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Title

**Investigating the Role of Social Networking Sites in Learning
English as a Foreign Language: The Case of Master Students in the
Department of English at MMUTO**

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Dedication

I dedicate this work to my father Kamel and my brother
Samir Allah Bless their soul
To the one and only my beloved and my husband
ELIAS NADIR Hayef
Without his help and support, I would not have succeeded
To my lovely sister: FERROUDJA Laidoun
My brothers and my family members
To my partner, lovely binomial and best friend: LILIA
Langadi
All my friends.

Nadjet

I dedicate this work to my beloved family, my mother
Ourida and my father Said for always being there when I
needed them the most and for their encouragement, without
their help and support, I would not have succeeded. To my
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List of Abbreviations

- **SNS** : Social Networking Sites
- **EFL** : English as a Foreign Language
- **SLT**: Social Learning Theory
- **Apps**: Applications
- **ICT**: Information Communication Technology
- **QCA**: Qualitative Content Analysis
- **MMUTO**: Mouloud Maameri University of Tizi Ouzzou

Abstract

The current dissertation investigates the influence of American media, namely Social Networking Sites: YouTube, Netflix, and Instagram, in the study of English as a foreign language, taking Master students from the department of English at MMUTO as a case study. This study looks into whether social networking sites help Master's students learn and improve their English language and communication abilities effectively. It also explores whether they are influenced by celebrities and personalities to whom they are exposed everyday on social media. To reach the outcomes we have relied on Albert Bandura's social learning theory (2014). We have adopted the mixed method approach to conduct our research. A questionnaire to Master students is used as a data collection tool. The data analysis is based on the rule of three to clear up numerical data along with qualitative content analysis (QCA) for the interpretation and the explanation of the results. According to the findings obtained, we have come into the result that social networking sites are effective strategies and play an important role in learning and enhancing English as a foreign language (EFL). More precisely, Master students are deeply influenced by social networking sites' contents which definitely help them to construct and develop their knowledge in different fields. The findings reached through this study will open more opportunities to investigate deeper in this area of research.

Key words: Social networking sites, YouTube, Netflix, Instagram, communication skills, EFL students.

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Statement of the Problem

Over the past century, there have been many technological innovations that contributed to the development of the educational, social and economic areas. These changes have affected the way we live, work, travel and communicate. The telephone, the computer and the internet helped the spread of mass production and mass communication all over the world, as it made and still making interaction between people faster and more reachable than ever. It enables the constant flow of information and ideas across boundaries and makes the world smaller and as a single country. This globalisation is a result of using artificial intelligence and mass media, so people often find themselves interacting with other individuals having different cultures, expectations and languages. This influences them by creating a certain curiosity and interest in learning a foreign language in order to communicate effectively with a wider range of people to avoid any kind of misunderstanding.

These media play an important role in spreading cultural variety. Because of the various applications provided by the internet, different languages have spread all over the world, prompting people to begin learning a foreign language such as English, which is the language of science, aviation, computers, diplomacy, and tourism. Knowing English boost your chances of landing a decent job in a global corporation in your native country or finding work overseas. The English language is regarded to be the most spoken language in the world due to its enormous number of native speakers; also, most produced electronic media, such as the internet, have seen the light in the United States of America. Thus, specific English vocabulary for computers and technology was created. In addition, through this global computer social networking, forums are generated to facilitate communication between communities.

Nowadays, more people are interested in learning the English language, especially young adults who use social media as an essential tool in their daily lives. Furthermore, the English language has been extremely displayed through movies and music so it became the language of entertainment, as most of the followed celebrities and stars on the social platforms are Americans or, at least, are speakers of English. Young generations are fascinated and influenced by their life styles; as a consequence, most of them want to behave, speak and even live like their idols.

However, currently social media are not only used by individuals for entertainment or interaction, it also serves as a learning tool to provide students' knowledge. According to Gaytan,(2013:1) social networking platforms have an important assistance to students' learning process by supplying opportunities to gather and access information in order to develop, strengthen and share their knowledge. He also mentions that, these media have been of great use in assisting learners of English language to assimilate it as it is widely used in social forums. According to Ragen,(2015:5) 1.93 billion people utilize mobile technology for social media platforms, this means that the number of social media users has risen by 176 million in the last year and has reached over 2,206 billion active users in 2015, as a result, it represents 30% of global penetration. Since social media usage continues to rise, there is an opportunity for schools to integrate social media tools into students' organizational learning process which allows individuals to observe, gain, and share knowledge within their communities (ibid). In addition, social media provides students with the usage of words in authentic way and in real life situations. The use of social media also provides positive effects such as pronunciation's improvement and vocabulary enlargement Ragen, (2015:1). In other words, social media such as Facebook, Twitter, WhatsApp, Snapchat, Google, YouTube and so many social forums are used to interact with family, friends and foreigners, which must be

of great help to improve the writing, reading, speaking and listening skills through texting, chatting and video watching.

Standing, et al. (:73-74) states that 65% of the population around the world are visual learners. Humans have a greater capacity in remembering more than 2000 pictures even with a short presentation during the process of learning for several days. So, when people spend a long time watching videos and pictures on social media, they are unconsciously learning new words and expressions used in real communication. However, the widespread use of the internet and social media is always viewed as a negative factor that prevents students from learning or concentrating on their studies and makes them waste time, this means that the internet can only be used for news, entertainment, and keeping up with current events. As a result, in this study, we investigate how these social platforms may assist learners learn a language and improve their four skills, as well as how they can help learners a lot in terms of learning, studying, researching and finding information.

Aims and significance of the Study:

The main purpose of this study is to demonstrate the Role of American Social Networking Site on learning English as a foreign language among Master 1 and Master 2 students at the department of English language in Mouloud Mammeri university of Tizi-Ouzou. It explores how social media like YouTube, Netflix and Instagram attract the students' interest and EFL learners to enhance their English language and its four skills: speaking, listening, writing, and reading. We chose these applications because we noticed that English is very exposed throughout their contents such as the listened songs and their lyrics on YouTube, the movies and series watched on Netflix, and Instagram that most of people use to share pictures, videos and stories dealing with different topics. However, in this research, we attempt to figure out how these social platforms contribute in helping Master students during

their English learning process. It also wants to discover if practicing English as a foreign language using YouTube, Netflix, and Instagram is helpful and if it encourages students more. This study gave them a fresh perspective on social networking sites, implying that these websites are utilized not just for fun, but also to learn or enhance their target language, particularly English.

Research Questions and Hypotheses:

This work attempts to answer the following research questions:

- How do YouTube, Netflix and Instagram affect the English language learning process of Master 1 and Master 2 students of the department of English at MMUTO?
- Do YouTube, Netflix and Instagram help Master 1 and Master 2 students of the department of English at MMUTO to enhance the four language skills: listening, speaking, reading and writing?
- For the sake of answering the research questions and to achieve our aim the following hypotheses are advanced:
- YouTube, Netflix and Instagram positively affect the English language learning process of the Master1 and Master2 students of the department of English at MMUTO.
- YouTube, Netflix and Instagram do not help the Master 1 and Master 2 students of the department of English at MMUTO to enhance all the four language skills: listening, speaking, reading and writing.

Research Tools and Methodology

The present study adopts the mixed-methods approach combining both qualitative and quantitative methods. The Quantitative method is used to get quantitative data, while the qualitative one is used for qualitative data. Then, to gather data, a questionnaire is designed as

a research tool that contains both close-ended and open-ended items which are addressed to Master students in the Department of English at MMUTO in order to identify which applications students use to improve their English language and how YouTube, Instagram and Netflix influence their learning process. The data gathered from the questionnaire are analyzed and interpreted using the rule of three and for the qualitative data the Qualitative Content Analysis (QCA) is adopted.

Structure of the Dissertation:

This dissertation follows the traditional simple model, which includes four chapters in addition to a General Introduction and Conclusion. The introduction consists in presenting the topic, stating the aims and significance of the study, the research questions and hypotheses; lastly the structure of the study. The first chapter is the review of literature; it reviews the important theoretical concepts and different previous definitions related to the topic provided by different scholars. The second chapter is research design and methodology. It starts by presenting the research tools, which consists of a questionnaire to Master 1 and Master 2 students at the department of English at MMUTO. It also explains the two methods of data collection. The third chapter is devoted to the presentation of the findings that provides the results sorted out from the questionnaire. The last chapter is the discussion of the findings where the results are discussed and interpreted in relation to the theoretical framework and the review of the literature. Finally, the general conclusion is the last part which synthesizes the whole work. It also provides an answer to the research questions raised in the introduction and confirms or rejects the suggested hypotheses

Introduction

The present chapter is theoretical. It undertakes the concepts related to our topic and explains the theory underlying our theory. It is divided into three main sections. The first section is entitled The Digital Age of Communication. The second section provides several researchers' definitions that are related to the topic. The third section of the review explains Albert Bandura's (1977) theory of social learning SLT who was influenced by Watson's and Skinner's behaviorism theory. Thus, it first presents the theoretical framework; then, it explains the most important and significant features of this theory.

• The Age of Digital Communication

Communication has been given so many definitions by different scholars like Lunenburg (2010:1-2) who states that the word communication emerged out from the Latin word "communis" which means common. He confirms that people must share a common understanding of a specific message to get an effective communication process within the occurrence of a social context, which involves the exchange of signals done through the use of codes made with verbal, visual and body gestures. Moreover when human being interact with each other they construct and attribute a meaning of a message. In other words, communication includes members of a given society to reach and share a common understanding in encoding and decoding a certain text such as opinions, ideas and feelings Giffen and Patton (1979).

Communication has been one of the most necessary elements for the human survival throughout history because it was and still is the mean that enables humans to reinforce their team spirit by their mutual understanding and tolerance Devito (2009). The way spoken words and alphabets that humans developed 50.000 years ago, after that writing was invented 5000 years ago. Printing was developed and 500 years later, the computer was invented. Ever since

all kinds of digital networking and computing devices and instruments invaded our daily lives Sellen, et al.,(2009). Nevertheless, it is known that individuals must communicate to ensure their existence. Their daily interaction has changed with the development of data communication which dominates the new digital world. Nowadays, people relay on their most confidential emotions and ideas over social networking sites to communicate; moreover, back in time people used to articulate at least 16.000 words a day, precisely through verbal interchange Neuman (2008). Therefore, the contact between persons and devices significantly decreased the need for physical presence. Face to face discussions for instance have been replaced by artificial intelligence such as mobile phones, computers, the internet... this means that the new technologies are controlling almost every part of human lives, thus they became essential in their daily routine.

1. The Emergence of Communication Devices through Time:

According to Grami (2015) the digital communication went through different stages which are: the telegraph, the telephone, the radio broadcasting, the television, and recently the internet.

The first invention was **the telegraph**, which allows communication at a distance by coded signals; it is referred to as the first invention of a major importance to interaction. The first commercial electrical telegraph was created by Wheatstone and Cook, and in 1844 perfected by Morse. The telegraph was the beginning of the digital transferring in that Morse code; it was applied to represent a variable-length binary code where short sequences of dots (short beeps) and dashes (long beeps) are represented in frequent letters. Then in 1876 **the telephone** was invented by Bell, it permits two-way voice communication. It was the first telephone exchange that was brought to light, in addition to the telephone network which continuously developed toward what it became today. Voice interaction by telephone at its

beginning was analog in its wholeness. Over time, the transmission of speech signals became digital, and currently, even the connection between the mobile device and network is digital.

Afterwards, **the broadcasting radio** was invented as a one way cellular transferring of audio signals over radio waves for the purpose of reaching a wide range of popularity. In 1918, Amstrong devised super heterodyne radio receiver, after that in 1920 the first commercial (AM) radio broadcasting began. Few years later, there were contributions on signal and noise by Nyquist, Hartly and others, then in 1933 Armstrong created the first frequency modulation (FM) system which had a great popularity in the mid-twentieth century. The following invention was **the television** that is defined as a mean of transferring and receiving videos and sound, TV was innovated in the United States of America in 1929. The NTSC color TV was presented in 1953 and the first commercial HDTV broad-casting began in 1996. Nowadays, there is no analog TV transmission, and TV signals are now all digital.

Finally, **the internet** is the invention that gave birth to the digital communication. It is constructed of a large amount of interconnected networks creation that was innovated in many different places. The sixties have seen the rise of packet-switched networks and the development of the advanced Research Projects Agency Net-work (ARPANET). In the mid-seventies, Vint Cerf and Bob Kahn designed the protocols to obtain end-to-end delivery of computer data, the transmission control and Internet protocols (TCP/IP) were turned into the official ARPANET protocol. In the mid-eighties, it was named the INTERNET. At the beginning of the nineties, Tim Berners Lee proposed the name of the **World Wide Web (www)** to the internet as a hypermedia software interface. This was the defining point that resulted in the explosive growth of the internet. Yet, different commercial applications have been developed. The expansion of the internet was as a faster rate and become extremely used than any other innovation or technology in the history of telecommunication.

The internet had a great impact on many aspects in our lives like cultural, educational, political, and financial sets which will remain irreplaceable for many years to come. Since it has completely changed the world of communication and computers in unprecedented ways. The invention of telegraph, telephone, radio, and computer plays a great role in the evolution of the Internet which is the world-wide broadcasting capability and media for collaboration, exchange and interaction regardless of geographic locations Mehmet (2012:204). This digital age and new technology came as Information, communication and technology (ICT). However; during the past decades there has been a growth of interest in search of modern machine to favor foreign language learning. Consequently, a huge number of researches have agreed that Information and Communication Technology (ICT) plays a significant role in the field of teaching and learning a foreign language such as English language (EFL) Cakci (2016:74).

Nowadays, many ICT instruments are used in our life which operates for information, speed and communication between people all around the world by using computers, cell phones, laptops, tablets, etc. People get the most recent trends and improve their living standards with the use of ICT. In the past few decades, ICT has become a necessity rather than an exception Bossama, (2013:45).

- **What does ICTs mean?**

ICT stands for “Information, Communication, and Technology” Tinio (2003:4) defines ICT as “a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information”. These tools and resources include radio, television, video, digital versatile device (DVD), telephone, satellite system, computer and network, hardware and software, and the services associated to them, such as videoconferencing and electronic mail. As a result, the use of technology and computers at the present days has become essential to the procedure of organizations and societies. According

to Anderson (2010), the term ICT refers to all kinds of technology that serve to transfer, generate, display, save, process, share or exchange information and knowledge by electronic implements, it can be employed in many areas such as ICT for business, ICT law, and ICT education. Besides in literature, ICT is introduced as technologies that promote and assist by using electrically powered devices, the acquisition, storage, processing and providing of information in all means like sounds, text, data, visual pictures and videos. Therefore, it plays an important role in the process of interaction between professional, learners, politicians and others.

Toomey (2003:3) defines ICT as

Generally relates to those technologies that are used for accessing, gathering, manipulating, and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices.) software applications, and connectivity (e.g. access to the internet, local networking infrastructure, and video conferencing). The most significant about ICT is the increasing convergence of computer-based, multimedia and communication technologies and the rapid rate of change that characterizes both the technologies and their use.

• **ICT in learning a foreign language**

ICTs can be considered as a useful and an innovative learning instrument to improve EFL learning. Its rapid evolution has affected every aspect of language learning process. The use of technology can be helpful to different learning practices.

The applications of ICT leads to various contents, contexts, and pedagogical techniques in the learning atmosphere which can create an interactive, flexible and innovative environment to English language Quin and Shuo (2011). This means that students are daily exposed to ICT devises which promotes their learning process and allow them to be creative

with the English language. In other words the applications of technologies in improving English language provide a student-centered learning conditions, it enables learners to get a lot of courses and information and motivates them to vary interests, provide learning chances outside the classroom. In other words; new technologies take into consideration the individual differences. The integration of technology when learning a foreign language encourages learner-centered understanding and reduces language learning anxiety and motivate them to take risks to practice the target language as the digital natives Al Mahrooqi and Troudi, (2014) argue that ICT 's positive impact on ELT involves significant basics which are :availability of materials , students' attitudes , learner independence ,authenticity, helping teachers, student- centered , and self-assessment.

Learners are able to choose the suitable material according to their own learning styles, it gives the opportunity to use the language in an authentic way and in real life situations. In contrast to traditional learning environment, ICT reinforce student-centered learning together with teacher –student exchange. To conclude with the positive impact of ICT on foreign language learning we can say that using ICT rises learners' motivation and increases personal devotion and responsibility.

However, the integration of ICT in learning a foreign language can have negative effects as Livingstone (2012:9-24) asserts that ICT “is not suitable for all learners in all situations and all purposes, and many require some considerable learner training for effective use”. The disadvantages are the difficulty of choosing the suitable technological means that match with learners' aims. The cost of new technological instruments and devices are certain problems to be taken into consideration before using ICT in learning a foreign language.

Social Networking Sites

In the last decades, the internet for social networking websites is commonly used by younger generations. These sites allow individuals and communities to share particular and different interests together by creating online profiles with pictures, data and any other personal information by interacting with each other throughout voice, video and messages chatting. As it is known many websites have been generated and became very famous in our present days like: Facebook, Instagram, Twitter, Bebo, YouTube, Snapchat, Tik Tok, Whatsapp, Viber, and Netflix.

- **Definition of Social Networking sites**

There are several definitions of SNS; however, we can simply say that SNS are web-based services which enable people to create a public or semipublic profile within a bounded system, interact with other operator and view the pages and details provided by other users within the system Boyd and Ellison, (2007: 1-11).

Alasari, (2014:46-61) states that SNS provides connected platforms that allow its users exchange with other members to create social relations to share information and knowledge that is related to people experience activities in real life. Kaplan and Heinlein (2010:59-68) affirm that “networking sites are applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending emails and instant messages between the other”.

Barkhuus and Rode (2007) State that the online networks give people the ability to communicate and share their interests with other over long distances. Social networking sites is a forum where individuals have a possibility to express themselves, establish new relationships and maintain old ones. Quade (2014:6) states that

People can now access important information and the trendy online culture to learn about things that were un-known to them before, as well as new values and symbols for communication developed for learning in an online environment that gives rise to new cultural cues.

People can share their opinions and information between them, this encourages them to increase their knowledge. SNS is progressively becoming more integrated into people's life style and their way of thinking, acting, and relate to one another. As a consequence they have a great impact on the field of education and this influences on learners, educators, administrators, and parents.

• **Definition of YouTube, Instagram and Netflix Applications**

The first application is YouTube which is an international free public platform that allows people to watch and publish videos of all kinds of contents YouTube (2011). It gives to its users the opportunity to create their own channels and becomes a set where people entertain and interact with each other Hoi, et al., (2011:167-188). It was founded on February of 2005 by the three former employees: Steve Chen, Chad Hurley, and Jawed Karim with the domain name <http://www.youtube.com>. The site was launched as a forum where people create, share short video clips Online. One year later YouTube was purchased by Google for 1.65 billion \$. M.Terantino (2011:10).The first video on YouTube was posted by one of the three founder Jawed Karim entitle "Me at The Zoo" which was an 18 seconds clip. YouTube (2005)

YouTube is used for different aims, for example many people use it as a forum of entertainment. Another aim is recording one's friends or family member in a funny prank and post it on the site to get views; others are interested in sharing their life style, advertising a product of a company, or posting lessons and instructions M. Terantino (2011:10).

The second one is Instagram that is defined as an online mobile photo and video sharing application that can be used through mobile devices or computers. Its name is a mixture of “instant camera” and “Telegram”. The application, founded in 2010 by Mike Krieger and Kevin Systrom, was originally launched exclusively on the IOS operating system. In 2012, the application was available on Android devices. It quickly became famous and gained popularity. In 2012, Facebook acquired Instagram for one billion dollars Musonera, E (2018: 1). The users of this platform can follow any person they want or any star or idol they like, comment on their contents and connect their accounts to other application on social media. They can also share what they want at any time. In 2011, the application added (hashtags) as a new feature like Twitter. This motivates users to use hashtags to get and discover specific photos and other users all around the world Amaral, I (2015:1).

Indeed, Instagram debuted on October 2010, and can be defined as “a mobile social networking site that allows users to post images accompanied by a caption Whiddon (2016:10). This forum permits also the posting of short videos, which can provide impute comparable to genuine communication Khalitova and Gimaletdinova (2016:8). Since its inception, the number of Instagram users has rapidly increased and the online community has recently grown over one billion users from various countries and millions of photos are shared every moment. Instagram press (2019). In addition, 67% of its users are between the age of 18 and 29 and undergraduate students at universities in U.S are usually within the age range SNSs in general are very popular among young adults Counts & Fisher, (2010:98-115) and Dunn (2013) and Lunden and Oliveira (2014). In fact, this application can be used in the classroom to explore authentic and cultural practices, habits, .and perspectives of language users considering the ability to create and share media from daily life. The social influence of Instagram and its popularity in many different countries offer a variety of authentic and cultural resources for the EFL language classroom Betri (2020: 8).

The third application is Netflix. It was founded in 1997 by Reed Hastings and Marc Randolph and was first launched in 1998 Schmidt (2020:2-3). It is an international streaming video service with over 125 million subscribers in more than 190 countries all over the globe. One of the most important aspects of Netflix's service has been its attention on making it simple for subscribers to pick shows they would enjoy and even use subtitles with choosing any language they like. The first strategy is to provide a variety of distinct categories for consumers to explore. They can encompass genres like drama, fiction as well as content kinds such as television or movies. It also includes a category for what shows are currently trending on Netflix, which suggests that those programs are popular at the moment.

Netflix revolution began with the novel concept of delivering DVD's to customers through the United States post office set up from one place to another. Netflix's DVD's by mail service was both traditional and contemporary at the same time. Video rental was a whole new approach for the renting business. In its beginnings, before Netflix starts to produce original programming, it took pre-existing DVD's of movies and television series to provide customers with new means to get them. Afterwards, it took pre-existing forms of televisual storytelling and adapted them to new distribution channels, knowing when to preserve them is part of being innovative, especially when comprehension and usefulness rely on these pre-existing structures, format and models, Netflix was able to be remarkably inventive by working within traditional constraints.

Netflix's streaming service's success was a result of the contribution to the increasing use of mobile services in the United States and throughout the world. Since the early 20th century the world has been dominated by electronic media, then broadcast television, consequently, new entertainment production systems are being developed. Netflix must then be considered as a major part of the American television history Osur (2016:8-9-10-11)

I. Theoretical Framework

- **Bandura's social Learning Theory (SLT)**

According to Social Learning Theory, learning occurs best in social environments through observation, imitation and modeling. SLT challenged the fundamental premise of behaviorism and its perceived limitations as a learning theory. It also acts as an intermediary between the behaviorist and cognitive approaches to learning theory social learning theory (2014). At its start, it brought into question whether actual learning could only come through experiences of reinforcement or punishment, as was the prevalent behaviorist perceptives at the time social learning theory emphasizing the relevance of cognition, which had previously been removed from the notions of behavioral theories, and by highlighting the critical role that cognition approaches play in the process of learning. Bandura's (1977) notion is that learning does not necessarily occur as a result of firsthand experiences alone but it is also based on the power of observation and imitation. According to Martinez (2010), people have the ability to generate ideas about how new behaviors are performed by observing others. This information is subsequently recorded and stored in memory where it acts as a direction for action either instantly after the observation or afterwards.

The world has seen a redefinition of current social structures as well as an extension of platforms that support those structures. In an educational environment, social media challenges long-held assumptions that have traditionally characterized all students' learning experiences Palvik (2015:113-125). Communication in the age of social media is a two-way, three-way, and thousand tool that is interactive, immersive, and accessible, as opposed to one-way communication analogous to broadcasting Vickers, et al (2015: 62-73). In this interactive social media world, the implementation of social learning theory offers an opportunity to promote great strides in student' achievement, as social media encourages cognitive concepts such as attention, retention, reproduction, and motivation Social Learning Theory (2014).

Similarly, these characteristics are extensively maintained via social media strengthening cognitive processes linked with learning and information acquisition.

- **Attention**

Individuals must pay attention to the modeled behavior in order for learning to occur during observation. The observer and the person being observed traits can both have an impact on how much attention is paid to the modeled behaviors. An observer who is drowsy, unwell or distracted by something else for example will not likely be as attentive as the one who is completely focused on the object. Among the factors influencing whether a perceived learning attribute or stand of knowledge is internalized by a learner, sensory capacity, arousal level, perceptual set, and prior reinforcement are the most influential social learning theory (2014).

To be successful, a social learning activity must respond to one or more of a student's internal perception traits. Though, social networking sites provide a collection of technologies in which attention and involvement are intertwined. Students, who leave comments, read an article, like posts, or retweet a message are doing it actively since the act of using social media involves a certain degree of concentration. The nature of online social contact necessitates the maintenance of interest in order to engage with the information. As a result, social media platforms such as Instagram and YouTube provide a forum for ongoing attention, allowing for a participatory paradigm that encourages the sharing of user-generated knowledge stands Casey and Well (2015:39-54).

- **Retention**

Learners must recall the modeled actions if they are to learn from observed behavior. The use of pictures and descriptive language can help in memory and recall. As a result, the observer is more likely to repeat the modeled behavior. With the continual flow of information, merely paying attention to the social environment of learning, if requires the

incorporation of external stimuli and pieces of knowledge into the student's memory, where they may be retrieved and applied to external life events.

Social interaction is a complicated system of cooperating components which perform a particular purpose that may or may not influence long-term memory. Social media improves student memory production and retention by offering reinforcing cues in the form of graphical representations, annotations via peer comments, and the capacity to engage with knowledge in live situations. "Symbolization" is a term used in social learning theory to describe a person's ability to form mental representations and memories based on brief sensory experiences (Ponton and Rhea (2006:38-49)). These fleeting sensory sensations are heightened in the social media platform that involves a range of learning styles. Through the use of images, movies, charts, and graphs, social media delivers visual and oral stimuli, as well as tactile stimulation through the physical action of engaging with electronic input devices in a social learning environment. They can be enhanced by using a multimodal approach to information exchange. Better options for symbolization and memory formation are provided by context.

- **Reproduction:**

The observer at this stage transforms the patterned conduct into their own suitable individual behaviors. Reproducing observed behavior requires turning the model's retained images and language into a reaction that corresponds to the modeled pattern. As the observer performs the new behavior, behavioral reproduction improves.

- **Motivation:**

Reproducing observed behavior needs a purpose; without a reason to imitate the modeled action, individuals are unlikely to make the effort. Self-efficacy is fundamental in Bandura's theory for social learning (Freudenberg, et al (2010: 479-496)). A person's views about the effect he or she can have on the world are critical to attaining that impact. In terms of social learning, students are more willing to expand resources toward reaching a social

objective if they trust in their own ability to do so. If learning is largely a social activity, it is more likely to occur when sociological variables dictate that wasting resources will result in a desirable consequence. Students must exchange information in an engaged atmosphere so that social learning occur. However; in a typical classroom, children are still separated from other students, experts, parents, and the community Shannon (2015:3). As social learning necessitates contact, this form of limitation reduces self-efficacy.

Without a platform for interaction, learners are expected to weigh the costs and benefits of classroom participation. Traditional classroom experiences create hurdles against the social learning environment since classroom engagement is a determinant overall accomplishment and learning. It is difficult for pupils to copy learning when contact between important role groups within and outside the classroom is minimal or non-existent. In contrast to traditional classroom contact, social media provide a low-risk platform for connection with a range of role groups. Interactions dictated by social learning theory are promoted inside the social media environment, and because digital interactions removed many social fears, users often show a higher degree of self-efficacy regarding experience. This enhanced self-efficacy, which may increase student learning.

According to prior research, learning is defined as a persistent change in human performance or potential as a result of learner's engagement with the environment Driscoll (1994:8-9). As Weinstein and Mayen (1986:1040) argue, the very recent change in a person's knowledge or behavior as a result of experience. Albert Bandoura's (1977) social learning theory is the most reliable and appropriate in relation to our investigation which is the impact of online communication on the learning process. According to SLT, individual learners, peers, and contexts have the ability to effect people' educational objectives. This theory is founded on the assumption that a person works as a proactive, deliberative, and self-evaluative regulator of their motivation and behavior.

Conclusion

To conclude, this chapter has dealt with some issues and concepts that are related to the theoretical background of the research study. It is divided into three sections, the first section one introduced the digital age of communication and its emergence and how ICT affects the education field. The second section we shed light on important concepts related to Social Networking Sites including YouTube, Instagram and Netflix which play an important role in learning English through Internet. Finally, the third section was devoted to the explanation of Bandura's social learning theory (1977) and its principles.

Introduction

Our research is conducted to explore the role of social networking sites: YouTube, Instagram, and Netflix in learning English as a foreign language, this study is intended to determine whether this SNS are helpful to Master students when they learn the target language. It is critical that we base our research on empirical criteria to confirm whether these sites play a major role on Master students' learning, so that we can obtain a complete shrewdness of the issue.

This chapter is designed to provide a complete description of the stages and procedures utilized to acquire information about this topic as well as the research methodologies used to carry out our inquiry. It considers the techniques which include the research methodologies, the setting of the study, and the population sample as well as the procedures and stages of data collecting and data analysis.

1. Research method

In this research study, we employed a mixed-methods that combines qualitative and quantitative research instruments for data collecting and analysis since it secures and guarantees the study's credibility and adaptability. In the same vein Dornier (2007:163) defines mixed method research as follows a mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process. In other words, the mixed method is an approach of investigation that involves gathering both quantitative and qualitative data, integrating the two types of data, and employing unique designs that may include philosophical assumptions and theoretical frameworks. The primary premise of this type of investigation is that combining qualitative and quantitative methodologies yields more thorough knowledge of study subject rather than strategy alone Creswell (2014:32). The main

reason for using mixed method approach in our study is to get a more complete picture and better understanding of the chosen topic than using only one research method, whether qualitative or quantitative.

As previously stated, this dissertation uses one data gathering strategies. In fact, this study is based on a questionnaire. More specifically, quantitative data are obtained through closed-ended questions figuring in the questionnaire and quantitative descriptions is displayed using percentages, pie charts, bar charts, and tables. Qualitative data, on the other hand, are obtained through open-ended questions. Qualitative content analysis is used for the analysis and interpretation that are directly related to social media role and its effects.

2. Context and Setting of the Study

2.1 .Setting and Participants

The investigation took place in a real world setting. That is, in the department of English at Tizi Ouzou's Mouloud Mammeri University during the 2020-2021 academic year. The main purpose of this study population consists of a representative sample of forty-nine (49) Master students studying in the department of English. These students are conveniently chosen, including all Master specialties; Language and Communication, Didactics and Semiotics, Literature and Civilization, Literature and Interdisciplinary Approach and General Comparative Literature.

2.2 Sample

Our study sample design is based on convenience sampling, it is a type of non-random sampling in which members of the target population who meets the specific criteria, such as an easy accessibility, geographical proximity, availability at a given time, or willingness to participate, are included for the purpose of the study. It is also used to refer to population study participants that are conveniently available to the researcher so as a whole convenience

sampling can be described as easy, affordable and the participants are readily available, which is the case of our study in the department of English at Mouloud Mammeri University of Tizi Ouzou, as our investigation is based on the use of social media, in our research we selected the master students who are close to hand and easily available, since we are certain that the majority of our generation of our time have access to the internet and the SNS. In fact convenience sampling refers to the practice of selecting members of a sample based on their ease of access. Only members who are freely available to the researcher are chosen in this case. The supplied data are used in this sampling without any further prerequisites.

3. Procedures of data collection

In order to obtain the necessary data to answer the study's research questions, a questionnaire is used.

3.1 The questionnaire

The questionnaire is one of the most commonly used tools for gathering information on a given topic Dorney (2007:102). Defines it as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting among the existing answers”. Indeed, it is the simpler, more accurate, and faster device for gathering information. According to Dorney (2003:9) this technique is the most often used ones in social sciences. It is simple to build, incredibly and uniquely capable of gathering vast quantity of information in a short period of time and in a readily process able manner.

3.2 Description of the learners' questionnaire

For the sake of gathering data about our investigation in relation to the role of social networking sites in learning English as a foreign language, we distributed a questionnaire to the master students at the department of English of Mouloud Mammeri University. The

questionnaire involves 19 items which are a mixture of close- ended and open- ended questions. This items are then embodied in four sections:

- 1) The first section: student's gender, in this section we have divided the participants answers according to their gender male or female.
- 2) The second section: students' opinions about SNS. The aim of the questions in this section is to identify wither the students are influenced by social media and wither this platforms are used as a mean to learn English as a foreign language.
- 3) The third section: SNS's role in improving English as a foreign language the objective of asking this questions is if really the SNS contents are helpful means to enhance their English.
- 4) The fourth section: SNS's contribution in the communication process, which seeks to identify if the communication skills are improved through SNS's forums.

4. Procedures of Data Analysis

The information gathered from the questionnaire is examined and interpreted using various data analysis processes. The questionnaire results, particularly the numerical data gained from surveying a sample of Master students from the department of English, were analysed using the descriptive statistics. While the open-ended questions in this study are analysed and interpreted using Qualitative Content Analyses (QCA).

5. Qualitative Analysis

Qualitative research is a method for investigating and comprehending the significance that individuals or groups attach to a social or human situation. The research process includes developing questions and methods, data collection in the participant's environment, data analysis inductively building from particulars to general themes, and the researcher providing interpretation of the data's significance. The structure of the final written report is adaptable. Those who engage in this type of inquiry advocate for a research approach that values an

inductive manner, an emphasis on individual meaning, and the necessity of conveying a situation's complexity Creswell (2014). After the examination of numerical data, we are going to analyse the qualitative data or the open-ended questions by using the qualitative content analyses (QCA). Indeed, QCA is a scientific method for data analysis since it provides further explanation for a specific phenomenon and information that provides new insights and knowledge Krippendorff (2004). As a result, it is necessary in this piece of work to clarify, analyse, and interpret the information gathered via open ended enquiries.

Conclusion:

The research design adopted for the study was provided in this chapter. First and foremost, it described the research techniques, participants, and demographic sample. The data collecting processes, which included a questionnaire is then presented. Two primary scientific tools that are commonly employed in social sciences have been utilized for data analysis. The rule of three is used as a statistical approach to offer a percentage of data gathered from a questionnaire, whereas Qualitative Content Analysis is used to analyse open-ended questions from the questionnaire.

Introduction:

This chapter is empirical. It attempts to present the results of the current research aimed at identifying the Role of social networking sites: YouTube, Instagram and Netflix in learning English language as a foreign language. It presents the findings obtained by the questionnaire addressed to 49 Master students at the department of English at MMUTO who are at the same users of these social networking sites.

1. Presentation of the questionnaire results:

The results of the questionnaire are presented in histograms, pie charts and tables for more readability. Histograms and pie charts are used to present multiple-choice questions, whereas, short paragraphs and one table are used to present the open ended items to make their values and measurements more visible.

1.1 The results obtained from students' questionnaire:

Section one:

1. The participants' Gender:

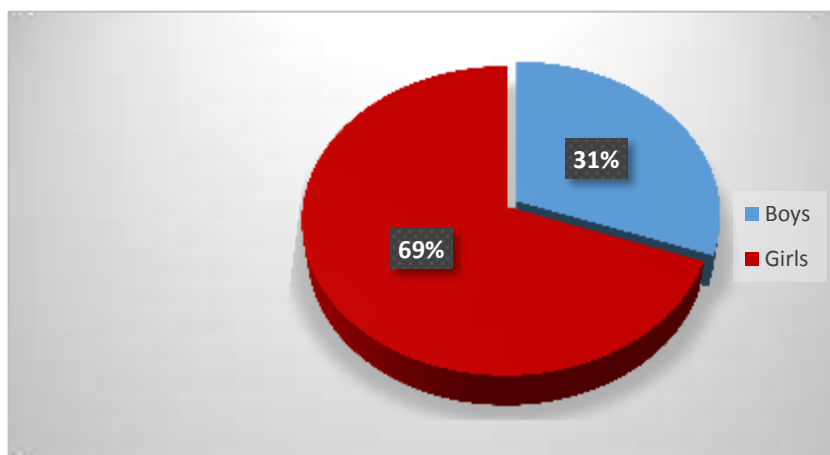


Diagram1: Gender distribution of the participants

The majority of the participants are girls. They represent 69% of the participant. Only 31% of them boys.

Section Two: Students’ opinions about SNS

2. Which of the following social forums you use the most:

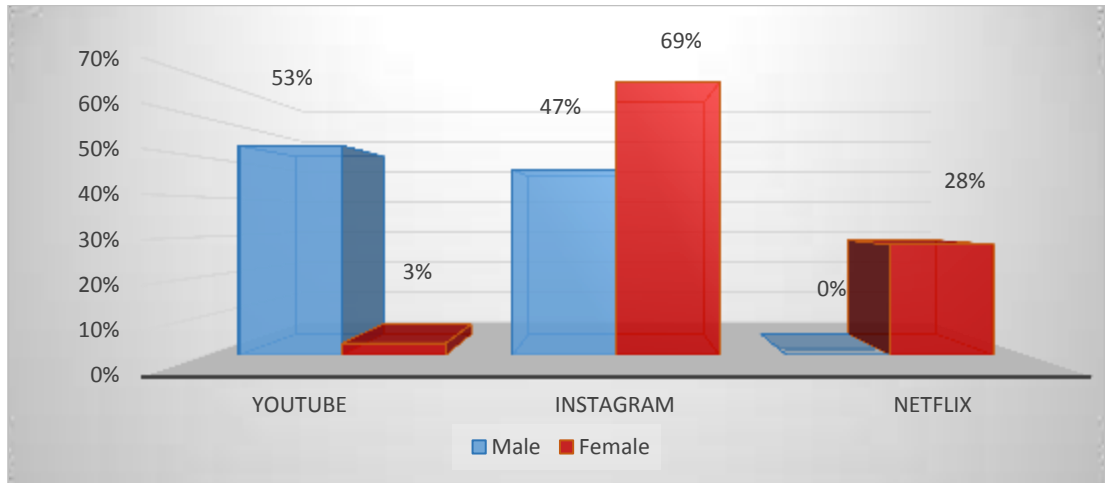


Diagram2: The most social used forum

The findings show that 53% of the boys use YouTube and only 3 % of the girls use it. 69% of the girls use Instagram more (the majority of them) and 47 % of the boys use it. For Netflix boys do not use it, whereas 28% of the girls use it.

3. Is your interest to learn English because you are influenced by celebrities and influencers you watch or listen to

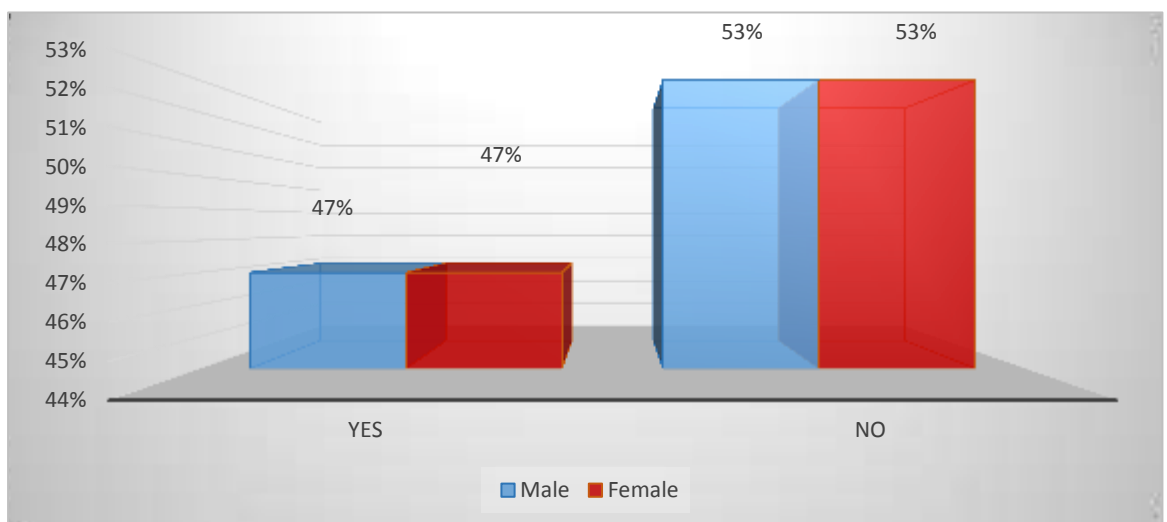


Diagram 3: The impact of celebrities followed on Instagram among students

The proportion of yes and no answers to whether the celebrities and influencers have an impact on their interest of learning English is equal 47 % of the boys and girls answered yes which means that the influencers affect them and 53 % of the two genders said no they do not have any impact on them and their interest of learning English.

4. Do you tend to behave as an idol you look up to when you speak English?

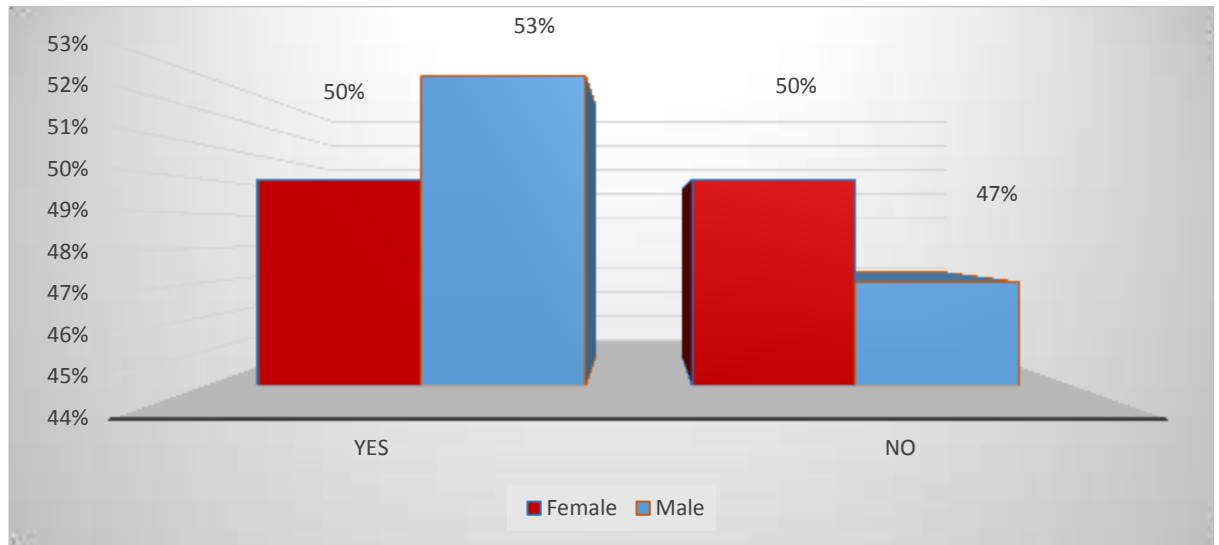


Diagram4: The influence of stars in students' behavior

The female participants' answers are equal 50% of them say yes which means that they tend to behave as their idols and 50% of them answered no or they do not behave as their idols or celebrities. However; 53% of boys or the majority of them agree that they are influenced by their favorite idols and 47% of them do not agree and answered "no".

5. What option do you use when you find an unknown word on social media to look for its meaning?

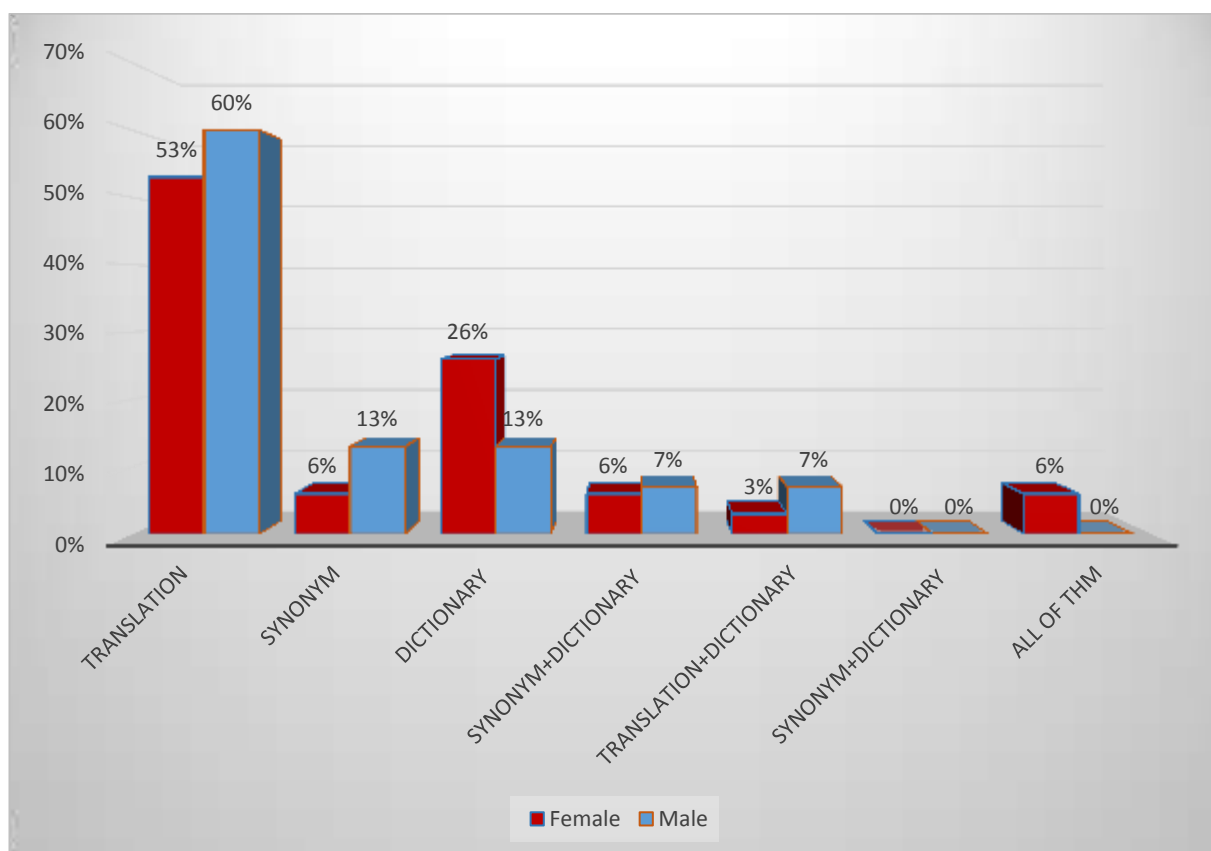


Diagram5: The option used by students to search about an unknown word

According to the results shown in diagram 5, 53% of female students prefer to use translation when they find an unknown word and 26% use dictionaries, 6% of them use synonyms, and the rest 6% of them prefer to combine synonym and dictionary. 3% of them they use translation and dictionary and another 6% prefer to use them all. As for; the other gender, which are boys 60 % which is the majority of them use translation when they find an unknown word, 13% of them use synonyms, 3% of them use dictionary, 7 % prefer to use both synonym and dictionary and the rest of them use translation and dictionary.

6. Do you consider social networking sites as an inspiration to enhance your English learning process?

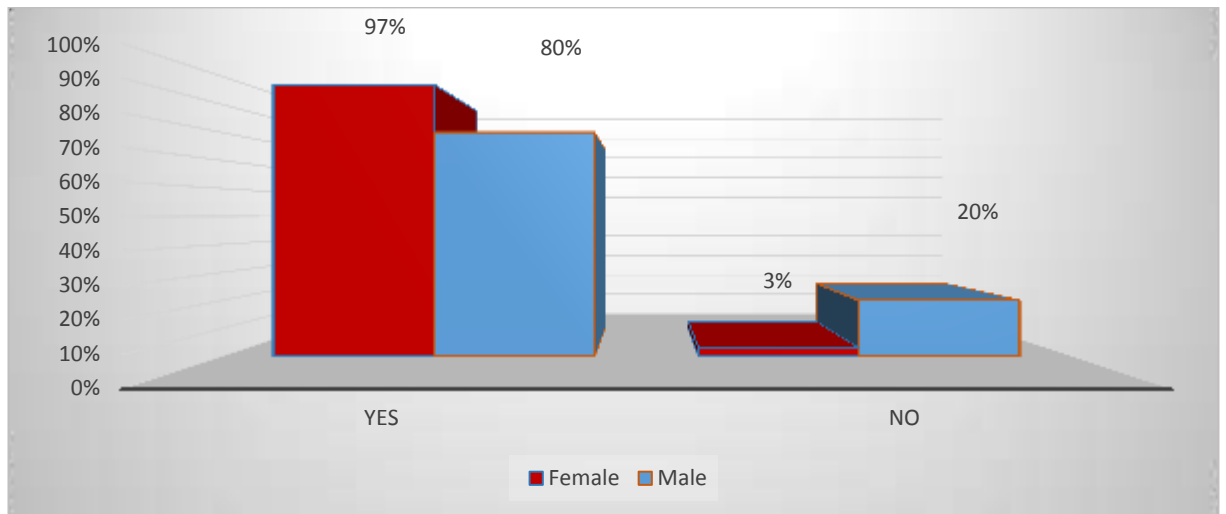


Diagram6: Students’ opinion about using social forums as an inspiration to learn English

The results obtained from the question 6 show that 97 % of female students and 80% of male students consider social media as an inspiration to enhance English learning. 20% of girls see do not consider social media as an inspiration and the same thing to the 3% of boys.

7. Do you think that social platforms such as Instagram, YouTube and Netflix affect your English learning positively or negatively? Explain

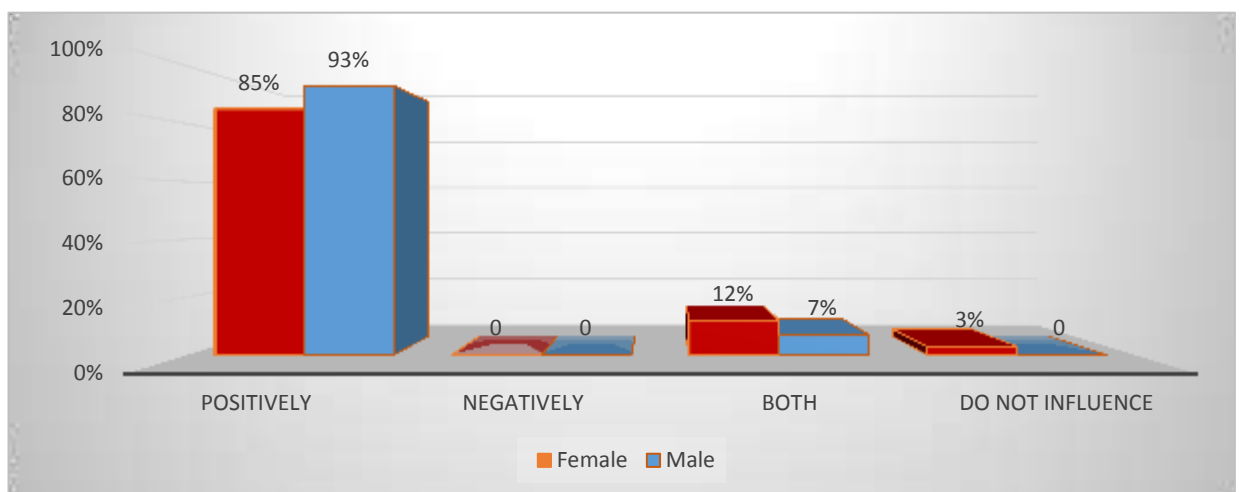


Diagram 7: The impact of social networking sites on English language

For this question the majority of the respondents 85% of female and 93% of male students answered that the social platforms affect their English positively. 12% of girls and 7% of boys said that the social platforms affect their English negatively and positively at the same time. Only 3% of girls said they do not influence them at all.

Explanation:

The majority of females replied that social forums affect them positively when learning English language because of being exposed to them every day you learn new terminology of different fields besides of improving their accent and slang like native speakers. While some of them state that social media can influence them negatively and positively depending on the purpose and the way of using them. The rest, said that they are neither influenced nor effected by the social platforms. Most of male students argued that they influence them in a positive way because it is not expensive and effortless. They also allow them to learn more about different cultures and acquire a new vocabulary. The others maintain that social media have both a negative and a positive impact on their English learning process depending on the context and the way in which they are used.

8. Is the Standard English or the colloquial one more necessary and needed to serve you now and later? Explain your choice

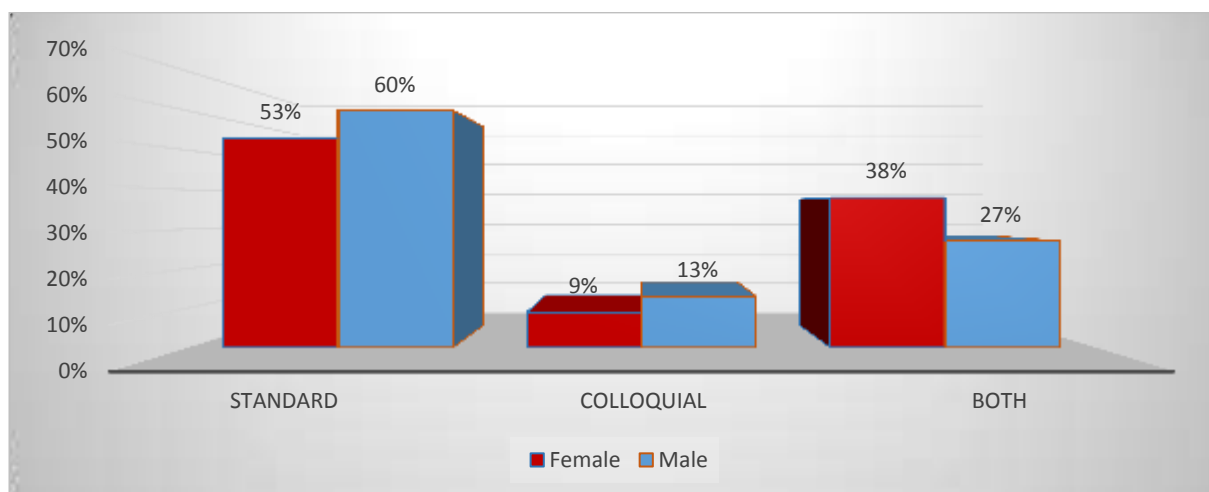


Diagram 8: Students’ opinions about the most reliable English dialect

It is noticeable from diagram 8 that the majority of students (female and male) prefer to use the Standard English for many reasons. Consequently; 38% of females and 27% of males prefer both of them standard and colloquial. The rest 9% of girls and 13% of boys prefer colloquial one.

Explanation:

In one hand; most of the boys assert that the Standard English is more necessary and appropriate to serve them now and later, since it is the most used in professional, academic and educational fields. Few argued that the colloquial is more needed as it will serve them in case they travel and it is easier to interact with native speakers. Others, proclaim that it depends on the situation that both of them can be useful and be served. In the other hand, the majority of girls claim that Standard English is more important because it will be used in their professional carrier and in all situations and contexts. Few of them state the both must be used at the same time the standard in academic settings and the colloquial is used when interacting with family, friends, native speakers and foreigners. The rest answered that colloquial is more

necessary because it is easier and the most used on social media while interacting with others from different places around the world.

Section Three: SNS's role in improving English as a foreign language

9. Do you try to enhance your language abilities through speaking with foreigners in Instagram or while commenting and receiving back comments in YouTube?

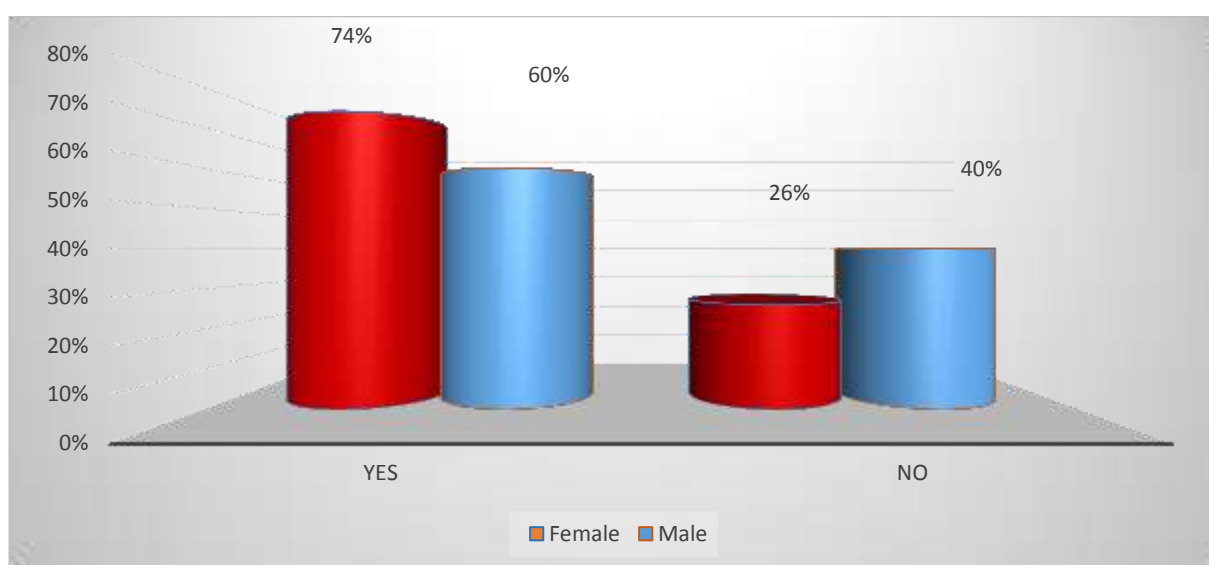
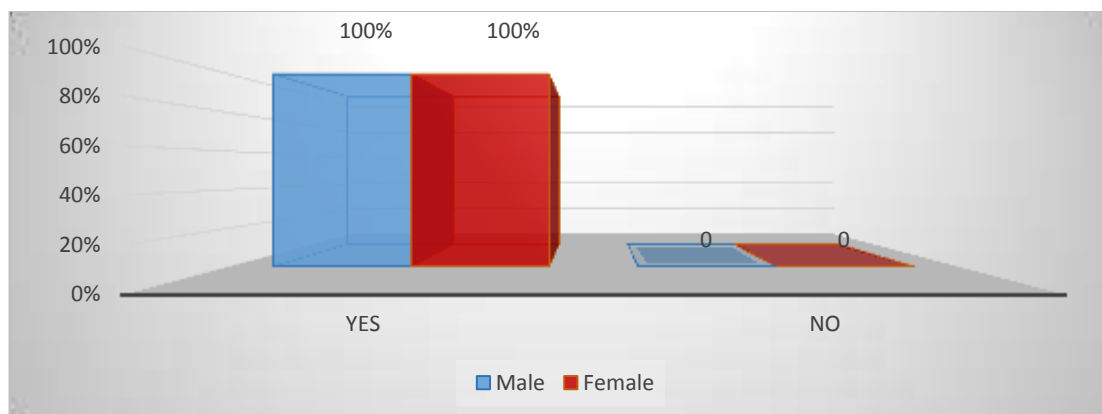


Diagram9: The role of interacting with foreigners in enhancing English

The diagram 9 shows that the respondents' answers are close in rate. 74% of girls, and 60% of boys try to enhance their language abilities through speaking with foreigners on social media, whereas 26% of girls and 40% of boys answered no. They do not speak with foreigners in order to improve their English.

10. Do you think that songs' lyrics, videos, stories and movies in English are effective strategies to improve reading, writing, pronunciation, spelling, and communication skills in this language? Justify your answer by explaining how.



Digram10: The improvement of English language through YouTube, Instagram, and Netflix

The participants' opinions are divided equally which means 100 % of them boys and girls agree that song' lyrics, videos, stories and movies in English are effective strategies to enhance and improve reading, pronunciation, communication, spelling and communication skills.

Justification:

Most of the male students agreed that songs' lyrics, videos, stories and movies in English are effective strategies to improve English language learning. They justified their answers by saying that trough these social forums the listening and speaking skills are enhanced at the same time and everyday practice creates a kind of habit formation. They also argued that since we are living in a technological era, everybody has the access to social networking sites also getting the benefit to use it as a tool for entertainment to learn and improve communication skills. The majority of female students claim that these strategies are effective and useful to improve their English language skills. According to them it helps to

develop their pronunciation and acquire new vocabulary through interacting with native speakers, because of being exposed to English language environment. They argue that they enjoy learning English through social platforms more than traditional courses or tools.

11. You use Instagram for the purpose of:

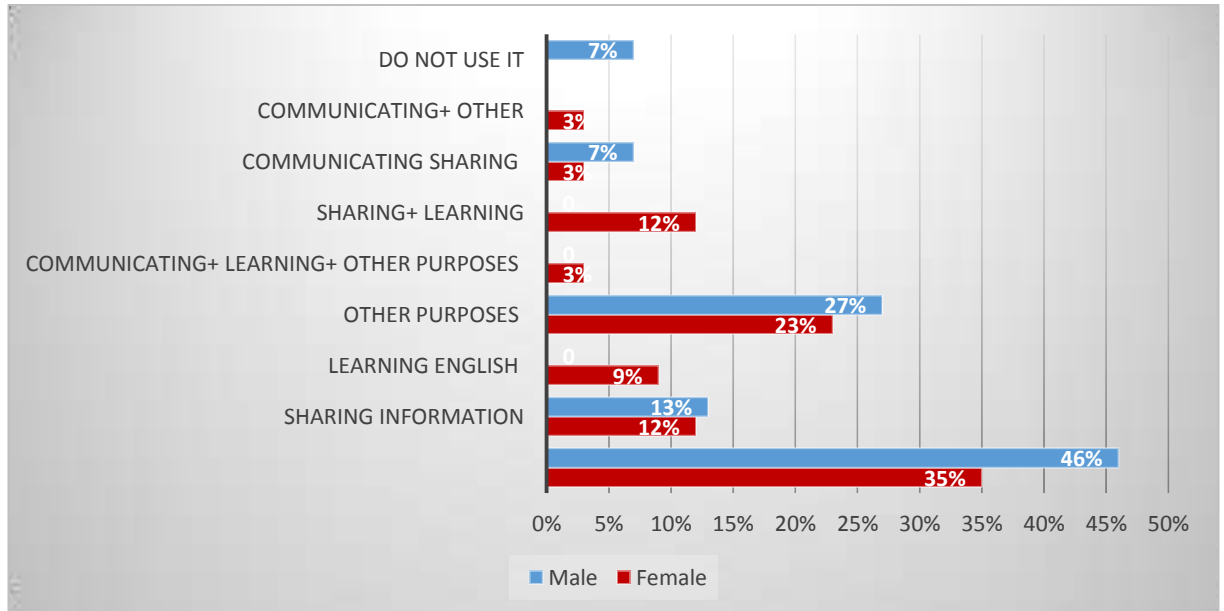


Diagram11: The different purposes of using Instagram

From the results obtained, it is clearly seen that 46% of boys and 35% of girls use Instagram for the purpose of communicating with friends and family members, while 27% of males and 23% of girls use it for other purposes. 13% of boys and 12% of girls represent the purpose of sharing information. The rest of students chose to combine between the different purposes.

12. When using Instagram, do you check the grammatical and spelling errors you make before posting

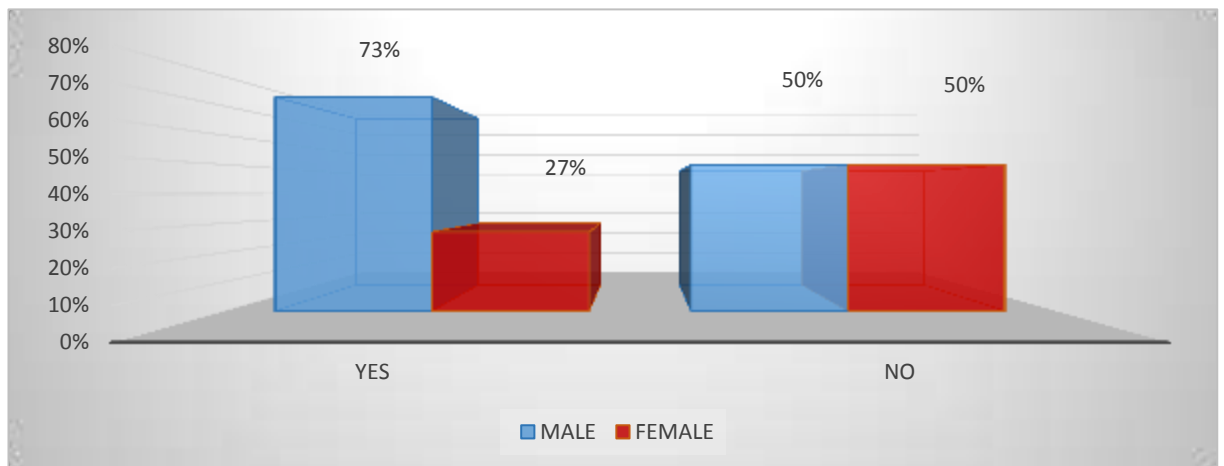


Diagram 12: Students’ check of grammatical errors before posting

From the findings of diagram 12, we notice that 73% of girls check the grammatical and spelling errors before posting anything on Instagram and 27% of boys. They also check the grammatical errors whereas 9% of the boys said no.

13. Do you use, whether in writing or speaking, informal words and phrases in your class?

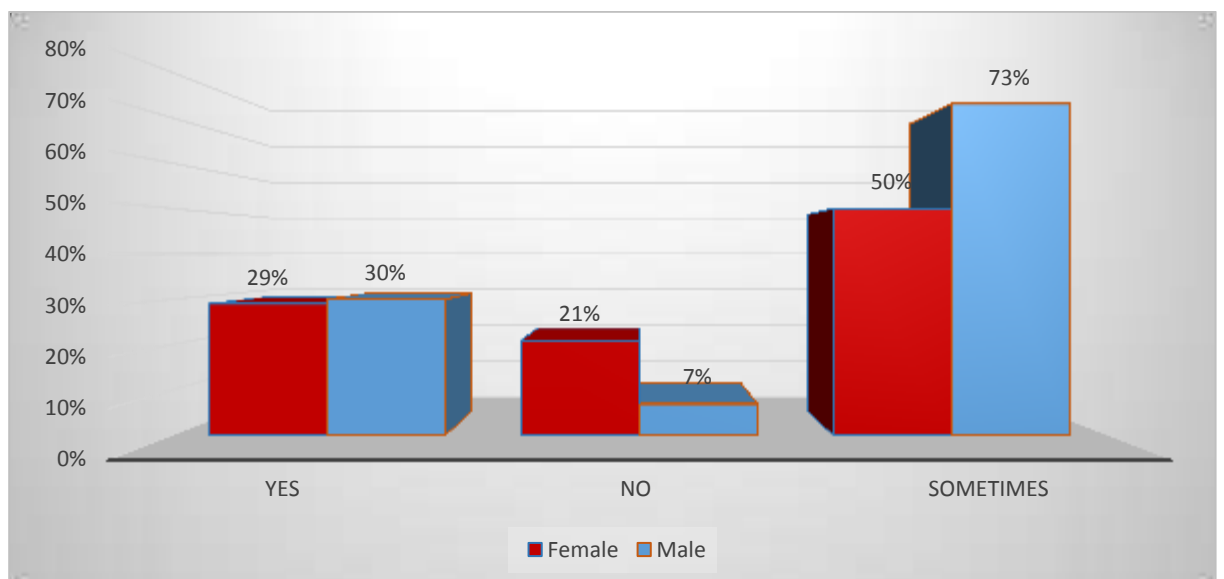
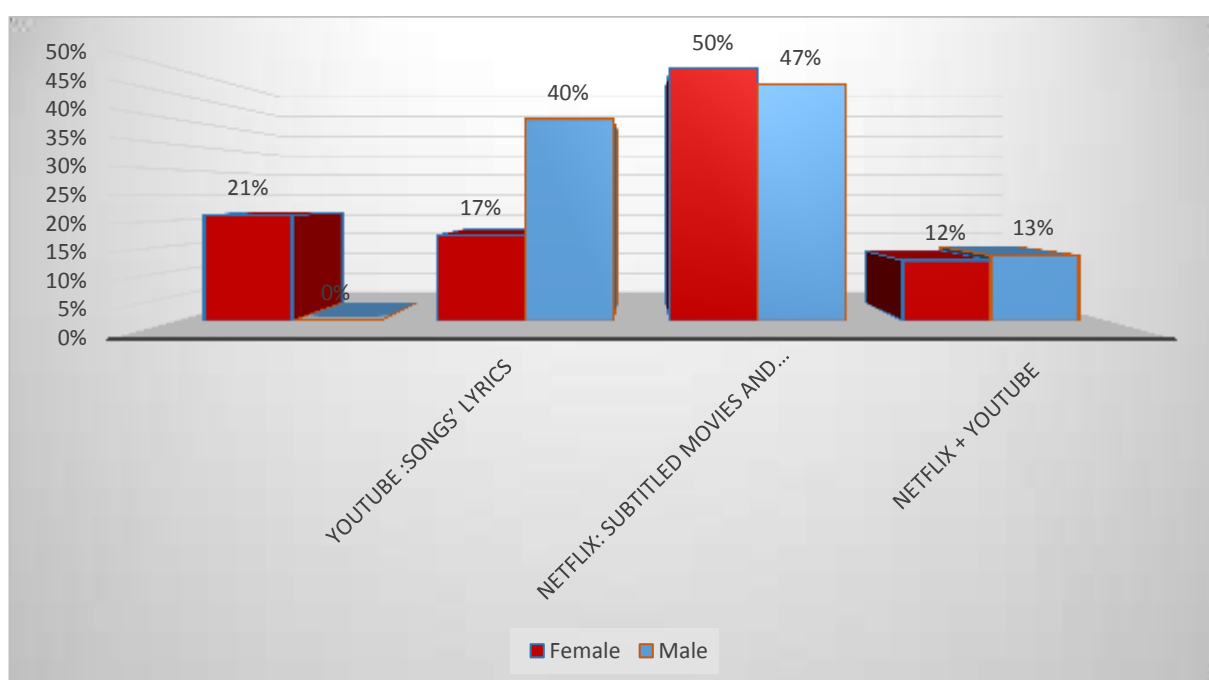


Diagram 13: The use of informal words inside the classroom

The diagram 13 shows that the results are very close. 29% of female students and 30% of male students use the informal words and phrases in the class and 73% of boys and 50% of girls use them sometimes and the rest do not use it at all.

Section Four: SNS's contribution in communication process.

14. According to you, which one of the following social platforms are more reliable to improve your English language in an authentic way?



Digram14: The most reliable social platforms in improving English language

The majority of students agree that Netflix is a suitable platform to enhance English where 50% of girls and 47% of boys did. 40% of boys prefer YouTube and 17% of girls also answered YouTube. The participant who answered Instagram are 21% of girls and the rest presented by 12% of female students and 13% of male students prefer to combine the two forums Netflix and YouTube.

15. Do you use English language outside the classroom?

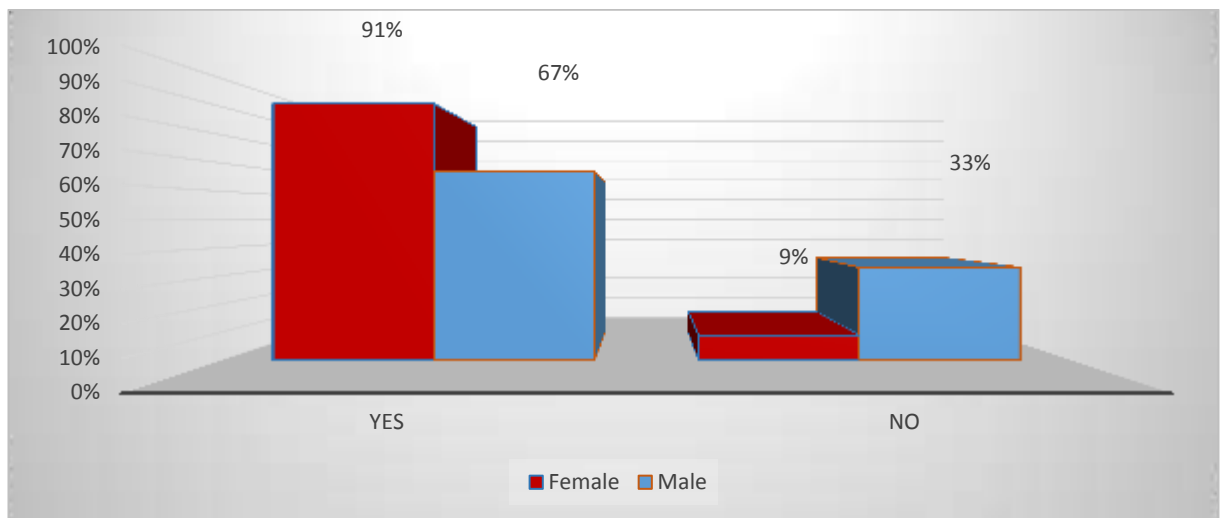


Diagram15: The use of English language outside the classroom

The results show 91% of female students use English outside the classroom whereas 9% of them do not use it. The other gender represented by boys 67% of them interact in English outside the classroom and 9% of them answered “no” or they do not communicate in English outside the class.

16. When listening to songs and their lyrics or watching documentaries, movies, series, does it help you to acquire new vocabulary?

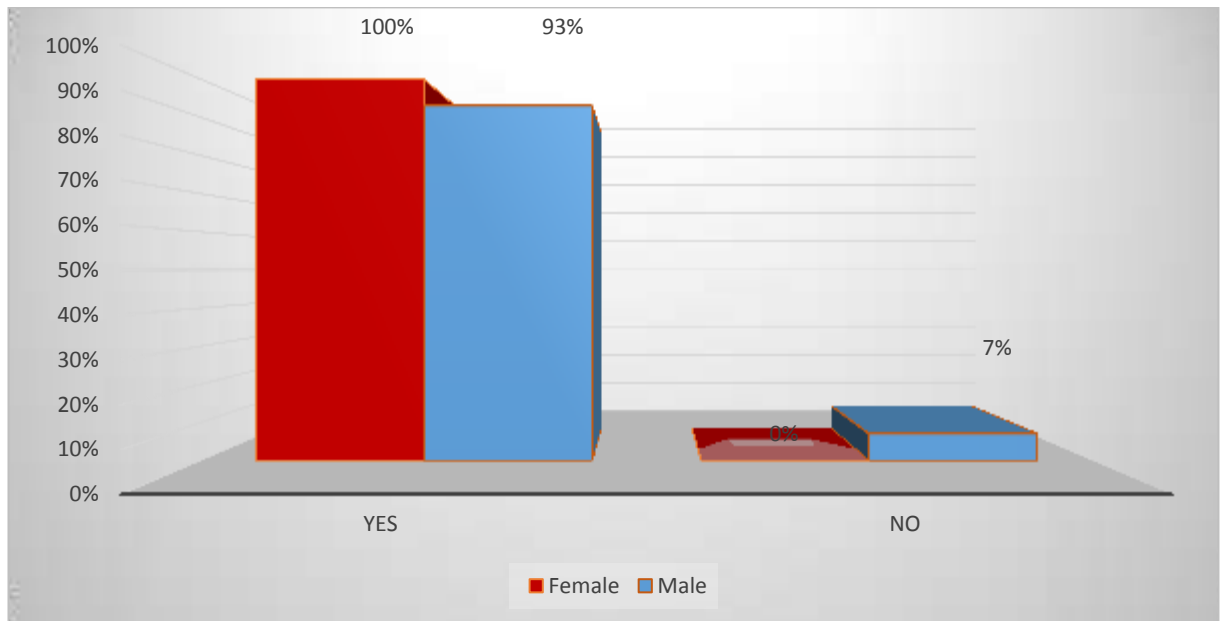


Diagram 16: Students’ views about learning English through YouTube, Instagram, and Netflix

The findings of this diagram show that the answers are very close 100% of girls and 93% of boys answered yes. This means that listening to songs and their lyrics or watching documentaries, movies and series, help them to acquire and learn new words and a new vocabulary. Only 7% of boys said no. These social media do not help them to learn new words in English.

17. When posting stories, pictures, videos and comments on Instagram, which language do you use? Why?

In one side, the majority of female students answered that when they post stories, pictures, videos, and comments on Instagram they use English language. Others combine between English and French, the rest of them say that they use several languages like French, Arabic, and Kabyle depending on the situations and the posts’ content. On the other side,

most of the boys also argue to use English while posting on Instagram, similarly to the females who say they use other languages like: French and Kabyle.

Why?

	Male	Female
English	<ul style="list-style-type: none"> • It is an international language, • A practice to enhance their English. • Getting positive reactions (universal) 	<ul style="list-style-type: none"> • Learning new words, • Meeting and interacting with foreigners. • A habit • They express themselves better
French	<ul style="list-style-type: none"> • The second language used in Algeria. 	<ul style="list-style-type: none"> • Trying to improve their French simultaneously with English. • The most language used in Algeria
Kabyle	<ul style="list-style-type: none"> • The mother tongue in our community. 	<ul style="list-style-type: none"> • The mother tongue in our community.
It depends (the 4 languages)	<ul style="list-style-type: none"> • It depends on the content. 	<ul style="list-style-type: none"> • It depends on the post shared. • It depends on the language used by their community.
Do not use it	<ul style="list-style-type: none"> • Do not use Instagram. 	<ul style="list-style-type: none"> • Don't like to comment on Instagram (check new).

Table: The presentation of students' justifications

18. With whom do you feel comfortable when interacting using English language?

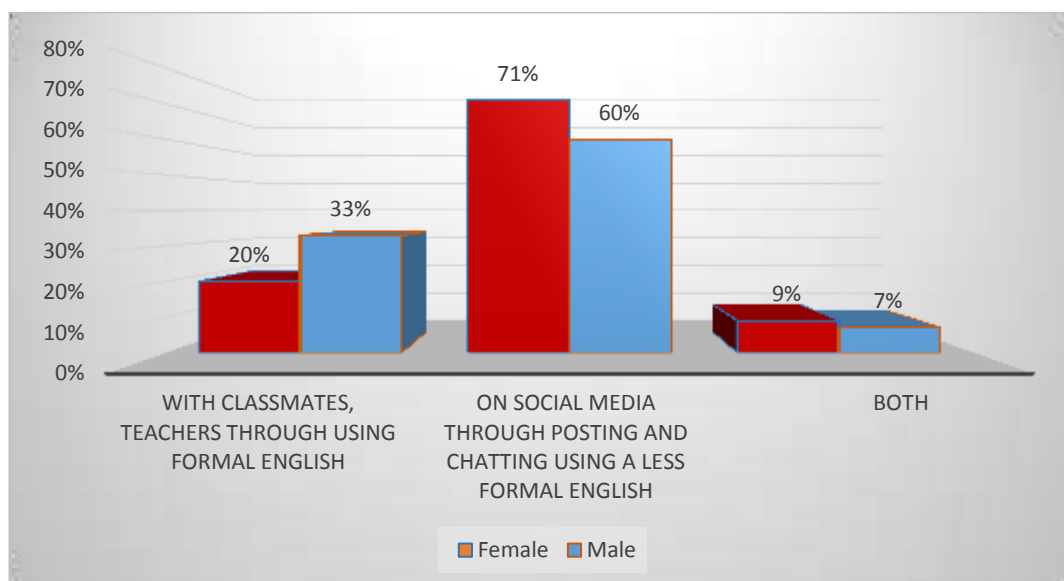


Diagram17: The most comfortable setting while using English

Diagram 17 indicates the participants have answered differently. In fact, 71% of girls and 60% of boys feel more comfortable when they interact on social media. Then, 33% of male students and 20% of female feel more comfortable when they interact with classmates, and teachers. Finally, 9% of girls and 7% of boys say that both social media and classroom are comfortable.

Conclusion:

This chapter has presented the results obtained from the questionnaire answered by the master students from the department of English at Mouloud Maameri University of Tizi Ouzou. The results obtained in this chapter are in the form of diagrams (pie charts, and histograms) showing and describing the difference percentages that each answer delivered. The results were sorted out in forms of diagrams by the use **the Rule of three** and the **QCA** method is used to present and interpret the open-ended questions of the questionnaire.

Introduction

This chapter discusses the study's findings which are obtained from the student's questionnaire. According to the results, the majority of students use social networking sites and exhibit good opinions about them since they find social networking sites as a beneficial tool for improving their English language learning. In fact, the findings are discussed and interpreted in relation to the previous chapter which is the review of literature and the theory applied. They seek to answer questions by confirming or disconfirming the hypotheses stated in the General Introduction. To further analyse the findings, we opt for Albert Bandura's theory (1977) of social learning (SLT) who was influenced by Watson's and Skinner's behaviourism theory.

This chapter is categorized into three primary sections; each one seeks to address the research questions posed in the General Introduction. It begins with the distribution of gender. Then the first section of the chapter concerns the Social Networking Sites' impact. After that, the second section provides a discussion of the Social Networking Sites' role in improving the four language skills. Finally, the last section discusses the Social Networking Sites' contribution while communicating in real life situations.

I. Discussion of the Results of Students' Questionnaire

1.1. Section Two: Students' Opinion about SNS

1.1.1 SNS Impact on English Language Learning

This section discusses the students' opinions about the use of SNS and their impact on their English language learning process.

In this study, the second question reveals that the majority of girls with 69% use Instagram rather than Netflix and YouTube platforms. According to previous studies as (Sheldon, et al., 2017) what distinguishes Instagram from other SNS is the way it is defined by its photo-sharing and increased photo editing tools which allow users to rapidly post high

quality photographs and videos with the use of filters and hashtags. This singular concentration on images elevates it beyond the competition in terms of idealism imagery exposure. As it is known, women have more interest on their appearance as the research conducted by APJII (Asosiasi Penyelenggara Jasa Internet Indonesia, 2018) the results show that women's personality is interactive, they like to engage in conversations, and communicate or make friends. Women are more likely to use social networking than males. They purchase tendencies on Instagram, particularly consumption of fashion items. Women are interested in purchasing fashion things because they are fashion conscious (Anon, 2018: 115-126).

Women's purchase tendencies on Instagram, particularly consumption of fashion items, have lately grown. Women are interested in buying fashion things because they are fashion conscious. Consumptive behaviour is characterized by an escalating consumption trend toward a product, which is the act of buying a product without a proper consideration, in which the purchase is not based on a necessity component (Sumartono, 2002).

However, according to the statistics (diagram2), males are more interested in using YouTube with 53% and Netflix with the average of 28% more than women, because men tend to be more attracted to sport games, humour and watching video clips, series, movies, and listening to music and their lyrics, they also like to watch documentaries and all what is concerned with science which are available on Netflix and YouTube. This means they can learn English easily and in an effective way without making any efforts, social media plays an important role in English language learning since it allows the English language learners to enhance their writing and reading skills, as well as study new texts and phrases to expand their vocabulary. In other words the endless exposure to academic, business, and technical writings allows learners to improve their fluency and understanding. Text-to-speech software can be used on its own or as an addition to existing special-purpose applications.

Concerning the third question, it deals with the impact of celebrities on students and whether their interest to learn English has a relation with the influencers followed on Instagram. In fact, most of the learners' answers are equal (47%) in which they state that they are influenced by their favourite stars and idols while learning the English language, in other words, it confirms the SLT theory applied in our research which states that people learn through observation, recall, imitation, and modelling. Consequently, when they observe the celebrities on Instagram they are consciously and unconsciously imitating them and trying to reproduce what they have seen.

Nevertheless, 53% of the students' answers are negative which means that they are not interested in learning English language through imitating celebrities. Actually, boys prefer YouTube application as it is mentioned in diagram 2. As for the rest of girls who are not influenced, they are rather more interested in fashion and online shopping and all what is related to beauty and appearance as it is explained in the interpretation of question2.

Moreover, the findings of question 4 are almost similar in which students confirm that they tend to behave as their idols when they speak English language with the average of 50% of girls and 53% of boys. As mentioned in the review, social media strengthens students' memory creation and retention by providing reinforcing signs in the form of graphical representations, annotations via peer comments, and the ability to connect with knowledge in real time. In social learning theory, symbolization refers to a person's capacity to construct mental representations and memories based on brief sensory encounters (Ponton& Rhea, 2006). These brief sensory feelings are amplified on the social media platform, which incorporates a variety of learning modalities. Through the use of photographs, videos, charts, and graphs, social media provides visual and oral sensory stimuli, as well as tactile stimulation through the physical activity of engaging with electronic input devices exchanges in a social learning context. They can be enhanced by using a multimodal approach to

information transmission, because context gives better options for symbolization and memory formation.

In addition to that, from the 5th question we asked them which option they use when they find an unknown word on social media, our purpose was to know whether social media push them to search and have an interest to discover new terminology in English language. Indeed, most of female and male Master students use translation to look for the meaning of unfamiliar words, this means that SNS help Master students to improve their foreign language which is English. (Yadav,2021:240) confirms that Social media plays an important part in learning English language skills since it allows and promotes chances for adult learners to enhance their listening, speaking, reading, and writing abilities, among other things. Learners read the new content and use social media to expand their communicative vocabulary. When it comes to obtaining knowledge about the English language adult learners are increasingly turning to social media rather than books and other text resources. Adult learners may now use many sources and tools on social media to improve their vocabulary and speaking. A few numbers of them prefer to search anonymous terms using dictionaries which are available in their cell phones since we are in an era in which they are easily accessible to everybody and they have the opportunity to download more than one dictionary into their mobile phones with different languages. Contrary to last decades where traditional dictionaries were rare and heavy to carry everywhere, even the way of searching new words became easier you just need to tap for any word and the definition, synonyms, antonyms and the translation of that word appear within second.

Furthermore, in the 6th question almost all of the Master students' females with 97% and males 80% confirm in their answers that Social Networking sites influence them and they consider these platforms as an inspiration to enhance their learning process of English language. (Kaplan & Haelein, 2010:53-61-68) states that various social networking

technologies have been employed for a variety of objectives in academic and non-academic settings, radically altering the EFL environment in the digital and e-learning revolutionary period. It is simple to study English online through self-paced training, and it is even simpler to immerse learners in an English communication context. Webpages, web links, and online social applications for social networking and blogging are all kinds of electronic communications that build on the conceptual and technological underpinnings' of web 2.0 and allow the production. Besides, the mobile Apps listed below help to develop an adult learner's English language listening, speaking, reading, writing and critical thinking skills such as spelling, vocabulary, grammar, pronunciation, idioms and phrases, sentence framing, and writing of paragraphs, essays, articles, reports, and literary skills (Yadav,2021:240).

Concerning question 7 dealing with the positive and negative impacts on students' English learning process, the findings show that 85% of females and 93% of males agree that this social platforms affect positively their English as a foreign language. In fact, the majority of girls argue that the fact because of being exposed every day to SNS allows them to acquire and learn new terminology expressions. This means that when an individual is surrounded by an environment where the target language is mostly used. So consciously and unconsciously the students will be influenced and will develop their skills. At the moment, Facebook, Twitter, and Instagram are widespread forms of SNS with a high percentage of university students' demographic (Gettman & Cortijo, 2015: 8); thus, they might be used as a mobile learning aids to positively affect language learning English is the world's official language (Al-Jarrah, et al, 2019: 88-89) For males most of them justify their answers by saying that SNS help them to improve their English skills since almost all students use internet and have access to it, they use smartphones and download all the application they want. As a consequence, they easily get new information and knowledge through SNS which means that you can learn new things without making efforts and spending a lot of money. It is a

continuance of what is being studied in schools. Nowadays, there has been a remarkable growth in the usage of smartphones among the young age, they have become incredibly crucial and great communicating instruments. Without the usage of smartphone, one feel incomplete, and it has transformed many aspects of human progress including education and research business, health, sports and entertainment (Rather & Shabir , 2019).(Bhalla, 2017) confirms that cell phones are a popular innovation and a necessity of the hour that has both good and bad consequences. It may serve as an instructor, a reminder, an instructional tool, and an entertainer, among other things.

In This study, question 8 reveals that the majority of student, (53% of girls and 60% of boys) argue that the Standard English is the more needed to serve them now and later since it is the most used in professional, academic and educational fields. They also state that the Standard English can be used in all situations and all contexts for instance; teaching, writing letters, emails and even chatting with friends. Consequently, being focused on one dialect allows students to better understand and learn the language rather than learning two dialects at the same time. . This assists students in improving and enhancing their English as a target language. Furthermore, pupils choose Standard English which is considered as correct or great English, which means that it is closely related to the perspective of the unique language user or critic (Kreswill, 2006: 3). Few Master students prefer to learn and use colloquial English more than the Standard one because it is easier one and the most used on social media. Almost all students use several SNS to interact and exchange ideas with their friends all around the world; so, they prefer to employ colloquial English since the internet is widely spread and has a great impact, particularly on English language, resulting in the implementation of significant changes in English (Yunis, 2019: 309).

Section Three: SNS's Role in Improving English as a Foreign Language

2.1 Improving English's Skills through Instagram, YouTube and Netflix

In the 9 and 10 questions, we asked Master students whether they try to enhance their English language when chatting and speaking on Instagram with foreigners or when commenting and receiving back comments on YouTube, and whether they think that song's lyrics, videos, stories and movies in English are effective strategies to improve reading, writing, pronunciation, spelling and communication skills in this language. As a result, a large amount of girls with the rate of 74% and 60% of boys responded with "yes" as it is noticed in diagram 09, which means that they interact and exchange ideas, conversations in order to enhance and improve their English. While 100% of master students responded with "yes" for the tenth question which indicates that they consider all what is offered on social media like videos, stories, movies and so on are effective strategies to ameliorate their English language. The boys explained their replies by claiming that these social platforms increase both listening and speaking abilities, and that everyday practice results in habit formation. They also claimed that because we live in a technological age, everyone has access to social networking sites, as well as the benefit of utilizing entertainment to learn and improve communication skills... The majority of female participants indicated these strategies are beneficial and helpful in improving their English language skills, because they are exposed to English language environment, they believe it helps them improve their pronunciation and gain new vocabulary by engaging with native speakers.

The aim of asking learners in question 11 about their purpose of using Instagram is to identify and determine whether this social application help them to improve their English or they just use it for fun. Taking into account the results obtained, it seems that the majority of Master students use Instagram to communicate with family members and friends (46% of boys and 35% of girls);this means that they do not notice that using this platform can help

them to enhance their English language, for instance when they start a conversation with foreigners as they confirm on question 9 when we asked them whether they try to learn English through speaking in English with foreigners, the majority of them answered “yes” (74% of females and 60% of males) this means that students use Instagram for fun and for learning English at the same time. In addition, this fact is also confirmed when we asked them in question 12 whether they check the grammatical and spelling errors before posting any post on Instagram to confirm whether Instagram is helpful in improving the four language skills (reading, writing, speaking, Listening) especially the writing skill. Almost all Master students said yes (73% of males and 88% of females) and confirm that it helps them to correct their spelling errors. Consequently, Instagram is beneficial for Master students because it helps them to improve their skills through posting, commenting, starting conversations, watching videos and so on. In the same context,(Handayni,2016: 320-327) states that Instagram may be utilized to implement a variety of activities in language classrooms such as digital storytelling, grammar exercises through photographs, role plays, reading, speaking activities through videos, and other. As a result, Instagram focuses on four language skills that may be practiced both inside and outside of the classroom. In addition, some studies were undertaken on Instagram to improve the writing skill (Soviyah & Etikamingsih, 2018: 32-38) According to these studies, Instagram was an efficient tool for enhancing pupils’ writing skills. Instagram increases students’ motivations to study and involvement in classroom activities (Purnama, 2018: 94-103). Among the studies on Instagram’s usage for language learning, (Mansor& Rahim, 2017: 107-114) found that it is an excellent platform in that it promotes students to communicate with their classmates in group works linked to videos they filmed on teacher-led projects.

It is predictable from the findings displayed in question 13 that the Master students use in both writing and speaking informal words and phrases in the classroom, the majority of

them state that they sometimes employ informal words. This denotes that social media have a great impact on learners' learning and acquiring English language especially when they always write or start their conversations in English. In other words different social networking sites provide different features and services. Because of the distinction, it influences how individuals communicate and speak on these platforms. Twitter is intended for speedy scanning of information; this encourages the usage of a minimal number of words for each tweet. Meanwhile, Facebook allows for considerably longer message writing. Instagram, on the other hand, is largely a photo and video media platform with no message length restrictions (Mansor, 2016:140-146) &(Al-Ali, 2014: 1-16). The rise in popularity of social media has actually resulted in the development on internet slang, also known as jargons used on these platforms. They employ these jargons to express and describe themselves quickly. The use of online slangs like ROFL (roll on for laugh), BTW(by the way), TTYL (speak to you later), and LOL (laugh out loud) has an impact on English vocabulary. In some other countries, such as Thailand, numbers, such as 555, are used to convey the same meaning as LOL (Jimma, 2017: 1-32).

Section Four: SNS's Contribution in Communication Process

3.1. SNS's Contribution in Students' Communication Authenticity

In the 14th question we asked the participants to identify the most reliable social platform that help them to improve their English language in an authentic way. The results have shown that a great amount of Master students choose subtitled movies and series in Netflix with the rate of 50% for boys and 47% for girls. Besides, in the 16th question we acquired Master students whether listening to songs and their lyrics or watching documentaries, movies, series, help to acquire a new vocabulary. As a result, 100% female of and 93% of males answers are positivewhereas only 7% of the boys' replies are negative. Similarly, Netflix has evolved into an essential tool for learning a foreign language.

According to (Dizon, 2018: 30-4) in his research, he confirms how some foreign language students were able to watch movies and series in English as a target language using Netflix. They reported that these films really support them in learning the language by providing new vocabulary and improving their pronunciation and intonation. Finally, they saw Netflix's potential to boost motivation because it is an enjoyable method to learn English. According to (Alm, 2019: 13-18), the advent of several series and movies on Netflix became a valuable resources in inspiring students to use the digital medium for language skills, such as listening skills based on their interests. Students can also select different series or movies to practice vocabulary, phrases, speaking styles and other methods to communicate in the target language. Netflix language features can help language learners of all levels. (Tafari, 2009: 81-95) argue that teachers should support and execute the usage of English movies as an English learning method. Many researches (Li & Wang, 2015: 1096-1100; Qui, 2017:1011-1024; Ismaili, 2013: 121-132; Khoshniyat & Dowlatabadi, 2014: 999-1008) have suggested that using English movies as a technique of developing language proficiency has various advantages. This includes the increasing of students 'motivation, improved speech and communication skills, and enhanced cultural awareness, allowing for a more authentic language learning experiences. However, 40% of males and 17% of females claim that listening to music and its lyrics on YouTube can be more efficient when learning English language in an authentic way rather than Netflix. Accordingly, learning any foreign language involves a significant amount of memorization, particularly in terms of vocabulary and grammar. Songs that feature rhymes, metered sentences, numerous repetitions, and are melodious aid learners in remembering structure and vocabulary. Teachers should look for basic texts with lots of repetitions and simple conversational language for younger students. Songs are generally the most efficient way to promote memorisation since they are affective (Murphey, 2002: 16).

Yet, music offers several benefits for individuals, it is stated by the education partnership 2011 study that music influences young students capacities beyond the boundaries of art, assisting them in developing fundamental skills in other academic areas and may inspire new learning processes. Music studies are beneficial to language learners. They improve attention span and prepare children for success. Moreover, (Partnership, 2011: 6) reports that “Musical instruction builds the part of the brain responsible for verbal memory the recall and retention spoken words serving as a basis remembering material in academic courses”. It appears that the mixture of rhythm, melody, and lyrics is what draws the listener attention when learning a foreign language (Fonsera-Mora, et al, 2011: 101-118). The relationship between the structure and syntax of the tune and that of the language may serve as a prompt to memory of the lyrics, (Ahlbak, 2004: 469) states that with the vocal music, lyrics may readily serve as a more strong structural indication than pitch and rhythmic structure, considering the relationship between rhythm and meter, he compares melody to language, which we all comprehend, but in our unique manner. Consequently, this confirms Bandura’s social learning theory where he stated that learning does not necessarily occur as a result of firsthand experiences alone but it emphasizes on the power of observation and imitation. Though, the rest of females with (20%) find that stories, videos and pictures on Instagram are likely to help them to improve their English language in an authentic way. (Kelly, 2015) investigated the use of Instagram to improve writing skills among English learners at all levels, from beginners to advanced, over a five period, students submitted two Instagram posts per week and got comments on their writing. The findings revealed that Instagram and corrective feedback improved learners’ vocabulary and grammatical correctness and promoted their motivation. This shows that SNS are beneficial for language learners, Instagram also allows students to post photos as short videos which are called

stories, generating feedback that will promote the improve of the English language learning in an authentic way (Khalitova & Gimaletdinova, 2016).

In the question 15th, we attempt to determine whether SNS promote Master students to use English language outside the classroom. Based on the results, 91% of the girls and 67% of the boys said yes which represent the majority of Master students. Yet, only 9% of the girls and 33% of the boys said no. However, (Kikuchi & Otsuka, 2008: 40-52) claim that social networking sites (SNS) promoted dynamic conversation both within and outside the classroom, generated a feeling of community and belonging, with offering language input. This encourages and motivates students to learn English in an authentic manner. Therefore, language- learning application and online learning programs can only help with the acquisition of lower thinking skills for instance basic vocabulary. While SNS allow language learners to gain higher proficiency skills through the use of complex structures that require conceptual learning (Alm, 2006: 29-38). This proves that social media help students to employ English language outside the classroom by imitating what they hear and watch on these platforms. In fact, Master students claim in question 18 that they feel more comfortable using English language on social media through posting and chatting; they employ less formal English rather with classmates. They rather use formal English with teachers. Therefore, this shows how much SNS including the celebrities watched on movies, documentaries, clip videos, stories on Instagram have a great influence on EFL learners. Because of the enormous popularity of social networking language learners now have new chances to communicate in real ways that were previously difficult to attain (Chartrand, 2012: 97-101). SNS help students form good relationship by providing numerous possibilities for engagement with classmates, professors, and native speakers (Blattner & Fiori, 2009: 17-28).

Finally, in question 17, we wanted to know which language Master students use while posting stories, pictures, videos, or while commenting on Instagram. The majority of students

choose the English language for various reasons. For instance, being a universal language and the most spoken in the world; so, based on their answers, we found out that some students' choice is related to the fact that they try to impress and drag the highest number of views and attention. As for others, it is related to shyness and the difficulty to express themselves in the classroom (Mukhtar, 2019: 1-2). Thus social media is seen as a significant source of learning that teachers may use in their English lectures. Social networking sites can assist in the development of communication skills and provide a back door for timid students. While, many students find it difficult to talk in front of their peers, they may feel more at ease speaking on social platforms. This gives learners who are too shy to raise hands in class an outlet. Furthermore, because social forums focus on the written word, it is an ideal way to improve writing abilities. Furthermore, (Chou, 2014: 128-145), affirms that social networking sites have many features such as engagements, platform quality, and a knowledge exchange mechanism. As a result, students may accomplish a great deal via social media. They can, for example, communicate with and establish friends with people from all over the world. Students can utilize social media such as Instagram to locate photographs or videos regarding the world's situation from various places. They also understand how to update information about what is happening in their area faster through these social platforms than through traditional media such as newspapers. In the context of EFL, the usage of social media gives certain chances for students to improve their English language abilities. English is obviously one of the most commonly used languages on social platforms, since it is recognized as an international language used all over the world to interact with one another. English learners connect with one another via mobile phones, they believe that SNSs allow them to learn anywhere and at any moment (Ayuningtyas, 2018: 159-170). Thus, learners have a good attitude toward the use of ICT for English language learning (Lizamuddin, et al, 2019: 70-77).

Conclusion

This chapter has discussed the results and finding of the students' questionnaire concerning the role and the impact of social networking sites on learning English as a foreign language. As a result, we have confirmed two hypotheses the first which state that YouTube, Netflix, and Instagram positively affect the English language learning process of the Master1 and Master2 students of the department of English at MMUTO. In addition, the third hypothesis states that learning English language through songs, lyrics movies, series and videos contributes to communicate effectively in real life situations is confirmed. However, for the second hypothesis, we claimed that YouTube, Netflix and Instagram do not help Master1 and Master2 students of the department of English at MMUTO to enhance all the four language skills: listening, speaking, reading and writing. This fact is refuted since the findings and the students answers confirm that SNS have a great role in improving all the language skills.

The current study investigates the role of Social Networking Sites: YouTube, Instagram and Netflix in learning English as a foreign language: the case of Master 1 and Master 2 students at the department of English at Mouloud Maameri University of Tizi Ouzou. It attempts to determine whether or not YouTube, Instagram and Netflix help Master students to learn English language. It also aims at identifying which of the previous platforms are most useful and helpful for them. This investigation is important since we live in a technological age where everyone uses the internet and the majority of students have access to it, therefore these social platforms may be utilized for educational reasons as well as amusement.

This research has two key goals: The initial goal is to determine how YouTube, Instagram, and Netflix can help Master students in their English language learning process. It also wants to discover if practicing English as a foreign language using YouTube, Netflix, and Instagram is helpful and if it motivates students more to improve the 4 language skills.

Mixed approaches are used to answer advanced research issues and validate or disprove ideas given in the general introduction. In order to analyse the data, qualitative and quantitative methodologies are mixed. In fact, 49 Master 1 and Master 2 students are conveniently picked and given a questionnaire to gather and collect data. The Rule of Three is applied in order to analyse quantitative data. In addition to statistical analysis, Qualitative Content Analysis is applied to analyse and interpret the qualitative data gathered from the questionnaire's open-ended questions.

Relying on the findings which serve as an answer to our hypothesis, the obtained results have been interpreted in relation to the questions raised up in the general introduction. The findings show that American media, particularly social networking sites, may be utilized for instructional rather than recreational objectives; in other words, YouTube, Instagram, and Netflix can assist master students in learning and developing their English language skills. Then the results confirm two proposed hypotheses. For the first hypothesis YouTube,

Instagram and Netflix positively affect the English language learning process of Master 1 and Master 2 students of the department of English at MMUTO. The interpretation of the findings refute the second hypothesis which is: YouTube, Instagram and Netflix do not help the Master students to enhance all the four language skill: listening, speaking, reading and writing. The results obtained confirm that SNS do enhance the four language skills. Finally, the explanation of the results validate the third one in which we state that learning English language through songs' lyrics, movies, series and videos contribute to communicate effectively in real situation or outside the classroom. Based on the findings, it is concluded that the majority of Master students agree that social networking sites are effective strategies to learn English and serve as an entertainment at the same time.

Before its complete fulfilment, the current study offers some recommendations for further research. Our dissertation deals with the role of new technologies in learning English language. Yet, our case study is only limited to Master 1 and Master 2 students in the department of English at MMUTO. However, the same research topic can be conducted with different contexts and populations, for instance, first, second and third year students in the department of English at MMUTO, or at any other national or international university.

Finally, we worked hard to gather as much trustworthy, clear, and honest data as possible from master students at Mouloud Mammeri University of Tizi Ouzou's department of English, and we hope that our work will be beneficial and we have contributed to the field of research in general. We also hope that this research paves the way to future researchers interested in the same area to carry on and draw more attention to social media to be used as an interesting tool of learning any foreign language especially English. This research can be replicated using another methodological investigation such as experimental design to investigate learning English through social networking sites, or investigating other topics such as the role of other applications and sites in learning English like: Twitter, Snapchat, Whatsapp, Facebook and so on.

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Questionnaire

This questionnaire is a part of our investigation which deals with the Role of Social Networking Sites (SNS): YouTube, Instagram, and Netflix in learning English as a foreign Language: Case study Master One and Master Two students in the department of English at MMUTO. For results in relation to our research study, you are requested to answer the following questions by putting a cross to indicate your chosen answer which will remain anonymous and confidential.

I. Section one

Students' Gender:

1. Are you :
 - a) Female
 - b) Male

II. Section Two: Students' opinions about SNS

2. Which of the following social forums do you use the most:
 - a) YouTube
 - b) Instagram
 - c) Netflix
3. Is your interest to learn English because you are influenced by celebrities and influencers you watch or listen to everyday on Instagram?
 - a) Yes
 - b) No
4. Do you tend to behave as an idol you look up to when you speak English?
 - a) Yes
 - b) No

5. What option do you use when you find an unknown word on social media to look for its meaning?

- a) Translation
- b) Synonym
- c) Dictionary

6. Do you consider social networking sites as an inspiration to enhance your English learning process?

- a) Yes
- b) No

7. Do you think that social platforms such as Instagram, YouTube and Netflix affect your English learning positively or negatively? Explain

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8. Is the Standard English or the colloquial one more necessary and needed to serve you now and later? Explain your choice

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III. Section Three: SNS's role in improving English as a foreign language

9. Do you try to enhance your language abilities through speaking with foreigners in Instagram or while commenting and receiving back comments in YouTube?

- a) Yes
- b) No

10. Do you think that songs' lyrics, videos, stories and movies in English are effective strategies to improve reading, writing, pronunciation, spelling, and communication skills in this language? Justify your answer

by explaining how.

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11. You use Instagram for the purpose of:

- a) Communicating with friends and family members
- b) Sharing information
- c) Learning English
- d) Other purposes

12. When using Instagram, do you check the grammatical and spelling errors you make before posting?

13. Do you use, whether in writing or speaking, informal words and phrases in your class?

- a) Yes
- b) No
- c) Sometimes

IV. Section Four: SNS's contribution in communication process

14. According to you, which one of the following social platforms are more reliable to improve your English language in an authentic way?

- a) Instagram: stories, videos, pictures
- b) YouTube: songs' lyrics
- c) Netflix: subtitled movies and series in English

15. When listening to songs and their lyrics or watching documentaries, movies, series, does it help you to acquire new vocabulary?

a) Yes

b) No

16. Do you use English language outside the classroom?

a) Yes

b) No

17. When posting stories, pictures, videos and comments on Instagram, which language do you use? Why?

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18. With whom do you feel comfortable when interacting using English language?

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Thank You.