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**EFL Students Attitudes Towards the Use of Social Media for
Language Learning: A Case Study of First Year Master Students at
the Department of English, University of Ghardaia**

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Declaration

We, BENATALAH Abderrahmane and BENAISSA Abderrahmane, do hereby declare that this submitted work is our original work and has not previously been submitted to any institution or university for a degree. We also declare that a list of references is provided indicating all the sources of the cited and quoted information. This work was certified and completed at Ghardaïa University.

Dedication

The completion of this work stands as a testament to the unwavering support and care of our cherished parents, guiding lights in our journey of accomplishments. Heartfelt gratitude flows to our siblings, relatives, and the entire family for their constant presence when support was most needed. Our dear classmates enriched this experience, making it truly delightful. Special appreciation goes to my family, especially my parents, siblings, friends especially Zohir , Daod , Mustafa , Mohammed, Aissa, Ibrahim, Mounir, Omar for their invaluable advice and unwavering support. Sincere appreciation extends to all who offered a helping hand in bringing this work to fruition. Your assistance is deeply cherished.

Abderrahmane BENAÏSSA

Dedication

“In the name of God, Most Gracious, Most Merciful”
All the praise is due to God alone, the sustainer of all the worlds”

I dedicate this thesis to:

-My dearest parents-

All my sisters: particularly my oldest sister for being in my back pushing me forward

My brother: Ahmed

My nephews: Abdelmounaime-Abdennore-Yail and all the little girls

My cousins: Hachemi and Ali

My friends: Chaker-Mouhamed-Youcef-Houssam-Sliman-Oussama-Azzame-Hicham

The girls by my side: Salima and Maissa

And all those who support me and love me.

Abderrahmane BENATALAH

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Abstract

The present study aimed to investigate Algerian EFL students' attitudes towards the use of social media for language learning. A total of thirty first year students at the English department of the University of Ghardaia participated in the study. The researchers used a questionnaire and an interview for data collection, and a mix of quantitative and qualitative approaches was adopted for data analysis. The findings of the study revealed that students had positive attitudes regarding the use of social media for language learning. Social media platforms are a useful tool to enhance language skills and enrich vocabulary.

Key words: Social media, EFL students, language learning.

List of Abbreviations

EFL: English as a Foreign Language

IM: Instant Messaging

ICT: Information and Communication Technology

IGTV: Instagram TV

Q&A: Question and Answer

ICC: Intercultural Communicative Competence

UGC: User Generated Content

DISC: Dialogue, Involvement, Support, Control

IM: Instant Messaging

VLE: Virtual Learning Environment

SPSS: Statistical Package for Social Sciences

List of Tables

Table one: The frequency of using social media for learning English language.....	20
Table two: Students’ perspectives about the usefulness of social media for language learning.....	21
Table three: Students’ perspectives about content of social media.....	22
Table four: Students’ perspectives regarding the effect of social media on improving their vocabulary.....	23
Table five: Students’ perspectives social network sites useful for learning English language.....	24
Table six: Comparing the effectiveness of social media and traditional methods on vocabulary teaching.....	24
Table seven: Students’ perspectives about the usefulness of social media for improving language skills.....	25
Table eight: The skills that social media help students to improve.....	26
Table nine: Advantages of using social media for educational purposes.....	27
Table ten: Disadvantages of using social media for educational purposes.....	27

List of Figures

Figure one: The frequency of using social media for learning English language.....	20
Figure two: Students’ perspectives about the usefulness of social media for language Learning.....	21
Figure three: Students’ perspectives regarding the effect of social media on improving their vocabulary.....	23
Figure four: Comparing the effectiveness of social media and traditional methods on vocabulary teaching.....	24
Figure five: Students’ perspectives about the usefulness of social media for improving language skills.....	26

Table of Content

Declaration.....	II
Dedication.....	III
Acknowledgment.....	V
Abstract.....	VI
List of Abbreviation and Acronyms.....	VII
List of Tables.....	VIII
List of Figures.....	IX
Table of Contents.....	X

General Introduction

1.Background of the study.....	1
2.Purpose of the study.....	1
3.Researsh questions.....	2
4.Statement of the Problem.....	2

5.Motivations.....	2
6.Limitation.....	3
7.Structure of the Thesis.....	3

CHAPTER ONE: An Overview about Social Media and its application for Language Learning

1. Definition of Social Media.....	6
2. Network Sites Used in Education.....	7
2.1Facebook.....	7
2.2Twitter.....	8
2.3LinkedIn.....	8
2.4Instagram.....	8
2.5YouTube.....	9
2.6 Email.....	9
2.7 LinkedIn.....	9
2.8 Edmodo.....	10

2.9 Google Classroom.....10

2.10 Padlet.....10

**3. Authentic Materials on Social Media vs. Traditional Resources in
Language Learning.....10**

**4. Social Media's Role in Promoting Cultural Understanding and
Language Acquisition.....11**

5. Exposure to English Language and Academic Performance.....12

6. Benefits of English Language Exposure in Academic Settings.....13

7. Social Media and Language Learning.....14

8. Benefits of Social Media in Language Learning.....15

9. Challenges in Using Social Media for Learning Language16

CHAPTER TWO: Research Methodology and Data Analysis

2.1Participants.....19

2.2Data Collection Tools.....19

2.2.1The Questionnaire.....	19
2.2.2The Interview.....	19
2.3Methods of data analysis.....	20
2.4Results of the Study.....	20
2.4.1Results of the Questionnaire.....	20
2.4.2Results of the Interview.....	28
2.5Discussion of the Findings.....	29
General Conclusion.....	35

Bibliography

Appendices

الملخص

General Introduction

1. Background of the Study

In the realm of education, the integration of social media platforms has emerged as a transformative tool to engage students in online learning environments. As educators seek innovative approaches to enhance English language teaching, the utilization of platforms such as Instagram and Facebook have gained prominence.

The utilization of social media by students has prompted researchers to investigate its impact on the processes of teaching and learning. Numerous articles and studies have delved into the pros and cons of its application in these contexts. The majority of these reports have affirmed its utility by highlighting a plethora of benefits. For instance, it has been noted that social media serves as a platform for students to access, utilize and exchange information. Additionally, it aids in fostering meaningful relationships with peers (Yu et al., 2010), promoting collaboration towards common objectives, enhancing interaction and communication with fellow students and educators (Faizi et al., 2013). It also provides students with greater opportunities to express themselves freely (Anankulladetch, 2017). Moreover, as stated by (Per Junco et al,2011), social media has the potential to boost students' engagement, participation, satisfaction, and academic performance, while also preparing them for the professional world.

2. Purpose of the Study

This study seeks to uncover students' perceptions regarding the use of social media for language learning. It explores the most popular social media platforms that EFL students use, the

benefits they have for learning English language and if they face any challenges when using them.

It is hoped that the findings of this study would help teachers have a clear understanding about students' perspectives regarding social media and make necessary adjustments when they use social media in various academic activities.

3. Research Questions

The Key research questions guiding this investigation are:

1. What are EFL students' perceptions about using social media for language learning?
2. What are the benefits of using social media for language learning?
3. What are disadvantages of using social media for language learning?

4. Statement of the Problem

However numerous research studies have proposed that social media have adverse effects on language learning, little is known regarding learners' perspectives towards its use in the field of education, especially in the Algerian context. Therefore, the current study attempts to investigate Algerian students' attitudes towards the use of social media for language learning.

5. Motivations

The researchers selected this topic due to the current relevance of social media in all domains of life, particularly in the field of education. In order to keep update with recent world developments, Algerian Universities should take advantage of these technologies and integrate them in academic settings. Therefore, this study provides insights to improve how languages are

taught by using social media platforms to get students more interested and confident in learning languages.

6.Limitation

This study has some limitations that should be acknowledged. The findings of the study are limited to EFL students at the University of Ghardaia. Further studies with different samples in different contexts are needed to increase the generalization of the findings.

7.Structure of the Thesis

The thesis begins with a comprehensive general introduction that sets the stage by presenting the research problematic, objective of the study and research questions that guide the study. Following this introduction, the theoretical chapter provides an overview of different social media platforms and their applications in education. Then, the second chapter outlines the research design, data collection tools and methods of data analysis. It also presents the results of the study. The thesis ends with a general conclusion that synthesizes the findings of the study.

Chapter one

**An Overview about Social
Media and its application for
Language Learning**

Introduction

The rise of social media has transformed the way we communicate and interact with each other. Social media platforms, such as Facebook, Twitter, and Instagram, have become an integral part of our daily lives, providing us with a space to share our thoughts, experiences, and ideas with a global audience. In the context of language learning, social media has emerged as a powerful tool for EFL vocabulary acquisition. Social media platforms offer a range of authentic materials, such as news articles, videos, and memes, that can help learners to build their vocabulary and language skills in a relevant and engaging way. The primary goal of this chapter is to explore the role of social media in EFL vocabulary learning. We begin by providing a general background on social media and its impact on language learning. Then we examine the role of authentic materials in language learning and how social media can provide learners with relevant and engaging content. Following this, we offer an overview of social media platforms and their features, such as hashtags, mentions, and direct messages. We discuss how these features can enhance language acquisition and engagement, providing learners with interactive experiences and opportunities to engage with other learners and native speakers. We also examine specific social media learning materials that can be incorporated into EFL learning, such as language learning apps, online communities, and social media campaigns. These materials can help learners to build their vocabulary and language skills more effectively. Finally, we list the advantages and disadvantages of social media in language learning, as well as their significance in EFL learning. While social media offers many benefits, such as authentic materials and interactive experiences, it also has some limitations, such as distractions and privacy concerns. Overall, this chapter aims to provide a comprehensive

overview of the role of social media in EFL vocabulary learning, highlighting its potential to enhance language acquisition and engagement. By understanding the benefits and limitations of social media, language teachers and learners can make informed decisions about how to incorporate these platforms into their language learning strategies.

1. Definition of Social Media

There are many definitions of social media. Some of these definitions focus on the cooperation and communication that takes place within certain websites. Others focus on the tools used within these sites. These sites allow users to collaborate, exchange knowledge, communicate with peers, upload, and send pictures, write comments, create an expression, and learn the benefits of using social media tools. (Weisgerber, C., & Butler, B. S,2010). Social media plays an important role in changing different fields in our life today. People have different ways to interact, communicate, and even the way they think (Dabbagh, N., & Reo, R. ,2011). (Wigmore, I.2020) claimed that social media refers to websites and applications that are used as communication tools to help people share information and interact with each other.

With the rapid development of social media, people can interact easily with their friends, colleagues, families, and even online strangers. Along with the improvement of smartphones, social media is growing dramatically in the App Store environment. Online communities are created. Particularly, Instagram application has become a tool for the community of travelers and fashionistas. Besides, many businesses also take full advantage of social media by using it as a marketing tool to promote their products, servicing their customers, and exchanging goods and services.

Ahlqvist, T. (2008) defined social media as the means of interactions among people in which they create, share, exchange and comment on contents among themselves in virtual communities and networks.

According to Haenlein, M., & Kaplan, A. M. (2010), social media is a group of internet-based applications that are built on the ideological and technological foundations of the Web and that allows the creation and exchange of user-generated content. Instagram as a communication tool can be used in advertising and news that shows many vocabularies. Instagram is an online mobile photo-sharing, video-sharing, and social networking service that enables its users to take pictures and videos and share them either publicly or privately on the app, as well as through a variety of other social networking platforms, such as Facebook, Twitter, Tumblr, and Flickr. Instagram was created by Kevin Systrom and Mike Krieger and launched in October 2010 as a free mobile app. There are many ways students can use social media to improve their English vocabulary. Besides using Instagram to share photos of the things they have seen and visited, students can also use Instagram as a platform to learn new languages and learn vocabulary.

2. Network Sites Used in Education

Within the realm of education, several social media platforms have emerged as valuable tools for facilitating learning, collaboration, and communication. Among these platforms, Facebook, Twitter, LinkedIn, Instagram, and YouTube are commonly used by educators and learners alike.

2.1 Facebook

With its extensive user base and diverse range of features, Facebook provides opportunities for educators to create private groups or pages dedicated to specific courses or subjects. These groups

serve as virtual learning communities where students can engage in discussions, share resources, and collaborate on projects. Additionally, Facebook Live enables educators to broadcast lectures, tutorials, and events in real-time, reaching a wider audience beyond the classroom.

2.2 Twitter

Twitter's microblogging format makes it an ideal platform for sharing short updates, links, and resources related to education. Educators can use hashtags to participate in educational chats, follow relevant conversations, and connect with colleagues from around the world. Twitter's character limit encourages concise communication, making it a valuable tool for sharing quick tips, reminders, and announcements with students.

2.3 LinkedIn

LinkedIn is primarily known as a professional networking platform, but it also offers valuable resources for education and career development. Educators can create profiles to showcase their expertise, connect with industry professionals, and discover relevant articles and discussions in their field. Additionally, LinkedIn Learning provides a platform for online courses and tutorials on a wide range of topics, enabling learners to acquire new skills and knowledge at their own pace.

2.4 Instagram

As a visual-centric platform, Instagram is well-suited for sharing multimedia content, such as photos and short videos, to engage learners and spark curiosity. Educators can create educational accounts to share visual resources, student projects, and behind-the-scenes glimpses of classroom

activities. Instagram Stories and IGTV offer additional opportunities for interactive content creation and storytelling, allowing educators to connect with students in creative and engaging ways.

2.5 YouTube

YouTube is a hub and a center of educational content, offering a vast repository of videos on virtually every topic imaginable. Educators can create their own channels to share instructional videos, tutorials, and lectures, or curate playlists of existing content to supplement classroom instruction. YouTube Live enables real-time streaming of educational events, virtual field trips, and interactive Q&A sessions with experts, enhancing the learning experience for students both inside and outside the classroom.

2.6 Email

Often considered a more traditional form of electronic communication. It involves the exchange of messages between users via electronic mail servers. In an educational context, email is commonly used for sending announcements, sharing resources, facilitating asynchronous communication between teachers and students, and promoting collaboration among members of educational communities. Additionally, email can be integrated with other social media platforms to enhance communication and collaboration among educators and learners.

2.7 LinkedIn

It offers online courses, tutorials, and professional development resources for educators and

students seeking to enhance their skills and knowledge in various subject areas.

2.8 Edmodo

Designed as a social learning platform for classrooms, allowing educators to create virtual classrooms, share assignments, facilitate discussions, and engage students in collaborative learning activities.

2.9 Google Classroom

Provides a digital learning environment for teachers and students to manage assignments, communicate, collaborate on projects, and streamline the educational workflow using Google's suite of tools.

2.10 Padlet

Enables users to create collaborative boards for sharing resources, brainstorming ideas, collecting feedback, and engaging students in interactive learning experiences.

These social media platforms offer diverse opportunities for educators, students, and institutions to enhance teaching and learning practices, foster community engagement, promote digital literacy, and facilitate communication in educational contexts. By leveraging the benefits of social media in education, educators can create dynamic and interactive learning environments that cater to diverse learning styles and preferences.

3. Authentic Materials on Social Media vs. Traditional Resources in Language Learning

Integrating authentic materials from social media platforms into language learning has been

shown to enhance the overall learning experience compared to traditional resources. Authentic materials, such as real advertisements or conversations found on social media sites, provide learners with exposure to genuine language use in context, allowing for a deeper understanding of cultural nuances and communication strategies.

Research by Peterson and Coltrane (2003) highlights the importance of using authentic materials to help students explore and appreciate different cultures. By engaging with real-life content created by native speakers for native speakers, learners can develop empathy and a more profound appreciation for cultural diversity.

In contrast, simulated texts often prioritize language proficiency over cultural understanding (Liddicoat & Scarino, 2013). Utilizing inauthentic resources denies learners the opportunity to interact with the target culture authentically.

Hence, incorporating social media content like podcasts, videos, and images into language classrooms aligns with the principles of intercultural communicative competence (ICC) by providing students with opportunities to engage with real-world language use while gaining insights into diverse cultural perspectives (Moeller & Osborn, 2014).

4. Social Media's Role in Promoting Cultural Understanding and Language Acquisition

In today's interconnected world, the role of social media in promoting cultural understanding and language acquisition among language learners is paramount. Research by Peterson and Coltrane (2003) emphasizes the significance of utilizing authentic materials to help students delve into and appreciate diverse cultures. By engaging with real-life content designed for native

speakers, learners can cultivate empathy and a deeper respect for cultural diversity.

Contrary to this approach, Liddicoat and Scarino (2013) argue that simulated texts often prioritize language proficiency over cultural comprehension. Using artificial resources hinders learners from authentically interacting with the target culture. Therefore, integrating social media content such as podcasts, videos, and images into language classrooms aligns with the principles of intercultural communicative competence (ICC), providing students with opportunities to engage with real-world language usage while gaining insights into various cultural perspectives (Moeller & Osborn, 2014). Furthermore, incorporating social media platforms allows for interactive learning experiences where students can engage directly with authentic language use and cultural practices on a global scale. These platforms facilitate communication across borders, fostering meaningful interactions that enhance both linguistic skills and intercultural awareness.

5. Exposure to English Language and Academic Performance

Exposure to the English language plays a significant role in influencing students' academic performance. Research conducted at Komrat University of Gagauzia and Balıkesir University revealed that outside-of-class communication activities positively impact learners by enhancing emotional variability, mood, and behavioral benefits. This exposure not only influences their willingness to learn foreign languages but also guarantees progress in language acquisition (Sevdenur Küçükler et al., 2021). The study highlighted substantial differences in language exposure between students from different educational institutions, with those from Balıkesir University being more exposed to the English language compared to their counterparts at Komrat University.

This increased exposure can lead to improve proficiency in English, which is crucial for

academic success in today's globalized world. Through regular exposure to the language both inside and outside of the classroom, students can enhance their linguistic skills, vocabulary acquisition, and overall comprehension of English texts (Aylor & Oppliger, 2003). Moreover, research has shown that higher levels of exposure to the English language are positively correlated with better performance in communicative tasks and assessments (Al Zoubi, 2018).

Benefits of English Language Exposure in Academic Settings

The increased exposure to the English language within academic settings can offer numerous advantages for students. Firstly, exposure plays a pivotal role in enhancing learners' willingness to engage with foreign languages, ultimately leading to significant progress in language acquisition (Sevdenur Küçükler et al., 2021). This exposure not only influences their motivation but also ensures a positive trajectory towards mastering a new language.

Moreover, extensive exposure to English can result in improved proficiency levels among students—an essential factor for succeeding in today's interconnected world. Regular interactions with the language both inside and outside the classroom environment enable individuals to enhance their linguistic skills, expand their vocabulary, and boost their overall understanding of English texts (Aylor & Oppliger, 2003). Additionally, research indicates that higher levels of exposure correlate positively with enhanced performance in various communicative tasks and assessments (Al Zoubi, 2018).

This evidence underscores the crucial role of consistent English language exposure within academic institutions. By fostering an environment rich in English communication opportunities, universities can effectively support students' language learning journeys and equip them with valuable skills for future academic and professional endeavors.

5. Social Media and Language Learning

Social media has revolutionized communication, connecting people from different parts of the world and facilitating the exchange of ideas in real-time. In recent years, social media platforms have also emerged as valuable tools for language learning, providing learners with immersive language experiences, authentic cultural interactions, and diverse learning resources. This thesis aims to explore the multifaceted relationship between social media and language learning, examining the benefits, challenges, and best practices associated with integrating social media into language learning contexts.

Social media platforms offer a wide range of features and functionalities that support language learning in various ways. Firstly, social media provides learners with access to authentic language input through text, audio, and video content shared by native speakers. Platforms such as YouTube, Instagram, and TikTok allow learners to immerse themselves in authentic language use, exposing them to natural speech patterns, colloquial expressions, and cultural references.

Additionally, social media enables learners to engage in meaningful interactions with native speakers and fellow language learners. Through platforms like Facebook groups, Twitter chats, and language exchange forums, learners can practice their language skills in real-life contexts, receive feedback on their writing and speaking, and connect with like-minded individuals who share their language learning goals.

Social media offers a wealth of language learning resources, including educational videos, podcasts, language learning apps, and online courses. Platforms like LinkedIn Learning, Duolingo, and Babbel provide learners with interactive and engaging materials designed to improve their language proficiency in a fun and accessible manner.

6. Benefits of Social Media in Language Learning

Social media has revolutionized the way we learn languages, offering numerous benefits that can enhance the language learning experience. One of the primary benefits of social media in language learning is the provision of authentic input resources, allowing learners to engage with native speakers and immerse themselves in the language. This exposure to real-life language use can help learners improve their comprehension and vocabulary.

Social media also provides low-stress practice spaces where learners can interact with others and receive feedback on their language skills. This environment can help learners build confidence and improve their communication skills. Furthermore, social media facilitates intercultural communication, enabling learners to connect with people from different cultures and enhance their understanding of the language in a real-world context. This interaction can help learners to develop a deeper appreciation for the language and its cultural context.

Social media can also improve language skills in various areas, such as writing, speaking, reading, and listening, with a particular emphasis on writing and grammar. The platform's interactive features can provide learners with opportunities to practice and receive feedback on their language skills. Additionally, social media can improve vocabulary, grammar, pronunciation, and spelling, as well as prompt motivation and creativity. (Kadek Puspa Ariantini.2021)

Moreover, social media can support students' English proficiency, improve their multiliteracies, and enhance their intercultural awareness. It can also provide a platform for students to share their views on blogs or social networks, which can play a significant role in expanding social communication and learning communication skills. (An Shujun.2022). However, it is essential to

address the challenges and drawbacks of using social media in education, including the blurring of boundaries between public and private life, doubts about its effectiveness for knowledge construction, and the lack of integration with instructional design. (Tatsuya, Imai. 2020).

In conclusion, social media offers a wide range of benefits that can enhance the language learning experience. By leveraging these benefits, learners can improve their language skills, connect with native speakers, and stay motivated and engaged in their language learning journey.

7. Challenges in Using Social Media for Learning Language

EFL learners face several challenges and difficulties in gaining language skills from social media. One of the primary challenges is the integration of social media into language learning, which requires a better approach. This challenge is highlighted by the fact that social media cannot replace human instructors, and pure e-learning may not be able to address the demands of all language learners in various groups. Additionally, the use of social media in language learning is not without its limitations, as it can be distracting and may lead to a recess in spelling and grammar if learners excessively rely on online correction checkers (Yonghong Zhou, 2021).

Another challenge is the lack of time, expertise, and motivation among teachers to employ technology in their classes, despite its potential benefits. This is supported by the fact that many teachers do not use innovative technology in their classes, which may seem beneficial for language learning (AwalKurniaPutraNasution,2022). Furthermore, the integration of social media into language learning requires a nuanced perspective, as it is not a one-size-fits-all solution. For instance, the study by Al-Khalidi and Khouni (2021) highlights the importance of exploring the effectiveness of social media platforms in English language teaching and learning from EFL

students' perspectives.

Moreover, the use of social media in language learning is not without its risks, as it can lead to the blurring of boundaries between public and private life, doubts about its effectiveness for knowledge construction, and the lack of integration with instructional design (Hisyam Nur Ahmad Latif, 2021). These risks are highlighted by the fact that social media can be distracting and may lead to a recess in spelling and grammar if learners excessively rely on online correction checkers. Additionally, the study by Yonghong Zhou (2021) emphasizes the need for caution in the way learners and educators perform on social media and how they utilize the technologies to maximize the benefits of social media.

EFL learners face several challenges and difficulties in gaining language skills from social media, including the integration of social media into language learning, the lack of time, expertise, and motivation among teachers, and the risks associated with the use of social media in language learning. These challenges and difficulties highlight the need for a nuanced perspective on the use of social media in language learning and the importance of caution in its utilization.

Conclusion

This chapter provides theoretical background for the study. It deals with different definitions of social media, its application in language learning, its benefits and challenges in using it. The next chapter presents the practical side of the study. The research methodology and findings of the study are discussed thoroughly.

CHAPTER TWO

Research Methodology and Data Analysis

Introduction

The present chapter explains the research methodology. Thus, it describes the subjects of the study, data collection tools and methods used for data analysis. This chapter concludes with presentation and interpretation of findings of the study.

2.1 Participants

A total of thirty EFL students at the department of English of the University of Ghardaia participated in the study.

2.2 Data Collection Tools

A questionnaire and an interview were chosen by the researchers to conduct the study.

2.2.1 The Questionnaire

The questionnaire is one of the main tools used in research studies. It consists of a set of questions used to collect information from people about something. Questionnaires are widely used by researchers because they provide quick and efficient way of obtaining large amount of information from the respondents, and the results they reveal can be easily quantified by researchers either manually or through the use of software packages such as SPSS.

In this study, the researchers used the questionnaire to get information from the students themselves about the usefulness of social media platforms for language learning.

2.2.2 The Interview

The interview is a qualitative research technique that involves asking open-ended questions to converse with respondents and collect data about a subject. The researchers used it to complement the data that could not be obtained through the questionnaire. It provided a deeper

understanding of students' perspectives about the use of social media for language learning.

2.3 Methods of data analysis

The researchers adopted a mix of quantitative and qualitative approaches for data analysis. Thus, data obtained from the questionnaire were grouped and categorized in tables. It was then a matter of totaling the responses. The researchers calculated the frequency and percentage of responses for each question. For the sake of clarity and giving a more insightful picture about the results figures (bar and pie charts) were used to represent data obtain. As for the analysis of the responses to open ended questions in the interview, students' comments were written down on separate sheets and were reported for analysis and interpretation.

2.4 Results of the Study

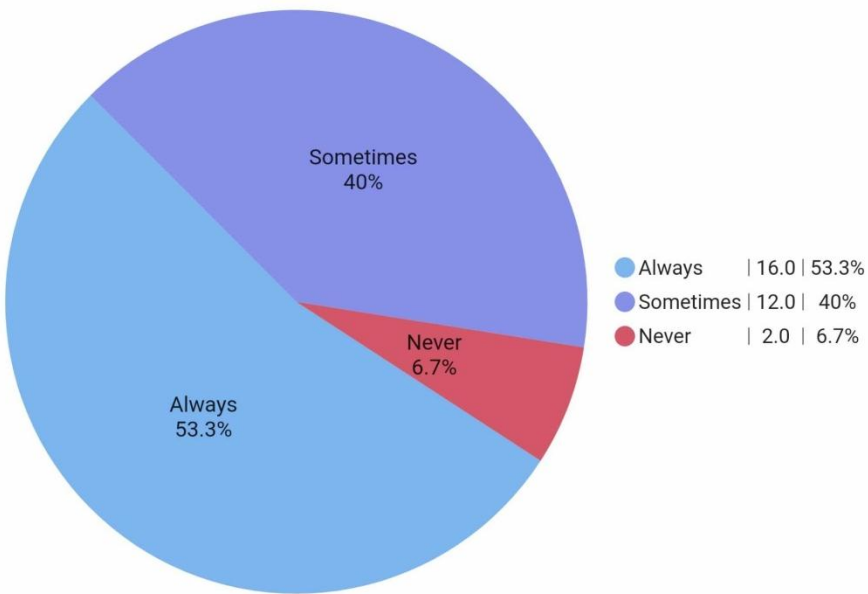
2.4.1 Results of the Questionnaire

Q1: How often do you use social media for learning English language?

Table 1: The frequency of using social media for learning English language.

Options	Participants	Percentage
Always	16	53.3%
Sometimes	12	40%
Never	2	6.7%

Figure1: The frequency of using social media for learning English language



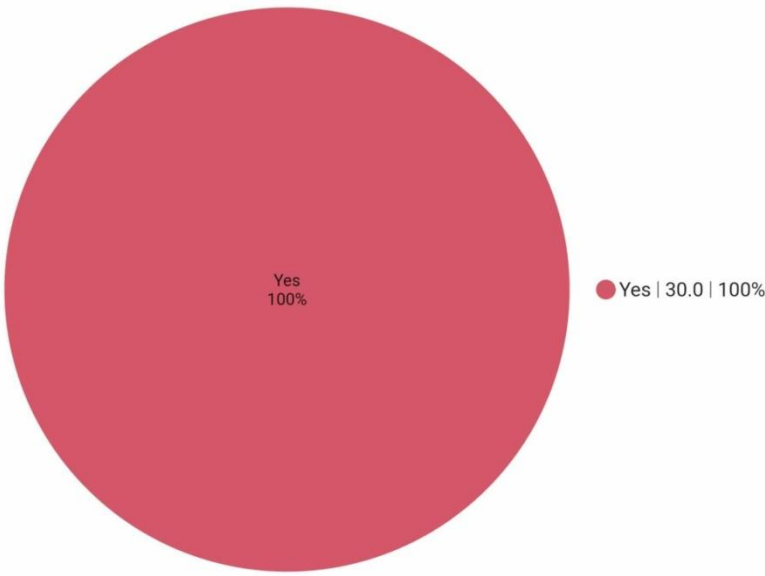
The majority of the students, 53.3% replied always, 40% sometimes and only 6.7% never.

Q2: Do you think that social media provides valuable resources for language learning?

Table 2: Students’ perspectives about the usefulness of social media for language learning

Options	participants	Percentage
Yes	30	100%
No	0	0%

Figure2: Students’ perspectives about the usefulness of social media for language learning



All the students 100% agree that social media provides a valuable resource for learning language.

Q3: What types of content on social media do you find most beneficial for learning English?

Table 3: Students’ perspectives about content of social media

options	participants	percentage
Vocabulary quizzes	24	46.2%
Language learning tutorials	11	21.2%
Conversational videos	8	15.4%
Podcasts or audio clips	6	11.5%
Other	3	5.8%

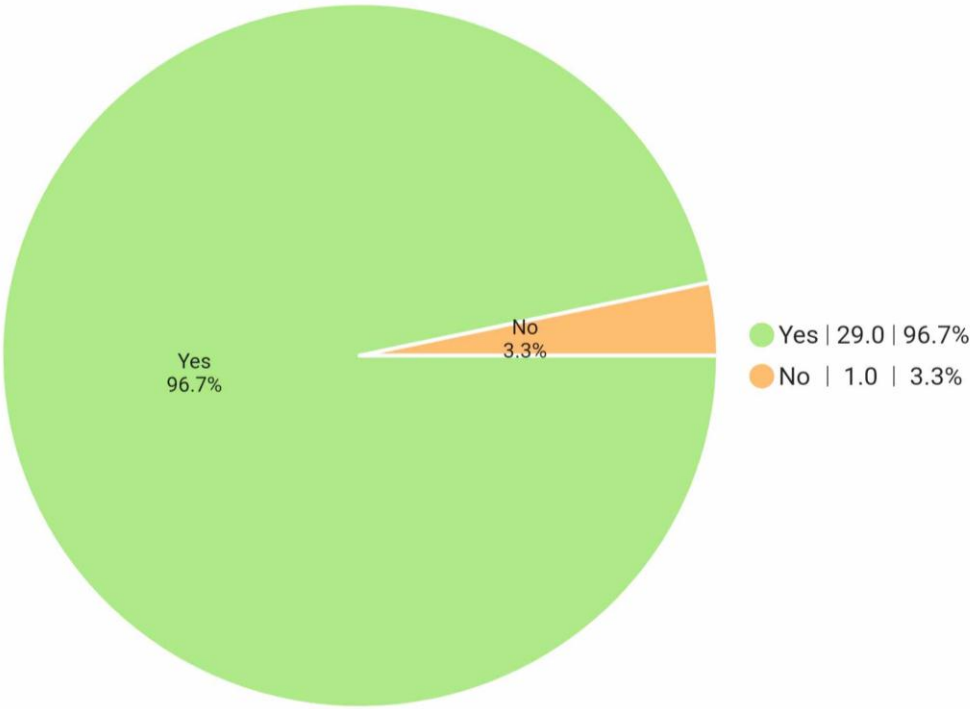
When asked about the types of content that they find useful for learning English language on social media, 46.2% of the students chose Vocabulary quizzes, 15.4% chose conversational videos, 21.2% chose language learning tutorials and 11.5 chose Podcasts or audio clips. 5.8% of the students mentioned other types of content including vlogs, Memes and Comedy shows.

Q4: Have you experienced any improvements in your English vocabulary through social media usage?

Table 4: Students’ perspectives regarding the effect of social media on improving their Vocabulary

Options	participants	Percentage
Yes	29	96.7%
No	1	3.3%

Figure 3: Students’ perspectives regarding the effect of social media on improving their Vocabulary



96.7% of the students believe that social media had a positive effect on their vocabulary learning; whereas 3.3% of them claimed that they did not notice any improvement in their vocabulary by using social media.

Q5: Which of the following social media do you find most helpful for learning English vocabulary?

Table 5: Students’ perspectives social network sites useful for learning English language.

Options	participants	Percentage
Facebook	7	11.3%
Twitter	4	6.5%
Instagram	16	25.8%
TikTok	9	14.5%
YouTube	24	38.7%
Other	2	3.2%

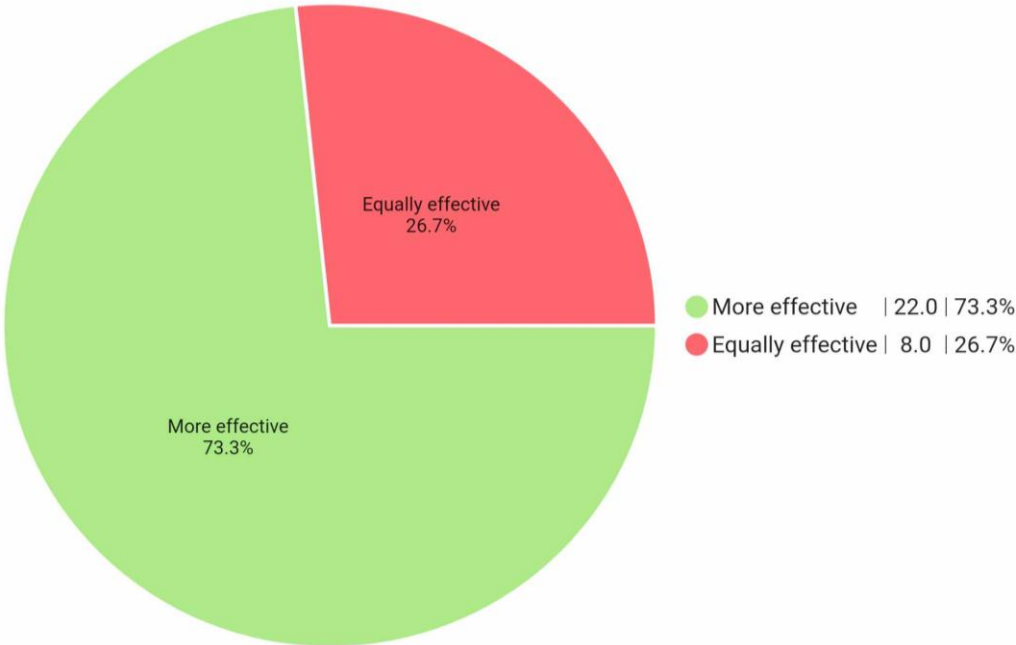
When asked about the social network sites useful for vocabulary learning, 38.7% of the students chose YouTube, 25.8% chose Instagram, 14.5% chose TikTok, 11.3% chose Facebook, 6.5 chose Twitter and 3.2% mentioned Meet – Duolingo.

Q6: How effective do you think is social media for learning English vocabulary as compared to traditional methods?

Table 6: Comparing the effectiveness of social media and traditional methods on vocabulary teaching

Options	participants	Percentage
More effective	22	73.3%
Equally effective	8	26.7%
Less effective	0	0%

Figure 4: Comparing the effectiveness of social media and traditional methods on vocabulary teaching



73.3% of the students believe that social media is more effective for vocabulary than traditional methods while 26.7 believe that traditional methods are more effective.

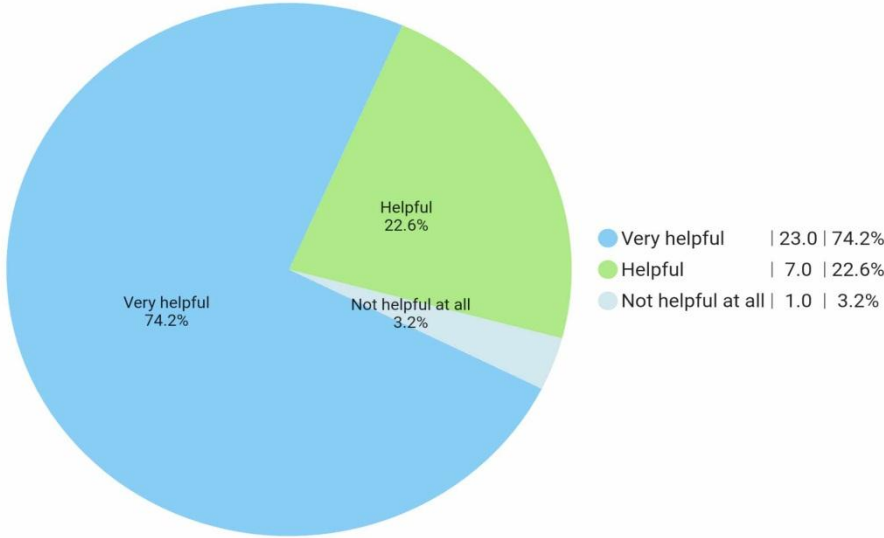
Q7: Does social media help you to improve your English language skills?

Table 7: Students’ perspectives about the usefulness of social media for improving language skills

Options	participants	Percentage
Very helpful	23	74.2%
Helpful	7	22.6%
Not helpful at all	1	3.2%

Figure 5: Students’ perspectives about the usefulness of social media for improving language skills

Does social media help you to improve your English language skills?



74.2% of the students believe that social media is very helpful for improving language skills, 22.6% believe that they are helpful and 3.2% believe that they are not helpful at all.

Q8: What are the language skills that you use social media to improve?

Table 8: The skills that social media help students to improve

Options	participants	Percentage
Listening	29	42.6%
Reading	11	16.2%
Speaking	24	35.3%
Writing	4	5.9%

35.3% of the students stated that they use social media to improve their speaking skill, 16.2% for reading, 42.6% for listening and 5.9% to improve their writing.

Q9: In your opinion, what are the main advantages of using social media for educational purposes?

Table 9: Advantages of using social media for educational purposes.

Options	Participants	Percentage
Instant access to resources	9	18.8%
Interactivity and engagement	7	14.6%
Diverse learning content	20	41.7%
Connectivity with other learners	10	20.8%
Other	2	4.2%

When asked about the advantages of using social media for educational purposes, 18.8% mentioned instant access to resources, 14.6% interactivity and engagement, 41.7% Diverse learning content, 20.8% connectivity with other learners and 4.2% of the students mentioned easiness to do a research.

Q10: According to you, what are the disadvantages of using social media for educational purposes?

Table 10: Disadvantages of using social media for educational purposes.

Options	Participant	Percentage
Distraction from learning goals	19	44.2%
Misinformation or unreliable content	12	27.9%
Lack of guidance or structure	11	25.6%
Other	1	2.3%

When asked about the advantages of using social media for educational purposes, 44.2% mentioned distraction from learning goals, 27.9% unreliable content, and 25.6% lack of guidance.

2.4.2 Results of the Interview

8 students were interviewed. Their responses are summarized below:

1. Do you think social media is useful for language learning? Why?

The interviewees' responses indicate that social media is seen as useful for learning, particularly for EFL learners, as it can enhance skills like listening and speaking. It provides easy access to information, resources, and connections with native speakers and teachers.

2. What are the advantages of using social media in education?

The main advantages of social media usage highlighted in the interviews include access to

information, ideas, and cultural understanding; the ability to publish and share content; and the opportunity for self-education and learning at any time.

3. What are the elements of language that can be improved when using social media?

According to the interview responses, social media can help improve various language elements such as vocabulary, grammar, pronunciation, listening, and speaking skills. The interactive nature of social media platforms allows for language practice and exposure.

4. Do you believe social media platforms influence EFL learners' vocabulary development?

The interviews suggest that social media platforms can have both positive and negative influences on EFL learners' vocabulary development. On the positive side, they provide exposure to new words and vocabulary in context. However, there is also a risk of confusion between formal and informal language usage.

5. In what ways can social media platforms impact the development of the four language skills (reading, writing, listening, speaking)?

The interviewees responses indicate that social media can have a more significant impact on receptive skills like listening and reading, as it provides access to authentic content and opportunities for exposure. However, the impact on productive skills like writing and speaking may be more limited and require additional guidance and practice.

2.5 Discussion of the Findings

Analyzing the findings of the study reveals significant insights into the use of social media for learning English language skills. In the demographics section, it is evident that a considerable

proportion of students (53.3%) use social media "Always" for learning English, showcasing a strong preference for online platforms. Additionally, the low percentage of students who reported "Never" using social media (6.7%) highlights the pervasive nature of digital tools in language learning among the surveyed students. This trend underscores the importance of integrating social media into language education programs to cater to the needs and preferences of modern learners.

Moving on to the perceived benefits of social media, the unanimous agreement among students (100% Yes responses) that social media provides a valuable resource for learning language is a noteworthy finding. This indicates a high level of confidence in the efficacy of social media platforms for language acquisition, suggesting that students recognize the benefits of incorporating digital resources into their learning routines. The widespread acceptance of social media as a beneficial tool for language learning emphasizes the need for educators to leverage these platforms effectively to enhance students' language proficiency.

When examining the types of content preferred by students for learning English on social media, a clear preference for auditory and interactive materials emerges. The popularity of podcasts or audio clips (46.2%) and conversational videos (21.2%) reflects a preference for engaging, multimedia content that facilitates language comprehension and retention. Moreover, the diverse range of content choices, including vocabulary quizzes and language tutorials, underscores the importance of offering varied and interactive learning materials to cater to the diverse learning styles and preferences of students.

In terms of vocabulary acquisition, the overwhelming majority of students (96.7%) reporting improvements in vocabulary through social media highlights the effectiveness of online platforms

in enhancing language skills. The preference for platforms like YouTube (38.7%) for learning vocabulary underscores the role of visual and auditory stimuli in language learning, indicating that students find multimedia content engaging and conducive to vocabulary acquisition. Furthermore, the high percentage of students who find social media more effective than traditional methods (73.3%) suggests a shift towards digital learning tools in language education, signaling the need for educators to adapt their teaching approaches to meet the evolving needs of students in the digital age.

Overall, the findings suggest that social media plays a vital role in supporting language learning among students, offering a diverse range of resources and interactive content that cater to different learning preferences. The positive attitudes towards social media as a language learning tool, coupled with the reported improvements in vocabulary and language skills, underscore the potential of digital platforms to enhance language education outcomes. By leveraging the benefits of social media and integrating innovative teaching strategies, educators can create engaging and effective language learning experiences that resonate with today's tech-savvy students.

The findings pertaining to the advantages and disadvantages of using social media for learning English language shed light on the nuanced dynamics of incorporating digital platforms into language education. When considering the advantages identified by students, it is evident that a significant proportion value the diverse learning content available on social media. This highlights the appeal of accessing a wide range of resources, including podcasts, videos, quizzes, and tutorials, to cater to different learning preferences and enhance language skills effectively. Moreover, the emphasis on connectivity with other learners underscores the importance of collaborative learning experiences and cross-cultural interactions facilitated by social media,

enriching students' language acquisition journey through peer support and global perspectives.

The aspect of instant access to resources emerges as another key advantage, enabling students to engage with language learning materials conveniently and flexibly, aligning with the modern learner's need for on-demand information and learning opportunities. Additionally, the emphasis on interactivity and engagement signifies the role of social media in fostering active participation and dynamic learning experiences, making language learning more interactive and enjoyable for students. The inclusion of doing research as an additional advantage showcases students' appreciation for the research opportunities that social media platforms offer, allowing them to explore language-related topics beyond traditional sources.

On the other hand, the identified disadvantages highlight some of the challenges associated with using social media for language learning. The prevalence of distractions from learning goals stands out as a significant concern, indicating the need for students to manage their online activities effectively to maintain focus and productivity in language learning endeavors. The issue of misinformation or unreliable content underscores the importance of critical thinking skills and discernment when navigating language resources on social media, emphasizing the need for students to evaluate information carefully to ensure accuracy and relevance.

Furthermore, the lack of guidance or structure on social media platforms poses a potential obstacle for students seeking clear learning pathways and support in their language learning journey. This underscores the importance of incorporating effective learning strategies and providing adequate guidance to help students navigate the vast array of content available on social media and maximize their language learning outcomes. By addressing these challenges and

leveraging the advantages of social media effectively, educators can create engaging and enriching language learning experiences that harness the full potential of digital platforms while mitigating potential drawbacks through strategic planning and support mechanisms.

The interview responses suggest that social media can be a useful tool in language education, particularly for enhancing EFL learners' listening and speaking skills. Participants highlighted the benefits of exposure to authentic language content and interactions with native speakers. - However, the data also indicates potential challenges, such as the risk of confusion between formal and informal language, as well as the limited impact on writing skills due to the constraints of social media platforms. - Participants noted that social media can positively influence vocabulary development by exposing learners to a wide range of new words and vocabulary in context. But there were also concerns about the potential negative effects on vocabulary if learners are not guided in distinguishing between slang and formal language. - The responses suggest that social media can have a more significant impact on receptive skills like reading and listening, compared to productive skills like writing and speaking, which may require additional support and practice.

The findings align with previous studies that have highlighted the potential of social media to enhance language learning, particularly in areas like vocabulary acquisition and listening/speaking development. - However, the concerns raised about the impact on writing skills and the risk of language confusion echo the challenges identified in some existing literature. - The insights from the interviews provide additional nuance and context to the understanding of how social media can influence different language skills, which could contribute to the ongoing discussions in this research area.

The findings suggest that language educators should carefully consider how to integrate social media into their teaching practices, balancing the benefits with the potential drawbacks. - Developing strategies to guide EFL learners in navigating the language used on social media, and providing opportunities for structured writing practice, could help address some of the identified challenges. - Future research could explore more specific ways to leverage social media platforms to enhance the development of all four language skills (reading, writing, listening, speaking) for EFL learners, potentially through experimental studies or longitudinal investigations.

The interview data indicates that social media can be a valuable tool for EFL language learning, particularly in improving listening, speaking, and vocabulary development. However, the findings also suggest that the impact of social media on language skills is nuanced, with potential challenges in areas like writing and the risk of language confusion. Effective integration of social media into language education will require careful consideration of the balance between the benefits and drawbacks, as well as the development of targeted strategies to support EFL learners in maximizing the positive influence of these platforms.

Conclusion

In this chapter was devoted to the presentation of research methodology and results of the study. The findings of the study revealed that EFL students have positive attitudes towards using social media platforms for language learning. They demonstrated that social media platforms helped them to learn new English vocabularies and improve their language skills.

General Conclusion

The present study aimed to investigate the students' attitudes towards the use of social media for language learning. It was carried out with 30 first year master students at the department of English of the University of Ghardaia. The researchers used a questionnaire and an interview to collect the data from the subjects. A mixed method of quantitative and qualitative approaches was adopted for data analysis.

The results of the study revealed that students had positive attitudes towards using social media platforms for language learning. The majority of students stated that they learned new English vocabularies through using social media. Furthermore, many of them claimed that that these platforms helped them to improve their language skills (speaking, writing, listening and reading).

The findings of this study provide insights to language teachers. They can use these findings to develop more effective instructional strategies that integrate the use of social media platforms into physical and virtual classrooms.

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Appendices

Appendix A : The Questionnaire

Dear students,

This questionnaire is part of a master thesis. It aims to gather information about EFL students' attitudes towards language learning. Please, answer all the questions. Your responses will remain confidential and used only for research purposes.

Thank you so much for your cooperation.

Please, tick the appropriate box (+)

1- How often do you use social media for learning English language?

a- Always

b- Sometimes

c- Never

2- Do you think that social media provides valuable resources for language learning?

a- Yes

b- No

3- What types of content on social media do you find most beneficial for learning English? (you can tick more than one)

a- Vocabulary quizzes

b- Language learning tutorials

c- Conversational videos

d- Podcasts or audio clips

e- Other (please specify)

.....
.....

4- Have you experienced any improvements in your English vocabulary through social media usage?

a-Yes

b- No

5- Which of the following social media do you find most helpful for learning English vocabulary?
(you can tick more than one)

a- Facebook

b- Twitter

c- Instagram

d- TikTok

e- YouTube

f-Other (please specify

.....

6- How effective do you think is social media for learning English vocabulary as compared to traditional methods?

a- More effective

b- Equally effective

c - Less effective

7 . Does social media help you to improve your English language skills?

- a- Very helpful
- b- Helpful
- c- No helpful at all

8- What are the language skills that you use social media to improve?

- a-listening
- b-reading
- c-speaking
- d-writing

9- In your opinion, what are the main advantages of using social media for educational purposes?

(you can tick more than one)

- a- Instant access to resources
 - b - Interactivity and engagement
 - c - Diverse learning content
 - d- Connectivity with other learners
 - e- Other (please specify)
-

10-According to you, what are the disadvantages of using social media for educational purposes?

(you can tick more than one)

- a- Distraction from learning goals
 - b- Misinformation or unreliable content
 - c- Lack of guidance or structure
 - e- Other (please specify)
-

Appendix B : The Interview

1. Do you think social media is useful for language learning? Why?
2. What are the advantages of using social media in education?
3. What are the elements of language that can be improved when using social media?
4. Do you believe social media platforms influence EFL learners' vocabulary development?
5. In what ways can social media platforms impact the development of the four language skills (reading, writing, listening, speaking)?

الملخص

في الوقت الحاضر، مع تطور تكنولوجيا الانترنت، أصبح التعلم عبر الإنترنت ضرورة في مجال التعليم في المستوى الجامعي. ومع ذلك، فإن نجاح أنظمة التعلم عبر الإنترنت يعتمد على مواقف الطلبة ورضاهم عنها. تناول هذا البحث مواقف طالب سنة اولى ماستر لغة انجليزية في كلية الآداب واللغات بجامعة غرداية نحو التعلم عبر مواقع التواصل الاجتماعي. الأهداف العامة للدراسة في إلقاء الضوء على تصورات الطلبة ومواقفهم تجاه التعلم عبر مواقع التواصل الاجتماعي، واستكشاف العوامل المحتملة التي تؤثر على هذه المواقف. تم توجيه استبيان كمي إلى 30 طالب سنة اولى ماستر لغة انجليزية. أظهرت النتائج التي تم الحصول عليها أن طلبة سنة اولى ماستر يميلون إلى امتلاك مواقف إيجابية تجاه التعلم عبر مواقع التواصل الاجتماعي. علاوة على ذلك، أظهرت النتائج أن أهم العوامل الرئيسية التي تؤثر على مواقف الطالب تجاه التعلم عبر مواقع التواصل هي التواصل العملي، المحتوى التعليمي، التفاعل والمشاركة، التحفيز والالهام والدعم الاجتماعي.

الكلمات المفتاحية : مواقع التواصل الاجتماعي ' تعلم اللغة' متعلمي اللغة الإنجليزية