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in Applied Linguistics.

Title

**Social Media as De/Constructive Learning Environment
for EFL Learners' Academic Writing:**

the Case of EFL Students of the English Department at the University of Kasdi
Merbah-Ouargla

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Dedication

In the name of Allah, the most beneficent, the most merciful. All the praises and thanks be to Allah.

This humble work is dedicated to:

To my beloved parents: my dear father “Farouk” and my beautiful mother “Ouarda”, thank you for your constant support, nothing would have been achieved without your encouragement.

To my amazing sister “Nouha” and wonderful brother “Nouh” I dedicate this work for you, special thanks for you both.

To my dearest friend Dina, I hoped you would be here with me, my prayers to the Almighty that your soul rest in peace.

To all my family and friends this work is for you. Thank you for everything.

Romaissa ABDESSEMED

Dedication

Thank you ALLAH the almighty for all your blessings, for the strength you give all of my life, for the help and for everything, all the praises and thanks be to ALLAH.

Peace be upon our prophet Mohammed, the merciful messenger to mankind.
I dedicate this humble work to my dear grandfather “Mustapha “and my dear uncle “Yacine” may their soul rest in peace.

To the source of love and joy, my loving parents, thank you so much for believing in me and for supporting me all along the way, thank you from the bottom of my heart .May Allah bless you and protect you.

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Abstract

In the era of globalization, the tendency to use social media and social networking sites is constantly increasing. However, the introduction of these new technological devices has affected human life in many aspects, mainly education. Students nowadays, pass half their time surfing on social media and social networking sites, which may have serious effects on them. The present dissertation aims to investigate the impact of social media on students' academic writing, and to detect whether social media is a constructive or a deconstructive learning environment for EFL learners at the University of Kasdi Merbah Ouargla. To the validity of our research, we opted for the mixed-method approach, 70 questionnaires were distributed to EFL students at the University of Kasdi Merbah, in addition to a test that was corrected and analysed to measure the extent to which students' writing is affected by social media. The results obtained were analysed quantitatively and qualitatively and revealed that most students tend to use some text language features in their writing, which is the impact of social media.

Keywords: Social Media – Social Networking Sites – EFL – Text Language – Academic Writing – Learning Environment.

List of Abbreviations

EFL: English Foreign Language.

SM: Social Media.

SNSs: Social Networking Sites.

UKMO: University Kasdi Merbah Ouargla.

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General Introduction

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General Introduction

1. Background Knowledge

The growth of technology, particularly social media (SM) has made a substantial change among people and became an important tool serving our routines. Many professionals and educational researchers embraced its integration in the classroom via technology-related techniques such as blogging, YouTube channels, and Facebook groups to help engage and motivate learners into active participants performing in a modern setting. Social media is a common mean of interaction among members, allowing them to share ideas, strategies, and perspectives that lead to the achievement of meaningful content and to remain acquainted with information. Nevertheless, using social media excessively may negatively influence the learners' academic writing.

Academic writing is a difficult and complex process. It is a formal genre that uses a strict register and that requires important skills to make it clear and understandable, mainly when writing in a foreign language such as English. Foreign language learners often face problems in exam papers, presentations, or written homework, where they seem to be unaware of the rules and the skills which may be challenging when writing academically. Moreover, writing is a fundamental skill for language production, and in parallel exhausting to master, as a result, learners encounter several difficulties due to the unconscious use of some informal features when writing academically. SM was blamed firstly concerning this phenomenon.

The use of SM has a massive effect on most student's performance when it comes to writing. As a result, writing became more concise, when Twitter was first introduced everyone was worried about expressing themselves and conveying something meaningful in 140 character limit (25-30 words). Thus, SM paved the way for the cyber language that is also called text language. It possesses unique features, namely, the absence of capitalization, very reduced punctuation despite its expressive use, the use of logograms, and the recoding of words according to their phonological standards only. Additionally, students use abbreviations, short words form, and they make spelling and grammar mistakes. Cyber language promotes using improper grammar and poorer language skills, which make it a form of casual speaking in a written form where no rules are observed, it is argued that people who text are more likely to fall short on grammar tests.

2. Statement of the Problem

The use of social media and social networking sites become a widespread practice among EFL students all over the world. Along with its popularity, many hypotheses were made about how these modern technologies can impact learners' performance when learning a language and especially when writing academically. Therefore, the problem highlighted in this study is how new developments on the internet, SM in particular can influence student's academic writing.

3. Research Objectives

This research is twofold, first it aims at investigating the attitudes of EFL students at Kasdi Merbah University Ouargla vis-à-vis social media as a learning environment. Second, it aims at targeting features of both academic writing and textese.

4. Research Questions

The following study will seek to answer the following question:

1- Is social media a constructive or a deconstructive learning environment for EFL students at Kasdi Merbah University Ouargla?

5. Research Hypotheses

From the following question, the following hypotheses have been formulated:

1- Social media can be both a deconstructive or constructive learning environment for EFL learners at Kasdi Merbah University Ouargla, depending on its use.

6. Significance of the Study

This study is an attempt to shed light on social media as a learning environment, mainly on how it affects students' academic writing. It will contribute in highlighting the main features of social media, how it affects students' writing and how can we make use of it in an academic setting. It will help both teachers and students to make use of this technology by embracing its merits, to create a better learning environment.

7. Method of Research

This study is descriptive in order to obtain numerous information on the subject. It is based on the mixed method approach because we will be dealing with both quantitative and qualitative data, to collect the information needed we intend to use the questionnaire followed with a writing test. These methods will be employed in this research because it allows us to collect data from a large number of participants.

7.1 Research Instruments

In this study we will use a structured questionnaire. It would contain a mixture of close and open-ended questions that measure EFL students' awareness of the effects of SM on their academic writing at the University of Kasdi Merbah Ouargla.

We are going to administer a writing test to measure to what extent the academic writing of EFL students at the University of Kasdi Merbah Ouargla is affected by SM.

7.2 Sampling

In this piece of research, students of English at the University of Ouargla will represent the population under investigation, our sample will include seventy (70) students, randomly chosen, of both genders and different age groups.

8 Structure of the Study

This dissertation will compromise three chapters. Chapter one will deal with social media and how it may influence the students' academic writing. Chapter two will provide an overview about academic writing in general and the necessary skills to produce an organized piece of writing. Chapter three will tackle the research instrument, the analysis of the data collected and the discussion of the findings, in which we will answer the research questions and reach the objectives that have been set previously. Finally a general conclusion is drawn to wrap-up the whole research.

9. Definition of Key Terms

9.1 Academic Writing

Academic writing is governed with sets of rules and principles that students need to consider when submitting their essays and research. According to Moore Writing is a complex process that involves starting, progression and completing a complicated, challenging set of task (Moore & Murray, 2006, p.7)

9.2 Learning Environment

It refers to the physical setting, cultures and contexts in which students learn. An effective learning environment optimises students' potential.

9.3 Social Media

Employs web-based and electronic devices innovations, to establish highly interactive platforms through which individuals communicate, collaborate and discuss content (Kietzmann, et al., 2011).

9.4 Social Networking Sites

Social networking sites are defined as “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system” (Boyd and Ellison, 2007).

9.5 Textese

A form of writing used on the internet. It is considered fast, easy and convenient to deliver thoughts (Rebecca and Eldridge, 2001). It involves the use of shortened word forms and phrases.

Chapter One: Social Media and Education

Introduction

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Introduction

When we hear the word social media (SM), the idea of the world becoming a small village often crosses our minds, which is true indeed. The globe has changed since the emergence of these new technologies that connect the world's four corners easily. Social networking sites (SNSs) have unified the world in the sense that it is now accessible to connect with others, share files, thoughts, and stay up-to-date with global news. In the field of education, social media sites are recognized as an important resource to collect information and reach a significant amount of knowledge. However, students often spend their time surfing on SNS such as Facebook, Instagram and Twitter for fun, where they are interested in meeting new friends, sharing with others their adventures or just to kill time. As a result, it is argued that these modern technologies can cause enormous effects on student's academic performance since students are highly exposed to it, to the point of addictiveness. This chapter will deal with social media, its evolution and characteristics, in addition, it tackles social media as an educational tool.

1.1 Social Media

SM has been defined from different perspectives that lead to the establishment of different definitions. According to Jonathon Reinhardt (2018) the term social media usually refers to " any application or technology through which users participate in, create, and share media resources and practices with other users by means of digital networking" this means that SM allows its users to interact with each other easily by providing various platforms. Additionally, SM on one axis, is either profile-based or content-based, while on the other, it is either personalized message or transmitted message, resulting in four categories or purposes: connecting with others and building connections, collaborating with others, presenting or broadcasting a personality, or expressing artistic action (Zhu & Chen, 2015). In short, SM is a tool that facilitates social interaction, it essentially refers to the wide range of internet-based and mobile services that enables users to participate in online exchanges, contribute users-created content, or join online communities. It is a device that involves sharing as it makes commenting, sharing thoughts about the content much easier (Stroke 2008, p.3).

For better understanding, we should first clarify the two terms SNS and SM though they may seem similar, one cannot use them interchangeably, according to the Oxford dictionary, SM are websites and software programs used for social networking, while

social networking is the communication with people who share your interests using a website or other service on the net. In other words, social network requires a SM.

1.2 Evolution of Social Media

By the evolution of time and technology, mediums of social interactions are in constant evolution. The idea that a new medium competes and ultimately replaces an older medium (Dutta-Bergman, 2004) was constantly on the table. Robinson and De Haan (2006) also discussed this issue in their book chapter, Information Technology and Family Time Displacement:

When television first appeared in the United States, it was immediately clear that it affected other mass media that provided light entertainment. Thus, audiences abandoned their radio sets, movies theatres closed, and magazines that featured the type of content now prevalent on television...ceased publication. The general explanation offered for these effects was that the television content now more efficiently performed functions that were equivalent to those being abandoned (p52).

When reviewing the evolution of SM, we can see that the same happened with the introduction of new SNS it automatically overshadows the previous. Some people believe that SNS began with the appearance of Facebook and Twitter, but in reality, this technology started long before. According to an article on the Washington Post newspaper the history of SM began with Morse code, on May 24, 1844, when Samuel F. Morse, a painter-turned-inventor, was able to deliver a message from Washington to Baltimore (Rosenwald, 2017). In that time Morse's method to encode text was characterized by series of dots and dashes (The Editors of Encyclopaedia Britannica, 2020). Due to Morse code countries shrank as it is now shrinking on account of SM, people made friends without even meeting them. By time going, and the expansion of technologies and specifically in 1969, the United States Department of Defence had developed the early digital network, allowing scientists at four interconnected universities to exchange data. (*The Evolution of Social Media: How Did It Begin and Where Could It Go Next?* 2021). SM started to flourish in the 1990s. In 1997 Six Degrees was introduced (Boyd & Ellison, 2008). It was among the very first to permit users to create accounts, invite friends, and create groups of chat (Shah, 2016). However, according to Boyd & Ellison (2008) this site was not a success in 2000 it completely stopped. After that, the emergence of other SNS started, with Friendster in 2002, LinkedIn in 2003, Myspace in 2003 and the greatest

success Facebook in 2004(Shah, 2016), and since that a new age of social networking sites began.

1.2.1 Social Media versus Traditional Media

The print media paradigm prospered in the pre-internet period, when immediate access to news from smartphones and online sites was out of reach for humans (Rajendran & Thesinghraj, 2014). However, with the introduction of new media, which combines both reel time news with transparent instant communication (ibid), have led to overshadow existing forms of media. Stokes (2008) differentiated between traditional and new media. The table below represents a distinction between the two.

Table 1.1

Characteristics of Traditional Media versus Social Media

Traditional Media	Social Media
Fixed, cannot be changed.	Open to update.
Limited and not in real time.	Real time news.
Controlled.	Free.
Archives poorly accessible.	Archive accessible.
Sharing not encouraged.	Sharing and participation encouraged.
Committee publishers.	Individual publishers.

1.3 Characteristics of Social Media

Mayfield (2008) characterizes SM by:

- a- Participation: SM helped in expanding the culture of contributions and feedback from everyone who is interested. It fades the line between media and audience. That is to say the audience here plays an active role.
- b- Openness: Most social media services allow participation and feedback. They urge voting, comments and the sharing of information.

- c- Conversation: Traditional media is about “broadcast” (content transmitted or distributed to an audience) while social media is better seen as a two-way conversation.
- d- Community: Social media allows communities to effectively communicate and share common ideas.
- e- Connectedness: Most kinds of social media thrive on their connectedness, making use of links to other sites, resources and people.

All in all, these characteristics are interrelated and important. They represent the foundation of SM, and what it provides for its users. SM is contributing in connecting its audience, the thing that traditional media could not provide.

1.4 Forms of Social Media

Mayfield (2008) classified SM's forms into six types:

- a- Social Networks: it is used to create personal profiles, meet friends, or to share content such as Facebook, Instagram, and Snapchat.
- b- Blogs: blogs are considered as "an online journals", Mayfield considered them as the most known types of SM.
- c- Wikis: wikis allow people to add or to edit content. The best known one is Wikipedia.
- d- Podcast:" audio and video files that are available by subscription such as Spotify, iTunes, and Deezer.
- e- Content communities: communities that share specific type of content such as YouTube for videos and Pinterest for photos.
- f- Microblogging: social networking where small amount of content is broadcasted Twitter is the most suitable example.

1.5 Language of the Internet

With this period of tremendous change and constant evolution of new technologies, particularly the wide spread of the use of SNS, which gave rise to a new form of language some like to call it text language others call it cyber language, in all cases it is the language of the internet. Young users use half their week engaging in social networking sites, thereby giving rise to a new brand of the internet slang which is entirely their own. Hence social media is making a huge impact on the choice of words people use every day, which has opened doors to new ways of communicating. Additionally, it enables people to communicate quickly, effectively, and efficiently due to the fact that instant

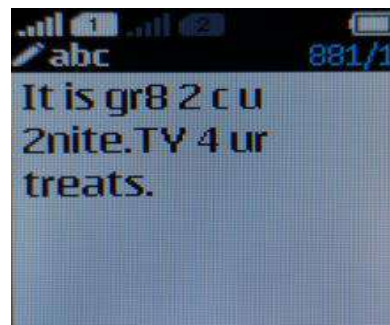
messaging takes only six seconds to cross, resulting into brief and concise statement. Users now instead of saying “I will connect with her over video conference”, they will simply say “I’ll Face Time her”, and instead of “I will search for the answer” people use “I’ll google it”. Social media changed the way we perceive words, as a result, new words entered the Oxford dictionary such as emoji’s, tweet and video call.

1.5.1 Texting

Mobile devices and the internet brought an explosion of writing where texting become a vital conversational part of our lives. Text messaging or texting involve composing and sending electronic messages that consists of both alphabetic and numeral characters. Text messaging is considered fast, easy, convenient to deliver thoughts and an easy way to multitask (Rebecca & Eldridge, 2001).

Figure 1.1

Language of the Internet



1.5.2 Abbreviations

Writing for social media is in some way easier than traditional writing thanks to the casual nature of social media. Chatting and texting on social networking sites introduced the use of abbreviations, where people often make language more efficient by selecting just few letters or squishing symbols together into a new shape, even if it is not pronounceable (McCulloch,2019, p.13). According to the Merriam Webster dictionary abbreviations are a shortened form of a written word or phrase used in place of the whole word or phrase. For example users of the net often tend to use BTW rather than by the way.

Here are some famous abbreviations the internet users frequently use:

Table 1.2

Common Abbreviations

Word	Abbreviation	Word	Abbreviation
LOL	Laughing out loud.	LMK	Let me know.
ASAP	As soon as possible.	NVM	Never mind.
IDK	I don't know.	GR8	Great.
BRB	Be right back.	ILY	I love you.
B4UKI	Before you know it.	BFF	Best friend forever.
U	You.	AEAP	As early as possible.
CYT	See you tomorrow.	RN	Right now.

1.6 Advantages and Disadvantages of Social Media

At the heart of community life, social media plays a fundamental role in many aspects of life. However, one cannot deny the fact that it has both negative and positive sides. Here are some advantages and disadvantages.

1.6.1 Advantages

Here are some advantages: by Ellis Moreau (2016).

a- Communicating with Other People From all Over the World

The good thing about SM is making billions of people able to get information about the world, and connect with each other from different parts of the world, and even from regions or cities that are difficult to reach easily.

b- Easy and Instant Communication

SM facilitates the process of communication; that is to say, a person can easily connect with others instantly by using his/her smart phone, laptop wherever he /she will go and immediately start communicating.

c- Real- News Time and Information

People used to watch TV, listen to the radio and read the newspaper to get information and news about the world, but now things become much easier with SM; people can get information from all over the world instantly.

d- Great Opportunities for Business Owners

Nowadays, SM can be a useful tool for business owners to find their opportunity to present their projects, and sell their product easily by using SM. As it helps to attract the public's eye by interesting and catching posts and images.

e- Main Means of Enjoyment and Entertainment

People often use SM to entertain themselves for example: watching videos, movies, and series and even playing games and talking to friends. They consider it as means of relaxing and enjoying their time.

1.6.2 Disadvantages

However, regardless of the advantages of social media, it also possesses some disadvantages.

a- Health Issues

Social media can affect negatively the health, people spend a significant amount of time surfing on the net, which can cause many illnesses whether physical or psychological like causing backache, or provoking headache from the screen lightening, it can also increase nervousness, depression, anxiety and even lower-self-esteem.

b- Cyber Bullying

Social networking sites can be negative due to bullying which is used to hurt other people's feelings significantly by posting hateful posts. This act can lead to serious mental health issues. According to Dewar (2020) not only the victims are in danger of mental health, also the perpetrators of bullying may develop symptoms of "antisocial personality disorder" also known as "sociopathic" or "psychopathic" behaviour.

c- Decreases Productivity

People rely on SM in everything, and its extensive use results in a loss of productivity in a long term. Everything is easy nowadays thanks to these modern technologies, students can write essays, do homework, or even get resources just by a click, this behaviour can lead to increase laziness.

d- Addiction

Scrolling on SNS daily can turn to a bad habit, it causes addiction which leads to serious problems. Thus, teenagers nowadays are passively and negatively affected by this addiction. Mostly all people these days cannot spend a day without checking their SNSs or scrolling on SM.

e- Substitution for Offline Interaction

The majority of people spend their time on SNS due to online connection, which makes them isolated from society and unable to interact correctly with others. People nowadays do not interact even with their families, to trend of being on the phone all day become more and more widespread which led to the loss of interaction even between family members.

f- Spelling and Grammar

Students often use some kind of abbreviations and slangs while texting or even when writing, the use of these forms can affect students' academic performance.

1.7 Effects of Social Media

It is clear now that SM is a necessary part of people's life. As it has great effects on our society, since it has the power to make billions of people connect with each other from all over the world. SNSs are considered as very useful tools in many areas, and mainly in education. With the existence of these web-based SNSs, students can get all the actualities and information simply by doing some researches, students can also communicate or share information with colleagues and teachers easily. Today, SNSs are considered as fundamental tools, used by the majority of teachers and students in a creative way for educational purposes. These tools have a direct effect in enhancing teachers and student's knowledge and skills. Furthermore, SM helped teachers to post about class activities, school events or homework assignments which will be extremely useful, especially for students because they will be updated with all the actualities and information posted by the teacher for a better comprehension of the course. In addition, many students who are not active constantly in class might feel that they can express their

thoughts easily on social media. Accessing SM provides the opportunity for educators to teach the use of Internet for productivity.

On the other hand, SM can also impact education negatively. One of the biggest breakdowns of social media in education is the privacy issue, like posting personal information on online sites, it abuses the society by invading people's privacy. Additionally, Due to the excessive use of social media students lose their ability to involve themselves in face-to-face communication, this can cause a lot of issues that lead students to lose their confidence and their ability to communicate in public. Besides, information on SNSs cannot be taken for granted, many of bloggers and writers post wrong information on SNSs which leads the educational system to fail. Thus, SM has various merits but also it has demerits which may affect people negatively.

1.8 Social Media as an Educational Tool

Social media has been for long time known as tools to hinder learning, but recently its integration in the classroom is often discussed. Social technologies have gradually been adapted for use in education, since these social means have the power to convert learning and to engage students in the learning process easily, through the integration of these online instruments in their instructions. SM plays a vital role in communication, in fact, most of schools and educators are now integrating it in the classroom. Making it a tool used by teachers in order to improve their students' learning process and to make the learning environment more engaging and relevant.

1.8.1 Social Learning

Today, delivering an effective and engaging learning can also be done through the use of these social tools. According to Leech (2013), social learning is a method of using mobile devices to enable students to learn through the use of social media tools. Social networking sites such as: Facebook, Instagram and YouTube may play an important role in making things clearer and understandable. SM has a great ability to make students engaged in the classroom. In line Lee and Mc Loughlin (2008) supported the idea of considering SNSs as educational tools because student use them for communication and social support at the same time for discovering and sharing knowledge.

1.8.2 Facebook as an Educational Tool

Facebook is a SNS which is regarded as one of the key drivers of communication and interaction between students. With the widespread of Facebook in society, students' ability to communicate become much easier. Since the use of this SNS has the potential to facilitate learning in the classroom. It may help students and teachers to build relationships with each other. Facebook can also be used by students to communicate with their classmates about their courses, as it creates a sense of community among users, which can lead to collaboration and sharing of ideas and knowledge that promote learning. In fact, Facebook can be a vital tool to help students share educational content, and enhance communication among students, teachers and parents.

1.8.3 Instagram as an Educational Tool

Instagram is a creative tool that students and teachers can employ in the learning process. It can be used as a mean of entertainment. However, Instagram can also be used as a mode of education. For instance, teachers can directly provide students with rules, ideas and information about any topic via Instagram stories or posts related to education. Thus, it promotes educational experiences even outside the classroom and gives students the ability to answer multiple questions, comment and solve quizzes and exercises. Instagram provides an important point that is visual demonstration for students, in this sense demonstrating knowledge and sharing ideas with different audiences.

1.8.4 YouTube as an Educational Tool

Recognising the growing impact of free videos platforms such as YouTube in educational field can display its direct effectiveness vis-à-vis learning. YouTube can be used to engage teachers and student in the learning process. Thus, students may employ this tool to gather information, ideas, and obtain resources on several topics. As it can help them to understand difficult courses and to build their learning and comprehension skills. Moreover, YouTube offers teachers the opportunity to create a personal learning network and provides students with fruitful ideas. YouTube has a beneficial use for accomplishing educational purposes, and teachers are now spreading numerous videos explaining and making students comprehend the course content without encountering any problems. YouTube offers a diverse range of content, ranging from entertainment to education. It is a powerful instructional tool due to its auditory visual quality. Many

educators and academics have their own YouTube channels where they publish study-related videos and “how-to” videos to make it easier for students to learn. educational activities that are entertaining and engaging (Sharma & Sharma, 2021).

1.8.5 Online Classrooms

During the pandemic, and when all schools across the world shut down, social media offered platforms for home schooling. Due to the prevailing situation of Covid-19 learning has been suspended in all over the world, however social media and through different application such as Zoom and Google Meetings helped to create online classes, so that learning won't be hindered. Online classes via Zoom or Google Meeting are considered the best kind of virtual classes as they are interactive, students can ask question and get answers on the spot. In addition, teachers are able to share the content of the lecture with their students easily as well as they can record the lecture.

Conclusion

This chapter represents an overview about SM. Along this chapters, we intended to answer key questions about SM, its evolution, characteristics, advantages and disadvantages and effects. Furthermore, it presents an overview about the cyber language, which is the language of the net; it investigated its main characteristics and how it is different from formal academic writing. In addition, this part looked at how SM can be used in classroom setting, and how it helped especially in the pandemic period. To conclude, SM involves the use of modern technologies to facilitate learning, it possesses negative and positive impact on students' performance, however one cannot neglect its importance in raising students' interest and motivation towards learning.

Chapter Two: Academic Writing

Introduction

2.1 Writing

2.2 Basic Components of Academic Writing

2.2.1 Organization

2.2.2 Word Choice

2.2.3 Punctuation

2.2.4 Capitalization

2.3 Academic Writing in an Electronic Setting

2.4 The Importance of Academic Writing

Conclusion

Introduction

Writing is the ability to express ideas through the manipulation of words, it existed centuries ago due to the need of recording information, in addition to communication. Communication through writing can be done without the presence of the writer, as a result, writing facilitates the process of reaching to others which can be done via emails, letters, or instant messaging. This urge to write has become more widespread with the expansion of these innovative technologies such as mobiles, the internet and SNS, thus writing has become a vital part of our daily life.

2.1 Writing

When talking about writing, one cannot neglect spoken forms of language, as it emerged before writing. As a result, we need first to tackle spoken versus written language. According to Nunan (1993, p.8) "new communicative needs that could not be met via spoken language only, lead to the establishment of writing, because people needed permanent records which could be referred to repeatedly". Written language does in fact perform similar functions as spoken language, it is used to communicate, to provide information, and to entertain. However in some contexts, language needed recording. According to Bright and Daniels (1996, p.2) "language continually develops and changes without the conscious interference of its speakers, but writing can be petrified or reformed or adapted or adopted at will...the theory of writing must be very different from the theory of language", it can be said that both modes serve different communicative purposes. Writing is in fact a very complicated skill to master, especially when writing academically. Academic writing involves the production of a coherent and understandable piece of writing that respects the norms of grammar, punctuation, spelling and format.

When talking about writing in an academic setting, we can say that it's a bit different from casual writing. Academic writing is governed with sets of rules and principles that students need to consider when submitting their essays and research. According to Moore Writing is a complex process that involves starting, progression and completing a complicated, challenging set of tasks (Moore & Murray, 2006, p.7)

2.2 Basic Components of the Academic Writing

Acquiring the writing skill is a difficult process. This skill has never been an easy task to achieve especially for second language learners. There are some basic components pointed out by Starkey (2004) to make a successful piece of writing are: organizing, brainstorming and the right choice of words and the accurate use of punctuation and capitalization.

2.2.1 Organization

Any piece of writing must be presented in an organized way in order for the writing to be more effective and clear. And, a good writing must incorporate a crucial trait which is organization. Organization is the structural framework for writing, and it is essential in written communication due to its vital role in creating a constructed and meaningful sentences. Thus, this element makes it easier for the writer to prepare any piece of writing whether it is a text, paragraph or essay. Organization prevents the writer and the reader from encountering any problems or confusion.

One cannot deny the fact that organization is beneficial for the writer, but as well as the reader since everything is outlined very clearly to audience. Starkey (2004, p.2) states that “the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead”.

According to Ann Hogue (2008, p.28), good writing involves thinking, planning, writing, and revising. In addition, an excellent writer should follow at least some techniques to ease the process of writing and makes it well organized. Hence, the trait of organization necessitates following a fundamental technique called the pre-writing to get ideas, another way to get ideas is called the free writing. Pursuant to Starkey (2004, p.2), the prewriting technique is the arrangement of the work which comes after brainstorming and thinking of what to write. Brainstorming is a very important technique in which it helps in enhancing the individual’s ability to write. This prewriting technique might encompass a variety of different people’s thoughts or ideas that make sense in a particular order, and/or ideas that are linked together by association with previous ideas Starkey (2004, p.3). Additionally, according to Galko (2001, p.21) “ Like brainstorming, free writing is writing down your thoughts as they come to you, when free writing, you let your sentences flow freely without regard about whether the ideas are appropriate or the grammar is perfect ,you just start writing ”.

It is vital to be able to organize different forms of writing whether it is a sentence, a paragraph or an essay. Any piece of writing have to be presented to the reader in a structured format, even short pieces of writing have regular patterns of organization (Swales & Feak, 1994, p.10).

a- Organising a Sentence

In order to master the skill of writing and write a great piece of writing; the writer should be aware of a set of rules concerning understanding the different kinds of sentences and their functions. There are four different types of sentences based on their functions: declarative, interrogative, exclamatory and imperative sentences.

1-Declarative sentence

It involves making a statement and it ends with a full stop. For instance: The dress is yellow.

The usual word order of a declarative sentence is: subject-verb-object.

2-Interrogative sentence

It requires asking a direct question, it ends with a question mark. For example: Where did you go?

The word order of this type is: (*wh-word* +) auxiliary + subject + verb...

3-Exclamatory sentence

Shows a strong feeling that ends with an exclamation mark (Riggs, 2012, p.6) .For instance: What a beautiful weather!

It is structured as the following: *What* (+ adjective) + noun + subject ...

4-Imperative sentence

It gives an order and makes a request; it ends with a full stop. For example: Be quiet.

The word order is: verb + object (if needed).

b- Organising a Paragraph

Organizing any format of writing requires from the writer to be committed to a set of steps. According to Arnaudet & Barrett (1990, p.1) a paragraph is a group of sentences joined together in order to develop a main idea. The main idea is called the topic sentence and every sentence in the paragraph must help the development of the topic sentence. The sentences which contribute in enriching the main ideas are called the supporting sentences. In academic writing, a paragraph is often between five and ten sentences long, as it can be longer or shorter, depending on the topic discussed (Zemach & Rumisek, 2005, p.11)

c- Organising an Essay

Another form of writing are essays. They are considered an important piece of writing particularly when it comes to writing academically. This form of writing contains three key parts: an Introduction, a body and a conclusion. An essay's introduction is the most important part because it introduces the main idea, also it attracts the reader attention and gives hints about the discussed topic later. Thus, in writing an introduction the writer have to write from general to specific, that is to say he writes the general statement followed by the thesis statement .The thesis statement is usually one statement that elicits the aim of the essay, it should be strong ,clear and comes at the end of the introduction.

The second part of an essay deals with developing the thesis statement, through the ideas the writer is going to explain and illustrate by giving examples, and paragraphs which are tackled in the essay. Each paragraph of the body should contain a topic sentence and present ideas that support the thesis statement, in addition to provide more examples to illustrate each point.

Finally, a conclusion is drawn to sum up the essay according to Barker (2013, p.98), your conclusion should make the reader satisfied and leave a good impression. The conclusion is often introduced by a transition signal such as: In conclusion, to sum up, in a nutshell or to conclude. Therefore, a conclusion generally consists of a restatement of a thesis statement, a summary of the key point of the essay, or the writers' final comment on the subject.

2.2.2 Word Choice

Writing is a complicated process, knowing what to write and how to convey it, is not an easy task, especially when writing academically. Choosing the right vocabulary and the correct structure, can be quite tricky. Writing academically means taking care of what to say and how to say it, and it requires thinking much harder than you will ever think (Tredinnick, 2008, p.25). Writing well involves exactness and credibility. According to (ibid) "writing is the most exact (and exacting) form of thinking", this complex skill involves the using of certain patterns and words.

When writing academically the choice of the words used is of a great importance. As pointed out by Eli Hinkel many students often fail to recognize and use correctly the features of the academic prose (Hinkel, 2003, p.4). As their writing lacks formal academic features, it is necessary to familiarize them with the right structures to adopt.

When talking about academic writing, one cannot neglect the use of formal and informal style. Formal speech is used for academic, scientific or administrative purposes, where it is unacceptable to use certain patterns such as phrasal verbs, run on expressions and colloquial expressions.

Here are some examples of formal and informal words:

Table 2.1

List of Informal and Formal Words

Informal Words	Formal Words
Looked-at	Observed
Choose	Select
Builds-up	Accumulates
Fill in	Substitute
Kids	Children

When writing for formal purposes students need to avoid prefabricated expressions, or as referred to wordy expressions, conveying the intended meaning should be done in a plain style (Belmont & Sharkey, 2010, p.205). Due to the fact that, wordy expressions can be considered as colloquial, for instance instead of saying "to sum up everything that have been stated so far" students can just use "to conclude".

In addition, students need to avoid clichés. These expressions are not meant to be used in an academic setting. Clichés are also considered as prefabricated expressions that have a proverbial meaning (Belmont & Sharkey, 2010, p.206). They usually refer to figurative meaning which is way different form the literal meaning, phrases such as "easy come, easy go" or "opposites attract" can be used in daily conversation, but certainly cannot be included in academic papers.

2.2.3 Punctuation

Punctuation is a tool that organizes written text, it involves the using of spacing and some punctuation marks. Despite the relevance of punctuation in efficient speech, there seems to be a woeful disregard to and ignorance about using even its basic forms today (King, 2004, p.1). Many students nowadays, misuse these tools of tremendous importance, as they are necessary when writing academically. According to King (2004, p.1) "punctuation is the nuts and bolts of the language"

For better use of punctuation signs, according to Straus et al. (2014) here are some that are essential when writing academically:

Ending Marks:

- a) Full Stop (.) it indicates the end of a declarative sentence.

E.g. Today's weather is so nice.

- b) Question Mark (?) it indicates the end of an interrogative sentence.

E.g. Why were you sad yesterday?

- c) Exclamation Mark (!) it indicates the end of an exclamatory sentence. Used to show emphasis or surprise.

E.g. What a beautiful sunset!

Commas (,)

- a) They are used to indicate a pause in the sentence.

E.g. He walked down the street, and then he turned the corner.

- b) They are used between items in a series.

E.g. The fruit basket contains apples, bananas, and oranges.

- c) They are used to separate two or more adjectives describing one noun.

E.g. The powerful, reasoning sound caught our attention.

- d) They are used to separate two independent clauses.

E.g. She went to the beach, but she forgot her sunscreen.

Colons (:)

- a) They are used to introduce a list.

E.g. The teacher gave me three options: to retake the exam, to do an extra assignment, or to fail the class.

- b) They are used after a descriptive phrase.

E.g. There is only one person old enough to remember that wedding: Linda.

Semicolons (;)

- a) They are used to separate a complex series of items and their explanations.

E.g. I went to the shop with Jack, my close friend; his friend, John; and his best friend, Ann.

- b) They are used to join two independent clauses with conjunctive adverbs.

E.g. I had planned to go out with my friends; however, I was very tired.

Quotation Marks (" ")

- a) They are used when quoting someone's speech.

E.g. John said, "I love when it rains".

❖ Periods and commas always go inside quotation marks.

The hyphen (-)

- a) It is used when writing numbers out of words.

E.g. One hundred twenty-one.

- b) It is used when adding a prefix to some words.

E.g. The ex-mayor still attended all the town's functions.

- c) It is used with hyphenated compound words.

E.g. Mother-in-law.

The apostrophe (')

- a) It is used to indicate possession.

E.g. This is Amine's car.

- b) It is used to combine two word to formulate contractions.

E.g. could have → could've

The Slash (/)

- a) It is used to separate "and" from "or".

E.g. To register, you will need your driver's license and / or your identity card.

2.2.4 Capitalization

According to Suny Empire State College, capital letters are useful signals for readers, they have three main purposes: to make the reader aware that the sentence is beginning, to indicate essential words in a title, and to signal proper names and official titles. Capitalization is a crucial trait when it comes to communicate in writing, and any student necessitates a substantial use of it especially when writing academically, due to its ability in helping the writer to convey the desired message clearly to the reader. Therefore, students should be aware of the rules of capitalizing when it comes to writing since the use of capital letters is necessary in making any piece of writing intelligible. According to Learning Express Editors (2006), Capital letters are necessary beginnings-not only for sentences, but also for all kinds of words .Thus, with proper use of capitalization any piece of writing will be obviously comprehensible.

In English, there are many rules for using capital letters. Hogue (2008) mentioned six important rules of capitalization as follows:

Table 2.2*Capitalization Rules*

Rules	Examples
Capitalize :	
1.The first word of a sentence	My sister is an architect
2. The pronoun I.	My friends and I often go for shopping together.
3. Names of people and initials	President Abdelmadjid Tebboune
Begin the title that precedes a person's name with a capital letter. BUT NOT a title without a name. Exception: A title without a name is sometimes capitalized if it refers to a specific person.	Mr. and Mrs. Homer She's a queen. The President of the United States had dinner with the Emperor of Japan.
4. Nationalities, languages, religions, and ethnic groups.	She will study Spanish next year Asian food is delicious She is a Muslim
5. Names of school courses with numbers. <i>Note:</i> Don't capitalize school subjects except names of nationalities, languages, religions, and college classes with numbers.	Psychology 101 geography, Russian history math, History 101 science
6 .Specific places a person may encounter on a map.	South Algeria Times square New York

2.3 Academic Writing in an Electronic Setting

Technology is not always a tool that hinders students from writing well. Sometimes these new technologies and applications, can provide the students with feedback on their writing, such as Word-processing and Grammarly. About 200 experiments have looked at the effect of word processing on student writing over the last two decades, and results provided evidence of positive effects (Goldberg et al., 2003). Some students use Word-processing to check their grammar, spelling and punctuation. As a result writing directly on screens, would help them improve their writing, and saves a lot of time and energy rather than drafting on paper. Furthermore, the use of the application Grammarly, can be extremely beneficial for students, it provides the ability for students to check their writing and gives them instant feedback. Grammarly is also accessible to anyone as it is free to use and simple and easy to administer. Hence technology is not always a tool that prevents students from writing properly, sometimes technological materials can pave the way to students to correct themselves and therefore enhancing their writing.

2.4 The Importance of Academic Writing

Writing is an important skill that needs to be taught as a basic skill .It is considered as a productive skill due to its direct effect on students' performance and production. According to Harmer (1998, p.79) writing is" a basic language skill, just as important as reading, speaking, and listening".

Students are in the need to write academically in any field of life for instance: job profession studies, research and business. Academic writing is of great importance, since it has the ability to make students express their ideas that cannot be expressed orally, as Online Education editors (2020), stated that" writing helps in rising students' awareness and enrich their creativity and knowledge". Moreover, this kind of writing develops the students' critical thinking and enrich their imagination through the analysis and the developing of their ideas on different topics. As it can also make people communicate with each other, for this reason writing is considered as a main mean of communication and for making things appear clear. In short, writing academically is crucial in the sense that it will help the students in their career, through acquiring knowledge and understanding.

Conclusion

This chapter represents an overview about academic writing. Along with this chapter, we aimed to provide information about writing, and its basic components that contribute in making a well formed piece of writing: organization, word choice, punctuation and capitalization. In addition, this chapter displays how academic writing is used in some electronic settings and how some applications are beneficial in developing this kind of writing, and lastly we indicate the importance of academic writing .To conclude, writing is a difficult task especially for second language learners and writers, thus, it is necessary to respect a set of rules and criteria in order to master it.

Chapter Three: Methodology and Discussion of the Findings

Introduction

3.1 Research Methods

3.2 Sampling and Population

3.3 Research Instruments and Data Collection

3.3.1 The Questionnaire

3.3.2 The Writing Test

3.4 Finding and Analysis

3.4.1 Analysis of Students' Questionnaire

3.4.2 Analysis of the Writing Test

3.5 Discussion and Interpretation of the Findings

3.6 Limitations of the Study

Conclusion

Introduction

After dealing with theoretical knowledge in the two first chapters, it is high time to deal with something more practical. This chapter represents the methods used in gathering and analysing the data collected. It examines the tools and the instruments which helped conducting this research about whether social media is a constructive or deconstructive learning environment for EFL learners' academic writing. This chapter will deal with both the research method, the sampling and the data collection procedure on one hand, and on the other with the analysis and the interpretation of the data collected.

3.1 Research Method

In order to achieve the aim of our study, we opted for the mixed method approach. We used the quantitative approach as it provides the numerical representation of the data collected, and the qualitative approach to provide more emphasis and to equip us with a complete overview, to observe the data in a deep way. To collect the needed data we intended to use the questionnaire along with a writing test.

3.2 Sampling and Population

The sample of our research are English students at the department of Kasdi Merbah University Ouargla. In total 70 students chosen randomly, between the age of 18 and 26 were handed the questionnaire along with the test paper. This process was administered in a friendly environment, the questions were understandable with clear instruction, to help the learners provide appropriate answers. We were present and we provided explanation and clarification for everything that seemed absurd for students.

3.3 Research Instrument and Data Collection

The results of this study, were achieved through two main instrument.

3.3.1 The Questionnaire

The first instrument to conduct this study was the questionnaire, it was administered the first week of March we opted for an open ended questionnaire with 27 questions containing three sections. The first section (5 questions) dealt with general information of the participants, the second section (13 questions) was about social media and academic writing, it investigated how formal writing can be affected by social media, the last section was about social media as an educational tool (9 questions) it aimed to detect students' attitudes towards the use of social media for educational purposes.

3.3.2 The Writing Test

The second tool was the writing test. Students were given a question to answer in a form of a short essay (see appendix 2), it was administered to detect students' mistake while writing academically. The correction of the papers resulted in categorizing the mistakes in six major groups: capitalization, punctuation, grammar mistakes, abbreviations, spelling and organisation.

3.4 Finding and Analysis

The data gathered from the students' questionnaire and observations of test papers were analysed to reach to the results of this study. The data were analysed using the methods described above.

3.4.1 Analysis of Students' Questionnaire

As it was already explained, the questionnaire was distributed to 70 students of English at Kasdi Merbah University. The sample was chosen randomly, it contained both genders of different ages. The questionnaire was a combination of both close and open ended questions, all answers were written in English. The analysis of the retrieved questionnaire provided the following answers.

Section One: Background Information

This section compromises five questions.

Question 1: was about gender, the questionnaire was distributed randomly between males and females, from the results shown on the table, we can notice that our sample contained 52 females and 18 males.

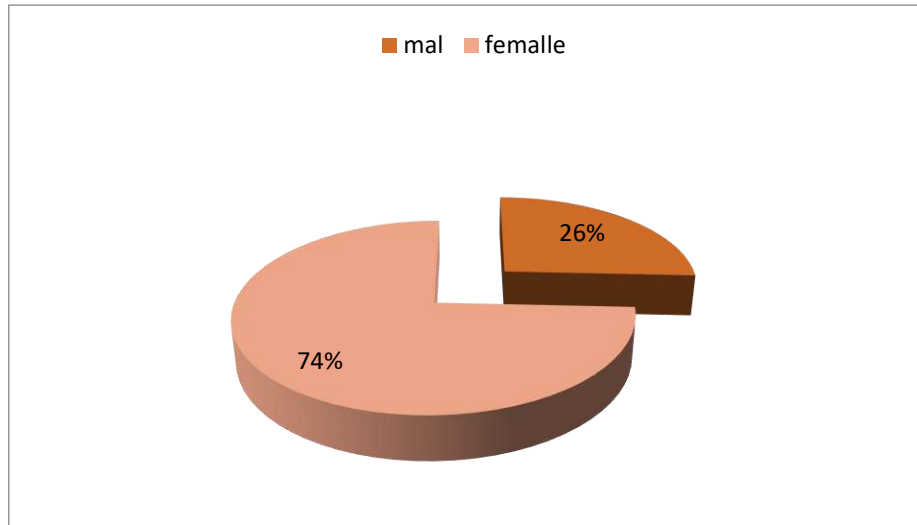
Table 3.1

Students' Gender

Gender	Number	Percentages
Females	52	74.3%
Males	18	25.7%
The sample	70	100%

Figure3.1

Students' Gender



From the graph above we can observe that female students are numerous than males. Females represent 74% of the sample, while male students equals only 26%. This result may be because female students are more interested in the field of foreign languages than males.

Question number 02: was about students' age, they were given three choice, and they needed to tick the one that suits their age. 52 students out of 70 were between the age of 18 and 22 which translates to 74.3% of the sample. 24.3% of the sample was between the age of 22 and 26 which equals 17 students, however, only one student was more than 26 years old which represents 1.4% of the sample.

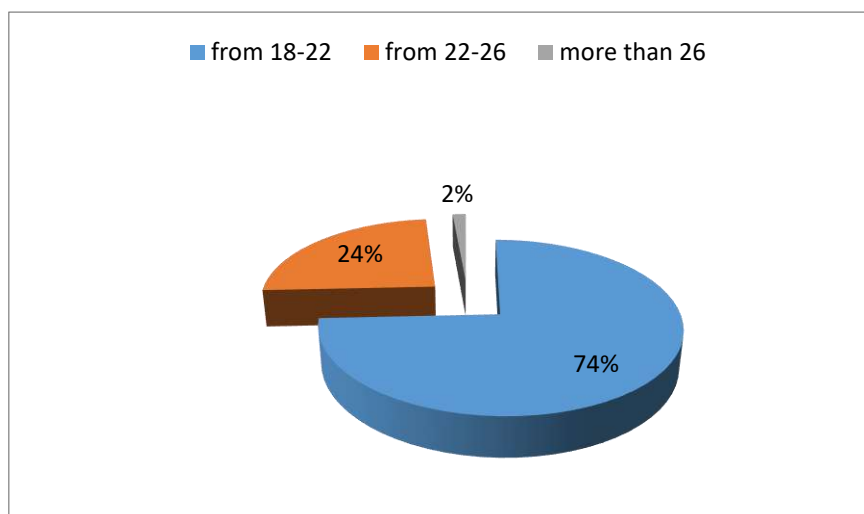
Table 3.2

Students' Age

Age	18-22	22-26	More then 26	Total
the sample	52	17	01	70
Percentages	74.3%	24.3%	1.4%	100%

Figure 3.2

Students' Age



From the results above, can notice that our sample contains mixed aged learners, which represents perfectly our population, as we decided to work with all students of the department of English at UKMO. Another factor that contribute to this variety of age is the fact that a large number students' ceased their studies years ago, and decided to re-join now.

Question 03: How do you consider your level of English?

Students were asked about their level in English, they had three choice and they needed to select their appropriate level. According to the table, 10 students out of 70 claimed they are beginners, which represents 14.3% of the sample. However, 42 out of 70 stated that their level is intermediate which translates to 60%. Whereas 25.7% of the sample thought their level is advanced which equals 18 students.

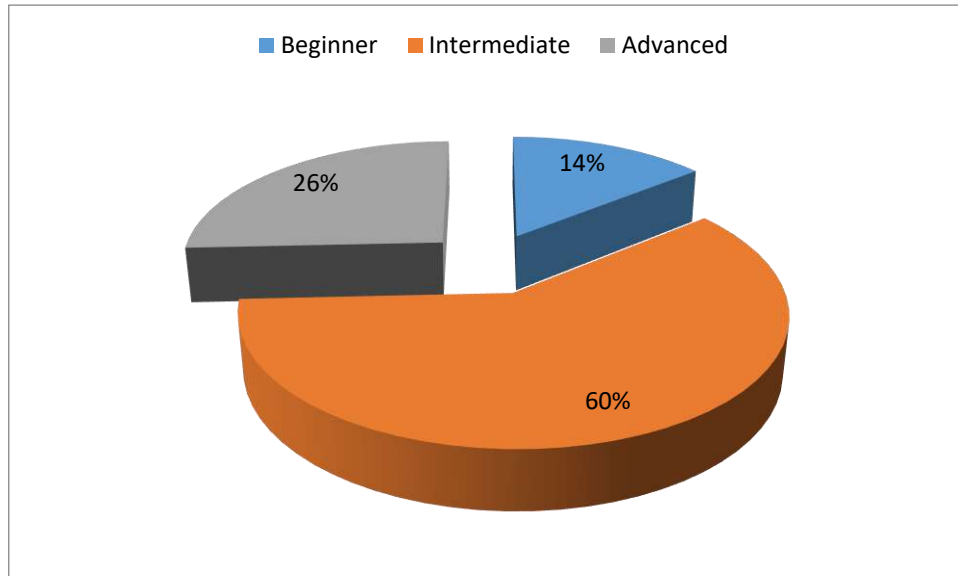
Table 3.3

Students' level in English

	Beginner	Intermediate	Advanced	Total
the sample	10	42	18	70
Percentages	14.3%	60%	25.7%	100%

Figure 3.3

Students' Level in English



From the results showed above, we can say that students at UKMO possess diverse levels, which may be the result of different learning techniques.

Question 04: Do you study and work simultaneously?

Students were asked whether they study and work simultaneously, they were given a choice between yes or no, 23 students out of 70 making 32.5% said they work while they study. On the other hand, 47 students (67.1%) are only students.

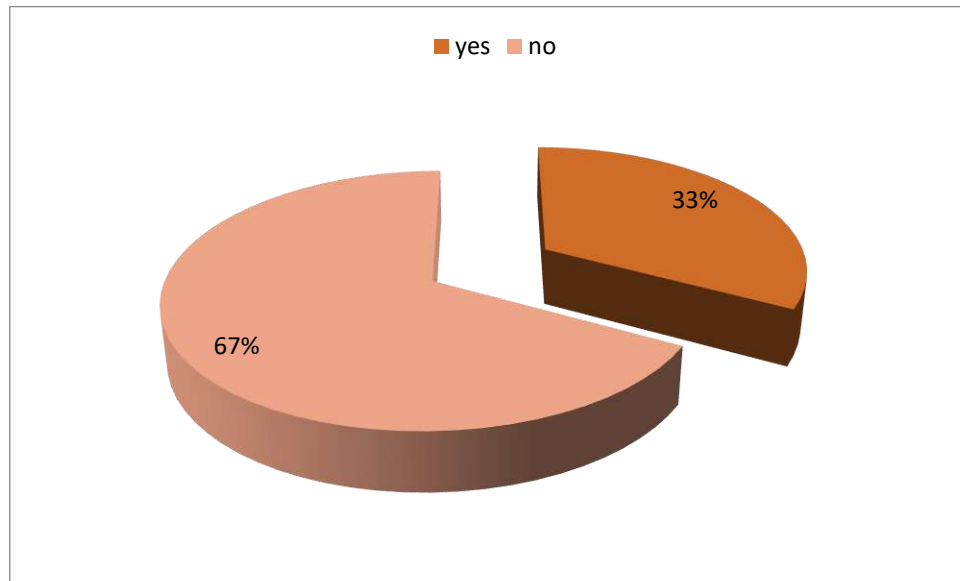
Table 3.4

Students' Occupation

	Yes	No	Total
The sample	23	47	70
Percentages	32.5%	67.1%	100%

Figure3.4

Students' Occupation



According to the results above, 67% of the sample are only students, on the contrary, 33% work and study in parallel. Maybe students who work, they need English in their working place to communicate with foreign people.

Question 05: For how many years did you study English?

Students were asked about the number of years where they have studied English they needed to choose between 3 options, 37 students out of 70 (52.9) said they studied English form 08 to 10 years. While 41.4% claimed they studied English from 10 to 12 years which translates to 29 students out of the sample. However, only 4 students said they studied English for more than 12 years making it 5.7%

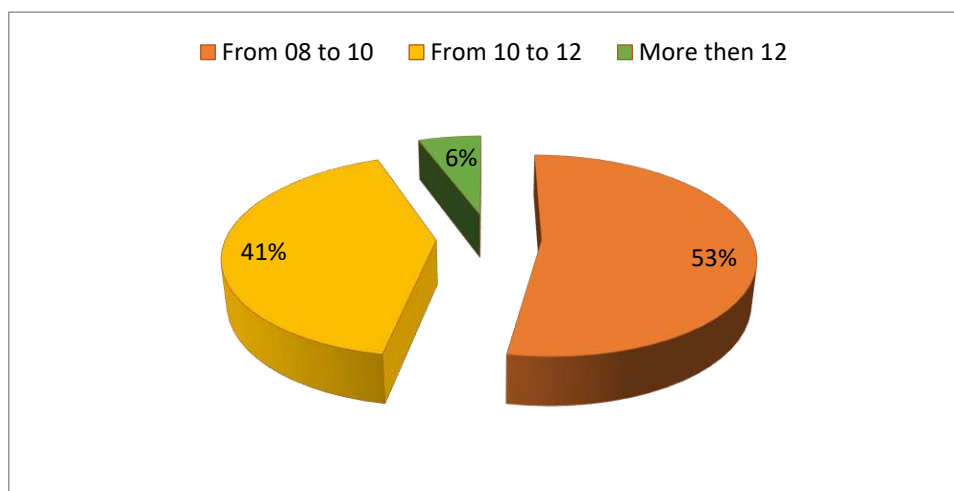
Table 3.5

Duration of Learning English

	8 to 10 years	10 to 12 years	More than 12 years	Total
The sample	37	29	4	70
Percentage	52.9%	41.4%	5.7%	100%

Figure 3.5

Duration of Learning English



This difference in the duration of learning English is the result of our mixed sample. However the largest category is from 8 years to 10 years which indicates that are learners are familiar with the English Language of a long period of time.

Section Two: Social Media and Academic Writing:

This section compromises 11 questions.

Question 01: Do you use English outside the classroom?

This question aimed at investigating the use of English outside the classroom, this was a yes or no question with giving justification. 84.5% of the sample claimed that they use English outside the classroom, which represents 59 of the sample, whereas, 11 students out of 70 responded that they do not use English outside the classroom.

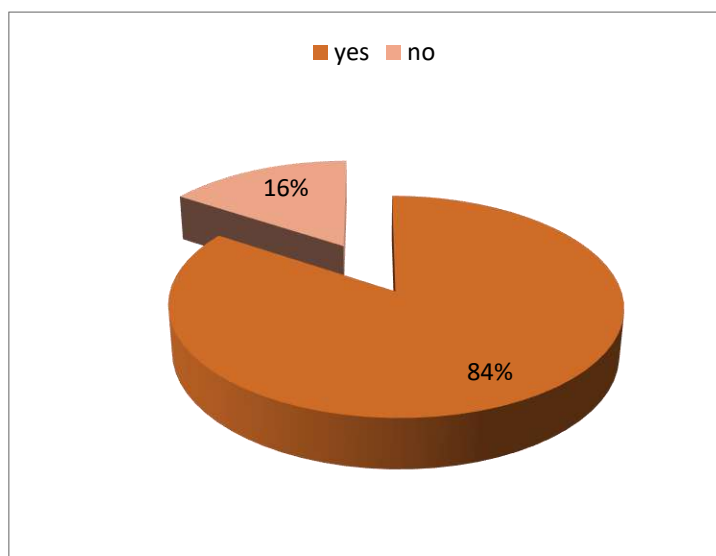
Table 3.6

Students' Use of English outside the Classroom

	Yes	No	Total
The sample	59	11	70
Percentages	84.5%	15.7%	100%

Figure 3.6

Students' Use of English outside the Classroom



From the data above, we can notice that almost all learners use English outside the classroom. Students often seek to improve their language, which leads them to communicate in English outside the class with their colleagues or friends.

Question 02: where do you use it?

Students were asked to justify where they use English, the responses varied. 7 students out of 70 (10%) claimed they use it at home. On the other hand, 8.6% of the sample which is the equivalence of 6 students said they use it at work. The rest of the sample which equals to 57 participants out of 70 used English on SNSs.

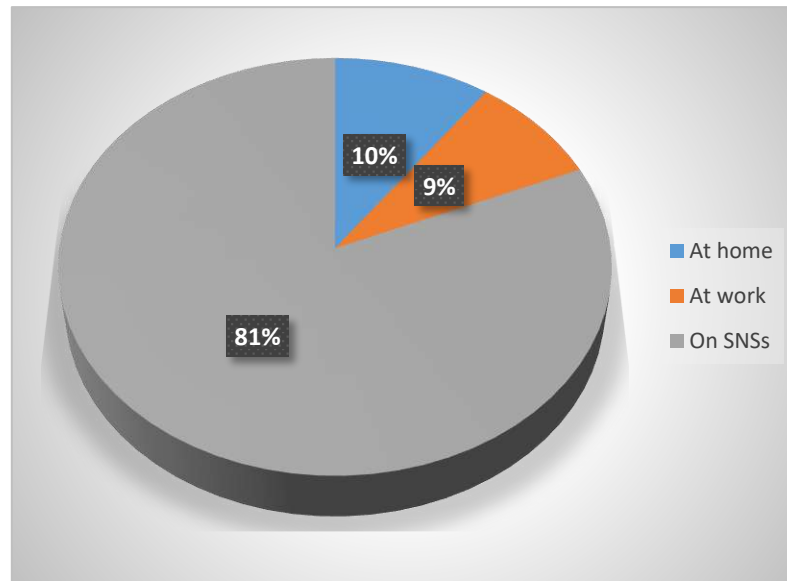
Table 3.7

Students' Use of English outside the Classroom

	At home	At work	On SNSs	Total
The sample	7	6	57	70
Percentages	10%	8.6%	81.4%	100%

Figure 3.7

Students' Use of English outside the Classroom



From the data above, we can notice that unsurprisingly, most students use English on SNSs, with 57 students out of 70, making it 81%, this result may be due to the fact that mostly all students nowadays have access to the internet and SNSs which provides platforms for students to practice their English. In contrast, 10% of the population argued they use English at home, they may use it to communicate with their siblings or parents to improve their speaking performance. The rest of the population use English at work, we can notice from these data that English is used by students in different context and for different communicative purposes.

Question 03: Do you use social networking sites (SNSs)?

The aim of this question is to measure the familiarity of students with SNSs. Where 95.7% of the population answered with yes which equals to 67 out of 70 students. On the contrary, 3 students claimed that they do not use SNSs which represents 4.3% of the sample.

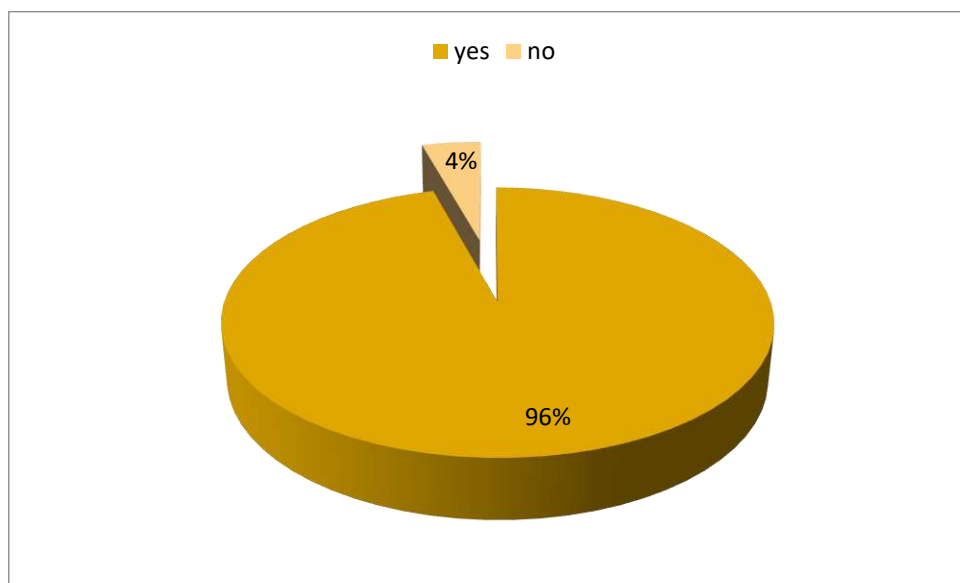
Table 3.8

Number of Students who Use SNSs

	Yes	No	Total
The sample	67	03	70
Percentages	95.7%	4.3%	100%

Figure 3.8

Students' Use of SNSs



Mostly all the population use SNSs (96%) while just 03 students do not use these platforms. Social media is extremely powerful, it attracts its users, and students are also part of this community. The excessive use of this technology may be due to fact that it's easy to access and free to use, all what students have to do is login. As a result large number of students use these platforms to communicate, share ideas or comment on certain topics.

Question 04: What social networking sites (SNS) do you use the most?

Students were asked to elicit the SNSs they use the most. As we can see in the table below, students use Instagram more than any other SNSs (41.4%) making it 29 students out of 70. Students who use Facebook are 24 which equals to 34.3%. WhatsApp ranked the third only 03 students use this application, and 02 users prefer Telegram. The rest of

the sample (14.3%) responded that they use other SNSs. In addition, no participant use Twitter or Viber.

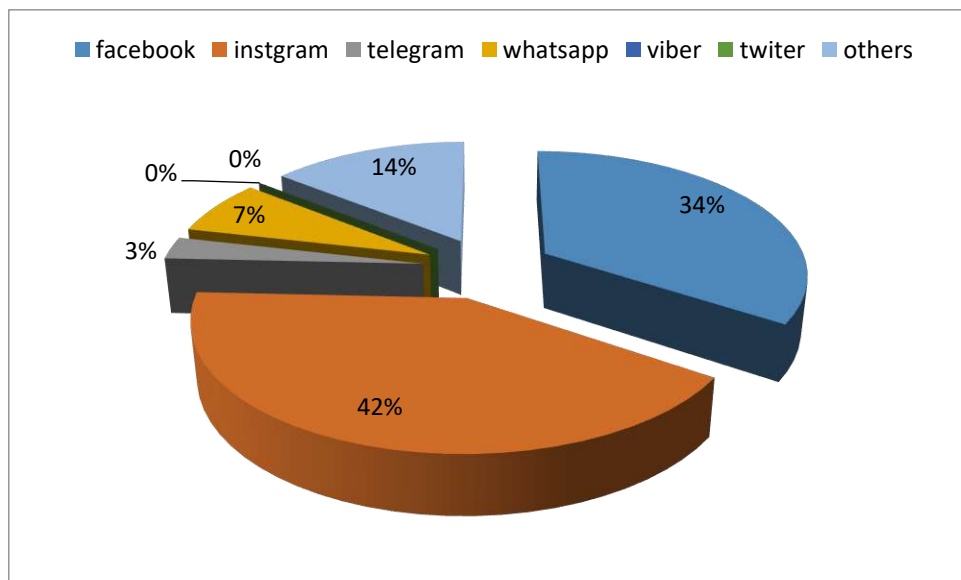
Table 3.9

The Most Used SNSs by Students

	Facebook	Instagram	Twitter	Telegram	Viber	WhatsApp	Others
The sample	24	29	00	02	00	05	10
Percentage	34.3%	41.4%	00	2.9%	00	7.1%	14.3%

Figure 3.9

The Most Used SNSs by Students



As we can see from the results above, we can notice that Instagram and Facebook are used by a large number of students. On the contrary, other SNSs such as Twitter, Viber, and Telegram as used by a minority. These results refers to the fact that Instagram and Facebook are more popular among learners, mainly because they are easy to use and provide rich content.

Question 05: How do you access your accounts on social networking sites?

Students were asked how they access their accounts, they were given 03 choices phone, PC and Tablets. 69 students out of 70 said they use their phones to access their accounts (98.6%). However, only 01 student indicated that she/he uses the PC to log to SNSs.

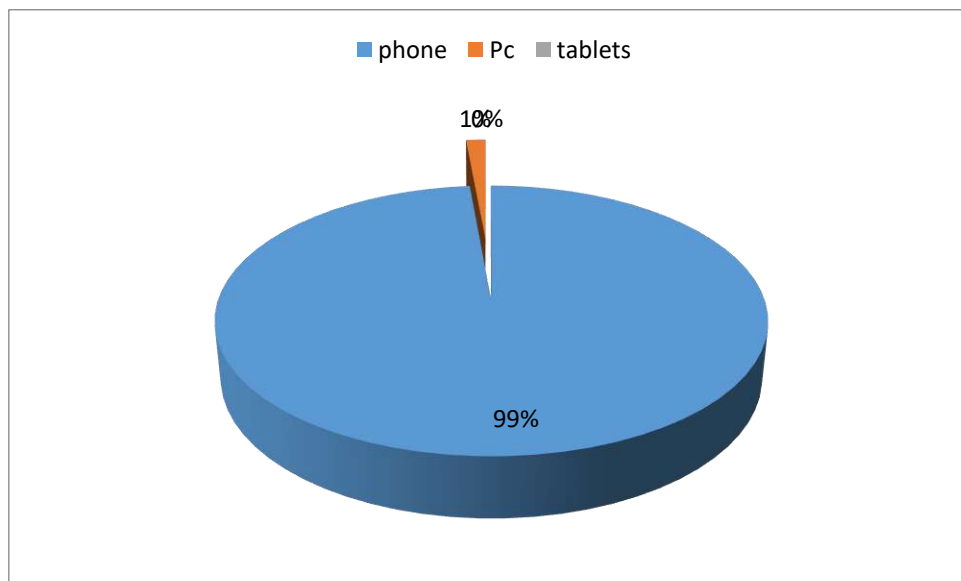
Table 3.10

Students' Access to SNSs

	Phone	Pc	Tablets	Total
The sample	69	1	00	70
Percentages	98.6%	1.4%	00%	100%

Figure 3.10

Students Access to SNSs



As a matter of fact, mostly all learners use their phones to log to their accounts. These results show how students are addicted to their phones, therefore, addicted to SM and SNSs. With the introduction of 4G technology everyone can access the net from their phone practically anywhere, which leads us to determine that most students use their phones more because it's much easier to log when using them.

Question 06: How many times do you check your accounts on social networking sites?

Students were asked how many times they check their accounts. 03 students out of 70, which represents 4.3% of the sample claimed they check their SNSs accounts only once a day. On the other hand, 12 students out of 70 (17.1%) argued they log into their accounts twice a day. Whereas, 55 students out of 70 making it 78.6% that responded that they check their accounts more than three times a day.

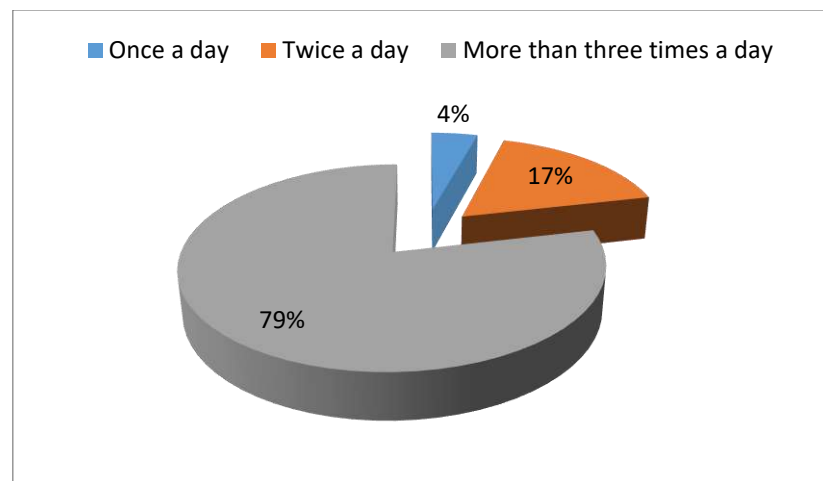
Table 3.11

Students' Frequency of Checking their SNSs

	Once a day	Twice a day	More than three times a day	Total
The sample	3	12	55	70
Percentages	4.3%	17.1%	78.6%	100%

Figure 3.11

Students' Frequency of Checking their SNSs



From the results above, we can notice that students pass half their time surfing on SNSs. This huge rate of using these sites will certainly affect them in various ways, particularly their writing.

Question 07: In average, how much time do you spend daily on social networking sites (SNS)?

In this question students were asked about the time they spend on SNSs. 07 students out of 70 (10%) responded that they only spend less than one hour per day scrolling on SNSs. While 25.7% of the sample (18 students) claimed that they only spend one to two hours on SNSs daily. On the contrary, 45 students translating to 64.3% reported that they pass more than three hours a day surfing on SNSs.

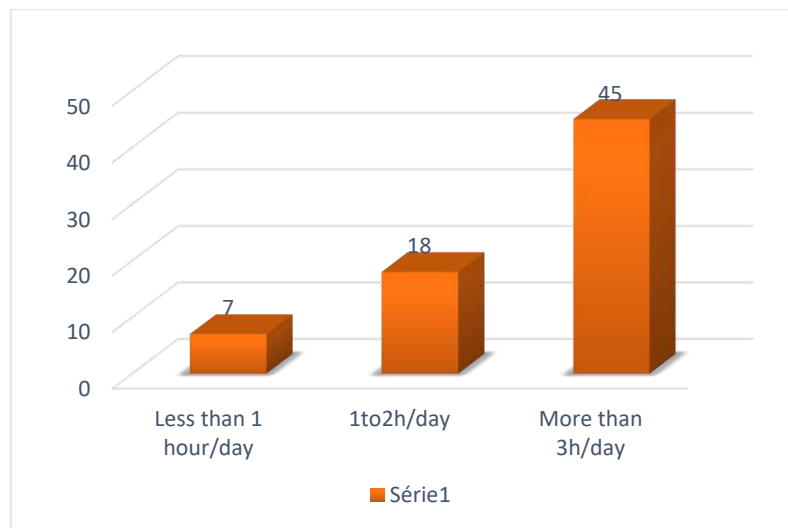
Table 3.12

Students' Time Spend on SNSs

	Less than 1 hour / day	1 to 2h/day	More than 3h / day	Total
The sample	07	18	45	70
Percentages	10%	25.7%	64.3%	100%

Figure 3.12

Students' Time Spend on SNSs



We can see from the results above, that a large number of students access their accounts for more than three hours a day. This average can be the result of different aspects, mainly phones 99% of the sample use their phones to log into their SNSs (as

mentioned in question 5 section 2) which make it easier for students to log in and spend multiple hours scrolling.

Question 08: Do you use abbreviations (OMG, LOL, GR8) when texting?

In this question students were asked if they use abbreviations when they text. 67.1% of the sample responded with yes which translates to 47 out of 70 students. The rest of the sample replied that they do not use abbreviations while texting.

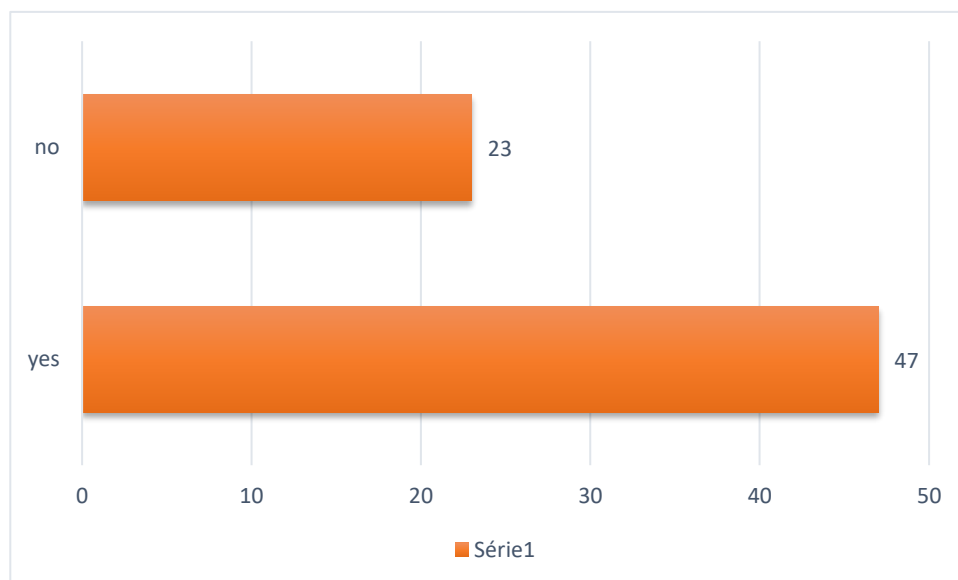
Table 3.13

Students' Use of Abbreviations while Texting

	Yes	no	Total
The sample	47	23	70
Percentages	67.1%	32.9%	100%

Figure 3.13

Students' Use of Abbreviations while Texting



From the results above, we can notice that a large number of students' use abbreviations when texting. Students use this kind of writing due to time constraints or because they find this style of writing more interesting. However, this act contributes to

degrade their academic writing, because the excessive use of these devices will influence eventually their academic writing.

Question 09: Do you sometimes include these informal patterns in your academic essays?

This question aimed at detecting the influence of SM on students’ academic writing. 28.6% of the sample, the equivalence of 20 students responded that they indeed use these informal patterns in their academic writing, while 50 of them (71.4) argued that they do not.

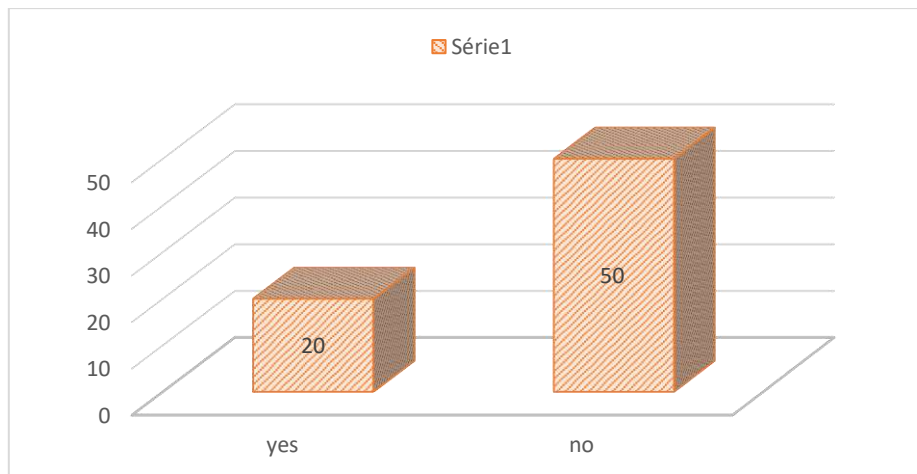
Table 3.14

Students’ Use of Abbreviation in their Academic writing

	Yes	No	Total
The sample	20	50	70
Percentages	28.6%	71.4%	100%

Figure 3.14

Students’ Use of Abbreviations in their Academic Writing



From the analysis of the data collected, we noticed that only 20 participants include abbreviations in their academic writing, which reflects the fact that not most students’ writing is affected by SM, especially when talking about abbreviations.

Question 10: If yes, why do you include them?

Students who answered yes to the previous question (question 09), were asked to clarify why do they include these patterns, they were given 05 choices. 06 students out of 20 (30%) responded that they use abbreviations because they forget the word form, 04 students out of 20 (20%) replied that they use abbreviation to gain time. In addition, 08 students (40%) argued that they use abbreviations unconsciously, and only 02 students claimed that they are easier to use than writing the whole word.

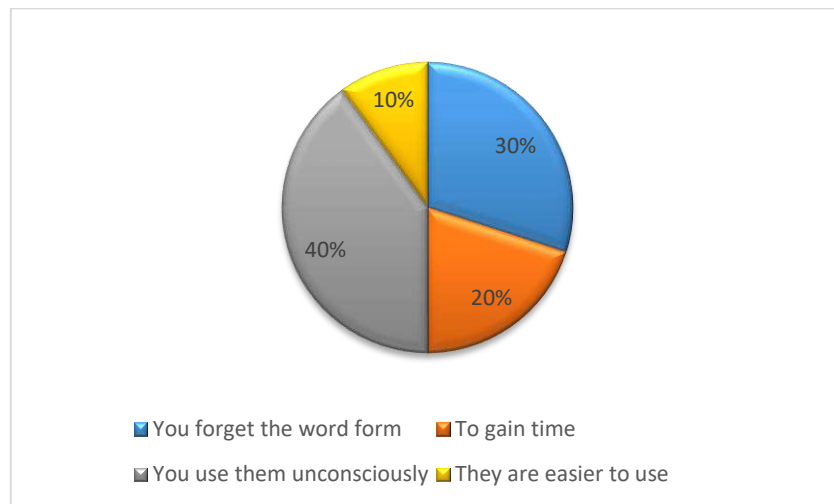
Table 3.15

Reasons Students Include Abbreviations in their Academic Writing

	You forget the word form	To gain time	You use them unconsciously	They are easier to use	Others
The sample	06	04	08	02	0
Percentages	30%	20%	40%	10%	0%

Figure 3.15

Reasons Students Include Abbreviations in their Academic Writing



Students that use abbreviations when writing academically, include them for many reasons, the majority of students use these informal patterns unconsciously. This result

shows that using abbreviations is not a trend or a related to fashion, but it's mainly the influence of texting.

Question 11: Do you think that the use of social networking sites affects students' academic writing?

Participants were asked whether SM affects students' academic writing, 78.6% of our sample which equals 55 students out of 70, thought that indeed SNSs have a massive effect on students' academic writing. In contrast 15 students (21.4%) claimed that there is no relation between SNSs and students' academic writing.

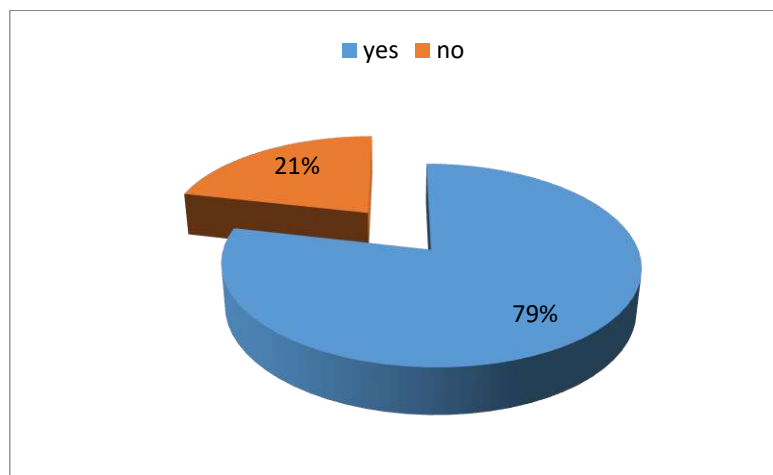
Table 3.16

The Effects of SNSs on Students' Academic Writing

	yes	No	Total
The sample	55	15	70
Percentages	78.6%	21.4%	100%

Figure 3.16

The Effects of SNSs on Students' Academic Writing



From the results above, we can see that 79% of the sample think that SNSs can affect students' academic writing. This results highlight the fact that the participants are aware of the negative impact of these new technologies.

Section Three: Social Media as an Educational Tool:

This section of the questionnaire comprises 10 questions.

Question 01: Do you think that the use of social media in the classroom is beneficial for learners?

When the participants were asked whether they think that the use of SM is beneficial in the classroom. 67.1% of the sample (47/70) responded with yes while 32.9% argued that SM is not helpful in the classroom (23 students).

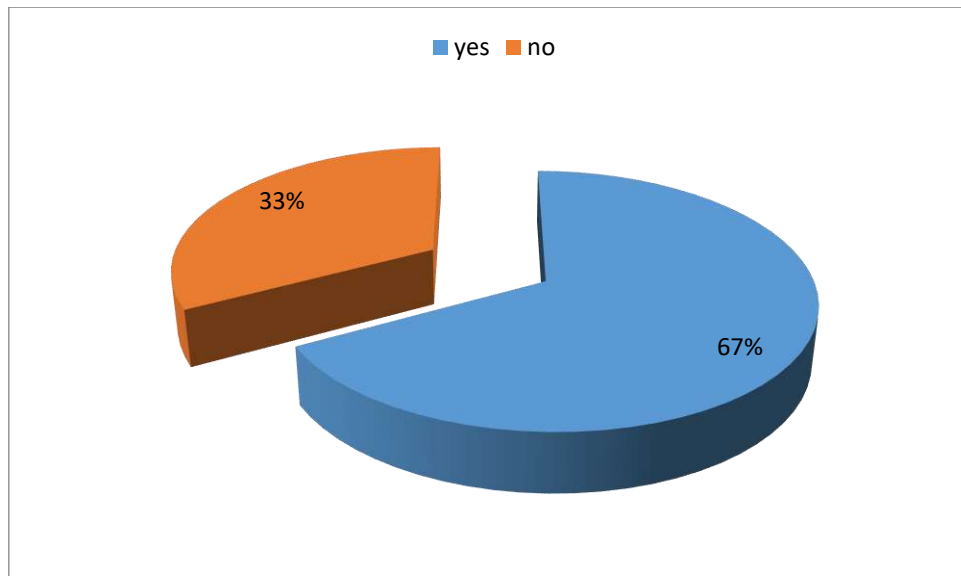
Table 3.17

Students' Opinion about the Use of SM in the Classroom

	Yes	No	Total
The sample	47	23	70
Percentages	67.1%	32.9%	100%

Figure 3.17

Students' Opinion about the Use of SM in the Classroom



The results above revealed that 67% of the sample think that the introduction of SM in the classroom is beneficial for learners. Including SM in classrooms can make the learning process more fun and enjoyable and at the same time informative, using these technological devices can increase the level of understanding of the lessons.

Question 02: Are social networking sites good for learning to occur?

The participants were asked whether they think SNSs help the learning process. 91.4% of the sample agreed (64 students) while 06 which equals to 8.6% disagreed.

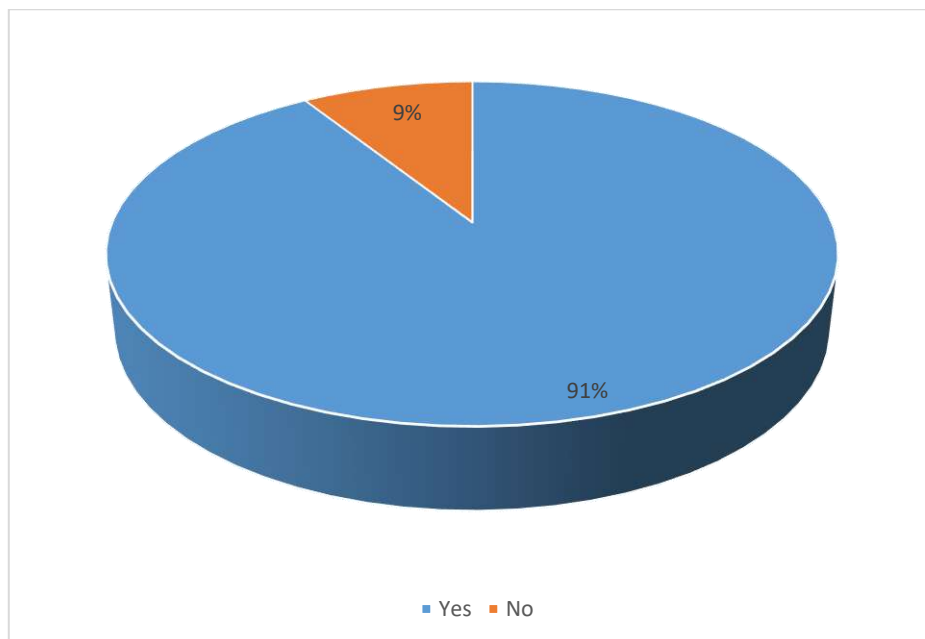
Table 3.18

Students Attitude towards the Use of SNSs for Educational Purposes

	yes	No	Total
The sample	64	06	70
Percentages	91.4%	8.6%	100%

Figure 3.18

Students Attitudes towards the Use of SNSs for Educational Purposes



The results revealed that most participants (91%) encourage the integration of SNSs in the field of education. This result is the outcome of the fact that SNSs facilitate communication, with the integration and the establishment of these devices the gap between the instructors and students can be shortened. SNSs help students to interact with their teachers and anytime and get their feedback.

Question 03: Do you think that social media can develop your writing skills?

When the participants were asked whether social media can develop their writing skill. 78.6% of the sample responded with yes (55 students out of 70). However, 15 students (21.4%) thought that SM is not a helpful tool when it comes to the writing skill.

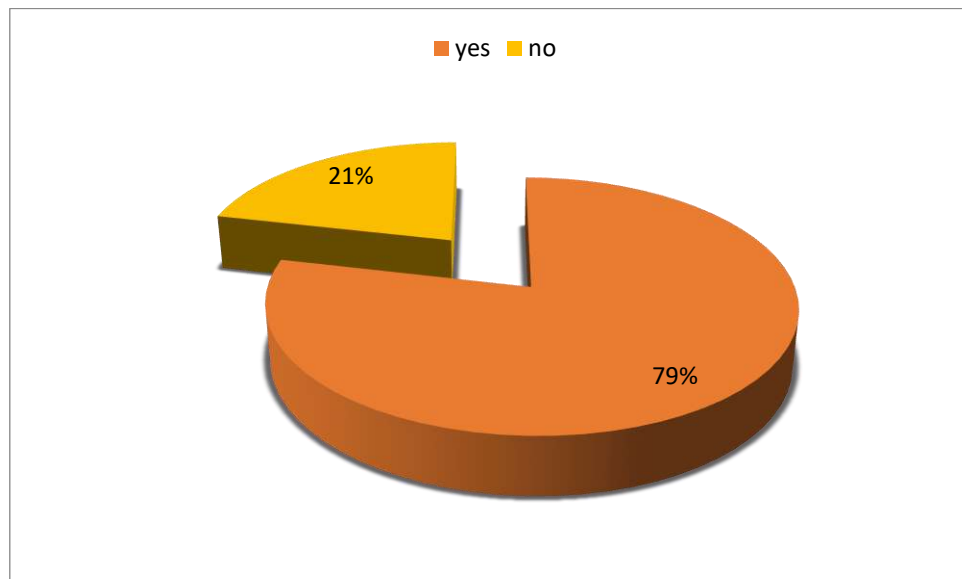
Table 3.19

The effectiveness of SM Regarding Students' Writing Skill

	Yes	no	Total
The sample	55	15	70
Percentages	78.6%	21.4%	100%

Figures 3.19

The Effectiveness of SM Regarding Students' Writing Skill



Regarding the results, 79% of the sample think that SM help improve their writing skill. These finding can reflect the massive number of new vocabulary students encounter when searching about a topic on SM, or the different structures that they use. In addition, students nowadays are aware of different applications that help them to detect their mistakes and provides them with immediate feedback and correction.

Question 04: Is online teaching beneficial for language learners?

When the participants were asked whether they think online learning beneficial for EFL learners, 34 answered with yes which refers to 48.6% of the sample. On the contrary, 36 thought that it is not beneficial which equals to 51.4% of the sample.

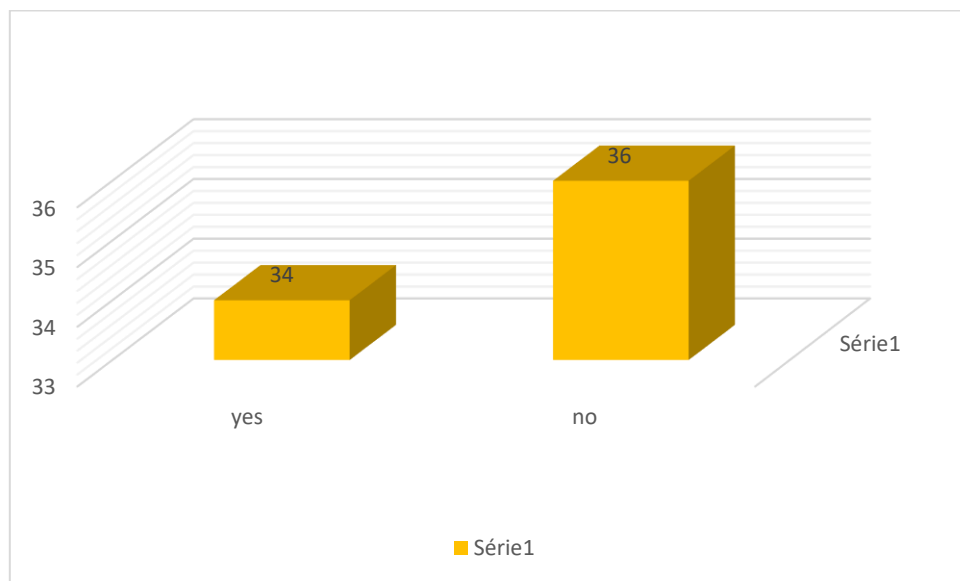
Table 3.20

Students' Perception about the Effectiveness of Online Learning

	Yes	No	Total
The sample	34	36	70
Percentages	48.6%	51.4%	100%

Figure 3.20

Students Perceptions about the Effectiveness of Online Learning



When the sample was asked about the effectiveness of online learning, 51% thought that it was not beneficial. This result was mainly due to the lack of interaction, at UKMO online learning was done through Moodle, students thought that it was not enough for the clarification of the lessons, as this site provided no video conference with the instructors but only lessons in pdf format. This issue hindered the effectiveness of the learning process.

Question 05: Do you think that social media can enhance your English level?

When our sample was asked whether SM help them enhance their level, 59 students out of 70 replied with yes making it 84.4% of the sample. While 11 students thought that SM is not helpful in enhancing their English level.

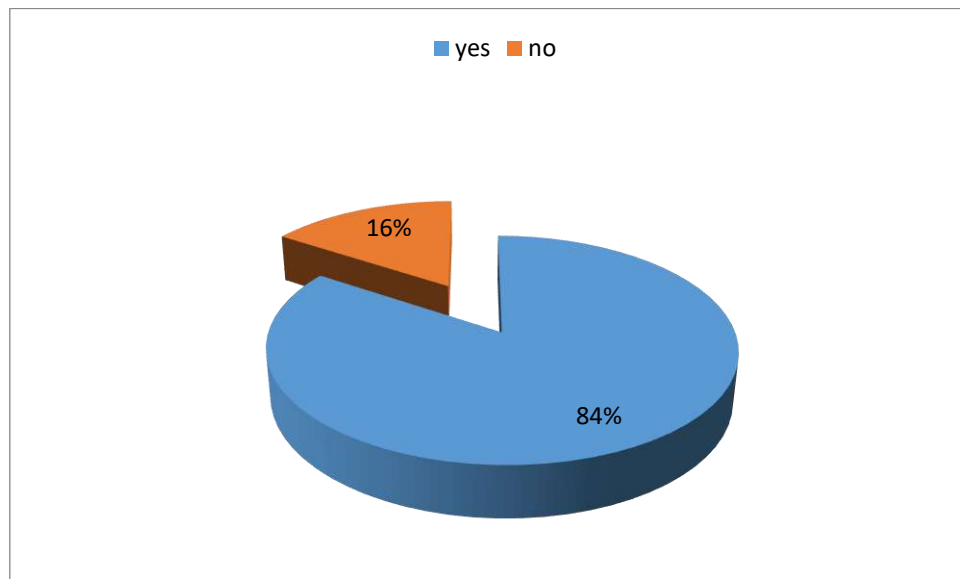
Table 3.21

The Effectiveness of SM in Enhancing Students' English Level

	yes	No	Total
The sample	59	11	70
Percentages	84.3%	15.7%	100%

Figure 3.21

The Effectiveness of SM in Enhancing Students' Level



Results show that 84% of the sample think that SM enhance their level. Participants were positive about the effects of SM on their level, as it is considered as a mean to acquire knowledge, communicate, comment and share ideas and feedback. Numerous amount of learners find the opportunity to practice their language only on SM, as a result it helps them to improve their level.

Question 06: Do you think that social media helps you develop your skills?

Participants were asked about the effectiveness of SM in developing their skills, 82.9% of the sample which equals to 58 participants out of 70 said yes. On the other hand, only 12 participants thought that SM does not contribute in enhancing their skills. Students who answered with yes, were asked to identify the skills.

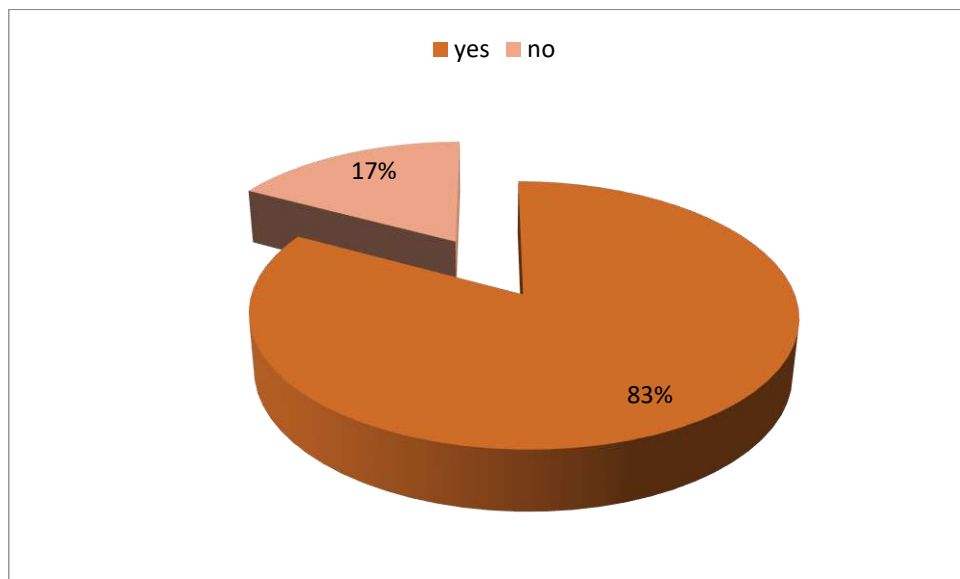
Table 3.22

Students' Opinions about SM Developing their Skills

	Yes	No	Total
The sample	58	12	70
Percentages	82.9%	17.1%	100%

Figure 3.22

Students' Opinions about SM Developing their Skills



As the results above show, 83% of the sample thought that SM is of great benefit when it comes to enhancing EFL students' skills. SM provides its users with multiple choice of content from videos to podcasts and other digital content, as a result EFL students find themselves surrounded with native speaker's culture and language, this exposure help students enhance and develop their four skills, mainly speaking.

Question 07: Does social media help in:

- Enriching your vocabulary
- Making learning much easier
- Providing you with unlimited sources
- None of the above

In this question, students were asked about the aspects of SM that contribute to their learning, participants were given 4 choices. A large number of the participants (49 participants) thought that SM helps in enriching their vocabulary. Moreover, 14.3% of the sample, which translates to 10 participants argued that SM makes the learning process much easier. Only 05 participants said that SM provides them with unlimited sources (7.1%), and 06 participants did not fit into any category.

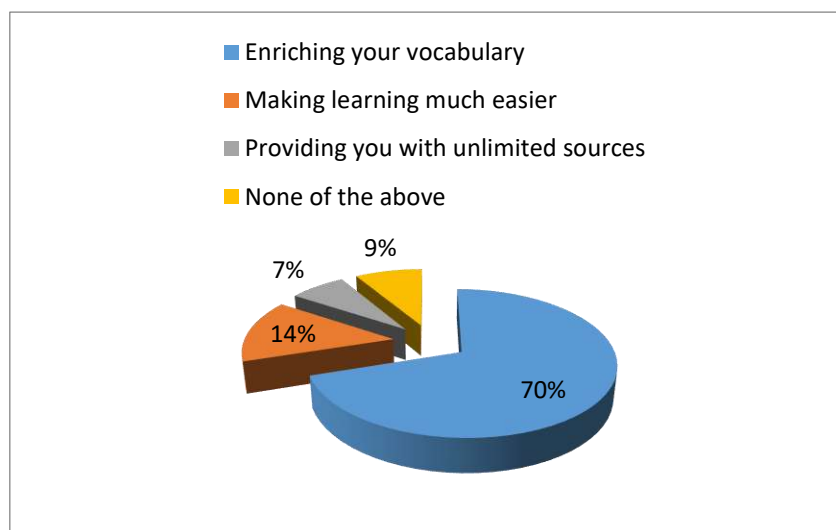
Table 3.23

Students' Perceptions about the Benefits of SM

	Selection 01	Selection 02	Selection 03	Selection 04
The sample	49	10	05	06
Percentages	70%	14.3%	7.1%	8.6%

Figure 3.23

Students Perceptions about the Benefits of SM



From the figure above we notice that EFL learners at the department of English find SM very beneficial. Students' use this technology to enrich their vocabulary, to learn more about the language, and to access various sources. SM is in fact of enormous help to students of English.

Question 08: Do you think that you will achieve better results if social media was integrated in the classroom?

The aim of this question is to detect students' opinion towards the integration of SM in the classroom. 40 participants out of 70 (57.1%) agreed to its integration, and thought SM will help them achieve better results. On the contrary, 30 participants disagreed which equals to 42.9%.

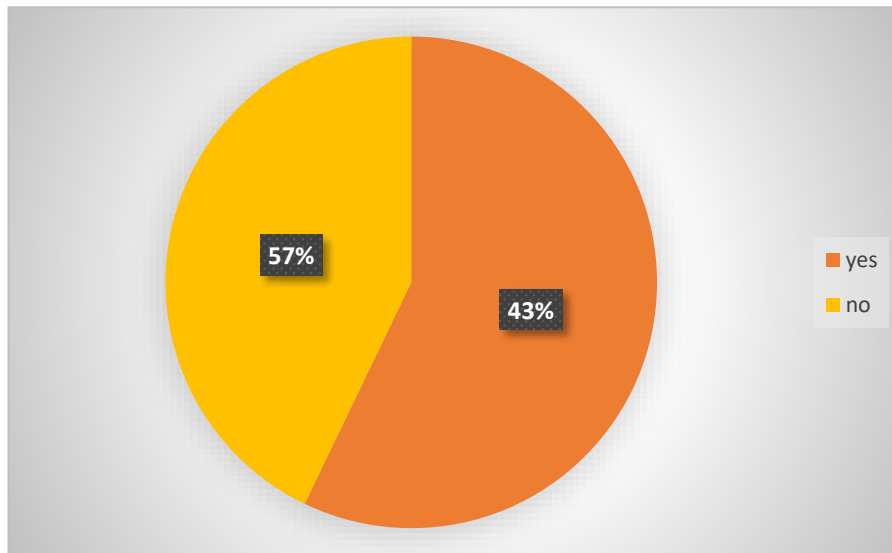
Table 3.24

Students' Attitudes towards the Integration of SM in the Classroom

	Yes	No	Total
The sample	40	30	70
Percentages	57.1%	42.9%	100%

Figure 3.24

Students' Attitudes towards the Integration of SM in the Classroom



The results described above affirm what was mentioned before of the importance of SM in the learning environment. The majority of the students welcomed its integration in the classroom. SM is a very resourceful tool, it provides enormous guidance to the students, as a result, students expressed such enthusiasm vis-à-vis its use in the class, this will improve students' learning environment.

Question 09: Do you think there is a difference between students who use social media to improve their learning environment and those who use traditional media? Explain more.

The aim of this question is to detect students' preference between traditional media and SM. 72.9% of the sample claimed that there is a difference (51 participants) while the rest of the sample argued that there is no difference between students who use traditional media and those who use SM

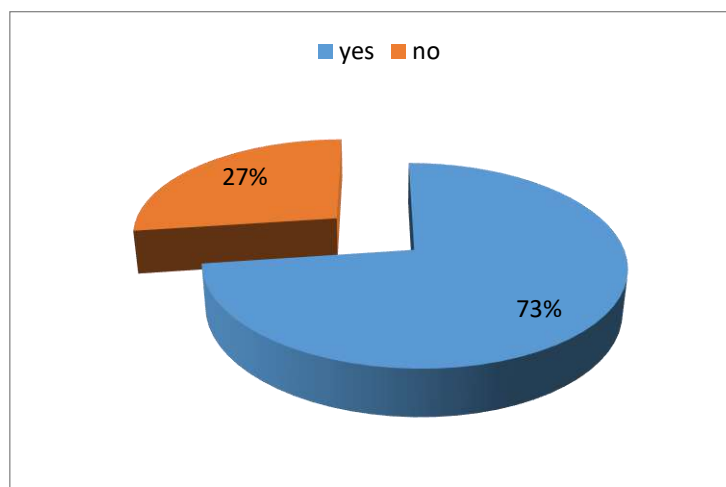
Table 3.25

Students' Opinion about the Use of SM and Traditional Media

	Yes	No	Total
the sample	51	19	70
Percentages	72.9%	27.1%	100%

Figure 3.25

Students' Opinions about the Use of SM and Traditional Media



Regarding the results above, 73% of the population argued that there is a difference between students' who use SM and those who use traditional media. The areas of contrast from their explanations were as follows: students who use SM can gather a large amount of information in a short period of time since SM possesses unlimited sources and it is easy to access. Others thought that being exposed to authentic materials and tools especially, videos and audios will help them enrich their knowledge more than relying on traditional media. In addition to that SM makes the students enthusiastic about the learning process as it is considered fun and allows interaction.

Question 10: Do you think that SNSs accounts that are dedicated to languages learning are helpful?

The aim of this question is to target students' attitudes towards SNSs accounts that are dedicated to language learning. 63% of the sample thought those accounts are

beneficial which represents 44 participants out of 70. On the contrary 26 participants claimed that they are not beneficial which equals to 26 participants.

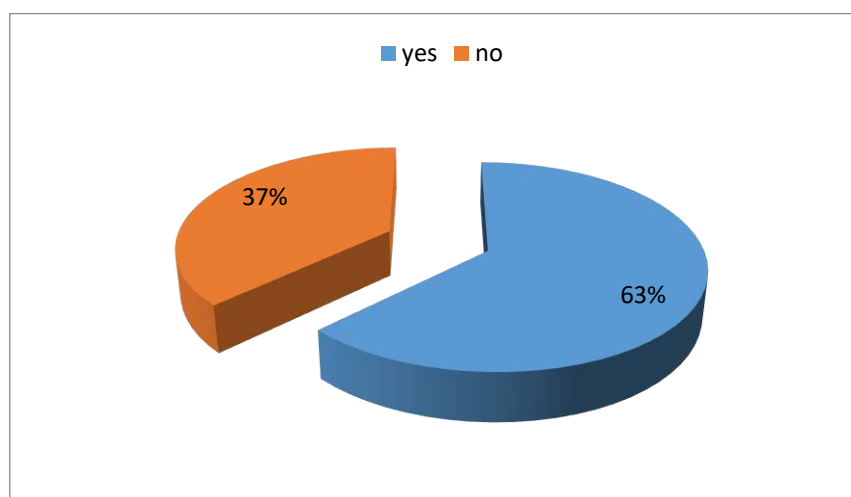
Table 3.26

Students Opinion about Language Learning SNSs

	Yes	No	Total
The sample	44	26	70
Percentages	62.9%	37.1%	100%

Figure 3.26

Students' Opinions about Language Learning SNSs



From the results above, we can see that 63% of the sample think that accounts on SNSs that are dedicated to language learning are beneficial, these accounts usually display videos and audios that are informative and fun at the same time, they are also often presented by native speakers, which helps the students to get familiar with different accents, expressions, and idioms that help them sound more like a native speaker.

3.4.2 Analysis of Students 'Writing Test

The writing test was distributed to 70 EFL students at UKMO of both genders and different ages. The participants were asked to answer a question in a form of a short essay (see appendix 02). The papers were corrected, and we categorized the mistakes into six major groups: capitalization, punctuation, grammar mistakes, abbreviations, spelling and organization. The analysis of the retrieved data provided the following results.

The question of the test was the following:

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for English as a Foreign Language learners?

From examining the writing of the learners, we divided the mistakes into six categories.

Category 01: Capitalization

When analysing the participants' writing, 29 participants out of 70 which equals to 41.4% misplaced or did not respect the rules of capitalization. However the rest of the sample (41 participants) capitalized correctly their writings.

Table 3.27

Students' Capitalization Mistakes

	Capitalization mistakes	Free of capitalization mistakes	Total
The Sample	29	41	70
Percentage	41.4%	58.6%	100%

From the results above, we can see that the majority of the sample knows and applies the rules of capitalization. However 29 participants did not include capital letters or misplaced them in their writing, these mistakes occurs from the lack of concentration, and the lack of the proofreading. This may also be the impact of texting, when students' text they do not use proper language, as a result they do not respect the rules of writing, including capitalization, by time, this can impact their academic writing.

Category 02: Punctuation

When reviewing the papers' test of the participants, many of them did not include proper punctuation when writing. 50 participants out of 70 (71.4%) misused punctuation marks or did not use them at all. In contrast, only 20 participants used punctuation marks correctly which represents 28.6 of the sample.

Table 3.28*Students' Punctuation Mistakes*

	Including punctuation mistakes	Free of punctuation mistakes	Total
The Sample	50	20	70
Percentage	71.4%	28.6%	100%

From the results above, we can notice that a large number of the participants were unaware of the rules of punctuation, they either misplaced punctuation marks, such as the comma or they do not use them at all. This lack of these necessary devices, makes the writing incomprehensible, this is mainly the influence of SM and texting over students' formal writing. Writing on SM does not necessitate the use of punctuation marks, as a results students will start neglecting using them, and they will not use them when writing academically.

Category 03: Grammar Mistakes

When asked to write, 43 participants out of 70 made grammar mistakes which equals to 61.4% of the sample. While 27 participants out of 70 wrote without making any grammar mistakes which represents 38.6% of the sample.

Table 3.29*Students Grammar Mistakes*

	Including grammar mistakes	Free of grammar mistakes	Total
The sample	43	27	70
Percentage	61.4%	38.6%	100%

From the findings above, we can notice that 61.4% of the sample's writing contained grammar mistakes. These results are due to the lack of concentration or they include these incorrect expressions unconsciously.

Category 04: Abbreviations

From the examination of participants' writing we notice that only 27 participants included abbreviations in their formal writing, which represents 38.6% of the sample. However, the rest of the sample (43 participants) did not include these informal patterns in their writing.

Table 3.30

Students' use of Abbreviations in their Academic Writing

	Abbreviation included	Free of abbreviations	Total
The sample	27	43	70
Percentage	38.6%	61.4%	100%

From the results above, we can notice that the majority of the participants did not include abbreviations in their writing. This was also confirmed in the questionnaire (section 02 question 09) when only 20 students affirmed that they include abbreviations in their academic writing.

Category 05: Spelling

When reviewing the participants' writing, we noticed that 53 out of 70 participants misspelled words while writing which equals to 75.7%. On the contrary, only 17 participants out of 70 their writing was free of spelling mistakes which represents 24.3% of the sample.

Table 3.31

Students Spelling Mistakes

	Including spelling mistakes.	Free of spelling mistakes.	Total
The sample	53	17	70
Percentage	75.7%	24.3%	100%

From the finding above, we can see that a large number of the sample commits spelling mistakes. Students sometimes confuse English words with French ones, for

instance instead of writing “problem” they write “probleme”. The other reason why they include these mistakes is that students sometimes spell the words as the way they pronounce them such as “mutch” instead of “much”.

Category 06: Organization

Participants were asked to write a short essay, but when reviewing their writing only 22 out of 70 respected the structure of an essay. 48 participants which equals to 68.6% did not respect the structure of an essay.

Table 3.32

Students’ Organization of their Academic Writing

	Structure respected	Structure not respected	Total
The sample	22	48	70
Percentage	31.4%	68.6%	100%

When examining the participants’ writing, we noticed that 68.6% of the sample did not respect the correct structure of an essay. Almost all learners wrote paragraphs, and their paragraphs lacked topic sentence and smooth flow of ideas. These results are mainly due to lack of planning, students do not always organize their ideas and brainstorm before starting to draft, this actions leads them to commit mistakes.

From all the findings listed above, here are some common mistakes that were taken from the participants’ writing.

Table 3.33

Common Students' Mistakes while Writing Academically

Capitalization	Punctuation	Grammar	Abbreviations	Spelling	Organization
Moodle english	There was numerous punctuation mistakes such as: however online schooling ...	The cause of succsed. A native speakers. In our nowadays don't new what is before. You can agree me or disagree. There is some students. Who don't the means to study. Knowed To revision It help It affect He help	U Prsn Info Nd Bcz EFL Spsly Contraction formes.	Explane Com Efacted Folowing Exemple Wich Mutch Enternet Effected Easly Onter Sufficient Deffrent Benefeit Roduces Consontrait Online Stady Reselt Stuedent Hous Becouse Persenlly	Structure of an essay was not respected, and even those who wrote paragraph, most of them did no respect the form of the paragraph (no topic sentence/ more than one idea discussed). No indentation.

Correction of the mistakes

Grammar Mistakes

The cause of succsed... → The cause of success...

A native speakers → Native speakers/ A native speaker.

In our nowadays... → Nowadays...

I don't new what is before → I did not know what it was before.

You can agree me or disagree → You can agree with me or disagree.

There is some students... → There are some students...

Who don't the means to study. → Who do not have the means to study.

Knowed → Knew.

To revision → To revise.

It help → It helps.

It affect → It affects.

He help → He helps.

Spelling Mistakes

Explane → explaine.

Wich → which.

Reselt → result.

Onter → enter.

Mutch → much.

Stuedent → student.

Com → come.

Enternet → internet.

Hous → house.

Deffrent → different.

Roduces → reduces.

Becouse → because.

Efactied → Affected.

Consontrait →

Persenlly → personally.

Benefeit → benefit.

concentrate.

Easly → easily.

Folowing → following.

Online → online.

Stady → study

Exemple → example.

Abbreviations

U → you.

EFL → English as a Foreign Language.

Prsn → person.

Spsly → especially.

Info → information.

Can't → cannot.

Nd → and...

Haven't → have not.

Bcz → because...

Isn't → is not.

3.5 Discussion of the Finding and Interpretations

The results of the questionnaire revealed major points about students' attitudes towards SM in the EFL learning environment. From the retrieved results, we were able to notice that students are aware of the fact that, SNSs can negatively impact their academic writing. This issue was confirmed by students when they affirmed that they seem to include various aspects of text language in their writing, due to many factors such as forgetting the word form or using them unconsciously. Moreover, students admitted that they are addicted on SNSs. The majority of the students use SNSs, and access them daily for hours. Another factor contributing to students' addiction is the integration of the 4G technology, students nowadays have access 24h/24h to the internet. This leads them to be vulnerable against the impact of SM. We can see the effects of this vulnerability in their academic writing, numerous students fall short on grammar, spelling, organization and other aspects of writing.

On the contrary, this questionnaire allowed us also to collect students' opinions about the integration of SM in education, especially for EFL students. The majority of the students agreed that SM help them to enhance their level and skills. SM can be of great benefit when integrated correctly in the classroom, it allows students- teacher interaction, which creates a good learning environment that optimises students' potential. Almost all students agreed that YouTube channels and Instagram accounts dedicated to language learning are of great benefit, as they help them acquire good pronunciation, and multiple expressions that help them sound more natively like speakers. SM can be a constructive learning environment especially for students' speaking, vocabulary acquisition and provides a joyful learning environment.

The analysis of the retrieved data from the writing test allowed us to detect that students face many problems when writing academically, mainly in spelling, punctuation, grammar and other aspects of language. As we could see earlier, the two highest categories of mistakes were spelling mistakes and punctuation. Accordingly, these two are not of great importance when texting, as a result students' will neglect them, which will certainly affect the way they write in academic settings. Students commit a lot of spelling mistakes, they often spell the words the way they pronounce them. When texting they do not really care about the form of the words, inevitably this carelessness follows them to their academic writing. Also, the failure to use punctuation marks is due to texting

as well, writing on the net does not involve using punctuation marks, and this issue affected students' academic writing. On the other side, the test papers allowed us to detect that surprisingly EFL student at UKMO do not include abbreviations when writing academically, as the majority of our sample their writing was free of abbreviations, this result is confirmed in question 09 section 02 of the questionnaire, where only 20 students out of 70 claimed they use abbreviations when writing academically. This results shows that our participants were aware of the importance of not including these textese features in their academic writing.

All in all, both the questionnaire and the writing test allowed us to notice the novice effects of texting on students' academic writing. Students are aware of these disadvantages, yet they cannot help but using them. This behaviour is ruining writing and especially academic writing, as it has nothing to do with writing at all.

Conclusion

This chapter provided an overall look at the research methodology and the finding of the collected data. The interpretation of the result obtained, aimed directly at targeting the main features of the research questions. Initially, this chapter contained the discussion of the results and the finding that were established. What we could obtain from the analysis of the data collected is that EFL students at UKMO find SM deconstructive for their academic writing, mainly due to the effects of texting on their writing. However, students confirmed that these technological devices are of great importance when learning the English language especially for developing their pronunciation.

General Conclusion

General Conclusion

Social media and social networking sites are becoming more common among people, especially young users. Consequently, large number of EFL students use these modern technologies, whether to pursue their education or to just chat and surf on the internet. These SNSs have various effects on their users, as a result we conducted this research to investigate whether social media is a de/constructive learning environment for EFL students' academic writing. The increasing amount of these communicative tools, lead to the establishment of a new style of writing called "the cyber language" this style of writing involves the using of reduced punctuation, abbreviations, shortened forms of words and other aspects. By time going, this urge to text has become more and more widespread, which contributed to increase students' difficulties in writing. Students are now bringing these informal patterns of the internet and including them in their formal essays. The present study was conducted to detect the extent to which SM is beneficial for EFL students' academic writing.

This study compromised three chapters. Chapter one dealt with the first theoretical framework entitled social media. This part tackled different aspects of social media such as its definition, evolution, characteristics, dis/advantages, effects, the language of the net and finally social media as an educational tool. We intended to clarify in this chapter, the difference between social media and social networking sites because the two terms are often used interchangeably. In addition, we intended to explore social media in an educational setting, where we displayed how beneficial this technology was in the pandemic era.

Chapter two examined writing. We talked about writing and how it is different from the spoken speech. We attempted afterward to distinguish academic writing from other types of writing, by identifying its components such as organization, word choice, capitalization and punctuation. In this chapter, we intend to highlight writing in an academic setting, we identified some applications that are useful when writing on screens. We also tackled the importance of academic writing and ended up with a conclusion.

Chapter three was concerned with the methodology and the findings and the discussion of the results. To collect the data needed to complete our research, we opted for a questionnaire with a mixture of close and open ended questions followed with a test

for EFL students at UKMO. The analysis of the data collected permitted us to detect students' opinion about the effects of social media on their academic writing, the administration of social media as an educational tool and it allowed us to investigate types of errors in students' writing.

The results revealed that social media affected drastically students' academic writing. Students are unaware of the rules of punctuation, spelling and grammar which is mainly the effect of excessive texting. On the other hand, the interpretation of the results revealed that EFL students at UKMO think that the use of social media will help them develop their other skills such as speaking, pronunciation and listening, due to the fact that social media contains large content that is easy to access and it contains authentic materials. These findings confirm the hypothesis of the research that social media can be both a deconstructive and a constructive learning environment for EFL students depending on its use.

Pedagogical Implications

From the obtained results, several recommendations could be suggested:

- Social media is now a part that cannot be dissociated from students' daily routines, along with its disadvantages. What we suggest in terms of academic writing is to encourage screen writing, and including SM in a way that enhances learners' writing by instructing them to write on their computers and check their writing with the help of several applications such as "Word processing" or "Grammarly" to check their writing.
- In terms of learning English, from students opinions we noticed their enthusiasm towards including SM in classes, therefore we suggest its implementation by creating online classes especially in the pandemic era with video conferences, as they are considered interactive.
- Moreover we suggest teachers to benefit from the various videos and audios available on SM and SNSs, these materials help the learners to get familiar with different accents and expressions used by native speakers.

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Appendices

Appendix I

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Language
Student's Questionnaire

Dear students, the aim of this questionnaire is to determine the effects of social media on the academic writing of English students at the University of Kasdi Merbah Ouargla. You are kindly requested to answer the questions and comment when necessary. Your answers are of great importance to the validity of our research.

Please read the following questions and tick the answer that corresponds your choice.

Section One: Background Information.

1- Gender:

Male female .

2- Age:

18-22 22-26 26-more .

3-How do you consider your level of English?

Beginner Intermediate Advanced .

4-Do you study and work simultaneously?

Yes No

5-For how many years did you study English?

From 8 to 10 years From 10 to 12 years More than 12 years .

Section Two: Social Media and Academic Writing.

1- Do you use English outside the classroom?

Yes No .

2-If yes, where do you use it?

At home At Work On SNSs .

3-Do you use social networking sites?

Yes No .

4-What social networking sites (SNS) do you use the most?

Facebook .

Instagram .

Twitter .

Telegram .

Viber .

WhatsApp .

Others

5-How do you access your accounts on social networking sites?

Phone PC Tablets.

6-How many times do you check your accounts?

Once a day Twice a day More than three times a day.

7-In average, how much time do you spend daily on social networking sites (SNS)?

Less than 1 hour/day 1to2h/day More than 3h/day.

8-Do you use abbreviations (OMG, LOL, GR8) when texting?

Yes No.

9-Do you sometimes include these informal patterns in your academic essays?

Yes No .

11-If yes, why do you include them?

You forget the word form

To gain time

You use them unconsciously

They are easier to use

Others

.....
.....

12-Do you think that the use of social networking sites affects students' academic writing?

Yes No

13-If yes, how does texting affect students' formal writing?

Mistakes	Yes	No
1-Capitalization		
2-Spelling		
3-Punctuation		
4-Grammar		

Section Three: Social Media as an Educational Tool.

1- Do you think that the use of social media in the classroom is beneficial for learners?

Yes No

15- Are social networking sites good for learning to occur?

Yes No

2-Do you think that social media can develop your writing skills?

Yes No

3- Is online teaching beneficial for language learners?

Yes No

If yes, to what extent is online teaching beneficial for language learners?

.....
.....
4- Do you think that social media can enhance your English level?

Yes No

5-Do you think that social media helps you develop your skills?

Yes No

-If yes, how does social media enhance your skills (specify the skills)?

.....
6- Does social media help in:

Enriching your vocabulary

Making learning much easier

Providing you with unlimited sources

None of the above

7- Do you think that you will achieve better results if social media was integrated in the classroom?

Yes No

8- Do you think there is a difference between students who use social media to improve their learning environment and those who use traditional media?

Yes No

Elaborate

.....
.....
9- Do you think that SNS accounts that are dedicated to languages learning are helpful?

Yes No

If yes, what contribution have these SNS accounts offered you?

.....
Thank You for Your Cooperation

Appendix III

A Sample of the Writing Test Papers

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Language

Dear students, the task below represents a necessary part of our dissertation. Therefore you are kindly asked to answer the following question in form of a **short essay**.

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for EFL students?

EFL: English as a Foreign Language.

Being in a traditional classroom provides students with an opportunity to experience social and interact with the world. Putting a student in a room with a PC means that the student will never be able to bond with the professor and other students. When studying online, it becomes difficult for students to hear their subjects. It's hard for a student to clearly see something that he/she does not understand. This is because the student cannot consult an expert on that subject for further clarification.

Dear students, the task below represents a necessary part of our dissertation. Therefore you are kindly asked to answer the following question in form of a **short essay**.

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for EFL students?

EFL: English as a Foreign Language.

structure

Online learning is very important for us, it make
the learning easy. But there are negatives
first connection and server. But we hope
repairs in future to make more
easier. Because we need it to help us
to learning. Speedy in age of speed
because that very helpful.

Dear students, the task below represents a necessary part of our dissertation. Therefore you are kindly asked to answer the following question in form of a **short essay**.

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for EFL students?

EFL: English as a Foreign Language.

... sometimes it is useful and sometimes it is useless...
useful because some student can't come to the university
so they study online, and it will be the cause of success
to some student and useless because some student
haven't the internet ~~to~~ to check it in my situation.
I have the internet and it is so useful to prepare
the lesson before I come to study to understand more it.

Dear students, the task below represents a necessary part of our dissertation. Therefore you are kindly asked to answer the following question in form of a **short essay**.

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for EFL students?

EFL: English as a Foreign Language.

tradition of ~~learning~~ Many people Learning English with a old or
listening music, watch Movies.
But there are new way to learn english easily.
nowdays with the (age of speed) there
are good and easy methods such as
studying online, via youtube or communication
platforms.
I think it's easier than the traditional
method because the new way with Internet
Platformer you
finally All peoples in this world
start depending nowdays on line schooling.

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Language

Dear students, the task below represents a necessary part of our dissertation. Therefore you are kindly asked to answer the following question in form of a **short essay**.

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for EFL students?

EFL: English as a Foreign Language.

The online schooling effectively is a good way for EFL students because of rich of knowledge online and how is easy on days and to communicate with a native speakers.

Dear students, the task below represents a necessary part of our dissertation. Therefore you are kindly asked to answer the following question in form of a **short essay**.

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for EFL students?

EFL: English as a Foreign Language.

Because of the Corona virus a lot of the schools tries to apply the online schooling on different levels and majors and one of the majors is English. So what is the benefit of that system for the EFL students?

One of the most (benefit) important benefit is the protection from the corona virus in which student will get their lessons online they don't need to go outside house so much and also you will have so much time on your house which you can study more and you can be more relaxed.

for our Université University there is a lot of ways to teach online such as Moodle which include the lessons and the quizzes.

It is true there is (benefit) benefits for the online courses but there is also a negative side in which there is some student has a terrible internet connection in which they can't enter to the courses and also it's hard for them to understand specially if there is no video just pdf.

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Language

Dear students, the task below represents a necessary part of our dissertation. Therefore you are kindly asked to answer the following question in form of a **short essay**.

In the pandemic era, social media contributed to maintain education. In your opinion, to what extent is online schooling beneficial for EFL students?

EFL: English as a Foreign Language.

during e-learning we can't understand
the lessons well, we don't have much time
because we study all the material. The
teachers put the lessons on module and
they don't explain them. the teacher gets
the lessons they made a lot of lessons in
few times.

Résumé

La mondialisation à favoriser l'utilisation des médias sociaux, qui ne cesse de croître. Cependant, l'introduction de ces nouveaux dispositifs technologiques a affecté la vie humaine dans de nombreux aspects, principalement l'éducation. De nos jours, les étudiants passent la moitié de leur temps à surfer sur les médias sociaux, ce qui peut avoir de graves effets. La présente thèse vise à étudier l'impact des médias sociaux sur la rédaction académique des étudiants et à déterminer si les médias sociaux sont un environnement d'apprentissage constructif ou déconstructif pour les apprenants de la langue anglaise à l'Université de Kasdi Merbah Ouargla. Pour mesurer les effets de cette technologie, on a opté pour un questionnaire en plus d'un test qui a été corrigés et analysé pour mesurer le degré dans laquelle l'écriture des élèves est affectée par les médias sociaux. Les résultats obtenus ont été analysés quantitativement et qualitativement et ont révélé que la plupart des étudiants ont tendance à utiliser certaines caractéristiques du langage texto dans leur écriture, ce qui est l'impact des médias sociaux.

Mots Clés: Réseaux sociaux, rédaction académique, environnement d'apprentissage, les étudiants de langue, département de langue anglaise.

ملخص

في عصر العولمة، يتزايد باستمرار الاتجاه نحو استخدام وسائل التواصل الاجتماعي ومواقع التواصل الاجتماعي. ومع ذلك، فإن إدخال هذه الأجهزة التكنولوجية الجديدة قد أثر على حياة الإنسان في العديد من الجوانب، وخاصة التعليم. يقضي الطلاب اليوم نصف وقتهم في تصفح مواقع التواصل الاجتماعي، مما قد يكون له آثار خطيرة عليهم. تهدف الأطروحة الحالية إلى التحقيق في تأثير وسائل التواصل الاجتماعي على الكتابة الأكاديمية للطلاب، واكتشاف ما إذا كانت وسائل التواصل الاجتماعي بيئة تعليمية بناءة أو غير بناءة لمتعلمي اللغة الإنجليزية كلغة أجنبية في جامعة قاصدي مرباح ورقلة. للتحقق من صحة بحثنا، اخترنا منهج الطريقة المختلطة، وتم توزيع 70 استبياناً على طلاب اللغة الإنجليزية كلغة أجنبية في جامعة قاصدي مرباح، بالإضافة إلى اختبار تم تصحيحه وتحليله لقياس مدى كتابة الطلاب تتأثر بوسائل التواصل الاجتماعي. تم تحليل النتائج التي تم الحصول عليها كماً ونوعاً وكشفت أن معظم الطلاب يميلون إلى استخدام بعض سمات وسائل التواصل الاجتماعي في كتاباتهم وهو تأثير استعمال هذه الوسائل على كتابتهم.

الكلمات المفتاحية: مواقع التواصل الاجتماعي، الكتابة الأكاديمية، محيط التدريس، طلاب اللغة الإنجليزية، قسم اللغة الإنجليزية.

Abstract

In the era of globalization, the tendency to use social media and social networking sites is constantly increasing. However, the introduction of these new technological devices has affected human life in many aspects, mainly education. Students nowadays, pass half their time surfing on social media and social networking sites, which may have serious effects on them. The present dissertation aims to investigate the impact of social media on students' academic writing, and to detect whether social media is a constructive or a deconstructive learning environment for EFL learners at the University of Kasdi Merbah Ouargla. To the validity of our research, we opted for the mixed-method approach, 70 questionnaires were distributed to EFL students at the University of Kasdi Merbah, in addition to a test that was corrected and analysed to measure the extent to which students' writing is affected by social media. The results obtained were analysed quantitatively and qualitatively and revealed that most students tend to use some text language features in their writing which is the impact of social media.

Keywords: Social Media – Social Networking Sites – EFL – Text Language – Academic Writing – Learning Environment.