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The Impact of Social Media Applications on Students' Academic Performance

Case study of Master One Students at the Department of English

Abbes Laghrour University -Khenchela-

**A Dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in culture and civilization**

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Dedication

It is intended for the family and without their encouragement and support, this job would not have been possible.

I appreciate my spouse, my brothers, and my sister for their unending love and understanding. They have been incredibly encouraging and supportive of the completion of this Work.

To my husband. To all of my family relatives

To everyone who believed in me and wished me luck

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I am grateful to the learners of Abbes Laghrour University for their participation and collaboration in the survey.

**Special thanks to my colleagues and dear classmates at the University of Abbes
Laghrour**

-khenchela-

Abstract

Nowadays, using social media is one of the most popular pastimes among kids, teenagers, and adults. And over the past few years, use of it has been expanding quickly. Social media is not only used by professionals, but also by students and teachers in large numbers. It consequently has an impact. Both academic and personal performance of students. This study's goal is to shed light on the use of social media influence of the media on students' academic achievement at Abbes Laghrour University and an explanation of the various stakeholders. Through online questionnaire, a quantitative technique was used to obtain the necessary data. Thus, there 40 participants completed the survey, which was given to students in English faculty through Facebook group and e-mail. The results of this study demonstrate how social media's portrayal of Abbes Laghrour University students had an impact on their academic achievement. The majority of Abbes Laghrour University students have access to the internet, and they also utilize Facebook for academic purposes.

Key words: Social Media, Academic performances , Internet, Academic achievement.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

SLA: Second Language Acquisition

S/FLT: Second/ Foreign Language Teaching

L2: Second language

N: Number

Q: Question

?: Percentage

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General
introduction

General introduction

Since we live in a networking era, the internet's explosive expansion has had a significant influence on how students communicate and socialize. The most often used phrase in this time period is communication. Today's communication revolution has broken down geographical barriers and brought us together. There are many different communication options available on the internet. Numerous services, including search engines, websites, emails, Really Simple Syndication (RSS), e-journals, e-newspapers, internet banking, internet telephony, conferences, multi-media sharing, online newsrooms, social networking.....,etc. which are used by billions of people.

Today, the internet is a necessary tool for personal and professional communication. This study will go into detail on how social networking sites affect students' academic achievement. The literature has shown that social networking sites are not intended to have a detrimental influence, yet in our everyday lives, we see kids becoming addicted to these sites. The benefits and drawbacks of social networking in the context of education will be examined in this research effort. College students frequently utilise media, whether it's texting, talking on the phone, or updating their Facebook statuses, which may be having an adverse effect on their academic performance.

1.The Background of the Study:

The problem of social media use is a widespread occurrence among college students. The amount of time students spend using social media and being connected to contemporary technology has an impact on both their academic performance and behavior (Talaue, G. M., AlSaad , AlRushaidan, AlHugail,, & AlFahhad, 2018)

According to Kolan and Dzandza (2018), social media addiction can occasionally have a major negative impact on students' academic lives. According to a research by the Institute of Health Economics at the University of Dhaka, excessive social media use has a negative impact on 88% of students' academic activities (Kolan, B. & Dzandza).

According to the survey, students who spend an excessive amount of time on social media devote less time to their education (TheDailyStar, 2018) .The National Academy for Educational Management's (NAEM's) Director-General observes that students spend hours, sometimes even all night, using social media and mobile internet. They do not wish to visit colleges the next morning. Hossain claims that Facebook is one of the distracting forms of social media that keep students away from assignments and homework in the Dhaka Tribune, an online news site in Bangladesh. Students are using social media while in class, which prevents them from understanding the lectures effectively. It ultimately has an impact on their exam, which leads to a lower CGPA. (Hossain, 2023) .

2.Statement of the Problem:

The internet is currently the most significant source of information in today's global economy. Some people believe that there has been a lot of disregard and difficulty with student academic achievement since the introduction of social networking platforms in the 1990s.

With so many difficulties, Algerian educational system has undoubtedly seen a sharp drop in the quality of instruction. Between their social networking activities and their academic work, there is a deviance, distraction, and split attention. Students are seen paying more attention to social media than to their coursework. The influence of social media as a means of student interaction, the students' addiction to social networks, how frequently they use them, which social media networks they are more exposed to, and how these factors affect their academic performance have all been discussed recently. Instead of reading their books, kids spend their time conversing and establishing friends on social media, which may have an impact on how well they perform academically because reading is essential for academic success. This paper aims to find out impact of social media on students' academic performance.

3.Research Questions:

The present research work is an attempt at answering a set of questions related to the impact of social media on students 'academic performance. Thus, the following preoccupying questions are formulated :

The main question is: How does the use of social media affect the student's academic performance ?

1. What is the positive and negative impact on the student's academic performance ?
2. How much time do students spend using social media?
3. What is the role of social media platforms in improving student's academic performance ?

4. Research Methodology and Design:

The research adopts a quantitative design that will enable to investigate data.

5. Data Collection Tools:

The research benefits from a questionnaire .A questionnaire to Students during the second semester at the English Language Department, Abbas Laghrour Khenchela University. To both males and females were used to gather their opinions about using social media as a source of knowledge.

6. Population and Sampling :

In the recent research , I deal with a sample of forty (40) EFL learners and The informants was randomly chosen to respond to the research instruments addressed to them. They represent the whole population and they are the reflection of EFL learners at Abbas Laghrour University –Khenchela .

7. Significance of the Study:

University students are increasingly using social networks as a new method to pass their spare time and as a different source of knowledge that may be both instructive and amusing. Therefore, it is critical to investigate the impact social networks have on its users, particularly how student academic progress is impacted by their usage of social media. This

study will learn this information, providing the researchers with a chance to investigate and learn new things. It can also be used to future research.

8. Structure of the Thesis:

. This current thesis consists of two chapters. The first chapter sheds the light on previous studies. The second chapter presents the research tools, and analysis of the collected data, also a general discussion of the findings. This chapter presents the analysis of student's questionnaire. The chapter aimed to investigate the reasons that makes students use the language of social media instead of formal English language, and how social media language may affect learners' academic writing performance.

Chapter

one

Chapter one

Introduction

Technology plays an important part in people's lives. People are now enjoying continuous digital advancements that have transformed the entire planet into a global community. Technology has improved human existence and had a tremendous impact on different social, economic, and educational sectors. communication technologies are a fact of life, affecting two-thirds of the world's internet population who use social media in their language learning process.

Technology has evolved into the most effective means of searching for and gaining knowledge. Because of the speed and widespread use of various internet mediums such as social media Facebook, Instagram ,Twitter, Facebook, WhatsApp , Skype and Yahoo language users developed acronyms, abbreviations, contractions, reductions, coinages, and other forms of language. In certain situations, using social media jargon is permissible; however, this is not the case in academic settings. Some academics may be concerned about the deterioration of the formal English language.

The extant literature regarding social media and its impact on students' academic performance have been focusing largely in the western countries and Arabic countries .

1.2.Previewing Previous Studies:

There are many studies performed about the positive and negative effects of social media on the students' academic performances. According (Heffner, 2023), the usage of social media can be a beneficial outlet for dealing with academic problems, especially if the students are in communication with another student who is experiencing the same issue. Students may utilise social media to connect with other students, which can be very beneficial .it will allow them to discuss class issues.

Furthermore, (Mahamat, p. 05)sought students' perspectives on how their usage of social networking sites affects their academic achievement. The researchers conducted a preliminary survey of Bayero University, Kano Undergraduate Students. The majority of those polled believed that social networking sites have a beneficial influence on their academic achievement. According to Menseh and Nizam (2016), social networking has a significant impact on students' academic achievement. They also mentioned pupils' unusual usage of social media networks. According to the study, it is beneficial for students to utilise these platforms constructively for educational objectives, which will have a favourable influence on their academic performance. According to Jha, Jaipuria, Jha, and Sinha (2016), social media has a greater impact on pupils. To some extent, it has a direct impact on the lives of undergraduate students who are keeping track of their grades. According to Eke, Omekwu, and Odoh (2014), among Nigerian students, there are certain benefits to utilizing social media, which stimulates virtual meetings with co-research scholars; self-esteem and well-being; research and learning; and improve interpersonal relationships; read and publish online content, etc. Students also use social media to chat with friends, watch films, discuss national concerns such as politics, the economy, and religion, and for academic purposes.

According to Mingle and Adams (2015), some children improved their reading abilities as a result of participating in and engaging social media. On social media, respondents also exchanged thoughts, debated, and shared test questions.

Eke, Omekwu, and Odoh (2014) listed certain concerns linked with social networking sites, including E-crime, Internet addiction, idleness, standard crime such as fraud, murder, and abduction; and immoral acts such as pornography, prostitution, and cyber-bullying.

Mushtaq (2015) identified social media as a factor in students' lack of newspaper reading habits, which may cause them to miss out on valuable information included in the newspaper.

Furthermore, Wang, Chen, and Liang (2011) asserted that social networking has a significant impact on students' effectiveness as well as their grades. As a result, educators must be concerned about these issues and seek better solutions. Though framed within an academic context, the concepts outlined here can be used to investigate the use of communication technology not only at school, but also at home, the workplace, and many other settings, and for a variety of different viewers such as teenagers, young adults, the elderly, or families.

(Kuppuswamy, S., & Narayan, P., 2010) found that social networking websites capture students' attention and then redirect it to non-educational and unsuitable activities such as meaningless talking. Based on the preceding statement, we may conclude that social networking sites may have a negative impact on a student's academic life and learning experiences.

Haque's (2017) study looked at how social media language affects academic achievement, English language competency, spelling, and grammar. Students enrolled at the HSC level were given questionnaires as part of the research's mixed-method approach. He

discovered that the English that students used on social media had an impact on both their academic writing and the English language, both positively and negatively.

In his 2017 study, John explored how social media is seen by both teachers and students. The study looked at how students felt about teachers who use social media in the classroom and how those feelings affected how they viewed those professors. John employed a blended technique that included focus groups and survey designs with questionnaire responses from college students.

The findings showed that students approved of the voluntary use of social media in learning and teaching. Lekawael (2017) used cellphones to investigate how technology is affecting schooling. Students responded to surveys about how they use their cellphones and the internet using a quantitative technique with a survey design.

The research revealed that social networking, games, and dictionaries constituted the majority of online and mobile activities, and it was decided that teachers should use these platforms to teach English.

Li (2017) investigated how students' use of social media affected their ability to learn English. He used a survey design and a quantitative technique. Findings showed that students preferred Facebook and WhatsApp over other platforms for studying English. Additionally, Li discovered that intellectual contact between students was higher than student-teacher exchange. Mabuan (2018) looked at the connection between using blogs as a teaching tool and teaching English in a different study. He looked into how students saw blogs as virtual writing venues and the benefits of utilising them to study English writing. The study's mixed research methodology included focus groups, survey questionnaires, and blog analyses from tertiary students.

Students, according to Mabuan's (2018) research, view blogs as crucial learning tools for developing their English writing abilities since they allow for the expression of diverse viewpoints and promote peer engagement.

In their 2018 study, Parusheva and his coworkers examined how much students utilised social media and how it influenced their academic performance. The study looked into how widely and deeply college students used social media and its effects on their learning. With a survey design that used a quantitative technique, Parusheva and his colleagues polled 378 students who were chosen at random. The findings show that everyone who took part showed a keen interest in social media, particularly Facebook. The researchers also discovered that 23 of the 24 colleges they looked into used learning management systems with social media technologies. Furthering their research, Raut and Patil (2016) examined both the positive and negative impacts of social networks on education. They looked at the research on social media and how it affects education. Topics of social media's usage in education and in non-educational domains were covered in the literature.

Also, researchers discovered that social media has both beneficial and bad effects on academic achievement. Students squander a lot of time talking to their friends on social media, despite the fact that using it for learning may be engaging.

However, Raut and Patil (2016) suggest that if parents and instructors supervise social media usage, it is feasible to minimise the negative while maximising beneficial consequences. and his coworkers.

Rienties and his coworkers (2018) looked at how learners' involvement in language acquisition was impacted by the learning design in the online environment. Researchers used a fixed-effect model that involves tracking how much time students spent in virtual learning

settings and watching how they behaved in that setting. Findings show that how educators construct their modules has an impact on how students see online learning.

The focus of Seechaliao's (2015) study was on how educators interact with social media platforms as instruments for teaching and learning, which was a distinct approach. The researcher conducted study to learn about lecturers' experiences using social media for instruction.

Seechaliao (2015) employed a quantitative methodology with a survey design. Randomly selected lecturers completed questionnaires, which sort to collect information on their experience in using social media where most of them were from the Educational Technology and Communication department. The researcher found that educators had more experience in teaching other than leaning using social media.

In a different study, Talaue and his coworkers (2018) looked at the impact of social media on college students' academic performance. They used a descriptive technique using questionnaires and survey designs to gather data. Results indicate that social media had both positive and negative effects on academic performance. Researchers conclude that education institutions can and should harness the positive impacts of social media in learning.

On the other hand, Taskiran and his colleagues (2018) looked into how students used Twitter in extracurricular activities and as a tool for language acquisition. Researchers used a hybrid technique that included surveys and Twitter experiments. Findings show that learners viewed Twitter use favourably, which enhanced their experience learning languages.

Thurairaj and his colleagues (2012) combined two goals by researching the depth of social media use among the youths and their impact on English language proficiency. Researchers employed a quantitative methodology with survey design, where they randomly

distributed questionnaires among the youths. According to the findings, young people frequently used short messages (SMS) in discussion. The study also discovered that English language proficiency was unaffected by the SMS.

However, Yunus and his coworkers (2012) concentrated more on the suggestion to use social media as a teaching tool. Researchers look into the advantages and drawbacks of using social networks as ESL teaching resources. In order to clarify teachers' and students' views on the use of social network technologies in ESL writing, Yunus and his colleagues (2012) used an online discussion format with open-ended questions. The results show that social media has aided language learning. The capacity of ESL pupils to communicate with other students and inspiring creative thinking skills are two of them.

Conclusion :

All this studies in the previous chapter, I realized that most of them are used different studies but submitted a common issue about using social media. Also, using different studies in a different cases but most of this studies deduced that social media is effective and most of students use it.

Chapter two

Field Work

Chapter two:

Introduction

The second chapter is devoted for the practical part of the present research work. It focuses on the data collection and analysis of the gathered results. The case study is about the influence of social media on the students' academic performance.

This chapter shows research design used in this work .It also represents the methods used in gathering and analyzing data of the questionnaire . It explains the tools and instruments which helped presenting this research work; without neglecting the participants (the sample population) of this research work. This chapter ends with a general discussion of the findings. The scope of this chapter is to explain the research methods used for this study.

2.Research Design and Data Analysis:

Quantitative research emerged around 1250 A.D. and was driven by investigators with the need to quantify data. Since then quantitative research has dominated the western cultural as the research method to create meaning and new knowledge. What constitutes a quantitative research method involves a numeric or statistical approach to research design. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of a quantitative research

maintains the assumption of an empiricist paradigm (Creswell, 2003). The research itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity uncovered in the collected data. The researcher links the collected data and the conclusions, which is beneficial for the coherence of the work.

Quantitative research can be used in response to relational questions of variables within the research. «Quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory» (Leedy and Ormrod, 2001, p. 102). Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. Creswell (2003) states, quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (p. 18). The findings from quantitative research can be predictive, explanatory, and confirming.

According to Leedy & Ormrod (2001), research technique refers to “the general approach the researcher takes in carrying out the research project” (p. 14). Data gathering for quantitative research entails quantifying information and applying statistical analysis to it in order to confirm or deny “alternate knowledge claims” (Creswell) 2003, p. 153). Quantitative research, according to Creswell (2002), has its roots in the physical sciences, notably chemistry and physics. The approach for data analysis used by the researcher is based on mathematical models.

Research design, test and measurement techniques, and statistical analysis are three past themes in quantitative research. In quantitative research, the researcher collects data that is frequently numerical and uses mathematical models as the approach for data analysis.

Moreover, the researcher uses inquiry techniques to guarantee consistency with statistical data gathering techniques.

According to Leedy and Ormrod (2001), there are three main categories for quantitative research: descriptive, experimental, and comparative causal. A fundamental research technique that investigates the situation as it is in the present is descriptive research. In descriptive research, characteristics of a specific event are identified based on observation, or correlations between two or more phenomena are investigated.

In an experimental study, the researcher examines the treatment of an intervention given to the study group before evaluating the results of the intervention. Pre -experimental, real experimental, and quasi-experimental are the three categories of exploratory techniques (Leedy&Ormrod). A constant independent variable or a deliberately chosen control group are both components of the pre-experimental design. The genuine experimental design, which offers a better level of control in the experiment and results in a higher degree of validity, was supported by Campbell and Stanley (1963). A comprehensive approach to quantitative data gathering and analysis using mathematical models is produced by real experimental designs. Contrarily, a nonrandom process is used to identify research participants in a quasi-experimental design. As a result, control is restricted, making real experimentation impossible. Validity may be compromised since the variable cannot be controlled.

In causal comparative research, cause and effect linkages between the variables are examined in respect to how the independent and dependent variables are impacted by one another. According to Vogt (1999), the factorial design concentrates on two or more categories with independent variables as opposed to the dependent variable. The causal comparative study design gives the researcher the chance to look at how independent factors interact and have an impact on dependent variables.

2.1.The Population and Sampling:

In the present study , we deal with a sample of forty (40) EFL learners and The informants was randomly chosen to respond to the research instruments addressed to them. They represent the whole population and they are the reflection of EFL learners at Abbes Laghrour University –Khenchela- .

Results and Discussion:

3.1.Student’s Questionnaire :

3.2.Description of the Questionnaire:

A questionnaire -online questionnaire- was used to perform the current work. It is intended to gather information for a thorough examination and from a great source of insight. It is directed to master degree students of Abbes Laghrour University .The questionnaire is a frequent instrument used by academics to collect data; it is also the simplest because it doesn't take much effort or time to complete. It is a collection of many questions, some of which may be closed, open, or multiple choices.

An online questionnaire is a tool for data gathering, typically in written form, that includes open-ended and/or closed-ended questions as well as additional probes that call for a

response from the respondent Nunan (1992). As a result, it enables the researcher to gather data precisely and succinctly, including those that cannot be seen. (321).

For our study, we created online survey that include closed questions (yes/no questions), multiple choice questions where students check the appropriate boxes and open questions and perspectives where they may explain their decisions. Our questions are essentially divided into three major portions that address the chosen variables.

3.3.Data Analysis of Student 's Questionnaire:

The findings from the data gathered are used to investigate the impact of social media on the students' academic performance. As it was already explained, the questionnaire was given to forty students. To be representative, it was distributed to males and females of different ages and different academic levels . The questionnaire was a combination of all types of questions (close-ended, open-ended and multiple choice questions).The questionnaire was distributed through social media platform which is Facebook .

Section One: General Information

In this part, students were given four generic questions to get to know them better, in first question They were questioned about their gender and their age .in second question they were about the educational level .In third question they were questioned about how long they used to use internet. In fourth question, they were questioned about their present proficiency in the English language.

Questions n°1 and n°2: Were about gender and age. Questionnaire was distributed randomly through online platform which Facebook group. between males and females whereas the age

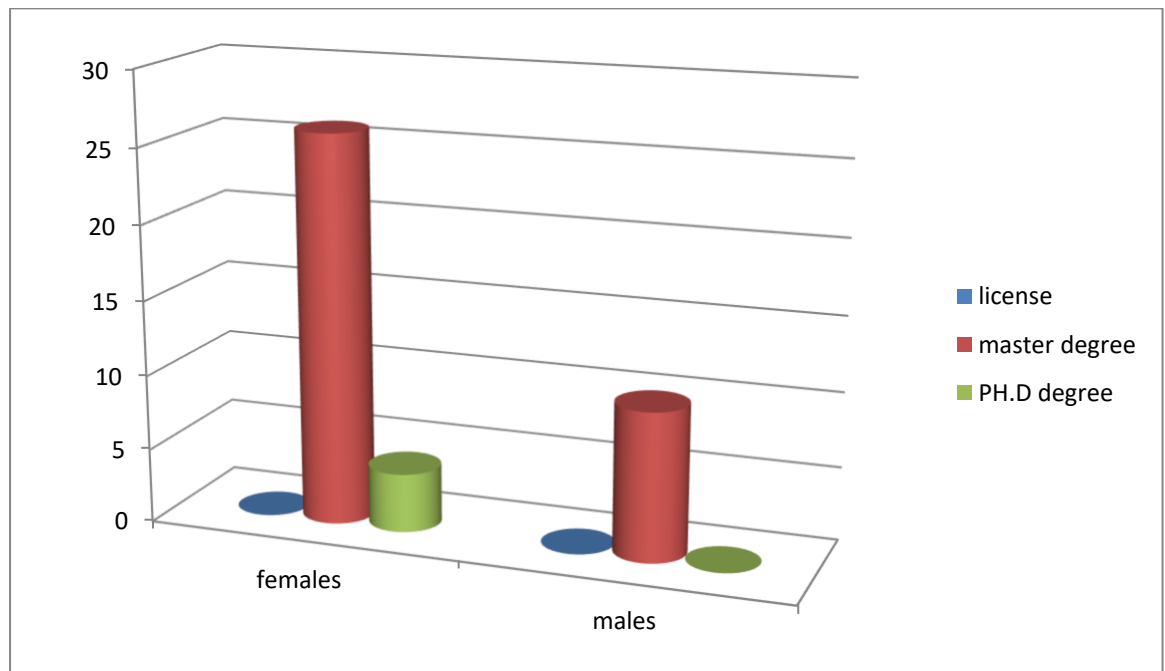
of participants was ranging between 23 and 40 and only two females'' ages were 23 and 40 years old.

Questions n°3: Which grade are you in?

	License	Master degree	Ph.D. degree
Females	0	26	4
		65%	10%
Males	0	10	0
		25%	

Table01: The student's level

Table (01) reveals that most of the responses for both females (65%)and males (25%) are master degree students and (10%) of the females are PH.D degree students



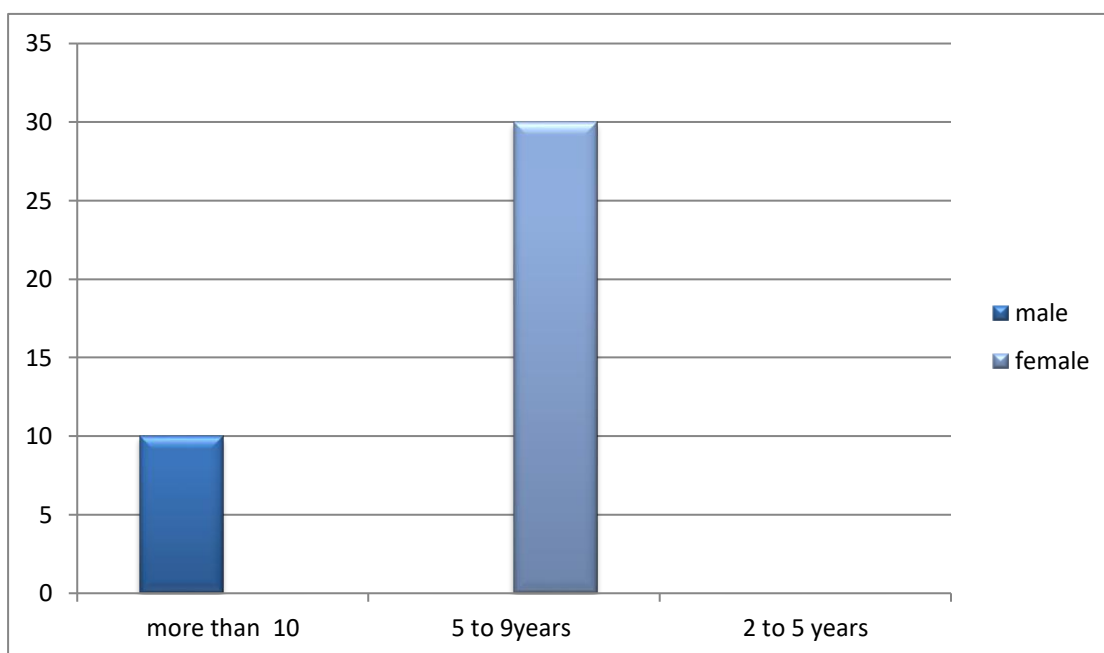
Graph 01: The student's level

Questions n°4: For how long time have you been using the intrnet?

	More than 10	5 to 9 years	2 to 5 years
Female	0	30	0
		75%	
Male	10	0	0
	25%		

Table 02 : Internet usage among students on a regular basis

According to the table (02) , the majority of females%(75%) are using internet since 5 to 9 years but the majority of males Reponses claims that they are using internet more than 10 years .



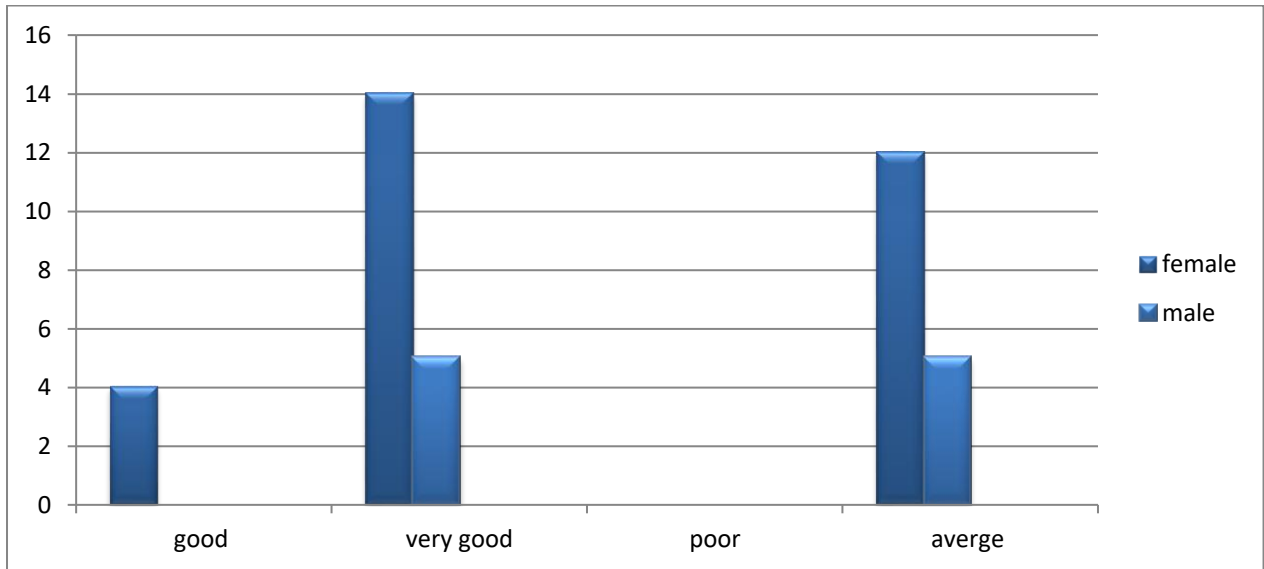
Graph 2 : Internet usage among students on a regular basis.

Questions n°4 : How do you consider your level in English?

	Good	Very good	Poor	Average
female	4	14		12
	10%	35%		30%
Male		5		5
		12.5%		12.5%

Table 3 : Students' English level

Findings show that four females consider their level as good ,and fourteen consider their level as very good and 12 of them claim their level as average . Concerning male, the half of them consider their level as very good but the other half consider their level as average .



Graph 3: Students' English level.

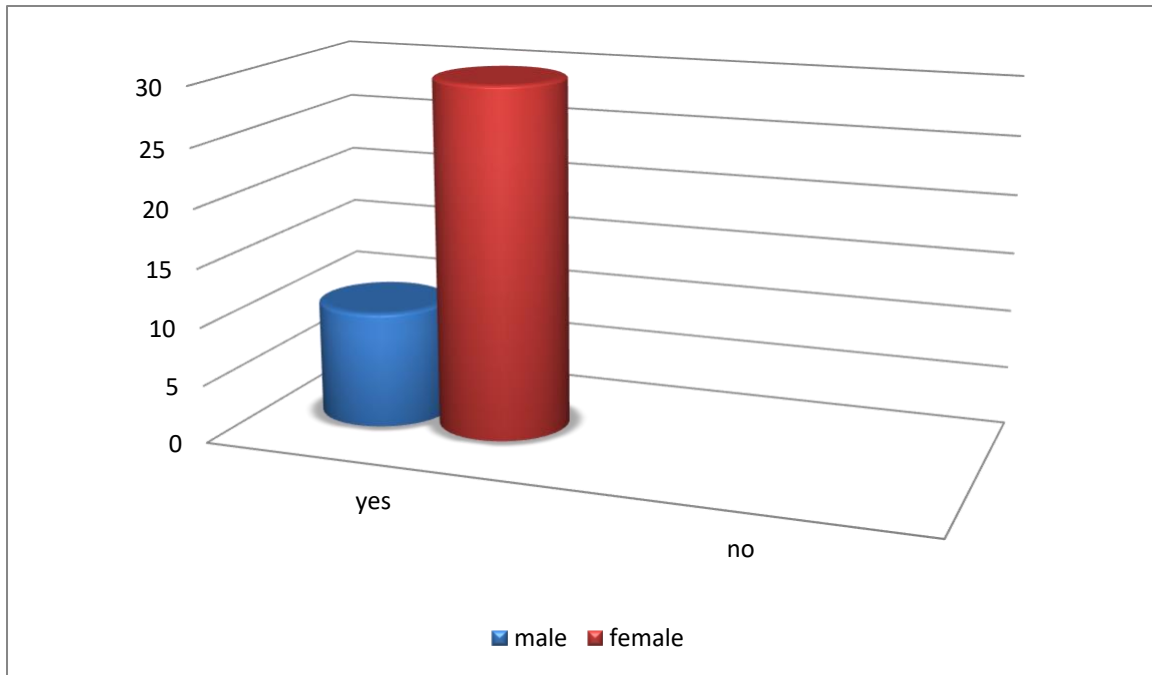
Section two: The use of social media

Questions n°5 : Are you interested in using social media?

	Yes	No
female	30 75%	/
male	10 20%	/

Table 4: The interest in using social media

From the previous table all the females claim that they are interested in using social media . even all males claim the same thing which is they are interested in social media ..



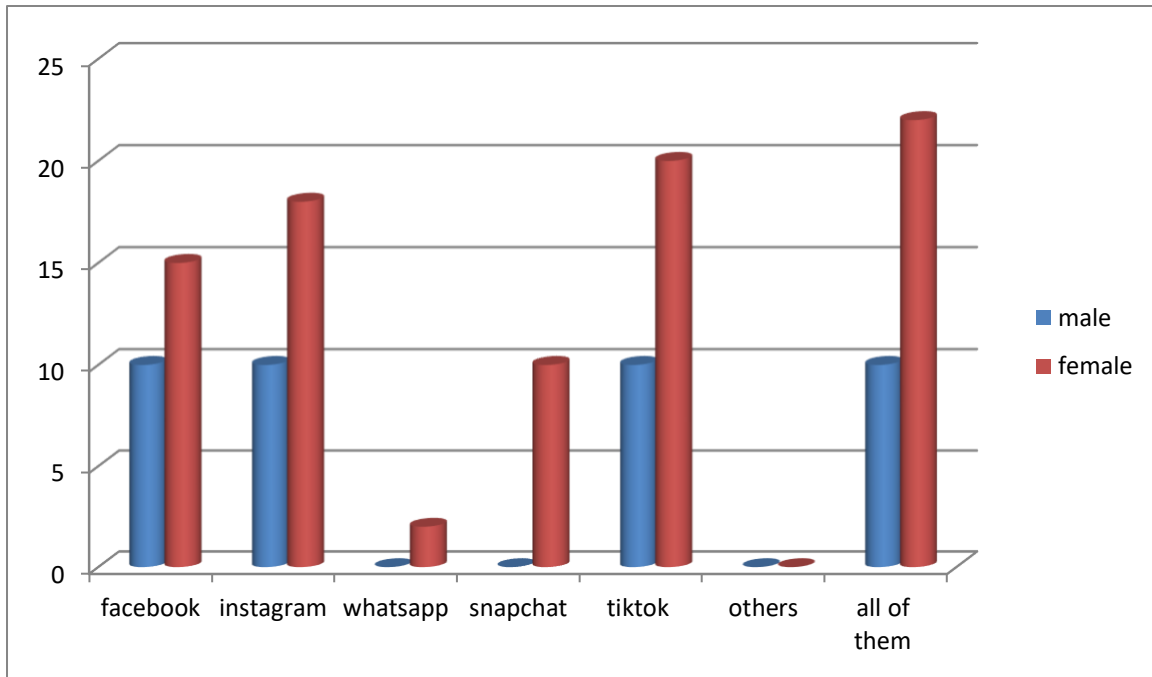
Graph 5: The interest in using social media

Questions n° 6: What type of social media do you prefer more?(Multiple choice were allowed)

	Facebook	Instagram	WhatsApp	snapchat	tiktok	All of others them
Female	15 37.5%	18 45%		6 15%	20 50%	
Male	5 12.5%	10 25			10 25%	

Table 5: Types of social media that students prefer

The results from the table reveal that 37.5% of the female prefer to use Facebook , 45% of them prefer instagram , 15% of them prefer to use snapchat and 50% of them prefer to use tiktok .concerning male the majority of them prefer to use instagram and tiktok and the half of them claim that they prefer facebook



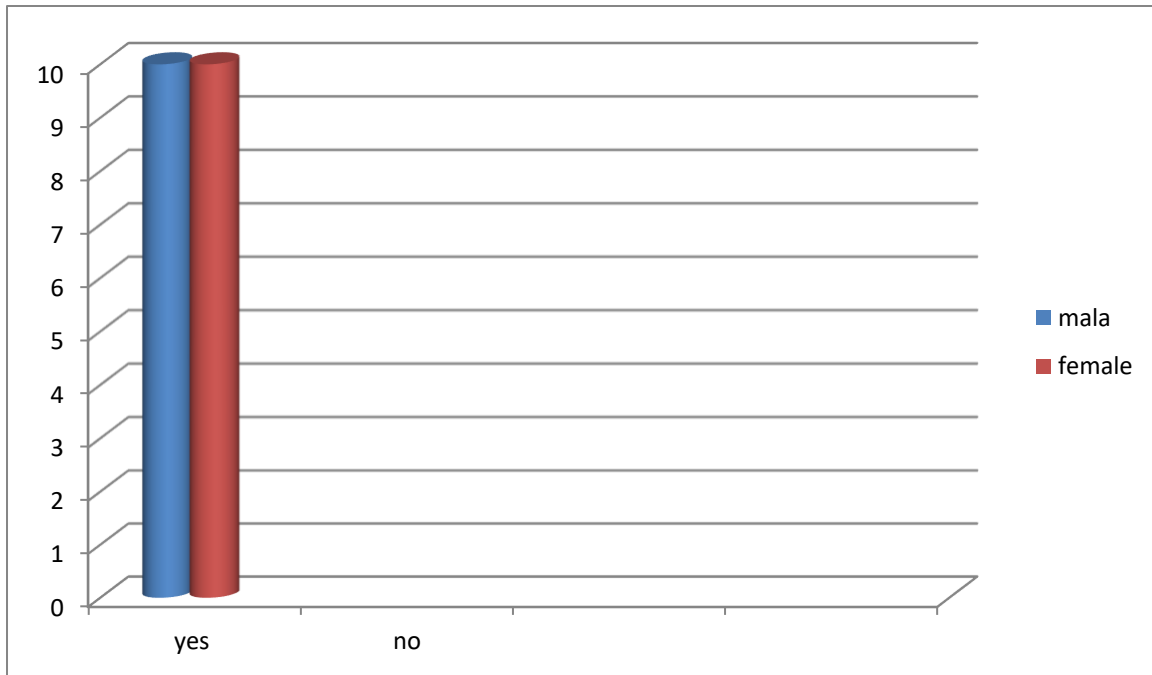
Graph 5: Types of social media that students prefer

Questions n° 7 :Do you spend a long time using social media (Facebook, Instagram ... etc.)?

	Yes	no
female	30 75%	0
male	10 25%	0

Table 6: The time spent using social media

According to the analysis of data the all of the students spend a long time using social media (Facebook ,Instagram ,WhatsApp,snapchat and tiktok)



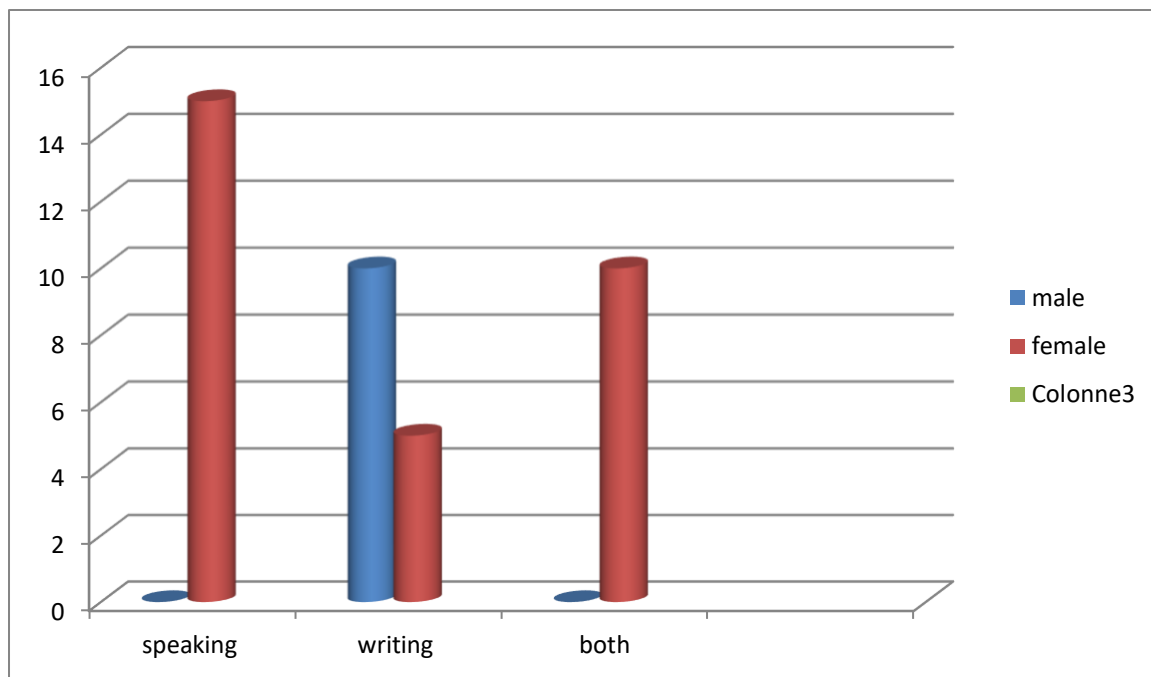
Graph 6 : The time spent using social media

Questions n°8: What do you prefer when communicating with social networking sites?

	speaking	Writing	both
female	15	5	10
	37.5%	12.5%	25%
male	10		
	25%		

Table 7 : The way of communication with social networking sites

Findings show that 37.5% females prefer speaking while, 12.5% of them prefer writing and 25% of them prefer both writing and speaking, concerning males, all of them prefer speaking.



Graph 7 : The way of communication with social networking sites

Section Three :

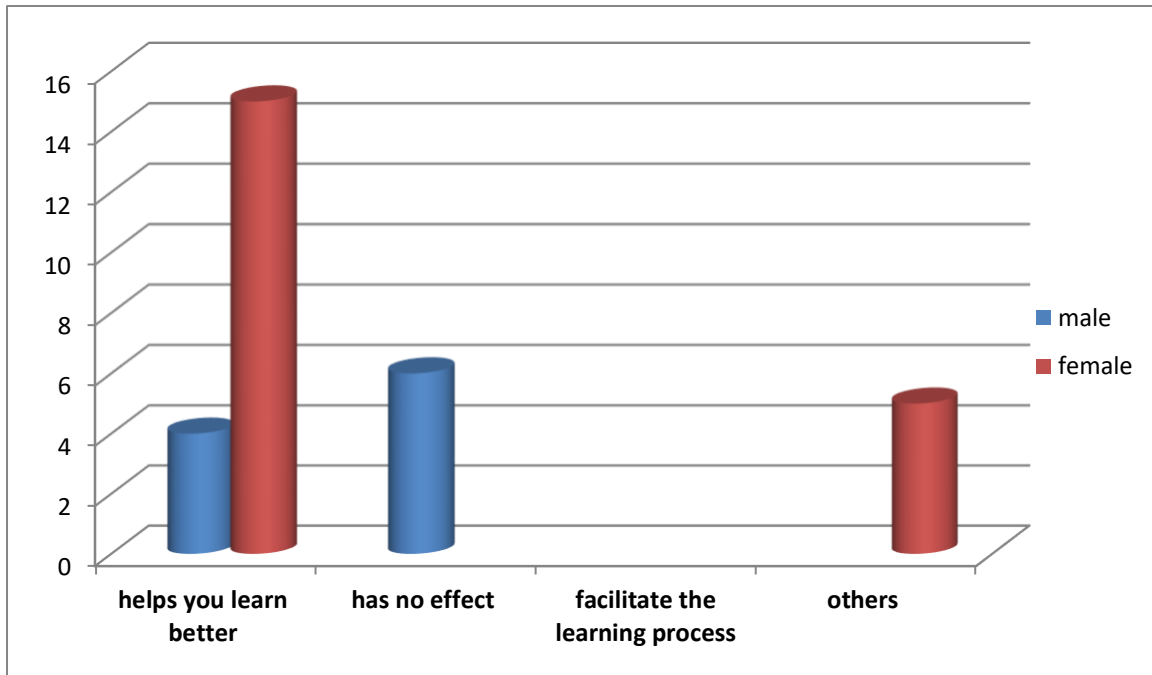
How social media has an impacts on the academic performance of students

Questions n°9 :According to your opinion, social media:

	helps you learn better	has no effect	Facilitate the learning process	other...
Female	15 35.5%	4 10%	6 15%	5 12.5%
male	4 10%	6 15%	0	0

Table8: The impacts of social media on the academic performance of students

According to the results, 35.5% of female agree that social media helps to learn better ,10% of them agree that it has no effect on the academic performance of students .15% of the females think that social media facilitate the learning process and the rest of them believe that social has others effects



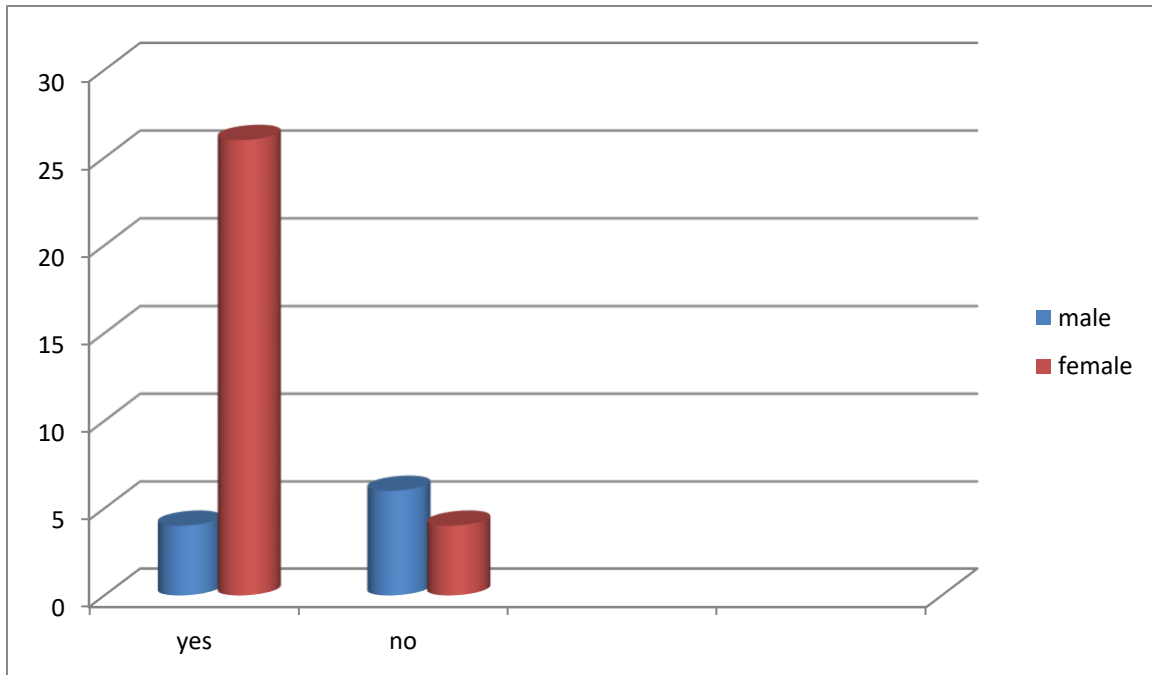
Graph 8: The impacts of social media on the academic performance of students

Questions n°10 :Do you believe social media to be a good source of educational material?

	Yes	No
female	26	4
	65%	10%
male	4	6
	10%	15%

Table 9: The usefulness of social media

Findings show that the majority of the female (65%) believe social media that would be good source of educational material.10% of them believe the opposite .concerning the males believe that social media would not be a good source of educational material and the rest of them think the opposite.

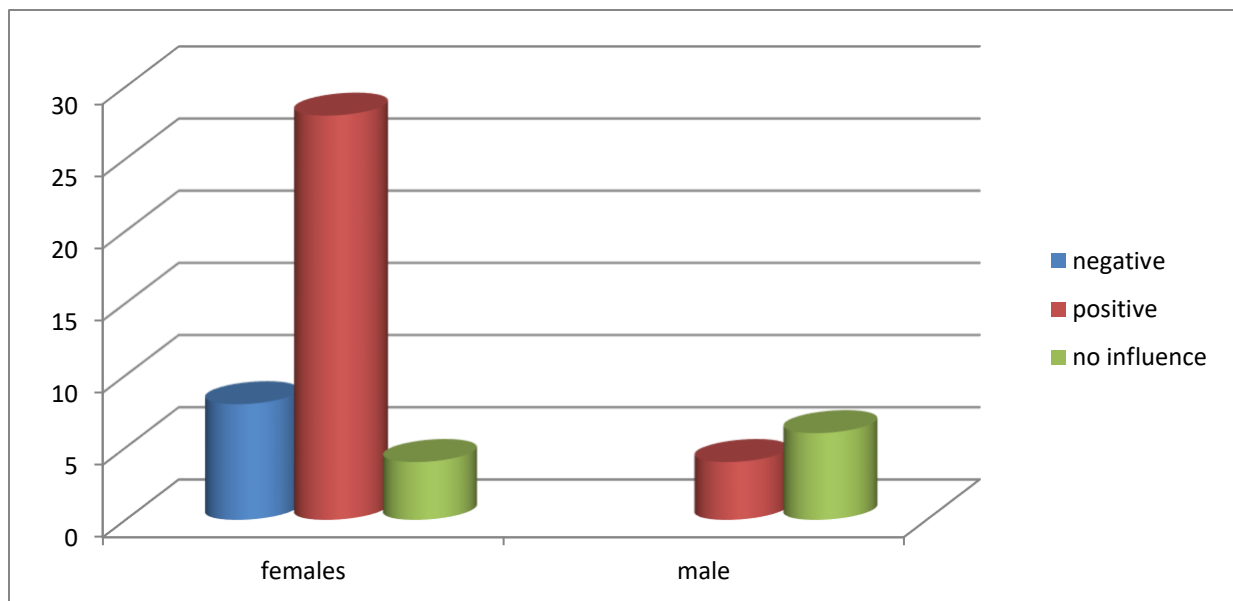


Graph 9 :The usefulness of social media

Questions n°11: How do you describe the influence of social media on your academic performance

	Negative	Positive	No influence
Female	8	0	4
Male	0	4	6

Table 10 : The description of the influence of social media on your academic performance



Graph 10 : The description of the influence of social media on your academic performance

Questions n°12:

If your answer is: positive

How does social media affect your academic performance?

1. It can enhance the research abilities ,enable to delve deeper into subject and broaden
2. Media allows for a variety of learning styles
3. Online platforms and social media can facilitate collaborative learning experiences ,share knowledge
4. Social media allows students to stay updated on current events and make what their education more relevant practical .

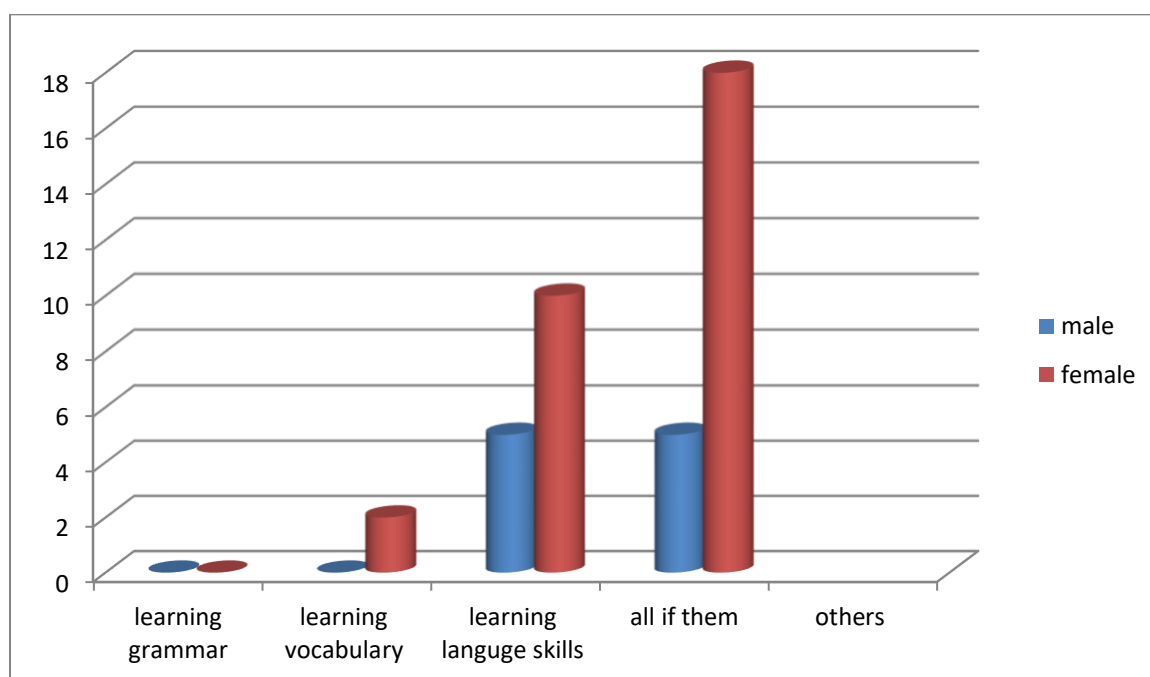
Questions n°13: Do you think using social media can be useful for ?

	Learning grammar	Learning vocabulary	Learning language skills (speaking, writing...)	All of them	Others.....
Female		2	10	18	

	5%	25%	45%
male			5
			12%

Table 11: The ways that social media can be useful for

According to results ,45% of the females claim that social media can be useful for Learning grammar, vocabulary Learning language skills (speaking, writing....). 25% of them believe that social media can be useful for learning language skills (speaking, writing....) the rest of them social media can be useful for learning vocabulary however the majority of males claim social media can be helpful for learning grammar, vocabulary language skills (speaking, writing....)



Graph 11 : The ways that social media can be useful for

Discussion of the Main Results

- Students who have access to the internet on their phones should be encouraged to do so rather than always conversing with their pals or to use it to support their library research.

- Students should be encouraged to read novels and appropriate academic works to increase their knowledge in place of the time they would otherwise spend on social networking platforms.
- Since the study found that students' use of social media negatively impacted their academic performance, it is urgent to inform students about the books and other information resources available in the library that can support their academic goals.
- Additionally, it is important that students be warned about the risks of social networking site addiction during orientation. Introduce them to websites that can improve the quality of their academic and research output.

Conclusion

As they utilize them to enhance their learning process, to interact effectively with one another, receive university-related issues, and obtain other important information, social media has emerged as a very valuable tool for students in their lessons. In other words, students appeared to use social media as current teaching tools. However, they identified excessive usage of social media as a problem, which wastes their time and money. As a result, their negative consequences appeared to be considerably worse than their good benefits.

It is advised that professors, the department, and other social media users, particularly Facebook page owners, spread beneficial content that aids students in expanding their knowledge and information. Additionally, no correlation between students' academic success and their usage of social media, both positively and negatively, was discovered..

*General
conclusion*

General conclusion

Without a question, social media plays a valuable part in language instruction. Daily social media use aids children in picking up new vocabulary, but there are also drawbacks that must be ignored. When using social media to interact with one another. The current study looked at the detrimental effects of social media on English language learners at Abbes Laghrour University.

Students' use of social media has a tremendous impact on their academic lives since the majority of them have incorporated media into every aspect of their lives. Despite the possibility of getting academic knowledge through social media, they spend a lot of time on non-academic activities. The purpose of the current study is to look at how social media affects students' academic performance. The study's findings indicate that students' use of social media has a substantial influence on their academic activities and is linked to their academic achievement. According to the survey, students are using social media more often, especially Facebook and Instagram which has a detrimental influence on their academic performance. The study also reveals that excessive social media use negatively affects students' grade point averages and academic performance.

According to the survey, students are using social media more often, The study also reveals that excessive social media use negatively affects students' grade point averages and academic performance. Most stakeholders, including parents, instructors, and the university's advisory cell, are advised to place an emphasis on setting policies have been put in place to keep an eye on how pupils are using social media and to redirect that time for educational objectives. Abbes Laghrour University is included in the present research. There is room to include additional private and public universities with more responders. There is still room for more research in this area on the connection between student social media use and mental health, regardless of whether it has a substantial effect on academic achievement or not.

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Appendix 1

Learner's

Questionnaire

Learner ' online questionnaire

Dear Students,

We are conducting a research about communicative teaching approach and its role in developing learner's speaking skill. We would be very grateful if you answer the

Following questions by ticking (the appropriate box and providing full answers where necessary.

We ensure you that your contribution will be kept secret used for the sake of this study.

Section One: General Information

1. Specify your gender:

Female

Male

2. Which grade are you in?

License

.Master degree

Ph.D. degree

3. For how long time have you been using the internet?

More than 10 years

5 to 9 years

2 to 5 years

4. How do you consider your level in English?

Good

Poor

Very good

Average

Section two: the use of social media

5. Are you interested in using social media?

Yes

No

6. What type of social media do you prefer more (Multiple choice were allowed)?

Facebook

Instagram

WhatsApp

snapchat

Tiktok

Others

7. Do you spend a long time using social media (Facebook, Instagram ... etc.)?

Yes

No

8. What do you prefer when communicating with social networking sites?

Speaking

Writing

Both

Section Three :

How social media has an impacts on the academic performance of students

9. According to your opinion, social media:

helps you learn better

has no effect

Facilitate the learning process

other...

10. Do you believe social media to be a good source of educational material?

Yes

No

11. How do you describe the influence of social media on your academic performance

Negative

Positive

No influence

12. If your answer is: positive

How does social media affect your academic performance m

13. Do you think using social media can be useful for ?

Thank you

Résumé

De nos jours, l'utilisation des médias sociaux est l'un des passe-temps les plus populaires parmi les enfants, les adolescents et les adultes. Et au cours des dernières années, son utilisation s'est rapidement développée. Les médias sociaux ne sont pas seulement utilisés par les professionnels, mais aussi par les étudiants et les enseignants en grand nombre. Ils ont par conséquent un impact. Les performances académiques et personnelles des étudiants. L'objectif de cette étude est de faire la lumière sur l'utilisation des médias sociaux, l'influence des médias sur la réussite scolaire des étudiants de l'Université Abbes Laghrour et une explication des différentes parties prenantes. Grâce à un questionnaire en ligne, une technique quantitative a été utilisée pour obtenir les données nécessaires. Ainsi, 40 participants ont répondu à l'enquête, qui a été remise aux étudiants de la faculté d'anglais via le groupe Facebook et par courrier électronique. Les résultats de cette étude démontrent comment la représentation des étudiants de l'Université Abbes Laghrour par les médias sociaux a eu un impact sur leur réussite scolaire. La majorité des étudiants de l'Université Abbes Laghrour ont accès à Internet et utilisent également Facebook à des fins académiques.

التلخيص

في الوقت الحاضر، يعد استخدام وسائل التواصل الاجتماعي أحد أكثر الهوايات شعبية بين الأطفال والمراهقين والبالغين. وعلى مدى السنوات القليلة الماضية، توسع استخدامها بسرعة. لا يستخدم وسائل التواصل الاجتماعي من قبل المحترفين فحسب، بل يستخدمها أيضًا الطلاب والمعلمون بأعداد كبيرة.

وبالتالي، فإن لها تأثيرًا. الأداء الأكاديمي والشخصي للطلاب. هدف هذه الدراسة هو تسليط الضوء على استخدام وسائل التواصل الاجتماعي وتأثيرها على التحصيل الأكاديمي للطلاب في جامعة عباس لغرور وشرح أصحاب المصلحة المختلفين. من خلال الاستبيان عبر الإنترنت، تم استخدام تقنية كمية للحصول على البيانات اللازمة. وبالتالي، أكمل 40 مشاركًا الاستبيان، الذي تم تقديمه للطلاب في كلية اللغة الإنجليزية من خلال مجموعة حساب الفيسبوك والبريد الإلكتروني. توضح نتائج هذه الدراسة كيف كان تصوير وسائل التواصل الاجتماعي لطلاب جامعة عباس لغرور تأثيرًا على تحصيلهم الأكاديمي. يتمتع غالبية طلاب جامعة عباس لغرور بإمكانية الوصول إلى الإنترنت، كما يستخدمون حساب الفيسبوك لأغراض أكاديمية.

