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LINGUISTICS

English Language Use amongst Algerian Internet
Users in General and EFL Students in Particular

Submeitted by
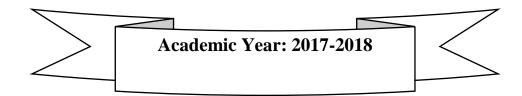
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Dedication

I would like to dedicate this dissertation to:

My loved parents who always encourage and support me to be in the
best way in my life.

To my brothers: Sidahmed, Samir and Sofiane.

To my husband: Karim

To all my friends, Raniya, Amina, Amine and Basset for their love and
advice and to all who are dear to me.

Abstract

Internet is in recent day, has a great impact on the language of users of social media and becoming a part of the user's daily activities. The present research work aims to investigate the status of English language and its contextual use among the Algerian internet users. The current study investigates the Algerian internet users as well as students of English at Abdel Hamid Ibn Badisuniversity toward the status of English online and its contextual use. In order to achieve our main objectives for this research, two major instruments are used, screen shots and questionnaires. Participants are twenty five Algerian. Users selected from pour different groups on Facebook and also are first year master students (Linguistics) at Abd el Hamid Ibn Badis University. The findings of this study reveale that English has its status among the Algerian internet users even students or teachers or ordinary users in different context expect. The political and the economical one, It also found that social media has a great impact on the language

Key words: Internet, Social media, English language.

List of Abbreviations

AA: Algerian Arabic

CA: Classical Arabic

E: Email

EFL: English as a Foreign Language

Engl: English

ESP: English for Specific Purposes

FL: Foreign Language

Fr: French

% : Percentage

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General Introduction

Technology has come to play a very powerful role in society in our modern life influencing the way people communicate learn an work. It is an indispensable part in almost everything around us. Internet and social media become the rapidly communication with no foundries and they make the whole world like a signal country. All most people make and female from boys to old people, and from the lower class to the upper class user use various social media as a tool to contact and share their ideas with each other through language where this language takes a part in the whole process. English language in specific is considered as the language of technology that it uses on the net over a wide range. What moved me to conduct this study is my curiosity and my inspiration to know more and more about the phenomenon a personally I observed. The second motives that allow me to conduct this study and go on board searching for is the support and the encouragement of my supervisor Ms. AOUMEUR Hayat.

Competing internet sites attract internet users, in which language takes a major part in the process. English in particular is considered as the language of the internet, taking this into consideration, we can deduce that the Algerians users are in a dilemma when it comes to the choice of the languages to use this English or to respondent the net.

This research study aims to investigate the status of English language and its contextual use among Algerian internet users. Further among to investigate the most users of this language even they are teachers, students or ordinary users and investigate their linguistic competence. In order to realize the objectives of this study to answer a set of research questions. First do the Algerian users use English language via the internet? If yes, what about their linguistic computer? Third, who are the most users of this language?. Four, in which context do they use it? Fifth and the last, does social media help to improve English language online?. These questions lead us to propose some hypothesis, which attempt to give a prediction concerning the research questions.

The first hypothesis is that may be all the Algerian users use the English language via the internet, The second one may be the users have a poor linguistic competence. The third hypothesis may be the most users are students. The fourth hypothesis may be they use English only in educational context. Last one may be social media help to improve English language online.

To find out to what extent the hypothesis are true, this research study follows an analytical approach the research methodology used in this study relies on the screenshots and questionnaire, screen shots of (25) Algerian users from Facebook from five different groups, moreover, a questionnaire is planned for thirty master 1 students (Linguistics). At Abdlhamid Ibn Badis University.

The research is divided into three chapters, the first one deals with Perception on English language use among Algerian internet users, research methodology, discussion of the findings. The first chapter represents a comprehensive over view of English language use via internet by the Algerian users and its contextual use. In addition, it tries to give some attitudes of the Algerians people towards English and also it tries to speak about English language online and social media followed by some popular web sites of social media. Its advantages and disadvantages and finally it speakers about Facebook. The second chapter is concerned with the methodology of the research, mainly devoted to analysis. It consists of screenshots and questionnaire designed for the users and students. The final chapter is dedicated for discussion the research findings, then we try to provide some suggestions and recommendations in this concern. At the end of this chapter are listed the major limitations encountered while conducting the research.

Chapter one:

English Use Among Algerian Internet Users

Chapter one: English use among Algerian internet users

Introduction

Through the advancements and the emergence of the new technology that the world seen, internet becomes a predominant factor in our daily communication, it plays a significant role in our life, it has a great impact on the language of users of social media. This chapter aims to give an over view and present a compressive picture about the English use among Algerian internet users of social media. It provides some facts about the English use in Algeria as well as the contextual use. In addition to this, it speaks about the Algerian's attitude toward English.

It also speaks about English language online and social media, followed by their some popular sites, its advantages and disadvantages. At the end, this chapter speaks about Facebook.

1.1 English Use in Algeria (Some facts)

According to Shanya G, 2016 P106, English is one of the most language in the world, it is official language spoken by people in many countries for both as native and as a second foreign language It is used as a tool of communication:

English is deserves to be regarded as a world language, it is consider as the primary international language of technology, education, economy, international diplomacy.

Chapter one: English use among Algerian internet users

Ramaswomi, Sarraf& Haydon 2012 P59 assumes that in Algeria, Arabic is the official language around 98% of Algerian people use it in their daily life, French is the second most language used, around 60%, it is the language used in schools, while Arabic is the language spoken within government departments, English is used as second FL, it begin from grade of 9 in schools, EFL is more used in the north ratter the south, because in the north the businesses are located their especially in the capital city Algiers.

Miliani (2003, p.25) described the English language as "In Algeria, the English language is tower as foreign language. Most of the Algerian learned use English only in the classroom while the outside environment does not offer enough opportunities for its use. Indeed, the Algerian educational policy tends to forester the teaching of English, to impose it as the first foreign language instead of French language"

1.2 English use (Contextual use) who use it, where and why?

In the regardless to the pedagogic system in Algeria, the government focused on including three languages, the original language Arabic and the two other foreign language English and French. As a result of the colonization through 132 years French language is the language that has a power and it has an important role in Algeria even in social or educational system.

The authority and the government also give the importance to the English language, it has become more interested about it in all domains, Algerian government has used the English in their schools. (Madani 2012, p.27)

According to crystal 1996 some of countries give to it a special place in their schools, in there and in their communities. It considered in some countries as official language" (as cited in Madani, 2005, p.43)

In the beginnings of either Algerian administration give significant consideration to English language and encourage the teaching of its.

They consider the English language as the language of science, technology, modern world, culture, this why Algeria give it more importance.

Madani 2005 states that English language used by the learners but not outside, only in their classrooms, or even used by the teachers who teachers it as a foreign language.

"In Algeria, the English language is taught as a foreign language, Most of the Algerian learners learn and use English only in the classroom while the outside environment does not offer enough opportunities for its use. Indeed the Algerian educational policy tends to forester the teaching of English to impose it as the first foreign language instead of, French language"

Slimani (2016 P38) declares that in middle school the learners attended to have 250 hours of English teaching classes, they can describe, instruct and be

social in the four skills (listening, speaking, reading, writing), in the secondary schools here is insufficient time of teaching English 2 hours per week for scientific and 3 hours per week for literary classes, this is not enough for learners to learn deeply this language.

One of the most aims of the Algerian education system is to improve learning and teaching process in recent time, it is the time of technology and internet so the Algerian people need to read and write English very well.

Teaching English process help the learners to learn about the culture of this language, ELT help to achieve the learners reading, writing and other shills which make them in contact with the world it also aimed to provide the learners proficiency and put them with the functions of language as well as their strategies, profiency help learners in pronunciation and comprehension of EFL as well as vocabulary.

Madani 2005 claimed that language is a part of culture and culture is a part of language we cannot separate them from each other this why in Algeria ELT is related to culture.

Brown.H (1994, P165) illustrades this: "a language is part of culture, and culture is part language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture ".

1.3 Algerian's Attitudes Toward English

According Slimani (2016), English is the language that taught throughout the Algerian middle and secondary schools and universities, and in some military, security, the economicand cultural institutions. It considered as a second foreign language after French the Algerian people consider that English is not very useful and doesn't play a significant role in their national and social life, because It doesn't compose their cultural and social and traditional identity, people don't need it to leave in their life or even social daily life.

The majority of Algerian people use Arabic and French to communicate, not English.

Students are listening, speaking, writing reading English in their classrooms not outside. (Benrabah 2007), English has its cultural and traditional context not the same as in Algeria.

English used by some Algerian new generation in media and social networks as a tool to communicate.

Hayme (1989, P 43) affirms that English is considered by some Algerians as a language of an ex-colonial and imperialist country:

In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language because of the technical and

economic exchanges all over the world, English is now occupying a letter position in the Algerian education al system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language "par excellence". (as cited in Said Slimani, 2016)

"Parents claim-that although English is an international language, it has no social fuction in Algerian and therefore did not want to compromise their children's future" (Baiche 2002, P 57)

1.4 English online

Naughtou (1991:21) define the world internet as : "Internet is one of the most remarkable things human being have ever made. In terms of its impact on society, it ranks with print, the railways, the telegraph, the automobile, electric power and television, some would equate it with print and television, the two earlier technologies which most transformed the communication environment in which people live. Yet it is potentially more powerful than both because it harnesses the intellectual leverage which print gave to mom kind without being holed by one to many nature of board cast television" (as cited in Bormader Zitouni mimouna 2013, p.14)

Atkinson 1998 states that online is: "Computer is connected to the internet when one is online he is at that time looked to the internet and actively operating the program as cited in"

Anomadou, Mc Naught & Thomson; Nd p found that English considered to be the third wide language spoken over the world, around 375 million native speakers accordingly, since the down of work on language technology. Some 50 years ago, a large amount of effort has been focused on the development of resources for English, resulting a large number of high quality tools for tasks such as speech recognition and synthesis, spelling correction and grammar checking. Even today the language technology, band scope is dominated by English resources"

Chapter one: English use among Algerian internet users

There are many researchers 2008-2010 deals with publication on language in digital age for English. Around 301 million teenagers in U.K use Internet as their daily activities and most of the American had an internet connection, it has linked to their social, economic and demographic indicators, most of the users are educated people, they found that in 2010.536 millions of users of the English language n internet course quaintly this make the eng language the most used used in the world.

The digital revolution has changed language my creating a new vocabulary, genres and styles that help the users to use language in multiple type, visual, aural, gestures and spatial modes (porvin, 2016).

According to internet world stats as of march loot " 70 percent of the American population used the internet, compared with 39 percent of Europeans and 17 percent of the world as a whole."

Historically the internet was largely the province of English speakers (and the English language). In 1996 English was the native language of 09 percent users. By 2006, more than two-thirds of those on the internet were native speakers of some language other than English. Internet world stats reports that 30 percent have English as their native language (p24-25) (as cited in Naomi-5-Baron).

1.5 Social Media

According to Tojinder (2016): Social media is a plat form for people to discuss their issues and opinions, he describes it as a tool that help people to share or exchange information images, videos ……etc

Tisha (2012) describes the term social media as the use of web-based and mobile technologies to turn communication into an interactive dialogue it takes many different forms including magazines internet forums, social blogs, wikis, rating and social, book marketing. Social media is media for social interaction as a super set legend social communication.

Deuing (2012 P1), define 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 emphasis the importance of social media, she considers it as important tool in our daily communication like Facebook or Twitter in laptops or mobile devices.

May people in the world from different ages and different social class use various social media.

B.Bood 2000, Dyrnd (2005) and Kajder and Bull 2004 " There are online blogs which are available on world wide web and thus the English learners

many get helps from it while sharing information", (as cited in Infomullah Khan 2016, p.590).

According to fiance 2015 reports that in our society we are live with technology and internet which are in daily advancements all people use internet in their daily activities refresh is consider as a part of our life " the role of social media networks is dominant component "

Social media in teaching and learning environment, it is plut form for researchers and their experiences, it helps people to communication in open way it is social system, it created to improve the educational process and support the learning process of students and teachers.

Oingyawong, Etall (2011) states that social media developed through time rapidly which is help pupils to success in their life.

Walter and Reviera (2004) describe " social media as the relation shipthaht exit between network of people" (as cited in Johnson and Weiclen and Juliang 2011).

Walter and Riviria (2004) define social media as "The relationships that exist between network of people" (as cited in Modhusdanet All 2016, P31).

According to Singh social media used as an unconventional, way that it must use for student in their educational classes media just being used to send messages or texts rather than to use it good ways, it has risen the quality and rate

of collaboration for students and share their knowledge quickly with each other through various social sites like Facebook, Twitter and Instagram.

1.5.1 Some popular websites of social media: according to Madhusdan, Tondale&Koman 2016 there are many web sites of social media, some of them are:

1.5.1.1 Facebook: the most popular website, students use it to get the answer of their questions from the group members.

1.5.1.2 Twitter: It offers a quick way to communicate and track information on any topic.

1.5.1.3 Blogs: It creates opportunities for students to write.

1.5.1.4 YouTube: It help the student to express their creativity and it is a good option of flipping classroom.

1.5.1.5 Instagram: A picture is worth words.

1.5.1.6 Google Docs: It is not most popular technology used by persons in particular document working.

1.6 Advantages of social media

According to Tojinder social media has a positive effects, social media gives a way to the students to effectively reach each other in regards to class ventures, brunch assignments or for help on homework assignments, also many of the students who do not take an interest consistently in class might feel that they can express their they easily in social media, teachers may post on social media about class activities, school events, home works social media market hip prepares young workers to become successful marketers.

Social media is one of the most important tool in sharing knowledge and information among the people especially among the learners of educational institutions, online tool and technology has not only mediated communication in countless ways, we talk and think about communicate are changing as a result, social media have the potential to fundamentally change the character of four social lives both on interpersonal and a community level.

Dhangor 2016 P 107 emphasis the importance of social media, it has many advantages. It help users to be participate with different groups, If will make users get a new ideas from their audience it help users to track of anything happens, It develop the relationships between the users.

1.7 Disadvantages of social media

According to oldest and shill states that social media encourage negative behaviors for teen students such as procrastination (catching up with friends) (as cited in Wong, Weichenyulaing 2011).

According to Wong, Weichen&Yuliang 2011, This students are more likely to drink and daring however every day, many students are spending countless hours immersed in social media such as Facebook, my space, world of war craft.

Joklson and forste 2011, affirmed that "our finding indicate that electronic media use is negatively associated with grades we also find that about two-thirds of the students reported using electronic media while in class studying or doing homework" (as cited in Wong, Weichen&Yulaing, 2011, P5).

1.8 Facebook

Ferantino& Graf, 2011 reports that in years ago there has been many uses of social media such as Facebook, YouTube ……, the more wide spread is Facebook that reports more than 600 Million active users in the world nowadays.

Glosh 2011, defined Facebook as:

"Facebook has changed the way we perceive social networking, It is known to be the most widely used social networking channel till date, as on 13st December of 2016, Facebook has recorded 186 billion users registered from around the globe" (Asked). Facebook is use as social networking site to interact and it is effective in business tool.

Healy 2017 defined Facebook as "Facebook's network structure is a symmetric one based on friend ship rather than an a symmetric one of flowers ship, the main thing to understand about Facebook is that al thorgh it is unfashionable it is also gigantic ".

Facebook as social networking service, help students to make new relationships, add to greater cohesion. It makes then more interesting with their courses, it has many advantages, it help to be participate with different groups, it will make users get a new ideas from their audience, they give you the response to your questions, also helps users to track of anything happens.

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Ferantino& Graf declares that Facebook is use to exchange through the profiles, photos, videos, Facebook has a great impact positively on students according to them FB has an critical impact which this help students to discuss, analyses, describes and guess in the foreign language, is also creates a familiar atmosphere in peers, it is like a place of learning a foreign languages in social way.

Ferantino and Graf 2011 declare that " It is essential that educators design the net generation curriculum able them to receive radiates and interviews, read and comments and participate in discussions in the foreign language ". For them Facebook can make student discuss, analyze, describe guess in the foreign language.

1.9 Conclusion

This theoretical chapter has focused on providing a general view concerning the use of English language use among Algerian internet user and its contextual use. It has speak also about Algerian attitudes toward English language, it has also explained how the English online is used followed by defining social media with it benefits and constraints, and give some popular riels mites. At the end it speaks about Facebook.

The following chapter focus on the protected side it looks at different methodological aspects adapted in this research.

Chapter two

Research Methodology

2.1 Introduction

The second chapter is dedicated as the research methodology and design regarding on data to collection and analysis. It is used as a description of case study concerning the use of English language amongst Algerian internet users, this current study aims to investigate the factors that determine the use of English online and what are the topics that they are interested when using English.

The population of study was first year master student linguistics at university of Abd El Hamid Ibn Badis in Mostaghanem. In order to achieve the main objectives of this study which deals with the practical part. The researcher use two instruments to collect data, the first one is "screenshots" from different groups in internet and questionnaire for students, finally this chapter denotes the analysis.

English use in Algeria (some facts) of the collected data.

2.2 The sample population

The researcher have chosen a specifics sample population of twenty five (25) users of Facebook from five different Algerian groups and thirty (30) first year master students (linguistics) for represent the whole population.

2.3 The research instruments
2.3.1 Description of screenshots

The researcher require to use screenshots as the first instrument in this study which was taken from twenty five (25) users from five Algerian different groups in Facebook, Algerian's users group, DZ English speakers, I'm DZ and I speak English, Trilingual Algerian learning groups: English, French, Arabic, Algerian English speakers.

2.4 Data analysis

2.4.1 Analysis of user's screenshots

Gender	N	%
Male	20	80%
Female	5	20%
Total	**25**	100%

One: Gender

Table 2.1: User's Gender

Screenshot 2.1: User's Gender

From the screen shot above we can notice that the majority of the users on

Facebook were males (80%) while the minority of them were female (20%).

Two: Post Length

	N	**%**
Short sentences	12	48%
Long sentences	13	52%
Total	**25**	**100%**

Two: Length of sentences

Table 2.2: User's Post Length

Screenshot 2.2: user's Post Length

From the above we can notice that (52%) of them use long sentences while (48%) of them use short sentences.

Three: Correctness of sentences

Gender	N	%
Correct	23	92%
Incorrect	2	8%
Total	**25**	**100%**

Table 2.3 Linguistic Competence

Screenshot 2.3: Linguistic Competence

Topics:

Screenshot 2.4: Different Topics Use of English Language

From the different screenshots above we can understood that all the user's use English language with different topics in different contexts social, religious, cultural friendship, education, while it noticed that they are not interested about the use of English language in political and economic contexts.

2.5 Description of questionnaire

Questionnaire is the most used by many researchers for collecting data, it can help to get the accurate data, the data that could be not observed.
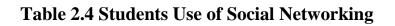
In this research paper. The questionnaire consists of (11) questions which was addressed to (30) first year master student (linguistics). It aim to again their opinions about the English language and if they are interesting with the social media specially Facebook and wither they use English when they are online or not. Concerning the type of questions used in this research paper, the researcher have used multiple choice questions which it provide several answer from which the respondents have to choose the appropriate one according to choose the appropriate one according to their points of views and their opinions, the close-ended questions, the respondents oblige to answer (yes) or (no), The researcher has given only one open end question in which the respondents can answer freely without any limit by using their words. The first question is about asking students which one of social networking they have, the second one is to know how many Facebook friends they have, the third one sought to now who are this friends, forth question has asked to know about the typical activities on Facebook that means to ask about the reasons of using Facebook, the fifth one questioned the students if they are using English on social media, the six question asking students about with whom they use English, the seventh if Facebook help them to improve their English language, the eight question is

about asking student when and why they use English language, ninth question asked students if they are a member of English speaking group. Question ten asked them if they exchange posts with their classmates. The last one asked students about their reflections on English online.

2.6 Analysis of student's questionnaire

Question one: Which of these social networking do you have?

	N	**%**
Facebook	25	83,33%
Twitter	3	10%
Instagram	2	6,67%
Total	**30**	100%

The aim

Table 2.4 Students Use of Social Networking

Pie chart 2.4: Students Use of Social Networking

The primary aim behind asking this question us to know which of this social networking students use more.

from the above table, it can be understood that the majority of students prefer to use Facebook rather than the other social networking.

Question two: How many Facebook friends do you have?

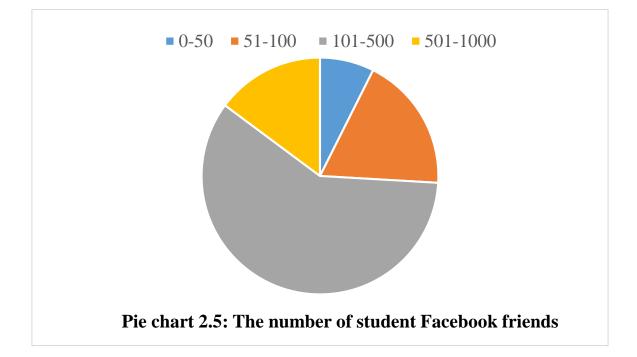|	**N**	**%**
0-50	2	6,67%
51-100	5	16,66%
101-500	16	53,33%
501-1000	4	13,34%
More than 1000	3	10%
Total	**30**	100%

Table 2.5: The number of student Facebook friends

Pie chart 2.5: The number of student Facebook friends

The aim behind asking this question is to know wither the students have many friends or not The table shows that (2) of the respondent said that they have (0-50) friends, (5) answered that they have (51-100), others said that they

have from (101-500) friends are (16), other students said that they have from (501-1000) friends are (13.34%), while the students have more than 1000 friends are (10%).

Question three: Who are your friends?

	N	%
Your teachers	8	26,66%
Friends	8	26,66%
Friends of friends	2	6,66%
Co-workers	5	16,67%
Parents, uncles, family	4	13,34%
People you have never meet above	2	6,67%
Other persons	1	3,34%
Total	**30**	100%

Table 2.6: Friends of Students

the purpose of this question to know who are the people that the students contact with them.

From the table above we can understand that each student has his friends relating to his need use, (26.66%) of them say that they contact with their friends, with the some percentage of student their friends are their teachers, while (6.66%) claimed that they contact with friends of friends (16.67%) use

Facebook to working, (13.34%) of them said that they use it to contact with their
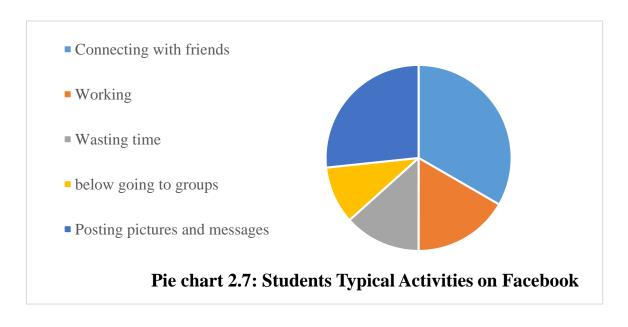
family (parents, uncles) whereas (3.34%) said that they use it with other persons.

Question four: What are you typical activities on Facebook?

The goal of this question is to know about the typical activities of students on

Facebook.

	N	**%**
Connecting with friends	10	33,34%
Working	5	16,67%
Wasting time	4	13,33%
below going to groups	3	10%
Posting pictures and messages	8	26,66%
Total	**30**	100%

Table 2.7: Students Typical Activities on Facebook

Pie chart 2.7: Students Typical Activities on Facebook

The results find that (33.34%) of the students use Facebook to connecting with their friends, while (16.67%) of them use it for working, (13.33%) us FB just for wasting time, (10%) they are below going to groups; whereas (26.66%) use Facebook in order to posting pictures and messages.

Question five: Do you like using English on social media?

The aim of this question is to know the percentage of students who like to English or not use in social media use English or dislike to use it on FB social.

	N	%
Yes	20	66,66%
No	10	33,34%
Total	**30**	100%

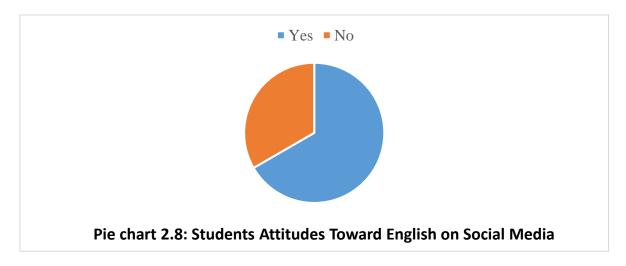**Table 2.8: Students attitudes Toward English on Social Media**

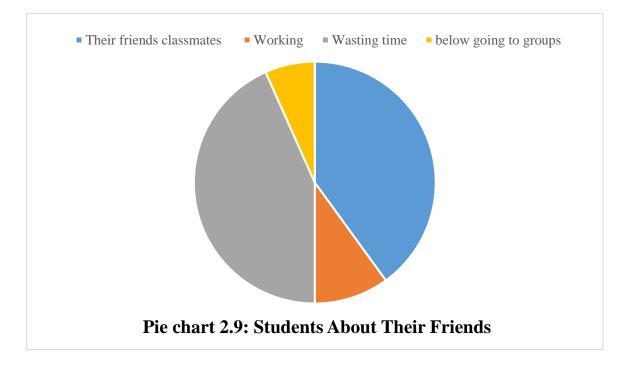**Pie chart 2.8: Students Attitudes Toward English on Social Media**

Almost of the respondents (66.66%) said that they like English language

(33.34%) of them don't like use in social media.

Question six: with whom do you use English?

The aim of this question is to know who are the people that the students

are use English with them.

	N	%
Their friends classmates	12	40%
Working	3	10%
Wasting time	13	43,33%
below going to groups	2	6,67%
Total	**30**	100%

Table 2.8: Students Their Friends

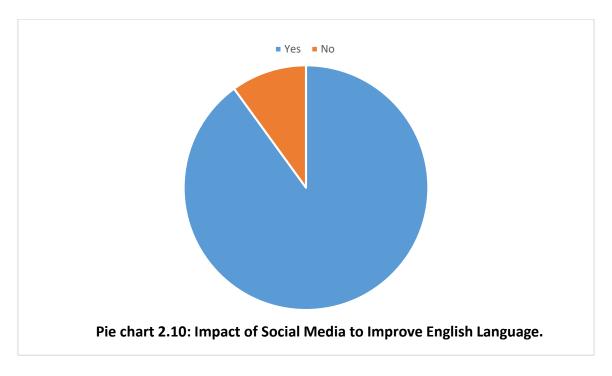**Pie chart 2.9: Students About Their Friends**

Concerning the table above, it can notice that (12) of them using English with their friends classmates, (3) use it with their friends, (13) of students use English to contact with their teachers, while (1) students stated that they use it with their parents and ordinary people.

Question seven: Do you think that social media improved your English language?

	N	**%**
Yes	27	90%
No	3	10%
Total	**30**	100%

Table 2.10: Impact of Social Media to Improve English Language.

Pie chart 2.10: Impact of Social Media to Improve English Language.

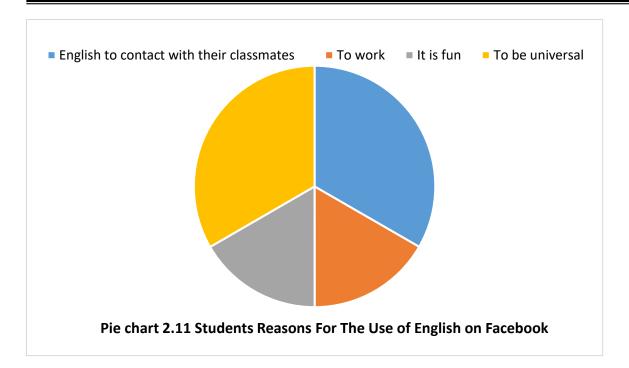The goal of this question is to know if Facebook help the students to improve their English language or not.

The majority of the students (90%) affirm that Facebook helps them to improve their English language, whereas (10%) students state that task doesn't help them to improve their English language.

Question eight: Why do you use English language on Facebook?

The aim of this question is to know the reasons for using English on to Facebook.

	N	%
English to contact with their classmates	10	33,33%
To work	5	16,66%
It is fun	5	16,66%
To be universal	10	33,35%
Total	**30**	100%

Table 2.11: Students Reasons for The Use of English on Facebook

■ English to contact with their classmates   ■ To work   ■ It is fun   ■ To be universal

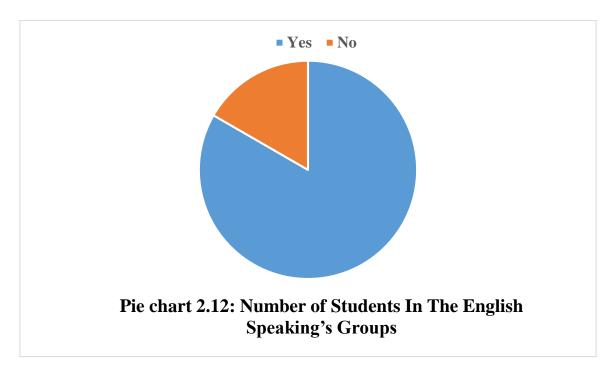**Pie chart 2.11 Students Reasons For The Use of English on Facebook**

From the table above it can notice that (33.33%) of then using English to contact with their classmates, and teachers, (16.66%) of them use it to work (16.66%) of them find that using English on the Facebook is fun for them while (33.35%) of the students like to use it to be universal.

Question nine: Are you a member of English speaking groups?

	N	**%**
Yes	25	83,33%
No	5	16,67%
Total	**30**	100%

Table 2.12: Number of Students in the English Speaking's Groups

Pie chart 2.12: Number of Students In The English Speaking's Groups

The purpose is to know if the users are effective and activate persons in the English speaking groups or not.

The table shows that the majority of them (25) we a member of the English speaking groups, whereas (5) few of them are not a member of the English speaking groups.
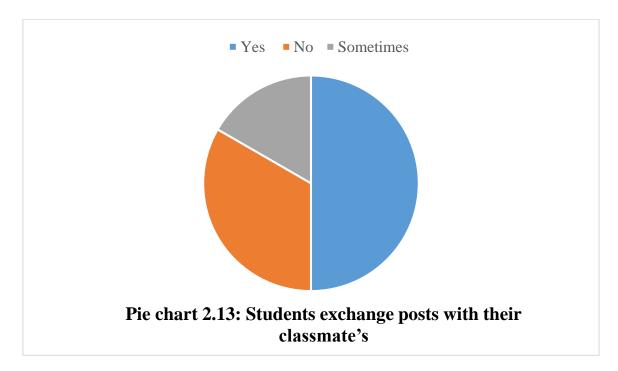
Question ten: Do you exchange post with classmates?

The aim for asking this question is to know if, students exchange posts with their classmates and their colleges or not.

	N	**%**
Yes	15	50%
No	10	33,33%
Sometimes	5	16,67%
Total	**30**	100%

Table 2.13: Students exchange posts with their classmate's

Pie chart 2.13: Students exchange posts with their classmate's

(15) Of them said yes while (10) of them said no, (5) of them said sometimes.

Question eleven: what are you reflections toward English online?

The reason behind asking this final question is to look on students reflections about English language online.

Some of students said that it is a good experience, it is used as a means of communication it is also used to learning another culture, in contrast to some students, they taught that English is not good to learn or use it online because they think that it is boring things and they are not oblige to learn or use it.

2.7 Conclusion

This chapter tried to investigate the use of English language (in Facebook) among the Algerian internet users in Facebook. It provide an over view of the research design and data analysis. In addition, it was concerned with describing analysis methods and research instruments which are screenshot and questionnaire. It also analyzed (methods) the data collected. Screenshots and questionnaire offered an opportunity to focus on the status of English language among the Algerian internet users and its contextual use.

The following chapter will be contained the discussion of the main results and also some suggestions, recommendations concerning the use of English language through the internet as well as it will be contained the limitation of this research.

Chapter three

Discussion of The Findings

3.1 Introduction

The present chapter aims to expose the discussion of findings, furthermore it provides some recommendations for both students and users to improve their English language in social media as well as it propose some suggestions that can be useful for making both of students and users benefit from their use of English through internet.

As a final point, we display the major limitations of the research study.

3.2 Discussion of the findings

The researcher has proposed a set of hypothesis it was suggested as a first hypothesis that both and users use the English language in social media after the analysis of the data collected, the present research study demonstrate this hypothesis because the majority of the Algerian users even ordinary users or students confirmed that they are use English language online over a wide range to communicate and exchange their documents, desire, and ideas this result affirmed that the English language has its rank and it place in social media among the Algerian internet users which means that this language take a part of their daily activities in social media, they considered this language as a language of technology.

An second hypothesis, the researcher suggested that both of users and students are not use correct sentences when using English language in social

media, the finding of this study solved that this hypothesis is not true and not valid, because the results show that the majority of the use English language incorrect way with no mistakes, this confirmed that they are learning and studying this language before and it became a part of their daily, comment conversations and daily use and it is considered an language of technology, while the minority of a language of then use this language with few mistakes and they don't know how to write it in correct way because they consider as foreign language in Algeria it is not know the basic grammar of this language.

The third hypothesis was suggested that the most users of English language in social media are students, After analysis the data collecting, the findings didn't proved this hypothesis the findings show that the most users of English language are not only students allow but also teachers and ordinary people all of the users show that they are use English online, this is affirmed that all people even teachers, students or ordinary people use EL in social media, this result demonstrate that Algerian user of social media are more interesting about this language.

The fourth hypothesis suggested the majority of the users use the English language in educational context, the result doesn't support this hypothesis because al of the users and students confirmed that they are use English language in different contexts, social, religious, cultural and other context not only the educational one while the results also find that no one is interested

about the political and economic context because it is not rely to their Aspirations.

Finally, concerning the last hypothesis which suggested that social media has the impact to improve English language online was proved in our study most of students confirmed that social media has a positive effects in improving the English language, especially the writing skill, they provide that social media help then to develop language proficiency, share their knowledge and express their taught easily and give a way to then to be effectively reach each other.

3.3 Recommendations

This study sheds light on the use of English language online

* First, it is recommended that all users must develop their English language in social media in accurate.

* Second, it recommended that the users must create groups as model for speaking and learning English, and getting in exchange ideas with friends through social networks (Facebook, Youtube ….).

* Third, it is recommended to approve the use of internet access inside as well as outside classrooms is necessary.

* Finally, it is recommended to repeat this study using a larger sample over a longer period of time to ensure the validity of the conclusion in order to get an accurate results much more possible.

3.4 Further suggestions

The principal suggestions that can be usual for making both of students and users to approve their use of English tough the internet are in the flowing:

- Using audio-visual materials speaking in English.

- Watching movies speaking in English.

- Be allow with people that they learned this language and be in contact with them.

- Encouraging people who use the social media to use English to contact with other people.

- Watch cartoon with English sound.

- Use online dictionary to solve linguistic problems.

- Read comments in English.

- Read news in English from printed newspapers.

3.5 Limitations of the research

When we dealing with this work we have encountered many obstacles such as:

➢ Limited resources, there is no looks available in the library related to this work, this why there is no sufficient resources that give us detailed information about this topic.

➢ There was a mist understanding of some participants, some of them don't understand some questions some of them don't care about my questions, consequently they don't give the answer, this make me explain and explain as possible in order to give a clear answer

➢ Concerning the users of Facebook, we take much time in order to get their comments.

➢ Problem of internet.

➢ Problem of time: we have not enough time because we have too many takes all along the year such us doing exams for a long period of time, presentations and some research which the teachers asked us to search in different topics, studding some modules in time that we are supposed to concentrate more on our dissertation.

3.6 Conclusion

Chapter three is regarded as an essential for our research, the discussion of this chapter consisted mainly of providing the contextual use of English language among the Algerian internet users, furthermore this chapter discussed the man results of our research study, then it provides some recommendation and suggestions that can be help to improve their use of English language through the internet.

General Conclusion

This study is conducted in order to investigate the position of English language amongst Algerian internet users and its contextual use, also to investigate the most users of this language even students, teacher or ordinary people, and know about their linguistic competence.

The research was conducted the data through screenshots and a questionnaire. This research paper has been chosen first year master students (linguistics) and some users from Facebook as a population. It was selected twenty five users of Facebook in order to obtain their attitudes toward the English language through their responses on the net. In order to support user's results, we designed for thirty students who are learning English language in different modules, so, they can provide us with more details.

This fieldwork is conducted for the reason of ether validating or refracting our hypotheses.

After collecting and analyzing the required data through screenshots and a questionnaire, the findings reveal that the English language has its status among the Algerian users. All the Algerian internet users affirm their use of English in their daily activities on the net. Even students, teachers or ordinary people. Results also reveal that.

General Conclusion

Algerian users use English language in different contexts, social, religions, culture, and friendship education and some other contexts, but they are careless and not interested about political and economic contexts. The final result of this research also revealed that social media has a positive impact and positive role in the in the development of the English language on the net.

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APPENDIC

Appendix A:

Dear students,

I would like to ask for your help in my research we have some questions concerning the use of English language online, kindly please tick the appropriate box and fill in the gaps if necessary.

Question one: which of these social networking do you have?

a) Twitter

b) Facebook

c) Instagram

Question two: How Facebook friends do you have?

a) 0-50

b) 51-100

c) 101-500

d) 501-1000
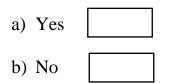
e) More than 1000

Question three: Who are your friends?

a) Friends

b) Friends of friends

   c) Co-workers   ☐

   d) Parents, Uncles, Family   ☐

   e) People you have never meet before   ☐

Question four: what are your typical activities on Facebook?

   a) Connecting with your friends   ☐

   b) Working   ☐

   c) Wasting time   ☐

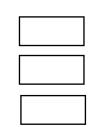   d) Belonging to groups   ☐

   e) Posting pictures and messages   ☐
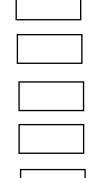
Question five: Do you like using English on social media?

   a) Yes   ☐

   b) No   ☐

Question six: with whom do you use English?

   a) Friends (classmates)   ☐

   b) Friends   ☐

   c) Parents   ☐

   d) Teachers   ☐

   e) Ordinary people   ☐

Question seven: Do you think that Facebook improve your English language?

a) Yes ⬜

b) No ⬜

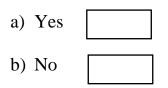**Question eight: why do you use English online?**

a) To contact with my teachers and classmates ⬜

b) It is fun language ⬜

c) To be in contact without side countries ⬜

d) Working ⬜

Question nine: Are you a member of English speaking groups?

a) Yes ⬜

b) No ⬜

Question ten: Do you exchange posts with classmates?

a) Yes ⬜

b) No ⬜

Question eleven: What are your reflections on English online?