



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Abbes Laghrour- Khenchela

Faculty of Letters and Languages

Department of the English Language

**English Acquisition among Algerian Youngsters through Social Media
and Peer Interaction: A Socio-Educational Perspective**

**Thesis submitted for the fulfillment of the requirements of a Master
Degree in the English language**

Candidate: Rim HADJI

**Supervisor: Dr.
Beddiaf Abd El Ghafour**

Board of examiners:

President: Dr. Chouana Khaled

Examiner: Dr. Aggoune Houda

Supervisor: Beddiaf Abd El Ghafour

Academic Year June2026

DEDICATION

I dedicate this research first and foremost to my parents. Your lifelong sacrifices, unwavering belief in my potential, and steady guidance have been the cornerstone of my academic journey. You have not only provided the means for my education but have also instilled in me the resilience and work ethic required to reach this milestone. I am forever indebted to your love and the quiet strength you have shown throughout the years.

To my **siblings**, I am deeply grateful for your constant encouragement and for providing a necessary sense of balance and perspective through every challenge I faced. Whether through a kind word or a needed distraction, you helped me navigate the pressures of this work and kept me grounded when the path became difficult.

Finally, to my **friends**, thank you for your unwavering support, patience, and the many ways you motivated me to persevere. Our shared experiences and your belief in my vision provided the extra drive I needed to see this project through to completion. This achievement is not mine alone; it is a reflection of the collective strength, inspiration, and grace I have drawn from all of you.

Acknowledgment

My sincere appreciation goes out to our respected supervisor, **Dr. Abdelghafour Beddiaf**, for his invaluable support, expert guidance, and continuous encouragement throughout this research.

I would also like to express our gratitude to the **English Department** for providing the academic environment and resources necessary to complete this study. We are further indebted to the **esteemed jury members** for their time and dedication in reviewing our work and offering their insightful feedback.

Furthermore, I'm grateful to all the **EFL teachers** whose devotion and knowledge have greatly enriched our academic experience. A particular thanks goes to the **first-year EFL students**; your cooperation and participation were essential to the success of this project.

Abstract

This research investigates the phenomenon of informal English language acquisition among Algerian youth, changing the focus from traditional classroom-bound paradigms to the role of digital environments. It aims to map the nexus between digital consumption and linguistic development by examining how online spaces facilitate naturalistic language acquisition outside formal schooling. Theoretically, the study is deeply guided by Gardner's Socio-Educational Model (1985, 2001) alongside Krashen's Monitor Model. To test these assertions, a mixed-methods research design was used, employing a comprehensive questionnaire administered to a convenience sample of 100 participants, complemented by semi-structured interviews with a purposive sample of 10 Algerian youth. The findings reveal that informal, extramural digital exposure serves as the primary catalyst for communicative competence, with participants naturally acquiring modern idioms, complex vocabulary, and pragmatic nuances. Furthermore, the data indicates that the low-anxiety, high-interest nature of online spaces significantly reduces learners' affective filters compared to formal classrooms. These insights imply that EFL teachers and curriculum designers should acknowledge and integrate extramural digital practices to bridge the gap between formal instruction and authentic, real-world language use.

List of abbreviations

Abbreviation	Full Form
AMTB	Attitude/Motivation Test Battery
EFL	English as a Foreign Language
EMI	English as a Medium of Instruction
L2	Second Language
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
SNS	Social Networking Services
CMC	Computer-Mediated Communication
ZPD	Zone of Proximal Development

List of Tables

Table 1: Distribution of Participants According to Age	34
Table 2 : Distribution of Participants According to Gender	35
Table 3 Distribution of Participants According to Current Education Level	37
Table 4 Distribution of Participants According to Place of Residence	39
Table 5 Distribution of Participants According to Self-Rated English Level	41
Table 6 Distribution of Participants According to Frequency of Watching English Content on YouTube or TikTok	43
Table 7 Distribution of Participants According to Listening to English Music and Understanding Lyrics	44
Table 8 Distribution of Participants According to Playing Online Video Games in English	46
Table 9 Distribution of Participants According to Using English to Search for Information Outside School	47
Table 10 Distribution of Participants According to Learning English to Understand People from Different Cultures	49
Table 11 Distribution of Participants According to Viewing English as a Tool for Better Future Employment	51
Table 12: Distribution of Participants According to Using English as the Language of Technology and the Internet	52
Table 13 Distribution of Participants by Using English as the Language of Technology and the Internet	54
Table 14 Distribution of Participants According to Feeling More Free to Speak English Online Than in the Classroom	57

Table 15 Distribution of Participants According to the Use of Algerian English Mixing in Online Communication	58
Table 16 Distribution of Participants by the Use of Algerian English Mixing in Online Communication	59

List of figures

Figure 1 : Distribution of Participants by Age	34
Figure 2 : Distribution of Participants by Gender	36
Figure 3: Distribution of Participants by Current Education Level	38
Figure 4 : Distribution of Participants According to Place of Residence.....	40
Figure 5 Distribution of Participants According to Self-Rated English Level	42
Figure 6 Distribution of Participants by Frequency of Watching English Content on YouTube or TikTok	43
Figure 7 Distribution of Participants According to Listening to English Music and Understanding Lyrics	45
Figure 8 Distribution of Participants According to Playing Online Video Games in English	46
Figure 9 Distribution of Participants According to Using English to Search for Information Outside School	48
Figure 10 Distribution of Participants According to Learning English to Understand People from Different Cultures.....	49
Figure 11 Distribution of Participants According to Viewing English as a Tool for Better Future Employment	51
Figure 12: Distribution of Participants According to Using English as the Language of Technology and the Internet	53
Figure 13 Distribution of Participants by Using English as the Language of Technology	56
Figure 14 Distribution of Participants According to Feeling More Free to Speak English	58

Content

DEDICATION	2
Acknowledgment	3
Abstract	4
ملخص البحث	92
List of abbreviations	5
List of Tables	6
List of figures	8
Content	9
<i>General Introduction</i>	12
General Introduction	13
Background of the Study	14
Problem Statement	14
Research Questions and Aims	14
Research Questions	14
Research Aims	15
Methodology	15
Structure of the Dissertation	16
□ Chapter One: Theoretical Framework	16

□ Chapter Two: The Practical Part.....	16
1. Chapter One: Theoretical Framework and Review of Literature.....	19
Introduction	19
1.2. SECTION ONE: THEORETICAL FRAMEWORK.....	20
1.2.1. Conceptual Framework and Terminology	20
1.2.3. Algerian Youngsters	21
1.2.4. Informal English Acquisition in the Algerian Context.....	22
1.2.5. Gardner’s Socio-Educational Model: The Central Framework	23
1.3. SECTION TWO: REVIEW OF RELATED LITERATURE.....	24
1.3.1. Global Perspectives on Informal Acquisition.....	24
1.3.2. The Algerian Context: Empirical Gap.....	25
3. Conclusion	26
2. Chapter two: methodology and results	28
Introduction	28
2.2. Presentation of the Field Study Methodology.....	29
2.2.1. Field Study Method.....	29
2.2.2. Field Study Sample	30
2.2.3. Type of Sample Used	30
2.3. Study Limits	31
2.3.1. Spatial Limits	31
2.3.2. Temporal Limits.....	31
2.3.3. Human Limits.....	31

2.4. Data Collection and Analysis Tools	31
2.4.1. Data Collection Instruments	31
2.4.2. Questionnaire Structure and Interview Questions	32
2.5. Data analysis	33
2.5.1. Questionnaire data analysis	33
2.5.2. Analysis of Semi Structured Interview Results	62
Conclusion of the Practical Chapter	76
General conclusion	78
References	81
Appendices	84
Semi-Structured Interview Form / نموذج مقابلة نصف منظمة	84
The questionnaire	86

General Introduction

General Introduction

The academic environment of contemporary Algeria is seeing a remarkable metamorphosis where English is moving from being a secondary foreign language to being a major instrument of global communication, scientific discourse and digital self-representation for the youth.

The present paper attempts to analyze the intricate phenomenon of English language learning in the Algerian context, expanding beyond the traditional paradigm of formal teaching to the increasing importance of informal, digital spaces.

The national educational system provides the structural basis for linguistic development, but the rise of social media and online gaming, and peer-to-peer digital interaction, has led to the emergence of “Digital Wilds” where acquisition takes place via authentic, high relevance communication (Sundqvist, 2009).

The present study adopts Gardner’s Socio-Educational Model (1985) as a main theoretical framework to investigate how far integrative and instrumental incentives motivate Algerian youngsters to look for exposure to English outside the classroom.

The study is built around a strict theoretical and conceptual framework, accompanied by a comprehensive review of the global and local literature in order to pinpoint empirical gaps.

Following this, the methodology section describes a quantitative method, using a structured questionnaire, inspired by the Attitude/Motivation Test Battery (AMTB) to acquire quantitative data, and semi-structured interviews to provide a qualitative insight into the learners’ personal experiences. The research concludes with data analysis and discussion, trying to achieve a holistic knowledge of the relation between informal habits and language competency. This large study aims to provide pedagogical ideas that can bridge the gap between institutional teaching and the real digital life of learners in Algeria in the 21st century

Background of the Study

English has transitioned from a traditional foreign language to a global phenomenon characterized by an unprecedented worldwide spread. In Algeria, youngsters are increasingly bypassing classroom boundaries to engage with the language in informal settings, driven by high-speed internet and digital consumption. This new landscape is shaped by the "prestige" of English in gaming and its necessity for navigating platforms like TikTok or Instagram.

Problem Statement

While Second Language Acquisition (SLA) research in Algeria heavily emphasizes formal classroom learning, there is a significant research gap regarding informal acquisition through social media and peer interactions. Although Gardner's model suggests that motivation and attitudes are central to learning in social contexts, these factors remain under-researched in relation to non-academic exposure among Algerian youngsters.

Research Questions and Aims

This research primarily aims to investigate how Algerian youngsters in the Khenchela region acquire English in informal settings through social media and peer interactions. To achieve this, the study addresses the following questions:

Research Questions

- How often and through which specific platforms do Algerian youngsters engage with English within informal settings?

- What incentives drive these youngsters to use English in their digital social interactions?
- How do they perceive the experience of learning through social media and peer interaction compared to the formal classroom?

Research Aims

- **To identify the frequency and specific social media platforms** through which Algerian youngsters in the Khenchela region engage with English in informal settings.
- **To explore the underlying motivations and incentives** that drive these youngsters to integrate English into their digital social interactions.
- **To evaluate the youngsters' perceptions of informal language learning** via social media and peer interaction in comparison to traditional, formal classroom environments.

Methodology

The study adopts a **mixed-methods approach**. Quantitative data is gathered through a structured questionnaire, inspired by the **Attitude/Motivation Test Battery (AMTB)** (Gardner, 1985), to measure frequency and motivational orientations. This is supplemented by qualitative insights to explore learners' personal experiences and perceived challenges. The target population includes 150–200 participants aged 15–22 in Khenchela, selected via convenience sampling.

Structure of the Dissertation

The study is built around a strict theoretical and conceptual framework designed to achieve a holistic knowledge of the relation between informal habits and language competency.

The dissertation is organized into two main chapters:

- **Chapter One: Theoretical Framework.**

This chapter reviews the global and local literature to explore the sociolinguistic shift toward EFL and EMI in Algeria. It establishes the conceptual foundations of Gardner's (1985) Socio-Educational Model and the emergence of the "Digital Wilds" as primary casual tools for language development.

- **Chapter Two: The Practical Part.**

This chapter outlines the research design, participants, and data collection instruments. It presents the analysis of the data collected from the Khenchela region using SPSS for quantitative statistics and thematic analysis for qualitative insights. This chapter concludes with a discussion of the findings to provide pedagogical ideas that can bridge the gap between institutional teaching and the real digital life of learners in Algeria in the 21st century.

Chapter one :

Theoretical Framework and

Review of Literature

1. Chapter One: Theoretical Framework and Review of Literature

Introduction

In this chapter, we set up the theoretical and conceptual framework for the study of English acquisition among young Algerians. Apart from the classroom based paradigms, the present study intends to evaluate the role of informal contexts including social media and peer interaction in language development. The research explores the nexus of digital engagement and linguistic development, highlighting how language interaction is evolving in a globalized context where learners encounter “input” beyond the regular classroom hours (Krashen, 1982).

To give a rigorous basis for this research, the chapter is divided into two main sections. In Section One, the Theoretical Framework is outlined and key vocabulary is defined as well as a rationale for the use of Gardner’s Socio-Educational Model as the main theoretical lens. This section clarifies the psychological and social elements which regulate the engagement of learners with a foreign language when they are separated from the direct supervision of an instructor, highlighting the role played by the individual’s social milieu in molding their linguistic route (Gardner, 1985).

Section Two is a Review of Related Literature that reviews literature on informal acquisition around the world and contextualizes the study in the specific sociolinguistic context of Algeria. This synthesis strives to provide light on the specific challenges and potential of

North African learners, as well as to identify the empirical gaps concerning out-of-class exposure that the present study aims to fill (Dörnyei & Ushioda, 2011).

1.2. SECTION ONE: THEORETICAL FRAMEWORK

1.2.1. Conceptual Framework and Terminology

To provide conceptual clarity, it is important to specify the basic concepts and demographics that form the anchor of this research. A shared vocabulary leads to a more exact examination of how external contexts affect internal linguistic processing. Definitions of the terms are based on the extant Second Language Acquisition (SLA) literature so that the conclusions are in line with the broader body of academic work on how humans internalise new language systems (Ellis, 1997).

Moreover, the approach tackles the particular sociolinguistic aspects in the Algerian setting. This means that we have to acknowledge that participants have a multi-layered linguistic identity that influences how they receive English as a third or fourth language. Such contextual nuances are important, as the cognitive load of language learning is typically lessened by the learner's previous multilingual proficiency and their views towards the target culture (Lightbown & Spada, 2013).

Finally, the terminology employed throughout this chapter is designed to distinguish between intentional study and subconscious assimilation. This difference is important for assessing the efficiency of non-traditional learning settings, in which language is commonly "picked up" rather than "studied." Defining the limits of the study at an early stage allows the researcher to measure more effectively the impact of external variables on the communicative skill of the learners (Lantolf, 2000).

1.2.2. Informal English Acquisition

In the subject of SLA, a difference is needed between formal learning and informal acquisition. Informal acquisition, for the purpose of this study, is the naturalistic, incidental picking up of English outside the confines of a conventional curriculum. Formal learning involves conscious attention to grammatical rules, acquisition is exposure to meaningful input and subconscious processing of input in low-stakes contexts (Krashen, 1985). Informal acquisition is teacherless, rule-free, and driven by real communication, amusement, and social integration unlike conventional education. Often this is helped by the ‘Affective Filter’, whereby learners absorb language more easily if they are motivated and relaxed, as opposed to the pressure of academic examination (Lantolf, 2000). Here, communicative success is prioritised over linguistic precision, permitting fluency to grow more fluidly. In the present age, this is mostly through digital mediation, when learners are exposed to English-language information on social media or while playing online games without any specific aim of “studying” the language. This “extramural English” delivers lots of authentic input that frequently does not appear in standard textbooks and gives young learners opportunities to encounter modern slang, idioms and other accents through natural contact (Sundqvist, 2009).

1.2.3. Algerian Youngsters

Youngsters are people who are in the stage of growth between childhood and adulthood. This era is marked by increased cognitive plasticity and social identity formation (UNICEF, 2019). This is a biological and psychological window that is particularly useful for language learning, as older individuals are less likely to experiment with new identities and linguistic forms than adolescents who are more typically looking for social connection through a variety of ways of communicating (UNICEF, 2019).

This group is often made up of students at the middle and secondary education level (11-18 years old) in the Algerian educational context. These youths live in a difficult multilingual situation where Modern Standard Arabic, Algerian Arabic (Darja), Tamazight and French coexist. Such linguistic diversity makes Algerian adolescents naturally inclined to code-switching and multilingual processing when adapting their speech to different social circumstances (Benrabah, 2007).

Their acquisition of English is therefore not only a linguistic task, but a sociological task as well. For many young Algerians, English is a “window onto the world” and a way to escape colonial linguistic remnants attached to French. Their adoption of English is often an attempt to be part of the global youth culture and the process of acquisition is thus an important part of their self-expression and modern identity (Bouderba, 2018).

1.2.4. Informal English Acquisition in the Algerian Context

In Algeria, the status of English has moved from an academic topic to a tool for global involvement. The formal situations may offer the grammatical base of the language but the acquisition of communicative skills is more and more happening in informal settings. The advent of high-speed internet and the prevalence of smartphones have facilitated the infiltration of English into daily life, shifting it from the perimeter of the classroom to the center of social interaction (Rezig, 2011).

This is sometimes associated with a wish to create 'linguistic distance' from the historical intricacies of the French language in the region. English is thus considered as a pragmatic tool for technology, science and international networking, and so an attractive vehicle for informal involvement (Benrabah, 2007).

This casual exposure, with less anxiety and greater personal relevance, is a powerful accelerator for acquisition to complement classroom learning. "Young people learn best when

they are consuming English content that interests them, as it lowers the cognitive load of learning. Synergy between formal foundations and informal practice (Bouderba, 2018) offers a more robust road toward mastery of language than traditional methods alone.

1.2.5. Gardner’s Socio-Educational Model: The Central Framework

Various models exist that attempt to account for SLA but the best applicable model for this study is Gardner’s Socio-Educational Model (1985, 2001). Gardner argues that language attainment is not only a matter of cognitive capacity but also a matter of the learner’s social-psychological orientation. The concept stresses the effect of the learner’s cultural beliefs and attitudes towards the target community on his success (Gardner, 1985).

The approach points to two major orientations: Integrative Orientation and Instrumental Orientation. Integrative orientation is characterized by a genuine interest in the target language community and a need to communicate with its members, sometimes expressed by taking part in social media with worldwide peers. In contrast, the instrumental orientation is linked to pragmatic reasons for language learning such as academic performance or a future career (Gardner & Lambert, 1972).

The social environment in which the learner is placed affects these orientations (Gardner, 2001). For the Algerian young, the social environment is increasingly digital, such that the “community” it wants to integrate is often a worldwide community, English-speaking. Studying these reasons can assist the study in better understanding why certain learners seek out English exposure more actively than others (Gardner, 2001).

A. Justification for the Model

Gardner’s model is chosen because of its empirical robustness and its emphasis on social environment. In a foreign language setting, like Algeria, where English speakers are not a local

majority, the attitude towards the language and its global speakers becomes a key element in whether a child will seek out informal exposure. The model gives the means for the quantification of these internal psychological states and their relation to external behavior (Gardner, 1985).

The Attitude/Motivation Test Battery (AMTB) makes it possible to properly quantify the degree to which these psychological dimensions influence informal acquisition behaviors. The AMTB is a validated instrument, allowing researchers to measure such components as interest in foreign languages, parental encouragement and levels of anxiety. The use of this framework is based on a long heritage of research on motivation (Gardner & Lambert, 1972).

Moreover, the model is flexible enough to include new factors, like digital social integration. Gardner's original work was on physical communities, but the essential principles translate just as well to virtual communities. This makes the Socio-Educational Model an ideal link between the old sociolinguistic theory, and the modern state of the Algerian digital environment (Gardner, 2001).

1.3. SECTION TWO: REVIEW OF RELATED LITERATURE

1.3.1. Global Perspectives on Informal Acquisition

Recent global study has identified a “digital turn” in language learning. Research in several EFL (English as a Foreign Language) contexts has revealed that learners who engage in “Digital Wilds”—unstructured online spaces—are more fluent and have more pragmatic awareness. These venues provide opportunities for “incidental learning” in which language is gained as a by-product of participation in meaningful activities (Sauro & Zourou, 2019). Studies show that peer contact in digital spaces provides a “low-anxiety” atmosphere, which is essential for reducing affective barriers to learning. When learners are interacting with peers instead of authoritative officials they are more willing to take linguistic risks and experiment

with complex structures . The reduction in the “Affective Filter” provides an efficient acquisition of vocabulary and colloquial idioms that are hardly present in standard courses (Sockett, 2014).

The global literature also emphasizes the role of informal digital engagement in bridging the gap between “textbook English” and “real world English”. Members of online groups often gain a deeper understanding of sociolinguistic nuances and cultural references.

This global trend shows that the line between formal education and everyday digital life is becoming more blurred and so calls for a re-examination of the definition of successful language learning (Sundqvist, 2009).

1.3.2. The Algerian Context: Empirical Gap

Algerian study has been mostly focused on formal pedagogy and classroom engagement. The language-in-education planning and the historical evolution of English in Algeria have been widely studied by scholars such as Benrabah (2007) and have focused on policy and institutional reform. These studies offer a much needed macroview of the language landscape but tend to neglect the microbehaviors of the learners themselves (Benrabah, 2007).

Correspondingly, Boudierba (2018) has offered sociolinguistic insights into the acquisition of EFL, highlighting the effect of institutional variables and societal views. This research has been fundamental to the understanding of the perception of English in the Algerian society but it is mostly limited to the academic or professional use of this language. There is a dearth of evidence on the way in which youngsters use the language for merely social or recreational objectives (Boudierba, 2018).

But there is a huge gap in the studies. Local research has discussed motivation in the classroom, but there has been little effort to understand the connection between informal habits

of Algerian youth, such as their usage of social media and peer-to-peer digital conversation, and their English language skills. This study aims to fill this vacuum by adapting Gardner's model to the "out-of-class" environment, providing an overview of the role of motivation and social exposure in the acquisition of English in the digital age (Dörnyei & Ushioda, 2011).

3. Conclusion

This chapter has offered a theoretical and conceptual framework for the study of English acquisition among Algerian youngsters. The discussion has pointed out the changing face of language acquisition in Algeria by moving away from solely cognitive or classroom-based paradigms. The emergence of informal digital settings in the acquisition process is a major change in the way young people interact with the English language (Sockett, 2014). The emphasis has been on the implementation of Gardner's Socio-Educational Model which provides a solid lens to analyze how motivation and social attitudes are driving learners towards English outside the official curriculum. Such a framework enables a detailed examination of the practical and social desires underlying language development. The study's thorough footing in these recognized ideas gives a robust basis for empirical examination (Gardner, 1985).

The literature study also revealed a key research gap: although the relevance of English in Algeria has been well recognized, the precise influence of social media and peer discourse on actual acquisition has been under-investigated. Therefore, the following chapter will present the research methodology, including the participants, the data collection tools and the analytical techniques utilized to empirically test these theoretical assertions (Bouderba, 2018).

Chapter two :

Methods ,Results and dicussion

2. Chapter two: methodology and results

Introduction

English has become one of the most influential languages in the world especially in communication education technology and digital interaction. Nowadays for young people English is no longer limited to the classroom because it is increasingly present in daily activities through social media entertainment platforms and informal communication. This growing exposure has created new opportunities for young learners to engage with English in ways that differ from traditional school learning.

In recent years young people in Algeria have shown increasing contact with English through platforms such as YouTube TikTok Instagram and online gaming environments where English is often used as the main language of content and interaction. These digital spaces allow youth to encounter vocabulary expressions and communication styles that may influence their language practices motivation and confidence in learning English outside formal educational settings.

Algeria offers an interesting context for exploring this phenomenon because young people are increasingly connected to digital media while still experiencing different educational and social conditions that may affect language use. Understanding how youth in this context use English can help reveal the role of informal learning and digital interaction in shaping language habits and attitudes.

This study aims to examine how young people in Khenchela acquire English in their everyday lives with particular attention to informal exposure motivation and online peer interaction. It also seeks to identify the main digital environments where English is practiced and the extent to which young people feel comfortable using English beyond the classroom.

2.1. Research Design

This study follows a descriptive research design in order to examine how young people in Khenchela use English in their everyday lives outside formal classroom settings. The design is appropriate because it focuses on describing existing patterns of language use motivation and digital interaction without manipulating variables.

The study combines quantitative and qualitative approaches. Quantitative data were collected through an online questionnaire distributed to young participants while qualitative data were obtained through semi structured interviews in order to gain deeper understanding of participants experiences and perceptions related to English language use in digital environments.

This design makes it possible to explore the phenomenon from different perspectives and to provide a more complete interpretation of the collected data.

2.2. Presentation of the Field Study Methodology

2.2.1. Field Study Method

This study adopted the descriptive method because it is considered one of the most appropriate approaches for studies that aim to describe and interpret phenomena based on field data. This method relies on collecting relevant information related to the subject of the study then organizing and analyzing it in a scientific way in order to present the results and reach accurate conclusions about the studied phenomenon.

The choice of this method is linked to the objective of the present research which examines English language use among youth in Khenchela. It allows the researcher to describe the patterns of English use in daily life and to analyze how young people are exposed to English outside the classroom through digital platforms social media and online interaction. It also helps identify the main factors related to motivation and informal language practice and provides a clear understanding of how English is integrated into the social and digital experiences of young

participants.

2.2.2. Field Study Sample

The field study sample represents the group of participants selected to provide data related to the research topic. In this study the questionnaire was distributed electronically to young people in Khenchela from different educational and social backgrounds in order to obtain responses that reflect actual patterns of English language use in everyday life.

The selection of participants aimed to include individuals belonging to the age categories defined in the questionnaire since they represent the target group most exposed to digital platforms and informal language practices. This diversity made it possible to gather responses that reflect different experiences related to language exposure motivation and online interaction.

A total of 100 complete responses were collected. All questionnaires were included in the statistical analysis because they were fully completed and contained all the required information which made them suitable for descriptive processing.

2.2.3. Type of Sample Used

This study relied on a convenience sample because the questionnaire was distributed through a Google Forms link shared on social media platforms. According to (**Golzar *et al* 2022**) convenience sampling is a non-probability method in which participants are selected based on ease of access and willingness to participate.

This type of sampling is considered appropriate for studies that aim to collect data from a target population in an accessible and practical way especially when the objective is to describe general tendencies rather than to select participants under strict controlled conditions.

The use of this sampling method allowed the researcher to reach a wide number of young respondents from Khenchela with different profiles and backgrounds. It also made data collection easier and more efficient while providing responses directly related to English language use in digital and everyday context.

2.3. Study Limits

2.3.1. Spatial Limits

The field study was conducted in Khenchela since the questionnaire targeted young people living in this area and belonging to different educational and social backgrounds. This geographical setting was selected because it provides an appropriate context for examining everyday English language use among youth and for collecting data related to their exposure to English in digital and social environments.

2.3.2. Temporal Limits

The field study was carried out during the period in which the electronic questionnaire was distributed through Google Forms and responses were collected from participants. This stage covered the time required for sharing the questionnaire link on social media platforms and receiving complete answers suitable for analysis.

2.3.3. Human Limits

The human limits of the study included young participants from Khenchela belonging to different age groups educational levels and residential backgrounds. A total of 100 respondents participated in the study and all responses were retained for descriptive analysis because they were complete and valid for statistical processing.

2.4. Data Collection and Analysis Tools

2.4.1. Data Collection Instruments

This study relied on two main tools for collecting field data namely the questionnaire and the semi structured interview.

The questionnaire was used as the principal instrument because it is appropriate for the nature of the study and allows the collection of organized data that can be treated statistically. It also makes it possible to obtain direct responses from a relatively large number of participants

concerning different aspects of English language use among youth in Khenchela. The questionnaire was distributed electronically through Google Forms and a total of 100 complete responses were collected and retained for descriptive analysis.

In addition to the questionnaire semi structured interviews were conducted in order to obtain more detailed qualitative insights related to the research topic. This tool helped explore participants personal experiences and perceptions in greater depth especially regarding informal language exposure motivation and digital interaction. The interview form included open ended questions that allowed respondents to explain how social media digital content and online communication influence their use of English in everyday life.

The combination of these two tools made it possible to gather both quantitative and qualitative data which strengthened the understanding of the phenomenon under study and provided a broader interpretation of the results.

2.4.2. Questionnaire Structure and Interview Questions

The questionnaire used in this study was designed to collect quantitative data related to English language use among youth in Khenchela. It was organized into four main sections corresponding to the principal dimensions of the research topic.

The first section focused on demographic information and included questions related to age gender educational level place of residence and self evaluation of English level. This section aimed to identify the personal characteristics of the respondents and to provide a general description of the study sample.

The second section examined informal exposure to English and included four items related to watching English content listening to English music playing online games in English and using English to search for information outside school. Responses in this section were measured using a five point frequency scale ranging from never to always.

The third section explored motivation for learning English and was divided into two

dimensions namely integrative motivation and instrumental motivation. It included statements related to understanding other cultures using English for future employment and considering English as the language of technology and the internet. Responses were measured through a five point agreement scale ranging from strongly agree to strongly disagree.

The fourth section addressed digital peer interaction and included questions about the main digital platform used for English exposure whether participants feel more comfortable speaking English online than in the classroom and how often they mix English with Algerian Darja during online communication.

In regard to the questionnaire semi structured interviews were conducted in order to collect qualitative data that support the interpretation of the descriptive results. The interview guide included five open ended questions covering the main themes of the study. The first question examined habitual exposure and focused on how social media and gaming influence speaking and understanding English. The second question explored motivational drivers and whether English use is linked more to social connection or future professional goals. The third question addressed the psychological environment and investigated whether participants feel more comfortable expressing themselves in English online than in traditional classroom settings. The fourth question focused on social identity and code mixing and examined why participants combine English with Algerian Darja in online interaction. The fifth question explored peer influence and asked how communication with friends in English speaking digital spaces contributes to language development.

2.5. Data analysis

2.5.1. Questionnaire data analysis

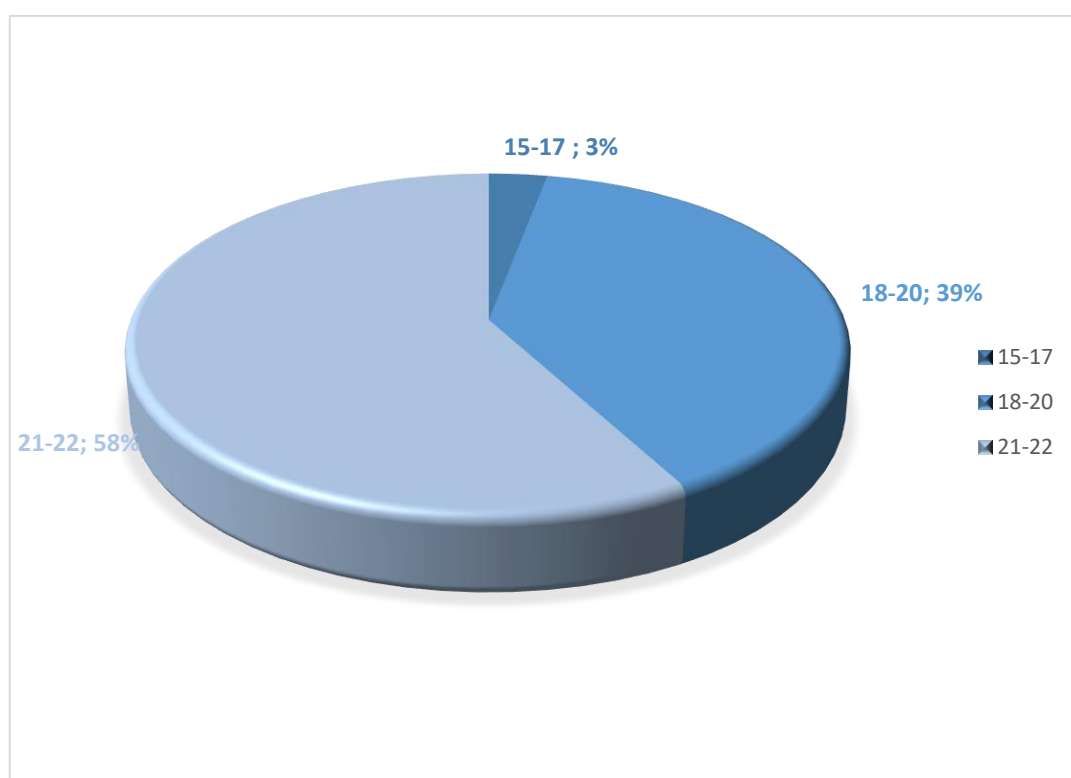
1. Section 1: Demographic Information

a) Age

Table 1: Distribution of Participants According to Age

Variable	Frequency	Percentage
15-17	3	3%
18-20	39	39%
21-22	58	58%
Total	100	100%

Figure 1 : Distribution of Participants by Age



The table presents the distribution of participants according to age categories. The results show that the largest proportion of respondents belongs to the age group between 21 and 22 years with 58 participants representing 58 percent of the total sample. This indicates that this category forms the dominant segment of the study population.

The age group between 18 and 20 years comes next with 39 participants representing 39 percent which also reflects a significant presence within the sample. In contrast the age group between 15 and 17 years records the lowest proportion with only 3 participants representing 3 percent of the total responses.

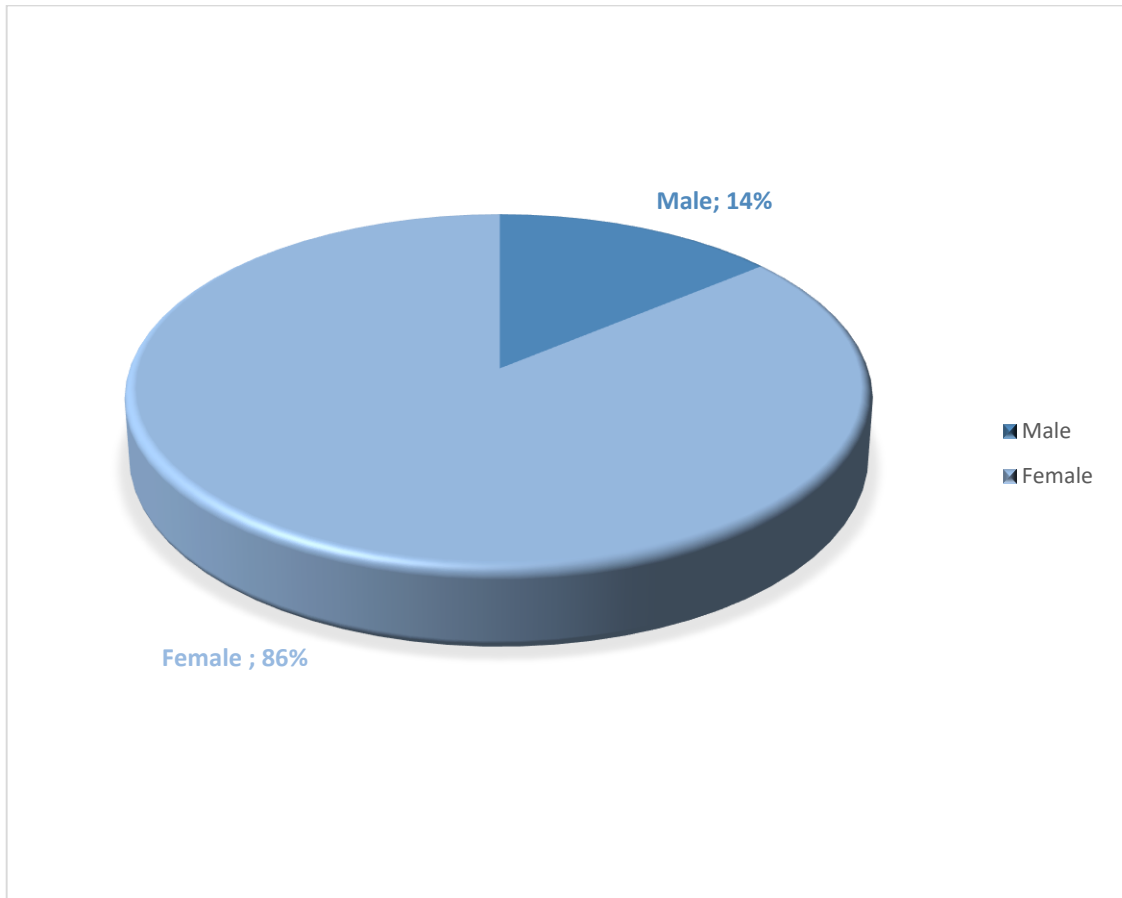
These results suggest that the study mainly reflects the views and language practices of older youth who are more likely to engage actively with digital environments and online communication where English is frequently used.

b) Gender

Table 2 : Distribution of Participants According to Gender

Variable	Frequency	Percentage
Male	14	14%
Female	86	86%
Total	100	100%

Figure 2 : Distribution of Participants by Gender



The table shows the distribution of participants according to gender. The results indicate that females represent the majority of the sample with 86 participants corresponding to 86 percent of the total responses. This shows a strong female participation in the study.

Males represent 14 participants corresponding to 14 percent of the sample which reflects a lower level of participation compared with females.

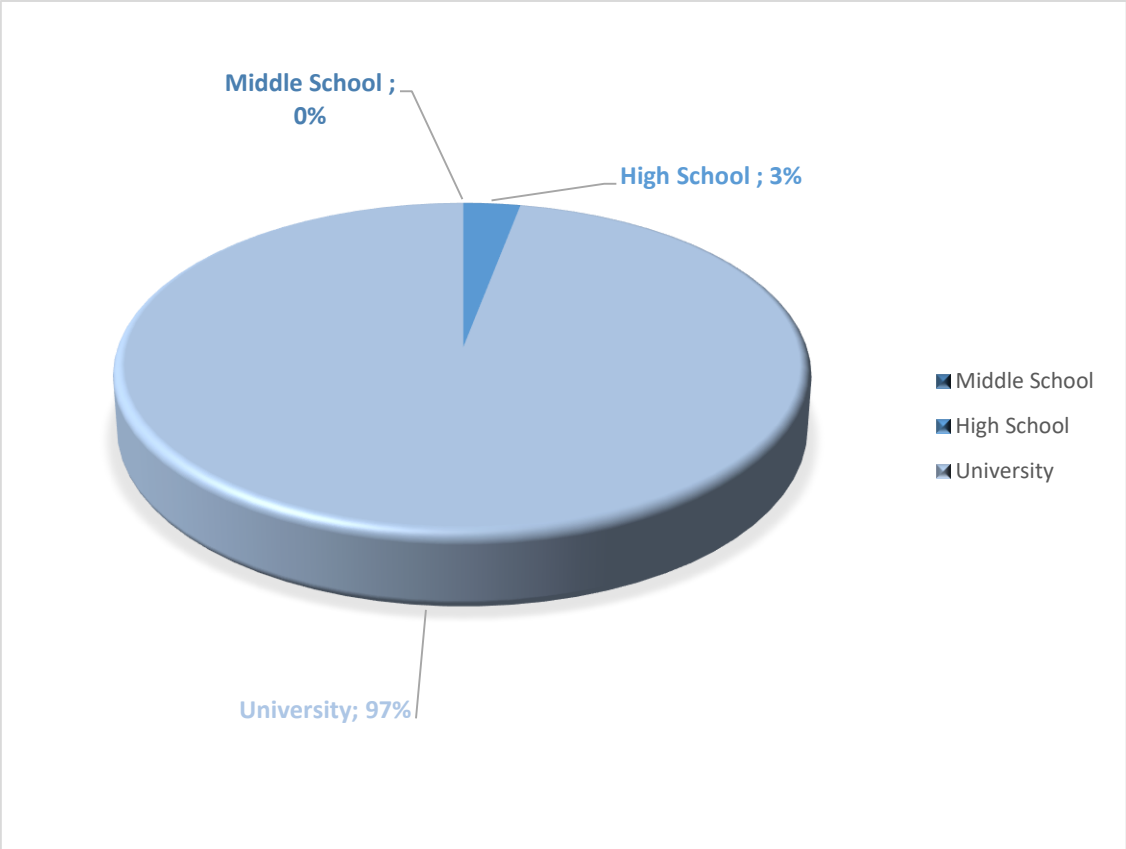
This distribution suggests that the findings of the study are mainly based on female responses which may reflect a greater interest or availability among female participants in responding to online questionnaires related to language use and digital practices.

c) Current Education Level

Table 3 Distribution of Participants According to Current Education Level

Variable	Frequency	Percentage
Middle School	0	0%
High School	3	3%
University	97	97%
Total	100	100%

Figure 3: Distribution of Participants by Current Education Level



The table presents the distribution of participants according to their current education level. The results show that the vast majority of respondents are university students with 97 participants representing 97 percent of the total sample. This indicates that university level

participants constitute the dominant educational category in the study.

High school participants represent only 3 respondents corresponding to 3 percent of the sample while no participants were recorded at the middle school level.

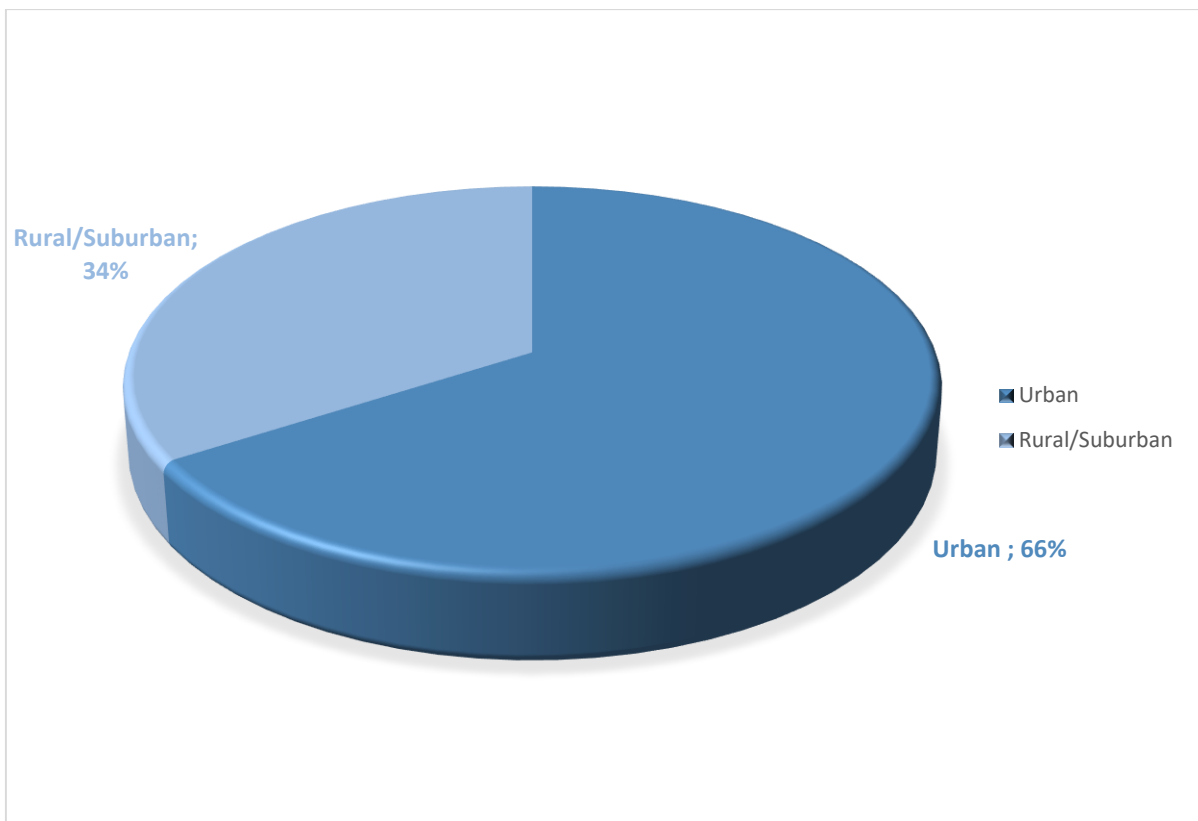
This distribution shows that the study mainly reflects the perspectives of university students who are generally more exposed to digital platforms and academic environments where English is frequently encountered and used.

d) Residence

Table 4 Distribution of Participants According to Place of Residence

Variable	Frequency	Percentage
Urban	66	66%
Rural/Suburban	34	34%
Total	100	100%

Figure 4 : Distribution of Participants According to Place of Residence



The table shows the distribution of participants according to place of residence. The results indicate that most respondents live in urban areas with 66 participants representing 66 percent of the total sample.

Participants from rural or suburban areas represent 34 respondents corresponding to 34 percent of the sample which remains a considerable proportion within the study.

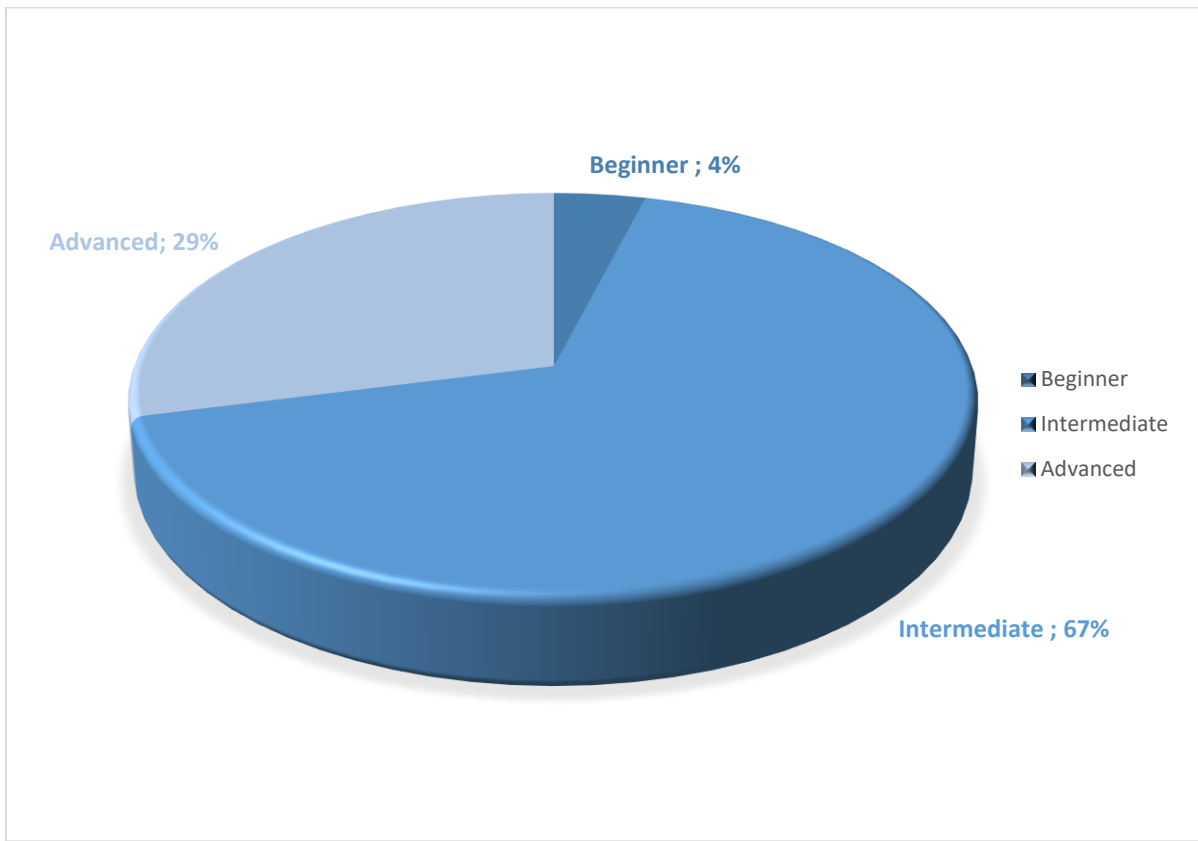
This distribution suggests that the sample is mainly composed of urban participants who may have greater access to digital resources internet connectivity and online platforms where English is commonly encountered in daily life.

e) How would you rate your English level?

Table 5 Distribution of Participants According to Self-Rated English Level

Variable	Frequency	Percentage
Beginner	4	4%
Intermediate	67	67%
Advanced	29	29%
Total	100	100%

Figure 5 Distribution of Participants According to Self-Rated English Level



The table presents the distribution of participants according to their self-rated English level. The results show that the majority of respondents consider their English level intermediate with 67 participants representing 67 percent of the total sample.

Advanced level participants represent 29 respondents corresponding to 29 percent which indicates that a considerable part of the sample perceives itself as having a relatively strong command of English. In contrast beginner level participants account for only 4 respondents representing 4 percent of the total sample.

These results suggest that most participants possess at least a moderate level of English proficiency which may explain their ability to engage with English content in digital environments and participate actively in informal language practices.

2. Section 2: Informal Exposure

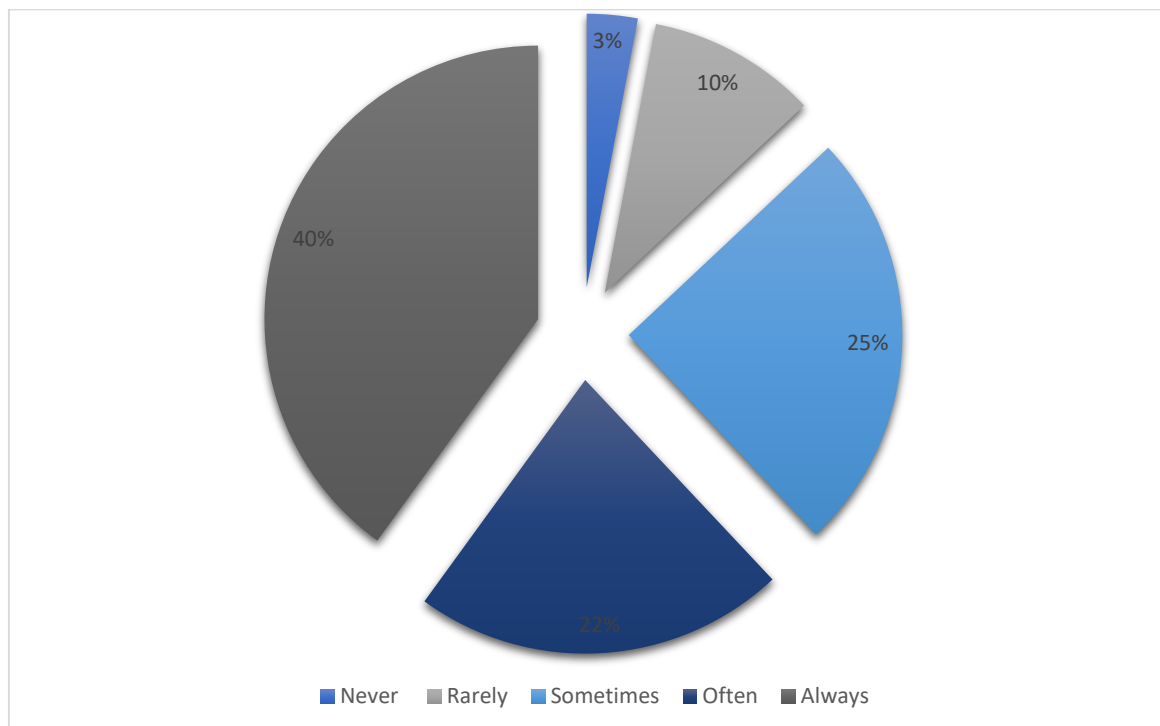
1. I watch English content (YouTube/TikTok) for entertainment.

Table 6 Distribution of Participants According to Frequency of Watching English Content on YouTube or TikTok

Variable	Frequency	Percentage
Never	1	1%
Rarely	2	2%
Sometimes	33	33%
Often	30	30%
Always	34	34%
Total	100	100%

Figure 6 Distribution of Participants by Frequency of Watching English Content on

YouTube or TikTok



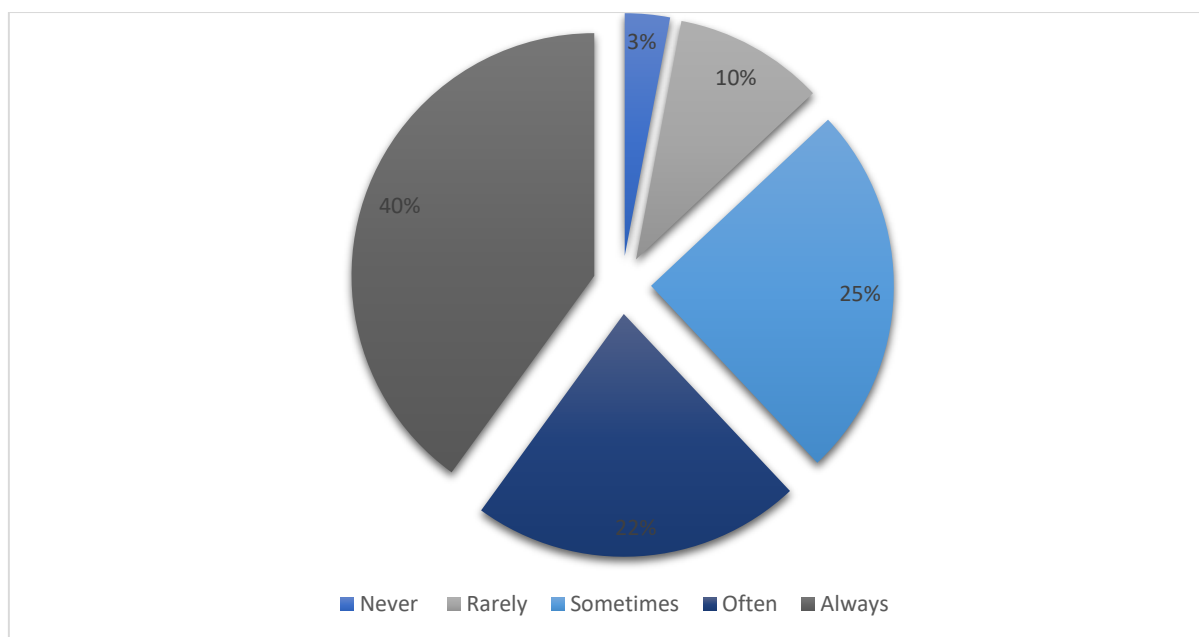
2. I listen to English music and try to understand the lyrics

Table 7 Distribution of Participants According to Listening to English Music and Understanding Lyrics

Variable	Frequency	Percentage
Never	3	3%
Rarely	10	10%
Sometimes	25	25%
Often	22	22%
Always	40	40%

Total	100	100%
--------------	------------	-------------

Figure 7 Distribution of Participants According to Listening to English Music and Understanding Lyrics



The table presents the distribution of participants according to listening to English music and trying to understand the lyrics. The results show that the highest proportion of respondents selected always with 40 participants representing 40 percent of the total sample.

Participants who selected sometimes account for 25 percent while 22 percent reported often which indicates that a large proportion of respondents are frequently exposed to English through music.

A smaller percentage reported limited engagement as 10 percent selected rarely and 3 percent selected never.

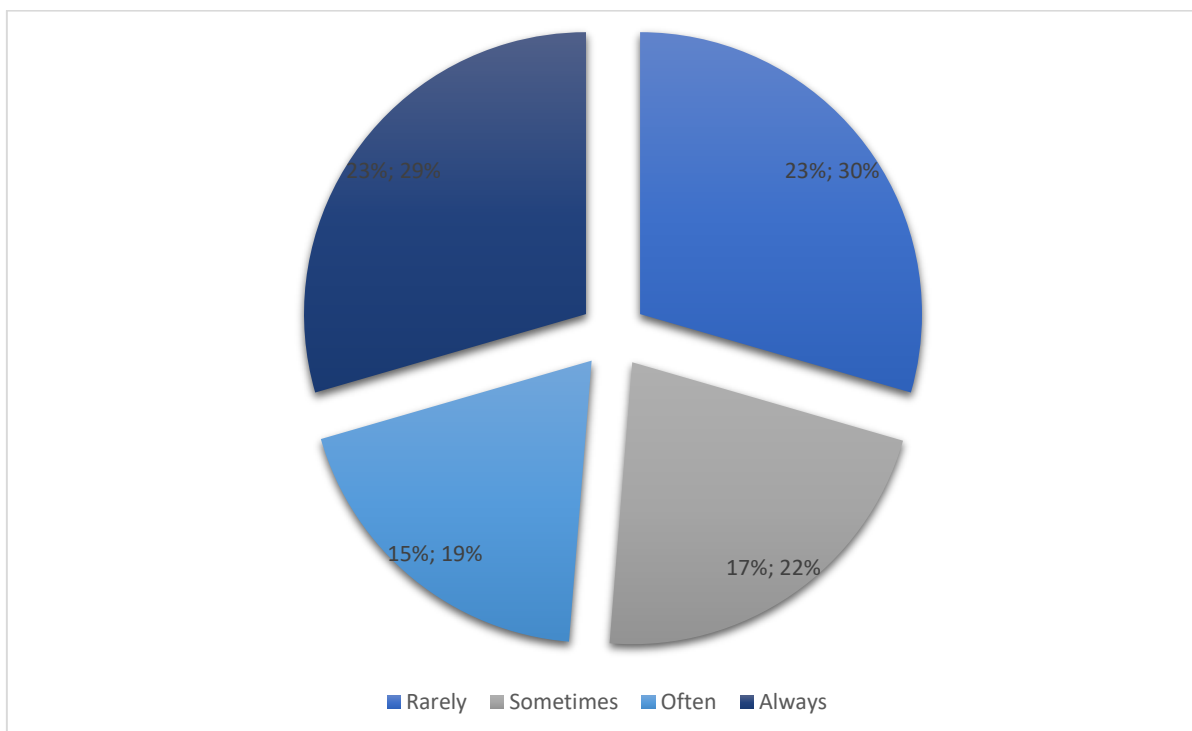
These results suggest that English music represents an important source of informal language exposure and may contribute to vocabulary development and listening comprehension among young participants.

3. I play online video games where English is the main language

Table 8 Distribution of Participants According to Playing Online Video Games in English

Variable	Frequency	Percentage
Never	22	22%
Rarely	23	23%
Sometimes	17	17%
Often	15	15%
Always	23	23%
Total	100	100%

Figure 8 Distribution of Participants According to Playing Online Video Games in English



The table shows the distribution of participants according to playing online video games where English is the main language. The results indicate that the percentages are relatively distributed across different response categories.

The highest proportions are recorded in the categories rarely and always with 23 participants each representing 23 percent of the total sample. Participants who selected never account for 22 percent which is very close to the previous categories.

The category sometimes represents 17 percent while often records 15 percent which is the lowest proportion in this item.

These results suggest that online gaming is present in the experience of many participants but its frequency varies considerably from one respondent to another reflecting differences in gaming habits and digital preferences among youth.

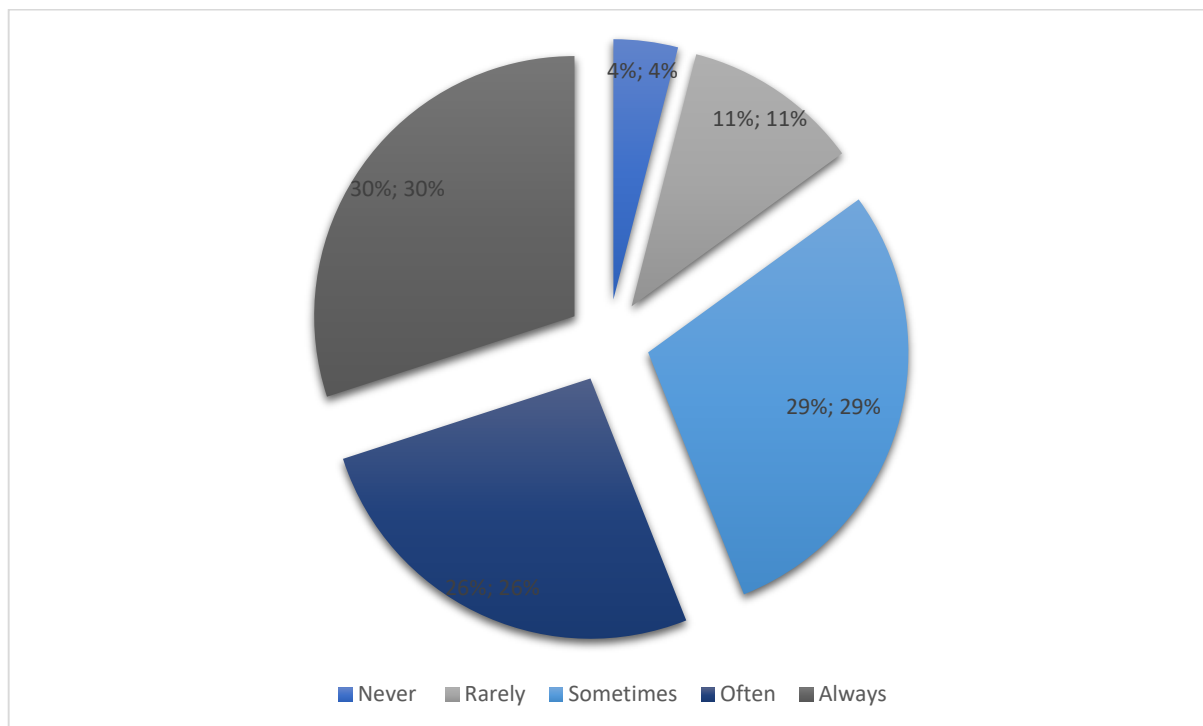
4. I use English to search for information I am interested in (not for school)

Table 9 Distribution of Participants According to Using English to Search for Information Outside School

Variable	Frequency	Percentage
Never	4	4%
Rarely	11	11%
Sometimes	29	29%
Often	26	26%

Always	30	30%
Total	100	100%

Figure 9 Distribution of Participants According to Using English to Search for Information Outside School



The table presents the distribution of participants according to the use of English for searching information outside school purposes. The results show that the highest proportion of respondents selected always with 30 participants representing 30 percent of the total sample.

Participants who selected sometimes represent 29 percent while 26 percent reported often which indicates that a large proportion of respondents frequently use English when looking for information related to personal interests.

A smaller proportion reported limited use as 11 percent selected rarely and 4 percent selected never.

These results suggest that English is commonly used by many participants as a practical tool for accessing information beyond formal academic needs which reflects the growing role of English in everyday digital activities.

3. Section 3: Motivation (Gardner’s Model)

A-Integrative Motivation (Social Connection)

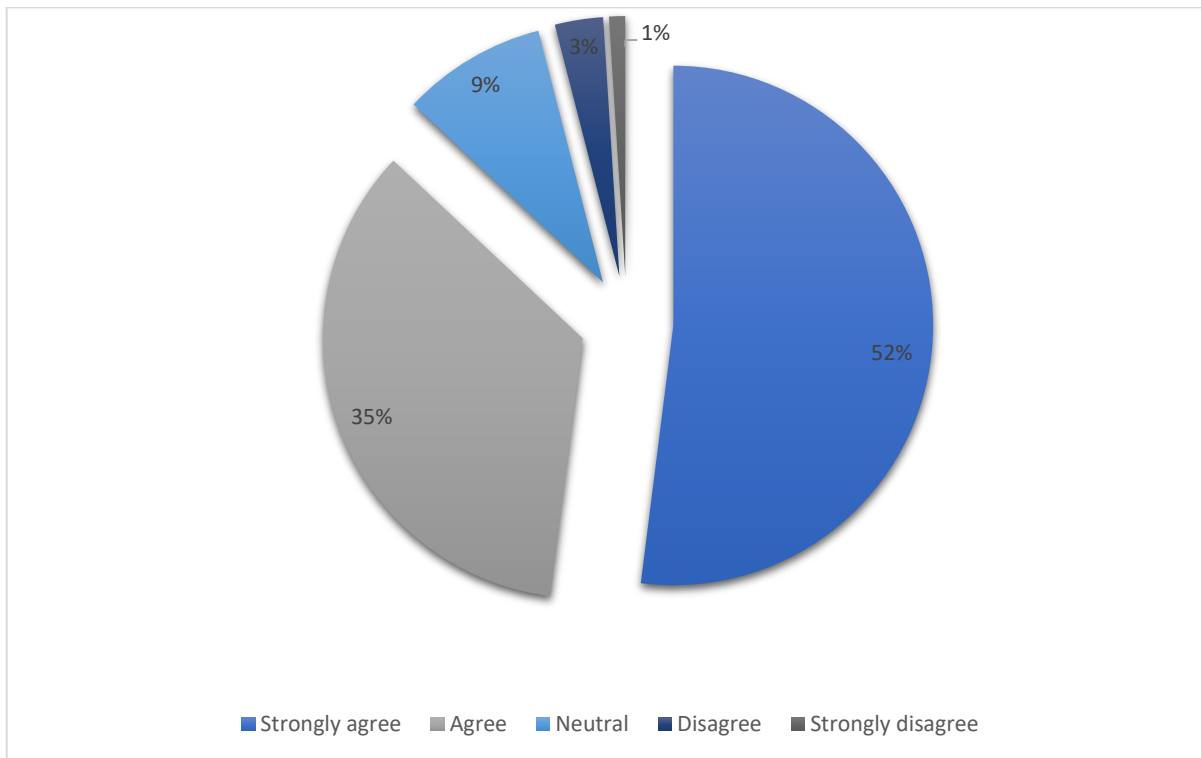
1. I want to learn English to understand people from different cultures

Table 10 Distribution of Participants According to Learning English to Understand People from Different Cultures

Variable	Frequency	Percentage
Strongly agree	52	52%
Agree	35	35%
Neutral	9	9%
Disagree	3	3%
Strongly disagree	1	1%
Total	100	100%

Figure 10 Distribution of Participants According to Learning English to Understand

People from Different Cultures



The table shows the distribution of participants according to their agreement with learning English in order to understand people from different cultures. The results indicate that the majority of respondents strongly agree with this statement as 52 participants represent 52 percent of the total sample.

Participants who selected agree account for 35 percent which means that a very large proportion of the sample expresses a positive orientation toward English as a means of intercultural understanding.

A smaller percentage remained neutral with 9 percent while only 3 percent disagreed and 1 percent strongly disagreed.

These results suggest that integrative motivation is clearly present among participants since most of them associate learning English with openness to other cultures and communication beyond their local environment.

B- Instrumental Motivation (Utility)

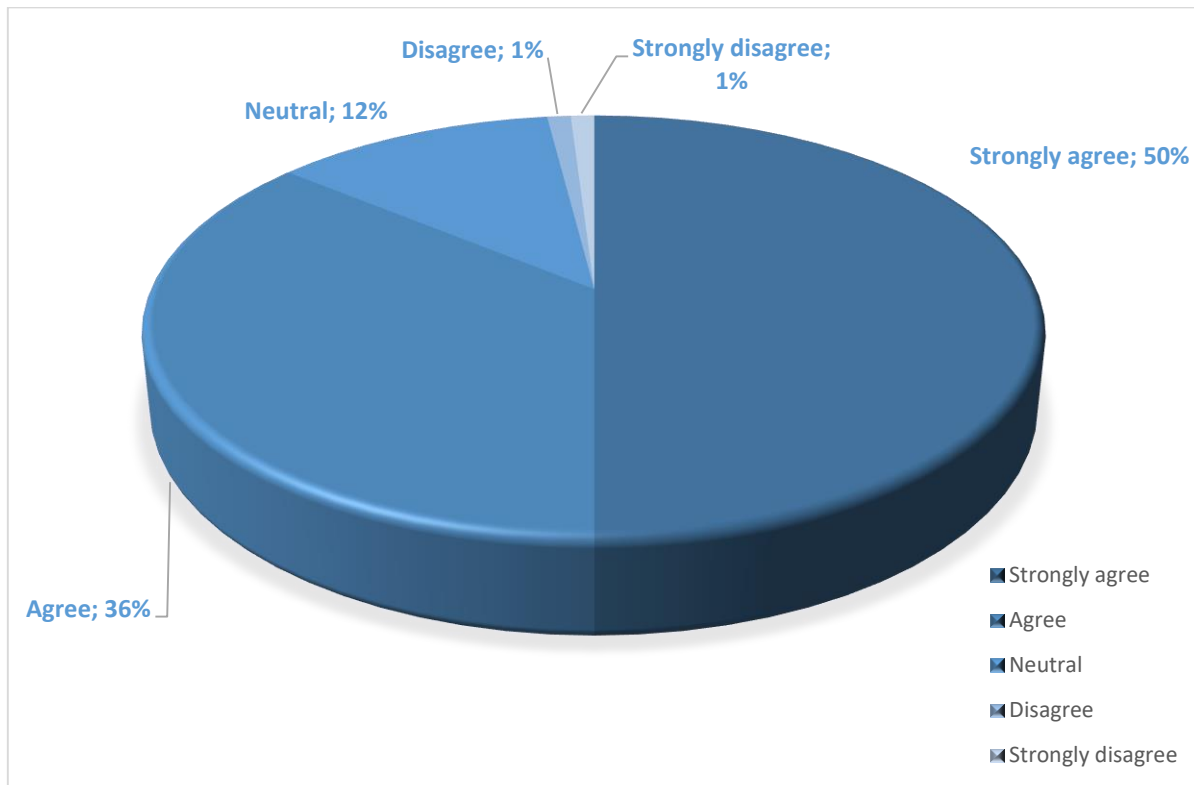
1. English is a tool to get a better job in the future.

*Table 11 Distribution of Participants According to Viewing English as a Tool for Better Future
Employment*

Variable	Frequency	Percentage
Strongly agree	50	50%
Agree	36	36%
Neutral	12	12%
Disagree	1	1%
Strongly disagree	1	1%
Total	100	100%

Figure 11 Distribution of Participants According to Viewing English as a Tool for Better

Future Employment



The table presents the distribution of participants according to their agreement with the statement that English is a tool to get a better job in the future. The results show that half of the respondents strongly agree with this statement as 50 participants represent 50 percent of the total sample.

Participants who selected agree account for 36 percent which confirms that most respondents consider English an important resource for future professional opportunities.

A smaller proportion remained neutral with 12 percent while only 1 percent disagreed and 1 percent strongly disagreed.

These results indicate that instrumental motivation is strongly present among participants since the majority associate English learning with future career advantages and professional development.

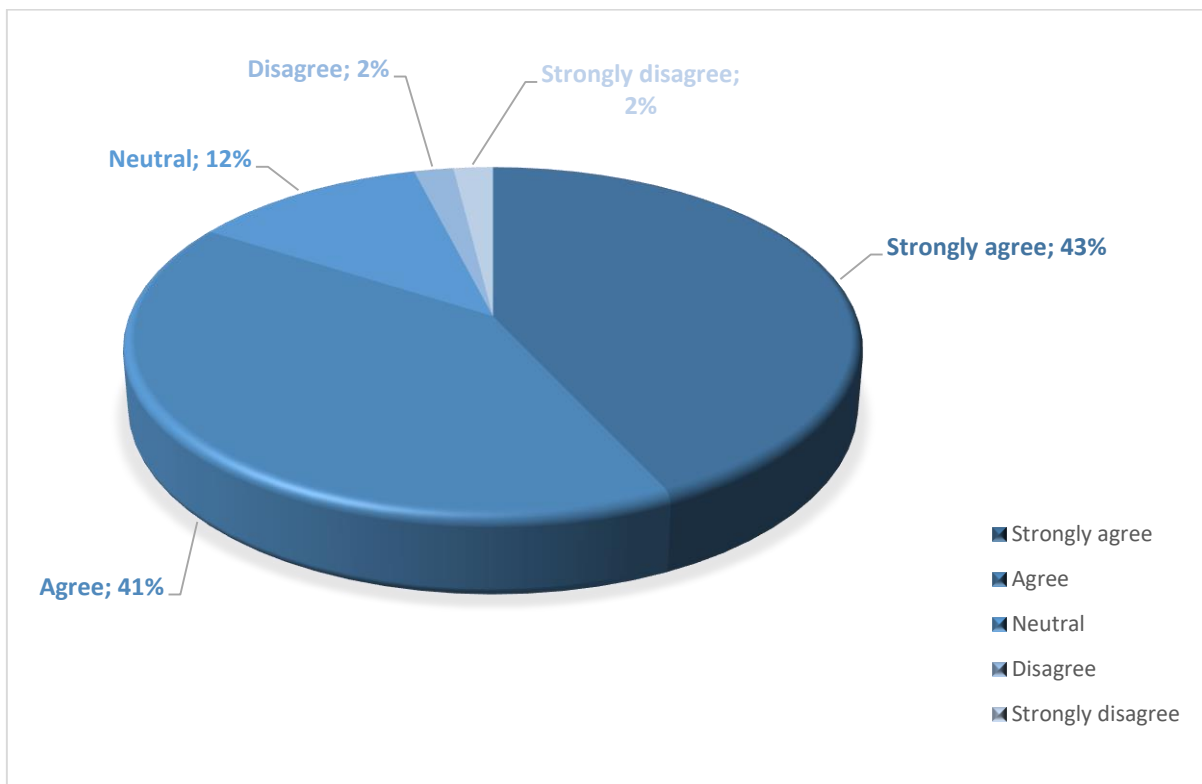
2. I use English primarily because it is the language of technology and the internet.

Table 12: Distribution of Participants According to Using English as the Language of

Technology and the Internet

Variable	Frequency	Percentage
Strongly agree	43	43%
Agree	41	41%
Neutral	12	12%
Disagree	2	2%
Strongly disagree	2	2%
Total	100	100%

Figure 12: Distribution of Participants According to Using English as the Language of Technology and the Internet



The table shows the distribution of participants according to their agreement with using English primarily because it is the language of technology and the internet. The results indicate

that 43 participants representing 43 percent of the sample strongly agree with this statement.

Participants who selected agree account for 41 percent which means that a large majority of respondents recognize the practical importance of English in digital and technological contexts.

A smaller proportion remained neutral with 12 percent while only 2 percent disagreed and 2 percent strongly disagreed.

These results suggest that English is widely perceived as an essential language for accessing digital content and technological resources which reinforces the utilitarian dimension of motivation among participants.

4. Section 4 : Digital Peer Interaction

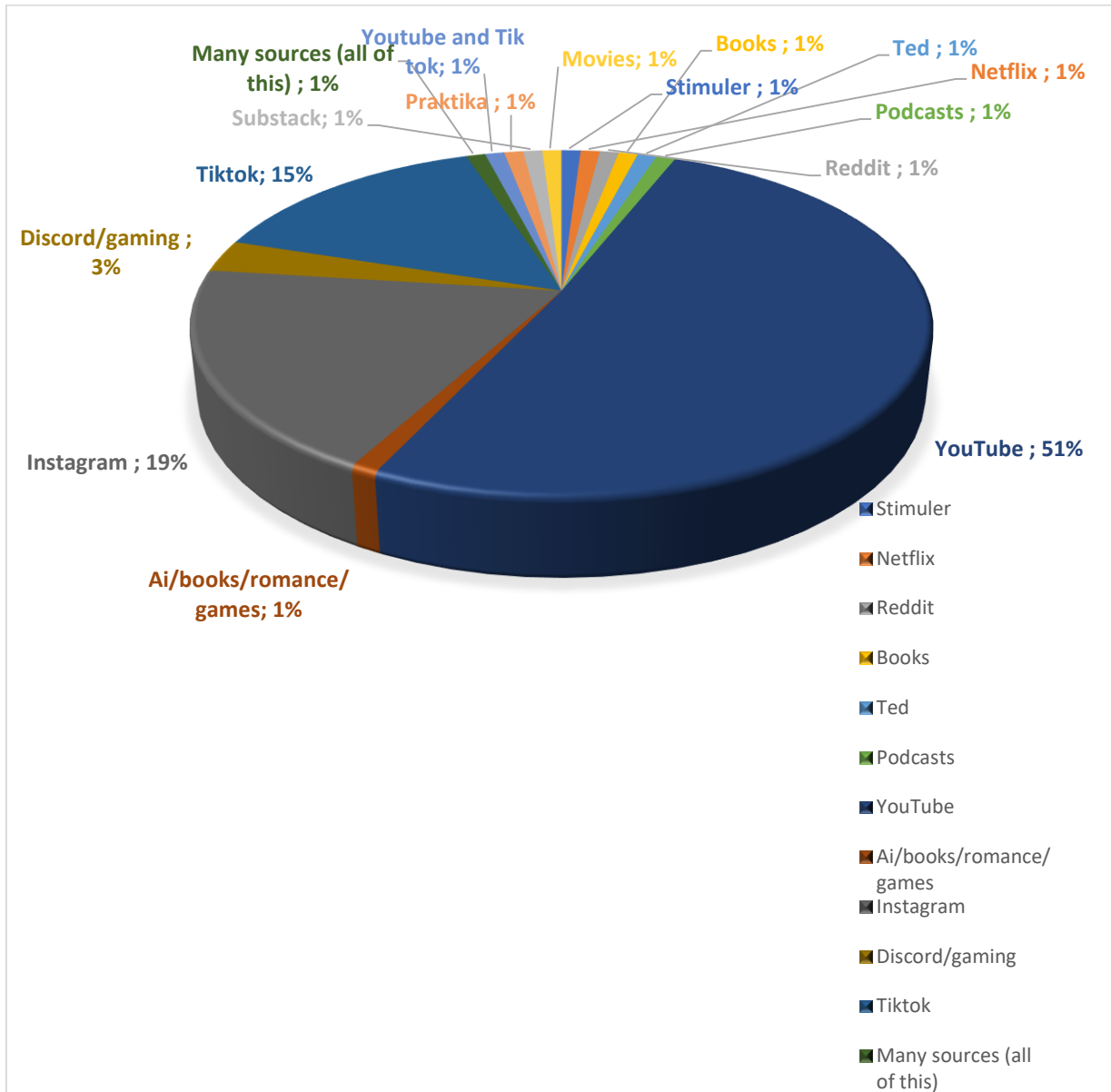
1. Which platform is your Main Classroom for English?

Table 13 Distribution of Participants by Using English as the Language of Technology and the Internet

Variable	Frequency	Percentage
Stimuler	1	1%
Netflix	1	1%
Reddit	1	1%
Books	1	1%
Ted	1	1%
Podcasts	1	1%
YouTube	51	51%
Ai/books/romance/games	1	1%

Instagram	19	19%
Discord/gaming	3	3%
Tiktok	15	15%
Many sources (all of this)	1	1%
Youtube and Tik tok	1	1%
Praktika	1	1%
Substack	1	1%
Movies	1	1%
Total	100	100%

Figure 13 Distribution of Participants by Using English as the Language of Technology and the Internet



the table presents the distribution of participants according to the main platform they consider as their primary source for learning English. The results show that YouTube occupies the first position with 51 participants representing 51 percent of the total sample which makes it the dominant digital platform used for English exposure.

Instagram comes next with 19 participants representing 19 percent while Tik Tok accounts for 15 percent indicating that social media platforms play a central role in informal language

learning among respondents.

Discord and gaming platforms represent 3 percent whereas the remaining responses are distributed across several individual sources such as Netflix Reddit books podcasts TED movies Substack and other mixed digital resources each representing 1 percent.

These results suggest that visual and interactive digital platforms especially YouTube are the most influential environments for informal English learning among young participants due to their accessibility diversity of content and frequent daily use

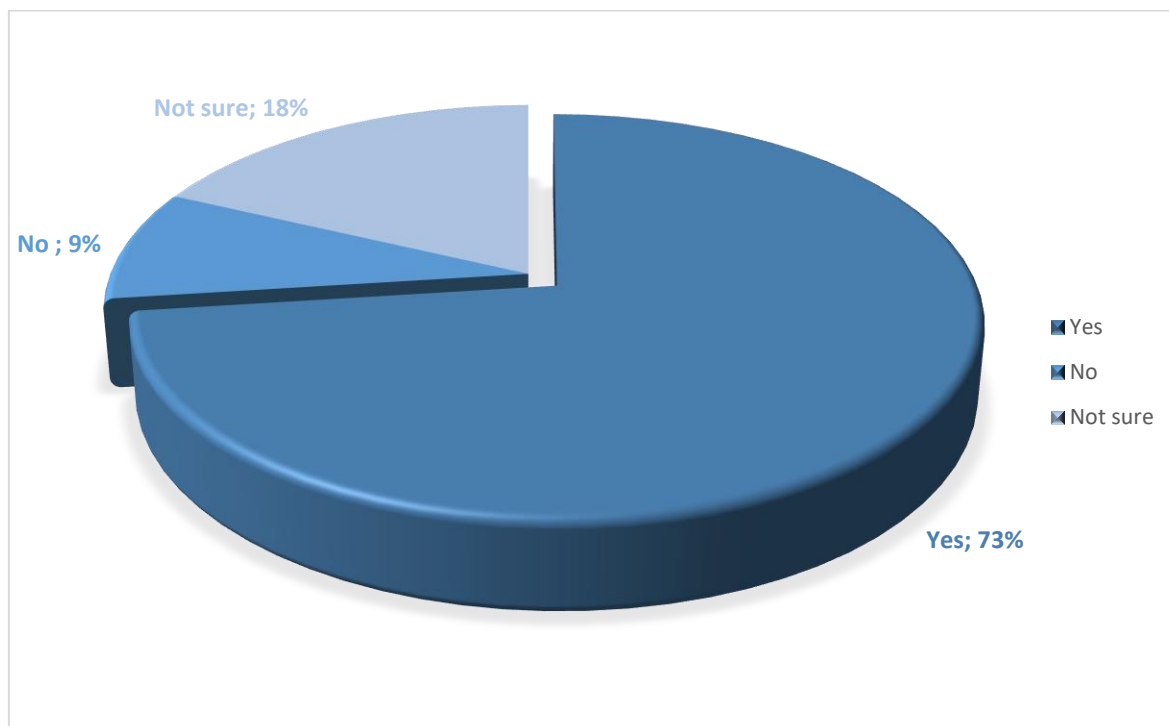
2. Do you feel more free to speak English online than in the classroom?

Table 14 Distribution of Participants According to Feeling More Free to Speak English Online Than in the Classroom

Variable	Frequency	Percentage
Yes	73	73%
No	9	9%
Not sure	18	18%
Total	100	100%

Figure 14 Distribution of Participants According to Feeling More Free to Speak English

Online Than in the Classroom



The table shows the distribution of participants according to whether they feel more free to speak English online than in the classroom. The results indicate that the majority of respondents answered yes with 73 participants representing 73 percent of the total sample.

Participants who answered not sure represent 18 percent while only 9 percent reported that they do not feel more free speaking English online.

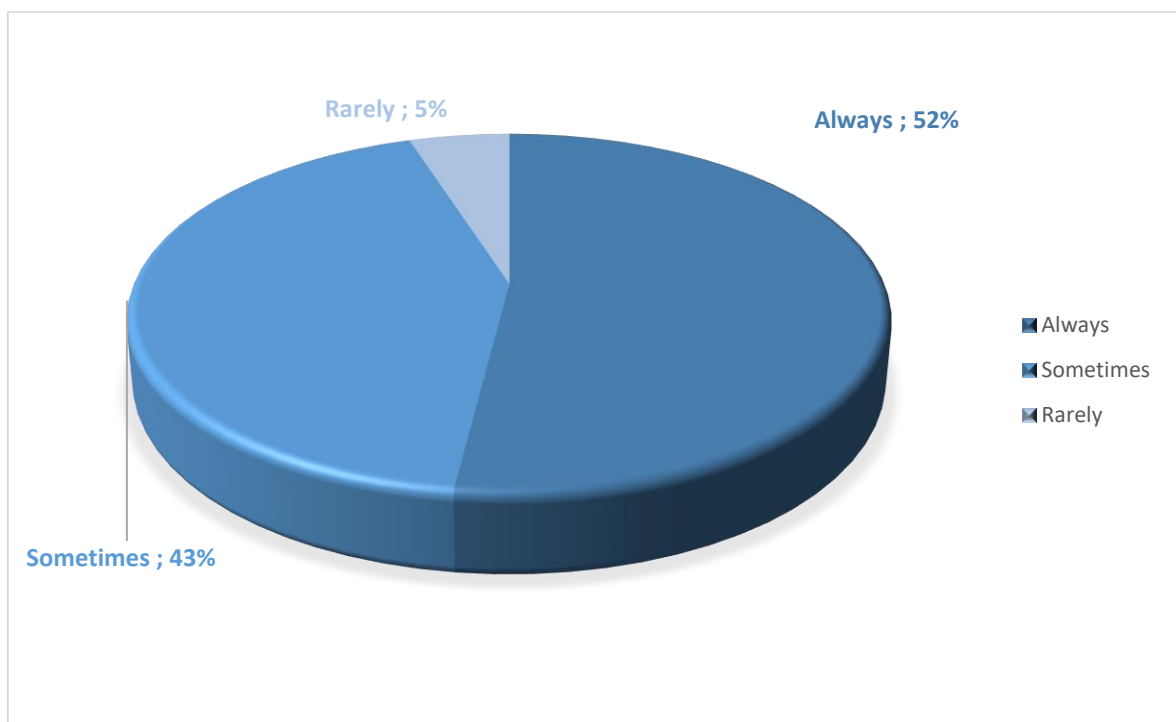
These results suggest that digital environments provide a more comfortable space for language use among most participants which may be related to reduced social pressure and greater spontaneity in online communication

3. How often do you use Algerian-English (mixing both) with friends online?

Table 15 Distribution of Participants According to the Use of Algerian English Mixing in Online Communication

Variable	Frequency	Percentage
Always	52	52%
Sometimes	43	43%
Rarely	5	5%
Total	100	100%

Table 16 Distribution of Participants by the Use of Algerian English Mixing in Online Communication



The table presents the distribution of participants according to how often they use Algerian Arabic and English together when communicating with friends online. The results show that the majority of respondents selected always with 52 participants representing 52 percent of the total sample.

Participants who selected sometimes account for 43 percent which also represents a considerable proportion of the sample while only 5 percent reported using this form of language mixing rarely.

These results suggest that code mixing is a common communication practice among young participants in digital interaction and reflects the integration of English into everyday informal online exchanges.

5. Discussion of the Descriptive Results

The descriptive results show that the study sample is mainly composed of participants aged between 21 and 22 years which indicates that the research mostly reflects the practices of young adults who are highly engaged in digital environments. The predominance of university students within the sample also suggests that most respondents belong to an educational context where English is regularly present both academically and informally.

The gender distribution reveals a strong female participation which means that the collected data are largely shaped by female responses. This may be linked to greater willingness among female participants to engage in online surveys related to language and communication topics.

The results related to informal exposure clearly show that English is strongly present in the daily digital habits of participants. Watching English content on YouTube and TikTok appears to be one of the most frequent practices while listening to English music also represents an important source of language contact. In contrast online gaming shows more varied frequencies which suggests that this activity is influenced by individual preferences rather than being common to all participants.

Using English to search for information outside school also appears at a relatively high level which confirms that English is not limited to formal learning but is increasingly used as a practical tool in daily digital life.

Regarding motivation the findings reveal that both integrative and instrumental motivations are strongly present. A large majority of participants express a desire to learn

English in order to understand people from different cultures which reflects openness toward intercultural communication. At the same time many participants consider English important for future employment and digital access which confirms that practical benefits also play a central role in motivation.

The results related to digital peer interaction highlight the importance of digital platforms especially YouTube which appears as the main environment for informal English learning. Social media platforms such as Instagram and TikTok also occupy an important place which confirms the influence of digital content on language exposure.

The majority of participants also report feeling more free to speak English online than in the classroom. This suggests that online spaces create a less restrictive environment where participants feel more comfortable experimenting with language. In addition the frequent use of Algerian Arabic and English together in online communication shows that code mixing has become a natural communicative practice among young people and reflects a hybrid linguistic identity shaped by digital interaction.

Overall, these findings indicate that English language use among youth in Khenchela is strongly connected to digital life informal exposure and everyday online communication rather than being limited to school learning.

2.5.2. Analysis of Semi Structured Interview Results

Participants' responses indicate that daily exposure to English through digital environments plays a significant role in shaping both comprehension and speaking practices. Unlike traditional classroom learning, this exposure is continuous, informal, and closely connected to real-life communication contexts . The thematic analysis revealed several dominant patterns:

2.5.2.1. Analysis of interview question 1

1. Audiovisual Content as a Primary Learning Source

A major theme emerging from the data is the strong influence of audiovisual content such as movies, series, and short-form videos. Participants emphasized that this type of content enhances listening skills and facilitates the acquisition of natural pronunciation and real-life expressions.

One participant stated:

“I mostly learn English through gaming and watching series... series improve my listening skills more than traditional lessons.”

Another explained:

“I watch a lot of TikTok... this helped me a lot in terms of learning English... I learned real world communication.”

These responses suggest that audiovisual exposure provides learners with authentic input that is often absent in formal instruction, making language acquisition more intuitive and context-based.

2. Gaming as an Interactive Learning Environment

Gaming appears as a highly effective and engaging medium for language learning, mainly because it requires real-time interaction and immediate comprehension. Participants

highlighted that gaming pushes them to actively use English rather than passively receive it.

For example, one participant noted:

“Games help me learn vocabulary and quick reactions.”

Another added:

“You have to understand the dialogues... this pushes you to learn the language.”

This indicates that gaming creates a dynamic learning environment where language is used functionally, reinforcing both vocabulary acquisition and spontaneous communication skills.

3. Social Media and Short-Form Content

Social media platforms, particularly TikTok, Instagram, and YouTube, were frequently mentioned as central spaces for informal learning. Participants described short videos, reels, and live interactions as highly effective due to their repetitive, engaging, and accessible nature.

One response illustrates this clearly:

“Short videos, chats, and YouTube are more effective than school because they show real-life language.”

Another participant explained:

“Reels or TikToks... the phrases stick in my head effortlessly.”

This theme highlights how micro-content formats contribute to incidental learning by exposing learners to everyday language in a rapid and repetitive way.

4. Development of Informal and Natural Language Use

Many participants reported that digital exposure helped them develop a more natural and informal style of English, including slang, idiomatic expressions, and everyday communication patterns.

As one participant stated:

“My English became more natural and informal... I was exposed to real-life expressions

and slang.”

Another added:

“Online I pick up slang, idioms, and how people actually talk in daily life.”

This suggests that informal environments play a crucial role in bridging the gap between textbook English and authentic communication.

5. Gradual and Self-Directed Language Development

Some responses revealed a long-term, cumulative learning process where exposure begins at an early age and develops progressively over time through different digital practices.

One participant described this trajectory:

“I started by watching YouTube videos... then movies and series... then speaking online while gaming... which improved my fluency.”

This reflects a self-directed learning path where learners build their language competence gradually through continuous engagement with digital content.

6. Limitations and Informal Language Risks

Although most responses were positive, a few participants highlighted potential drawbacks, particularly related to incorrect usage or over-reliance on informal language.

For instance, one participant admitted:

“I can’t even speak proper English... I don’t pronounce all the words and sometimes I use words that are not right.”

This indicates that while digital exposure enhances fluency and confidence, it may also lead to inaccuracies if not balanced with formal learning.

2.5.2.2. Analysis of Interview Question 2: Motivational Drivers

Participants’ responses reveal that motivation for learning and using English is multidimensional, combining personal interest, social interaction, and professional aspirations. Rather than being driven by a single factor, most respondents describe a dynamic interplay

between intrinsic enjoyment and practical necessity. The thematic analysis highlights the following main patterns:

1. Global Communication as a Primary Motivator

A dominant theme in the data is the desire to connect with global online communities. Many participants emphasized that English allows them to interact with people from different cultures, follow international trends, and feel part of a wider digital world.

One participant clearly stated:

“My main motivation comes from connecting with global communities online... I spend a lot of time using English informally.”

Another explained:

“I need the language to communicate with people from the internet.”

This suggests that English is perceived as a gateway to global participation, particularly in digital spaces where communication is predominantly conducted in English.

2. Professional and Academic Aspirations

Another significant theme relates to instrumental motivation, where English is viewed as essential for future career success and academic development. Participants linked their use of English to long-term goals such as employment, research, and professional advancement.

For example, one participant noted:

“My motivation is mostly professional... I believe English is important for my future career.”

Another added:

“I am engaged in research and require it for academic purposes.”

This reflects a strong awareness of the practical value of English as a key resource for success in modern academic and professional environments.

3. Mixed Motivation (Integrative and Instrumental)

A large proportion of participants reported a combination of both social and professional motivations. These responses indicate that English is not only a tool for communication but also a strategic asset for future opportunities.

One participant explained:

“My motivation is both personal and professional... this pushes me to practice more.”

Another stated:

“It starts with the desire to connect globally... but also helps me land a better career later on.”

This dual motivation appears to increase engagement, as learners are driven by both immediate social benefits and long-term goals.

4. Intrinsic Motivation and Personal Interest

Some participants highlighted intrinsic motivation, expressing a genuine interest in the language itself rather than external goals. For these individuals, English learning is driven by enjoyment, curiosity, or emotional expression.

One participant stated:

“I love the language... my motivation was self-driven out of love.”

Another mentioned:

“I found English more expressive of my feelings... I tend to think in English.”

This suggests that personal attachment to the language can play a powerful role in sustaining long-term engagement and informal practice.

5. Subconscious and Incidental Learning

A smaller but important theme concerns the absence of deliberate motivation. Some participants reported that their English developed naturally through exposure to entertainment without intentional effort.

For instance, one participant explained:

“I never had any motivation... it all happened subconsciously while watching content or playing video games.”

This highlights the role of incidental learning, where motivation is not explicit but emerges through continuous exposure and habit.

6. Impact of Motivation on Informal Language Use

Across responses, motivation appears to directly influence the frequency and intensity of informal English use. Participants who reported strong motivation—whether social, professional, or intrinsic—also described higher levels of daily engagement with the language.

One participant noted:

“This makes me use English daily in informal ways like chatting and watching content.”

Another stated:

“I spend a lot of time speaking... even thinking in English.”

This indicates that motivation is closely linked to practice, as learners actively seek opportunities to use English in their everyday digital lives.

2.5.2.3. Analysis of Interview Question 3: The Psychological Environment

Participants’ responses indicate that the psychological context in which English is used plays a crucial role in shaping learners’ willingness to communicate. The majority of respondents reported feeling significantly more comfortable expressing themselves in English in digital environments compared to traditional classroom settings . This difference can be explained through several interconnected themes:

1. Reduced Fear of Mistakes and Social Judgment

One of the most dominant themes is the reduction of anxiety related to making mistakes. Participants frequently described classroom environments as judgmental spaces where errors may lead to embarrassment, while online environments are perceived as more tolerant.

One participant stated:

“In class, I feel judged, but online I feel free to try.”

Another explained:

“There’s a lot of pressure... you’re worried about making a mistake in front of the teacher or your classmates.”

This suggests that fear of negative evaluation acts as a barrier in formal settings, whereas digital spaces lower this barrier and encourage experimentation.

2. Increased Time for Processing and Response

Many participants highlighted that online communication allows them more time to think before responding, which reduces cognitive pressure and improves confidence.

For instance, one respondent noted:

“I can think before I write... which reduces my anxiety.”

Another added:

“You can take your time and you’ll not be embarrassed when you make mistakes.”

This indicates that asynchronous or semi-synchronous communication creates a supportive environment where learners can organize their thoughts more effectively.

3. Anonymity and Reduced Social Exposure

Anonymity emerged as another key factor contributing to psychological comfort. Participants explained that interacting behind a screen reduces the intensity of social exposure and minimizes fear of embarrassment.

One participant expressed this clearly:

“Talking behind the screen is easier because nobody can really know you or see you.”

Another mentioned:

“It feels more relaxed and anonymous... it’s not a big deal if I mess up.”

This highlights how reduced visibility allows learners to take linguistic risks without fear of social consequences.

4. Lower Pressure and Informal Communication Norms

Digital environments were described as less formal and less demanding in terms of linguistic accuracy. Participants reported that online communication prioritizes meaning over correctness, which creates a more relaxed atmosphere.

As one participant explained:

“Online... it’s more about getting the point across than being perfect with grammar.”

Another stated:

“There is less pressure, and I can practice freely.”

This suggests that informal communication norms in digital spaces support fluency development by reducing performance-related stress.

5. Availability of Support Tools and Resources

Some participants emphasized the role of digital tools such as dictionaries, translation aids, and online references in enhancing confidence during communication.

One response noted:

“I have more time to think, can use tools like dictionaries, and don’t feel as judged.”

This indicates that access to immediate linguistic support contributes to a sense of security and facilitates risk-taking.

6. Individual Differences in Comfort Levels

Although the majority preferred online environments, a minority of participants reported no significant difference between online and face-to-face communication, often due to prior confidence or supportive social environments.

For example, one participant stated:

“I find it easy to express myself in both... my environment encourages me.”

Another added:

“There’s no big difference when using English online and in real life.”

This highlights that psychological comfort is also influenced by individual factors such as personality, prior experience, and social context.

7. Language Choice as Emotional and Social Shield

An interesting emerging insight is that some participants use English as a psychological buffer to express thoughts or emotions that may feel uncomfortable in their native language.

One participant explained:

“It’s embarrassing to talk about my feelings in Arabic... I choose English because not anyone can understand what I’m saying.”

This suggests that English may function not only as a communication tool but also as a protective linguistic space for personal expression.

2.5.2.4. Analysis of Interview Question 4: Social Identity and Code-Mixing

Participants’ responses reveal that code-mixing between English and Algerian Darja is a widespread and meaningful communicative practice among young people. This phenomenon is not only functional but also deeply connected to identity, cultural belonging, and the influence of global digital culture . The thematic analysis highlights several key patterns:

1. Code-Mixing as a Natural Communication Style

A dominant theme is that mixing English with Darja is perceived as spontaneous and natural. Many participants reported that this form of communication happens automatically without conscious effort.

One participant stated:

“I mix English with Darja because it feels natural and reflects my way of thinking.”

Another explained:

“Mixing English with Darja has become almost automatic for me and my friends.”

This suggests that code-mixing has become an integrated part of everyday linguistic behavior, especially in informal digital interactions.

2. Expressiveness and Linguistic Efficiency

Participants frequently emphasized that English words are sometimes more expressive or better suited to convey certain meanings, emotions, or ideas compared to their equivalents in Darja.

For example, one participant noted:

“Some English is more expressive... in Arabic it sounds cringe.”

Another added:

“Sometimes, there are English words that just describe a feeling better.”

In addition, code-mixing was associated with efficiency and speed in communication:

“It is faster and more expressive.”

This indicates that language choice is often guided by communicative effectiveness rather than strict linguistic boundaries.

3. Reflection of a Hybrid Cultural Identity

A central theme emerging from the data is that code-mixing represents a hybrid identity that combines local cultural roots with global influences. Participants see themselves as both Algerian and globally connected.

One participant explained:

“It shows that I am part of a modern, connected generation.”

Another stated:

“This mix shows identity: you are both Algerian and modern/global.”

A particularly insightful response highlighted this duality:

“It feels like a bridge between our culture and the global digital culture.”

This suggests that code-mixing functions as a symbolic marker of belonging to a generation shaped by both local traditions and global digital environments.

4. Social Norms and Peer Influence

Some participants indicated that code-mixing is common within their peer groups and is influenced by shared communication habits.

One response noted:

“It is something common among my peers.”

Another participant emphasized:

“Code-switching is an integral part of my identity... socially accepted in my community.”

This highlights the role of social norms in reinforcing and normalizing mixed language practices among young people.

5. Identity Expression and Personality Shifts

An interesting theme relates to how language choice reflects different aspects of identity or personality. Some participants suggested that switching between languages allows them to express different facets of themselves.

One participant stated:

“Whenever I switch language my character changes... English reflects my inner self, but Darja is part of who I grew up with.”

This indicates that code-mixing is not only linguistic but also psychological, allowing individuals to navigate multiple identities simultaneously.

6. Rejection or Limited Use of Code-Mixing

Despite its prevalence, a minority of participants rejected or limited the use of code-mixing, either due to personal preference or contextual factors.

One participant clearly stated:

“I don’t do that... I don’t see the point of mixing the two.”

Another explained:

“I never do it online... I avoid interacting with Algerians online.”

This suggests that code-mixing is not universally accepted and may vary depending on

individual attitudes or communication contexts.

2.5.2.5. Analysis of Interview Question 5: Peer Influence and Language Acquisition

Participants' responses strongly indicate that interaction with peers in English-speaking digital environments plays a crucial role in improving communication skills. This type of interaction is perceived as more dynamic, authentic, and effective compared to traditional classroom learning. The thematic analysis reveals several key patterns:

1. Improvement of Fluency and Spontaneous Communication

A dominant theme in the data is that peer interaction significantly enhances fluency and the ability to communicate spontaneously. Participants emphasized that real-time conversations require immediate responses, which strengthens speaking skills and reduces hesitation.

One participant stated:

“It forces me to use the language in real-time... which builds my confidence and helps me think in English.”

Another explained:

“Fluency... is acquired by talking to others in English.”

This suggests that active use of the language in communicative contexts is essential for developing oral proficiency.

2. Vocabulary Expansion and Exposure to Natural Expressions

Many participants reported that interacting with peers helps them acquire new vocabulary and expressions, particularly those used in everyday communication.

For example, one participant noted:

“We correct each other and share expressions.”

Another added:

“You get to learn new words... without the feeling of being tested.”

This highlights the role of peer learning as a collaborative and informal process that

enriches lexical knowledge.

3. Authentic and Real-Life Language Experience

A central theme emerging from the responses is that learning through peer interaction is perceived as more authentic than classroom-based instruction. Participants described online communication as reflecting real-life language use rather than theoretical or structured content.

One participant stated:

“It feels more authentic... because we use the language for real communication.”

Another explained:

“I learn the living language... how people joke, express sarcasm, and communicate naturally.”

This indicates that peer interaction exposes learners to pragmatic and cultural aspects of language that are often absent in formal curricula.

4. Reduction of Anxiety and Encouragement of Practice

Participants also highlighted that peer interaction reduces fear and encourages continuous practice. Unlike classroom settings, online environments are perceived as less evaluative and more supportive.

One participant noted:

“Being around friends who speak more can help overcome that fear.”

Another added:

“No tests, no exams... just learning for understanding.”

This suggests that a non-judgmental environment fosters confidence and increases willingness to communicate.

5. Learning Through Interaction Rather Than Passive Exposure

Some responses emphasized the distinction between passive exposure (e.g., watching movies) and active use of language through interaction. Participants argued that while media

helps with comprehension, communication with peers is essential for developing speaking skills.

One participant explained:

“You can have good vocabulary and accent... but still struggle if you don’t speak.”

This highlights the importance of productive practice in language acquisition.

6. Complementarity Between Online and Classroom Learning

Although peer learning was often preferred, some participants acknowledged that both environments serve complementary roles. Classroom learning provides structure and grammatical accuracy, while peer interaction enhances practical use.

As one participant stated:

“Both environments are complementary... classroom gives structure, online interaction gives practice.”

This suggests that effective language learning may require a balance between formal instruction and informal use.

7. Influence of Proficient Peers

Another important insight is the role of interacting with more proficient speakers in accelerating learning. Exposure to native or advanced speakers was seen as particularly beneficial.

One participant shared:

“Talking with a native speaker... made a significant impact on my level.”

This reflects the importance of input quality in addition to interaction frequency.

Conclusion of the Practical Chapter

The practical investigation conducted in Khenchela ,Algeria provides empirical evidence that English acquisition among Algerian youngsters is undergoing a profound transformation. By employing a mixed-methods approach, the **questionnaire** provided the statistical breadth to confirm that digital platforms—specifically **YouTube and Instagram**—are the primary "sites of acquisition." Simultaneously, the **semi-structured interviews** offered deeper qualitative insights, revealing that the psychological comfort found in online spaces significantly lowers the learners' anxiety, allowing for more spontaneous language production than the formal classroom environment.

Central to this chapter is the application of **Gardner's Socio-Educational Model**. The data confirms that both **instrumental and integrative motivations** are exceptionally high among the youth. While the questionnaire results highlighted a strong instrumental drive—viewing English as a vital tool for technology and future careers—the interviews uncovered a significant integrative desire to participate in a global digital culture. This suggests that for Algerian youngsters, English is not just a vocational skill but a social necessity for self-expression and intercultural connection.

Ultimately, the results from both tools converge to answer the research question: Algerian youngsters acquire English through **incidental digital immersion**. The findings illustrate a linguistic shift where the "informal classroom" of the internet provides the authentic input and peer interaction that traditional settings often lack. By bridging Gardner's theory with the lived experiences of the participants, this chapter concludes that the acquisition of English in Algeria is a proactive, self-directed process that is increasingly independent of formal institutional boundaries.

General conclusion

General conclusion

This research was initiated to address the growing discrepancy between formal EFL instruction in Algeria and the organic, high-stakes language acquisition occurring in unregulated digital environments. The study began by identifying the 'Digital Wilds' as an under-researched phenomenon, subsequently developing a structure that moves from the theoretical foundations of Gardner's (1985) Socio-Educational Model to a practical investigation centered in the Khenchela region. By adopting a mixed-methods design, the work was built to specifically answer how Algerian youth engage with English platforms, what incentives drive this behavior, and how these learners perceive their own proficiency compared to the classroom setting. Ultimately, this study brings these pieces together to demonstrate that informal digital habits are not a distraction from education, but rather a primary site of acquisition. Its main contribution to knowledge lies in updating classic sociolinguistic conceptions, showing that in contemporary Algeria, English has transitioned into a 'lifestyle language' that supports both local identity and the national shift toward English as a Medium of Instruction (EMI).

The results of this study prove a shift in young learners' learning of English in Algeria in general and Khenchela in particular. The history of study has been focused on the formal classroom as the only source of foreign language intake. This study reveals that English has become a 'lifestyle language' in everyday life. This acquisition is motivated by a powerful blend of integrative motivation where kids want to be part of global culture and instrumental motivation where English is perceived as the essential key to the present technology and future work.

The research shows the "virtual classrooms" where this acquisition occurs, with YouTube, Instagram and TikTok at the forefront of the question. This is a major shift from the earlier

academic literature that has been instruction guided by teachers. Today's youth are learning incidentally, taking up fluency, accent and vocabulary through entertainment and music. This means that the digital sphere has gone beyond traditional geographical and educational barriers and provides a continuous stream of real English that the formal school system cannot always offer.

One of the important psychological findings of this research is the decrease of the "Affective Filter" in digital domains. Whereas traditional research tends to discover significant levels of "Foreign Language Anxiety" among Algerian students in face-to-face contexts, my results show that most of participants are freer to speak English online. The anonymity and spontaneity of the internet creates a 'safe zone' for language development, where adolescents can 'practice without fear' of immediate social criticism or academic grading, which often stifles them in the classroom.

Furthermore, the investigation reveals a specific sociolinguistic phenomenon: the appearance of Algerian-English code-mixing. The data suggests that, in contrast to other studies that tended to consider language mixing as a symptom of some sort of linguistic deficit, the majority of respondents employ the hybrid as an advanced social device. This means that English is not replacing local identity but is being "Algerianized" to satisfy the social demands of the youth, so as to allow them to negotiate their local reality and at the same time to participate in a globalized digital culture.

In short, the acquisition of English in Algeria is now a hybrid, self-directed process and the internet provides the fluency that is sometimes missing in the classroom. "Pedagogical strategies have to change to be effective in this reality." Instead of competing with digital platforms, the Algerian educational framework should aim to bridge the gap between formal grammar and the informal, high-engagement digital habits of the youth, making sure that the

classroom is a place to

The main objectives of this study is to find out the main digital environments (YouTube, TikTok, Gaming) that have substituted or augmented the classroom as sources of English input.

To investigate the motivating forces (Integrative vs. Instrumental) to explain why English is currently more popular than other foreign languages.

To find out the impact of digital spaces on the confidence of learners and their tendency to communicate.

To investigate the code-mixing in online conversation as a marker of Algerian young modern identity.

To establish a comparative baseline that updates classic sociolinguistic conceptions of English acquisition in the Algerian context.

References

- Belmihoub, K. (2018). English in Algeria: A force for de-marginalization. *World Englishes*, 37(3), 436-458.
- Benrabah, M. (2007). Language-in-education planning in Algeria: Historical development and current issues. *Language Policy*, 6(2), 225–252.
- Bouderba, S. (2018). EFL learning in Algeria: Sociolinguistic perspectives. *Journal of Language Teaching and Research*.
- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching: Motivation*. Routledge.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford University Press.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. *Motivation and Second Language Acquisition*, 23(1), 1–19.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Newbury House.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Laredo.

Lantolf, J. (2000). *Sociocultural Theory and Second Language Learning*. Oxford University Press.

Lightbown, P. M., & Spada, N. (2013). *How Languages Are Learned*. Oxford University Press.

Rezig, N. (2011). Teaching English in Algeria and the educational reforms: An overview on the Central Stage. *Procedia - Social and Behavioral Sciences*, 29, 1027–1033.

Sauro, S., & Zourou, K. (2019). *Language Learning in the Wild: A Proximal Approach to Foreign Language Use*. Springer.

Sockett, G. (2014). *The Online Informal Learning of English*. Palgrave Macmillan.

Sundqvist, P. (2009a). *Extramural English Learnt and Second Language Speaker Confidence*. Karlstad University Press.

Sundqvist, P. (2009b). *Extramural English Learned and Adolescents' English Proficiency*. Karlstad University.

UNICEF. (2019). *Adolescent development and participation*. UNICEF Official Reports.

Appendices

Appendices

Semi-Structured Interview Form / نموذج مقابلة نصف منظمة

Research Topic: English Acquisition among Algerian Youngsters in a Sociocultural Frame.

Date: _____

Introduction / مقدمة

Thank you for participating in this study. The purpose of this interview is to understand how and why you use English outside of school. There are no "right" or "wrong" answers; I am simply interested in your personal experiences. Your identity will remain anonymous, and your answers will be used for academic research purposes only.

شكراً لمشاركتك في هذه الدراسة. الغرض من هذه المقابلة هو فهم كيف ولماذا تستخدم اللغة الإنجليزية خارج المدرسة. لا توجد إجابات "صحيحة" أو "خاطئة"؛ أنا مهتمة فقط بتجاربك الشخصية. ستظل هويتك مجهولة، وستستخدم إجاباتك لأغراض البحث (الأكاديمي فقط).

Core Questions / الأسئلة الأساسية

1. The "Why" behind the Language (Motivation) / الدافع وراء اللغة

Why do you personally prefer to use English in your free time? Is it to feel part of a global community, or is it simply because you need it for technology and future jobs?

لماذا تفضل شخصياً استخدام اللغة الإنجليزية في وقت فراغك؟ هل من أجل الشعور بالانتماء إلى مجتمع عالمي، أم ببساطة لأنك (تحتاجها للتكنولوجيا والوظائف المستقبلية؟)

Answer / الإجابة:

2. The Digital "Classroom" (Informal Exposure) / القسم الرقمي (التعرض غير الرسمي)

Can you describe your daily routine with English on social media (TikTok, YouTube, or Gaming)?

How do these platforms help you learn words that you don't find in your school textbooks?

هل يمكنك وصف روتينك اليومي مع اللغة الإنجليزية عبر وسائل التواصل الاجتماعي (تيك توك، يوتيوب، أو الألعاب)؟ كيف (تساعدك هذه المنصات في تعلم كلمات لا تجدها في الكتب المدرسية؟)

Answer / الإجابة:

3. The Affective Filter (Comfort and Anxiety) / المصفاة العاطفية (الراحة والقلق)

Do you feel more confident and "yourself" when using English online with peers than when speaking it in the classroom? Why do you think that is?

هل تشعر بثقة أكبر وبأنك "على طبيعتك" عند استخدام الإنجليزية عبر الإنترنت مع أقرانك أكثر مما تشعر به عند التحدث بها في (القسم؟ لماذا تعتقد ذلك؟)

Answer / الإجابة:

Conclusion / خاتمة

Is there anything else you would like to share about your experience with English that we haven't discussed? Thank you very much for your time and your valuable contribution to this research.

هل هناك أي شيء آخر تود مشاركته حول تجربتك مع اللغة الإنجليزية لم نتطرق إليه؟ شكراً جزيلاً لك على وقتك وعلى مساهمتك (القيمة في هذا البحث)

The questionnaire

Study Introduction / مقدمة الدراسة

English Language Use Among Youth in Khenchela

(استخدام اللغة الإنجليزية لدى الشباب في خنشلة)

Dear Participant,

I am conducting a study to explore how young people in Khenchela use English in their daily

lives, especially through social media, gaming, and the internet. Your participation is very important to help us understand the role of English outside of the traditional classroom in our region.

عزيزي المشارك / عزيزتي المشاركة،

أقوم بإجراء دراسة لاستكشاف كيفية استخدام الشباب في ولاية خنشلة للغة الإنجليزية في حياتهم اليومية، خاصة عبر وسائل التواصل الاجتماعي، الألعاب الإلكترونية، والإنترنت. مشاركتك مهمة جداً لمساعدتنا في فهم دور اللغة الإنجليزية خارج النطاق الدراسي التقليدي في منطقتنا.

Confidentiality: Your answers are completely anonymous and will be used for academic research purposes only.

(الخصوصية: إجاباتك ستبقى سرية تماماً ولن تُستخدم إلا لأغراض البحث الأكاديمي فقط.)

Time: It will take approximately 5 minutes to complete.

(الوقت: يستغرق الاستبيان حوالي 5 دقائق فقط.)

Accuracy: There are no "right" or "wrong" answers; please choose the options that best describe your personal experience.

(الدقة: لا توجد إجابات "صحيحة" أو "خاطئة"؛ يرجى اختيار الخيارات التي تصف تجربتك الشخصية بكل صدق.)

Section 1: Demographic Information / معلومات ديموغرافية

1. Age / العمر:

15–17

18–20

21–22

2. Gender / الجنس:

Male (ذكر)

Female (أنثى)

3. Current Education Level / المستوى التعليمي الحالي:

Middle School (متوسط)

High School (ثانوي)

University (جامعي)

4. Residence / مكان الإقامة:

Urban (مركز المدينة)

Rural/Suburban (ضواحي/ريف)

5. How would you rate your English level? / كيف تقيم مستواك في اللغة الإنجليزية؟

Beginner (مبتدئ)

Intermediate (متوسط)

Advanced (متقدم)

Section 2: Informal Exposure / التعرض غير الرسمي للغة

Scale: 1 = Never 5 → (أبداً) = Always (دائماً)

1. I watch English content (YouTube/TikTok) for entertainment.

(أشاهد محتوى بالإنجليزية للتسلية)

1 2 3 4 5

2. I listen to English music and try to understand the lyrics.

(أستمع للموسيقى الإنجليزية وأحاول فهم الكلمات)

1 2 3 4 5

3. I play online video games where English is the main language.

(ألعب ألعاب الفيديو التي تتطلب اللغة الإنجليزية)

1 2 3 4 5

4. I use English to search for information I'm interested in (not for school).

(أستخدم الإنجليزية للبحث عن مواضيع تهمني خارج الدراسة)

1 2 3 4 5

Section 3: Motivation (Gardner's Model) / الدوافع والمواقف

Integrative Motivation (Social Connection) / الدافع الاندماجي

1. I want to learn English to understand people from different cultures.

(أريد تعلم الإنجليزية لأفهم شعوب الثقافات الأخرى)

Strongly Disagree (أعارض بشدة)

Disagree

Neutral

Agree

Strongly Agree (أوافق بشدة)

2. I would like to live/interact in an English-speaking community.

(أود العيش أو التفاعل في مجتمع يتحدث الإنجليزية)

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Instrumental Motivation (Utility) / الدافع الوسيلى

1. English is a tool to get a better job in the future.

(الإنجليزية وسيلة للحصول على وظيفة أفضل مستقبلاً)

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

2. I use English primarily because it is the language of technology and the internet.

(أستخدم الإنجليزية أساساً لأنها لغة التكنولوجيا والإنترنت)

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Section 4: Digital Peer Interaction / التفاعل عبر التواصل الاجتماعي

1. Which platform is your "Main Classroom" for English?

(أي منصة هي "قسمك الرئيسي" لتعلم الإنجليزية؟)

TikTok

Instagram

YouTube

Discord/Gaming

Other: _____

2. Do you feel more "free" to speak English online than in the classroom?

(هل تشعر بحرية أكبر في التحدث بالإنجليزية عبر الإنترنت مقارنة بالقسم؟)

Yes (نعم)

No (لا)

Not sure (ليس تماماً)

3. How often do you use "Algerian-English" (mixing both) with friends online?

(كم مرة تستخدم مزيجاً من الإنجليزية والدارجة مع أصدقائك؟)

Rarely (نادراً)

Sometimes (أحياناً)

Always (دائماً)

Thank you for your contribution! / شكراً لمساهمتك!

ملخص البحث

تبحث هذه الدراسة في الظاهرة المتمامية المتمثلة في اكتساب اللغة الإنجليزية بشكل غير رسمي بين الشباب الجزائري، محولةً التركيز من النماذج التقليدية المقيدة بالفصول الدراسية إلى دور البيئات الرقمية، حيث تهدف إلى رسم خريطة للعلاقة بين الاستهلاك الرقمي والتطور اللغوي من خلال فحص كيفية تسهيل المساحات عبر الإنترنت لاكتساب اللغة بشكل طبيعي. تستند الدراسة نظرياً إلى النموذج الاجتماعي التربوي لـ "غاردنر" ونموذج "كراشن"، واعتمدت منهجاً بحثياً مختلطاً شمل استبياناً لـ 100 مشارك ومقابلات مع 10 شباب، وأظهرت النتائج أن التعرض الرقمي غير الرسمي يعمل كمحفز رئيسي للكفاءة التواصلية، حيث يكتسب المشاركون الاصطلاحات والمفردات والفروق الدقيقة بعيداً عن ضغوط التعليم الرسمي، مما يقلل من "المرشح العاطفي" لدى المتعلمين؛ وبناءً على ذلك، تستنتج الدراسة ضرورة اعتراف معلمي اللغة الإنجليزية ومصممي المناهج بالممارسات الرقمية الخارجية ودمجها لسد الفجوة بين التعليم المدرسي والاستخدام الواقعي للغة.