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Specialty: Didactics**

**Theme**

**The Impact of Social Media on EFL University Students'  
Learning Performances during COVID-19 pandemic in Algeria.  
The Case of Third Year EFL Student at the University of BBA .**

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## **Declaration**

We hereby solemnly declare that the work we are going to present in this: The impact of social media on EFL university students' learning performances during COVID-19 pandemic in Algeria is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that Complete references have been used to denote and quote from complete references, Mohamed El Bachir El Ibrahimi University in Bordj Bou Arreridj, Algeria that carried out and completed this task.

**Date:** 29/06/2022

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## **Dedication**

First of all, I would give my undeniable Thanks to the most graceful and most Compassionate the Almighty (Allah) and prayers and Peace be his Noble Prophet Muhammad. This dissertation taught me lots of things, patience, hard work, love, friendship; this is the great treasure I will cherish not only in my future academic career but in my whole life.

I would like to take this opportunity to dedicate this work and my immense gratitude to all those people who have given their valuable support and assistance.

I am so proud and honored to dedicate the fruit of my studies to my beloved parents who patiently tolerated all my misgivings with a smile and stood by me in times of despair. Their prayers, moral support, care , unconditional love, and kind words were of great inspiration during my piece of research. Thanks Mum, Dad.

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To my beautiful friends: Nesrine, Ahlam, Bouchra.

To all the people in my life who touch my heart.

## **Dedication**

This thesis is dedicated :

To the sake of ALLAH, my creature and my master who gave me the capacity to complete this work and to reach this level. To my great teacher, Dr. Benraghda Abdelmadjid

I'm so proud and honoured to dedicate the fruits of my studies and efforts to my worthy parents, the light of my life who filled my heart with loyalty and dignity, to all my family members, the symbol of love and giving who supported me in all my endeavors.

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## **Abstract**

The current study attempts to tackle the impacts of social media on Third year EFL students at Bordj Bou Arreridj University during COVID-19 pandemic. It focuses on the way students of third year are exploiting social media to acquire their English language skills, improve their learning performance through using several applications: Facebook, YouTube, WhatsApp, and Twitter. Due to the spread of the pandemic, the learning system has changed which affected the students' performance to master the English language appropriately inside classrooms. Having said that, social media is an essential means that facilitates the learning process to both learners and teachers. Therefore, the aim of this study is to find out if the students were affected negatively or positively on their learning process through the use of social media during the COVID-19 pandemic, and how social media contributes to EFL students. This study has been carried using a quantitative questionnaire administered to 144 EFL third-year students at Mohammad El Bachir El Ibrahimi University to ask them about their perceptions towards the use of social media in promoting their learning performance. In addition, a qualitative interview was conducted with 9 (male, female) students; it was applied to determine the impacts of using social media on third-year EFL university students' learning performances during the COVID-19 pandemic. In our study, third year EFL students used social media applications in a beneficial way, they were impacted positively by the adoption of social media in learning English language. So, students' learning performances were improved. Also, The COVID-19 pandemic affected their English language capacities positively. Using social media in English language learning among EFL university students during COVID-19 pandemic helps them in the acquisition of English Language. Social Media has a positive impact on students' learning performances during the distance learning process. This in turn confirms our hypothesis, and pinpoints the main changes teachers might consider applying to ensure the success of the teaching / learning process.

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## **List of Abbreviations and acronyms**

**Apps** : Applications

**COVID-19**: Coronavirus Disease 2019

**EFL**: English as a Foreign Language

**FLTL**: Foreign Language Teaching and Learning

**ICT**: Information and Communications Technology

**BMD**: Bachelor-Master-Doctorate

**SD**: Standard Deviation

**SM**: Social Media

**SPSS**: Statistical Package for Social Sciences



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# **General**

# **Introduction**

## **General Introduction**

### Introduction

1. Online learning in Algeria during the COVID-19 pandemic
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### Introduction

Social media is one of the internet technologies that is widely used to create and share online information, which has contributed to helping individuals throughout the world to collaborate and participate with one another (Evans, 2014). Nowadays, the invention of social media provided the opportunity for men and women to exchange personal life information through the use of several social networking sites namely, Twitter, Facebook, LinkedIn. (Wang, Chen & Liang, 2011).

Additionally, the wide use of social media sites such as Facebook, Twitter, Telegram, and YouTube has impacted how people live in various ways: communication, information delivery, knowledge exchange, commerce, education, and all aspects of life. Furthermore, with the vast spread of various social networking sites, researchers from different fields have started to direct their attention and shed light on the impact of social media on all aspects, especially the educational one (Muneera, 2022).

The majority of people around the world use social media applications as a vital tool to communicate. They also use them widely in the educational process. In the last few years, starting from the beginning of 2020, a pandemic called Corona Virus (COVID-19) has appeared and spread rapidly, affecting all walks of life. Algeria was one of these countries that announced a global emergency related to this COVID-19 virus. Its educational system faced a new direction in the teaching and learning process, moving from traditional face-to-face methods to a distance learning. Institutions and universities suspended teaching and learning processes due to the pandemic (COVID-19).

The latter induced educational authorities and the ministry of higher education in Algeria to find alternatives and solutions to keep students motivated under the new mood of learning during the pandemic by encouraging them through creating learning environments either outside or inside classrooms, which may lead to keeping the teaching and learning process ongoing (Shammari, 2020). It was necessary to move to the abrupt transition of learning, so they employed E-learning to teach and learn through online platforms by utilizing social media to wrap up the academic year.

Nowadays, E-learning is heavily used in the educational field during the CoronaVirus pandemic (Shammari, 2020). In the same vein, the latter was applied in Algeria during the COVID-19 pandemic.

### **1. Online learning in Algeria during the COVID-19 pandemic**

A few decades ago, the teaching and learning processes in Algeria were based on a direct learning system; involving classroom attendance which required students and pupils to come to universities and schools to attend lectures. After the outbreak of the COVID-19 pandemic, the study pattern in universities changed to distance education, so that it relied primarily on social networking sites, especially Facebook, which was played a crucial part in the teaching and learning process.

Algerian students, particularly at Bordj Bou Arreridj university, were bound to quarantine regulations for their safety (Blizak, Blizak, Bouchnak & Yahiaoui, 2020).

The effect of social media on university students during the COVID-19 epidemic has had both positive and negative impacts. Due to the development of technology, it had had a great impact on the educational field, especially in learning English as a Foreign Language (EFL) at the University of Bordj Bou Arreridj - Algeria. The English language is one of the most useful languages throughout the world; as it is considered and recognized as a global language. Among the users of the English language are the pioneers of social media, they use it on a daily basis to interact between themselves, this also motivated university students to use English as a means of communication among their peers and friends.

Third year undergraduate students of English as a Foreign Language (EFL) major exploit the advances of technology to feed their needs, this can be seen at the university of Bordj Bou Arreridj – Algeria which used social media networks to facilitate the learning process and connection between EFL students and lecturers through using certain applications. In addition, the use of technology in education through “social media networking sites” can help students to develop their capacities and abilities in learning the English language so that they have access to more technological tools outside of university. Social media applications in English language learning classes can help EFL students develop their English language skills (listening, speaking, reading and writing) and language sub-skills such as vocabulary and grammar (Khaloufi & Laabidi, 2017). Third year EFL learners download courses and documents that are shared by the teachers on Facebook and Telegram applications, which may motivate and empower them to be adapt online learning.



### **2. Statement of the problem**

Currently, a high percentage of people use social media to a large extent for personal purposes, and it is increasingly used by students or educational communities due to the spread of COVID-19.

In view of the great importance of social media in learning English as a foreign language, many researchers are interested in the social media effect on English language learning at the university level in order to find out the effect of social media between male and female, and between students from different majors regarding the role of social media sources for English language learning proficiency development at the university level (Khan, 2016).

The use of social media in the teaching and learning process is being debatable, only a small portion of research has been carried out. Therefore, this study examines and assesses the impact of social media in improving Bordj Bou Arreridj third year university students' interest in learning English, be it a positive or negative impact.

### **3. Research questions**

1. What are the students' perceptions towards the use of social media in promoting their learning performances ?
2. What are the impacts of using social media on third-year EFL university students' learning performances during the COVID-19 pandemic ?

### **4. Research Hypothesis**

This study is guided by these hypothesis:

- The use of social media as a learning tool affects positively the learning/teaching process of third year EFL students at the English department – Bordj Bou Arreridj University.

### **5. The aims of the study**

There are two main aims for this study:

- 1- To examine the effects of social media applications on EFL third year learners at the university of Bordj Bou Arreridj.
- 2- To show how social networks will affect the students' learning process in enhancing their English language performances during the COVID-19 pandemic.

### **6. Research Methodology**

This study aims to find the effects of using social media applications on the students' learning performances during the COVID-19 epidemic at Bordj Bou Arreridj University in Algeria. As a result of the abrupt transition of study and the new wave of learning from face-to-face method to distance learning, social media became a central point in the educational system from 2019 to 2022. In this research, we will use 2 data collection tools, namely; primary data (a quantitative questionnaire) with 144 students (male and female) chosen randomly from the total of 250 students to answer the first research question; and secondary data (a qualitative interview) with 9 students (male and female) from a total of 250 third-year EFL students. The questionnaire will be analyzed using the SPSS software, and the interview will be analyzed thematically.

### **7. Structure of the Dissertation**

This study is divided into two main chapters, with a general introduction and a general conclusion. The general introduction will introduce the main elements of this study. Then, the first chapter is the theoretical part of the study, it contains the previous studies that were conducted on the current study, and is divided into two sections. In addition, the second chapter is the practical part of the current study, contains the methodology of the study that is divided into two main sections: the first is about the situation description of the students, and the second one is about the data analysis of the data collected from the instruments used to examine the current study.

### **8. The scope of the study**

This study aims to show the impacts of using social media applications such as Facebook, Telegram and Twitter on third year EFL learners at Bordj Bou Arreridj University during the COVID-19 pandemic. It focuses on how it will affect the students' learning process in enhancing the English language whether negatively or positively, and if learning through the new direction of online learning can help learners to be more motivated to acquire the English language skills or if it makes them less motivated which affects their learning performances.

### **9. Significance of the study**

This study tried to underline the growth of social media sites and their role in facilitating the way people communicate and interact. Many students use social media in their daily lives. This study also sheds light on the impact of social media on EFL university students during the COVID-19 pandemic.

This study can serve as a valuable academic resource for scholars, particularly in Algeria where there is likely no comparable literature. This research will be a reliable academic resource, allowing scholars, instructors, and students to have a better understanding of the effect of social media on EFL university students' academic performance, especially during the COVID-19 pandemic. It will enhance public awareness of the positive and negative effects of social media on students' academic achievements in the Algerian society. It will also encourage students to use social media to develop their knowledge and skills by using it as a communication tool as well as an instructional tool.

### **10. Limitations of the study**

In conducting this research, there are some limitations that cause the results to be less accurate. These limitations are generally related to time, for the limited period given may not be sufficient to examine the impact of social media on EFL Algerian university students during the COVID-19 pandemic. Another limitation is related to inadequate sample size. It may not have

sufficient statistical power to detect meaningful effects and may produce unreliable answers. As a result, we face difficulty in data collection. In addition to students' reluctance to submit their responses to be analyzed, Another limitation to this study is the difficulty in finding a large number of references.

### 11. **Keywords definitions** : EFL, Social media, COVID-19 pandemic

- **EFL**: The term English as a foreign language (EFL) refers to non- speakers studying English in places where English is not the primary language.
- **Social Media**: is a way people communicate and share information about their personal life through a digital tools such as smart phone that can allow users to create content with public, it includes several websites and applications like Facebook, Twitter and Telegram.(Mathew,H. 2020).
- **COVID-19**: it is an abbreviation for CoronaVirus Disease, it appeared in 2019 that affected the Respiratory system of human beings. Therefore, it leads to an emerging Respiratory infection called Sever Acute Respiratory syndrome (Olaimat, Aolymat, Shahbaz & Holley, 2020).

# **CHAPTER 1**

## **Literature Review**

## CHAPTER 1: Literature Review

### Introduction

#### **Section 1: An Overview about the Impact of Social Media on EFL University Students**

- 1.1.1 The concept of “social media”
- 1.1.2 Education and social media
- 1.1.3 Social Media and the Emergence of New Types of Learners
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1.1.11 The impact of social media on EFL students' speaking skills

**Section 02: COVID-19 and the impact of social media on EFL university students.**

1.2.1 COVID-19 Pandemic

1.2.2 The impact of COVID-19 on education.

1.2.3 Distance learning in Algerian universities during the COVID-19 pandemic

1.2.4 The relationship between social media and COVID-19 in education

1.2.5 The Benefits and Difficulties of E-Learning During the COVID-19 Pandemic

1.2.6 The impact of social media on English language learning during the COVID-19 pandemic

Conclusion

**Introduction**

This chapter tries to tackle the previous studies and researches that addressed the Impacts of Social Media on EFL university students during the COVID-19 epidemic. The sections that follow the previous literature are the most approximate studies that are pertinent to the current study.

In these recent years, social networking sites have become a suitable tool to share information, knowledge and news that can help to facilitate the communication between people all over the world. Therefore, social media is highly pervasive in daily use through several important applications (Christine, Julia & Colin, 2016).

The emergence of social media simplified the procedure of communication because people do not require significant internet/ICT knowledge or experience to communicate in a diverse range of forms and themes. This implies that social media allows anyone to connect (Sudha & Kavitha, 2016). People can use social media applications freely and in an easy way since social media and social networks are widely used in everyday life through a variety of applications. As far as social media and social networks are concerned, they are inextricably linked. It does not also require much intellectual effort. All segments of society can communicate regardless of their age or location.

It is useful to refer again to the research conducted by Christine et al. (2016) that shows that the widespread use of the Internet has changed many things in the world and in mankind's lives, which affects the facets of knowledge production and distribution. In fact, these technological advancements had a significant tie that linked social networking sites and education in general and how to use these sites positively in particular.

The educational process under the new technological tools of social media and social networks has transferred the learning process from its limited boundaries and made it free from its traditional spatial (Christine, Julia & Colin, 2016).

Currently, education is breaking down all of the barriers that existed prior to the widespread usage of modern technology, and many people utilize social networking sites almost every day for academic, practical, or social purposes.

In March of 2019, TV shows and social networking sites around the world were discussing the emergence of a deadly virus that spread worldwide resulting in the obstruction of the teaching/learning process.



This also changed the learning and teaching programs from traditional classroom learning to online learning sessions. As a form of distance education, online learning is an educational process that occurs over the Internet. As a result in 2020, distance learning became widely available (Jinyoung, 2020). It is increasingly being implemented as a new method of teaching and learning in Algerian universities. Accordingly, the use of social media in learning and teaching classes in Algeria will have both positive and negative impacts on the students' learning performances.

In this regard, it was reported by Benraghda and Mushtaq (2018) that during the previous several years, the use of social media has exploded. It is not just used by working people, but it is also becoming progressively popular among students and members of the educational community (Raut & Patil, 2016). Besides, Benraghda & Mushtaq (2018) examined the effects of using social media on students' academic performances. The researchers found that the majority of students wanted to use social media in a beneficial way to further their studies. As a result of these findings, social networking sites are extremely popular among students who use these platforms, indicating that the benefits of this method and its widespread use are among the greatest triumphs of this technology and its mirror.

In addition, the positive effects of social media appeared to outweigh the negative effects among students. Educators and learners can use social networking sites as a source of knowledge and communication to make the learning process easier and more effective (Benraghda & Mushtaq, 2018). Due to the obvious benefits of these communication networks, their proper and obligatory use has become prevalent among students and teachers.

Furthermore, students tend to find social media to be a very beneficial tool in their classrooms, as they use it to boost their learning process (Benraghda & Mushtaq, 2018).

Against this backdrop, this chapter has two primary sections: the first is on the effects of using social media on EFL university students, and the second is regarding learning during the COVID-19 pandemic in Algeria and how distance learning affects students' English language acquisition.

### **Section 1: An Overview about the Impact of Social Media on EFL University Students**

Over the years, the progress of technology has spread and taken huge forms, allowing it to be exploited and used in a variety of disciplines and fields such as economics, education,

engineering, and even medicine. The use of communication technology by members of society, whether young, old, males or females, prints massive numbers on social networking sites.

Clearly, the elite of thinking and society, or the educated class, are particularly the students. Several studies have been conducted to investigate the relationship between students and communication social networks; these studies have revealed that social networking sites are the most reliable sources in teaching and learning, where some of them are utilized in communicative networks as a primary approach in teaching and learning. Students, particularly the English-language learners in Algerian institutions, are more likely to utilize these sites, which may result in a variety of variables influencing them both positively and negatively.

### **1.1.1 The concept of “social media”**

Social media platforms are defined as a type of interaction in which a person creates an account that allows him to share information, views, feelings, conversations, and other intellectual, visual, audio, and file content with other people electronically.

Also, social media is a term that refers to a collection of internet-based-services developed on the web 2.0 ideology and technology that enables the production of user-generated material (Kaplan & Haenlein, 2010).

One of the most well-known twenty-first century inventions is social media. Since the technology's inception, the use of social media has grown at an exponential rate. Users can engage, search, and exchange information in a variety of ways to free themselves by accepting and adapting to new technological inventions in their daily life (Payton & Kvasny, 2012).

Social networking is becoming more popular nowadays. Besides, the majority of people, basically the younger generation, use social media to post their status updates, develop networks, and exhibit images (Subramanian, 2014).

**1.1.2 Education and social media****• Social media**

Over the last ten years, there has been an observable increase in access to online technology services and the educational opportunities of social media. These shifts call into question traditional conceptions of education, which involve classroom presence. Nowadays, social media capabilities are affecting the learning and teaching processes in previously unknown ways (Christine, Beth & Joan, 2009). Social media plays an important role in building relationships between students and societies by breaking down the barriers that exist between classrooms and the communities.

Moreover, social media has grown into a large business with hundreds of million users, and among those users are students (Christopher, Chapman & Lahav,2008).

According to Heffner (2016), using social media to deal with academic difficulties might be a beneficial outlet, especially if the students is communicating with another one who is having the same issue. Students can utilize social media to communicate with other students, which is highly valuable because it allows them to discuss classroom issues.

**• Education**

The term « education » is derived from two Latin words: educate, which means mole, and educatum, which means the act of teaching. Furthermore, education can be defined as a deliberate sociological, psychological, scientific, and philosophical process. It promotes the full emergence of individuals as well as the higher development of society in order for individuals to achieve their objectives. The process of education is not an entity of acquiring experiences that lead to developing the individual's personality (Saleh, 2018).

Then, social networking applications are incredibly significant in education. Students have many options to enhance their learning and gain access to the most up-to-date information through interacting with learning groups and other educational systems (Greenhow & Robelia, 2009). Furthermore, students at schools and universities spend a significant amount of time on social media during different times a day, and it can be argued that such technologies play an important role in their daily lives (Manjit., Raisa & Abdalla. 2021). Accordingly, Yu et al. (2010)

noted that students can also exchange information by connecting with other people. It has the ability to improve the learning achievements of students.

Education is influenced by spatial and temporal factors, which have an impact on students' academic progress as well as their compatibility with these circumstances. Therefore, there must be full compatibility between the conditions provided for teachers and the educational system as a whole. Additionally, education has been spatially and geographically constrained where the majority of students and pupils used to go to schools and universities which were housed in permanent locations. Due to the fact that students must go to certain geographical places, they are usually required to live in close proximity to their schools or within the school itself. In this traditional approach, the number of students that a single instructor may teach is limited by the amount of space available (Cristine, Beth & Joan, 2009).

### **1.1.3 Social Media and the Emergence of New Types of Learners**

Most of today's learners can be defined as "Digital Natives" Prensky (2001) noted that digital natives are people who have grown up in a society where cell phones, computers, and all of the other modern world demands are extremely common. According to McCarthy (2010), these learners prefer gaining knowledge quickly and are suitable for processing it quickly. They choose multi-tasking and non-linear access to information. They have limited fortitude for lectures and prefer active learning over passive learning. They also rely extensively on social media for social and professional connections as well as information access.

### **1.1.4 Social media and higher education in Algerian universities**

The presence of social media in the teaching and learning process, such as YouTube, Facebook, Telegram, and Twitter, is exploited by institutions of higher education and scientific research because they carry great importance at the present time. For instance, when these students are active on these sites, they share all of their daily activities, so the applications mentioned play a very effective role in the age of technology. Moreover, various educational institutions adopt these technologies at universities since they enhance their users' constructive thinking.

The Algerian university has implemented social media platforms in the fields of higher education and scientific research, such as the E-learning platform and the Facebook application (official pages of the university), which publish all that is important for the students' sake; such as time tables, the calendar of fundamental and compensatory exams, final exam results, and address the problems of various students.

Students, in particular, use one or more social networking and social media sites for a variety of purposes. For instance, students use these applications as a dependable and basic source of information during their studies, as a result, these electronic devices have become the most popular and widely used in universities among students and teachers. It has become rare for a professor to provide a lesson and explain it without relying on social networking sites, and it has become an integral part of the annual teaching program.

The Algerian University has modernized the higher education sector through reliance on modern and advanced practical strategies that encourage students' demands to use them in a creative way. Therefore, it applies « distance learning » as a new method of teaching/learning and partially abandons the traditional method.

Also, higher education institutions are now reaping the benefits of social media's prominence. Universities that maintain their own social media pages may engage with and keep their students up-to-date. In addition, educators are currently using social media to share knowledge, transfer files, and engage with their learners. Hence, students utilize SM to communicate with their classmates, carry out research, and enrich their knowledge (Wang, Chen & Liang 2012). The beneficial use of social networking sites should be highlighted in Algerian universities.

The use of SM in educational contexts has unquestionably simplified and facilitated communication and knowledge. Most academics have used social media to communicate with their students' subordinators.

In fact, Kamarul et al. (2008) point out that SNS software has been recognized not only as a crucial means of communicating between teachers and learners but also as the forthcoming social learning platform that will help promote higher education institutions' teaching, learning, and administration.

As a result, the teaching and learning processes have become fully dependent on social networking sites, with the traditional method of interactive study in classrooms that relies on direct communication between professor and students being partly abandoned. So, according to

the new strategy, which is based on the usage of social networking sites such as Facebook and Telegram as a basic foundation, it should be used as a tool for communication and to build a positive learning atmosphere, such as academic discussion chat rooms.

Al Rahmi et al. (2018) research on « A model of factors affecting learning performance through the use of social media in Malaysian higher education ». Balakrishnan (2017) conducted research on « Key determinations for Intention to Use Social Media for Learning in Higher Education » revealed that the use of SM has been stated not just to increase channels of communication between students and faculty members, but rather to influence students' academic achievements, student involvements, and to promote instructional practices.

Furthermore, the advantages of a well-managed social media campaign extend beyond student recruiting. It has been demonstrated that SM increases a student's sense of attachment to their school or university. (Wilson & Gore , 2013).

Due to this fact, the use of social networks in Algerian universities is one of the fundamentals of higher education and scientific research and must be expanded in order to increase educational quality.

#### **1.1.4.1 Academic usage of “Social Media”**

Social media is a group of modern applications that allow users to login to their virtual lives by signing up for electronic accounts, allowing individuals to be flexible and interact easily.

Besides, higher education institutions in the twenty-first century face increased social, economic, and technical development that will significantly alter students' educations. Therefore, future research should continue to keep an eye out for emerging technologies to determine whether these tools can be used in the classroom as well as if they are open to receptive learners and if they are able to adopt them (Stacy & Linda, 2015). Even in this context, educators seek technology to moderate and enhance their lectures as well as foster active educational progress. Social media services are becoming more prevalent in higher education settings (Paul & Tess, 2013).

Academic employment, according to Mazman and Usluel (2010), is a key advantage of social media platforms. They consider Facebook, a popular social networking site, as a valuable teaching resource because of its structure and its several benefits, such as linking individuals with mutual interests, sharing data, exchanging ideas, holding group discussions, and communicating.

Mazman and Usluel (2010) noticed that social networking applications are pedagogical tools since they may be used by pupils. According to Walsh et al. (2013), female first-year college students use social media for over 12 hours per day on average.

In addition, according to research conducted by the Internet & Mobile Association of India (2011), more than 75% of internet users in India are school and college students.

Students exploit the positive aspects of social media. They use it to entertain and also to interact with the environment of learning in order to achieve educational and professional goals.

#### **1.1.4.2 Language Learning via Social Media (English)**

Due to the use of social media, language learners can share their learning experiences with their instructors and create a social learning community on social platforms. The teaching process depends on particular learning applications that the university has adopted for the purpose of promoting a positive education process.

Language learners can learn about the numerous changes in the English language by using online services that create an engaging platform (Irfan, 2018). University administrators are eager to teach and promote the English language because it is one of the most useful languages all over the world.

Khan et al. (2016) noted that if a language student is concerned with studying a country's language, then he or she needs to have a complete knowledge of it in order to discover the speaker's background to facilitate the process of English language acquisition. Moreover, the capacity to quickly and thoroughly acquire English language skills is positively available.

Hence, in comparison to traditional classroom practice, EFL students have a variety of options to listen to diverse audio and video programs via various social media sources, which helps them develop their listening skills (Brady et al, 2010).

#### **1.1.4.3 Incorporating Social Media into English Language Instruction**

Benraghda and Mushtaq (2018) see that the Internet is more than just a search engine. People have discovered that the Internet may be used to connect with others for their own needs.

Additionally, the use of social media sites allows EFL university students to interact and communicate with students from different countries, allowing them to improve their speaking capacities and practice their English language skills and sub-skills.

Azizi et al. (2019) revealed that university students and institutional learners are the most active users of social media. Therefore, English as a Foreign Language university students' use of social networking sites allowed them to acquire language skills such as writing, reading, listening, and speaking, where these uses enriched their linguistic vocabulary and enhanced their language abilities.

#### **1.1.4.4 Social Media-Based Language Learning Principles**

According to Irfan Ullah Khan (2018), the three principles that govern language learning through social media are as follows:

- The main idea behind using social media in language learning is that it allows students to engage in vital live and current communication in the target language, with updated information, extensive creation, and social media channels. In terms of language learning, the interesting aspect of social media language acquisition is that it involves interaction rather than the traditional face-to-face techniques of instruction.
- The second principal is that social media language learning created an equivalent balance between learners and instructors, this reveals a significant knowledge exchange in the sense that it is not limited for both teachers and learners to interact and exchange their issues and ideas during the teaching learning process about any topic, The students' learning experiences play a significant influence in the language acquisition process as this style of learning depends on distance learning ( social media) that reflectes a mixed- methods of instructing.
- The most important reason for using social media for language learning is that students learn more through repetition, pronunciation, and speaking skills exercises both inside and outside the classroom. Target language acquisition takes place both within and outside the classroom; that is, learners practice more extra activities concerned with their lessons, and social media gives them the chance to interact freely without barriers; and inside classrooms' walls, the learning and teaching processes involve face-to-face program.



**1.1.4.5 Characteristics of Media-based Language Learning**

2018: According to Khan :

- Through online interactions with professors and other members of the public, students are encouraged to use social media to develop their language learning skills and competences. Learners can get a lot of information from social media to help them improve their reading comprehension and vocabulary.
- The major feature of internet-based social networking services is that all interested parties have access to a significant amount of information. While monitoring other people's comments on Facebook about various subjects, we can compare the perspectives of one person or one group of people to those of another.
- Another important point to note is that social media services encourage EFL learners to participate in a variety of language skills activities.
- Last but not least, on social media, we can debate on a variety of topics that will help us have a better grasp of the learning process and develop an idea about it.
- Finally, we can debate on a variety of topics on social media, which will help us gain a better understanding of the learning process and develop an opinion about it.

**1.1.4.6 Social Media's Impact on the Teaching and Learning Process**

The use of social media has had a significant impact on the way people study. Teachers and students no longer talk face to-face, preferring instead to use an online communication setting to have discord on a variety of topics and exchange ideas. Accordingly, Thompson (2007) stated that 85 percent of students use Facebook in their daily lives, and as a result, they learn informally through this medium.

Pempek (2009) also stated that Facebook is beneficial to both learning and teaching since it allows teachers to provide constructive thinking and instructive ideas in a variety of fields and it allows learners to share their opinions with other friends, colleagues, and teachers in a structured manner.

**1.1.4.7 Social Media Use in EFL Classrooms**

There are a variety of social media platforms; some of these sites are used within the classroom, although they can be used even outside the classroom to aid EFL university students' learning processes.

**1.1.4.7.1. Facebook**

According to Crook et al. (2008), social media sources Web 2.0, such as Facebook, is a social networking site that is considerably different from Web 1.0 because of its capabilities. Facebook is a Web 2.0 social networking service that offers a variety of options to its members, with the primary goal of involving them in numerous aspects.

EFL University students and instructors rely on Facebook to teach the English language. They share their documents and lessons on the Facebook platform to achieve relevant learning results since they practice their English language learning skills. If they chat through video calls or ask the students to write an assignment, they will improve the four skills. (Kabilan et al, 2010).

**1.1.4.7.2. YouTube**

YouTube is a popular social networking platform that plays a vital part in English language acquisition. English language learners can simply access videos from YouTube that have been provided by teachers or other language experts, students can also benefit from their assistance and support (Khan et al, 2016).

Buzzette-More (2014) stated that YouTube offers free access to a large number of educational videos, making it a feasible option for students seeking educational information.

The use of the YouTube application during learning sessions will provide good opportunities for both teachers and learners, because they are dealing with a technology that facilitates the process of obtaining knowledge (Alkhudaydi, 2018).

**1.1.4.7.3. Twitter**

Twitter is also one of the most popular social media platforms, with a significant effect on social media usage. Twitter is a popular social networking and a popular weblog service among social media users, particularly for short messages of less than 140 characters (Tweeter et al, 2011).

This short messaging service appeals to both English-language learners and teachers who want to stay in touch about a variety of topics and ideas in order to improve their writing skills and become more creative (Khan, 2018).

**1.1.5 SM's Role Outside of the Classroom**

Murphy (2009) has found that social media sources are effective for EFL learners since their role is not limited to direct instruction, such as classroom practice, but it is widely used for language learning to learn target language skills and competences in available and leisure time.

From this, we can deduce that the use of social networking sites in education is not confined to the classroom usage; in fact, most professors and lecturers distribute their lessons and study materials via e-mail or one of the applications that have been described before. As a result, the role of social networking sites is not confined to permanent use in departments but also extends beyond the department's walls to serve as a source of learning and knowledge.

In their study, O'Keffe et al. (2011) stated that English learners can use social media to discuss their homework outside the classroom with their classmates and teachers, and if they are having difficulties with their assignment, they can simply seek help from other classmates or even teachers.

**1.1.6 The significance of SM in the EFL department**

In the English language learning process, the utilization of online sources such as social networking applications is essentially a new technique of learning (Baker . 2009).

English language learners benefit from social media sources to a higher level in terms of social engagement and global knowledge. Language learners can assess their progress using a

variety of social media platforms. Many prior studies have found that a networked computer provides the optimum environment for social interaction (Harrison & Thomas, 2009).

Shih and Yang (2008) noted that the main importance of social media is clearly defined as allowing learners to communicate with others through the interchange of knowledge and sharing of information in order to develop personal communication skills through the use of social media applications and technology.

Similarly, in foreign language learning, the use of social networking is considerably more prevalent. Social networking sites are also becoming increasingly popular, causing a sense of « flow » among certain users (Tufekci, 2008 ; Vie, 2007).

### **1.1.7 The Positive and Negative Impacts of Social Media on Language Learning**

During the teaching and learning process, some EFL learners tend to use social networking applications to build relationships with native speakers of English to evaluate and assess their English language capacities. As a result, using Facebook chat groups, subscribing to YouTube channels, and following their instructors on their personal accounts to practice English skills and sub-skills as an educational tool may have a positive or a negative impact on their academic achievements.

#### **1.1.7.1 The Beneficial Effects of Social Media**

Social networking sites create opportunities to meet people who speak different languages from all over the world, where students can take advantage of these networks and use them in their daily lives, especially in school.

Mingle and Adams (2015) stated that some learners have seen an improvement in their reading skills as a result of their engagement on social media. Respondents also used social media to communicate ideas, debate, and exchange examination questions.

The improvement of English language skills such as reading for example, results from the exploitation of YouTube channels related to the teaching and development of the English language. English students use e-books and documents to develop their skills and abilities in writing.

According to Heffner (2016), the use of social networking sites can be a beneficial method for dealing with academic issues, especially if the students are communicating with another student who is experiencing the same issue. Students can also use social media to interact with other students, which can be quite valuable because it allows them to discuss class related issues.

Moreover, Menseh and Nizam (2016) describe how students' academic performance is significantly influenced by social media. They also mentioned how students use social media platforms in an unusual manner. According to the report, universities and colleges in Malaysia should teach their students how to use social media platforms for educational purposes, which will improve their educational outcomes.

Students appeared to find social media to be a very beneficial tool in their lectures, as they used it to boost their learning process (Benraghda & Mushtaq, 2018).

#### **1.1.7.2 The Negative Impact of Social Media**

Mushtaq (2015) found that social media services had a negative impact on students' reading skills, as they were unable to read newspapers, which they usually did. It results in the loss of crucial information.

In the same context, according to a study by Wang, Chen, and Liang (2011), teachers should be concerned about the effects of social networking on students' effectiveness and grades. The ideas presented here can be applied to the use of communication technology not only in the classroom, but also at home, at work, and in a variety of other settings.

Social networking sites are a two-sided scourge that must be exploited in the right field and at the right time, so English students should use them for their benefits, otherwise, it may have negative results such as : waste of time, laziness and inactivity, and lack of good attention in the classroom.

#### **1.1.8 The importance of social media for teachers and learners**

The past few years have seen significant growth in access to internet technology and the educational possibilities of social media. Using various kinds of social media has always been a challenge, and how to bring this media into the classroom or outside the classroom is more than a

challenge. Students and teachers should be able to use their different media through different technologies.

The invention of the internet brought many means that helped in acquiring and disseminating information in a fast and an easy way. Social media is among the technologies that give the opportunity for individuals to benefit from its advantages, especially in academic aspects. Social media's possibilities are now impacting learning and teaching in completely undiscovered ways. Although some studies have found that social media affects teaching and learning in higher education, its use in the field of teaching and learning is still vague and ambiguous. (Manco & Ranieri, 2016).

According to Manco and Ranieri (2016), students and teachers use social media only for personal and professional purposes, but the rate of its use for teaching and learning purposes is low and limited to only a few students.

Lawrence Tomei (2002) said: “ We all know that, nowadays, the teacher is no longer the only source of information. Among other roles, the teacher today is kind of like a conductor of the orchestra, where the musicians’ "students" are different and play (learn) differently”.

Furthermore, both teachers and students pay great attention to social media by using many tools such as Facebook, YouTube, Twitter, blogs, etc. to improve the teaching and learning process. Also, to enhance the teaching and learning process. Social media tools provide activities like texts, videos, and audio materials that are beneficial and encouraging for both teachers and learners. Many current studies indicate a high rate of use of social media applications in the academic field due to their importance in renewing the quality of education and developing learning skills for learners (Redecker, 2007).

A primary reason for adopting social media in the classroom is that it is familiar to almost everyone as well as because it does not cost anything and requires minimal training. Some of them confirmed that universities can increase their use to reap the benefits of social media. (Qualman, 2009; Alexander & Levine, 2008).

Besides, some academic experts believe that social media can be used as an effective teaching tool in higher education because of its ease of use, readiness, availability, affordability, and network effects. In university courses, Facebook has been used to facilitate teacher-student conversation, while wikis and blogs have been used to collaborate on assignments and receive immediate feedback (Alexander & Levine, 2009).

In addition, some classes have also utilized YouTube for students to make and distribute course-related videos (Johnson, Levine & Smith, 2009). Students in other classes have utilized Twitter during classes to debate course subjects, with Tweets shown on a wide screen to stimulate cross-group contact (Hamid et al, 2011). Facebook usage among college students is astounding.

In fact, the use of social media has altered the way people teach and learn. Teachers and learners no longer engage in the conventional face-to-face manner, preferring instead to use an online communication space for discussion and exchange of thoughts. This is why the current style is so popular and their use of technical services is evident in their daily lives.

### **1.1.9 Social media's impact on EFL university students**

The English language is required in all aspects of life: for teaching/learning, information sharing, communication, and refreshment. It is also very important in daily communication. Sharing knowledge through educational technology is crucial only when language applications are appropriately employed. Social media sources are significant in English language learning since they push people, especially students, to learn a given language (Aydin, 2012).

In the EFL context, the use of social media provides some opportunities to develop students' English language skills. It is a fact that English is one of the languages that is mostly used on social media because English is known as an international language that is used all over the world. Students and learners at all levels in the academic settings benefit from social media sources such as Facebook, twitter, LinkedIn, etc. The majority of users have created their own user accounts to facilitate contact and the exchange of ideas with one another.

According to Grosseck (2018) and Munoz (2009), social networking services such as Facebook and Twitter help English learners acquire the language. When a Facebook page is formed for educational purposes, English-language learners can use it to share their learning materials with other Facebook users.

Similarly, a message on Twitter is linked to a class or blog, and so this is how students are assisted and supported in their English language learning journey. Facebook and Twitter play a significant part in English language acquisition, so these tools are helpful for language learning (Thurairaj, 2012).

Aydin (2012) also mentioned the importance of Facebook in English language learning, stating that social media sources such as Facebook and e-learning boost business, art, and education, as well as develop all language skills such as listening, speaking, reading, and writing.

Moreover, Md. Yunus et al. (2013) examined the benefits and drawbacks of social media, claiming that social media sources and online social networking sites improve English language learners' understanding and motivate them to continue learning the language.

(Craig, 2003) and (David, 2008) both found that text messages have a favorable impact on students' literacy. They claimed that when students use social networking sites for text messaging, their writing skills improve to a great extent. On the other hand, they noted the negative impact of social media sources on English language acquisition, stating that English language learners primarily use online social media sources such as Facebook and send short messages. When they use jargon to generate words and abbreviations, their spelling skills become weak. As a result, students made several errors in spelling and grammatical structure.

According to Drouin (2011) EFL students practice English language new words and phrases in order to improve their target language learning abilities and reading skills. Students can practice their English-speaking skills on WhatsApp without being surrounded by peers and without fear of making mistakes. In this regard, Namaziandost and Nasri 2019, conducted a study on EFL students to check the impact of social media on EFL students' speaking skills. They discovered that social media provides a safe environment for students to discuss freely and share their thoughts without fear of embarrassment or lack of self-confidence.

Additionally, based on a study of EFL Algerian learners' writing production and the effect of social media (Ghouali & Benmoussat 2019), it is assumed that long term exposure to social media during development or fossilization can harm their capacity to learn a new language's structure. They also stated that social media has an impact on students; they employ an informal language and made grammatical and spelling mistakes. They discovered that students were glued to social media, particularly Facebook, for long periods of time. They also stated that while writing, students were unable to distinguish between the social media environment and a formal context.



**1.1.10 Four fundamental English language skills**

Brown (2001, p. 232) defines language study as consisting of four skills: listening, writing, speaking, and reading. These skills enable us to use language. Several students fail to use language as a result of not having sufficient knowledge regarding the four language skills.

In language teaching, the four skills are described in terms of their direction. (Bailey, 2003) claims that productive language is the language generated by the learner (speaking and writing); the learner-directed language is referred to (reading and listening) as receptive language.

**1.1.10.1 Speaking skill**

The rise of oral production as an object of study is justified by a shift in FLTL methodologies that prioritized productive skills and communication. Cameron (2001) indicates that speaking is a language-based act of communication; people make utterances to express their feelings, meanings, desires in order to be understood.

According to Bailey (2003), foreign learners believe speaking a new language to be more difficult than learning to read, write, or listen. This is for two reasons, as she explains; speaking, unlike reading and writing, takes place in oral time, normally, the person you are speaking with is waiting for you to say something; secondly, unlike writing, speaking does not allow people to edit and modify what you want to say.

**1.1.10.2. Writing skill**

A skill is a specific ability which helps writers put their thoughts into words in a meaningful form and mentally interact with the message. It is defined as the representation of the language in textual form through the use of a set of signs or symbols.

EFL learners can improve their writing skills by using social media. E-mails for example improve English learners' writing skills since they can practice reading and writing skills as well as send and receive E-mails. Similarly, Garner and Gillingham (2011) highlighted the relevance of using internet-based online E-mail for English learners' competency improvement. When English learners practice their English skills, they try to write clear and concise messages. This practice of sending messages and conversing with classmates helps students improve their writing skills.

**1.1.10.3. Listening skills**

Listening plays an important role in the English language learning process. EFL students must exercise their listening skills in order to enhance their word pronunciation and speaking style like native speakers of the English language. Listening is a decent way of getting relevant information. (Khan, 2016).

The goal of listening is not to accept something at face value. We listen to be inspired. For example, management speeches to employees are tremendously (Warshauer, 2000). However, we practice listening on various occasions, sometimes for enjoyment, but EFL practice listening solely for the aim of improving their communication skills, particularly the accurate pronunciation.

People who are good at communicating have a huge impact on their listening. Learning is an important way to develop communication ability. For example, when English language learners attend meetings and listen to presentations, they improve their English listening skills. It suggests that listening exercise is beneficial for more than just listening abilities, but also to develop language speaking abilities. (Graddol & David, 2016).

**1.1.10.4 Reading skills**

A reading skill is the ability of a language learner to understand a text and may be able to pronounce words and sentences correctly according to native speakers. The ability to read academic texts is considered one of the most important skills that university students learning English as a foreign language need to acquire. It should be noted that, for the most part, reading instruction in EFL university courses tends to focus on text processing and on the readers' understanding of the language of the text.

Students' attention to Internet-based social media sources draws students' attention to the teaching and learning process not only in the classroom but also outside of it. EFL learners can use a variety of social media platforms to practice their English for the purpose of learning and developing language acquisition abilities (Kuang, 2000).

**1.1.11 The impact of social media on EFL students' speaking skills**

Nowadays, technological progress has influenced EFL teaching and learning, and numerous technologies have been added to the English classroom to improve the teaching and learning process and provide a more realistic environment for learners.

The wide spread use of social media among students and even teachers has been shown to be an effective educational tool. Most teachers feel that the primary goal of learning a language is to speak it fluently and accurately, which means that understanding a language does not automatically imply that he/she can speak it fluently and accurately. Nasri and Biria (2017) ; Namaziandost, Nasri & Esfahani, 2019). However, the learner should achieve a high level of competence in all four language skills, including speaking. Many academics feel that effective usage of and integration of social media can remove the barriers that prevent EFL students from mastering the language and speaking skills

In recent years, an increasing number of educational institutions have established a presence on social media platforms such as blogs, Twitter, and YouTube in order to build effective approaches for the establishment of collaborative and interactive online learning systems. Students' self-reliance in learning through inquiry and sharing, and more crucially, their speaking talents through the use of social media sites, goes far beyond their conventional function of communication and amusement.

Students would enthusiastically welcome the use of social media as a technique to develop their listening and speaking skills since it aligns with their interests (Gibbins & Greenhow, 2016; Hashemufardnia, Namaziandost & Sepehri, 2018).

Teachers, on their part, should make use of social media tools as accurately as possible because they impose themselves as a necessity for EFL students. Therefore, it is no more a privilege but rather an urgently needed tool to improve the students' communication and speaking abilities.

**Section 02: COVID-19 and the impact of social media on EFL university students.****1.2.1 COVID-19 Pandemic**

In early 2020, the COVID-19 outbreak spread to practically all countries. The COVID-19 Pandemic had a significant impact on almost every aspect of society's quality of life. National governments responded in several ways by taking policy decisions and preventive measures to limit the spread of the epidemic.

During this period, countries implemented strict measures such as school and university closures, working from home, isolation for areas with high numbers of cases, and most significantly, lockdown to slow the spread of the virus.

The COVID-19 pandemic has had a disproportionately harmful impact on students from low-income families (Aucejo et al., 2020). Reduced family money, limited access to digital tools, and expensive internet connectivity costs have all affected students' academic lives. Furthermore, 1,5 billion students all over the world are currently deprived of education (Lee, 2020), resulting in significant psychological effects on their health.

### **1.2.2 The impact of COVID-19 on education.**

The emergence of coronavirus disease (COVID-19) has led the world to an unfamiliar public health crisis. Emergency protocols were implemented in many countries to control the spread of the virus. With the closure of educational institutions, the demand for a quick shift from physical to digital learning has arisen (Kopasia et al.,2020). Online learning has been identified as a viable alternative to traditional education (Adnan & Anwar, 2020). However, according to meta-analysis on e-learning (Cook, 2009), claims that online learning is better than nothing and comparable to traditional learning. To improve the e-learning experience, educational institutions must follow government guidelines and recommendations while also encouraging students to continue their learning remotely (Aucejo et al.,2020). Students of all ages have been affected by this rapid evolution on such a large scale (Hasan & Bao, 2020). The closure of schools, universities and other establishments as a result of this pandemic has impacted the lives of more than 60% of the students' population internationally. According to the UN Educational, Scientific and Cultural Organization (UNESCO), the number of students affected by school and university closures in 138 countries has nearly quadrupled to 1,37 billion. The COVID-19 pandemic is disproportionately harmful and has an impact on students from low-income families (Aucejo et al.,2020). Reduced family money, limited access to digital tools, and expensive internet connectivity costs have all affected students' academic lives. Furthermore, 1,5 billion students all

over the world are currently deprived from education (Lee, 2020), resulting in significant psychological effects on their health.

### **1.2.3 Distance learning in Algerian universities during the COVID-19 pandemic**

COVID-19 A pandemic has led to fundamental change in many areas of life in countries around the world. The pandemic has had an influence on higher education, as most countries' quarantines led to the immediate suspension of colleges and schools, as well as the transition to remote delivery of all educational tasks (Sangster et al., 2020).

Distance Learning is defined as a type of education in which teachers and students are physically separated during instruction, and various technologies are used to enable student-teacher and student-student communication (Simon & Berg,2016).

In Algeria, as in most countries in the world, COVID-19 has altered the higher education system. In response to the measures taken by the Algerian president, the ministry of higher education resolved to adopt online education as the ministry of higher education approved an educational plan for Algerian universities that includes details of carrying on distance courses and competing studies.

As a result of the aforementioned ministerial instruction, Algerian university institutions have set up MOODLE electronic systems to start distance learning and link teachers and students online. In a time of crisis, taking parallel measures that ensure the bare minimum in terms of working and studying is critical.

Also, it must be emphasised that the importance of e-learning would make students and teachers carry out their tasks virtually because of the close cooperation of all educational and university institutions.

According to the studies, researchers' attitudes toward distance learning differ. Some of them state that distance learning during COVID-19 has positive effects on education while others state that it has negative effects.

### **1.2.4 The relationship between social media and COVID-19 in education**

One of the main missions of faculty members is to develop their educational capacities besides conducting research and teaching. So, during the COVID-19 Pandemic, this topic earned a huge amount of attention.

The rise of social media, in addition to facilitating international academic platforms, has boosted academic performance among university faculty members. Indeed, the 21st century is the era of intelligence, with ICT reshaping educational instruction around the world (Rahim, 2019).

The outbreak of COVID-19 impelled the world to implement online teaching using social media as an essential tool in the learning process. Due to the pandemic, more than 1,2 billion learners in several countries were affected by school and university closures. This opened the door to more digital learning.

Throughout the COVID-19 epidemic, several studies have looked at social media discourses to better understand teachers and students' online education experiences (Greenhow et al., 2021). In higher education, social networking can be used for content development, sharing, participation, and collective socialization (Hamid et al., 2009).

Social media can be enabled to provide instructional materials, educational data, updates, and promote contact and collaboration. Similarly, numerous scholars have claimed that social media can help teachers and students communicate, support students, boost self-confidence, and build strong collaboration and community (Sobaih et al., 2016).

According to Blackhow et al. (2019), universities are in fact making a concerted effort to use social media. A good distance education plan can make remote learning appear less scary. Some universities set up such channels to encourage students to view videos; to foster collaborative efforts between students and teachers to improve the learning process; and to allow students to submit real-time feedback (Torres-Ramirez et al., 2014).

The use of social media in education during COVID-19 enhances communication between students and teachers and helps the students to focus on their education. Thus, emerging modern technology has provided an equal educational opportunity for everyone and every place with the ability to present courses continually and more diversely.

### **1.2.5 The Benefits and Difficulties of E-Learning During the COVID-19 Pandemic**

The outbreak of COVID-19 has caused a sudden suspension of schools, colleges, universities and other government institutions. Amid these hard times, teachers have been

utilizing e-learning platforms to impart education to students. It has become an integral aspect of modern education, with ICT playing a significant role in the current teaching/learning process (Anderson, 2005).

Educators can distribute study materials and lectures in the form of PPT, PDF, or Word documents to as many students as possible during the lockdown by uploading them to their particular university webpages.

The advancement of technology has provided a favorable domain for teaching and learning processes, allowing teachers to change their pedagogical approaches and improve teaching and learning techniques (Thamarana, 2016). Traditional teaching and learning methods have experienced profound changes as a result of e-learning. The ongoing COVID-19 has resulted in an increase in the number of students using the learning platforms and apps.

#### • **The Benefits of E-Learning**

E-learning fulfils the needs of today's learners at their own convenience and requirements. Thus, it has proven to be fruitful for various reasons; It can be accessed at any time by paying memberships to various platforms or logging in to access the courses at the learner's leisure (Colchester et al., 2017).

It can share and provide teaching and learning resources in a variety of formats such as presentations, audios, videos, pdfs, email, and so on.

In the e-learning process, webinars and direct communication with teachers via various chat forums or texting are also options. It is frequently regarded as the best method for self-study because it provides learners with a wide choice of materials that cover practically all themes and concerns (Bajaj & Sharma, 2018).

#### • **E-learning's Difficulties**

As a result of the pandemic issue, there has been a massive, disruptive movement from the present educational system to an online education system. To create appropriate study materials for an online course, you will need to prepare a lesson plan.

Teachers and students are both encountering difficulties as a result of their lack of a healthy learning attitude. During self-isolation, they faced a lack of acceptable learning resources,

increased classroom engagement, an inability to self-discipline, and an insufficient learning environment in some of their houses (Brazendale et al., 2017).

### **1.2.6 The impact of social media on English language learning during the COVID-19 pandemic**

The COVID-19 pandemic led to shocking unpredicted experiences for Algerian university students. Preventive precaution-taking during the epidemic has a significant impact on the social and educational lives of students (Alghamdi, 2021).

Because of the recent shift in favor of distance learning as a result of the COVID-19, it may be important to study the impact of social media on the context of foreign language learning because they are being used a lot these days (Pikhart & Botezat, 2021).

Social media platforms are everywhere, and the amount of research on their usage in foreign language learning has expanded.

According to Baldwin (2012), social media may be both a friend and foe when it comes to natural language processing. He blames social media for spelling errors, free-form adoption of new terminology, and regular violations of English grammar conventions. In addition, he touts the benefits of “lexical normalization” in the same linguistic context. In this regard, Thurairaj et al. (2015) examined whether social media networks aided or hindered academic English, as well as if frequent online code-switching and irregular spelling affected the language learning process of non-native speakers.

Due to their increased knowledge of the differences between their online informal meta language and their English language competency, their findings demonstrated that the discourse employed in social media had no affect on the learner’s English language proficiency as well as their academic language. Furthermore, streamlined online interaction assists speakers in producing meaningful exchanges while also allowing them to use the target language effectively (Mutum & Wang, 2010).

Another advantage of social media is the reduction of communication anxiety. Reduced anxiety in online contexts is combined with increased motivation and self-confidence, which allows them to produce language in a natural and inventive manner (Aljahramiet al.,2019).



A large number of studies have demonstrated that using social media improves learners' grammatical complexity and vocabulary acquisition and learning when it comes to certain language abilities (Aljahrami et al., 2019).

According to Attila (2017), the usage of logograms, abbreviations, acronyms, and paralinguistic elements (e.g., B4 = before) has made writing easier, faster, and more emancipated from traditional writing limits.

Despite the positive effects of social media on English language learning, many researchers are more concerned with the harmful effects of these networking sites. According to (Lin et al, 2016), language use on the internet is typically critiqued as being less proper and coherent than traditional kinds of language use, and as having disrupted adjacency.

In short, the previous studies that are discussed above in this chapter focused on presenting the relationship between education and social media applications. They also discussed the effects of social media on the learning process and how these applications were exploited to fulfil the students' needs. Furthermore, researchers have discovered numerous results that demonstrate the benefits of incorporating social media into the teaching and learning process. Students were curious about using social media in promoting learning. The results also revealed the effects on the students' educational progress, especially during the new system of distance learning caused by the COVID-19 pandemic that appeared in 2020. Students in general, and EFL learners in particular, were affected by this international crisis in enhancing their learning performance. As a result, researchers focused on using social media among university students to acquire the English language, but they concentrate on the side of the negative effects of adopting these social networking sites. They did not cover the impact of using social media on EFL university students during the COVID-19 pandemic in Algeria.

**Conclusion :**

Through these studies and the opinions of some researchers about the impact of social networking sites on the academic side during COVID-19 spread, especially in Algeria, it was found that social media networking sites had a positive and a negative impact on education and the teaching-learning process in higher education, especially on EFL university students.

# **CHAPTER 2**

## **Research Design and Procedure**

## **Chapter 02: Research Design and Procedure**

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Conclusion

## **Introduction**

This chapter is designed for the sake of examining the impact of using social media in EFL university classes during the COVID-19 pandemic in Algeria and the students' perceptions towards this media application in enhancing the English language capacities. Choosing the suitable methodology and research tools for a certain research project aids in the development of the study. There are two basic instruments used: a questionnaire and an interview. Both are intended for students who want to create a valid examination. As a result, the purpose of these instruments is to determine whether the usage of social media in EFL classes during the COVID-19 epidemic has beneficial or detrimental consequences on the students' learning process.

### **Section 01: Situation Description**

#### **2.1.1 ELT at Bordj Bou Arreridj University in Algeria**

Bordj Bou Arreridj is one of Algeria's most well-known universities. This university's first department of foreign languages was established 25 years ago, and it was initially comprised of the French major. However, in 2015, the English language major was added. This department now uses the LMD system, which stands for license, master, and doctorate.

Many Algerian academics have looked into the adoption of the bachelor, master, and doctorate (LMD) systems in Algerian universities in terms of evaluation and assessment (Hanan, S et al. 2012).

First, General Bachelor's (License General) Students receive a General Bachelor's Degree after completing three years of study, paving the way for them to advance to the next level: The Master's Degree is a postgraduate qualification.

1. Second, Master's Degree after two years of study (M1, M2).
2. Last, a Doctorate Degree is awarded after finishing the three years of study.

#### **2.1.2 Population and Sampling**

Third year EFL students at the department of English during the academic year 2021-2022 at Mohamed El Bachir El Ibrahimi University - Bordj Bou Arreridj were selected. The following is a list of their profiles:

#### **2.1.2.1 Students' Profile of the Questionnaire**

A total of 144 students were chosen and requested to participate in the survey. They were chosen from a population of 230 students, from the English department. The students' ages were chosen randomly and range from 18 to 34 years old based on Krejcie & Morgan, 1970 (see appendice 2)

#### **2.1.2.2 Students' Profile of the Interview**

A total of 9 EFL students (4 males and 5 females) were involved as volunteers in the interview.

#### **2.1.3 Research Tools**

The following instruments were used to carry out this research: a questionnaire for students as well as an interview. The following section will go into considerable detail about the research tools that were employed.

##### **2.1.3.1 Questionnaire**

In any research study, questionnaires are the most essential tools. A questionnaire was utilized to gather various thoughts and ideas on the subject from students at the English Department on the students' perceptions towards the use of social media in promoting their learning performances. They were written in simple English and delivered to 144 students.

###### **2.1.3.1.1 Students' Questionnaire**

Students' questionnaire contains eighteen items; students should respond to each item by checking the most relevant column in the table based on a five-point scale ( Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree), see appendix 1. The items 1, 2, 3 are intended to know the students' perceptions towards using social media tools in learning, and to see if social media applications provide the participants with reliable means of learning, also to know if students prefer to use Facebook application to participate in study groups. Respectively, items 4, 5, 6 are made to know that through social networking applications, participants can freely create and participate in group discussion, and to know if in the usage of social media, participants can share their experience, knowledge and English language skills with others and can learn and practice by themselves. In the same vein, items 7, 8 are implemented to know if the students prefer to follow English language teachers through You Tube application channels to improve their English language abilities, and to know how does the use of social networking applications as a main platform of e-learning can personalize the students' learning. In addition, items 9 are devoted to know if the students can post and evaluate content freely in social networking applications so they can get what information they want through the use of social media. Item 10 aims to know if social media provides the students with suitable learning environment. Then, item 11 intended to know if the students prefer to work with online groups through using social media applications rather than classroom groups. Also, items 12, 13 ,14 are devoted to ask if Social media can improve the participants English communication skill, and to know if Social networking tools increase students' creativity and interactivity, and to know if the use of social media platforms to promote self-regulation in learning. The items 15, 16, 17 are concerned to know if Social media platforms support the students' interactive abilities, and if Social media platforms related to language learning are helpful in learning English language, also to know if everyday use of social media can develop students' English language skills. Finally, item 18 is concerned to know if social media helps learners to learn more effectively.

### **2.1.3.2 Interview**

An interview is a set of questions about a specific topic that deal with a number of people, whether they are students, employees, or teachers. Generally, it consists of open-ended questions. The purpose of involving EFL third-year students in the current study is to tackle the impact of using social media services on their learning performances during the COVID-19 pandemic.

**2.1.3.2.1 Semi – Structured Interview**

Semi-structured interviews are a blend of structured and unstructured types of interviews. Unlike in an unstructured interview, the interviewer has an idea of what questions they will ask. Unlike in a structured interview, the phrasing and order of the questions is not set.

Individual semi-structured interviews were conducted with 9 (4 males and 5 females) EFL students. The interview protocol consists of nine open-ended items.

The questions were as follows:

- 1- Nowadays, the learning system has changed to a new direction from attendance learning to distance learning due to the pandemic of COVID-19. How does a social medium affect your learning performances?
- 2- How does social media affect your English language acquisition?
- 3- Does the use of social media help you to develop your English-speaking skill? If yes, how?
- 4- Does the use of social media in online learning motivate you in enhancing the English language capacities during COVID-19 pandemic? If yes, how?
- 5- From your perspective, what are the challenges that you faced in online learning?
- 6- What are the positive impacts of using online learning?
- 7- What are the negative impacts of using online learning?
- 8- During the pandemic of COVID-19, how do you benefit from social media applications in distance learning?

**Section 02: Data Analysis****Introduction**

This section focuses on the data gathered from the questionnaires and the interview of third-year EFL students. The purpose of this analysis is to determine the effects of using social media on EFL university students during the COVID-19 epidemic.

**2.2.1 Data Analysis**

The researchers used a combination of quantitative and qualitative methods to collect data for the current study. The results of an investigation can be studied quantitatively, such as when researchers look at the frequency of each item in a multiple-choice question, or qualitatively,

such as when some facts cannot be quantified and hence do not yield any numerical information or statistics.

### **2.2.2 The students' perceptions towards the use of social media in promoting their learning performances.**

This study applied a qualitative method that is a questionnaire, it was analyzed through descriptive statistics using statistical package for social sciences (SPSS), Means, standard deviations and percentages were employed to measure students' perceptions towards the impact of social media in promoting their learning performances. The questionnaire has 18 items, each item, for instance consists of 05 Likert scale points, which are: strongly agree, agree, neutral, strongly disagree, and disagree.

The results of the questionnaire are collected in a table (01), that revealed the variable score of the highest mean of the items ( $M=2.79$ ) and the lowest standard deviation ( $SD=1,057$ ).

Students were asked about the impact of social media on their learning performances. Table 01 shows the mean and standard deviation for each questionnaire item. The results show that items with highest statistical analysis of mean score are item 11( I prefer to work with online groups through using social media applications rather than classroom groups), with a mean score of ( $M=2,97$ ;  $SD=1,38$ ). Item 7 ( by using social media networking applications as a main platform of e-learning, I will be able to personalize my own learning), with a mean score of ( $M=2,73$ ;  $SD=1,05$ ). item 15 ( social media platforms support my interactive abilities), with a mean score of ( $M=2,61$ ;  $SD=1,11$ ) .these results illustrate that students use social media beneficially to get an effective learning. By contrast, items with lowest mean score are : item 01 (I enjoy my time while learning using social media tools), with a mean score of ( $M=2,34$ ;  $SD=1,28$ ), while, item 06 ( I prefer to follow English language teachers through you tube application to improve my English language) obtained lowest mean score ( $M=2,25$ ;  $SD=1,22$ ). These findings imply the usefulness of social media in the students' learning.

Third year English students ' perceptions towards the use of social media in promoting their learning performances are not the same, some of them believe that social media helps them in improving their learning, others deny this. The results are depicted based on the percentage as the table of each item shows.



According to the results of each item, we can see that the highest percentage was on the scale of strongly agree and agree, by contrast, the lowest percentage was on the scale of strongly disagree and disagree. On the first item, 38,2% among students are strongly agreeing that they enjoy their time while learning using social media tools, and 24,3% of them agree on the item, in addition to 16% of the participants are neutral towards it, However, 13,9% of the students are strongly disagree with the item, and 7,6% of them are disagree. Also in the last item, the statistics clarify that a high percentage of students use social media because it helps them to learn more effective, in which 26,4% among students are strongly agree that social media helps them to learn more effective, 27,1% are agree with the item, and 23,6% of the participants are neutral. Moreover, 8,3 % disagree and 14,6% of the students strongly disagree with the item.

### 2.2.2.1. Students' Questionnaire

Items	Percent					M	SD
	SA	A	N	D	SD		
1. I enjoy my time while learning using social media tools	38.2	24.3	16.0	7.6	13.9	2,34	1,41
2. Social media applications provide to me reliable means for learning	19.4	38.2	29.2	7.6	5.6	2,41	1,06
3. I prefer to use Facebook application to participate in study groups	24.3	35.4	18.8	11.8	9.7	2,47	1,25
4. Through social networking applications, I can freely creat and participate in group discussion	22.9	34.0	27.8	9.7	5.6	2,40	1,11
5. With social media, I can share my experience, knowledge and English language skills with others and i can learn and practice by myself	31.9	27.1	19.4	13.2	8.3	2,38	1,28
6. I prefer to follow English language teachers through You Tube application to improve my English language abilities.	33.3	32.6	17.4	9.0	7.6	2,25	1,22

7. By using social networking applications as a main platform of e-learning, I will be able to personalize my own learning	11.1	31.9	36.1	13.9	6.9	2,73	1,05
8. I can post and evaluate content freely in social networking applications	18.1	38.2	25.0	11.8	6.9	2,51	1,12
9. Through social media learning environment, I can get what information i want	27.1	23.6	27.8	9.0	12.5	2,56	1,31
10. Social Media provides to me suitable learning environment	29.9	34.0	16.0	9.7	10.4	2,36	1,28
11. I prefer to work with online group through using social media applications rather than classroom groups	29.9	34.0	16.0	9.7	10.4	2,79	1,38
12. Social media improves my English communication skill	21.5	27.1	16.7	19.4	15.3	2,47	1,16
13. Social networking tools increase my creativity and interactivity	19.4	34.7	28.5	10.4	6.9	2,50	1,12
14. I use social media platforms to promote self-regulation in learning	15.3	36.8	29.2	9.7	9.0	2,60	1,13
15. Social media platforms support my interactive abilities	16.0	34.0	29.2	14.6	6.3	2,61	1,11
16. Social media platforms related to language learning are helpful for learning my English language	18.8	32.6	28.5	13.2	6.9	2,56	1,14
17. I use social media everyday to develop my English language skills	19.4	35.4	24.3	13.2	7.6	2,54	1,16
18. I think that social media helps me to learn more effective	26.4	27.1	23.6	8.3	14.6	2,57	1,35
						<b>2.50</b>	

**Table 1:** Means (M) and standard deviations (SD) of students' perceptions towards the use of social media in promoting their learning performances

### Gender of respondents:

Table 02 shows the gender of participants, from 144 participants who took part in the study. The majority of the students (100) were female, while (44) of them were male. It shows the superiority of female students in the third-year English classes.

Gender					
		Frequence	Percentage	Percentage valid	Percentage cumulative
Valide	MALE	44	30,6	30,6	30,6
	FEMALE	100	69,4	69,4	100,0
	Total	144	100,0	100,0	

**Table 02** : students' Gender

### Ages of respondents:

Table 03 shows that the majority (48) of the students (33,3%) are 21 years, and 30,6% of them are 20 years, a small group of students (4,2) comprised of those in the age groups of 19 – 24 years, the smallest group of respondents 7% are 32- 34 years.

		Frequence	Percentage
Valid	18	1	7
	19	6	4,2
	20	44	30,6
	21	48	33,3
	22	23	16,0
	23	10	6,9
	24	6	4,2
	25	2	1,4
	26	2	1,4
	32	1	7
	34	1	7
	Total	144	100,0

**Table 03** : students' Age

According to the statistical analysis results shown in the tables above concerning the first research question “what are the students’ perceptions towards the use of social media in promoting their learning performances ? ” it is concluded that the majority of third year EFL students at Bordj Bou Arreridj university have positive attitudes towards the use of social media tools in improving their English language learning as shown in the item 11 with a mean score of (M=2,79; SD=1,38).. Many students claimed that social media platforms support their interactive

abilities (item 15) with a mean score of ( $M=2,61$ ;  $SD=1,11$ ) and it makes the learning enjoyable ( item 1) with a mean score of ( $M=2,34$  ;  $SD=1,41$ ). Social media platforms helped EFL students to improve their English language (item 16) with a mean score of ( $M = 2,56$  ;  $SD = 1,44$ ) , and it develops their English language skills (item 17) with a mean score of ( $M=2,54$ ;  $SD= 1,16$ ). These results are analyzed not only with means and standard deviations, but also with percentages, in which 32,6% of the students agree that social media platforms related to language learning are helpful for learning their English language, on the other hand, 6,9% of them strongly disagree with this item. Besides, 35,4% of the participants agree that the use of social media develops their English language skills, but only 13,2% agree with this .

The purpose of this study was to assess the positive and negative effects of social media on students' academic performance. According to the findings of the descriptive analysis, the majority of students believe that social media are highly valuable tools in their learning process. For this reason they would prefer to use social media and spend many hours checking social media sites such as facebook, youtube, etc. as a result, they may be able to boost their related activities. Most of the respondents described social media as instructional instruments, so it is projected to have a positive impact on students' academic achievements. After analyzing these statistics, and concerning the opinions of the students about the effects of social media on English language learning, it is concluded that the majority of EFL students use social media such as facebook, Telegram, YouTube, etc. to enhance their learning performances. These results are consistent with the finding of earlier research conducted by Balbay and Kili,(2017) which indicated that the use of social media enabled students to practice English language, also it is known that learning using social media can improve students' knowledge especially in learning English. In addition to this, students use social media to exchange ideas, get more information, and connect with learning groups that make the learning convenient as Habibi et al (2018) found in his study that social media can help the students in learning English for communication, discussion, interaction and doing or submitting the assignment. Furthermore, findings demonstrated that using social media helps students to develop and improve their English language skills, especially speaking skill. Similarly, another study conducted by Boholano,(2017) and Camus,(2016) revealed that social media have been argued to promote the practice of language skills, improve students vocabulary, grammar, pronunciation, and spelling as well as promote motivation and creativity. High number of students prefers to participate in groups created by both teachers and students for discussion and learning in order to develop students

English language skills. AS Gamel Mahmoud,(2016) found in his study that students' writing is improved by using social media to create a discussion groups between teachers and students, after which he posts various subjects for debate. At the same time he corrects many errors made by his students allowing them to enhance their grammar, sentence structure, content, and writing organization. This study also discovered that social media has a less detrimental impact on students' academic performance when compared to its positive benefits, as the majority of respondents described social media as a useful and beneficial learning tools. However, the findings of this study on students' favorable use of social media may be noteworthy and distinctive. Because the general population has a bad perception of social media, they feel that students are becoming increasingly interested in the internet and social media. For example, facebook is ineffective and has detrimental impact on their academic achievements, the current study found that social media does not have a negative impact on students' academic performance, rather, it provides them with information, knowledge, and news to their palm of hands. Similarly, Heffner and Tura,(2016) stated that social media may be quite effective when it comes to academic concerns, such as class discussion boards and a facebook page for school programs. On the other hand, Wang, Chen and Liang,(2011) discovered the opposite, they claimed that social media has a negative impact on the academic achievements of students.

### **2.2.3 The impacts of using social media on third-year EFL university students' learning performances during the COVID-19 pandemic.**

The goal of selecting EFL students in this study is to see how using social media influences their English language learning abilities.

Each individual interview lasted around 25 minutes, was captured on a smartphone audio recorder, and was manually transcribed. The participants in the semi-structured interview were coded as shown in Table 1 to provide a systematic description of the data and an analysis of the interview data. Whereas MEFLS 4 denotes male English as a foreign language student whose interview code is 4, whereas FEFLS 5 denotes a FEFLS whose interview number is 5. Thematically, the interview replies were categorized and analyzed.

Interviewees	Interviewees' number	Code
Male English as a foreign language student	4	MEFLS
Female English as a foreign language student	5	FEFLS

**Table 04:** The illustrations of the participants' coding

### 2.2.3.1 Results

findings suggest that the usage of social media in enhancing students' English language learning performances during the COVID-19 epidemic may be categorized into four main themes : (1) Positive impact of using SM in English language learning, (2) Negative impact of using SM in English language learning, (3) Positive impact of COVID-19 on online learning and (4) Negative impact of COVID-19 on online learning, as shown in Table 04.

No.	Themes
1	Positive Impact of using SM in ELL during COVID-19
2	Promoting learning
3	Increasing student engagement in using different Apps
4	English Language acquisition through Social Media

**Table 05:** Themes emerged from interviews

#### 1) Positive impact of using social media in ELL during COVID-19

The theme Positive impact of using SM in ELL concerned with how this media affects their learning process. Based on the data collected, most of the students stated that SM has affected their learning performances positively and helped them to improve their learning as it is a new method of teaching and learning. A MEFLS responded « Personally, using social media helped me improve my learning performance because I began to rely on myself in conducting my own research on any given topic rather than waiting for the teacher to provide me with

information » (MEFLS/1). Apparently, the use of social media in the learning process aids EFL students to promote the English language capacities.

Moreover, other EFL students also demonstrated positive influence towards the usage of social media in the learning process in which it helped them to acquire the English language in terms of its positive effects. For example, MEFLS1, MEFLS2, MEFLS3, MEFLS4, FEFLS1, FEFLS2 and FEFLS2 claimed that social media has « positive impact, helped me to gain information, time consuming and useful tool » to relay on it in the learning process, in this context, some of the excerpts are illustrated below :

MEFLS2 : *“It affects my learning performance when I use the internet to submit the assignments to the instructors via e-mail. In my opinion, it has a positive impact on the learning process and it is time-consuming”.*

MEFLS3 : *“It affects my learning performance positively since it is a new method in the learning and teaching process”.*

MEFLS4 : *“ Personally, social media applications helped me to gain information, prepare my lessons and do my assignments and gave me the chance to share my ideas and information with teachers and classmates such as ' Facebook' application that facilitate to me the communication process and other educational platforms such as : Zoom and Google meet were used by instructors to explain the lessons well through the use of images, sounds and this made me feel like I was inside the classroom and understood the lessons well”.*

FEFLS1 : *Social media affects my learning performance in a positive way.*

FEFLS2 : *I think that SM has affected my learning performance positively and it is a useful tool to deliver learning.*

Additionally, the use of social media in EFL classes helped the students to enhance the language skills. One of the excerpts opinions illustrated as below :

FEFLS3 : *According to my personal experience, social media helped me in one way or another to improve my educational performances and develop my English language skills.*

As previously stated, EFL students in this study were enthusiastic about using social media in their learning. Clearly, the majority of students believed that SM helped them in

improving their English language learning skills. Besides, students showed an interesting influence by SM in English language acquisition that helps them to develop their English language speaking skill. Some of their opinions are as illustrated in the excerpts below :

*MEFLS1 :Social media, in general and Facebook in particular, is really helpful in learning English by watching online videos and following Facebook learning groups.*

*MEFLS2 : When someone tries to communicate with others on social media, he will acquire the language through maintaining the use of the English language, even when chatting; it is a great and effective way to acquire the English language and gain more words and vocabulary.*

*MEFLS3 : Social media affects my English language acquisition positively due to the wide use of essential applications of SM such as Facebook pages and YouTube channels.*

*MEFLS4 : I used apps such as Facebook and WhatsApp to communicate with foreign friends and developed my English language skills using text messaging and video games.*

*FEFLS1 : Social media affected my English language acquisition positively because I used important applications to exploit the advantages of social media.*

*FEFLS2: By using SM, I see that my English language acquisition has improved.*

*FEFLS3 : Since social media has become part of our daily routine, many EFL learners have improved their educational level due to exposure to the English language all the time. So, the process of acquiring the language has become an easy task.*

*MEFLS1: Yes, it does. Watching native speakers can help me to learn the right pronunciation and how to practice your English properly.*

*MEFLS3: Yes, I have some friendships across the sea, like the UK and USA, and I am talking and chatting with them to develop my English-speaking skills through the use of Twitter and Facebook.*

## **2) Promoting learning**

EFL students reported that the use of social media in EFL classes has had a positive impact in promoting learning; students observed that they are making progress in their learning.



In this context, FEFLS claimed that «I noticed that my English language has developed as a result of my use of social media.» (FEFLS1). In addition, other participants claimed similar opinions about promoting learning through social media as follows :

FEFLS2 : *I improve my conversational skills when I utilize Google Meeting or a video call on Messenger. Thanks to social media, I was able to share my views and information with my peers.*

FEFLS5 : *Social networking provides me with the opportunity to improve my academic achievement.*

MEFLS2 : *The use of social media enabled us to debate learning issues and establish a learning environment.*

MEFLS3 : *I used social media apps in a beneficial way. I developed my learning skills through following the Facebook pages of some native speakers.*

The data shows that participants agreed on the usefulness of using social media to promote their learning; it benefits them positively since they may publish announcements to attend live lectures; and much more. Using Facebook, YouTube, and Telegram applications has also helped students learn English. They enhance their speaking abilities so that they can communicate effectively with native speakers all around the world, as well as engage and communicate effectively with their instructors both outside and within the classroom. According to the participants in this study, as online learning has grown more popular, SM helps students train in the English language and become skilled in using technology.

### **3) Increasing Student Engagement in Using Different Apps**

EFL students reported that students are more motivated to connect when they can use technology to obtain information, communicate effectively, express ideas, and create presentations to extend and enrich their studies and display their command of the English language. MEFLS claimed that « Social media has had a significant impact on raising my

learning interests in specific courses, providing me with the option to engage in learning, and enhancing my sense of connectivity » MEFLS4. Even so, learners nowadays want to actively connect and communicate, and they want an environment that allows them to do so. In addition, Students who are less confident are more likely to engage in constructive activities. Because the platform allowed for debate in the acquisition of information, online involvement eclipsed classroom participation, and some students became more active online. With this context, some of the excerpts are illustrated below :

MEFLS4 : *I'm a shy student, so the Facebook and Telegram apps helped me interact and discuss my courses, as well as boost my self-confidence.*

FEFLS1 : *Through social media applications, during an online session, I improve my concentration and awareness, which drives me to accomplish higher critical thinking abilities and maximize the effectiveness of learning experiences.*

Importantly, participants acknowledged that social media encourages self-directed learning, which equips students to demand information and make decisions on their own. These social media abilities can be directed and polished in the classroom to promote greater learning outcomes and critical awareness.

#### **4) English Language Acquisition through Social Media**

The adoption of social media in online learning has positive effects on students' English language acquisition; they exploited the advantages of these applications in the classroom to enhance language skills, capacities and abilities. Furthermore, it is crucial that students stay up to date with technological advances and are aware of the English language skills that each learner holds. These skills must be utilized and developed further in order to both engage learners and improve their English language skills. Below are the examples of the excerpts :

MEFLS1 : *Using social media applications in classroom attendance or even outside the classroom aided me to enhance the English language learning, they are helpful applications.*

FEFLS3 : *During the covid-19 epidemic social media applications were useful that motivated me to study the English language and I developed my writing skill and I achieved a high level in my English language capacities.*

From the interviewee's responses, they revealed that these social media benefits increase opportunities for English as a foreign language learner to interact with the learning community (students, instructors and friends) in English to improve language skills in their everyday lives, and students can achieve learning performance in classroom settings.

The purpose of this research is to determine the effects of using social media on third-year EFL university students' learning performance during the COVID-19 epidemic. The study found some common opinions, which were revealed by the interviewees responses towards the usage of social media in EFL learning classes. The results show that the learning performances of EFL students at Mohammad El Bachir El Ibrahimi university were influenced positively. Furthermore, students' learning processes in enhancing English language capacities used social media in a beneficial way that encouraged them to acquire language skills. Furthermore, social media is expected to play an important role in the educational process. Accordingly, students maintain their English language speaking proficiency by relying on applications like Facebook, where they can interact with overseas friends who speak English, and YouTube channels, where they can listen to English music and native speakers. The students' speaking abilities were then influenced by social media, which allowed them to engage with classmates and friends (Benraghda & Razdaan, 2018). However, Wang, Chen, and Liang (2011) found the opposite: social networking applications had a negative impact on students' learning performance, and students faced several barriers that challenged their English language ability. On the other hand, Adan Mahamat conducted research on the Impacts of social media on the learners' academic learning (204). The study's findings demonstrated that it had a positive impact on academic performance. The majority of students believed that using social media in the classroom aided their learning. In the same vein, a study conducted by Mingle and Adams (2015), stated that the usage of social media in language learning has had a great impact on the learning process, it increases the students' engagements in classroom lectures. Terms used such as helpful, useful, motivated me and enhance English language demonstrates positive perceptions and attitudes of the participants regarding SM use by the students, therefore, they exploit the advantages of social media applications. Moreover, Ahmad, (2013) in his research study Effect of using internet tools for Enhancing EFL students speaking skills has clearly indicated the role of online diaries on

students' speaking skills development. He has explained that online sources of internet motivate the English language learners towards the English language learning process because it is interesting for the English learners, and enables them to learn English through social interaction and social contexts with friends, class fellows, and teachers.

Overall, the majority of students agreed that online learning during the COVID-19 pandemic impacts the students' learning performances positively. It does help them to acquire the English language, so the interaction between EFL students and their teachers becomes easy and sufficient. In addition, students promote learning. The results of this analysis revealed that there is no significant difference in perceptions of the impact of social media sites on English language learning between male and female students.

### **Recommendations**

In the light of the findings, the following recommendations are considered :

- 1- 1-The Algerian Ministry of Higher Education and Scientific Research should make social media sites one of the fundamental bases of learning for all university grades. Therefore, the adoption of these technological tools will raise the educational level in Algeria.
- 2- After the COVID-19 is over, teachers can adopt new strategies as posting assignments or conversations on social media platforms to encourage students to use these platforms for academic purposes.
- 3- Seminars and conferences should be organized in the various schools and universities to enlighten students more about the potential consequences of their use of social media on their academic performance.
- 4- Students should exercise caution when using social networking sites to avoid jeopardizing their academic performance.
- 5- Students must limit their time spent on social media to prevent being addicted to these platforms for pointless conversation.
- 6- To minimize their use, the university administration should also restrict access to some social media sites that may be prone to disrupting students' attention during the learning process.

**Conclusion**

The primary goal of this chapter is to test our hypothesis and provide comprehensive answers to the questions raised at the beginning of this study. We have used the analysis of nine EFL students through a qualitative interview and a quantitative questionnaire with 144 EFL students as data instruments for this study. The results reveal that most EFL third-year university students were affected positively by social media applications during the COVID-19 pandemic. The students' learning performances were highly improved. They learned English through the use of Facebook and YouTube applications. Moreover, they enhanced their language sub-skills and capacities during online learning that was caused during the COVID-19 epidemic. This type of learning and teaching encouraged them to study using technology. The more they use social media, the better their learning skills become.

# **General Conclusion**

### **General Conclusion**

The current study aims at examining the impacts of using social media on EFL university students at Bordj Bou Arreridj University on their learning performances during the COVID-19 pandemic. The overall findings of this study show that using social media in education in general, and EFL classrooms in particular, can help students improve their learning performance and their English language skills such as reading, writing, speaking, and listening. This research focused on a variety of approaches and theories pertaining to third-year English students and how social media could impact their target language learning. Indeed, the results of this study reveal that students prefer to learn through social media, which might help them improve their English language skills and sub-skills.

Considering the previous concern, two questions were formulated in an attempt to obtain a response :

- 1) What are the students' perceptions towards the use of social media in promoting their learning performances ?
- 2) What are the impacts of using social media on third-year EFL university students' learning performances during the COVID-19 pandemic ?

Using a survey questionnaire with 144 students and a semi-structured interview with nine students were the data tools that examined the following hypothesis :

- The use of social media as a learning tool affects positively the learning/teaching process of third year EFL students at the English department – Bordj Bou Arreridj University.

This research is categorized into two chapters. The first chapter is more of a theoretical overview of the primary issues associated with EFL students' use of social media applications for academic reasons in order to acquire English language skills and improve their language learning performances. The second chapter was devoted to a full discussion of the data gathering technique used to provide suggestive answers to research questions and test hypotheses. It was separated into two sections: the first, which described the situation, and the second, which analyzed the data. This comprises the study's methodological framework and research instrument, as well as sampling and data analysis procedures, and an interview to show the Impacts of using

## **General Conclusion**

social media on EFL university students' learning performances during the COVID-19 pandemic. This chapter includes questionnaires as well as recommendations and considerations generated from the surveys. Social media can be used to generate creative ideas for a variety of purposes. Furthermore, the use of some applications during teaching and learning, such as YouTube and Facebook, provides tremendous possibilities for students to practice their English with flexibility.

The most important finding of this study was that students who use social media to learn English and develop their language skills are genuinely affected by it. This is compared to a coin with opposite wings because it has both positive and negative characteristics for its users. The good points may give students a sense of freshness and creativity ; they can use a variety of materials to improve their language abilities ; it also allows students to be self-assured and express themselves readily, which improves their learning performance.

In addition, EFL students promote the English language learning through using social media in online learning. Therefore, the usage of social media apps increases the students' engagements in classroom attendance due to the positive impacts of social media, they also developed their learning capacities and English language acquisition. Several students interact with their friends and teachers via social media to learn and communicate, the obtained results showed that social media sites make the academic experience easier with the majority of students. In the same vein, EFL students use social media such as Facebook, Twitter, YouTube to enhance their learning performances, exchange ideas, get more information and help them to develop their English language skills.

Overall, the analysis of the questionnaire showed that the majority of the respondents share the same attitudes towards the use of social media sites in improving their learning performances. Several students interact with their friends and teachers via social media to learn and communicate, the obtained results showed that social media sites make the academic experience with the majority of students. EFL students use social media such as Facebook, Twitter, YouTube to enhance their learning performances, exchange ideas, get more information and help them to develop their English language skills.

Social media appeared to be a very useful tool for students, In other words, social media seemed to be modern tool of learning for undergraduates in Algeria, however, their negative effects seemed to be very poor as compared to their positive effects. We hope that Social Media applications can provide EFL university students the ability to learn better than face-to-face



## **General Conclusion**

learning and can improve learners' English language skills.

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# Appendices

## Appendice 01: The questionnaire

Dear participant

As part of our Master 2 research thesis at the university of Mohammed El Bachir L' Ibrahimi , we Boutaghane Meriem and Benterkia Souhila are conducting a survey that tackles “*The impacts of social media on EFL university students during COVID-19 pandemic in Algeria.*” We will appreciate if you could complete the following table. Any information obtained in connection with this study that can be identified with you will remain confidential. Please check the most appropriate column next to each statement based on the following 5-point scale.

### Respondent’s Details :

Name :..... Age :..... Gender : male / female.

<b>Strongly agree (1)</b>	<b>Agree (2)</b>	<b>Neutral (3)</b>	<b>Disagree (4)</b>	<b>Strongly disagree (5)</b>
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<b>The questionnaire</b>						
<b>No.</b>	<b>Statement</b>	<b>Point scale</b>				
		1	2	3	4	5
<b>1</b>	I enjoy my time while learning using social media tools.					
<b>2</b>	Social media applications provide to me reliable means for learning.					
<b>3</b>	I prefer to use Facebook application to participate in study groups.					
<b>4</b>	Through social networking applications, I can freely creat and participate in group discussion.					
<b>5</b>	With social media, I can share my experience, knowledge and English language skills with others and I can learn and practice by myself.					
<b>6</b>	I prefer to follow English language teachers through You Tube application to improve my English language abilities.					
<b>7</b>	By using social networking applications as a main platform of e-learning, I will be able to personalize my own learning.					
<b>8</b>	I can post and evaluate content freely in social networking applications.					

9	Through social media learning environment, I can get what information I want.					
10	Social Media provides to me suitable learning environment.					
11	I prefer to work with online group through using social media applications rather than classroom groups.					
12	Social media improves my English communication skill.					
13	Social networking tools increase my creativity and interactivity.					
14	I use social media platforms to promote self-regulation in learning.					
15	Social media platforms support my interactive abilities					
16	Social media platforms related to language learning are helpful for learning my English language.					
17	I use social media everyday to develop my English language skills.					
18	I think that social media helps me to learn more effective.					

**Thank you very much for your cooperation!**

**Appendice 02**

<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

## الملخص:

تحاول الدراسة الحالية معالجة تأثير وسائل التواصل الاجتماعي على طلاب اللغة الإنجليزية كلغة أجنبية في جامعة برج بوعريريج خلال جائحة كوفيد 19, ويركز هذا البحث على الطريقة التي يستغل بها طلاب السنة الثالثة وسائل التواصل الاجتماعي لاكتساب مهارات اللغة الإنجليزية وتحسين أدائهم التعليمي من خلال استخدامهم للعديد من التطبيقات مثل: الفيس بوك، اليوتيوب، الواتساب والتويتر. بسبب الوباء تغير نظام التعليم إلى اتجاه جديد أثر على أداء الطلاب في إتقانهم للغة الإنجليزية بالشكل المناسب داخل الحصص الدراسية، علاوة على ذلك، يعد استخدام وسائل التواصل الاجتماعي من بين الطرق التي تساهم في تسهيل عملية التعليم لكل من المتعلمين والأساتذة. لذلك، فإن الهدف من هذه الدراسة هو معرفة ما إذا كان الطلاب قد يتأثروا سلبا أم إيجابا في عملية التعلم من خلال استخدامهم لوسائل التواصل الاجتماعي أثناء جائحة كوفيد 19، وكيف يمكن لوسائل التواصل الاجتماعي المساهمة في اكتساب اللغة الإنجليزية لدى طلاب هذه اللغة. تم إجراء هذه الدراسة من خلال استبيان كمي تم إدارته على 144 طالبا من طلاب السنة الثالثة لغة إنجليزية في جامعة محمد البشير الإبراهيمي لسؤالهم عن آرائهم تجاه استخدام وسائل التواصل الاجتماعي في تعزيز عملية التعلم. بالإضافة إلى ذلك، تم إجراء مقابلة نوعية مع 9 طلاب (ذكور وإناث) لتحديد تأثير استخدام وسائل التواصل الاجتماعي على الأداء التعليمي لطلاب السنة الثالثة لغة إنجليزية خلال كوفيد 19. كشف تحليل البيانات ان طلاب السنة الثالثة لغة إنجليزية استخدموا تطبيقات وسائل التواصل الاجتماعي بطريقة مفيدة، وتأثروا بشكل إيجابي باعتماد هذه الوسائل في تعلم اللغة الإنجليزية ، كما أثرت جائحة كوفيد 19 على قدراتهم في اللغة الإنجليزية بشكل إيجابي، إن استخدام وسائل التواصل الاجتماعي في تعلم اللغة الإنجليزية كلغة أجنبية خلال جائحة كوفيد 19 ساعدت الطلاب في اكتساب هذه اللغة. وهذا بدوره يؤكد فرضيتنا ، ويبرز التغييرات الرئيسية التي قد يفكر المدرسون في تطبيقها لضمان نجاح عملية التدريس / التعلم.