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Faculty of Letters, Languages and Social Sciences
Department of Letters and English Language

**The Role of Social Networks in Developing EFL Learners Language
Ability: The Case of Third-Year Students at Ain Temouchent
University.**

*An Extended Essay Submitted as a Partial Fulfillment for the Requirement of a
Master's Degree in Didactics and Applied Languages*

Submitted by:

Mr. Mehdi BENAMMAR

Mr. Imad MOHAMMEDI

Supervised by:

Dr. Awicha BENABDALLAH

Board of Examiners

President:	Dr. Amina BOUMEDIENE	MCB	University of Ain Temouchent
Supervisor:	Dr. Awicha BENABDALLAH	MCA	Higher School of Management , Tlemcen
Examiner:	Dr. Amaria FEHAIMA	MCA	University of Ain Temouchent

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Dedications

I BENAMMAR Mehdi, dedicate this work to:

My mother, to whom my gratitude, love, and thanks can never be expressed in words. she has been a great source of love, motivation, and inspiration.

My father, for being my guardian during my educational and working career by supporting and encouraging me to believe in myself. I really appreciate his standing by my side.

BENAMMAR Mehdi

Dedications

This current work is gratefully dedicated to my loving mother, who supported, helped, and motivate me to conduct this research.

Last but not least, I thank the Almighty God for providing me with strength, wisdom, direction, mental capacity, security, competence, and good health.

Imad Mohammedi

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ABSTRACT

English is regarded as a second foreign language in Algeria, where there are minimal opportunities for the students to practice their English outside the language classroom. Due to technology advancement and social networks, it is widely used and valuable. The current paper focusses on investigating the role of social networks in developing EFL learners' language ability. It is a case study based on third-year students and teachers at University of Ain-Temouchent. Data collection process was carried out by means of two research tools namely teachers' semi-structured interview and teachers' questionnaire. Results revealed that the use of social networks can help them improve their four English skills, they can also help learners to interact easily with their peers in a meaningful way that stimulates their interest in learning the language. In different words, the social networks have created new opportunities for the language learners to interact and collaborate in effective ways, it is confirmed to be a useful learning strategy in improving one's language performance.

List of Abbreviations and Acronyms

EFL: *English as a foreign language*

SNs: *Social networks*

SNSs: *Social networking sites*

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General Introduction

General Introduction

General Introduction

There is a growing body of literature that recognizes the importance of using social networks in education for more successful teaching and learning process. this learning tool maybe of great benefit as it encourages self-directed learning, which equips students to look for solutions on their own and come to decisions. these social media abilities can be led and improved to yield superior learning outcomes and critical awareness when they are reinforced in a classroom setting. it also enables students, at the same time, to engage and exchange ideas while also provide them with the chance to experiment with online technologies to improve their learning abilities.

The use of social media for educational purposes is not a recent activity; it has long been a question of great interest in a wide range of fields including teaching english as a foreign language (TEFL). As far as algeria, the context we are concerned with, it is to be noted that this process is increasingly encouraged and acknowledged with advent of COVID 19 pandemic where teachers shifted from traditional classroom to online learning using a variety of tools which can articulated around formal and informal instructions. EFL students, in this respect, are invited to grow outside of their comfort zones and enhance their abilities through the use social media to express themselves in a variety of ways, including posting blogs, articles, photographs, audio clips, and other sources of information and knowledge.

As a result, EFL students and teachers in english department at ain Temouchent university recognized the importance of such a process and used different tools of social networking to help learners enhance their language ability and improve their language skills. however, with all these efforts, this process is still considered in infancy as little effort has been devoted to informal instruction.

This current work, therefore, highlights the importance of social media in education; it also explores its various ways and tools and investigates their impacts in learning the language.

General Introduction

This research, as a result, examines the emerging role of social media in the context of EFL learning in department of english at ain temouchent university, there are two primary aims of this study:

- to identify the impacts of using social networks on learning the english language in general.
- to investigate if the use of social media can enhance the learners' motivation and language ability.

To achieve the above stated aims and objectives, the following research enquiries have been raised:

Q1: What are the impacts of using social networks on third-year students in learning the english language?

Q2: Is the use of social networks a key in developing learners' language ability and motivation?

In an attempt to provide reliable answers to the above stated research questions, the following assumptions have been put forward:

H1: The use of social networks may influence positively EFL learners' language ability and their awareness.

H2: The use of social networks may be useful in raising the learners 'motivation and language ability.

This current investigation is important in a sense that it makes a major contribution to research on social networks, in general, and language classroom, in particular; by investigating the impact of this informal instruction as part of eLearning adapted in higher education as a positive response in the era of COVID 19 pandemic on language learning and development. .

General Introduction

This research focuses on the influence of social media services on English learners' language skills. In that, this study narrows down its area from general media to the specific social media for learning purposes. Therefore, to make the extended essay more concise, this study focuses on the skills of English language learning.

This current extended essay is composed of three themed chapters. The first one is a theoretical one, it reviews important aspects related to social networks, their types, importance, their use in language classroom, it also reports on the four skills and their classification. The second chapter, on the other hand, tackles the practical side of this investigation. It describes the research methodology, presents the process of data collection and analysis. The third chapter, finally, suggests a set of recommendations and implications of the research under consideration.



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1.1. Introduction

This chapter is devoted to the review of literature; it provides a theoretical framework concerning the two important aspects of this current work. It, first, presents an overview of social networks, history, importance, types and their use in language classroom. then, it highlights some background related to language ability, proficiency, and the four language skills

1.2. Definition of Social Networks

In order to share ideas , interests , and activities , people and organizations are grouped together through social networking .

There are a number of web-based social network services , like Facebook , twitter , LinkedIn , google+ , etc., that provide a simple and dynamic interface for connecting with individuals both domestically and abroad. additionally , there are a number of mobile-based social networking services available as apps , including WhatsApp , hike , line , and others .

In this vein, wright and yasar (2022) conceive that social networking sites and applications enable connections, communication, information sharing, and the development of relationships between individuals and groups. people can connect with neighbors, relatives, friends, and people who share their interests. one of the most significant uses of the internet nowadays is social networking.

People may maintain social ties, keep informed, and access as well as share a variety of information thanks to well-known social networking sites like Facebook, yelp, twitter, Instagram, and TikTok. Additionally, these websites let advertisers connect with their target markets. (wright & yasar, 2022)

Since the introduction of the first social networking site, sixdegrees.com, which has been launched since 1997, social networking sites have advanced significantly. modern society is quickly embracing newer social networking sites

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1.3. The History of Social Network Sites

The history of social media traced back to 1995, when classmates.com was launched followed by sixdegrees.com in 1997. these sites were considered to be the pioneer recognizable social network sites in which the users could create their profile, list and surf their friends (winder, 2007).

Few features of six degrees were similar to a few dating sites which existed earlier for example AIM and ICQ buddy which allowed people to use individual features of SNS (Social Networking Sites) . Six degrees offered multiple features on a single site for the first time and it advertised itself as a tool using which the users may connect with each other and send messages. although Sixdegrees.com had several million users, it ends up in the year 2000.

A number of service providers like Asian avenue , Black Planet , and MiGente came up during 1997 to 2001 , combining different features like creating profile , sending friend requests and identifying friends on their personal profiles (Boyd & Ellison, 2007) . In the year 1999, live journal was launched in which people could mark others as their friends and invite them to follow their journals. In the same year Korean virtual worlds site “Cyworld” was launched followed by the Swedish web community “lunar Storm” with similar feature is like guestbook, friend list and diary pages (Boyd & Ellison, 2007).

1.4. Importance of social Networks

Several investigations (Ashraf, 2012; Douglas & Isherwood, 1982) on social networking have been conducted on that purpose and reveal significant for both professional and personal careers. here are some explanations on why social networks are important:

- *It connects people and businesses*

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Douglas and Isherwood (1982) believe that the ability of social networks to connect individuals and groups is one of their most significant traits. For example, a multinational organization in China can communicate with clients and customers across the world through social media, broadening their audience and acting as possible business partners. Social networking platforms can introduce professionals to peers in their field and present them with opportunities abroad. Social networks aid in removing geographical and cultural barriers that could otherwise keep some people from working together or meeting. There may be additional employment openings as a result.

- *It helps businesses create advertisements*

Douglas and Isherwood (1982) argue that utilizing tailored adverts to identify the correct audience for a company's products is another important function of social networks. For instance, some social networks gather user information from other websites to identify potential product needs. A person who frequently looks for athletic clothes can discover that everyday product adverts are displayed in their social network feed. By focusing only on customers who are likely to buy their items, these algorithms can significantly enhance brand exposure, audience, and income for businesses.

- *It allows people to share information*

Social networks also aid in the communication of information. This can include details about local or national news, goods or services, particular companies, regulations and policies, or even just details about friends and family. Thanks to features like the "share" button, which enables users to share a post, advertisement, or link with a single button, information spreads much more quickly over social networks. Both accurate and inaccurate information is distributed more quickly and effectively than through traditional news sources as a result of the frequent, rapid flow of information. (Douglas & Isherwood, 1982)

- *It facilitates instant communication*

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Social networks aid in facilitating immediate communication as well. users can communicate with one another almost immediately thanks to the built-in messaging systems found on many platforms. this instantaneous communication may foster interpersonal bonds as well as new business contacts, connecting people in a way that hasn't been possible for a large portion of human history. Instant communication can lead to fewer mistakes, stronger connections, and even more business and professional contacts both locally and abroad. (Douglas & Isherwood, 1982)

1.5. Types of Social Networks

Literature reports several types of social networks, Ashraf (2012) defines them as sites and social forums which allows communication directly with others socially and in media. nowadays, they play a significant role in our life including every aspect in our global age. these may include for instance Facebook, twitter, YouTube, and Instagram

1.5.1. Facebook

According to Hall (2008) Facebook was created with the intention of giving college students a place to network and exchange information. It started out as a social network exclusive to Harvard University and then became available to all universities. In the end, it developed into a global social network accessible to everyone.

1.5.2. Twitter

Users of Twitter, a free social networking service, publish brief articles known as tweets . these tweets may include text, audio, video, pictures, or links. users must have a smartphone or internet connectivity to utilize the app or website to access twitter.

Twitter is used by users to follow politicians, businessmen, and celebrities in addition to receiving the most recent news and brand advertising. It is used to quickly disseminate information. because tweets can be sent in real time to followers, a new user might mistake them for instant messages (IM). Tweets, however, are also

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published on the twitter website, unlike IMs, which vanish after the user leaves the application. they are public, permanent, and searchable. additionally, tweets can be protected so that only followers can read them. (Hetler, 2022)

1.5.3. YouTube

Registered users of the well-known video sharing website YouTube can upload and distribute videos to anybody with access to the site. Additionally, these films can be shared and posted on other websites. Former PayPal workers started working on YouTube in 2005, and google bought the company the following year. In both media and advertising, it has had a significant effect. (Techopedia, 2016)

1.5.4. Instagram

Instagram is a photo social application with functions of photo shooting, photo beautifying and sharing. It can also be seen as a new type of social media based on picture interaction because of Its functions to assist people build social networking based on pictures (Jin et al., 2015).

With various types of maps and videos, it is not only a tool for social networking among friends, but also an important platform for bloggers to work. meanwhile, in the business world, it is also a channel for global enterprises to attract web traffic and interact with consumers. As a social platform, the Instagram's success of standing out in the fierce competition is mainly because of its clear product positioning and prominent advantages when comparing with other social media platforms.

1.6. The Use of Social Networks in Education

Social media or social networks has been described as a community of Internet-based applications built on the Web's conceptual and technical roots

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and enabling user-generated material to be produced and shared (Kaplan & Heinlein 2010) . therefore , with the increasing expansion of these social networks , these may have effects on all the aspects of our daily life such as science , technology , business , communication and education . this idea is expressed by which asserts that

Social networking is based on the notion that individuals should interact and get to know one another. People are empowered to share, which increases connectivity and opens up the world [10]. As it greatly aids in all area of life, including the political, economic, and educational spheres, social networking does have a significant impact on how we live today. (Ashraf, 2012, p.1)

Thus , for education , the context we are concerned with , several applications and platforms such Facebook , twitter , YouTube , and Instagram are used for education purposes to fit the requirements of both learners and teachers . O‘Hanlon (2007) explain this process as “ ...what students are using every day and it is this social setting that breeds the students’ intrinsic and extrinsic motivation to use technologies for learning .” additionally, simonson et al. (2000) describe online learning and social networking tools as alternative ways to traditional classroom as they enable students to have access to online materials at any time and everywhere (Mei, 2014) .

Although language teachers , most of time , prefer teacher- oriented classroom for different reasons , social media incorporation is still considered as important for teaching english as foreign language (TEFL) . One of its key objectives is to facilitate interaction and collaboration . therefore , EFL teachers should be motivated to keep using these online resources to improve their student's language learning experience in terms of meaningful communication . increasing the use of virtual Learning Environments (VLE) in higher education has encouraged developing student interaction with online activities , and VLEs such as moodle include many social media platforms that allow educators to

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easily integrate them into the learning platform (Mc Dermott, 2020). Similarly , Benrghda et al., (2022, p. 2) define it as an “educational system faced a new direction in the teaching and learning process , moving from traditional face-to-face methods to distance learning .”

Education through social networks is widely acknowledged and considered as an ongoing learning and assessment process that never ends up and provides a real opportunity to practice the language beyond the classroom walls (Hockly & Dudeney, 2007) . in this vein , oblinger (2006) argues that the use of various social media and networking is among the characteristics of the 21st century which aims not only to satisfy the academic needs of the learners but also to establish relationships and friendships with each other and their instructors , he states :

... Using the many social media and networking technologies, students can talk, communicate, and share knowledge and information synchronously or asynchronously at any time and from any location. (Mei, 2014, P. 54)

It is to be stated that social media may effectively deliver a 21 century learning experience in addition to enhancing learners’ language abilities and skills such as communication , inventiveness , critical thinking , and interaction . taking into consideration the fact that technology is always present and in a process of continuous change , learning English as a foreign language should incorporate media networking .

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1.7. Definition of Language

This concept is interpreted differently according to the field of research and the context where it is used. In linguistics, it is defined as a set of common vocal, manual (written), or written symbols that people use to communicate as a part of a social group as well as members of that group's culture. Chomsky (2002) defines language as “a natural thing, an element of the human brain physically embodied in the brain, and a component of the species' biological endowment.” (p.1). It is made up of signs that develop from speech activity. Speech and language are thus closely related.

As far as educational context we are concerned with, language is defined according to English phonetician and linguist Henry Sweet, language is an indeed expression of thoughts via the use of speech-sounds that are joined to form words. (Adapted in Crystal, 1999)

1.8. Language Proficiency and Language Ability

Language proficiency is the capacity to use language in a range of contexts, in both its oral and written forms, accurately and responsibly (Cloud, Genesee, & Hamayan, 2000). To put a step further, Kern (2000) created a comprehensive conceptual framework that takes into account linguistic, cognitive, and sociocultural aspects of academic literacy in order to better comprehend language proficiency. This latter takes knowledge of and proficiency with the linguistic building blocks to speak a language well. Additionally, it combines the use of context-sensitive understanding, critical thinking, and metacognitive abilities, as well as the ability to recognize and apply cultural aspects, beliefs, and practices. The language skills thus, which encompass speaking, reading, and writing—need to be used effectively for a number of purposes, in a variety of contexts, and for a variety of audiences if one is to be considered linguistically proficient.

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According to Law Insider dictionary this concept refers to having complete command of a language, including competence in speaking, writing, listening, and reading the English language. operationally, the passing mark on a test of English language proficiency was considered to be English language competency. It takes more time than fluency to become proficient with [a] the English language.

Language ability on the other hand, is defined by Law Insider dictionary language ability means the ability level (high, moderate, and low) according to the results of ability test measured in the current study.

1.9. The Four Language skills

According to specialists, language is made up of four main parts; namely, speaking, reading, writing, and listening. These skills make it possible to use language. Because they are aware of the four major English abilities they are lacking, many English language learners find it difficult to express themselves. As a result, educators—especially those who teach language skills must be able to adapt their teaching strategies to match the aptitudes and learning styles of their students.

The four key components of language proficiency are LSRW (Listening, speaking, writing, and reading). They fall into two other categories:

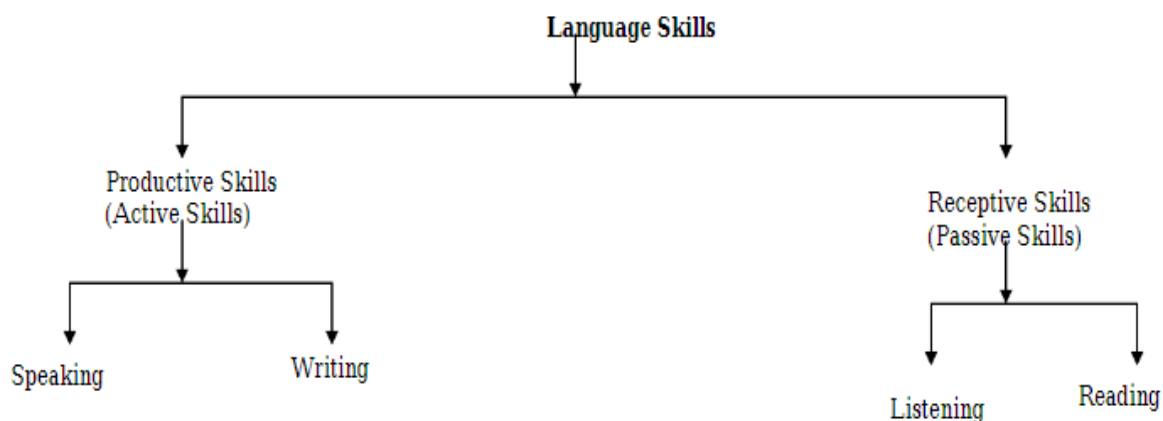


Figure 1.1. Classification of Language skills (NoushadHusain, 2015, P. 2)

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Speaking and writing are referred to be "productive skills" since they require the student or user to be active as well as generate sounds when speaking and symbols when writing (letters, etc.) contrarily, in writing, a student is typically passive and gets information either through reading or listening, hence listening and reading are regarded as receptive abilities. A clearer picture of these abilities can be seen in the table below:

Language Skills	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Table 1.1. Classification of Language Skills ([NoushadHusain](#), 2015, p. 3.)

1.9.1. Listening

Listening is one of receptive skills, whose main purpose is to listen to what someone says. hence, the product of listening itself is a spoken or written response from the students that shows whether they are correct or Incorrect during listening process (brown, 2000, p.118). furthermore, there are seven essential components of listening – volition, focused attention, perception, interpretation, remembering, response, and the human element – which is an integral part of active listening process (Purdy, 2010). therefore, listening is considered as critical skill (Richard & renandyah, 2002), and it, nowadays, is assuming important in EFL classroom (Nurpahmi, Islam, & Alauddin, 2018).

1.9.2. Speaking

Speaking is often related to listening because it is a two-way communication (Aydogan, 2014). Wall (2011) emphasizes that it is a bit Impossible to develop speaking as separated skill in learning language, and it was the reason why speaking was not tested on TOEFL, PBT and

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CBT. however in IBT , there are two types of tasks in speaking section, notably, Independent speaking and four integrated speaking. independent speaking provides the students some questions about familiar topics and they can use their personal experience and general knowledge to speak out the answer. In the integrated four speaking, the students will listen to the lecture and read a related passage about certain topic, and then they will listen to the questions that require them to respond through speaking (Pamela J. Sharpe, 2007).

1.9.3. Reading

Reading is receptive skill which can develop independently along with listening and speaking skills (A. Aydogan, 2014) because reading is Not merely a textual but whatever a person looks at and understands (Homby, 2005) . according to Harmer (2007a) there are two types of reading, extensive and intensive reading. extensive reading refers to reading activity for pleasure. In this respect, the students read whatever they want to read based on their interests. while intensive reading is a focus reading for specific purpose, commonly, for taking test. reading is also related to grammar and vocabulary learning (Bastías et al., 2011).

1.9.4. Writing

Writing involves in productive skill which is considered the most difficult skill for either native speakers , second-language speakers , or foreign-language speakers (H. Aydogan, 2014) since it does not merely write letters or numbers (Homby, 2005) but need to generate the ideas and organize them into readable text (Richard & Renandiyah, 2002) . beside the ideas , there are so many aspects that must be considered such as spelling , diction , punctuation , and organization that help the readers easy to understand the writing (Hinkel, 2017; Bastías et al., 2011) and it also

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involves either graphic or the development and presentation of thought in a structural way (H. Aydogan, 2014).

1.10. The Importance of the Four skills

Four key talents make up the multifaceted expertise of language. speaking, listening, reading, and writing. these four fundamental competencies LSRW (Having to listen , Trying to speak , Read , and Write) can also be divided into the following two categories :

Productive Skills (Active Skills)	Speaking
	Writing
Receptive Skills (Passive Skills)	Listening
	Reading

Table 1.2. The importance of the Four Language Skills

- **Listening**

Since listening is one of the prerequisites for producing oral output during the language learning process, it has been a major issue for language education theorists and educators . Listening is essential to language learning since it is how learners construct their understandings of the target language and take in the input, according to those who believe that learning a second language is quite similar to learning a native tongue.

According to Krashen (1981), language learning is generally a function of input and output processes. This supposition holds that listening abilities are a significant agent in gaining input during the learning process and cover a significant portion of the input. Since output highly depends on input, it makes listening skills crucial in the output process, too. In the light of this claim, listening skills can be

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assumed as a significant agent in oral production by establishing a background for communication (Krashen, 1981)

- **Speaking**

Speaking is the communication tool to transform ideas (Conrad and Dunek, 2012: 74), and express feelings (Bar-On, 2004) it is also used to explain about discoveries, research results and discussions and respond to others. In other words, when speaking take place, people express their views, feel confident to speak up when issues of high interest occur, they also develop a range of skills, strategies and behaviors which help them to manage the challengeable situations. Speaking is important to achieve career success. Speaking enhances a person's life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represent organizations in international events. "speaking to the public gives speakers the power to influence people and shapes their decisions" (Griffin, 2008: 19).

- **Reading**

According to Harmer (2007), reading can help with language learning. The more students read, as long as they generally comprehend what they are reading. Reading has a positive impact on pupils' writing, spelling, and vocabulary abilities. Word recognition and understanding are two connected reading processes. The process of determining how written symbols relate to one's native language is referred to as word recognition. Making meaning of words, sentences, and related materials is indeed the process of comprehension.

- **Writing**

Writing is one of the practical skills that English language learners should focus on mastering. Writing is the most challenging skill for second language and foreign language learners, according to Richard and

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Renandya (2002, P.303). they also assert that writing involves more than just organizing and producing ideas; it also entails converting those ideas into legible text. according to their justifications, it appears that many students, especially those learning a foreign language, experience some level of writing difficulty. some efforts should be devoted to preserve or advance the kids' writing abilities. there is no doubt that good writing makes a significant contribution to the literary world. brown (2004, P. 218) states that writing skill has become indispensable and has high significance in this global literature. As it has been known that business transactions, records, legal documents, political and military agreements are written by those who are expert in their field with sound knowledge of writing skill. besides, it is also apparent that in the literate culture nowadays, some degree of writing skill has become a prerequisite requirement for getting employment.

1.11. Motivation in Language Classroom

Motivation , style preferences and linguistic tactics are undoubtedly among the significant factors affecting language learning and acquisition. Principled approaches can be used to motivate people and guide their energy in constructive directions. As a result, one of a language teacher's methodological tools is to become more adept at motivating students, however, motivation to acquire skills in another language differs from motivation that relates to other educational objectives. As Williams (1994, p. 77) has observed, developing skills in another language is not the same as developing skills in mathematics, or developing a knowledge of history. The investment required of the learner is of a fundamentally different nature :

There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all,

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belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity to other people. the learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner.

1.12. Types of Motivation

Motivations can be of two types namely intrinsic and extrinsic motivations the former is believed to be internal to the person ; it can be biological, emotional, spiritual, or social. In this case, there are no external rewards. the activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task . It is within the individual and does not rely on external pressure. Ryan and Deci (1985) explained intrinsic motivation as the choices people make for their own sake without considering any external component, such that they are intrinsically rewarded. According to several investigators, (Ryan and Deci, (1975) ; Deci and Ryan, (1995) ; Niemiec and Ryan (2009) , learners are intrinsically motivated , and engage in activities because of their internal interests, joy, and excitement .

In extrinsic motivation, whoever, the stimulus is outside the person, it can be there in the form of operant conditioning or social cognition. It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation. harmer [80] explained that extrinsic motivation is caused by any number of outside factors that

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might include the hope of financial reward ; need to pass an exam or the possibility of the future level . In addition, marsh (2010) defines motivation as an external stimulus that follows as a result of a certain response. so, extrinsic motivation is any stimulus that comes from outside of learner, and which drives the learner in the learning process.

1.13. Importance of Motivation in Language Classroom

One of the most important considerations for teachers in language education is motivation. planning, developing, and carrying out educational activities as well as evaluating the learning process depend heavily on motivation. additionally, motivation is crucial to the interaction between a teacher and a student since it allows for better engagement and participation on the side of the latter.

Motivation involves a number of distinct affective and cognitive aspects that, together, provide an answer to the question of why people decide to do something, with how much intensity they are willing to do It, and how long they are prepared to do it for. Dörnyei claims that “*to understand the way students behave, a detailed and somehow eclectic construction that represents multiple perspectives is needed*” (2006, p. 190). working with this statement, we can assert that there exists a wide array of influences on motivation that cause students to behave in one way or another (Dörnyei, 2006).

1.14. The Role of Social Networks in Developing Language Skill

Different cutting-edge social media platforms are being introduced in the twenty-first century to teach english language in the classrooms. such social media platforms have been seen as ways to assist students in improving language skills

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1.14.1. The Role of Social Networks in Developing the Speaking Skill

Based on different investigations (Barr et al., 2005; Erben & Castañeda, 2009; Hartman et al., 1995; Galmin, 2005; Lebow, 1993; Levy, 2009; Shumin, 2002; Oblinger, 2005; Thomas, 2009.) conducted in this field of research , results revealed that thanks to the rise of new social media sites , teaching speaking as a challenging task becomes much more simple , quick , and more efficient as they enable students to :

1) Develop their grammar, vocabulary, reading, writing, and pronunciation, listening, and speaking skills (Levy, 2009).

2) Oral digital diaries, provide learners with the chance to practice the language more often, help them to break their hesitation, shyness, and anxiety, and thus affect their fluency level (Shumin, 2002).

3) Social media could be a helpful way for second language learning as it allows for a more personal and nuanced use of the language in a safe environment (Thomas, 2009).

4) Using video in teaching speaking is considered as an effective technique to improve students' speaking ability and motivation to join the speaking activity (Erben & Castañeda, 2009, P. 86).

5) The use of social media redistributes teachers and classmates' attentions so that less able students can become more active participants in the class (Hartman et al., 1995).

6) Students assume responsibility for their learning, and the teacher is a facilitator rather than a purveyor of knowledge (Lebow, 1993).

7) The use of multimedia projects, require students to analyze sources and think about evidence in new ways (Oblinger, 2005, p.72).

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8) Require higher-order thinking and problem-solving skills (Oblinger, 2005, P.72).

9) The production of the voice files offers the students a “command of the moment that is tempered with deliberation and increased self-awareness” (Galmin, 2005, P.53).

10) Students can listen repeatedly to the recordings of their own efforts against the standard of the native speaker (Barr et al., 2005, P.76).

1.14.2. The Role of Social Networks in Developing Listening

Social media and the instantaneous online connections we can make with one another , at every time or location , have played a significant role in developing both our personal and professional life for several decades. this technology , which is a part of our daily life , has made it possible for us to communicate and connect with much more people than before.

However when it comes to developing the listening skill , little investigations have tackle this issue . In this respect , mentimeter (*welcome to the age of listening*, n.d.) believes that social media has had a subtle yet pervasive effect on how we listen as a general skill today. they argue that “social media was created with the intention of connecting people and giving everyone a voice, but in reality , it has only increased our tendency to talk rather than listen .”

1.14.3. The Role of Social Networks in Developing Reading

Various studies have found that social media has a positive impact on reading habits. social networking sites used to gain knowledge, promote social political and environmental awareness, share information (Hussain, Loan, & Yaseen, 2017)

Influence of friends was the primary reason for the use of social media (Khan, 2012).

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Another investigation carried out on undergraduate students supported that Facebook was used for social reasons and not for formal academic purposes although it was sometimes used informally and implicitly for educational aims such as reading a whole documents , articles , short stories (Madge et al., 2009)

Moreover , there is a general agreement among researchers (Junco et al., 2011; Madge et al., 2009; Olutola et al., 2016) who reported a positive use of social media on improving the reading habits and academic performance of students.

1.14.4. The Effects of Using Social Media in Developing Writing

These platforms expose users to larger audiences and a variety of viewpoints , both of which are crucial for developing their writing. continual use of social networks exposes the individual to details and more extensive information about various societal elements, which promotes the effectiveness of creative writing. For example, students who regularly utilize social media platforms gain up-to-date knowledge on societal events, enabling them to produce in-depth and engaging work in creative writing courses. (*effects of the media on writing: positive and negative/ cram, n.d.*) In this respect , Mallia (2013) states that social platforms help students to acquire new vocabularies and effective writing approaches .

1.15. Conclusion

This theoretical chapter is an attempt to provide a background of using social networks in education and their importance in developing the four language skills. it also highlights their history, types as well as various investigations conducted in that respect.



Chapter Two

Field work

CHAPTER TWO: Research Design and Framework of the Study

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2.1. Introduction

2.2. Methodology

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2.5. Data Analysis and Interpretation

2.5.1. Analysis of the Questionnaire

2.5.2. Analysis of the Interview

2.5.3. Discussion of the Main Results

2.6. Conclusion

CHAPTER TWO: Research Design and Framework of the Study

2.1. Introduction

In this practical chapter explains the research methodology, data collection procedures and analysis. the first part highlights the following elements: research design, qualitative and quantitative research methods, the sample population, research instruments, and data analysis and. the second part, on the other hand, is devoted to the analysis of the results and the interpretation of the findings obtained from the data collection tools, namely; the questionnaire and the semi-structured interview

2.2. Methodology

2.2.1. Research Design

In this current investigation , the researchers opted for a case study in the university of ain temouchent at the second semester of the academic year 2022-2023 . (Creswell, 2014) explains “ research design are the specific procedure involved in the research process : data collection , data analysis , and report writing ”. data collection process was carried out through the use of triangulation of data sources to gather data about the use of social media for educational purposes.

2.2.2. Qualitative and Quantitative Research Methods

This research work is based on mixed-methods approach. this latter is based on a combination of both quantitative and qualitative data collections sources to cross check the results and eliminate the weakness of one method. therefore, data collection phase was undertaken through two research tools notably, teachers’ semi-structured interview and learners’ questionnaire.

Quantitative method, in this respect, is used to establish causal or correlational connection among variables through testing the hypotheses. to achieve this end, it was implemented to collect and analyze data in the form of numbers and close ended questions.

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Qualitative method, on the other hand, aims to comprehend a phenomenon in its context in the real world, whereas quantitative research methods. In this vein, it is used to gather information about their perspectives and attitudes through the use of open items.

2.3. Sampling

In this present investigation, the population is third-year English students at the department of foreign languages at the university of Ain-Temouchent. It was based on probability techniques where 30 students were randomly selected as a sample population. The reason behind selecting third-year students as a sample is that they are supposed to be more aware of their language needs and difficulties as they are at the tertiary of the license level.

Moreover, 15 teachers were also invited to take part in this research work, however, due to their commitments and time constraints, only 4 teachers accepted to answer the interview

2.4. Data Collection Methods

2.4.1. Research Instruments

In this study, data gathering process was carried out in the department of foreign languages at Belhadj Bouchaib University using two data collection tools.

2.4.1.1. Learners' Questionnaire

A questionnaire is believed to be a form containing a set of questions, addressed to a statistically significant number of subjects, and is a way of gathering information. Using a questionnaire prevents the interference of subjectivity of the researcher when analyzing data. A questionnaire is very acknowledged in education for being very effective in terms of time, efforts, and financial resources. It is also believed to be systematic and easily to be controlled.

In his respect, Cohen et al, (2006, P. 317) write, "the questionnaire is a widely used and useful instrument for collecting survey information, providing structured,

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often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze”

It is to be mentioned that this instrument is conducted online through the use of google form. links, therefore, were sent to the participants. this procedure becomes very popular for its potential to reach greater numbers of participants (Cohen et. Al, 2006), and analyze data in an easy and precise way through a computer software. yet, questionnaires could be tricky because of the superficial answers that could be given to the close ended question within them , and there is no way to ensure that the participants’ answers are honest .

2.4.1.2. Teachers’ Semi- structured Interview

In a semi-structured interview, subjects are asked a series of open-ended questions before being asked follow-up questions to collect a thorough understanding about the subject under investigation. In qualitative study , semi-structured interviews combine the best aspects of both structured and unstructured interviews . some queries are predetermined while others are not.

Furthermore , the semi-structured interview , as a research tool , is acknowledged for its ability to give you the freedom to explore any pertinent thoughts that may show up during the interview while still allowing the interviewee to remain concentrated on the subject of interest. semi-structured interviews are common tools used by qualitative scholars to gather fresh data and examine participants' opinions on a given subject. In this vein , define it as Cohen (1996: 14) define it as “an interchange of views between two or more people on a topic of mutual interest , sees the centrality of human interaction for knowledge production , and emphasizes the social situated ness of research data ” Cohen et al, (2006, P.349)

2.5. Data Analysis and Interpretation

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After information has been gathered, organized, and saved, researchers must determine its importance and meaning. The four crucial phases for this period, according to Creswell (2012), are data preparation, data analysis, results reporting, and results interpretation. Researchers convert numeric as well as qualitative information into a format suitable for analysis as part of the data preparation process. (Creswell, 2005). Although statistical techniques can be used in data analysis for qualitative research, analysis frequently turns into an ongoing, iterative process in which data is constantly gathered and examined almost simultaneously. Indeed, throughout the entire data gathering phase, researchers typically look for patterns in observations. (Savenye, Robinson, 2004). The particular qualitative approach used and the data's format determine the analysis's format.

In order to describe and understand the phenomena that such observations mirror, Babbie (2004) defines quantitative analysis as a graphical representation and modification of observations. Following a presentation of the questionnaire responses, which are given as tables with percentages, is an analysis of what was discovered. When required, volunteers were asked to respond with a simple "Yes" or "No" and a brief explanation. Along with responding to some open-ended questions that demand a free response, they occasionally select the appropriate response from a variety of options.

The appropriate and accurate analysis of research results is a crucial part of assuring data integrity. Inadequate statistical analyses distort science results, mislead lay readers, and may have a detrimental impact on how the general public views research (Shepard, 2002). Integrity concerns apply equally to the study of non-statistical data.

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2.5.1. Analysis of the Questionnaire

Question 01: Do you use social media in your daily life ?

As far as the first item , participants are required to say whether they use social media in their daily live or not , results revealed that most of english learning students , nowadays , are regular users of social networks in their various forms (Facebook , YouTube , Instagram and twitter) ,the table below provides an illustration to this finding

Table 02.1. The students' use of social media in daily live

Column1	Frequency	Percentage %
yes	30	100%
No	0	0%
Total	30	100%

As figured in the table above, 100% of the participants used social networks on a daily basis. this is to indicate that most of english language students, nowadays, are regular users of social networks in their various forms (Facebook, YouTube, Instagram and Twitter).

Question 02: if yes on an average how much time do you spend on social media?

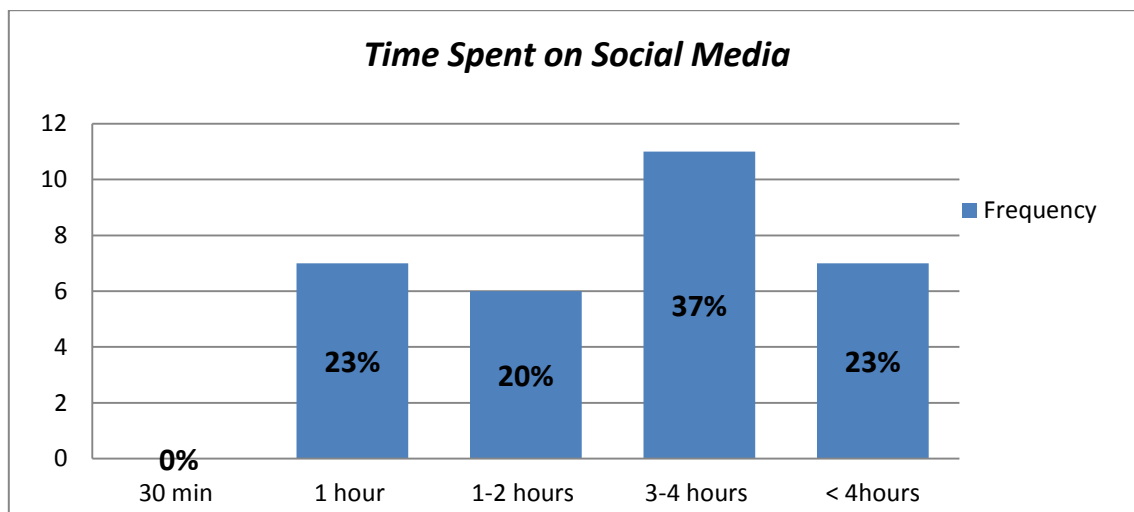
Less than 30 mins An hour 1-2hours 3-4 hours More than 4 hours

As far as the second item , participants are required to choose how much time they spend on social media , results unveiled that most of students use

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social media from 3 to 4 hours use as this indicates how much students become so addicted to this social networks , the figure below is used to illustrate this finding

Figure 02.1. How much time do spend on social media?



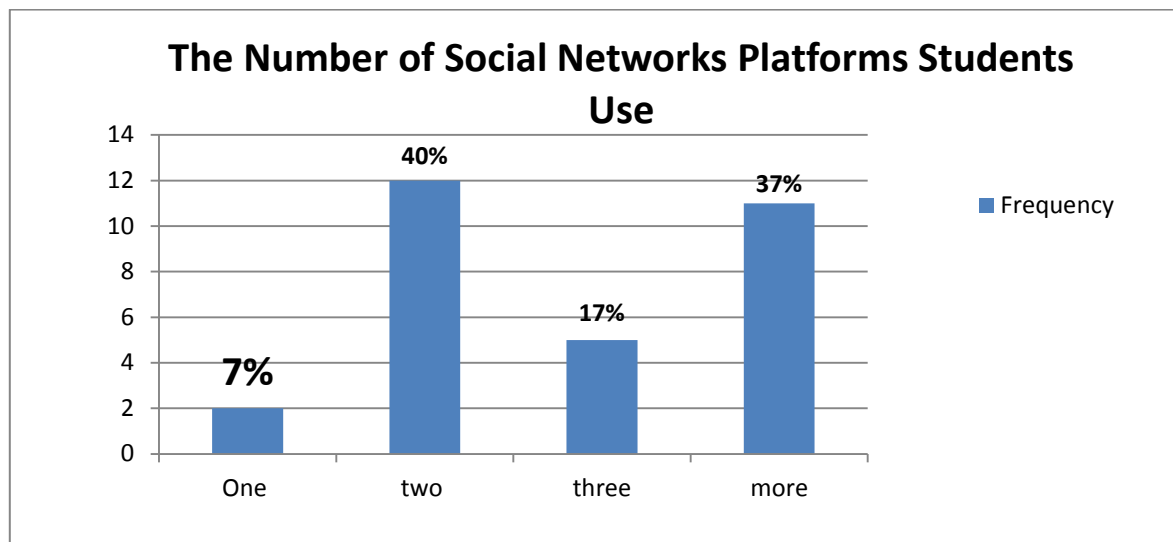
The result shows that 37% of the samples used social media from 3 to 4 hours, and this indicates how social media has affected students in different ways since it provides students with multiple ways to connect virtually with others. the minority of them, on the other hand, from 20% to 23% of social media users only use social media for a short period of time from 1 to 2 hours.

Question 03: How many social media platforms do you use ?

One two three more

As far as the third item , participants are required to mention how many social media platforms they use , results revealed that the majority of students used at least two social networks as shown in figure below

Figure 02.2. The Number of Social Networks Platforms Students Use



And as shown in this figure above, 40% of the students used two social networks. while 37% to 17% of the participants used three or more social networks. however, the minority the whole sample of students (7%) preferred only one social network platform.

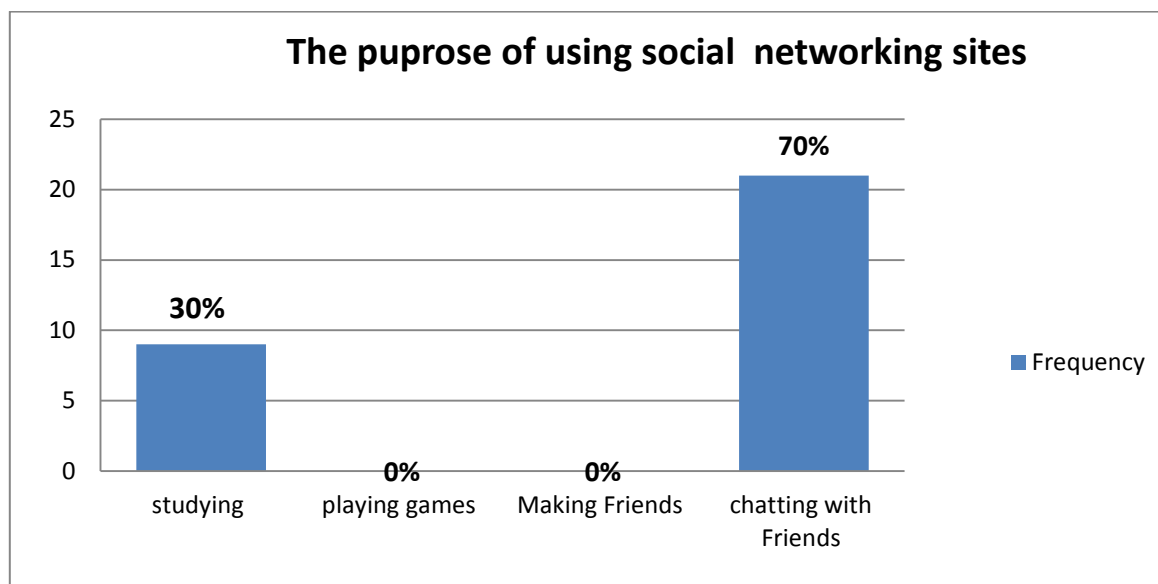
Question 04: Why do you use social networking websites?

Studying playing games Making Friends chatting with friends

As far as the fourth item , participants are required to state reasons of using social networking sites. results revealed that the majority of students used social media as a tool for chatting with their friends rather than using it as a tool for educational purposes. the figure below provides an illustration to this finding

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Figure 02.3. The purpose of using social networking websites



According to students responses , the majority of students (70%) reported using social networking sites for chatting with their friends , while only the minority of them (30%) argued using social networks for academic purposes.

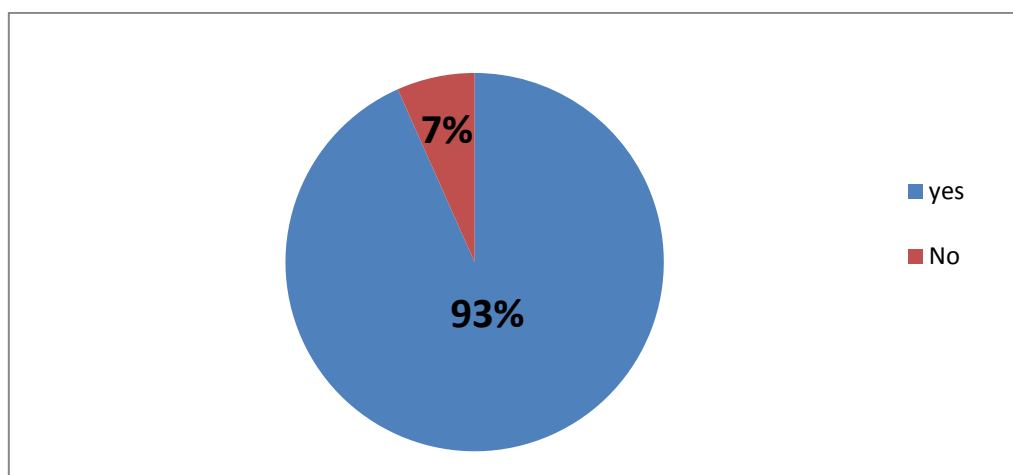
Question 05: you use social media to communicate with your teachers and classmates?

Yes No

With reference to this fifth item, participants are required to state whether they use social media to communicate with their teachers and classmates. finding revealed that the majority of the students used social media to communicate with their teachers and their classmates as figured in the pie chart below:

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Figure 02.4. Students' use of social media for communication with teachers and classmates



The majority of the students 93% used social media to communicate with their teachers and their classmates. As for the rest of the participants (7%) responded negatively.

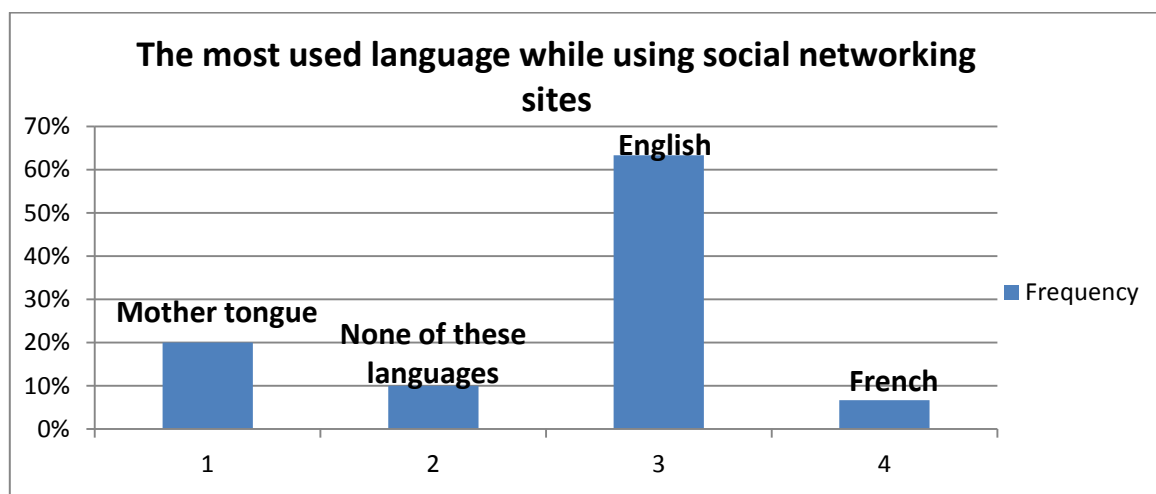
Question 06: Which language do you generally use when using these tools?

Mother Tongue English French None of these languages

Regarding this sixth item, participants are required to state which language they used while using these tools. results revealed that the highest percentage (63%) stands for the use of “english”, followed by the mother tongue in the second rate (20%) , and French in the third position (7%)

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Figure 02.5. The most used language while using social networking sites



Question 07: What type of these social networks do you generally use?

Facebook Instagram YouTube Twitter Other

As far as the seventh item, participants are required to select the type of social networks they generally used. results imply that Facebook and YouTube gained popularity of among students. this table below provides an illustration to this finding

Table 02.2. The most widely used social networking sites

Column1	Frequency	Percentage %
Facebook	10	33%
Instagram	7	23%
YouTube	10	33%
Twitter	0	0%
Snapchat	3	10%
Total	30	100%

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The findings unveiled that more than 30% of the sample used Facebook and YouTube. Instagram came in the second rate with 23%. however, snapchat was used with the minority of 10%. this implies that the popularity of Facebook and YouTube among students.

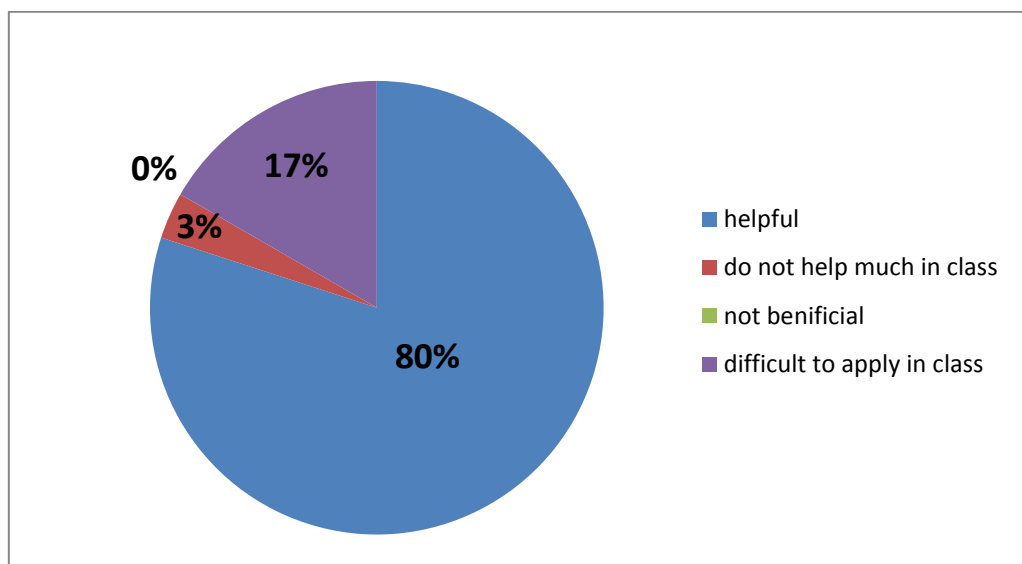
Question 08: What do you think about the use of social networks in improving the four english skills ?

It is helpful to a great extent They do not help much in class

They are not beneficial It is difficult to apply them in class

With close reference to this item , participants are required to provide their opinion about the use of social networks and their role in improving the four english skills. results revealed that the majority of students (80%) were in favor of the use of social networks as a helpful tool to skills development. the figure below provides an illustration to this finding

Figure 02.6. Students' point of view on the role of social networking sites in improving their language skills



Regarding this question , 80% of the participants believed that the use of social networks is helpful to them to a great extent , the minority of

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them (17%) thought that it is difficult to apply it in class. however, only 3% reported not being helpful in classroom.

Question 09: Which english skills can be effectively improved while using social media?

Speaking Listening reading writing All the four skills
none

As far as the ninth item , participants are invited to choose which english skills can be effectively improved while using social media. results revealed that 50% of students agreed that social media can improve effectively all the four english skills , 23% of answers were in favor of the speaking skill, 13% were for writing , and only the minority of 7% stated listening and reading. the table below provides an illustration to this finding

Table 2.3. The skills that can be effectively improved while using social media

Column1	Frequency	Percentage %
Speaking	7	23%
Listening	2	7%
Reading	2	7%
Writing	4	13%
all the four skills	15	50%
none	0	0%
Total	30	100%

Question 10: In your opinion, what are the social networks that can be really helpful to improve the four english skills ?

Facebook Instagram YouTube Twitter Other

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As far as the item number ten , participants are required to provide their opinion on the social networks that can be really helpful to improve the four english skills. results revealed that 43% of the answers were in favor of Instagram.

Table 2.4. Students' opinions about the social network that provides the most potential of the four english skills

Column1	Frequency	Percentage %
Facebook	7	23%
Instagram	13	43%
YouTube	10	33%
Twitter	0	0%
Total	30	100%

Question 11: How would you rate the use of social media on learning english language ?

Excellent Good average poor Very poor

As far as item number eleven , participants are required to rate the use of social media on learning english. it revealed that above half of participants (57%° suggested that social networks are good for english language learners, the minority (37%) considered it as an excellent tool. this proves that students benefited from it in one way or another, directly or indirectly from using these tools. the table below provides an illustration to this finding

Table 2.5. Rating the use of social media on learning english language

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Column1	Frequency	Percentage %
Excellent	11	37%
Good	17	57%
average	2	7%
Poor	0	0%
Very Poor	0	0%
Total	30	100%

Question 12: In what degree social media affected your interest, competence and motivation in english language proficiency ?

 **Justify ...**

As far as item number twelve, students are required to give their opinion on what degree social media affected their interest , competence and motivation in english language proficiency, findings revealed that various opinions were expressed. some justified that it is helped in developing the four english skills drastically , due to the contact with other cultures especially english native. others stated that it was due to the chatting with American and British native speakers, they improved their english language. others justified by saying that it helped them so much since it gave them the opportunity to learn english through the applications , videos and reading authentic articles .

Question 13: Have you ever used social media to practice english or another language ?

Yes No

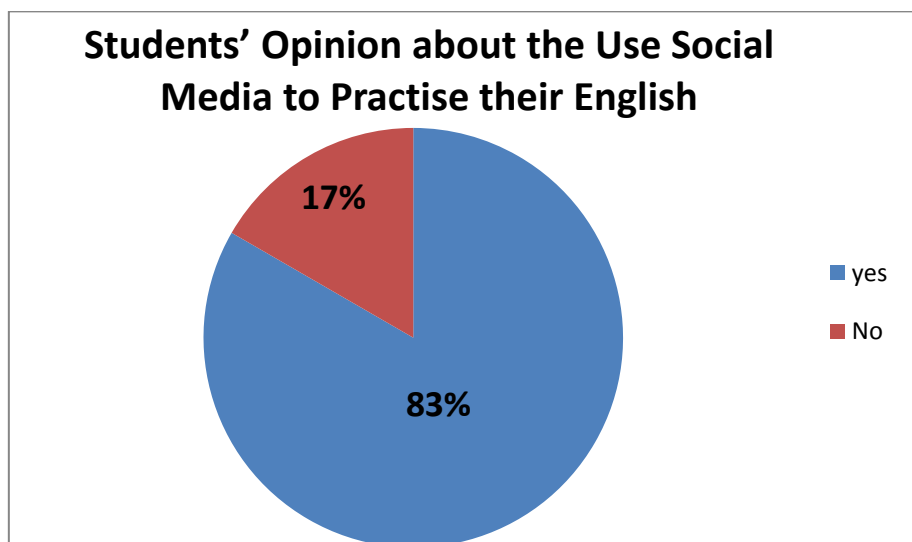
 **Justify ...**

With reference to this item , participants are required to state whether they use social media to practice their english language or not . results revealed that the

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majority of the students (83%) used social media to practice their english skills. the figure below provides an illustration to this finding

Figure 2.07. Students' opinion about the use social media to practice their english



The majority of the students (83%) expressed a positive as it is used to practice english with Native speakers, learn about english content , send messages, listen to pronunciation of english teachers , and also chat with friends. for the others, they stated that they used social media to read english books or documents and to listen to music with lyrics. however, the rest of the participants (17%) responded negatively.

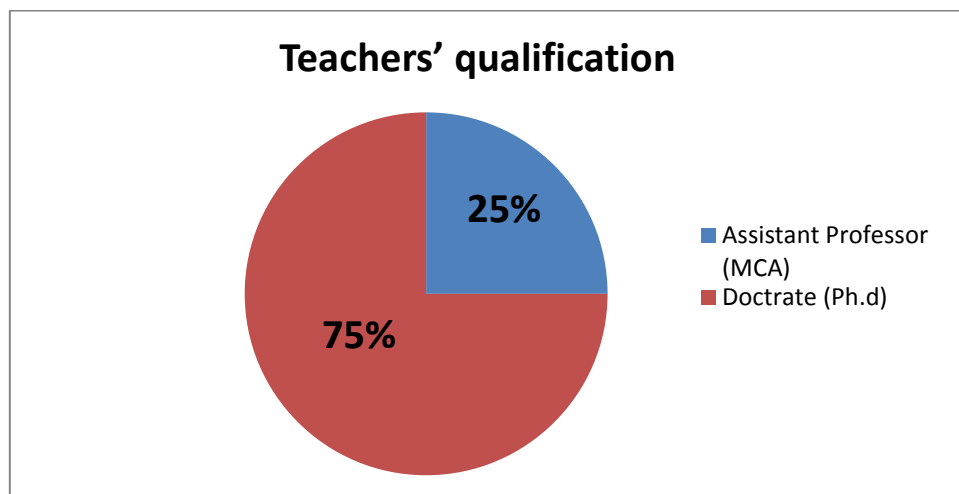
2.5.2. Analysis of the Semi-Structured Interview

Question 1: Which degree do you have?

As far as the first item , interviewees are required to provide their teaching degrees. as indicated on the figure below the majority of teachers (75 %) have a doctorate degree and only one teacher as an assistant professor.

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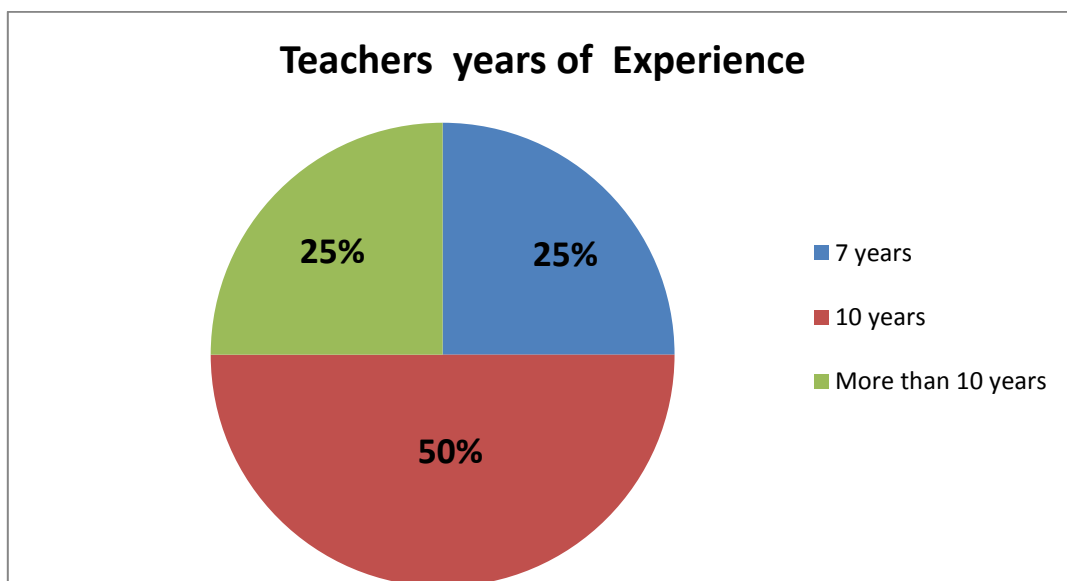
Figure 2.08. Teachers' Qualification



Question 2: What is your teaching experience?

As far as the second item, teachers are required to state their teaching years of experience. Results revealed that half of the sample reported having ten years of experience, 25% of the interviewees argued having about 7 years of teaching experience as figured.

Figure 2.09. Teachers' years of experience

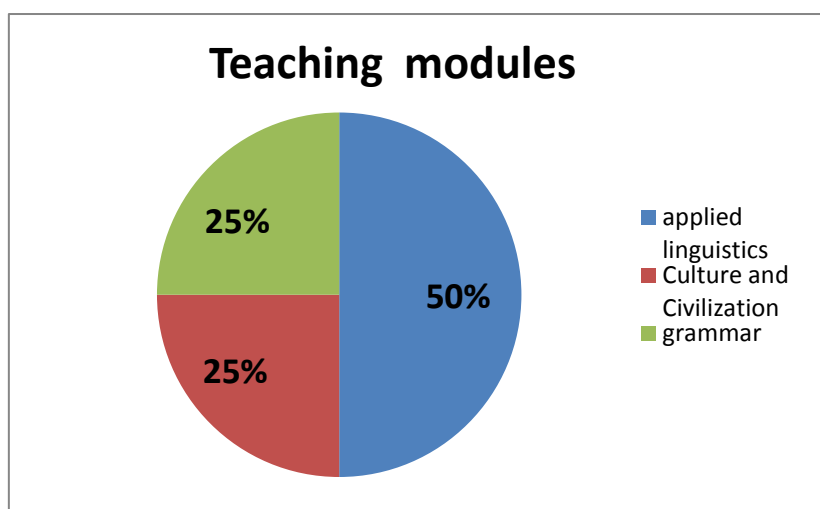


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Question 3: Which modules are you in charge of?

As far as the third item , participants are required to state the modules they teach. results revealed that half of the teachers are in charge of teaching applied linguistics, 25% teach grammar and the other 25% teach culture and civilization.

Figure 2.10. Teaching Modules



Question 4: Have you ever used social media in your language classroom ?

With reference to the fourth item , teachers are required to state if they have ever used social media in their language classroom. findings unveiled that half of the teachers used social media in their language classroom while the other half did not. the table below provides an illustration to this finding:

Table 2. 6. The teachers use of social media in their language classroom?

Column1	Frequency	Percentage %
yes	2	50%
No	2	50%
Total	4	100%

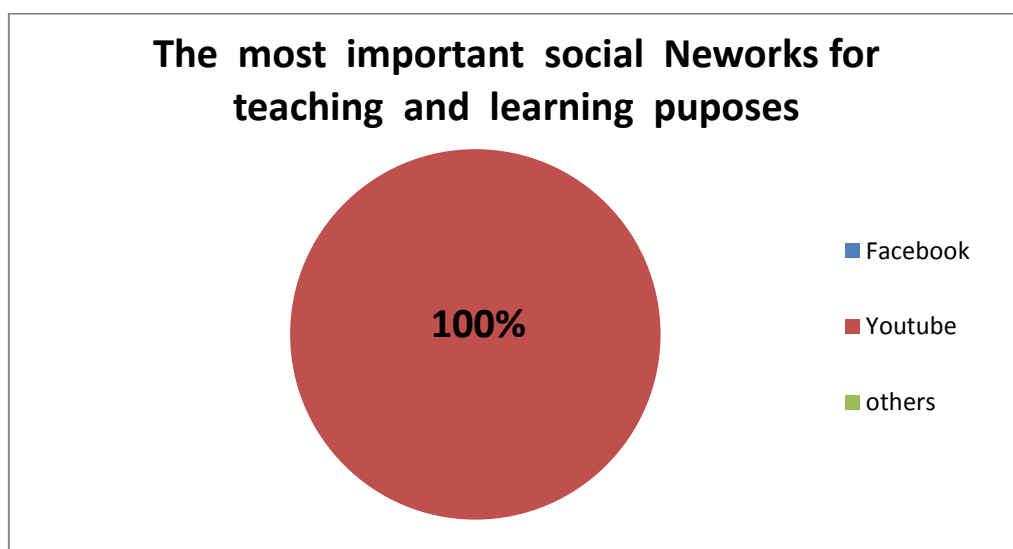
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Question 5: Which social networks do consider important for teaching and learning purposes?

Facebook YouTube others

As far as the fifth item , teachers are required to choose which social networks they consider important for teaching and learning purposes, results revealed that all the teachers' responses stand for YouTube as an important social network for teaching and learning purposes.

Figure 2.11. The most important social networks for the teaching and learning purposes



Question 6 : Do you think that social networks can help your learners improving their english language ? and especially when using authentic materials from native speakers (why)

As far as the sixth item , teachers are required to give their opinion on if social networks can really help learners in improving their english language , results revealed that :

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It is clear that all the teachers (100%) believed that social networks can help learners in improving their English language.

In this respect, a teacher said, "On YouTube, there are many interesting academic sites like BBC Programs that will help students improve their language skills."

Another interviewee stated, "exposure to natural language: social networks provide learners with a wealth of authentic language input from native speakers. This exposure to real-life, natural language usage can help learners improve their listening, speaking, reading, and writing skills."

Another example from teachers' responses, "if well-used, yes, they do. There is no better way to learn a foreign language from its native speakers. Like audio-visual courses. It's very helpful"

Question 7: Do you agree that social networks can be used as an alternative place where the students can practise their four English learning skills? (Explain)

As far as the seventh item, teachers are required to say if they agree or not on if social networks can be used as an alternative place where students can practice their four English skills, results revealed that 75% of the teachers agreed that social networks can be used as an alternative platform where the students can practice their four English learning skills, while one teacher making up (25%) thought that focusing on informal form of the language in social media will affect negatively their learning in class.

Question 8: Which among the four English language skills do you think are provided priority in social networks?

In this respect, teachers are required to choose which skills are provided priority in social networks. Results revealed that half of the teachers argued that listening is given priority in social networks while one teacher stated

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reading at the rate of 25 . no one considered writing as being prioritized in social networks. the table below provides an illustration to this finding.

Table 2.7. The English language skills that are given priority in social Networks

Column1	Frequency	Percentage %
Listening	2	50%
Speaking	1	25%
Reading	1	25%
Writing	0	0%
Total	4	100%

Question 9: Which among the four english language skills do you think are being used effectively? (explain why)

As far as the ninth item , teachers are required to say which among the four english skills they thought being used effectively , results revealed that have of those who were interviewed thought that listening is being used effectively in social networks , while (25%) argued writing , whereas (25%) considered speaking skill to be used effectively . however 1 teacher making up (25%) stated that all the four skills can be used effectively.

Question 10 : While using english in the social networks , students often develop :

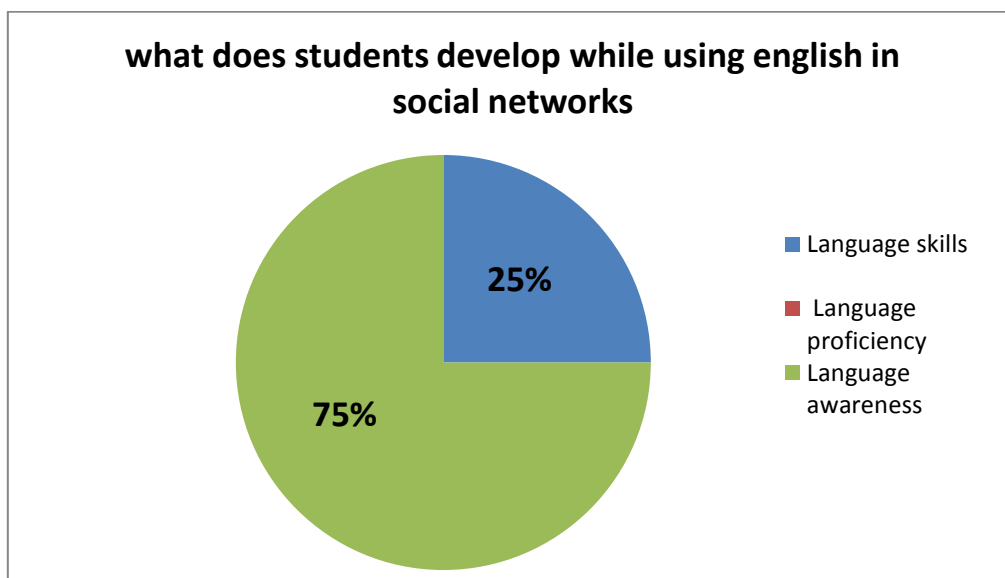
- Language skills
- Language proficiency
- Language awareness

As far as the item number ten, teachers are required to choose which language students often develop; results shown that the majority of teachers'

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answers' stand for language awareness as something that students develop while using English in the social networks. The figure below provides an illustration to this finding.

Figure 2.12. What do students develop while using English in social networks?



The majority of teachers (75%) choose Language awareness as something that students develop while using English in the social networks, while (25%) see students developing language skills, whereas (0%) of the teachers has chosen language proficiency.

Question 11 : While using English in the social networks, students often tend to be motivated to use

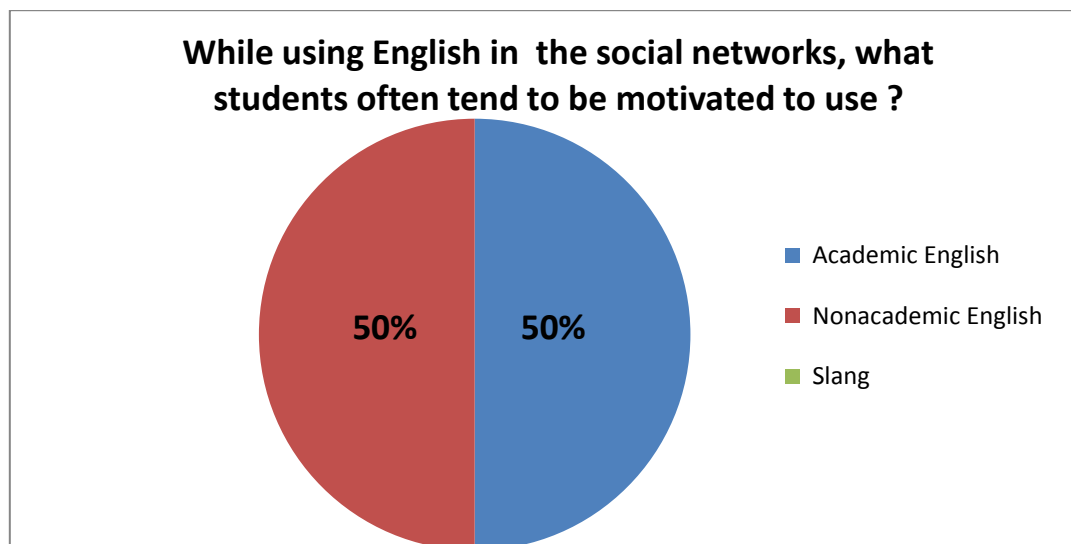
- Academic English
- Nonacademic English
- Slang

As far as the item number eleven, teachers are required to state what students tend to be motivated to use while using English in social networks. Results revealed that half of the teachers reported that while using English in the social networks, students often tend to be motivated to use nonacademic

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english , while the other half said that students are motivated to use academic english. the figure below provides an illustration to this finding

Figure 2.13. While using english in the social networks , what students often tend to be motivated to use ?



Question 12 : Do you have any recommendations on the use of social network ?

As far as the item number twelve , teachers are required to provide some recommendation and suggestions on the use of this social networks

Among the recommendations of the teachers on the use of social networks, the points below can cited:

- Learners should identify specific language learning goals that they want to achieve.
- Learners should actively seek out opportunities to interact with native speakers on social networks.
- Learners should also be aware of the potential risks associated with using social networks, such as cyberbullying, online harassment, and identity theft.

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- learners should select appropriate sites for learning english and which, suit, above all, their academic and educational goals, needs and purposes.
- Teachers need to raise their students' awareness about the appropriate use of social networks and guide them whenever needed .

2.5.3. Discussion of the Main Results

The main aim of this extended essay is to investigate EFL learners' perceptions on the use of social networks to enhance their english skills . to sum up , the results of the learners' questionnaire and teachers' semi-structured interview show that there are positive attitudes on SNS . moreover , students' questionnaire shows that most of the participants indicate that the use of social networks is helpful to them to a great extent , as most of the students has agreed that social media can contribute effectively in improving all their four english skills since they suffered from the lack of practice in english .

So, they need the help of technology in general and SNS in, particular, to learn how to improve their english language fluency and accuracy. according to the students, the majority of them consider that social networks are good for english language learners.

In addition to the collected result , the questionnaire sample gave some pieces of opinion concerning in what degree social media effected the students interest , competence and their motivation in english language proficiency . some justified that it helped In developing the four english skills drastically , due to the contact with other cultures especially english natives , as others stated that it was due to the chatting with foreign people Americans as an example it did help them in improving their english language skills , as others justified by saying that it helped them so much since it has given them the opportunity to learn english through the applications , the videos and through articles .

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In the light of these results, one may say that the first hypothesis is confirmed which states that the use of social networks may influence positively EFL learners' language ability and their awareness.

Based on the findings from the semi-structured interview as a research tool, results revealed that teachers from different degrees, teaching years of experience, and who are in charge of teaching different modules rely on social media in their language classroom. additionally, they considered YouTube as an important social network for teaching and learning purposes, as a result, this reveals that YouTube plays a big role in the learning process of english language .

Results also unveiled that social networks can help learners in improving their english Language , especially the use of YouTube and many other interesting academic sites like BBC programs that help students improve their language skills . In this vein, it is revealed that social networks provide learners with a wealth of authentic language , input from native speakers .

This exposure to real-life, natural language usage can help learners improve their listening , speaking , reading , and writing skills . other said that : if well-used , yes , they do . there is no better way to learn a foreign language from its native speakers such as audio-visual courses which are considered to be very helpful .

As for whether social networks can be used as an alternative place where the students can practise their four english learning skills the majority of teachers agreed that social networks can be used as an alternative platform where the students can practice their four english learning skills. an interesting finding is that, in many cases, focusing on the informal form of the language in social media will affect negatively their learning in class.

As for language skills development, listening is given priority in social networks , followed by reading , speaking , and writing for the reason of being

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emphasized and used in effective and efficient ways by both teachers and learners for academic and non-academic purposes.

Results also revealed that social networks enable learners to develop the student's language awareness, enhance their language skills, and improve language proficiency. additionally, it is shown that students become motivated to use academic and nonacademic english

To sum up, findings showed that social media use greatly improved students' writing style, reading abilities, listening and lexical variety, communication skills, and grammar usage while they were learning the english language.

In the light of the data gathered from both teachers' semi-structured interview and learners' questionnaire , it can be said that all EFL teachers, as well as students have positive attitudes towards using social networks as a tool to develop students english language abilities . thus, the second hypothesis is also confirmed which assumed that the use of social networks may be useful in raising the learners' motivation and language ability.

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2.6. Conclusion

The current chapter is a practical part of this investigation. it aims to investigate the role social networks in developing EFL learners language ability. It highlights the background of data collection and analysis. It is divided into two fundamental sections. the first part provides an overview of the methodological structures where research design and data collection tools were describes. the second section, however, focuses on the presentation of data analysis, discussion, and interpretation of the main findings.



Chapter Three

Pedagogical Implications and Recommendations

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Chapter 3 : Pedagogical Implications And Recommendations

3.1. Introduction

Based on the results gathered from the two data collection tools, this present chapter is an endeavor to improve the learning via social media situation at the university level. therefore, it attempts to provide some implications and recommendations for both teachers and students and course designers.

3.2. Limitations of the study

This present investigation is limited to a number of aspects. One of its limitations is the small sample size of sample population of both teachers and students of ain temouchent university . additionally, the sample is pretty small, the participants all share the same school and area, and they all have a particular profile.

One of the restrictions is time constraint. a process of collecting and analyzing data took place in the 2nd semester of the university year 2022-2023 with the aim of gathering, processing, and interpreting information collected from the sample population ; which was not sufficient.

Another of limitation is the research methodology that was employed in this research work. It is built on a mixed methods approach that combines methods for both qualitative as well as quantitative. however, the students' questionnaire and the teacher' semi-structured interview may be sufficient to gather all the data needed to completely comprehend their opinions about the benefits and drawbacks of online learning.

It is also to be added that researcher faced difficulties to find references especially books for their research because of the lack at the level of ain temouchent library. as a result, the focus was mainly made on online books and research papers.

Additionally, as the study was based on four English language teachers and (30) license three EFL students in the department of english at ain temouchent. it is to be stated that the findings of this research cannot be not generalized to the whole population.

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3.3. Pedagogical Implications and Recommendations

The present section is entirely devoted to state some possible recommendations and suggestions regarding the use of Social media as a learning material to develop learners' English language abilities .

Since EFL learners show a positive attitude towards learning four English skills through the use of social networks , teachers need to assign their learners with tasks that help them communicate and learn with one another .

A useful means of achieving this goal may also be offered by technology . The overall findings of this research indicated that students are using social media at an increasing rate . they use it to achieve a variety of goals in a variety of contexts , including schooling . in addition to providing them with more time and reducing travel lengths,

Social media, should be also used in a way to provide a relaxing environment for learners , allowing them to enhance their English without fear of humiliation or lack of confidence . after analyzing the results of the survey and the data collected from the students , we propose the following :

- Students should utilize social media platforms responsibly to practice their English.
- These resources should pique students' attention because they will aid their acquisition of the English language using cutting-edge technology .
- Students should gain advantages from using different social media and watching video courses on social media .
- Students should use social networks appropriately in order to develop their speaking skill
- Such materials should pique students' attention because they will aid in their acquisition of the English language using cutting-edge technology .
- Teachers should use these SNS in an appropriate manner to improve their students' English language proficiency.

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- Teachers should come up with creative ways to use social media and technology to target students' passions and requirements for using the language correctly in an array of situations.

- The differences between formal and informal settings, in addition to the severe repercussions of blending the two, should be understood by students. university officials should make it a goal to adapt to changes in education and integrate social media use into formal academic settings;

- The advantages of utilizing social media in the teaching and learning process should be made clear to both teachers and students.

- To improve their english, students must use social media sites responsibly.

- Utilizing a variety of social media platforms and taking online video classes should benefit students.

- Students who want to improve their english learning abilities should use social media platforms responsibly.

3.3.1. Improving Teaching Strategies and Practices through Social Media

During the past few years, social media has become incredibly popular as a medium for open information sharing. social media platforms are being used by educational organizations to engage with young people. potential of social media platforms is being used by educators to improve the entire teaching-learning process.

3.3.1.1. The Use of Social Media in Teaching and Learning

It is impossible to disregard the growing importance of social media in the teaching-learning process. in addition to giving learners access to useful information, it also links them to study groups and other educational institutions that enhance and engage their overall learning experience. most people use social media sites like LinkedIn, Twitter, YouTube, Facebook, and Instagram. these social media platforms are all about teamwork, networking, sharing, and producing information and content—all of which are very important within the field of education. see a few of the methods that social media is assisting professors, students, and universities below.

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3.3.1.2. Advantages of Using Social Media in Teaching and Learning

Social media has ingrained itself into every student's existence since the development of internet technology. social networks make it simpler and more convenient for people to communicate, share information, and remain connected. social media platforms allow teachers and students to remain in touch while also serving educational purposes.

Students as well as educational institutions now have more chances to enhance the teaching-learning process thanks to social networks. students benefit from online lessons offered by sites like slide share, Quora, and research gate, among others . these sites provide useful informational resources for enhancing knowledge bases. students can make connections on social media that will help them in their future jobs. It is essential for educational institutions to be involved on as many social media platforms as they can because this promotes enhanced student involvement techniques and more interactive, inclusive learning.

Teachers can conduct live sessions, provide extended support to students, and broaden the scope of learning outside of the classroom by using their Twitter, Facebook, or even messaging services like WhatsApp. on social media sites, they can coordinate discussions about their subjects or homework assignments. thus, social media facilitates communication between educators and pupils away from the classroom. Social media can be used by professors to establish groups where everyone can access useful information. it is a useful forum for the exchange of thoughts. they can examine student submissions to determine the level of engagement and use hashtags to broaden the audience for their academic posts.

The ability to do personal branding on social media is one of the primary factors driving professors to adjust to social media both inside and outside of the classroom. this helps them establish a reputation in the scholarly community. practitioners can promote their expertise on social media platforms like Facebook, Twitter, different

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blogging platforms, and YouTube. these websites are very well-liked by students and can therefore aid in building a solid image. who, after all, wouldn't want to see their hard effort appreciated ? by doing so , the teaching fraternity is acknowledging how social media has an effect on their professional as well as personal lives.

Social media is becoming more and more utilized to establish connections outside of the classroom. it is promoting enrollment and enhancing the Institute's reputation in the community. college student welfare offices use social media to interact with students and handle their concerns. additionally, it is being used to promote campus culture and create powerful alumni networks. social media platforms have been employed in the classroom to facilitate contact with classmates and, possibly, with people outside the classroom . through Facebook live sessions, you can communicate with subject-matter specialists.

Think about your goals before you start utilizing social media in instructing. do you want to assist students with their tasks after class hours? do you want to talk about some topics or case studies that weren't addressed in the regular class time? or do you prefer that pupils present their academic work and solicit feedback? The expected results of using social media to improve teaching and learning will depend on your goal.

3.3.1.3. Beneficial Ways of social media in Language Classroom

Technology has undergone revolutionary changes that have created numerous chances to improve student learning and teaching . since the advent of the internet and mobile phone technologies, the educational landscape has undergone a full transformation. social networking websites' growing usefulness and popularity have inspired instructors to consider how they might be used in the classroom. educational establishments are now aware of how social media can enhance group work and active learning.

Social media is opening the way for a new kind of learning that is personalized and tailored to each learner's needs . social networks and connections are now

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essential to one's success and continued development in a connected world. social networking has a lot to give the educational community in this situation. here are a few immediate advantages of social media use for academia:

- **. Collaborative Learning**

Students share a lot of information on social media. so why not promote group learning using this medium. In reality, many academic institutions worldwide encourage students to create global alliances through social media in order to complete some project assignments. as a result, they become more involved with one another , learn how to manage tasks, coordinate with teams located around the world, and develop cross-cultural sensitivity. similar to this, using social media has sped up and simplified interactions with classmates or teachers about matters pertaining to the classroom.

Utilizing social media exposes students to a new work culture that emphasizes handling work through online interactions, which is crucial in today's business climate. it trains them how to strengthen their communication skills in order to establish a strong online presence.

- **Information Sharing by Students**

Students' smart phones keep them constantly connected to the internet, which allows them to quickly send details to their connections. along with sharing ideas and opinions , they also share a lot of useful data . this information covers much more than just amusing movies or pictures and includes helpful information pertaining to their studies. for classes and exams, they share useful knowledge.

- **Social Media Marketing for Educators**

Social media is a fantastic marketing instrument for educational institutions to connect with potential students. education professionals have developed a solid marketing plan as a result of the new media to raise brand awareness. in order to reach students, universities all over the globe use social media extensively. they are using

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social media to communicate with subject-matter specialists. teachers are quickly establishing themselves as authorities in specific areas and subjects through blogging and slide share. students who follow these experts online learn valuable information. this strengthens institutions' brand equity within the academic community and gives them more influence.

Facebook and YouTube are used by academic institutions to communicate with pupils. these platforms can be used to inform students about important information, communicate campus events, and make announcements. by addressing many student-related problems through community interactions, this fosters involvement among the college and students, which contributes to the development of trust.

Institutions can use encouraging and helpful posts to connect with the audience in a positive manner as a component of their marketing strategy. you can create hashtags with social media to involve students in beneficial online conversations. videos are a popular instrument within social media trends as well as are excellent for getting your ideas across. it can be used to share interesting and practical stories with pupils in order to motivate them and help them get ready for the challenges that lie ahead.

- **Help to Foster Research**

Social media provides chances for teamwork to support research initiatives. one of the finest platforms for secondary data extraction is this one. to collect samples and learn the opinions of the general public as well as experts on a specific topic, survey pools can be used. by working together on tasks and projects, social media can assist academic researchers in gathering and producing useful content.

- **Continue Teaching from Anywhere and Everywhere**

It can be challenging at times to respond to pupils' questions in class. this makes it more challenging for students to get their questions answered. professors can expand their teaching hours outside of the classroom, though, by utilizing social media technology. to address their pupils' unanswered questions, they can organize Twitter

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discussions or Facebook Live sessions. in reality, professors can set aside particular times for online discussions where they can work with students or answer any questions. faculty can interact with large audiences all at once through Facebook sessions, which is not possible during a single class.

While they are traveling and not in class, professors might still want to interact with their students. even lectures can be streamed to prevent class cancellations while traveling. the instructor can record a lesson on YouTube in advance if he can't be present in class.

- **Take Advantage of Blogs to create Virtual Library**

Professors have a lot of freedom when it comes to developing their academic reputation by creating an individual blog or website. students will be able to use the uploaded academic work as well as other crucial lectures and films as reference materials for their studies.

- **Let Students Learn from Social Networking**

Social networking sites provide excellent learning chances. students can be inspired to create networks that will support professional job assistance. similar to how they can connect with students , professors can assist them in finding suitable employment openings and pertinent contacts for their future careers.

3.3.1.4. ways to Use social media for Teaching Purposes

A recent study found that using social media websites aids students better their independent learning abilities and research skills. to enhance pupil learning, teachers can integrate a range of social media platforms into their lessons. many educators have gotten training on social media, online advertising, and educational technology to upward instructors, an official google over school partner company. based on study, teacher ratings, as well as input from countless teachers , up educators has determined the best practices for teachers to use social networking platforms for teaching . Here

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are some tactics educators can use to utilize social media more effectively in the classroom

- **Encourage Blogging**

Teachers must urge students to start their own personal blogs and use blogging to create and share their essays. for instance, journals enable classroom interaction and opinion sharing among students. one of the best ways to foster engaging conversations among students is to comment on and participate in blogs.

Additionally, instructors can assist and motivate students to develop their writing skills by blogging about different subjects covered in class or even by writing their opinions on a particular subject.

- **Live Lectures and Discussions**

In the post-covid era, distant education and blended education are becoming widespread occurrences. when students are unable to physically attend class , live talks and discussions can be held using the live stream function from various social media sites like Instagram and Facebook. live classes and discussions can be extremely helpful for absent pupils. more than 60% of Australian students who participated in a recent poll expressed support for online instruction delivered through zoom in the years following COVID. these studies demonstrate the viability of online learning using google meet and zoom .

- **Create Interest-Based Facebook Groups**

Social media groups can be useful for both present students and alumni. this feature is widely used by colleges to keep alumni connected and informed about what's going on inside the institution . similar to this, schools and instructors can create interest-based communities for students that are interested in related subjects using social media sites like Facebook groups . these communities can be used to meet other like-minded student, conduct discussions on relevant subjects, or simply keep in touch and informed about what is going on in the school.

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- **YouTube for Presentations**

Teachers can post and share educational videos on various topics using YouTube, or as students can use the site to present a video as well as presentation in class. anyone in the world can access the videos, giving you an arena for exchanging your opinions with the world in the shape of videos. there are many educational programs on YouTube. teachers can use videos from well-known YouTube channels such as ted Ed to introduce or thoroughly describe a subject.

- **Social Media Pages**

Platforms for social media can be used to raise students' awareness of social problems. Students can also use them to raise awareness of various social problems. Create a Facebook page, Twitter account, or Instagram account for your students or staff to share information about a local social problem . many people use social media to raise social consciousness, and learners can learn about social ills and issues from this feature.

- **Build Professional Connections**

Social media sites such as LinkedIn are a great resource for students looking to network professionally . students can set up profiles on LinkedIn and interact with like-minded professionals working in a particular sector. students can build connections on websites like LinkedIn that will assist them in their future careers after high school. Students who are homeschooled can benefit greatly from such sites. they can continue homeschooling while interacting with instructors, mentors, and other students and benefit greatly from these professional connections. both homeschooled students and regular students can benefit from these sites.

3.3.2. Pedagogical aspects of social media and implications of learning

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Social media has altered the way that learners acquire and retrieve information, and it additionally has grown into an essential part of our everyday lives. It allows students to work together and exchange ideas and viewpoints. Social media sites like Facebook and Twitter provide organizations and communities where students can communicate with one another and exchange knowledge. In this respect Creswell said “social media can support learning by providing a platform for students to connect, collaborate, and share information with their peers and instructors” (Creswell, 2014, p. 192).

According to Creswell “social media offers new ways of engaging learners, and can help to create a more personalized and learner-centered approach to education.” (Creswell, 2013, p. 24). By choosing the subjects and instructors they are interested in, students can tailor their educational experiences using social media. Social media sites like Facebook, Instagram, and YouTube offer chances for informal learning that is frequently more interesting and motivating compared to traditional classroom instruction. These sites also offer customized educational opportunities through videos and images. Additionally, it provides users access to a wealth of data and tools that they can use whenever and however they want.

With the ability to interact with others and customize their learning experiences, social media learning can increase learner motivation and engagement. It also enables students to connect with people from a variety of cultures and backgrounds, which can expand their horizons and improve their learning.

Since EFL learners show a positive attitude towards learning the four English skills through the use of social networks, teachers need to assign their learners with tasks that help them communicate and learn with one another. A useful means of achieving this goal may also be offered by technology. The overall findings of this research indicated that students are using social media at an increasing rate. They use it to achieve a variety of goals in a variety of contexts, including schooling. In addition to giving people more time and reducing travel lengths, social media also provides a relaxing environment for

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learners , allowing them to enhance their english without fear of humiliation or lack of confidence .

However, even though social media sites can be a fantastic tool for learning as well as knowledge sharing, there are some drawbacks to using social media for learning. Learning through social media necessitates the development of abilities related to digital literacy, such as the capacity to research and assess online sources.

Brief, bite-sized pieces of information are frequently promoted on social media, which can result in shallow levels of understanding. this can be a problem for subjects that need more in-depth investigation because they are complex or nuanced. In this regard Creswell argue that “social media can also perpetuate stereotypes and reinforce biases, leading to a narrow understanding of complex issues” (Creswell, 2018, p. 143).

Anyone can share information on social media, regardless of their knowledge or accuracy. due to this, it may be challenging to figure out if the information is trustworthy or genuine. according to Creswell, “social media platforms can provide a wealth of information, but their credibility and reliability are questionable” (Creswell, 2014, p. 157). additionally, social media frequently presents information out of context, making it challenging to comprehend the bigger image.

Social media has the potential to be very distracting and compulsive, which can result in time loss and an absence of concentration. students that struggle with organizing their efforts and time may find this to be especially challenging. in this respect Creswell mentioned that “social media can distract students from their studies, leading to procrastination and poor time management” (Creswell, 2014, p. 157).

It's essential that you keep in mind that these negative effects are not caused by social media itself, but rather by how it is utilized. social media may be a useful tool for learning and knowledge sharing if used with the appropriate mindset and tactics. in conclusion, social media has a number of pedagogical benefits and implications for learning. as social media continues to change, it is crucial for teachers and students to understand its educational potential and to acquire the skills they need to use it wisely.

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3.3.3. Using authentic materials to raise learners' motivation

Authentic materials are a valuable resource for language teachers who want to provide their students with engaging and motivating learning experiences. Authentic materials refer to materials that are not specifically designed for language learning, but rather are created for real-life communication purposes. Examples of authentic materials include newspaper articles, songs, movies, TV shows, podcasts, and social media posts. In language learning, authentic materials are materials that are used in the classroom to teach a foreign language in its real context.

3.3.3.1. Social media and authentic materials

Social media platforms have become a significant part of our daily lives. From sharing photos and updates with friends and family to following news and entertainment, social media provides us with a constant stream of information and communication. As such, social media can be a valuable source of authentic materials for language learners.

Social media platforms offer a vast amount of authentic materials that can be used for language learning and teaching. For example, Facebook and Instagram posts can be used to teach vocabulary, grammar, and writing skills. Twitter feeds can be used to practice reading and comprehension skills, while YouTube videos can be used to practice listening and speaking skills. Furthermore, social media posts can provide students with a glimpse into the real-life language and culture of native speakers, helping them to develop their communicative competence and cultural awareness.

Social media can be a valuable source of authentic materials for language learners. It provides students with a window into the language and culture of the target language community, and allows for a personalized and interactive learning experience. However, it is important for language teachers to carefully curate materials and guide learners in their use, and to consider the individual needs and

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contexts of their students. With proper guidance and support, social media can be an effective tool for language learning and teaching.

3.3.3.2. Enhancing learners' motivation through social media

Motivation is important in learning because it helps learners to engage in the learning process, sustain their efforts, and persist in the face of challenges. Without motivation, learners may feel disinterested or disconnected from the material and may not see the value in investing time and effort in learning. Motivation can come from various sources such as personal interest, curiosity, a desire to improve skills or knowledge, social pressure, or extrinsic rewards.

Research has shown that learners who are motivated to learn are more likely to achieve higher academic performance, retain information longer, and have a more positive attitude towards learning. Therefore, it is important for educators to create a learning environment that fosters motivation, encourages active participation, and provides

Social media can provide motivation for learning by offering access to a wide range of resources, including educational content, discussions, and communities focused on various topics. Social media platforms can connect learners with peers, mentors, and experts, which can provide opportunities for collaboration and feedback, as well as exposure to diverse perspectives and ideas. Additionally, social media can offer a sense of achievement and recognition through likes, shares, and comments, which can boost learners' motivation and confidence. However, it is important to use social media mindfully and to ensure that the content accessed is accurate and reliable to avoid misinformation and distractions

3.3.3.3. The Effectiveness of Authentic Materials in Motivating Language Learners

Authentic materials refer to real-life materials that are not specifically designed for language learning. Examples of authentic materials include newspapers,

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magazines, films, TV programs, songs, advertisements, and social media posts. authentic materials are often used in language classrooms to create a context that is similar to the one in which the target language is used. this is believed to enhance the motivation of language learners and help them to acquire language more effectively. this essay will discuss how the effectiveness of authentic materials in motivating language learners can be assessed.

One way of assessing the effectiveness of authentic materials in motivating language learners is by evaluating the engagement and participation of learners during the use of authentic materials. if learners are actively engaged in the activity and are able to participate in meaningful communication, it indicates that the materials are motivating and effective. teachers can use questionnaires , interviews, or observations to gather information on the level of engagement and participation of learners during the use of authentic materials.

Another way of assessing the effectiveness of authentic materials is by measuring the language proficiency of learners before and after the use of authentic materials. if learners are able to use the target language more effectively after exposure to authentic materials, it indicates that the materials are effective in motivating language learners and improving their language proficiency. teachers can use pre- and post-tests or portfolios to assess the language proficiency of learners.

Furthermore, teachers can assess the effectiveness of authentic materials in motivating language learners by evaluating their attitude towards learning the target language. if learners have a positive attitude towards learning the language, it indicates that the materials are effective in motivating them. teachers can use surveys or interviews to gather information on the attitude of learners towards learning the language.

To sum up, the effectiveness of authentic materials in motivating language learners can be assessed through various methods such as evaluating engagement and participation, measuring language proficiency, assessing attitude towards learning,

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evaluating motivation to learn, and assessing cultural awareness and understanding. the use of authentic materials in language learning can provide learners with a realistic context for language use and enhance their motivation to learn the language. however, it is important to note that the effectiveness of authentic materials can vary depending on various factors such as the level of proficiency of learners , the complexity of the materials, and the teaching methodology used. therefore, teachers need to carefully select and adapt authentic materials to suit the needs and abilities of their learners.

3.3.3.4. Strategies for selecting and adapting authentic materials

When selecting and/ or adapting authentic materials, teachers as well as course designers should take into consideration these aspects

- **Consider the learners' proficiency level**

The first step in selecting and adapting authentic materials is to consider the learners' proficiency level. authentic materials are often more challenging than materials designed specifically for language teaching, so it is important to select materials that are appropriate for the learners' level. for example, beginners may struggle with authentic materials that contain complex vocabulary and sentence structures, while advanced learners may find simplified materials uninteresting and unchallenging. therefore, it is important to carefully evaluate the materials and choose ones that are at an appropriate level for the learners.

- **Consider the Learners' Interests and Learning Goals**

Another important consideration when selecting and adapting authentic materials is the learners' interests and learning goals. authentic materials that are relevant to the learners' interests and goals can increase motivation and engagement. for example, if

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learners are interested in fashion, selecting materials related to fashion, such as fashion blogs or magazines, can be more motivating than materials on other topic. similarly, if learners are studying for a specific exam or to improve their business communication skills , selecting materials that are related to these goals can be more effective.

- **Adapt the Materials to Meet Learners' Needs**

Adapting authentic materials to meet learners' needs can be done in several ways. one approach is to simplify the materials by removing complex vocabulary, breaking down complex sentence structures, or summarizing long texts. simplifying materials can be helpful for learners who are at a lower proficiency level or who struggle with processing complex language. another approach is to add additional support, such as providing a glossary of key vocabulary or providing comprehension questions. adding support can help learners understand the materials better and can also help them develop their language skills.

- **Provide guidance on how to use the materials**

When selecting and adapting authentic materials, it is important to provide guidance to the learners on how to use the materials effectively. This may include providing instructions on how to read or watch the materials, providing background information on the topic or cultural context, or providing questions or tasks for the learners to complete. Providing guidance can help learners understand the materials better and can also help them develop their language skills.

- **Consider cultural sensitivity**

Authentic materials often reflect the culture of the people who created them. When selecting and adapting authentic materials, it is important to consider cultural sensitivity and to avoid materials that may be offensive or inappropriate. for example, materials that contain stereotypes or offensive language may not be suitable for language learning. it is important to choose materials that reflect diverse perspectives and to provide guidance on how to navigate cultural differences.

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To sum up, selecting and adapting authentic materials to meet learners' needs requires careful consideration of the learners' proficiency level, interests, and learning goals. It is important to choose materials that are appropriate for the learners' level, that are relevant to their interests and goals, and that reflect diverse perspectives. Adapting materials can be done in several ways, such as simplifying materials or adding additional support. Providing guidance on how to use the materials effectively and considering cultural sensitivity are also important considerations. By carefully selecting and adapting authentic materials, language teachers can help learners develop their language skills and cultural competence.

3.3.3.5. Overcoming Challenges in Using Authentic Materials

While using authentic materials can have numerous benefits for language learners, such as increased exposure to real-life language use, there are also significant challenges that language teachers must overcome to effectively use authentic materials to boost learner motivation.

One of the most significant challenges in using authentic materials is ensuring that the material is appropriate for the learners' level and interests. Authentic materials are often created for native speakers and may contain idiomatic expressions, colloquial language, and cultural references that learners may not understand. To overcome this challenge, teachers need to carefully select materials that are appropriate for their learners' level and interests. Teachers can also scaffold the material by providing pre-reading or pre-listening activities that help learners understand the context and key vocabulary before engaging with the material.

Another challenge in using authentic materials is creating activities that are both engaging and effective for language learning. Authentic materials may not have specific language learning objectives or exercises, and it can be challenging to design activities that effectively integrate language practice with the authentic material. Teachers need to carefully consider the learning objectives and create activities that are both engaging and effective for language learning. For example, teachers can create

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activities that focus on developing learners' listening or reading comprehension skills, vocabulary acquisition , or speaking and writing skills.

A third challenge in using authentic materials is managing the variety of authentic materials available and keeping up with the rapidly changing landscape of online resources. with so many authentic materials available, teachers may find it overwhelming to select and use the best materials for their learners. additionally, online resources are continuously changing and evolving, which can make it difficult for teachers to keep up with the latest resources and technologies. to overcome this challenge, teachers can join online communities of language teachers to share resources and best practices. teachers can also use technology tools to help them find and organize authentic materials, such as bookmarking tools or content curation platforms.

A fourth challenge in using authentic materials is overcoming resistance from learners who may be more comfortable with traditional textbooks and materials. some learners may feel uncomfortable with authentic materials because they are not specifically designed for language learning and may be challenging to understand. to overcome this challenge, teachers need to help learners understand the benefits of using authentic materials, such as increased exposure to real-life language use and the opportunity to engage with interesting and relevant content. teachers can also provide support and guidance to learners by providing pre-reading or pre-listening activities, scaffolding the material, and creating engaging activities that help learners understand and appreciate the authentic material.

Despite these challenges, there are numerous benefits to using authentic materials to boost learner motivation . authentic materials provide learners with exposure to real-life language use, which can help learners develop their language skills in a more natural and authentic way. authentic materials also help learners connect with the culture and context of the language they are learning, which can increase their motivation and interest in the language. additionally, using authentic

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materials can help learners develop their critical thinking skills and their ability to communicate effectively in real-life situations.

To effectively use authentic materials to boost learner motivation, teachers need to carefully select appropriate materials, design engaging and effective activities, manage the variety of resources available, and overcome resistance from learners who may be more comfortable with traditional materials . teachers can also use technology tools and online communities to help them find and organize authentic materials and share best practices with other language teachers. by overcoming these challenges, teachers can create engaging and motivating learning experiences that help learners develop their language skills and their interest in the language they are learning.

3.3.4. The integration of the four skills through social media

Teachers ought to think about taking the following actions in order to incorporate language skills into ESL/EFL instruction:

- Get to know the various strategies for incorporating language learning into the classroom.
- Examine their existing strategy and the degree to which the abilities are incorporated.
- Select educational resources, books, and technological tools that encourage the fusion of speaking, writing, listening, and the related skills of grammar, vocabulary, etc.
- Keep in mind that, even if a course is only designated for one skill , it is still possible to incorporate the other language abilities through the use of suitable exercises. teach language learning techniques and underline how frequently a certain technique can improve performance across different skills.

The four macro skills—listening, speaking, reading, and writing—are all a part of everyday language usage and proficiency.

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They can cooperate when learning a language, and programs that teach the abilities concurrently are frequently referred to as having "integrated skills."

By using some talents as resources for the advancement of others, focal skills effectively combine the skills. Utilizing effective skill integration is the methodical, logical integration of such abilities in line with their possible classroom applications.

The following principles result from these factors:

- Before focusing on writing, reading, and academic ability, students need have effective listening comprehension.
- Reading comprehension should be strong before students begin working on their academic and writing skills.
- Before focusing on academic skills, students should have strong writing skills.
- Speaking should be promoted at all stages of english acquisition , but especially once effective listening comprehension has indeed been achieved.

Because students are always improving their weak abilities from a point of strength , the controlled order of development outlined in these principles increases the effectiveness of language acquisition.

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3.6. Conclusion

This final chapter is devoted to highlighting the study's limitations . it also offers a number of implications and suggestions to improve the current state of learning through social media, opening the doors for further research and investigations in this area of study.

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General conclusion

Social media platforms are increasingly pervasive in daily living. they make it possible for people to stay in contact and communicate with one another in a variety of ways and languages . in the university of ain Temouchent , the current study examined the relationship among social media and students ' english language proficiency and made an effort to persuade students to utilize such sites for academic reasons . as a consequence , the majority of students admitted that they frequently use social media to interact with individuals all over the world .

The main research was divided into three chapters. the first one is devoted to the review of literature ; it provides a theoretical framework concerning the two important aspects of this current work . it , first , presents an overview of social networks , history , importance , types and their use in language classroom . then , it highlights some background knowledge related to language ability, proficiency , and the four language skills , chapter two explains the research methodology , data collection procedures and analysis . Chapter three provides some recommendation concerning students use of social media in developing their english language skills.

The findings reveal that social media platforms may motivate learners to enhance their language learning , develop their skills , and practice language more effectively .

According to the results of the survey , almost all of the students agreed on that social media could help them learn and improve their english , particularly because there are so many pages dedicated to teaching and learning the language.

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The teachers Interview indicate that social media sites are creative ways to develop language learners skills , abilities , potentials etc. however they are beneficial learning tools if students really know how to use them correctly .

The primary findings of this study showed that learners are comfortable with utilizing social networking sites , and that both teachers and students view the usage of social networking sites in the classroom favorably . they utilize various social media platforms for both academic and non-academic reasons . the fact that students strongly concur on the benefits of social media as a tool for learning supports the notion that they have favorable views toward the use of social media to improve english language learning . although some english teachers have some reservations regarding social media platforms' professionalism as teaching tools , they generally have a positive outlook on the learning opportunities they offer . this serves as further evidence that students' views toward the use of social media to improve english language learning are favorable .

Finally , according to this study , it would be beneficial for students to improve their ability to learn english if they use modern social media in an appropriate manner .

The following suggestion is intended for people who are considering conducting research on the same subject for future studies. In order to obtain more conclusive information on the influence of social media on students' english learning abilities, the current study should first be carried out in additional Algerian contexts, other departments and fields of studies, different participants' genders, ages to over generalize the results to the whole population.

Further investigations may use other research design such as an experimental study or action research to check the benefit of social media on the students' academic achievement. other studies may also use data collection tools such as classroom observation and students' diaries.

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Finally , one may say that social networks can be a valuable asset in improving EFL students' language learning process . social networks can enhance the students' motivation to learn and improve their four skills and increase their language activity , but only if used properly . moreover , the use of social networks to interact and communicate with native speakers will definitely improve the student's english skills .

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Appendices

List of Appendices

Appendix A

Appendix 1.

Students' Questionnaire

Students4 Questionnaire

Part 1:

1. Do you use social media in your daily life?

Yes No

2. If yes on an average how much time do you spend on social media?

Less than 30 mins An hour 1-2 hours

3-4 hours More than 4 hours

3- How many Social Media platforms do you use ?

One two three more

4- Why do you use social networking sites?

Studying Playing games Making Friends chatting with friends

Others

5- You use social media to communicate with your teachers and classmates ?

Yes No

6- Which language is mostly used when using these tools?

Mother Tongue None of these languages English French

7- What type of these social networks do you use most?

Facebook Instagram YouTube Twitter Others (if so, mention it)

Part 2:

8- What do you think about the use of social networks in improving the four english skill ?

It is helpful to a great extent they do not help much in class

They are not beneficial It is difficult to apply them in class

Others:

9- Which english skills can be effectively improved while using social media?

Speaking listening reading writing

all the four skills none

10- In your opinion , what are the social networks that can be really helpful to improve the four english skills ?

Facebook Instagram YouTube Twitter others (if so, mention it)

....

11- How would you rate the use of social media on Learning english language?

Excellent Good Average Poor Very Poor

12- In what degree social media affected your interest , competence and motivation In English language proficiency ?

Justify

13- Do you ever use social media to practice English or another language ? and how have you used it ?

Yes No

Justify....

Appendix 2.

Teachers' Semi-Structured Interview

This present semi structured interview is used to collect data about the use of social media for academic purposes . your answers will be valuable and fruitful .

PART one: teachers' bio data

1. Which degree do you have?
2. What is teaching experience?
3. What modules do teach?

Part Two: the use of social networks

4. Have ever used social media in your language classroom?
As a teacher, do you consider the use of the social networks as an english learning platform? (Explain)
5. With social networks are important for teaching and learning purposes?
 - Facebook
 - YouTube
 - Others

Part Two: Social Networks and language skills

6. Do you think that social networks can help learners in improving their english Language? and especially when using authentic materials from native speakers (why)
7. Do you agree that social networks can be used as an alternative place where the students can practise their four english learning skills? (explain)

8. Which among the four english language skills do you think are given priority in social networks?
9. Which among the four english language skills do you think are being used effectively? (explain why)
10. While using english in the social networks , students often develop :
 - Language skills
 - Language proficiency
 - Language awareness
11. While using English in the social networks, students often tend to tend be motivated to use
 - Academic english
 - Nonacademic english
 - Slang
 - Others , please specify?
12. Do you have any recommendations on the use of social network ?

Thank you for your collaboration

الملخص

تعتبر اللغة الإنجليزية كلغة أجنبية ثانية في الجزائر، حيث يوجد الحد الأدنى من الفرص للطلاب لممارسة لغتهم الإنجليزية خارج فصل اللغة. نظرًا للتقدم التكنولوجي والشبكات الاجتماعية، فقد تم استخدامه على نطاق واسع وقيم. تركز الورقة البحثية الحالية على تقصي دور الشبكات الاجتماعية في تنمية القدرة اللغوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. إنها دراسة حالة تستند إلى طلاب ومعلمين في السنة الثالثة في جامعة عين تموشنت. تم تنفيذ عملية جمع البيانات وسيلتي من أداتي البحث وهما المقابلة شبه المنظمة للمعلمين واستبيان المعلمين. كشفت النتائج أن استخدام الشبكات الاجتماعية يمكن أن يساعدهم في تحسين مهاراتهم الأربعة في اللغة الإنجليزية، كما يمكنهم أيضًا مساعدة المتعلمين على التفاعل بسهولة مع أقرانهم بطريقة هادفة تحفز اهتمامهم بتعلم اللغة. بعبارة مختلفة، خلقت الشبكات الاجتماعية فرصًا جديدة لمتعلمي اللغة للتفاعل والتعاون بطرق فعالة، وقد تم التأكيد على أنها استراتيجية تعليمية مفيدة في تحسين أداء اللغة.

Résumé

L'anglais est considéré comme une deuxième langue étrangère en Algérie, où il y a des possibilités minimales pour les étudiants de pratiquer leur anglais en dehors de la salle de classe de langue. En raison des avancées technologiques et des réseaux sociaux, il est largement utilisé et précieux. Le document actuel se concentre sur l'enquête sur le rôle des réseaux sociaux dans le développement des aptitudes linguistiques des apprenants de l'EFL. il s'agit d'une étude de cas basée sur des étudiants et des enseignants de troisième année à l'université d'Ain-Temouchent. Le processus de collecte de données a été réalisé à l'aide de deux outils de recherche, à savoir l'entretien semi-structuré des enseignants et le questionnaire des professeurs. Les résultats ont révélé que l'utilisation des réseaux sociaux peut les aider à améliorer leurs quatre compétences en anglais, ils peuvent également aider les apprenants à interagir facilement avec leurs pairs d'une manière significative qui stimule leur intérêt à apprendre la langue. En d'autres termes, les réseaux sociaux ont créé de nouvelles possibilités pour les apprenants de langues d'interagir et de collaborer de manière efficace, il s'avère être une stratégie d'apprentissage utile dans l'amélioration de leur performance linguistique.

summary

English is considered as a second foreign language in Algeria, where there are minimal opportunities for students to practice their English outside of the language class. Due to the advancement of technology and social networks, it has been widely used and valued. The current research paper focuses on investigating the role of social networks in developing the language ability of learners of English as a foreign language. It is a case study based on third-year students and teachers at Ain Temouchent University. The data collection process was carried out by two research tools, which are the semi-structured interview for teachers and the teachers' questionnaire. The results revealed that the use of social networks can help them improve their four skills in English, and they can also help learners to interact easily with their peers in a meaningful way that stimulates their interest in learning the language. In different words, social networks have created new opportunities for language learners to interact and collaborate in effective ways, and it has been confirmed to be a useful learning strategy in improving language performance.