

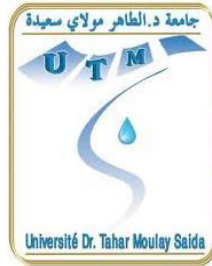
DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

Ministry of Higher Education AND Scientific Research

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**The Impact of Social Media on eLearning
Foreign Language**

Case Study: English Language

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Art in Didactics at Tahar Moulay University

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Dedication

This thesis work is dedicated to :

The sake of Allah, my Creator and my Master; My great teacher and messenger, Mohammed (May Allah bless and grant him), who taught us the purpose of life; My homeland Algeria, the warmest womb; The great martyrs, the symbol of sacrifice; My university Dr. Moulay Tahar.

I would like to dedicate this thesis and everything I do to my family and many friends. A special feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity ring in my ears. To my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake, to my mother, who has always loved me unconditionally.

It is also dedicated to my sweet sister Widad Nour El Houda who has never left my side and is very special. I am truly thankful for having you in my life.

I also dedicate this dissertation to my many friends and colleagues who have supported me throughout the process. I will always appreciate all they have done for me, especially my colleagues in work; all broadcasters, journalists and sound engineer. Also to all of my classmates « Master Two Didactic / Graduation 2017 ».

I dedicate this work and give special thanks to my best friend Khalida Otmani and Mostefa Nadjet. Both of you have been my best cheerleaders. I cannot forget my close friend Ilyes Djallel Eddine Maliki from Tlemcen whose love for me knew no bounds

Really, I would not be who I am today without the love and support of my family and friends who have been a constant source of support and encouragement during the challenges of graduate school and life. All the people in my life who touch my heart, all the readers of the thesis; I dedicate this work,

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List of Acronyms and Abbreviations

ICT: Information and Communication Technology.
Wi-Fi: Wireless Fidelity, Wireless Internet.
WBT: Web-based Training.
WBL: Web-based Learning.
CBL: Computer-based Learning.
WAN: Wide Area Network.
LAN: Local Area Network.
TV: Television.
CD-ROM: Compact Disc - Read Only Memory.
IBM : International Business Machines.
LabSET: Laboratoire de Soutien à l'enseignement Télématique.
UK: United Kingdom.
DVD: Digital Versatile Disc.
VCR: Virtual Class Rooms.
CBT: Computer Based Training.
SNSs: Social Networking Sites.
CV: Curriculum Vitae.
VoIP: Voice Over Internet Protocol.
CSALT: Center for Speech and Language Technologies.
CoP: Community of Practice.
L2: Second Language.
US: United States.
URL: Uniform Resource Locator.
VARK: Visual, Auditory, Reading/Writing Preference, and Kinesthetic.
PWIM: The Picture Word Inductive Model.
L&D: Learning and Development.
TOEFL: Test of English as a Foreign Language.
ESL: English as a Second Language.
S.M: Social Media.
LLSNSs: Language Learning Social Network Sites.
FL: Foreign Languages.
CMC: Computer-mediated Communication.
FBI: Federal Bureau of Investigation.
CIA: Central Intelligence Agency.
SMS: Short Message Service.
IM: Instant Messages.
ROTFL: Rolling on the Floor Laughing.
EFL: English as a Foreign Language

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Abstract

Abstract:

Today, foreign language learning becomes more and more important, but most people have no time learn it in school. Then many ones study foreign language in their free time. Thus, good learning environment becomes important too. In this technology era, a new trend of using Social Media or Social Networking Sites (SNSs) has been recently highlighted. Social media influences people's lives in many aspects including education and English language learning. The purpose of this study is to examine the impact of social media on eLearning foreign language, precisely English language, as well as to understand the students' perceptions on how the use of it helps to facilitate or inhibit their English language skills. Thus, in this study, we tried to answer the following questions:

- What are the educational possibilities of using social media in eLearning English language?
- Can social media have negative impact on the level of student's performance?

This research suggests that with the right strategy, social media can make learning easy and studying more collaborative and efficient while bad use of social media can decrease the level of English linguistic performance of students and has a negative impact on the language itself. In order to investigate the target subject, the study was conducted by using qualitative research methods to explore the positive and the negative EFL university students' performance on social media platform and how it influences the language learning arena. The data collection methods were questionnaire addressed to "Master Two English Didactic Students" and observations on some SNSs. After the data was collected, coded and analyzed, three major findings that answer the research questions were emerged. One of the best outcomes is that social networks play indispensable roles in fostering second language learning by providing a wide array of authentic materials. Moreover, language learning has become learner-centric rather than teacher-centric. Finally, the bad use of social media can negatively influence the academic students' language skills.

Key Words: Social Media, eLearning, English language, Academic Performance

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General Introduction

Introduction:

Today the people of the world live in a generation of continual digital revolution. They use information and communication technologies (ICTs) and the Internet virtually every day. Technology plays an important role in people's lives especially today's college students. Technology has become routine among college students, permeating many aspects of their lives, including learning. As Ralston (2012) poignantly pointed out, technology is a fact of life as a medium of daily communication affecting language learning,

The use of the Web as an educational tool has been promoted by various academics, and is an integral part of higher education today. Recent years have also seen the adoption of social media tools by students and academics alike. The widespread use of such social media by the young generation is undeniable due to the benefits it brings to its users. In some aspects, the students are considered to be more technology savvy and in tune with the latest web technologies compared to the lecturers. Lecturers have now taken to using these tools for educational purposes in an effective attempt to reach out to their students, and to close the generational gap.

- **Background of the Study:**

The consequences of the fast development in science, technology and media are reflected in the key verbs for foreign languages learning nowadays; in this field, a growing number of studies (Arnold and Paulus, 2010; Stevenson and Liu, 2010; Abrams, 2006; Godwin-Jones, 2005) are investigating the use of online social networks for language learning purposes. Many studies testify to the growing importance of Web 2.0 tools for language learning, since they “may provide real world listening and speaking skills not provided by static Web 1.0 learning tools”. The use of social networking sites has also changed teachers' and students' roles: teachers have now taken on a secondary role, while students are responsible for their own learning. This means that “lecturers are already not accepting all responsibility for content and accept sharing their authority; at the same time, this paradigm change also means that students are more active and have more confidence in their capabilities” (Audet, 2010: 77).

- **The Significance of the Study:**

The relevance of this issue was further confirmed during the preparatory work for this study: social media for language learning, and their effect on academic students' performance. Prensky (2001) argued that learners sitting in today's classrooms are used to high-speed, graphically-rich, globally accessible resources and are "powering down" when they enter the classroom. The arrival of Web 2.0 tools, which encourage users to generate content and share experiences and opinions, has provided foreign language students with a unique opportunity to tap into an authentic environment for their learning.

The advent of smartphones, tablet computers and on campus Wi-Fi means that students are always connected, sharing, publishing, playing and networking (Cavazza 2012)¹. However, it cannot be presumed that students are aware of the pedagogical value of these tools. The challenge for educators is to show students how social media can be used to achieve learning, particularly in the field of language learning.

- **Motivation:**

The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing language competency among the students. These stereotyped methods and teaching material makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore the necessity to deviate from the grand methods and materials and to use innovative material and techniques for learning has been strongly felt. Almost we all use social media in our lives and in free times, but the majority use it for one reason which is to socialize and to communicate with people around the world forgetting that these tools have another positive side within the communication if we better exploited for the sake of foreign language learning which is the basis of communication between individuals from different countries. That is why we attempted to highlight this study on how we can use social media in eLearning English language and their effects on students' performance.

¹ Retrieved from <https://apliut.revues.org/4234?lang=fr> .Accessed on 15-05-2017

General Introduction

- **Aims of the Study:**

Social networks play indispensable roles in fostering second language learning by providing a wide array of authentic materials. The purpose of this review is to consider social networks, such as Facebook, Twitter, YouTube, Computer media which are proven to be effective to increase students' learning English out of the classes. Social networks facilitate students' interaction to share their ideas, and provide an opportunity for learners to experience online tools to foster their learning skills. It was realized that these online tools can be used to improve students' language skills especially writing skill. Internet tools help the second language learners to accelerate their learning by being up-to-date and self-directed. But in the other side, if these tools are badly used, i.e at random way without conscient or reasoning, it can lead to a negative impact especially at the level of academic writing skills. The aim of this study is to clarify the both sides, the positive and the negative one in improving students' knowledge of English language namely vocabulary acquisition.

- **Statement of the Problem:**

In the past few years, technology has saturated the life of the student. The Internet and social media offer so much especially because mastering a language means more than just words, definitions and grammar rules. Consequently, foreign language classes must take advantage and they actually do from the tremendous potential provided by technical devices as TV, video projector, laptop, DVD player, computer into the classrooms leading to what Krashen (1982:10) calls 'subconscious language acquisition'. Knowing a language requires getting beyond textbooks, it means understanding the cultural dimension as well. For instance, listening to music or watching videos on YouTube in English language – be it movies, shows, cartoons, using computers effectively, with everything they may offer a funny, amazing and awesome way and sometimes effective language lessons into real language learning laboratories. But also these new mediums have opened the door to shorthand typing, abbreviations, emoticons and instant message lingo, causing some people to fear the decline of the formal English language and then the academic students' performance. The question of whether it is making a difference in student's formal writing is debatable. The present study attempts to explore the impact of social media on eLearning foreign language, English language as a case of study. Particularly, the research

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aims to answer the following question: Can social media affect students' development and progress in the foreign language skills?

The above-mentioned problem statement raised the research questions as to how students benefit from using social media in language learning? If texting is changing what and how our students write, the question is, is it changing the writing in the positive or negative ways? Did the social media change the way our students are learning to read and write? Is this new form of communication has built a new language as such? Does it appear in our lives at the expense of our written and oral language? The exploitation of these sources is expected to answer a series of questions inherent in the subject: how social media can affect English language learning? How it can affect the language itself? What are the causes leading to this change of language? What circumstances helping to develop this phenomenon? And who is responsible for our current written language in social networks?

- **Assumption and Hypothesis:**

Entitled "The impact of social media on eLearning foreign language". This study suggests and tends to demonstrate that social networks have a positive and negative impact. It is assumed that significant differences will be found between the groups using social media for learning purposes and those who do not in developing vocabulary knowledge. This study proposes that the use of social media can have both; positive and negative impact on improving English language. The excessive use of social media could reduce the academic progression of the students in terms of language learning. Good use of these means can enhance the language learning skills.

- **Limitation of the Study:**

Throughout the current research study, there were several limitations encountered, we faced many obstacles that limited our research. The first obstacle encountered is the demographic factors such as gender, race and age are limited due to our tiny target sample. Sample size is also one of the setbacks for this research studies. 40 sets of questionnaires had been disseminated and only 26 sets are usable after filtration. The lack of student's cooperation in the questionnaire, the lack of seriousness and the bad interaction between participants is another obstacle.

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The lack of resources and studies or researches already done in Algeria is another shortcoming for this study in addition to the absence of actual statistics about this topic. The lack of references in the libraries, moreover the collapse of the central library building of the University and the delay of the re-construction work.

- **Methodology and Means of Research:**

In order to discover the answer to this question of the study, a project based on social media for the experimental group was conceived. The study was conducted with a number of 26 students of the Faculty of English language, University of Dr. Tahar Moulay, Saida, master two students following the didactic speciality in the academic year 2016-2017.

The analysis is based on student' questionnaire and social media observations, research on language interaction and case studies of eLearning language platforms within the area of learning English language as a foreign language for Algerian students.

The dissertation is made up of the following three chapters: chapter one presenting literature review, chapter two discussing the methodology used during collection and analyzing of data, chapter three reports the findings of the study showing the use of social media in language learning in addition to highlight the positive and negative impact of social media on eLearning foreign language. The next chapter will present the reviewed literature to this study.

Introduction

In the modern age of production and consumption, in the age of money and power, the meaning of education has become distorted. The Latin root of the word education – educare – means to ‘bring out’, whereas the present implication of the word education is to ‘put in’. In the original idea of educationalists, it was believed that the soul has its own in-built intelligence, and knowledge is intrinsic to it. According to Satish Kumar, the soul is like a seed, which has all the potential to become a tree. No forester or gardener can teach a seed or give any knowledge or information to it about how to become a tree. The only thing a forester or gardener can do is to create the right conditions and right protection, so that the seed can safely grow and become a fully mature tree¹. In learning, the initiative lies with the learners. They are seeking to discover themselves. It is a quest and a journey of self-realisation. Teaching makes learners passive; learners become recipients of given information, rather than active explorers of wisdom. To put it differently, teaching is fragmentary, while learning is holistic. In a learning society, even the "teachers" are learners.

As the time progresses, the educational institutions are growing and this is due to the increasing demand for students to education. After graduation, students move to universities, which are among the most advanced places for students from different regions and where teachers rely on new means of education, but as a result of scientific progress, and regardless of how teacher teach in classroom, the students also play a role in understanding lessons by themselves starting using more sophisticated devices in their education. In today's world, there is a great deal of scientific and technological development, despite the different way in which information is transmitted to others. This has greatly contributed to the progress of generations and the ease of access to and simplification of information, but there are important ways to follow the learning process. Hence, in recent years, educators have begun to take care of the way students are informed and the information itself. There are many modern ways of learning, all of which rely on the student as an important element in the learning process rather than on the teacher only.

¹ Retrieved from <http://www.swaraj.org/shikshantar/satishs3.htm> .Accessed on 22-04-2017

Chapter One : Literature Review

We cannot go far into any search without deepen in its important and significant principal key words and concepts which constitute for us an entrance to the target topic supposing to simplify information and decode the subject matter in order to well understand what comes after in terms of content and analysis. Particularly, since we tackled a new subject related to the use of technologies precisely the social media in language learning.

To introduce this study, the definition of key concepts comes as of first need. Hence, this chapter answers the following questions:

1. eLearning

- 1.1. What is eLearning?
- 1.2. What are the Different Types of eLearning?
- 1.3. What are the Relevant Multimedia Tools to eLearning?
- 1.4. What are the Benefits of Multimedia in eLearning?

2. Social Media

- 2.1. What is Social Media?
- 2.2. What are the Different Categories of Social Media?
- 2.3. What are the Most Popular Social Media in Algeria?
- 2.4. What is the Relationship between Social Media and Learning English Language?

3. What are the Theories Supporting Learning by Social Media?

4. Precedent Studies Related to the Topic.

1. **eLearning:**

According to *The Adult Learner* by Malcolm Knowles, learning is “The process of gaining knowledge and expertise¹”. Learning is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience². Driscoll (2000) defines learning as “a persisting change in human performance or performance potential... [which] must come about as a result of the learner’s experience and interaction with the world³”. Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts⁴. Much pedagogical research has focused on the concept of “learning styles” (see chapter page 97). Several authors have proposed that the ability to typify student learning styles can augment the educational experience.

eLearning is part of the new dynamic that characterizes educational systems at the start of the 21st century. Like society, the concept of eLearning is subject to constant change. In addition, it is difficult to come up with a single definition of eLearning that would be accepted by the majority of the scientific community. The different understandings of eLearning are conditioned by particular professional approaches and interests.

1.1.What is eLearning?

In the early days, eLearning received a bad press, as many people thought bringing computers into the classroom would remove that human element that some learners need, but as time has progressed, technology has developed, and now we embrace smartphones and tablets in the classroom and office, as well as using a wealth of interactive designs that makes distance learning not only engaging for the users, but valuable as a lesson delivery medium.

¹ Retrieved from <http://thelearningcoach.com/learning/10-definitions-learning> .Accessed on 23-04-2017

² Retrieved from <https://en.wikipedia.org/wiki/Learning> . Accessed on 10-04-2017

³ Retrieved from http://www.ingedewaard.net/papers/connectivism/2005_siemens_ALearningTheoryForTheDigitalAge.pdf .Accessed on 10-04-2017

⁴ Retrieved from http://www4.ncsu.edu/unity/lockers/users/t/felder/public/Learning_Styles.html .Accessed on 18-04-2017

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There is a wide variety of definitions and wordings. Each definition is part of a trend, mark an anchorage. Some are centered on technological support, others on distance. Some insist on the pedagogical aspects, the type of interaction or the mode of tutoring, while others propose a synthesis.

Jay Cross (2004) has normally been credited with coining the term eLearning in 1998. However, while Jay was certainly one of the biggest proponents of eLearning, the term seems to have been in use as far back as 1997 when Aldo Morri wrote an article for Telephony Online, A bright future for distance learning: One Touch/Hughes alliance promotes interactive 'eLearning' service: “The market for corporate interactive distance learning—now known as 'eLearning,' has boomed along with the growth in the Internet and corporate intranets¹.” Since then, it has generally taken four forms of definitions: Internet, Eccentric, Electronic, and Framework.

1.1.1. Internet and Network Based Definitions:

Marc Rosenberg (2001) confines eLearning to the internet as: the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based upon three fundamental criteria:

- Networked
- Delivered to the end-user via a computer using standard internet technology
- Focuses on the broadest view of learning

Allison Rossett (2001) defines eLearning as: Web-based Training (WBT), also known as eLearning and on-line learning, is training that resides on a server or host computer that is connected to the World Wide Web. She considers WBT or eLearning as belonging to Technology-Based Training — training that is delivered partially or entirely through electronic hardware, software, or both (2001, p161). These two definitions perhaps come the closest as to how most learning professionals define eLearning. Another one that pretty much stays within the network framework is Clark Adrich (2004). He defines eLearning as: a broad combination of processes, content, and infrastructure to use computers and networks to scale and/or improve one or more significant parts of a learning

¹ Retrieved from: <http://www.nwlink.com/~donclark/hrd/elearning/define.html> .Accessed on 10-04-2017

value chain, including management and delivery. Originally aimed at lowering management cost, while increasing accessibility and for measurability of employees, eLearning is increasingly being used to include advanced learning techniques, such as simulations, communities of practice, and including customers and vendors as well.

1.1.2. Electronic Based Definition:

A somewhat different approach carries it beyond the internet to the computer itself. ASTD's Learning Circuits (now defunct) defined it as *electronic learning covering a wide set of applications and processes, such as Web-Based Learning (WBL), Computer-Based Learning (CBL), virtual classrooms, and digital collaboration. It includes the delivery of content via internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, and CD-ROM.* Thus, this definition defines eLearning as residing on electronics or mostly computer based.

1.1.3. Eccentric Based Definiton:

Some definitions try to pinpoint it exactly, but end up missing the entire concept of it¹.

.1.1.3.1. Everything but Training:

In a Chief Learning Officer article (2003), Brook Manville defines eLearning as: *including not only Internet-published courseware, but also the tools for managing, modularizing and handling the following:*

- ✓ Different kinds of content and learning objects (including both electronic and non-electronic forms, and even traditional classroom instruction).
- ✓ Just-in-time and asynchronous learning, such as virtual labs, virtual classrooms and collaborative work spaces.
- ✓ Simulations, document repositories and publishing programs.
- ✓ Tools for prescribing learning, managing development pathways and goals and handling e-commerce and financial transactions related to learning.

¹ Retrieved from: <http://www.nwlink.com/~donclark/hrd/elearning/define.html> .Accessed on 10-04-2017

- ✓ The utilities and capabilities for supporting informal learning, mentoring, communities of practice and other non-training interventions.

In other words, eLearning does most everything in the corporate world related to learning except for training!

.1.1.3.2. High Velocity Value Chains:

In a Delphi Group white paper, Peter Drucker (2000) defines eLearning as: just-in-time education integrated with high velocity value chains.

.1.1.3.3. Experience:

Elliott Masie defines the “e” in eLearning as: the Experience dimension of eLearning, which includes such factors as: engagement, curiosity, simulation, and practice.

1.1.4. Framework Based Definition :

Gilbert said that performance has two aspects: behavior being the means and its consequence being the end (1998). Learning is similar in that it also has two aspects: a learning method or experience being the means and the resulting skills or knowledge being the end (consequences). Victor Jeurissen, global practice leader for IBM Management Development Solutions, defines eLearning as: *the use of innovative technologies and learning models to transform the way individuals and organizations acquire new skills and access knowledge* (Moeng, 2004). He further defines learning as a collaboration of information, interaction, collaboration, and in-person.

Jeurissen's definition is the most interesting and promising in that like Gilbert, who refers to the two aspects of performance, he also refers to the two aspects — “innovative technologies and learning models” to provide the means, with the consequence being “acquiring new skills and access knowledge.” The “means” provide the learning experience of absorbing (such as reading or seeing)

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doing (activity), interacting (with people), and reflecting (connecting the new learnings with previous learning). Thus, the right skills and knowledge can be learned (consequence), if it is based on solid instructional design techniques as shown in the figure¹:

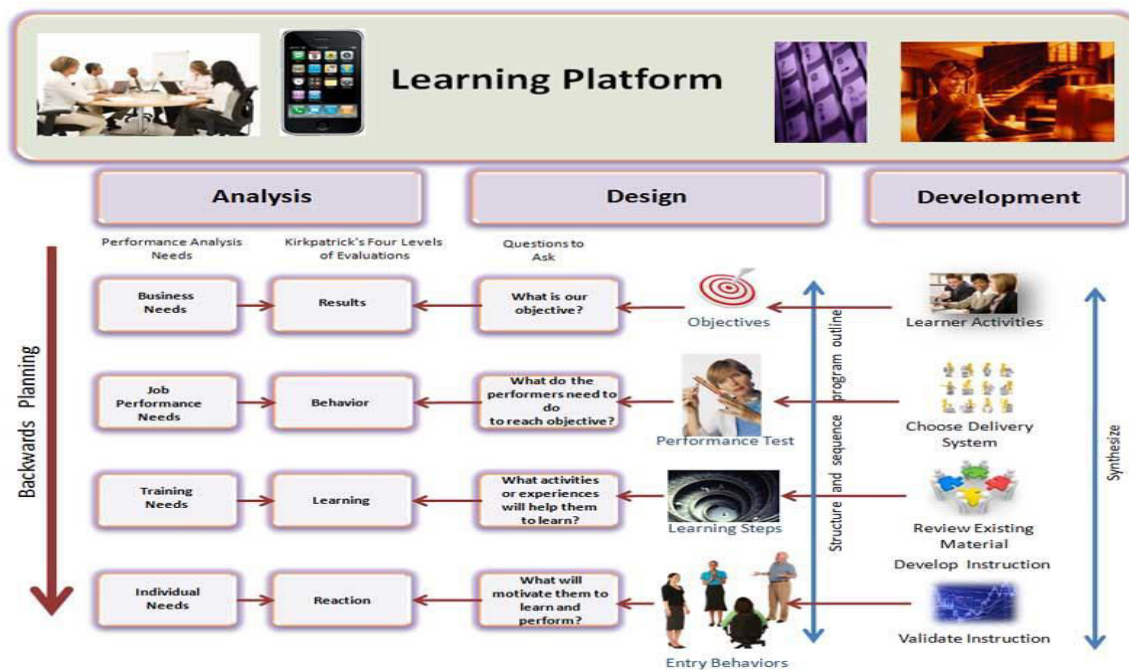


Figure 1 : Learning Platforms²

The definition of eLearning proposed by the European Commission is interesting: "The use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, exchanges and distance collaboration ". This clear, synthetic and comprehensive definition emphasizes the notion of quality! However, it is difficult to say that the objective of eLearning is to improve the quality of learning. At most, it is an expected consequence, a bet. In fact, this definition is strategic and attempts to influence practices and improve practices. It is therefore any mode of learning that is partially or entirely based on information and communication technologies in order to facilitate the organization and access to training and learning, enabling especially:

¹ Retrieved from <http://www.nwlink.com/~donclark/hrd/elearning/define.html> .Accessed on 02-01-2017

² Picture Taken from <http://www.nwlink.com/~donclark/hrd/elearning/define.html> .Accessed on 02-01-2017

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- ✓ To reduce space and time constraints;
- ✓ To individualize training pathways;
- ✓ To foster learner autonomy;
- ✓ To develop online pedagogical relationships with the tutor or other learners.

The eLearning guide therefore prefers to use the definition proposed by LabSET¹: "E-learning (e-learning): eLearning centered on the development of skills by the learner and structured by interactions with the tutor and peers ". This clear and coherent definition makes certain choices and highlights some key characteristics in the quality of eLearning devices. It restricts eLearning to "online" devices. The use of multimedia tools is not enough, excluding facto self-reports on CD-ROM. The term "online" is, however, generic enough to include the use of an Intranet, as well as various protocols. What is more important, through this term, are the interactions made possible by the use of a computer network, whether locally (within a company or a school) or globally (via Internet).

The reference to "interactions with the tutor and peers" anchors the definition in a specific pedagogical context. Socio-constructivist theories in educational psychology have shown that interactions between peers and / or the coach are a determining factor in the quality and effectiveness of learning and hence the performance of learners. In addition, tutoring (or coaching) significantly reduces the risk of abandonment and dropping out. It helps to maintain motivation and encourage perseverance of learners. Beyond this technological, pedagogical and qualitative anchoring, this definition is aimed at a wide public as possible. The use of the generic terms "learning" and "learners" avoids, for example, confining eLearning to the world of education or to adult education. Similarly, the reference to "competence development" is part of both education and vocational training.

¹ "Laboratoire de soutien à l'enseignement télématique" (LabSET). Laboratory for support of telematic education (LabSET): Center for research and expertise in e-learning at the University of Liège (ULg), in Liège, Wallonia, Belgium, is a major public university in the French Community of Belgium. <http://www.labset.net>

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eLearning is defined by the Open and Distance Learning Quality Council in the UK as “The effective learning process created by combining digitally delivered content with (learning) support and services.¹”. An educational activity or course conducted in an electronic learning milieu, using Internet communication technologies for delivery of instruction, curricular materials, and learning activities. In this study, eLearning refers to instructor-lead academic courses that may be offered partially or entirely online². There may be other definitions, but we define eLearning (also called elearning or e-learning) as: The delivery of a learning, training or education program by electronic means. eLearning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. It refers also to using electronic applications and processes to learn. eLearning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. eLearning can involve a greater variety of equipment than online training or education, for as the name implies, "online" involves using the Internet or intranet/extranet to somewhere other than the classroom where the professor is teaching, also using CD-ROM and DVD to deliver content via audio or video tape, satellite TV to provide learning materials. Sometimes it is delivered live, where you can “electronically” raise your hand and interact in real time and sometimes it is a lecture that has been prerecorded.

According to Derek Stockley an « *e-journey* » is a guided tour of websites designed to amuse, educate and develop the e-journey traveler. An e-journey is one form of eLearning or online training, but it is more like a map and travel guide than a formal learning program. It takes the reader to places of interest. Some will have a quick tour by skipping some sections. Others will have a detailed, all encompassing experience exploring important information resources. It is up to the traveller³. You will determine the route of your journey. At various stages, you will come to a number of choices. The fork in the road that you take is up to you. Distance education provided the base for eLearning's development. eLearning can be "on demand". It overcomes timing, attendance and travel difficulties.

¹ Retrieved from <http://www.igi-global.com/chapter/interaction-cooperative-learning/17683> .Accessed on 11-03-2017

² Retrieved from <http://www.igi-global.com/chapter/taxonomy-collaborative-learning/16803/> .Accessed on 11-03-2017

³ Retrieved from <http://www.derekstockley.com.au/ejourneydefn.html/> .Accessed on 10-03-2017

There are many terms used to describe learning that is delivered online, via the internet, ranging from Distance Education, to Computerized Electronic Learning, Online Learning, Internet Learning and many others.

1.2.What are the Different Types of eLearning?

There are fundamentally two types of eLearning:

- Synchronous Training.
- Asynchronous Training.

1.2.1. Synchronous Training:

Synchronous means “at the same time,” involves interaction of participants with an instructor via the Web in real time. For example – VCRs or Virtual class rooms that are nothing else but real classrooms online. Participants interact with each other and instructors through instant messaging, chat, audio and video conferencing etc and what is more all the sessions can be recorded and played back. Its benefits are:

- Ability to log or track learning activities.
- Continuous monitoring and correction is possible.
- Possibilities of global connectivity and collaboration opportunities among learners.
- Ability to personalize the training for each learner.

Synchronous eLearning (Virtual Classrooms) is a type of eLearning. It is essentially required in some cases where traditional methods will not deliver the desired goals, like:-

- Instructor-based online mentoring is best suited for students, who need concept –based training and help with their regular studies. There needs to a constant interaction between the teacher and taught to clear doubts and make them understand complex concepts through examples and clarification of doubts.
- It is being successfully used in soft-skill training in interpersonal skills, diversity and teaching foreign languages.

Blended learning is seen by many as a process in which appropriate eLearning modules are a precursor to a training session in the classroom i.e both the methods are successfully used in training. More and more organizations are using the blended technique for a complete training solution.

1.2.2. Asynchronous Training:

Asynchronous means “not at the same time,” allows the participants to complete the WBT at their own pace, without live interaction with the instructor. Basically, it is information that is accessible on a self-help basis, 24/7¹. The advantage is that this kind of eLearning offers the learners the information they need whenever they need it. It also has interaction amongst participants through message boards, bulletin boards and discussion forums. These include computer based training; (CBTs) modules on CD-Rom’s; Web based training accessed through intranet (WBTs) or through well written articles and other write ups. Its advantages are:-

- Available ‘just in time’ for instant learning and reference.
- Flexibility of access from anywhere at any time.
- Ability to simultaneously reach an unlimited number of employees.
- Uniformity of content and onetime cost of production.

A new form of learning known as blended learning is emerging. As the name suggests it is an amalgamation of synchronous and asynchronous learning methods. Using both online training through virtual classrooms and also giving CD’s and study material for self study is now being increasingly preferred over any single type of training.

Asynchronous methods are used in different situations, mainly when:

- ✓ The topics are generic business topics like management training, financial training, or time management etc that are not specific to a certain organization or process. In such cases, asynchronous training is useful and cost effective.
- ✓ Traditional eLearning courses through pre-recorded CD’s and write ups are used on projects with large budgets and long lead times, like a major product release.

¹ Retrieved from http://www.eife-l.org/publications/quality/oeqls/intro/preview_popup/file Accessed on 12-03-2017

Projects that need extensive simulations like industrial control systems; flight simulators etc are good candidates for asynchronous techniques where virtual classroom teaching is not required.

- ✓ Also, training which has a long shelf life – like an organization’s profile and introduction may be a good situation to use asynchronous eLearning.
- ✓ Due to the high production cost of traditional eLearning, i.e making audio-visual content, CD’s, Presentations etc, it is expensive to change content continually therefore it is best suited for training material that is static.
- ✓ Also, Process-based training is best handled through the asynchronous method where the learner gets pre recorded study material that he studies at his own time and can post his queries to message boards, bulletin boards , discussion sited, seminars ... etc

The clear advantage of a self-paced course is convenience. Participants can get the training they need at any time allowing for a greater degree of flexibility.

1.3.What are the Relevant Multimedia Tools to eLearning?

eLearning is a way different from classroom instruction. It is visible, convenient, personalized, and accessible in nature. On the other hand, classroom or lecture-based instruction revolves around teachers, books, and lectures. The term multimedia conjures up a variety of meanings. Multimedia is the field concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally¹. "Multimedia is the use of a computer to present and combine text, graphics, audio, and video with links and tools that let the user navigate, interact, create, and communicate. This definition contains four components essential to multimedia. First, there must be a computer to coordinate what you see and hear, and to interact with. Second, there must be links that connect the information. Third, there must be navigational tools that let you traverse the web of connected information. Finally, because multimedia is not a spectator sport, there must be ways for you to gather, process, and communicate your own information and ideas. If one of these components is missing,

¹ Retrieved from <https://users.cs.cf.ac.uk/Dave.Marshall/Multimedia/node10.html> .Accessed on 19-01-2017

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you do not have multimedia. For example, if you have no computer to provide interactivity, you have mixed media, not multimedia. If there are no links to provide a sense of structure and dimension, you have a bookshelf, not multimedia. If there are no navigational tools to let you decide the course of action, you have a movie, not multimedia. If you cannot create and contribute your own ideas, you have a television, not multimedia¹."

Online training provides the opportunity for instructors to motivate and engage students by using the right mix of powerful course content, effective instructional methods, and multimedia aids. This part discussed how different multimedia mediums such as graphics, audios, videos, games, and animations can enhance the learning process and improve the performance of the students. Ruth Colvin Clark and Richard Mayer's book "eLearning and the Science of Instruction" (2009) found that "people learn more deeply from multimedia lessons when words explaining concurrent animations or graphics are presented as speech rather than onscreen text." They call this the modality effect. The study is not one of reading text from PowerPoint slides but the study included (among several comparisons) an interaction where narration and onscreen text were identical. In short, the researchers recommended the use of spoken rather than printed words in multimedia messages containing graphics with related descriptive words. The animation and narration groups generated between 41 – 114% more solutions than the animation and onscreen text group, even though both groups received identical animation and words. This is called the multimedia principle, and it forms the basis for using multimedia instruction to foster learning.

¹ Retrieved from <http://www1.udel.edu/edtech/multimedia> .Accessed on 12-01-2017

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Multimedia instruction refers to presentations involving words and pictures that are intended to foster learning¹. It helps learners understand concepts with the use of words and images.

Dr. Mayer² explained that there are three cognitive processes required for meaningful learning: selecting, organizing, and integrating. The multimedia techniques of his research aim to prime these processes. His research indicates that students learn better with multimedia.

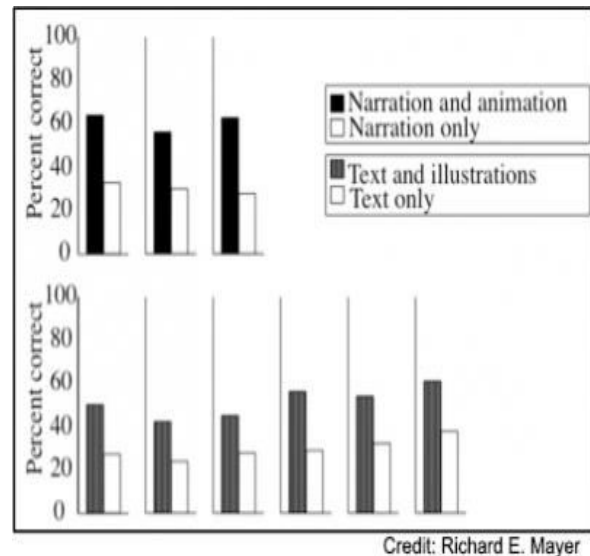


Figure 2 : Multimedia Learning by Dr. Mayer

The figure 2 above at right shows the results of nine studies, where the black bars represent presentation in words and pictures, while the white bars represent presentation of words alone. The Y axis is the percentage correct on a transfer test. “It is what gets me excited about the idea of multimedia learning: I think we can greatly increase peoples’ understanding, at least in this case of how things work, by including graphics.” He later added that additional research into multimedia learning and instruction is necessary but not all graphics are created equal. “It is very easy to use graphics in an ineffective way. So the real question here is: How can we integrate words and pictures to maximize learning?”

Dr. Mayer framed the remainder of his presentation around three top level-goals¹ in the design of multimedia instruction for the most meaningful learning²:

- Reduce extraneous processing.
- Manage essential processing.
- Foster generative processing.

¹ Retrieved from <http://mathewmitchell.net/multimedia/mml/> .Accessed on 21-02-2017

² Retrieved from <http://hilt.harvard.edu/blog/principles-multimedia-learning-richard-e-mayer> .Accessed on 22-02-2017

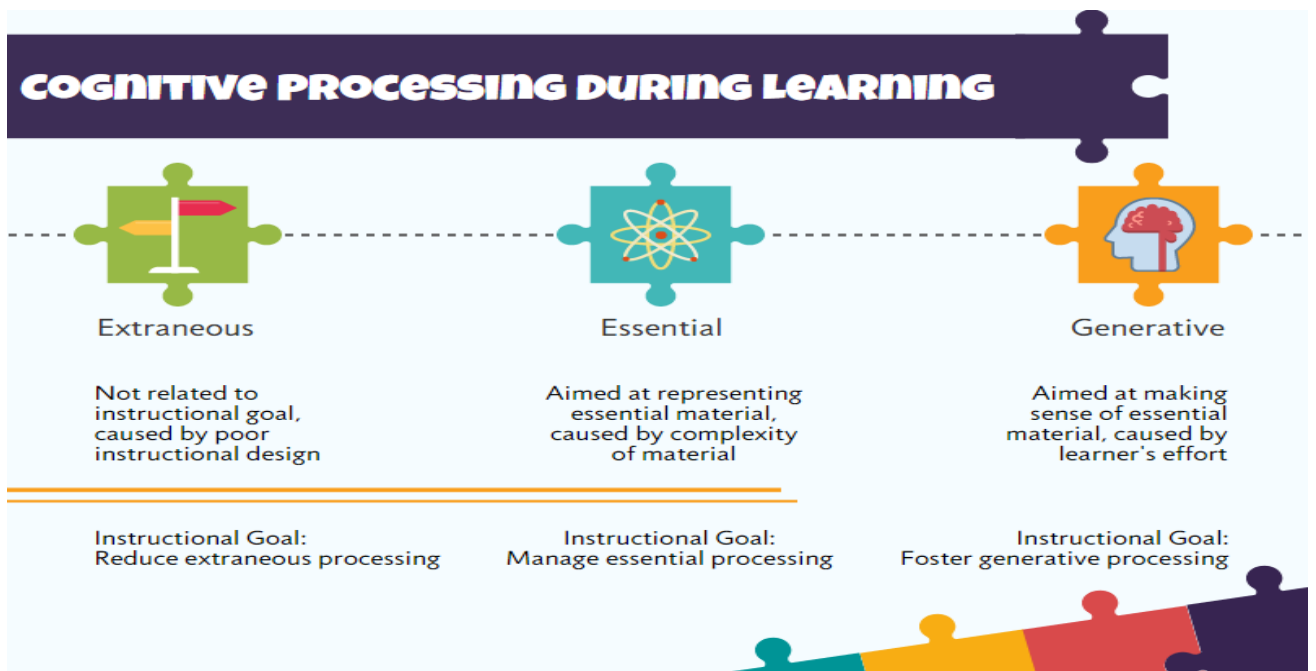


Figure 3 : Cognitive Processing During Learning¹

1.3.1. Reduce Extraneous Processing:

A learner experiences extraneous overload when the cognitive processing required to understand the essential material in a multimedia message combined with the cognitive processing required to process extraneous material exceeds the learner's cognitive capacity. There are five principles aimed at reducing extraneous processing: the coherence, signaling, redundancy, spatial contiguity, and temporal contiguity principles².

- ❖ **The Coherence Principle:** People learn more deeply from a multimedia message when extraneous material is excluded. The rationale for the coherence principle is that people are better able to focus on the essential material if we eliminate extraneous material that could distract them.
- ❖ **The Signaling Principle:** People learn more deeply from a multimedia message when cues are added that highlight the organization of the essential material. The rationale for the signaling principle is that people will learn more efficiently if the lesson is designed to call their attention to the important material in the lesson and how it is organized.

¹ Picture taken from <https://magic.piktochart.com/output/7055620-design-principles> .Accessed on 01-03-2017

² Retrieved from <https://elearningbuzz.wordpress.com/2010/09/02/extraneous-processing-overload/> .Accessed on 12-03-2017

- ❖ ***The Redundancy Principle:*** People learn more deeply from graphics and narration than from graphics, narration, and on-screen text. The rationale is that, with redundant presentations, people may waste precious processing capacity by trying to reconcile the two language streams of information or may focus on the printed words rather than the relevant portions of the graphics.
- ❖ ***The Spatial Contiguity Principle:*** People learn more deeply from a multimedia message when corresponding printed words and graphics are presented near to each other on the page or screen. The rationale is that spatial contiguity helps learners build connections between complementary words and graphics.
- ❖ ***The Temporal Contiguity Principle:*** People learn more deeply from a multimedia message when corresponding graphics and narration are presented simultaneously rather than successively. The rationale is that temporal contiguity helps learners build connections between corresponding words and graphics.

1.3.2. Manage Essential Processing:

Essential overload can occur when a fast-paced multimedia lesson contains material that is complicated for the learner¹. A learner experiences essential overload when the amount of essential cognitive processing required to understand the multimedia instructional message exceeds the learner's cognitive capacity. There are three principles aimed at managing essential processing: the segmenting, pretraining, and modality principles.

- ***The Segmenting Principle:*** People learn more deeply when a multimedia message is presented in learner-paced segments rather than as a continuous unit. The rationale is that segmenting allows people to fully process one step in the process before having to move onto the next one.

¹ Retrieved from <https://magic.piktochart.com/output/7055620-design-principles> .Accessed on 01-03-2017

- ***The Pre-training Principle:*** People learn more deeply from a multimedia message when they have learned the names and characteristics of the main concepts. The rationale is that pre-training allows people to focus on the causal connections in the multimedia explanation because they already know the names and characteristics of the key elements.
- ***The Modality Principle:*** People learn more deeply from a multimedia message when the words are spoken rather than printed. The rationale is that the modality principle allows learners to off-load some of the processing in the visual channel (i.e., the printed captions) onto the verbal channel, thereby freeing more capacity in the visual channel for processing the animation.

1.3.3. Foster Generative Processing:

These principles are intended to use social cues to prime the learner's motivation to exert effort to make sense of the material. Social cues in a multimedia message such as conversational style, voice, and gesture may prime a sense of social presence in learners that leads to deeper cognitive processing during learning and hence better test performance. There are four principles aimed at fostering generative processing: the personalization, voice, embodiment, and image principles¹.

- ***The Personalization Principle:*** People learn more deeply when the words in a multimedia presentation are in conversational style rather than formal style. The rationale for this technique is that conversational style can prime a sense of social presence in the learner, which causes the learner to try harder to make sense of what the instructor is saying by engaging in appropriate cognitive processing during learning, leading to learning outcomes that are better able to support problem-solving transfer.
- ***The Voice Principle:*** People learn more deeply when the words in a multimedia message are spoken in a human voice rather than in a machine voice. Human voice is intended to prime a sense of social presence in learners.

¹ Retrieved from <https://www.cambridge.org/core/books/multimedia-learning/principles-for-fostering-generative-processing-in-multimedia-learning/88DDEA80197CDD0990AC000D55FE7321> .Accessed on 13-03-2017

- ***The Embodiment Principle:*** People learn more deeply when onscreen agents display human-like gesturing, movement, eye contact, and facial expression. Human-like action is intended to create a sense of social presence with the instructor.
- ***The Image Principle:*** People do not necessarily learn more deeply from a multimedia presentation when the speaker's image is on the screen rather than not on the screen. Having a static image may cause distraction that detracts from any social benefits.

1.4. What are the Benefits of Multimedia in eLearning?

Online training provides the opportunity for instructors to motivate and engage students by using the right mix of powerful course content, effective instructional methods, and multimedia aids. One blog discusses how different multimedia mediums such as graphics, audios, videos, games, and animations can enhance the learning process and improve the performance of the students¹. Multimedia offers a wealth of benefits to online learners. We cannot deny the fact that most of our online students are busy professionals looking for a convenient and time-friendly source to improve their skills. The use of multimedia can greatly influence the learning process as it helps simplify knowledge and makes online instruction appealing to the learners. Here are few of the numerous benefits it offers:

- The use of multimedia in an online course can help bring course content to life. It helps learners visualize what is being taught and aids in developing an association between the learner and the knowledge. Let us put it this way. Whenever we come across something unknown, our brain tries to visualize it by creating an image of it. Having a ready-made image along with text can help learners jump right to the point, making learners familiar with the new concept.

¹ Retrieved from <http://www.360training.com/authoring-program/author-blog/benefits-of-multimedia-in-elearning> .Accessed on 28-03-2017

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- Multimedia improves learning by keeping the learners engaged and motivated to learn. Multimedia content should be used to enhance the course content and spice up learning, rather than become a distraction. For example, using audio narrations can reduce overload and help learners remain focused on the visual (animations) in the screen. But unclear sound or irrelevant background music can serve as a great distraction for the learner.
- The use of multimedia in eLearning courses is a great way to save learners time. Course content that can take hours to read (not forgetting different distractions that we are surrounded by) can be easily explained with videos or audio narrations in a matter of minutes.
- Learning by doing (and in this case, learning by viewing) is one of the most effective learning methods. Videos and animations can explain complex concepts more effectively than standalone text.
- Multimedia provides practical learning to online students, which they can relate and apply in real life.

The use of multimedia coupled with solid content and appropriate instructional methods can greatly influence the learning process¹. “People learn better from multimedia messages when they are designed in ways that are consistent with how the human mind works and are consistent with research based principles.”

2. Social Media:

The number of people who use technology to enhance their lives increases daily; support the claim by Bicen and Cavus study that technology is the fundamental resource of communication in the 21st century (Bicen & Cavus, 2011). Since the introduction of these social networking sites (SNSs) years ago, to communicate with friends and family has been easy once you have access to internet. The internet has given us that ability to connect with people from around the globe with a few clicks of a button, and you can easily send information to a friend or get it. These SNSs have attracted millions of people whom have integrated these SNSs into their daily practice, because SNSs support range of interest and

¹ Retrieved from <http://www.360training.com/authoring-program/author-blog/benefits-of-multimedia-in-elearning> .Accessed 28-03-2017

practices (Boyd & Ellison, 2008). SNSs allow people to communicate with each other around the world via the use of internet. Libazi on her essay stated that since the use of cell phones and internet increased, it results to the increase of the use of SNSs as technology emergent among new generation (Libazi, 2010). This is largely due to the proliferation of smart phones, which allows the users to access any SNSs they want if they have means to. This means millions of people in schools, streets, malls, sideway, everywhere their eyes are glued to their screen and head down, fingers typing (Hogan et al., n.d.). The study by Bicen & Cavus show that the used of cellphone to connect to Facebook is growing; in 2011 they were more than 250 million Facebook active users using their mobile phones to access their Facebook (Bicen & Cavus, 2011). Eventually this shows that as the Facebook user increases, the number of people using their mobiles to access Facebook are also increasing.

2.1. What is Social Media?

A social network is a social structure made of nodes which are generally individuals or organizations. It indicates the ways in which they are connected through various social familiarities ranging from casual acquaintance to close familial bonds. Within the last decade, social media has become one of the most powerful sources for news updates, online collaboration, networking, viral marketing and entertainment. Thus, they are interactive platforms where content is created, distributed and shared by individuals on the web. Social media websites and applications allow users to create and exchange user-generated content on the web. They are Internet sites where people interact and talk freely, sharing and discussing information about each other and their lives, participate and network through technologies such as blogs and SNSs, using a multimedia mix of personal words, pictures, videos and audio. At these Web Sites, individuals and groups create and exchange content and engage in person-to-person conversations¹. Hence, a social network allows communicating, making a dialogue or conversation based on authenticity, within a framework that relies on the good will of its members. They appear in many forms including blogs and micro-blogs, forums and message boards, social networks, wikis, virtual worlds, social bookmarking, tagging and news, writing communities, digital

¹ Retrieved from <http://heidicohen.com/social-media-definition/> .Accessed on 14-03-2017

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storytelling and scrapbooking, and data, content, image and video sharing, podcast portals, and collective intelligence.

Depending on the platform and purpose, users are free to choose whether their whole profile or selected content will be publicly accessible or only visible to selected audiences. Types of content might be short status updates, longer text pieces, links, images, audio or video files, publications or CV-related items (See table 1). Other users can then subscribe to a profile to receive regular updates about new content. This connection might automatically be mutual or allow selectiveness depending on the platform. For example, becoming friends in Facebook or connecting in LinkedIn means that both users will see each other's updates, whereas on Twitter or Google+ users can decide whether they want to follow a new contact back. Content can be indexed by using tags or Hashtags (#). Tags are key words which, when attributed to photos, blog posts etc..., allow users to find content relevant to a certain topic more easily. The term 'Hashtag' describes a similar concept. Adding the hash symbol # in front of any word, phrase or abbreviation turns it into a link that when clicked displays all content containing the particular hashtag in one stream. The concept of a hashtag to initiate and collate conversations about a certain topic is now widely used, both in popular (e.g. for TV shows or radio broadcasts) and academic culture.

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Content	Suggestions	Potential Pitfalls	URLs
Short Statuts updates	Post informative, interesting or engaging updates, e.g. “I am presenting a poster at conference X, come and say hi!”	Avoid boring or too personal updates (“I just had a sandwich”), gossip, personal attacks or excessive negative feelings. Be aware of the sensitive nature of posting about unpublished data, proposals, reviews, collaborators, students etc.	http://www.twitter.com
	“Has anyone got experience with technique Y?”		http://www.facebook.com
Longer Text	Informative: current research, new papers, conference reports.	Shorter texts (500–700) words are more likely to be read in full. Use images, hyperlinks or multimedia to make text more engaging. Avoid jargon.	http://www.wordpress.com
	Discussion: Opinion pieces, reflections,		http://www.blogger.com
	Creative writing.		http://www.tumblr.com https://plus.google.com/
Photos	Snapshots from live research, lab/field trips. Data that might not be published otherwise. Use tags or hashtags to contribute to existing image pools and make images accessible.	Avoid using pictures protected under copyright or without appropriate creator attribution, photos of people without having their permission, images you might want to use in a publication.	http://www.flickr.com http://www.pinterest.com http://www.instagram.com http://www.facebook.com
Video	Short clips taken with camera or smartphone.	Make use of captions to provide additional information. Think about appropriate length (shorter might reach more people). Avoid using copyrighted music.	http://www.youtube.com
	Interviews, techniques, lectures and talks.		http://www.vimeo.com
	Data that might not be published otherwise.		http://www.vine.co
	Creative videos (e.g. songs, cartoons).		
Links	Use link shorteners to save space and track clicks.	Avoid posting links without any or with a vague description.	http://www.twitter.com http://www.reddit.com https://plus.google.com/ http://www.facebook.com
Audio	Soundbites of field trips, events. Longer audio pieces, e.g. interviews, recordings of talks or podcasts.	For longer pieces pay attention to microphone quality and acoustics of the surroundings.	http://www.audioboo.com
	Science songs.		http://www.soundcloud.com
Publications and CV items	Invest time to create a professional online presence and keep it up to date.	Before uploading full-text versions or pre-prints, carefully check publisher conditions.	http://www.academia.edu http://www.researchgate.net http://www.linkedin.com

Table 1: Types of Content on Social Media

2.2. Different Categories of Social Media:

Social media list a patchwork of sites and applications. Nevertheless, for the sake of clarity, we can propose a classification distinguishing different families according to their purposes. We are inspired; especially to make this classification, Fred Cavazza proposals¹ published on the site Mediassociaux.fr

2.2.1. Media Sharing Websites / Media Sharing Networks:

Online service where users can post or upload and share various media such as pictures, videos, links ... with other users and also interact with them through social media profiles, messages and comments. So every published item is attached to a member and can be commented on and rated. The community or advertisers can create channels and groups to unite micro-communities. Examples: YouTube, Slideshare, Instagram, Snapchat ...etc. This type of social network is defined by the primary type of media shared among users. Facebook and Twitter have amazing video and image-sharing capabilities; however, the majority of posts shared on these channels contain text. For channels such as Flickr or Instagram, however, images are the main focus—users have to choose, upload and edit image files before proceeding with anything else, such as captions or mentions of other users. Similarly, with sites such as YouTube and Vimeo, or applications like Vine and Snapchat, video is the primary mode of communication.

2.2.2. Social Publishing Platforms:

They are restricted sites, where each user has a profile and can make virtual social connections with others, and then members are linked bilaterally or through groups. It allows users to build web pages featuring personal portfolios and interests and usually, they affect a wide reader's community. Some networks also offer more sophisticated features (messaging, publication and sharing of content...). It includes blogs, micro-blogs, forums and participatory sites like wikis that allow making posts (ask questions, solicit opinions and the like) and hold conversations by posting messages. So you can set up your own profile on these networks, use the different features of the network to connect and share with others and interact in a host of other ways.

¹ Translated from <https://fredcavazza.net/2016/04/21/panorama-des-medias-sociaux-2016/> .Accessed on 12-04-2016

2.2.3. Social Media Networking / Social Networks for the General Public:

They are services that allow you to connect with other people of similar interests and background¹. They are mostly represented by social contact networks. Internet users that connect want to interact directly with other users, and expand their circles of knowledge based on personal or professional goals. These pages are used to connect with friends, colleagues and other users in order to share media, content and communications. Usually they consist of a profile, with extensive information about the user, and most often require them to register with their real name, various ways to interact with other users, ability to setup groups, etc. Relationship networks allowed us to keep all our communications in one place, on our Walls, Timelines or private messages, and share updates with our entire networks in one click. They vary from professional relationship networks that help you find work, connect with other professionals in the field, and share recommendations, to romantic relationship networks that help you find single users in your area. Examples of the most popular social networks include Facebook (social), LinkedIn (professional), MySpace and Twitter ... etc.

2.2.4. Social Media for Discussion :

Discussion tools can be in various forms: forums, instant messaging systems and VoIP systems. These are online conversation tools. They are used to discuss both remotely as part of privacy as in the professional life and allow to harmonize and synchronize the work. They count especially in their ranks, discussion forums and instant messaging. The conversations usually organized around personal affinity or for professional purposes. For instance, the world leader; in terms of discussion tool; is Skype (See table 2). Social media can also be classified by their ability to facilitate certain social functions. These social functions often involve identity, conversation, sharing, presence, relationships, reputation, and groups. Kaplan and Haenlein created a classification scheme using six different types of social media-- collaborative projects² (e.g. Wikipedia), blogs and micro-blogs (e.g. Twitter), content communities (e.g. YouTube), social networking sites (e.g. Facebook), virtual game worlds (e.g. World of Warcraft), and virtual social worlds (e.g. Second Life).

¹ Retrieved from <https://typesofsocialmedia.com/> .Accessed on 12-04-2016

² Retrieved from <https://fr.scribd.com/doc/63799736/Kaplan-and-Haenlein-2010-Social-Media> .Accessed on 12-04-2016

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Discussion Tools	Discussion Forums: PhpBB Instant Messaging: Skype
Publishing Tools	Wikis: Wikipédia Blogs: Blogger, Skyblog
Social Network Contact	General or Personal Social Networks: Facebook, MySpace, Twitter Professional Social Networks: LinkedIn, Viadeo Virtual Worlds: SecondLife, World of Warcraft
Social Network Content	Micro-publication: Twitter, Pownce Sharing videos: YouTube, DailyMotion, Vimeo Photo sharing: Flickr, Instagram Social Bookmarks: Delicious, StumbleUpon Music Sharing: Soundcloud, Bandcamp, Deezer Sharing places: Dismoioù Livecasting : Justin.tv, Twitch.tv

Table 2 : Different Categories of Social Media

2.3. What are the Most Popular Social Media in Algeria?

In 2014, the largest social network was Facebook and other popular networks include Twitter, Instagram, LinkedIn, and Google+.

2.3.1. Facebook:

Today, Facebook is the world's largest social network, with more than 1 billion users worldwide. The fact that the most emblematic social network, Facebook, finds originally in university campus is not a coincidence or a chance. The University is in fact a catalyst of social interaction, exchange information and co-production of knowledge, activities also characterized social networks. It is a popular free online social networking service website that it was launched on February 4, 2004, by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes¹. The founders had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities and later to high-school students. Facebook now allows anyone who is at least 13 years old to become a registered user of the website. Its name comes from a colloquialism for the directory given to it by American universities students. Facebook allows registered users to create profiles, upload photos and video, send messages and keep

¹ Retrieved from <http://www.telegraph.co.uk/technology/facebook/10615248/Facebook-at-10-Zuckerberg-hails-incredible-journey.html>
.Accessed on 09-04-2016

in touch with friends, family and colleagues. The site, which is available in 37 different languages, includes public features such as:

- Marketplace - allows members to post, read and respond to classified ads.
- Groups - allows members who have common interests to find each other and interact.
- Events - allows members to publicize an event, invite guests and track who plans to attend.
- Pages - allows members to create and promote a public page built around a specific topic.
- Presence technology - allows members to see which contacts are online and chat.

2.3.2. Twitter:

Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets"¹. Today's Twitter is now less focused on "What are you doing?" and more about "What's going on?" It has emerged as a source for discovery, with a focus on sharing relevant information and engaging in conversation. Many people now think of Twitter as a news source rather than a social network, using it for networking and discussion based on their own interests. Since launching in 2006, Twitter has seen incredible growth as more people have discovered its usefulness. According to a survey from the Pew Research Center's Internet & American Life Project, 19% of online adults use Twitter (up from 8% in 2010), and that percentage grows to 35% among online adults aged 18-29. There are always new people joining Twitter, so there is always a lot of interesting discussion to follow².

¹ Retrieved from <http://www.igi-global.com/dictionary/twitter/30754> .Accessed on 13-04-2016

² Retrieved from <http://www.gcflearnfree.org/twitter101/1> .Accessed on 25-03-2017

2.3.3. Instagram:

Instagram describes itself as a ‘fast, beautiful and fun’ way of sharing your life with friends and family. It is a photo-sharing social media app that allows users to take and upload photos from their smartphone camera, add filters, captions and location info and then share them with ‘followers’¹. It was launched on October 6, 2010, it is a free online program and social network that enables users to take, edit and share photos with other users via Instagram's own platform, email, and social media sites including Twitter, Facebook, Tumblr, Foursquare and Flickr².

2.3.4. LinkedIn:

LinkedIn is an online social network for business professionals. It is different than other social networking sites like Facebook because it is designed specifically for professional networking -- finding a job, discovering sales leads, connecting with potential business partners -- rather than simply making friends or sharing media like photos, videos and music³. It is designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally⁴.

2.3.5. Google+:

Google+ (pronounced Google plus) is a Google social networking project. The Google+ design team sought to replicate the way people interact offline more closely than is the case in other social networking services, such as Facebook and Twitter. The project’s slogan is “Real-life sharing rethought for the web⁵.”

¹ Retrieved from <https://instagram.com/about/faq/#/> .Accessed on 25-03-2017

² Retrieved from <http://searchio.techtarget.com/definition/Instagram> .Accessed on 28-02-2017

³ Retrieved from <http://computer.howstuffworks.com/internet/social-networking/networks/linkedin.htm> .Accessed on 25-03-2017

⁴ Retrieved from <http://whatis.techtarget.com/definition/LinkedIn> .Accessed on 19-02-2017

⁵ Retrieved from <http://whatis.techtarget.com/definition/Google-plus> .Accessed on 19-02-2017

2.4.What is the Relationship between Social Media and Learning English Language?

Undoubtedly, the sharing knowledge and information process cannot function without communication among people. For example, authors write books to impart knowledge to the World, and teachers share their experience with their students. Also, friends or co-workers discuss their ideas with each other, and companies exchange information with their subsidiaries and customers. So in any field we tend to learn, we cannot do it without an effective communication; the process by which we exchange information between individuals or groups of people and where we try as clearly and accurately as we can, to convey our thoughts, intentions and objectives. Many people believe that the significance of communication is like the importance of breathing. Being able to communicate effectively is the most important of all life skills. In present age, communication skill is introduced in every organization, weather you are joining for a job or getting admission in any good university. Besides, the advent of the Internet not only allows people to have better access to knowledge and information in all fields, but also makes it easier and faster to contact with people around the world.

Actually we live in a hyper-connected, fast-paced world, and things are not changing anytime soon. As our world becomes more and more connected through technological advances, it is becoming increasingly obvious that learning another language is beneficial for many reasons. Hence the language is the main barrier in the communication. Because through language, we shall express our thoughts and communicate with other peoples and get knowledge from different cultures. There are thousands of languages in the worlds, so to remove languages barrier we have to use common languages in the world so that we easily communicate with everyone. As a result, more people around the world than ever before are studying and learning "English Language" because it has become the international language of education and business and the massive means of communication.

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English, along with French, is one of the two working languages of the United Nations Secretariat, and one of the Organization's six official languages¹. Because it is so widely spoken, English is often referred to as a "World Language", or the lingua franca of the modern era. English is the most commonly used language among foreign language speakers. It may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use English to communicate on a regular basis is 2 billion! In 2015, out of the total 195 countries in the world, 67 nations have English as the primary language of 'official status'. Plus there are also 27 countries where English is spoken as a secondary 'official' language². Throughout the world, when people from different nationalities want to communicate, they commonly use English language. This is particularly true for English language learning, as language and intercultural competencies are of extreme importance for living and working in the knowledge society. It is possibly the world's most accessible language due to its massive presence in films, TV and the internet³. That is why it is likely to call it "The Language of Communication". It is also internationally recognized as the language of science. Most of the knowledge related to computer or health by example is in English. Being able to use English in your researches – especially on the Web - will give you unlimited access to knowledge! Moreover, speaking English will enable you to contact people from all over the world and to travel more easily.

In universities and colleges in Great Britain, the United States, Canada, Australia, New Zealand and Singapore, which attract the most number of international students, the primary language of instruction is English. Most of the top business schools, medical centers and advanced-study institutes are located in North America and Great Britain, and English is the language used in every activity at these institutions of higher learning. Most peer-to-peer journals and technical periodicals that give international acclaim to scientists, engineers, technologists, and technocrats are printed in English⁴.

¹ Retrieved from <http://www.un.org/en/events/englishlanguageday> .Accessed on 22-04-2017

² Retrieved from <http://www.stgeorges.co.uk/blog/learn-english/how-many-people-in-the-world-speak-english> .Accessed on 22-04-2017

³ Retrieved from <http://www.stgeorges.co.uk/blog/learn-english/how-many-people-in-the-world-speak-english> .Accessed on 22-04-2017

⁴ Retrieved from <http://www.inlinguamalta.com/blog/the-importance-of-learning-english> .Accessed on 22-04-2017

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Thus, since English is the official language of the world. It is an international language, spoken in many countries both as a native and as a second or foreign language. Hence, it is of paramount importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing language competency among the students. These stereotyped methods and teaching material makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore the necessity to deviate from the grand methods and materials and to use innovative material and techniques of teaching has been strongly felt. Innovative methods help in bringing a change and most of the times for the better. With the use of novel teaching techniques, creating novel activities and tasks and participating in the same and use of authentic material, teachers can involve learners directly in the learning process by providing them direct experience by assuring their participation directly in the learning process. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit. By using authentic teaching material available around and the material that is connected to the experiential and background knowledge of the students, an English class room can be made interactive, interesting, enthusiastic and learner friendly.

Daily observations and recent scholarly traditions suggest that a certain amount of learning takes place beyond the confines of the individual mind. Learning a different language involves social aspects which influences the way in which individuals learn language. Today, learning English involves much more than studying a textbook, doing tests, and putting dictums into practice. With the advent of the Internet and its attendant technology, hosts of options exist for improving your English skills due to the different avenues in which new social media have created. These options involve interacting with

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others online via social networks - communicating in order to learn about other cultures, have fun, and to learn English at the same time¹.

Social media provides the learner with the possibility of participating in actual, real-time, relevant conversations taking place online, and practicing the target language with or without the help of an experienced teacher by his or her side. In 2007, the British Council conducted market research into how the Internet has affected the preferred learning styles of young people wanting to learn English around the world. The results of this research suggest that if teachers are to remain relevant and effective, then they need to use 'learning technologies' to help students reach the world outside the classroom. 69% of learners around the world said that they learned most effectively when socializing informally. The research also showed that students who felt they were getting enough opportunities in their lives to socialize informally were also successful in their learning. The results stated that the student found time both to study and socialize as much as they want. It is important to understand that successful students combine studying and socializing, and that combining the two things helps them to be successful at both. The average young person in the world today owns technology. It feels like everyone has a mobile phone today. In China, more people have mobile phones than land-line phones. In some African countries, people own more than one phone each on average and the conditions in India is not different at present. These findings suggest that sometimes young people get more new information from the technology they use outside of school than they do from their teacher in the classroom. Sometimes, young people learn more from using the Internet at home or in a café than they do at school².

¹ Retrieved from <https://www.learnenglish.de/improveenglish/socialnetworks.html> .Accessed on 28-03-2017

² Retrieved from <http://joell.in/wp-content/uploads/2016/03/INFLUENCE-OF-SOCIAL-MEDIA.pdf> .Accessed on 28-03-2017

3. Theories Supporting English Language Learning by Social Media:

From a historical perspective foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language, five hundred years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world. In the mid-late nineteenth century, opportunities for communication increased among Europeans and there was a high demand for oral proficiency in foreign languages. Unfortunately, we are not going to have the same opportunities as we did in our native language where we were in constant contact with mothers, fathers and siblings who corrected our every mistake, nor do most of us want to spend 18 years of our lives studying a language just to achieve high school level fluency. Some people have a natural knack for learning languages, but for others learning a new language can be a daunting task. The best way to learn a new language varies depending on your particular learning style. Students are typically taught using a combination of the three learning styles mentioned before, but they usually have a strong preference for one.

Regarding the learning of languages, three main theories have approached, from different perspectives, the question of how language is learnt. Thus, behaviorism emphasizes the essential role of the environment in the process of language learning whereas mentalist theories give priority to the learners' innate characteristics from a cognitive and psychological approach. A third approach claims for relevant concepts such as a comprehensible input and a native speaker interaction in conversations for students to acquire the new language¹.

Learning a foreign language is an interactive, social process. It has often be described as one of the most impressive mental operations of the human mind in view of the complexity of grammatical structures, the size of the mental lexicon, and the multiple functionality learners of any language are confronted with (e.g. Schwarz, 1992: 102). Learning based on constructivist principles will allow learners to tap into resources and acquire knowledge rather than force them to function as recipients of instruction. In the

¹ Retrieved from <https://fr.scribd.com/doc/27119452/general-theories-of-foreign-language-learning-and-acquisition> . Accessed on 21-04-2017

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other hand, it is said that a growing demand for language learning, however, cannot be met by courses and software following a traditional, behaviorist and instructional methodology. It is argued that a constructivist paradigm for learning focusing on learning in terms of knowledge construction rather than knowledge transmission is better suited for a kind of language learning that leads to the development not only of communicative and structural skills but which also integrates language awareness and learning competence as equally important aims into its curriculum.

In fact, behaviorism, cognitivism and constructivism are the three broad learning theories most often utilized in the creation of instructional environments. These theories, however, were developed in a time when learning was not impacted through technology. Over the last twenty years, technology has reorganized how we live, how we communicate, and how we learn. Learning needs and theories that describe learning principles and processes should be reflective of underlying social environments. Vaill emphasizes that “learning must be a way of being – an ongoing set of attitudes and actions by individuals and groups that they employ to try to keep abreast o the surprising, novel, messy, obtrusive, recurring events...¹”.

For van Lier (2004), language articulates the relations between people and the world and as such, context is central and ecological; accordingly, there is no reason to teach or learn de-contextualized or prescriptive grammars. Nonetheless, linguistic accuracy is important (Ellis, 2008), and thus Felix (2005) has called for a mix of social and cognitive constructivist approaches to language acquisition. By combining the two approaches, learners can be exposed to a range of activities that promote increasingly complex automated responses, engage in autonomous learning and simultaneously develop both cognitive and metacognitive processes².

¹ Retrieved from http://www.ingedewaard.net/papers/connectivism/2005_siemens_ALearningTheoryForTheDigitalAge.pdf .Accessed on 20-04-2017
²https://www.researchgate.net/profile/Cameron_Clark2/publication/229001225_The_use_of_social_networking_sites_for_foreign_language_learning_An_autoethnographic_study_of_Livemocha/links/0deec53887ee646ee800000.pdf .Accessed on 26-04-2017

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Changes in the world created by technology lead to the discussion of the changes within the current student population and the role technology has played. Previously prevalent learning theories of behaviorism, cognitivism, and constructivism need to be updated. Since the advancement of the Internet as a significant medium of access to information and communication, the practice of networked learning has tended on its use. Thus, educators are scrambling to address the impact of advanced web technologies on learning and to determine a theory to explain and guide teaching and learning as the digital age evolves. The Centre for Studies in Advanced Learning Technology (CSALT), a research group at Lancaster University, UK, is one of the promoters of Networked Learning as a new learning theory. In 2004, George Siemens introduces an alternative learning theory known as 'Connectivism' denouncing boundaries of behaviorism, cognitivism, and constructivism¹. It was presented as "A Learning Theory for the Digital Age" (Siemens, 2005). Further in 2005, Siemens expands his theory and its close relation to networked learning. The two theories are aligned with Etienne Wenger's approach of knowing and learning in the form communities of practice².

"Networked Learning" is learning in which Information and Communication Technology (ICT) used to promote connections; between one learner and other learners, between learners and tutors, between a learning community and its learning resources (Goodyear, 2001). The second principle of connectivism is about network forming, and it relates largely to network learning. In other words, networked learning is a subset of connectivism (Siemens, 2005). A benefit of connectivism is that, as Cormier (2008) recommends, it is allowing a community of people (working with learning technologies) to legitimize what they are doing. Educators wishing to extend the use of social media within their practice can refine and spread knowledge more quickly through membership of multiple communities and this is what is known as a "Community of Practice (CoP)".

¹ Retrieved from <https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf> .Accessed on 12-01-2017

² Retrieved from <https://midt2012.wordpress.com/2013/03/15/connectivism-networked-learning-and-communities-of-practice> .Accessed on 14-01-2017

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“A community is the clustering of similar areas of interest that allows for interaction, sharing, dialoguing, and thinking together” (Siemens, 2003). Communities foster learning through informal means and regards peer-to-peer learning as valuable as teacher instruction. Connections to continued learning are valued much more than existing learning. Small communities are seen as the future of effective life-long learning¹. This is what is called "Communities of practice" and defined as groups of people who share concerns or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 2006). When communities of practices involve more than a few members, and become dispersed, or there is much information to be exchanged, technology is inevitable (Droschl, 2004).

Wenger (2006) identify three characteristics of communities of practices²:

- The domain, defined by a shared domain of interest.
- The community, members engage in joint activities and discussions, help each other, and share information.
- The practice, members develop a shared repertoire of resources: experiences, stories, tools, ways of addressing of recurring problems-in short a shared practice.

Connectivism, networked learning, and communities of practice all agree that learning is no longer internal, individualistic activities. Knowledge is viewed not only residing in the mind of an individual nor in one location but as being distributed across an information network or multiple individuals. Thus learning and knowledge creation are dependent on a diversity of views and opinions and on access to different information streams or hubs (Boitshwarelo, 2011). First of all, learning foreign language is a mixture of these two: there is information to be memorized (vocabulary lists, grammar rules etc.), but it also takes a lot of practice to become a fluent listener and speaker. Learning a foreign language needs a special skill and is more than memorizing new phrases and words. Good language learning environment will consider the user’s style of learning, even the time and pace in learning the new language. Virtual community is a good language learning environment.

¹ Retrieved from <http://etec.ctlt.ubc.ca/510wiki/Connectivism: Teaching and Learning> .Accessed on 26-04-2017

² Retrieved from <http://wenger-trayner.com/introduction-to-communities-of-practice/> .Accessed on 09-01-2017

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Today, foreign language learning especially English language becomes more and more important, but most people have no time learn it in school. Then many ones study it in their free time. Thus, good learning environment becomes important too. With the virtual communities are applied in study, they have improved the good learning environment. The users in communities interact with each other through communities provided an advanced level of a social network service combined with general aspects of a metaverse. As virtual communities emerge on the Internet, virtual forms of intent community participation follow. We intend to provide a virtual learning environment through virtual communities. Learners participating in virtual communities learning can be transformed from passive receivers of authentic materials to engaged authors of their own second language (L2) artifacts. Such practice provides L2 learners with a safe and motivating environment in which they can enhance their perceived self-efficacy¹. Howard Rheingold said in *The Virtual Community*: Virtual community is a group of people who may or may not meet one another face-to-face, and who exchange words and ideas through the networks. It refers to an online site where people come together, communicate, and relate to one another. In this Internet age, where anything is virtually possible, being a member of a virtual community dissolves the physical distance you have with a friend and gives you a different source of entertainment.

Siemens' Connectivism Learning Theory suggests that online peer networks, such as social media sites and online forums, play a vital role in eLearning experiences. They allow learners to learn from social interaction and collaboration, and by benefiting from the personal experience and diverse opinions of their peers². Social media allows friends, family, and co-workers to easily stay connected. Those same tools can be used to establish a community of practice (CoP) where participants connect to nurture and learn from one another³. Connectivism believes that learning can reside outside of ourselves, it can happen within a group of people, learning community, organization or databases. It is focused on collecting specialized set of information, and the connections that enable us to learn more are more important than our current state of knowing (Siemens, 2004)⁴. It can be also used

¹ Retrieved from http://ac.els-cdn.com/S1876610212005012/1-s2.0-S1876610212005012-main.pdf?_tid=316a2ec2-2f79-11e7-a53b00000aab0f27&acdnat=1493758502_965e11dfd3e7b0dde45dc962f486cd51 .Accessed on 06-02-2017

² Retrieved from <https://elearningindustry.com/5-tips-using-connectivism-elearning> .Accessed on 12-12-2016

³ Retrieved from <https://elearningindustry.com/top-10-tips-create-corporate-learning-community-of-practice> .Accessed on 12-12-2016

⁴ Retrieved from <https://midt2012.wordpress.com/2013/03/15/connectivism-networked-learning-and-communities-of-practice> .Accessed on 14-01-2017

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as an important instructional guide or theory to develop previous learning theories for their application to a globalized and networked world, but not as a standalone learning theory (Ally, 2007). Connectivists claim that recent developments in terms of language learning support their assumptions of knowledge connectivity. This brings into light the fact that technology integration can play a large role in changing our learning environments to better support the development of higher-level thinking skills needed by the 21st century.

Within the framework of cognitive constructionism, Jean Piaget defined two principles for learning. First, learning is presented actively, and second, learning must be authentic and connected to real life (Piaget, 1977). Connectivism supports this definition by offering specific technological opportunities for the learner to be actively involved in the presentation of a body of knowledge. Students are able to recognize and interpret patterns by connecting to a diversity of representative networks. Furthermore, they are able to personally acclimate within a social network that encompasses experts from specific bodies of knowledge. For example, with the aid of multimedia, a student can experience a computer based environment on Mars, while still being supported by their larger classroom setting. With constructivist factors that influence learning, such as engagement, participation, social, or cultural issues, the student can also build their own society or culture there, allowing networking opportunities to assist the critical analysis of this new world. Factors associated with prior knowledge of how life is supported and adapted to the elements and patterns seen in this new world show how being immersed into a new situation through the computer can make the learning personal and meaningful.

Learning in connectivism terms is a network phenomenon, influenced, aided, and enhanced by socialisation, technology, diversity, strength of ties, and context of occurrence. Siemens sets a bold research agenda around the sharing of cognitive tasks between people and technology; coping with rapid change in the 'Information Ecology'; and the impact of theories of networks, complexity and chaos. He established a set of principles for connectivism, broad guiding statements¹. It has been offered as a new

¹ Retrieved from <http://usir.salford.ac.uk/2569/1/ConnectivismEdDev.pdf> . Accessed on 26-04-2017

learning theory for a digital age, with four key principles for learning: autonomy, connectedness, diversity, and openness¹.

3.1. Principles of Connectivism:

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

The potential of applying the connectivist principles in foreign language education has been discussed mainly among practicing teachers, sharing their experience on the internet discussions in blogs; however, they mostly restrict their ideas to a simplified principle of connectivism as the connection between the learner and diversity of resources. They point out the potential of the internet and/or social networks (e.g. Facebook, Twitter), communication technologies (e.g. Skype), and emphasize the possibility of creating networks of foreign language teachers by the means of blogs or discussion groups. One of the most precise analyses of the foreign language education from the connectivist point of view was provided by Al-Shehri (2011), who illustrates the connectivist principles by the examples of his research of m-learning (mobile learning) in EFL at the King Khalid University in Saudi Arabia. However, this study is also restricted just to the use of technologies and social networks². Katerina Veselá in her paper entitled "Connectivism in

¹ Retrieved from <http://files.eric.ed.gov/fulltext/EJ979651.pdf> .Accessed on 19-03-2017

² Retrieved from https://www.academia.edu/6267161/Connectivism_in_Foreign_Language_Education .Accessed on 26-04-2017

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Foreign Language Education" said that "our thoughts will be devoted to the potential of basic connectivist principles and their application in foreign language education. Applied linguistics as an applied science is - and has always been - based not only on linguistic, but also pedagogical theories, which is a fact that allows us to consider connectivism as a possible source of theoretical background for foreign language education in the digital age¹.

According to connectivism, learning is the formation of connections in a network. The learning theory, therefore, in the first instance, explains how connections are formed in a network. Connectivism says that learning is something very different from what is described in other theories. This is one reason we say connectivism is a learning theory: the vocabulary of learning it employs is in some ways importantly incommensurate with that of other theories². In 2006 Stephen Downes outlined a controversial distinction between groups and networks in a moving blog post and presented this in a more formal way in this presentation in New Zealand³. His distinctions between groups and networks are summarized in the next table.

Group Emphasises	Network Emphasises
Sameness	Diversity
Order and control	Autonomy
Borders and membership	Openness
Additive, cumulative knowledge	Emergent knowledge

Table 3 : Downes' Dimensions of Difference between Groups and Networks⁴

This distinction can present a difficulty to those used to immersed in social constructivism⁵ but is interpreted liberally by many, including Siemens. In fact, the term community is often used in discussions of connectivism, and it is clear sometimes it is social networks that are being discussed rather than the networks of human and non-human appliances of the theory.

¹ Retrieved from https://www.academia.edu/6267161/Connectivism_in_Foreign_Language_Education .Accessed on 26-04-2017

² Retrieved from <http://halfanhour.blogspot.com/2014/04/connectivism-as-learning-theory.html> .Accessed on 08-01-2017

³ Retrieved from <http://www.downes.ca/post/42521> .Accessed on 12-01-2017

⁴ Retrieved from <http://halfanhour.blogspot.com/2006/10/that-group-feeling.html> .Accessed on 12-02-2017

⁵ Retrieved from Social constructivism emphasizes the role of culture and context in the construction of knowledge PDF http://projects.coe.uga.edu/epltt/index.php?title=Social_Constructivism#What_is_Social_Constructivis m.3F .Accessed on 26-04-2017

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By a detailed comparison of a control group using face to face education and an experimental group using the social network Facebook, the study; done by Elham Akbari, Ahmad Naderi, Robert-Jan Simons and Albert Pilot published in 14 April 2016; found significant differences between the two groups in terms of learning, engagement and motivation. The Facebook group showed higher outcomes in the Test of English as a Foreign Language (TOEFL) post-test than the face to face group with no differences in the pre-test. The Facebook group report significantly higher levels of engagement and motivation after the course than the face to face group¹. Still, rare studies were interested precisely in the role of Facebook in learning foreign languages.

The technology is a two-edged weapon that must be taken care of when applied on education field, especially in the early stage of the students, so that they can use the bright side of the technology and keep them away from the dark side of it. Technology integration, if done properly, can do many things to help in the process of creating more authentic learning environments and more. At this moment in time it is rather difficult to assess the perspectives and future trends in the use of new technologies in foreign language learning. Obviously, most educational publishers and software developers are currently experimenting with a variety of formats. In particular, the use of virtual learning environments including telecooperative learning, teletutoring, and hybrid learning systems combining the use of the internet with local applications (possibly on CD-ROM) is being looked at very carefully. The World Wide Web is being considered both in terms of a delivery system for materials as well as in terms of a platform for communicative and interactive learning opportunities. As far as such activities are concerned, for instance, the University of Essen is involved in a project setting up a Virtual Language Centre in co-operation with an educational publisher. Also, quite a number of virtual resource centres both for teachers and for learners are being set up on the internet. The Council of Europe is financing a project dedicated to establishing such a resource centre for vocationally oriented language learning. Raised in the world of interactive media, the Internet, and digital messaging technologies, most of today's learners have different expectations of their learning experiences when compared to learners in the past. At present, technology influences all theoretical viewpoints by providing techniques and unique instructional

¹ Retrieved from <https://sfl.education.springeropen.com/articles/10.1186/s40862-016-0006-7> .Accessed on 17-04-2017

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methods. Every new idea or theory presented merits close examination for the possibility of helping students learn more successfully. With such a diverse population, an equally diverse selection of instructional techniques is necessary. Connectivism offers that diversity through a variety of networks, helping the new generations collaborate to find solutions to an ever increasing number of questions. This tech-savvy generation prides itself on the ability to create its own on-demand learning paths using computers, tablets, and smartphones, which make the vast resources on the web available with just a few clicks. This generation of learners is also the first to use social media to enhance those learning experiences. Dede (2007) mentioned how the nature of collaboration has changed. Throughout the years, educators and technologists had to learn to incorporate these changes in order to maximize learning. Engaged learning relies on collaboration among the members of the learning community (Conrad & Donaldson, 2004). These connectivist socializations help the learner structure (cognitivism) and create meaning from what is observed (constructivism), thereby establishing recognizable patterns to use in future situations (connectivism). Although Siemens (2005) argues for the shortcomings of existing learning theories, the continued rapid advancement of new technologies and associated ideas will continually transform instructional methods and expectations for acquiring knowledge¹.

Furthermore, to really understand another language, you need to get to grips with the way it is used by its native speakers. Today; despite it is a good way to get to know the basics; learning English involves much more than studying a textbook, doing tests, and putting dictums into practice. What textbooks; for instance; do not do is help you to understand how people use language in real settings. Now with the advent of the Internet and its attendant technology, hosts of options exist for improving your English skills. These options involve interacting with others online via social networks - communicating in order to learn about other cultures, have fun, and to learn English at the same time² through virtual communities. Social media is a fantastic resource for language learners who want to get to know a language from the inside out.

¹ Retrieved from <https://sfl.education.springeropen.com/articles/10.1186/s40862-016-0006-7> .Accessed on 17-04-2017

² Retrieved from <https://www.learnenglish.de/improveenglish/socialnetworks.html> .Accessed on 27-04-2017

5. Precedent Studies Related to the Topic:

Several studies investigate using different technologies in learning and teaching, in particular, foreign language learning. One way is eLearning (see page 8): eLearning that serves information through the Internet and networks has allowed the student the ability to learn to access the information at anytime and anywhere. As the use of the Internet spread, it became possible to acquire and store digitized versions of many different kinds of learning content (texts, pictures, audio and video). Although it was possible to access a wide range of information with by this means (known as web 1.0), it was not yet truly interactive. Contents could be placed on the homepages and databases, but it was not easy to create one's own content and share it with others. The typical Internet user browsed the web pages and downloaded content, but did not actively participate in the content-creation process¹.

The situation changed completely when the phenomenon called web 2.0 started to spread. The emergence of the internet, particularly Web 2.0 has provided access to the views and opinions of a wide range of individuals opening up opportunities for new forms of communication and knowledge formation. Previous ways of navigating and filtering available information are likely to prove ineffective in these new contexts. Connectivism theory is one of the most prominent of the network learning theories which have been developed for eLearning environments². "Digital natives" (Jukes/Dosaj 2003) of web 2.0 not only searched for information on the web, but also became content providers themselves. The areas and tools of interactivity have become practically unlimited. Personal and institutional information is freely available on the World Wide Web and the technology exists to allow individuals to harness collective knowledge and entertainment portals for their own purposes. Students can create and exchange content in a cooperative way, within networks of their contemporaries. Blogs, forums, chats, wikis, newsgroups, and networks of friends and acquaintances provide an immense communal information production and exchange framework. By this means it has become possible to construct personally reflected knowledge adapted to one's individual needs from information represented in cyberspace. These characteristics form the didactic basis of eLearning 2.0.

¹ Retrieved from <http://tenegen.eu/en/content/090508/elearning-20-and-connectivism> .Accessed on 24-02-2017

² Retrieved from <http://www.tandfonline.com/doi/abs/10.3109/0142159X.2016.1173661?src=recsys&journalCode=imte20> .Accessed on 12-11-2016

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To support learning pedagogy today, there are many types of interactive, social and self-publishing media tools. These tools can enhance learning beyond the live classroom, virtual classroom (synchronous or asynchronous), or self-directed eLearning. They can facilitate the formation of learning communities and foster student engagement and reflection¹. Today social networking platforms, such as Facebook, wikis, blogging software, YouTube and even Twitter, may be integrated into the user experience of online learning design to support social interaction.

Like social media, social media learning is a relatively new idea. It is defined as “the acquisition of information and skills through social technologies that allow people to collaborate, converse, provide input, create content and share it²”. Social media or Web 2.0 based applications include online chat forums, wikis, blogs, social networking sites make knowledge sharing easy and unobtrusive for the individual. This type of tools facilitates communication, sharing information and online socialization. Social networking platforms are part of mainstream culture. In fact, one study reports that 96% of students in the United Station (U.S) who have internet access use social networking technologies for blogging, chatting, online communities and more³. According to Christopher Pappas one of the best outcomes is that learning has become learner-centric and not teacher-centric, which is the way it should have been all along⁴.

Teachers, instructional designers, educational institutions, companies, and even organizations have started to heavily rely on the use of social media in formal learning, to share practices, promote information and educational material, share opinions, views and comments, embodying them in training programs and individual courses. Educators, companies, and organizations rely on social media to assist in providing learning, share best practices, and promote educational materials together or within the training modules and individual programs. Acquiring knowledge has now become learner-centric which should have always been the case. The scope and reach of eLearning through social media is vast and is now easily accessible to most. According to Vincent Hill "an instructor can record the tutorials and broadcast it or come up with teasers for offered courses to generate

¹ Retrieved from <http://catmedia.com/social-networking-used-to-support-elearning> .Accessed on 09-10-2016

² Retrieved from <http://thelearningcoach.com/resources/online-learning-glossary-of-terms> .Accessed on 18-11-2016

³ Retrieved from <https://www.learndash.com/using-social-networking-in-education> .Accessed on 26-04-2017

⁴ Retrieved from <https://elearningindustry.com/the-role-of-social-media-in-elearning> .Accessed on 22-11-2016

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interest with possible students. Advertisements through posts, tweets, and invites can use to gain more audiences. Creating a Facebook group with the learners also helps to keep everyone in the class informed of when and how the next training class will be held¹". The research conducted by Sim Monica - Ariana, Pop Anamaria – Mirabela has been argued that this type of learning is beneficial for foreign language learners, as it considerably builds confidence and increases learners' interest in the topic. The reasons could be the frequency of exposure as a result to an expanded language input. The study showed that students improved in vocabulary performance and confidence (even if slightly) after being exposed vocabulary via Facebook as compared to the case of students benefitting from traditional instruction only. Consequently, Facebook could become a very effective tool and medium for backing the traditional learning and for self-learning English vocabulary².

In the field of eLearning 2.0, knowledge chosen, organized, distributed and controlled by the authorities has been replaced by personal information management based on immediate needs. Consequently, the importance of official intermediaries and institutions is decreasing. The boundary between learning and teaching becomes less distinct. For the “download generation”, the Internet is not a medium for learning; it is the platform and the centre of personal study. In the milieu of eLearning 2.0, the opportunity exists to reconstruct an organic learning environment.

Nowadays; with Web 2.0; students gained the ability to seek, create, share information and knowledge and to collaborate online, anytime and anywhere. Web 2.0 tools like Wikis, Facebook, blogs, tagging, LinkedIn, virtual reality, social bookmarking, mashing, rss, podcasts, folksonomies, ePortfolios, chatrooms, and similar technologies are now widely used as part of course work, and have become the norm. Furthermore, today’s “Digital Natives,” for whom the Internet, cell phones, and social media have always been an integral part of life, have different expectations about how, where, and when learning can take place (Brown, 2000; Prensky, 2001; Roberts, 2005; Thompson, 2008)³. Using Web 2.0, users may easily express or share their opinions, ‘think by writing’, seek others’

¹ Retrieved from <http://www.yourtrainingedge.com/how-social-media-is-effective-for-e-learning> . Accessed on 24-04-2017

² Retrieved from <http://steconomicuoradea.ro/anale/volume/2014/n2/013.pdf> . Accessed on 24-04-2017

³ Retrieved from http://www.na-businesspress.com/JHETP/ForoughiA_Web15_5_.pdf . Accessed on 26-04-2017

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opinions and feedback and be connected with the others. Furthermore, multimedia production in form of audio (e.g. podcasting using mobile technology) or video (vodcasting, YouTube) capabilities continue to grow and offer new opportunities for teaching, learning and assessment. Using social media, students may record discussions and upload them on the platform for further knowledge sharing, assessment, reflection and feedback from peers and professors. This contextual collaboration seamlessly integrates content sharing, communication channels and collaboration tools into a unified user experience that enables new levels of productivity (Geyer, Silva Filho, Brownholtz, & Redmiles, 2008). Web 2.0 tools may shift control to the learner, through promoting learner agency, autonomy and engagement in social networks that straddle multiple real and virtual learning spaces independent of physical, geographic, institutional and organizational boundaries (McLoughlin & Lee, 2010)¹.

Research has shown that if students work with language problems in case-based Web 2.0 environment, they become more motivated for collaboration, resulting in successful planning of communication (Lill Ingstad & Mondahl, 2009). In more traditional learning environments where case work is limited to the simulation scenario and where no collaborative services are offered early on, process-oriented information sharing and learning are very limited. These findings together with a very clear focus on the language elements through (www.ejel.org 342 ISSN 1479-4403 Electronic Journal of eLearning Volume 12 Issue 4 2014 case-based teaching within a Web 2.0) enabled eLearning platform suggest that learning may be efficient if the students' attention is focused on communication oriented problem solving in a collaborative environment. A case-based learning environment may hold the following constituents which include written synchronous and asynchronous communication in a social media enhanced learning environment. Traditional classroom learning environments offer face-to-face spoken interaction but not the option of tracking the communication and learning processes, which may be reviewed by both teachers and learners.

¹ Retrieved from <file:///C:/Users/Sofien/Downloads/ejel-volume12-issue4-article303.pdf> .Accessed on 26-04-2017

Conclusion:

In this chapter we have seen an overview about the topic, we defined eLearning, social media and we have seen also what is the relationship between social media and English language which is the main core of this study in addition to tackle the most important theories that support language learning through social media. Finally, we have taking a look at some studies and researches that worked on investigating how social media could be an effective way to improve foreign language learning.

In the next chapter, we dealt with the methodology of research that we relied on to undertake this study.

Introduction

This chapter clearly defines the research methods used to conduct the study. Questionnaires, interviews and observations are the 3 methods used to elicit information in this research. In order to satisfy the objectives of the dissertation, a mixture of qualitative and quantitative research was held because the first is mostly appropriate for small samples while the second allows revealing and following patterns of posts and responses by users of social media sites. But at some point we need to ask “why?” in order to discern users’ motivation, understand the significance of behaviors and learn how the experience is significant to their personal or professional lives. Qualitative researchers have the ability to do so.

This chapter includes the research methodology of the dissertation. In more details, in this part, the researcher outlines the research planning including the research setting, Population and Sample, sampling criteria, data collection, Data Collection Instrument, Data Collection Procedure, pretesting the questionnaire and we have tackled also an analysis of the questionnaire ...etc.

1. Research planning

To conduct this research we followed a set of steps as below:

1.1 Research Setting:

This study was conducted at SAIDA University, which was established and created by Executive Decree 09/10 of 4 January 2009 to meet the need of national education of the entire western region and southwest sector¹.

Saida University, is a multidisciplinary university, and composed of 21 departments grouped into four faculties: Faculty of Science and Technology, Faculty of Literatures, Languages and Social Sciences and Humanities and Arts, Faculty of Law and Political Science, Faculty of Economics, Business Studies and Managements Sciences.

The research was conducted exactly at the Central University, which is made up of three faculties: Faculty of Literatures, Languages and Arts. But our research is concerned just with Master 2 Didactic students of English Department.

1.2 Population and Sample:

This research focuses on the Impact of using Social Media on eLearning Foreign Language, in particular, English language as a case of study and how it affects languages and on students' performances precisely in their academic writings and daily activities. Departments like department of Economics and Managements Sciences, Science and Technology were excluded from the study because it mostly focuses on the accounting and computing subjects.

We have chosen one faculty out of the three faculties in the Central University, to conduct the study. One of these departments was chosen for that particular reason that spelling and grammar desertion may affect their grades. Faculty of Literatures, Languages and Social Sciences and Humanities departmental assignments are mostly based on grammatical and spelling skills because faculty of Languages is mostly focuses on courses

¹ www.univ-saida.dz .Accessed on 27-01-2015

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that involve mostly languages, which require them to write many narrative answers on their assessments and since we are students from English department, in this faculty chosen for research, the English Department constituted the sample as mentioned above.

28 students from master 2 English didactic students have participated in this research, but 02 respondents were excluded from the sample due to several problems such as incompleteness of questionnaires and so forth. The Impact of Social Media on eLearning English Language is only available for master 2 English didactic students from Saida University. The collected data were further processed and transformed into several meaningful information based on the hypothesis and objectives.

1.3 Sampling Criteria:

The specific criteria were used to select the respondents who participated on this study. The students had to meet the following criteria to be part of the study in the sample.

They should:

- ✓ Be willing to participate.
- ✓ Voluntary participation in the study.
- ✓ Be registered student at Saida University.
- ✓ Belong to the appropriate chosen Department « English department, master 2 didactic students ».
- ✓ Be a social media user (any social networking site).
- ✓ Be of any Age or any Gender.

After the participants met the sampling criteria, the data was collected.

1.4 Data Collection:

Data collection is the process of collection data that is relevant to the research's questions and with the aim to achieve research objectives. Let recall that the purpose of the study is to explore the positive and the negative effects caused by using social media on eLearning English Language and evaluate how it affects the student' performance.

In order to collect the data the following sub-sections report on the data collection instruments used, the data collection procedures and how the pretesting of the questionnaire was done.

1.5 Data Collection Instrument:

Questionnaires were the best instrument for this endeavor, because questionnaires usually are part of the opinion-related studies like this study. We designed the questionnaire in English, because the targeted respondents are students from English Department. They expected to know and understand English language clearly, as they currently do almost all of their subjects in English, furthermore this study supposed to be in English language since we are students of English Department.

The self-administered questionnaires were disseminated by hand during the data collection, where respondents were requested to complete the questionnaire in their own time. Furthermore they are convenient way, because the respondent completed the questionnaire at a time and place that were convenient for them, thus it also reduced the possibility of interviewer biasness (Uys, 2005). It was easier for the respondents to understand and answered the questionnaires because they were well-structured in the following manner:

- It was grouped in a logical group that relate to a particular topic.
- It was viewed as the conversation because it was in the logical order, it important introduce some topic before the next one is introduced.
- The transitions between the questions were smooth.
- The layout was not cramped, to avoid the respondents missing some questions.
- The cover letter was included to explain and clarify the following to the respondents:
 - Why the study being conducted?
 - Who is doing the study?
 - Why is it important to respond?
 - What are the contact details of the researchers?

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- Whether the respondent responses will be treated confidentially, to ensure the respondent of anonymity.

The questionnaire was designed accordingly same structure as the literature review of the study to make it more readable and understandable, thus each section was comprised with a set of questions. The questionnaire of the study was comprised with the following sections:

- **Section I: (Personal Information)**

This section was aiming to find the basic personal information of the subject, it included questions like:

- What is your gender?
- Which age group you belong to?

The personal information section of the questionnaire was kept to the content that what we stated on the cover letter of the questionnaire, which ensures the anonymity of the respondent, so that why the directed personal information questions, like what your student numbers? What your name and surnames? All those type of questions were excluded.

- **Section II: (Social Network)**

This section measured the respondents' social networking experience, included questions like:

- Do you use social media?
- How long have you been on social media?
- What mobile device you normally used to connect to your favorite social media and how long have been using that device?
- What are their purposes of using such social media and how many hours on the average in a day do they spend on it?

Furthermore, this section was providing us with the ideal about subject's experience. This section will be very helpful when we want to know, does the effects of social media on eLearning English language differs from novice users to experienced users?

- **Section III: Social Media and Language:**

This section was only focusing on the language used on Social Media and to what extent it helps them to improve their English Language skills, included questions like:

- Do they follow or write a good grammar and correct English spelling on their daily social media activities?
- Do they always use the abbreviations when posting, or commenting, or writing on their social media?
- Are they comfortable on writing abbreviating both in English as well as in their home languages (for instance, in Arabic)?

This section captured the texting style that is commonly used by respondents on their daily Social Media texting.

- **Section IV: Texting Style on Social Media:**

This section, we were intended get closer to other main core of the research purpose, to explore what is the impact of using social media on language performance itself and to know more how do respondents write on their daily writing activities in social media or even academic writing, included questions related to their writing skills on academic work (Assignment/Essays/Examination) like:

- How often do you find grammatical errors on your scripts, assignment, or essays that have been marked by the lecturer?
- Do they think social media texting style have any impact on the student creative writing?

The last question, want to know if students are aware of the danger that can be caused by this social media texting lingos.

- **Section V: Texting and Facebook**

In this section, questions aimed to know how respondents write on their academic writing. It includes questions about the language texting used in social media because it focusing on how this texting affect students writing and academic performance, it included questions like:

- Do they express themselves on social media during their group discussions using words, emoticons or it depends on the conversation if it is formal or informal?
- From whom they learned this texting language??
- Do they understand the language of Social Media used between friends?

In this section the last question tends to know if the social media language is became a common international language sharing by social media users?

- **Section VI: Aims of Texting Lingo**

All the questions in this section are related with the principle one, which is: why we use texting lingo in social media? So it includes some suggestions like:

- Do you use texting lingo to attract people by this style of writing, or to gain time?
- Is it an imitation or lack of writing correctly?
- Is it a coincidence error?

This section highlights the reasons and motives leading to changing languages; over the world; on social media.

- **Section VII: Personal Opinions View**

Finally, this section pertains to the opinions of the participants in the questionnaire about their beliefs on the impact of social media on languages, including:

- Has the social media a negative or a positive effect on eLearning languages?
- Are languages used in social media destroyed languages which lead to create a new one?

In this section the last question tends to find out if the students are in the position to advice other fellow student to know the different social media texting styles and academic writing. This last question enables us to recognize to what extent students' awareness of this seriousness phenomenon despite carrying out.

Another best instrument was used to conduct this research; face to face (personal) and telephone interviews were carried out at Dr. Moulay Tahar University. Interviews and focus groups are the most common methods of data collection used in qualitative research to explore the views, experiences, beliefs and motivations of individual participants. In-depth interviews can be defined as a qualitative research technique which involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation” (Boyce and Neale, 2006, p.3)¹. Moreover, in interviews researcher has direct control over the flow of primary data collection process and have a chance to clarify certain issues during the process is in need arises. Different questions are asked by the researcher to some friends who daily use social media as a tool of communication.

¹ Retrieved from <http://research-methodology.net/research-methods/qualitative-research/interviews/> .Accessed on 12-02-2017

Observational data was also integrated as auxiliary or confirmatory research. Given its nature, social media research represents a useful research resource to understand what social media channels are being used, in what way, by whom and what is being said. Thus, social media research relates more to a method of monitoring and (naturally) observing the content and information produced in the Internet and popular social media channels, instead of a method for doing systematic research in the traditional way.

The next paragraph presents the procedure in which data was collected.

1.6 Data Collection Procedure

The questionnaires were personal distributed by us to respondents. We first read the cover letter to make the respondents know more about the research study and read the whole questionnaire to make sure that each respondent fully understood the questions in it. We explained and leaved the questionnaires to respondents to give them enough time to read and understand it clearly, and collected the questionnaires on the following day.

1.7 Pretesting the Questionnaire

Before we collect the data, especially when we used the questionnaire as the data collection instrument, we tried firstly conduct a pilot study. “A pilot or feasibility study is a small experiment designed to test logistics and gather information prior to larger study, in order to improve the latter’s quality and efficiency” (NC3Rs, 2006). A pilot test was conducted on the five students from selected department, before the final distribution of questionnaires was issued. The purpose of the pretesting the questionnaire was to eliminate the same mistakes from the respondents and add clarification to the questions. During the pilot study, the respondents understood the questions in the questionnaires and they showed and bared their interest about the subject matter.

In the appendixes, you will find an example of « **The Students’ Questionnaire** » that we designed to be used in this study.

2. The Analysis of the Questionnaire:

After gathering the questionnaires from the participants, we have collected the following data depending on the answers we have obtained.

2.1 Results of Section I (Personal Information):

This section discuss about the respondents personal information which was the first item on the questionnaire, it was comprised of the following questions: what is your Gender? Which age group you belong to?

Some of the respondents filled in and returned the questionnaires back to the researcher. From total of 31 questionnaires, we have got just 26 of them. This researcher got 100% responses rate from total of 26 respondents because they filled all the required information, they was no missing values.

The next table represents the gender distribution of the respondents; it shows that 12% of the respondents are males and 88% are females. A graphical representation of this distribution is also shown in the table 4.

2.1.1. Gender:

The next table shows the percentage of male and female gender participants in this study.

	Gender		Total
Male	3	23	26
Female	12 %	88%	100%

Table 4: Percentage of Gender Participants

It is clear that the number of female participants is more than the number of male and that because the average of female students of master 2 English didactic is big.

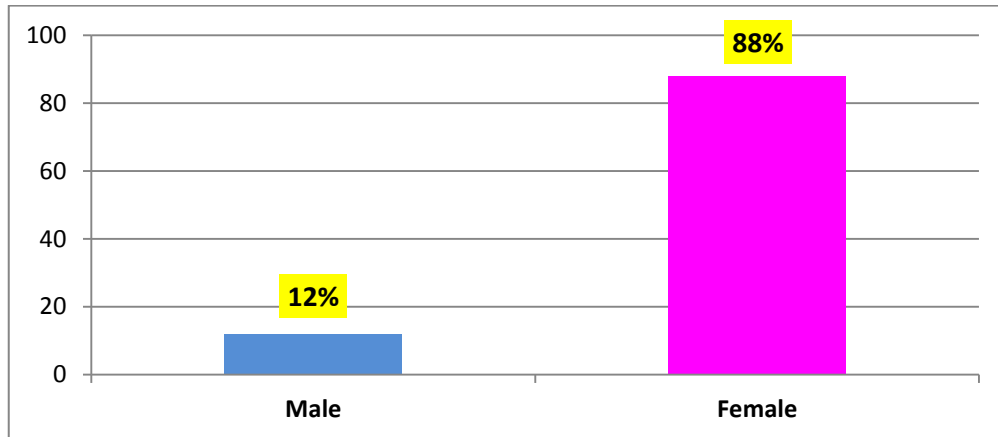


Figure 4. Percentage of Gender Participants

2.1.2 Age Group

The next table represents the different age group of the respondent. It shows that the average age on this study is between 23-34 years old with 100%.

	Age Group			Total
	23-28 years	29-34 years	More than 35	
Number	22	4	00	26
Percentage	85%	15%	00%	100%

Table 5. Age Group of Participants

The results in this section show that most respondents are between 23-28 years old and just 15% for who have between 29-34 years old.

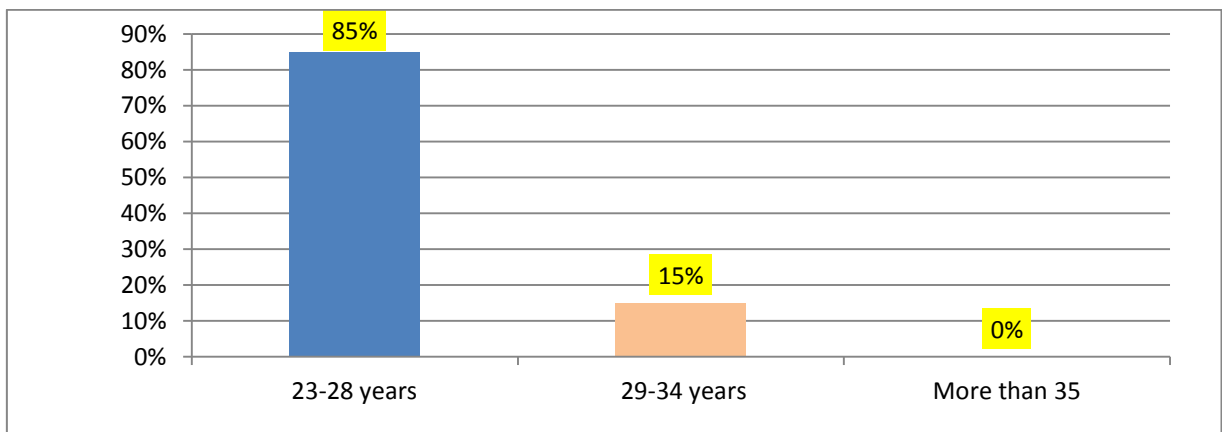


Figure 5. Age Group of Participants

2.2 Results of Section II (Social Media) :

This section discuss about the social media used by the respondents, it was comprised of the following questions: Do you use social media? How long have you been using it? With which device? What is the purpose of using such social media and how many hours spend with?

2.2.1. Participants Using Social Media:

The tables next represent the number of participants using social media in addition to mention the social networking sites that are used by the respondents. YouTube is the commonly SNS used with about 100% while Facebook with 92%, Snapchat with 50%, Instagram with 35%, Twitter with 23%, LinkedIn with 12% and finally Google+ with 08%.

Participants Using Social Media			
	Yes	No	Total
Number of users	26	00	26
Percentage	100 %	00%	100%

Table 6. Participants Using Social Media

According to the questionnaire, all the participants use multiple social media differently as shown in the next figure.

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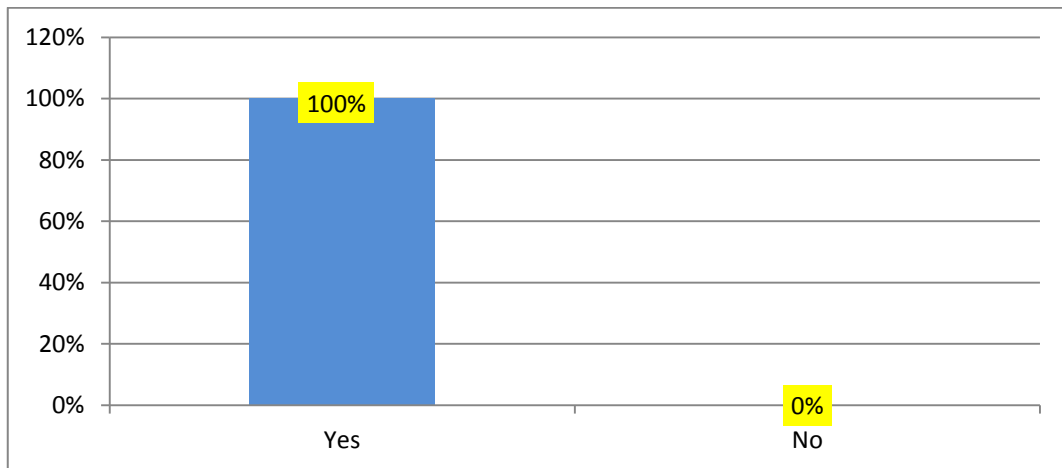


Figure 6. Participants Using Social Media

According to the answers obtained from the questionnaire, we have remarked that YouTube is the most social media used by the respondents with 100% followed by Facebook 92%, and then half of them use Snapchat.

Social Networking Sites Used by the Respondents							
Social Media	YouTube	Facebook	Snapchat	Instagram	Twitter	LinkedIn	Google+
Number	26	24	13	09	06	03	02
Percentage	100%	92%	50%	35%	23%	12%	08%

Table 7. Social Networking Sites Used by the Respondents

We noticed that respondents use several and different social networking sites at the same time that is why we did not calculate the cumulative percent.

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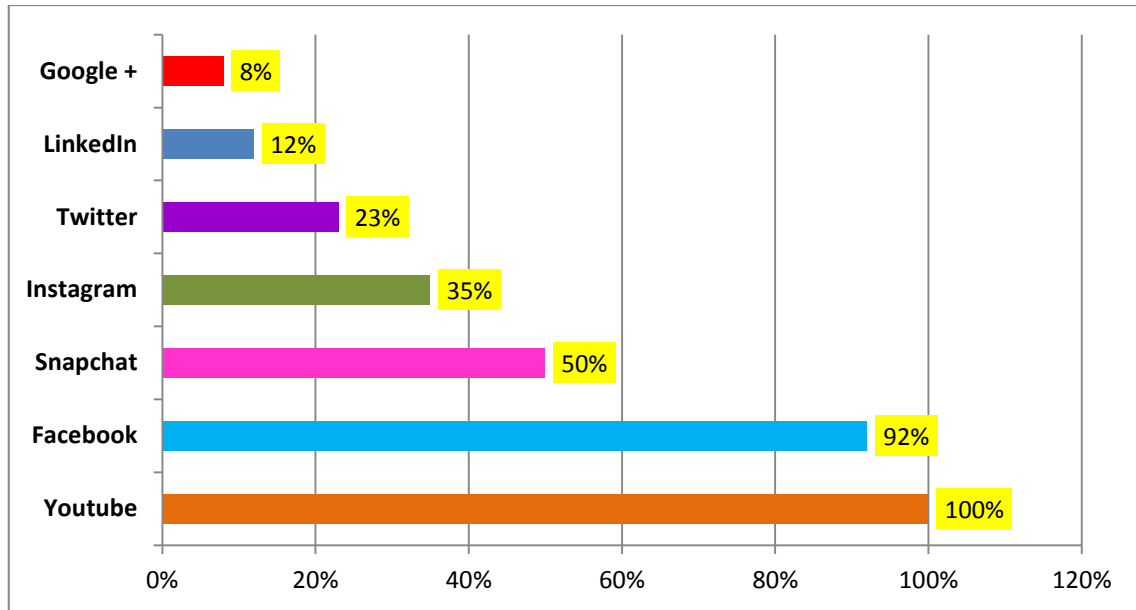


Figure 7. Social Networking Sites Used by the Respondents

2.2.2. How Long have the Respondents been on their Favorite Social Media?

The next table shows that 85% of the respondents have been use social media since more than 03 years, 11% use it in the average of 01 to 03 Years but just 04% who use it less than one year.

	How Long have the Respondents been on Social Media?			
	1-12 Months	1-3 Years	+ 3 Years	Total
Number	01	03	22	26
Percentage	4%	11%	85%	100%

Table 8: How long have the Respondents been on Social Media

The majority of the respondents from different gender and age groups use social media more than 3 years.

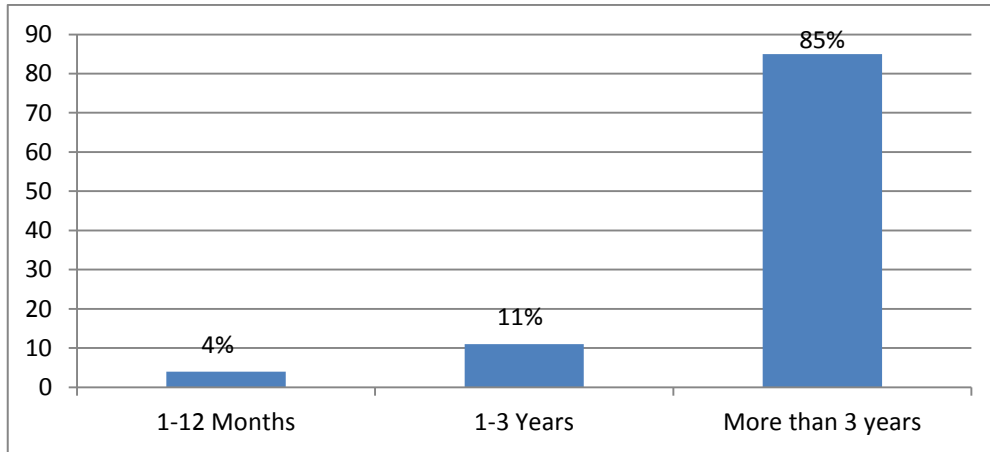


Figure 8. How long have the Respondents been on Social Media

2.2.3. What Mobile Device the Respondents Mostly Use to Connect on Social Media?

About the device that the respondents mostly used to connect on social media, we found that the Cellphone with 96% is the device mostly used then laptop with 81%, Tablet PC with 19% and Desk PC with 08% as shown in the table:

What mobile device the respondents mostly use to connect on social media?				
Device used	Cellphone	Laptop	Tablet PC	Desk PC
Number	25	21	05	02
Percentage	96%	81%	19%	8%

Table 9: The Mobile Device Mostly Used to Connect on Social Media

The cellphones is the device mostly used by respondents since it is mobile and movable anytime and anywhere in addition to the availability of the wifi, 3G and 4G services in Algeria.

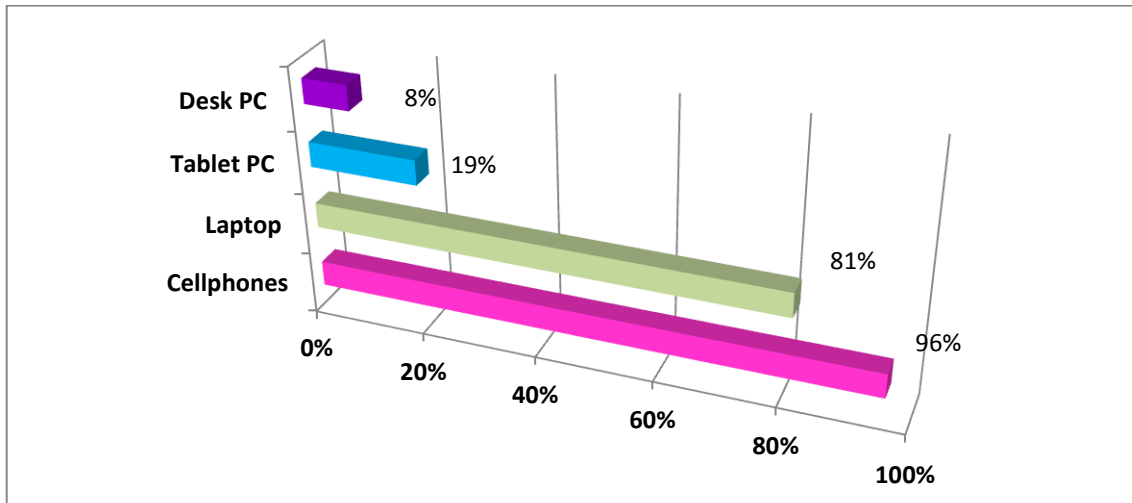


Figure 9: The Mobile Device Mostly Used to Connect on Social Media

2.2.4. How long have you been using that Device?

The answer to the question: how long have you been using that device? We have got the following results:

How long have you been using that device?		Cell phones		Laptop		Tablet PC		Desk PC	
		N°	%	N°	%	N°	%	N°	%
Times	1-6 months	00	00	00	00	00	00	00	00
	7-12 months	02	8	02	10	01	20	00	00
	1-3 years	03	12	03	14	01	20	00	00
	+ 3 years	20	80	16	76	03	60	02	100
	Total	25	100	21	100	05	100	02	100

Table 10: Time being Used the Favorite Device

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With the development of electronic devices that have facilitated the lives of people through mobile phones and personal computers, people cut short to a lot of effort and time; it is now possible to achieve communication between everyone with the least effort, and provide the burden that was previously incurred in order to obtain communication service with Others.

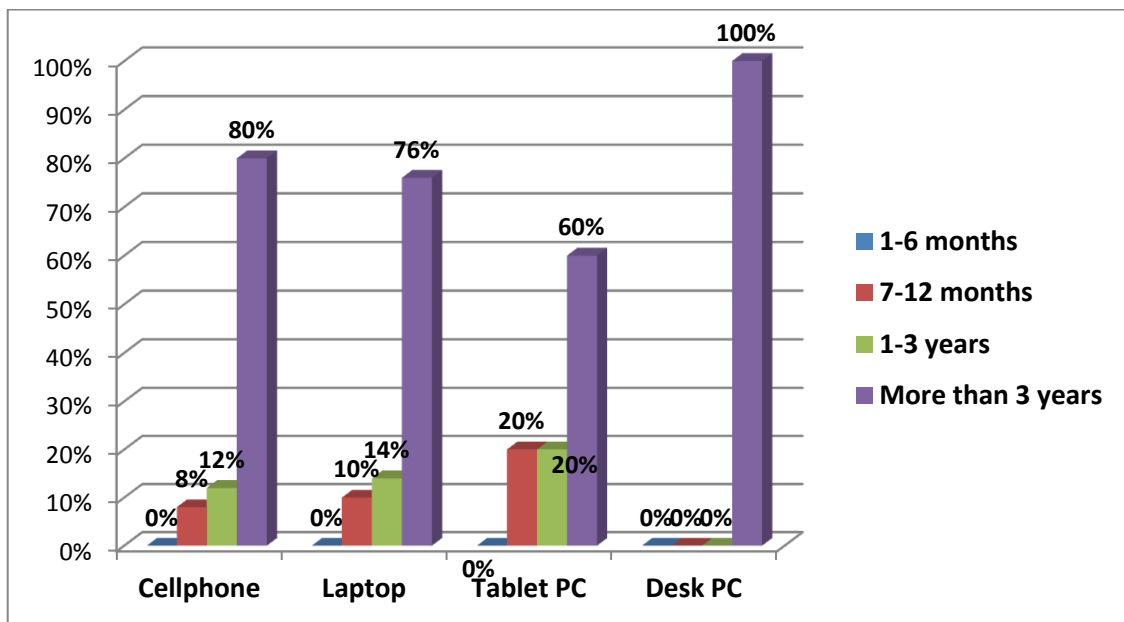


Figure 10. Time being Used the Favorite Device

2.2.5. What is the Purpose of Using Social Media

“I use social media most of the time to socialize and to learn” this is the aim of 100% of participants and 97% who use it for fun.

	The purpose of using social media		
	To socialize	To learn	For fun
Number	26	26	25
Percentage	100%	100%	97%

Table 11: The Purpose of Using Social Media

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All of the participants used social media to socialize and to learn since they are students while 97% used it for fun.

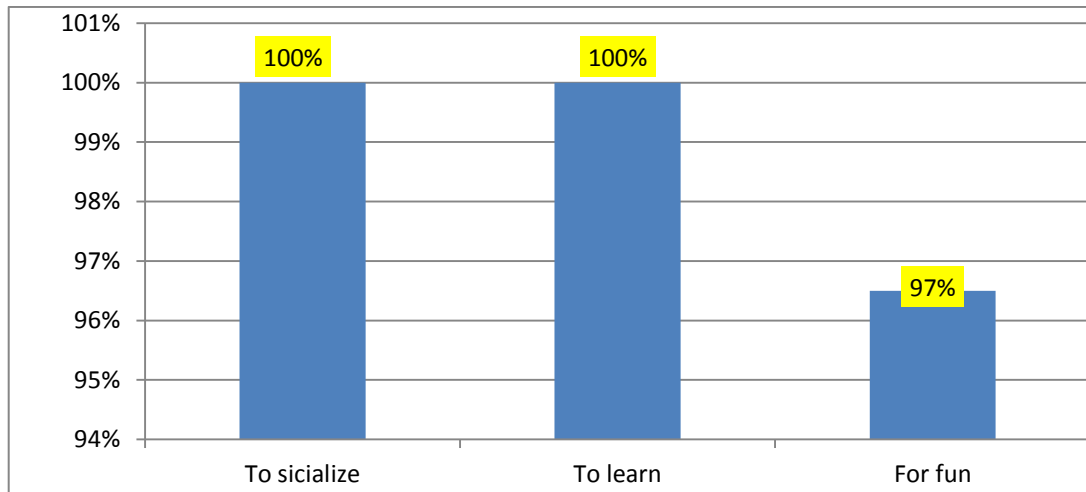


Figure 11: The Purpose of Using Social Media

2.2.6. How Many Hours on Average in a Day Do You Spend on Social Media?

Depends to the answers we have from the questionnaire, 46% of participants spend their times on social media from 2-5 hours, 31% for those who connect from 6-12 hours, 15% of students who spend all the time connecting on social media and just 08% who connect for less than one hour.

How many hours on average in a day respondents spend on social media					
	Less than 1 hour	2-5 hours	6-12 hours	All the time	Total
Number	02	12	08	04	26
Percentage	08%	46%	31%	15%	100%

Table 12: Time Spent on Social Media

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With the availability of electronic mobile devices and the WI-FI, 3G and 4G services, it is now an assistant factor for students to be connected and spend more time on the Internet.

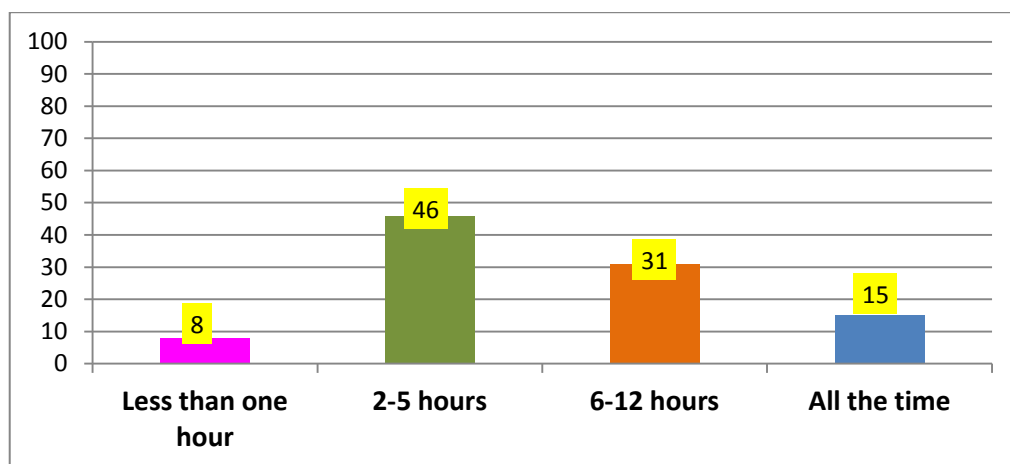


Figure 12. Time Spent on Social Media

2.3. Results of Section III (Social Media and Language):

In this section we tend to know which way do students prefer to learn or develop foreign language and which language is used by them on social media? In our case of study, which kind of social media that may contribute to the students' development of the English language and to what extent?

2.3.1. The Language Used in Social Media:

100% of the respondents are using Arabic in social media, 96% of them use French and 81% who use English language. This results maybe due to the origin or the nature and education of the participants since they are Arab native participants and English language students furthermore they are using French as their second language in their daily lives.

The Language Used in Social Media				
	Arabic	French	English	Other language
Number	26	25	21	02
Percentage	100%	96%	81%	08%

Table 13: The Language Used in Social Media

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According to the next figure, it is clear that the respondents prefer communicate in their native language which is Arabic in addition to French considering Algerian people as a bilingual.

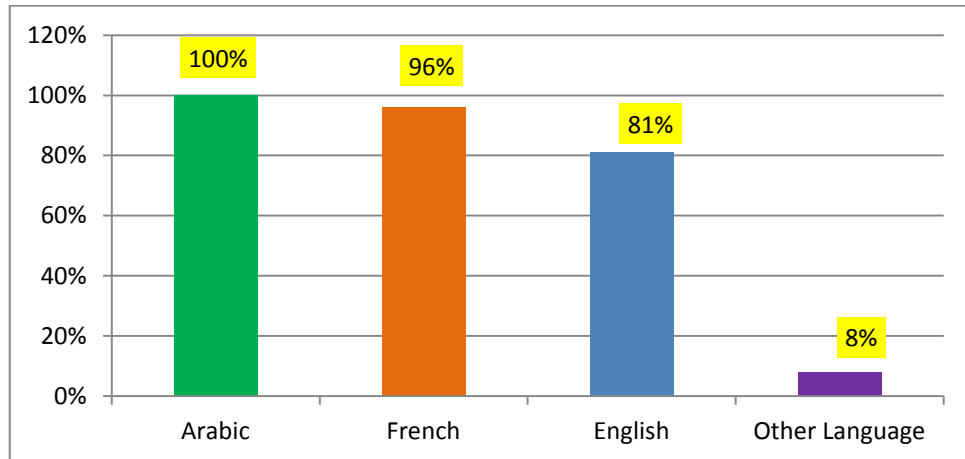


Figure 13: The Language Used in Social Media

2.3.2. Favorite Way to Develop English Language Skills According to the Participants:

Mindset and opinions differ from one person to another when speaking about the favorite learning ways to develop English language skills, but the majority follows the modern trends and work with new tools in order to obtain a good results.

	Electronic (Net)	Traditional (at School)	Training (Participation in Institutes and Language Courses)	Total
Number of students	24	01	01	26
Percentage	92%	04%	04%	100%

Table 14: Favorite Way to Develop English Language Skills

According to the answers of participants, 92% of them prefer using electronic ways to develop their English language skills while the rest prefer other ways.

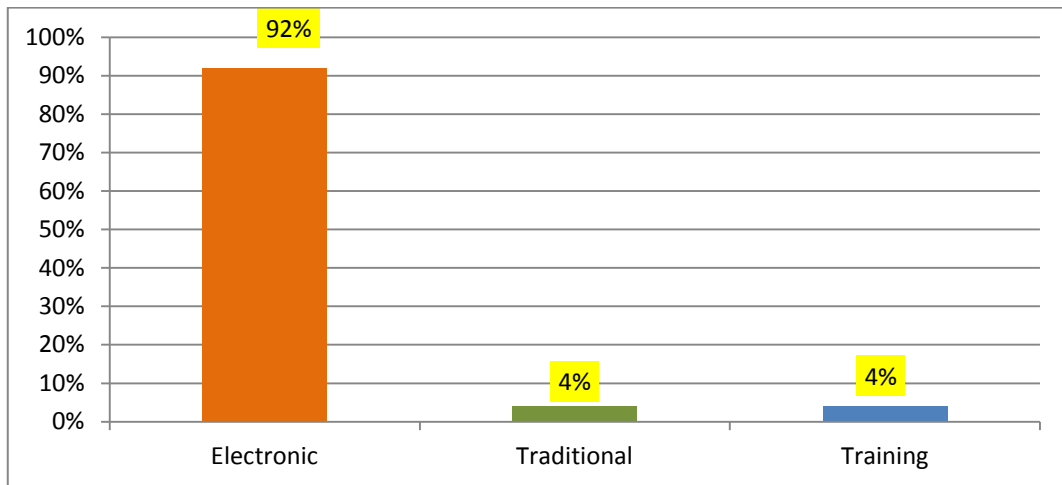


Figure 14. Favorite Way to Develop English Language Skills

2.3.3. Kinds of Social Media usually Visited:

In the world of social media there are a plenty of social networking sites available for language learning even if there are not designed to the target aim but depending on the participants different kinds of social media can provide English language learning that could improve at least one of the four competence skills.

Kinds of social media usually visited				
	Social	Cultural	Educational	Others
Number	05	25	26	26
Percentage	19%	96%	100%	100%

Table 15: Kinds of Social Media usually Visited

As it is shown in the next figure, the participants in the questionnaire usually visit different kinds of social media. All of them are interested by educational ones, 96% visited cultural social media and just 19% for social.

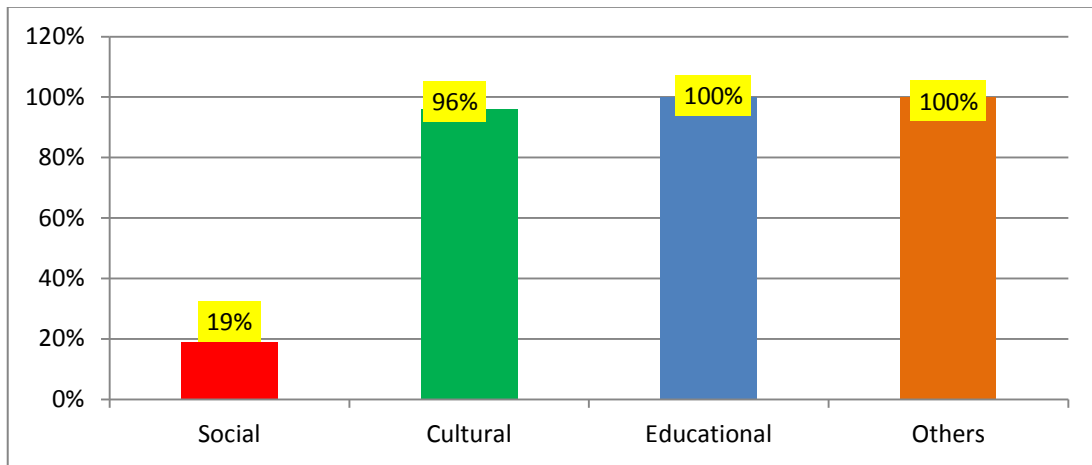


Figure 15. Kinds of Social Media usually Visited

2.3.4. Participating or Checking in English Forums :

Forum is an English-language community website addressed to a target people for different aims. The next table shows the percentage of the participants in this study who have visited English forums.

	yes	No	Total
Number of students participating in forums	26	00	26
Percentage	100%	00%	100%

Table 16: Participating or Checking in English Forums

The next figure indicates that all the participants have already checked English forums for different reasons.

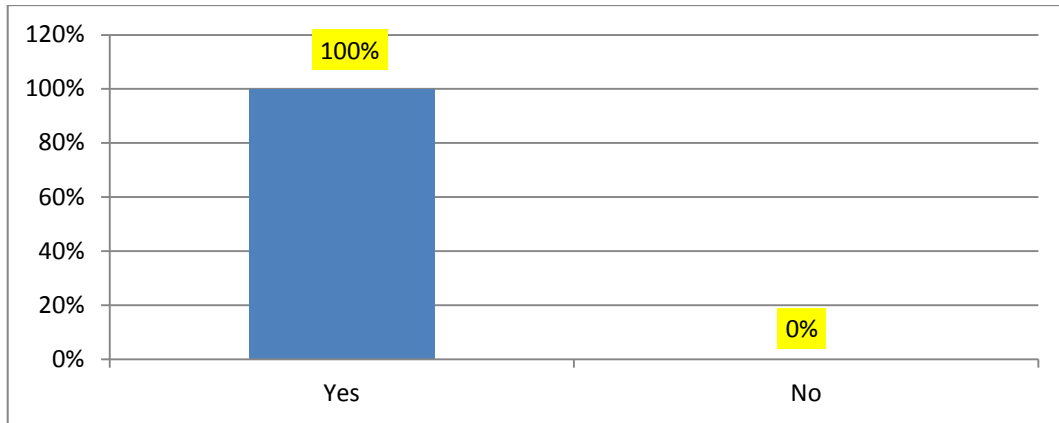


Figure 16. Participating or Checking in English Forums

2.3.5. Communicating with English Native Speakers :

In this part, we have just 15% of the participants who communicate with foreign people, precisely with native English speakers.

	Yes	No	Total
Number of students who interact with native English speakers	04	22	26
Percentage	15 %	85%	100%

Table 17: Communication with English Native Speakers

The next figure shows that 85% of the respondents do not prefer communicating with native English speakers.

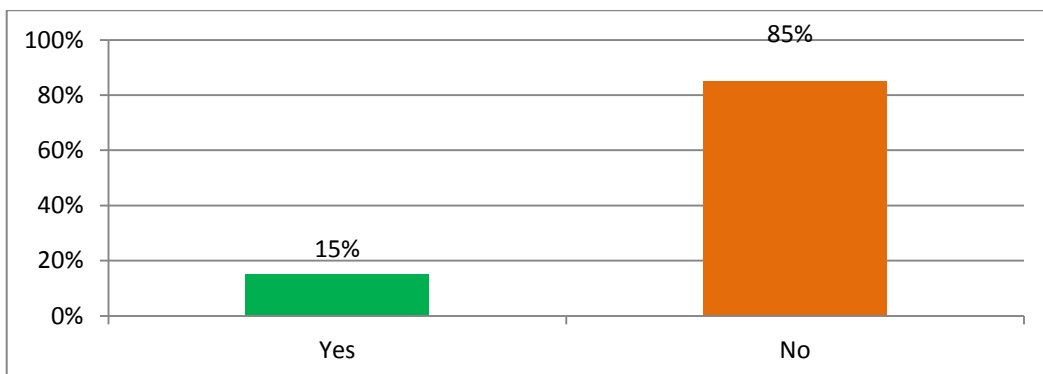


Figure 17. Communication with English Native Speakers

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2.3.6. Ways “ Tools” Developing English Language Skills From Social Media:

According to the answers obtained, almost all the participants use multiple tools to develop their English language skills.

	Interaction	Tasks	Audio/visual	Others
Number of students	19	24	26	00
Percentage	73%	92%	100%	00%

Table 18: Tools Used to Develop the English Language Skills

Different ways, tools and methods are followed to develop English language, according to the participants in this study, the answers of the questionnaire show that all of the respondents agree that audio/visual ways are suitable for developing English language, 92% see that tasks are another good ways while 73% approve the idea that interaction can support English learning

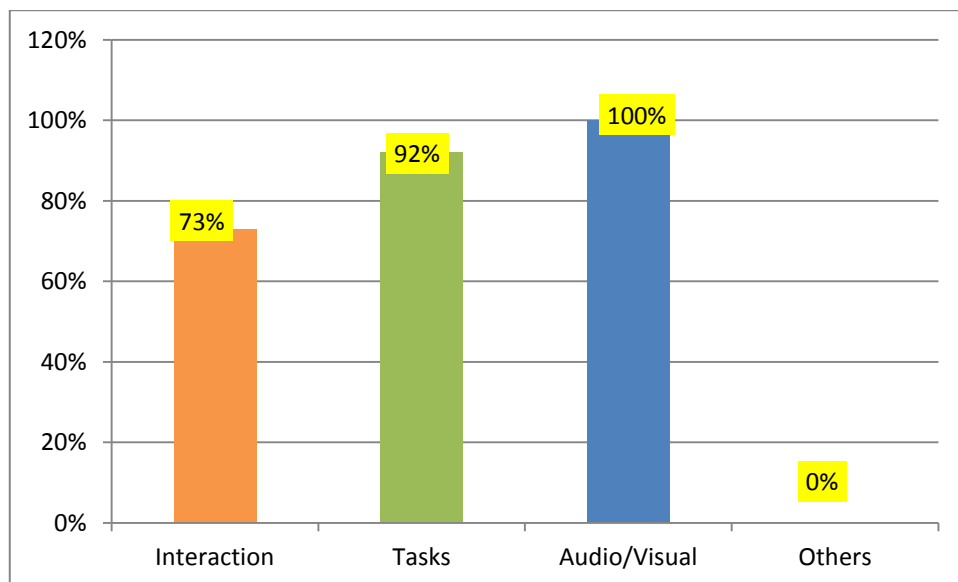


Figure 18: Tools Used to Develop the English Language Skills

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2.3.7. The Evolution of English Used by the Participants when Using S.M:

The next table represents the percentage of respondents who notice the evolution of their English language skills.

	Yes	No	Total
Number of students who have noticed the evolution of their English Language	21	05	26
Percentage	81 %	19%	100%

Table 19: Evolution of English Language when Using Social Media

81% of the respondents noticed the evolution of their English language when using social media depending on their own usage.

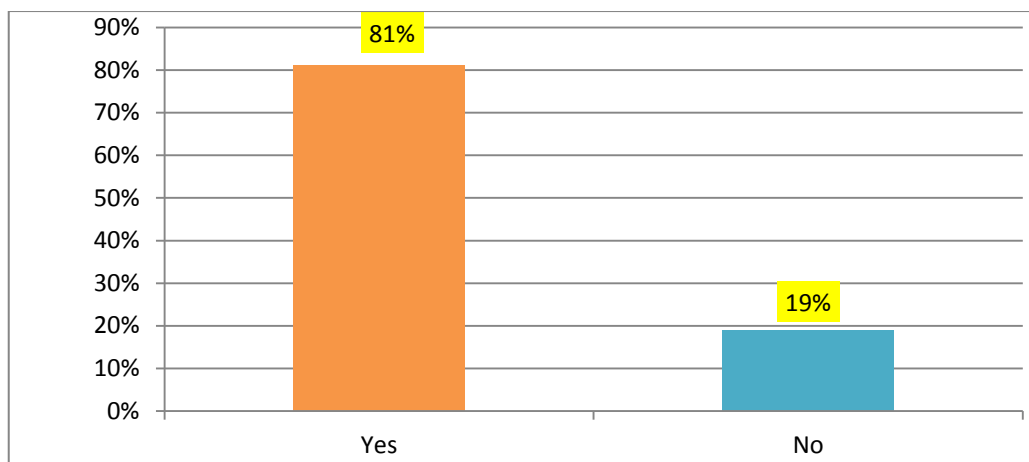


Figure 19. Evolution of English Language when Using Social Media

2.3.8. The Average of the Evolution of English Language Skills :

The average of the Evolution of English Language Skills differs from one person to another maybe depending on the ways and tools followed by them or maybe the time spent on social media in order to develop their linguistic competence.

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	Significantly	Medium	Little	Total
Number of Students	23	01	02	26
Percentage	88%	04%	08%	100%

Table 20: Average of English Language Evolution when Using Social Media

The majority of the respondents with average of 88% noticed that social media significantly evolve their English language skills while 08% saw that social media have a little impact on improving English language

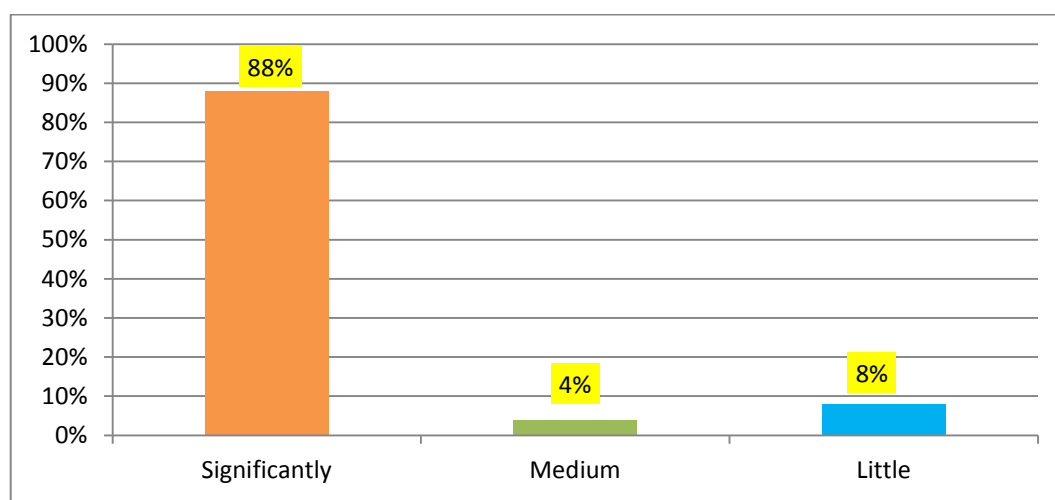


Figure 20: Average of English Language Evolution when Using Social Media

2.4. The Results of Section IV (Texting Style on Social media):

The next table shows that 100% of the participants have no correct English grammar in their Facebook activities, 80.8% of them strongly agree to prefer texting because it is an easy way to communicate due to grammar mistakes, and 61.6% think and strongly agree that Facebook texting has an impact on people's speech and writings. 50% of the respondents strongly agree and 30.7% of them agree to use abbreviations when commenting or writing on Facebook, and all of them are comfortable to use them, 73% agree while 27% strongly agree.

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Texting Style on Social Media										
	I write a good grammar and correct English on my daily social media activities.		I mostly prefer to write texting lingo on social media because it is the most easy way of communication		Facebook texting style has significant impact on the way people talk and write.		I always use abbreviation when putting update comment or writing on my social media accounts.		I am comfortable to write abbreviations both in English as well as in my home language, when I am participating on social media.	
	N°	%	N°	%	N°	%	N°	%	N°	%
Strongly agree	00	00	21	80.8	16	61.6	13	50	07	27
Agree	00	00	02	07.7	08	30.7	08	30.7	19	73
Disagree	00	00	03	11.5	02	07.7	04	15.3	00	00
Strongly disagree	26	100	00	00	00	00	01	04	00	00
Total	26	100	26	100	26	100	26	100	26	100

Table 21: Texting Style on Social Media

The next figure shows the texting style used on Social Media by the participants which have a big impact on their academic writing performance.

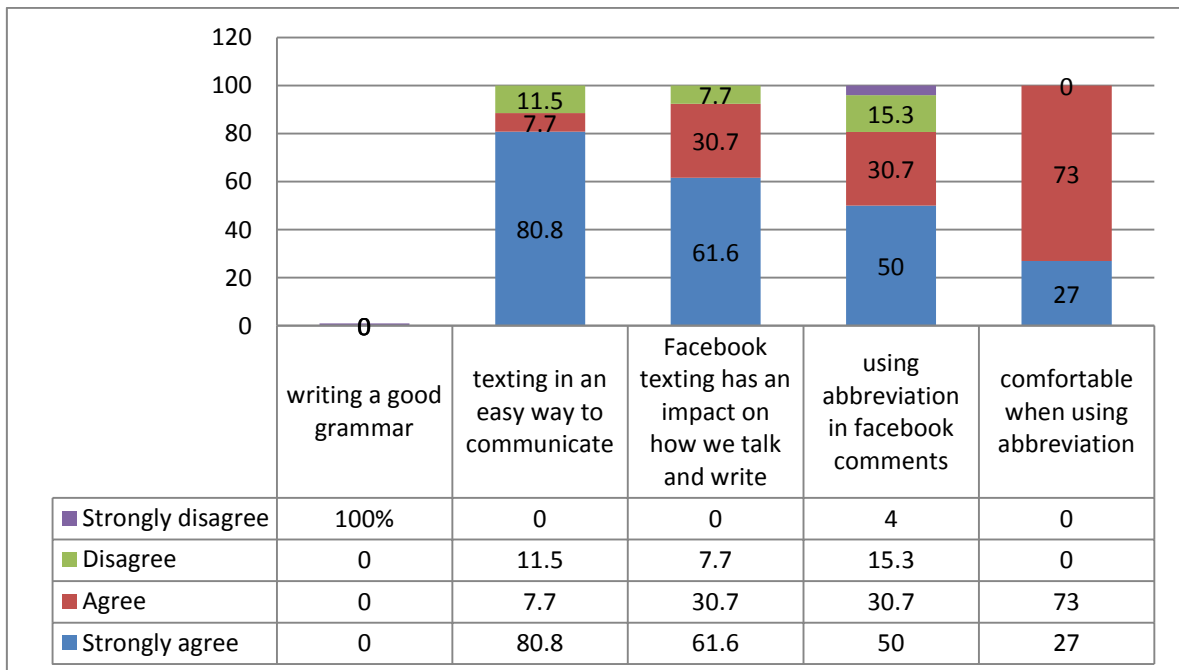


Figure 21. Texting Style on Social Media

2.5. The Results of Section V (Texting Style on Social Media):

The following table indicates that 65.4% from the respondents find always grammatical errors on their writing works that have been marked by the lecturer, 34.5% rarely check every time their writings and 03.9% never do it. 88.5% sometimes find spelling mistakes while 84.5% find a grammar mistakes when writing. Finally 42.4% think that texting lingo have no impact on the student creative writing.

Writing Skills on Academic Work										
	How often do you find grammatical errors on your writing works that have been marked by the lecturer?		I check my writing every time I am done writing.		How often do you find spelling mistake on your writing?		How often do you find grammar mistake on your writing?		I think Facebook texting lingo have no impact on the student creative writing.	
	N°	%	N°	%	N°	%	N°	%	N°	%
Always	17	65.4	01	03.9	02	07.6	03	11.6	00	00
Sometimes	06	23	15	57.7	23	88.5	22	84.5	09	34.6
Rarely	03	11.6	09	34.5	01	03.9	01	03.9	11	42.4
Never	00	00	01	03.9	00	00	00	00	06	23
Total	26	100	26	100	26	100	26	100	26	100

Table 22: Writing Skills on Academic Work

The following figure represent the percentage of respondents that often find grammatical errors in their academic works because of the frequent use of the slangs on social media.

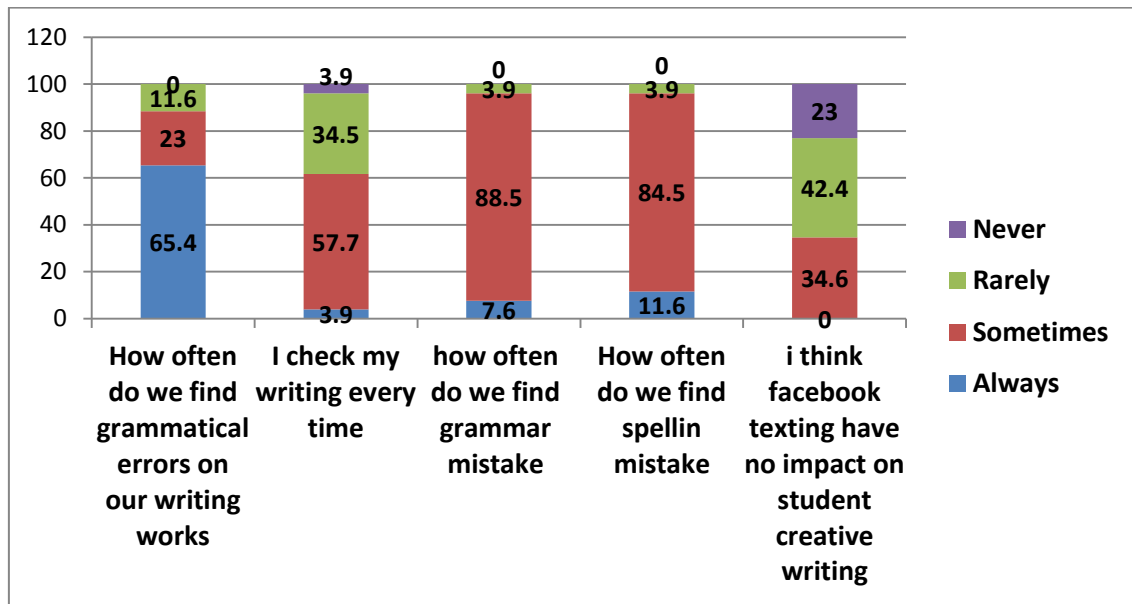


Figure 22. Writing Skills on Academic Work

2.6.The Results of Section VI (Texting and Facebook):

In this section, we tend to know how respondents write on their daily interactions and what is the language texting used in social media because it focusing on how does this texting affect students writing and academic performance.

When I want to express my mood or any action, I use				
	Words	Emoticons	It depends	Total
Number	01	13	12	26
Percentage	4%	50%	46%	100%

Table 23: Language and Symbols Used in Social Media

From the table above, we see that 50% of the participants use emoticons when they want to express their mood rather than just 04% who prefer words and for 46% it depends.

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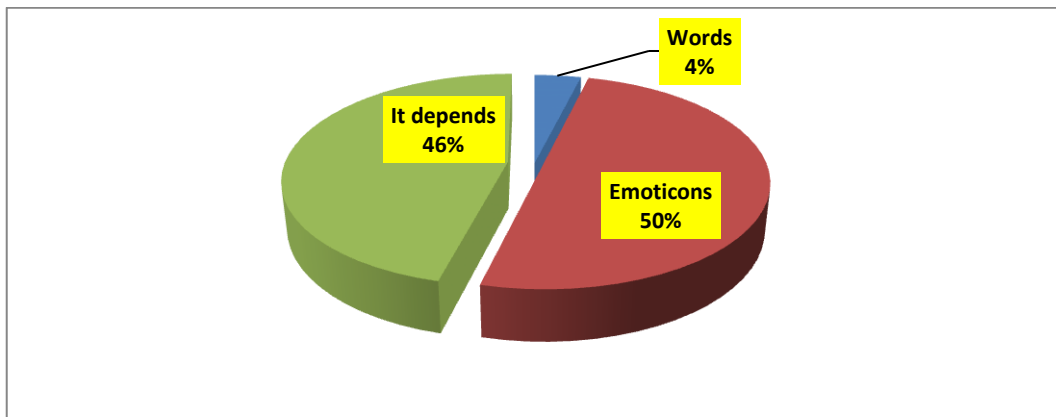


Figure 23: Language and Symbols Used in Social Media

How respondents usually write and use language on social media is shown in the next table.

In my social media texting, I usually use			
	Abbreviations	Acronyms	Letter and Number homophones Total
Number	26	04	25
Percentage	100%	15%	96%

Table 14: Language Styles Used on Social Media

In the results shown above, we notice that all respondents use abbreviations with 100% in their social media texting while acronyms with 15.38% and letter/number homophones with 96.15% which are also a sort of shorten words.

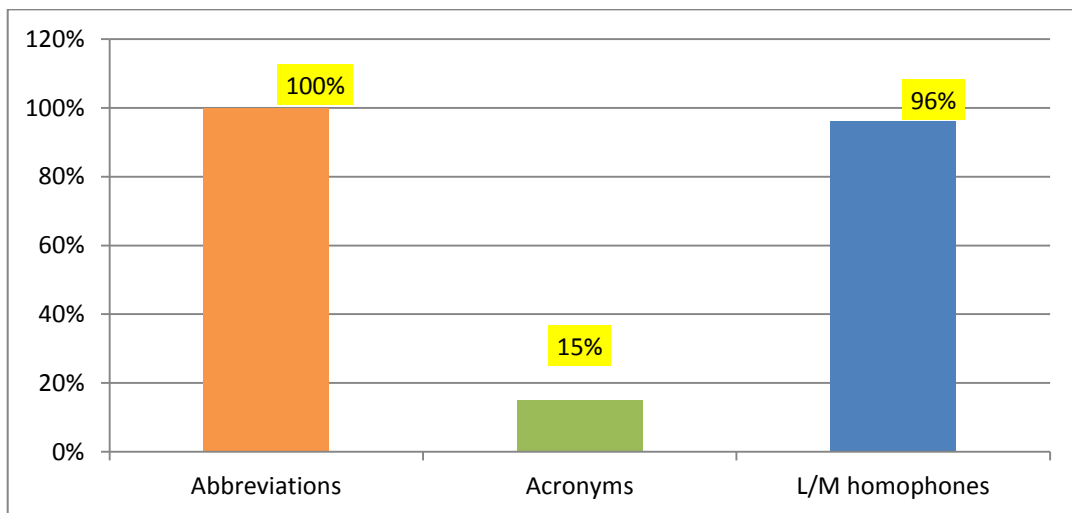


Figure 24: Language Styles Used on Social Media

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What respondents tried to do for English language on social media is clearly shown in the next table.

In my texting, I try to invent new words looking to my own style			
	Yes	No	Neutral
Number	06	12	8
Percentage	23%	46%	31%

Table 25: What Respondents Tried to do for English Language

Here 23% of participants try to invent new words looking to their own style, 46% do not try it and 31% still neutral.

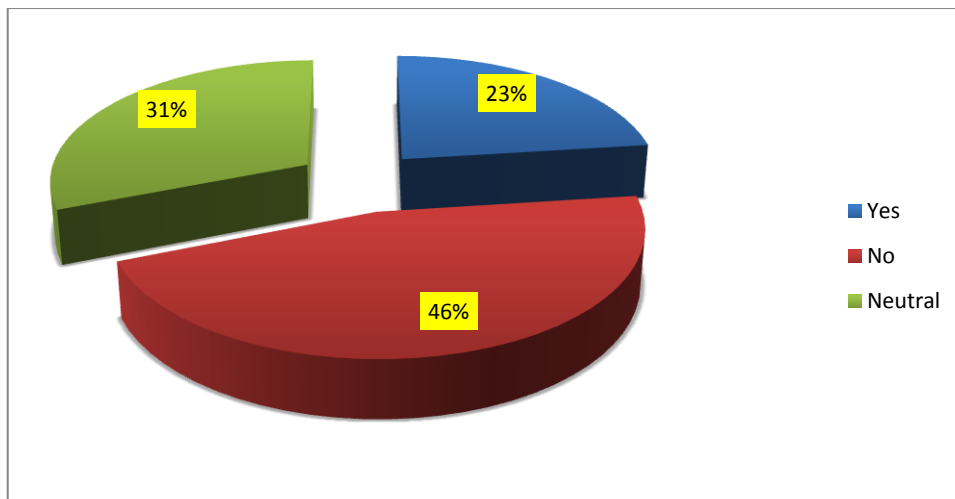


Figure 25. What Respondents Tried to do for English Language

In this question we tend to explore if the language used in social media is individual or common.

I learned social media language from			
	Friends	Sites	My own creative language
Number	18	06	02
Percentage	69%	23%	08%

Table 26: From whom Learning Social Media Language

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The Facebook texting style is learned for 69% by friends, 23% by network sites and 08% by creating their own words.

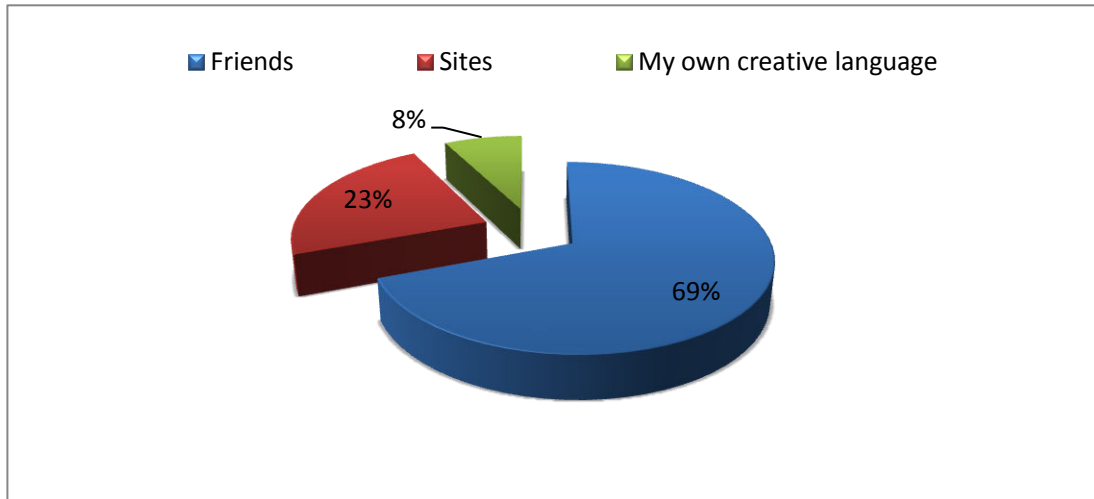


Figure 26. From whom Learning Social Media Language

This question has relation with the precedent one.

	My friends or interlocutors understand my texting		
	Easily	Hardly	It depends
Number	23	01	02
Percentage	88.5%	03.9%	07.6%

Table 27: The Understanding of Social Media Language

88.5% of the respondents find that their texting style on Facebook is easily understood by their interlocutors while 03.9% find it hardly to understand and it depends for 07.6% of them.

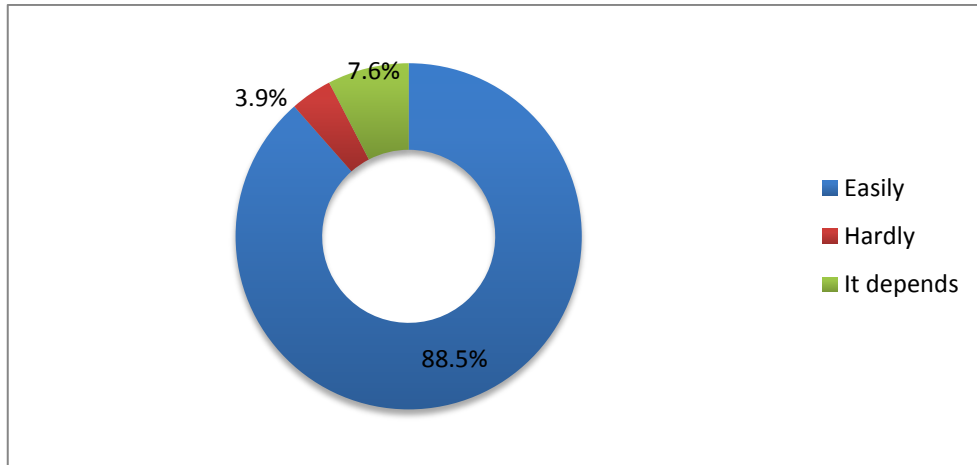


Figure 27. The Understanding of Social Media Language

2.7. The Results of Section VII (Aims of Texting Lingo):

This section is concerned to know the aims of texting lingo. 96.2% of the participants do not agree that using texting is to attract people. All of them 100% agree that texting is used to gain time. 84.6% agree that they imitate people’s writing on Facebook while 80.8% use texting lingo to cover their writing’s mistakes and finally, 69.2% see that their texting are not coincidence errors contrariwise, 30.8% of the students consider their texting just as a coincidence errors.

	Aims of texting lingo									
	I use Texting Lingo to attract people.		I use Texting Lingo to gain time.		I am accustomed to write Social Media Language since it is used by any user.		I use Texting Lingo because I am not well on writing correctly.		My Texting is just a coincidence errors.	
	N°	%	N°	%	N°	%	N°	%	N°	%
Agree	01	03.8	26	100	22	84.6	21	80.8	08	30.8
Disagree	25	96.2	00	00	04	15.4	05	19.2	18	69.2
Total	26	100	26	100	26	100	26	100	26	100

Table 28: Aims of Texting Lingo on Social Media

The next figure shows the aims of using texting lingo on social media by respondents.

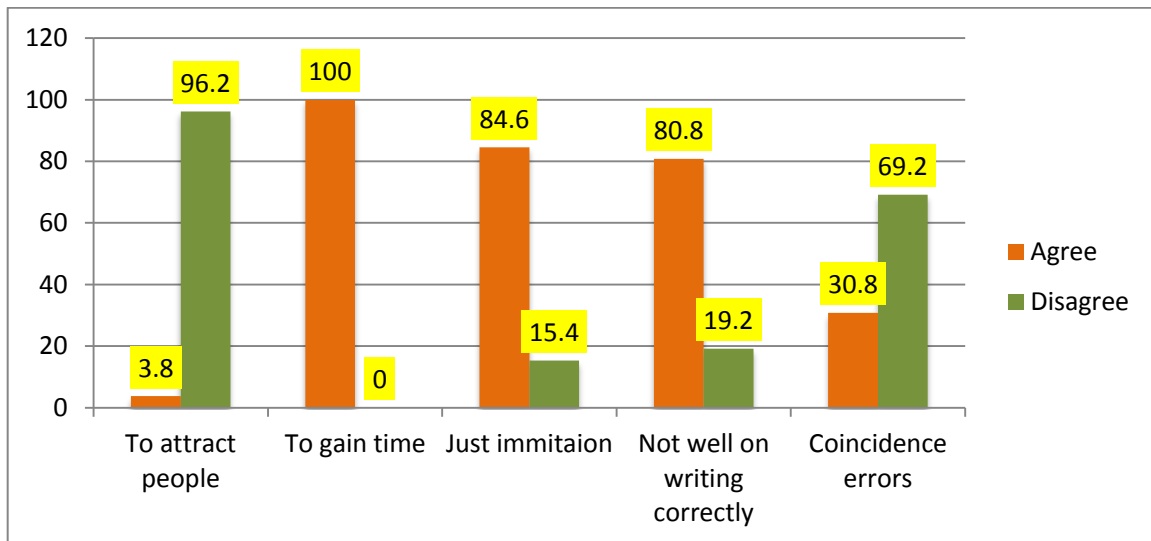


Figure 28. Aims of Texting Lingo on Social Media

2.8. The Result of Section VIII (Personal Opinions View):

Finally, more than half of the participants, with an average of 92.3% think that social media has negative effects on language and 50% think that texting destroyed language. All of them consider themselves ineligible to advice other students to distinguish between Facebook texting and academic writing.

Personal Opinions View						
	The social media has positive effects on eLearning language.		The social media has negative effects on eLearning language.		I am in the position to advice other students to distinguish between Facebook texting and academic writing.	
	N°	%	N°	%	N°	%
Agree	24	92	13	50	00	00
Disagree	02	08	13	50	26	100
Total	26	100	26	100	26	100

Table 29: Personal Opinions View about the Impact of Social Media on eLearning English Language

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Answers in this section vary between who agree and disagree the positive impact of social media on eLearning English language as shown in the next figure.

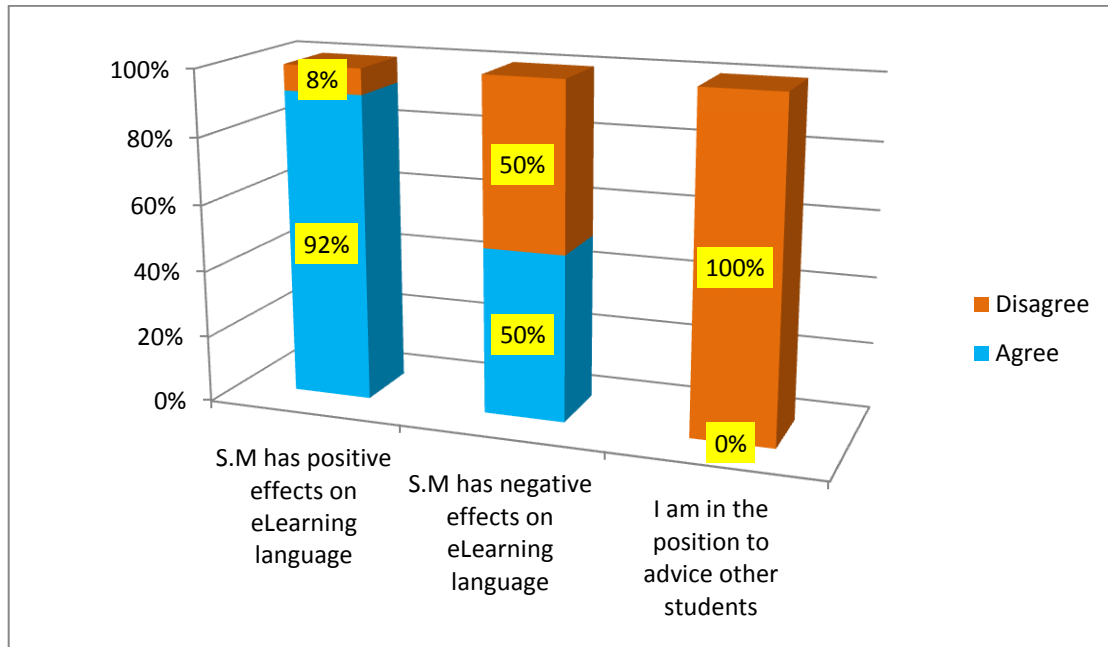


Figure 29. Personal Opinions View about the Impact of Social Media on eLearning English Language

3. Analytical Reading for the Results of the Questionnaire:

The target sample in this study contains 26 participants with different gender and age group. The greater number prefers using electronic means rather than traditional at school or through training due to its rich content. All of them use social media as a tool of multiple purposes, the principle one is for education since more than 3 years. The cellphone is the device mostly used by respondents since it is mobile and movable anytime and anywhere in addition to the availability of the Wi-Fi, 3G and 4G services in Algeria. With the availability of electronic mobile devices and Internet services, it is now an assistant factor for students to be connected and spend more time on the Internet with average 02 to 05 hours per day.

Unfortunately, for English student, we have noticed that they often use English language for communicating between them. Moreover, just a little who have opportunity to interact with English native speakers. But what concerns English sites, they all have already visited English forums. The majority of the respondents frequently use YouTube and Facebook for the sake of improving their English language skills. It depends on the way they prefer, but they all agree that the audio/visual method is a suitable and effective way to develop English language skills especially listening and reading.

For participants who use English in social media, they significantly noticed the evolution of their skills. But what flaw social media is that make of its users lazy students. They mostly prefer to write texting lingo on social media because it is the most easy and fast way of communication using abbreviations, acronyms, emoticons and other forms of shorten words when they want to express themselves. Some of them try to imitate their friends and others attempt to invent new communication writing style but finally they arrive to understand each other.

The most important here is that even if social media has a positive impact on the evolution of English language skills for respondents but in the other hand, it has a negative impact on writing skills. They all strongly disagree that they write a good grammar and correct English on their daily social media activities. Moreover, they often find grammatical errors on their writing works that have been marked by the lecturer.

Conclusion:

Thanks to the results of the questionnaire, we may establish our research since the results obtained are satisfactory serve our goals. We may find other additional points such the language used on social media and how it can change our formal language and that is the main negative impact of using social media for the sake of language learning specially when we fall into the misuse of such mediums. So from all above, we note that social media has a double impact on language students' performances.

The next chapter discusses the results of the questionnaire and interviews forming the positive and negative impact of social media on eLearning foreign language precisely English language.

Chapter Three: The Impact of Social Media on eLearning English Language

Introduction

The traditional methods which largely depend on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing language competency among the students. These stereotyped methods and teaching material makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Therefore the necessity to deviate from the grand methods and materials and to use innovative material and techniques of learning has been strongly felt. Innovative methods help in bringing a change and most of the times for the better. With the use of novel learning techniques, creating novel activities and tasks and participating in the same and use of authentic material, learners can be involved directly in the learning process by providing them direct experience by assuring their participation directly in the learning process. It helps the students learn faster and in an efficient, interesting and an interactive manner. This chapter discusses the use of social media in eLearning foreign language, why and how, in addition to its positive and negative impact on students' performance.

1. The Use of Social Media in eLearning Foreign Language “English Language”:

Children now turn to social media by default. This makes it a great - albeit currently underused - tool for language teaching, says Ryan Owen Gibson¹. Many of the studies report, if the learning environment is technologically rich, it can increase self-esteem and enthusiasm for learning (Fouts, 2000)². This can lead to more positive attitudes for learning, as well as lower absentee and dropout rates. In fact, one study proved that having a more technologically rich learning environment eventually lead to a higher rate in college attendance and scholarships (Stratham & Torell, 1996). This is great news for today's students if they are lucky enough to have learning environments that are rich in technology. Studies show that technologically rich learning environments provide for better development of life skills. These skills include organizational, problem solving, inquiry, and collaboration skills. The learning environment is improved by providing more

¹ Retrieved from <https://www.theguardian.com/teacher-network/teacher-blog/2012/apr/10/language-teaching-social-media> Accessed on 18-05-2017

² Retrieved from <https://sites.google.com/a/boisestate.edu/edtechtheories/Home/emerging-theories-of-learning-and-the-role-of-technology> Accessed on 21-04-2017

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cooperative learning and reduced competition (Stratham & Torell, 1996). Research also has shown that technology integration increases the chance of interaction within the learning environment (Keengwe, et al, 2008). *“Because many new technologies are interactive, it is now easier to create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge”* (Fouts, 2000, p. 11). It is these new environments, which have so much interaction between the participants in the learning community, that emerging theories on learning support and try to create.

Another study shows that the proper use of new technologies allows more systematic integration of language, content and culture, and gives individuals unprecedented opportunities for autonomous learning¹. In terms of foreign language learning, the establishment of a line of progression towards mastery of a foreign language implies establishing clear goals of reading competence, listening competence, presentation skills, interpersonal communication competence and writing competence. Taking in the foreign language at all levels of competence is not always consistent with the exposure of the formal classroom or other formal, predesigned learning platforms, as the process is individual, characterized by individual learning styles and based on the needs and capabilities of the individual learner. This, however, does not mean that there are not many patterns of similarity by which foreign language learning may be organized collectively, but individualized learning platforms may serve the purpose better since individual learning patterns may be taken into account (Cuthell, 2005).

Several studies investigate using different technologies in learning and teaching, in particular, foreign language learning. One way is eLearning: eLearning that serves information through the Internet and networks has allowed the student the ability to learn to access the information at anytime and anywhere. As the use of the Internet spread, it became possible to acquire and store digitized versions of many different kinds of learning content (texts, pictures, audio and video). Although it was possible to access a wide range of information with by this means (known as Web 1.0), it was not yet truly interactive. Contents could be placed on the homepages and databases, but it was not easy to create one's own content and share it with others. The typical Internet user browsed the web

¹ Retrieved from <http://www.proceedings.univ-danubius.ro/index.php/eirp/article/view/1648/1629> Accessed on 23-04-2017

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pages and downloaded content, but did not actively participate in the content-creation process¹.

The situation changed completely when the phenomenon called Web 2.0 started to spread. The emergence of the Internet, particularly Web 2.0 has provided access to the views and opinions of a wide range of individuals opening up opportunities for new forms of communication and knowledge formation. Previous ways of navigating and filtering available information are likely to prove ineffective in these new contexts. Connectivism theory is one of the most prominent of the network learning theories (See page 41) which have been developed for eLearning environments². “Digital natives” (Jukes/Dosaj 2003) of Web 2.0 not only searched for information on the web, but also became content providers themselves. The areas and tools of interactivity have become practically unlimited. Personal and institutional information is freely available on the World Wide Web and the technology exists to allow individuals to harness collective knowledge and entertainment portals for their own purposes. Students can create and exchange content in a cooperative way, within networks of their contemporaries. Blogs, forums, chats, wikis, newsgroups, and networks of friends and acquaintances provide an immense communal information production and exchange framework. By this means it has become possible to construct personally reflected knowledge adapted to one’s individual needs from information represented in cyberspace. These characteristics form the didactic basis of eLearning 2.0.

To support learning pedagogy today, there are many types of interactive, social and self-publishing media tools. These tools can enhance learning beyond the live classroom, virtual classroom (synchronous or asynchronous), or self-directed eLearning. They can facilitate the formation of learning communities and foster student engagement and reflection³. Today social networking platforms, such as Facebook, Wikis, Blogging Software, YouTube and even Twitter, may be integrated into the user experience of online learning design to support social interaction. Like social media, social media learning is a relatively new idea. It is defined as “the acquisition of information and skills through social technologies that allow people to collaborate, converse, provide input, create content and share it⁴”. Social media or Web 2.0 based applications include online chat forums, wikis, blogs; social networking sites make knowledge sharing easy and unobtrusive for the

¹ Retrieved from <http://tenegen.eu/en/content/090508/elearning-20-and-connectivism> Accessed on 24-02-2017

² Retrieved from <http://www.tandfonline.com/doi/abs/10.3109/0142159X.2016.1173661?src=recsys&journalCode=inte20> Accessed on 12-11-2016

³ Retrieved from <http://catmedia.com/social-networking-used-to-support-elearning> Accessed on 09-10-2016

⁴ Retrieved from <http://thelearningcoach.com/resources/online-learning-glossary-of-terms> Accessed on 18-11-2016

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individual. This type of tools facilitates communication, sharing information and online socialization.

Social networking platforms are part of mainstream culture. In fact, one study reports that 96% of students in the U.S. who have internet access use social networking technologies for blogging, chatting, online communities and more¹. According to Christopher Pappas one of the best outcomes is that learning has become learner-centric and not teacher-centric, which is the way it should have been all along². Teachers, instructional designers, educational institutions, companies, and even organizations have started to heavily rely on the use of social media in formal learning, to share practices, promote information and educational material, share opinions, views and comments, embodying them in training programs and individual courses. Educators, companies, and organizations rely on social media to assist in providing learning, share best practices, and promote educational materials together or within the training modules and individual programs. Acquiring knowledge has now become learner-centric which should have always been the case. The scope and reach of eLearning through social media is vast and is now easily accessible to most. According to Vincent Hill "an instructor can record the tutorials and broadcast it or come up with teasers for offered courses to generate interest with possible students. Advertisements through posts, tweets, and invites can use to gain more audiences. Creating a Facebook group with the learners also helps to keep everyone in the class informed of when and how the next training class will be held³".

The research conducted by Sim Monica - Ariana, Pop Anamaria – Mirabela has been argued that this type of learning is beneficial for foreign language learners, as it considerably builds confidence and increases learners' interest in the topic. The reasons could be the frequency of exposure as a result to an expanded language input. The study showed that students improved in vocabulary performance and confidence (even if slightly) after being exposed vocabulary via Facebook as compared to the case of students benefitting from traditional instruction only. Consequently, Facebook could become a very effective tool and medium for backing the traditional learning and for self-learning English vocabulary⁴.

¹ Retrieved from <https://www.learn-dash.com/using-social-networking-in-education> Accessed on 26-04-2017

² Retrieved from <https://elearningindustry.com/the-role-of-social-media-in-elearning> Accessed on 22-11-2016

³ Retrieved from <http://www.yourtrainingedge.com/how-social-media-is-effective-for-e-learning> Accessed on 24-04-2017

⁴ Retrieved from <http://steconomiceurope.ro/anale/volume/2014/n2/013.pdf> Accessed on 24-04-2017

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In the field of eLearning 2.0, knowledge chosen, organized, distributed and controlled by the authorities has been replaced by personal information management based on immediate needs. Consequently, the importance of official intermediaries and institutions is decreasing. The boundary between learning and teaching becomes less distinct. For the “download generation”, the Internet is not a medium for learning; it is the platform and the centre of personal study. In the milieu of eLearning 2.0, the opportunity exists to reconstruct an organic learning environment.

Nowadays; with Web 2.0; students gained the ability to seek, create, share information and knowledge and to collaborate online, anytime and anywhere. Web 2.0 tools like Wikis, Facebook, blogs, tagging, LinkedIn, virtual reality, social bookmarking, mashing, podcasts, folksonomies, ePortfolios, chatrooms, and similar technologies are now widely used as part of course work, and have become the norm. Furthermore, today’s “Digital Natives,” for whom the Internet, cell phones, and social media have always been an integral part of life, have different expectations about how, where, and when learning can take place (Brown, 2000; Prensky, 2001; Roberts, 2005; Thompson, 2008)¹.

1.1. Reasons to Use Social Media as a Tool of eLearning English Language:

It is a common truth by now that we need human interaction to communicate well in a language. Books, websites, apps...they are all great, but eventually we need to get out there and show the world our skills we have learnt (and mistakes) and put it to the test with real people.

The first reason is about the answer of these following questions:

- How much time do you spend on languages each day?
- How much time do you spend on social media each day?

Did you answer something along the lines of “not enough” for question one and something like “too much” for question two? This is what we guess according to the questionnaire.

¹ Retrieved from http://www.na-businesspress.com/JHETP/ForoughiA_Web15_5_.pdf Accessed on 26-04-2017

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1.1.1. People Spend More Time on Social Media:

Social media has become an integral part of our everyday lives; students spend a lot of time on social media when sitting at a family dinner or with partner. When people demand constant stimulation and cannot refrain from going on to Facebook/twitter during a 20 second commercial break... etc, but it does not have to be that way. These daily distractions can be turned into interesting tools of study for our quest of mastering languages. Social media was, after all invented to help people socialize across cultures and that was the purpose of all the participants in this study. For people to form networks above and beyond their local ones, to be connected by interests, not by location. And, when people of truly similar mindsets meet, beautiful things happen! That helps them to communicate with people in the target language which would like be learnt and thus ameliorate it especially if done, for instance, with native English speakers because there is no environment for practicing language in the social context because we live in an Arabic community and there is no space for communication in English. Thus, People are increasingly conversing online using diverse social sites. They enjoy the immediacy and convenience of engaging in discourse any time, any place, anywhere¹.

1.1.2. For People of All Types and Ages:

Learning English on social media can be done by anyone. Children as young as 4 – 5 years old are commonly learning how to use computers nowadays and people as old as 70 or 80 are also coming online to get connected or reconnected with others. Social media has penetrated every country on Earth and it is replacing a lot of traditional communication, such as personal visits, phone calls and even emails. Even if you do not already speak English well, social media is available in almost all languages, and one can start social media in his or her own language and slowly learn English through signing up for posts and pages that appear in English. Learning English on social media is possible for those of all ages, cultures and speaking levels.

¹ Retrieved from <https://www.learnenglish.de/improveenglish/socialnetworks.html> Accessed on 19-05-2017

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1.1.3. Convenience and Comfort:

You can learn from your own home, office or even from your mobile smart phone. A lot of people work with computers and leave social media websites open at all times, as a communication device. This means many people are easier to reach by social media than by telephone nowadays. Also, many English learners report that they are more comfortable and less shy to communicate with people over social media. This offers an excellent opportunity to practice English. Also it allows people to stay in touch with others and offers the chance for people to maintain relationships by chatting and emailing each other, while practicing English at the same time.

1.1.4. Rich Interaction:

Interaction and engagement between social media users is very rich and comes in many different forms. Virtual communities use English language social media sites such as Facebook, Instagram, YouTube, Twitter, Google+ and many other platforms to chat, trade pictures, share videos, create profiles, exchange opinions and give advice. This is a great chance to learn and use the international language of English¹.

1.1.5. Getting Informed and Gaining Knowledge:

Another reason of learning English via social media is that learners can stay up to date with current events and learn new things and new cultures from people all around the world. Social media gives us a chance to practice our English, grow intellectually and meet other people without ever having to travel. Despite books are great, audio courses are great, but no resource is more current and up-to-date than social media.

1.1.6. Vocabulary and Grammar Building:

English is a growing and changing language and even English teachers have to keep up with new language related to technology. Aside from modern technical / internet related language, learning English on social media gives us a special education, meaning we can learn lots of common and popular language that is not taught in traditional classrooms.

¹Retrieved from <https://www.englishtutoronline.com/english/learning-english-social-media/> Accessed on 19-05-2017

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1.2. How Social Media Can Be Used as English Language Platforms:

In order to provide effective learning in all contexts whether it takes place in traditional classrooms, online learning, or blended learning that integrates classroom-based lessons with online discussions, it is necessary to consider factors effecting students' learning before implementing online social networking in education. This technology-blended learning may effectively facilitate learners with one model of learning styles but may seriously mismatch learners with other model of learning styles. It is believed that learning style is a good predictor of an individual's preferred learning behavior. While instructors cannot always accommodate each student's need, it is important to provide several learning opportunities to students¹. As learning styles are considered factors that may influence the learners' achievement regarding the channel of learning they prefer. In order to blend online social network into learning, it is interesting to know what students' learning style preferences are, and how they associate with their online social network use.

The advent of smart phones, tablet computers and on campus Wi-Fi means that students are always connected, sharing, publishing, playing and networking (Cavazza 2012). However, it cannot be presumed that students are aware of the pedagogical value of these tools. The challenge for educators is to show students how social media can be used to achieve learning. Social media now comes in a variety of mediums. There is text, image, video – all of which you can consume or share yourself for free².

1.2.1. Social Media and the VARK Model:

Senses are supposed to be the gateways of knowledge. All these sense organs help us to understand the environment in which we live. Among these, the organs of hearing and seeing are the most important. Most of knowledge we acquire comes through our eyes and ears. The materials that help us to make our knowledge clear and vivid through these senses are called Audio-visual aids³.

¹ C. H. Tu and M. S. NeIsaac, "The Relationship of Social Presence and Interaction in Online Classes," *The American Journal of Distance Education*, vol. 16, no. 3, pp. 131-150, 2002. Accessed on 15-05-2017

² Retrieved from <http://www.lindsaydoeslanguages.com/social-media-language-learning/> Accessed on 19-05-2017

³ Retrieved from <https://fr.slideshare.net/ajumohan735/use-of-audio-visual-aids-in-language-learning-55498816> Accessed on 21-05-2017

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- **The VARK Model:**

Learning style is a suggestion of a behavioral tendencies (Felder & Spurlin 2005) as such it is only an indication of which is the strongest method of learning. The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For example, when learning how to build a clock, some students understand the process by following verbal instructions or video tutorial, while others have to physically manipulate the clock themselves. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one’s prior experience. In other words: everyone’s different. It is important for each one to understand the differences in her/his learning styles, so that s/he can implement best practice strategies into her/his daily activities¹.

One of the most accepted understandings of learning styles is that student learning styles fall into three “categories:” Visual Learners, Auditory Learners and Kinesthetic Learners. These learning styles are found within educational theorist Neil Fleming’s VARK model of Student Learning. VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning.) The VARK model acknowledges that students have different approaches to how they process information, referred to as “Preferred Learning Modes”. The main ideas of VARK are outlined in *Learning Styles Again: VARKing up the right tree!* (Fleming & Baume, 2006)². People who prefer to learn by ear are being named as 'Aural or Auditory' learners and those who prefer to access information by written or printed materials are known as 'Read and Write' learners whilst the " Visual " learners prefer and learn best when they are given with pictorial information³.

¹ Retrieved from <https://teach.com/what/teachers-teach/learning-styles> Accessed on 18-04-2017

² Retrieved from <https://sememe.org/wp-content/uploads/Flora-Educational-Developments.pdf> Accessed on 18-04-2017

³ Retrieved from https://www.researchgate.net/publication/255626054_Learning_Styles_Again_VARKing_up_the_right_tree Accessed on 18-04-2017

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VARK learning styles focuses on how learners prefer to use their senses (hearing, seeing, writing, reading or experience) to learn. As already established students vary in the way they learn, some by seeing and hearing, others by reflecting and acting and still others by reasoning, memorizing and visualizing (Felder & Henriques 1995)¹. Identifying students learning style should by no means be about looking for 'the style' of a student and customizing teaching to that specific style.

a) Visuals: (charts, pictures, graphs ...etc)

The use of visuals aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects². The images are considered as educational tools that support the learning process, clarify some information, facilitate learners' understanding and help them to establish information. Using photos with English-Language Learners (ELLs) can be enormously effective in helping them learn far more than a thousand words -- and how to use them. Usable images for lessons can be found online or students can take and use their own. For visual learners, there are awesome Channels to learn English language. For more advanced English-Language Learners, using photos can be a good way to help them learn about Bloom's Taxonomy. In an exercise borrowed from Learn North Carolina, following an introduction to the different levels of Bloom's, students can apply their new knowledge towards developing leveled questions about a photo³.

For example, a teacher could use this photo and model asking questions for each category:

- Knowledge: What items or people can you name with the vocabulary you know?
- Comprehension: What is happening in the photo?
- Application: What one sentence caption would you write?
- Analysis: Where do you think they are?
- Synthesis: What might they be thinking?
- Evaluation: Are they too young to play soccer? Why or why not?

¹<http://eprints.sunway.edu.my/164/1/Joanna%20Miranda%20%20Applying%20Theories%20of%20Learning%20Styles%20in%20Elearning%20with%20Social%20Networking%20Tools.pdf> Accessed on 19-05-2017

² Retrieved from <https://www.ucm.es/data/cont/docs/119-2015-03-17-11.MariaRamirezGarcia2013.pdf> Accessed on 20-05-2017

³ Retrieved from <https://www.edutopia.org/blog/ell-engagement-using-photos> Accessed on 20-05-2017

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The image shows a Facebook post from the 'LearnEnglish - British Council' page. The post is dated May 30, 2015, at 16:41. It contains a link to a resource about adjectives and prepositions. The main content is a multiple-choice question: 'You're not still angry ___ me, are you?' with four options: a) on, b) to, c) for, and d) with. The post has received 1,100 likes and 121 shares. A comment from Abimbola Adeola Oyegun is visible, stating 'D is d correct answer because we can only get angry with people and not on at, or for...you can get angry at people behavior but not at people...we only get angry with people..... #myopinion'.

Figure 30 : Picture Word Inductive Model on Social Media

The Picture Word Inductive Model (PWIM) is one of the favorite ways of learning. In it, learners first brainstorm twenty words related to a picture, then put those words into categories and add new ones that fit those categories. Next they complete a "cloze" (or fill-in-the-blank) activity with sentences about the picture which they then put into categories of their own. They convert those sentence categories into paragraphs, and, finally, arrange the paragraphs into essays. Lastly, a title is chosen. Research has shown that it is an effective way for students to learn to develop vocabulary and to read and thus to enhance literacy skills especially for the pupils.

b) Sounds or Audios (Songs, Storytelling ...etc):

Teachers often ask students to listen. They might be lecturing, playing a music recording, or teaching about heart arrhythmia. Each situation requires students to pay attention, and to develop a specific type of listening skill. Today, we can reproduce a wide range of aural experiences and distribute them easily over the Internet to provide students with "anytime, anywhere" exposure to content, along with increased opportunities to

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practice the skills would be likely to learn¹. Interactive audio provides multiple possibilities to test active listening skills. In computer-assisted audio, the printed screen comes alive with sound for the acquisition of listening and speaking skills as well as reading and writing skills.

c) **Audio-Visual (Video):**

Video can provide a fantastic resource and stimulus for language teaching and learning. Salman Khan in “Let's use video to reinvent education” (20 mins)² describes the transformative way video can impact on teaching and learning. For example, “Video for ALL”³ is a European project that brings together all current methodologies, ideas and innovative practices to teach and learn languages by integrating digital video⁴. Today, for instance, YouTube is described by some as the 'video age', with many possibilities for integrating video into language learning, facilitating communicative learning skills, listening, speaking, reading and writing. Video offers opportunities for developing listening and speaking, which can be the most difficult skills for language learners. Video also allows the student to learn languages at their own pace and when they have the time. Ever since Don Taylor's first Global Sentiment Survey in 2014, video has ranked high among learning professionals across the globe. Video is no longer an up-and-coming trend. Audiences now expect video to be enveloped in Learning and Development (L&D) content, and for good reason⁵:

➤ **Video Provides a Lot of Information in a Short Amount of Time:**

Think of how successful videos with ultra-short content on apps are, such as on Instagram or Facebook. Brain Candy also shares a ton of useful information in each 60-second tip video.

➤ **Video Facilitates Storytelling:**

Rather than using an aggressive sales approach, several major brands have taken a cue from John Lewis' Christmas TV adverts, utilizing their festive airtime as an engagement opportunity to connect with consumers via storytelling.

¹ Retrieved from http://ccnmtl.columbia.edu/enhanced/primers/audio_as_teaching_tool.html Accessed on 20-05-2017

² Retrieved from https://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education#t-408874 Accessed on 09-05-2017

³ Retrieved from <http://videoforall.eu/fr/> Accessed on 09-05-2017

⁴ Retrieved from <https://www.teachingenglish.org.uk/article/are-you-looking-ways-use-video-language-teaching-learning> Accessed on 11-05-2017

⁵ Retrieved from <https://elearningindustry.com/use-video-in-elearning-why-how> Accessed on 11-05-2017

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➤ Video Makes Conveying Behavior, Emotion and Culture Easier:

Emotions, culture and behavior often fare better if they are conveyed via video rather than through writing. This unconscious bias module offers a solid example of this using an animated video. The use of tape recordings and picture slides gained special importance in the 1950s - 1960s with the rise of the Audio-lingual method in the USA. Based on Skinner's behaviorist theory, it claimed to provide students' with best models to imitate native speakers.

The Oral-Situational Approach, dominating in Britain in the middle of the last century, insisted on learning language situationally. Concrete objects, pictures, realia, charts and flashcards were widely used in the classroom to promote real life contexts. Also in the 1960's, French Scholars developed the Audio-visual method. This method considered that audiovisual technology is a great contribution to help teaching. Students were taught through a combination of textbooks, filmstrips, tape-recordings, slides and classroom presentation.

It is authentic, and because it is authentic, it is motivating. It can be accessed from a range of devices. It is a familiar medium which reflects how we are presented with information outside the classroom. It can provide a window into other people's lives and cultures. Helping students realize they can understand video in English may encourage them to make this part of their routine at home. And finally, visual clues in video provide scaffolding for weaker students without reducing the challenge for stronger students¹.

Type of Activity	Individual?	Group ?	Areas of language learning
Dialogue (Audio)	No	Yes	Pronunciation, vocabulary, context
Audio recording playback(Audio)	Yes	Yes	Pronunciation, vocabulary, context, comprehension
Film (video)	Yes	Yes	Nonverbal communication, pronunciation, context, vocabulary
Online Journal (text)	Yes	Yes	reading, writing, syntax, spelling, vocabulary, context, comprehension

Table 30: Examples of Activities using Technology to enhance language learning².

¹ Retrieved from <http://www.cambridge.org/elt/blog/2015/10/22/5-ways-use-video-classroom/> Accessed on 27-04-2017

² Retrieved from <https://ccit205.wikispaces.com/Technology-enhanced+language+learning> Accessed on 27-04-2017

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d) Interaction:

To really understand another language, you need to get to grips with the way it is used by its native speakers. Today; despite it is a good way to get to know the basics; learning English involves much more than studying a textbook, doing tests, and putting dictums into practice. What textbooks; for instance; do not do is help you to understand how people use language in real settings. Now with the advent of the Internet and its attendant technology, hosts of options exist for improving your English skills. These options involve interacting with others online via social networks - communicating in order to learn about other cultures, have fun, and to learn English at the same time¹ through virtual communities. Social media is a fantastic resource for language learners who want to get to know a language from the inside out. Psycholinguistic approaches to language acquisition are focused on the importance of social interaction and noticing. For example, Long's (1985, 1996) Interaction Hypothesis holds that language development is brought about by person-to-person communication and the linguistic interactions that take place. Proponents of such interactionist approaches (e.g., Chapelle 1997, 1998) highlight the crucial role that input, interaction, and output have on language learning. Input in the target language is essential (e.g., Krashen, 1994), and input that is comprehensible but slightly beyond the level of the learner ($i + 1$) provides direct information about the language and serves to illustrate what patterns are and are not evidenced in language. Additionally, input that is comprehensible is most likely to be noticed (e.g., Schmidt 1990, 1995) and processed by learners. When negotiation of meaning is required, either due to a gap in the learner's knowledge or through a breakdown in communication and the need for comprehension checks and communication strategies, it leads in turn to the output that a learner produces. Swain and Lapkin (1995), for example, have proposed the Comprehensible Output Hypothesis to explain how learning is facilitated precisely by the need to produce language².

¹ Retrieved from <https://www.learnenglish.de/improveenglish/socialnetworks.html> Accessed on 27-04-2017

² Social Networking and Language Learning by Lara Lomicka. The University of South Carolina Gillian Lord, The University of Florida / Accessed on 25-05-2017

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1.1.2. Examples of How Using Some SNSs in Language Learning:

Creating student-generated materials such as podcasts or videos is interesting to students and helps them to learn and acquire the language. According to Swain (2007), *“The output hypothesis claims that the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning.”* Thus, encouraging students to speak and experiment with the language is an integral part of learning. SNSs such as YouTube, Twitter, and Facebook, have become extremely popular among Internet users who wish to share their ideas, videos, and other activities online (Dieu & Stevens, 2007). This contemporary phenomenon has led the World Wide Web in innovation, and the term Web 2.0 specifically applies to these types of services. These Web sites can be accessed easily; they are free and interesting to users, and are the new tools for learners of English to express themselves in authentic ways¹. A number of Internet Cafés for language learning are already available on the web (c.f. Dave's ESL Café at (<http://www.eslcafe.com/>), where teachers and learners will find materials and support as well as a platform for communicating in a target language.

1.1.3. YouTube:

A search on YouTube will reveal a number of ESL-related videos posted by teachers and students. These can be shown to students who are not confident about posting their videos on the Internet. The videos can also be used to promote discussions in class. Posting a video is not as difficult as it sounds, especially if computer resources are available to the teacher and students. Before recording the video, learners usually like to practice what they are going to say, thus encouraging language training without forcing the student to conduct repetitive drills. A wide variety of topics can be covered depending on the needs of the learner. They can also follow some channels and subscribe in it to receive new lessons posted on videos related to English language learning such as a YouTube channels: “Learn English with Let's Talk - Free English Lessons”, “Learn English Through Stories”, “Learn English Conversation” ...etc.

¹ Social networking for language learners: Creating meaningful output with Web 2.0 tools. Knowledge Management & E-Learning: An International Journal, Vol.4, No.1. Accessed on 25-05-2017

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1.1.4. Facebook:

The most successful SNS is Facebook. This Web site has hundreds of millions of users and it is an enticing way for students to form an online community. It is an excellent place to message and communicate as the content that is posted to the site may motivate learners to share ideas and thoughts that would be very difficult to duplicate in a classroom setting. Not only can you create a personal profile which offers you the perfect chance to write all about yourself including your likes, dislikes, goals, favorite quotes, ambitions and similar which improve your oral expressions through live videos and writing skills, but you can also write long or short messages on your own “wall” or other people’s “wall” and read other notes which your friends have written – not forgetting news stories and other literature which people frequently post.

This popular platform can be used for many learning purposes in listening, reading and writing practice. Students can use the chat function to engage in live conversations through text writing or through face-to-face conversations. Students can also practice dialogues by commenting and replying to others' posts on pages or in groups. Teachers can create learning groups for language tasks or projects. In professional colleges, students are often required to read passages to test their comprehension, but if you become used to doing this everyday through social media sites, exams and general English reading practice will get easier. Be aware, however, that slang, idioms, colloquialisms and abbreviations are used frequently on social media sites which may confuse those new to the English language. That said, so long as you have a solid background knowledge of English and understand the difference between formal conversation and casual chat, it is good to see how native English speakers communicate on a daily basis. In fact, immersing yourself fully into British culture and learning the complexities of language is often encouraged as it helps you to appreciate different forms of speech. The great thing about Facebook is that there are also pages and groups set up dedicated to learning English, such as BBC Learning English and English Language Practice. Both of these provide an interactive place for you to voice your ideas and gain useful information with sites like BBC Learning English continuously posting amusing tidbits or sharing idioms about fruit and other topics. To help with listening skills, you will also be able to hear audio material or watch/share YouTube videos regarding certain subjects like the daily commute¹.

¹ Retrieved from <http://www.ukenglish.org.uk/improve-english-with-social-media/> Accessed on 02-05-2017

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The UK College of English Facebook page is another site which also shares helpful information such as different ways to say common expressions including, “nice to meet you”, “let me know,” “keep up the good work” and “just kidding”. We also regularly promote a free English Conversation Club every Friday. Like and interact with these pages and your English skills should come on significantly without even realizing it. Again, it is about putting English in the forefront of your mind and looking for alternative English study ideas.

1.1.5. Twitter:

Twitter is described as a social networking and microblogging service that users like to use for short messages of 140 characters in length (Tweeter.net, 2011). The short format is a unique way of communicating that has captivated the creative minds of millions of users and it is an interesting method for students to keep in touch with each other as well as with the teacher. One possible lesson may start with a teacher telling a story to the learners. Then, the teacher instructs the students to continue the story. Another idea may be for the teacher to ask trivia questions, and the students attempt to answer them in class (ESL Daily, 2011). Twitter is a micro-blogging service which allows you to express how you are feeling or what you are doing in a limited number of words. In fact, each Tweet can only be 140 characters long which means you must be as concise as possible with your post—something which is, in fact, great practice for English language learners. Then they will need to select words carefully and use the most relevant vocabulary.

This popular social media platform allows you to follow people, businesses, subjects and charities that interest you. While you are keeping a close eye on your favorite celebrities, why not improve your English learning by following Twitter accounts such as @Dictionarycom, @engVid, @EnglishTips4U and @allearsenglish. @Dictionary.com, for instance, has a word of the day theme which will help you to expand your English vocabulary and get to grips with various meanings, whereas @engVid often focuses on correct pronunciation. You never know when a nugget of information will benefit your learning and, by making English a priority, you will quickly brush up on your skills. Moreover, Twitter is full of interesting ideas, theories, stories, life snippets and other must-read statements which will (hopefully) encourage you to practice your comprehension.

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Twitter allows you to follow organizations, print and internet media, artists, musicians, celebrities and even governments from all over the world. You can receive all sorts of different registers, vocabulary, topics, and tones of language all in one single feed. You can also keep up to date with what's happening in the countries you are interested in.

Instagram:

If you want to improve your English learning, Instagram is also the place to be as it allows you to describe your daily or most-exciting adventures through pictures and text. This is a great learning tool as it is fun, interactive and anything written is usually accompanied by a picture helping you to understand what is being said. It also give you the chance to put your experiences into words, so if you have been somewhere recently or are always doing random things – perhaps you are learning English abroad and want to share what you have been up to with friends and family – this is the platform for you.

2. The Positive Impact of Social Media on eLearning English Language:

Language learning social network sites (LLSNSs), online communities specifically aimed at encouraging collaboration between language learners (Harrison & Thomas, 2009), bring together opportunities for students to receive structural tutorials and deploy what they learn in authentic communication with native speakers around the world. Using Web 2.0, users may easily express or share their opinions, ‘think by writing’, seek others’ opinions and feedback and be connected with the others. Furthermore, multimedia production in form of audio (e.g. podcasting using mobile technology) or video (vodcasting, YouTube) capabilities continue to grow and offer new opportunities for teaching, learning and assessment. Using social media, students may record discussions and upload them on the platform for further knowledge sharing, assessment, reflection and feedback from peers and professors. This contextual collaboration seamlessly integrates content sharing, communication channels and collaboration tools into a unified user experience that enables new levels of productivity (Geyer, Silva Filho, Brownholtz, & Redmiles, 2008). Web 2.0 tools may shift control to the learner, through promoting learner agency, autonomy and engagement in social networks that straddle multiple real and

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virtual learning spaces independent of physical, geographic, institutional and organizational boundaries (McLoughlin & Lee, 2010)¹.

Research has shown that if students work with language problems in case-based Web 2.0 environment, they become more motivated for collaboration, resulting in successful planning of communication (Lill Ingstad & Mondahl, 2009).

2.1. Motivation and User Profiles:

In more traditional learning environments where case work is limited to the simulation scenario and where no collaborative services are offered early on, process-oriented information sharing and learning are very limited. One benefit that has emerged with regard to the use of S.M is motivation and student enjoyment. McBride (2009) suggested that daily engagement with Facebook could be a motivating factor for pedagogically useful foreign language experiences. Stevenson and Liu (2010) explored the pedagogical and technical use of three language-related SNS (i.e., Palabea, Live Mocha, and Babbel) in the context of foreign language learning. Another research suggests that learning may be efficient if the students' attention is focused on communication oriented problem solving in a collaborative environment. A case-based learning environment may hold the following constituents which include written synchronous and asynchronous communication in a social media enhanced learning environment. Traditional classroom learning environments offer face-to-face spoken interaction but not the option of tracking the communication and learning processes, which may be reviewed by both teachers and learners. Language learning social network sites (LLSNSs), online communities specifically aimed at encouraging collaboration between language learners (Harrison & Thomas, 2009), bring together opportunities for students to receive structural tutorials and deploy what they learn in authentic communication with native speakers around the world. The emergence of LLSNSs thus brings together two important features of Computer Assisted Language Learning: instruction and communication.

Furthermore, the results of the questionnaire showed that the participants were interested and excited about the possibilities of collaboration on SNSs in terms of learning directly from other users including native speakers. Factors identified that are important to learner satisfaction of social spaces include comfort level, language proficiency level, preferred communication modes and the design of the sites. Additionally, Mitchell (2012)

¹ Retrieved from <file:///C:/Users/Sofien/Downloads/ejel-volume12-issue4-article303.pdf> Accessed on 26-04-2017

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suggests that creating and developing friendships in S.M can increase motivation. Using a qualitative case study, one study explored Facebook with nine learners of English and a second language. Data were coded from interviews and analyzed to identify salient themes, and the findings suggested that students were able not just to communicate with friends but also to improve their linguistic and cultural competency. In addition to motivation, other work has focused on student profiles. Harrison and Thomas (2009), for example, investigated Live Mocha with a small group of learners, who used the SNS one hour per week. Overall, students responded positively to the materials and experience. Results also suggested that profiles are central to the dynamic of interaction in online communities and thus play a role in learning. Finally, they propose that SNS such as Live Mocha can “transform language learning, by providing environments that allow new modes of active learning” (2009:121).

2.2. Development of Socio-pragmatic Competence:

Blattner and Fiori (2009) considered the potential of Facebook to encourage positive student relationships, provide constructive educational outcomes and immediate, individualized opportunities to interact and collaborate with peers, instructors and native speakers of a variety of Foreign Languages (FL). They found that meaningful integration in Facebook in the language classroom can lead to a sense of community and impact the development of socio-pragmatic competence in language learners. Likewise, Blattner and Lomicka (2012a; 2012b) examined pedagogical practices using a social forum and a Facebook forum in the context of an intermediate French course. They administered structured linguistic tasks and questionnaires. Students were asked to identify information in posts made by forum members: types of salutations, use of pronouns, question formation, and colloquial vocabulary (i.e. abbreviations, syllabograms). The results suggest that language analysis on Facebook forums can enhance the awareness of important socio-pragmatic elements by transcending national and cultural boundaries. Finally, informed by a bridging activities model, Reinhardt and Zander (2011) conducted a sociopragmatic study with nine participants. Their study implemented activities using Facebook for elementary Korean with the goal of developing sociopragmatic awareness of Korean honorifics. Trends emerging from his work suggest that there is evidence of sociopragmatic awareness, understanding of contextual constraints on use and creative use of Facebook affordances.

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2.3. Develop Critical Thinking Skills

Online discussion forums can increase students' critical thinking skills. Create a Google group or Facebook group and post questions for discussion. Monitor the discussion to clarify or encourage students to think more deeply about a topic in English language.

2.4. Language Improvement:

Some studies have found association between SNS use and improvement in new literacies and language skills (e.g., Lee, 2006; Mills, 2011), and others have focused on non-standard uses of language in online interactions (e.g., Chen, 2013; Lee, 2006). Stevenson and Liu (2010) reported that users of Babbel perceived progress in vocabulary as well as increased confidence in using the target language. Mills (2011) used Facebook in a French classroom and found that this fostered an interactive community for communication, interaction, and discussions. Lee (2006) also reported that the frequency of L2 learners' participation on SNSs appeared to have a positive impact on their oral proficiency, vocabulary acquisition, and syntactic complexity.

LLSNSs represent an attempt to take the potential of SNSs a step further, providing user with more specific instructional resources and more targeted opportunities for L2 communication. Such sites have reached tens of millions of people in recent years. But what impact have they had on learning? We investigated three broad questions to address this issue:

- Attitudes: What were users' attitudes toward L2 learning on a large LLSNS?
- Usage: What patterns of individual usage emerged from LLSNS participation?
- Progress: How much did individual LLSNS users think they learned? What actual L2 improvement appeared to take place?

2.5. Attitudes

The improvements we found in perceived self-confidence and motivation may be attributable to the participants' access to and ability to communicate with native speakers of their target language. Unlike traditional bottom-up learning that starts with alphabets and phonemes and later moves on to words, sentences and grammar, learners on the LLSNS quickly adopted ready-to-use sentences and had ample opportunities to practice

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with native speakers. Our findings also showed that the participants felt more comfortable communicating with native speakers on the site than face to face. This is consistent with previous research findings that communicating online reduces anxiety (Warschauer, 1996a, 1996b; Young, 2003). Learners in online environments may experience less stress than traditional learners, because they have more time to review their output before sending it to native speakers (Warschauer, 1999). As one user commented: “it saves embarrassment which you can get if you were in a language class when you make mistakes and there is no rushing for tests as you can go in your own pace and slow down with your own time. In classes it can get quite competitive so none of that is here”. Though Stevenson and Liu (2010) reported that some individuals were hesitant to use LLSNSs due to their lack of interest in building social relationships, our findings suggested the opposite. Unlike learners in the traditional L2 classroom, which is often isolated from both real-world contexts and long-term communicative engagement (Thorne, Black, & Sykes, 2009), our participants felt it was natural to engage in meaningful conversation with native speakers on the LLSNS. The increased motivation and self-confidence they reported vis-à-vis the target language suggests that LLSNSs may provide valuable opportunities for L2 socialization and engagement.

Though users may have concerns about privacy and surveillance on SNSs, according to Vie (2007), they do not fear sharing and exchanging information. Chen’s (2013) study illustrates how attitudes towards Facebook affected the literacy practices of two international students, Cindy and Jane (pseudonyms), in the United States. Cindy equated being literate in English to mastering academic English, so the use of Facebook was not important to her due to its informality, nor did it appeal to her for socializing which she preferred to do in her native language. In contrast, Jane perceived Facebook to be a welcoming space for English learners and therefore used it to construct her new identity as an experienced user of English as a foreign language. Though users generally seem to have positive, if often complex, attitudes towards using SNSs, user attitudes to LLSNSs remain unclear. Stevenson and Liu (2010) documented both positive and negative user attitudes towards three LLSNSs. On the one hand, their participants generally reported excitement about learning from native speakers. On the other hand, they were hesitant about how LLSNSs were meant to be used, with one respondent commenting that Livemocha “should be built for learning a language, not for finding others for the purpose of establishing social

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relationships” (p. 249). Other users also expressed concerns about the quality of the feedback that other users provided.

2.6. Usage and Attrition

Learning on this LLSNS enables users to connect with native-speaker communities, but whether learners can sustain such contact remains a crucial question. Chen (2013) reported an increased number of information exchanges involving two case-study participants using Facebook. All case-study participants eventually discontinued submitting exercises to the site, which may suggest lesson attrition, but the reasons for this remain unknown. For instance, it might be due to the completion of lessons, or due to the participants continuing to use the site but with a focus on features other than exercise submission.

The issue of attrition is related to learner autonomy and the provision of access to educational materials. Scholars have argued that in CALL environments, autonomous learning—or, learning initiated and directed by learners (Littlewood, 1996)—may help learners modify input and output, monitor learning progress, develop metacognitive skills, and prioritize their learning (Darawawang & Reinders, 2010). However, the development of truly autonomous learners is likely to require more than just having access to resources (Nielson, 2011). The mere availability of self-study materials does not guarantee that they will be used (Jones, 2001), and learners seem to need additional types of support and guidance (Mozzon-McPherson, 2007). This is especially the case in out-of-school learning contexts and among adult learners. As shown by Nielson, participants are often enthusiastic at the beginning of an intervention, and yet may not take full advantage of self-access centers and commercial self-study packages.

Although Nielson suggests that providing learners with the means to interact with other learners, tutors, or native speakers may help to decrease attrition rates, the present study suggests providing communication tools does not automatically lead to persistence. Regarding the use of SNSs among non-native speakers of these sites’ principal languages, several studies highlight the importance of socialization. Mitchell (2012) proposes that learners of English should use Facebook to help acclimatize themselves to college life, build friendships with English native speakers, and experiment with the language. Vie

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(2007) also suggested that SNSs provide a space for socialization in which learners are exposed to authentic language used for diverse social purposes.

2.7. Progress

Previous research on online L2 courses has primarily focused on reading and writing with computer-based tools (e.g., Chen, 2006; Murphy, 2007); however, our data showed greater perceived progress in listening and speaking than in reading and writing. Although this difference was not statistically significant, the perception of listening and speaking progress may result from the amount of oral practice, self-expression, and social interaction that LLSNSs afford to their members. If learners develop the skill of communicating with native speakers through SNSs, they can build relationships with them and participate in their communities in the target language. LLSNSs appear to create a natural environment in which users can learn and practice languages, while further including specific language-learning components. LLSNSs users share similar goals—learning a language—which adds to their perception that the site is an encouraging environment where they can exchange their language expertise. Furthermore, the online presence of numerous ready-to-chat native speakers makes LLSNSs more interactive than traditional classrooms.

Regarding actual as distinct from perceived L2 progress, our findings suggest that using LLSNSs may increase syntactic complexity. The literature on Computer-mediated Communication (CMC) has demonstrated increasingly complex syntactic structures in online communication (Shang, 2007), but no consensus on how the use of CMC or SNSs may impact language accuracy. On the one hand, some studies show that online students have more opportunities to monitor their language production than traditional students do (Warschauer, 1996b, 1999). On the other hand, language use on the Internet is often criticized as being less correct and less coherent than other forms of language use, and as having disrupted adjacency (Herring, 1999; Kern, 2006). Even with a well-designed curriculum or explicit error correction, some studies of online learning have failed to find improvement in language accuracy (Vinagre & Muñoz, 2011; Young, 2003). It is also possible that students make more errors over time because they are writing longer sentences containing more challenging vocabulary, comparable to the well-known u-shaped child language learning curve in which infants make more errors in speech as

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their language develops, before accuracy improves again later (Bever, 1982; MacKay, 1982). Further study is needed to investigate more fully why measures of student accuracy decrease over time, and why this stands in contrast to students' perceived progress in all aspects of language learning¹.

2.8. Personalize Learning:

The brains of young people are different today than they were a generation ago. The amount of time spent engaging with digital technology has actually changed the structure of our brains. About 30% of our brains are involved in processing visual images as opposed to 3% for auditory input. Although students may still have different learning styles or preferences, more and more are either visual or kinesthetic learners. A teacher talking to a classroom of students is not the best way to teach today's students. Post links to video to use as note-taking practice, or to photos for writing prompts.

Using social media also allows students to practice interaction in a way that works for them. They can slow down turn-taking if helpful and refer to a written record of a "conversation." Encourage students to interact on social media by posting comments². Use the settings option on your Facebook or any other social networking profiles to change the language to the one you are trying to learn. You will be surprised how much vocabulary, technical and otherwise, you will pick up by just browsing through your account every day. Changing the language setting means the adverts and pop-ups you receive will also be change, which will expose you to colloquial and current forms of the target language. Advertising offers interesting insight into language and culture, as it often incorporates humor and cultural references specific to the people who speak the language.

If you have friends overseas your feed can also help you to see everyday expressions and abbreviations written down. You can also click on their events pages or any links and notes they share, which will give you access to sites and information you would not usually find by yourself. There are even some social network sites that are designed for language learners. Pop the words 'tandem' or 'language exchange' into Google and a whole host of sites will appear offering everything from language learners' databases to actual exchange programs abroad. These sites often have forums and the option to build

¹ Retrieved from <https://alsic.revues.org/2436> Accessed on 25-05-2017

² Retrieved from <https://oupeltglobalblog.com/2012/09/27/social-media-and-elt/> Accessed on 12-05-2017

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friendships with people across the world who wants to learn your first language (especially if it is English!). Joining these sites or just browsing through will give you a healthy dose of the target language in a very authentic context¹.

2.9. Learning Autonomy

The notion of learner independence or learner autonomy moves into an area where learners can direct their own learning. It could mean those learning activities which take place without the immediate intervention of the teacher. Independent language learning is characterized by optimizing or extending learner choice, focusing on the needs of individual learners, not the interests of a teacher or an institution, and the choice of decision-making to learners. It is also learner centered which views learners as individuals with needs and rights, who can develop and exercise responsibility for their learning. In this scenario, independent learners set their own objectives and follow strategies devised by themselves to fulfill them. They are expected to develop the ability to engage with, interact with, and derive benefit from learning environments which are not directly mediated by a teacher. Thus, independent language learning can refer to a context or setting for language learning (Benson & Voller, 1997; Wright, 2005) in which learners develop skills in the target language often, though not always, individually. This in turn facilitates the learner to become more efficient and effective when they study independently. They are compelled to assume responsibility for their own learning. Learner independence demands learner involvement and such involvement may lead to a deeper and better learning. Thus it can be said that the fostering of learner independence may start in a class room environment and extend beyond it.

2.10. The Availability of Resources:

The Internet has the potential to provide language learners with vast resources of authentic written, audio, and video materials to supplement lessons. Educators can find a wide assortment of materials for learners to study in class or after class for independent learning and to encourage learner autonomy. Differences certainly exist between the numerous communities, based on criteria such as the existence and quality of learning resources, the degree of structured content in learning pathways and scenarios, the roles of

¹ Retrieved from <https://www.brightknowledge.org/knowledge-bank/modern-languages/studying-modern-languages/language-learning-and-learning-styles/language-learning-and-social-networking> Accessed on 12-05-2017

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users (learner or tutor or both – e.g. tandem learning), the possibilities given to users to add, modify and improve content, etc.

2.11. Group Study:

Being part of S.M groups does much more than only help you learn. It motivates you psychologically. When you go to a movie with your friends, the entire group seems to form a similar impression of the movie. You will either hate or love a movie depending on who you watch it with. This groupism extends to various walks of life. So when you surround yourself with like-minded people, all determined to study English, you feel driven to learn more. They help you keep on track with your progress. This group study also does one important thing. It helps with the equalization of knowledge. If your friend knows something you do not, he will help you out with it. If you understood a grammar concept they did not, you can help them out. The entire group benefits from this kind of mutual learning!

2.12. Language Exchange:

This is a widespread concept in language learning where a person learning a language X will help you with their native language, in exchange for language X that you speak fluently. Both parties benefit from this. There are lots of sites and apps specifically designed to facilitate such language exchanges, but you can use your usual social networks just as well. You can find language exchange partners among your new Facebook groups.

Suppose you met Noor, a native Arabic speaker. She wants to learn English for the purpose of higher education. You both start speaking about general topics such as place of living, work, age etc. What next? She seems to be a nice person and you would like to befriend her. But you do not know how to talk about the amazing Spanish music you happened to see on one of the Facebook groups! There is a kind of positive peer pressure to learn more, in order to keep the conversation going. Next time, when you meet Houda, you will already know how to ask her about her favorite music!

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Social media for language learning	Media sharing	Instant messaging, Conversational arenas and chat	Social networking	Blogging and Microblogging
Example	Peer to peer; link sharing; e.g. Spotify TuneIn radio, Flickr, Youtube Instagram	Paltalk, Oovoo, Skype	Facebook, LinkedIn, Ning	Wordpress BlogSpot Twitter

Key: All learners' names are pseudonyms. Learners declared their own level as 'beginner' (B), 'intermediate' (I) or experienced (E). SSIW refers to the online Welsh learning course and community 'Say Something In Welsh'.

Figure 31 : Types of social media relevant to language learning – adapted from Conole and Alevizou's typology (2010)¹.

3. The Negative Impact of Social Media in eLearning English Language:

Internet has slowly transformed from something we want, to something we need. Social network is one of the most important elements for Internet, which connects everyone on this planet. This connection has facilitated many things and benefited a lot of people. There are many social networking sites that serve different features and functionality such as Facebook, Twitter, YouTube, Instagram and many more. But, unexpected things always happen without warning. The usage of social network is beneficial for many things, but is it necessarily good for everything? Some said that the language used in social network is not necessarily correct, and it might affect other users, and domino effects occurred.

Internet slang came together with the rapid growth of social networks. Internet slang refers to a set of different short forms and language used by internet users. Some afraid that the excessive usage of internet slangs will vanish the traditional English vocabulary. Social networks not only connect people, they also provide a medium to share information with the world. For example, Facebook offers a feature called Pages, which enabled anyone to open a page, to share information about language learning for instance, promote websites, links, and news. The question is, are these links, news,

¹ Retrieved from <http://www.jime.open.ac.uk/articles/10.5334/jime.ak/> Accessed on 12-04-2017

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and information conveying proper form of English? Is it harmful for the users' English proficiency?

Another problem is, students often used Internet slangs during examination and reports. This problem is observable by almost all lecturers. Instant messaging services are so widely used. When the users are comfortable with Internet slangs, they will subconsciously or accidentally use it on somewhere where Internet slang is not allowed, such as formal writing. First of all let's have an idea about the language used in social media.

3.1. The Language Used in Social Media:

As "Lisa Lebduska¹" posted in her article "*The Facebook Mirror*" about student writing: They cannot spell, write a complete sentence, or use commas appropriately². This study was focusing on communication style or texting style mostly used by students on Facebook. A writing instructor Lisa Lebduska indicated that most teachers are complaining that the SNS texting style, with lack of grammar and misspelling are seeping through student's creative writing skills (Lebduska, 2011). The texting style throws away the importance mechanics of creative writing. In general, parents, teachers and language experts have very strong and negative riposte toward Facebook texting style, which allows the user to use abbreviations, shorthand typing, text lingo and emoticons, with various spelling, syntax, punctuation, capitalization and grammar errors, when students doing their Facebook activities like posting a status, commenting, and etcetera (Lebduska, 2011).

Through our observation of some comments and messages, we attain that texting style on Facebook is divided into the following types:

3.1.1. Abbreviation

Abbreviations are often used in chatrooms because they are easy to type and they save time. Many people use abbreviations on social media sites for texting or direct/instant messaging and when commenting any status or article. Abbreviation is a shortened form of

¹ Lisa Lebduska. Professor of English. Wheaton college.edu.29-03-2015

² Lisa Lebduska. The Facebook Mirror. Insidehighered.com. 29-03-2015

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a word or phrase, it consists of a letter or group of letters taken from the word or phrase¹ used chiefly in writing to represent the complete form² such as “USA” is an abbreviation of “United States of America.” They are shortened versions of one or two words which are still pronounced the same way, even if they are written as an abbreviation³. For example Mr. Hall is pronounced Mister Hall and not M-R Hall.

Abbreviations	Meanings
C.V	Curriculum Vitae
Etc.	Et cetera which means and other things
i.e.	Id est. which means in other words / That is
e.g.	For example
Vs	Versus
Abt/Ab	About
Pseud.	Pseudonym
Add	Address
Msg	Message

Table 31: List of Some Abbreviations

There are four main kinds of abbreviations: clippings or shortenings, acronyms, initialisms, and contractions.

3.1.1.1. Clipping / Shortening:

Clipping is one of the ways new words are formed and created in Facebook within a culture when phrases and words are shortened, or ‘clipped,’ and used commonly over time. It involves the shortening of a longer original word, often reducing it to one of its parts⁴, resulting in the formation of a new word. This process is also referred to as 'truncation' and 'shortening'. A clipped form generally has the same denotative meaning as the word it comes from, but it is regarded as more colloquial and informal or slang⁵. It means that despite the word is shortened and formed by dropping one or more syllables from a polysyllabic word but the meaning remains the same. There are four main types of clipping. These include back clipping, fore-clipping, middle clipping and complex clipping.

¹ Retrieved from <https://en.wikipedia.org/wiki/Abbreviation>. Accessed on 31-03-2015

² Retrieved from <http://www.thefreedictionary.com/abbreviation> .Accessed on 31-03-2015

³ Retrieved from <http://www.englishleap.com/other-resources/abbreviations> .Accessed on 31-03-2015

⁴ Retrieved from <http://www.stgiles-international.com/student-services/english-language-tips> . Accessed on 02-04-2017

⁵ Retrieved from <https://www.thoughtco.com/what-is-clipping-words-1689855> . Accessed on 02-04-2017

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- **Back clipping:** In back clipping, the first part of the word is kept. It is removing the end of a word as in words gym from (gymnasium) - math from (mathematic) - exam from (examination) - lab from (laboratory)
- **Fore-clipping:** In fore-clipping, the last part of the word is kept. It is removing the beginning of a word as in phone from (telephone) - site from (website) - burger from (hamburger) and net from (Internet)
- **Middle clipping:** In middle clipping, the middle of the word is kept. It is retaining only the middle of a word as in Fridge from (refrigerator) - flu from (influenza)
- **Complex clipping:** In complex clipping, part of the original compound is kept. It is removing multiple parts from multiple words as in sitcom from situation comedy.

3.1.1.2. Acronyms:

Acronym is one of those words that have taken its place on chat conversations. It is an abbreviation formed from the initial components in a phrase or a word. Usually these components are individual letters as in examples shown in the next table:

NATO	The North Atlantic Treaty Organization.
RADAR	Radio Detecting And Ranging.
LASER	Light Amplification by the Stimulated Emission of Radiation.
UNICEF	The United Nations International Children's Emergency Fund.

Table 32: List of Some Acronyms

So an acronym is a pronounceable word formed from the first letter or first few letters of each word in a phrase or title. Sometimes the newly-combined letters create a new word that takes the place in everyday language. Using this shortened form of a word or phrase can speed up communication¹. Here is a list of common acronyms used in Facebook:

¹ Retrieved from <http://examples.yourdictionary.com/examples-of-acronyms.html> . Accessed on 04-04-2015

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Acronyms	Words
LOL	Laughing Out Loud
LIS	Laughing In Silence
LIG	Let It Go
OIC	Oh, I See
SIT	Stay In Touch
SU	Shut Up
WOT	Waste Of Time or- it means what
WOTAM	Waste Of Time And Money
CYT	See You Tomorrow
ILY	I Love You
ISO	In Search Of
BOT	Back On Topic
EOM	End Of Message
IMO	In My Opinion
YOLO	You Only Live Once
KIT	Keep In Touch
SIT	Stay In Touch
SYS	See You Soon

Table 33: List of Common Acronyms Used in Facebook

NOTE: All acronyms are abbreviations, but not all abbreviations are acronyms

3.1.1.3. Initialism:

Another words used on Facebook such as: **LMK** → **Let Me Know**

OMG → **Oh My God**

Initialisms are another type of abbreviation. They are often confused with acronyms because they are made up of letters, so they look similar, but they cannot be pronounced as words. "FBI" and "CIA" are examples of initialisms because they are made up of the first letters of "Federal Bureau of Investigation" and "Central Intelligence Agency," respectively, but they are not usually pronounced as words. Insiders sometimes call the FBI "fibby" and the CIA "see-uh," but most of the world says "F-B-I" and "C-I-A," so they

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are initialisms¹. So, initialisms are pronounced by spelling out the letters one by one rather than as a solid word². Here is a list of common Initialisms used in Facebook:

Initialisms	Words
LQTM	Laughing Quietly To Myself
IM	Instant Message
IDK	I Don't Know
GB	GoodBye
GJ	Good Job
GL	Good Luck
HW	HomeWork
BBL	Be Back Later
OTP	On The Phone
BTW	By The Way
BRB	Be Right Back
WYTB	Wish You The Best
WP	Well Played
WD	Well Done
WB	Welcome Back -or- Write Back
W/E	Weekend
TLT	Til Next Time
TM	Trust Me
TC	Take Care
RN	Right Now
RL	Real Life
NP	No Problem
CM	Call Me
PP	Point Of View

Table 34: List of Common Initialisms Used in Facebook³

NOTE: Initialisms and acronyms are both types of abbreviations but it is important to know the difference between these two forms since abbreviations are becoming increasingly popular in everyday language. Initialisms are formed using the first letters of a group of words where each letter is pronounced separately or sounded out and Acronyms are also formed using the first letters of words. However, they are pronounced as words.

¹ Retrieved from <http://www.quickanddirtytips.com/education/grammar/abbreviations-acronyms-and-initialisms> .Accessed on 04-04-2017

² Retrieved from <http://www.thefreedictionary.com/initialism> .Accessed on 04-04-2017

³ Retrieved from The list from comments and messages on social media Netlingo.com .Accessed on 07-04-2017

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To Remember:

- Initialisms are made from the first letter (or letters) of a string of words, but cannot be pronounced as words themselves.
- Acronyms are made from the first letter (or letters) of a string of words but are pronounced as if they were words themselves.
- Abbreviations are any shortened form of a word.

3.1.2. Blending

Blending is one of the many ways new words are made in English Language especially in Facebook. In linguistics, a blend word or a blend is a word formed from parts of two or more other words. It deals with the action of abridging and then combining various lexemes to form a new word by joining the beginning of one word and the end of another to make a new word with a new meaning¹ which is often a combination of the original words. Most blends are formed by one of the following methods:

- ✚ The beginning of one word is added to the end of the other, it is known as a portmanteau word². For example, brunch is a blend of breakfast and lunch.

Other examples:

Advertisement + entertainment → Advertainment

Motor + hotel → Motel

Slang + language → Slanguage

- ✚ The beginnings of two words are combined. For example, cyborg is a blend of cybernetic and organism.

Other examples:

Motor + pedal → Moped

Biography + picture → Biopic

¹ Retrieved from <https://www.teachingenglish.org.uk/article/blending> .Accessed on 08-04-2017

² Retrieved from <https://en.wikipedia.org/wiki/Portmanteau> .Accessed on 08-04-2017

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- ✚ Two words are blended around a common sequence of sounds. For example, the words:

Documentary + drama → Docudrama

Emote + icon → Emoticon

Some languages, like Japanese, encourage the shortening and merging of borrowed foreign words (as in *gairaigo*), because they are long or difficult to pronounce in the target language. For example, *karaoke*, a combination of the Japanese word *kara* (meaning empty) and the clipped form *oke* of the English loanword "orchestra" (J. *ōkesutora* オーケストラ), is a Japanese blend that has entered the English language¹.

3.1.3. Contraction:

A contraction is a shortened version of the written and spoken forms of a word, syllable, or word group, created by omission of internal letters (actually, sounds)². We often "contract" or shorten words in English. For example, we may say "he's" instead of "he is". Note that we usually insert an apostrophe (') in place of the missing letter or letters in writing. Here are some example sentences:

I haven't seen him. (I have not seen him)

Who's calling? (Who is calling?)

They're coming. (They are coming)

We do this especially when we speak. We do not contract words so much in writing³ but since social media is an intermediary way or mean to daily communicate between the various segments of society including friends; so we remark that Facebooker people use contractions in friendly messages, for example, but they are not usually correct in more formal texts such as business letters or accademic essays.

In linguistic analysis, contractions should not be confused with abbreviations nor acronyms (including initialisms), with which they share some semantic and phonetic functions, though all three are connoted by the term "abbreviation" in loose parlance. Contraction is also distinguished from clipping, where beginnings and endings are omitted.

¹ Retrieved from https://en.wikipedia.org/wiki/Word_formation .Accessed on 10-04-2017

² Retrieved from [https://fr.wikipedia.org/wiki/Contraction_\(grammaire\)](https://fr.wikipedia.org/wiki/Contraction_(grammaire)) .Accessed on 10-04-2017

³ Retrieved from <https://www.englishclub.com/vocabulary/contractions.htm> .Accessed on 10-04-2017

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English Language has a number of contractions, mostly involving the elision of a vowel (which is replaced by an apostrophe in writing), as in I'm for "I am", and sometimes other changes as well, as in won't for "will not".

The main contractions are listed in the following table¹

Full Form	Contracted	Notes
not	-n't	Irregular forms: "ain't", "won't", "shan't". "n't" can only be attached to an auxiliary verb which is itself not contracted.
let us	let's	
I am	I'm	
are	-re	we're /wɪr/ is pronounced differently from <i>were</i> /wɜr/.
is	-s	
does	-s	Informal, as in "What's he do there every day?"
has		
have	-'ve	
had	-d	Informal, as in "Where'd she go?"
did		
would		
will	-ll	
of	o'-	Used mostly in <i>o'clock</i> , where it is mandatory in contemporary use
of	o'	As in "barrel o' monkeys," "Land o' Goshen," "lots o' luck"
it	't-	Archaic, except in stock uses such as <i>'Twas the night before Christmas</i>
them	'em	Perceived as informal, yet old. Actually from <i>hem</i> , which is not the same word as them, a Norse loan.
is not	isn't, or ain't	ain't is contracted from <i>am not</i> and more recently <i>is not</i> ; it is generally considered a colloquial contraction.

Table 35: List of the Main Contractions

From the above table, we see that in positive contractions, some of them can have two or three meanings. For example, he'd can be he had or he would. It depends on the rest of the sentence. Look at these examples:

- He'd like to go (He would like to go.)
- He'd finished when I arrived. (He had finished when I arrived.)

¹ Table taken from [https://en.wikipedia.org/wiki/Contraction_\(grammar\)](https://en.wikipedia.org/wiki/Contraction_(grammar)) .Accessed on 14-04-2017

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The contraction's (= is or has) is not used only with pronouns. It can also be used with nouns, names, question words and words like here and there, for example: The train's late. John's arrived. Where's the phone? Here's your change. There's a policeman.

In negative contractions, we note that with the verb be, two negative forms are possible¹, for example: We are not → we aren't and we're not. In questions, am not is contracted to aren't, for example: I'm late, aren't I?

Also note that, unlike normal contractions, we do not always use apostrophes (') with informal contractions when written casually as in “Im tired or I m tired → I am tired”.

Some other simplified pronunciations of common word groups, which can equally be described as cases of elision, may also be considered (non-standard) contractions (not enshrined into the written standard language, but frequently expressed in written form anyway)², for example, "gonna" is a short form of "going to". If you say going to very fast, without carefully pronouncing each word, it can sound like **gonna**, and it is the case of **wanna** for “want to”, **y'all** for “you all”, **gimme** for “give me”, **gotta** for “(have) got a” as in “Have you gotta car?“, **kinda** for “kind of”, **lemme** for “let me”, **whatcha** for “what are you” or “what have you”, **ya** for “you” and others common in colloquial speech.

Listed below are some common informal contractions, with example sentences. Note that the example sentences may be a little artificial because when we use a contraction we may also use other contractions in the same sentence, or even drop some words completely. For example:

What are you going to do? → Whatcha going to do? / Whatcha gonna do? **Or** /

Do you want a juice? → Do you wanna juice? / D'you wanna juice?

D'ya wanna juice? / Ya wanna juice? / Wanna juice?

¹ Retrieved from <https://www.englishclub.com/vocabulary/contractions-negative.htm> .Accessed on 14-04-2017

² Retrieved from [https://en.wikipedia.org/wiki/Contraction_\(grammar\)](https://en.wikipedia.org/wiki/Contraction_(grammar)) .Accessed on 14-04-2017

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3.1.4. Letter / Number of Homophones:

Also termed logograms, phonetic reductions, or syllabograms, letter number homophones use a letter or-number to represent a word or part thereof (Thurlow & Poff, in press). It is the pronunciation of the individual letters/numbers which is significant, as opposed the overall appearance of a homophone. A commonly cited example in both SMS and IM; is "cu 18r/see you later". This example illustrates both types of homophone, where "cu/see you" denotes a letter homophone and "18r/laterU" denotes a number homophone. Other examples reported from actual text- and IM-messages include "wuu2/what you up to", "nel/anyone" and "BCNU/be seeing you" (e.g., Plester, Wood & Bell, 2008; Thurlow & Brown, 2003)¹.

The following table contains the common letters and numbers homophones using in Facebook.

N/L homophones	Meanings
10Q	Thank you
143 (2)	I love you (too)
18U	I hate you
1daful	Wonderful
2	To/two/too
24/7	As in all the time
2b	To be
2b @	To be at
2BZ4UQT	Too buwy for you cutey
2day	Today
2moro	Tomorrow
2nite	Tonight
2QT	too cute
2U2	To you too
4	For / four
4eva/4e/4ever	Forever
4NR	Foreigner
5FS	5 finger salute
@AR8	At any rate
Bcoz	Because
Ax	Across
B4	Before
B4U	Before you
Bak @U	Back at you
C	See
CUL8R	See you later

¹ Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/jcc4.12045/full> .Accessed on 18-04-2017

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D8	Date
Dinr	Dinner
Every1	Every one
EZ	Easy
4U2	For you too
G98T/G98/GN8	Good night
GR8	Great
Hi 5	High five
Id10t	Idiot
Lo	Hello
M8	Mate
Ova	Over
P-ZA	Pizza
R	Are
RU da	Are you there?
RU OK	Are you ok !
SM1	Someone
URZ	Yours
W8	Wait
W@	What?
YF	Wife

Table 36: the Common Letters and Numbers Homophones Using in Facebook

3.1.5. Non-conventional Spellings and Accent Stylizations / Phonetic Spellings

Non-conventional or non-standard spellings follow legitimate letter-sound correspondences in a language, but they are not the conventional spelling for that particular word, for example, "sum/some", "thanx/thanks, and the much publicized use of "k" in "skool" (Thurlow & Brown, 2003; Thurlow & Poff, in press). Accent stylizations, categorized broadly as "youth code" (Plester eta/ 2008), refer to words that are spelled in accordance with informal regional speech, for example, "wannalwant to", "gonnalgoing to" and "dat/thatM (Crystal, 2008). Accent stylisations are also often employed as humorous alternatives (Thelwall, 2009).

So phonetic spellings in this context are all forms that are shorter than the original word they represent and go back to the pronunciation of the respective word. These spellings are different from clippings in that they contain at least one character that is not part of the standard spelling of the word in question. The following examples from the corpora may help to illustrate this category¹: in English:

bin **➡** been
Nite **➡** night

¹ Retrieved from <http://salsa-tx.org/proceedings/2006/Bieswanger.pdf> .Accessed on 18-04-2017

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Examples	Meanings
Becuz	Because
Gratz	Congratulations
Pliiz	Please
Soz	Sorry

Table 37: Non-conventional Spellings and Accent Stylizations / Phonetic Spellings

3.1.6. Emoticons and Typographic Symbols:

The use of emoticons and typographic symbols is generally overestimated, but they do occur. Emoticons are a type of pictogram that typically conveys an emotion or a facial expression, though objects can also be represented (Crystal, 2008). Examples provided by Dresner and Herring (2010) include ☺ (Smile) and to express contemplation. In recent times, graphic representations, both static and animated, have taken the place of traditional emoticons in the form of icons. These are commonly known as **emoji** although the term **kaomoji** is more correct¹.

Some web sites encourage using emoticons like: <http://www.symbols-n-emoticons.com> by saying " Now you can easily express yourself to your friends when you are happy, sad, in love, cranky, or experiencing just about any other emotion while decorating your Facebook status and comments using our Facebook emoticons list. Just choose emoticons that best suit your mood"²

This is a list of notable and commonly used emoticons or textual portrayals of a writer's moods or facial expressions in the form of icons:

¹ Retrieved from https://en.wikipedia.org/wiki/List_of_emoticons . Accessed on 18-04-2017

² Retrieved from <https://fr.piliapp.com/facebook-symbols/> . Accessed on 20-04-2017

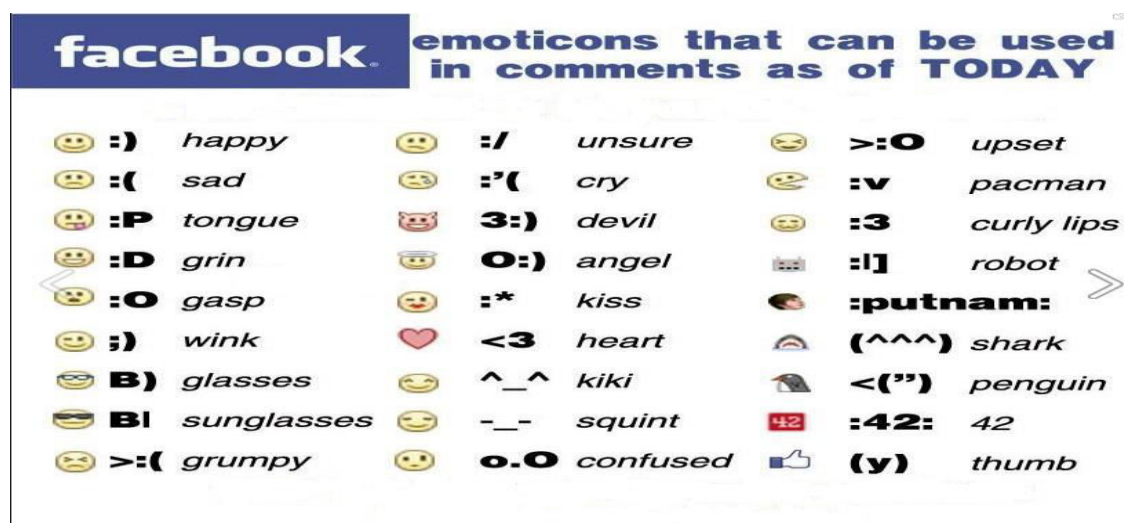


Figure 32: Common Emoticons Used in Comments on Social Media

3.1.7. Word-Value Characters:

Word value characters are a special category that is made up of characters or combinations of up to three characters that can stand for whole words but whose pronunciation is not homophonous with a word. Some of these characters could be treated as extreme cases of clipping, but as we are mostly concerned with individual characters representing whole words, these characters are treated separately here. Examples for the characters in English are:

X → Kiss
& → And

3.1.8. Other Forms:

Other documented text language categories reported throughout the literature include onomatopoeic spellings (e.g., "haha" or "zzzz"), omitted apostrophes (e.g., "cant"), misspellings/typos (e.g., "are" for "our") and hybrids, which are a word or utterance using two or more of the categories outlined above. Crystal (2008, p. 54) offers the following example; "iowan2bwu/l only want to be with you" which contains a full word, an initialism, a clipping, a number homophone, an initialism and a letter homophone.

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Forms	Meanings
Hahaha	Laughing
Zzzzz	Tired or bored/ going to sleep
Huh	What!!!
Shhhh	Quiet
Mmmm	To express the like or enjoyment of someone or something ¹ .
Miam / yummy!	Used to designate satisfaction, liking, or pleasure/ something delicious.
Pfff	An expression of <u>annoyance</u> or <u>disappointment</u> .
Wow!	An exclamation of surprise, not a videogame.
Oops!!	Used to express mild dismay, chagrin, surprise, etc., as at one's own mistake, a clumsy act, or social blunder.

Table 38: Other Forms Used On Social Media

The above chapter has covered the texting style mostly used on Facebook daily; the one below will underline the writing ability of the student in general

3.2. Why People Prefer Using Texting Facebook Style on Their Writings in Social Network Sites?

- ✓ Text messaging is most often used between private mobile phone users, as a substitute for voice calls in situations where voice communication is impossible or undesirable. Surveys conducted found that a big rate of smartphone users still send text messages. This makes texting one of the most widespread methods of communication in the world even on SNSs.
- ✓ A further factor that may link play with language to exposure and engagement with written language is children's invention of spellings when they lack knowledge of conventional word forms.
- ✓ Our current lifestyle places importance on being fast, so patience is a virtue that is slowly fading away. So texting is used as a way to speed up conversations, get points across quickly and type less when you're in a rush. Now, with Twitter's limited characters in every Tweet, abbreviations are becoming more popular than ever! So abbreviation is used to save time, mainly and space in writing .i.e. when writing distances, for instance, it would take up a lot more time and space to write "centimeters" instead of "cm". Abbreviations are used to simplify.
- ✓ Text messaging are its immediacy, speed of delivery and reach.
- ✓ Jargon and buzzwords are technical or occupational term developed to help specialists in a specific industry or business communicate quickly and simply with one another. Unfortunately, jargon and buzzwords tend to escape the confines of

¹ Retrieved from <http://www.urbandictionary.com/define.php?term=mmm> .Accessed on 20-04-2017

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the narrow fields to which they apply and into our everyday language. People use buzzwords to appear cool, “in the know” or to deliberately confuse an issue¹.

- ✓ Abbreviations are sometimes useful for long, technical terms in scientific writing.
- ✓ Electronic communication has been a particularly fertile field for abbreviations. Systems like Twitter and text messaging limit the length of a message to only 140 – 160 characters. So, writers have no choice but to use abbreviations.
- ✓ Some people prefer using texting Facebook style because of their inability to speak properly and correctly the language used, especially if they are non native speakers.
- ✓ “Among young people, in particular, texting quickly emerged as an index of belonging... as (D. MURALI)would also expect texting to become an index of prestige, within a group, as some members develop special kinds of expertise, such as texting speed or creative coinages.” Abbreviations commonly used on sites such as Twitter and Facebook are also making it into coursework, essays and experiment write-ups.
- ✓ There are the communicative strengths of the medium, notes Crystal. “Texting is far more immediate, direct, and personal than alternative methods of electronic communication. It is more convenient than instant messaging, where both sender and receiver have to be sitting at their computers”.
- ✓ Texting has added another dimension to multitasking, D. MURALI informs in his article "Texting, a language in very rapid evolution". “People text while doing something else, such as watching television, listening to a lecture, attending parties, and driving. Teachers have frequently observed students texting in class while reading a book, writing an essay, or even carrying out a scientific experiment” especially with the spread of the 3G and 4G in Algeria and the availability to connect in universities via WI-FI.
- ✓ The lack of a keyboard that enables the user to write in Arabic, especially the Arab youth in foreign countries.
- ✓ The Arabic letters are replaced by Latin letters. And given the richness of the Arabic language, it was found that some Arabic characters are not compensated by a Latin characters, and to cover the deficiencies and the lack that in Latin characters; they are replaced by numbers like in "Mo7amed", the number "7" replaces the alphabet "ح" in Arabic, the number "3" replaces the alphabet "ع" like

¹ Retrieved from <https://hubpages.com/education/Why-Do-We-Use-Acronyms-and-Abbreviations> .Accessed on 22-04-2017

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in "3imad". And the reason <as mentioned above> is that mobile devices and Internet browsers in those foreign countries do not contain an Arabic keyboard¹.

- ✓ The use of some special terms and secret codes between friends that others cannot understand it.

Lebduska indicated that the real problem with Facebook texting it “create a mirror where students write only to themselves and to those who just like them”. The next paragraph highlights the way how language changes over time from the individual to the group until the whole language.

3.2.1. How Did This Change Take Place?

All languages change over time, and vary from place to place. They may change as a result of social or political pressures, such as invasion, colonization and immigration. New vocabulary is required for the latest inventions, such as transport, domestic appliances and industrial equipment, or for sporting, entertainment and leisure pursuits. But a language can also change by less obvious means, such as social media relation.

Generation by generation, pronunciations evolve, new words are borrowed or invented, the meaning of old words drifts, and morphology develops or decays. The rate of change varies, but whether the changes are faster or slower, they build up until the "mother tongue" becomes arbitrarily distant and different². Linguists estimate that the contemporary disperse of Desaussure between language and speech was necessary to study language development. While this development is a form of change which is similar to the change in customs, traditions and fashion "This means that linguistic change begins from an individual, at any level of discourse, if the community accepted it, it has become linguistic custom over time"³.

3.2.1.1. From Individual:

Social networks are international sites that shorten time and distance. It allows to individuals around the world to communicate with each other easily and cheaply. So it enables us to communicate with a much larger number of people on a global scale in a way that we only really used to be able to do on a local level. That is why language is changing

¹ Translated from http://www.alukah.net/literature_language/1179/ . Accessed on 22-02-2017

² Retrieved from <http://www.ling.upenn.edu/~gillian/PAPERS/LifeChangeR.pdf> . Accessed on 25-02-2017

³ Retrieved from <https://semen.revues.org/8912> . Accessed on 25-02-2017

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very subtly whenever speakers come into contact with each other. No two individuals speak identically: people from different geographical places clearly speak differently, but even within the same small community there are variations according to a speaker's age, gender, ethnicity and social and educational background. Through our interactions with these different speakers, we encounter new words, expressions and pronunciations and integrate them into our own speech. Even if your family has lived in the same area for generations, you can probably identify a number of differences between the language you use and the way your grandparents speak. Every successive generation makes its own small contribution to language change and when sufficient time has elapsed the impact of these changes becomes more obvious.

3.2.1.2. To the Group:

Since we are always connected to the internet either through our personal computers, tablets or phones especially with the availability of 3G, 4G, WI-FI or any service offered by the economic operators of mobile phones in Algeria, we are always in constant contact with our surroundings and our friends wherever they are. In fact, the phenomenon cannot be diagnosed unless if we open a private corner of the users opinions of this language. That is why we asked friends about this item.

According to the personal and telephone interviews, "Khouloud"; 28 years old said: "I prefer using Facebook language if the person who speaks with me uses too, so I respond to him in the same language, for me it depends on the way of the person who was talking with me". "Ilyes Djallel Eddine", 30 years old consider texting as an easy and fast way to communicate because we can minimize all sentences in one word, "that is why all my friends; said Ilyes; use it in their chat by imitating , so we have to follow modernity". "Noor El Houda", 24 years old said that she uses texting with her friends on social media in which they have a special language and codes; it cannot be understood just by them. "Yucef Abdel Kader", 28 years old tries with his friends to invent new words to use it in social media sites, that why his group use texting.

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So we conclude that since the individual use texting, naturally his friends try to understand it then use it in their daily communication life. Now within the vast world of Internet vocabulary, there are subgroups with their own distinct words. "The Economist" writes that more regional dialects are now being preserved, thanks to their use on social media sites—being written down is giving them a staying power that they lacked before¹.

3.2.1.3. Changes in the Whole Language:

21st century technologies have given us the power to easily spread our ideas and thoughts through the Internet and both written and video blogging. While printing presses and ham radio² gave generations before us the opportunity to spread their ideas, nothing has changed about how and why humans communicate, only the way we do it. The rise of Phatic Communication³ firstly through SMS and later through SNSs is changing our language and how we communicate with each other both virtual and real worlds. Nowadays, it is natural for languages to evolve. But what should really concern us, is the way computers and mobile phones are changing our attitudes toward language completely over the world.

From *tweet* to *selfie*, social media is clearly having an impact on languages. The words that surround us every day influence the words we use. Since so much of the written language we see is now on the screens of our computers, tablets, and Smartphone, language now evolves partly through our interaction with technology. And because the language we use to communicate with each other tends to be more malleable than formal writing, the combination of informal, personal communication and the mass audience afforded by social media is a recipe for rapid change. From the introduction of new words to new meanings for old words to changes in the way we communicate, social media is making its presence felt. But where Language and Social Media Meet?

Social media plays an important role in determining how dictionaries learn about potential new words. Instead of waiting for new words to gradually make their way through traditional channels, modern dictionaries use social media to monitor new words⁴. For example, at Collins Dictionary they have leveraged the intersection of language and

¹ Retrieved from <http://www.inboundmarketingagents.com/inbound-marketing-agents-blog/bid/291110/How-the-Internet-Has-Changed-the-English-Language> .Accessed on 28/02/2017

² Retrieved from <http://www.arrl.org/what-is-ham-radio> .Accessed on 28-02-2017

³ Retrieved from <http://nessymon.com/writings/> .Accessed on 28-02-2017

⁴ Retrieved from <http://www.imediconnection.com/articles/ported-articles/blogs/2012/aug/omg-the-impact-of-social-media-on-the-english-language/> .Accessed on 01-03-2017

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social media by opening up *CollinsDictionary.com* to crowd sourcing for new dictionary words¹. So, when words like "LOL" become common, widespread, well understood, and stick around for more than five years, they are eligible for a spot in the big book.

Facebook has also done more than most platforms to offer up new meanings for common words such as *friend*, *like*, *status*, *wall*, *page*, and *profile*². And because the English language is evolving so quickly, it can be difficult to stay up to speed. Ten years ago, if I had asked you to "Follow me," you would have asked, "Where?" Now it has a completely different meaning because of the rise of social media. Take the phrase "Google it" for example. The word Google (meaning to conduct an internet search using a search engine) has become a universally understood verb over the last decade, and officially entered the Oxford English Dictionary in 2006³.

Social media's been responsible for a lot of new words, for example tweeps, twitterverse and retweet. Meanwhile, some words have taken on a whole new meaning thanks to modern technology. A few decades ago, the word "wireless" meant the radio. Now it means something entirely different. And not very long ago, the word "tweet" referred simply to something that birds do. Now it is also used to represent the process of posting a 140 character message on the social network Twitter. The word "friend" has become a verb, as in "she friended me on Facebook". The term "check-in" no longer applies just to hotels and airports; these days it is just as commonly used when someone reports where they are via a social network.

It is not only words that have changed meaning. The symbol # has traditionally been recognized by musicians worldwide as denoting a sharp tone. But today it is also known as a Hashtag⁴ on Twitter and has a completely different meaning.

"Tweeps", "cyberstalking", "twitlit" and "YOLO" are just a few of the social media-inspired suggestions that have are being considered for dictionary inclusion. Though not directly related to social media, other word suggestions like "Tebowing", "cray" and "mantlyhose" have filtered through the culture via Facebook, Twitter and other social media sites.

¹ Retrieved from <http://www.inboundmarketingagents.com/inbound-marketing-agents-blog/bid/291110/How-the-Internet-Has-Changed-the-English-Language> .Accessed on 01-03-2017

² Retrieved from <http://blog.oxforddictionaries.com/2014/06/social-media-changing-language/> .Accessed on 01-03-2017

³ Retrieved from <https://driverwebdesign.com.au/blog/how-technology-has-changed-our-language> .Accessed on 02-03-2017

⁴ **hashtag** (n., 2008): a word or phrase preceded by the symbol # that clarifies or categorizes the accompanying text (such as a tweet) .Accessed on 02-03-2017

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As you can imagine, it is not just the English-speaking countries that have seen changes in language thanks to the internet. "Computer slang is developing pretty fast in Algeria". Arabic world, has seen also changes at the level of Arabic language. Some words are created like "الفيسبوك", the verb is "فيسبك" which means the act of using facebook.

Nowadays, Social media went from a cool way to network to a way of prestigious life in a matter of a couple of years. The next paragraph investigates the negative impact of social media on changing language and academic writing performance of students.

3.2.2. What are the Negative Impacts of Social Media on Language?

Texting is changing what and how we write, the question is, is it changing the writing in the positive or negative ways? Nowadays, in the 21st century, the new generation is changing the Shakespearean English to become an Internet English (Dansieh, 2011). They have been so many debates on the impact of SNSs with Facebook particular, on students' academic progression. The current study will discuss how SNSs affect students' academic performance with Facebook texting style in particularly reason why these particular types of research were reviewed.

With Facebook texting becoming a common universal communication style among today's adolescents, it is also posturing a great problem in education system (Ochonogor et al., 2012). Lebduska argues about how Facebook turning students into terrible writers. The author indicated that the real problem with Facebook texting "it create a mirror where students write only to themselves and to those who just like them" (Lebduska, 2011). Other authors agreed that the problem with this texting or this coded language expression is only understood by it users, and it does not necessarily comprehensible to an outsider (Geertsema et al., 2011). Lebduska's study emphasis that this type of texting does not follow any spelling and grammar rules while updating their Facebook status.

The study by Ochonogor et al. agreed with Lebduska, that the Facebook texting make the use of slang and is taking over good English manner. The authors showed that students seem to be comfortable using this texting style (Ochonogor et al., 2012). The question here is: does Facebook texting style reduce creative writing? The study by Professor Narsey indicated that texting is a national disease and, the rapidly increase of mobile ownership is fuelling these issues (Narsey, 2013). Ochonogor at el. agreed that this texting problem is

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widely used because of the increasing in the number of mobile phone: this was made possible by smart phones. Smart phone allows the easy accessibility to SNSs, which may result to student texting more often in this 21st century. Considering that students without grammatical knowledge find it hard to convey their thought in a meaningful communication (Azar, 2007). So what are the disadvantages of this texting style?

3.2.2.1. Spoils Spelling:

If you think that young people seem to be spending more of their time “face-to-screen” than “face-to-face”, you are probably right. This leads to a lack of competence in spoken language and decrease of linguistic skills. `Hi gr8 thkz... ', `gud ni8... swt drmz... ', `wat's dat?..... ` , the first thing on your mind is irritation for the person who just typed out this puzzling codes. How often have you received messages like this on your mobile phone or your social media account that leave you befuddled? Just blame it on age and not keeping in touch with what is happening around you. Only youths or students can figure out the correct meaning of these words. But if they wrote something similar in an examination, the teacher's comments would be "wrong spelling, grammar, improper punctuation and capitalization." Sadly, many students are doing exactly this in their answer sheets. Teachers say that by ignoring grammar and spellings while typing messages, students are paving the way for their own downfall. For, short forms and acronyms gradually start dominating a person's language. Agreed, the limited space for messages force many to use unconventional short forms. But, what is the use of a message if the receiver does not understand it. Using "gbl" for "get back later" is fine, but only among friends. The problem starts once youngsters start using the same lingo while messaging their relatives, colleagues or bosses¹.

✓ Spoils grammar:

High school and college students have long replaced "you" with "u" while taking down notes and in their answer sheets. Just imagine the plight of the teachers who have to evaluate a paper peppered with "n", "ur" and "r".

¹ Retrieved from <http://www.thehindu.com/todays-paper/tp-features/tp-metroplus/gramr-wats-dat/article2240293.ece> .Accessed on 02-03-2017

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3.2.2.2. High Chances of Developing Grammatical Errors:

Email + texting + blogging + social networking sites = people writing more how they speak and less like they used to write. And essentially, less like they had to write either for a boss, a parent or a teacher. Also, let us remember one of the basic driving elements in this transition: the screen size of mobile phones is small and, therefore, text messaging was always, by default, short. And short, inevitably, becomes shorter. And since the keyboard is small, we find that letters overlapping and close with each other, so often we make mistakes in the pressure on the appropriate letter causing grammatical errors. Also there are some mistakes that we have to avoid when blogging and writing web copy, these followings are some examples.

- **Your vs. You're**

This mistake is become extremely common among bloggers. All it takes to avoid this error is to take a second and think about what you are trying to say. “Your” is a possessive pronoun, as in “your car” or “your blog” “you're” is a contraction for “you are,” as in “you're screwing up your writing by using "your" when you really mean "you are"”.

- **It's vs. Its**

“It's” is a contraction of “it is” or “it has”. “Its” is a possessive pronoun, as in “this blog has lost its mojo.” Here is an easy rule of thumb—repeat your sentence out loud using “it is” instead. If that sounds goofy, “its” is likely the correct choice.

- **There vs. Their**

“There” is used many ways, including as a reference to a place (“let's go there”) or as a pronoun (“there is no hope”). “Their” is a plural possessive pronoun, as in “their bags” or “their opinions.” Always do the “that's ours!” test—are you talking about more than one person and something that they possess? If so, “their” will get you there.

- **Affect vs. Effect**

“Affect” is a verb, as in “Your ability to communicate clearly will affect your income immensely.” “Effect” is a noun, as in “The effect of a parent's low income on a child's future is well documented.” By thinking in terms of “the effect,” you can usually sort out which is which, because you can not stick a “the” in front of a verb. While some people do

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use “effect” as a verb (“a strategy to effect a settlement”), they are usually lawyers, and you should therefore ignore them if you want to write like a human. We said that the screen and keyboard size when they are small, and by pressing on the inappropriate letter, it could cause us some grammatical errors that can be misunderstood by others.

3.2.2.3. Communication Misunderstanding:

Sometimes it can be very embarrassing if you misunderstand an abbreviation or use one in the wrong way. Check out this conversation when the mother used LOL in the wrong way!!



Figure 33: Communication Midunderstanding

So lot of parents might not understand words that their children use when communicating each other. Which means that speaking or writing with abbreviation words can confuse those who are not familiar with the language. Many people within older generations, who do not use text messaging very often, may not understand a message if it contains Facebook language, particularly acronyms. For example, someone may receive a message with the acronym "ROTFL" which means "Rolling on the floor laughing" and would not know that the message sender thought the subject matter was funny. Using the Facebook language outside of text messaging, in speech and e-mails, can give the recipient a negative impression of the messenger. When a word from the Facebook language is used in an inappropriate situation, such as a business e-mail, it can seem unprofessional or simply be misinterpreted as a spelling error. For example, the Facebook word "ppl" stands for "people" and could easily be confused as a spelling mistake by those who are not knowledgeable of social media abbreviations. Furthermore, using these words instead of

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their English language counterparts can convey to the recipients that the messenger is lazy and could not be bothered to complete the longer version of the word¹.

We can find the same abbreviations for two different words that do not even mean the same. The reader might not know the abbreviation, so would begin to lose the meaning of the sentence. But when using the whole word it is not mistaken for something else, it will be clear and precise without the confusion of not know what it is saying. Because we are using a telephone, we do not usually have full keyboard at our disposal. Instead, sometimes we have to type our message using the numbers on our phone, each of which is associated with a letter. To save time and energy and avoid carpal tunnel of the thumbs, hundreds of different texting slang words and abbreviations have come into play. The problem is, there is so many, if you do not know them all you might think someone is speaking a foreign language! This is one of the misunderstandings that we can face.

In the other hand, there are several different languages in the world, some of them are written in Latin letters such as English, French, Spanish, Italian and German ...etc. Different world 's languages with the same characters, can cause interference between some abbreviations such as in "MDR" which means in French " Mort de rire", in the same language can means also " Moteur De Recherche", but in English it has another sense for example " Minimum Daily Requirement".

3.2.2.4. Paucity of Clearance of the Sentence / Missing Punctuation Leads to Much Ambiguity:

One golden rule for clarity is that sentences should be comprehensible at first reading. It is not surprising that many teachers, parents, and young people themselves feel concerned about this constant exposure to non-standard written English. It seems quite plausible that frequently seeing to/too written as 2, or people written as ppl, might mean that these kinds of spellings could start to creep into students' formal writing. There has been less research on texting that represent not the re-spelling of individual words, but violations of grammatical conventions. Capitals get ignored, there is no apostrophes in sight, and sentences get separated not by standard punctuation marks, but by ironical laughter lol or expressions of emotion "☺". Some believe that punctuation is there to complicate matters. In fact, when talking aloud, we are able to convey meaning using

¹ Retrieved from http://www.ehow.co.uk/list_7725334_disadvantages-sms-language.html .Accessed on 03-03-2017

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intonation, voice patterns and body language also – along with answering any questions which might come from listeners, to explain anything which is unclear. When reading, we do not have these handy tools – and rely completely on a set of established marks (punctuation) to help us to know what was meant, so that texts can be interpreted only in the way which was intended by the writer¹. Missing punctuation leads to much ambiguity, meaning that we have to ask the writer what was meant, rather than it being crystal clear in the first place. Get the punctuation right and the message will be clear. Here is a classic illustration of altering punctuation to change meaning: “Most of the time, travellers worry about their luggage.” Now delete the comma after the fourth word to totally change the meaning of this sentence: “Most of the time travellers worry about their luggage”.

Here is how the magazine printed the headline:



Figure 34: Lack of Punctuation

She cooks her family and her dog!? We think they meant “...finds inspiration in cooking, her family, and her dog.”

Other examples:

- A woman without her man is nothing.
- A woman: without her, man is nothing.
- The man dropped the bullet in his mouth.
- The man dropped, the bullet in his mouth.
- When I sing well, ladies feel sick.
- When I sing, well ladies feel sick.

¹ Retrieved from <http://www.future-perfect.co.uk/grammar-tip/fun-with-punctuation/> . Accessed on 10-03-2017

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It is not just the addition or lack of commas that can change meaning or make the sentence unclear. This example shows how the placement of punctuation, such as full stops/periods, commas, and question marks, can turn something that seems loving and innocent into something more sinister¹:



Figure 35: Changing the Placement of Punctuation Can Cause a Misunderstanding

That first period (full stop) changes everything.

¹ Retrieved from <https://cybertext.wordpress.com/2012/11/22/a-light-hearted-look-at-how-punctuation-can-change-meaning/> . Accessed on 11-03-2017

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Conclusion

To sum up this chapter, even if social media has a positive impact on English language learning but usually teacher's observations; when correcting our exam sheets or tasks; indicate that the three most common types of mistakes were:

- Omission of capitalization and punctuation that occur by dint of neglecting punctuation when texting in Facebook as in (hi how are you).
- Omission of words (common in casual speech but not standard writing, as in "am going out now. want to come?"
- Unconventional punctuation (using multiple punctuation marks (?!?!)), or abbreviations such as (lge) in place of the original word (language) "ling" instead of (linguistic) ... etc.

The evidence suggests that grammatical violations in the text messages of students do not reflect a decline in grammatical knowledge. Young people seem well aware that different types of communication require different ways of writing. As long as young writers can maintain this awareness, then the violations of grammar common in digital communication need not be perceived as a reduction in writing skill, but rather as the addition of an alternative, casual style to the writer's repertoire¹.

¹ Retrieved from <http://theconversation.com/text-messaging-isnt-like-ruining-young-peoples-grammar-28145> .Accessed on 11-03-2015

General Conclusion

General Conclusion:

The world of technology and communication has changed rapidly during this millenium era. We can not avoid that and as a matter of fact we will be lag behind if we do not follow it. Information Communication and Technology or ICT has become the major role to bring the world into a more modern and develop. ICT has also shaped the world to be more dynamic than ever before. The education world now is also getting more improve by using ICT. Social Networking or Social Media such as Facebook, Twitter, YouTube and other alike is also product of the development in ICT. This enables students to develop communication and language skills. Not many people realize that social media that are used by so many people in the world can be used for language learning. Social media provides the learner with the possibility of participating in actual, real-time, relevant conversations taking place online, and practicing the target language with or without the help of an experienced teacher by his or her side. However there are some advantages and disadvantages of using social networking for language learning. As a student or a learner, we should know this because this will create the purpose.

This study tried to present the role of social networking in education and to know the advantages and disadvantages of it. Though, there are many opinion regarding the topic, this research would like to limit on the advantages and disadvantages of social networking in English language learning.

In the field of education social networking sites encourage students to engage with each other and to express and share their creativity. Social media is also one good way for students to gain knowledge which can be from outside their classroom activities. With, so many social media they can share and discuss many things related to their need of particular knowledge with others practically. With Social networking can create a better English communicative environment for students. They do not have to go to the country where the mother tongue of English is, they just connect to the internet and interact with people from English speaking countries. And they do not need to meet physically. Many social networking sites offers the users many applications that make them easy to get any benefit including in english language learning. Social networking can encourage students to upload images or videos related to the courses. In the other hand, in the term of language

General Conclusion

proficiency, many young people write uncomplete or slang English words which are not found in English dictionary. Some of them use abbreviations which sometimes confuse others. Such as they use 'text language' in their normal day to day vocabulary, saying things like 'lol' (laugh out loud), 'btw' (by the way) and 'atm' (at the moment). Because mostly social networking uses written context messages, so sometimes students face many problems when they are told to speak correct and professional English. Some are not able to form correct sentences on the spot and after making a mistake, the whole flow of the sentence and conversation breaks apart.

To sum up, there are some advantages and disadvantages of using social networking in education including in English language learning. It can encourage students to engage with each other and to express and share their creativity and can create a better English communicative environment for students. On the other hand, social networking lacks humanitarian aspects and creates confusing language because of using slang words or abbreviations which are not found in English dictionaries.

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The Students' Questionnaire

Informed Consent Form for a Research Project

This questionnaire aims at investigating master two (02) LMD English didactic students at Saida University about the Impact of Social Media on eLearning Foreign Language, English Language as a case of study. The information provided in response to the items in the questionnaire will be used for the sole purposes of academic research. The purpose of this research is to collect information about how social media affects our learning! The questionnaire consists of four « 04 » parts.

Your cooperation in filling out the questionnaire as accurately as possible is highly appreciated.

The consent form should be read by the participant who should also answer questions asked.

Consent form for Participation in Questionnaire Research

I volunteer to participate in a research project conducted by « Wissam Dine » from English Department. I understand that the project is designed to gather information about the impact of social media on eLearning language of English students « master 2 didactic » at Saida University: English language as a case of study.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my department will be told.

2. I understand that the researcher will not identify me by name in any reports using information obtained from this questionnaire, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

3. The Head of departments and other lecturers from my department will not have access to this information. This precaution will prevent my individual comments from having any negative repercussions.

4. I have read and understand the explanation provided to me. I have had all my questions answered to my, and I voluntarily agree to participate in this study.

Participant

Date

Researcher

WISSAM DINE [0779.87.56.11] / e-mail: wissam_dine@hotmail.fr

Appendix

Section I: Personal Information Please tick (X) the appropriate box below.

Gender: Male Female

Age group: 23/28 29/34 More than 35 years

Section II: Social Media Please tick (X) the appropriate box below.

Do you use social media? Yes No

Mention the type of the S.M that you use daily

How long have you been on social media? "your favorite Social Networking Site"

1-12 Months 1-3 Years More than 3 years

What mobile device you mostly use to connect to social media?

Cell phone "smart phone" Laptop Tablet PC Desck PC

How long have you been using that device? With mentioning the device please

1-6 Months 7-12 Months 1-3 Years More than 3 years
.....

Why do you use social media? In case of more than purpose, please give percentages if possible

To socialize % To learn % For fun %

How many hours on average in a day do you spend on social media?

Less than 1 hour 2-5 hours 6-12 hours All the time

Section III: Social Media and Language Please tick (X) the appropriate box below.

Which language do you use in social media?

English French Arabic Other language

What is your favorite way to develop your English language?

- Electronic → Through net
 Traditional → What I learn at school
 Training → Participation in institutes and language courses

Appendix

In the case of using social media,

What kind of SNS that usually you visit and that contribute to the development of your English language?

Social Cultural Educational

Have you ever participated or checked in English Forums?

Yes No

Do you communicate with native speakers "English People"?

Yes No

How did you take advantage of social media in the development of your English language?

Through non-Arab friends (Communication) interaction Using tasks
 Listening video/audio courses Other (mention)

Have you noticed the evolution of your English language when using social media?

Yes No

To what extent your English language skills evolved?

Significantly Medium Little

Section IV: Texting Style on Social media

Please tick (X) the appropriate box below.

1. I write a good grammar and correct English on my daily social media activities	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I mostly prefer to write texting lingo on social media because, it is the most easy way of communication.	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Social media texting style has significant impact on the way people talk and write.	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I always use abbreviations when putting an update comment or writing on my social media accounts.	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I am comfortable to write abbreviations both in English as well as in my home language, when I am participating on social media.	Strongly Agree	Agree	Disagree	Strongly Disagree

Appendix

Note: Texting Lingo or the NetLingo Internet Dictionary contains every kind of online slang, text messaging, acronyms and smilies (it includes Internet acronyms, text message jargon, abbreviations, initialisms, cyberslang, leetspeak, SMS code, textese¹).

Section V: Texting Style on Social Media

Writing Skills on Academic Work (Assignment/Essays/Examination)

Please tick (X) the appropriate box below.

1. How often do you find grammatical errors on your writing works that have been marked by the lecturer?	Always	Sometimes	Rarely	Never
2. I check my writing every time I am done writing.	Always	Sometimes	Rarely	Never
3. How often do you find spelling mistake on your writing?	Always	Sometimes	Rarely	Never
4. How often do you find grammar mistake on your writing?	Always	Sometimes	Rarely	Never
5. I think social media texting lingo have no impact on the student creative writing.	Always	Sometimes	Rarely	Never

Section VI: Texting and Facebook Please tick (X) the appropriate box below.

1. When I want to express my mood or any action, I use :	Words	Emoticons	It depends
2. In my Facebook texting, I usually use :	Abbreviations	Acronyms	Letter and Number homophones
3. In my texting, I try to invent new words looking to my own style :	Yes	No	Neutral
4. I learned Facebook Language from :	Friends	Sites	My own creative language
5. My friends or interlocutors understand my texting :	Easily	Hardly	It depends

Note : Letter homophones, for example the word «you », could be texted as « U ».
Number homophones, for example the word « before », could be texted as « B4 ».

Section VII: Aims of Texting Lingo Please tick (X) the appropriate box below.

1. I use Texting Lingo to attract people.	Agree	Disagree
2. I use Texting Lingo to gain time.	Agree	Disagree
3. I am accustomed to write Facebook Language since it is used by any Facebooker (imitation).	Agree	Disagree
4. I use Texting Lingo Because I am not well on writing correctly.	Agree	Disagree
5. My Texting is just a coincidence errors.	Agree	Disagree

¹ www.netlingo.com .Accessed on 16-01-2017

Appendix

Section VIII : Personal Opinions View Please tick (X) the appropriate box below.

1. The social media has a negative effects on language.	Agree	Disagree
2. The social media has a negative effects on language.	Agree	Disagree
3. I think that Facebook texting destroyed language (create new one).	Agree	Disagree
4. I am in the position to advice other students to distinguish between Facebook texting and academic writing.	Agree	Disagree

Thank You
