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**An Exploration of Social Media's Influence on Informal English
Language Learning: A Case of Students of English, French and
Spanish Languages at The University of Laghouat**

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Requirements for the master's degree in Didactics

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DEDICATION

I dedicate this work to my family for encouraging and supporting me through this journey.



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Abstract

This thesis explores the influence of social media on informal English language learning among students of foreign languages at the University of Amar Thelidji and their perceptions of using social media as an informal English language learning tool. In the Algerian educational context, the existing body of literature is limited to how social media impacts students' formal language learning only. This study addresses this gap by employing a mixed-method approach to analyze questionnaire and semi-structured interview data about social media's influence on informal English language learning and learners' perceptions of using it as an informal learning tool. The findings revealed that social media is used fairly for English learning, has a positive influence on English language skills and is seen as a flexible, immersive and accessible tool for informal English language learning beyond traditional instruction.

Keywords: Foreign languages students, informal English language learning, social media.

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List of Abbreviations

CALL:	Computer Assisted Language Learning
EFL:	English as a Foreign Language
ICT:	Information and Communication Technology
IELL:	Informal English Language Learning
IL:	Informal Learning
ILL:	Informal Language Learning
LBC:	Language Learning and Teaching Beyond the Classroom
SM:	Social Media
ZPD:	Zone of Proximal Development

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GENERAL INTRODUCTION

General Introduction

In the modern era, social media (SM) has emerged as a key medium for helping foreign language learners get beyond the confines of conventional classroom settings, opening up new avenues for Informal English Language Learning (IELL). It also makes it easier to practice communication, expand one's vocabulary, and improve pragmatic competence, conversational skills, and cultural awareness in real time. Informal Language Learning (ILL) is manifested in various ways such as using websites, playing video games and socially networking with people from diverse backgrounds. Learning English informally through SM has become a common, yet interesting approach that learners of foreign languages perceive as fresh, effective, and compelling thanks to its incidental, unstructured and stress-free nature.

Statement of the Problem

The integration of SM into education is a topic that many researchers, particularly in Algeria, find very intriguing in the context of English as a Foreign Language (EFL), and one that often lead them to thoroughly investigate its formal applications, focusing less on the informal ways foreign languages students usually exploit SM. Previous studies show a great amount of valuable findings regarding the influence of SM on informal English learning. However, these studies only focus on specific aspects and do not emphasize students' perceptions on this topic, mislaying its view as a whole and lacking vital point of views that help understand the issue profoundly. Hence, this study fills in this gap through exploring the influence of social media on informal English language learning among students of foreign languages.

Hypotheses of the Study

- EFL students use SM as an informal English language learning tool.
- SM has a positive impact on students' English language skills (i.e., Speaking, Listening, Reading and Writing).
- EFL students perceive SM as a beneficial tool for enhancing their English language skills outside the formal classroom.

Aim of the Study

The general purpose of this study is to look into the influence of SM on IELL among EFL students. This study primarily aims at exploring how the use of SM influences informal English learning among students of foreign languages, as well as shedding light on students' perceptions on this topic.

Research Questions

- Do EFL students use SM as an IELL tool?
- How does SM influence IELL among EFL students?
- What are students' perceptions on using SM as an IELL tool?

Research Methodology

The data for the study has been collected from a sample of English, French and Spanish third year bachelor's degree students at the University of Amar Thelidji in Laghouat. The study is carried out through a descriptive and analytical mixed-method where both quantitative and qualitative methods were used in the form of a questionnaire and a semi-structured interview.

Relevance and Significance of the Study

This research is significant as it corresponds with the changing dynamics of digital technology and its connection to educational practices. Understanding how foreign language students engage with SM informally can acquaint teachers and policymakers with successful strategies to assist language acquisition through these platforms. Additionally, this study can result in the creation of more immersive and effective language learning methods that align with the digital endeavors of modern learners, thus improving learner autonomy and language learning results.

**CHAPTER ONE: Social Media and Informal
English Language Learning**

Introduction

The English language is the bridge that connects people from different parts of the world who come from diverse backgrounds, allowing them to exchange cultures, communicate with one another, build relationships and create a sense of community. With technology being a huge part of our lives, it is important to be aware of the endless opportunities that it offers. Students nowadays are using technology, SM specifically, for many purposes including leisure, chatting with people, and learning languages. This informal nature of language learning using SM is perceived to be a very interesting, beneficial and effective approach to learning a foreign language.

This chapter highlights the influence of SM on IELL. It starts with an overview of technology integration in language learning and then describes SM and its features. It also points out the theoretical foundations related to learning and gives the definition of informal learning and its characteristics. The chapter also includes a brief presentation of motivation and its relation to language learning. Finally, the chapter concludes with a review of related empirical studies.

1.1 Overview of Technology Integration in Language Learning

Teaching is a demanding career that entails far more than classroom instruction. Teachers sometimes take on multiple tasks, which can lead to frustration and divert them from their main purpose of motivating students. To assist teachers, technology is recommended, as well as a change toward learner-centered classrooms and increased collaboration among teachers, students, and technology (Hooper & Rieber, 1995). According to Dede (2011), society must do more than simply incorporate technology into existing classroom structures in order to solve the inefficiencies of traditional, labor-intensive education. He further suggests that education should be revolutionized by implementing innovative teaching and learning paradigms.

1.1.1 Evolution of technology in language education

The evolution of technology has radically transformed language learning and teaching, presenting innovative methodologies and tools that support and improve educational practices. The rise and spread of Computer-Assisted Language Learning (CALL) was introduced in the 1980s, as Chapelle (2001) puts it, CALL included digital programs which were designed to support language exercises such as grammar, vocabulary, and reading.

Furthermore, early CALL relied on structuralist and behaviorist practices, emphasizing accuracy by controlling activities.

Al-Saleh (2007) argues that technology revolution is considered to have a significant influence on scientific and intellectual production and serve a crucial element in establishing educational and societal structures. That is to say, this impact is shown in the flexibility and efficiency that technology provides in education, allowing for access to the most recent, global sciences and knowledge. He further noted that attaining such lofty objectives is feasible only when technology is backed by proficient human capital.

According to Krebs (2016), the rapid evolution of technology creates difficulties for language teachers to keep up with new communication methods. Krebs also added that there remains a lack of knowledge regarding text-based communication through smartphones being widespread in college campuses. Hooper & Rieber (1995) argue that “The classroom learning environment should constantly change to meet the challenge and potential provided by new understandings of how people learn”.

1.1.2 Benefits and Challenges of Using Technology in Language Learning

The accelerated expansion of technology in the modern era made it very important to effectively harness its various tools. Computer-based-technologies frame learning within social interactions as well as ameliorate human competences (Bransford et al., 2000). In the same vein, Bennett et al., (2000) state that when teachers use modern technology, they are able to design their students’ preferred learning path and stay informed about their learning. This view is supported by wesoli & Perrot (2017) who asserted that, through online informal learning environments, students can tailor their own learning experience by selecting the appropriate difficulty of the language they are learning. Moreover, teachers can expose students to various language styles and provide extensive cultural content from diverse sources through integrating smart device technology into their teaching (Kerbs, 2016).

Research has identified evidence which suggest that there is a connection between learner autonomy and SM use (Reinhardt, J., 2018). Thus, it is argued that SM is an excellent platform for learners to autonomously enhance their English language skills (Ismail, Shafie, 2018). Dede (2011) says that technology offers access to a broader and more adaptable range of learning tools than those found in traditional classrooms, as well as connections to a larger and flexible circle of educators, including teachers, parents, experts, and mentors beyond the classroom environment. Hamat and Abu Hassan (2019) concluded that developing the four

areas of English proficiency is feasible through use of social networking sites. According to Faizi et al., (2013), the strong link between SM platforms and language learning manifests in the collaborative, enjoyable and compelling learning environments.

Despite the promising results of incorporating technology in the classroom, a broader perspective has been adopted by Herold (2015) who argued that the transformation of teaching methods, following the integration of technology into education, has been significantly slow. That is to say, teachers are not able to quickly align their usual teaching strategies and techniques with the technology provided to them. H. Salehi & Z. Salehi (2012) concluded that complications of using ICT (Information and Communication Technology) to assist teaching occur when teachers are not skilful enough.

Educational technology includes hardware such as laptops and projectors, software like apps and learning platforms, and brainware i.e., the people using it. Yet, many people still focus only on the physical devices and ignore the software and the human role. This causes major issues like inequality, poor understanding, and ineffective teaching. Many teachers face trouble when trying to adapt to new tools, especially software, which slows down progress (Sudarsana et al., 2019).

Considering all of this evidence, it seems that the positive outcomes of technology-enhanced teaching and learning environments are not accomplished involuntary, instead, educators must integrate technology in their classes successfully in order to achieve the said outcomes.

1.1.3 Internet and Multimedia Tools

The internet is a “vast network—sometimes referred to as a “network of networks”—that connects computers all over the world” (Kahn & Dennis, 2025). The internet has had a significant impact on education, allowing for access to information, remote learning, and collaboration and communication. Online courses, digital resources, and virtual classrooms are a few examples of how students can now learn from anywhere. Teachers use online platforms for publishing materials, giving feedback, and engaging learners through diverse interactive tools.

On the other hand, multimedia applications allow for the integration of numerous media types to develop interactive materials that are commonly implemented in fields like education, entertainment, and marketing. Kapi et al., (2017) describe multimedia

applications as “a creative presentation of a combination of media such as sound, graphic, text and animation”.

Incorporating information and communication technologies such as multimedia and internet-based resources into teaching not only improves the efficiency of learning but also makes it more engaging and dynamic, which helps promote learners’ motivation and interest. Using multimedia tools and internet technologies is an effective method of instruction. For instance, supporting learning through educational videos, animations, or multimedia presentations allows students to grasp concepts and information easily. Furthermore, internet-based tools enable teachers to provide their students with access to different learning materials e.g., e-books, academic journals, and video tutorials. Such tools can support students in having a comprehensive understanding of a certain topic (Widiasanti et al., 2023).

The wide accessibility of resources, as well as interactivity in learning are the result of integrating technologies such as the internet and multimedia tools into education; therefore, it is worth noticing that such technologies have a major role in reshaping education as we know it. Furthermore, tools like virtual classrooms, educational videos, and interactive presentations have proved to be effective for enhancing understanding and knowledge retention and fostering collaboration. The dynamic and learner-centered environments offered by these technologies motivate learners when acquiring a new language. Embracing internet and multimedia tools thus represents a highly effective strategy for improving educational outcomes across all contexts, including language learning.

1.2 Social Media and its Features

SM refers to a collection of web-based services that facilitate the production and sharing of User Generated Content, building upon the conceptual and technological underpinnings of Web 2.0 (Kaplan & Haenlein, 2010; Kietzmann et al., 2011). Another description is given by Kudumula (2022) who defines SM as “any platform that allows you to share media such as pages, videos, or text in different formats”. Aichner & Jacob (2015) say that SM is used as an umbrella term by many researchers, representing various online platforms such as blogs, business networks, forums, social gaming, photo and video sharing, and virtual worlds. They continued that it is worth noting that the use of SM is rather inclusive and not limited to certain functions such as sharing pictures, advertising or promoting products.

1.2.1 Social Media Types

SM is not an all-purpose type of service. That is to say, different SM types such as social networking sites, image-based sites, video sharing or streaming sites and discussion forums are designed to meet different needs and support various forms of content. While some share similar features, other SM types are tailored for more specific functions or services.

1.2.1.1 Social Networking Sites

A social networking site is an online platform that allows users to connect with others after creating a profile, forming a personal network. Such sites serve the purpose of staying in touch with friends and family, emphasizing direct interactions. These platforms are also a place where various forms of content like text, photos and videos are accommodated, and a place where people can share knowledge, ideas, and similar preferences (Enrique, 2010; Kudumula, 2022).

1.2.1.2 Image-Based Sites

Gaining a huge popularity among people nowadays, image-based sites comprise a wide range of content like infographics, illustrations and images. Pinterest, Instagram, and Snapchat are some of the SM applications that are designed to boost image sharing and attract users' attention.

1.2.1.3 Video Sharing or Streaming Platforms

Thanks to the attractive and engaging nature of video content, video sharing or streaming platforms appeal many people to consume and produce videos that interest them. Major platforms like YouTube and TikTok, which are characterized by such content, have transformed the way people interact with videos. For some, these platforms even serve as a search engine.

1.2.1.4 Discussion forums

Discussion forums such as Reddit and Quora are platforms that allow users to ask and answers questions, evoking the interest and curiosity to engage in conversations with people from around the world with mutual interests. People usually use these sites to gather valuable knowledge which can be published anonymously.

1.2.2 Features of Social Media

SM platforms are well known for their distinct features that are essential to the user-app relationship. Angelini et al., (2024) say that “availability” - a feature which represents the possibility of sharing content from any part of the world – and the periodic, instant, and distinct interactions among peers that ease and quicken connections with friends along with providing social support are two of the key features that SM offer its users. They continued that these are usually shown in the ability to send and/or receive likes, comments or simply scroll through your feed. Androutsopoulos (2013) supported the above view and said that Facebook offers choices such as liking and commenting as means of showing interest and reacting to posts. Arli (2017) concludes that entertainment is the cornerstone of SM and considered it as one of its crucial features.

Moreover, Wikström and Ellonen (2015) asserted that SM platforms prioritize its contact and community features over information with reference to mass- and nice media. Kabilan et al., (2010) argued that Facebook can be beneficial for educational purposes e.g., English language learning, as a result of its exceptional features such as chat, groups and feed. Amalia & Nugrahani (2023) maintained that SM features include interactive avatars in virtual reality settings, screen sharing and discussion instruments that ease communication, as well as wikis, manipulating content and tagging features which allow for collaborative content creation. They also stated that user-generated is another aspect that shapes SM.

With billions of users around the globe, SM give access to people to network and share content and information that is disseminated through various forms e.g., visual and/or textual forms. As reported by Saaida (2024), SM encompass numerous features that help tailor the content according to the user’s preferences and allow users to fully profit from it, and such features are essential for user satisfaction. They further noted that there exist other features of SM such as creating groups and pages, sending messages and sharing images in a form of immense digital photo albums.

1.3 Language Learning Theories

As Schneider (2024) states: “Learning is defined as the acquisition of knowledge by reasoning”. The integration of several factors and use of empirical evidence is how learning theory can describe learning phenomenon (Kropf, 2013). Language learning theories are frameworks developed to explain the way individuals acquire, process, and use language. These theories delve into the mental, social, and environmental factors that influence

language development, and guide teachers in establishing effective teaching methods. A wide variety of breakthroughs have been made in the field of language learning, ranging from behaviorist views that stress habit formation through reinforcement, to cognitive and social theories which emphasize mental processes and interaction.

1.3.1 Sociocultural Theory

Vygotsky's sociocultural theory regards learning as radically social and establishes that, prior to being internalized within the individual, interactions with parents, caregivers, friends, and the larger culture are essential for cognitive development. More advanced cognitive functions like voluntary attention, logical memory, or concept formation emerge twice: first among people (interpsychological) and later within the learner (intrapsychological). Vital to this process is the Zone of Proximal Development (ZPD); i.e., the space between what a child is able to achieve independently and with instruction. Within ZPD, scaffolding by modelling, dialogue, and collaborative activities is supplied by educators or more apprised colleagues, and responsibility is incrementally delivered to the learner. Vygotsky's framework points out the vital role of social interaction for developing higher cognitive functions, aside from its supportive nature (Yusof, 2021; Cole, 1978).

1.3.2 Constructivism Theory

Constructivism, according to the works of Piaget and Vygotsky, views learners as active architects of their own comprehension where they construct new knowledge through attaching experiences with extant mental structures. In the context of language learning, this entails that meaningful communication situations are achieved through immersing learners in authentic tasks that mirror real-life, e.g., role-playing, projects that require collaboration, and critical thinking inducing activities. In Constructivism theory, teachers are facilitators, guiders and supporters of exploration, critical thinking and social interaction. The learner-centered experiences offered by constructivism allow language learners to effectively build deep understanding and retain language as they are continuously relating new input to previous knowledge (Apoko & Waluyo, 2025; McLeod, 2025).

1.3.3 Connectivism Theory

Regarded as the 21st century's learning theory, connectivism describes learning as a dynamic, network-driven journey rather than a singular endeavor. Its ideas are inspired from complexity theory to support the notion that knowledge isn't confined to our brains; instead, it is embedded in communities, databases, and digital platforms. According to this view, we turn into "nodes" that tap into online courses, social media feeds and virtual worlds in a vast web of information to find and share insights. The backbone of this theory is that our current knowledge is not as significant as the way we are adept at finding which connections and resources are worth following, and how fast we are able to accommodate our understanding as new information emerges (Siemens, 2005; Kropf, 2013).

1.4 Informal Learning and its Characteristics

The rapid growth of digital media, communication technologies, and global mobility has significantly enhanced language learners' experiences beyond the classroom. As a result, notions like Informal Learning and Language Learning and Teaching Beyond the Classroom (LBC) are emerging as vital areas for scholarly research and innovation. (Ed, Benson & Reinders, Hayo, 2011).

1.4.1 Definition of Informal Learning

Informal learning (IL), according to Eraut (2000), is "any kind of learning which does not take place within, or follow from, a formally organised learning programme or event." This indicates that there is a form of learning happening outside of the classroom that students are subject to in their free time. Johnson & Majewska (2022) argued that IL is a type of learning that includes knowledge that is implicit in nature as students sit through unaware of it. That is to say, there is no intended solicitation of said knowledge.

The above view is supported by Rogers (2004) who defines IL as the 'unstructured, unpurposeful but the most extensive and most important part of all the learning that all of us do every day of our lives'. In other words, IL is related to the different learning contents that learners engage in when they need to solve an issue at hand such as problems or questions they encounter. Callanan et al., (2011) highlight that IL is a lifelong process which occurs not merely in childhood but also throughout adulthood in multiple settings like workplaces and leisure activities.

1.4.2 Characteristics of Informal Learning

Throughout history, various characteristics were associated with IL through the definitions presented by scholars. Conlon (2004) asserted that emotions and reflection are considered as significant components of IL. Additionally, Van Noy et al., (2016) supported the view that IL is ‘self-directed, incidental, and/or embedded in the process of socialization’. Moreover, the true defining characteristics of IL have always been separate from that of Formal, Non-Formal, Intentional and Accidental learning (Conner, 1997-2013).

Eaton (2010) points out that the setting, time and nature of the learned content in IL is rather different from that in FL. They continued that despite the importance of authenticity in IL, which plays a huge role in a learner’s progress, this form of learning remains neglected due to its assessment complexities. According to Kyndt & Baert (2013), there is not much planning and management done in relation to the learning situation, feedback, time and objectives in IL.

IL is characterized by its non-didactic, socially collaborative nature where learning is embedded in meaningful, real-life contexts. IL is free from formal assessments, allowing for a relaxed approach to learning types (Callanan et al., 2011). The views on IL appear to be disparate across the multiple representations provided by scholars above. However, understanding the characteristics that shape IL is key to avoid unwanted collisions with the rest of the learning.

1.5 Motivation and Language Learning

Discussing success or failure in learning the English language is often linked to the learners' level of motivation. When learning a second language, learners are affected by multiple factors. These factors are of dominant and equal significance yet each of them are instrumental to the outcome of second language acquisition (Khasinah, 2014). Rahman et al., (2017) say that motivation, as well as the feelings and excitement that result from additional enthusiasm are key factors that help learners learn a second language more effectively.

There is currently no standard definition for the concept of motivation. However, many scholars attempted to define it according to their respective viewpoints. Building on Abraham Maslow’s early 1940s theory of needs, which ranks basic human needs such as physiological needs, safety, belonging, self-esteem, and “self-actualization”, McClelland (1961), in his book “The Achieving Society”, proposed that motivation is related to three needs: “a need for achievement, a need for affiliation, and a need for power”. There is

a distinction in language learning motivation where intrinsic and extrinsic motivation are two sides of the same coin.

Intrinsic motivation stems from within the individual and is stimulated by enjoying, or pursuing self-improvement through the learning process. In contrast, extrinsic motivation entails that external factors like the need to pass exams, gain financial rewards, or travelling in the future influence motivation in learners. In the context of English language learning, intrinsic motivation means a genuine enjoyment of learning itself, whereas extrinsic motivation is related to external requirements.

According to Krashen, (1982), acquiring a second language is a process where students have a “meaningful interaction in the new language--natural communication--in which speakers are concerned with the messages they are conveying and understanding.” Knowing a language arises from both learning and acquisition. While learning refers to the process of conscious study and intellectual comprehension of grammar, acquisition, also referred to as “picking up a language”, is unconsciously assimilating universal grammar rules through communicating in the second language in real-life.

1.5.1 Motivation through Social Media

Technology, and SM specifically, have a major role in boosting student motivation and engagement when learning a new language. Research indicates that effective integration of SM into education results in smooth information sharing, fostered peer interaction and collaboration, collectively promoting student motivation. To better understand how social media are perceived and used by K–12 teachers with what impacts on teachers’ practices, Greenhow et al., (2020) conducted a systematic literature review which revealed the positive teachers attitudes toward using social media platforms for educational objectives. More specifically, teachers recognized Facebook’s Virtual Class abilities in offering unprecedented learning activities that are unusual in traditional classrooms. Moreover, these facilities extend to enhancing students’ teamwork, participation, and motivation. Similarly, Edmodo, a social network site geared toward education, was found to increase teachers’ motivation and sense of empowerment.

Additionally, it has been proven that using SM boosts motivation for learning English. For example, an exploratory study done by Purnama (2017) concluded that L2 learners were motivated to learn English through Instagram’s memes, photos, texts and images. Another

moderately large scale study conducted by Rahman et al., (2017) reached different conclusions, finding that the highest influence on student motivation is the teacher's influence, followed by other parental and personal influences which marked lower degrees of impact on student motivation.

Muneera Muftah (2022) supported the view that SM provides learners with access to worldwide, interactive knowledge that promotes their motivation and allows them to be flexible when learning English. SM has been found to have substantial effects on learner's motivation. A study by Popescu (2012) revealed that SM give students access to typical language learning, as well as teaching. They also found that students are able to participate rather fairly and are more motivated to practice their language skills thanks to SM. Blattner & Lomicka (2012) highlighted that SM, in its essence, offers motivating, engaging social interactions and innovative methods through which language learners autonomously explore target cultural information.

Trang (2023) concluded that improved motivation and engagement, the both being essential for academic achievement, are the product of SM's numerous affordances like peer connection, exchange of information and involvement in discussions. They further noted that SM also encourages students to be more involved in their learning, which establishes a sense of community and belonging.

1.6 Review of Related Empirical Studies

In recent years, SM have emerged as a significant tool for IELL among foreign language students. This prompted researchers to study how do different SM platforms such as Facebook, Instagram, and TikTok influence IELL. Sockett (2014) says that virtual communities enable students to interact with other English users in authentic contexts like work or leisure. These activities expose students to a common language, and a set of values and implications that are frequently associated with community bonding.

Several studies have been done on the advantages and challenges of using SM for IELL. Shafie and Ismail (2018) found that that Malaysian university students frequently save interesting English quotes or images and pay attention to sentence patterns and accents while watching videos on social networking sites, indicating an active engagement with the language. They subsequently added that the receptive English skills demonstrated more development in relation to the productive skills. Furthermore, learners can read posts and

articles, as well as having spontaneous interactions with friends thanks to Facebook. This type of learning is significantly ameliorates vocabulary and comprehension skills. (Murad, 2023) (Rabongue et al., 2024).

Similarly, West et al., (2023) obtained data which highlighted that the huge amount of features provided by SM makes it possible for users to adjust their own experiences with different platforms according to their inclinations and necessities. A recent quantitative and mixed-method approach study by Malik & Qureshi (2024) reported that there is a strong positive correlation between SM use and English language learning among participants. An overwhelming 97% of respondents perceived SM as effective for their English language learning, whereas only 3% revealed no significant impact. A notable number of respondents reported enhancement in specific linguistic skills thanks to SM use. These improvements included 83% of respondents who observed better vocabulary and writing skills, and 60% who said that they noticed better punctuation usage. In terms of informal language, the usage of slang and abbreviations varied: 53% of the respondents rarely used them, 10% never did, and 40% frequently employed them. This shows diverse communication styles within social media communications.

Another recent systematic literature review by Almuhanna (2023) concluded that SM platforms like Telegram, WhatsApp, YouTube, and Facebook had considerable positive and negative effects on students' reading, listening, speaking, and writing skills, as well as elevated levels of their motivation for English learning. Among such effects, Facebook plays a huge role in ameliorating communication skills. Conversely, the study emphasized the fact that the aforementioned platforms should not be regarded as perfect replacements for traditional learning methods. Instead, they should be used as complementary mediums to support and widen the sphere of English language learning environments.

Alshabeb & Almaqrm, (2018) explored Saudi EFL learners' attitudes toward using social media applications via mobile devices in and outside English language classrooms. The findings from the study's surveys and interviews revealed that a big chunk of students expressed willingness to carry on learning languages through mobile-assisted social media, demonstrating a general positive reaction. The study also implied that the lack of familiarity with these tools can lead to negative outcomes. Hence, proper training for both students and teachers is necessary. Warnings against potential inconveniences, e.g., the degradation of formal vocabulary due to the non-academic nature of SM language, were highlighted by this

study as well. The study suggested that the Ministry of Education should provide adequate infrastructure and decent teacher training, as well as conduct pilot programs to effectively integrate SM into the Saudi education system.

Conclusion

In all the studies reviewed here, SM is recognized as an effective apparatus for EFL learners, showing major benefits like interacting with authentic, meaningful material, personalizing unique learning experiences and even promoting motivation for learning. Notwithstanding, this positive facet has some serious side effects. The risk of overusing slang or neglecting formal language conventions, as well as paucities in digital literacy and access to technological infrastructure are seen as potential drawbacks of using SM as an IELL tool

CHAPTER TWO: Research Methodology and Data Analysis

Introduction

This study explores the influence of SM on IELL among EFL students. It also demonstrates the perceptions of EFL students on using SM as an IELL tool, and whether SM has a positive or negative effect on students' English language proficiency level.

The following chapter begins by outlining the methodology used in the study, which consists of the research tools, design, and chosen sample. It then supplies an intricate analysis and interpretation of the data collected, along with the study's key findings. The chapter concludes by discussing the study's limitations and offering recommendations for subsequent research.

2.1 Research Design

This study uses mixed-method approaches which are descriptive and analytical in nature. Choosing a descriptive design for this study allows for obtaining a clear picture of characteristics, trends and relationships as they exist in the real world (McCombes, 2023). Since this study aims at exploring the influence of SM on IELL, the analytical design is suitable as it enhances the credibility of the findings and aids in drawing actionable conclusions that can drive future decisions (Satter, 2023). Data is analyzed qualitatively, and quantitatively since qualitative designs tend to be more flexible and inductive, while quantitative designs are usually utilized to test a hypothesis (Bhandari, 2025). This design relies on primary sources as they yield raw information and first-hand evidence which are appropriate for this research.

2.2 Research Sample

The population includes all the students of foreign languages at the University of Amar Thelidji. However, due to the immense number of foreign languages students (est. students 2000) and time constraints, the sampling frame involved 10 randomly selected third year bachelor's degree students from each department, generating a final sample of 30 foreign languages students.

2.3 Practical Considerations

All participants will be treated with respect and civility. A strategy of 'informed consent' is embraced, with the aim and methods of the research being made clear to all participants. Also, the participants are guaranteed confidentiality and anonymity. Subsequently, participation in this questionnaire presents no potential risks to the participants. Participants are not named in material submitted for publication.

2.4 Data Collection

The data for this study was collected through primary sources. According to Taherdoost (2021), primary data collection involves gathering original data directly for the specific purpose of your study. This information is inaccessible to others until it is shared or published and both quantitative and qualitative methods can be used in this process.

2.5 Instruments (Questionnaire and Semi-Structured Interview)

The participants were called for answering a questionnaire that consisted of a mixture of 9 closed-ended and Likert scale questions. A semi-structured interview was also conducted to ensure higher reliability and validity, and mitigate research biases. The chosen procedures assure an in-depth, detailed understanding of qualities, attributes, and meanings, while shedding light on the participants' thoughts of the topic. The questionnaire was administered to 30 randomly selected students to understand how SM influences their IELL, and their perception towards the use of SM as a tool to learn English informally. The semi-structured interview was administered to 9 randomly selected students from the previous group to support the questionnaire.

2.6 Data Analysis

Data analysis is the process of transforming collected data into meaningful insights. It involves using various techniques, such as modeling, for identifying patterns, relationships and trends that support informed decision making (Taherdoost, 2022).

2.6.1 Questionnaire Analysis

This section is devoted to the results from the quantitative data gathered through the questionnaire that was administered 30 EFL students. This analysis aims at exploring how SM influences IELL and students' perceptions of using SM as an IELL tool.

Q.1: Gender

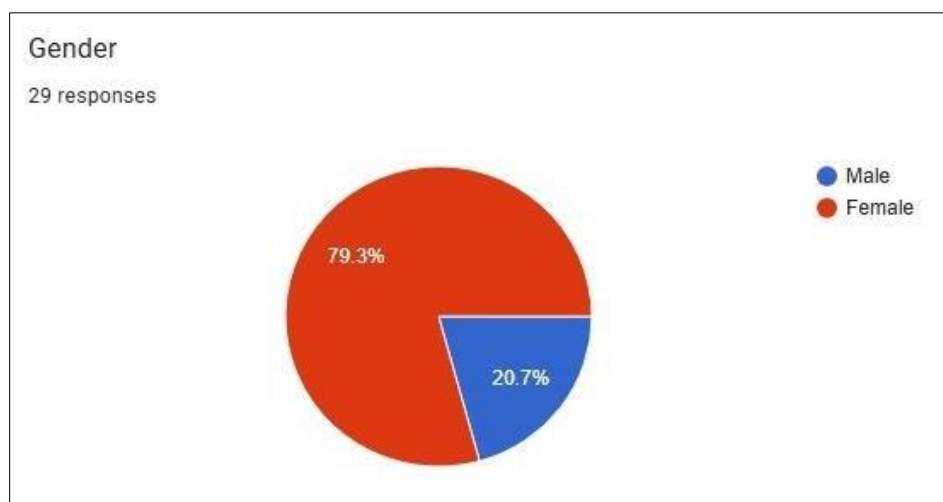


Figure 2.1. Students' Gender

What stands out in Figure (2.1) is the plethora of female participants (23) from 29 participants, representing (79.3%) of the entire sample. Whereas only 6 of the remaining participants were males (20.7%). This shows that female students are more inclined to study English than their male peers.

Q.2: Age

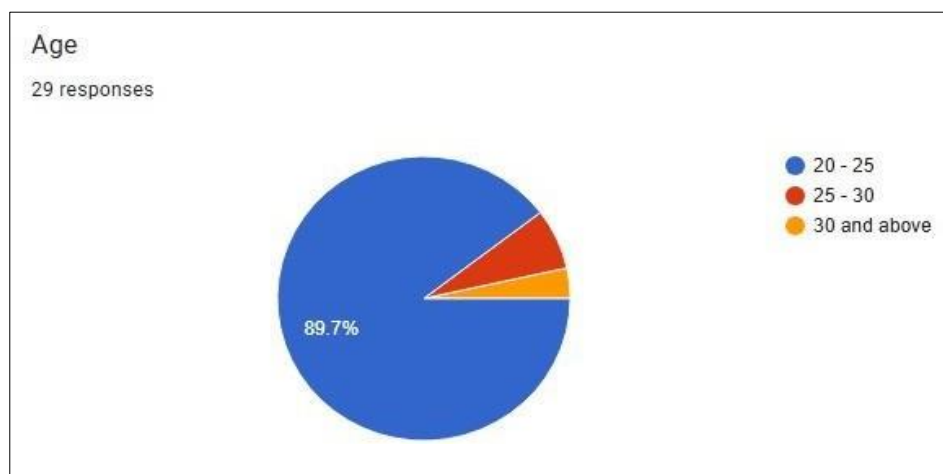


Figure 2.2. Students' Age

The pie chart above shows the proportion of different age groups. The majority of students, 89.7%, are between the ages of 20 and 25, which aligns with the typical age range for third-year EFL students. Students in the 25-30 range present 6.9% of the whole chart, and only 3.4% are over 30, suggesting that the participants are generally mature.

Q.3: Field of Study

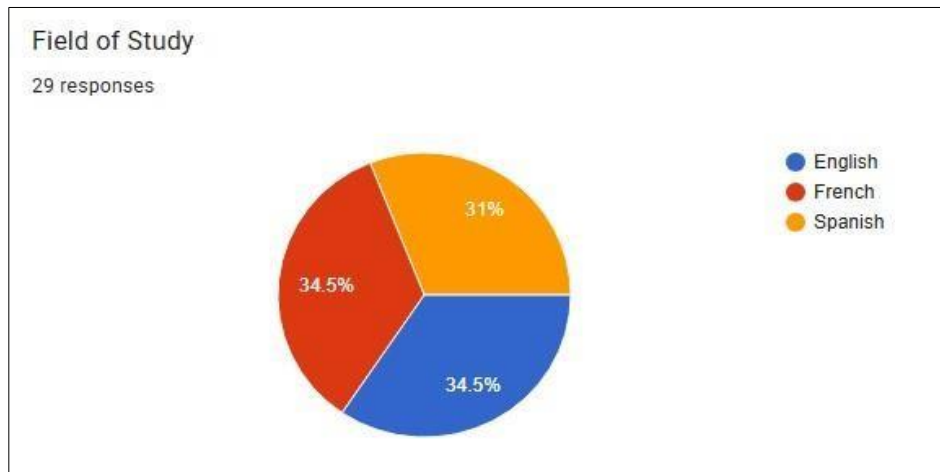


Figure 2.3. Field of Study

As shown in Figure (2.3), participants from the Spanish and French department share the same percentage of 34.5%. However, not all participants from the English department responded to this question, resulting in their group's correspondence to the remaining 31%.

Q.4: How would you rate your English proficiency level?

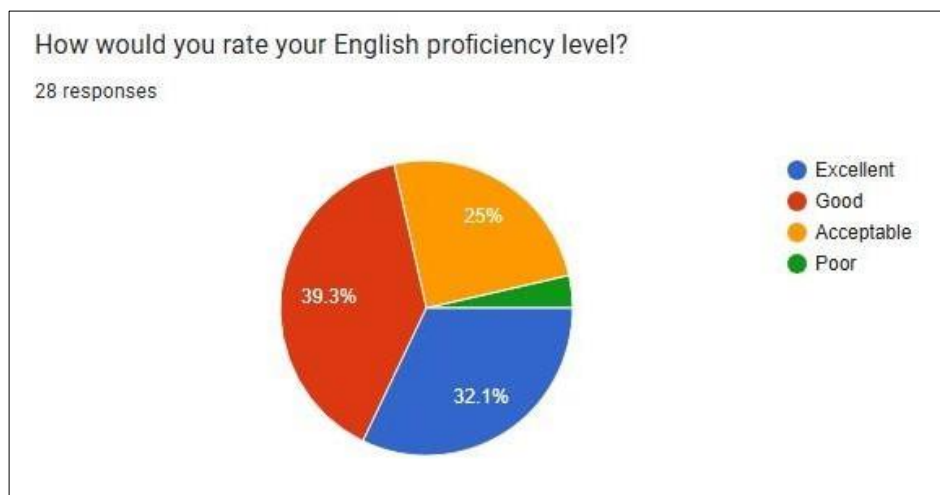


Figure 2.4. Students' Level of English Proficiency

The figure (2.4) above demonstrates that, while few respondents rated their English proficiency as "Acceptable" (25%) or "Poor" (3.6%), most respondents rated it as "Good" (39.3%) or "Excellent" (32.1%). This distribution indicates that a majority of participants are confident in their language abilities, which may influence how actively they engage with English content on social media.

Q.5: How often do you use social media?

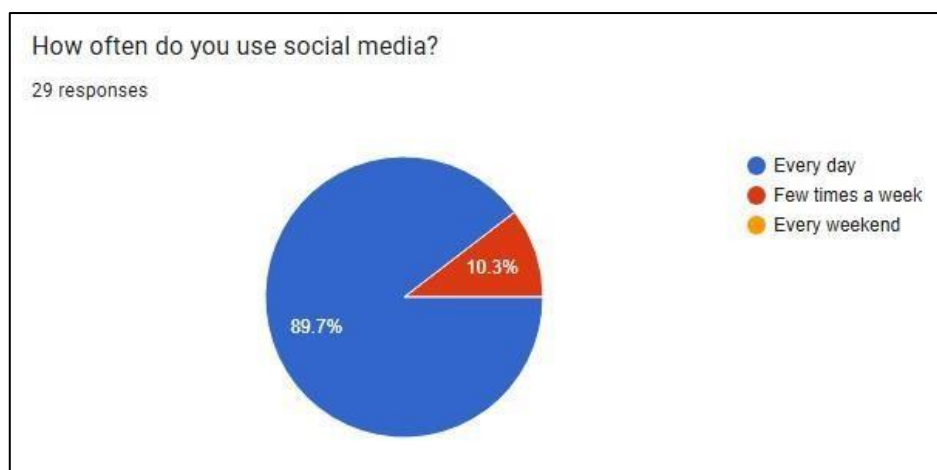


Figure 2.5. Social Media Usage Frequency

When asked “How often do you use social media?” 89.7 % of students reported using SM every day, while only 10.3 % logged on a few times a week and none restricted usage to weekends. This almost-universal daily engagement underscores SM’s central role in learners’ routines, validating its selection as a key context for informal English learning.

Q.6: Do you use social media for learning English?

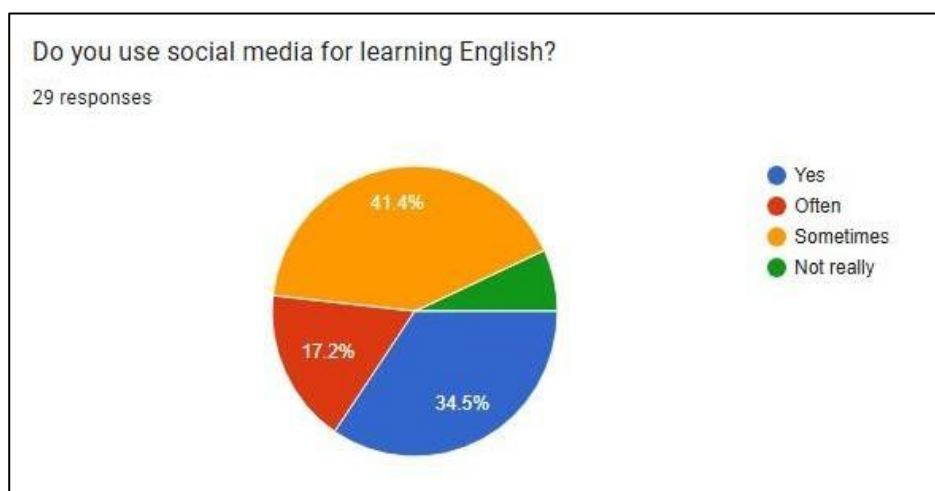


Figure 2.6. Use of Social Media for Learning English

It is apparent from this figure that very few respondents (6.9%) indicated that they do “not really” use SM for learning English. 34.5% of the respondents reported that they explicitly use SM for this purpose, while 41.4% do so sometimes, and 17.2% often. Reinforcing the centrality of SM in learners' linguistic environments, these results highlight that a substantial majority engage with SM in ways that support IELL, whether intentionally or incidentally.

Q.7: What sort of social media platforms do you use for learning English?

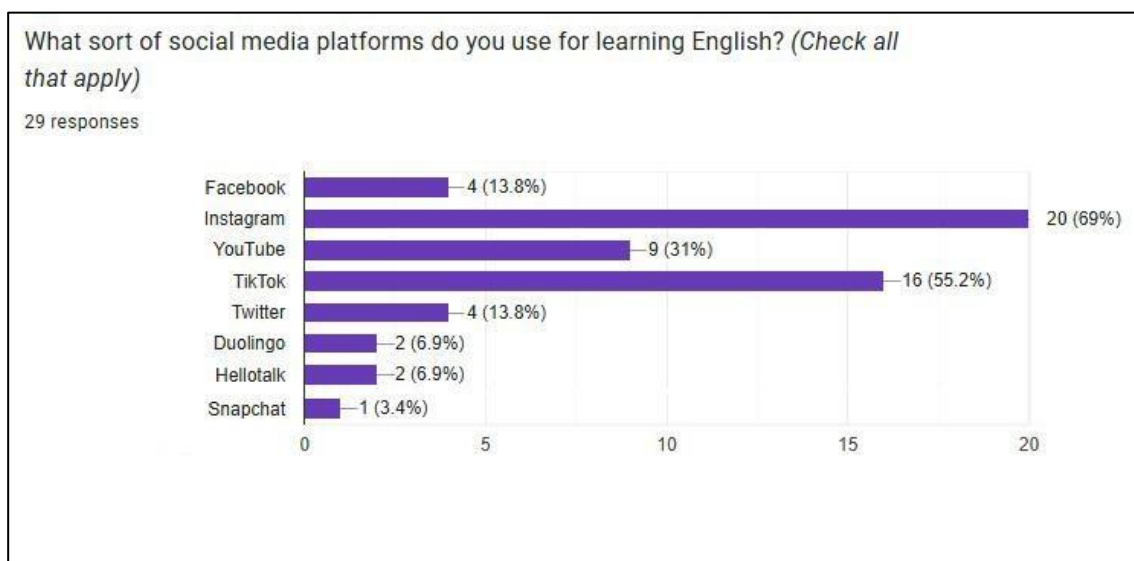


Figure 2.7. Types of Social Media Platforms Used for Learning English

The results obtained from the chart above reveal that Instagram (69%) and TikTok (55.2%) are the platforms most frequently used for learning English, after YouTube (31%). Other platforms such as Facebook and Twitter were each selected by 13.8% of respondents, whereas Duolingo, Hellotalk (6.9% each), and Snapchat (3.4%) had minimal use. The preeminence of visually rich and interactive applications like Instagram and TikTok represents learners' tendency toward immersive, short, and algorithm-curated content for IELL.

Q.8: How often do you come across English language content on social media?

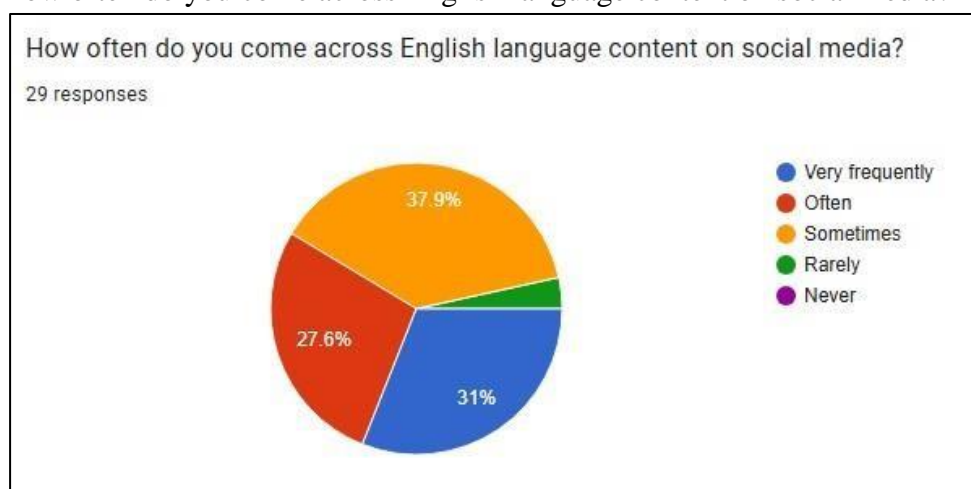


Figure 2.8. Frequency of Encountering English Language Content on Social Media

As can be seen from the pie chart above, 31% of respondents encounter English language content on social media very frequently, 27.6% often, and 37.9% sometimes. While only (3.4%) of respondents rarely come across such content, none reported never encountering

it. The most interesting aspect of this chart is that English is an outstanding part of learners' SM experience, whether deliberately sought out or encountered passively.

Q.9: In your opinion, which of the following skills have improved the most through social media?

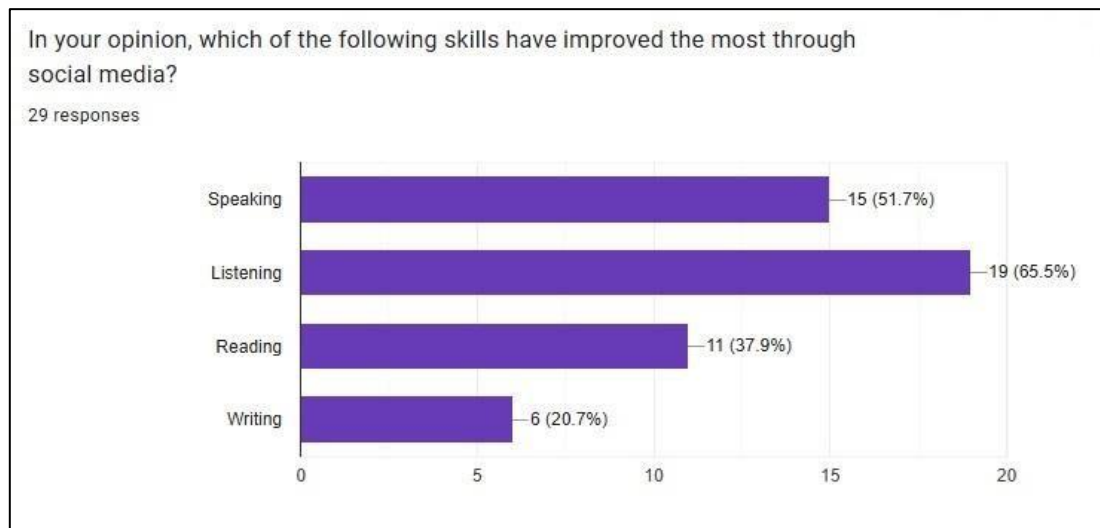


Figure 2.9. Language Skills Most Improved Through Social Media (According to Learners)

Closer inspection of figure 2.9 indicates that listening (65.5%) and speaking (51.7%) are perceived as the most improved skills through SM use, followed by reading at 37.9% and surprisingly, writing at 20.7%. This result is somewhat counterintuitive since the writing skill is presumably the most used skill in SM.

2.6.2 Discussion of Main Results from the Questionnaire

The data collected from the questionnaire administered to third-year EFL students supplied valuable insight into their attitudes toward SM use and how SM influences their IELL. The results from the first half of the questionnaire regarding students' personal information reveal that the majority of EFL students at the university are females. This indicates that female learners often show higher enrollment and engagement in language education, which could also mean that female students may have more interaction with English content on SM. Additionally, the 20–25 age group that represents the majority of participants (89.7%) is often very used to digital technologies and is also very active on SM, which makes them peculiarly likely to encounter and interact with English language content found online.

One interesting finding is the relatively equal distribution among students from the English, Spanish, and French departments. These results indicate that not only English majors are interested in English learning through SM, which means that the students from other

language departments may also conceive SM as an additional, motivating tool for language development. It can therefore be assumed that IELL extends beyond formal classroom regulations and is characterized by broader academic and social preferences. Furthermore, most of the respondents who rated themselves as "Good" or "Excellent" in English have strong confidence in their language abilities. Hence, incidental learning through authentic exposure is shown in learners with higher proficiency who actively use SM through commenting, posting, or simply consuming complex content in English.

Results also show that EFL students (89.7%) use SM on a daily basis, 10.3% reported using it a few times a week, and none use it weekly. This high rate of quotidian use of SM, as well as the regular exposure to digital content, boosts the probability of stumbling upon and interacting with English language content. This makes SM a consistent and accessible mean through which students intentionally or incidentally learn English. Moreover, the responses to using SM explicitly for learning English were varied, and this suggests that even though not all students view SM as a formal learning tool, a large proportion recognizes its value for language learning in distinct degrees. The dominance of platforms like Instagram and TikTok reflects students' preferences for learning environments that are collaborative, personalized and bite-sized in nature. In contrast to earlier findings, however, using Facebook, Twitter, Duolingo and Hellotalk showed relatively low appeal to students.

The two ultimate questions of the questionnaire addressed the frequency of exposure to English content on SM and the perceived language skills mostly improved by SM. Data from the former question revealed that a considerable proportion of participants usually encounter content related to English language, with 31% saying "Very frequently", 27.6% "Often", and 37.9% "Sometimes". Only 3.4% reported rarely coming across such content. An implication of this finding is the possibility that this kind of passive exposure to English is rather crucial for ILL. The latter question shows that the writing skill, despite frequent texting on the app, appeared to be unaffected by SM usage with the percentage of 20.7%. Reading has only risen slightly higher (37.9%), largely because of the extended time periods of scrolling through posts and textual content. Respondents noting improvement in their listening (65.5%) is likely due to being exposed to videos, podcasts and conversations. Speaking emerging at 51.7% can be attributed to the features SM platforms offer such as voice chat.

2.6.3. Interview Analysis

The following section presents findings from the qualitative data collected from the semi-structured interviews with nine (9) EFL students. The purpose of this analysis was to understand and explore how SM influences IELL and how students perceive SM as an IELL tool.

2.6.3.1 Thematic Analysis Process

Thematic analysis was used in accordance with Braun & Clarke's (2006) six-phase framework. The interview responses were read thoroughly to gain comprehensive understanding of participants' viewpoints. (Familiarization with the data). Significant phrases were highlighted and coded. Each code represented a recurring idea or concept relevant to the research questions (Generating initial codes). Related codes were grouped together to form broader themes. Codes related to vocabulary developments and exposure to spoken English, for example, were clustered under themes like "vocabulary and expression development and speaking and listening practice" (Searching for themes). The themes were then reviewed to ensure they accurately represented the data and were distinct from one another (Reviewing themes). Each theme was named and defined based on its contribution to answering the research questions (Defining and naming themes). The final themes were synthesized and backed with excerpts from participant responses (Producing the report).

2.6.3.2 Emergent Themes

The full transcripts of these interviews are included in Appendix 2 (on page 34).

A) Vocabulary and expression development

Strong evidence of SM's benefits for learning new vocabulary and expressions, especially informal phrases and slang, was found according to participants' consistent reports. Some felt that SM helped with learning words like "gonna" and "wsp". This view was echoed by another participant who described acquiring slang and idioms used in daily conversations. This demonstrates how exposure to authentic, native language on SM eases vocabulary acquisition in an immersive way.

B) Speaking and listening practice

Several participants highlighted the benefits of listening to English through vlogs, reels and podcasts. For example, one interviewee said: 'short videos can increase the ability of speaking'. Another interviewee alluded to the notion of the challenge and benefit of

“trying to understand without translation”. Thus, consistent with the data obtained from the previous questionnaire, SM functions as a medium for improving aural comprehension and spoken fluency.

C) Contextual and authentic exposure

SM was perceived to provide meaningful, real-life contexts for language learning. Participant 08, for example, reflected on their first encounter with English through movies and short stories. Others mentioned how SM enabled them to learn English in relaxed settings contributing to motivation and confidence.

D) Supplementary learning resource

When asked about the possibility of IL replacing formal learning, the participants were unanimous in the view that while SM enhances language skills, it cannot replace formal education. One interviewee stressed the importance of formal classes for beginners, and there were some suggestions that SM lacks structure and professional guidance. This theme accentuates the perception of SM as a supportive, instead of primary learning approach.

E) Informal and formal balance

Whilst a minority appreciated the informal style of language found on SM, all agreed that SM is rather limited. One participant felt that they began using informal language more than academic, while another participant also indicated their frequent use of abbreviations. This tension between formal and informal language shows the need to balance between both learning environments for effective language development.

F) Challenges in informal learning

Further analysis of the data shows that, for a small number of participants, understanding different accents, time management and difficulties with public speaking posed challenges. One informant also expressed concerns about verifying the accuracy of language learned on SM. These insights entail the potential drawbacks of IL in unstructured environments.

2.7 Recommendations and Suggestions

- Teachers should promote critical digital literacy, teaching students how to identify reliable language content and use it effectively.
- Teachers should integrate informal SM activities into formal curricula to bridge classroom and digital learning.
- Training workshops on how to guide students in using platforms like Instagram, YouTube, and TikTok for language learning purposes should be provided for teachers.
- EFL learners should follow English-speaking influencers, educators, and communities that are tailored to their personal interests to make learning enjoyable and sustainable.
- EFL learners should interact actively with content through commenting, creating and discussing instead of passively consuming posts on SM.
- Researchers should conduct longitudinal studies to measure how IL via SM influences language proficiency over prolonged periods of time.
- Comparative research should be conducted by future researchers to examine the influence of specific SM platforms on language output (e.g., differences between TikTok and Instagram).

2.8 Limitations of the Study

- The small number of participants the study was conducted with may restrict the generalizability of the results to the broader population of EFL students at the university.
- The validity of results could potentially be affected by response bias, recall inaccuracies and social desirability bias as the data collected was mostly reliant on participants' self-reports.
- The study was somewhat limited to online libraries, articles, and PDF versions of books for references. Perhaps a wider access to resources would have resulted in deeper insights into the literature review.
- Although a longitudinal design would have provided more profound insights into learning directions, this study did not have the capacity of observing long-term impacts of SM use on ILL due to the limited time frame.
- The focus of this study was exclusive to IL and did not measure the impacts of formal learning on EFL students' language learning outcomes.

Conclusion

In this chapter, the researcher set out to explore the influence of SM on IELL among EFL students and presented, analyzed, and discussed the main findings collected through two different research tools. Examining the results of the students' questionnaire was the initial step, followed by an analysis of the data collected from the interview.

The most obvious finding to emerge from this study is that SM positively influences learning by exposing students to authentic, everyday English and supporting the acquisition of new vocabulary, as well as listening and speaking. The research has also shown that while EFL students perceive SM as an effective, enjoyable and stimulating tool for IELL, they also recognize the requirement of classroom-based learning in acquiring necessary language foundations.

GENERAL CONCLUSION

General Conclusion

The present study was designed to determine the influence of SM on IELL among EFL students at the University of Amar Thelidji, Laghouat. This study is structured into two main parts. The first part is theoretical, where the researcher offered a comprehensive overview of SM and its relationship with IL. It also discussed key concepts relevant to the topic, providing a solid foundation for the research. The second segment of the research is practical, designed to provide valuable insights into how SM influences EFL students' IELL and how they view its effectiveness as a learning tool.

In order to achieve this goal, a questionnaire and semi-structured interviews were conducted with third year EFL students. The questionnaire was assigned to 30 EFL students from English French and Spanish departments. It combined both closed-ended and Likert scale questions that collect basic demographics, frequency of SM use, preferred platforms and self-assessed language proficiency. The interview was semi-structured, including four open-ended questions. It was administered to nine EFL students who discussed their use of SM for IELL, specifically addressing their usage patterns, peculiar learning experiences, views on informal and formal instruction and challenges faced.

One of the significant findings to emerge from this study is that regular and active use of SM has a positive effect on students' language proficiency, whether it is by watching videos, reading posts, listening to podcasts or chatting with peers. The second major finding was that students generally view SM as a helpful and motivating resource for enhancing their English language skills beyond the formal learning settings. It is rather important to notice that these findings strongly support the study's initial hypotheses.

This research highlights the expanding role of SM in language learning beyond formal classrooms. SM is not only widely used by EFL students but also has a tremendously positive effect which can be observed in their English language improvement. This study also adds to the growing body of research that is relevant to the compelling outcomes of using SM as an informal approach to learning a foreign or second language through supplying strong evidence showing that SM usage promises notable results for learners who want to improve their English language proficiency in an efficient, interesting way.

APPENDICES

Appendix 1 - Questionnaire on the influence of social media on informal English language learning

This questionnaire aims at collecting data about the influence of social media on informal English learning among students of foreign languages at the university. In this questionnaire, social media refers to communicational and social apps that allow people to connect with each other around the world in different contexts. You are kindly invited to answer the following scale, as well as closed and open-ended questions.

1. Gender

Male Female

2. Age

20 – 25 25 – 30 30 and above

3. Field of Study

English French Spanish

4. How would you rate your English proficiency level?

Excellent Good Acceptable Poor

5. How often do you use social media?

Every day Few times a week Every weekend

6. Do you use social media for learning English?

Yes Often Sometimes Not really

7. What sort of social media platforms do you use for learning English? (Check all that apply)

Facebook Instagram YouTube TikTok Twitter

Other (Please specify)

8. How often do you come across English language content on social media?

Very frequently Often Sometimes Rarely Never

9. In your opinion, which of the following skills have improved the most through social media

Speaking – Listening – Reading – Writing –

THANK YOU

APPENDIX 2 - INTERVIEW TRANSCRIPTS

Participant #01

1. **Do you think social media affects your English language?** If yes, how? It does. It affects my English in a positive and helpful way.
2. **Can you describe a situation where social media helped you learn or practice English informally?** Well, I use social media informally everyday, especially when I share reels with my friends.
3. **Do you believe informal learning through social media can replace formal classroom instruction? Why or why not?** No, it cannot. Because formal classes are necessary for beginners or people who have no access to social media.
4. **What challenges (if any) do you face when trying to learn English through social media?** For me, I don't really face any trouble. Personally I've learned a lot of vocabulary from social media.

Participant #02

1. **Do you think social media affects your English language?** If yes, how? Yes, it does. The huge amount of short videos can increase the ability of speaking.
2. **Can you describe a situation where social media helped you learn or practice English informally?** Maybe by watching vlogs on YouTube where most people speak informally.
3. **Do you believe informal learning through social media can replace formal classroom instruction? Why or why not?** Yes. Because rules are easier and learning it won't be difficult for intermediate learners.
4. **What challenges (if any) do you face when trying to learn English through social media?** The non-stop change of English language can be a challenge.

Participant #03

1. **Do you think social media affects your English language?** If yes, how? Yes, social media affects my English through listening to podcasts and trying to understand without translation.
2. **Can you describe a situation where social media helped you learn or practice English informally?** It helped me in talking like a native and using some words like gonna, wsp.
3. **Do you believe informal learning through social media can replace formal classroom instruction? Why or why not?** No. Because the usage of informal learning is limited to classmates only.

4. What challenges (if any) do you face when trying to learn English through social media?

Sometimes I find difficulties in understanding the dialect.

Participant #04

1. Do you think social media affects your English language? If yes, how? Yes, social media affects my English in a good way. For example, I can read and write without making mistakes, talk with my students and friends in English, and discover new vocabulary.

2. Can you describe a situation where social media helped you learn or practice English informally? There's a young boy who shares reels on Instagram. So one of his reels helped me learn more about English.

3. Do you believe informal learning through social media can replace formal classroom instruction? Why or why not? No. I don't believe that informal learning through social media can replace formal classroom instruction.

4. What challenges (if any) do you face when trying to learn English through social media? I have a lot of challenges and one of them is public speaking as it is so hard to learn how to talk without stress and making mistakes.

Participant #05

1. Do you think social media affects your English language? If yes, how? Yes, it does by watching reels in American English.

2. Can you describe a situation where social media helped you learn or practice English informally? It helps me with the speaking module. I found myself using informal language more than academic.

3. Do you believe informal learning through social media can replace formal classroom instruction? Why or why not? Yes. Because nowadays informal English is everywhere and no one will use formal English if not obliged to like in a test or with a teacher.

4. What challenges (if any) do you face when trying to learn English through social media? In writing I found myself using abbreviations and words like gonna, wanna very frequently.

Participant #06

1. Do you think social media affects your English language? If yes, how? No, I don't think so. It's more difficult.

2. Can you describe a situation where social media helped you learn or practice English informally? Yes, through watching videos or lives on social media

3. Do you believe informal learning through social media can replace formal classroom instruction? Why or why not? Yes, I believe so.

4. What challenges (if any) do you face when trying to learn English through social media? Time or how to plan my learning of English.

Participant #07

1. Do you think social media affects your English language? If yes, how? Yes. Social media helped me learn new vocabulary, slang and expressions used in real life.

2. Can you describe a situation where social media helped you learn or practice English informally? I joined an English group on Facebook where members shared short stories. This helped me gain confidence and improve my writing.

3. Do you believe informal learning through social media can replace formal classroom instruction? Why or why not? No. Because social media lacks structured lessons and professional teachers. It's good as a supplementary tool but it cannot fully replace formal education.

4. What challenges (if any) do you face when trying to learn English through social media? Sometimes it's hard to know if the information is correct.

Participant #08

1. Do you think social media affects your English language? If yes, how? Yes. I think that social media affects my English for my first introduction to English was through movies and short stories.

2. Can you describe a situation where social media helped you learn or practice English informally? It is usually a situation where I want to relax and learn at the same time. I believe that social media allows me to do that.

3. Do you believe informal learning through social media can replace formal classroom instruction? Why or why not? Of course informal learning cannot replace formal classroom instruction for each context has its own language and set of rules. Yet, both informal and formal learning remain beneficial.

4. What challenges (if any) do you face when trying to learn English through social media? I would say the variety of accents are hard to understand for it depends on the region, culture and society.

Participant #09

1. Do you think social media affects your English language? If yes, how? Yes, it does. Because when I use social media I noticed that my English has improved.

2. Can you describe a situation where social media helped you learn or practice English informally? I was watching many influencers and that made me practice it informally.

3. Do you believe informal learning through social media can replace formal classroom instruction? Why or why not? Yes. Because it's easy to speak and it fits our generation.

4. What challenges (if any) do you face when trying to learn English through social media? I faced challenges like writing and abbreviations.

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الجمهورية الجزائرية الديمقراطية الشعبية وزارة التعليم
العالي و البحث العلمي



جامعة عمار تليجي – الأغواط كلية

الأداب واللغات الأجنبية

قسم : الإنجليزية

ملخص مذكرة الماستر

الميدان: لغة انجليزية

الشعبة: لغة انجليزية

التخصص: اللغة انجليزية التعليمية

عنوان المذكرة: استكشاف تأثير وسائل التواصل الاجتماعي على التعلم الغير الرسمي للغة الانجليزية: حالة طلاب اللغات الاجنبية بجامعة الأغواط

تقديم الطالب: زعابطة ربيع

الأستاذ المؤطر: مصطفى قاسمي

ملخص المذكرة:

تستكشف هذه الأطروحة تأثير وسائل التواصل الاجتماعي على تعلم اللغة الإنجليزية غير الرسمي بين طلاب اللغات الأجنبية في جامعة عمار تليجي وتصوراتهم حول استخدام وسائل التواصل الاجتماعي كأداة غير رسمية لتعلم اللغة الإنجليزية. في سياق التعليم الجزائري، تقتصر مجموعة الأدبيات الموجودة على كيفية تأثير وسائل التواصل الاجتماعي على تعلم الطلاب للغة رسميا فقط. تملأ هذه الدراسة هذه الفجوة من خلال استخدام نهج مختلط الأساليب لتحليل بيانات الاستبيان والمقابلات شبه المنظمة حول تأثير وسائل التواصل الاجتماعي على التعلم غير الرسمي للغة الإنجليزية وتصورات الطلاب لاستخدامها كأداة تعليمية غير رسمية. كشفت النتائج أن وسائل التواصل الاجتماعي مرنة وغامرة حيث تمكن الطلاب من تعلم اللغة الإنجليزية بشكل غير رسمي بما يتجاوز التعليم التقليدي.



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DEPARTEMENT: Département d'anglais

RESUMÉ DE MEMOIRE DE MASTER

Domaine : Lettres et langues étrangères

Filière : Anglais

Option : Littérature Anglaise

Thème : Une exploration de l'influence des médias sociaux sur l'apprentissage informel de la langue anglaise : un cas d'étudiants en langues étrangères à l'Université de Laghouat

Présenté par: Rabie Zaabta

Encadré par : Pr. Mustapha Gasmi

Résumé

Cette thèse explore l'influence des médias sociaux sur l'apprentissage informel de la langue anglaise chez les étudiants en langues étrangères de l'Université d'Amar Thelidji et leur perception de l'utilisation des médias sociaux comme outil d'apprentissage informel de la langue anglaise. Dans le contexte éducatif algérien, la littérature existante se limite à l'impact des médias sociaux sur l'apprentissage formel des langues par les élèves. La présente étude comble cette lacune en utilisant une méthode mixte pour analyser les données des questionnaires et des entrevues semi-structurées sur l'influence des médias sociaux sur l'apprentissage informel de l'anglais et sur la perception qu'ont les apprenants de l'utilisation de ce média comme outil d'apprentissage informel. Les résultats ont révélé que les médias sociaux sont utilisés équitablement pour l'apprentissage de l'anglais, qu'ils exercent une influence positive sur les compétences linguistiques en anglais et qu'ils sont considérés comme un outil flexible, immersif et accessible pour l'apprentissage informel de la langue anglaise au-delà de l'enseignement traditionnel.