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Examining the Influence of Social Media on Language Acquisition and Writing Skill (The case of Master one students at Belhadj Bouchaib University)

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

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Dedication

<u>**Amine**</u>

This research thesis is a bless from the mighty god, and the support of my loving mother and beloved sisters, and my work is dedicated to all of them, all who contribute with me and helps me even with a support word, thank you a thousand million time over.

Yacine:

This work is dedicated to my family, whose unwavering support and encouragement have been the cornerstone of my academic journey. To my parents, for their endless love and belief in my potential; to my siblings, for their constant inspiration and understanding. I also dedicate this work to my mentors and teachers, whose guidance and wisdom have been invaluable in shaping my intellectual pursuits. Their dedication to education and passion for knowledge have profoundly impacted my growth. Finally, to my friends, who have provided camaraderie and motivation throughout this process. Your support has been indispensable. Thank you all for being part of this journey with me.

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and assistance, so thank you a million times over.

Abstract

Social Media enables individuals to express themselves through casual language, slang, neologisms, acronyms, and grammar violations. The majority of social media content is not reviewed, controlled, or approved for proper English usage, indicating that it differs from formal English. This study investigates the impact of social media on EFL students' writing. This research thesis used a survey and observation to gather numerical data on EFL students' Facebook writing habits. and the 2nd one a questionnaire was distributed to 76 students (Master) at the department of English, University Belhadj Bouchaib Ain-Tmouchnet. This research examines how text messaging and social media language affect EFL students' writing skills. Researchers expected that pupils prefer adopting the language of social students used media instead of formal English for communication, and it was anticipated that this could impact their academic writing. And at the end of our investigation we find out that social media indeed impact on students in a negative way .

Key words: social media, social networking sites, negative impact, Facebook, writing, EFL students.

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List of Acronyms

EFL: English as a Foreign Language.

LASS: Language Acquisition Support System

UG: Universal Grammar

SMW: Social Media Writing

General Introduction

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General Introduction

In the digital age, social media has become an essential aspect of daily life, altering how people communicate, exchange information, and connect with one another. Platforms like Facebook, Twitter, Instagram, and TikTok have not only transformed social interactions, but have also opened up new avenues for language usage and acquisition.This study is aiming to identify the impact of social media on English writing among university students. Specifically, this study analyzes how social media may produce negative influence on students' writing skills.

Therefore, writing is a difficult and complex process that needs particular skills to make it obvious. English has become the language of globalization, and the majority of the world's civilizations use it on social networking sites.

The widespread use of social media has resulted in a unique linguistic environment in which language is dynamic and continually developing. Users are exposed to a variety of linguistic inputs, including slang, acronyms, and non-standard grammar, which are quickly distributed and accepted by different user groups. This linguistic variety has both potential benefits and drawbacks for language learners. On the one hand, social media offers a wealth of actual language input, allowing students to become acquainted with modern use and idiomatic idioms that may not be included in traditional language programs. However, the prominence of informal and non-standard language on these platforms raises worries about how it may affect learners' grammatical precision and writing skills.

The current research intends to investigate the complex influence of social media on language learning and writing skills. It focuses on the writing compositions of first-year Master students at Belhadj Bouchaib University in Ain Temouchent. Its goal is to investigate how social media usage affects many aspects of their formal and academic writing.

For the purpose of this study, the following questions were formulated:

General Introduction

1.   What are the reasons behind using social media writing instead of formal English writing among EFL students?

2.   What are the implications of ignoring the use of formal English language and turning to using non-standard English?

From these research questions, the following hypotheses were formulated:

1.   The pupil would prefer to use social media language because it is easy and fast to write.

2.   Students forgot about the rules of official writing and they neglect all basics of writing (punctuations, capitalization, grammar….etc.).

The data were acquired using 2 research techniques both qualitative and quantitative methods were used (mixed method): First, the questionnaire for first-year master students at Belhadj Bouchaib University in Ain Temouchent. Second, an interview was addressed to EFL teachers who belong to the department of English.

This research work is divided into three main chapters. The first chapter was a theoretical base of the dissertation. It worked as A lens to clarify many notions starting by language acquisition and its theories it includes also writing skill, its basic rules which includes many subtitles and some abbreviations of words, and writing in EFL classroom, it includes also social media and its definition, categories, most popular social networking used in Algeria and the role and the impact of SM on academic writing.

The second chapter presents the research tools used, it shows the combination of both qualitative and quantitative methods.

The third chapter consists of three sections data analysis, results and findings interpretation and suggestions. This chapter presents the analysis of student's questionnaire, and teacher's interview. The chapter aimed to investigate the reason that makes students use

the language of social media instead of formal English language, and how social media language may affect learners' academic writing performance. Finally, it provides some implications, recommendations, and limitation.

Chapter One: Review of Literature

Social media, writing and language

Chapter One : Review of Literature

Section One: Language Acquisition.

1.1 Introduction

Language acquisition is the process by which individuals acquire the capacity to perceive and comprehend language, or in other words, gain the ability to be aware of and understand language. The foundation of language acquisition research is the ease with which typically developing children acquire their primary language(s) before to or following formal schooling. There have been two main research strands: nativist and non-nativist. According to the nativists view, an intrinsic module provides humans with prior knowledge about the nature of language, namely grammar, resulting in universal language acquisition across all typically developing youngsters (Chomsky 1957, 1975).

1.2 Language Acquisition Theories:

1.2.1 Behaviorism

Prior to nativism, Skinner (1957) proposed in his book Verbal Behavior that we learn language by conditioning, which involves forming and reinforcing associations. Language, according to this viewpoint, is learned piecemeal using the same innate mechanisms that are used to learn other behaviors and knowledge. New or previously heard language is generalized and integrated into our existing linguistic repertoires. The behaviorist viewpoint was deemed insufficient since it was believed that young children receive very few one-on-one language teaching sessions and that most learning occurs without direct instruction. It was unlikely that youngsters could build correlations and generalizations despite the "noise" of their surroundings. However, over time, research in frequency effects and priming suggests that a Skinnerian perspective on language acquisition may be more plausible than previously thought.

Chapter One : Review of Literature

1.2.2   Nativism

Chomsky (1957, 1975) may have posed a question about language acquisition studies. How can a youngster accurately generalize language norms from a sample of sentences in an unaltered environment and apply them to construct a finite number of sentences correctly? In other words, how can one account for the Poverty of Stimulus, which requires children to acquire and understand more about language structure than could reasonably be gained from the "noisy" ambient language to which they are exposed with little correction? Chomsky suggested that humans evolved a species-specific intrinsic capacity, a language faculty, encoded in our biology. This faculty, Universal Grammar (UG), is responsible for the uniformly successful acquisition of grammar.

1.2.3   Social Constructivism

Social constructivists continued to lay the groundwork for research on the capabilities of neonates and prelinguistic infants, which demonstrates that they are born with abilities to interact and attune to interlocutors. They also continued to promote the study of adult–child dyads and the role of adults or experts in facilitating social interaction, through which valuable cultural knowledge, including language, is learned social constructivists continued to lay the groundwork for research on the capabilities of neonates and prelinguistic infants, which demonstrates that they are born with abilities to interact and attune to interlocutors. They also continued to promote the study of adult–child dyads and the role of adults or experts in facilitating social interaction, through which valuable cultural knowledge, including language, is learned.

While nativism gained traction, pragmatic philosophers (Wittgenstein 1953; Aston 1960) remained influential, emphasizing meaning and the significance of language acquisition in achieving social purposes. Vygotsky's perspective on language as a cultural tool, as well as

the fundamental role of social and interpersonal contact in development, gained traction among social constructivists. Among the most famous, Bruner(1957, 1960) rejected the nativist view and claimed that meaningful language acquisition occurs in the context of parent/adult-child interaction with the support of a Language Acquisition Support System (LASS) Social constructivists proceeded to establish the framework for study into the skills of newborns and prelinguistic infants, demonstrating that they are born with the ability to interact and tune in to interlocutors. They also continued to encourage the study of adult-child dyads and the function of adults or experts in encouraging social interaction, which leads to the acquisition of valuable cultural knowledge, including language).

1.2.4   Functionalism

A functional or usage-based approach on language acquisition arose from social pragmatists and social constructivists, which similarly suggests that structure comes via interaction and use rather than being innate. Proponents of this viewpoint believe that what evolved and is universal is not a natural language faculty, but rather social cognitive skills that are not committed to or specifically for language. Tomasello (1999, 2003), for example, concentrated on two cognitive abilities. The first skill is the ability to discern their interlocutors' goals and intents through shared attention (Tomasello and Farrar, 1986). It entails the ability to share and follow the attention of others, as well as actively guide the attention of others through the use of nonlinguistic gestures such as pointing and exhibiting. Children learn the use and purposes of speakers and develop scripts and routines for using language standards.

1.2.5 Interaction

Bruner's theory of language acquisition highlights the importance of interaction in children's language development. According to Bruner, children have a natural propensity for

language acquisition, but their capacity to acquire and master a language is considerably aided by adult interaction and instruction. Bruner's idea revolves around the concept of a language acquisition support system (LASS). This system refers to the social and environmental elements that influence language learning. Bruner contends that children learn language by active participation and engagement with their caregivers and other language models in their environment. Scaffolding is an important concept in Bruner's theory. Scaffolding is the process by which an adult provides support and help to a youngster when learning a language. To enhance language development, adults use a variety of interactive tactics, including shared attention, contingent responding, and expanding the child's utterances. Interacting with adults who are skilled language users provides children with feedback, corrections, and exposure to rich language input, accelerating their language development. Bruner emphasizes the role of cultural and social circumstances in language acquisition. He contends that language is more than a cognitive activity; it is inextricably linked to a community's social and cultural behaviors. Interactions with adults teach children not only linguistic knowledge but also cultural norms, values, and traditions linked with language use. This cultural background influences their comprehension and use of language. Furthermore, Bruner emphasizes the importance of narrative in language development.

Section Two: writing skill

1.1 Definition

Historians agree that writing originated five centuries ago to record knowledge about various sectors in life. One of the most crucial language abilities is the ability to convey human needs using letters and symbols. The English Oxford Dictionary defines writing as a succession of letters, words, or symbols on a surface. Nunan (1989: 36) defines writing as a complicated cognitive process that involves communicating through visual markings. Writing

is a challenging skill that necessitates adhering to specific guidelines for effective communication.

1.2 Basic Rules of Writing:

1.2.1   Clarity

Clarity is one of the most important characteristics for the writing process. To elicit a response from readers, writers should use plain and simple language to convey their ideas. Writing is more than just a pen and paper; it can also be an attempt to produce fresh knowledge.

It is the basic rule in writing and without its communication will be impossible. By clarity is meant to avoid ambiguous words and sentences that may convey more than one meaning or multiple interpretations. The key to achieve clarity is to make sentences short and to the point

And for a nice and clear writing it must contain no ambiguity in words and sentences in order to make the reader get the meaning easy and fast. And according to Starkey (2004) eliminating the unnecessary words and using the active form are the most important approaches to be concise in writing, even avoiding repetitions makes the writing easy and clearer for readers.

1.2.2   Punctuations

It is a necessary component of English academic writing. Proper punctuation improves writing quality, technical accuracy, and conveys your voice more effectively. Starkey (2004). According to Murray & Hughes (2008: 185), punctuation marks pauses and sentence borders, which aids comprehension.

Chapter One : Review of Literature

Murray & Hughes (2008: 185) emphasize the need of capitalization and punctuation in writing to highlight pauses and sentence boundaries, as well as minimize ambiguity. Proper punctuation and capitalization improve readability and comprehension, resulting in a more positive impression on readers.

1.2.3   Coherence

A crucial component of any type of writing is coherence. According to Kane (2008), Geme (2008), and Lea (2008), among others, coherence plays a significant part in what constitutes a quality piece of writing. Coherence is the process of organizing and connecting one's ideas in such a way that the student may understand them the easiest. A skilled writer is one "who sticks his ideas together as links in a chain, each link connecting the one before it with the one after," according to Mury and Haghes (2008: 45). The argument structure collapses, and the adjustments become ambiguous if any links are missing.

1.2.4   Brevity and Simplicity

It's important to explain information concisely. For example, instead of using five lines to express a single notion, use one meaningful sentence. Brevity is essential for effective communication and saves time for readers. Some writers use overly complex language that may be difficult for readers to understand. It's best to express ideas as simply as possible, as the saying goes: "Write to express, not to impress." In addition to these basic rules of writing, the writer should consider some writing conventions, such as beginning the sentence with capital letters and ending with full stop punctuation (period, question mark, exclamation point), and Starkey (2004) considered writing in terms of grammar, spelling, punctuation, and capitalization.

Chapter One : Review of Literature

Section Three: Social Media

1.1 Definition

Social media is a type of online mass media communication where individuals exchange ideas, information, messages from their personal lives, and other content (such as films) via websites dedicated to social networking and microblogging. Although social media and social networking are similar terms, social media is primarily concerned with leveraging social networking sites and related platforms to grow an audience, whereas social networking is typically seen as users creating communities within themselves.

1.2 Texting

Texting, often known as "text messaging," refers to short communications used by both kids and adults for personal, family, and social objectives. Short messages, such as SMS, can be sent between cellphones. Users can also send text messages from their computers to mobile devices, and this is becoming increasingly popular among young people. Margaret Rouse, n.d.: Abbreviations are a common feature of texting, particularly among young people.

1.3Abbreviations

Abbreviation is the process of shortening the form of a word or phrase. Abbreviations, such as abbr, abbry, or abbrev, can represent the phrase "abbreviation."

Abbreviations and acronyms are not the same thing. An abbreviation is a reduced form of a word, such as "lib" for library or "approx." Acronyms are used to reduce words by merely using the first letter, such as USA for United States of America or UK for United Kingdom.

Some common abbreviations are illustrated in the table below:

Table 1.1 Common Abbreviation used by Algerians While Texting(by the author)

Abbreviation	Real words
Idc	I don't care
Idk	I don't know
Ilu	I love you
Asap	As soon as possible
Tysm	Thank you so much
Btw	By the way
2nte	Tonight
Aeap	As early as possible
Imu	I miss you
4u	For you
2u	To you
K4u	Kiss for you
Irl	In real life
F2f	Face to face

Bf	**Best friend**
Slt	**Salut**
B1	**Bien**
Dmg	**Dommage**
Mdr	**Mort de rire**
Prq	**Pour quoi**
Nn	**Non**
Bjr	**Bonjour**
Bn8	**Bonne nuit**

1.4 Social Media Categories:

Social media is a vast phrase with numerous subcategories: social networking is one subtype of social media. It includes well-known websites like Facebook and others that let users join groups, leave comments on profiles, share videos, and communicate with friends virtually.

Social news: participate by selecting stories and leaving comments on them. Articles are considered good if they receive a lot of likes, nice comments, and feedback. Yahoo News is chosen as the most prevalent example since it allows users to express their opinions on various topics.

Social bookmarking: this is an additional category where web pages are bookmarked by others and may be searched through.

1.5 Social Networking most Popular in Algeria:

Facebook is the most popular social network in Algeria, particularly among university students. It enables users to create profiles, share images and videos, and stay in touch with friends, family, and colleagues. Algerian Facebook members totaled over 150.000.000 on June 30, 2016.

Twitter is the second most popular microblogging service in Algeria, after Facebook, with 1.26% of users. It enables users to broadcast brief posts known as tweets across numerous platforms and devices.

Email is short for "electronic mail." According to Margret (2005), email is "the telecommunication exchange of computer-stored messages." It is one of the most widely used internet functions, aside from the internet itself. With an email address, users can send and receive messages to anyone around the world. (Christianson, 2014; Herizi, 2019).

The table below shows social media using in Algeria:

Table 1.2 Social Media Used by Algerians(by the author)

rank	Social media	Usage by %
1	Instagram	27%

2	Facebook	25%
3	Snapchat	16%
4	Twitter	15%
5	YouTube	12%
6	WhatsApp	5%

1.6The role of Social Media:

Traditional media only allow for one-way communication, with the material merely providing information. Television is an example of this; it transmits visual information, but the recipient cannot provide feedback to the sender. Social media, on the other hand, provides two-way communication by allowing users to send and receive messages. So, social media follows the communication process, which includes several parts such as the message, the sender, the channel (the Internet), and the receiver. This may be advantageous since the receiver will be able to provide feedback to the sender, allowing the sender to determine the receiver's perspective and whether his message was delivered correctly.

1.7The Impact of Social Media on Academic Writing:

Students are increasingly using social networking sites to communicate with one another and study English. English learners have benefited indirectly from social networking sites such as Facebook, YouTube, Instagram, Twitter, and many more because English is widely used on social media. However, using these sites can have a negative impact on their academic writing. According to a study conducted by Bicen, Sadikoglu, and Sadikoglu

(2015), the use of social networking sites influences foreign language learning. However, a study by Abbasova (2016) and Kasuma (2017) indicated that utilizing social media has a negative effect on writing skills.

1.8 Conclusion

In this chapter, we discussed the language acquisition theories, which explain how children acquire their language and learn their first words, and what factors play a crucial role in this operation. We also provided writing strategies and the basic rules play a crucial role in this operation. We also provided writing strategies and the basic rules that make good and well-understood writing, and we addressed a type of writing in the EFL classroom and even showed some examples of writing on social media. We then moved on to social media and its role in the world, studied the role of social media on academic writing, and tried to find the most popular social media in Algeria and provided statistics that show the usage of social media.

Chapter Two: Methodology

and Data Collection

Chapter Two: Methodology and Data Collection

2.1 Introduction:

This chapter describes the technique used to carry out the study, which is a survey of the attitudes of master two students of English didactics and applied languages at Belhadj Bouchaib University, examining the influence of social media on language acquisition and writing skills. An interview was conducted with instructors to assess the trustworthiness of the hypotheses. The purpose of this study is to determine the reasons behind using social media writing instead of formal English writing among EFL students. As a result, this chapter focuses on the research approaches, sampling, case study, participants and instruments used to perform the research, as well as the data collection technique and analysis.

2.2 Research Approaches

The process of acquiring knowledge in order to answer questions or solve issues is commonly known as research. In this regard, Leedy and Ormrod (2001) defined research as the process of acquiring, evaluating, and interpreting data in order to understand a phenomenon. Creswell (2012) defines research as "a series of steps used to collect and analyze data in order to improve our understanding of a topic or situation" (p. 3). This means that research is a systematic process of identifying answers to questions, forming hypotheses, gathering evidence or statistics, analyzing data, and drawing conclusions in the form of a problem solution or certain assumptions for a specific empirical formulation.

Thus, a research methodology is a systematic study that covers a variety of stages, procedures, and strategies used by any researcher, as well as the reasons for their use. In other words, research methodology relates to the practical "how" of a certain piece of study. More specifically, it refers to how a researcher methodically designs a study or investigation in order to ensure that the data and outcomes obtained will meet the research objectives established by the researcher or investigator.

Chapter Two: Methodology and Data Collection

2.2.1 Qualitative Approach:

Creswell (2014) defines qualitative research as the interpretation that individuals or groups provide for a social or human issue. Shank (2002) describes it as "a form of systematic empirical inquiry into meaning" in a similar vein (p. 5). According to Vanderstoep and Johnston (2009), the primary advantage of the quantitative approach is that it gives precise information about the population being studied. It is expressed through words. It is used to identify principles, concepts, or experiences. This type of study approach allows you to gain insights into topics that are not well understood. Common qualitative procedures include open-ended interviews, written observations, and literature reviews with the goal of identifying past and new concepts and hypotheses.

2.2.2 Quantitative Approach:

Aliaga and Gunderson (2002) define quantitative research as "explaining phenomena by gathering numerical data and analyzing it using mathematically based approaches, particularly statistics" (Mujis, 2004:1). Rovai et al. (2014) defines quantitative research as an absolute reality devoid of assumptions. Furthermore, this technique includes obtaining and interpreting data. It is expressed numerically and graphically. It is used to test or validate theories and assumptions. This type of study can be used to establish generalizable information for a specific topic. Common quantitative strategies include experiments, observations recorded as numbers, and surveys with closed-ended questions. It "is based on the measurement of quantity or amount" (Kothari, 2004:3; as cited in Benguerfi, 2017). According to Kothari (2004)., this type can be divided into "inferential, experimental, and simulation approaches." (As cited in Benguerfi, 2017).

Chapter Two: Methodology and Data Collection

2.3 Research sample:

Before discussing the research participants, it's important to emphasize the importance of sampling selection, which can be challenging due to the impact of the sample population on data collection and the overall study. Proper sampling can alleviate constraints such as the extensive use of instruments and technology for projecting results. Easton and McColl (2014) define a sample as a subset of the general population that is relevant to the research topic. Polit (2001) defined sampling as the selection of a group of individuals, events, attitudes, or other elements with which to carry out a study. Additionally, Fraenkel, Wallen, and Hyun (2012) defined the sample in a research study as "the group on which information is obtained"(p. 91).

This research requires both quantitative and qualitative methods for the questionnaire and for the interview. The participants were 45 English students of Master One didactics and applied languages because they had already studied English at least seven years before university, both at the middle and secondary education levels, and they had studied written expression as a module for three years at the university. Their knowledge of the language makes them mindful of grammar rules, punctuation, capitalization, and spelling. The total number of participants is 45, and an interview for six English teachers from the university was chosen because of their long experience in teaching writing skills.

2.3.1 Teacher's Profile:

Teachers have an important role in the teaching and learning processes, as evidenced by their active engagement in this study. Six teachers participated and collaborated to ensure that this research was completed satisfactorily. At Ain Temouchent University, the six teachers in the Department of Letters and English Language teach English. Four of them are full-time teachers, and the other two are temporary instructors, with some specializing in

didactics, others in sociolinguistics, and a few in literature and civilization. It has been taken into account that all of the chosen teachers have taken the e-assessment at least once.

2.3.2Learner's Profile:

Learners are also an important part of this research. The participants are master's-level English language students specializing in didactics and applied linguistics at Ain Temouchent University's Department of Letters and English. Some studied science in high school, while others studied literature or other languages. This specialty (Didactics and Applied Linguistics) has a total of 45 students. They attend English-language classes on a daily basis.

2.4Instruments:

2.4.1Questionnaire:

Learners are also an important part of this research. The participants are master's-level English language students specializing in didactics and applied linguistics at Ain Temouchent University's Department of Letters and English. Some studied science in high school, while others studied literature or other languages. This specialty (Didactics and Applied Linguistics) has a total of 76 students. They attend English-language classes on a daily basis.

The questionnaire is organized into eight (8) direct "wh" yes/no questions that are divided into multi-choice and short paragraphs. The student's questionnaire focuses on the attitudes of Master One students 'English didactics and applied languages toward examining the influence of social media on language acquisition and writing skills.

the table below show the objectives of each set of questions:

Chapter Two: Methodology and Data Collection

Table 2.1 Objectives of Student's Questionnaire

Question	Objective
Q1	It tries to investigate how much do students use social media
Q2	It tries to see if social media writing effect the development of students' writing skill
Q3	It tries to show if social media effect students language acquisition
Q4	It tries investigate how much time students spend in social media
Q5	It tries to show which social media application does students use much
Q6	It tries to know if social media impact students' writing method
Q7	It tries to investigate the level of social media effection on writing skill among EFL students
Q8	it tries to know the benefits of social media writing on EFL student

2.4.2 Interview:

According to Flick (2006), the purpose of an interview is to gather information in the form of responses, which may then be interpreted.

The interview is an important data collection strategy that requires verbal communication between the researcher and the subject. Interviews are often employed in survey design as both exploratory and descriptive research. The interview was conducted by five teachers and was made up of five questions.

The table below shows the goals for each question.

Table 2.2 Objectives of Teacher's Interview

Q-1	Investigate weather teachers face some writing problems with students
Q-2	Try to know if social media help students in language acquisition
Q-3	Try to know how teachers deal with such problems
Q-4	Try to know what rules or guides that teachers provide students with to let them use formal English
Q-5	Try to know what if teachers took strict measures with students when they use informal writing

2.5 Data Analysis Procedures:

Data collection requires selecting a suitable research tool. In this academic study, the researcher used two questionnaires to collect data from both students and professors. This instrument is particularly useful for measuring. People's objectives, ideas, and attitudes toward a specific problem.

The questionnaire was distributed online through a Facebook group for third-year students, encompassing all groupings. It has two sorts of questions: "yes" and "no" and multiple choice.

This questionnaire aimed to obtain students' thoughts on using prewriting tactics during the writing process. The researcher attempted to gather the essential data. We distributed the questionnaire to all Master One EFL students via a Facebook group. The questionnaire consists of 8 questions. It captures basic information regarding students' English levels and writing skills.

The interview was sent to six professors out of 15 teachers via email. The questionnaire includes both closed-ended and multiple-choice questions.

This questionnaire was distributed to instructors to gather feedback on the importance of prewriting tactics in the writing process. The questionnaire has eight open-ended questions.

Chapter Two: Methodology and Data Collection

It covers fundamental questions to ask teachers about their qualifications and experience teaching writing, as well as focusing on teachers' perceptions of students' writing abilities.

2.6 Conclusion:

In this chapter, we have discussed the research methodologies, starting by introducing the mechanism of the research by addressing research approaches that include sampling and the case study, participants, which include teachers and students, and moving on to the instruments, which talk about questionnaires for students and interviews with teachers, along with data analysis procedures and results of the study, which we will see in the final chapter.

Chapter Three:

Data Analysis, Results

Interpretation

and Recommendation

Chapter Three: Data Analysis and Interpretation

3.1 Introduction

This final chapter is divided into three primary sections: data analysis, results/ and interpretation, and suggestions. Following the collection of the necessary data, the analysis will be conducted utilizing the graphs and pie charts received from the teachers' and students' questionnaires. The results will then be determined using the data analysis, followed by a detailed explanation. Finally, the chapter will conclude by making some recommendations and ideas.

3.2 Data Analysis:

3.2.1 Analysis of the Students' Questionnaire:

Question 1: how much you use social media?

°always

°sometimes

°often

°rarely

Chapter Three: Data Analysis and Interpretation

The answer to the first question has been demonstrated in the following pie

chart:

1-how much you use social media ?
42 réponses

- always
- Sometimes
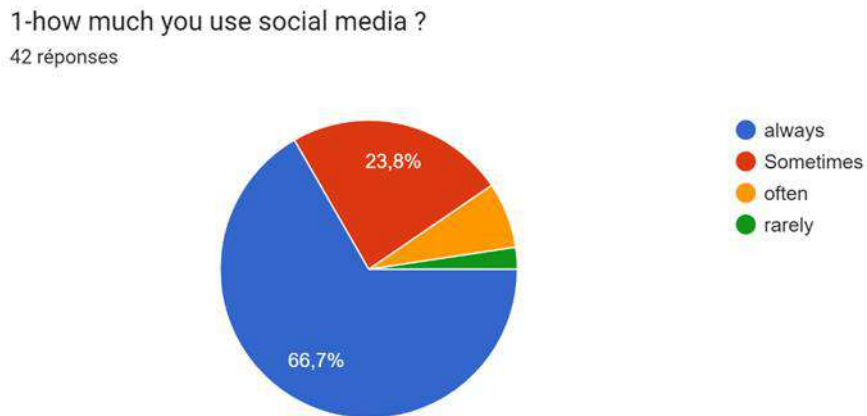- often
- rarely

23,8%

66,7%

Figure 3.1 Students' social Media Use

As the illustrate shows, the majority of students with a percentage of 66.7%,

proclaimed that they always use social media, however some of them with 23.8% announced

that they use it sometimes, and others with a percentage of 7% said that they often use it, and

only 2.5 % of them declared that they rarely use social media.

Question 2: does writing in social media improve the writing capabilities of EFL

students?

°yes

°no

The answer of the second question is summarized in pie chart bellow:

2-does writing in social media improve the writing capabilities of efl students ?
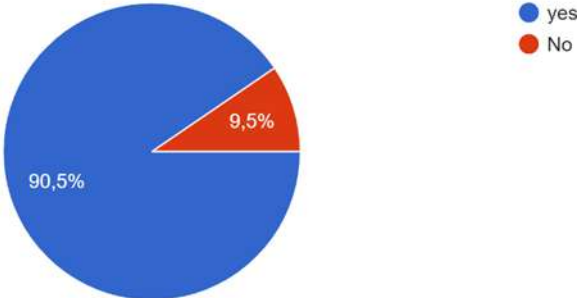42 réponses

- yes
- No

9,5%

90,5%

Figure 3.2 Social Media Role in Students' Writing Capabilities

As shown in the first figure, most of students with 90.5% declared that social media helps them to improve their writing skill, however only few of them with 9.5% said that social media didn't change their writing method or enhance it.

Question 3: Does a social medium improve your English acquisition?

The answer to this question is clarified bellow:

3-does social media improve your english acquisition ?
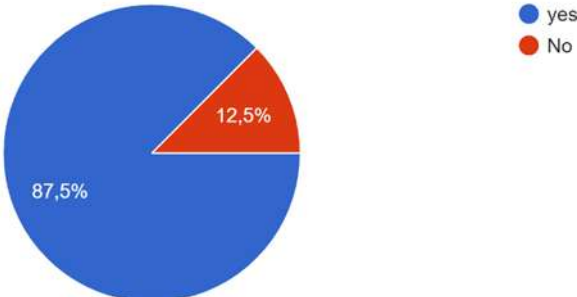40 réponses

- yes
- No

12,5%

87,5%

Figure 3.3 Social Media Role in Students' Language Learning

Chapter Three: Data Analysis and Interpretation

It was observed in the pie above that social media helps student in their language learning process as 87.5% of student declared that S.M help them in learning English language. on the other hand,12.5% of student found it useless to learn a language.

Question 4: how much time you spend in social media

The discussion of the question's result is clarified in the pie bellow:

4-how much time you spend in social media
42 réponses

- 1-2h
- 3-4h
- 6-8h
- more

31%
19%
16,7%
33,3%

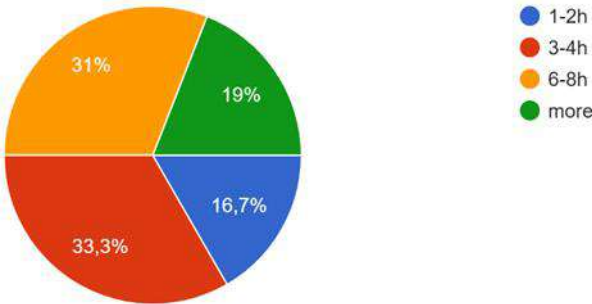**Figure 3.4 The Time that Students Spend on Social Media**

As it stated in the pie above students spend too much time on social media and 33.3% of them declared that they spent from 3 to 4h on social media and 31% spend from 6 to 8h and others spend only 1 or 2h however are others who spend more than 8h on social media

Question 5: what you use much?

The pie bellow shows the answer of this question:

Chapter Three: Data Analysis and Interpretation

5-waht you use much ?
42 réponses

- facebook
- instagram
- twitter
- snapchat
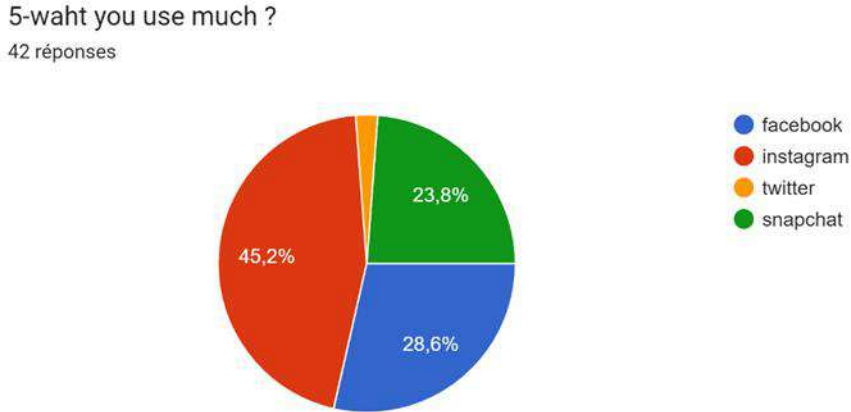
Figure 3.5 The Website Most Used Among Students

The pie chart above illustrates that Instagram is the most used site as 45.2% of students declared followed by Facebook with 28.6% and 23.8% of students use snapchat   and only 2.4of student use twitter.

Question 6: the impact of social media on writing method

The answers of this question where as followed :

6-did social media change your writing method ?
42 réponses

- yes
- No

Fi gure 3.6 Students' Opinion about the Impact of Social Media on their Writing Method

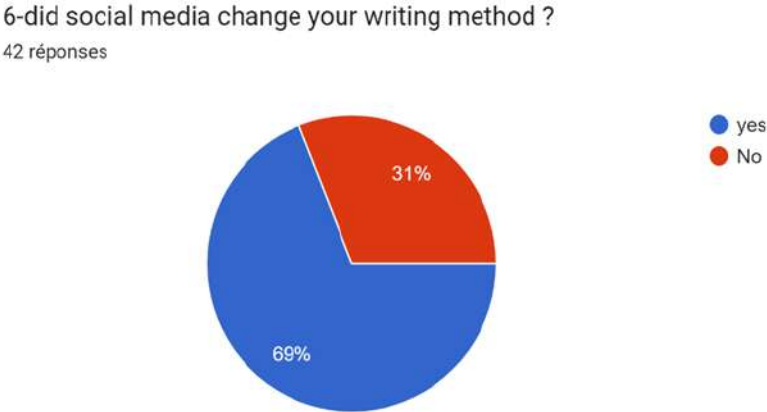# Chapter Three: Data Analysis and Interpretation

It is clarified in the pie chart that social media influence the majority of students in tier writing method as 69% of them declared that and the rest of the respondents 31% said the opposite.

Question 7: to what extend does social media writing influence the writing style of EFL students?

Through the participants' answers it is clear that social media writing influence EFL students on a large range, thus 70 %of them declared that they use social media writing in classroom which impact on their marks in written expression, and even they used it in tests and exams, however 30% of students said that they use such type of writing just in websites and they don't use it in academic field.

Their answer clarified that social media writing influence the majority of them in a wrong way.

Question 8: what benefits can social media writing provide to an EFL student?

Due to the answers of the students the majority of them with 80% announced that social media helps to learn the English language by using acronyms and abbreviation which offers them the opportunity to acquire the language fast and easy, however the 20% of the respondents said that they use social media only for chatting and sharing pictures and videos between each other and not for the learning process.

3.2.2 Analysis of Teachers' Interview:

Question 1: Do you find issues in your students' writing due to the influence of social media?

All the teachers answer on this questions that they did found lot of regressions among the students who are addicted to social media such as using abbreviation and use the free

expressions in places they are not permitted to use them at, and they also said that this problem is increasing day after day.

Question 2: What steps do you follow to stop such a problem?

20% of the teachers answered the question above by giving some exercises to enrich students' vocabulary, and the 80%of recipient said that they always remind the students about the importance of the academic writing and correct them whenever they deviate from formal writing type to social media writing type.

Question 3: What instructions do you give to students to let them avoid such type of writing in the classroom?

All teachers agreed on one answer about the previous question and said that reading is the best solution to avoid such problem they said that reading books and novels or even some articles from the press paper are beneficial for the students. And some of them added that listening can also give some benefits when students take information from teachers and even listening to online courses.

Question 4: What measures do you take when your students use another type of writing instead of the formal one?

The answer about the question above is divided into two gropes of teachers 50% of them says that they use punishment as measures to deterrent students from using informal writing in classroom.

The rest 50% of the respondents said that they encouraging the students and correct them and give them advises all time and remembering them about the importance of formal writing type in classroom.

Question 5: What kind of exercises you provide to the students to enhance their writing skills?

All teachers agreed on one answer about the question above which is writing session, they said that at the end of every lesson they give the students a writing exercise like writing a summary about what they have learned or understood in the lesson or writing an essay and they ensured that this method is fruitful and beneficial to improve students' writing skill.

Question 6: To what extent do you permit your students to use social media in the classroom?

As an answer to the previous question 30 % of the respondent teachers said that they didn't permit students to use social media at classroom at all because it disturbs them and lead them to lose their concentration, however the 70% of the recipient teachers declared that they permit their student to use social media in a certain extent like researching for information or words meaning or even for some PDF's.

Question 7: Do you find improvement in students' language learning within the large use of social media?

As an answer of the 7th question the teachers said that they remarque some improvements among the students due to their continuous use of social media and they added that students have been creative in this essay and writing expressions and they use new words and expressions that they have adopt from social media

3.3 Interpretation of Main Results:

3.3.1 Students' Questionnaire:

Starting with the interpretation of the results obtained by the students' questionnaire, it is clear students are addicted to social media since they spend too much time in front of websites, and it's because the majority of students has network at home and even everywhere which make the access to website available all time, and the students of Ain Temouchent

Chapter Three: Data Analysis and Interpretation

university are only one sample of millions of students around the country that face the same addiction.

As it was expected social media has a great impact on students' writing method since their large use of the websites and the waythey write massages to each other in which they use abbreviations (like- asap, bro, lol, idk, 2nt,tysm) and short words, and they get used on such type of writing even in their classrooms which created a problem for them and led them to face their teacher's punishment.

Social media indeed improves students' language learning ability, because of the daily usage of texting and sharing videos and photos and that which increase their use of language and led them to look for new words and expressions in order to reinforce their linguistic repertoire and to be in the same level of each other while communicating or sending massages, and also the daily chat   between the students helps to improve their language step by step.

If we talk about time that students spend in social media, it is obvious that they spend too much time on websites specially this late generation they all attached on social websites and they transform their relations, meetings and even games and revision from personal meeting into a message or a video call which make them comfortable and all time accessible.

And as the most popular website we got Instagram as the most used one due to the number of users and the options it contains and the quality of the people using it like actors singer sport athletes and even so called influencers, and this factors led the students to use it in order to stay tuned all time, however Facebook nearly give the same service as Instagram but it users are less, not as the previous decade it was the only used website, and snapchat also has a great popularity and it is highly used among students and the youth due to it easy options which permit them to share pictures and videos smoothly and easily, twitter now is

used by a adults like actors and politicians due to it limited options and so called "tweets" and that's what makes students don't use it much .

While students are attached to social media and texting, they have adopted a new writing method that based on abbreviation and short words, a language that is to write and understood, and they bring that writing method to their classrooms and used it in their writing expressions and exams which create a big problem to them with their teachers and led them to get punishments and reprimands.

Even though writing in social media save time and energy but it has a negative impact on EFL students, because they use websites too much and they adapt with a particular writing type and forgot about the formal way of writing which is an issue and it create too much problems to them, however just few of students are capable to switch from formal to informal type of writing, in other hand social media can be beneficial for students it can facilitate the access to information and researching about lessons matters, and there are special pages that provide support and information for students in addition to other sites that gives the same service .

3.3.2   Teachers' interview:

According to the results that we have got, all teachers have faced writing issue among their students because of the impact of social media on them and all of them declared that they observed too much mistakes as lack of punctuations and grammar mistakes and informal expressions which don't fit with formal writing rules, and that also led to the regression of student' writing skill.

There are much ways and steps that teachers can follow to decrease writing issues in classrooms and mainly remembering the students about the importance of formal writing and its role in their academic journey, then give some constructive criticisms by which reinforce

their writing skill and give some trainments or even some online exercises in order to let them differentiate between formal and informal writing matters.

And as instruction teachers had different and several instructions to give to their students, some of them see that the perfect solution to such writing problem is to provide students with texts or novels to read in order to make them familiar with formal writing type, however some other see that giving examples of formal and informal writing to promote students' writing skill.

Teachers are all time aware when students do some writing faults, so some of them give instructions to students by addressing the issue first and give similar examples and then telling them what to do and what not to do, and some others use direct punishments to make students afraid to do such mistakes, and some of them that is an effective way.

All teachers recommend a several types of activities and the most of them are based on writing expression and others that tailored the students' needs to enhance their writing skill, and other recommend to give texts that contains mistakes and let the students correct them at that way they will adapt with the formal way of writing which is the academic.

Talking about the permission of using social medias in classrooms some teachers said that in very important to explain to the students the context of using it in classrooms, and of course make the students use social medias only in studying matters and teachers always keep checking them to ensure that the usage is align with academic objectives and guidelines.

Furthermore social medias can be beneficial in term of learning the language fast and easy for the EFL students if they use it in the right way, because in social media students will listen to pure English from native persons like actors and influencers and even singers, which will help them to require fast the language with it different accents, and as a consequence students will try to imitate the way they are talking and that what will increase their language

learning capability and some teachers said that if there were a good interaction the content and students, that will be as a supplement of classroom learning and foster students' language acquisition.

To conclude, the first hypotheses explain that students prefer to use social media language because it is easy and fast to write is confirmed. The second hypotheses which is students forgot about the rules of official writing and they neglect all basics of writing, is also confirmed in accordance to the results obtained.

3.4Suggestions and Recommendations

3.4.1 Suggestions:

Due to the importance of this phenomenon and it wide impact we propose some suggestions in order to give some solutions which can help to solve such problems and the suggestions are as bellow:

- This research should reach participants form deferent levels and universities in order to get more detailed results.

- A constant reminder for students about the importance of formal writing and it role in their academic journey.

- Teachers should always keep supervise students' writing method and give the in-place instructions for their students in order to keep them in the right path of formal writing.

- Constructors specially whom are supposed to teach writing expression should always keep students in touch with different types of writing in order to let them aware about the mistakes of informal writing method.

- Administration should always keep their eyes on students' usage of social media in classrooms in order to guaranty that it aligns with academic guidelines and objectives.

- Collaboration between students and teachers can be fruitful to guaranty the good usage of social media in classrooms in the term of researching and looking for information and do some exercises that should enhance their academic level.

- Researchers should investigate with more teachers from deferent universities and even with some teachers from high schools because they also get in touch with such phenomenon.

3.4.2 Recommendations:

Teachers' role is very crucial in students' development either in writing skill or other skills, so that teachers must be always vigilance to their students' needs and always give the right instruction and provide them with guides that improves their level and enhance their capabilities, and reminding them all time about the importance of the formal way of writing that they should use it all time.

Students are also responsible about their level advancement, they must listen very well to their teachers' instructions and guidance in order to get the well learning process, and they also should be aware about their social medias usage in order to balance between it and their studies, and they should always be conscious on their usage in order to protect their academic level and preserve their writing method from social media corrupted way of writing.

3.5 Conclusion:

The final segment had three key components: information analysis, results interpretation, and recommendations and suggestions for solutions and interpretations. The results have been justified with a reference to the investigation of the information obtained, followed by an itemized analysis and interpretation.

General Conclusion

Undoubtedly, social media plays a significant role in language instruction. The regular use of social media platforms facilitates pupils in acquiring and assimilating novel vocabulary. However, it is imperative to acknowledge the undeniable adverse aspects associated with it. When people engage with one other on social media, they employ a distinct style of writing. The present study investigated the adverse effects of social media on English language students at Belhadj Bouchaib University of Ain Temouchent, as well as the underlying causes for their disregard of utilizing formal English language for communication on these platforms.

The present research has principally aimed to ascertain the influence of social media on the process of acquiring language and developing writing proficiency. This study focuses on the writing compositions of first-year Master students at Belhadj Bouchaib University in Ain Temouchent. Its goal is to investigate how social media usage affects many aspects of their formal and academic writing. We also employed two additional data collection methods, a questionnaire and an interview, to confirm or reject the premise of this thesis.

Therefore, as an attempt to clear up things and provide a holistic picture of the impact of social media language on the learners writing skill, three chapters were set down to deal with the problematic. Thus, the first chapter was a theoretical base of the dissertation. It worked as A lens to clarify many notions starting by language acquisition and its theories it includes also writing skill, its basic rules which includes many subtitles and some abbreviations of words, and writing in EFL classroom, it includes also social media and its definition, categories, most popular social networking used in Algeria and the role and the impact of SM on academic writing.

The second chapter presents the research tools used, it shows the combination of both qualitative and quantitative methods.

General Conclusion

The third chapter consists of three sections: data analysis, results and findings interpretation and suggestions. This chapter presents the analysis of student's questionnaire, and teacher's interview. The chapter aimed to investigate the reasons that makes students use the language of social media instead of formal English language, and how social media language may affect learners' academic writing performance.

To conclude, and after analyzing and discussing the data collected from student's questionnaire and teacher's interview, we can say that the proposed hypothesis can be confirmed in the sense that students prefer to use social media language because it is easy and fast to write, and they forgot about the rules of official writing and they neglect all basics of writing (punctuation, capitalization, grammar,...).

And from our research we discovered that students are strongly affected and addicted on social media, and that influenced them wrongly and even impact on their academic level. Also teachers have found some problems in their classrooms due to the large impact of social media on their students and they are doing their best to cured such problem and to correct this mistake that hit the academic base .

Appendices:

Appendix 1: surdents' questionnaire
Appendix 2: teachers' interview

Appendix

Appendix 1:

Students Questionnaire

Examining the Influence of Social Media on Language Acquisition and Writing skill.

1-how much you use social media?

o Always

o Sometimes

o Often

o Rarely

2-does writing in social media improve the writing capabilities of EFL students?

o Yes

o No

3-does social media improve your English acquisition?

o Yes

o No

4-how much time you spend in social media

o 1-2h

o 3-4h

o 4-8h

o More

5-waht you use much?

o Facebook

o Instagram

o Twitter

o Snapchat

6-did social media change your writing method?

o Yes

o No

7-to what extend does social media writing influence the writing style of EFL students?

8-what benefits can SMW provide to an EFL students?

o Facebook

Appendix 2:

Teacher's interview

Examining the Influence of Social Media on Language Acquisition and Writing Skill.

1_Do you find issues in your students' writing due to the influence of social media?

2_what steps do you follow to stop such a problem?

3_ what instructions do you give to students to let them avoid such type of writing in the classroom?

4_ What measures do you take when your students use another type of writing instead of the formal one?

5_what kind of exercises you provide to the students to enhance their writing skills?

6_to what extent do you permit your students to use social media in the classroom?

7_ Do you find improvement in students' language learning within the large use of social media?

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Summary:

Social media allows people to communicate, share, and express themselves in their own way. To make communication easier and faster, people resort to using informal language, slang, abbreviations, and breaking linguistic rules. Most of what people write on social media is not edited, moderated, or checked to ensure proper use of the English language. This indicates that the language used on social media differs from formal English.

This study attempts to investigate the impact of social media on the writing of English students as a foreign language. To conduct this research, two methods were used: an interview with English language professors at the University of Belhaj Bouchaib, and a questionnaire for students of English as a foreign language on Facebook, which was distributed to 46 students (Master One Didactics and Applied Languages, University of Belhaj Bouchaib at Ain Temouchent).The current research aims to study the effect of social networking sites on language acquisition among students of English as a foreign language. Researchers find that students prefer to use the language of social media rather than formal English during their communication with each other. They also assume that the use of this language might influence their academic writing.

Résumé:

Les réseaux sociaux permettent aux gens de communiquer, de partager et de s'exprimer à leur manière, et pour faciliter et accélérer la communication, les gens ont recours à un langage informel, à l'argot, aux abréviations et au non-respect des règles linguistiques. La plupart de ce que les gens écrivent sur les réseaux sociaux n'est pas édité, modéré ou vérifié pour assurer une utilisation correcte de la langue anglaise. Cela indique que la langue utilisée sur les réseaux sociaux diffère de l'anglais formel. Cette étude tente d'examiner l'impact des réseaux sociaux sur l'écriture des étudiants en anglais en tant que langue étrangère. Pour mener cette recherche, deux méthodes ont été utilisées: un entretien avec les professeurs de langue anglaise de l'Université Belhadj Bouchaib et un deuxième questionnaire pour les étudiants d'anglais langue étrangère sur Facebook, qui a été distribué à 46 étudiants (Master 1 didactique et langues appliquées, Université Belhadj Bouchaib). La présente recherche vise à étudier l'effet des sites de réseaux sociaux sur l'acquisition de la langue chez les étudiants d'anglais langue étrangère. Les chercheurs constatent que les étudiants préfèrent utiliser le langage des réseaux sociaux plutôt que l'anglais formel lors de leurs communications entre eux. Ils supposent également que l'utilisation de ce langage pourrait influencer leur rédaction universitaire.

ملخص:

تتيح وسائل التواصل الاجتماعي للناس التواصل والمشاركة والتعبير عن أنفسهم بطريقتهم الخاصة، وللمساعدة في جعل التواصل أسهل وأسرع، يلجأ الناس إلى استخدام لغة غير رسمية وعامية واختصارات وكسر القواعد اللغوية. معظم ما يكتبه الناس على وسائل التواصل الاجتماعي لا يتم تحريره أو مراجعته أو التحقق منه للتأكد من الاستخدام الصحيح للغة الإنجليزية. هذا يشير إلى أن اللغة المستخدمة على وسائل التواصل الاجتماعي تختلف عن اللغة الإنجليزية الرسمية. تحاول هذه الدراسة التحقيق في تأثير وسائل التواصل الاجتماعي على كتابة طلاب اللغة الإنجليزية كلغة أجنبية. لإجراء هذا

البحث، تم استخدام طريقتين: مقابلة مع أساتذة اللغة الإنجليزية في جامعة بلحاج بوشعيب، واستبيان ثان للطلاب الدارسين

للغة الإنجليزية كلغة أجنبية على الفيسبوك، تم توزيعه على 46 طالبًا (ماستر 1 التعليمية واللغات التطبيقية، جامعة بلحاج

بوشعيب). يهدف البحث الحالي إلى دراسة تأثير مواقع الشبكات الاجتماعية على اكتساب اللغة بين طلاب اللغة الإنجليزية

كلغة أجنبية. ويجد الباحثون أن الطلاب يفضلون استخدام لغة وسائل التواصل الاجتماعي بدلاً من اللغة الإنجليزية الرسمية

أثناء تواصلهم فيما بينهم. كمايفترضون أن استخدام هذه اللغة قد يؤثر على كتاباتهم الأكاديمية.