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**The Role of Social Media in English Language Proficiency
Enhancement**

The Case of M2 EFL learners at Belhadj Bouchaib University of Ain Temouchent

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of the Requirements for a Master's Degree in Didactics and applied languages.

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Dedications

*I express my thanks to all those who contributed in many ways to the success of this study
and made it unforgettable experience for me.*

To my dear parents, thank you for giving me the support to reach to what I am today .

I am proud to have you as my parents .

*To my brother and sister, thank you for all things you have done for me I am lucky to have you by
my side.*

*And lastly, I dedicate this research paper to myself for all challenges I went through but I'm still
standing here today.*

-Meriem-

Dedications

First and foremost, I dedicate this work to the student and teacher who struggled to balance study and work at the same time, yet never gave up. To every sleepless night, every moment of stress, and every challenge that made me stronger and more determined to achieve my goals. This accomplishment is the result of patience, hard work, and faith in myself despite all difficulties.

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Abstract

The rapid advancement of media technology has driven significant global growth and increased its integration into education. Although these platforms provide authentic exposure to English, many students still face difficulties in developing their language proficiency, especially their lexical background. The aim of the present study is to investigate the role of social media platforms in enhancing students' language proficiency. The research is a case study was conducted in the English department at Belhadj Bouchaib University, involving 30 M2 learners. In order to collect the necessary data, the researchers opted for two instruments of data collection: a semi-structured questionnaire was administered to 30 M2 students in didactics and applied languages at the University of Ain Temouchent Belhadj Bouchaib, and a semi-structured interview was conducted with 4 teachers in the department of English at the same University. The researchers used a mixed approach to analyze their data: quantitative and qualitative data. The main results showed that social media plays an effective role in enhancing students' proficiency and enriching their vocabulary.

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List of acronyms

CEFR: Common European Framework of Reference for Languages.

EFL: English Foreign Language.

Ed Tech: Educational Technology .

E.g: For example

FL : Foreign Language.

SNS: Social Networking Sites .

SM: Social Media .

General Introduction

Over recent years, the integration of technology into the field of education has expanded considerably in both teaching and learning practices. This expansion became particularly evident during the COVID-19 pandemic, when school closures necessitated the extensive adoption of online platforms for educational purposes. The interconnection between technology and education is commonly referred to as educational technology (EdTech)... and it takes many forms and features, it include the utilization of gadgets like tablets, smartphones, and laptops in educational settings; and the implementation of software for instruction and assignments; in addition to the application of games platforms; virtual reality; combining in-person and online activities; remote learning; artificial intelligence in one creative feature. It is essential to know that Ed-tech can support and develop the quality of education .

English language has becomes the most preferred because it is used as the lingua franca among students over the world , internationally it is the language of business, science, travel, technology and mainly media.

Despite the effort made by the Algerian government ministry of education and higher education into enhancing the English language deeply in the curriculum,students still face a lot of challenges related to the improvement of their English proficiency, mainly in their vocabulary background. The researchers have noticed that social media is helping a great deal for students to improve their vocabulary enhancement.

The aim of this research study is to emphasizes the role of social media and demonstrate it importance on students proficiency enhancement ,this research also emphasizes the effectiveness of social media network enlargements of students vocabulary among master two students because the later is considered as comprehension tool which allows and helps increase knowledge, and achieve educational goalsThe aim of this research study is to emphasize the role of social media

and demonstrate its importance in students' proficiency enhancement. This research also emphasizes the effectiveness of social media network enlargements of students' vocabulary among master's students because the latter is considered a comprehension tool which allows and helps increase knowledge, and achieve educational goals.

In order to attain the research objectives, a case study has been conducted in the Department of English at Belhadj Bouchaib University. The researchers used two different tools: a semi-structured questionnaire was addressed to a sample of master's 2 students, and a semi-structured interview was arranged and distributed to four EFL teachers. The data collected were analyzed quantitatively and qualitatively.

The research tries to answer the following questions:

- ✓ To what extent does learners' autonomous use of social media platforms contribute to the development of their English language proficiency?

- ✓ To what extent does learners' individual use of social media platforms enhance their English language proficiency?

The above research questions engendered the following hypotheses :

- ✓ H1: Learners who use social media regularly demonstrate greater improvement in English.

- ✓ H2: Excessive use of social media distracts learners and reduces their academic focus on structured English learning.

Accordingly, this work consists of three chapters . The first chapter contains theoretical background related to the field of technology and education, and how the active use of media platforms improves students' vocabulary. The second chapter is divided into two parts. The first part deals with the explanation of the status of English in Algeria, and also highlights the research design and procedures. A detailed description of the research method, sampling, and instrumentation is also provided, devoted to analyzing the data collected from both students' questionnaires and teachers' interviews. The third chapter gives some suggestions and recommendations in addition to some pedagogical implications about the role of social media integration in the students' learning process.

Chapter One: The Role of Social Media in Proficiency Enhancement

1.1. Introduction

Social media has become a crucial aspect of students' everyday lives in recent years, particularly for university students. Its extensive use has affected language learning and practice as well as how people communicate. Social media gives students studying English as foreign language (EFL) new chances to engage with others, be exposed to real language, and improve their language skills outside of the classroom. For EFL students, mastering the English language is seen as a crucial objective since it enables them to comprehend and use the language successfully in different contexts. The development of the four primary language skills—listening, speaking, reading, and writing—is supported by this proficiency in several areas, including vocabulary, grammar, and translation. Among those elements, vocabulary is important for understanding and communication. Social media has become very popular, and many researchers are now interested in how it can help people learn languages. On social media, learners are exposed to English through posts, videos, and everyday conversations. This kind of exposure helps them pick up new words and improve their vocabulary, which can also support their overall language learning. Thus, by addressing social media, its function in education, and its connection to language acquisition, this chapter seeks to provide the theoretical foundation of the research. Additionally, it looks at English language proficiency and emphasizes the value of vocabulary as a crucial component of language development. The chapter concludes by reviewing earlier research on social media and English language acquisition.

1.2. Definition of Social Media

The term “social media” refers to a range of web-based or mobile applications that encourage the creation of virtual communities through the sharing and distribution of various types of content, such as information, ideas, photos, videos, and articles, combining communication, technology, and content creation. These electronic communication platforms allow many audiences for connectivity and creativity in the digital space. According to Monteferante: “ *social media is an internet-based application of social interaction, widely used by the entirety of the world as a virtual playground for getting one's feelings, thoughts, and ideas out to the public*”(Monteferante, 2010, p. 109)

Boyd and Ellison (2007) defined social networking platforms as online services that enable individuals to construct a public or semi-public profile within a bounded system, articulate and manage a list of other users with whom they share connections, and view as well as navigate both their own network of relationships and those established by others within the same system(abdelhak, 2018)

Other scholars conceptualize social networks as digital spaces that facilitate connections among users through the creation of personal profiles accessible to friends, family members, and acquaintances. These platforms also provide communication tools, including messaging services and real-time interactions commonly referred to as “chat.” Moreover, social media platforms promote the sharing of diverse forms of content, such as images, video clips, press articles, websites, opinions, and posts. By enabling continuous interaction, they support communication among members, help maintain social ties, and foster a sense of community (**abdelhak, 2018**).

1.3. Chronological Stages in the Growth of Social Media

Since the emergence of social media within the framework, numerous scholars have sought to explain this new phenomenon, which lies at the center of extensive research. The most commonly used definitions will be outlined. Online social networks are not intended to replace face-to-face (real-life) social networks. Since the emergence of social media within the framework, numerous scholars have sought to explain this new phenomenon, which lies at the center of extensive research. The most commonly used definitions will be outlined. Online social networks are not intended to replace face-to-face (real-life) social networks.

Social media is viewed as an "umbrella term" since it includes numerous digital platforms that, despite variations in format and application, possess shared characteristics like user-created content and engaging communication. This encompasses platforms such as Facebook, Instagram, YouTube, and WhatsApp, which are collectively categorized under one unified conceptual framework.

The development of social media can be traced back to 1997 with the launch of Six Degrees, widely regarded as the first modern social networking site due to its ability to enable users to create profiles and establish connections. In 2003, the emergence of major platforms such as MySpace, Word Press, and LinkedIn marked a significant transformation in online interaction across both personal and professional domains. In 2004, Mark Zuckerberg launched Facebook (originally called The Facebook) at Harvard University, while Flickr enhanced digital image sharing capabilities. The advancement persisted in 2005 with the introduction of YouTube, which emphasized video-oriented material. From 2006 onward, X made concise, real-time communication popular, whereas Tumblr (2007) facilitated the quick sharing of multimedia and text-based content. In 2009, Foursquare launched real-time location-based interaction. In 2011,

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Google made its foray into social media by introducing Google+, intending to rival existing platforms. (Komarova, 2021).

1.4. Categories of Social Media

Not all social media platforms serve the same purpose; there are various categories of social media, typically categorized by their main function or type of content, which emphasize interpersonal connectivity, facilitate rapid information exchange, and public engagement, in addition to professional career development. It has been categorized into four main sections based on the function it serves, as follows:

1.4.1. Social Networking Sites

It is a kind of site where connections among people occur, such as Facebook and LinkedIn, MySpace sites ;through building a personal online profile to connect with other billion users in the form of online relationships and social groups that provide emotional support and a sense of belonging. These groups can establish complex communication methods, criteria for membership, and a framework of standards and codes of behavior for their members. (Christy M.K. Cheung, 2010).

1.4.2. Communications-Focused Platforms

It is made up purposefully for massaging and status updates (e.g., Twitter, WhatsApp, Facebook). A communication Platform refers to a digital system that allows users to share information and interact smoothly and effectively. These platforms enable real-time connectivity and collaboration among individuals and groups, irrespective of their physical location, by combining functionalities like text messaging, voice calls, video communication, and social networking features .

1.4.3. Media-sharing Networks

It is platforms designed in order to allow people to take advantage of their characteristics for sharing photos or videos (e.g., Instagram, TikTok, YouTube).

1.4.4. Discussion Forums

The earliest form of social platform, the discussion forums, all contain collections of messages in reply to one another. It also consists of sets of messages that respond to one another. Even though they utilize a variety of technologies with varying delivery infrastructure. These communities were rooted in technical topics but eventually expanded to cover just about any category that could attract an audience. These platforms matured and are now hosted on consumer-oriented social networking sites (e.g., Reddit, Quora). (Krish Krishnan, 2015)

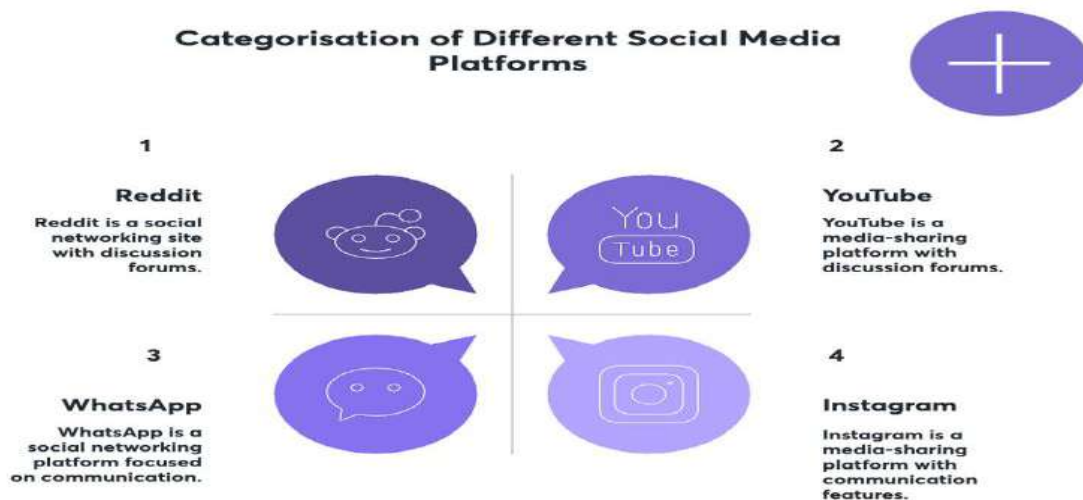


Figure 1.1: Categorization of Social Media Platforms (Watts, 2025)

1.5. The Essential Features of Social Media Platforms

Social media has been designed for certain utilize based on the purpose whether student or teacher and it is characterized by:

1.5.1. Personal User Profiles

Social media platforms provide users with the ability to create personal accounts that establish their identity online and enable them to post content or interact with others through private messages. After registration, each user is given a profile page that functions as a personal introduction, usually featuring a profile photo, a short description, a website link if applicable, and a timeline displaying their latest posts, along with additional details.(ISCPA, 2021)

1.5.2. Social Connections and Followers

Social media platforms provide individuals with the opportunity to establish virtual connections. Users can interact with others who may be acquaintances or individuals sharing similar interests. Once a connection is formed, both parties are typically granted access to each other's profiles and can view, in real time, the content shared, including images, videos, articles, and other forms of media.(ISCPA, 2021)

1.5.3. Personalization

social media platforms provide personalization features that go beyond simply creating a profile. Users can actively curate the content they encounter by selecting topics, hashtags, or interests to follow. This ensures that their experience on the platform aligns with their

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preferences, giving them more control over the information they consume and enhancing engagement with content that matters most to them. (ISCPA, 2021)

1.5.4. Interactive Feedback

social interactions occurs through various mechanisms, Users can provide feedback on content, products, or services through comments, reactions, shares, or rating systems ;These features allow individuals to express opinions, influence others, and contribute to collective assessments, making social media a space not only for socialization but also for judgment and recommendation.

1.5.5. Communication Tool

Medium or platform that enables interactions in ways that are distinct from traditional forms of communication it is a unique web tool where the users around the world can connect widely and participate in different communities .(Roberts-Crews, 2016).

1.5.6. Affordances

Social media include both Software and hardware features that allow a user to accomplish an action; Software refers to the programs and instructions that guide a computer's actions, while hardware consists of the physical components or devices that carry out those instructions.(Lampe, 2015)

1.6. Student Engagement with Popular Media Platforms

The influence of social media extends across a broad global audience growing in parallel with the growth of the digital population highlighting the close relationship between internet

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access and social networking. While these platforms were initially regarded as spaces primarily for social interaction, they have evolved into multifunctional tools used for business activities, interpersonal relationships, political engagement, and everyday communication.(Slotta, 2025).

Here are the most common platforms used by worldwild generations :

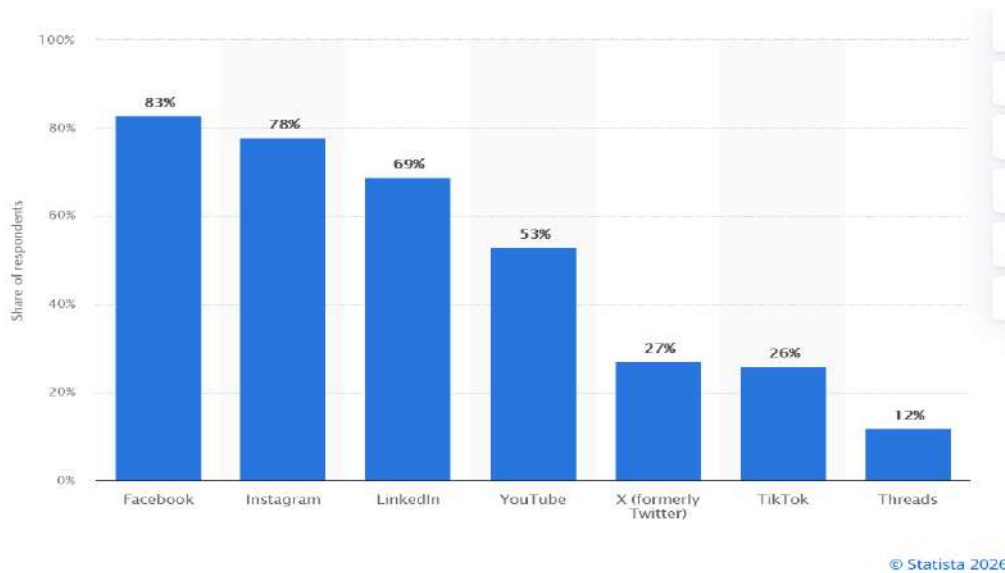


Figure 1.2: Most Used Social Media Platforms by Marketers Worldwide as of January 2025.(Navarro, 2025)

A).Facebook

It is the most used platform in the world according to the 2026 statistics with 3.07 billion (MAU) almost one-third of the global population . It continues to be a core part of most social media marketing strategies, thanks to its broad audience reach and support for nearly every type of content format; the reason why this platform matters is that it has different features like it works well with text, images, video content, stories, and live streams as well as the messenger groups.(Oladipo, 2026)

B).Instagram

Is one of the most visual social media platforms, built for sharing photos, videos, stories, and short-form video content like reels. With around 3 billion monthly active users, it's especially popular with millennials and Gen Z. The platform's optimal option encourages user-generated content through mentions, tags, and branded campaigns.(Oladipo, 2026)

C).LinkedIn

The layout of LinkedIn resembles that of other social media applications, allowing you to create posts, connect with others, view mutual connections, and develop a profile . Unlike the other apps, LinkedIn has a clear distinction; it's designed purposefully for professional use, especially for presenting opportunities to get jobs, connecting with like-minded peers, and learning valuable industry insights and skills. and providing access to industry-related knowledge and skill development. (Ali, 2025) .

LinkedIn users can experience common pros of social media, such as connecting with others, while decreasing the typical cons of cyber bullying or hostile behavior. This requirement creates a sense of accountability, ensuring that users engage more thoughtfully and thus avoiding any insulting or cyber bullying.(ali, 2025).

D).Youtube

It is one of the most largest social media platforms; has over 2.7 million monthly user worldwide .YouTube clearly fits the definition of a social media platform. It allows content created by users, sharing of videos publicly, interaction within the community via comments and subscriptions, and direct communication between viewers and creators. Fundamentally, YouTube

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offers an engaging platform where individuals unite over common passions, which is precisely what social media represents.

It was established in 2005 by Chad Hurley, Steve Chen, and Jawed Karim. YouTube's initial aim was to simplify the sharing of videos online. The inaugural YouTube video (“Me at the Zoo”) was uploaded in April 2005, signifying the beginning of a new age in online content. What started as a minor startup for sharing clips rapidly surged in popularity. By the end of 2006, Google purchased YouTube, and it was evident that YouTube had discovered something significant .

Over the years, YouTube has transformed from a site with minimal interaction—like simple ratings and comments—into a much more socially engaging space. By incorporating features such as subscriptions, improved commenting systems, live chats, and the Community tab, it now promotes active interaction between creators and users, shifting it into a community-focused platform instead of just a one-way content site. (Watts, Is YouTube Social Media? Everything, 2025).

E). Twitter (X)

Twitter is a social media platform created by Jack Dorsey, Ev Williams, and Biz Stone in 2006.

X is predominantly utilized by younger and middle-aged users, typically within the 16–34 age range, although this may vary across countries. The platform functions as a key space for real-time communication, enabling users to discuss live events, express opinions, and engage with trending topics and public issues. Moreover, its high level of activity is reflected in the

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volume of content generated, with over 7,000 tweets published globally every second. (Walendziewska, 2013)

A Tweet is the main form of communication on Twitter. It is a short text message – max. 280 characters (before November 2017 the limit was 140 characters) – and can be attached with photos, videos, links, or hashtags (#hashtag). It's also possible to mention other users by using '@' and his handle name (for example: @sotrender). Twitter also allows for direct messages between registered users. (Walendziewska, 2013). X is available to all users, but only registered members can post content—known as “tweets”—or engage with current posts. These interactions involve responding, sharing, liking, and commenting on tweets.

F). Tiktok

TikTok is a social networking app that has gained global popularity since its launch in 2016 where people make and share brief, engaging videos. It lets users express their creativity, showcase skills or hobbies, and join popular trends and challenges using music and dynamic visual effects. The platform has also contributed to the widespread adoption of advanced editing features, including effects, filters, and other tools that enable users to customize and enhance their video content. Furthermore, it fosters user engagement through interactive functions such as liking, commenting, and sharing, thereby facilitating the development of a dynamic and participatory online community (Makeo.).).

The platform employs an advanced recommendation algorithm that enhances content discoverability by aligning the “For You” feed with users’ behavioral data, including their interactions and viewing habits. This system enables widespread diffusion of content regardless of the creator’s initial audience size, allowing even lesser-known accounts to gain substantial

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exposure. As such, it constitutes a significant strategic advantage for organizations that can effectively adapt to and capitalize on its algorithmic dynamics. (Julie Courier, 2025)

The app offers a powerful showcase that allows you to target both a local and international audience. Respond to comments, react in video, thank or explain an approach... TikTok facilitates dialogue and strengthens proximity with your customers and prospects. The informal tone makes the exchange fluid, almost equal to equal. 78% of the small companies present on TikTok believe that the platform has improved their customer relationship. (Julie Courier, 2025).

G). Threads

Threads is a social media platform developed by Meta and the Instagram team. The app allows you to post text, links, photos, and videos. To log in, you need an Instagram account and must follow Instagram Community Guidelines regarding behavior. You have the option to unfollow, block, restrict, and report a profile, as well as manage who can mention you and filter replies that include specific words. On Threads, users have the option to configure their accounts as either public or private, thereby controlling the visibility of their content and restricting access to approved followers if desired. Although the platform is free to use, it involves the collection of substantial amounts of user data.

1.7. The Integration of Social Media in The Class

The progress in information technology signifies the onset of a new era, This part tackles the integration and support of media technologies in the learning and teaching process ; the connectives between two concepts TIC (technology information communication) and education can serves as tool that make the process and connectivity easier, cheaper, quicker and reliable .

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Social media has emerged as a pervasive force in modern society, shaping interactions and practices across multiple spheres. Users engage with these platforms for a variety of purposes, including commercial activities, governance, advertising, and communication. This expanding use across sectors is largely driven by the internet's role as a central infrastructure that facilitates rapid and continuous exchange of information (Ni Luh Sakinah Nuraini, 2020).

DML (Digital Mediated Learning) it's about creating an interconnected ecosystem that promotes interaction and engagement, community building, and information flow (TLC, 2024).

Today, educational institutions are increasingly emphasizing the integration of technology as a component of their educational frameworks. However, Researchers interest in Digitally-Mediated Learning (DML) is growing globally due to its advantages for learners in any educational framework. and Understanding the worth of DML, institutions such as the University of Barcelona are providing a postgraduate course for DML ("Universität De Barcelona," 2018) This system can help students in a group study to make use of digital materials. Since physical presence is unnecessary for such a system, it becomes more practical for the learner to finish their tasks from a distance and, Teachers can access resources flexibly while preparing study material for students. (Adnan, 2019).

1.8. Social Media as an Informal Learning Environment

Social media the digital space where people learn and obtain much information's whether formally or informally. Online environments like social media have become essential for ongoing informal education. Platforms such as Twitter enable individuals to collect information, exchange resources, and engage in discussions with other learners who share similar interests (priya kumar, 2019).

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The process of informal learning that takes place in social media happens randomly not a structured manner, and the learner is usually in control of the activity and the learning. However, “the process by which a relatively stable modification in stimuli-response relations develops as a consequence of functional environmental interaction via the senses (Schneider, 2024).

This multi-channel approach ensures that important information reaches different settings. Informal settings are less likely to have strong assessment opportunities and long-term observation, in addition to the opportunity to understand what the learner takes away from the interaction, the classroom takes on, and due to the interaction on social media, and the learners might observe an improvement in their application and analytical skills. These online technologies now provide virtual access to almost unlimited information resources at any time.

The intentional use of social media for informal learning purpose it fosters engagement and interaction as the learner is the center of the process. It happens in an enjoyable experience and is voluntary; it is visually oriented towards real objects and authentic tasks, and individuals learn in groups together, which fosters their motivation (Emily, 2000)

1.9. Social Media and Collaborative Learning

It is true that higher education quickly changes due to the integration of social media into education; however, these online platforms have gained wide attention from learners in both learning and daily life. These online platforms include a wide range of activities that foster cooperation among participants and learners; collaborative learning is extended to online collaborative learning with the support of new technologies, mainly social media.

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The concept of collaboration is rooted in social constructivist theories. With social theories as the theoretical base (Christy M.K. Cheung, 2010) indicate that the act of using social media by students to perform or carry out a collective objective can lead to collaborative learning. With the continued advances in technology, online collaborative learning via social media initiates new learning experiences such as the engagement while learning in groups to ,to share personal experiences ,to exchange ideas and the online collaborative learning ,it fosters also partnerships among learners and these cooperation advantages via social media learning leads to learners skills development (lam, 2015).

1.10. Social Media and Autonomous Learning

Autonomous learning is an educational method where learners manage their own learning process. The essential elements comprise self-guided education, internal motivation, individualized learning objectives, and reflective practice.

Each of these aspects contributes to shaping our learners into assured lifelong learners, prepared to face any challenges that arise..(Leighty, Education Content Specialist at Learnlife, 2024)

It begins with self-directed learning, where students take responsibility of their learning journey then they identify their learning needs, set goals, and choose resources. They can manage their time and evaluate their progress independently. This autonomous learning leads their movement towards independence that sets them up to be highly successful once they leave Learn life, whether for a career or university .The integration of social media makes the self directed learning easier by following up whatever learners needs and this online platforms contributed to add many advantages to the learners such as revealing autonomy in reading ,structure ,listening

also encompassing self-reliance, information literacy, linguistic confidence, and learning strategy (Leighty, Autonomous Learning: The Way Forward, 2024) .

1.11. Advantages of Social Media Using

Social media platforms aims purposefully for connectivity and interaction ;in fact its function depends on how it's used and how it is associated with both benefits and drawbacks, the nature and extent of which largely depend on the context and manner in which individuals engage with these platforms.

To begin with social media a benefit occurs as follow (Frances Dalomba):

- Rapid retrieval of data and studies
- Banking and bill payment within users reach
- Virtual education, employment abilities, content exploration (YouTube)
- Options for telecommuting jobs
- Heath communication
- The information exchanged needs to be monitored for quality and reliability
- Users' confidentiality and privacy need to be maintained

Social media can offer successful and productive methods to keep up with the latest news and developments also to follow and contribute to discussions on different events (HOW TO USE SOCIAL MEDIA , 2025)

According to (S Anne Moorhead, 2013) Seven main uses of social media for health communication were identified, including focusing on increasing interactions with others, and facilitating, sharing, and obtaining health messages. The six key overarching benefits were identified as (1) increased interactions with others, (2) more available, shared, and tailored

information, (3) increased accessibility and widening access to health information, (4) peer/social/emotional support, (5) public health surveillance, and (6) potential to influence health policy.

1.12. Social Media Challenges and Main Strategies

1.12.1. Challenges

In contemporary society, digital platforms play an increasingly central role in daily communication and interaction. Social media use, however, is neither wholly advantageous nor entirely detrimental. While these platforms enable individuals to build connections and maintain social relationships, they also pose risks such as the spread of misinformation and disinformation, the presence of hate speech, and the occurrence of cyber bullying.

The biggest criticism of social media has always been that it makes us anti-social, glued to our devices as we become obsessed with increasing followers or portraying an inauthentic version of ourselves. (Xu, 2016) With many benefits that social media might bring, it also came with some limitations and barriers. Especially while using social media at work or school, using company or school accounts and network, which are governed by stricter rules and organization guidelines

The utilization of social media has become a component of numerous individuals' everyday routines, thus, this research on the advantages and issues of utilizing social media can assist both users and organizations gain a clearer insight into what matters to end users and increase their awareness of specific issues. (Xu, 2016)

1.12.2. The Main Strategies

Social media use is no longer confined to a single platform; rather, it is characterized by multi-platform engagement. On average, users interact with approximately 6.75 different social networks each month, reflecting a fragmented yet interconnected digital environment. Consequently, processes such as content discovery, comparison, and user engagement occur across multiple platforms rather than within a single, centralized space.(Sheikh, 2026).

Social media requires a strategic approach and tactical method, carefully organized content strategy guarantees effectiveness, consistent with and aesthetically pleasing

Social media acts as an essential resource for maintaining personal connections, enabling people to stay in touch with loved ones and friends both locally and globally. By sharing messages, personal updates, and images, it enables ongoing communication and strengthens connections with significant individuals; Embrace and share uplifting narratives that instill confidence and positivity in your life and help in improving his/her level of proficiency through these practices , Establish a harmony between engaging with social media and concentrating on your immediate surroundings. Make an effort to bond with those you care about not just via technology, but also through in-person conversations. This will assist you in being aware of what is genuine and most significant to you. These suggestions can enhance social media as a more uplifting experience that fosters confidence, bolsters relationships, and raises awareness. Young individuals can assist one another during crucial times and recognize when someone may require support – both offline and online(Kapil, 2019)

1.13. Investigating the Role of Social Media in Developing English Language Proficiency among EFL Learners

Social media has become an important part of students' daily lives, and it is now widely used in language learning. For EFL learners, social media provides a space where they can see and use English outside the classroom. This helps them improve their overall language proficiency through real communication and exposure to authentic content (Blattner & Fiori, 2009).

Many researchers found that social media can support English learning by helping students practice the language in a natural way. For example, students can read posts, watch videos, and interact with others, which improves their understanding and use of English (Kabilan et al, 2010). In addition, social media allows learners to learn at their own pace and choose content they like, which makes learning more effective (Little, 2007). Therefore, social media can play an important role in developing English language proficiency, especially when learners use it regularly and actively.

1.13.1 Language Proficiency Components

Generally speaking, language competency is thought of as a collection of fundamental abilities that allow learners to comprehend and employ a language successfully in a variety of situations. These elements, which work together to facilitate effective communication, include speaking, listening, reading, writing, and vocabulary knowledge (Council of Europe, 2001; Nation, 2001).

One of the most important receptive skills is listening, which entails real-time comprehension of spoken words. Students must be able to identify sounds, decipher vocabulary

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and grammatical structures, and create meaning from what they hear. The Common European Framework of Reference for Languages (Council of Europe, 2001) states that listening is a critical component of language learning since it offers vital input for the development of other abilities. Speaking is an important skill that reflects a learner's ability to express ideas orally. It involves not only using correct grammar and appropriate vocabulary, but also speaking fluently and interacting effectively in different situations. As Canale and Swain (1980)

Explain, successful speaking depends on communicative competence, since it helps learners use language in meaningful and real-life contexts Reading is an important receptive skill that allows learners to understand written texts. It involves recognizing words, decoding symbols, and making sense of meaning based on context. According to Grabe and Stoller (2002), reading is not a passive activity; rather, learners actively engage with the text to understand both direct and implied meanings. Writing represents the productive side of language proficiency in its written form. It requires learners to organize their ideas clearly, use appropriate vocabulary, and apply grammatical rules accurately. As Hyland (2003) points out, writing is both a linguistic and social activity, since it involves communicating ideas effectively to a specific audience.

Finally, vocabulary is a central component that supports all language skills. Without sufficient vocabulary knowledge, learners may struggle to understand or express meaning. Nation (2001) highlights that vocabulary development is essential for both comprehension and production, making it a key factor in overall language proficiency.

1.13.2 Factors Affecting English Proficiency

Several factors can influence how well students develop their English proficiency. These include exposure to the language, motivation, learning environment, and teaching methods. Students who are regularly exposed to English through media or communication tend to improve

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faster. According to Gardner (2001), motivation plays a key role in language learning success, while Lightbown and Spada (2013) highlight the importance of practice and interaction in developing proficiency.

1.13.3 Importance of English Proficiency for University Students

English proficiency is very important for university students, especially in academic contexts. It allows them to understand lectures, read academic materials, and participate in discussions. In many fields, English is also necessary for research and future career opportunities. As noted by Crystal (2003), English has become a global language, making it essential for students who want to succeed academically and professionally.

1.14. Social Media and English Language Skills

Social media has become a useful tool for improving different English language skills. Through daily use, students are exposed to authentic language in videos, posts, and conversations. This constant interaction helps them practice and develop their skills naturally. According to Blattner and Fiori (2009), social media creates opportunities for meaningful communication and supports language learning outside the classroom.

1.14.1 Social Media and Vocabulary Development

Social media helps students expand their vocabulary by exposing them to new words and expressions in real contexts. Learners often encounter informal language, slang, and everyday expressions that are not always found in textbooks. Nation (2001) explains that frequent exposure to words in context is essential for vocabulary acquisition, which social media can provide.

1.14.2. Language Proficiency and the Development of the Four Language Skills

Language proficiency is very important because it helps learners develop the four main language skills: listening, speaking, reading, and writing. It includes knowledge of vocabulary,

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grammar, and the ability to understand and use language correctly in different situations (Nation, 2001).

Vocabulary is especially important because learners cannot understand or express ideas without knowing enough words. According to Nation (2001), vocabulary plays a key role in all language skills. In the same way, grammar helps learners form correct sentences, which is important for both speaking and writing (Grabe & Stoller, 2002).

In general, when learners improve their language proficiency, they become better at listening, speaking, reading, and writing. This shows that proficiency is the foundation for mastering the four language skills.

1.15.1 Students' Attitudes toward Social Media in Learning English:

Students' attitudes toward social media can affect how well they use it for learning English. Many students have positive attitudes because social media is easy to use and part of their daily life. They feel more comfortable using English online than in the classroom (Kabilan et al., 2010).

Social media also makes learning more interesting because students can watch videos, read posts, and communicate with others. This kind of interaction helps them enjoy learning and practice English more often (Warschauer, 1996).

However, some students may see social media only as entertainment, not as a learning tool. This means that their attitude can influence whether social media helps them learn or not.

1.15.2 Social Media and Motivation in Language Learning

Motivation is an important factor in learning a language, and social media can increase students' motivation. Because it is interactive and interesting, social media makes learning English more enjoyable (Dörnyei, 2005). Students may feel motivated to learn English when they want to understand content, communicate with others, or participate in online discussions. This

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type of motivation helps them practice more and improve their language skills (Gardner, 2001).

In addition, social media reduces stress because learners can use English in a relaxed environment. This encourages them to try, make mistakes, and learn from them, which is important for language development

Chapter two: Research design , Data Collection and Analysis

2.1. Introduction

The previous chapter focused on the theoretical part about social media and language learning, the objective of this chapter is to deal with practical study of the research from describing the methodological procedures used to collect and analyze data . This chapter deals with the presentation of the results analysis of instruments questionnaire and interview then a discussion of a results is provided.

2.2. Situation Analysis

To set up a context of a specific case study, it is crucial to take an overview of the English status in Algeria and in the targeted department, particularly in addition to the required instrumentation and data collection tools , before discussing the research methodology.

2.3. The Status of English in Algeria

English has gained a wide interest among learners, adults, and researchers in Algeria, like any other country that has gained a cultural exchange with other countries, especially with English as a foreign language. In Algeria, many fields include English programs in their systems, whether for knowledge or study investigation, but English is in continuous adoption in many systems and fields.

2.3.1. Description of the Target Situation

The present research study investigates the role of social media integration in English proficiency enhancement among master 2 graduate students .the students are constrained to follow an administrative instructional plan mixed between theoretical and practical modules around 11modules for a time ranges between two and three hours per week depending on their relevance and importance to the field the present research study investigates the role of social

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media integration in English proficiency enhancement among master's 2 graduate students . The students are constrained to follow an administrative instructional plan mixed between theoretical and practical modules, around 11 modules, for a time range between two and three hours per week, depending on their relevance and importance to the field

2.4. Description of English Situation in Languages Department

The Department of English Literature, a new field within the Faculty of letters, Languages, and Social Sciences, began its inaugural academic year in 2012. The department's unique creative emphasis, especially for elective students, seeks to enhance writing and speaking abilities and creates opportunities for exploration in English language and literature, along with associated educational and teaching elements. This equips students for careers in education across all levels and enables chosen students to engage in postgraduate studies and advance their research.

The English department in Belhadj Bouchaib university contains around three levels licence, master ,and doctorate with overall registered student 565 students in licence,163 overall student in master degree divided into two specialties literature(58 students) and didactics (105 students). (for 2026 year statistics)

In each level students gained a basic knowledge about the English language for example in license they focus on written and oral expression in addition to literature and linguistics the scientific study of language; and in master degree the focus will be on students needs for specialty choosing while in doctorate level students continue their scientific research under the supervision of 25 paramount English teacher in the field.

2.5. Teaching and Learning Materials

Despite the significant importance attributed to teaching materials it is viewed as essential components that is concerned in the learning process in which it make the task easier for both teachers and learners but there is a little lack of materials in English Department particularly since the number of paramount students in continuous increasing.

2.6. Case Study:

It is a detailed description of specific real world situation, created for the purpose of making in depths analysis and deriving a generalizations ,aimed at conducting a broader conclusions and meaningful insights ; It can examine various subjects, such as a person, a group, an organization, or a particular event It is a detailed description of a specific real-world situation, created for the purpose of making in-depth analysis and deriving generalizations ,aimed at conducting broader conclusions and meaningful insights. It can examine various subjects, such as a person, a group, an organization, or a particular event.

2.7. Data Collection Instruments:

The data collected process was made by both a distributed questionnaire and interview to a target sample; these data collection tools foster reliability and validity of the research study.

2.7.1. Questionnaire

Questionnaires generally comprise a written collection of questions given to many respondents. They are frequently designed as closed-ended questions, though some may contain open-ended ones. Surveys can be sent via postal mail, digital platforms, or conducted face-to-face. Although they are typically cheaper and quicker(Jörg Hecker).

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It is a research instrument used in data collection ;it was distributed to a selected sample master 2 university belhadj bouchaib students .the participation was voluntary and their responses will be confidential and used only for academic research purposes to respect the ethical considerations. The questionnaire was divided into three sections each has a specific objective the first section is about a general background second about media based activities and the last section is about some suggestions and pedagogical implications.

2.7.2.Interview

A common method for gathering primary data allow for direct, personal interaction between the researcher and the participant. The interview does not only enable researchers to collect declarative data on language use. As a verbal event, the interview is also an authentic communicative situation in which naturally occurring talk is exchanged(Codo, 2009).

It is a semi-structured interview, and it has the same structure as a questionnaire :three sections, each with a specific objective. First, general information such as their years of experience, second, media-based activities to gain more insights about the study, and last section suggestions and recommendations to suggest some strategies and techniques to achieve the research aim . It was distributed to four teachers, particularly in the English department at Belhadj Bouchaib University.

2.8. Sample Population

A population is the entire group that you want to study and draw conclusions about for example in current study is students of master studies, while sample is the specific group or smaller subset of the population that you will collect data from; It can mean a group containing

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elements of anything you want to study, such as objects, events, organizations, countries, species, organisms, etc. (Bhandari, 2020)

The sample of this study are Master 2 EFL students at Belhadj Bouchaib University of Ain Temouchent, Algeria. These 30 students were selected randomly from 50 students to participate in the questionnaire in order to collect quantitative data about their use of social media and its role in enhancing their English language proficiency, and a small number 4 of EFL teachers were selected to participate in the semi-structured interview in order to obtain qualitative insights about the influence of social media on students' language learning.

2.8.1. Student Profile

The 30 respondents were master 2 students of Belhadj Bouchaib University with different levels of proficiency, and Most of them are familiar with digital technologies and are frequently exposed to English through online content. Their responses were a mix of statistical and open points of view.

2.8.2. Teacher Profile

The four teachers who participate in this study are paramount EFL teachers in BelhadjBouchaib University of Ain Temouchent , they have several years of teaching and experiences in higher education .theses teachers were selected to provide professional perspectives on the use of social media in language learning .

2.9. Research Methodology

Research is a process designed specifically in order to ansewer questions based on the data collection and analysis.(Cárdenas, 2019)

The current research study adopts both a quantitative **and qualitative research design** to examine the impact of social media on students' English proficiency.

2.9.1. The Quantitative Analysis

It is a research method used to analyze data through basic Statistical techniques in which the information collected can be transformed into numerical scales .This research method considered appropriate because it helps in the Identification of trends, comparison of groups, also relationships between variables to obtain a correct conclusion. It is Directed to measurable and quantifiable data, Based on the positivism logical that seeks to find laws that explain the reality.(Cárdenas, 2019)

2.9.2. The Qualitative Analysis

It also a research method where the data words and images are collected and analyzed in order to Search the depth understanding of phenomena and it is directed to the experiences of the participants.(Cárdenas, 2019) .

This approach is consider appropriate because it allow us to gain different respondents opinions and different points about the research topic so we can relate it to the main topic .

2.9.3Mixed Design (Triangulation)

It refers to the use of both numerical quantitive data and qualitative data that helps in testing the research hypotheses and in providing measurable evidence regarding the influence of social media on the development of English language skills among Algerian students.

2.10. Questionnaire

2.10.1. Section One: Analysis

The objective of this section is to provide clear and concise context about the topic. With the rapid growth of digital technology and widespread internet access, individuals are constantly exposed to news, entertainment, and social interaction through various online platforms.

Question 1: How would you describe your current level of English?

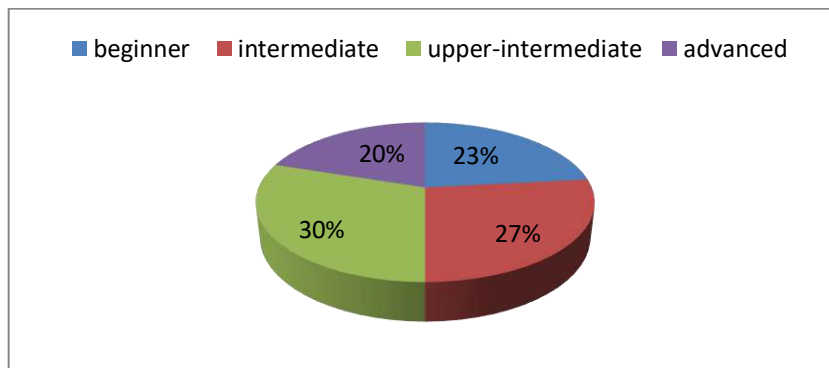


Figure 2.1:Level of English .

In this question the majority of participants 30% feel they are at upper-intermediate level. A group 27% feels intermediate. The beginner 22% shows that's they are just starting to learn English. The advanced 23% few student are confident in their skills

The sample consists mainly of upper-level learners. This indicates that most participants possess sufficient linguistic competence to benefit from social media as a vocabulary development tool.

Question 2 : How confident do you feel while using English vocabulary in academic contexts?

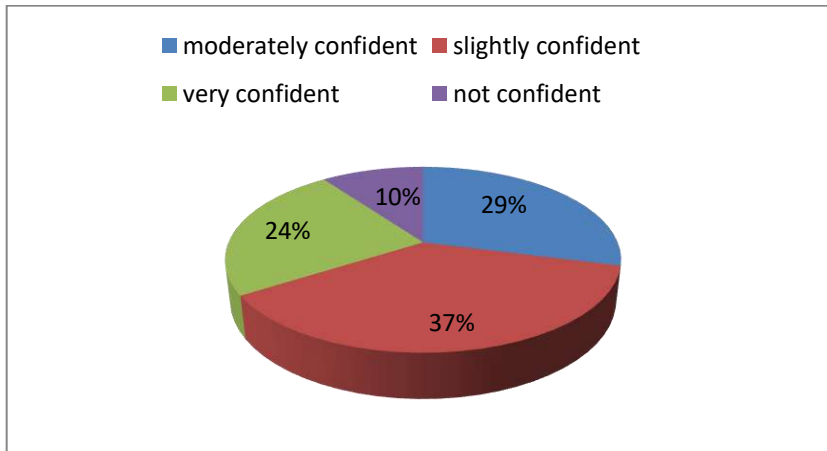


Figure 2.2 : Confidence in Using Academic Vocabulary

The pie chart shows that majority of participant 37% are slightly confident while using English vocabulary in academic contexts ,on the other hand 29% of the participants claimed that they are moderate confident ,others 24% are very confident and minority 10% are not confident .The academic vocabulary is more challenging .

Question3: what are the main contexts in which you use English?

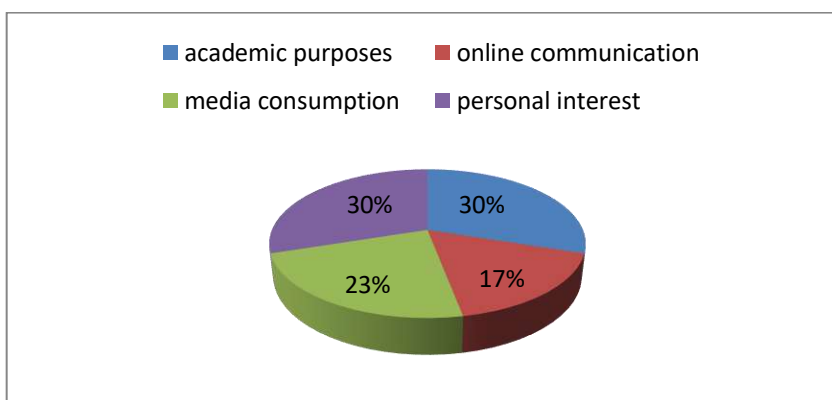


Figure2. 3:Contexts of using English

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As we can see most of students 30% use English for academic purposes and personal interest , other students 23% use English for media consumption and 17% goes to online communication . English is used in different context which increases exposure to diverse vocabulary types

Question 4 :Do you think use of social media increase your interest in learning English?

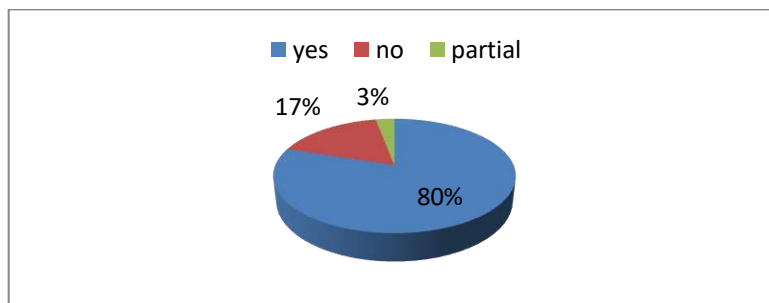


Figure 2.4 :Social Media and Interest in Learning English .

In this question the majority of students 80 claimed that social media increase their interest in learning English .17 believes that social media does not increase their interest in learning English only one student is partially unsure . Social media is effective way in motivating students to learn English

Question 5 : How often do you use social media platforms specifically to learn or practice English vocabulary?

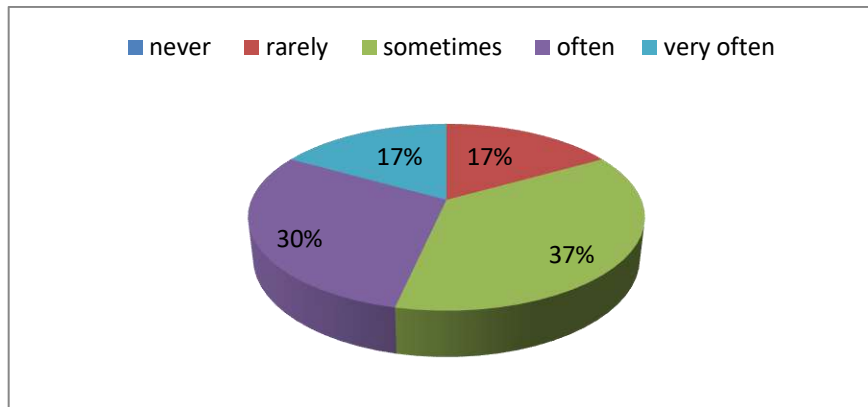


Figure 2.5:Frequency of Using Social Media to Learn Vocabulary

As we can see most students 37% use social media sometimes to learn English vocabulary. 30% use it often and 17 % use it very often 17% use it rarely and no one never uses it. Students commonly use social media to learn English vocabulary with the majority using it sometimes to very often.

Question 6 : Which social media platforms do you mainly use for English vocabulary learning?

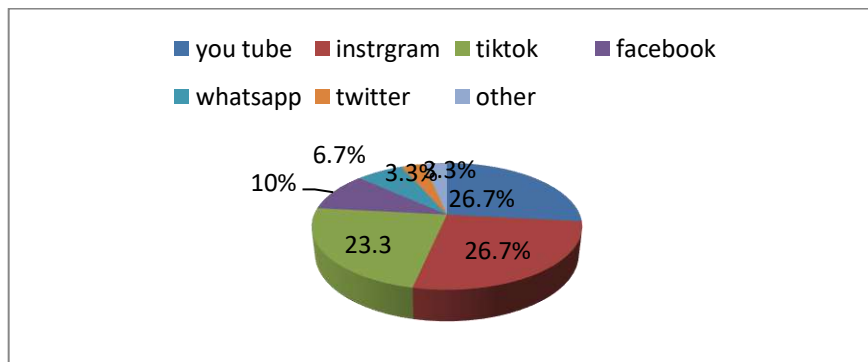


Figure 2. 6 :Platforms Usage

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According to the data, You tube was the most frequently mentioned platform, followed by Instagram with 26.7% for each one closely by Tiktok 23.3% . Facebook 10% and WhatsApp 6.7% are less popular . The remaining students use twitter 3.3% and other platforms with 3.3 %.

Students prefer visual platforms to learn the vocabulary.

Question 7 : When using social media, which types of vocabulary do you mainly focus on?

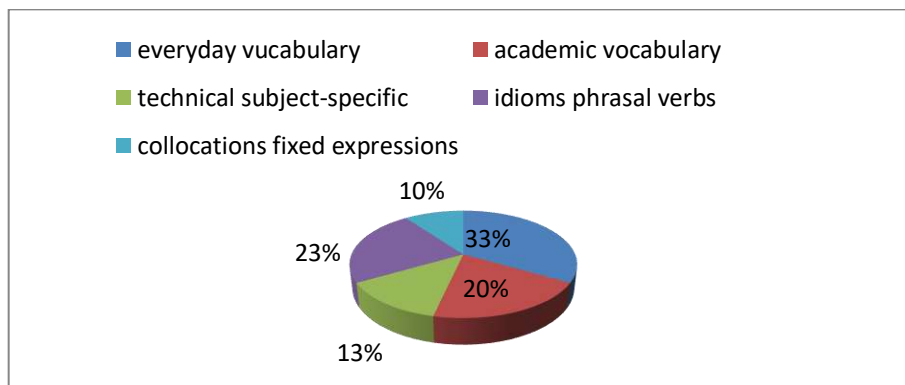


Figure 2.7 :Type of Vocabulary Focused on

In this rubric most students focus on everyday vocabulary 33% and idioms / phrasal verbs 23% when using social media. Academic vocabulary 20% and technical or subject-specific vocabulary 13% are less practiced. Collocations and fixed expressions are the least focused on 10%. Students mainly use social media to learn practical, everyday words and common phrases

Section Two

The objective of this section is to describe how media is currently used and applied in everyday life, these practices highlight both the benefits of fast communication and the challenges related to misinformation, privacy, and screen dependency.

Question 8: What activities do you usually engage in to learn vocabulary on social media?

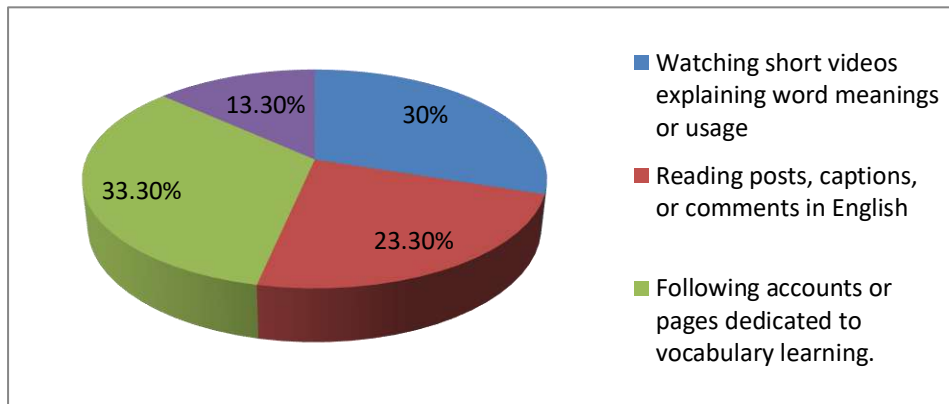


Figure: The Different Sources of Learning Vocabulary on Social Media

The reason behind this question is to explore the different engaging media activities that is used by learners to learn vocabulary. However, the results shows that 33,30% for majority whom agreed on following accounts or pages dedicated to vocabulary learning. Moving next to watching short videos, explaining word meanings or usage with 30%. Moreover reading posts captions or commenting English gained only 23, 3%,at the end 13,30% goes for saving noting and screen shoot of the words.

Question 9: In what context do you usually encounter new English vocabulary on social media?

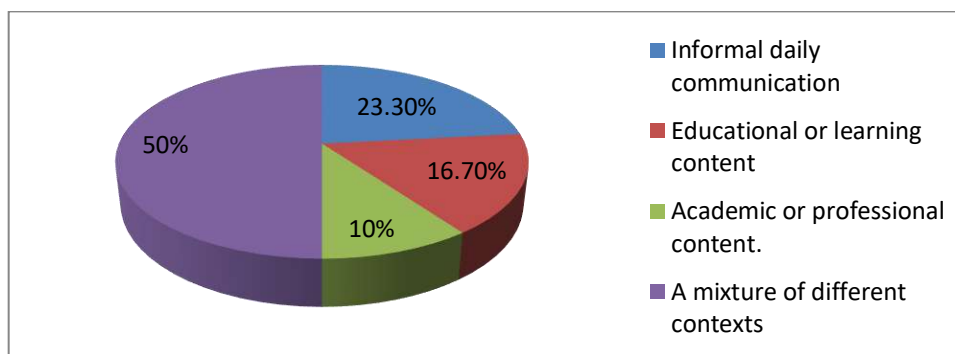


Figure 2.8: Different English Context in Media .

This question aim to indicate the several contexts where students encounter new vocabulary from media usage . Half participants with 50% claim the use of a mixture of different contexts to gain new lexicon , whereas the other half is divided into several percent **23,30%**for informal daily communication,**16,70%** with educational or learning content and finally the academic and professional content with**10%**.

Question 10: when you encounter new words on social media, what do you usually do?

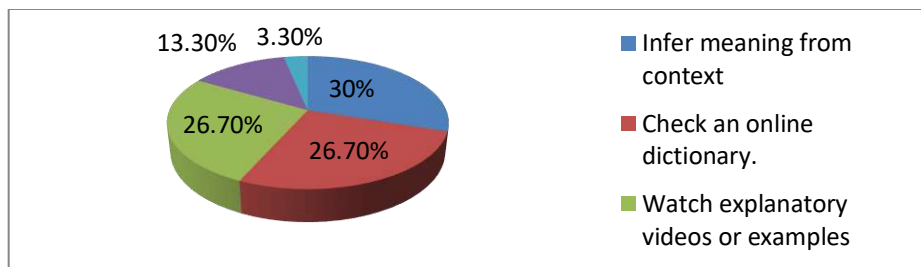


Figure 2.9: The Different Actions for Vocabulary Counting.

The purpose of this question is to investigate the participants reactions towards encountering new verbal repertoire from social media practical application in context .primary the majority with 30%percent prefer to infer meaning from context while 26,7% for both checking onlinedictionary and watching explanatory videos or examples and the minority with 13,30% align with asking others in comments or chats and messages. At the end only 3,30 % agreed with ignoring unfamiliar words.

Question11: how often do you re-use vocabulary learned from social media in other contexts (academic writing, speaking and exams)?

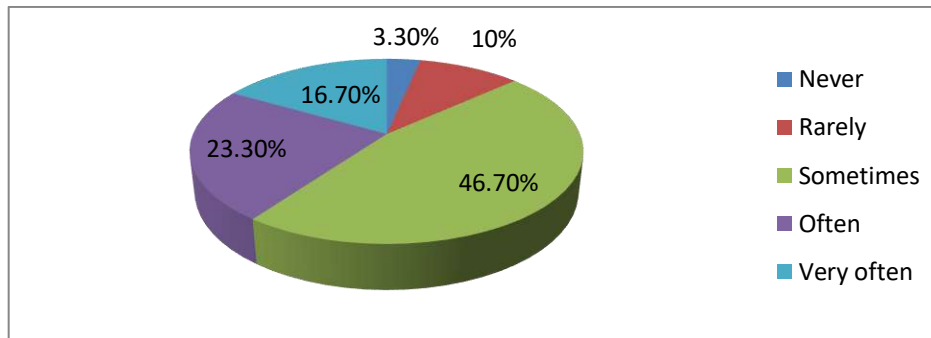


Figure 2.9: Applying Learned Vocabulary Across Contexts.

This question aims to show how frequently students apply the new vocabulary they have acquired from different media contexts. However, the results shows that the majority vote for **sometimes** with 46,7 % while other 53,3 %

Is divided on different percents and choices which are %23,30% for often ,16,70% for very often ,10 %for rarely ,and finally 3,30% for never.

Question 12: To what extent do you use social media independently to develop your English vocabulary?

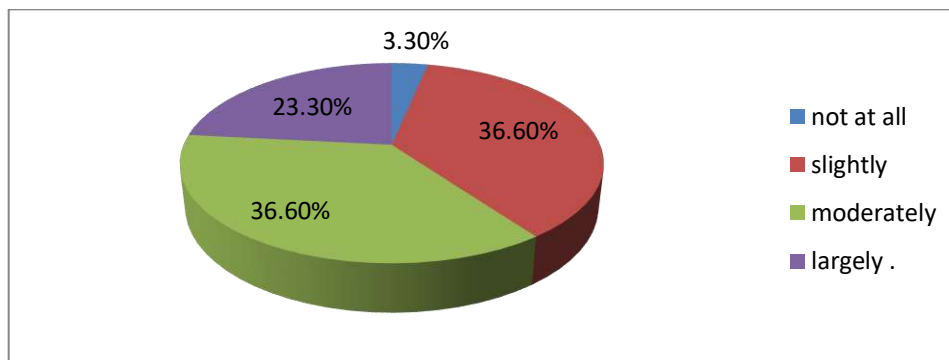


Figure 2.10:Enhancing English Vocabulary with Social Media

This question aims to demonstrate how far do students use social media independently in order to enhance their English in which the results has shown that the majority of students who respond on the distributed questionnaire they answer on both **moderately** and **slightly** with same percentage 36.6 % while other percentages are subdivided into **23.3 % for largely** and 3.3 % for **not at all**.

Question 13: What challenges do you face when using social media for English learning?

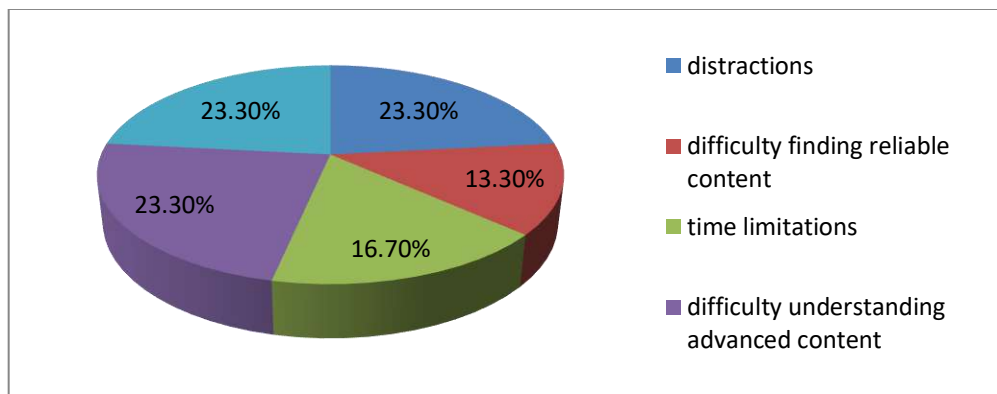


Figure 2.11:Issues Encountered in Social Media English Learning

The question highlights the main addressed challenges that is faced by students during the use of media as tool to develop their language skills significantly the distractions and lack of interaction and feedback and difficulty understanding advanced content gained high percentage around 23.30% while the other options like time limitations gained only 16,70 % also the difficulty finding reliable content with 13.3%.

Section Three

The objective of this section is to propose practical solutions and improvements related to media use. These strategies can help maximize the positive impact of media while reducing potential risks.

Question 14:What strategies do you personally use to remember and apply new vocabulary learned from social media?

This open ended question seek to collect the main strategies used personally by learners in order to expand and apply their gained vocabulary from social media and here are some of respondents used strategies :

- ❖ Remember and apply new vocabulary
- ❖ Use noting down new words, checking their meanings, and trying to use them in their daily conversations, comments, or messages on social media.
- ❖ The use of imagination and fake scenarios and talking in front of mirror which help them in repetition and pronunciation practicing at the same time .
- ❖ They connect the new words with synonyms, antonyms or related topics such as emotions, technology.....etc ,
- ❖ Looking up at meaning within examples and Use it in its main context for instance apply the new vocabulary in comments, messages, chats to makes it stick
- ❖ Some of the students follow the principle Use it or lose it: make an effort to use new words in their own writing and conversations and connecting new words to their own experiences and interests until it becomes familiar.

Question 15: What recommendations would you give to students who want to use social media effectively to develop their English vocabulary?

The use of social media can be both harmful or helpful based on the usage and here are some respondents recommendations about developing English vocabulary :

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- ❖ Students should follow English learning pages, watch videos with English subtitles.
- ❖ Note down new words and practice using them in comments or messages, and interact regularly with English content to improve their vocabulary. Focus on how words are used in real sentences not just their dictionary definitions
- ❖ Watch online videos and Pay attention pronunciation of words.
- ❖ Students should try to use new vocabulary in real conversations or schoolwork to remember it.
- ❖ They should write down new vocabulary and review it regularly and using it in daily conversation.
- ❖ Learn words within context in sentences not isolation.
- ❖ They should pay attention to new words are used in sentences not only their meanings.
- ❖ Try using the vocabularies you have learnt in your daily routine
- ❖ The practice regularly help better.
- ❖ Focus on how words are used in real sentences not just their dictionary definitions
- ❖ Don't Just Scroll Save and Organize New Words Listen Carefully to Pronunciation Be Critical and Selective and Use Short, Daily Exposure Interact.

2.10.2.Summary Of The Results

The findings of the questionnaire reveals that Algerian university students engage in specific usage of common media platforms in order to enhance their level of language, such as youtube, instagram ,tiktok ,facebook....etc. The focus was mainly on the academic context but

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there was many contents increased interest and engagement for students and helped them encounter new words in many contents for instance daily informal or educational learning vocabulary or a mixture of different vocabulary through entertaining media activities such as following pages or watching reels and videos also online chatting that actively contribute in students engagement and proficiency enhancement .the results state that many participants they often re-use the new words they encounter and each one has a personal strategy to remember it for example some said they use screenshot and save others repetition also translation and inferring meaning from context. Another findings indicates that there are some challenges faced students like distractions and difficulty of finding a reliable contents.

2.11.Interview

2.11.1.Analysis

Section 1: Background Information .

This section is concerned with gathering background information's from the participants meant to be studied that help us the researchers in the investigation of our work .it tackles several questions some are open ended others are close ended based on the information to be taken and used .

Question 1: how long have you been teaching English?

As it is showed in the result there are variation in teaching experience ,One teacher has 3 years of experience while the others have 15, 16, and 18 years of experience, which means they have a good experience with student ,only one teacher has 3 years of experience .

Question 2: how do you evaluate your students English proficiency level?

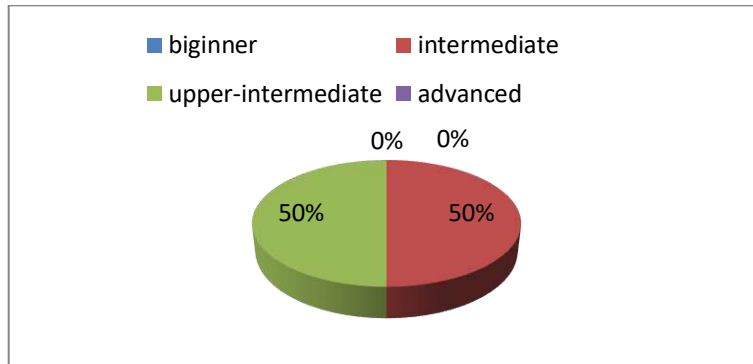


Figure 2.12 : distribution of students' English proficiency levels

The results show that half of the teachers (50%) believe their students are at an intermediate level, while the other half (50%) consider them upper-intermediate. No teacher selected beginner or advanced levels. The results show that teachers evaluate their students' English proficiency mainly at the **intermediate and upper-intermediate levels**.

Question 3: what is your overall perception of social media in language learning?

The results show that teachers generally have a positive perception of social media in language learning. One teacher mentioned that social media helps learners become more active instead of passive. Another response shows that it can be helpful and positive in learning. One teacher also explained that social media exposes students to authentic language used by native speakers in real situations. We can see that responses show that teachers have a positive view of social media in language learning. However, one response also indicates it should support traditional learning, not replace it.

Question 4: do you consider social media as source of distraction or a learning tool ?

The responses show that teachers consider social media as both a learning tool and a source of distraction. One teacher clearly described it as a modern classroom that gives learners access to native speakers, updated information, and educational content. This shows a strong belief in its educational value. However, other responses indicate that its role depends mainly on how it is used. If students use social media appropriately, it can support learning. If not, it can easily become a source of distraction. Some teachers even believe that distraction happens more often.

Question 5 : do you think that the students use of social media maybe an effective source for their language proficiency development ?

The aim of this question is to gain the participants view about learning via social media however, the results of this question shows that the whole sample agreed on **yes**. Which means the whole research participants are in agreement about the same view same opinion that social media can be a source for language proficiency development. Moreover, in this question some teachers explained the use of media in language learning provides rich exposure content such as videos, texts, and audio which allows learner to move from theoretical learning to practical and functional learning . Others mentioned that it allows students to practice the language in both spoken and written forms.

Second Section: tackle the role of Social Media–Based Practices for English Vocabulary Learning.

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This section aims to explore the role of social media in English vocabulary acquisition from informants point of view we will gain many key aspects based on the topic itself that help us out with a result full with clarity .

Question 1: 1.which social media platform maybe a source to enhance student's proficiency?

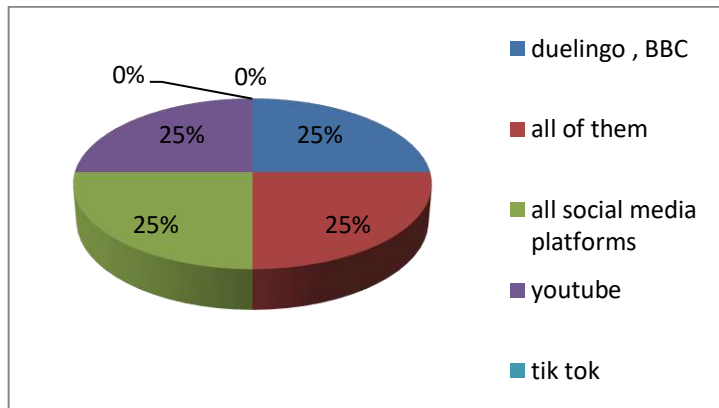


Figure 2.13: Media Platform Preferred by Student.

The aim of this question is to investigate which types of media platform can be used as source of learning their English (students) however ,the results has shown that each media platform gained 25 % from instagram ,tiktok, youtube.....etc which confirms 100 %.

Question 2: How do students perceive and engage with learning activities conducted via social media?

This question is being made to receive some of teachers opinions about students activities making via social media that become the widespread tool everywhere in every context not only in learning and teaching . Based on the teacher's opinions some agreed that students can be pleased and welcome the idea and follow the technology wave .and others can seek for other new helpful

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methods according to the learner's character. In general learning via social media activities is engaging and raise learners motivation and sense of real world relevance.

Question 3: Do learners demonstrate measurable improvement in language proficiency following the use of social media–based learning activities?

The aim of this question is to figure out whether the usage of social media enhance the language proficiency or not ,but the results has shown that **all respondents** the **whole** on the distributed interview answer with 100 % yes.

The following question for yes or no question above that confirms that social media enhance the language proficiency and concerns about the **HOW** the ways how it improve it. Here are some teachers responses to the question :

First of all social media presents a direct exposure to the language mainly in speaking and comprehending which improve the pronunciation and writing for instance understanding and using idioms which allows students to think in target language like natives while the improvement comes with time and it is noticeable in communicative competence and lexical acquisition. By engaging with native speakers and multimedia content, learners show significant development in listening comprehension and the ability to use the target language more efficiently.

Question 4: What role does social media–based interaction play to facilitate learners' engagement with authentic linguistic input?

The aim of this question is to know the role of social media by interacting with native content creators, learners move beyond simple observation into a space of collaborative dialogue,

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making the target language a functional tool for connection rather than a static subject of study. In addition social media helps improving oral production , writing skill, and vocabulary and Motivation.

Question 5: In what ways does social media contribute to the enhancement and expansion of learners' vocabulary repertoire ?

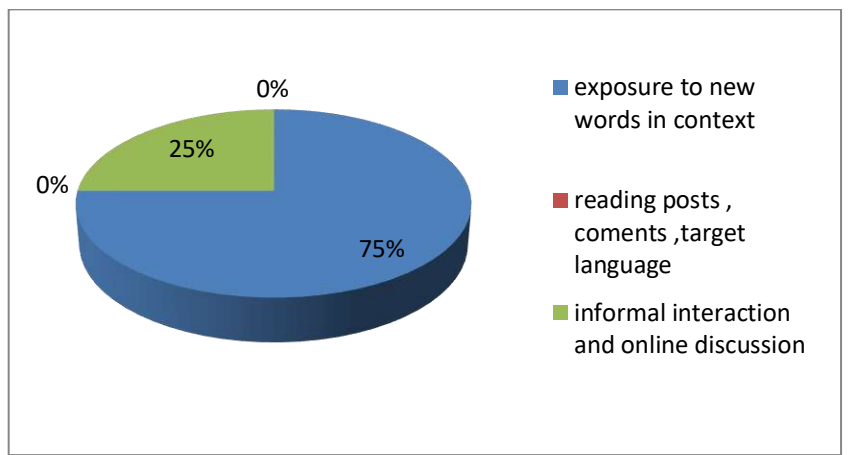


Figure2.14:Social Media and Vocabulary Enhancement.

The pie chart of this question indicates the contribution of social media to the expansion of learners vocabulary or verbal repertoire however, the results state that the majority with 75 % agreed on the exposure to new words in authentic contexts while 25 % is for the informal interactions and online discussions, furthermore the other choices gained none of percentage.

Question 6: do you think that Social media is more beneficial than traditional methods in language proficiency improvement?

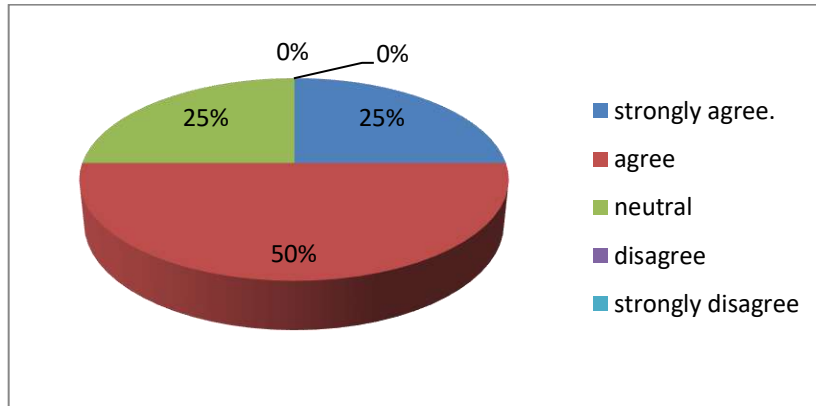


Figure 2.15: Language Proficiency Improvement Methods.

This pie chart is a comparison for language proficiency improvement means which is better traditional methods or learning via social media and it is divided into two groups 50 % it is all for respondent who agree on the new idea of immersion of social media into learning while the other 50 % group has two subdivided into 25 % for neutral and other 25 % it goes for strongly agree.

Question 7: What types of English-language content do students engage with on social media platforms to support their English language learning?

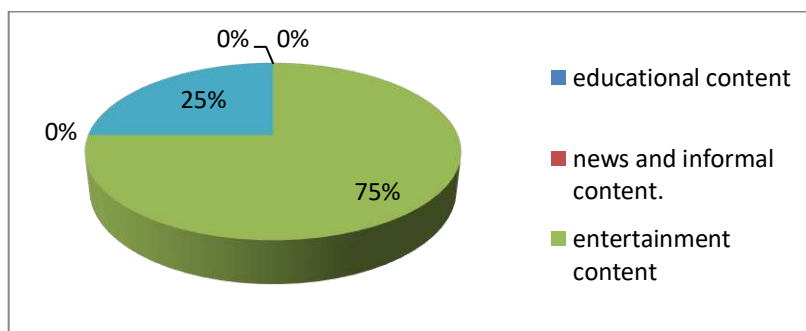


Figure2.16: Social Media Content for English Learning.

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This question seeks to investigate the different types of content on media platforms that are mainly used by students in order to support their target language ,in which the majority voted and agreed on the entertainment content with 75 %, including learning through movies,series,clips, vlogs , podcasts, etc. while the rest 25 % agreed on the social interaction content, for example, discussions ,threads, comments ,chats...etc.

Question 8: Which interactive media activities do students perceive as most effective for enhancing their English proficiency and vocabulary expansion?

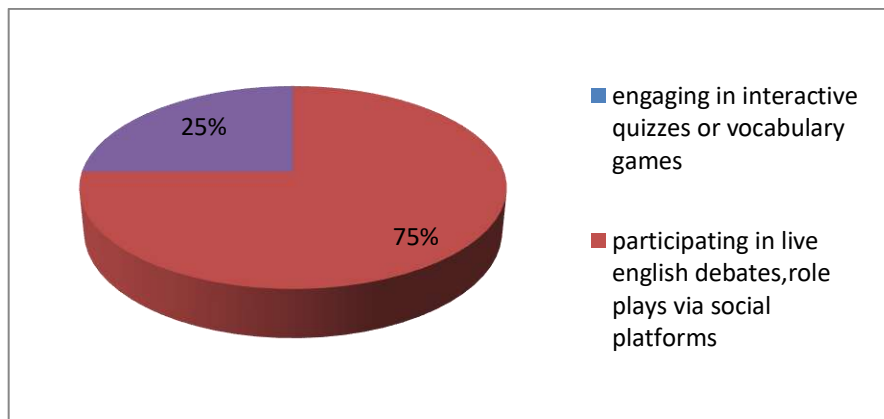


Figure2.17: Effective Interactive Media Activities.

The pie chart above indicate the main media activities students find effective for enhancing their English proficiency and vocabulary expansion in which the majority with 75 % vote for participating in live English debates also role plays or simulations via social platforms, in addition the remaining 25 % claimed on participating in virtual discussion groups on platforms like facebook, whatsappetc.

Question 9: Are there additional social media activities or initiatives that could further support Algerian university students in enhancing their English language proficiency?

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The fourth respondent teachers propose some additional media activities such as chats, grammar quizzes, phonetic transcription while others said none. However, the Initiatives could include the creation of student Facebook and WhatsApp groups where learners engage in peer-to-peer correction and share content relevant to their specific fields of study.

Section 3 : Suggestions And Recommendations .

The final section aims to investigate some of the recommended strategies based on their real life experiences that might be a savior to the new coming generations and help in the enhancement of the student's language proficiency.

Question 1: What techniques would you suggest for students to effectively use social media in enhancing their English proficiency?

All four teachers gave different suggestions about how students can use social media to improve their English. One teacher suggested listening to native speakers on platforms like YouTube or TikTok and repeating their phrases aloud. This can help students improve their pronunciation and speaking skills. Another teacher said students should focus on learning and choose suitable tasks . One response said “none. Another teacher advised learners to focus on language-related content and activities.

Question 2: What recommendations would you provide to students?

The teachers gave recommendations to students about using social media for learning English. One teacher said students must shift their mindset from being consumers to being practitioners. They suggested treating social media as a “living textbook” by practicing the language and communicating with native speakers or teachers of target language. Another

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recommendation was to avoid distraction .In addition, teachers encouraged students to use social media as a tool to develop and improve their language proficiency and fun, instead of using it only to waste time.

Question 3: What pedagogical strategies do you propose to enhance the effectiveness of social media as a tool for developing English language proficiency among university students?

The teachers suggested several strategies to make social media more effective for learning English . One teacher recommended that educators should encourage students to use platforms like LinkedIn to join Global Communities of Practice. By engaging in professional discussions and following industry leaders in English, students move beyond classroom English and master the specific technical vocabulary and formal discourse required for their future careers. Another strategy is to devote sessions to online learning, vary the content of learning, engaging in group chats . One teacher suggested focusing on using social media to improve vocabulary, fluency, and critical thinking skills.

2.11.2.Summary of the Result

The results obtained from the study analysis reveals that despite the learners current level of proficiency whether advanced or intermediate social media is being accepted by language teachers from a positive aspect based on usage; it can be a distraction as well a fundamental tool for improvement .social media platforms such as youtube that is commonly used and many other platforms can be used as effective source for proficiency level enhancement through different types of media-based activities mainly the entertainment content that seek for engagement and student's motivation for instance movies,series,clips,vlogs. These media-based activities help the student gain a good communicative competence throughout lexical acquisition and direct

exposure to language, such as oral production, that leads to fluency. The results also reveal that language teachers agreed that learning via social media is a functional tool of connection and communication rather than a static subject of study.

2.12. Discussion of the Results

The findings of this study analysis from both the questionnaire and semi-structured interview bring up several key points regarding English language learning among university Belhadj Bouchaib students in Algeria. Most students usually have an intermediate or advanced level of English. This helps them grasp a variety of online material and gain from experiencing real English. Many students feel comfortable and engaged while using English in everyday and academic situations, and that is more interesting compared to traditional methods; however, language teachers have a positive attitude towards it; this helps to confirm the first hypothesis that social media beneficial usage can be a source of intellectual power and a gateway towards proficiency level enhancement. Another important aspect concerns the various situations in which students use the English language. The results show that many Students tend to use English for multiple purposes, including academic study, personal interests, watching videos, and communicating online. These platforms create an interactive, engaging, and accessible learning environment that complements formal classroom instruction. The findings show that learners are frequently exposed to practical language forms such as idioms, phrasal verbs, and common expressions. Therefore, social media mainly contributes to improving students' communicative competence rather than focusing on academic vocabulary, which supports the second hypothesis, which is "Algerian university students engage in specific social media-based activities such as watching English videos, following educational pages.

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Interacting in comments, chatting with others in English, and consuming English-language content—which actively contribute to strengthening their English proficiency”. However, the effectiveness of social media in language learning largely depends on students’ patterns of use and their ability to maintain concentration while managing possible distractions. Overall, the research findings provide strong support for both hypotheses, demonstrating that Algerian university students utilize social media in ways that positively contribute to the improvement of their English language proficiency.

2.13. Conclusion

In conclusion, this section examined the gathered data from specific sample By employing suitable research tools and techniques that is concerned to the research aims however , the results highlight important patterns about topic the role of social media in enhancing language proficiency and contributed in the hypothesis confirmation .

Chapter Three: Suggestions and Recommendations

3.1. Introduction

The findings of the present research, students' semi-structured questionnaire, and teacher's semi structured interview contributed to outlining the importance of social media integration and utilization in the field of education and its role in developing the students proficiency levels, mainly vocabulary. While watching English videos, following educational pages

The main objective of this chapter is to discuss and relate the main findings to the mentioned research questions and hypotheses , however, it indicates some target suggestions and recommendations for proficiency enhancement in addition to some practical pedagogical implications.

3.2_ Suggestions and Recommendations

Social media plays a crucial role in the EFL teaching/learning process, where EFL students and educators should focus and apply a wide range of methods in order to enhance students' proficiency levels. The findings of the data collection of the research study contributed to proposing some suggestions and recommendations in addition to practical applications for both EFL teachers and students , the aim of which is to help enhance and increase students 'proficiency in the ALGERIAN EFL classrooms.

3.2.1. Suggestions For Students Proficiency Enhancement

This section outlines a set of practical suggestions aimed at enhancing the effectiveness of the learning process. it offers a strategic insights that can be implemented by students and educators to improve engagement and language development outcomes. Here are some strategies:

- The utilization of Online platforms, language learning apps, and language learning software provide opportunities for students to practice their language skills at their own pace and convenience. (Budiman, 2023)
- Students participation in real life interactive tasks that boost their language skills and confidence such as quizzes ,simulations ,gamified exercises.
- Self assessment it is consider important to show to students their points of strengths and areas of improvement. (Budiman, 2023)
- Solving vocabulary and pronunciation based activities, which might addresses a diverse learning styles promoting overall engagement and effectiveness of the learning process.
- Effective language development is fundamentally supported by regular practice and systematic repetition therefore students are encouraged to engage daily in the core skills of speaking, listening, reading, and writing in English.
- Student's Regular exposure to new grammatical structures and vocabulary enhances retention, deepens comprehension and facilitate memorization and recall.
- Encourage students to take notes in a way that involves summarizing and questioning, rather than passively copying information.
- The Use of mind maps to organize information visually, which can help in understanding and memorizing complex topics.
- Peer exercising with others is a powerful way to reinforce one's own understanding.
- Encourage students to participate actively through group discussions, and problem-solving activities, practical projects.
- The use of cooperative learning approaches such as think pair share learning technique this method not only fosters participation but also promotes

collaboration among peers, thereby enhancing comprehension and retention.(Aeni's, September 2020).

- The integration of critical component in the language process ; Platforms like WhatsApp, Skype, or language exchange groups on Facebook ,this later enable individuals to engage in meaningful conversations, improving their fluency and accuracy.
- Peer constructive feedback on students' each other work.
- The use of small group discussions ,collaborative projects in and out classroom, group presentations.
- Encourage student's regular review to improve long term retention of information.
- The utilization of educational platforms like courser , EDX for additional tutorials and courses.
- The utilization of educational apps that offer quizzes, flashcards, interactive lessons to reinforce learning .

For vocabulary development:

- Students use of some apps that combines the social interaction with vocabulary practice through games such as doulingo ,memerise,quizlet....etc
- The utilization of the acquired words can be more effective than memorizing it such as
- Write captions using new words create short videos, post reflections or mini-blogs, participate in discussions.
- Students should notice common expressions and collocations and their context use.
- Students can create screenshot folders or flashcards that easier the tasks for them using both note taking and reviewing techniques.

- Social media enables interaction with users from different countries. So students should understand the cultural meaning of words.
- Students should use formal language to improve sentence structure.

For fluency development:

- Regular practice can improve speaking however, consistency is important.
- Students should engage in interactive conversations on social media platforms in order to improve fluency such as instagram, reddit it provide authentic opportunities for communication.
- The students should use shadowing technique it helps them improve pronunciation, intonation, speed, confidence.
- The students should assist their language fluency with Language apps such as BBC learning, Elsa speak.
- In order to improve fluency students should use a useful collocations, and common expressions for better communication.
- Social media assists students in enhancing their language abilities by offering chances for communication, vocabulary acquisition, and engagement with native speakers.

For accuracy development:

- Social media platforms can assist language learners by creating interactive spaces for collaborative writing environments where they can participate in activities such as brainstorming, drafting, and revising their ideas.(Ghafar, 2023).

- Social media helps learners improve their overall language skills because it encourages communication, collaboration, and exposure to new vocabulary (Lannin, 2007)
- The uses of social media platforms provide a positive impact on student's literacy skills reading and writing through constant exposure.
- The role of social media mostly focus on writing fluency and writing quality rather than random writing where students can generate ideas easily.
- Students should think clearly and organize their thoughts and connect it logically so they reach the writing fluency level.

3.2.2. Recommendations

Based on the findings of this study, several recommendations can be proposed for teachers in order to promote the effective use of social media in English language learning .Since the findings shows that social media can positively influence students 'motivations and vocabulary development , it is important for teachers to raise awareness about the use of social media as support not replacement.

- Integrating Social Media into Classroom Practices

Teachers are encouraged to integrate social media into classroom practices and learning activities. Since the findings revealed that students frequently use platforms such as YouTube, Instagram, and TikTok for learning English vocabulary, these tools can be used as educational resources rather than being viewed only as entertainment platforms. Teachers may use educational videos, online posts, and interactive activities to introduce new vocabulary and encourage students' participation. Integrating such tools may help bridge the gap between classroom learning and students' daily digital practices.

➤ Promoting Academic Vocabulary Development

The results of this study showed that students mainly focus on everyday vocabulary and informal expressions while using social media. Therefore, teachers should encourage learners to pay more attention to academic vocabulary and formal language use. Teachers may recommend educational channels, academic pages, podcasts, and English learning communities that provide content related to academic English. This may help students improve their performance in academic contexts and strengthen their language proficiency.

➤ Enhancing Students' Motivation

Motivation is considered an important factor in language learning. Since the majority of participants stated that social media increases their interest in learning English, teachers can take advantage of this positive attitude by designing motivating activities based on students' interests. Educational challenges, collaborative projects, online discussions, and multimedia tasks may increase learners' engagement and encourage active participation in the learning process.

➤ Improving Speaking Fluency

Teachers are also encouraged to use social media activities to improve students' speaking fluency. Learners may be asked to record short videos, express opinions online, participate in oral discussions, or present content related to educational topics. Such activities can provide opportunities for practice and help students become more confident while speaking English. Furthermore, regular exposure to authentic language may improve pronunciation and communication skills.

➤ Focusing on Accuracy and Correct Language Use

Although social media exposes learners to authentic English, teachers should guide students toward accurate language use. Informal online communication sometimes contains grammatical errors, abbreviations, and non-standard expressions. Therefore, teachers should emphasize grammar, sentence structure, pronunciation, and word choice while using social media activities. Providing feedback and corrective guidance can help learners improve their accuracy and avoid language fossilization.

➤ Encouraging Autonomous Learning

Teachers should encourage students to become autonomous learners and take responsibility for their learning process. Social media offers learners the opportunity to access educational content at any time and according to their interests. Teachers may recommend useful pages, channels, and learning strategies to help students continue learning outside the classroom environment.

➤ Supporting Balanced Development of Language Skills

Teachers should not limit the use of social media to vocabulary learning only. Educational activities should also target listening, speaking, reading, and writing skills. For example, learners may listen to podcasts, watch educational videos, read online articles, and write comments or reflections. This balanced approach may contribute to improving overall English language proficiency.

➤ Encouraging Interaction with Authentic Content

Teachers should expose students to authentic English materials such as interviews, podcasts, documentaries, and educational videos produced by native speakers. Authentic

exposure allows learners to encounter real language use and develop better understanding of vocabulary, pronunciation, and communication styles.

➤ Strengthening Students' Confidence

Some students still lack confidence when using English in academic contexts. Teachers should therefore create supportive environments that encourage participation and reduce fear of making mistakes. Positive reinforcement and constructive feedback may help learners express themselves more freely and participate actively.

➤ Raising Awareness about Excessive Use of Social Media

Despite its educational benefits, excessive use of social media may negatively influence academic performance and concentration. Teachers should therefore guide students toward balanced and purposeful use. Time management strategies and awareness sessions may help learners benefit from social media without being distracted.

4.1. Pedagogical Implications

Effective pedagogical strategies significantly enhance English skills through active learning, problem-solving, and technology utilization. These strategies require pedagogical competence, including Information and Communication Technology (ICT) proficiency and quality instruction, and facilitate continuous assessment. (Iubis, 2024) , Here are some pedagogical implications:

✓ The requirements of specialized learner groups and the systematic implementation of technology across varied educational settings.

✓ EFL students should utilize cognitive and metacognitive strategies to attain learning goals and regulate their negative points such as translation, contextualization, planning, self-evaluation, inferring.

- ✓ Activities such as discussions, problem-solving tasks, and interactive exercises encourage students participation and engagement. (ruyu yan, 2024)
- ✓ Teacher's enthusiasm and support with a constructive feedback should be included to fosters students progress and motivation.
- ✓ Digital tools and multimedia should be incorporated to instructional programs so it can make learning more dynamic and appealing for students.
- ✓ learning materials should be linked to real-life situations to help students develop their proficiency more effectively and supports stronger retention of knowledge.
- ✓ The integration of communication instruction activities in order to help students effectively communicate ideas ,feelings,informations.
- ✓ Teachers integration of authentic contents such as videos,posts...etc;so the students can difrentiate the gap between real life English and classroom English.
- ✓ The integration of media platforms into instruction can make learning process more enjoyable and learner centered.
- ✓ Teachers should implicates some pedagogical strategies to increase learners participation and engagement such as promoting peer learning and cooperative problem solving.
- ✓ Teachers should involve tasks like digital storytelling and multimodal presentations in oeder to develop students multimodal communication skills.

Conclusion

This chapter focused on presenting a number of suggestions for students and recommendations for teachers based on the findings of the study. It emphasized the importance of using social media in a purposeful and balanced way to improve English language proficiency , especially vocabulary learning . The suggestions encouraged students

ChapterThree:Suggestions and Recommendations

to make better educational use of social media platforms , while the recommendations highlighted the role of teachers in guiding learners and integrating digital tools into the learning process .Furthermore , the pedagogical implications showed that social media can support motivations , interactions and autonomous learning when used effectively in educational context. .

General Conclusion

General Conclusion

This study aimed to investigate the role of social media in enhancing English language proficiency among EFL students , focusing on vocabulary development. Nowadays, social media is part of students' daily lives, offering many opportunities for learning outside the classroom. The main objective was to explore whether these platforms can effectively support language learning.

The findings of this research show that social media has a generally positive impact on students' English language development. The majority of students reported that social media increases their motivation and interest in learning English and more to enhance the vocabulary. They are also exposed to language through videos, posts, and online communication, which helps them learn new vocabulary. Platforms like YouTube and Instagram are the most used tools for learning because they are easy to access the results also show that social media supports autonomous learning. Students can choose what they want to learn and follow content that matches their interests However, it was showed that learners tend to focus more on everyday vocabulary and informal expressions rather than academic vocabulary, which may limit their vocabulary proficiency . Regarding the research hypotheses, the findings of the study confirmed the first hypothesis , which states that the regular use of social media contributes to enhancing English language proficiency among EFL students. This was evident through students' positive responses concerning the role of social media in improving their motivation and helping them acquire new vocabulary through videos, posts, and online interactions. In addition, the majority of participants reported using social media platforms frequently for learning English vocabulary, which supports the idea that these platforms can positively influence language development. On the other hand, the second hypothesis was confirmed. Although the findings demonstrated the educational benefits of social media, they also revealed that students mainly focus on everyday and informal vocabulary rather than academic language. This may negatively affect vocabulary

General Conclusion

proficiency if social media is not used in a balanced and purposeful way. Therefore, the impact of social media on academic performance depends largely on how students use these platforms and manage their learning practices.

As with any research, the study has certain limitations, including the small sample size and the limited time . Therefore, further research is needed to explore the long-term effects of social media on language learning and its impact on different proficiency enhancement.

To sum up, social media plays a significant role in supporting English language learning by providing exposure to authentic content and opportunities for practice. However, its effectiveness depends on the way it is used by students

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APPENDICES

APPENDIX A

Students' Questionnaire

Dear students,

This questionnaire is designed as a partial fulfillment of a master project. It aims to investigate the role of social media in enhancing English vocabulary proficiency among Master 2 students. We kindly ask you to answer the questions as clearly as possible.

Section 1: Background Information

Please tick or write your answers

1. How would you describe your current level of English?

- Beginner
- Intermediate
- Upper-intermediate
- Advanced

2. How confident do you feel while using English vocabulary in academic contexts?

- Not confident
- Slightly confident
- Moderately confident
- Very confident

3. what are the main contexts in which you use English ?(Tick all that apply)

- Academic purposes (assignments, research, presentations)
- Online communication
- Media consumption (videos, podcasts, articles)
- Personalinterest

4.Do you think use of social media increase your interest in learning English?

.....

5.How often do you use social media platforms specifically to learn or practice English vocabulary?

- Never
- Rarely
- Sometimes
- Often
- Veryoften

Section 2: Social Media–Based Practices for English Vocabulary Learning

1.Which social media platforms do you mainly use for English vocabulary learning?

- YouTube
- TikTok
- Instagram
- Facebook

- WhatsApp
- Twitter / X
- Other (please specify):

2. When using social media, which types of vocabulary do you mainly focus on?

- Everyday vocabulary
- Academic vocabulary
- Technical or subject-specific vocabulary
- Idioms and phrasal verbs
- Collocations and fixed expressions

3. What activities do you usually engage in to learn vocabulary on social media?

- Watching short videos explaining word meanings or usage
- Reading posts, captions, or comments in English
- Following accounts or pages dedicated to vocabulary learning
- Saving, noting, or screenshotting new words
- Using new vocabulary in comments, chats, or posts

4. In what context do you usually encounter new English vocabulary on social media?

- Informal daily communication
- Educational or learning content
- Academic or professional content
- A mixture of different contexts

5. When you encounter new words on social media, what do you usually do?

- Infer meaning from context
- Check an online dictionary
- Watch explanatory videos or examples
- Ask others in comments or messages
- Ignore unfamiliar words

6. How often do you re-use vocabulary learned from social media in other contexts (academic writing, speaking, exams)?

- Never
- Rarely
- Sometimes
- Often
- Very often

7. To what extent do you use social media independently to develop your English vocabulary?

- Not at all
- Slightly
- Moderately
- Largely

8. What challenges do you face when using social media for English learning? (Tick all that apply)

- Distractions
- Difficulty finding reliable content
- Time limitations
- Difficulty understanding advanced content
- Lack of interaction or feedback
- Others, please specify.....

Section 3: Learner Perspectives and Pedagogical Implications

Please answer the following questions thoughtfully.

1- What strategies do you personally use to remember and apply new vocabulary learned from social media?

2- What recommendations would you give to students who want to use social media effectively to develop their English vocabulary?

APPENDIX B

Teacher Interview

Dear teachers,

This interview is designed as a partial fulfillment of a master project. It aims to investigate the role of social media in enhancing English vocabulary proficiency among Master 2 students. We kindly ask you to answer the questions as clearly as possible.

Section one : Background Information

1. How long have you been teaching English ?

.....

2. How do you evaluate your students English proficiency level ?

- Beginner
- Intermediate
- Upper-intermediate
- Advanced

3. What is your overall perception of social media in language learning?

.....

4. Do you consider social media as source of distraction or a learning tool?

.....

5. do you think that the students use of social media maybe an effective source for their language proficiency development ?

- Yes
- No

How?

.....

Section 2: (The Role of Social Media in Language Proficiency)

1. which social media platform maybe a source to enhance students proficiency ?

- Instagram
- Tick tock
- Youtube
- Other (please specify):.....-

2. How do students perceive and engage with learning activities conducted via social media?

.....

3. Do learners demonstrate measurable improvement in language proficiency following the use of social media–based learning activities?

- Yes
- No

how?

.....

4. What role does social media–based interaction play to facilitate learners’ engagement with authentic linguistic input?

.....

5. In what ways does social media contribute to the enhancement and expansion of learners’ vocabulary repertoire?

- by providing exposure to new words in authentic contexts.
- reading posts, comments, and articles in the target language.
- informal interactions and online discussions.
- Through limited or occasional language-related content.

6. **do you think that** Social media is more beneficial than traditional methods in language proficiency improvement .

- Strongly agree.
- Agree.
- Neutral.
- Disagree
- Strongly disagree

7. What types of English-language content do students engage with on social media platforms to support their English language learning?

- Educational content (tutorials, lessons, academic videos).
- News and informational content (articles, blog posts).
- Entertainment content (movies, series clips, vlogs, podcasts).
- Interest-based content (hobbies, lifestyle, sports, or fan pages in English).
- Social interaction content (discussion threads, comments, chats).

8. Which interactive media activities do students perceive as most effective for enhancing their English proficiency and vocabulary expansion?

- Engaging in interactive quizzes or vocabulary games and challenges.
- Participating in live English debates, role-plays, or simulations via social platforms.
- Commenting on educational posts or video content in English.
- Participating in virtual discussion groups on platforms like Facebook, WhatsApp...etc.

9. Are there additional social media activities or initiatives that could further support Algerian university students in enhancing their English language proficiency?

.....

Section three: Suggestions and Recommendations

1. What pedagogical strategies do you propose to enhance the effectiveness of social media as a tool for developing English language proficiency among university students?
2. What techniques would you suggest for students to effectively use social media in enhancing their English proficiency?
3. What recommendations would you provide to students?

الملخص

تتناول هذه الدراسة دور وسائل التواصل الاجتماعي في تحسين مهارات اللغة الإنجليزية لدى متعلمي اللغة الإنجليزية كلغة أجنبية، وتحديدًا تنمية المفردات. وتهدف إلى استكشاف كيفية استخدام الطلاب لمنصات مثل يوتيوب وإنستغرام وتيك توك لتحسين لغتهم الإنجليزية. تتمحور القضية الرئيسية لهذه الدراسة حول الاستخدام المتزايد لوسائل التواصل الاجتماعي من قبل الطلاب، الذين لا يدركون قيمتها التعليمية بشكل كامل. فعلى الرغم من أن هذه المنصات توفر بيئة غامرة للغة الإنجليزية، إلا أن العديد من المتعلمين مازالوا يواجهون صعوبات في تطوير مهاراتهم اللغوية. ولإجراء هذا البحث، تم توزيع استبيانات وإجراء مقابلات شبه منظمة على طلاب الماجستير في تدريس اللغة الإنجليزية كلغة أجنبية ومعلمين في جامعة بلحاج بوشعيب. وأظهرت النتائج أن لوسائل التواصل الاجتماعي تأثيرًا إيجابيًا على دافعية الطلاب واكتسابهم للمفردات. كما كشفت الدراسة أن المتعلمين يفضلون مفردات الحياة اليومية على المفردات الأكاديمية.

الكلمات المفتاحية: دور وسائل التواصل الاجتماعي , إجادة اللغة , المفردات.

Le résumer

Cette étude examine le rôle des médias sociaux dans l'amélioration des compétences en anglais des apprenants anglais langue étrangère (ELE), et plus particulièrement le développement du vocabulaire. Elle vise à explorer comment les étudiants utilisent des plateformes telles que youtube, Instagram et tiktok pour perfectionner leur anglais.

La problématique de cette étude réside dans l'utilisation croissante des médias sociaux par les étudiants, qui n'en comprennent pas pleinement la valeur pédagogique. Bien que ces plateformes offrent une immersion authentique en anglais, de nombreux apprenants rencontrent encore des difficultés à développer leurs compétences linguistiques.

Pour mener cette recherche, des questionnaires et des entretiens semi-directifs ont été réalisés auprès des étudiants de Master 2 ELE et les enseignants de l'Université Belhadj Bouchaib. Les résultats ont montré que les médias sociaux ont un impact positif sur la motivation des étudiants et leur apprentissage du vocabulaire d'étude a également révélé que les apprenants privilégient le vocabulaire courant au détriment du vocabulaire académique.

Mots clés

le rôle des médias sociaux, vocabulaire, maîtrise des langues.

Summary

This study investigates the role of social media in enhancing English language proficiency among EFL learners, especially vocabulary development. It aims to explore how students use platform such as youtube, Instagram, and tiktok to improve their English skills.

The problem of the study lies in the increasing use of social media by students without fully understanding its educational value. Although these platforms provide authentic exposure to English, many learners still face difficulties in developing their language proficiency. To conduct this research, questionnaires and semi-structured interviews were used with Master 2EFL students and teachers at Belhadj Bouchaib University. The findings showed that social media positively affects students' motivation and vocabulary learning. The study also revealed that learners mainly focus on everyday vocabulary rather than academic language.

Key words

Role of social media , language proficiency, vocabulary

التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لانجاز بحث علمي
لقرار رقم 1082 المؤرخ في 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية
ومكافحتها

الممضي أسفله،
طالب (ة): بلوادي شهرزاد
لحاميل (ة) لبطاقة التعريف الوطنية رقم: 110031463018410001 الصادرة في
اريخ: 2023.01.35

دائرة: .. عين الكيل.. ولاية عين تموشنت.
والمسجل بكلية الآداب و اللغات و العلوم الاجتماعية
قسم: اللغات

شعبة: لغة انجليزية تخصص: تعليمية و لغات تطبيقية.
والمكلف بإنجاز مذكرة تخرج لنيل شهادة ماستر أكاديمي، الموسومة بعنوان:
The Role of Social Media in Language Proficiency Enhancement
The case study of EFL master 2 at Belhadj Bouchaib university

أصرح بشرفي أن ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقية المهنية والنزاهة
الأكاديمية المطلوبة في انجاز مذكرة الماستر المذكورة أعلاه.

عين تموشنت في: 30/06/2026
امضاء المعني





وزارة التعليم العالي والبحث العلمي
جامعة عين تموشنت بلحاج بوشعيب
كلية الآداب واللغات والعلوم الاجتماعية

التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لانجاز بحث علمي
(القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها)

أنا الممضي أسفله،

الطالب (ة): بن عابد مريم
الحامل (ة) لبطاقة التعريف الوطنية رقم:
في تاريخ: 20/12/2022
دائرة: عين تموشنت

المسجل بكلية الآداب و اللغات و العلوم الاجتماعية
قسم: لغات اجنبية
شعبة: لغة انجليزية

والمكلف بإنجاز مذكرة تخرج لنيل شهادة ماستر أكاديمي، الموسومة بعنوان:
..... تخصص ديداكتيك و علوم تطبيقية

دور مواقع التواصل الاجتماعي في تطوير اجادة اللغة الانجليزية..
THE role of social media in english language proficiency enhancement

أصرح بشرفي أن ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقية المهنية والنزاهة الأكاديمية المطلوبة في انجاز مذكرة الماستر المذكورة أعلاه.

عين تموشنت في: 20/06/2026
امضاء المعني

الترخيص بإيداع مذكرة الماستر

أنا الأستاذة(ة) (المشرف)ة : آسيا بو

زيد

على مذكرة التخرج في الماستر والموسومة بـ : دور مواقع التواصل الاجتماعي
في تطوير إجادة اللغة الانجليزية

The role of social media in English language proficiency enhancement

من انجاز الطالب (بين):

1. بن عابد مريم .

2. بلوادي شهرزاد .

ميدان: الآداب و اللغات الأجنبية

شعبة : اللغة الانجليزية

تخصص: ديداكتيك و علوم تطبيقية

أشهد أن الطالب(بين) (قد قام) ا) برفع كل التحفظات المطلوبة من طرف لجنة
المناقشة. وبإمكانه(ها) إيداع النسخة الالكترونية المصححة على مستوى
المستودع الرقمي لجامعة عين تموشنت.

امضاء المشرف

الاسم واللقب

BOUZID Assia

امضاء رئيس اللجنة

Dr. Amel MEBARKI

الاسم واللقب

Maitre de Conférences "A"

06 JUL 2026

عين تموشنت في:

