

People's Democratic Republic of Algeria
Ministry of High Education and Scientific Research
Dr. Moulay Tahar University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature



The Use of Social Media in Education: Positive and Negative Impacts on Students

Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of *Master* in Didactics.

Presented by:

Miss. M. SEDDIK

Supervised by:

Dr. N. BENACHOUR

Board of Examiners

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Academic Year: 2017/2018

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DECLARATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Signature:.....

Name: Malika SEDDIK

Date: 19 June 2018



DEDICATIONS

I would like to extend my great gratitude and sincere thankfulness to my father and mother for the unlimited amount of encouragement and support I have received. Without their love and prayers, I would not stand where I am today.

I would also like to extend my appreciation to all my brothers and sisters for their love and support which contributed to making this work possible.



ACKNOWLEDGEMENTS

From the first step of this research to the last draft, my gratitude goes to my supervisor Dr. BENACHOUR Nadia, for her help and encouragement in time of great need. I honestly appreciate all her contributions and efforts that have made my work motivating

I would also like to thank the members of the committee, Dr. C. MOURI and Dr. M. Sekkal-Babou who have given their time to read and evaluate this humble work.

I am extremely grateful to all teachers in the English Department who have been very helpful and helped me in a way or another, and special thanks to the teachers who accepted to answer the questions of the interview.

Last but not least, I would like to express my regards and blessings to all my friends who provided me with support during the completion of this research work.

Abstract

The emergence of social media is significantly influencing the academic life of students. The majority of learners use frequently online technology to interact with instructors, other learners, and to access online materials. The purposes behind this work are to shed light on the role of using social media in education and to explore its impacts on students' academic life. This research took place in the Department of English at Dr. Moulay Tahar University. The participants were EFL teachers and students of English randomly selected as a sample population for this work. The collected data were based on teachers' interview as a primary instrument and students' questionnaire as a secondary tool. To this vein, the findings revealed that social media seem particularly beneficial for supporting educational learning; though there are some negative aspects and limitations. Teachers and students affirmed that they used it as a helpful tool without neglecting its negative impacts.

Keywords: education, negative and positive impacts, social media, students, teachers.

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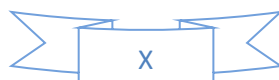
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List of Abbreviations

ACT Adaptive Situation Theory

EFL English as a Foreign Language

ESL English as a Second Language

ICT Information and Communications Technology

SL situated Learning Theory

BL Blended Learning

General Introduction

General introduction

The usage of social media and online applications are the new model of learning in the 21st century digital world. This integration has changed the way teachers and students perceive learning. Social media are including popular websites such as Facebook, Twitter, Blogs and MySpace...etc. These websites are commonly used especially among students for communicating, creating new relationships, sharing information, photos and videos. This given research claimed that social media tools play a significant role in facilitating the communication between teachers and students; they can connect and interact anytime/anyplace for sharing ideas, discussing assignment and the like. Through social media mediums, the engagement between students and the institution can be sustained. Furthermore, the present research conducted that social media make possible collaboration between learners and teachers on a given task or project and allow students to share information, access to specific and target knowledge in a given field.

Social media have got a significant place in education. In fact, there are different points of view concerning its effects on the education in general and on students in particular. Thus, the present work aims to describe the role of social media in education, to identify how it is used as a tool to facilitate teaching and learning process and explore its impacts on students' academic life. Moreover, the focal point behind this work is to identify the factors that can reduce the negative aspects of the use of social media in education.

In this vein, the following research questions sprang from the previous objectives:

- 1) Using social media has become a common trend in education; is it helpful for students to acquire more positive results in academia?
- 2) How does the use of social media facilitate learning?
- 3) How to eliminate the negative aspects of social media on students?

To answer the previous research questions, the following hypotheses are raised:

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- 1) The use of social media may have a crucial role in education that could help student's progress.
- 2) Social media may facilitate learning by integrating its tools in teaching process.
- 3) Teachers and parents may play a significant role in reducing negative impacts of social media on students.

As a matter of fact, the present research is organized into three chapters. The first one provides a review of existing literature on this topic and presents a theoretical framework to have a brief look. It starts with an overview about the integration of social media in education. Moreover, it presents a set of social network tools that are used in this field. As well as, it introduces some of the theoretical approaches that have been founded to develop teaching and learning process by using this innovation. Lastly, this chapter ends with presenting some challenges which face the use of social media in education.

The second chapter discusses the use of social media in learning English language. It presents the main techniques that are used for fostering language learning through social media tools. In addition, this chapter also highlights the role of social media in enhancing and improving the four skills as well as, its impacts on the language learners' engagements and achievements.

The third chapter is divided into two sections; the first is concerned with data collection and analysis in which the researcher provides a detailed analysis of both teachers' interview and learners' questionnaire followed by a concise and precise interpretation of the main results. The second section is concerned with suggestions and recommendations that are provided for the sake of using social media properly to reduce its negative impacts.

In order to conduct the collection of data task in relation to the topic, the investigator opted for some research instruments represented in an interview and questionnaire; the interview addressed the EFL teachers and questionnaire directed to the students of English from different levels at the department of English- Saida

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University. The limitations of this research are time constraints and the busy schedule of the respondents had also influenced the credibility of data.

Chapter One: Social Media in Education

1.1. Introduction

Social media has been defined in different terms. Kaplan & Haenlin (2010) define it as internet-based tools that provide the creation and exchange of user-generated content. It has also been defined by many researchers as; social networking, computer-mediate technologies... etc. Social media is including popular websites such as; Facebook, Blogs, Twitter, MySpace. These websites are commonly used among people for communicating, creating new relationships, sharing information, photos, videos and so forth. This increase of the use of these applications is due to its convenience, flexibility and functionalities (Al-rahim et al., 2013). Moreover, Technology and social media are progressively getting more used in all organizational sectors, especially in education.

Recently, most of universities around the world are using social media as a supportive tool for learning. In addition, Social media is effectively influencing the academic life of students. In the same vein, many research efforts have been devoted to study the use of social media in education and many theories and approaches have been designed to support this usage.

This chapter provides a review of existing literature on this topic and presents a theoretical framework to have glance. It starts with an overview about the integration of social media in education. Moreover, it presents a set of social network tools that are used in this field. As well as, it introduces some of theoretical approaches that have been founded to develop teaching and learning process by using this innovation. Lastly, this chapter ends with presenting some challenges which face the use of social media in education.

1.2. Social Media in Education

Social media have been integrated in educational arena. It becomes more popular among students and teachers. The majority of students belong to the digital-age. They are frequently using social media to interact with teachers, other learners and access online materials. In this vein, Seferoglu (2006) claims that education and technology

is very important in providing efficiency to human life. Furthermore, social networks have an important educational potential with their interaction and communication tools (Ekici & Kyici, 2012). In the same line of thought, Tonta (2009) insists that social media are used not only for entertainment, but also for learning and professional works. Using social media opens a new and limitless opportunities for academic systems to boost educational learning, as it is seen by Caraher & Braselman (2010), using technology to support educational learning is often used in academic systems.

Many scholars from different fields have examined social media to figure out how to use them in practices, implications, and assessment for their courses (Ellison et al, 2011). Social media are now used by universities as alternative space wherein students can adapt the university lifestyle through interacting online with peers and faculty (Yu et al, 2010). Moreover, tremendous research efforts have been spent to support teaching and learning using a different social tools.

Numerous of educational technology researchers have supported the use of online social networks in educational process. They have highlighted the benefits of participatory technologies in adult education settings (Mcoughlin, 2010). Mcoughlin (2010) also adds that online social networks enable learners and instructors to present themselves socially in online environment and connect with one another and this enables the learners to participate in group learning process.

According to Thaker (2011), social media can be used to facilitate communication between students and teachers and can help parents to get involved in the learning of their children. There are a number of social media applications commonly used in education such as; Facebook, Tweeter, LinkedIn, Classroom 2.0, Wikis, etc. The emergence of social networking sites (SNS) and other forms of social media have been considered as beneficial tools for instructional goals.

Many educationalists believe that universities are in a good position to utilize social media practices to support the collective creation of knowledge among students and the wider community (Moskaliuk et al. 2009). Using social media as educational platforms may support learners in forming social connections with others while they

collaborate to share ideas, create products, construct identities, and receive timely feedback (Greenhow & Robelia, 2009).

1.3. Social Media Affordance for Education

Different types of social media tools and services are used for educational purposes such as:

1.3.1. Wikis

Wikis are a way to grow knowledge base around a specific content area. The most well-known example is Wikipedia. Wikis format is good for adding information and getting feedback from team members. These tools enable students to find group solutions to a problem and become co-creators of course content. Through using wikis, students can exchange ideas, share multiple perspectives and easily access the information. Wikis can be used to produce collectively edited material, organize knowledge, annotate lecture notes published on the wiki and share annotations, integrate resources from different web sources and so forth.

1.3.2. Social Bookmarking Tools

They are also used in educational settings for creating a set of sources to conduct research and share items for common interest with group peers, tagging and organizing the resources in categories. Social bookmarking tools provide teachers and students with ability to share resources including websites, articles and videos. Moreover, these tools enable students to easily access to content that is reviewed by peer and teacher and allow learners to be connected with individuals interested in the same topic.

1.3.3. Blogs

Blog is a publication mechanism like journal and bulletin. It is also used for supporting learning activities such as creating portfolio from a collection of student assignments, essays and reflections, the corresponding instructor feedback, maintain a learning dairy, document the progress of the project and learning activities, reporting

each accomplished task, publishing ideas and interesting finding related to the course, communicating and collaborating with peers working on the same project. As well as, teacher can use blogs to publish instructional materials where students can access and make comments. Teachers can also allow students to set up their own blogs for a particular subject or for several subjects.

1.3.4. Microblogging Tools

They have taken their place in education as well, used by students to follow peers or teachers, post short questions and receive feedback from peers, broadcast opinions and information related to the course, exchange ideas and comments, share link to various resources, post updated regarding the project status. Grosseck & Holatescu (2010) indicate that Microblogging is a useful tool for collaboration and educational context.

1.3.5. Facebook Tool

Calson (2010) states that in 2004, Mark Zuckerberg founded Facebook when he was a sophomore at Harvard University, and a couple of years later Facebook was opened to the public. Facebook is the most popular social media websites due to its communicative and interactive features. These features can effectively facilitate the interaction among teachers and students and support teaching/learning process. Facebook is a powerful tool by which students can share information and useful links. Moreover, it enables the teacher to set up a page and present a live discussion as well as update assignments and display relevant classroom materials. A literature review of Facebook shows that there are many ways to use Facebook as a social network and for education in general. Creating a group is the best service that is offered by Facebook whereby students can communicate and share information.

1.3.6. YouTube

YouTube is also considered as a great tool for education and many studies reveal that some people learn better by watching than reading. It is a vast resource for educational content. In addition, YouTube gives opportunity for teachers to create

their own videos using several tools like Educreation, Edpuzzle, Animoto and so forth. It can be repository for saving and sharing any lectures the teacher records. It also helps students to download or upload videos as well as commenting on other videos. Furthermore, the ease of access and flexibility of YouTube allows many universities to create their account in YouTube where they can easily post lectures.

According to Chai-lee (2013), these tools are highly beneficial for students of higher education and modernizing the process of student learning interaction, collaboration and sharing information.

1.4. Situated Learning

Lave & Wenger are the first presenters of situated learning. This theory has been proposed as a model of learning in a community of practice. In its narrow sense, situated learning is learning that takes place in the same context wherein it is applied (Lave & Wenger, 1991). Further, Lave & Wenger view learning as a participation in social world and considered it as incorporated and inseparable aspect of social practice. Stein (1998) states that situated learning is a matter of creating meaning from real activities of daily living where learning occurs relative to the teaching environment. Stein emphasizes that situated learning involves students in cooperative and collaborative where they are challenged to use their critical thinking and kinetic abilities. He also stresses that selecting situations will engage the learners in complex, realistic, problem-centered activities that will support and facilitate the acquisition of desired knowledge.

Many studies demonstrate that situated learning can be used successfully as a model of instruction. Additionally, in this model thoughts and actions are used in the right time and place and the content is learnt through doing activities. This approach can be considered as a bridge that links classroom situations with real life contexts outside classroom. Furthermore, situated learning theory is viewed as the theory of knowledge, it has two main principles; firstly, knowledge needs to be presented in an authentic context, precisely, setting and applications would normally involve that knowledge. Secondly, learning requires social interaction and collaboration.

Situated learning has been applied in the context of technology-based learning activities for schools that focus on problem-solving skills (Cognition & technology Group at Vanderbilt, 1993). According to Collin (1988), through computers, the situated learning environment can be created where students are learning. Furthermore, Harley (1993) supports the potential of technology to bring situated learning with the reach of student in classroom, especially through the development in virtual reality and hypermedia. The use of multimedia source in situated learning will provide students with the opportunities to discuss, debate issues, negotiate and defend their knowledge, thus, the students will get involved in the learning environment.

1.5. Adaptive Structuration Theory (AST)

It is defined as a prominent theory for group communication. It has been inspired by Anthony Giddens' concept of structuration in (1979, 1984) and developed by Desantics & Scott Poole. AST approach is primarily concerned with technology; it is for studying the role of advanced information technologies and organizational change. According to Scott & Garret (1998) AST is the interaction between information technologies, social structures and human activities.

Additionally, Chin, Gopal & Salisbury (1997) state that AST is rapidly becoming an influential theoretical perspective in research on advanced information technologies. In the same vein, Desantics & Pool (1994) declare that AST became an important theoretical paradigm to understand the influence of advanced information technologies. They also insist that adaptive structuration theory must be used to produce organizational change by introducing new technologies for the integration of information, social structures and human interaction.

The most emphasis of adaptive structuration theory is the social structure, rules and resources offered by technologies. Furthermore, this theory serves to point out the main reasons that make the implemented technology in any organization is more or less successful. It might be a good model to analyze the utilization and penetration of new media technologies in society.

1.6. Social Connectivism

Connectivism is presented as a theory that describes how learning happened in network. It calls for a learning theory through digital era. This theory is promoted by Downes & Siemens. It seeks to explain complex learning in rapidly changing social media digital world. Siemens & Tittenberger (2009) believe that knowledge and cognition are distributed across networks of people and technology, and learning is the process of connecting.

Additionally, Siemens (2005) insists that connectivism provides insights into learning skills and tasks needed for learners to success in digital era. According to Downes (2008), learning community is described as a node, which is always a part of a large network. Nodes arise out of the connection points that are found in a network. Furthermore, knowledge is distributed across an information network and can be stored in different digital formats. Moreover, social media have been seen as the practice of expending knowledge by making connection with individuals of similar interests (Gunawardena et al., 2009). In addition, the reason of using social media, especially Facebook is the effective connections that are made between people and the best and easy way by which they exchange knowledge (Cheung et al., 2011).

Connectivist learning theory focuses on learning networks and their established connections among members. Additionally, this theory suggests that teachers and students, who share an online platform, should interact more and directly and more frequently.

The dominant principles of connectivist learning theory are presented as follows:

- Learning and knowledge rest in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human applications.
- Capacity to know 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.
- Accurate up-to-date knowledge (currency) is the main of all connectivist learning activities.
- Decision-making is itself a learning process.

1.7. Social Media and Collaborative Learning

Collaborative learning is defined as a learning method that requires a group of students to communicate in order to obtain the learning resources and construct a shared conception or solve problem (Garcia, 2012; Suh, 2011). This method supports social media and creates learning (Shoshan & Braun, 2007). In previous studies, social media usage has increasing effect on collaboration between students (Mcloughin et al., 2007). Mazman' & Usluel (2010), studies demonstrate that social media tools support educational activities by making interaction, collaboration, sharing information and resources and critical thinking possible.

According to Njoku & Prince (2015), using social media as a tool in a collaborative learning environment, could enhance motivation for students to participate and enrich their knowledge in specific task or subject. Social media are a platform by which teachers and students can communicate and collaborate on school subject and projects outside the classroom.

Many studies show that the incorporation of social media tools impact positively on teaching and learning by allowing teachers to get their students involved by creating knowledge, sharing and collaborating in the learning process (Boulos, Maramba & Weeler, 2006).

On the other hand, Muuro, Wagach, Oboko & Kihoro (2014, pp.144-149) say that using social media, as a learning tool, is very dependent on internet access, experience and skills. In the same sense, Kale & Kai (2014, pp. 281-283, 289-292) mention in their article that social media or any ICT technology to reach its full potential in learning, is much dependent on that everyone stay active and can or want to contribute to learning process. It is to reach this potential if it is no guarantee of

internet access or the student/teacher lack skills or interest in using social media for educational purposes.

1.8. Social Media and Constructivist Learning

Learning is socially and culturally constructed. According to constructivist learning theories, knowledge is actively based on learners' prior experiences, rather than directly delivered by the teacher. Learners are active constructors rather than passive information receivers (Jonassen, 1991). In constructivism, teacher's role is to guide and help students to improve their understanding and interpretations. Constructivist learning approach has been increasingly used especially through the use of social media in education. Moreover, social network sites have effectively contributed to extend the constructivist learning process. Furthermore, Keles & Demirel (2011) state that social media have a relation with constructive and pedagogical approaches and support active and social learning implementation.

By the emergence of social media, learning theories have shifted from behaviorist to constructivist and many researches reveal that the use of social media in education allows teachers' opportunities to implement constructivist learning theory in creative and innovative ways. According to Discipio (2008), social media tools can assist effectively in creating a social constructivist learning environment because they provide students with a real venue, to connect, communicate and collaborate about their learning. Additionally, Discipio insists that social media are relevant to constructivism because students can collaborate while using its tools such as email, blogs, and wikis to create, invent and showcase their work. Furthermore, many scholars like Frias & Montano (2009) insist that social software characteristics and social network sites in special meet the requirements of a social constructivist approach to education.

1.9. The Use of Social Media in Blended Learning

1.9.1. Blended Learning

It is a new type in the educational field; it is a combination of face-to-face instruction with computer-mediated-instruction. Wilson & Smilanich (2005, p. 13) state that no methodology offered singly cannot be ideal for educational forms as the learning styles of different people require different learning methodologies.

Blended Learning approach has seen a rapid change in the two decades, beginning in 1998 with the first generation web-based-instruction. Blended learning arose to eliminate the downsides of traditional learning and provide mixed learning strategies, in order to avoid the failure of e-learning. This approach can be used either in classical classroom, or in distance learning. Therefore, blended learning is a development of e-learning; it supplies a greatest combination of traditional learning and e-learning.

Additionally, synchronous and asynchronous learning technologies are very required in blended learning environment. Using these technology tools can facilitate and encourage collaboration, interaction, communication and knowledge construction sharing among students. Therefore, Garrison & Kanuka (2004) state three common objectives of blended learning which are widening access to educational opportunity, enhancing the quality of learning and reducing the cost of higher education.

Blended Learning with the use of computer and web-based- training in class, has now integrated to numerous education programs that emerge in traditional classroom-based-instruction with technology enhancements such as internet devices, electronic whiteboards, multimedia assistance, digital textbooks and online lesson plans. Furthermore, Graham et al., (2003) state that people choose Blended Learning to improve pedagogy, increase access/flexibility and cost effectiveness.

1.9.1.1. Blended Learning Models

1.9.1.1.1. Flipper Classroom

In this model, the lecture and homework have been reversed. Precisely, the classroom lecture is viewed via online video or podcast video. After viewing video, this model can enable students to chat with each other and note questions through a discussion forum. On the other hand, the homework is then completed in classroom including some types of activities. Additionally, this teaching model allows teachers to guide student learning through answering students' questions and helping them apply course concepts during class time.

1.9.1.1.2. Self-blend Model

The self-blend model is popular in high schools. It gives students the opportunity to take classes beyond what is already offered at their school. In this method, student must be highly self-moderated. Furthermore, self-blend is very effective for those who are interested in subject area which in not dealt in the traditional course as well as for student who wants to take additional advanced placement courses.

1.9.1.1.3. Social Media Blending

By incorporating social media, students can show knowledge through different digital tools such as blogging, Skype, Edmodo or video conferences. Moreover, knowledge can be immediately shared and the interaction can be at ease in classroom through online discussion.

1.9.1.1.4. Moodle

It is a course management system that gives the teacher options to post assignments, videos, lectures and the like. Students have the ability to upload completed assignment by attaching files. They can also view feedback given from their teachers. Using Moodle in teaching develops learners' communicative skills and requires social interaction between teacher and student and among the students themselves (Al-Ani, 2008). Therefore, Moodle is believed to create a student-centered

approach in which students and teachers are both engaged and active in the classroom using constructive learning activities.

Many opportunities have been offered by blended learning approach for both teacher and student. This approach enables the teacher to engage his students in deeper and meaningful contexts in classroom, and permits them to learn academic content at home.

1.10. Challenges of Using Social Media in Education

Certain obstacles and drawbacks are facing the use of social media in the educational sector. Most of these obstacles have been identified by many researchers such as:

1.10.1. Time Consuming

Lafstrom & Nevgi (2007) illustrate that the main problem with the use of social media in education is the students' lack of time management skills. Similarly, many studies like Hung' &Yuen's (2010) study and Okoro's (2012) research state that time management is the crucial challenge that faces the use of social media in educational environment. In the same context, Moran et al (2011) indicate that most faculty members using social media are concerned with the time it requires. Moreover, Anderson (2001) states that many students could not succeed to manage their time on the internet. In the same vein, Lay & Schouwenburg (1993) claim that time management can facilitate productivity and reduce stress. Cambell & Svenson (1992) insist that academic performance is enhanced by effective time management.

1.10.2. Lack of Training

Lack of digital skills especially in areas like social media is the most important issues to focus on. Many teachers and students do not know how to properly use technology and social media tools. Additionally, several researches confirm that most faculty instructors do not have an adequate time to learn how to use and apply social media in a right way. Furthermore, Hew & Brush (2007) say that teachers declare that they do not have an ample time to review and learn about new technology tools that

they can use in their teaching. In addition, Rhoades's study reveals that students can take advantage of using podcasts in their classroom, but are often not experienced enough to actually use this tool in beneficial way (Rhoades et al ., 2008).

Tremendous studies insist that teachers and students should have some workshops and training courses to improve their digital skills and to use social media on the right usage. According to Veletsianos (2011), technology interventions need to be accompanied by didactical enhancements for technology-rich interventions to be successful. In addition, practitioners adult educators emphasize that trainer has to undertake applying social media as a learning environments to fulfill success (Zascerrinska, 2010).

1.10.3. Overabundance and Credibility of Information

The vast quantity of information in networked digital media technologies has promoted concerns about how students can filter information and how students can verify and determine accuracy and credibility of this information. Moreover, information is produced regularly on sites such as Wikipedia, on Blogs and the number of other social sites and across various media, some of this information is relevant and valuable and some not (Farkas, 2012; Spiranic & Zorica, 2010).

Online information sometimes lacks the identity of author and its sources are masked or entirely missed by the web sites. According to Windham (2005), many higher education students are not competent to navigate and use overabundance of information available, including the skills required to locate quality sources and assess them for objectivity, reliability and currency. Similarly, being information literate is increasingly being recognized as indispensable skills both for student learning and workplace, it has in effect become the critical literacy for 21st century (Bruce, 2004; Farkas, 2012; Horton, 2007; Tess, 2013).

1.10.4. Privacy

Privacy is one of the obstacles that face the use of social media in education. Bhardwaj & Tela (2013, 2014) affirm that social media can cause serious problems

with students and teachers when it comes to fraud, harassment, spreading spam and the like. Similarly, findings from Hew (2011), demonstrates that the use of Facebook is very little in educational use because most of students use it to keep in touch with known individuals and they tend to disclose more personal information about themselves. In addition, Hung & Yen (2010) believe that some instructors are concerned about the threat of spam and phishing attacks. They suggest that creating private social networking accounts is the best solution to overcome these issues of privacy and information security. In the same vein, Davis (2008) states that schools have a role to play in educating students about using social network sites in safe and appropriate way.

1.11. Conclusion

The integration of social media in educational sector has dramatically changed the process of teaching and learning. It provides instructors with the opportunity to engage learners and develop their skills, as well as students can be provided with an overabundance of information. Many tools are afforded to serve and promote educational progress such as; Wikis, Facebook, YouTube, Blogs, MySpace, and so forth. These tools give teachers and students the opportunity to connect, interact and communicate each other wherever they are and whenever they want. There are many theories like social constructivism, connectivist theory and blended learning theory have been founded to guide instructors on how use social media in meaningful ways. Therefore, the main principles of these theories are that the learning process and gaining knowledge occur through cooperating, connecting, constructing and sharing knowledge. However, the use of social media is in a rise within education, both outside and inside the classroom and has countless positive impacts; many studies demonstrate that this usage has also negative impacts which can hinder the progress of students.

Chapter Two: The Impact of Social Media on Teaching and Learning

2.1. Introduction

The development of digital media and electronic devices has a significant influence on people's lives and education alike. Recently, social media have been widely used by universities and many students in order to communicate with others, and share information. Teaching and learning of English as a Second Language (ESL) or English as a Foreign Language (EFL) has a prevalent use of social media and the majority of studies have demonstrated that the use of web-based technologies have helped learners to develop their language skills.

According to Thorone (2009), social media technologies could reduce learners' affective obstacles through allowing language learners to use and practise second language with more confidence. On the other hand, many researches have confirmed that the use of social media has a negative effectiveness. In his part, Ndaku (2013) notes that the use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies.

In this vein, the current chapter aims at identifying the influence of social media on teaching and learning English. It presents the main techniques that are used for fostering language learning through social media tools such as; Facebook, Twitter, YouTube and so forth. In addition, this chapter also highlights the role of social media in improving the four linguistic skills as well as, its impacts on the language learners' engagements and achievements.

2.2. Social Media and Learning Language

Social media is an increasingly influential factor in education in general and in learning a second/foreign language in particular. According to Blake (1998, p. 21) technology can play a vital role in fostering second language acquisition by electronically increasing learner's contact with a wide array of authentic materials. Therefore, using social media can help students to improve their skills and foster trends about learning language. In the same line of thought, Kendle & Northcote (2001) state that discussion in online groups and searching online information can

give the students the opportunity to learn and improve perspective and productive skills implicitly.

There are a number of online sites designed particularly for language learning. Moreover, social media tools such as Facebook, YouTube, and Twitter let students to talk to each other and with native speakers. Mishra (2013) claims that social networking sites are very useful in learning language, these sites can get students engaged and inspired to use target language. In addition, Thurairay, Roy & Subaramaniam (2011) insist on the point that the use of social media tools such as Facebook and Twitter enhance effectively communication and language learning.

Foreign language anxiety is a prominent barrier that has an effect on learners' performances and acquisition. Therefore, several researches show that students are often anxious about their ability in foreign language. In the same vein, Horwitz et al (1986) observe that learners are afraid to speak the foreign language. Besides, the level of anxiety increases when students are asked to complete an oral task.

Additionally, previous studies reveal that certain types of social media give learners ample opportunities to interact with others using second/foreign language (Thorne, 2009; Toetene, 2014). Moreover, Thorne confirms that social media technologies could reduce learners' affective obstacles through allowing language learners to use and practise second language with more confidence. Similarly, Ubaidullah (2010) indicates that social networking sites can enhance language, particularly second language learning since the social integration, authenticity, feedback, and the learner's autonomy found in a social media are also the key characteristics of successful language learning, and teachers should consider social networks as an engaging option.

2.3. Techniques of Using Social Media in Fostering Language Learning

Nowadays, social media is the most innovative area in the practice of second or foreign language. English language learning, as a foreign language, is a popular and significant area of education around the world. Ito et al., (2008) claims that students might be well engaged in indirect forms of English language learning through the

process of using digital media technologies. Similarly digital media can be used for English language learning within two social areas; at school and outside of school (Gee, 2004).

Many researchers have investigated how social media can be used to foster English language learning. According to Warschauer & Whittaker (1997), teachers should carefully consider their goals and clarify their courses' aim as an important first step toward the successful use of social media in EFL classroom. In the same vein, Sanderson (2002) provides teachers with some questions that should be taken in his/her mind for best methods of using social media in EFL classroom. These questions are presented as follows:

- Will my students find the materials interesting? If yes, they will raise students' motivation. If no, the students will be frustrated.
- Are the materials appropriate for their level of knowledge? If they are too difficult to be understood, students will be discouraged. Otherwise, their level of understanding will be good.
- Are the materials appropriate for students in terms of language level? Here, teachers can choose more challenging materials where the language level is suited to the level of students; they may also choose tasks that can be done by students at a certain level.

Additionally, numerous studies have demonstrated that using social media tools such as YouTube, Facebook, Twitter and so forth in teaching language has increased the development of grammar, vocabulary as well as the fourth skills; listening, speaking, reading and writing (Lavy, 2009). Moreover, Yang et al (2009) confirm that these tools are widely used as a learning resource.

There are a significant number of online materials which are now used for various purposes, these online materials such as; YouTube, Facebook, Skype and Digital Games are commonly used for the sake of learning in general and in fostering language learning in particular.

2.3.1. YouTube Use in Learning Language

YouTube is a very attractive social medium that contributes to the global education (Bonk, 2009). It is being increasingly used by educators to teach the English language (Duffy, 2008). According to Terantino (2011, p. 11), YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe. In other words, YouTube is making new demands on learning that are changing the learning ecology (Kwan et al., 2008).

YouTube has many roles for teaching and learning in classroom. Utilizing YouTube videos in an informative manner is also beneficial for illustrating a concept, presenting an alternative viewpoint, stimulating a learning activity, and motivating the students (Berk, 2009). According to Duffy (2008), YouTube is increasingly used by instructors to teach the English language. Along the same line, Berk (2009) insists that YouTube has a vital role in teaching language in the college classroom. Therefore, YouTube is considered as a strategy to create relevant specific teaching material.

Tremendous studies reveal that YouTube is one of the essential ways and factors that bridge the gap between students and their language learning. Moreover, watching videos allow brain reactions in both side of the hemisphere, that helps increase and deepen students' understanding (Berk, 2009). According to Balcikanli (2009), YouTube can be used in different ways to develop language skills, knowledge of genre and learn vocabulary in context.

2.3.2. Facebook Use in Learning Language

Facebook has become the most popular and extensively used social networking site among students of institutions of higher education. It offers a different platform for varieties of activities and attracts a global audience than other social network sites (Gonzalez, 2011). Furthermore, previous research studies indicate that Facebook is preferable than other social network sites for higher education learning in view of the fact that the students of higher education already engage in the Facebook environment (Teclehaimanot & Hickman, 2011).

Previous researchers devoted their time and resources in conducting experiments on the use of Facebook in teaching and learning in different subjects in institutions of higher education (Akbari, Pilot & Simons, 2015). Therefore, numerous researchers investigate how Facebook can be used to learn English effectively in EFL contexts (Mazer et al., 2007; White, 2009; Ellison et al., 2011; Junco, 2011; Aubry, 2013). Kabilian et al (2010) consider Facebook as an online environment to facilitate English learning; teachers can integrate educational projects into Facebook platforms with intended meaningful learning and objectives and outcomes.

Facebook helps teachers to create significant and dynamic educational experiences, especially in language classes, because it allows students to carry out meaningful and authentic interactions with English native speakers (Garrison & Kanuka, 2004). In the same line of thought, Jones (2008) claims that tools and platforms such as Facebook are useful to improve communication, human interaction and language learning. Facebook allows EFL teachers to start online discussions, post articles to develop a reading comprehension exercise, start online chats between students and English native speakers, and many other activities (Kabilian et al., 2010).

There are numerous applications afforded by Facebook to foster language learning especially English language for example;

- Language Exchange: is an application that helps students to be connected with foreign language practice.
- Booktag; this application can be used to share books in English and ask students to comment on them
- Knighthood; is a game on Facebook promotes reading skills in English.
- Flashcardlet; is an application used to create flash cards that students can study on Facebook to learn vocabulary words in English.

In addition, Facebook has many possible uses such as asking and answering questions, posting information, and engaging students in reading and writing activities which are helpful to improve their English skills (Mills, 2009). However, several

studies explain how teachers are using this tool for educational purposes, especially in English language classrooms.

2.3.3. Skype Use in Learning Language

Skype is a communication tool that allows users to make audio and video calls over the Internet. Educators have incorporated Skype into their classrooms for a number of years (Davis, 2006; Smith, 2009). As well as, Skype is considered as an excellent tool to help teachers build technology skills. It also happens to be an effective tool to teach languages by which teachers and students can be interacted. Moreover, Skype is also used for tandem language learning either on a one-to-one basis or arranged by teachers for whole classes to bring them together with different classes in other countries, or regions in order to practise the target languages (Jones, 2005; Elia, 2006; Mullen et al., 2009; Tuga & Sadler, 2009).

The popularity of Skype among language learners refers to the possibility of having access to native speakers of the target language. In the same vein, Elia (2006) claims that Skype can facilitate language tandem exchange whereby two people of different mother tongues collaborate in the learning of each other's language.

1.3.4. Digital Games Use in Learning Language

Games are used as methods or techniques to involve students in learning. According to Ersoz (2000), games can be used to give practice in all language skills and they can be used to practice many types of communication. Additionally, using games especially online games via social media networks, has led gaming to be an extensive constituent of youth culture (Dovey & Kennedy, 2006; Selfe & Hawisher, 2007). Furthermore, some authors suggest that language games should be treated as a central, not a peripheral part of the foreign language teaching program. Besides, they likewise comprise a goal and are governed by rules (Haldfield, 1999).

Silver, the author of the book *Games for classroom and English speaking club*, says that many teachers often perceive games as a time-fillers and a break from

monotonous drilling (Silver, 1992). Therefore, Kim (1995) states more general advantages of using games in the classroom and he includes:

- ❖ Games provide language practice in the various skills- speaking, writing, listening and reading.
- ❖ Learning a language requires a great deal of effort.
- ❖ Games help students to make and sustain the effort of learning.
- ❖ Games are a welcome break from the usual routine of the language class.
- ❖ They encourage students to interact and communicate.
- ❖ They are motivating and challenging.
- ❖ They create a meaningful context for language use.

2.3.5 Twitter Use and Language learning

Twitter is widely used by teachers and students around the world. In recent years, Twitter has been developed to become a full-blown professional communication channel, which has led to its adoption in the academic environment including the field of higher educations. Furthermore, Teachers and students use Twitter to share ideas and opinions and develop meaningful relationships with others in order to enhance their learning. Twitter provides a portal through which users such as teachers and students can share their ideas and opinions and respond to other people's comments on a specific issue or subject area (Li & Bernhoff, 2008).

Many researchers whose studies prove that the use of Twitter is very positive for educational establishments especially for language classroom since this web is multilingual. Lomicka & Lord (2011) view that Twitter can help language learners from collaborative community and language skills. The learners can acquire a new language in a fun and interactive way. In the regard, Haytko & Parker (2012) attempt to investigate into this issue and their study outlined that the students consider Twitter and Facebook as an appropriate tool to be used in language learning. Similarly, Borau, et al. (2009) conducted a study to analyze the usefulness of Twitter in SLA that showed that it can help language learners to mastery over communicative and cultural competence.

2.4. Social Media Impacts on English Language Skills

Language learning is the improvement of the four skills. These skills have been divided into receptive and productive skills. Receptive skills include listening and writing skills, whereas productive skills include speaking and reading skills. By the integration of social media in teaching and learning English, these four aspects have been effectively influenced.

2.4.1. Listening Skill

The listening skill has a very important role; it is one of the means of language communication that is used widely in people's lives. According to Slamet (2008), listening is a process that includes listening activities, identifying, interpreting sounds of language then assessing the interpretation of meaning and responding to the implied messages in the language tool. Therefore, the purpose of listening is to understand the knowledge of linguistic rules and the interpretation of messages desired by the speaker (Iskandarwassid & Sunendar, 2013). Along the same lines, Underwood (1989) discusses the importance of listening and how English learners need to listen to English in different situations and for different purposes in their real life, depending on each situation.

The advent of technology tools plays a vital role in teaching and learning listening skills. There is renewed interest in the complementary relationship of visual and auditory channels in listening comprehension (Brett, 1995; Felix, 1995; Hoven, 1999). According to many studies, researchers found that the use of website is convenient for students to practise listening skills. Moreover, Aguilar (2007) states that podcasting has been found to be beneficial in listening skills. The Internet can provide authentic materials which are more motivating for the learner. This could include webcasts, online newspapers, newsroom video claims, videos from YouTube, digital stories, and others (Kumar & Tammelin, 2008).

2.4.2. Speaking Skills

Speaking is one of the skills that have to be mastered. It is a crucial part of second/foreign language learning, it is an art of communication and a productive skill. Chaney (1998) defines speaking as the process of building and sharing thought through the use of verbal and non-verbal symbols, in a variety of contexts. In this vein, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Accordingly, Azadi et al., (2005) maintain that speaking can be realized as the most common way to convey the message to others and the ability to communicate effectively is a basic requirement which needs to be taken seriously in English education.

Most of students get problems in speaking to express their ideas because of inhabitation, lack of vocabularies or influence of mother tongue or first language (Penny, 1996). Further, there is another problem faced by the students in expressing their ideas, is pronunciation. Pronunciation is one of the important components that a good English speaker uses when he/she expresses his/her ideas in an interaction in order to have a good communication. In fact, the students made some mistakes in pronouncing some English words.

Interestingly, social media is a commonly acknowledged term and widely used by the educational sector, especially in teaching and learning English language. A variety of applications have afforded by social media to foster English language learning and help learners to improve their language skills. These applications are used massively in improving speaking skills. Studies have also shown that the use of technologies in teaching languages have an increased advantages on the development of grammar, vocabulary, reading, writing, pronunciation, listening, and speaking skills (Levy, 2009). Moreover, many writers have pointed out the benefits that podcasting can offer language education, especially with regard to developing learners' listening and speaking skills (Pun & Stanley, 2006).

2.4.3. Reading Skills

Reading activity is the foundation of learning a new knowledge and gaining new skills, and comprehension is the heart of reading (Chen, Teng, Lee and Kinshuk, 2011). According to Nunan (1999), the practice of reading in a classroom is always viewed as a passive activity. Furthermore, Chen, Ten, Lee & Kinshin (2011) state that reading activity is the foundation of learning a new knowledge and gaining new skills, and comprehension is the heart of reading. Numerous strategies have been used by teachers to develop their students' reading skills and social media is considered as a prominent one to enhance this skill.

Many scholars have advised the teachers to use the social networking technology to support teaching and learning activities. Along the same lines, previous studies conducted have shown that the improvements of students' performance occur when the online activities are integrated into English reading and learning. Additionally, Web-based environments have been widely supported by research in L2 reading because they promote active learning. According to Schmare-Dobler (2003), L2 learners' strategies usage in reading printed texts highlight obvious similarity with those they apply while reading the hypertext. Research shows that L2 learners apply a number of strategies during hypertext reading through the Internet.

Coiro (2003) indicates that the iterance of the Internet in instruction means that new ways of teaching and learning will change L2 learners' ability in reading comprehension. Furthermore, A good reader can, in different media, use different strategies for a range of texts and purposes, including previewing the text, setting goals, making predictions, monitoring understanding, asking questions, making connections within and between texts, and integrating prior knowledge with new knowledge (Coiro & Dobler, 2007, p. 218).

On the other hand, many educationalists still doubt the benefits of technology in fostering literacy skills, and accordingly the lack of literacy skills and technological skills pose a higher risk for students who enter the educational system of not achieving educational goals (Weikle & Hadadian, 2003, p. 181).

2.4.4. Writing Skills

Writing is a tool of communication in a written form. This skill is an essential part to convey thoughts, ideas and organize them into sentences or paragraphs. Compared to other three skills, it is considered as the most difficult language skill to be achieved by students and to be taught by teachers (Alwasilah, 2004). Furthermore, writing is the skill that most students are least proficient in when acquiring a new language (Nesamalar, Saratha & Teh, 2001). According to Bialystok & Bryan (1985), there are numerous reasons for writing to be the last acquired domain of learning English, one being that a more detailed and analyzed knowledge of a language is needed to write it than to understand it. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practise writing (Ismail, 2007).

There are tremendous online applications that have been created for the sake of teaching and learning writing skills. These applications seem to carry out the real potentiality to create an environment that enables students to practise effectively this skill. For instance, Wiki is one of the Web 2.0 technologies that has grasped the attention of researchers and teachers in the last decade with its multifarious applications: it provides teachers with an easily accessible medium of online instruction; it promotes cooperation and active interaction among students; it provides rich opportunities for sharing information; finally, it facilitates the writing process (Boulos, Maramba, & Wheeler, 2006). In addition, many researches prove that components and functions in Blogs encourage ESL/EFL learners in promoting their writing. It is a form of writing exercise through making blog posts; commenting and reflecting on posts of other bloggers are beneficial in enhancing the writing skills. In the same thought, Pinkman (2005) states that in English learning, Blogs have been experimentally used as a tool to develop writing skills.

On the other hand, many studies prove that social media tools affect negatively the writing skill, according to Perkins; there are sites which are not encouraging proper grammar usage. Twitter, for example, only lets people post tweets of 140 characters which does not always allow for complete sentences. Perkins believes that

the short character count is leading to a shorter attention span when it comes to reading and writing and affecting the ability to write correct sentences. Spelling is another problem that is a common occurrence. Spelling is another problem that is a common occurrence. This can also bring up the problem of the shorthand communication that is being used. There are some students who continuously use the spelling of your or you're, you and are as "U", "UR" and "R". This type of abbreviations to keep text short can lead students to use it in their formal writing.

2.5. Social Media and Students' Engagement

Engagement is defined as students' involvement in activities and conditions that is likely to generate high quality learning (Ball & Perry 2011). Increasing the degree of students' engagement in learning is one of the most important goals in educational field. According to Astin's theory of students' engagement, the best learning environment is one in which it is possible to increase students' engagement. Moreover, the integration of social media in educational sector plays a vital role in raising the level of students' engagement. Many universities and colleges have established their own profiles and groups in social network tools in order to provide their students with a platform in which they can communicate, engage in academic-related activities, and exchange ideas, documents and information (Selwyn, 2011).

Numerous studies show that many students and instructors have started to explore and accept the use of social media tool for engaging with their institution and their peers as well as for teaching and learning purposes. According Laird & Kuh (2005), students, who use information technology for academics, also have a higher chance of contributing and participating in active, academic collaboration with other students. Moreover, the contact between students and teachers through social media tools can boost their engagement and lead to increased motivation.

According to the previous researches, students are deeply involved in online social networks. They use both physical and mental energy when using these networks. Therefore, Reynol (2011) insists that students are happy to incorporate Facebook function into their learning process. In the same vein, different studies

(Mills 2009; Blattner & Fiori 2009; Kabilan et al. 2010; Mazer et al. 2007; Ross et al. 2009; Wise et al. 2011; Mazer et al. 2009) demonstrate that using the social network Facebook will considerably increase motivation in the process of learning. Junco et al. (2012) focused his study on Twitter and additionally on student engagement. They found that Twitter with regard to educational relevance had a positive impact on the students' engagement and eventually developing a positive effect on final grades.

Moreover, Junco and his colleagues (2011) conducted an experimental study using Twitter as a social networking platform for various types of academic and co-curricular discussions. Results indicated that Twitter can be used as an educational tool to support active participation and collaboration. Further, Twitter can also improve engagement and communication with peers and teachers and increase students' involvement. Additionally, enormous studies demonstrated that students, who work as a group, learn more and retain information longer, especially when they are able to be actively involved in the process and social media may be a way for students to engage in those activities (Faizi et al., 2013; Junco et al., 2011).

2.6. Social Media and Students' Achievement

Student's achievement has become a prominent topic in education today. The main goal for teachers is to improve the abilities levels and prepare student to be successful in both academic and social fields. Moreover, achievement is measured in different ways, such as score, English proficiency and career preparedness. The most indicator of achievement generally refers to a student's performance in academic areas such as; reading, language arts, math, science and history as reassured by achievement test. Further, there are many factors that can impact successful student achievement.

Indeed, Social media is considered as a one of the most influential factor on student's performance. Gafni & Deri (2012) emphasize the role of social networks in socializing students and opening channels for finding more academic resources, thus improving their academic achievement. A research conducted by Rouis (2012) reveals that the performance of students was improved because of their satisfaction with their family and friends relations. Additionally, one of the most significant contributions of

social networks to the education context is the prospect of knowledge sharing of students and their capability in using this knowledge along the social networks to overcome their problems and difficulties (Mason & Rennie, 2008).

Therefore, through using social media, the students professed that they experienced an improvement in their critical thinking skills and written communication skills, and they became more aware of their field of study, hence an improvement in their academic performance. Reading the classmates' remarks helps students achieve deeper insight into their subjects (McGarry, 2010). It is known that social media can create collaborative learning environment that can effectively promote students' performance. In line with the same idea, Prince (2004) insists that collaborative learning happens when students collaborate in small units with a shared target, developing meanings, researching a subject or enhancing proficiencies are of the most advantageous aspects of active learning.

Conversely, many studies demonstrate that social media have negatively affected students' performance and brought down their grades. Ndaku (2013) notes that the use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies. It was also mentioned by Karpinski (2009), that social media have negative impacts on students' academic performance which is much greater than advantages derived through the use of social media platforms.

Furthermore, many studies reveal that the majority of students are addicted to using social media tools such as Facebook and Whatsapp, this addiction is negatively influencing their achievement. As observed by Jeong (2005), internet addiction is significantly and negatively related to students' academic growth. Moreover, Ellison et al., (2011) claim that students tend to participate in such website activities while doing their homework so that it may have negative effect on their academic performances by interrupting them from the learning process. In the same line of thought Pasek & Hargittai (2009) state that University students are considered victims of the social media sites more than any group of people as they negatively impact their academic performance.

2.7. Conclusion

Social media tools play a vital role in teaching and learning language especially English. There are a number of sites and applications created particularly for enhancing and developing the four skills for instance; YouTube can effectively improve the English learners' pronunciation and develop their listening and speaking at the same time. Moreover, Skype has an important function that gives students opportunities to be in touch with native speakers and practise their speaking skills in real environment. Furthermore, tremendous web sites are specialized for English learners to promote their reading and enhance their writing skills. As it has been said that each coin has two sides and social media have also positive and negative sides that impact the students' engagement and performance.

Chapter Three: Data Analysis and Interpretation

3.1. Introduction

This chapter is designed to gather and analyse data about the integration of social media in education and its impacts on students. The present research takes place in the Department of English at Dr. Moulay Tahar University. The participants were EFL teachers and students of English randomly selected as a sample population for the present research. The collected data were based on teachers' interview as a primary instrument and students' questionnaire as a secondary research tool.

3.2. Data Analysis and Interpretation

This section is concerned with the analysis of the information gathered from the two instruments; this information enables the researcher to gather a large amount of data about the use of social media in education. Furthermore, the main findings of the work are presented and translated into tables, bar and pie charts in order to make the explanation clear.

3.2.1. Analysis of Teachers' Interview

The interview is concerned with only five EFL teachers. It mainly aims at reporting their ideas concerning the use of social media in education. In addition to that, its basic purpose is to show their impressions about the impacts of social media on the performance of students. This interview includes five questions that will be presented and analyzed as follows:

Item one: Is the use of social media beneficial for education?

All teachers stated that social media is beneficial for education if it is used in appropriate way. They declared that social media have many features that can serve this sector, they believed that these features enable teachers and students to connect and share information on a larger scale and help student to become academically and socially integrated. As EFL teachers they stated that social media are useful for learning a language and practise it in a real environment.

Item two: Do you think that social media help you in the teaching process?

The aim of this question was to know if social media are helpful or not in teaching process. Some teachers said that they do not use it in their lectures. While, the others said that it helps them to generate with their students about courses. They also said that social media tools such as YouTube and Facebook are helpful in promoting collaborative environment they confirmed that the utilization of these tools allow them to apply diverse educational innovative methodologies.

Item Three: Do you feel that social media have impacts on students' grades and performance?

This question aimed to know the impressions of teachers about the impacts of social media on their students' achievements. Some teachers said that technology tools can help students to stay motivated and engaged in learning more deeply. In contrast, other teachers agree that social media affect negatively their students' performance, elucidating that students use social media mainly for entertainment, chatting and making friends.

Item Four: What are the main advantages and disadvantages of the use of social media in education?

All those teachers believed that there are two sides of social media on educational field. They stated that through social media, the teachers and their students can easily access information, obtain knowledge and make researches. They confirmed that this innovation serves the educational arena in many angles such as; the availability of connection and being in touch with their students whenever they want and wherever they are. They also explained that social media can create a collaborative learning environment and allow students to work in groups by using online tools such as Facebook. Moreover, teachers insisted that social media help students to seek and build their knowledge though the resources which are offered by Internet. As EFL teachers, they confirmed that learning English language by using this invention can

effectively enhance and foster this language. On the other hand, those teachers declared that integration of social media in education has countless negative impacts. They mentioned that misuse of these tools by students can affect negatively their grades and performance. They explained that students use online application in social issues more than academia. They prove that chatting and making friends is the main purpose of students. EFL teachers reported that the most significant challenge is time constraint in incorporating technologies in their classroom. Furthermore, privacy is the crucial issue that teachers are concerned about. They affirm that social media can cause serious problems when it comes to thread of spam and phishing attacks.

Item Five: How to eliminate the negative aspects of social media on students?

The interviewees confirmed that social media have negative impacts on students which lead them to serious problems in both social and educational environments. They stated that teachers and parents have a common responsibility to monitor and guide them to use this innovation in appropriate way. The teachers insisted that teaching students how to utilize social media before giving them the opportunity to deal with it.

3.2.2. Analysis of the Students' Questionnaire

The questionnaire is mainly designed to diagnose the students' perspective and evaluation of the use of social media in education. Its main objective is to show their attitudes toward the impacts of social media on their grades and performances. The present section is devoted to the analysis of data collected from students' questionnaire. In all forty EFL students from different levels answered this questionnaire. Ten questions were included and different types of question were used; open-ended close-ended and multiple choice questions and each one will be treated separately as follow.

Item One: How often do you use social network sites (e.g Facebook, Twitter, YouTube,...) in learning?

The first question aims at finding out to what extent students are attached to social network sites and how often do they use them. Table 3.1. better describes the results.

Table 3.1. The frequency use of social networks

Frequency of use	Absolute frequency	Percentage
Never	0	0%
Rarely	11	27.5%
Often	29	72.5%

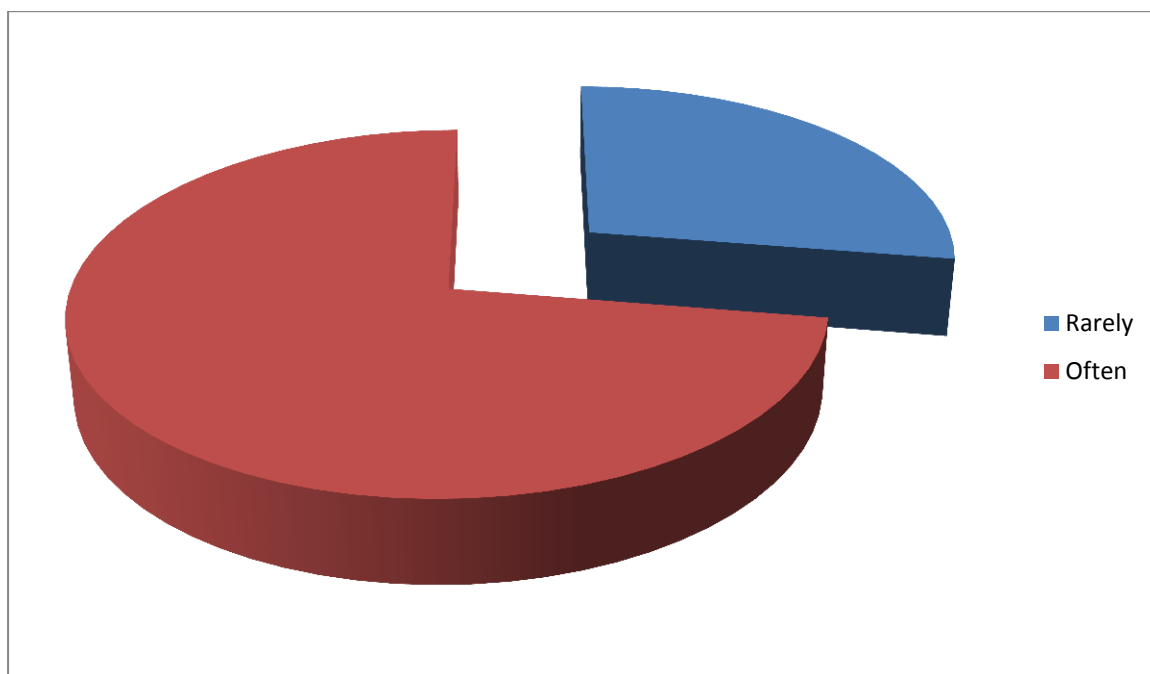


Figure 3.1. The frequency use of social networks

The majority represented by twenty nine students used social networks often, while eleven of them use them rarely.

Item Two: Do you feel that social media sites are beneficial in education?

The second question attempts to know the perspective of students toward the use of social networks whether it is beneficial for education or not.

Table 3.2. The students' perspective about social media sites usage in education

Students' perspective	number	Percentage
Yes	36	90%
No	04	10%

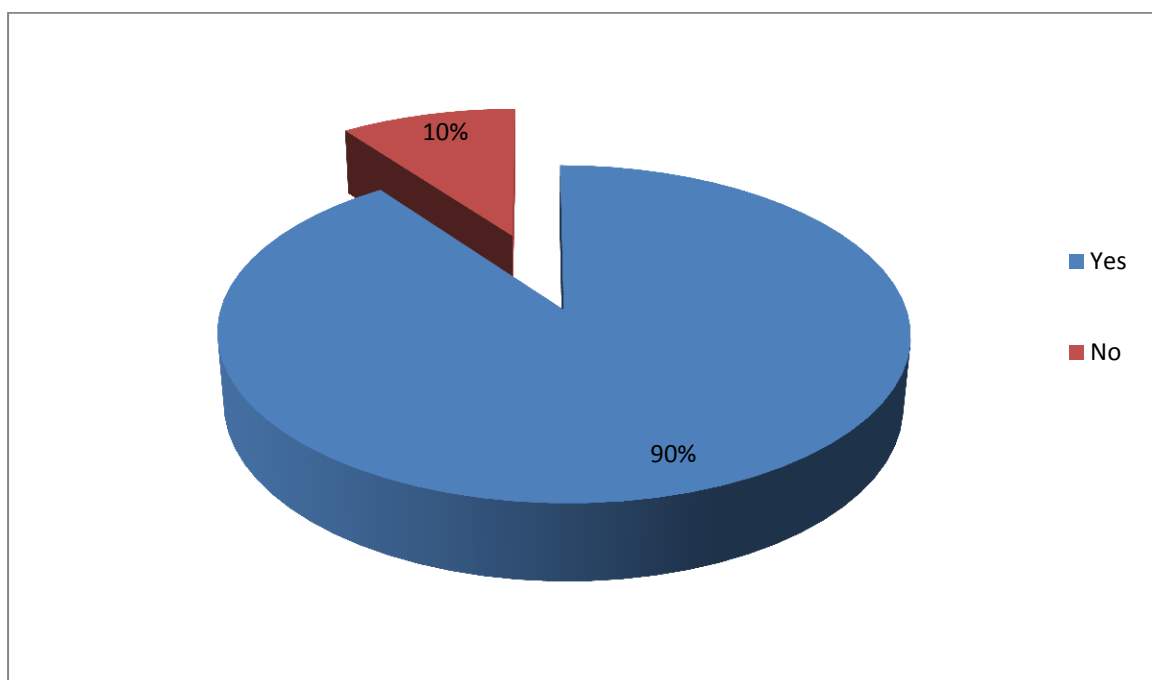


Figure 3.2. The students' perspective about social media sites usage in education

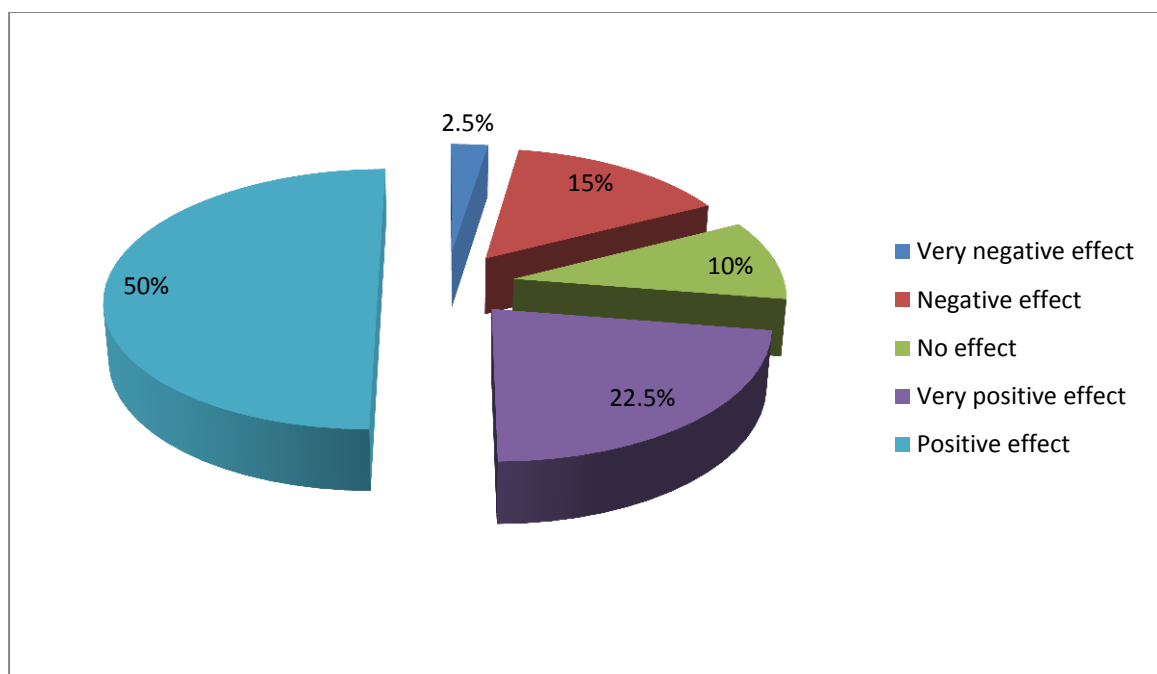
The results have displayed that thirty six of students (90%) believed that social network sites are beneficial for education, while only four students (10%) do not.

Item Three: What kind of effects do you think that social network sites have on teaching and learning?

By this question, the researcher attempts to know the students' attitudes and ideas toward the influence of social media on teaching and learning processes.

Table 3.3. Students' attitudes about the kinds of effects of social media

Kinds of Effects	Number	Percentage
Very negative effect	1	2.5%
Negative effect	6	15%
No effect	4	10%
Very positive effect	9	22.5%
Positive effect	20	50%

**Figure 3.3. Students' attitudes about the kinds of effects of social media**

Concerning the third question, (50%) of students believed that social networks have a positive effect, and (22%) of students thought that it has a very positive effect, while, the remaining students, whose opinions vary between very negative effect, negative effect and no effect.

Item Four: Do you use social media to discuss educational work?

Table 3.4. *The use of social media in educational work*

Frequency of use	Absolute frequency	Percentage
Never	3	7.5%
Rarely	14	35%
Often	23	57.5%

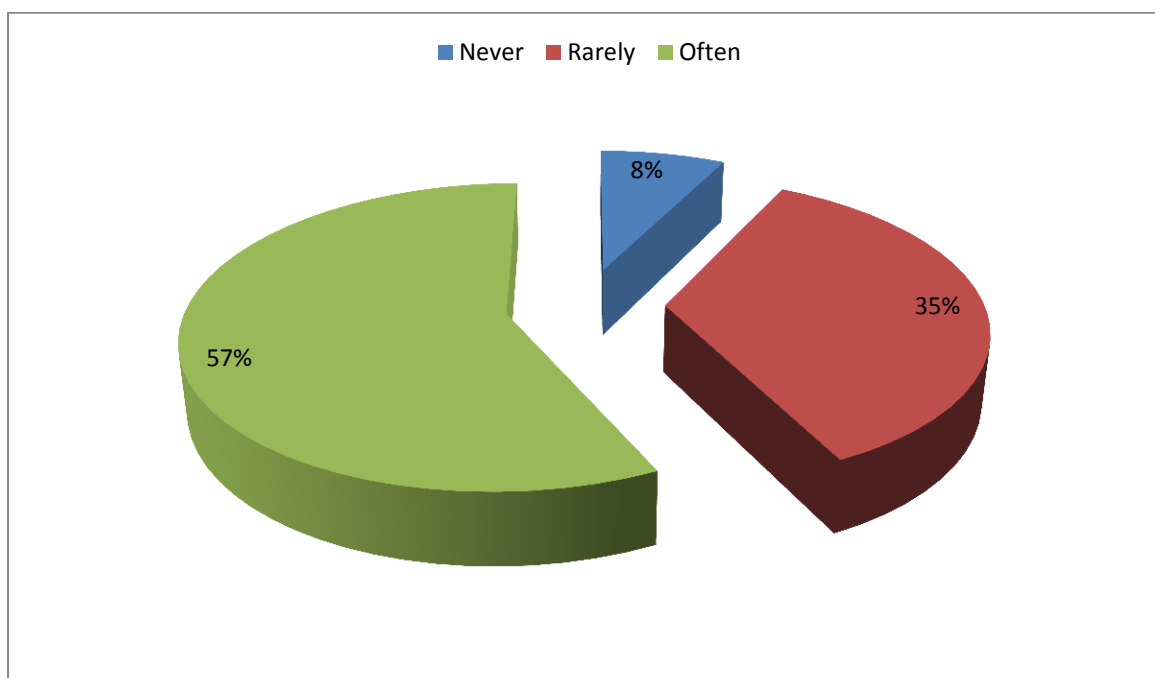


Figure 3.4. *The use of social media in educational work*

The majority of students (57.5%) stated that they use social media to discuss educational work and share ideas and information, (35%) of students declare that they use it rarely, while 7.5% of those students stated that they never use social media in educational work.

Item five: Do you feel that network sites have had an effect on your grades and performance?

The reason behind this question is to know if students recognize the influence of social media on their grades and achievements.

Table 3.5. The impact of social media on students' grades and performance

Kinds of effects	Students' attitudes	Percentage
Negative effect	08	20%
No effect	11	27.5%
Positive effect	21	52.5%

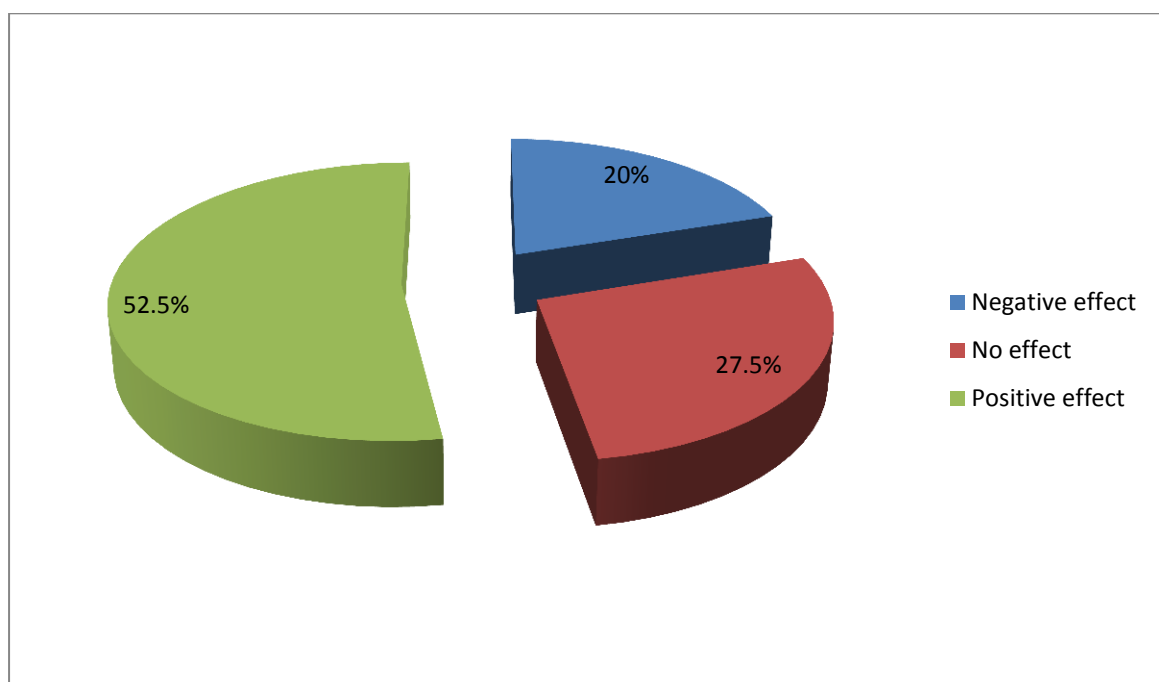


Figure 3.5. The impact of social media on students' grades and performance

Concerning this question, the results have shown that (52.5%) of students stated that the social media have positively affected their grades and achievements, and (27.5)% of participants declared that social media have no effect on their performance, whereas 20% of those students believed that social media have decreased their levels and lowered their progress.

2.5 Item Six: Select three of the following statements which you feel you agree with most of all?

- A) - Social network sites are of no use to me academically.
- B) - Social network sites help me keep in touch with class mates and teachers.
- C) - Social network sites do not help me to develop my social skills.
- D) - Social network sites cause destructions to my educational work.
- E) - Social network sites do not destruct me from my educational work.
- F) - Social network sites are very useful to me academically.
- G) - Social network sites help to develop my social skills.
- H) - Social network sites do not help me keep in touch with class mates and teachers

Table 3.6. Students' agreements

Statement	Students' agreement	Percentage
A	1	0.92%
B	26	24.07%
C	4	3.70%
D	8	7.40%
E	15	13.88%
F	23	21.29%
G	27	25%
H	4	3.70%

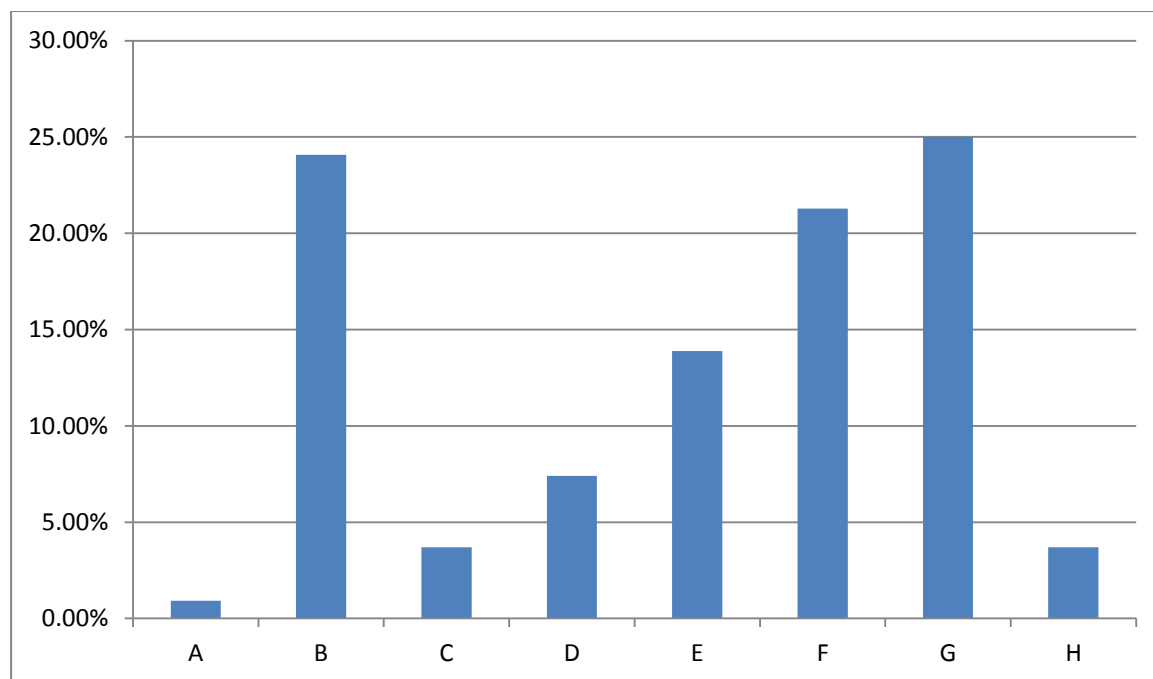


Figure 3.6. Students' agreements

Results in figure 3.6 show that the majority of students agree that social network sites help them to develop their social skills and keep them in touch with their classmates and teachers. They also agree that social network sites are very useful for their academia and do not destruct them from their educational work. The figure also demonstrates that students seemed less agreed about the negative role of social network sites.

Item Seven: What role do you think that social media will have in the future of education?

Table 3.7. The future role of social media in education

Social media (future role)	Absolute frequency	Percentage
Increasing role	31	77.5%
Decreasing role	6	15%
No role	3	7.5%

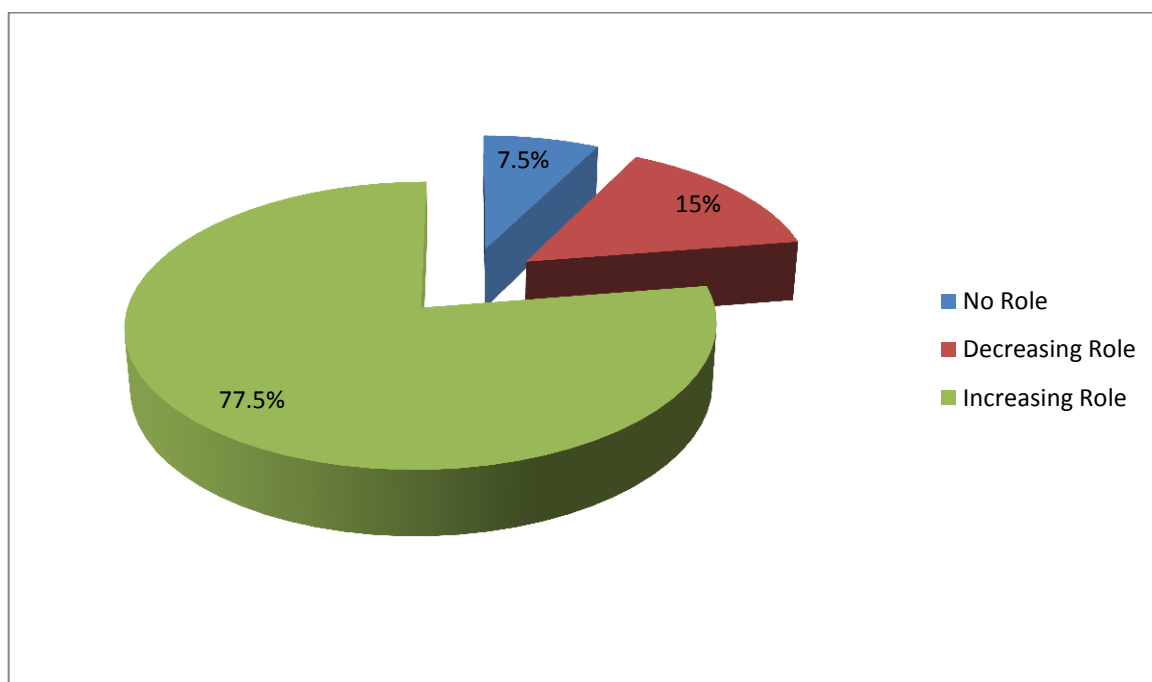


Figure 3.7. The future role of social media in education

This question reveals that (77.5%) of the students stated that social media will play a significant role in educational sector, while remaining students, whose point of views vary between decreasing role and no role.

Item Eight: What are the best advantage(s) of using social media in education?

In this answered question, all students stated that there was more than one advantage. They declared that social media provide them with a multitude of opportunities to access, evaluate, maintain and share information. They insisted that social media allow them to be connected with their teachers, discuss with their classmates about educational work. As EFL students, the most common advantage stated by them is that social media provide students with the possibility of being in touch with native speakers and practise English in real environment.

Item Nine: What are the worst disadvantages of using social media in education?

The worst disadvantages have been stated by participant students are that social media make them lazy and plagiarists; they also declared that they do not spend any

effort to make research or do assignments because everything is available in social network sites. They also believed that social media distract their concentration during the lecture and drift their attention to check their home pages on Facebook or play games and watch videos. Those students declared that these disadvantages affect their grades and performance.

Item ten: Are you interested in using social media as a part in your study routine for classes in future?

Table 3.8. *Students' attitudes about the use of social media as a part of their routine classes in future.*

The use of social media	Students' attitudes	percentage
Yes	36	90%
No	04	10%

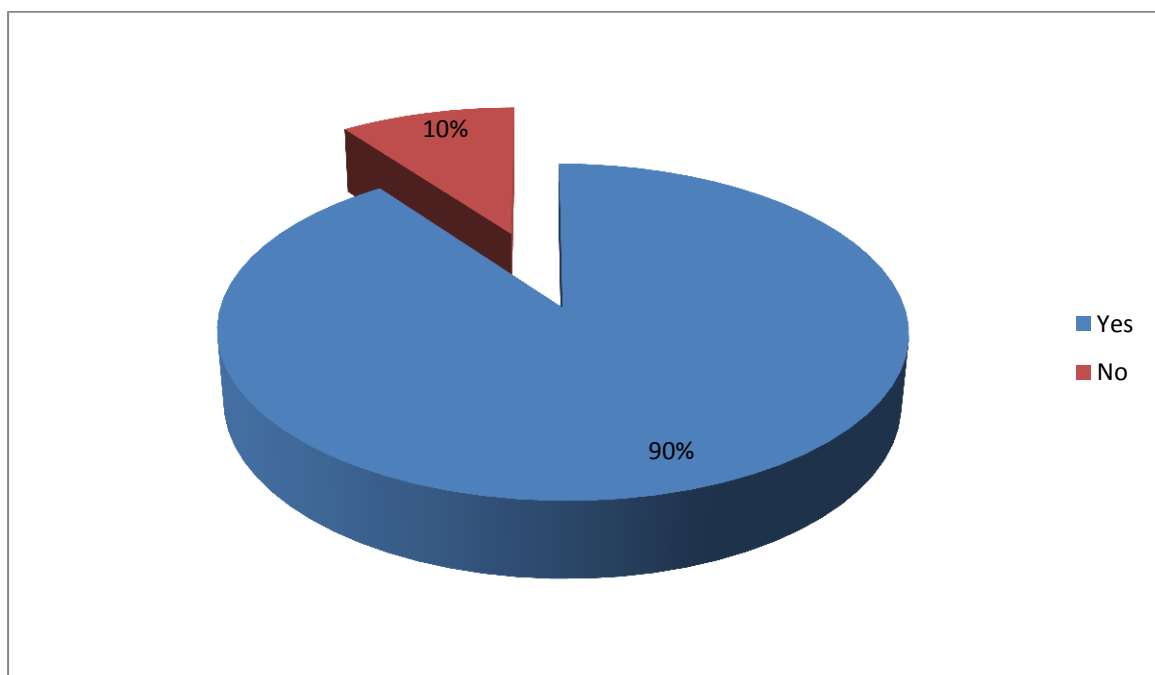


Figure 3.8. *Students' attitudes about the use of social media as a part of their routine classes in future.*

The majority of students are interested in using social media in their routine classes in future. They declared that social media can develop their social skills and

enrich their culture. They believed that through social media, students can gain more information and acquire knowledge from variety of sources provided by this innovation. They also added that online applications can allow teachers and students to be connected and create a collaborative learning environment. They also insisted on the point that social media will positively impact the progress of educational field.

3.3. Discussion and Interpretation of the Main Results

In the following section, the major results collected from each research instrument will be discussed in relation to the previous raised hypotheses.

The teachers' interview and students' questionnaire have enabled the researcher to collect a large amount of data concerning the use of social media in education and its impacts on students. To develop this research work, the researcher had proposed a set of hypotheses. It was suggested as a first hypothesis that social media are beneficial for education. After analyzing the data collected, the current work had proved this hypothesis because the teachers and students state that social media play a vital role in developing education. They believe that this innovation gives them the opportunity to connect, share information, gain knowledge and so forth.

The second hypothesis, which was suggested, is that the use of social media in education facilitates and enhances teaching and learning by providing numerous tools that teachers and learners can use effectively. After the data collection and analyzed, the findings had proved this hypothesis. Most of teachers stated that social media tools such as YouTube and Facebook are helpful in teaching. They confirmed that the utilization of these tools allow them to apply diverse educational innovative methodologies and give students a collaborative platform. Most of students believe that online applications provide them with multitude of opportunities to enhance learning. They stated that they can connect and interact with their teachers and classmates at any time and any place, share ideas and information, and gain knowledge

from different sources. As EFL students, they believe that social media allow them to be in touch with native speakers and practise English in a real environment.

As a third hypothesis, the researcher suggested that teachers can play significant role to reduce the negative impacts of social media on students. The findings of this work revealed that this hypothesis is true. The teachers believed that the use of social media distract the students' concentration and waste their time in chatting with friends and family and some students declared that social media affect negatively their performance and grades. The teachers also stated that the teachers have to teach their students how to use social media before giving them the opportunity to use it. They stated that parents also have to monitor and guide them to avoid social issues like spam and bullying.

3.4. Recommendations

The main goal of integrating social media in educational field is to provide new way for the teacher to teach and the student to learn. Although, social media are a very helpful tool to develop students' level and enhance good education. There are many negative impacts caused by its use. These impacts refer to different factors.

Lack of training: social media are new in education and not much known about its use.

- ✓ Efforts are required to teach student and teachers to improve their ability to use modern gadgets through workshops and on line courses.

Time consuming: the main problem with the use of social media in education is time consuming. Using social media tools takes a plenty of time and energy. To deal with this concerned issue,

- ✓ Teachers should design time for using these tools in their courses and set clear rules and have a good time management skills.
- ✓ Students should be taught to exercise effective time management in order to avoid wastage of time.

Social media distraction: it is known that social media often prevent students from their full attention to studying and assignments. Students have easy access to social media through their cell phones or laptops. This flexibility leads to hijack their attention and impact negatively their motivation and reduce their achievements outcomes. To solve this problem; Teachers should take action to help students minimize their social media use and avoid the associated learning and achievement consequences;

- ✓ Teacher can incorporate policies prohibiting the use of digital devices and social media during class time for non-class purposes.
- ✓ Teachers can also fend off the use of social media by creating motivating atmosphere in classroom where students are expected to participate in discussion, activities or group work.in the same token,
- ✓ Teachers can make students aware about the impacts of social media distraction on their academic life and help them understand the importance of delaying social media use until they are finished with homework or studying.

Privacy: privacy protection is extremely significant to avoid fraud, harassment, spreading spam not only in education but also in society To minimize these privacy concerns:

- ✓ Cultural and social institutions should play an effective role in educating users and raising their knowledge to create a conscious and aware community of users on these platforms.
- ✓ SNS providers must increase their efforts and take several practical steps forward to apply a secure, technical system of privacy and data protection.
- ✓ Users of SNSs should be well informed as to how to protect themselves and respect others' privacy in these open spaces.

3.5. Conclusion

This chapter was developed to provide an overview of the research design and data analysis. It dealt with the objectives of this research work and proved the validity of its research hypotheses. It aimed at analyzing the collected and represented results. In fact, the analysis of the teachers' interview and students' questionnaire revealed that the use of social media is helpful for education, although it has negative impacts on students. It was suggested that teachers and students should be sufficiently trained in using social media because being well trained will lead to obtaining the required level of quality in online teaching and learning activities. Moreover, teachers have to allocate time for using this tool and students should be taught to exercise effective time management. Furthermore, in order to avoid social media distraction, teachers can prevent students from using their digital devices if it is needless during class time. Privacy concerns are also considered as a crucial problem that faces the use of social media not only in education but also in society. Cultural and social institutions should play an effective role in educating users and raising their knowledge on how to protect themselves and respect others' privacy in these open spaces.

General Conclusion

The existing research has sought to investigate and understand the use of social media in education and discovered its impacts on students. This investigation was carried out at Dr. Molay Taher –Saida University in the Department of English. The participants were EFL teachers and students of English randomly selected as a sample population for this work. The collected data were based on teachers' interview and students' questionnaire as a tool. Moreover, this paper includes three chapters; the first one provided a review of existing literature on this topic and presents a theoretical framework to have a brief look about the use of social media in education. The second one discussed the use of social media in learning English language, and the third was about the data collection and suggestions and recommendations.

The findings of this work revealed that the positive opinion of both EFL teachers and students about the usefulness of using social media in teaching and learning. Moreover, the results have also shown that most of teachers prefer to use social media tools such as YouTube and Facebook in teaching to apply diverse educational innovative methodologies. The findings also revealed that the vast majority of students use online applications to enhance collaborative learning environment. Even though the majority of teachers and students involved in this research have a positive attitude towards employing social media in an educational setting, the results of this work showed that social media have negative impacts on students' achievements.

To sum up, this work has led to conclude that the use of social media can be considered as a coin of two sides, because it has positive and negative impacts on students. The positive points are that social media give them more self-confidence, improve their relationships, and even make them more socially conscious. It enables also the students to make groups for their classes on social networking sites like Facebook and share and discuss educational work. The negative points are that social media cause distraction during the lecture and students who spend more time using it may lower their academic achievements. Furthermore, to reduce these negative aspects, there were some recommendations that have been presented in this work; it is important that teachers and students have to be well-trained to use social media. In

General Conclusion

addition, teachers have to allocate time for using this tool and students should be taught to exercise effective time management. To avoid social media distraction, teachers can prevent students to use it during time class. Furthermore, cultural and social institutions should educate the users and make them well informed about how to protect themselves and respect others' privacy.

The limitations of this research are time constraints as the researcher has very little time to carry out the research. Due to time constraints, the researcher was not able to collect authentic data and information for the research. Busy schedule of respondents had also influenced the credibility of data.

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Appendices

Appendix [A] Teachers' Interview

Dear teachers, the purpose of this questionnaire is for a Master's dissertation related to the impact of media on education and its impacts on students. You are kindly requested to answer these questions. Thank you.

Item one: Is the use of social media beneficial for education?

Item two: Do you think that social media help you in the teaching process?

Item Three: Do you feel that social media have impacts on students' grades and performance?

Item Four: What are the main advantages and disadvantages of the use of social media in education?

Item Five: How to eliminate the negative aspects of social media on students?

Appendix [B] Students' Questionnaire

You are kindly invited to fill in this questionnaire which is about the use of social media in education and its impacts on students. Your answers are very important for the validity of the research we are undertaking .Please answer these questions below, and thank you very much for your input.

1)- How often do you use social network sites (e.g Facebook, Twitter, YouTube,...) in educational capacity?

Never

Rarely

Often

2)-Do you feel that social network sites are beneficial in education?

Yes

No

3)- What kind of effects do you think that social network sites have on teaching and learning?

Very negative effect

Negative effect

No effect

Very positive effect

Positive effect

4)- Do you feel that social network sites have had an effect on your grades and performance?

Very negative effect

Negative effect

No effect

Very positive effect

Positive effect

5)- Do you use social network sites to discuss educational work?

Never

Rarely

Often

6)- Select three of the following statements which you feel you agree with most of all?

Social network sites are of no use to me academically.

Social network sites help me keep in touch with class mates and teachers.

Social network sites do not help me to develop my social skills.

Social network sites cause destructions to my educational work.

Social network sites do not destruct me from my educational work.

Social network sites are very useful to me academically.

Social network sites help to develop my social skills.

Social network sites do not help me keep in touch with class mates and teachers.

7) - What is the best advantage(s) of using social media in education?

.....
.....
.....

8)- what is the worst disadvantage(s) of using social media in education?

.....
.....
.....

9)- what role do you think that social media will have in the future of education?

Increasing role

Decreasing role

No role

10)- Are you interested in using social media as a part of your study routine for classes in future?

.....
.....
.....