisted language learning (CALL henceforth) has seen constant development due to pedagogical shifts and technological advancements. Its development passed three phases (Seljan et al, 2004):

a. The behaviouristic CALL the (1960s and 70s): it derived from the behaviouristic theory of learning. This approach concentrates on drilling and repetition or “drill and practice” (Abdullah, 2014). The computer in this phase was used as a tutor, providing students with drill activities without giving them any judgmental feedback.

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b. The Communicative CALL (1970s-80s): it is aligned with the emergence of communicative language teaching. It concentrates more on the use of language rather than its form. “The focus was not so much on what students did with the computer, but rather what they did with each other while working at the computer”(Gunduz, 2005,p.199). Computers were still used as a tutor during this stage, but they also provide students with various options, greater control, and increased interaction.

c. The integrative CALL (1990s): the emphasis of this approach was on the use of language in social contexts. It relied on the integration of multimedia computers and the internet, incorporating text, graphics, sound, animation, and video to enhance the learning experience.

CALL is an acronym that is used to refer to the utilization of computer technology for language learning and teaching. According to Levy (1997), CALL refers to “the search for and study of applications of the computer in language teaching and learning” (as cited by Alahmadi, 2019, p 151). In this sense, CALL is the exploration of how computers can be applied in the field of language teaching and learning. CALL represents the various activities and methods that involve computers in the teaching and learning of a new language (D, 2022). Furthermore, CALL pedagogies facilitate a highly interactive and collaborative learning environment, where both learners and teachers employ technologies to enhance communication and participation (2012). That is to say, CALL pedagogies promote collaboration among learners and instructors, improve communication, and encourage active participation from all individuals involved in the language learning process.

The utilization of CALL can enhance learners' motivation as CALL applications offer students various opportunities to learn English. English language learners using CALL, benefited from using visual and voice inputs that enhanced their learning and helped develop listening and reading skills (Nomas, 2013, as cited by Ysquierdo, 2018). Furthermore, Ratnaningsih et al (2019) claim that:

The CALL based learning has several advantages such as: 1) giving a sense of fun in learning.2) giving students the opportunity to take responsibility by doing the tasks .3) giving students an active role in every activity during the

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learning process, 4) giving students imagination things that could be presented through computer simulations. (pp, 3-4).

Eventually, the invention of devices such as smartphones, eBook readers, and more, has contributed highly to CALL, and led to the appearance of a new acronym; Mobile Assisted Language Learning (Jarvis and Achilleos, 2013).

1.2.2.2 Mobile-Assisted Language Learning (MALL)

Mobile Assisted language learning (henceforth MALL) is a novel method that has evolved due to the widespread use of handheld mobile devices. It is considered as “a new multidisciplinary field of educational technology” (Saidoun and Bahloul, 2016, p.123). Mobile learning represents a growing educational phenomenon resulting from the incorporation of e-learning and mobile technologies (Irby & Strong, 2015). According to Traxler MALL is “any educational provision where the sole or dominant technologies are handheld or palmtop” (2005, p 268). This includes smartphones, tablets, PDAs (Personal Digital Assistance), and other small electronic devices used to achieve learning needs. MALL provides flexible and instant access to a wide range of digital materials, consequently, altering the nature of learning (Habib et al, 2022).

Many studies and works have focused on MALL devices and applications as supplementary learning material. Palalas and Ally (2016) claim that the integration of these digital tools with flexible learning environments creates new avenues for the development of innovative teaching and learning methods. MALL, in fact, emphasizes the importance of learners-centeredness and autonomy (Alemi et al, 2012). It aims to construct a learning environment where learners actively participate and take charge of their own learning. It permits learners to engage in self-directed learning anytime and anywhere, both inside and outside the classroom. Additionally, Alzieni (2021) asserts that MALL enables students to expose to numerous resources that enhance students listening and pronunciation skills. Moreover, Habib et al (2022) note that MALL can strengthen learners' vocabulary knowledge, phonetic abilities, and reading comprehension. Notably, the use of mobile devices for language learning has become more prevalent, and both teachers and students have become accustomed to this trend.

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This has resulted in an educational environment that strives to make education widely accessible (Miangah and Nezarat, 2012).

Today, mobile phones provide certain additional advantages, which create fresh possibilities for language learning and teaching. Among the privileges provided by Mobile devices is the creation of various social media websites and applications.

1.2.3 Social Media:

The roots of social media can be traced back to 1997, with the foundation of six Degree .com (Boyd and Ellison, 2007). Six Degree.com was the first recognizable social media site through which people were able to create accounts, upload pictures, and interact with each other. The emergence of social media has become one of the main global trends, significantly reshaping the way people interact and communicate with others from around the world.

1.2.3.1. Definition of Social Media

Social media is a term that has recently gained prominence and popularity in our lives, particularly with the rise of Web 2.0 (Tiryakioglu 2011, as cited by Chatterjee et al, 2016). It constantly changes and evolves over time, and many definitions are created and introduced. For instance, Merriam-Webster defines social media as “forms of electronic communication (such as websites for social networking and micro-blogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)”. This implies that social media is a vague term covering a wide range of Web and mobile applications that enable the social interaction.

Additionally, Boyd and Ellison defines social media as “web-based services that allow individuals to (1) construct public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and those made by other within the system”.(2007.p.211). Similarly, Kaplan & Haenlein (2010) introduce social media as “a group of Internet-integrated applications that build on the ideological foundations of Web 2.0(the platform) and allow the

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creation and exchange of user-generated content” (as cited by Joe & Knight, 2019.p.238). Notably, these definitions emphasized the role of social media as an interactive environment. They highlight the key aspects of social media, including how users present themselves, view, engage with the content shared by others, and establish connections with other people.

Overall, social media refers to online applications that afford people new means to receive and share information as well as make communication easier. These platforms have a set of characteristics that define their nature and shape their influence on our daily lives.

1.2.3.2 Characteristics of Social Media

Social media sites exhibit unique characteristics that distinguish them from other forms of communication and digital platforms. According to Tesorero (2013), social media is about and characterized by:

Participation: individuals who are interested are invited to provide their contributions and feedback.

Openness: Voting, making comments and sharing information are to be encouraged. Thus, most of the social media sites are open to the participation of everyone.

Conversation: conversation is a key characteristic of social media. Social media is designed to be interactive, allowing users to participate in conversations with others. This form of communication allows individuals to share their thoughts, ideas, and opinions with a wider audience, and receive feedback and responses from others.

Community: social media has revolutionized the way people communicate and connect with others, and it has made it easier for communities to form and grow rapidly.

Connectedness: This characteristic is one among many reasons that made social media flourish. Social media allows people to connect with each other anytime and anywhere through messages, comments, and more.

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1.2.3.3 Forms of Social Media

The classification of social media sites is based particularly on the purpose and the function of their content. Many classifications exist, and one of such is provided by Mayfield (2008). According to Mayfield, social media can be categorized into six different but overlapping categories, which are as follows:

Blogs

“Blogs are the Social Media equivalent of personal web pages and can come in a multitude of different variations, from personal diaries describing the author’s life to summaries of all relevant information in one specific content area. Blogs are usually managed by one person only, but provide the possibility of interaction with others through the addition of comments” (Kaplan and Haenlein, 2010.p.63). Simply put, Blogs are web pages that are usually maintained by one person. They allow individuals to share their thoughts, ideas, etc with others through regular posts and articles.

Wikis

A wiki is a collaborative website that allows creating and editing content through a website browser using a simplified markup language or text editor (Leuf and Cunningham, 2001). Through wikis, users are able to write, read and share information. The most popular Wiki site is Wikipedia.

Podcasts:

A podcast is a series of themed digital recordings available in audio or video format that can be downloaded from a website and played on a media player or computer (retrieved from: <https://www.dictionary.com/browse/podcast>). Podcasts allow people to distribute, view, and listen to audio files as well as videos easily through services such as Apple iTunes.

Forum

Forum refers to online sites which are devoted to making conversations, mainly by posting questions and answers. Examples of such forums include Quora, Reddit, and QuickBooks.

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Content Communities

Content communities are websites that allow users to create, share, and view various kinds of multimedia materials, such as videos on YouTube, photos on Flickr, presentations on Slide Share, and more.

Micro Blogging

According to Gillis (2022), a microblog is a short blog post designed for quick and typically direct audience interaction”. These blogs are usually shared on Social media platforms like Twitter or Instagram, in the form of texts, images, or videos.

Social Networks (SNs)

Social Networks are platforms and applications that allow individuals as well as organizations to communicate, connect, and share information. Among the most popular SNs are:

Facebook

“Facebook is the world’s most popular social network where people of all ages, professions, and backgrounds gather to stay in touch and share cute photos with friends, present and former colleagues, old classmates and family”(Ng and Zimmerman, 2017, p339). This application was created in 2004 by Mark Zuckerberg, Edwardo Saverin, Dustin Moskovitz, and GlirisHuglies. According to recent statistics, the application ' number of users is increasingly growing, it is used by more than 2.9 billion monthly active users (Datareportal, 2023)

Instagram

Instagram is a common social media platform, owned by Facebook. The application was launched in 2010 by KeviSystem. In the beginning, it was devoted primarily to photo and video sharing (Blystonr, 2022), later on, Instagram expanded to include massaging features. The latest statistics from Datareportal in 2023 revealed that Instagram is used by 1, 3 billion people and ranks the fourth largest social media site in the world.

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Twitter

Twitter was founded in March 2006 by Jack Dorsey, Noah Glass, Biz Stone and Evan William (Hitler, 2023). It is a Micro blogging site that is commonly used by businesses, celebrities and entrepreneurs alike (Kennedy, 2015). Twitter is designed particularly to post tweets, and share information rather than fostering interactions between users. With 396 million users (Datareportal, 2023), Twitter ranks as one of the top-used social media sites in the world.

YouTube

“YouTube is an online video-sharing platform where users can upload, share, and view videos, as well as comment on them and subscribe to other users’ channels” (Kietzmann et al, 2011). YouTube, created in 2005 by Chard Hurley, Steve Chen, and Jawed Karim, has emerged as the world’s largest video platform. The platform consists of an unlimited number of videos with different sorts of content such as educational, entertainment, and video tutorials. According to the latest statistics, YouTube is used by over 2.3 billion people per month (Darareportal, 2023).

1.3. Social Media and Education

Social media is the most popular technology in the globe, significantly affecting various lives spheres. It has changed the way individuals interact with each other, read and share information, and engage in multiple online activities. Social media becomes significantly ubiquitous in students’ daily lives; it is mainly used for entertainment and communication. However, the use of such technology is believed to go beyond communication and entertainment purposes, it should be also exploited in education (Wohleb et al, 2018). Therefore, numerous studies have been conducted to investigate the role of social media as a learning environment, and its potential benefits in the field of education.

Using a mixed-method research design, Mardiana (2016) searched for the advantages and disadvantages of social media platforms particularly Facebook in the educational system. The conclusion drawn from this research indicated that social media provides favourable learning and teaching opportunities. It facilitates the

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delivery of study content and enables students-teachers interactions even outside the classroom setting. Likewise, Alhumaid (2020) through a qualitative evaluation, examined teachers' and students' attitudes towards social media in education. The findings of the research revealed that both teachers and students embrace the idea of using social media platforms to meet their learning needs. Moreover, the research showed that social media serves to learning collaboration more than any other thing.

Conducting a content analysis, Elitaç (2015) explored the relationship between social media and open education faculties. The researcher intended to introduce how open education faculties use social media to achieve educational purposes. The results, then, demonstrated that the utilization of this technology provides several opportunities to both students and teachers, enhancing learning, and contributing to the success of the education period.

In addition, Amador and Amador (2014) investigated how university students employ Social media such as Facebook, and how they are benefited from such applications. The results indicated that students find the usage of this electronic network site very useful in acquiring information related to academic matters and getting academic advancement help.

1.4. Social Media and Education in Algeria

Although there have been a considerable body of research exploring the potential benefits and the application of social media in education, only a small number of research has been carried out within the Algerian context. In 2015, Boumarafi conducted research exploring the correlation between academic performance and student engagement. The findings of the study suggested that instructional interactions can improve the effectiveness of social networking and promote collaborative learning among students. It also found that social media especially Facebook is greatly used by students to achieve educational purposes. Similarly, Laifa (2018) examined how Algerian students use Facebook and their engagement and approval of it. The results, then, revealed that students believe that Facebook is relevant to their academic experience.

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In 2020, Ghounane conducted a research investigating the effectiveness of Moodle and social networks as alternative learning platforms during the Covid-19 pandemic at the University of Saida. The study also aims to identify whether students prefer to use Moodle or social networks. The results indicated that students believe that the utilization and implementation of social networks like Facebook, and YouTube, and educational platforms like Moodle could supplement their learning experience. However, among these platforms, Facebook emerged as the most commonly used social media for educational purposes. Another study was done by Benmansour in 2021 exploring EFL students' motivation regarding the use of Zoom, as an asynchronous learning approach. The study targeted 20 EFL students at Oran University, and its findings showed that students hold positive attitudes towards using Zoom as an educational platform. Additionally, Mansouri (2019) through a mixed method approach examined Algerian EFL students' perceptions towards weblogs writings and their efficacy in improving students' writing skills. The obtained data revealed that weblogs' writings had a positive effect on students' writing in English.

Although it has been proven by many studies that students have positive attitudes towards the usage of social media and that social media is beneficial for them, it is believed that students hold negative perspectives towards this later, and to some extent, it affects negatively students' achievements and learning. Blizak et al (2020) looked at the perceptions of University students concerning the shift to online learning during covid 19 pandemic. The study involved 300 students from the Department of Chemistry and Hydrocarbons (FCH) at the University of Boumerdes – Algeria. The analysis of the data gathered indicated that students prefer the traditional Method of instruction, showing unwillingness for this new teaching and learning method. Additionally, conducting a mixed method research, Ghouali and Benmoussat in 2019 looked at the impact of social media on EFL students' writing production. The study surveyed 31 undergraduate EFL students and 22 teachers from the English department at the University of Tlemcen. The findings of this study showed that the informality of the English that is used in social media negatively affected students'

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writing productions. The researchers pointed out that, students tend to use the linguistic aspects that are specifically used in informal contexts when producing formal essays and content.

1.5 Social Media and EFL Learning

Social media has become popular among learners nowadays. A plethora of social webs are presented at their fingertips. Hence, they are described as “digital learners”; a term coined by Mark Prensky describing those learners who rely on technology and diverse digital platforms to meet their learning needs. Social media, then, as a common digital service is heavily utilized as an aid for learners to engage in active learning activities.

In the EFL context, social media is “designed to be inspiring and demonstrates to students the real-world use of the target language” (Al-Khazali, 2023. P.2). By engaging with social media, EFL learners indirectly enhance the quality of their English language skills, as English is widely used in these platforms. Through social media, learners have the opportunity to practice various language skills, including writing, reading, speaking, and listening. In this way social media sites can be seen as an alternative environment where EFL learners are able to get the target language successfully and instantaneously, by watching videos, listening to the audio, reading posts and writing comments.

Various researches were done in this area emphasizing the role of social media as a facilitator and useful tool for language learning. In their research, Watkins and Wilkins (2011) indicate that YouTube as a social media platform is an attractive way that serves to language learning. YouTube exposes students to authentic English and increases learning autonomy. They add that YouTube can be useful outside and inside the classroom. It is an affordable option for learning English as it contains tons of English learning content in several sorts of styles (videos, songs, series, conversations etc), that improve vocabulary, grammar and pronunciation.

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In quantitative experimental research, Ahmad (2016) investigated the relationship between Facebook, grammar and writing skills. He searched the effectiveness of Facebook in helping EFL students improve their grammar skills, which in turn contribute to the development of writing skills. The results of the study revealed that Facebook plays a significant role in enhancing students' grammatical competence. Facebook offers students various options that allow them to discuss and integrate with their teachers and peers. Thus, Facebook could accelerate the mentioned skills through the assistance of people present there. Likewise, Slim and Hafedh (2019) maintain that Facebook enhances writing and reading skills. They explain that users' writing skills could be accelerated through the composition of messages, while their reading skills could be improved by reading a variety of new messages, and engaging in various reading activities on this platform. As a result, Facebook offers its users an authentic means of encountering a variety of new words and language expressions.

Employing a quantitative method with an experimental design, AlSubaie and Madini (2018) explore whether blogs could contribute to the development of EFL learners' writing skills. The findings, then, implied that blogs are a supplementary tool which helps students increase their vocabulary knowledge and develop their writing skills. Similarly, Alied et al (2022), through a mixed-method research explored how the use of blogs influences students' writing. The researcher also investigated how students perceive the use of blogs to improve their classroom engagement. The results, therefore, proposed that blogs offer students a collaborative environment where they could practice their writing skills. The data interpretation also revealed that students have a positive attitude toward using blogs as an educational learning tool.

In addition, Bensalem (2018) through an experimental research examined the impacts of WhatsApp on EFL students' vocabulary learning. The researcher sought to investigate whether WhatsApp can be considered an efficient tool to maximize vocabulary learning. The findings of this study revealed that WhatsApp has significantly contributed to the acquisition of vocabulary. Its integration into the teaching process allows English teachers to teach a large number of vocabulary items

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unlike in the classroom. Besides that, Lestari and German (2021) investigated students' perceptions towards Instagram incorporation in EFL learning environments. They found out that Instagram is an authentic learning tool. Instagram creates an environment where learners are exposed to English use. Similarly, Devi et al (2020) highlight the effectiveness of Instagram integration in the process of teaching speaking skills. The researcher found out that Instagram is significantly helping students to extend their communication and speaking skills.

In another research, Organ and his colleagues (2022) investigated the use of social media in EFL learning and teaching in Afghanistan. The interpretation of the data collected from a survey revealed that students and instructors show a positive attitude toward using social media in EFL learning and teaching. They believe that social media has improved their writing, reading and thinking skills. The findings also implied that social media enables learners to share and get information and learning materials. Additionally, Basöz (2016) through a quantitative research aimed to investigate pre-service English as a foreign language (EFL) teachers' attitudes towards language learning through social media, and to identify the potential benefits and drawbacks of using social media for language learning. The results of this investigation indicated that pre-service EFL teachers had positive attitudes towards the use of social media for language learning and that it provides various benefits, such as increasing motivation and promoting interaction and collaboration.

1.6. Social Media and 21st Century Learning Skills

The 21st century is currently known as the era of Information. The era is marked by an extreme revolution in all areas of education, economy, and more. Due to the rapid enhancement of technology, the quality of life of this century changes and becomes challenging. Thus, in order to face these challenges, many skills are needed. These skills become to be known as 21st-century skills.

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1.6.1 The Meaning of 21st-Century Skills

The term 21st-century skills refer to a collection of different skills that contribute to individuals' success in 21st society (Central Board of Secondary Education, 2020, p.14). This collection is classified into 3 main categories, namely:

Learning skills (4Cs), this involves: critical thinking, creativity, collaboration, and communication.

Literacy skills: information literacy, media literacy, and technology

Life skills: Flexibility and Adaptability, Self-direction and Responsibility, Initiative and Self-direction, Social and Cross-cultural interactions

1.6.2. The 21st Century Learning Skills:

All the 21st skills are valuable and vital for learners in this information era. Nonetheless, the 4Cs (communication, critical thinking, creativity, and collaboration) are acknowledged as the most essential skills that modern learners should master in order to succeed and build a successful career path.

a. **Critical Thinking:** Critical thinking is an important skill that one should master; it includes the ability of knowledge construction, reasoning, and decision-making, which are applied in parallel in order to generate the intended results (Heard et al, 2020). Critical thinking is a complex mental process; it is viewed as the most important skill of the 21st century in education. Critical thinking skills allow learners to solve problems or tasks related to their studies, achieve better understanding, and make appropriate decisions. Thinking critically means looking deeply at the idea, breaking it down into sub-ideas, making connections, and asking critical questions, in order to solve the problem at hand.

b. **Creativity and innovation:** it refers to the ability to innovate and come up with new, original, and effective things. It is a vital skill, and without creativity, everyone would be doing the same thing in the same way. This, "creativity cuts across all areas and has to do with making new in all domains" (Piirto, 2011, P. 1)

c. **Communication:** it is a central part of people's daily lives. It is one of the most needed skills to be developed. Communication skill refers to the ability to express

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opinions, and feelings, and exchange messages and ideas appropriately in verbal and non-verbal ways (Nagendra, 2021). In other words, communication is the ability to express ideas and transmit information in a manner that is understandable to others, using both spoken and non-spoken forms.

d. **Collaboration:** this refers to "the process in which entities share information, resources, and responsibilities to jointly plan, implement and evaluate a program of activities to achieve a common goal"(Camarinha-Matos and Afsarmanesh, 2008). Simply put, this skill includes effective team working in order to achieve better outcomes. It helps individuals to learn from each other to solve a particular problem.

In the EFL context, teachers recognize the necessity for promoting the 21st-century skills mainly the 4Cs in their students, thinking that the skills would significantly contribute to the development of English language skills.

1.6.3 The Role of Social Media in Improving the 4Cs (learning skills)

Developing the 4Cs has been one of the major concerns of educators. Many strategies and tasks were expanded to foster students' 4Cs, readying them for real-life challenges. Yet, the rapid spread of the internet and social media platforms in today's world, and their increased use by digital learners, led researchers to question the importance of this digital media on students' learning experiences and skills. In other words, the popularity of social media interactions and their overall characteristics suggest that students will use such means to improve themselves and strengthen their learning skills.

Social media platforms are found to have a positive impact on creativity and academic engagement. These platforms expose learners to diverse perspectives and ideas, which can be fused to formulate new and innovative concepts. Users of social media are often found to be more creative (Gulzar et al, 2021, and Acar et al 2021), as they have access to inspiration and a wide range of educational projects and problem-solving ideas on sites like Pinterest and Tumblr. Furthermore, social media networks play a significant role in developing critical thinking skills. By providing learners with access to various visual and non-visual sources, social media platforms can enhance

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their higher-order thinking abilities (Sherman, 2023). Platforms such as Quora enable students to ask questions and receive explanations and replies, facilitating a deeper understanding of the subject matter. Social media, as a vast source of information, encourages students to question and critically analyze the information they encounter (Ledgerwood, 2022). Social media platforms provide users with access to a wide range of opinions, viewpoints, and sources of information. This exposure to diverse perspectives encourages users to think critically about the content they encounter, evaluate different viewpoints, and develop a more nuanced understanding of various issues. In addition to these benefits, social media excels in facilitating communication and collaborative work among students. It provides a platform where students can easily connect with their peers and instructors, fostering effective communication and collaboration. Each social media tool offers its own unique way of communicating knowledge, allowing students to naturally develop communication and collaboration skills. This online environment promotes collaborative activities and enables students to work collectively towards achieving their goals.

The integration of social media into the learning process aligns with 21st – century learning theories, presenting a compelling case for exploring the relationship between these theories and the role of social media in fostering students' learning skills.

1.7 Social Media and 21ST Century Learning Theories

Learning is such a complex process and a crucial part of human life. Learning became a major interest of psychological studies in the 20th century. Various theories evolved, explaining the nature of this complex phenomenon as well as examining how it occurs and what stimulates people to achieve better learning. The well-known theories of learning are Behaviorism, cognitivism, and constructivism. However, these theories were developed at a time when technology still did not have any effects on learning in general. But, the rapid development of technology and the innovation of a plethora of Web 2.0 Platforms, call for modern learning models to be associated with the real-life context and technologies (Harasim, 2012). In other words,

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technology has developed new ways of learning. Learning has moved into a digital way. As a result, new theories have arisen providing new learning frameworks that meet the needs of today's learners and reflect the underlying social environment of the 21st century.

1.7.1 Online collaborative learning

Online collaborative learning (henceforth OCL), is one of the learning theories that targets the needs and opportunities of the 21st century. It was developed by Linda Harasim in 2012. OCL explains the importance of an online environment like social media in increasing students' collaborative work and improving learning achievements. OCL emphasizes the role of the internet in shaping a learning environment where collaboration is fostered and knowledge is constructed through discourse instead of memorization. (IGI Global, n.d.). That is, according to OCL learning could be better achieved in a collaborative manner, through online conversations between learners and instructors, which lead to the construction of knowledge.

Social media like Wikis, blogs, and SNs are considered as collaborative platforms that “can transform learners into individuals who can manage their time and organize their tasks accordingly” (Proof, 2013, p. 14). The use of these platforms creates opportunities for the learners to collaborative learning, engaging the students in various extra curriculum activities (Gikas and Grant, 2013, as cited by Khan and Ansari, 2020). In other words, within social media, learners could easily interact with their peers, and instructors as well as they are also capable of easy access to educational content related to their studied subjects. Social media offers students a quick and effortless way to share information with others.

Concerning the English language, English language learners are able to develop language skills, especially speaking and writing through group discussions that are available on social media platforms. For instance, Facebook as a social media site enables learners to create group chats, where learners exchange ideas and information that assist them to build language skills. Such applications are expected to be a good

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environment where language learners could easily practice their language skills outside the classroom setting.

In short, “using these tools (social media) helps both teachers and learners to move away from learning as an isolated activity, towards a more social model” (Stanley, 2013, p25). That’s to say, social media has the potential of ameliorating traditional learning environments, where students used to learn in isolated environments with little interaction with their students or instructors outside of the classroom walls, into a more collaborative environment. Therefore, Social media for collaborative learning is associated with interactions with peers, and instructors as well as knowledge sharing, which affects students' engagement, which in turn influences their academic performance. (Figure 1)

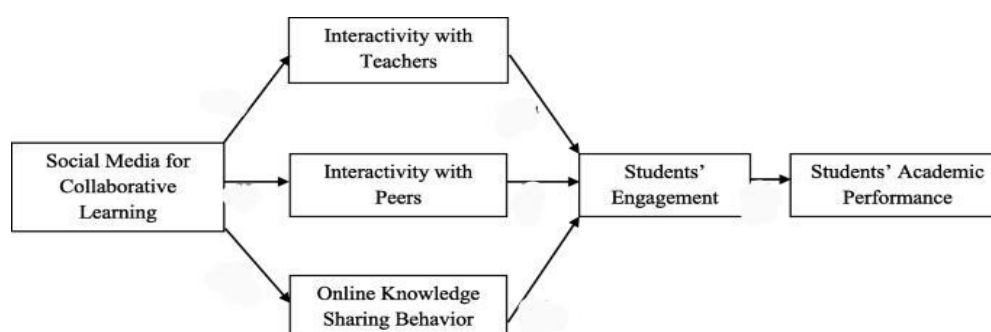


Figure1: Social media for Collaborative Learning ((Ansari & Khan, 2020,p. 4)

1.7.2 Connectivism Learning Theory

In 2004, George Siemens and Stephen Downed introduced a novel theory of learning called “connectivism” (Harasim, 2017). The theory is considered “the theory of the digital age”. Connectivism posits that technology plays a vital role in the learning process in which several opportunities and tools are available that facilitate knowledge acquisition. Seimens (2004) defines Connectivism as

The integration of principles explored by chaos, network, complexity and self-organization theories. Learning is a process that occurs within nebulous Environments of shifting core elements – not entirely under the control of the individual. Learning (defined as a theory's knowledge) can reside outside of ourselves (within an Organization or a database), is focused on

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connecting specialized information sets, and The connections that enable us to learn more are more important than our current state Of knowing. (p.5)

In other words, Connectivism view learning as more than the inside knowledge construction. It suggested that knowledge is a network of interrelated nodes, which are categorized into three sorts: neural, conceptual and external. (Aldahdough et al. 2015):

- At the neural level, nodes refer to neurons connected by axons and dendrites.
- Conceptual nodes consist of concepts, ideas, and thoughts that are connected by common features and positive correlations. These connections enable the formation of a network of related knowledge and facilitate the retrieval and assimilation of information.
- External nodes are formed by external sources such as books, people, websites, programs, and databases. These nodes are interconnected through various means such as the internet, intranet, or direct contact. They provide access to a vast array of information and resources, expanding the network of knowledge beyond an individual's internal cognitive processes.

Connectivism posits that knowledge is generated through the interconnection of information nodes. In this regard, Downes (2012) says that connectivism refers to “the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks” (p. 9). In this viewpoint, learning is not just about what individuals know individually, but also about how they can tap into and leverage the collective knowledge and connections available through networks.

Connectivism has transformed the roles of teachers and students in education by placing learners at the center. According to Lim et al (2013), connectivism enables students to construct their own personalized learning experiences. In other words, learners take on the role of active creators of their own knowledge, with the guidance and support from their instructors. From connectivist perspective, learners are viewed as nodes within a network, where they serve as both consumers and producers of information (Kropf, 2013). This implies that learners are self-reliant in the process of

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acquiring and generating knowledge, taking responsibility for their own learning journey.

Critically, the theory emphasizes the idea that learning can be achieved through the use of different digital tools including social networks (360 Learning, n.d). In this way, social media is a key term in connectivism. It connects people to different nodes of information that bombard their knowledge. Social media is intricately connected with the principles of connectivism since it offers a mean for users to establish and explore networks of information in a manner that was not possible previously. Social media networks enable individuals to connect with people who share the same interests and goals. Moreover, it facilitates access to diverse resources of information. Furthermore, it provides opportunities for informal learning by facilitating the exchange of knowledge among individuals and communities. As EFL learning is concerned, social media enables language learners to access a variety of networks of knowledge about language. Additionally, it allows language learners to learn from diverse backgrounds and perspectives. In simple words, social media platforms are useful tools for connective learning, as it connects learners to multiple sources of information.

1.8 Attitude

One of the fundamental concepts in psychology is attitude. Attitude plays a vital role in understanding human thought, behavior, decision and actions. Attitude is a French term that is derived from the Italian word “attitudin” and the Latin “aptitude” and “aptitude”. Altmann (2008). The notion of attitude attracted the attention of many psychologists and scholars. As a result, many definitions evolved. Bizer et al (2006, p.247) state that “attitude is a global and relatively enduring evaluation of a person, object, or issue – a representation of whether we think the target is generally good or bad, desirable or undesirable”. Another definition of attitude is that of Bohner and Wänke (2002, p.5) who declare that, “attitude is a summary evaluation of an object of thought”. They add that an attitude object “can be anything a person discriminates or holds in mind” (P.5). In simple words, an attitude refers to one's opinion, or evaluation

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(that can be either positive or negative) toward a person, object, issue, and others, which affects one's behaviors and feelings.

Psychologists generally agree that attitude formation is influenced by various factors, including personal experiences, social influences, education, media, and more. These factors collectively shape an individual's attitudes, which are their evaluations or opinions towards certain objects, people, or ideas. Maio and Haddock (2009) propose that attitudes consist of three components: cognitive, affective, and behavioral. The cognitive component attitudes pertains to the knowledge, beliefs, or thoughts that one hold about a particular object. It involves the information and understanding they possess, which influences their overall attitude. In the other hand, the affective component of attitudes involves the emotional aspects of attitudes. It refers to the feelings and emotions that individuals experience in relation to the attitude object. These emotions can arrange from positive to negative and may influence the overall attitude. The behavioral component of attitude involves the actions and behaviors that reflect an individual's attitude. (Figure2).

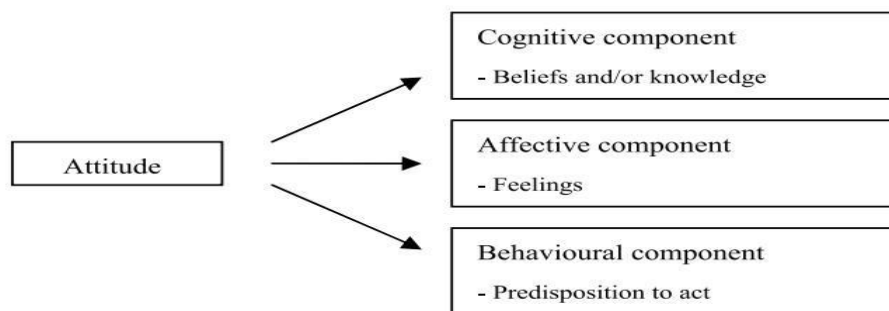


Figure2: The Concept of Attitude and its Components (de Boer et al. 2011, p. 334)

1.9 Technology Acceptance Model (TAM)

One of the most popular models in the context of technology diffusion is Davis' Technology Acceptance Model (TAM). The theory was introduced in the 1980s as an information system theory (Kolch et al, 2011). It is based on measuring users' acceptance and adaptation of certain Technology systems. The key goal of the model is to explain why a particular technology system is acceptable or not.(Davis and Bagozzi ,1989). Davis claims that the system's acceptance or rejection is a response

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of users' motivation, which is stimulated by the system's features and capabilities. (Figure 3)

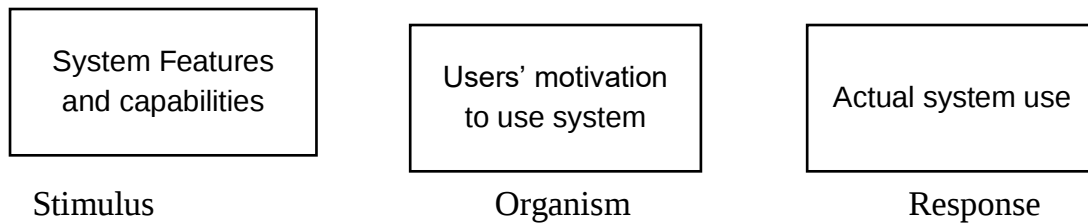


Figure 3: Conceptual Framework of TAM (Davis, 1985, p10)

Davis Model was developed based on other models mainly the Theory of Reasoned Action (TRA), which is based on the idea that " a person's performance for a specific behavior is determined by his or her behavioral intention (BI) to perform the behavior, and BI is jointly determined by person's attitude (A) and subjective norm concerning the behavior in question" (Davis and Broggzi, 1985, p. 1). This theory was used to explain the determinants of certain intended behavior towards the utilization of information and communication technology.

In his research proposal, Davis indicates that the users' motivation toward using a particular system is influenced by three factors which are: perceived usefulness, perceived ease of use, and attitude toward using the system in hand. Davis hypothesizes that users' attitude toward using a system is a key determinant of whether the system is accepted to be used or not, which is in turn affected by perceived ease of use (PEOU), which refers to the extent to which system consumer thinks that the system in hand is less effort taking, and the perceived usefulness (PU), which refers to the extent the user believes a certain technology system is effective and could achieve a certain goal. The perceived usefulness on the other hand is also influenced by the perceived ease of use. Finally, these two beliefs (PU/PEOU) are influenced indirectly by external factors which are the system design features (Davis and Broggzzi, 1995). (Figure 4)

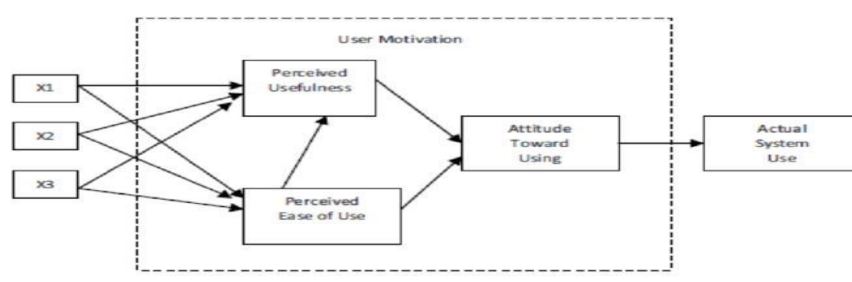


Figure 4. Original Technology Acceptance Model (Lai, 2017, p. 26)

The current research is based on perceived usefulness, which refers to the extent to which students and teachers believe that the use of social media applications would benefit them. In other words, the implementation and adaptation of social media are highly supported by the Technology acceptance model.

1.10. Conclusion

The purpose of this chapter is to provide theoretical foundations for the studied issue. It reviewed the different definitions of social media and its characteristics and categorization providing some examples. Moreover, the chapter has summarized the findings of related research on the use of social media and its effects on the education context in general and the EFL context in particular. It has also identified the relationship between social media and 21st-century learning skills as well as the 21st-century learning theories. Lastly, it has provided an explanation of the term attitude and Davis' technology model on which the present research depends on its principles.

Chapter Two
Research
Methodology,
Data Analysis
and
Interpretation

Chapter Two: Research Methodology, Data Analysis and Interpretation

2.1. Introduction

2.2. The Setting of the Study

2.3. The Methodology of Research

2.3.1. The Sample Population

2.3.1.1. Learners' Profile

2.3.1.2. Teachers' Profile

2.4. Instruments of Data Collection

2.4.1 Questionnaire

2.4.1 Students' Questionnaire

2.4.2 Teachers' Questionnaire

2.5. Data Analysis

2.5.1. Analysis of Students' Questionnaire

2.5.2. Analysis of Teachers' Questionnaire

2.6. Interpretation and Discussion of the Findings

2.7. Conclusion

2.1 Introduction

The second chapter is devoted to surveying both teachers' and students' attitudes towards the integration of social media for learning purposes, particularly in the EFL context. This chapter, hence, is developed to introduce the general methodology of the research work by describing the process of data collection and data analysis. First, it describes the setting where the research is conducted. Later, it describes the methods used for data collection. Then, it introduces the sample population, followed by data analysis procedures. By the end of this chapter, the researcher interprets the findings and provides a discussion of the main results obtained from the data analysis.

2.2 The Setting of the Study

This study takes place at the University of Abou Bekre Belkaid- Tlemcen. This institution was founded in 1989 and has undergone various transformations since then. Presently, the university comprises eight faculties situated on five campuses. (Retrieved from: <https://www.univ-tlemcen.dz/fr/pages/87/pr-sentation>). Tlemcen University offers multiple academic disciplines, including English as a Foreign Language (EFL).

The study addresses EFL teachers and students in the English department. The teaching of English as a foreign language dates back to more than 30 years ago. Ever since new amendments have been introduced to deal with the current global world, one of these new reforms is the implementation of the LMD system, which stands for licence, Master, and doctorate.

The LMD system has been established in Algeria since the Academic year 2004-2005, with the following organization (as cited by, Meziani and Hemche, 2016):

- After three year-study, students are awarded a Licence degree (Bachelor), which paves the way for students to register for a Master's degree.
- Students are awarded a Master's degree following two years of study (Master 1/Master2).

- A doctorate degree is held after three years of study.

The branch of English in the English department at Abou Bakr Belkaid-Tlemcen offers students a variety of modules that are related to literature and civilization and language studies. Students who are awarded a Licence degree and admitted to register for a Master's degree can select any speciality they want. These involve Language science, literature and civilization, and didactics of foreign languages. (Retrieved from : <https://faclettre.univ-tlemcen.dz/pages/124/english-department2>).

In order to reach the aims of the study within the English department at Abou Bekr Belkaid University-Tlemcen, it is essential to employ appropriate research methodology.

2.3 Methodology of Research

Research methodology is better expressed as an outline of how any piece of research is undertaken. It refers to the scientific study of how research is conducted in a systematic manner to address the research problems (Kothari, 2004). It covers different research aspects including the data collection methods, the sampling design, and the data analysis methods that are used to achieve particular research goals. To ensure a proper methodology in conducting any research, a specific research method should be applied. In the current research, an exploratory case study has been adopted as a research method, which provides a strict investigation and understanding of the studied issue and helps to reach generalized results.

In this investigation, an exploratory case study is used in order to investigate EFL teachers' and students' attitudes and thoughts about social media use in EFL learning at the English department of Abu Baker Belkaid Tlemcen University. This method aids the researcher to gather data from a real-life context and collect valid and reliable data from a specific sample.

2.3.1 The Sample Population

Sampling is a significant procedure and step that the researcher has to go through in conducting any case study research. “It consists of selecting some part of a population to observe so that one may estimate something about the whole population” (Thompson, 2012, p.1). To put it simply; sampling implies the selection of a sample of a small size population that represents a large population. The present investigation targeted Master 1 EFL students and LMD teachers at the English department at Tlemcen University, from which the sample of sixty-two (62) students and twenty-four (24) teachers was randomly selected. That is to say, every member of M1 students from all specialties, and LMD teachers have the same chance of being chosen. Such a type of sampling is used to avoid subjectivity.

2.3.1.1 Learners’ Profile

The study comprises sixty-two (62) Master One EFL students at the University of Tlemcen; faculty of letters and languages at the Department of English during the academic year 2022/2023. The students are from different specialties (language studies, literature and civilization, didactic, and translation). The sample comprises both males and females, aged between 20 and + 30. The logic behind choosing M1 students is enough experience they have in both: learning and social media usage.

2.3.1.2 Teachers’ Profile

This research includes EFL teachers at the English department at Tlemcen University. It involves fourteen 14 teachers of both genders, diverse ages, careers (some of them hold doctorates and others magisters), and teaching different levels (some of them teach only licence, and others teach both master and licence levels).

2.4 Instruments of Data Collection

The process of data collection is an essential component of any scientific research. Data collection is a systematic method of gathering data from relevant sources to address the research questions and test the hypotheses. The collection of original and reliable data needs the utilization of sufficient research instruments that enable the research to obtain either numerical or descriptive data; quantitative or

qualitative data. The main objective of this research is to explore students' and teachers' attitudes towards the use of social media in EFL learning. To do so, the researcher uses questionnaires to collect both quantitative and qualitative data.

2.4.1 Questionnaire

One of the common research instruments used for data collection is a questionnaire. A questionnaire refers to a list of written questions designed to obtain specific information or opinions from a particular group of people. The questions that are asked may be open-ended: permitting unrestricted replies, close-ended questions: giving a predetermined set of response alternatives, or multiple choice questions, which provides a set of answer options. These types of questions allow the researcher to obtain a significant amount of both quantitative and qualitative data that are used to draw conclusions about the topic at hand.

In this investigation, the researcher has adopted a questionnaire as a data collection instrument due to the fact that it is less time-consuming, easy to structure and allows the gathering of data that are easy to analyze and tabulate. Specifically, a pair of questionnaires were created; one for students and one for teachers (Appendix A and Appendix B), in order to get valuable perspectives from both students and teachers on the usefulness of social media in EFL learning, and produce insightful findings.

2.4.1.1 Students' Questionnaire

Students' questionnaire is designed to collect data concerning the students' attitudes and opinions towards using social media in EFL learning. The questionnaire consists of twelve 12 items structured under close-ended, open-ended, and multiple-choice questions. In close-ended questions, students are asked to answer by ticking the yes or no box. While multiple-choice questions require the informants to reply by selecting the answer from a set of choices. Ultimately, with the open-ended questions the participants have the opportunity to provide a brief response within a compact paragraph, wherein they can express their thoughts or provide contextual details related to the subject matter. The items are divided into two parts, the first part is devoted to collecting data about the general background information of informants,

whereas the second one is about social media as a learning environment and its integration in the learning process.

The questionnaire was designed through Google Forms. It was sent to Master 1 students at the English department of the University of Tlemcen via a Facebook group named “English Students M1 All Majors 2022-2023”, in order to make it easier to collect data and give students more time to answer the questions, which will increase the validity of the results. The questionnaire, then, was answered by sixty-two 62 students. However, collecting data from only students is not sufficient; thereby another questionnaire was administrated to teachers.

2.4.1.2. Teachers’ Questionnaire

The aim of teachers' questionnaire is to gather information about their attitudes towards using social media for English language learning, and its implementation on EFL teaching and learning. Similarly to the students’ questionnaire, the teachers' questionnaire was also created on Google Forms, and sent via email to Twenty-four (24) LMD teachers, but only fourteen 14 responded to the survey and returned it.

The teachers’ questionnaire was composed of fourteen (14) questions. In regard to the types of questions that were asked in this survey, the investigator has employed closed-ended, multiple-choice, and open-ended questions. Closed-ended questions restrict respondents to a limited range of responses, typically "yes" or "no." Multiple-choice questions present a variety of options for respondents to select the most appropriate answer from. Open-ended questions allow respondents to provide answers without any restrictions or constraints. As similar to the students' questionnaire, the questions were divided into sections; general background information as the first section, while the second one is about the use of social media.

2.5 Data Analysis

In order to ensure a more comprehensive analysis of the data collected from the questionnaires, a mixed methods approach involving the combination of quantitative and qualitative analysis methods is applied in this research. The former (quantitative analysis) is used to analyze close-ended and multiple-choice questions, which yield numerical data. The data, is then, expressed and summarized in numerical terms such

as frequencies and percentages, which are calculated using the rule of three($X=Z*100/Y$)¹. Quantitative data analysis allows the researcher to draw conclusions about a larger population from a representative sample, which may lead to generalization of the results. Whereas, the latter one (qualitative analysis) is applied to the open-ended questions that provide non-numerical data; data that cannot be quantified. This type of analysis is based on reviewing data in order to describe informants' attributes. It aims at understanding why a particular issue arises and provides an explanation of the motivations behind the informants' choices.

2.5.1 Analysis of Students' Questionnaire

This part is devoted to the analysis and interpretation of the findings derived from students' questionnaires, incorporating both quantitative and qualitative approaches. As mentioned before the questionnaire comprises two sections dealing with different sub-themes.

2.5.1.1 Section One: General Information about the Students:

Q1: Age:

Table2.1: Students' Age

Options	Number	Percentage%
Less than 20	0	0
20-30	55	88,7 %
More than 30	7	11.3%
Total	62	100

¹ X Is the calculated percentage, Z Is the value of the similar answers, and Y Is the total number of participants.

From the data analysis, it is inferred that the selected sample composes of two age groups. The largest group in the sample is made up of 55 individuals, which represents 88,7% and they are between 20-30 years old, while only 7 students, accounting for 11.3% are more than 30 years old

Q2: Gender

Table2.2: Students' Gender

Options	Number	Percentage
Male	7	11,3%
Female	55	88,7%
Total	62	100%

The given information represents gender distribution of the sample. As indicated in the table, 55 students, representing 88, 7% of the total sample population are females, whereas 7 students (11, 7%) out of 62 participants are males. This data indicated that the current study is based mainly on females' responses.

2.5.1.2 Section 2: Social Media

Q3: Do you use Social Media?

Table 2.3: Students' Use of Social Media

Options	Number	Percentage %
Yes	62	100%

No	0	0
Total	62	100%

The analysis of data revealed that every person included in the sample (62) (100%) responded positively and confirmed that they use social media. Therefore, there is no person in the sample who stated that he/she does not use social media.

Q4: Which Social Media do you use?

Table 2. 4: Types of Social Media Sites Used by Students

Options	Number	Percentage %
Facebook	58	22,4%
Instagram	50	19,3%
Tiktok	29	11,2%
Twitter	6	2,3%
Youtube	57	22,0%
Telegram	21	8,1%
WhatsApp	29	11,2%
Others	8	3,1

Total	258	100%
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Enabling the informants to select more than one option, this question aims at knowing which social media sites students prefer to use the most. The analysis of the responses revealed that students have accounts on more than one platform. They selected multiple platforms with a total number of cases = 258. As demonstrated in the table, the highest percentage goes to Facebook with 22, 4 %(58) of respondents, followed by Youtube with 22, 09% (57) of them. Then, Instagram in which it is used by 19,3% (50) of informants. Moreover, Tiktok and WhatsApp are used by 11,2% of the total number counting 29 informants, and 8,1%(21) of informants said that they use Telegram. However, Twitter as it is indicated above scored the lowest percentage; 2,3% which equals 6 respondents. 3,1 % (8) said that they use other applications, and the most frequent social media sites that emerged from the students' responses are Viber and Snapchat. Overall, the data analysis implies that Facebook, Youtube and Instagram are the most commonly used platforms by students.

Q5: How often do you use Social Media?

Table 2.5. The Frequency of Social Media Use by Students

Options	Number	Percentage %
Always	42	67,7
Frequently	18	29
sometimes	2	3,3
Rarely	0	0
Total	62	100%

This question asks about the regularity with which students use social media sites. It probes to understand the students' social media habits. Based on the analysis of students' answers, the majority of them (67, 7%)(42) use social media always, that is to say, they use social media for an extended period of time. Moreover, a significant portion; 18 respondents, representing 29 % of the total access to social media frequently, while 3, 3 % of respondents accounting for two (2), use this application sometimes. Remarkably, none of the respondents said that he/she uses social media rarely. Apparently, students are active users and heavily rely on social media.

Q6: For what purposes do you use Social Media?

Table2.6: Purposes of social media use

Options	Number	Percentage %
Entertainment	47	31,54
Communication	49	32,88
Learning	50	33,55
Others	3	2,01
Total	149	100%

The aim of this question is to investigate the purposes that students use social media for. In this question, students are provided with multiple options to select from, and they are allowed to pick more than one suggestion. The analysis of data as shown in the table indicated that the total number of responses is 149. 50 informants, representing 33,55% of the total tend to use social media for learning purposes, which suggests that social media is being used as a tool for acquiring knowledge. Moreover, a significant percentage of students (32,88%), accounting for 49 respondents make use

of social media to communicate, followed by entertainment with 31,5% which represents 47 respondents. Lastly, 4,8% or 3 of them mentioned other purposes such as work, shopping, and updating to the latest news.

Q7: How do you feel when using Social Media?

Table2.7: Students' Feelings while using Social Media

Options	Number	Percentage %
Confident	17	14,28
Pleased	44	36,97
Motivated	33	27,73
Productive	21	17,64
Others	4	3,36
Total	119	100%

The underlying intention of this question is to gain an understanding of the feelings that students experience while using social media. The given data revealed that 36,9% of respondents , which represents 44 feel pleased when using social media, followed by 27,7 % or 33 respondents who indicated that they feel motivated. Additionally, 17, 5% (21) of participants reported that they feel productive, while 17 informants (14, 28%) denoted that they feel confident. Whereas, only 4 students representing 3, 36% of the total mentioned that while using social media they enjoyed as well as free

Q 8: Do you use Social Media to support your English Language Learning? If yes, explain how?

Table 2.8: Students' Use of Social Media to Support the English Language Learning

Options	Number	Percentage%
yes	56	88,7%
No	7	11,3%
Total	62	100%

The aim of this question is to inquire whether students are using social media as a tool to enhance the English language learning or not. As it is indicated in the table, the majority of students (88,7%) (56) Use social media to improve their language skills, while 11,3 %(7) of them do not use it for this purpose. There is evidence to suggest that social media is widely used by students to enhance their knowledge and language skills.

As part of this question, students who agreed were asked to provide information on how they use social media to support their language learning. The results obtained from 54 informants implied that the majority support their language learning through social media mainly by interacting with native speakers and foreigners of English, watching videos and English podcasts on Instagram and youtube and trying to imitate the pronunciation, following pages and accounts on Facebook that are specifically directed to teach vocabulary, idioms, and grammar, and joining multiple English learning group discussions on telegram and WhatsApp.

Q 9: Which social media sites do you find most useful for English language learning? Why?

The aim of this query is to know what are the most popular social media platforms that students find valuable for English language learning. A variety of

responses were received from the 62 informants. Based on their feedback, it appears that Youtube is the most commonly used platform for English language learning. The respondents highlighted its usefulness due to the availability of various educational channels with professional tutors, the ability to replay and pause the videos, and the immersion to authentic and real language spoken by native speakers. Additionally, Instagram and Tiktok were repeatedly cited, because they provide short and enjoyable educational videos and they allow convenient interactions. A small number of respondents reported that they preferred Facebook, and only one respondent mentioned Telegram and Preeply for their interactive language features. Lastly, a few of the informants stated that they do not have any preference for any specific platform for language learning, and they benefited from all of them.

Q10: To what extent do you agree or disagree with the following statements?

Table 2.9: The Perceived Usefulness of Social Media

Statements	Agree		Strongly Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Social media is easy to use	35	56,4 %	2 1	33,8 %	5	8,06 %	1	1,6 %
Social media enhances team working chances	41	66,1 %	1 3	20,9 %	8	12,9 %	0	0%
Learning through social media reinforces self-	35	56,4 %	2 5	40,3 %	2	3,2 %	0	0%

independent learning								
Social media is a valuable tool for improving English language skills	35	56,4 %	25	40,3 %	2	3,2 %	0	0%
Social media provides various sources for learning English	33	53,2 %	29	46,7 %	0	0%	0	0%
Social media is good for collaborative learning	41	33,1 %	9	14,5 %	10	16,1 %	2	3,2 %
Social media is a valuable tool for enhancing communicative skills	39	62,9 %	20	32,2 %	3	4,8 %	0	0
Social media reinforces critical thinking skills.	42	67,7 %	8	12,9 %	9	14,5 %	3	4,8 %

Social media enhances their problem-solving skills	34	54,8 %	8	12,9 %	9	27,4 %	3	4,8 %
Social media develops opportunities for social learning.	42	67,7	14	22,5 %	5	8,06 %	1	1,6 %

The current question is a Likert scale question that aims at measuring students' perceptions and attitudes towards social media usefulness. The question consists of 10 statements answered on 4 points Likert scale. It is clear from the table that there is an overall agreement with the ten statements, but still, there are few students who disagree on some items.

The data as tabulated implied that about 90 per cent of participants argued that social media is easy to use, while 9, 7% of them disagreed or strongly disagreed. As far as the second item is concerned, a higher percentage of participants (86,9%) agreed. whereas, 12, 9% disagreed with the idea that social media enhances team working chances. About the third statement, it is noticed that 96, 7% of students agreed that learning through social media reinforces self-independent learning, by contrast, 3, 3% showed their disagreements with this suggestion. Also, among participants, about 97% believed that social media can be exploited as a tool for improving English language skills, however, only 3, 2% disagreed with the possibility of improving language skills through social media. As far as statement five is concerned, the total number of participants (100%) was in accord with the idea that suggested that social media provides various sources for learning English. Likewise, there were about 81% of participants agreed on the possibility of using social media for collaborative learning, in contrast, 16, 1 % disagreed and 3, 2% of participants disagreed with this possibility.

Additionally, the findings of the seventh statement revealed that a higher percentage of students (95,1%) approved that social media is a valuable tool for enhancing communicative skills, yet, 4, 8% indicate their disagreement with this idea. Furthermore, around 81% of informants accepted that critical thinking skills could be reinforced by using social media, however, a significant percentage (19,3%) chose either disagree or strongly disagree. With regard to the ninth statement, the information signified that a high percentage of students (67,7%) assumed that social media could enhance their problem-solving skills, whereas, 32, 2% of them disagreed or strongly disagreed with this possibility. Lastly, the majority of informants (90%) either agreed or strongly agreed that social media is an environment for social learning, yet, the rest (10%) showed their counter view to this suggestion.

Overall, it seems that the participants were more likely to agree or strongly agree with the statements.

11: Do you prefer the traditional way of learning or learning through Social media? Justify?

This question seeks to investigate students' preferences for two learning methods, namely, traditional learning methods versus social media learning. The question demands informants justify their choices in order to comprehend the reasons and the logic behind their preferences. Noticeably, the provided 62 responses revealed that 21 students prefer learning through social media, 25 respondents demonstrated a favour for both learning methods, and 16 respondents responded in favour of traditional methods.

A number of students justified their preferences for social media learning by noting that social media platforms offer a variety of learning opportunities and resources that are not available through traditional learning methods such as online communities, educational videos, and tutorials. Some students also indicated that social media creates more personalized and self-directed learning; consequently, they become independent and active learners relying on themselves.

The students who were in favour of both traditional learning methods and learning through social media claimed that the two methods complement each other, they noted that the fusion of both of them can lead to a more successful and comprehensive learning experience. Nevertheless, those respondents who preferred traditional learning mentioned that it allows group working and helps in developing interpersonal skills, as well as allows them to interact with teachers and classmates in real discussions, not a virtual ones. Some of them stated that traditional learning allows individuals from different social levels to study since not everyone has access to the Internet.

Q12: Would you like social media to be integrated into academic learning? Justify?

Table2.10: Students' Opinions about the Integration of Social Media in Academic Learning.

Options	Number	Percentage %
Yes	35	56,5%
No	27	43,5%
Total	62	100%

The logic behind this question is to understand students' beliefs regarding the incorporation of social media into academic learning. According to the results presented in the table, it can be observed that 56,5 % of respondents, representing 35 of the total, indicated their desire for social media to be included in academic learning. On the other hand, 43 % (27) of respondents expressed their unwillingness to social media integration.

As part of the question, students who agreed with the idea were inquired to justify their point of view on how social media could be better implemented and integrated into academic learning. Those students who were in favour of social media said that social media is a good medium for learning. They claimed that incorporating this later would enhance the learning experience. Students reported that it is necessary to invest in the different technologies of this era. Additionally, they suggested that social media can be used by teachers as an assessment tool as well as to create online discussions about the course materials. Some students highlighted that the implementation of social media is a good idea but it is quite challenging because of the lack of materials, capacities, and lack of internet access.

2.5.2 Analysis of Teachers' Questionnaire:

2.5.2.1 Section 1: General Background

Q1: Gender :

Table2.11: Techers' Gender

Options	Number	Percentage %
Male	9	64,3
Female	5	35,7
Total	14	100%

As it is tabulated, the majority of participants are male respondents representing 64,3% (9) of the total, and 35,7% (5) of participants are females.

Q2: Age:

Table 2.12: Teachers' Age

Options	Number	Percentage%
Less than 30	2	14,3%
Between 30-40	8	57,1%
Between 40-50	3	21,4%
More than 50	1	7,1%
Total	14	100%

The results showed that the majority of respondents (57,1%) are between 30-40 years old, while 21, 4% are between 40-50 years old, 14, 3% of respondents are less than 30 years old, and only 7, 1% of them are more than 40 years old.

Q3: Degree held:

Table 2.13: Degree Held

options	Number	Percentage%
Master	0	0
Magister	1	7,1%

Doctoral	13	92,9%
Total	14	100%

The table above indicated that the majority of participants (teachers) (92, 9%) (13) hold a doctoral degree, whereas only one participant (7,1%) holds magister's degree.

Q4: The level you are teaching:

Table2.14: The Levels they are teaching

options	Number	Percentage%
Licence	8	57%
Master	0	0
Both levels	6	42%
Total	14	100%

Through the results displayed in the table above, it is noticed that 8 teachers, make up 57% of the participants teach Licence, and 6 of them (42%) teach both levels.

Section 2: The Use of Social Media

Q5: Do you use social media?

Table 2.15: Teachers Use of Social Media

Options	Number	Percentage%
Yes	14	100%
No	0	0
Total	14	100%

The analysis highlighted that out of 14 respondents all of them answered «yes», which corresponds to 100%, this means that all the 14 informants are familiar with social media.

Q6: If yes, which social media do you frequently use?

Table 2.16: The Frequently Used Types of Social Media by Teachers

Options	Number	Percentage %
Facebook	14	33,3%
Instagram	8	19,04%
Youtube	11	26,1%
WhatsApp	7	16,6%
Twitter	1	2,3%

Others	1	2,3%
Total	42	100%

This question is part of the previous one. It aims to comprehend teachers' preferences for social media sites. It provides participants with 10 options to select from all that applied, that is each participant can select one or more options. Based on the data obtained as tabulated above, it appears that Facebook is the most commonly used social media application among the informants with 14 responses, accounting for 33,3% of the total. YouTube is the second most frequent application with 11 responses or 26, 1%, whereas Instagram is used by 8 participants, representing 19,04%, followed by WhatsApp with 7 responses or 16, 6% of the total. Twitter is the least used platform with only one response, which makes up 2,3% of the whole responses. Lastly, one participant (2, 3%) mentioned other applications, which are Viber and Telegram.

Q7: Do you use Social Media Sites for educational purposes?

Table 2.17: Using Social Media for educational purposes

Options	Number	Percentage %
Yes	14	100%
No	0	0
Total	14	100%

This question seeks to determine whether teachers use social media as a tool to achieve certain educational purposes or not. The analysis of data as presented in the

table above revealed that all 14 participants responded positively claiming that they use social media for educational purposes.

If yes, would you please mention these purposes?

As a follow-up question, teachers who answered with “yes” were asked to mention these educational purposes. Therefore, they reported a variety of purposes, which are summarized as follows:

- Knowledge acquisition and information processing.
- Enhancing one’s own teaching.
- Sharing documents related to the teaching subjects.
- Sharing information with their colleagues.
- Interacting with other teachers.
- Interacting with students.

Q8: Do you invite your students to use social media to strengthen language learning?

Table 2.18: Inviting Students to Use Social Media for Learning Purposes

Options	Number	Percentage%
Yes	14	100%
No	0	100%
Total	14	0

The aim of this question is to know if teachers encourage their students to use social media as a tool to enhance their language learning or not. Interestingly, all of them said “yes”. Therefore, it can be inferred that teachers think that it is very

important to raise students' awareness about the importance of using social media for learning purposes

Q9: Do you think that social media platforms provide more relaxed and stress-free language learning environment?

Table 2.19: Social Media as a relaxed and stress-free learning environment

Option	Number	Percentage %
Yes	14	100%
No	0	0
Total	14	100%

The objective behind asking this question is to know teachers' opinions on whether social media provides a relaxed and comfortable atmosphere for language learning. The results indicated that all participants agreed on this idea. Further, they were required to justify their answers. Consequently, some teachers reported that online environments like social media are highly advantageous for introverted and anxious students since it allows interaction behind the screens, reducing the constraints and the factors that may hinder communication and block learning. Other teachers reported that social media is a stress-free environment as it allows unconscious learning through many entertaining activities. However, they stressed the fact that social media effectiveness as a stress-free learning environment depends on the way it is used. That is to say, social media should be used strategically in order to maximize its benefits.

Q10: Do you think that social media can be efficient to improve student's English language skills? Justify?

Table 2.20: Teachers' Opinions about the Effectiveness of Social Media in Improving Language Skills

Options	Number	Percentage %
yes	13	92,9%
No	1	7,1%
Total	14	100%

The question seeks to explore whether teachers think that social media can be used as a means to improve the different language skills. As indicated in the table, 92, 9%of the total, which equals 13 of the participants agreed on the idea, while only one teacher (7, 1%) responded negatively.

As an additional question, participants were inquired to justify their answers. As a result, a variety of answers were received highlighting the same idea that social media could enhance students' language skills in several ways. They mentioned that it provides learners with opportunities to practice their language skills through written and spoken communication with other users. Students can also follow pages, and engage in many groups that share educational content in the target language, such as grammar tips, vocabulary, and cultural insights. Teachers shed light on the fact that learners through social media applications can access genuine content and engage in communication activities, which allows them to practice their language skills.

Q11: Which language skills do you think social media could be useful for?

Table 2.21: The Most Improved Language Skills by Social Media

Options	Number	Percentage %
Reading	11	20,3%

Listening	12	22,2%
Speaking	13	24,07%
Writing	6	11,1%
Vocabulary	12	22,2%
Total	54	100%

This question item targets knowing the specific language skills that can be enhanced through social media use. Respondents' teachers were given a set of options to select from all that applied. The collected data revealed that teachers select more than one choice with a total number of cases N=54. As illustrated in the table, 13 respondents, which represent 24, 07% of the total identified that social media could be useful for speaking skills. Additionally, 22, 22% (12) of teachers asserted that listening and vocabulary are the language skill that social media could be beneficial for. Furthermore, 20, 37% representing 11 respondents believed that social media is a tool that could boost reading skills. However, only 6 respondents (11, 11%), identified writing as a language skill that could be developed by using social media applications.

Q12: Social media is beneficial for:

Table 2.22: The Benefits of Social Media

Options	Number	Percentage %
Enhancing students' motivation	9	21,9%
Increasing learners'	7	17,07%

engagement		
Improving learners' autonomy	14	34,1%
Reinforcing collaboration	9	21,9%
Others	2	4,8%
Total	41	100%

As similar to the previous question, this question item also provides teachers with the opportunity to select more than one choice. This question seeks to explore the potential benefits of social media sites on collaboration, engagement, autonomy, and motivation.

Based on the responses, as indicated in the table, it seems that the majority of teachers (34, 14%) believed that social media can be valuable for improving learning autonomy. Moreover, 9 respondents (21, 9%) thought that social media can enhance students' motivation and reinforce collaboration. Additionally, 7 respondents (17, 07%) viewed that social media can increase learners' engagement, whereas 2 of them (4, 8%) suggested others, which are learners' awareness, creativity, and communication.

Q13: what do you think of integrating social media into classroom language teaching and learning?

This question seeks to understand whether teachers agree on integrating social media into the classroom for language learning and teaching or not. Depending on the 14 replies, integrating social media into the classroom is generally perceived by teachers as a good idea. They said that including social media in academic settings would be interesting and enjoyable. They claimed that the majority of students spend a significant amount of time on social media; therefore, utilizing these applications as

motivational tools would lead to a highly successful learning experience for students, and increase their passion for learning. The respondents argued that modifying the methods of teaching English is necessary for this digital era, and this could be achieved by using popular social media platforms, which may enhance the way English is taught. However, some respondents stressed the need to take into consideration some restrictions and rules to ensure that social media would not distract students.

Q14: what do you suggest for better use of social media in the teaching and learning processes?

This question seeks to identify best practices for incorporating social media into teaching and learning processes. The responses gathered from the 14 participants suggested a variety of strategies for using social media in teaching and learning processes. The most common suggestions that they provided include:

- Establishing pedagogical and ethical rules.
- Selecting appropriate social media platforms.
- Incorporating multimedia content.
- Utilizing social media for feedback and interaction.
- Creating dedicated groups for sharing learning materials.
- Providing training for both teachers and students.

2.6 Interpretation and Discussion of the Findings

This part of research endeavours to discuss the main findings collected from the students' and teachers' questionnaires with reference to the research hypotheses. Thus, the main concern of this section is to answer the research questions and to testify the research hypotheses that will either be confirmed or rejected.

First, it was suggested as a first hypothesis that EFL students have a positive attitude towards using social media for learning purposes and consider it a valuable learning environment that would complement the traditional learning environment. Therefore, the results obtained from the questionnaire indicated that this hypothesis is

supported because EFL learners are active users of social media as indicated in Table 4. Additionally, a considerable proportion of students employ social media for learning as illustrated in Q7. Moreover, it is noteworthy that students generally reported feeling pleased, motivated, productive and confident when using social media, indicating that they view this later as a positive tool. Besides, the data gathered also revealed that the majority of students use social media to enhance their language proficiency and acquire knowledge. A significant number of students showed their willingness to use social media for academic purposes and confirmed that it would enhance the learning experience, as it provides plenty of learning opportunities that would supplement traditional learning methods.

Concerning the second hypothesis, which was formulated to address the second research inquiry, proposing that EFL teachers have positive attitudes towards social media use in language instruction and learning. After the data analysis, the findings proved the hypothesis. All the participants (teachers) reported that they use social media for educational purposes and invite their students to do so. Additionally, all of them agreed that social media platforms provide a more relaxed and stress-free learning environment and allow learners to be engaged in an authentic learning experience. The data also indicated that the teachers are interested in incorporating social media into their teaching practices.

Regarding the third hypothesis that suggested that many benefits are associated with social media use such as increased motivation, engagement, and autonomy, development of language skills as well as fostering the development of 21st-century learning skills. The analysis of the data gathered from both teachers' and students' questionnaires provided confirmation for this hypothesis. Firstly, the showcased revealed that the majority of students and teachers agreed that social media can increase motivation, engagement among language learners. This is mainly because social media platforms provide a flexible and interactive learning environment. Secondly, it was found that social media promote learners' autonomy, this is due to the fact that learners can access to many language resources, through which can take control over their learning process and engage in self independent learning. Finally, the results affirmed that social media can enhance language learning skills,

particularly speaking, vocabulary, and reading. As well as, it fosters the development of 21st century learning skills, including critical thinking, communication, collaboration, and creativity.

Overall, the findings suggested that social media is perceived as easy to use as well as useful and valuable tool for language learning. This aligns with Davis TAM, since perceived usefulness and perceived ease of use are the key factors that influence individuals' attitudes and acceptance and use of new technologies.

2.7 Conclusion

This chapter was designed to provide an overview of the research methodology employed in this work. It describes the sample population, the settings, the undertaken procedures, and the involved research instruments that have helped in collecting the needed data to answer the research questions and test the research hypotheses. The chapter, also, endeavours to describe the data analysis methods, which contain both quantitative and qualitative analysis. Ultimately, the chapter provides description of the findings of both students' and teachers' questionnaires.

General Conclusion

General conclusion

General Conclusion

In today's digital era, social media has become an essential part of our daily lives. Social media platforms such as Facebook, Twitter, and Instagram have revolutionized the way people communicate, interact, and learn. In education, the role of social media has become a topic of increasing debate. In the EFL learning context, social media offers new opportunities for language practices. Thus, the current research attempted to investigate both teachers' and students' attitudes towards the use of social media for learning purposes and to identify the potential benefits that arise from this emerging approach.

The present study is divided into two main chapters; the first chapter is devoted to presenting the main concepts related to social media and reviewing the previous theoretical investigations and foundations. The second chapter is practical and provides a detailed description of the methodological framework of this research. This includes the process of data collection, sample population, and data analysis and discussion.

After analyzing the data obtained from teachers' and students' surveys, it was found that the majority of EFL students use social media to enhance their language proficiency and acquire knowledge. This result confirmed the first hypothesis, showing that EFL students have positive attitudes towards social media. Moreover, the findings revealed that all participating teachers reported using social media for educational purposes and agreed that it provides authentic and flexible learning environment. That is to say, teachers perceive social media as valuable and positive learning tool, supporting the second hypothesis of this research. Additionally, the study confirmed that social media use can increase motivation, engagement, autonomy, and language skills, as well as foster the development of 21st century learning skills. Ultimately, the findings showed that both teachers and students are highly motivated to integrate social media into the learning process, emphasizing the necessity for careful planning and clear instruction.

General conclusion

Although important findings were provided, there are certain limitations that need to be taken into consideration. One of the major limitations is that the sample was relatively small, which means that the results may not be representative of the larger population. Besides, the study consisted of more female participants than male participants. Also, it relied solely on the questionnaire as a data collection instrument, which may restrict the comprehensiveness of the collected data and prevent the informants from providing rich and detailed answers. Therefore, further research should aim to replicate these findings in other settings in Algeria and include a more balanced sample in terms of gender to ensure the generalizability and validity of the study's findings. Also, additional data collection methods should be used, such as interviews, observation, etc.

Interesting conclusions have been drawn from this research, highlighting the role of social media as a learning tool in the EFL context. Yet, further research can provide a deep understanding of the specific ways in which social media can enhance the EFL learning experience. It would also explore the impact of social media use on each aspect on its own, for example, further research may explore the relationship between social media and language anxiety since the current research found that social media can create a flexible and stress-free learning environment. It may also investigate the impact of social media on each language skill on its own.

To sum up, one might argue that social media can be a valuable and powerful tool for language learning and teaching. It allows learners to engage in an authentic learning environment if it is used thoughtfully and purposefully. Thus, careful consideration should be taken into consideration to ensure that it is used appropriately, in order to benefit effectively from these platforms.

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Appendices

APPENDICES

Appendix 'A'

Students' Questionnaire

Dear fellow Master 1 students,

The following questionnaire is part of Master's degree investigation, which aims at exploring students' perceptions towards the use of social media in English language learning. You are, therefore, kindly requested to answer sincerely, and carefully the questions below. We inform you that your answers are undoubtedly remain confidential and anonymous. Your answers are very important for the validity of this research.

Section one: General Background

1- Age:

- a. Less than 20 ☐
- b. 20-30 ☐
- c. More than 30 ☐

2- Gender:

- a. Male ☐
- b. Female ☐

Section two: Social Media

3-Do you use Social Media?

- a. Yes ☐
- b. No ☐

4-Which Social Media do you use?

- a. Facebook ☐
- b. Instagram ☐
- c. Tiktok ☐
- d. Twitter ☐
- e. Youtube ☐
- f. Telegram ☐
- g. WhatsApp ☐

APPENDICES

h. Others(state them) ☐

.....

5-How often do you use Social Media?

- a. Always ☐
- b. Frequently ☐
- c. sometimes ☐
- d. Rarely ☐

6-For what purposes do you use Social Media ?

- a. Entertainment ☐
- b. communication ☐
- c. learning ☐
- d. others(state them) ☐

.....

7- How do you feel when using Social Media?

- a. Confident ☐
- b. Pleased ☐
- c. Motivated ☐
- d. Productive ☐
- e. Others (mention them) ☐

.....

8-Doyou use Social Media to support your English Language Learning?

- a. Yes ☐
- b. No ☐

If yes how?.....

9-Which social media sites do you find most useful for English language learning ?why?

.....
.....

10-Towhat extent do you agree or disagree with the following statements?

APPENDICES

Statements	Agree	Strongly Agree	Disagree	Strongly Disagree
Social media is easy to use				
Social media enhances team working chances				
Learning through social media reinforces self independent learning				
Social media is a valuable tool for improving English language skills				
Social media provides various sources for learning English				
Social media is good for collaborative learning				
Social media is a valuable tool fore enhancing communicative skills				
Social media reinforces critical thinking skills.				
Social media enhances their problem-solving skills				
Social media develops opportunities for social learning.				

11-Do you prefer traditional way of learning or learning through Social media?Justify?

.....

12-Would you like social media to be integrated in academic learning?

- a. Yes ☐
- b. No ☐

APPENDICES

If yes, how?.....

.....

.....

Thank you for your collaboration

APPENDICES

Appendix ‘B’

Teachers’ Questionnaire

Dear teachers,

You are kindly invited to fill in this questionnaire, which is part of a research work to obtain needed data for the accomplishment of Master dissertation. It is intended to collect information about the use of social media for educational purposes. We would be very grateful if you answer the questions bellow, which are very important for the validity of this research work. We inform you that your answers will undoubtedly remain confidential and anonymous.

Section 1 : General Background

1. Gender :

- a. Male ☐
- b. Female ☐

2. Age:

- a. Less than 30 ☐
- b. Between 30-40 ☐
- c. Between 40-50 ☐
- d. More than 50 ☐

3. Degree held:

- a. Master ☐
- b. Magister ☐
- c. Doctoral ☐

4. The level you are teaching:

- a. Licence ☐
- b. Master ☐
- c. Both levels ☐

APPENDICES

Section 2: The use of Social Media:

5. Do you use social media?

- a. Yes ☐
- b. No ☐

6. If yes , which social media do you frequently use?

- a. Facebook ☐
- b. Instagram ☐
- c. Youtube ☐
- d. WhatsApp ☐
- e. Twitter ☐
- f. Others (state them) ☐

.....
.

7. Do you use Social Media Sites for educational purposes?

- a. Yes ☐
- b. No ☐

-If yes, would you please mention these purposes?.....

.....

8. Do you invite your students to use social media to strengthen their language learning?

- a. Yes ☐
- b. No ☐

9. Do you think that social media platforms provide more relaxed and stress free language learning environment?

- a. Yes ☐
- b. No ☐

APPENDICES

Would you please justify your answer?

.....
.....

10. Do you think that social media can be efficient to improve students' English language skills?

a. Yes ☐

b. No ☐

Would you please justify your answers?.....
.....

11. Which language skills do you think that social media could be useful for?

a. Reading ☐

b. Listening ☐

c. Speaking ☐

d. Writing ☐

e. Vocabulary ☐

12. Do you think that social media is beneficial for:

a. Enhancing students' motivation ☐

b. Increasing learners' engagement ☐

c. Improving learners' autonomy ☐

d. Reinforcing collaboration ☐

e. Others(state them) ☐

.....

13. what do you think of integrating social media into classroom language teaching and learning?

.....
.....

14. what do you suggest for better use of social media in the teaching and learning processes?

APPENDICES

.....
.....•.....

Thank you for your Cooperation

ملخص

الهدف الرئيسي من هذه الدراسة هو استكشاف كيف ينظر مدرسو و طلاب اللغة الإنجليزية كلغة اجنبية الى استخدام وسائل التواصل الاجتماعي لأغراض التعلم. يهدف هذا البحث ايضا الى تحديد قيمة وسائل التواصل الاجتماعي في تعزيز عملية تعليم اللغة الإنجليزية كلغة أجنبية . من اجل تحقيق هذه الأهداف و الإجابة على أسئلة البحث، تم اعداد زوج من الإستبيانات وتوزيعها على مدرسي اللغة الإنجليزية بجامعة تلمسان. أظهرت النتائج ان لدى كل من الطلاب والأساتذة مواقف ايجابية تجاه استخدام وسائل التواصل الاجتماعي لأغراض التعلم .و تم ايضا تأكيد أن وسائل التواصل الاجتماعي مفيدة في زيادة مشاركة الطلاب و استقلاليتهم و دافعيتهم، و تساهم في تطوير مهارات اللغة و مهارات التعلم للقرن الحادي وعشرون.

الكلمات المفتاحية : وسائل التواصل الاجتماعي، أغراض التعلم، تعلم اللغة الإنجليزية كلغة أجنبية، الموقف، مهارات اللغة.

Summary

The primary objective of the current research work is to explore how EFL teachers and students perceive the use of social media for learning purposes. The study also aims to determine the value of social media in enhancing the EFL learning process. In order to achieve these goals and answer the research questions, two questionnaires were designed and distributed to both EFL teachers and students at Tlemcen University. The findings revealed that both teachers and students have positive attitudes towards the use of social media in English learning. It was also confirmed that social media is useful in increasing students' engagement, autonomy, and motivation, and it contribute to the development of language skills and 21st century learning skills.

Key words: Social Media- learning purposes- EFL learning- attitude-language skills.

Résumé

L'objectif principal de la recherche actuelle est d'explorer comment les enseignants et les étudiants d'anglais comme langue étrangère perçoivent l'utilisation des médias sociaux à des fins d'apprentissage. La recherche vise à déterminer la valeur des médias sociaux dans l'amélioration du processus d'apprentissage de l'anglais comme langue étrangère . Pour atteindre ces objectifs et répondre aux questions de la recherche, une paire de questionnaires a été préparée et distribuée aux enseignants et aux étudiants au sein du département d'anglais à l'Université de Tlemcen. Les résultats ont montré que les enseignants et les étudiants ont une attitude positive envers l'utilisation des médias sociaux dans l'apprentissage de l'anglais. Il a également été confirmé que les médias sociaux sont utiles pour augmenter l'engagement, l'autonomie et la motivation des étudiants, et contribuent au développement des compétences linguistiques, et des compétences d'apprentissage du 21^e siècle.

Mots clés: Médias sociaux, des fins d'apprentissage, apprentissage de l'anglais en tant que langue étrangère, attitude, compétences linguistiques.