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**Students' Perceptions and Attitudes towards the Use
of Social Media in Enhancing English Language
Learning**

**The Case of Second Year LMD Students at M'sila University
Department of English**

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master**

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Dedication

This thesis is dedicated :

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

Refice Nourddine.

To my homeland Algeria, the warmest womb.

I am so proud and honored to dedicate the fruit of my studies and efforts to my worthy parents : my father "Amar", my mother "Zakia" who filled my heart with loyalty and dignity and supported me in all my endeavors. Special thanks to my brothers: Smail & Aboubakour.

Special dedication to my beloved sisters : Nabila, Abtissem and Abir. To my friends and all people who know me.

Haouas Toumia

Dedication

This thesis is dedicated :

To the sake of ALLAH, my creature and my master , to my great teacher

Refice Nourddine

(may ALLAH bless and grant him), who taught us the purpose of life ,

To my homeland Algeria , the warmest womb .

*To my great parents the light of my life : my father ' ' Abdelhamid ' ' , my mother
' ' Naima ' ' ,*

*who never stop giving of themselves in countless ways and who lead me through the
valley*

of darkness with light hope and support .

*To my beloved sisters , Liela , Siham , Namira who stand by me when things look
bleak and*

whom I can 't force myself to stop loving .

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To my friends who encourage and support me .

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

Amel Bouakaz.

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Declaration

We sincerely declare that the work we are going to present under the title "**Students' Attitudes and Perceptions towards the Use of Social Media in Enhancing English Language Learning**" is the result of our efforts of reading and collecting information from different sources which have complete references, and to the limits of our knowledge. We selected it because it had not been tackled before, this topic is to be submitted and completed at University of Mohamed Boudiaf M'sila .

Abstract

Due to the development of technology , new inventions have been introduced in education . Today , there are many technological devices that can be used to facilitate learning and meet the language learners' needs. This study aims to investigate and shed light on university students' perceptions and attitudes towards the use of social media as an English language learning tool. To construct this study a case study was conducted at M'sila university , particularly the English department where the second year students were selected as the sample population . The sample size was 60 students of different ages and genders. Data were collected using "questionnaire". The data collected were analyzed qualitatively and quantitatively. The results indicate that the majority of M'sila university students are using social media tools in their language learning and have the desire to integrate social media as a tool in the learning process at university .This paper also reports that the majority of the students take advantages of social media sites in learning English language. In addition to that, the findings affirmed that students hold a positive attitudes towards using social media in improving English language learning .

List of abbreviations

ESOL: English for speakers of Other Languages .

IELTS : International English Tests .

TEFL : Teaching English as Foreign Language .

VLES : Virtual Learning Environments .

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General Introduction

In recent years, social media tools such as Facebook, Twitter and YouTube have become increasingly popular, particularly with college students. Students use social media tools for many purposes such as access to information, group discussion resource sharing and entertainment (Wang, Chen, & Liang, 2011).

The emergence of social media changed the communication landscape and the way people interact. Additionally, instead of being only a digital content consumer, one can also be a digital content producer. The interactivity of social media also provides potential for enhancing the student experience within the higher education. Various types of social media platforms could be used as instructional and communication tools, since student adoption rate of social media is very high .

Nowadays, social media use in higher education have received some attention among academic researchers. As some studies suggest, social media facilitates dynamic interactivity, accessibility, and a new level of semi-formal relations between students and instructors. Social media will continue to play an important role within the constantly changing learning environment. However, the perceived semi-formal character of social media can limit its use.

The main aim of this study is to explore the role of social media in enhancing students English language, together with understanding what student attitudes and perceptions are toward using social media in classroom, and whether they are aware of its importance in developing language learning.

1.Statement of the Problem

Most students are spending quality time on social media sites even though social media is regarded by critics as posing challenges to the learners such as safety and security concerns, antisocial behavior, unproductive behavior, misuse of tools during instructional and so on. In addition, social media have gained a huge popularity and their use has become a widespread practice among students. Despite, social media use in language learning is very important, many students are using it as an entertainment and only few of them are aware of its importance. Therefore, the problem that is raised in this research is to examine the role of social media in helping students enhance their English. Thus, our aim, in the present piece of

research, is to propose social media as an effective way to meet English language learning objectives.

2. Research Objectives

The study aims to know whether students are aware of social media importance, also, to investigate what they think of it, and to check students' attitudes toward the use of social media in educational environment. Moreover, to know if they really using it in their learning process and to know how they deal with it especially in improving their English language.

3. Research Questions

The following study will seek answers to the following questions :

1. Do students know/aware of social media?
2. Are they really use it and how?
3. What do they think of it ?

4. Significance of the Study

This study is significant because the growth of social media sites have facilitated the way people communicate and interact. Many students use social media sites in their daily life as they help them modernize their way of thinking, communicating as well as learning. Therefore, the significance of this study is to shed the light on students' perceptions and attitudes towards the use of social media as a tool in enhancing English language learning. In addition, the present research paper may help students to develop and enhance their English through the use of social media sites, to help them recognize its importance, and we wish that this research may be useful for further researches.

5. Methods of Research

This study is descriptive in order to obtain a lot of information on the subject . It is based on mixed method of quantitative and qualitative approaches because we are dealing with quantitative and qualitative data, to collect data we intended to use the survey method (questionnaire). The survey method employed in this research because it is an efficient way for collecting information from a large number of respondents. A structured questionnaire

was distributed to the second year students of English at M'sila University. Finally, the results will be stated after analyzing the collected data.

5.1 Research instruments

In this study, we have used a structured questionnaire. The questionnaire would be considered of a mixture of close and open ended questions that measured respondents' attitudes and frequency of using social media.

5.2 Sampling

Second year students of English, at the university of M'sila, represent the entire population of the present study. Particularly our sample comprises 60 students, total population of about 180 students. The participants in this study were randomly selected from different groups. The reason behind choosing to work with second year students is that to see how can social media enhance their English language learning.

6. Structure of the Study

The present research is divided into two main chapters. The first chapter is devoted to literature review and the second chapter is concerned with the field work.

This dissertation starts with a general introduction that deals with the statement of the problem and the research objectives and questions. It includes also the significance of the study. The general introduction ends with the research methods, sampling, research instrument, and the structure of the study.

The first chapter deals with social media and English language learning, it provides general overview about English language. It also deals with the concept of social media language learning. And ends with the implementations of social media and technology in academic setting. The second chapter is devoted to the analysis of data gathered from the research tools. It contains a detailed description and analysis of the students' questionnaire. In this chapter, we answered the research questions.

Chapter One: Social media and English language learning

Introduction

Language students today have grown up with a plethora of technology tools at their fingertips, which has in some cases earned them the title of "digital native". Students' high use of social media sites inside as well outside the classroom has led teachers and researchers to believe that social media could be highly effective for English language learning when used appropriately.

Nowadays, the focus of language learning shifted from the traditional use of grammar and vocabulary to a more functional interest in the language use in different social situations. Hence, improving students English language proficiency has become the major concern in the teaching /learning of second or foreign languages. This chapter focuses on English and English language learning. Then, it focuses on the concept of social media and its Importance in language learning. It also highlights the relationship between social media and English language learning. Finally it involves the implementation of social media in academic setting.

1. English and English Language Learning

Today, the English language becomes the mutual language of the entire world . It is almost impossible to find a country where English has not become a necessity, it has become a truly universally used language.

Apparently, it has been the most spoken language all around the world. It is the language of tourism, commerce, communication and science. Thanks to the widespread of English language there must be a need to learn and teach it English is taught in schools in the world, often as a compulsory subject.

1.1. The Place of English in Today's World

It is crucial to recognize and identify the status of the English language in The world. The question raised is which position English takes in the world. English is an international language, in other words it is the global language (Crystal, 1997). It is impossible to deny its impact in any part of the world.

English is considered as a universal language after the emergence of America as world power after the WW II. In this regard Kitaok (1996, p. 1; as cited in Boubakeur, 2012) stated :

English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language . It is the language of maritime communication and international air traffic control , and it is used even for international air traffic where it is not a native language. American popular culture primarily movies and music carries the English language throughout the world .

English is seen as a universal language, thus its knowledge seems to be important. Learning English language depended on the language itself and the cultural background of the country connected to the language. The need for learning English is becoming more and more important in the world, learning English is no more seen as something optional, but rather essential. English Has become the most taught language in the world, many countries have established English as demanded subject for all students. With English being taught globally for various purposes Algeria is one of the countries that instituted English language as required subject in its educational system starting from middle school.

English is undoubtedly important and had been recognized as universal language since decades ago. Learning a new language is regarded as greatly worthwhile experience. Particularly, learning English as a foreign language permits students to :

- Appreciate the culture and its context .
- Discover entertainment from around the world (most of the movies and songs are written in English).
- Develop life skills .
- Helps native language development .
- Make life – time friendships .
- Get more job opportunities .
- Understand English grammar better
- Improve their overall communication and problem solving skills .
- Communicate with people from all over the world .
- Appear for international examination like ESOL, IELTS, TOFEL ...etc. (Diama, Mahu, 2012. pp. 374-376).

Thanks to English we can get information about the advancements taking place around the world, keep in touch with the whole world, improving communicative ability, cognitive development, cultural awareness and job opportunities.

1.2. Status of English in Algeria

Today, Algeria as a non-Anglophone country has experienced a tremendous socio-cultural change with the massive spread of English into all the levels of society especially with the rapid growth of social media. In order to understand the present situation in Algeria, English teaching process needs to be discussed. English is taught in the middle and secondary schools, as well as in universities besides Arabic and French. English takes a big place in the Algerian curriculum which reflects the position of English in the different domains of trade, journalism and media. The Algerian society is in its first step of being aware of the serious presence of English. This can be seen in most television programs and products' labels.

From the introduction of English language into schools in the beginning of the 90s, it has become an important part of the curriculum and has recorded a great demand in all levels of education.

Algeria has gone through a series of reforms concerning its policy of education: from a purely French colonial regime during the colonial period, to monolingual country after the adoption of the Arabization policy, to an open country in the twenty-first century, where English language becomes a vital part in the Algerian education system, and becomes a need in order to keep in touch with the on going changes in the technological and scientific fields .

2. Social Media

Social media is growing rapidly and becoming a vital part of everyday life, because of the latest technological revolution. The former gives people new means of receiving and providing information. Moreover, the emergence of social media sites make communication an easy task, that is to say it is not limited by time or location . Hence, social media sites played a great role in changing the world .

2.1. Definition of Social Media

Social media has been defined in different ways. Chen and Bryer (2012, p. 88) used the definition elaborated by Bryer and Zavatarro (2011) : "Social media are technologies that facilitate social interaction, make possible collaboration , and enable deliberation across stakeholders. These technologies include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook) and virtual worlds". In other words, social media comprises not only social networking , video sharing, or blogging, but it is the whole digital tools that facilitate social behavior. Thus, it is "a vast landscape of technology platforms with many different uses that vary by application" (Davis III, et al. , 2012, p. 9).

Dewing (2010, p. 1) defined social media as follows : " The term social media refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities ". The term social media was first known , in 1994 – 1995, when the first web-based social networking site, Geocities, was founded (Goble, 2012, P. 34). In fact, there are many definitions of social media concept because it is a vague term covering a large rang of websites. Lieb (2009) defined social media as follows : " Social media is digital, content- based communications based on the interactions enabled by a plethora of web technologies " (p. 56). Social media is generally defined in Merriam-Webster dictionary as: "forms of electronic communication as web sites for social net working and micro blogging through which users create online communities to share information, ideas, personal messages, and other content such as videos ".

2.2. Social Media : Evolution

People believe that social media sites began with the appearance of Facebook, Twitter, MySpace, but indeed they started long before. In 1997 the first social media site that was created called " SixDegrees. com" this site which do not work anymore. Whereas in 2000, SixDegrees failed and was definitively stopped (Boyd & Ellsion, 2008). Then, social media sites started prospering with the introduction of Friendster in 2002, MySpace in 2003. The year of 2004 marked the birth of Facebook, two years later, in 2006, Twitter was created. Since then a new age of social media sites came to take place at the present time.

2.3.Characteristics of Social Media

According to Tesorero (2013, np.) social media is about and characterized by :

- **Participation:** Interested people are encouraged to provide their contributions and feedback.
- **Openness:** Voting, making comments and sharing information are to be encouraged. Thus, most of social media are open to participation for everyone .
- **Conversation:** Social media shifted from the traditional media about transmitting or distributing information to an audience "broadcast" to "two-way conversation ".
- **Community:** Communities are now able to form rapidly and communicate effectively thanks to social media .
- **Connectedness:** This characteristic is one among many reasons that made social media flourish.

2.4. Forms of social media

Mayfield (2008, np.) classified seven types of social media claiming that innovation and change are common :

- **Social Networks:** People use these sites to create personal web pages and share content and communicate with friends, such as Facebook, MySpace, and Twitter.
- **Blogs:** Mayfield said that " Blogs are online journals, with entries appearing with the most recent first " (p.6). He believes that blogs are the best known types of social media .
- **Wikis:** By wikis, people are able to add or edit data. The best known wiki is the online encyclopedia, labeled as Wikipedia .
- **Podcasts:** Through subscription, people can find audio and video files by services like Apple iTunes.
- **Forums:** These websites are areas for online conversation and discussion around particular subjects. They have gained a great popularity among web users because they are powerful elements of online communities.
- **Content communities:** " Communities which organize and share particular kinds of content " (ibid), such content communities tend to form photos (Flickr), videos (YouTube) or bookmarked links (del.icio.us).

- **Micro blogging:** Like Twitter, they are "social networking combined with bite sized blogging, where small amounts of content are distributed online and through the mobile phone network "(ibid).

3.Social Media and English Language Learning

Language students today have grown up with a plethora of technology tools at their fingertips, which has in some cases earned them the title of "digital native". Students high use of social media sites inside as well outside the classroom has led teachers and researchers to believe that social media could be highly effective for language learning when used appropriately. Nowadays, the focus of language learning shifted from the traditional use of grammar and vocabulary to a more functional interest in the language use in different social situations. Hence, improving students language proficiency has become the major concern in the teaching /learning of second or foreign languages. This chapter highlights the importance of social media in language learning. It includes also some hints about learning and social media. The next section focuses on the relationship between education and technology, the importance of technology in education, and finally social media for academic purposes.

3.1.The Importance of Social Media in English Language Learning

Nowadays, student are digital learners and continuously use social media to communicate with each other. Learners are equipped with Laptops, I-Pads, different Smart phones, tablets, and all these provide them with easier access to social networks. Introducing social media in language learning is not an easy step. However, Jones and Shao (2011, p. 87) found that students positively respond to the incorporation of new technologies into the teaching and learning process provided that the technology usage is well-conceived, purposeful, and properly integrated into the learning process.

Social media today have an almost endless range of functionalities, many of which have potential to be highly effective to language learners (Antenos – Conforti, 2009; Gruba & Hinkelman, 2012; Kurisak & Luke, 2009; Levy & Stockwell, 2006; Motteram, 2010). For instance, the PC provides sophisticated tools for language input including those related to text, video, and audio files, in addition to various means for eliciting students output. All of these tools together can contribute to an effective language-learning environment when used properly (Green, 2005, PP. 56-59). According to Mitchell, however; content presented through older implementations of technology such as audio tapes and videos, is quickly out

dated (2009, PP. 32-59) . Mitchell claims that teachers transform the internet for current, authentic language input. Moreover, the internet is an evolving atmosphere that holds the largest restored of centrally located, instantly accessible information that has ever existed and it has the potential to be the most valuable tool for language learners (Conole, 2008; Legutke , 2005; Lomicka & Lord, 2009; Mitchell, 2009).

One new way in which Internet is being used has been in the field of storytelling (Sabia, 2011). This seems like an obvious development when we consider that computers can be a window to an entire world through the diverse tools available for depicting life and narrative in new and interesting ways (Ang & Zaphiris, 2006; Sabia, 2011). Not only do computers demonstrate the ability to present authentic texts in innovative ways, they also allow students to share their own stories and learn from one another, all of which leads to enhanced motivation and the establishment of an identity in the target language (Nicholas, Rossiter, & Abbot, 2011). This function as a means for conveying stories is one where innovation is only beginning, but promises to offer both engaging and effective tools for learning a language.

With the speedy growth of tools for language learning both on and offline, technology has become crucial part of teaching and learning (Conole, 2008; Stockwell , 2007; Wang, 2005). There is a continuous debate about the importance of social media in language learning. As an academic tool, social media improves the enhance to learn by helping learners and teachers to connect and communicate in up-to-date impressive ways. Social media websites such as Facebook, Twitter, YouTube, and Instagram represent a fertile platform where learners can communicate, exchange ideas, and acquire skills. These websites are designed to enhance language learning, cooperation, and communication.

Today's student arrive to classroom armed with laptops, smart phones, I pads . Moreover, they are fluent in web and social media technologies. Teachers can make use of this technology to create opportunities to learn; with social media teachers can promote cooperation, discussion, create meaningful conversation, exchange ideas, and boost students interaction.

Social media is an effective way to increase students involvement and build better interaction skills. Learners who hardly ever raise a hand in class may feel more comfortable on Facebook, Twitter, or YouTube. Social media sites enable teachers to identify " back

channels " that promote conversation and surface ideas that students are too shy or nervous to speak out in class.

Social media sites can improve interaction among learners and teachers. Teachers can respond to students' questions via a Facebook page or Twitter feed, post homework assignments and lesson plans, send messages and updates, schedule or announce upcoming events, and share interesting websites and multimedia content, as well as students can use social media websites to get help from teachers or other students.

Many studies have tried to shed light on the importance of the use of social media on their users. These studies undoubtedly found that the participation on social media sites have great benefits for people of different ages. For instance, it was proved that online interaction allows learners to learn how to connect to others, share different viewpoints in an appropriate manner, as well as to practice critical thinking skills (Berson, Berson & Ferron, 2002; as cited in Hinduja & Patchin, 2008). Moreover, regarding social media, Valkunberg and Peter (2007) assumed that the Internet helps connect people, and enhance self – esteem and feelings of well-being (as cited in Drussel, 2012). It also presents an essential situation where people can spend time and share ideas and objects, and keeps friends connected with each other regardless of the geographic distance (Hinduja & Patchin, 2008; as cited in Boyd , 2006).

Despite the social purpose of social media sites, many students tend to use these sites for different reasons mainly academic. The Community College Survey of Student Engagement of 2009 found that the students' level of engagement is related to their use of social media when communicating with other students, teachers, and even college staff for academic purposes. Moreover, Grosseck and Holotescu (2008 ; as cited in Vooren & Bess, 2013, p. 33) claimed that the social media sites used in the classroom such as Twitter :

- Increase the sense of community .
- Encourage the use of writing as fine practice .
- Serve as a tool for assessing opinion .
- Provide an engaging educational experience .
- Change the dynamic of a classroom .
- Improve communication .
- Allow teachers to post notes and other links .
- Encourage all students to have a voice .

Indeed, social media sites have become a social and a cultural phenomenon among a large number of Internet users.

3.2. The Implementation of Social Media and Technology in

Higher Education

Technology is a good way to create and maintain relations and communication. Technology starts to attract the attention of academic researchers, pointing out the importance of its use in learning setting. In fact, it is being used by students as well teachers to discuss and communicate educational subjects.

Gumport & Chun (1999. np) assumed that technology plays a vital role in the learning process and outcomes in higher education settings. It does not only provide access to the information we use, but also influences the product and by extension the process of learning. In addition to that, (Alm, 2006) claimed that multiple technology have been used in education. One of the systems is Web 2.0 which was developed after the existence of Web 1.0, which commonly contains web pages, text, pictures, audio, photos, video, authentic materials, chats, emails and music. Web 2.0 on the other side consists of live materials, podcast, video cast, wikis, blogs, online discussion boards, and social networking. Also, the technology can provide platforms that can be used in learning environment in which its applications may provide new channels for learners to receive informative and constructive feedback. Technology provides the opportunity for students to learn at their own pace or even expand on the opportunities already offered to them. It allows for students to constantly engage in education, rather than assume education happens only in a classroom (United States Department of Education National Education Technology Plan, 2010).

Research on education and technology is not a new phenomenon. In fact, due to the existing research that shows the effectiveness of technology in classrooms, technology has become a commonplace in education. For instance, a study conducted by Davies, Lavin, and Korte (n.d.) showed that students perceived the use of technology (such as PowerPoint) positively, a conclusion which was reinforced by Schroeder et al. (2007) showing that there were positive effects on success (shown by test scores) when technology was implemented.

Obviously, social media is being highly used by university students it is reinforcing virtual communities and virtual learning environments (VLEs) for expanding (Hussain, 2005) distributed learning among users. The students communicate and interact freely in their virtual communities with members of the community. They can share information and study experiences, create study groups and project teams as well as job opportunities with each other. Many factors contribute towards the use of social media for educational purposes. Armstrong & Franklin (2008) compiled a comprehensive report 2008. The report suggested that the students used social media in various ways to enhancing and strengthening their learning, through reflection and collaborative activities.

Nowadays, the constant increasing use of social media at higher education level seems to be transforming the prediction of Armstrong & Franklin (2008) that " Universities will lose their privileged role as primary producer of knowledge, and gatekeeper to it, as knowledge becomes more widely accessible through other sources and is produced by more people in more ways " (P.27) into reality.

The usage of social media by university students is interesting area of research for educationists and social scientists. Hamid, Chang, & Kurina (2009, np.) where of the view that the available literature contains beneficial designs and styles of using it at university level. It describes the inventions of contents and less focus on how to share, interact, and collaborate and socialized by its use. There seem different reasons to justify the usage social media in higher education. Its usage was proven by supporting the attitude that it is used to ameliorate study experiences of students by provision of e-support services to them (Dabner, 2011, np). It is used to facilitate communication among and between students virtual communities. Amongst, the Facebook is the most favorite means of communication for interacting with students (Mack et al, 2007, np).

This time is regarded to be the information age providing an open access to all the new generation called Net-Generation appears to be the inclined towards having information by using modern technologies. Educational usage of social media is very important for all levels of education yet university students are much crazy to use it (Davis et al, 2011).

Social media is seen as the communication facilitator and students wish their institutions to use social media sites for strengthening classroom (Roblyer et al , 2010, pp. 134-140) instruction. In this regard Madge, Meek, Wellens, & Hooley (2009) stated that they

lead to use social media to enhance educational access and interaction. Moreover, social media can fill the learning gap informally between "digital native" students and "digital immigrant" faculty (Bull et al, 2008, np.).

CONCLUSION

The use of social media in education is an interesting and desirable research topic because, educational institutions should become more connected with students on all possible touch points and use social media to engage students in more interactive learning. Social media sites are good ways to create and keep relations and communication. Social media sites are starting attracting the attention of researchers. Apparently, they are presently being used by university students to discuss and communicate academic and educational subjects. Social media sites proved to be an innovative and effective tool for teaching and learning.

Social media can create a better English communicative environment for students. They do not have to go to the country where the mother tongue of English is, they just connect to the internet and interact with people from English speaking countries and they do not need to meet physically. Many social media sites provide the users many applications that make them easy to get any benefit including in English language learning. Social media sites help students find, share, and post content related to the English courses, it can be an important and effective learning tool if both students and teachers work cooperatively and interact through it.

Chapter Two:
Students' Perceptions and Attitudes towards
Social Media as an English Language
Learning Tool

Introduction

After presenting the literature review in the first chapter about social media and English language learning, it is high time to move to something more practical. Therefore, this chapter dealt with research methodology. It described the research instrument, participants and setting, data collection procedures, data analysis techniques, and data discussion and results.

1. Research Methodology

The study is based on a mixed method. We used the quantitative approach as it presents the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon that those observations reflect. And the qualitative approach to provide more emphasis and interpretations and providing the researcher with complete views, looking at contexts in a deep way. As far as we are concerned, the topic of our present research is considered to be new subject matter. Therefore, the data in this work are intended to be collected from different sources. We intended to use a structured questionnaire to seek students' responses.

1.1. Research Instrument

For this research, we used a structured questionnaire. The questionnaire consists of a mixture of close and open ended questions that measured respondents' perceptions and attitudes towards the use of social media to enhance English language learning. The questionnaire is given to second year students. The questionnaire is composed of 33 items classified under four sections each one focuses on particular aspect :

- Section one : Background information (Q1-Q7)
- Section two: Do students know social media?(Q8-Q11)
- Section three : Do they use it?(Q12-Q26)
- Section four : What do they think of it (students' perceptions and attitudes)?(Q27-Q33).

1.2.Participants and Setting

The questionnaire was administrated to second year students at M'sila university, during April, 2018. The questionnaire was distributed on 60 students from 6 groups (10 students from each group). The questionnaire administered in a friendly and relaxed environment. The questions were clear enough in order to help students understand and thus provide appropriate answers. We were present and we illustrated everything that seem confusing to the participants.

1.3.Data Collection Procedure

The data was collected through questionnaire, that was distributed on 60 students from 6 groups, the questionnaire was given in the morning and handed back in the afternoon.

1.4.Data Analysis Techniques

According to Babbie (2004) quantitative analysis is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. The feedback collected from the respondents' questionnaires is presented in the form of tables including the percentages followed by an analysis of the results. Participants were asked to answer by "Yes" or "No" with brief justification whenever necessary. Sometimes they choose the right answer from different options in addition to some open ended questions in which they are required to answer freely.

2. Results and Discussion

-Section One: General information about the students

Q1: Students' gender

Options	N	%
Female	50	83.33%
Male	10	16.66%
Total	60	100%

Table 1:Students' Gender

Depending on the table, female students are more numerous than male students. We have recorded only 10 males (16.66%) out of a total of 60 students. However, female students represent a number of 50 making (83.33%). This may be because females are more interested in the field of foreign language than males do.

Q2: Students' age

Options	N	%
18-20	24	40%
20-22	22	36.67%
22-more	14	23.33%
Total	60	100%

Table 2: Students' age

The table above shows that there are three (3) age groups in the selected sample. Students' ages vary from 18 to 22 or more years old out of the total number of the sample (60). We have 24 subjects who are between 18-20 years old and who represent a numerical majority (40%). Moreover, 22 students 36% (20 - 22 years old). Besides, 22-more years old (23%) are the older students who either have repeated years or not having started early their primary education.

Q3: Students' occupation

Options	N	%
Student	51	85%
Working	5	8.33%
Both	4	6.67%
Total	60	100%

Table 3:students' occupation

The table above represents our participants occupations. The majority of them 51 out of 60 members are students making (85%). 5 participants (8.33%) are working. Whereas, only 4 members (6.67%) that represent both participants (students-working).

Q4: If you are working, what is your job?

This question is concerned with those who are working, most respondents were: business men, engineers. Maybe, they need English in their work and to build relations with foreign people.

Q5: Why did you choose to study English?

Options	N	%
To get a job	18	30%
To travel	16	26.67%
I love it	26	43.33%
Total	60	100%

Table 4: Students' choice of English language

According to this table, 18 students (30%) revealed that they choose to study English to get a job. Some of them 16 (26.67%) declared that choosing to study English was to travel. While most of them 26 making (43.33%) claimed that they love it because it is important and international.

Q6: How do consider your level in English?

Options	N	%
Very good	7	11.67%
Good	33	55%
Average	17	28.33%
Poor	3	5%
Total	60	100%

Table 5: Students' level in English

This question item is meant to notice the students opinion towards their level in English language. The results show that most of the students 55% claimed that their level in English is good. Others, 28% stated that their level is in average. 11.67% students who declared that their level is very good. Whereas, the least percentage of students showed that their level is poor (5%). This rate indicates that students have diverse levels and that may back to the previous knowledge or the learning methods used by students.

Q7: have you ever been in an English country?

Options	N	%
Yes	5	8.33%
No	55	91.67%
Total	60	100%

Table 6: Number of students who have been in an English country

Unsurprisingly, only five respondents (8.33%) who answered “yes”, and the majority (91.67%) said that they have never visited an English speaking country, and that is because it is not easy to travel to such countries (it is so far, very expensive, and culture barriers....) This question inquires whether these students have ever been put in an authentic context of using the English language.

-Section Two: Do they know social media?

Q8: Do you know social media?

Options	N	%
Yes	60	100%
No	00	0%
Total	60	100%

Table 7:Number of students who know social media?

As it was expected, all the students 100% know social media, because they are technologies that have many characteristics that are crucially important for any students (to create and maintain relationships, facilitate social interaction, make possible collaboration, and provide information.....).

Q9:what are social media sites you know?

Options	N	%
1-Facebook	29	48.33%
2-Skype	3	5%
3- Twitter	3	5%
4- YouTube	20	33.33%
5- Instagram	5	8.33%
6- Blogs	00	0%
Total	60	100%

Table 8: Types of social media known by students

The table above, shows that Facebook (48.33%), YouTube (33.33%), Instagram (8.33%) are the most known social media sites among students, Whereas, none of the respondents know Blogs. Furthermore, we notice that Skype and Twitter are known only by few respondents. This is mainly because the former sites are the most popular sites known by all people.

Q10: Are a member of social media sites?

Options	N	%
Yes	37	61.67%
No	23	38.33%
Total	60	100%

Table 9:Students' participation on social media

By this question, students are asked to say whether they are members of any social media sites. 37 students affirmed that they are members of at least one social media account. While, 23 participants said that they are not. That is to say that the majority of them are members of social media sites because of different reasons.

Q11:If yes what are they?

The vast majority of them answered this question by choosing the following sites: (Facebook- YouTube- Twitter- Instagram- Skype- Snapchat- WhatsApp- Bussu- Azar- Tumbler- Viber).

-Section Three: Do students use social media?

Q12: Do have Internet connection at home?

Options	N	%
Yes	33	55%
No	27	45%
Total	60	100%

Table 10:Number of students who have Internet connection at home

By this question, we intend to know if students have Internet connection at home. 33 students said "yes". However, the rest said "no". We can say here that nowadays the Internet connection is available everywhere (university, offices, administrations.....).

Q13: Where do you access online social media sites?

Options	N	%
Home	39	65%
University	12	20%
Cyber café	9	15%
Total	60	100%

Table 11:platforms where students get online

Depending on the table above, we noticed that (65%) access online social media sites at home, (20%) at university. Whereas, (15%) get online from Cyber cafe. According to the results shown already students are able to get online from various platforms such as home, university, Cyber cafe.....

Q14: Do you use social media in your daily life?

Options	N	%
Yes	49	81.67%
No	11	18.33%
Total	60	100%

Table 12:Students' use of social media

The table indicates that almost all the participants (81.67%) use social media in their daily life. On the other hand, just few of the participants (18.33%) who did not use social media in their life. This means that social media represents an important part of every students life.

Q15: If yes, which type of social media sites do you use?

Options	N	%
1-Facebook	25	41.67%
2-Skype	2	3.33%
3-Twitter	1	1.67%
4-YouTube	10	16.67%
5-Instagram	5	8.33%
6-Blogs	0	0%
1+4+5	17	28.33%
Total	60	100%

Table 13: types of social media sites used by students

We asked this question to know which type of social media sites students use. The total number of students using social media sites is 60. We find that Facebook is used by the most (41.67%). Therefore, we noticed that all the informants have Facebook in addition to

other accounts such YouTube, Instagram making (28.33%). Because these three types are the most popular and the easiest ones.

Q16: What social media site(s) do you use the most?

S M S	Never		Rarely		Often		Always	
	N	%	N	%	N	%	N	%
Facebook	4	6.67%	9	15%	15	25%	32	53.33%
Skype	36	60%	13	21.67%	8	13.33%	3	5%
Twitter	31	51.67%	13	21.67%	7	10%	9	15%
YouTube	6	10%	5	8.33%	15	25%	34	56.67%
Instagram	13	21.67%	8	13.33%	16	26.67%	23	38.33%
Blogs	44	73.33%	6	10%	3	1.67%	7	11.67%

Table 14: Students' favorite social media sites

YouTube (56.67%) was found to be the most used site followed by Facebook (53.33%) and Instagram (38.33), and Skype, Twitter, Blogs were found to be rarely used as illustrated in the table above. The high use of Facebook, YouTube, Instagram by students refer to that they are easy to access, they provide rich content, and they are popular.

Q17: why?

Most informants justify their answers with that these sites (Facebook, Youtube, Instagram) are easy to use, are helpful tools to learn English, they can help/improve their writing, pronunciation, speaking, and listening skills. And through them they can improve their vocabulary, grammar.... This means that students are using social media sites besides, to entertainment, in their learning. Thus, students hold positive feedback toward social media sites.

Q18: How do you access your social media accounts?

Options	N	%
PC	13	21.67%
Smart phone	37	61.67%
Tablet	10	16.66%
Total	60	100%

Table 15: Students' access of social media

The results above showed how students access their social media accounts.(13) students out of (60) are using PC to access their accounts, (37) informants use Smart phones. While, the rest about (10) students use Tablets. The findings assert that students can access their accounts everywhere, anytime.

Q19: In average, how much time do you spend daily on social media sites?

Options	N	%
Less than 1 hour/day	11	18.33%
1 to 3 h/d	24	40%
More than 3 h/d	25	41.67%
Total	60	100%

Table 16: Students' time spend in social media

Respondents, were asked to report on time spent each day in different social media sites. We notice that the amount of time spent daily on social media sites varies greatly, In fact, (18.33%) of students spend less than 1 hour a day socializing. While, many of them (40%) take from 1 to 3 hours. Furthermore, most of the students spend more than 3 hours per day in social media. We can say that the majority of students users spend reasonable time on these social media sites.

Q20: How many times do you check your social media?

Options	N	%
Once a day	14	23.33%
Twice or more a day	37	61.67%
Once a week	9	15%
Total	60	100%

Table 17: Students' frequency of checking their social media accounts

The findings were analyzed as indicated on the table above, and we found that out of 37 students, (61.67%) connect to social media several times a day .this is in agreement to an opinion made by Rouis et al ., (2007) who stated that users make several visits a day. Therefore, they can be considered as active users. This can be due to the intention of finding latest updates and the availability of Internet connection. (23.33%) check their accounts only once a day. While, the other participants (15%) check their social media sites only once a week. This indicates that these students are seen not to be so actively involved in social media activities.

Q21: Do you use social media to contact your mates?

Options	N	%
Yes	50	83.33%
No	10	16.67%
Total	60	100%

Table 18: Students' contact with their friends

The table above indicates that the majority of students (83.33%) use social media to contact with their mates. However, the other category (16.67%) might be new users or least active users.

Q22 : would you include teachers into your social media accounts?

Options	N	%
Yes	35	58.33%
No	25	41.67%
Total	60	100%

Table 19:Students' interaction with their teachers

This question is asked to see whether there is an interaction between students and teachers on these social media. Findings show that only 35 students about (58.33%) who include teachers into their social media accounts, but (41%) do not. The participants who include teachers into their social media accounts affirmed that they talk about educative subjects or for more explanations of the lessons, clear instructions and pieces of advice, checking homework, talking about the marks and sharing knowledge. This means that there is a continuous interaction between teachers and students.

Q23: Do you chat with people from an English country?

Options	N	%
Yes	29	48.33%
No	31	51.67%
Total	60	100%

Table 20: Students' chat with foreign people

The results of the survey questionnaire indicated that 29 students (48.33%) of the whole sample admitted that they chat with people from an English country. This category is more interested to be in direct contact with the authentic source of English. While (51.67%) of the students answered “No”, this category showed lack of interest and motivation.

Q24: What do you use to communicate with them?

Options	N	%
Video chatting	9	15%
Texting	36	60%
Phone	15	25%
Total	60	100%

Table 21:Students' means of communication with foreign people

This question was direct to students who communicate with foreign people. We noticed that “Texting” is the most used means of communication (60%). Then, “phones” take the second place (25%).

Q25: Are you enrolled in English learning club/page?

Options	N	%
Yes	35	58.33%
No	25	41.67%
Total	60	100%

Table 22:Students' participations in English clubs/pages

Through the results displayed on the figure above, we noticed that the participants who enrolled in English learning clubs/pages differ from one students to another depending on their own purposes.(35)students (58.33%) who said “Yes” and (25) making (41.67%) who said “No”. We can say that these students are introverted and are not interested in clubs/pages, or they do not have time to join such groups.

Q26:If yes, what do you find interesting in this club/page?

The majority of the participants answered this question, they all agree that joining an English club/page is something interesting, they find that this kind of pages help them in many ways especially concerning learning. The results confirm the students’ positive attitude on the use of social media sites in English language learning.

-Section Four: What do they think of social media?

Q27: Why do use social media?

Options	N	%
1-To meet new people	7	11.67%
2-To practice the language	5	8.33%
3-To play games	3	5%
4-To learn new things	18	30%
1+4	2	3.33%
2+4	12	20%
3+4	2	3.33%
1+2+4	6	10%
1+3+4	1	1.66%
All of them	4	6.66%
Total	60	100%

Table 23: The reasons of social media use

This question investigates the reasons behind using social media sites. The table above indicate that (11.67%) tend to use them in order to meet new people and create friendly relationship. (8.33%) want to practice the language by talking and interacting with people and (5%) who use it to play games. Moreover, the majority of the participants (30%) attend to learn new things by using social media sites, in addition to that (6.66%) choose all of them. Therefore, we notice that students' use of social media sites depends upon their own purposes.

Q28: Do you think that social media is useful for language learning?

Options	N	%
Yes	48	80%
No	12	20%
Total	60	100%

Table 24: Students' opinions towards the use of social media

As it was expected, almost the majority of the students (80%) answered that social media is useful for language learning. This explains the reason why they spend long period of time surfing or paging on websites. While, students who said "No" represent a very small number (20%).

Q29: Do you agree that social media can enhance your English language?

Options	N	%
Strongly agree	9	15%
Agree	42	70%
Disagree	9	15%
Total	60	100%

Table 25: Students' opinion about the role of social media to enhance their English language

By this question we aimed to investigate students attitude about the role of social media in enhancing their English language. (70%) of the participants agreed that social media sites play an important role in enhancing English language, only few students (15%) who were disagree with this idea. It means that this category ignore the important role that social media sites play in enhancing English language learning (improving speaking and writing skills, enriching vocabulary.....).

Q30: Do you think social media can be useful for?

Options	N	%
1-Learning grammar	2	3.33%
2-Learning vocabulary	11	18,33%
3-Improving pronunciation	2	3.33%
4-Improving the four skills	4	6.67%
5-All of them	31	51.66%
1+2	6	10%
2+3	2	3.33%
3+4	2	3.33%
Total	60	100%

Table 26: Students' attitude toward the usefulness of social media

This question investigates students attitudes toward the usefulness of social media. The table above indicated that (3.33%) affirm that social media is useful in learning grammar, (18.33%) of the participants think that through social media they can enrich their vocabulary. Only 6 students who believe that social media is a tool to improve the four skills and pronunciation. On the other side, (51.66%) of students consider social media sites are to be useful in improving grammar, vocabulary, pronunciation, the four skills.

Q31: Do you think that the use of social media will affect students English language proficiency?

Options	N	%
Positive effect	41	68.33%
Negative effect	11	18.33%
No relation	8	13.33%
Total	60	100%

Table 27: Students' opinions about the effect of social media on English language proficiency

Concerning the opinion of the students about the effect of social media on English language proficiency, the majority of the respondents (41) representing (68.33%) affirmed that the use of social media have positive effect on English proficiency. Whereas, (11) students representing (18.33%) said that the use of social media have negative effect and the rest (8) informants (13.33%) clearly asserted that it has no effect. Therefore, one can notice that the use of social media has positive effects.

Q32: Do you agree that students use of social media helps them improve their communication skill?

Options	N	%
Agree	52	86.76%
Disagree	8	13.33%
Total	60	100%

Table 28: Students' opinions about the use of social media to improve their communication skill

On this question students were requested to say whether they “Agree” or “Disagree” with the role of social media in improving their communication skill. 52 respondents who agree with this idea. This explains the reasons why students devote much time on social media. In turn, only small number of the participants who were against the idea discussed above.

Q33: To what extent social media sites are important?

Options	N	%
Important	36	60%
Very important	20	33.33%
Not at all	4	6.67%
Total	60	100%

Table 29: Students' perceptions toward the importance of social media

At the end we asked the students to express their opinion about how much social media is important. (60%) of the students believe that social media is important, (33.33%) of the participants admit that it can be very important. But only (6.67%) of the informants claim that social media sites are not important at all. This means that social media play a vital role in every students' life.

3. Discussion of Findings of the Students Questionnaire

The analysis of the students' questionnaire showed that the majority of students use some forms of social media sites . Some informants are perceived to addicted to them, others use them occasionally, but very few do not use them.

Moreover, the current study indicated that Facebook, YouTube, and Instagram were the most predominant social media that are used among students. Furthermore, several reasons were given as why students use these websites. The most significant one is that they aim at learning new things. Besides, meeting new people, practicing the language, entertaining and communicating with family and friends were prominent reasons for social media use.

Ultimately, it is also seen that social media sites made it much easier for students to interact with each other as well as with their teachers. The particular interesting findings were that the majority of students believe that the use of social media sites may facilitate their language learning process and that such websites have beneficial and vital role on enhancing their English language.

Conclusion

Our work revealed that students are believed to be obviously affected by social media sites. The analysis of students' questionnaire showed that the majority of the informants share the same attitudes towards the use of social media sites, several students interact with their friends and teachers via social media sites to learn and communicate using the target language. The obtained results showed that social media sites make easier the academic experience with the majority of students but need to control and manage their time and activities. In general, the acquired results answered our research questions.

On the other hand, these kinds of websites attract students not only to construct relationships but also to develop their English language. According to the students' questionnaire, we noticed that social media sites encourage the social and active learning process. The students' responses supported the fact that the online environment provides a fertile atmosphere to enhance and improve their English language .

General Conclusion

Enhancing EFL English language has always been the concern of the modern research. Hence, the present study dealt with the connection between social media and students English language and attempted to encourage students to use these websites for academic purposes. As a result, the majority of the students revealed that they spend a noticeable periods of time using social media and have more than one account to communicate with people from all around the world.

The findings of the students questionnaire indicated that almost all the students agreed that social media may facilitate English language learning and help them to improve it especially with the availability of English language teaching and learning pages.

The overall findings of this research show that second year students of M'sila university are really using social media sites in their learning especially to improve their speaking and pronunciation. The use of social media in education in general and EFL classes in particular can enhance the student's learning ability, using such interactive tools pays the way for the students to practice the language freely and continuously with their teachers, classmates and even with foreign people.

This work indicate that social media sites are creative ways to develop language learners skills, abilities, potentials ..etc. Social media sites represent a collective and cooperative work environment where billions of internet users met in such platforms sharing ideas, information, knowledge ,...etc. They are beneficial learning tools if our students really know how to use them correctly.

The main results of this study indicated that students perceive the use of social media in learning in a positive manner, students are familiar with and use social media. They use different types of the social media tools for academic and non-academic purposes. Students positively agree on the advantages of social media as a learning tool, this reinforces the idea that students hold a positive attitudes towards the use of social media in enhancing English language learning.

This extended essay was only a small step in this investigation, to know if really university students are aware of the importance of social media sites, and if they are using t in their learning and for academic and formal purposes. Finally, the researcher hopes that the present work may help students to exploit the different social media sites in order to develop their English language at all levels.

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Appendices

Appendix 1

STUDENT'S QUESTIONNAIRE

Dear students , you are requested to fill in this questionnaire to express your attitudes towards the use of social media sites to enhance English language learning.

Your answers are very important for the validity of the research we are undertaking.

Please read the following questions and put tike (v) in the box of the corresponding answer choice.

SECTION ONE:

1-Gender:

2. Male

1.Female

2- Your age:

1.18 – 20

2. 20 – 22

3.22- more

3-Your occupation:

1.Student

2.Working

3.Both

4-If you are working , what is your job?

.....

5-Why did you choose to study English?

1.To get a job

2. To travel

3I love it

4. Others (specify)

.....

.....

6- How do you consider your level in English ?

1. Very good

2. Good

3.Average

4. Poor

7- Have you ever been in an English country ?

1. Yes 2.No

SECTION TWO:

8- Do you know social media ?

1. Yes 2. No

9- What are social media sites you know?

1. Facebook 2. Skype 3. Twitter
 4.YouTube 5. Instagram 6. Blogs
 7.Others(specify)

10- Are you a member of social media sites ?

1. Yes 2. No

11- If yes , what are they ?

.....

SECTION THREE

12- Do you have Internet connection at home?

1.Yes 2. No

13- Where do you access online social media sites ?

1.Home 2. University 3.Cyber cafe
 4.Others (specify).....

14- Do you use social media in your daily life ?

1. Yes 2. No

15- If yes , which type of social media sites do you use ?

1. Facebook 2.Skype 3.Twitter
 4. YouTube 5. Instagram 6. Blogs
 7.Others(specify)

16- What social media site (s) do you use the most ?

Online social media site	Never	Rarely	Often	Always
1.Facebook				
2.Skype				
3.Twitter				
4.YouTube				
5.Instagram				
6.Blogs				

17- Why?.....

.....

18- How do you access your social media accounts ?

1.PC 2. Smart phone 3. Tablet

19- In average , how much time do you spend daily on social media sites ?

1. Less than 1 hour /day 2- 1 to 3 h/d 3.More than 3 h/d

20.How many times do you check your social media accounts ?

1. Once a day 2.Twice or more a day 3.Once a week

21- Do you use social media to contact your mates?

1. Yes 2. No

22- Would you include teachers into your social media accounts ?

1. Yes 2. No

23- Do you chat with people from an English country ?

1.Yes 2. No

24- What do you use to communicate with them ?

1. Video chatting 2. Texting 3. Phone

4. Others(specify)

.....

25- Are you enrolled in English learning club/ page ?

1. Yes 2. No

Résumé

En raison du développement de la technologie, de nouvelles inventions ont été introduites dans l'éducation. Aujourd'hui, de nombreux dispositifs technologiques peuvent être utilisés pour faciliter l'apprentissage et répondre aux besoins des apprenants en langues. Cette étude vise à étudier et faire la lumière sur les perceptions et les attitudes des étudiants universitaires à l'égard de l'utilisation des réseaux sociaux comme outil d'apprentissage de langue Anglaise. Pour résumer cette étude, une étude de cas a été menée à l'université de M'sila, en particulier dans le département d'Anglais, où les étudiants de deuxième année ont été sélectionnés en tant que population de l'échantillon. La taille de l'échantillon était 60 étudiants d'âges et de groupes différents, les données ont été recueillies à l'aide de "questionnaire". Les données collectées ont été analysées qualitativement et quantitativement. Le présent thèse est construite de deux02 chapitres, le premier chapitre traite du cadre théorique et le second est consacré au travail de terrain. Par conséquent, les résultats indiquent que la majorité des étudiants de M'sila université utilisent des outils de réseaux sociaux dans leur langue et ont le désir d'intégrer les médias et le réseaux sociaux comme un outil dans le processus d'apprentissage à l'université. Cet article rapporte également que la majorité des étudiants profitent des sites de médias sociaux pour apprendre l'Anglais, en plus de cela les étudiants ont une attitude positive envers l'utilisation des médias et les réseaux sociaux dans l'amélioration de l'apprentissage de la langue Anglaise .