

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mostaganem
Faculty of Foreign Languages
Department of English**



**MASTER
<<Language and Communication>>**

**Social media as a de/constructive learning environment for
advanced EFL learners in the Algerian Educational System**

**Case of First Year Master Students of
Language and Communication**

Dissertation submitted in partial fulfillment for the requirements of master
degree in English

27th June 2019

Submitted by:

BENAMOUR MILOUD

Supervised by:

Dr. SARNOU DALLEL

BOARD OF EXAMINERS

Supervisor: Dr. SARNOU Dallel

Chairperson: Ms KHAROUBI Mounira

Examiner: Ms BAHRAOUI Sophia

Dedication

In the name of God, most merciful, most compassionate
I dedicate this humble work to the most loving people surrounding me:

My parents for their endless love and support and care

My brothers and sisters

To the long list of my friends;

I love you all

Acknowledgements

First and foremost, I would like to express my deepest gratitude and thankfulness to my supervisor Dr. Dallel SARNOU for her limitless help, consistent availability, support, guidance and advice.

Above all, I will carry the memories of being part of your constantly self-enlightening sessions forever.

Special thanks to the board of examiners for having accepted to read and evaluate my work.

I am truly thankful to my dear mates and teachers from Language and Communication whom I feel so lucky enough to have met. Knowing you, learning and living among you for the past two years have strengthened my spirit in many ways. You will always be a family to me.

Abstract

Learning is regarded as a social activity; a student learns not only from the teacher and the curriculum or only in the classroom, but also from many other sources: technology, media, peers, colleagues and society in general. In an era of internet explosion, seeking for knowledge has become within the reach of everyone. As for social media and its role in the way we are learning today, with its multiple services and platforms, it has become an integral part of our daily lives, and therefore one major environment through which we learn different things. Today, social networking sites such as Facebook, Twitter and Instagram are known worldwide for playing important roles in education especially in the field of English as foreign language learning (EFL). Nowadays, online learning via social media is helping people to promote knowledge, where learners interact with each other. To understand how social media is helping learners to learn, this study investigates the use of social media as a constructive or destructive learning environment in EFL classes. To explore this topic, we will discuss, in this research, today's most used social media platforms amongst advanced EFL learners so as to unveil the most effective social media networking sites that can put advanced EFL learners in a constructive educational learning environment. We would also highlight the differences between advanced EFL students who use the modern method (learning with and through social media) to construct their knowledge and improving their learning skills, and those who use the traditional way of learning. In this study, the research instrument that was used is the questionnaire so as to collect data from first year master students specialty of Language and Communication in the Department of English in Abdelhamid Ibn Badis University of Mostaganem. A case study consisting of 15 students participated in the data collection process. The results revealed that social media is well spread among EFL advanced students and that it has a massive effect on their learning style; most students showed positive attitudes towards the quick move from the traditional method to the modern technology-driven learning approach. Thus, we ought to theorize that social media is considered by most students as a constructive pedagogical environment that permits learners to collaborate, interact with their mates and teachers, share information and exchange knowledge anywhere, anytime very quickly.

Keywords: *English as foreign language learning, Social media, Constructive learning environment.*

List of Graphs

Graph01: Students' Gender	20
Graph02: Students' Age (1).....	21
Graph03: Students' Age (2).....	21
Graph04: Students' Nationality	21
Graph05: Students' level in English	22
Graph06: Students' satisfaction through English courses	22
Graph07: Practicing English outside the classroom	23
Graph08: Students' satisfaction with the method of learning English	24
Graph09: Students' number of accounts on social media.....	24
Graph10: Students' times of logging in social media accounts a day	25
Graph11: Students' average time spent on Social media per day	25
Graph12: Students' social media platforms.....	26
Graph13: Students' use of social media in class	26
Graph14: Students' use of SM for communication	27
Graph15: Easy to use	27
Graph16: Better than the old method.....	28
Graph17: Increasing professional learning	28
Graph18: Information Sharing.....	29
Graph19: increasing number of educational institutions	29
Graph20: Exchanging certain elements on social media	30
Graph21: Students' response towards integrating SM into lessons.....	30
Graph22: Students' response to SM as CLE	31
Graph23: Difference between modern method and old method.....	32

List of Tables

Table01: The Age of the participants.....	21
Table02: 1 st answer of the participants.....	27
Table03: 2 nd answer of the participants.....	28
Table04: 3 rd answer of the participants.....	28
Table05: 4 th answer of the participants.....	29
Table06: 5 th answer of the participants.....	29
Table07: 6 th answer of the participants.....	30

List of Figures

Figure01: Two pictures representing SNS were taken from Google Images.....08

Figure02: One picture was taken from the official Facebook website..... 10

List of Abbreviations

EFL: English as Foreign Language

ELL: English Language Learners

EL: English Learners

TEFL: Teaching English as a Foreign Language

ICT: Information and Communication Technology

SM: Social Media

SNS: Social Networking Sites

IG: Instagram

CLT: Constructive Learning Environment

Table of Content

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Graphs.....	IV
List of Tables.....	V
List of Figures.....	VI
List of Abbreviations.....	VII
General Introduction.....	1
Chapter one: Theoretical Background	
1.1 Introduction.....	5
PART ONE:	5
1.2 English as a Foreign Language Learning.....	5
1.2.1 About English as a Foreign Language.....	5
1.2.2 English as a Foreign Language learning.....	6
1.3 The Status of English in the Algerian Educational System.....	6
1.3.1 A Brief Historical Background.....	6
1.3.2 English as a Foreign Language in the Algerian Educational System.....	7
PART TWO.....	8
1.4 Social Media.....	8
1.4.1 About Social Media.....	8
1.4.2 Social Networking Sites.....	9
1.4.3 Today's most popular Social Networking Sites.....	10
1.4.3.1 Facebook.....	10
1.4.3.2 Twitter.....	10
1.4.3.3 Instagram.....	11
1.5 Social Media as an educational tool.....	12
1.5.1 Social Learning.....	12
1.5.2 Facebook as an educational tool.....	12
1.5.3 Twitter as an educational tool.....	13
1.5.4 Instagram as an educational tool.....	14
1.6 Social media as de/ constructive learning environment.....	14

1.7 Conclusion.....	15
Chapter Two: Research Methodology	
1.1 Introduction.....	17
2.1 Research method.....	17
2.3 Research Instruments.....	18
2.3.1 Students' Questionnaire.....	18
3.1 Data Analysis.....	19
4.1 Conclusion.....	31
Chapter Three: Results and Discussion of the Findings	
1.1 Introduction.....	33
2.1 Discussion.....	33
2.2 Interpretation of the results.....	33
2.2.1 Students' participation in the study.....	33
2.2.2 Today's most popular social media platforms used amongst advanced EFL learners.....	34
2.2.3 Social media networking sites as a constructive educational learning environment.....	34
2.2.4 Students' attitudes towards the use of modern method for learning.....	35
2.3 Findings.....	35
3.1 The challenges that learners may encounter when using such method in the learning environment.....	37
4.1 Limitations of the Study.....	37
5.1 Conclusion.....	38
General conclusion.....	39
List of References.....	41
Appendix	

General Introduction

General Introduction

Technology has become an increasingly important part of our daily life over the last decade; it has taken over our existence. This major development in the world of information and communication technology (ICT) has affected all aspects of life, including education, and this has led to certain changes in the structure and implementation of education and the roles of every individual in education today. For this reason, many professionals and educational researchers embraced new technology-related techniques, primarily via the integration of applications and services in the classrooms nowadays such as social networking sites, online blogging, community forums, Facebook groups and YouTube channels etc. many characteristics, resources and tools for collaborative work, making it a useful tool for the advancement of formative research, as a common interaction among members in which they produce a variety of ideas, strategies and perspectives that lead to the achievement of a joint and meaningful learning. Moreover, Social media is a form of communication in the world of Internet. Platforms for social media enable users to have conversations, exchange information, and create content on the internet. There are several types of social media, and this includes blogs, wikis, social networking sites, photo and video sharing sites, instant messaging, podcasts and more.

The use of social media has a massive effect on most students' performance when learning languages. As a matter of fact, social media has become part of the classroom environment to improve language learning and more particularly English as a foreign language (EFL) advanced students' language proficiency since English is the most learned language around the globe. It may be argued that social media put EFL students in a constructive environment rapidly and effectively. One believes that in order to identify new educational structures that reinforce learning in higher education, it is necessary to investigate how new developments on the Internet, social media in particular can influence people especially in education.

Therefore, this research seeks to achieve a number of objectives. The main aim of this study is to shed light on the effects of using social media as a learning environment. Another objective of this study is to reveal today's most used social media platforms amongst advanced EFL learners. Furthermore, we would like to investigate if the use of social media may put the advanced EFL learners in a constructive educational learning environment. Also, we attempt to discover the differences between the advanced EFL students who use the

General Introduction

modern method (digital learning environment) to improve their learning skills and those who still use the traditional way of learning.

Due to the integration of social media sites in the educational system, the present study is set to find answers to the following research questions:

- What are the most used social media applications among the EFL learners?
- What are the most effective social media networking sites that can put the advanced EFL learners in a constructive learning environment?
- Is there a difference between the advanced EFL students who use the modern method (social media environment) to improve their learning needs and those who use the traditional way of learning?

As an attempt to answer these questions, we can predict the important role of using social media by EFL students; it is a quite valuable tool in foreign language learning. Therefore, we hypothesize that the use of social media for being as a constructive environment would improve EFL students' language learning. Along with many social media applications; Facebook, Twitter and Instagram are today's most popular social networking sites among the advanced EFL students, who had positive attitudes towards the use of the modern method (integration social media in classroom environment).

This research work is to be divided into three chapters; the first chapter sets for the theoretical background to the different parts that are linked to the research topic. This chapter is made up of two parts; each part contains sub-titles. The first part is about English as a foreign Language learning, where we tend to present a brief description about English as a foreign language. Then we display some details about the status of English in the Algerian Educational System by referring to the position of the English Language within the Algerian pedagogical reform. The second part, however, deals with "Social Media" environment. This second part provides the reader with a brief background of social media. Then, we analyze the most used social media sites among EFL learners and whether they are used as an educational tool or not. Finally, we end up by knowing whether social media can be a constructive learning environment for EFL advanced learners or it could be rather destructive. The second chapter deals with the research methodology and data collection of the present study, where we intend to use a research instrument in order to reach the objectives of the proposed study. Lastly, the third chapter tackles the obtained results and discussion of the findings from the analysis of the data collection tools, in which we will answer the research questions, the most

General Introduction

significant findings in this study will be highlighted and the objectives that have been previously set will be reached.

CHAPTER ONE

Theoretical background

Chapter One: Theoretical Background

1.1 Introduction

This chapter offers a brief theoretical background of our topic; it is divided into several sections. First, English as a foreign language learning (henceforth EFL) is in the first part which is also divided into sub-titles. Secondly, we will present brief details about the status of English in the Algerian Educational System by referring to the position of the English Language within the Algerian educational reform. Then, we move to the second part of chapter one where we deal with “Social Media” environment. This second part provides the reader with a brief background of social media. Then, we analyze the most used social media sites among EFL learners and whether they are used as an educational tool or not. Then, we end up by questioning if social media is a constructive learning environment for EFL advanced learners.

PART ONE:

1.2 English as a Foreign Language learning

There are many good reasons to learn English as second language. There are more than 6,000 different languages spoken everywhere throughout the world, but English is and will continue to be a common means of communication for speakers of all languages. Learning English as a foreign language could be one of the best decisions that you ever make. Being fluent in English can help you in many ways, whether you are planning to travel, study in an English-speaking country, emigrate, or improve your career prospects.

1.2.1 About English as a Foreign Language

English as a second or foreign language refers to the use of English by speakers with completely different native languages. Language education for students learning English could also be called English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of alternative languages (ESAL).

The term "EFL" has been considered by some researchers to mean that English would be of subordinate importance; for instance, wherever English is employed as a lingua-franca in a multilingual country. The term can be a misnomer for some students who have learned many languages before learning English. The terms "English language learners" (**ELL**), and more recently, "English learners" (**EL**), are used instead, and the students' native languages and cultures are considered important.

1.2.2 English as a Foreign Language learning

The English language is of an extraordinary reach and impact, and English is taught everywhere throughout the world. In nations where English is not typically a native language, there are two distinct models for learning English: Educational programs for advanced EFL learners who want to move to English-speaking countries, and other pedagogical programs for students who do not intend to travel but who want to learn and understand English content for the purposes of education, entertainment. The contrasts between these two models of English language learning have been developed bigger over time, and learners who are concentrating on each model have used diverse terminology, got different preparing, and formed separate professional affiliations. English is additionally educated as a second language for foreigners to English-speaking countries, which faces multiple challenges in light of the fact that the recent immigrants in one class may speak many different native languages.

1.3 The Status of English in the Algerian Educational System

1.3.1 A Brief Historical Background

Algeria has struggled to establish an educational system adapted to the needs of the population since its independence in 1962. Bearing in mind the historical relationship with France, Algeria has always considered French language as a cultural imperative until late in the 1970's. The use of English as a communicating vehicle began to gain more space in globalized Algeria after the 1971 Arabization policy, as well as the socio-economic changes taking place worldwide. Consequently, disparities in the use of French began to fade away at the crossroads, leaving more space for the learning of English as a second foreign language.

By the mid of the year 2000, Algeria has started a series of changes with the aim at improving the structure of the educational system. However, the traumatic past events have left the administration confused in certain areas where many schools required better organization and more teachers. Since the introduction of the English language into schools, it

has become an important part of the curriculum and has recorded a great demand in all levels of education. Various **TEFL** (Teaching English as a Foreign Language) schools have been established throughout the country.

1.3.2 English as a Foreign Language in the Algerian Educational System

Nowadays there is a growing recognition of the need to learn languages as the world unites in a “global village”, taking into account the increasing importance of English in this ever-shrinking global community. English is primarily known as the New Media language (e.g. satellite, television and the Internet), that is spoken by approximately 1, 5 billion people and has become the international language.

In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed. In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform.

PART TWO

1.4 Social Media



Figure01: These pictures was taken from Google Images

This section aims at identifying the term Social Media in our daily lives. It is built upon the existing body of documented literature related to social networking sites. We will first deal with the definition of the term social network. Following this, we present the potential of social networking sites with a focus on the different kinds of social media that can be used as a platform for an educational learning environment. Then, we move to the impact of social networking sites in education where we explain the benefits and drawbacks of this service in the educational program.

1.4.1 About Social Media

Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.

Social media is a phrase that we throw around a lot these days, often to describe what we post on sites and apps like Facebook, Twitter, Instagram, Snapchat and others (see the two pictures above). So, one can understand that social media are web-based sites that allow people to interact with each other.

(Deuing, 2012, P1), defines the term of Social Media “ As the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute

users-created content, or join online communities”. (Ivanovic 2012) highlights the importance of social media; she considers it as an important tool in our daily life communication like Facebook or Twitter in laptops or mobile devices. (Walter and Riviera, 2004) describe “social media as the relationship that exist between the network and people” (as cited in Johnson and Weiclen and Juliang, 2011).

So, one would question what Social Media really is .The best way to get a clearer understanding of it is to break it down into simpler terms. To start, let's look at each word individually:

The 'social' part: refers to interacting with other people by sharing information with them and receiving information from them.

The 'media' part: refers to an instrument of communication, like the internet (while TV, radio, and newspapers are examples of more traditional forms of media).

From these two separate terms, we can pull a basic definition together: Social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information.

1.4.2 Social Networking Sites

Social online activities increased through the emergence of social network sites by the end of the first decade of the 2000s. Online interaction such as text messages, e-mails, instant messages and chat have not only changed the way in which people interact but also have impacted the language use.

Social networking sites are applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other. These personal profiles can include any type of information, including photos, video, audio files, and blogs. Social networking sites have an impact on people as well. It enables them to socialize, exchange information and ideas, share interests, etc. Facebook, Twitter, instagram, YouTube, and other social media sites that allow people to have a life in a virtual world and share it with others regardless time and place (; Bibaš 2001).

1.4.3 Today's most popular Social Networking Sites

1.4.3.1 Facebook

Facebook is corporation and online website owned and operated by Facebook. Inc. and founded in February, 4, 2004 by Mark Zuckerberg and Chris Hughes at Harvard University to provide the students of Harvard with a place to keep in contact with their classmates and share study –related information. Yet, by the year of 2006, the website becomes open to anyone with an E-mail address. The website name is taken from the name of the book which is handed to students at the beginning of the university academic year in order to help students know each other. In fact, in august 2015, Facebook had over 1.59 billion monthly active users and by January 2016, the number of Facebook messenger users increased to 800 million. Facebook constitutes a rich context for people to communicate with their peers, friends or ever strangers, and share common interests.



Figure02: This picture was taken from the official Facebook website.

1.4.3.2 Twitter

By the year of 2006, social media has been revolutionized by a new website, Twitter. This website was characterized as micro blogging service, which permits users to exchange information, known as « tweets ». Tweets are text-based messages can be sent and received from computer or mobile devices (forgie et al 2013)

. Twitter may be the major well-known micro blogging, which visited by millions of users (about 336 million monthly active users in 2018), they can be either normal people or celebrities who can send and receive messages through the web, instant messaging, and by outsider provision. However, to get on Twitter, first, you sign up an account. Then, choose username that will figure on all your tweets.

Twitter is social media, but it's more than instant messaging. Twitter is about discovering interesting people around the world. It can also be about building a following of people who are interested in you and your work or hobbies and then providing those followers with some knowledge value every day.

Twitter employs a purposeful message size restriction to keep things easy: every micro blog tweet entry is limited to 280 characters or less (Tweeter net, 2011). This size cap promotes the focused and clever use of a proper language, which makes tweets easy to scan, and challenging to write. This size rules made twitter a popular social tool.

1.4.3.3 Instagram

It is also known as **IG** or **Insta** and is similar to Facebook or Twitter. Everyone who creates an Instagram account has a profile and news feed.

When you post a photo or video on Instagram, it will be displayed on your profile. Other users who follow you will see your posts in their own feed. Likewise, you'll see posts from other users whom you choose to follow.

It is like a simplified version of Facebook, with an emphasis on mobile use and visual sharing. Just like other social networking sites, you can interact with other users on Instagram by following them, being followed by them, commenting, liking, tagging and private messaging.

The name Instagram is a combination of « instant camera » and « telegram ».It was founded in 2010 by Stanford graduates, Kevin Systrom and Mike Krieger. They created an HTML5 check in project called “Burbn” which was then re-developed to photo-sharing uploads.

Hashtag (#) is used on Instagram for posting pictures and videos to see what is trending on the world, and be able to share your thoughts and be part of the virtual world. Instagram is one of the most popular social networks in the world based around sharing pictures and videos which can be posted. The focus of Instagram is for users to post individual images or videos with description on their profile. Therefore, Instagram seems to provide an ideal environment for second language learners to produce descriptive writing.

1.5 Social Media as an educational tool

One of the main elements in reaching learning objectives is to engage students in the course content. By the integration of the different kinds of social networking sites, the students may have the opportunity to provide themselves with the content the way they want to learn.

Social media is often seen as the key driver of communications. A growing number of schools and teachers in Algeria are utilizing social media in the classroom to further engage students in the learning process. Social media is a tool that teachers can use to make their classroom more engaging, relevant and culturally diverse.

1.5.1 Social Learning

According to Leach (2013), social learning is a method of using mobile devices to enable students to learn through the use of technology, and the top three social networking sites with the most active users are Facebook, Twitter and Instagram. Social Media for educational objectives seems to be praised due to their capacity to engage students in communicative practice and collaboration. In this context, (Lee and Mc Loughlin, 2008) suggested that social networking sites as educational tool because students use them for communication and social support at the same time for discovering and sharing knowledge. In this case, we can consider emerging research from different universities that the application of social networking sites seems to have the potential to enhance learning environment .In this context also, a study conducted in Sultan Qaboos University (Oman, 2014) proposed that the majority of the students believe that the best way for learning is the social online learning by using different social networking tools. Moreover, it was determined that the majority of students do not prefer the traditional style (About 53%); although a few (17%) feel that they can meet their educational needs by relying on this style.

1.5.2 Facebook as an educational tool

According to (Munoz and Towner, 2009) Facebook is a social network that connects students with other students, indirectly creating a learning community, a vital component of student education, and building a higher interaction than in face to face classes.

The use of Facebook may create a friendlier and less threatening environment for successful student engagement and learning to take place. The use of Facebook may allow student groups to prepare and share materials or ideas with each other and with the lecturer/tutor instantly. Another idea is that the use of Facebook could enhance the rapport

between peers and between the students and their lecturer/tutor, making learning more meaningful. It also often provides a rich learning environment that was used to enhance the student's creativity in a virtual medium. The use of Facebook may enhance students centered learning such as collaborative learning, peer instruction, and it would provide an ideal real-time platform for group discussions and consultations with the lecturer/tutor to enhance problem-based learning. Eventually, Facebook as an educational tool provides a flexible informal learning space to facilitate a diverse learning experience in a highly collaborative and engaging manner.

According to a Facebook guide (Fogg et al, 2011) Facebook can provide students with the opportunity to present their ideas effectively, lead online discussions, and collaborate. In addition, Facebook can help you, as an educator, to tap into the digital learning styles of your students. For example, it can facilitate student-to-students collaboration and innovative ways for you to involve students in your subject matter. We also believe that Facebook can be powerful tool to help you connect with your colleagues, share educational content, and enhance communication among teachers, parents and students.

If your students should know about any changes, you can use Facebook to let them know. For example, if the class is going to take place in another classroom, or if the class is going to be skipped the next day, or what the next course is about; Instant notifications will be received by students so they can share with fellow classmates. Or, if there are any last-minute changes to the study program, simply post it online.

1.5.3 Twitter as an educational tool

Twitter may serve both teachers and EFL students to engage in the learning process. This tool can be used to have resources, promote brainstorming, share and discuss particular topics. However, teacher can use twitter to update class reading or news lists. Twitter also offers numerous chances for specialists. Ovadia (2009) supports that Twitter offers an incredible stage to planning also directing academic studies. Twitter solves the student's issues, it develops students composing skills. Moreover, Twitter offers teachers the opportunity to create personal learning network. Twitter account allows the students to participate in conversations directly, and it provides them with an authentic global audience to share ideas, ask questions and get information. Twitter can help students to develop their writing skills when they express ideas on the course content.

A beneficial use of Twitter for educational purposes lies in the strength of one's network. Once a user has successfully created a network of others working in the same field, doing similar research, studying in another area of interest, or based on another shared characteristic, an online community is formed. Members learn from and enhance each other's experiences in this shared environment.

1.5.4 Instagram as an educational tool

Rather than worrying about whether students are being distracted by Instagram during class, one can tap into this powerful resource and meet students where they are. Instagram is not just for personal use, it can also be used as an educational tool in classroom for advanced students. For instance, students can capture photos or videos of their class work, homework, assignments, school activities, post those in their own account, or a class account, and have discussions about the posts. Students leave comments on photos or videos and tag classmates in their comments. After making comments on posts or having discussions under posts, they can also analyze the archive of the discussions. They can create videos demonstrating their knowledge about a topic and share these videos with a broad audience via Instagram stories to receive feedback.

1.6 Social media as de/ constructive learning environment

Today, both social media and technology have become an indispensable part of our lives. Every individual will have their account on any of the popular social media networks that we have already mentioned before. However, the question that arises is: how can social media be a constructive learning environment for advanced EFL learners rather than being destructive for them?

To answer this question, we need to know that Social Media have many advantages and can build a better learning environment among students because they help to establish enduring relationships with real people. Social Media encourages students to interact with each other and share ideas. Therefore, social media help in the development of creativity since users can upload pictures, videos or stories; this gives a chance for students to improve their artistic abilities and provide them with much confidence. Indeed, its prompt feedback from

both teachers and learners, online peer discussions and interaction about course work. In addition, social media gives the ability to substitute course management at the same time it is time-space independence. Additionally, one of all the options of social media is that the quick and direct communication. Via Facebook, Twitter or other social networking sites, students will share interests and exchange it with others, whereas at the identical time keeping contact with family, friends and colleagues and building new friendships.

Social networks have opened a brand new paradigm within the academic model, since there has been a lot of discussion regarding whether it is convenient to incorporate it within the classroom and train students to be an effective EFL learners, or if instead we must always go a more protective and restrictive and teach only those students to stop abuses and different kinds of actions of dubious morality, however that may occur through social media anyway. Social networks will increase collaboration between totally different classmates, since it is very simple to establish communication and dialogue channels that permit us to work on a cooperative project. This interaction may also be created between the scholars and their lecturers (student teacher interaction).

1.7 Conclusion

This chapter represents a general overview about the theoretical framework of the present study. Within the first chapter, the study deals with different points mainly with some key concepts like knowing some facts about English as a foreign language and English as a foreign language learning, as well as tackling the status of English in the Algerian educational system, by giving a brief historical background, and the place of English language learning within the Algerian educational system. Furthermore, it presents general facts about social media. Social media is a technological tool that supports the use of advanced EFL learners in either constructive or destructive learning environment that reach the learners' objectives and needs by creating a new and joyful learning atmosphere that varies from the traditional learning, which directs and raises the learners' interest and motivation towards language learning in this brand new approach.

Chapter Two:
Research Methodology

Chapter Two: Research Methodology

1.1 Introduction

This chapter deals with research methodology and data collection. We will examine the various aspects of social media in the learning field by offering convincing observations to explain and find answers about the use of social media as a learning environment among advanced EFL learners at the department of English at Abdelhamid Ibn Badis University in Mostaganem. The other issue that is investigated in this dissertation is to find out whether social media sites are used as a constructive educational tool or it can be rather destructive. The instrument used during this research is questionnaire in order to collect data from first year language and communication Master students of English department.

2.1 Research method

This study aims at investigating the attitudes of students towards integrating the social media as a pedagogical tool. Furthermore, evaluating students' points of view towards the use of social media in the learning process is within this chapter. From this perspective, the following research questions were formulated in order to be discussed:

- What are the most used social media applications among the EFL learners?
- What are the most effective social media networking sites that can put the advanced EFL learners in a constructive learning environment?
- Is there a difference between the advanced EFL students who use the modern method (social media environment) to improve their learning needs and those who use the traditional way of learning?

To answer these questions, we opted for a questionnaire addressed to a multiple participants.

2.2 Research participants

In total, 15 participants of first year master students in the English department, the specialty of language and communication at the University of Abdelhamid Ibn Badis Mostaganem, were chosen to take part in this study.

2.3 Research Instruments

For this research, the data collection instrument used is students' questionnaire. An explanation of the tool is provided in details below:

2.3.1 Students' Questionnaire

The questionnaire is considered an essential tool in any study because it can allow the collection of both quantitative and qualitative information and the use of open and closed formal questions (Patton, 2002). Therefore, the students' questionnaire was used to gather either qualitative or quantitative data. This questionnaire focused on evaluating the benefits of using Social media applications in the learning process. The main aim behind the questionnaire was to confirm the hypothesis of the present study through collecting students' answers which were analyzed eventually. Since our main topic is about the Internet world in general, the questionnaire was submitted online via Google website called "Google Forms", in order to facilitate the data collection process and to give more time to students to answer the questions which will increase the validity of the results.

The first year master students, the specialty of language and communication, were given questionnaires that contain 17 questions of both multiple choices and open-ended types to have a better insight on learners' attitude and opinion about social media as a tool in the students' learning environment. The items in this questionnaire were divided into three different parts.

The First Part contains 03 questions where participants were asked general questions about their profile.

The Second Part is designed to know about their English language capacity, level, learners' needs, and the way English language is taught in the classroom, or if it is used outside the class and the purpose behind that, it contains 04 questions.

The Third Part is about social media as a learning environment, and the integration of social media sites in the learning process, it contains 10 questions that show how students' see the integration of these technological tools in the classroom and its usefulness to accomplish a better and constructive learning environment.

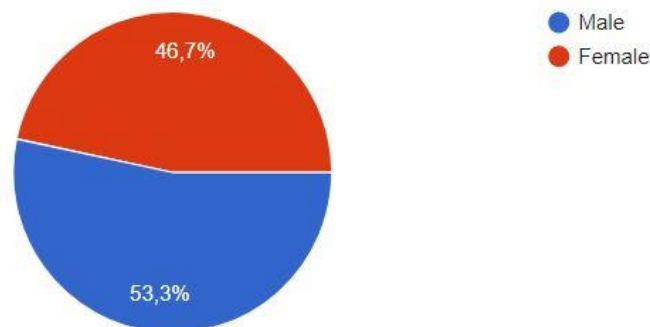
3.1 Data Analysis

In this section, a description of the obtained results from the collected data will be presented and transcribed. This research is based on both qualitative and quantitative methods that are suitable to analyse the data collection.

Therefore, the results of the questionnaire are to be reported:

Part One: General profile of the respondents

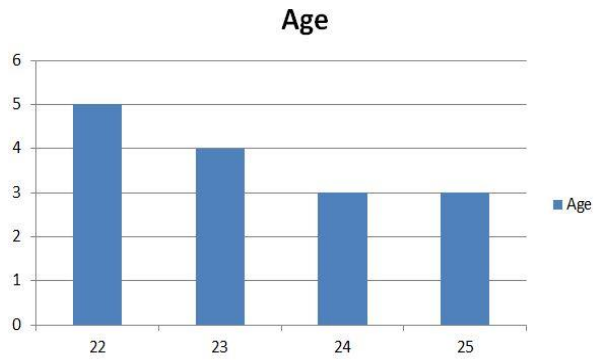
Students' Gender: The demographic gender was as follows: 08 participants were male that is about 53, 3%, while the other 07 participants were female, which is about 46, 7%



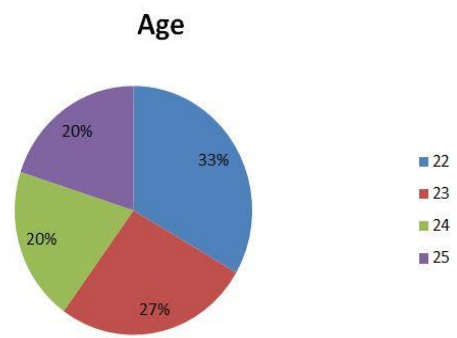
Graph01: Students' Gender

Students' Age: A call for participation was sent to students between the ages of 22 to 25.

The result showed that 05 students are 22 years old (about 33%), 04 students are 23 years old (about 27%), 03 students are 24 years old (about 20%) and 03 participants are 25 years old (20%).



Graph02: Students' Age (1)

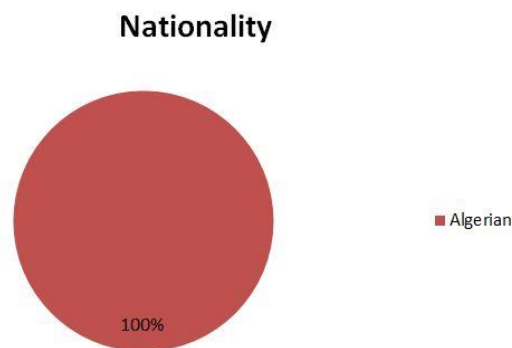


Graph03: Students' Age (2)

Table 1: The Age of the participants

Age	Number	%
22	05	33
23	04	27
24	03	20
25	03	20
Total	15	100

Students' Nationality: Students population originates only from Algeria, includes 100% of Algerian students.

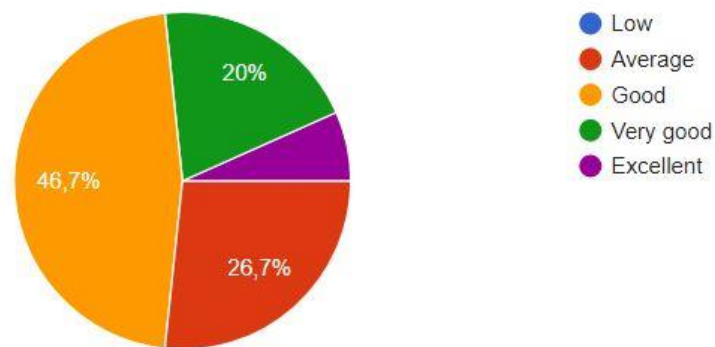


Graph04: Students' Nationality

Part Two: About the English Language

Q01: How do you consider your level in English?

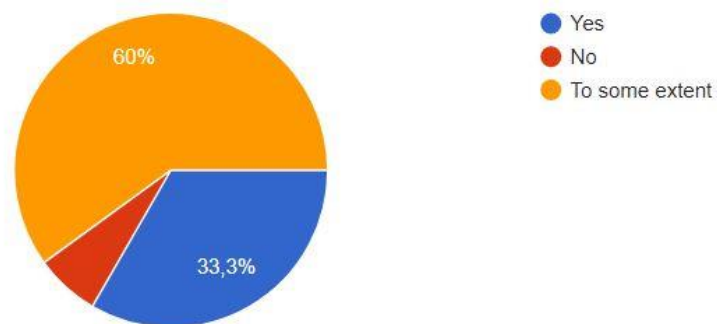
The results show that 46,7% of the participants' level in English is **Good**, while 26,7% of them is **Average**. 20% of the student's level is **Very Good**. And 6, 7% of the participants are **Excellent**.



Graph05: Students' level in English

Q02: Do English courses and programs at your department meet your language needs and interests?

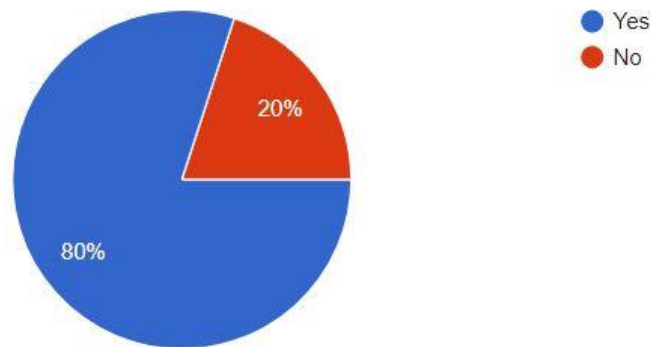
The collected data show that 05 students out of 15 said **Yes** (about 33, 3%), while 09 participants answered **to some extent** (about 60%), and only 01 student said **No**, which represents 6, 7% of the whole respondents.



Graph06: Students' satisfaction through English courses

Q03: Do you practice English outside the classroom?

This is a YES-NO question, with giving justification if the participants answered Yes. The current results show that 12 students which is 80% said **yes**. While 20% answered **no** (03 out of 15 participants). We had different answers about the purpose of using English outside the classroom; some said that they use English with friends and mates so that they can be used to it, to improve their pronunciation, enhance their learning skills, to increase their level, others said that using English outside can fulfill their language needs mostly with their classmates by creating social groups on social media sites where they can talk, chat and discuss so many subjects and entertain themselves.



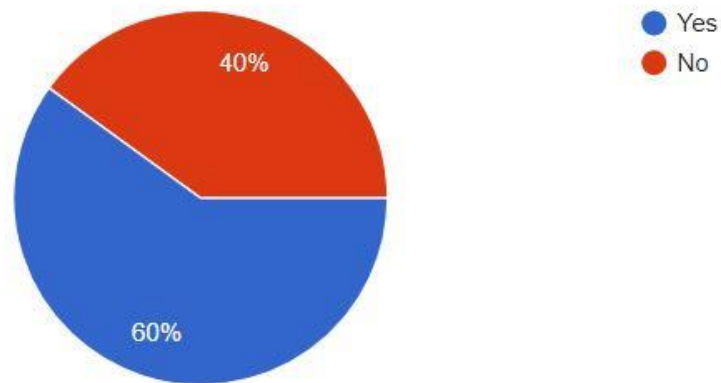
Graph07: Practicing English outside the classroom

Q04 Are you satisfied with the way (method) you are learning English?

The students were asked if the method used in class for learning English satisfy them or not, with describing the areas of dissatisfactions if they answered no. 09 students said **Yes** they are satisfied, which represents 60% of the participants' questionnaire, whereas the other 06 students sais **No** (40%).

The areas of dissatisfactions were as follows: they have less time to speak English orally. The programs are boring and they study only three skills (reading, speaking and writing) they need to improve listening skill too. The old method of teaching is not enough for their generation to learn in a better way. They need more like authentic tools and material applied in class. They need to have digital learning in class. They think that master students

need to speak English very well since they are advanced learners, because there are some modules that are not concerned with their needs.

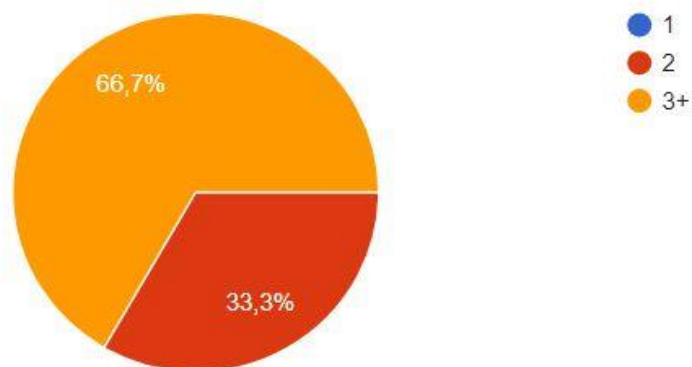


Graph08: Students’ satisfaction with the method of learning English

Part Three: Social Media as a learning environment

Q01: How many social media sites do you have accounts on?

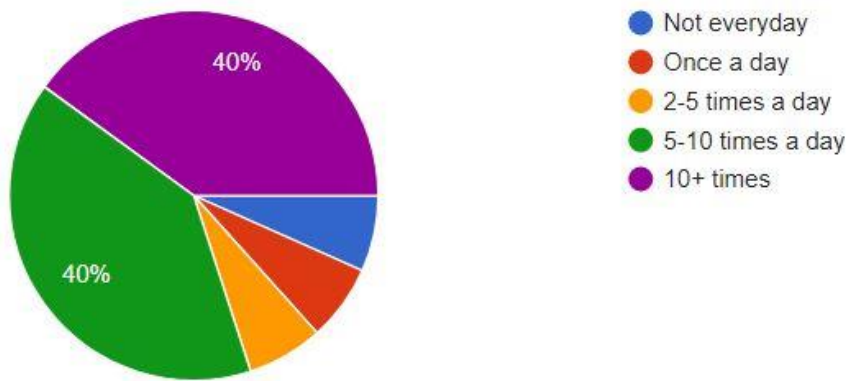
As it can be seen in the figure below, 10 students have more than **03** social media accounts (about 66, 7%), while 05 students have only **02** accounts on social media sites (33, 3%)



Graph09: Students’ number of accounts on social media

Q02: How many times a day do you log in your social media accounts?

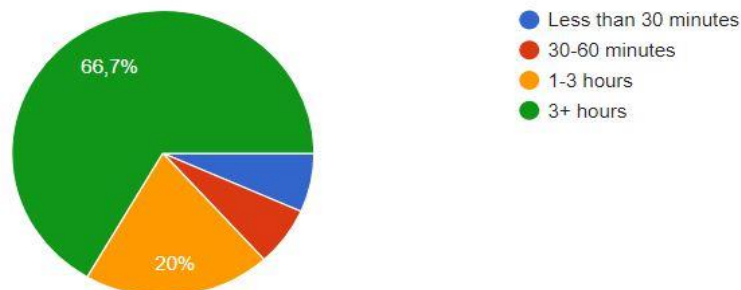
The data obtained reveal that 40% (06 participants) said that they log in their social media accounts more than **10 times** a day, other 40% (06 participants) log in social media sites from **5 to 10 times** a day, while 6,7% (01 participant) log in from **2 to 5 times** a day, another 6,7% (01 participant) log in social media accounts only **once a day**, whereas 6,6% (01 participant) answered **not every day**.



Graph10: Students’ times of logging in social media accounts a day

Q03: How much time do you spend on social media per day?

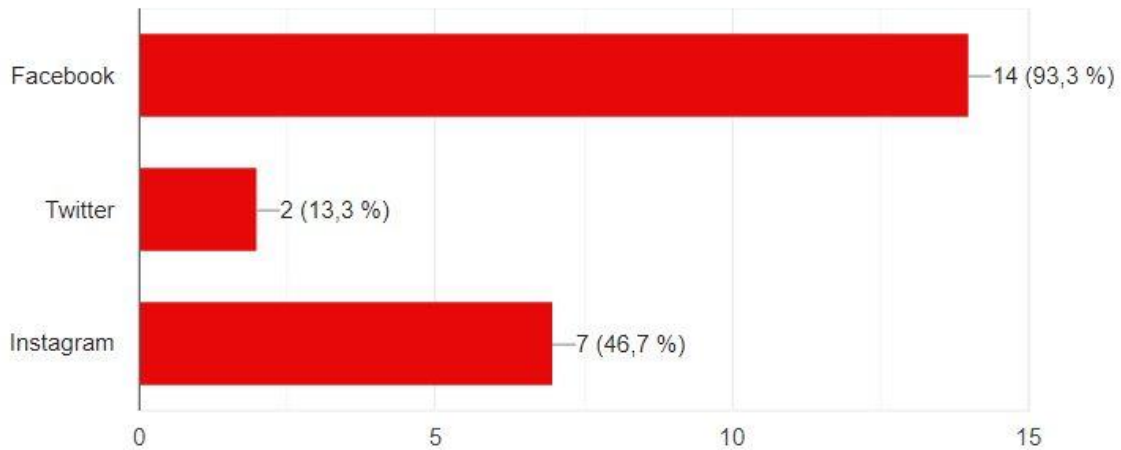
The results gathered showed that 66, 7% (10 participants) spend **more than 3 hours** per day on social media sites, 20% which are 03 participants answered that they spent from **1 to 3 hours** per day on social media websites, while 6,6% (01 participant) spend from **30 to 60 minutes** per day, and another 01 participant (about 6,7%) said he/she spend **Less than 30 minutes** on social media per day.



Graph11: Students’ average time spent on Social media per day

Q04: On which of the following social media platforms do you have an account?

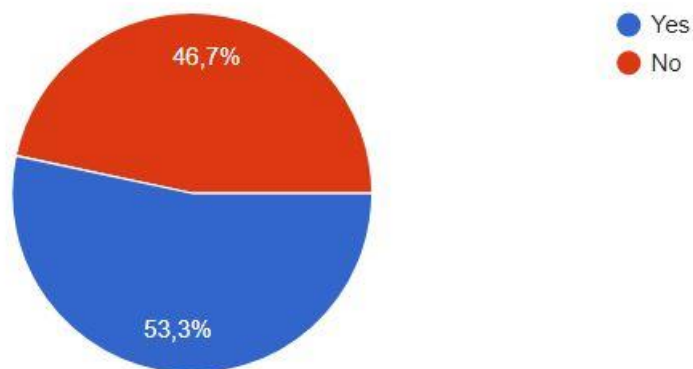
The participants were asked to mention what are the social media platforms they have accounts on (Facebook, Twitter, Instagram), and they were asked to add other social media sites if they have. The results showed that 93, 3% of students have **Facebook** (14 out of 15 participants), 46, 7% have **Instagram** (07 out of 15 participants), and 13, 3% have **Twitter** (02 out of 15 participant). The other social media platforms that students have accounts on are: Whatsapp, Viber, Snapchat, Telegram, Imo, Speaky, Skype.



Graph12: Students’ social media platforms

Q05: Do you use social media in class?

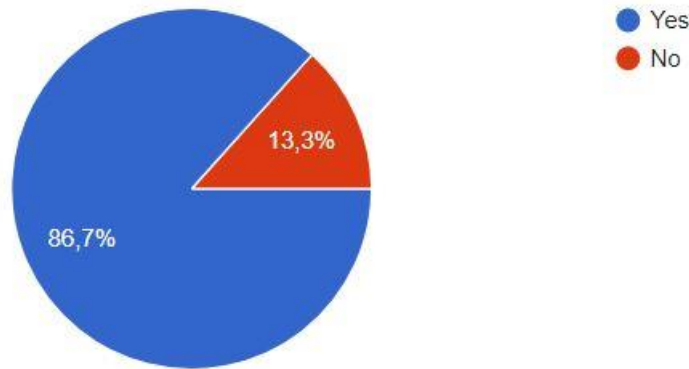
In this question, students were asked if they use social media in class, 08 participants answered **Yes** they use social media in class (about 53,3%), while 07 participants said **No** they don’t use social media in class (almost 46,7%)



Graph13: Students’ use of social media in class

Q06: Do you use social media to communicate with your mates and teachers?

The results reveal that 13 participants (86,7%) answered **Yes** they communicate with their mates and teachers by using social media, while 02 participants (13,3%) answered **No**, by giving an explanation of why not using SM to communicate with mates and teachers.



Graph14: Students’ use of SM for communication

Q07: The reasons why social media should be used as a learning tool (please choose “**Agree**, **Disagree** or **It depends**” next to the following answers)

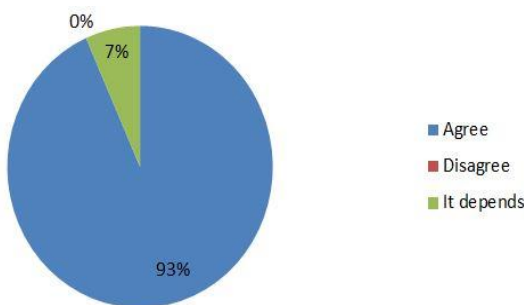
The participants were giving a table with answers on it, about using social media as a learning tool among EFL advanced students in Algeria, and they were asked to choose whether they agree, disagree or it depends on what they have in mind.

1. They are easy to use

14 participants answered **Agree** (93%)

01 participants answered **It depends** (07%)

No one answered **Disagree** (00%)



Graph15: Easy to use

Answer	Number	%
Agree	14	93
Disagree	00	00
It depends	01	07
Total	15	100

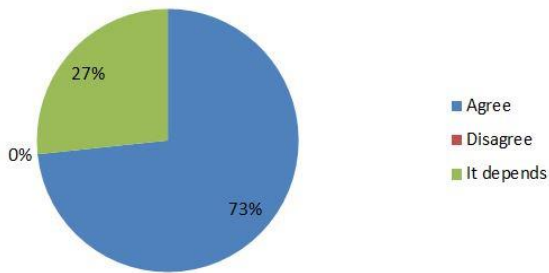
Table02: 1st answer of participants

2. They can make your learning much easier and better than the traditional learning method

11 participants answered **Agree** (73%)

04 participants answered **It depends** (27%)

No one answered **Disagree** (00%)



Answer	Number	%
Agree	11	73
Disagree	00	00
It depends	04	27
Total	15	100

Graph16: Better than the old method

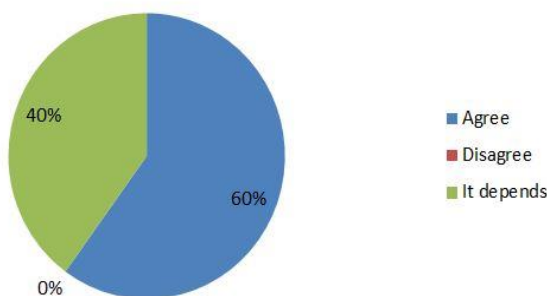
Table03: 2nd answer of participants

3. They help me to increase my professional learning

09 participants answered **Agree** (60%)

06 participants answered **It depends** (40%)

No one answered **Disagree** (00%)



0

Answer	Number	%
Agree	09	60
Disagree	00	00
It depends	06	40
Total	15	100

Graph17: Increasing professional learning

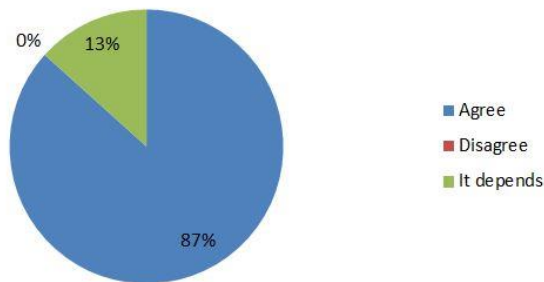
Table04: 3rd answer of participants

4. Students and teachers can share information with one another

13 participants answered **Agree** (87%)

02 participants answered **It depends** (13%)

No one answered **Disagree** (00%)



Answer	Number	%
Agree	13	87
Disagree	00	00
It depends	02	13
Total	15	100

Graph18: Information Sharing

Table05: 4th answer of participants

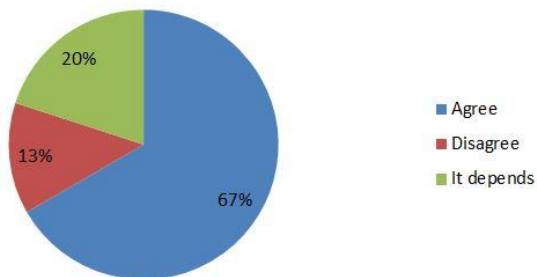
5. An increasing number of educational institutions are using social media for pedagogical purposes

The results are as follows:

10 participants answered **Agree** (67%)

03 participants answered **It depends** (20%)

02 participants answered **Disagree** (13%)



Answer	Number	%
Agree	10	67
Disagree	02	13
It depends	03	20
Total	15	100

Graph19: increasing number of EI

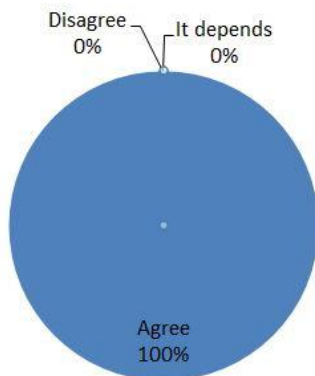
Table06: 5th answer of participants

6. Members of the groups can exchange files, links, information, polls and videos anytime very quickly

15 participants answered **Agree** (100%)

No one answered **It depends** (00%)

No one answered **Disagree** (00%)



Answer	Number	%
Agree	15	100
Disagree	00	00
It depends	00	00
Total	15	100

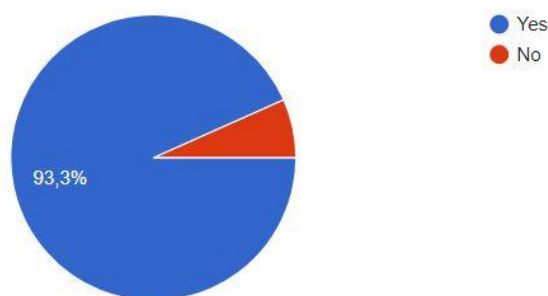
Graph20: Exchanging certain elements

Table07: 6th answer of participants

On social media

Q08 Do you think that you will achieve better results if social media is integrated into the classroom environment?

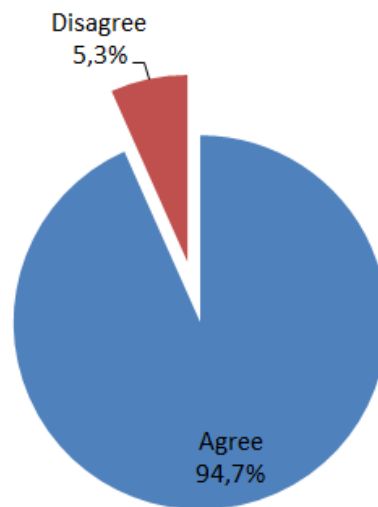
The results obtained highlight the majority of students agreed that integrating social media into the classroom environment will achieve better results , with 93,3% of participants said **Yes** (14 respondents). In the meantime, 6, 7% responded **No** (01 participant).



Graph21: Students' response towards integrating SM into lessons

Q09: Do you think that social media sites can be a constructive learning environment among advanced EFL learners?

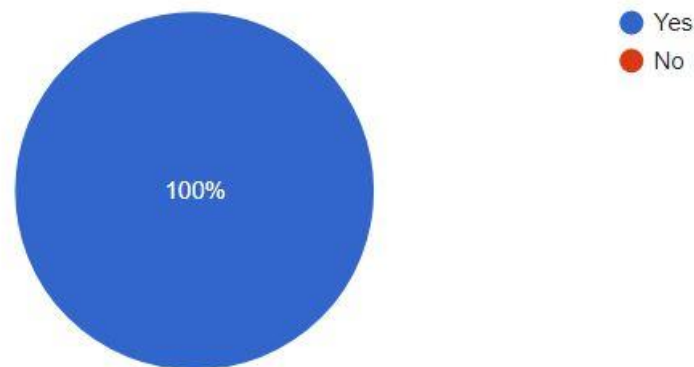
The participants were asked if they consider social media as a constructive learning environment, the answers were predicted as most of the participants strongly agree that social media can build a constructive learning surrounding and students can benefit from this digital tool in their professional and pedagogical studies. 14 students out of 15 answered **Agree** (94,7%), while 01 student out of 15 answered **Disagree** (5,3%)



Graph22: Students' response to SM as CLE

Q10: Do you think that there is a difference between the advanced EFL students who use the modern method (social media environment) to improve their learning needs and those who use the traditional way of learning?

As the data reveal, we noticed that all the participants in their responses to this question said that there is a difference between advanced EFL learners who use the modern method to facilitate their learning process and those who are still using the old method. This indicates that most of the learners are aware about the importance of using and integrating social media in learning English in the Algerian educational system.



Graph23: Difference between modern method and old method

4.1 Conclusion

Chapter two presented the methodology and the data collection of the proposed study. First, it gives the description of the research method procedures that is used in this study. Then, it showed the research respondents who participated in this work. Accordingly, it also delivered a detailed description of the data collection instruments: a questionnaire was conducted with Master one students of English at University of Abd Elhamid Ibn Badis. Finally, the results obtained from data collection tool were listed in the chapter. According to the results and findings, it was revealed that there are a lot of benefits when using social media as a learning tool, and its impact on students' learning skills was clearly noticed. The data gathered from the participants will be investigated and analysed in the following chapter that will discuss the research findings.

CHAPTER THREE

Results and Discussion of the Findings

Chapter Three: Results and Discussion of the Findings

1. Introduction

In this chapter, the findings of our investigation will be statistically examined, with referring to the research questions. The current chapter, furthermore, attempts to testify the research hypotheses that will either be affirmed or negated.

Therefore, the analysis of the collected data is to determine the following objectives:

1. Revealing today's most used social media platforms amongst advanced EFL learners.
2. Unveiling the most effective social media networking sites that can put the advanced EFL learners in a constructive educational learning environment.
3. Highlighting the differences between the advanced EFL students who use the modern method (social media environment) to improve their learning skills and those who use the traditional way of learning.

Finally, in the last chapter, the most noticeable findings of this research will be eventually illustrated, analyzed and discussed, together with checking the extent use of social media as a constructive/destructive learning environment to enhance students' language learning will be determined within the context of this study.

2.1 Discussion

In this part, we intend to interpret the results of the data collected from the questionnaire in order to have a better insight of the study.

2.2 Interpretation of the results

In this section, a brief description of the result obtained from the questionnaire as to find final conclusions.

2.2.1 Students' participation in the study:

According to the results displayed in chapter two, in this study a questionnaire was addressed to students from the department of English –the specialty of Language and Communication first year MASTER– 15 participants, where 08 respondents were male and the other 07 were female.

2.2.2 Today's most popular social media platforms used amongst advanced EFL learners

In today's social networking era, Facebook dominates the obtained results from the previous data collection, about 93, 3% of the participants use Facebook daily; most of the students get access to their accounts for more than 10 times a day, spending more than 3 hours per day on their screens, while other social media sites that are wide-spread among EFL learners like Instagram (46, 7%), Twitter (13, 3%), another social networking sites, for instance Whatsapp, Speaky, Snapchat, Viber , etc. The collected data also makes it apparent that Facebook, Twitter and Instagram are the most regularly used platform for educational purposes, networking, entertainment and messaging respectively.

2.2.3 Social media networking sites as a constructive educational learning environment

The results and data collection from the questionnaire that was addressed to first year master students revealed that social media sites are an important fertile environment for learning a language. The impact of using social media while learning the language is to be indicated by the students who participated in the given questionnaire. The majority of the students said that social media are easy to use, and 93% agreed on that. More than 73% said that social networking sites can certainly make the learning process much easier and even better than the traditional method of learning. Another result to be reported is that over 60% of the respondents expressed their strong agreement on that social media can help them to increase their academic and professional learning. Another statement which was strongly agree by most of the participants with 87% is that students and teachers can get access to their social media accounts to share information with one another. While another data collected indicates that over 67% of students declared that the number of educational institutions are using social media for pedagogical purposes in all over the Algerian higher education. As it was predicted, the participants strongly agree with a total 100% that creating group work on social media relating to their common studies for exchanging files, links, pieces of information, polls and videos, at university, at home or anywhere, anytime very quickly.

To sum up, social media facilitate the learning process; this indicates that most of learners are aware about the importance of Social Networking Sites. The results show that all students described positively the use of social media in developing the EFL students' language learning. The majority of students encourage the social media use by the advanced

EFL learners, because they see it as an effective way to develop their communication skills in a constructive learning environment.

2.2.4 Students' attitudes towards the use of the modern method for learning

As can be seen in the previous chapter, Graph08, the majority of the participants had a positive attitude towards the use of modern method, and they declared that using the traditional method for learning English came out with certain obstacles, and this way of learning does not meet their needs, they needed to integrate digital learning into lessons because they have less time to speak English in oral sessions, so integrating authentic materials like English podcasts, TED Talk videos, YouTube, or any sort of videos that can make them enhance speaking skill to achieve better results through their Academic year. As they cited in the questionnaire; the programs are becoming boring and they study only 03 skills rather than all of them (reading, speaking and writing) they need to improve listening skill too, so the best way for improving listening skill is to incorporate some music lyrics, songs of their favorite artistes, using Nursery Rhymes for adults, this could bring joy and fun and learning to improve their skills at the same time. Since we are living in the digital age, the traditional way of teaching does not suit their generation for language learning, in the matter of fact, social media can provide opportunities for learners to efficiently present their thoughts, submit their ideas, conduct internet conversations, and collaborate with their teachers and mates through live streaming on Facebook, posting Instagram stories or tweeting all together in this ever-shrinking community.

2.3 Findings

The findings of the study show that more than 75% of the learners demonstrate their awareness of the importance of using social media as a constructive and Insightful learning environment by many of advanced EFL learners, These findings indicated that social media networking sites provide a high Electronic-tool to motivate EFL learners inside and outside the classrooms. However, integration the modern way (the use of technology) for learning English allows students to be exposed to various sources, it transform them from limited place to unlimited space. Advanced learners have to be Inventive to be able to provide themselves with the best learning experience by sharing and exchanging knowledge, because it creates an atmosphere which helps the students to be confident, Passionate, competent and cooperative.

The advanced EFL learners can develop communication skills; as they can earn social trust via online interaction, which may help them feel more secure in different circumstances. Through increasing technology skills – learners become better acquainted with new and emerging technologies and improve their media literacy through exposure to many various social media platforms. By bringing out the highest qualities, students can create an optimistic picture of themselves on social websites. One of the main features of using social media in the learning environment is the ‘Enhanced Collaboration’ – acquiring information can be accomplished by students alone. But problem-solving skills are often better improved in a collaborative environment. Social media allow students to work together on projects beyond an individual’s ability, they can critique and comment on each other’s assignments, as well as they can easily work in teams online and asking teachers questions.

Social networking sites have many benefits, particularly when it comes to education, as they build enduring relationships with real people. Online media promote learners to communicate and share thoughts with each other. Moreover, Social networking sites help to develop the users' creativity as they can upload pictures, videos or taking stories and post them on their profiles for a limited time; this provides students with the opportunity to enhance their creative skills and give them a lot of confidence and credibility. Indeed, it provides feedback from teachers and students, online peer discussions and interaction about coursework. Furthermore, quick and direct communication is one of the main characteristics of social media. Through social networking sites, students can share and exchange their experiences with others around the country while keeping contact with family, friends and colleagues and building new relationships. Teachers and students are using social networking sites to enrich existing education programs. Likewise, social media services have been demonstrated to promote social learning by engaging learners in communicative and innovative literacy practices.

Several studies have highlighted the significant role of social media in helping advanced EFL learners to pay attention to the four skills. All of these researchers claimed that social media for learning has an impact on learner’s listening and speaking, reading and writing. The researchers had paid less attention to attitudes and motivation of the learners, however, since motivation and attitude are the components that learners need to maintain in the long process of studying a foreign language (Dornyei, 2001). Students should be encouraged to embrace technology, and use it for academic progress because this can foster their Self-determination, which means that students can become autonomous and independent as it helps

them to set their own goals, reflect on their progress and would make them feel they are responsible for their learning.

3.1 The challenges that learners may encounter when using such method in the learning environment

Social media is a medium that allows communication through the use of technology between people from all over the globe. Such interaction can be done from your own home comfort, which can greatly facilitate the process. Some may argue that social media may pose a challenge as learners are unable to socialize properly. This may be due to the fact that peer interaction is not physically presented. Social media, on the other hand, enables people to meet in ways that would not have been possible without it. Social media not only makes communication easier, but also eliminates the problem of geographical barriers, It enables learners to form and maintain relationships (Tomaszewski, 2012) (Connolly, 2011) (Williams, 2011), which would have been difficult or even impossible otherwise. These kinds of relationships permit learners to learn and interact with cultures other than their own. It allows them to share wider knowledge. Such communication, if it had to be performed physically, would not have been possible or would have been difficult and more expensive.

Therefore, when correctly and cautiously used, social media not only enables learning to occur, but also relationships and information sharing to take place. Since our main objectives are reached, it is clearly seen that social media and education are necessarily go hand in hand and turning social media into a constructive educational tool can be used to further a student's education and enrich it.

4.1 Limitations of the Study

This study has got some limitations essentially in terms of the sample population as its results cannot be generalized, unless other studies are carried elsewhere on a larger scale and with a larger sample population, the sample was limited to only 15 students at the same university.

Another limitation concerns the use of questionnaires; data would have been much more accurate if the questionnaires were carried out with classroom observation.

5.1 Conclusion

In this chapter, the results gathered through the tool of research (the questionnaire) were analyzed and discussed. The interpretation of the results obtained aimed at tackling the main research questions, with addressing the different research objectives. Initially, a discussion of the main findings was established.

As a result, we revealed that today's most popular social media sites used amongst EFL learners can put an advanced student in a constructive learning and an insightful environment. In fact, we discovered that there is a clear and obvious difference between EFL students who use the modern method for acquiring the language and the ones who use the traditional way of learning.

General Conclusion

General conclusion

Due to the widespread use of technological tools, especially among young people, in the field of foreign language education, professionals and educational researchers are pursuing effective methods of integrating new technology in today's classrooms, as they provide an authentic and genuine exposure to the target language and make learners more involved and engaged in the learning process. Education has witnessed a massive change in the use of information and communication technologies. Social media as a pedagogical tool has become an interesting learning method for foreign languages learners. Through the integration of such tool in the learning process, EFL students aim at improving their learning skills and enhancing their abilities as well as developing their competencies. For that reason, the following study has attempted to explore the effects of using social media in the learning environment. This research's major aims was to investigate how today's most used social media platforms amongst advanced EFL learners could be considered as a constructive educational learning environment. The present study was built upon the assumption that social media has a noticeable effect on Language and Communication first year master students, and we focused on tracing students' attitudes towards the use of the modern method (learning through social media) in the classroom.

This study was divided into three chapters. The first chapter introduced the theoretical background of the research work; it was devoted to two main parts; the first part was about English as foreign language learning, where we presented a brief description of English being as a foreign language, and how English was taught as a second or foreign language. Another section was bringing details about the status of English in the Algerian educational system by referring to the position of the English language within the Algerian pedagogical reform. In addition, the second part attempted to present social media environment, where we dealt with the importance of using social media as a learning tool in today's classrooms and how can EFL students benefit from this modern method.

The second chapter was concerned with the practical part of the study, so to carry out our investigation and collecting data, a research instrument which is a questionnaire was designed for Language and Communication master one students in order to know more about their opinions and attitudes towards the integration of social media sites in the learning

General Conclusion

environment. This study took place at the department of English language at Abd El Hamid Ibn Badis University of Mostaganem.

The results and discussion of the findings were, eventually, displayed in the last chapter. It introduced a description of the results and discussion obtained by data collection instrument. Ultimately, the third chapter sets for the main findings of the research, and it aimed at whether confirming or rejecting the hypothesis that valorises the effectiveness of social media as supplementary tools in higher education.

In fact, the findings revealed positive attitudes of the students towards using different kinds of social media platforms as an educational tool. Social media can be used as a useful Electronic tool to motivate students inside and outside the classroom environment. It can help EFL learners to develop communication skills via online interaction, which can increase and enhance students' collaboration. The use of social media for English learning is wide-spread among students. Facebook, Twitter, Instagram are the top social media sites that are regularly used by EFL students for educational purposes. The main findings stated that social media sites are constructive environment for learning the English language, it facilitated the learning process, and most of students are aware of the importance of integrating social media that is used as a pedagogical tool where they can be more creative. It was also declared that the modern method for language learning came out with positive effects on learners' skills in order to achieve better results. Furthermore, social media helped students to pay attention to the four skills; listening, speaking, reading and writing.

Moreover, the results revealed that students liked and enjoyed using social media. Also, it reduces pressure on students. Another important feature is that the EFL learners have access to many online sources like Google etc. They can choose learning style that suit them best and their objectives, social media sites offer constructive features over the learning process for the users. Eventually, students become more motivated. These findings confirm the hypothesis of this research, mainly when learners look positively towards the use of such tool, and this would have a beneficial impact on their classroom educational performance.

List of References

- Abdellatif, M.N (2013). Teaching English under the LMD Reform: The Algerian Experience. *World Academy of Science, Engineering and Technology International Journal of Educational and Pedagogical Sciences*. Vol:7, No:4 Retrieved from <https://waset.org/publications/13738/teaching-english-under-the-lmd-reform-the-algerian-experience>
- Al-Mukhaini, Elham M.; Al-Qayoudhi, Wafa S.; Al-Badi, Ali H. (2014). *Adoption of Social Networking in Education: A Study of the Use of Social Networks by Higher Education Students in Oman*. (Journal of International Education Research). 10 (2), 143-154 Retrieved from <https://eric.ed.gov/?id=EJ1032355>
- Ariel, V. (2014). Twitter as a learning tool in the intermediate classroom . *Department of Curriculum, Teaching and Learning Ontario Institute for Studies in Education of the University of Toronto* Retrieved from https://tspace.library.utoronto.ca/bitstream/1807/68776/1/Vezina_Ariel_CC_201506_MT_MTRP.pdf
- Benrabah, M. (2007). Language in Education Planning in Algeria: Historical Development and Current Issues. *Springer, In Language Policy*. 6, 225–252 Retrieved from http://www.univ-tebessa.dz/fichiers/univ_oran/Article-Language-Policy-2007.pdf.pdf
- Coffman, J. M. (1992). *Arabization and Islamisation in the Algerian University*. *PhD Confluences Méditerranée* (Dissertation Stanford University) 45, 59-79 Retrieved from <https://waset.org/Publication/teaching-english-under-the-lmd-reform-the-algerian-experience/13738>
- Jovanovic, J., Raymond, C., Thomas, W. (2012). Social Networking, Teaching, and Learning. *Interdisciplinary journal of information, knowledge and management*. 7, 69 Retrieved from <http://www.ijikm.org/Volume7/IJIKMv7p039-043Editorial572.pdf>

Kietzmann, J., Hermkens, K. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*. 5, 241-251 Retrieved from https://www.researchgate.net/publication/227413605_Social_Media_Get_Serious_Understanding_the_Functional_Building_Blocks_of_Social_Media

Manikonda, L., & Kambhampati, S. (2014). What We Instagram: A First Analysis of Instagram Photo Content and User Types. Retrieved from <https://www.semanticscholar.org/paper/What-We-Instagram%3A-A-First-Analysis-of-Instagram-Hu-Manikonda/1e37b57c46497012fc457da8ebafdc0b6d9dd213>

Rasiah, R. (2014). Transformative higher education teaching and learning: Using social media in a team-based learning environment. *Procedia-Social and Behavioral Sciences*. 123, 369-379 Retrieved from <https://scholar.google.com.my/citations?user=dtxvJegAAAAJ&hl=en>

Sergeant, P. Tagg. (2015). The language of social media: Identity and community on the internet. 35, 215-233 Retrieved from <https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/technologies-identities-and-expressive-activity/F10ACB46B3C6BADC9E7BBD5234F9AEBC>

System, K. (2018). *Do YOU know what social media rules you've signed up to*. CBBC Newsround Retrieved from <https://www.coursehero.com/file/36487943/Unit-1-IPdocx/>

Wright, W. E. (2010). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Philadelphia: Caslon Publishing. 352 Retrieved from https://www.academia.edu/831800/Wright_W._E._2010_.Foundations_for_Teaching_English_Language_Learners_Research_Theory_Policy_and_Practice._Philadelphia_Caslon_Publishing.

4. Are you satisfied with the way (method) you are learning English?

Yes

No

If no, what are the areas of dissatisfactions?

.....

PART THREE: Social Media as a learning environment

1. How many social media sites do you have accounts on?

1

2

3+

2. How many times a day do you log in your social media accounts?

Not everyday

Once a day

2-5 times a day

5-10 times a day

10+ times

3. How much time do you spend on/in social media per day?

Less than 30 minutes

30-60 minutes

1-3 hours

3+ hours

4. On which of the following social media platforms do you have an account?

Facebook

Twitter

Instagram

Others (please specify)

5. Do you use social media in class?

Yes

No

6. Do you use social media to communicate with your mates and teachers?

Yes

No

If no, why?.....

7. The reasons why social media should be used as a learning tool (please choose “**Agree**, **Disagree** or **It depends**” next to the following answers)

	Agree	Disagree	It depends
They are easy to use			
They can make your learning much easier and better than the traditional learning method			
They help me to increase my professional learning			
Students and teachers can share Information with one another			
An increasing number of educational institutions are using social media for pedagogical purposes			
Members of the groups can exchange files, links, information, polls and videos anytime very quickly			

8. Do you think that you will achieve better results if social media is integrated into the classroom environment?

Yes

No

9. Do you think that social media sites can be a constructive learning environment among advanced EFL learners?

Agree

Disagree

If disagreed, Explain

.....

10. Do you think that there is a difference between the advanced EFL students who use the modern method (social media environment) to improve their learning needs and those who use the traditional way of learning?

Yes

No

If no, please justify your answer

.....
.....

THANK YOU