

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



Master
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**Investigating the Effects of Cyberculture on the Academic and Social Life
of Resident Students: A case study of foreign resident students at Benyahia
Belkacem university residence in Mostaganem**

Submitted by: Mr KATCHE Kadjo Alfred Apollinaire

Board of examiners

Supervisor: Dr Sarnou Hanane	University of Mostaganem
Chairperson: Mrs HEIRECH Faiza	University of Mostaganem
Examiner: Mrs BEKRI Leila	University of Mostaganem

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Abstract

The Internet involvement in today's social strata infuses new impulses in manners of doing, thinking, acting, etc. It catalyzes to welcome a new culture, known as cyberculture. Over the last decades it has become a common practice that is accessible and available to everyone. Empirical evidences raised concerns about this constant global trend motion and its influence on users' behaviour both in cyberspace and real life. In the academic domain, the Internet changes students' reality. However, despite the intrusion of the Internet in academic surroundings and the heavy use in students' daily life, it barely exists studies that measure the effects of cyberculture in the Algerian context. It is therefore uncertain the extent to which it imbeds in our educational system and the practices derived from the Internet. We attempted to investigate how cyberculture affects the academic and social life of foreign resident students. The sample was a random selection of 35 foreign students at Benyahia Belkacem residence of Mostaganem, issued from different branches of study. We used a questionnaire to collect and analyze data through descriptive statistics. We found that our sample use of the Internet as main source of learning and their online behaviour, weight both positive and negative effects on their academic and social life.

Keywords: cyberculture, cyberspace, foreign students' behaviour

Dedication

Dedication

To the Amazing People in my Life

My Dear Parents

My Family

My Friends

And my Community

Acknowledgements

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General Introduction

Throughout history, humans have witnessed creativities, changes, ideologies, etc., that mark time and space. As with any period, our society is undergoing tremendous changes. The Internet is one of the most important achievements (Naughton, as cited in Crystal, 2004). It opens the way to the use of new techniques and methods, different from the natural mode of interaction, learning, etc. (Levy, 2001). The Internet and its various associated tools are an evolution, a feat compared to previous achievements because of its usefulness in today's society. It connects the worldwide through the web, a virtual network which uses social network nodes and links to connect people (Riha & Maj, 2010). Also, it represents a way of seeing, thinking, exchanging and doing, and inserted in every social stratum. It constitutes an unprecedented cultural spot feature, irrespective of individual race, location, identity, values, etc., and brings into existence new concepts as cyberculture, cyberspace, etc.

Today's people spend more time on the Internet for different activities and reasons. In this work, cyberculture refers to the Internet culture. It means our foci derived from the Internet use, mainly what happens when students connected to the Internet. The system of cyberculture is multiple and dynamic. It concerns the use of the Internet for various practices, as interacting, learning, etc. As digital emigrants, the Internet culture constitutes daily practice and their immersion in cyberspace associates myriads of values. As many other instances around the globe, in our educational system, students' cyberculture vividly inheres with academic and social life. However, the use of the Internet might include several problems, as relating to its influence on users behaviour, psychology, interpersonal relation, etc.

The absence of the kind of study in our academic circles strengthens our commitment to prepare this study. When the above perils and benefits associated with the Internet use differ, we have adopted a descriptive position regarding the poster that affects the selected sample. That is why by studying how cyberculture affects the academic and social life of students, and based on these points, we formulated these two research questions:

- 1- How does the cyberculture affect students' learning?
- 2- To what extent does the cyberculture affect their social life?

To reflect upon these research questions, we formulated the following hypotheses:

- 1- Perhaps the cyberculture affects students' learning by being a practical aspect of their academic background.

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2- Maybe the cyberculture affects students' social life depending on their online behaviour.

The investigation derived from our research will contribute to unveil the consequences of our choice online in terms of academic purposes, and social life. It is our goal through this study to provide a descriptive stance and help to refine our use of the Internet.

This dissertation involves three main chapters. Chapter one provides an overview of cyberculture. It assembled information about its origins, tenets, features, typology, and importance as well as consequences on students' social and academic life; the second chapter describes the methodological and procedural criteria needed to analyze our data. As for the last chapter, it discusses the results obtained, limitations of the study, and recommendations for future researches.

CHAPTER ONE THEORETICAL BACKGROUND

I.1. Introduction

This chapter presents some related key concepts and relevant literature about cyberculture and its origins. It also sheds light on the psychological and social perspectives students engage through their use of mobile devices. At the end of this chapter, students' practices of cyberculture analysis will be provided.

I.2. Cyberculture's Definition

The concept of cyberculture represents a culture mediated by the Internet (Goi, 2009). It is a cultural product created through the use of the Internet that conveys a new way of doing and thinking. It designs practices, attitudes, modes of thought, and the values within the cyberspace (Lévy, 2001; Turkle, 2005). It concerns with the different realizations or digital use made possible through the cyberspace. For Lévy (2001), it is the "universal without totality", a global operating system that associates any connected device, designed for social purposes. It is the universe of digital networks and information for collective performance. It is particular in its genre and different from other cultures as we used to. In other words, as (Bell, 2001, p1) observes: it means a "series of ideas, issues and questions about what happens when we conjoin the words 'cyber' and 'culture'. As a culture, it is manifested on the Internet, combining basic entities such as cyberspace (the Internet world), Netizen (the Internet citizen) and the Internet language, known as Netspeak (Bell 2001; Crystal, 2004). The term enriches new forms of sub-societies created online in the virtual world, and influences various relating studies (Silver & Massanari, 2006). Bargh and McKenna (2004) concluded their study on the Internet and social life saying that: "The Internet has unique, even transformational qualities as a communication channel, including relative anonymity and the ability to easily link with others who have similar interests, values, and beliefs"

I.3. Typology of Cyberculture

Goi (2009) set two trends of cyberculture, one "embedded in the cognitive space shared between humans and machines" and other as located in "the behavioral interaction between those machines and their makers" (para 5). In her anthropological perspective of the Internet, Ardevol (2005) made up a mental map of cyberculture that reflects her itinerary to make sense of the Internet from a cultural point of view. Below is a typology of cyberculture she presented.

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Table 1 : Typology of cyberculture. Adapted from the article “Cyberculture: Anthropological perspectives of the Internet” by E. Ardevol, 2005.

<p><i>A new cultural model</i></p> <ul style="list-style-type: none"> - Internet as a technology - Emergence of a new society - Social and cultural change <p>Culture as an adaptive strategy</p>	<p><i>An Internet culture/s</i></p> <ul style="list-style-type: none"> - Cyberspace as a new social context - Emergence of cultural forms - Virtual society, virtual communities <p>Culture as a systemic whole</p>
<p><i>A cultural product</i></p> <ul style="list-style-type: none"> - Internet as a tool - Creative and collaborative production - Digital culture <p>Culture as symbolic production</p>	<p><i>A media form</i></p> <ul style="list-style-type: none"> - Internet as communication medium - Consumption habits - media form that challenges mass media <p>Culture as social practice</p>

This “mental map” of cyberculture showcases or provides the kind of distinct orientations scholars borrow for conducting cyberculture studies. As stated, cyberculture studies vary and depend on the objectives of study. The artefacts, activities, interaction, etc., model the stance and approach of cyberculture (Ardevol, 2005).

I.4. Origins of Cyberculture

To date, several authors have investigated the origins of cyberculture (Rheingold, 1997; Bell, 2001; Lévy, 2001). The notion of cyberculture is used to show a picture of the evolution of digital technology of information, and assumptions behind cyberculture origins are shared stories that focus on different periods (Lévy 2001, Bell 2001). Silver and Massanari (2006) discussed the transition from electric to electronic, and therefore, “technoculture” is the main course of the cyberculture revolution. They see the ambiguous spirit of successive trends in devices or artefacts that provide human interactions, as well as the process of digitizing information, as a summary of cyber science. Digital technology is dynamic and in constant motion, unstable over time and space (Lévy, 2001). Most important, cyberspace components date back from United States necessities for military operations in the nineteenth century (Bell, 2001; Lévy, 2001; Goi, 2009). According to Bell (2001), the first computers were endowed with militaristic capacities and set to deliver complex calculations results, designed for a specific purpose, and later were used to connect scientists (users) from different places.

Lévy (2001) mentioned the crucial role of “collective intelligence” by contributing to the use of computers as a trend of connecting with others via sharing messages and information. The convergence and conjuncture of digitalization have aimed at making computers more “friendly use” (Goi, 2009). According to Bell (2001) and Rheingold (1997), the contribution of “counter-culture” (movement of young literate emerged during the seventies) introduced digital

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technologies as means of socialization, organization, etc. Their role represents a key structure to the process itself, while being prominent and underpinning in the computing programs and the perspectives underlying today's social networking media. Their desire to connect has set new trends towards computing systems and led to civil use and expansion of computers worldwide (Bell, 2001; Lévy, 2001). In addition, computers kept improving with (storage), operating systems, programs and software that render cyberspace more opaque, with new uses and interfaces as means of connection (Lévy, 2001). In his renewed approach of computing story, Paul Edwards (as cited in Bell, 2001) weaves together three essential strands: the material (technology), symbolic (strategy) and experiential (subjectivity). Digital technology reached its peak with the emergence of the Internet.

I.4.1. Emergence of the Internet

John Naughton (as cited in Crystal, 2004) presents the Internet as the most excellent achievement realized in the enhancement of the computing system. It is an obvious nucleus of the Digital Age and constitutes the essence of cyberculture (Lévy, 2001; Bell, 2001). Crystal (2004) defines it as a network of interaction between computers. It is so omnipresent and omnipotent in our life that it conditions people lifestyle (Lévy, 2001). Tim Berners Lee, the web creator (as cited in Crystal, 2004) stated that it is “more a social creation than a technical one”. Also, various studies have assessed the values and presence of the Internet culture in everyday life (McChulloch, 2019; Bell, 2001; Crystal, 2001).

To date, various studies have related the origins of the Internet to ARPANET¹ (Crystal, 2004; Bell, 2001; Lévy, 2001; Goi, 2009). It is a designed network of the United States Department of defence in charge of developing technological devices for military use, which later split and expanded to other countries' connections. According to Bell (2001), it emanates from envy of linking remote computers through a unique terminal. In the same vein, Goi (2009) claims that it is “ancestor” to computer networks. It associated the first “supercomputers” potentials, to enact, share research projects and create coordination among a bunch of scientists (Lévy, 2001). Otherwise, it connected scientists in a ‘man-machine symbiosis’ (Bell, 2000, p12). It went on successive steps of realizations that lead to today's system of World Wide Web that entices the world through social networking sites (Goi, 2009).

I.4.2. Social Networking Sites

The Internet culture weaves diverse threads and, social media is one of its essence. Riha and Maj (2010) saw social networking sites as central in web 2.0 communication system. When

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online, people tend to share information and form communities based on interests, tastes etc. (Lévy, 2001). According to Kaplan and Haenlein (as cited in Asiedu, 2017) social media is a web-based technology multimedia platform, used for sharing and enhancing collaboration and interaction. There is an exponential growth in several connected users, every instant people access to social media platform (McChulloch, 2019; Lévy, 2001; Diago, 2012; Riha & Maj, 2010). According to Kelly, Tracii, DeLeon and McInerney (2014), media use rate among young people much increase. Today, even in the most remote land of the planet people use the Internet and are connected to social media.

The Internet network fills the need to socialize, to gather in community (Rheingold, 1997). For him, there is an innate necessity to aggregate, to gather in community, and that changes humans from mere “social creatures” to “community creatures”. Irrespective of race, religion, social status, anyone provided with the Internet can access to social media (McChulloch, 2019). It paints our daily habits and presents cultural values of individual. In her article about cyberculture impact on netizen, Goi (2009) referred to cyberculture as a set of practices made possible through computer networks. Social network is central in various studies to understand social phenomena (Turkle, 2005). These are useful trendy tools that help sharing ideas, knowledge, etc. Popular networking sites such as Facebook, Instagram, and so on, have emerged in recent decades, and influence people life (Riha & Maj, 2010).

I.4.3. Virtual Realities and Communities

Virtual reality refers to an immersive and interactive environment for users to experiment cyberculture (Bell, 2001; Crystal, 2004). It is relating to and existing in cyberspace as well as the Internet and other materials that animate cyberculture (Bell, 2001). It helps to create ‘virtual environments’ within the computer network. According to Wollen (1993), virtual reality has a long history related to military context for simulating methods of training. It exists various means to get involved in virtual realities such as games, social networks (Lévy, 2001; Bell, 2001). For Lévy (2001), the virtual stands for a model of reality that is actualized by users. Turkle (2005) stated that “we live in a culture of simulation” (p14). What she referred to as “culture of simulation” fuses in every strata and domain of our society.

Some study shows that netizens spend leisure time in online communities (Young, 2006). It refers to an online venue of practice determined by embedded imaginations alongside with the means to navigate it (Turkle, 2005). Papacharissi (2012) refers to social network as a rule-based social system in which “individuals are nodes and the links correspond to relationships”.

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(Preface) Today, talking about virtual reality implies the communities we create on social networks. As noted by Rheingold (1997): “Virtual communities are social aggregations that emerge from the Net when enough people carry on those public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace”(p6)

There exists numerous researches that shed light on forms of communities’ basis human can share (Bell, 2001). For instance, Romm, Pliskin, Clarke (1997) provided an analysis of different communities’ basis like “existing geographical” “physical proximity” “interest” “religion” “philosophy or political outlook” “social or economic issues” “conventional companies and partnerships. Online communities provide links and nods that maintain and extend the relationships (Papacharissi, 2012). According to Kelly et al. (2014), media websites offer the means to form and maintain these virtual communities.

I.5. The Internet Language as Feature of Cyberculture

It exists various literature sources on the Internet language. In his studies of the Internet language, Crystal (2004) investigated the effects it produces on everyday speech. It sorts out that the Internet provides venues for creativities and linguistic innovations through social networking sites. The changes occur depending on the densities of interactions (McChulloch, 2019). Crystal (2004) states that “The Internet is an electronic, global, and interactive medium, and each of these properties has consequences for the kind of language found there” (p24). It exists various types of the Internet language such as Internet jargon, slang, “familects (private and personal word-creations that are found in every household and every social group, but which never get into the dictionary)” (McChulloch, 2019, p27). She was also interested in the use of emoji for translating gestures of everyday talk and how people use emoticons for conveying emotions. Another research in the literature on academic writing showed that cyberculture triggers linguistic changes for students. For instance, shorthand writing was found to exert on students’ ability to write good grammar (Nasir & Asiedu, 2017).

I.6. Netizen Identity in Cyberspace

Netizen or denizen or the Internet people are some references given to people involved in cyberculture (Lévy, 2001; Crystal, 2001; McChulloch, 2019). Authors refer to these later identified as vital in online communities (Lévy, 2001; Smith & Kollock, 1999). According to Judith S. Donath (as cited in Smith & Kollock, 1999), identity key role in online communities is crucial to establish and assess communication. She questioned “how identity is established in an online community” and examined “the effects of identity deception and the conditions

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that give rise to it” (p27). As did she introduce the complex relation of body and self. For her, it exists in the “embodied world” cues that reveal identity, but in cyberspace people are disembodied and can show diverse persona. McChulloch (2019) claims the “internet people” to represent the living aspects of cyberculture. It is the social practices like videos sharing, profiles updating, etc. through cyberspace that maintain it.

For Crystal (2004) virtual realities are environments to experiment new identity, based on linguistic styles. In the same vein, McChulloch (2019) saw linguistic practices as having identity values. People experiences, practices during their cyberspace interaction or immersion have some incidences in their real life (Turkle, 2005). It includes thoughts, behaviour, identities, etc. The way of using social networks, accessing the virtual world, sharing ideas via websites and social networking sites, conditions the user self. Kozut, Golson & Geoffrey (as cited in Diago, 2012). McChulloch (2019) investigated how the vision of the Internet people relates their social media identity to the real one, and found that types of users, based on age, date of entering on the Internet media, determine how they socialize online and raise the possibilities of users to reify their reality.

I.7. Cyberspace Importance in Cyberculture

William Gibson 1984 (as cited in McChulloch, 2019; Bell, 2001 & Diago, 2012) was often associated to the term “cyberspace” and referred to it as “a graphical representation of data abstracted from the banks of every computer in the human system” (Diago, 2012, para 2). In the existing literature, some research devoted to cyberculture explores cyberspace as a key component (Rheingold, 1997). For Kosut, Golson and Goeffrey (as cited in Diago, 2012), the notion of cyberspace is underpinning in the actualization of the Internet culture, and is inherently linked and indissociably to cyberculture. For Smith and Kollock (1999) the Internet is the background of social process studies. As such, cyberspace refers to the research site of cyberculture that consists of imaginary space, unlimited, also set of structures within which our online activities display. It serves as an online setting, a connected interface to human and the digital world. In the same perspective, Lévy (2001) envisaged it as a global connection of computers that serves as an interface to existing systems for social reasons.

For Bell (2001), it is more than a system of computing data. He wrote three guides to consider to grasp the sense of cyberspace: “what is it”, that consists to apprehend cyberspace as “hardware (...), a global network of computers, linked through communications infrastructures that facilitate forms of interaction between remote actors”. It is the sum of nodes

and networks. Also, “what it means” defines it as an imagined space between computers in which people might build new selves and new worlds. Both are “materials” and “symbolic” and require another strand about our experiences of cyberspace (‘what it does’). Kozut, Golson & Goeffrey (as cited in Diago, 2012): “Cyberspace approach the skeleton of the Internet by comprising the new communication media, from its infrastructure to its social use, while Cyberculture embraces the set of practices, attitudes, modes of thought and values that grow along with the Cyberspace” (para 1).

I.8. Understanding Cyberculture Impacts

Studies revealed that communication purposes overcome general use (Nasir, et. al 2017; Kiesler et al, 2002). Cyber technology helps to complete social purposes and essential needs of communicating. As Lévy (2001) insisted, technology is the product of a society and culture, an embodiment of projects and practices of the community it serves. Various studies on the Internet use were about its effects on people (Turkle, 2005; Crystal, 2004; Bell, 2001). Some study about the Internet use showed that the nature of the Internet use depends on gender difference, place and purposes of use (Kim, 2011).

I.8.1. Psychosocial Effects of Cyberculture

Various studies on online interactions revealed psychological and physical effects on users’ well-being. A work on adolescents’ social media “connectedness” developed on: “sense of belonging, psychosocial wellbeing, and identity development and processes” led to both positive and negative outcomes (Kelly et al., 2014). Some study conducted on students’ excessive use of the Internet in Pakistan was based on the Internet Effect Scale (IES) as a medium to measure students’ use of the Internet in academic settings. The study led to both positive and negative results, and various alarms concerning the Internet excessive use. The problems reported were behavioural, interpersonal, educational, psychological and physical (Suhail and Bargees, 2006). In the same process, Lenhart, Madden, and Hitlin, (2005) found that it occurs both positive and negative effects on socialization due to cyberculture involvement. For instance, negative results as isolation, depression, loneliness, etc. Jackson, Kelly, Ervin and Schmidt (2001) found that effective and cognitive factors of the Internet users are gender dependent.

Another study by Asiedu (2017) on social networking sites influence about students’ academic and social life found that the Internet improves contact, helps to maintain positive social link, while it decreases students’ concentration. The survey used also revealed that

students' over rely on social media to make more friends than in real life and have a preference for group discussions and are more likely to reduce face-to-face interaction.

I.8.2. Academic Results through Cyberculture

Cyberculture embeds in our educational system structure and contributes a lot to students' academic life (Jackson, et al., 2001). For instance, the use of the Internet provides with a large number of sources of information, electronic libraries, programs, searching tools, and so on (Nazim, 2008). For McChulloch (2019), it exists two main manners for navigating the web, that tend to mix; "hunting" means you're looking for specific information, and "gathering" that consists to explore or wander on links not for something specific. The Internet is extension of resources, share knowledge and synergy of skills, savoir-faire, etc.

Various studies reported that students' use of the Internet leads to more efficiency and positive results (Jackson, et al, 2001). Nazim (2008) investigated the Internet information searching behaviour and found a great preference for searching engine (google), and a majority of use for education and research purposes. Another study provides positive evidences on the Internet use on academic achievements, depending on interfaces that connect students to the web (Guma, Kkamwesiga, Andogah and Mbabazi 2017). Similarly, Asiedu (2017) found that positive social media uses outstrip students' use of the Internet, therefore, it contributes to their academic outcomes. The Internet use time also correlates with problems associated to academic outcomes (Soegoto and Tjokroadiponto, 2018). Also, Suhail and Bargees (2006) found that Internet use is beneficial for students. It has a positive impact on educational interaction, because it increases time devoted to studies with amount of accessible information.

I.9. Conclusion

This chapter reviewed existing literature about cyberculture origins, components and features. It also displayed the evolution of artefacts and interfaces of the Internet. In so doing, we dealt with diverse corollary emerging entities like social networking, virtual realities and communities, and their infringement as tenets of life in cyberspace and concepts of cyberculture. Moreover, it dealt with the effects on psychosocial behaviour and learning outcomes.

CHAPTER TWO RESEARCH METHODOLOGY AND DATA ANALYSIS

II.1. Introduction

This second section covers procedural and methodological studies in a framework that justifies the ethics implemented to invest our data. In so doing, it describes the research method, the context of the survey, the participants in the research study, and a description of the data collected for the research context.

II.2. Research Methods

According to Bitchener (2010), each situational research deserves a particular method of investigation that best suits its purposes of being studied, the questions and sources. We adopted in our investigation a quantitative research approach to collect data through a survey questionnaire. A survey is an excellent tool for conducting quantitative study. Its design constitutes an essential feature that inheres and underpins quantitative research studies. Also, a survey provides research with data that describes the sample “attitudes, opinions, behaviors, or characteristics” (Creswell, 2012, p376). It intends to assess the students’ perceptions of the rationale under study.

As such, in our approach, we used a survey questionnaire to measure students’ current attitudes, practices, and behaviours in order to generate numerical data. We composed our questionnaire of closed-ended and semi-closed-ended questions. It allows participants to add their own views, derived from those of the researcher. The reason behind choosing a quantitative paradigm resulted from the need to gather multiple perspectives from informants and expose the results through statistics for much accuracy.

II.3. Context and Participants

The investigation was carried out at the university residence Benyahia Belkacem, Mostaganem. We chose this site for one main reason, which is the students’ daily routine and their extensive use of the Internet. They were 16 Licence students and 29 Master students. The selected population was of different academic levels and from diverse branches of studies, and the first criterion was to observe their daily behaviour in terms of digital. Their digital sources represent the data we relied upon in this study.

II.4. Procedure

We administered a questionnaire of 15 questions to 35 male foreign students at the university residence Benyahia Belkacem, Mostaganem. Due to the varsity provenance of those students, the target had a choice between two languages (French and English). In so doing, we distributed 27 files in French and ten 10 in English.

II.5. The Research Instrument

A questionnaire with closed-ended and semi-closed-ended questions was employed to collect relevant data from our participants. In so for, we stressed to the frequency of use, the skills used for cyberculture practice, and the repercussion on students' academic and social life.

II.6. Questionnaire's Description

Foremost, we explained the reasons for the questionnaire to the participants. The latter aims to investigate the social and psychological settings about the selected participants for our study. It starts by providing the readers with some details on the students' age, academic level, and faculty and also to give insights into their origins.

Question 1: What do you do online?

- Interacting
- Studying
- Entertaining
- Others

Question one describes participants' online activities and explores their use of the Internet. We valued interaction, studies and entertainment, and also participants' idiosyncratic practices which constitute their interfaces. Below is a figure of their online activities.

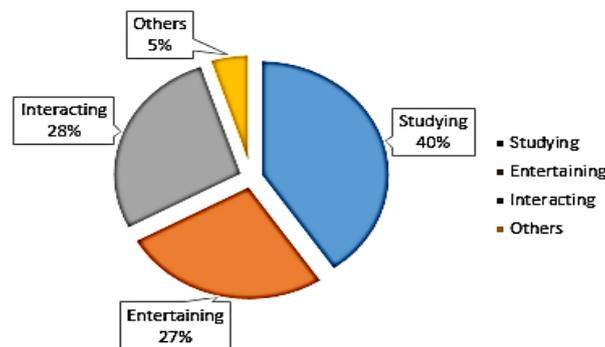


Figure 1: Participants' Online Activities

As observed in figure 1, our participants' online activities are various. 40% of the sample study online, 28% use the Internet for interacting, while 27% entertain through the Internet and 5% use it for other purposes, mainly for running an online business.

Question 2: How often do you go online?

- Very much
- Much
- Few
- None

The second question measures the frequency and tendency to which participants practice their online activities. It indicates the level of their online use and how likely they immerse themselves in cyberspace. The assumption was to assess the values accredited to the Internet and the implications in participants' life. It gives insights into the regularities of connection and practice of cyberculture. The figure below shows the statistics obtained.

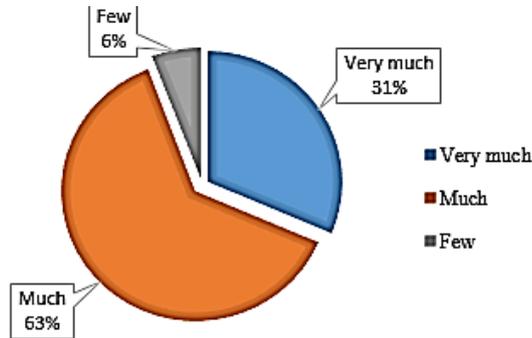


Figure 4: Frequencies of the Internet Use

Our analysis revealed that the participants' use of the Internet differs from one to another. It showed that 31% go online very much, while 63% of our sample use the Internet much, and 6% use it few.

Question 3: Where do you connect?

- Residence
- University
- Others.....

This question aims to reveal the importance of places in cyberculture practices. It targets the places where informants use their devices to connect, and intends to lead to assumptions about social variables susceptible to condition the Internet use. Figure 3 summarizes the result about the place of use.

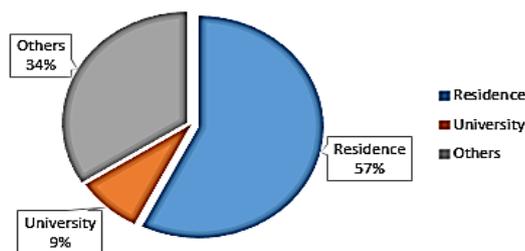


Figure 7 : Place of the Internet Use

Chapter Two Research Methodology and Data Analysis

Our statistics showed that 57% of the students connect more at their residence, while 9% indicate also doing it at university, and 34% connect in other places. We might relate this result to social variables.

Question 4: How many hours do you devote to each?

	1	2	3	4	5	6	7	8	9	More
Social Networking Sites										
Academic Sites										
Online Forums										
Others										

We dealt with the amount of time devoted to each activity. It intended to grasp how the Informants organize their online activities and the purpose of their use. The graph shows the numbers of online duration by sites.

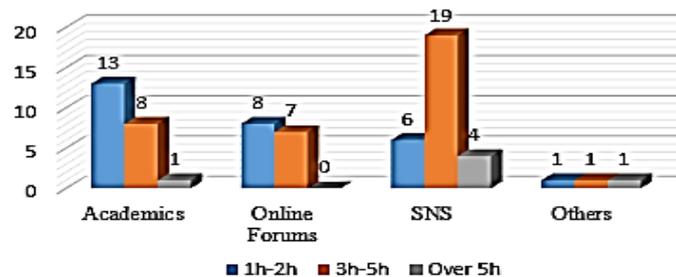


Figure 10 : Online Duration

Figure 4 shows the three types of users. It is based on their online duration variables and interests for each activity. On academic sites, 13 of the sample use the Internet for up to 2 hours, while 8 spend 3 to 5 hours and 1 uses the Internet for over 5 hours. On online forums, 8 of the sample connect for 2 hours, and 7 use the Internet for 3 to 5 hours. On social media, 6 informants connect for 2 hours, while 19 dedicate between 3 and 5 hours and 4 surpass 5 hours. At last, only 3 students indicated having other activities, and represent one for each time variable.

Question 5: Do you connect more than you used to in your country?

- Yes
- No

If yes, comment.....

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The fifth question points out the variance in participants' connectivity and aims to assess participants' use of the Internet. The cyberspace immersion is based on real situational settings, activities, or constraints. The figure presents our participants' trends on the Internet.

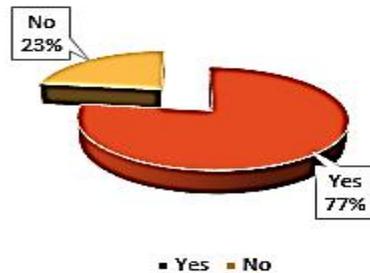


Figure 13 : Trends in Online Connexion

As foreigners in a new area, connection to cyberspace has shifted. 77% of our participants indicated to be more connected than they used to and 23% revealed no change.

Question 6: Which skills do you use when you go online or when interacting with other users?

- Listening
- Reading
- Speaking
- Writing

This question aims to have grasp participants' online immersive skills. This sixth question targeted the abilities they relied upon to practice cyberculture. The figure below presents the skills used online.

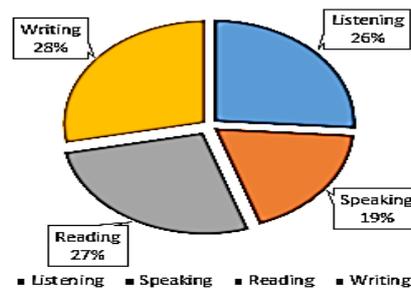


Figure 16 : Online Skills Use

Figure 6 revealed that students use the four skills, which are respectively writing (28%), reading (27%), listening (26%), and a little speaking (19%).

Question 7: Do you have any preference for an academic tool?

- Always
- PDF
- Podcast
- None

We intended to know about participants' preference in terms of types of online materials use. Their indication of tools used for studying can help in investigating cyberculture's presence in their studies. Figure 7 presents the results obtained.

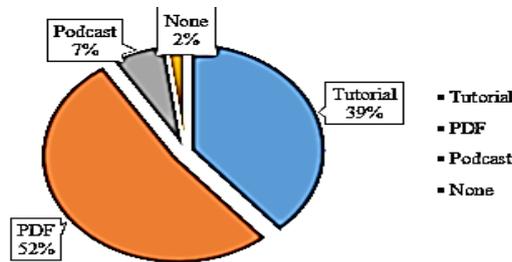


Figure 19 : Academic Tools Preference

Figure 7 revealed that 52% of our participants prefer PDF to get knowledge, 39% prefer learning with tutorials, while 7% prefer podcasts and 2% stated not having a preference.

Question 8: Where do you go online? (Visited websites)

- Social Networking Sites
- Academic Sites
- Online Forums
- Others.....

Question 8 was about visited websites. It sorts out their orientation into the cyberspace. Participants chose from social network, forums, academic sites, and an option to mention other uses. The figure below shows the results obtained.

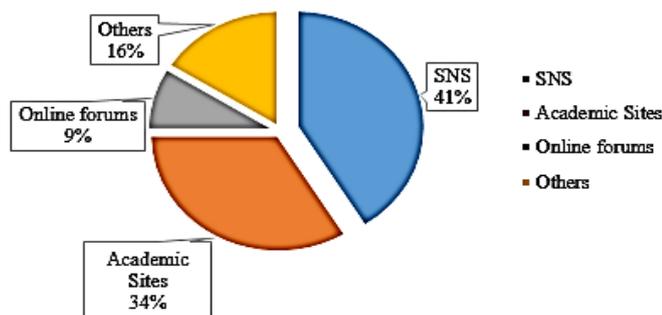


Figure 22 : Visited Websites

The statistics derived from question 8 revealed that 41% of our participants visit social networking sites, 34% visit academic sites, 9% visit online forums and 16% visit other sites.

Question 9: Are you a member of an online community?

- Yes
 - No
- If yes, comment about your criteria of adhesion (tastes, likes, etc.).....

The Internet permits various communities, created from the listserv, MUD, Facebook, etc. In this question, we aimed to go beyond online groups and see if they are factors that influence reality. Figure below gives statistics about our participants' online community adherence.

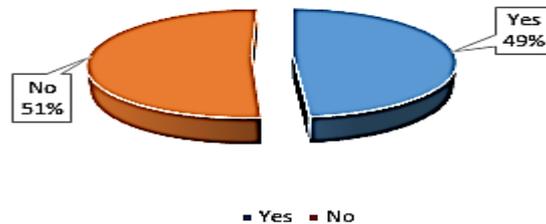


Figure 25 : Online Community Adherence

Results exposed that 51% recused being a member of an online community, against 49% who indicated the Internet as a place to adhere to various communities based on tastes, interests, etc. We aimed at circumventing online group sphere, and see whether these groups constituted factors that affect their life.

Question 10: What kind of contents do you share online?

- Academic
- Entertainment
- Others.....

Question 10 aimed to discover online contents participants share. Participants chose from advertisement, academic, and others to describe their online sharing. Below is a figure about the results obtained.

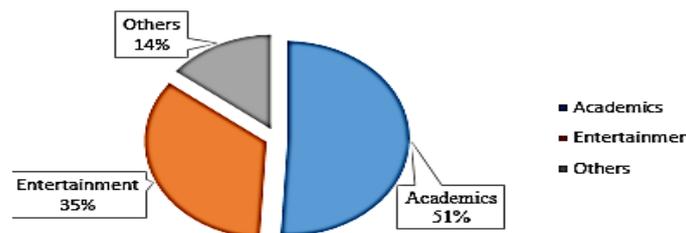


Figure 28 : Online Contents Sharing

Figure 10 revealed that the average of the sample shares academic contents 51%, while 35% entertainment, and 14% for other contents.

Question 11: Has the Internet changed your way of thinking to study?

- Yes
 - No
- If yes, what does the Internet change in your way of studying?

This question aimed to know if the Internet changes the participants' way of thinking to study. The figure below gives the participants' perceptions.

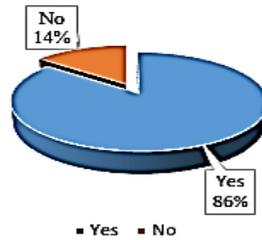


Figure 31 : Change in Studying Way

The majority of participants (86%) stated that the Internet changes their manner of learning and the rest 14% said it did not change their way of thinking.

Question 12: How much do you rely on the Internet to study?

- Highly
- Regularly
- Less
- Never

Question 12 evaluates participants' perceptions of the effectiveness and usefulness of the Internet as an instrument of study. The table below shows our participants' reliance on the Internet for studying.

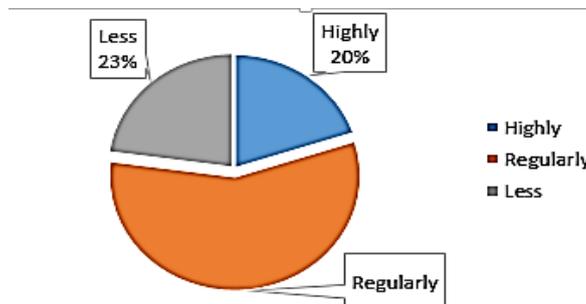


Figure 34 : Reliance on the Internet for Studying

Figure 12 revealed that 20% of participants highly rely on the Internet for their study, while the majority 57% regularly rely on the Internet, and the rest 23% less.

Question 13: Do you have any preference for a searching engine or academic website?

- Yes
- No

If yes, comment.....

Question 13 is about participants' association with a particular engine or academic site. We intended to check whether participants' cyberculture practices in terms of study correlates

with a particular website or browser. It aimed to understand participants' choice and results on academic performance. The figure below presents the sample preferred engine or academic site

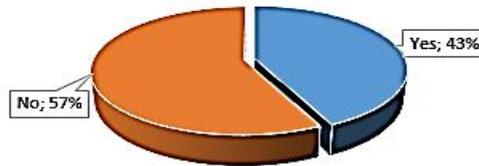


Figure 37 : Preferred Engine or Academic Site

The result revealed that 57% of our participants don't have a preference for a particular engine or academic site to achieve academic purposes, and 43% indicated having a preferred engine or academic site.

Question 14: How much does your online persona influence your academic level?

- Very much
- Much
- Few
- None

The question was about online persona. It offered the selected sample the opportunity to dress their account of the influence of cyberculture in their academic life. The figure below presents our informants' online persona influence on their academic level.

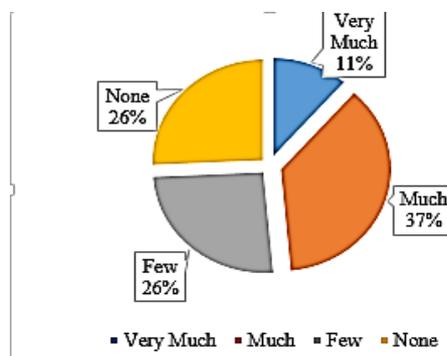


Figure 40: Online Persona Influence on Academic

Figure 14 revealed different perceptions. 11 % of our participants indicated that the Internet influences very much their studies, 37% say much, while 26% describe it as few, and 26% don't see any influence.

Question15: How much does your online persona influence your real social life?

- Very much
- Much
- Few
- None

Chapter Two Research Methodology and Data Analysis

Online persona as resulting from interaction, network group ties, activities, etc., can extend to a real life setting. That's why we requested the sample to answer how far they think the Internet infers in their life. Below table gives our population's online persona influence on their life, and the associated figure shows its representation.

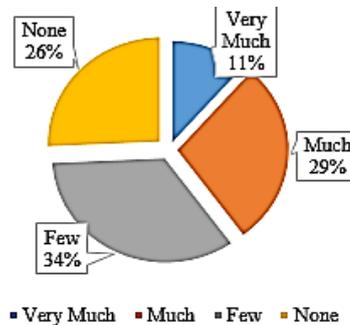


Figure 435: Online Persona Influence on Students' Live

The result showed different perceptions. 11% of our participants indicated a significant influence on their life, 29% thought it was significant, while 34% consider it to be little, and 26% saw no impact.

II.7. Conclusion

This chapter discussed the methods and procedures employed for collecting data. It made explicit the research design, context, and selected participants. It stressed the importance accorded to our unique method of enquiry and gave a detailed analysis of our questionnaire used. Our next chapter is dedicated to the interpretation of statistical data saved

CHAPTER THREE RESULTS' INTERPRETATION

III.1. Introduction

This last chapter advocates the analysis and discussion of data displayed earlier through the use of statistical figures. It discusses our specific findings to conclude the research questions that make valid or invalid how cyberculture affects foreign resident students' academic and social life. Moreover, it uncovers the limitations and suggestions for more studies.

III.2. Results and discussions

This section provides further analyses and interpretations of the sample data. This study objective was to investigate cyberculture effects on foreign students' academic and social life. We emitted two hypotheses for investigating the cyberspace immersion (the Internet use) incidences on students' studies, and also the impacts on their social life (positive and negative). As such, we designed our research questions to discover participants' practices and perceptions of their behavioural attitudes online.

Our participants' online activities are different, and based on the importance attributed to the Internet in their life. The activities are based on everyday common practices realized through the Internet. It is the sum of ideas and practices created through immersion, and what nurtures the cyberculture process. Our criteria are based on activities that might be done by any individual on the Internet. Respectively, our participants gave priority to studies, interactions, entertainments, and other activities. This response helps to invest cyberculture practice by giving an overview of participants' use of the Internet. This online behaviour constitutes a reliable answer to investigate about cyberculture effects. What students do with the Internet provided a setting to explore the ad hoc practical aspect of the new culture promoted by the Internet. That defined rich potential benefits for students. In observing the amount of activities that can surge in cyberspace, dominated by "studying", it proved positive the involvement of the Internet in the academic sphere. That response might suggest that our participants' use of the Internet is adequate. It favors studies, creates a potential based on large and available resources. Also, participants added large arrays of idiosyncratic practices mainly relating to business and online work. Our finding is consistent with the empirical results retrieved from Kim (2011) and Dorgi (2015) which indicated that students' online activities are divided into three main purposes: academic, social and recreational (music, game, blog, etc.).

The frequency of Internet use revealed different types of users. It sorts out that the majority use the Internet much, while some use it very much, and the others few. Using the

Chapter Three Results' Interpretation

Internet much means that our participants are regular users of the Internet. This group controls their cyberspace immersion and use the Internet on purpose. Their cyberculture is not alarming. However, the second group might be described as heavy users because of their high use. We might refer to their use of the Internet as addiction. Individuals in this category are always tempted to use the Internet for whatever reason. This Internet dependency is problematic for raising risks on academic and social life. The last group is composed of light users. These individuals don't use the Internet too much. It means their immersion rate is low and doesn't impact their life or studies. In so doing, the frequency of the Internet use constitutes an important variable determining in our process of investigation of students' cyberculture practice. Participants' frequencies of the Internet use help to check the average of the Internet access. This behavioural attitude might impact students' life or their studies. The frequency to which students go online overview of their online persona. It might seem inconsistent to advocate this results because of addiction damages to some students.

The result obtained about students' places of the Internet use showed different settings that depend on social variables. Some factors motivate the Internet use. We discovered that the majority of our participants connect at residence. It means that this site incites more cyberculture practice. As foreigners, they spend more time between school and residence. And, a regular or weak use of the Internet at residence and University suppose that our participants' real social interactions are limited. That situation of use of the Internet constitutes a factor that leads more to connect rather than engage in immediate conversation with physical peers around. It might be due to variables such as language, culture, race, etc. that limit the process of insertion in the new society, and which results in more connectivity. Others indicated using the Internet in different other places (library, streets, etc.). Each place has a consequence on how our sample use the Internet. It means a negative result on their social reality. The places of the Internet use affect their psychosocial behaviour. It supposes that they achieve much of their need of interaction in cyberspace. Even if they indicated spending much time for studying, there are more reasons for interaction when they are online.

Further inquiry in accessing the time devoted to each activity led to many clear results. The assumption was to assess the values accredited to the Internet activities and the implications in participants' life. It gives insights into the amount of time our participants spend in cyberspace. It sorts out that students' use of the Internet is related to different purposes, and each one takes a certain amount of time. On the one hand, the 'light' users connect one or two hours daily. For those students, the interests associated with the Internet use are academic and

Chapter Three Results' Interpretation

forum sites, with little interest to social media. While the 'heavy' users' online time is up to five hours, with a double interest for social media. Also, we found that some participants overuse the Internet, and mainly for social media. In general, our sample's greater activities are related to social networking sites, which might mean less time for academic studies. An inherent reason might be the poverty of real interaction. It might subvert academic performance and lower students' results. On the other hand, when we asked about their online activities, our sample revealed that they study more online than interact. This might suppose that they do not only use social networking sites as a medium for social purposes. Their use of social media might also serve academic purposes. For instance, online social media group of students of the same branch of study, or peers discussing about class lessons, etc.

Also, we found that the majority of our participants connect more than they used to in their country of origin. Their use of the Internet has increased, due to the necessity raised by the exigencies that faced them in Algeria. It means the existing context plays a role in their use of the Internet. The change in their daily habit and settings introduces some challenges that they might try to solve with the Internet. It appears as a panacea to cure their problems and helps to sustain their life. As mentioned above, various social factors exert their Internet use. Many related this change to their current state and social reality. For instance, the need for interacting with family, combat everyday routine (boredom), low Internet price... The next quotes were dropped out from the reasons they stated;

P1 *"I don't have anything else to do, except studying"*

P2 *"It is a means to feel close to my family"*

P3 *"I feel bored, I miss my family and friends. It became like a habit"*

We deduce that social variables associated with the Internet use underpin and influence the incentives and results of practices in cyberspace. The use of the Internet became a daily habit. It justifies earlier results of the increased amount of activities related to social networking and academic sites. Social networking sites help our participants to maintain basic human needs of communication, and academic sites help in completing their education (their prime reason of living abroad). The situations brought by their new context of life increase its use. However, some indicated that there is no change in their use of the Internet. The perception of our sample behavioural attitude is helpful to account for the effects on their academic and social life.

Another aspect of the results is related to the skills used in online activities. The four skills were extensively used, it might sustain academic results. Each skill constitutes and leads to an essential practice of cyberculture. They are manners of learning and interacting, depending on

Chapter Three Results' Interpretation

students' styles. For instance, when interacting on social media, students might use somehow the four skills to read and write chat messages, make and listen to vocal notes. However, studying might imply more reading or listening. When learning, we used more receptive capacities, and the analysis gave quite fair results. The participants use the four skills for their entire activities, which confirms the time devoted to academic sites and the conclusions stated earlier. It also shows that there is almost equity in three skills (reading, writing, and listening). It justifies the hegemony of hours we found corresponding to social networking sites and academic sites. The matter is the site the students visit. As discovered earlier, much time on social networking sites might create both positive and negative results on studies.

The findings also revealed that students prefer PDF, which means that they prefer reading than watching tutorials or listening to podcasts. At this level of analysis, it is the best to consider the students' differences and preferences. This result is intriguing and simple. On the one hand, it might serve as a proof for disclaiming the previous findings showed state that our participants are eclectic. The inherent reason is that we discovered earlier that participants use more three skills. And having PDF taking half of the total choice supposes more reading than any other skills. On the other hand, it justifies that the participants use the Internet more for study purposes than other online activities. Because people tend to read more on the academic side than using other skills, and their answer to question one is decisive in understanding PDF choice, the reason behind is relative to the amount of time they devote to social networking sites. Also, from this result might be derived that cyberculture increases possibilities to use and improve skills. The specificity of each side has the opportunity to influence academic results.

Our findings led to participants' online activities. It leads to understand their immersion in the cyberspace. Our participants' websites gave insights into the essence of their online activities. We found that the total of answers to question eight shows a preference for social networking sites. It serves as justification to question four which is about the elevated amount of time devoted to social media. We found a correlation between both results. The large amount of time spent on social networking sites is adequate with the domination of those sites over the other sites. It signifies that much cyberculture practices are constrained and centered on these sites. As such, the activities they produce inside that cyberspace constitute an essence in assessing the effects produced on our participants' academic and social life. We might consider what they do on social networking sites to provide answers to its impacts. As both "interacting and studying" are the activities highly practice online, it not subtle to conclude positive the results. The reason behind is that social networks help students to complete basic needs and

Chapter Three Results' Interpretation

studies. The result is consistent with the positive benefits of using social media by Liderer, 2012 (as cited in Guy, 2012). She advocates that social media in education can increase students' engagement and communication to foster and enrich the learning experience.

Subsequent results about social networking sites belonging revealed that being a member of a community involves various criteria of adhesion based on tastes and interests. An online community constitutes a group of members who share the same tastes, likes, codes, etc. The majority of our informants who indicated having a community online cited diverse groups as sport, job, politics and academics, created from listserv, MUD, chat group, Usenet, Facebook, etc. Being a member of a group allows people to express idiosyncratic views, likes, etc. It also creates familiarity, and helps people to reinforce and improve their skills. Cyberspace appears as a social platform composed of individuals who fill the need of interacting and assure knowledge needed for better performance and promotion of human value. It is important to notice the influence of these groups on students' academic and social wellbeing. Having a great experience when interacting in online groups leads to much success, but the kind of community plays a crucial role. For instance, an online group based on study would promote higher education therefore positive academic results. The value accredited to their judgements about participating in or recusing an interaction with a particular group determines the nature of the group. It focused on participants' interest in online group sphere, and whether these groups constituted factors that affect their life. According to the varsity of interests stated, we might say that our participants' online groups present a positive impact on their education and life.

A look into their shared contents has the potential to measure the impact of cyberculture on students. In analyzing this question, we found that several foreign students share online more academic content than any other things which they are maybe interesting. Also, sharing online common practice among people, proved to have an identity effects. It is intrinsic to group belonging, as sharing is a group and individual matter. It means that the nature of what they share on the Internet has an incidence on their reality, consequently their academic and social life. In our case, the participants' online contents imply that the cyberculture practice of sharing has a positive value. Some indicated that they like sharing news reports, academic staff, etc.

Our participants indicated that the use of the Internet changed their way of learning from traditional to digital, from reading printed versions of books or articles to online ones in PDF. Also, it allows people access to the latest updated research in their field. Today's learning might occur in different forms, ranging from sound to text. Due to the online lectures, the learning style has changed. It signifies that our participants somehow modify their process of knowledge

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acquisition. The Internet introduces other approaches to study more beneficial. It brings a positive value to students' methods or technics. It also means that the cyberculture has repercussions on their academic life. Some participants mentioned;

P1 *"Thanks to the Internet, I cannot be staged a while on a difficulty in my studies"*

P2 *"I use electronic files instead of copybooks"*

P3 *"The Internet makes it easier to study, thanks to the access of lots of resumed contents of lessons online"*

Besides, we found that each one of the sample relies on the Internet to study. However, the answers to question twelve reveal different degrees of involvement of the Internet in the learning process. Our participants' perceptions of the effectiveness and usefulness of the Internet as an instrument of study showed three categories:

- 1-some indicated they highly rely on the Internet,
- 2-other participants said they regularly rely on the Internet,
- 3-a few participants said they less rely on the Internet,

It makes cyberculture impacts on academic practices. It is consistent with the answer relative to our first research question about online activities. It is logical to agree on the fact that studying is the most common practice of the sample targeted.

The thirteenth question intended to know how deep participants' online activities might cluster around intensive use of a particular searching tool for academic purposes, their tendency to access a searching engine or an academic site. Having a daily use of something creates familiarity as well as links. A habitual searching engine or an academic site manifests for our selected sample a strong tie with the use of the Internet for academic purposes. Also, according to the context in which our informants use the Internet, having a preferred engine or academic site might justify the degree of involvement of cyberculture in their academic and social life. Many indicated not having a preference, but those who validated commented largely on Google and Mozilla as faster and ease of access. In total, this doesn't reinforce the assumption about the positivity of cyberculture practice in academic settings.

Then we addressed online persona influence on academic level, their reaction to the integration of the use of the Internet in their studies. We found different views concerning the participants' awareness of the implications or influence of the Internet regarding their academic studies. We discovered that allowing the selected sample to express their views on cyberculture influence on their academic life revealed many surprises. Through our analyses, it sorted out

Chapter Three Results' Interpretation

that some participants are not fully aware of the Internet influence, few participants recognized the alarm, and they neglect, because they consider it an everyday practice. Also, some participants said it does influence very much. Online persona resulting from interaction, network group ties, activities, etc., can extend to a real-life setting. We might derive that the only foci are about the usefulness and utility it creates. As such, it might justify the changes that occurred in their way of thinking studies and the high rate associated with online.

In the last part of our process of analysis about the participants' perceptions of the influence of cyberculture on their social and academic life, we discovered that few of our selected sample are aware of the high risk of use of the Internet their life; while the majority find it much influenced, some think there are few effects on their life, and the others are not aware of its influence. The result might explain previous results about time devoted to the Internet use to which affects the students' academic studies, as discovered in question four. However, the penetrating use of social networking sites would suggest a need to accomplish incomplete social needs. As analyzed above, various social factors increase our participants' use of the Internet. Reliance on the Internet sites comes from the desire to back up social needs, gaps, and failures in our participants' social reality.

III.3. Limitations

In this study we managed to verify the two hypotheses that formed the basis of our research questions. Through our investigation process, we found several results and some gaps to fill. The problems we encountered have undermined the results and reduced research. The first problem has to do with the scale of the study about cyberculture which requires indepth analysis. The study took a long time to refine the subject in a way that serves our interests. Besides, the COVID-19 period limited us to develop all hidden subtleties of the selected sample. Some of the previous cyberculture surveys have provided tools that have helped measure participants' behaviour for high accuracy of results. We were were unable to research as we wanted. We have verified two hypotheses instead of the three planned. The current situation made us limit our study to the Belkacem Benhaya university residence in which only gathers male students. It was also a complication not to have girls in our work to compare the results that both sexes could have produced. A cross-sectional study would have provided much precision for the long observation involved. Some participants did not answer to the questions, and some participants provided evasive answers.

III.4. Suggestions

We propose for future researchers in the field to cover the eventual problems students might face. For instance, the study might look for the consequences cyberculture imply, such as anxiety, depression, lack of motivation for studying, etc. We introduced cyberculture in the present study as derived from the Internet. Other studies may concern other sources; for instance, the materials used to connect, or consider the product of people interaction as cyberculture. Another study might compare students' cyberculture and the Algerian culture or other students culture. Another suggestion is to broaden the scope by extending to a great sample for data collection; for instance, the students in the faculty of letters and language.

III.5. Conclusion

The chapter extended on the interpretation we worked out from the analysis of our findings. We confirmed our hypotheses in light of discussions issued from the results. After that, we unveiled some limitations and problems that faced us when conducting the research study. To end, we introduced some paths for future studies.

General Conclusion

The present study investigated the effects of cyberculture on foreign resident students' academic and social life. It attempted to analyze and discuss students' cyberculture practices to assess its effects, it dealt with students' perceptions of the Internet, to work out the degree of integration of that new culture on our educational system. We wanted to reveal how deep it monitors daily life and students' studies.

In so doing, the research study helped verify whether the use of the Internet to study, and online behaviour as cyberculture's practice produced effects on students' academic background and social life. In order to verify our research hypotheses, we were cautious to select our context, population, procedure, research instruments and analysis of our questionnaire. We could discuss our findings appropriately and provided some limitations and suggestions to the given research.

At the end of our survey, we were able to confirm that online informants' activities, time, frequency, place of connection, changes in connection attitude, skills, tools preference, visited websites, community membership, reliance on the Internet, search engine preference, or academic websites, and the influence of online identity helped us verify the proposed research hypotheses.

To conclude, the culture of the Internet is a catalyst in today's innovation and our findings are important to make contributions in understanding the behavioural attitudes of students' use of the Internet. As a result, human being constitutes a complex entity as does the Internet which need evaluation.

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Appendix

Questionnaire

You are kindly requested to fill in the following questionnaire about “the effects of cyberculture on foreign resident students’ social and academic life”. All upload information submitted to strict criteria of privacy, will be in total confidentiality and anonymity.

Age:

Status/Academic level:

Country/State:

Faculty/Department:

1. What do you do online?

Interacting

Studying

Entertaining

Others

2. How often do you go online?

Very much

Much

Few

None

3. Where do you connect?

Residence

University

Others.....

4. How many hours do you devote to each?

	1	2	3	4	5	6	7	8	9	More
Social Networking Sites										
Academic Sites										
Online Forums										
Others										

5. Do you connect more than you used to in your country of origin?

Yes

No

If yes, state your reasons

.....

Appendix

6. Which skills do you use when you go online or when interacting with other users?

- Listening
- Reading
- Speaking
- Writing

7. Do you have any preference for?

- Always
- PDF
- Podcast
- None

8. Where do you go online? (Visited websites)

- Social Networking Sites
- Academic Sites
- Online Forums
- Others.....

9. Are you a member of an online community?

- Yes
 - No
- If yes, comment about your criteria of adhesion (tastes, likes, etc.).....

10. What kind of contents do you share online?

- Academic
- Entertainment
- Others.....

11. Has the Internet changed your way of thinking to study?

- Yes
 - No
- If yes, what does the Internet change in your way of studying?
.....

Appendix

12. How much do you rely on the Internet to study?

- Highly
- Regularly
- Less
- Never

13. Do you have any preference for a searching engine or academic websites?

- Yes
 - No
- If yes, comment.....

14. How much does your online personae influence your academic level?

- Very much
- Much
- Few
- None

15. How much does your online personae influence your social life?

- Very much
- Much
- Few
- None

Thank You!

ⁱ Advanced Research Projects Agency Network