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**The Role of Social Media in Enhancing
Students' Motivation to Learn English as a
Foreign Language
The case of First Year Students of English at
Akli Mouhand Oulhadj University of Bouira**

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Bouira – in Partial Fulfillment for the Requirement of Master's Degree in**

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Dedications

This humble work is dedicated to:

My **Mother** and **Father** — when I said I wanted to touch the moon, you took my hand, held me close, and taught me how to fly. None of this would have been possible without your endless love and support.

My lovely sister, **Soumia**, and her husband **Abd el-Ouhab**, special thanks for your constant encouragement and support.

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Abstract

This study aims to examine the role of social media in enhancing the motivation of first-year English language students at Akli Mohand Oulhadj University of Bouira. The main objective is to demonstrate the positive impact of these digital tools and explore their potential integration into an academic setting. To achieve this objective, a questionnaire was distributed to students in order to collect both quantitative and qualitative data, analyzed using a mixed-methods approach. The results reveal that all students use social media on a daily basis, as it has become an integral part of their lives. The majority of respondents also reported using these platforms for educational purposes, particularly to improve their English learning. Furthermore, the data indicate that social media plays a significant role in boosting motivation to learn English as a foreign language.

Keywords: social media, motivation, English as a foreign language

ملخص

تهدف هذه الدراسة إلى فحص دور وسائل التواصل الاجتماعي في تعزيز دافعية طلاب السنة الأولى في اللغة الإنجليزية بجامعة أكلي محند أولحاج بالبويرة. الهدف الرئيسي هو إبراز التأثير الإيجابي لهذه الأدوات الرقمية واستكشاف إمكانية دمجها في السياق ولتحقيق هذا الهدف، تم توزيع استبيان على الطلبة من أجل جمع بيانات كمية ونوعية، تم تحليلها وفقاً لمنهجية مختلطة. الأكاديمي تكشف النتائج أن جميع الطلبة يستخدمون وسائل التواصل الاجتماعي بشكل يومي، حيث أصبحت جزءاً لا يتجزأ من حياتهم. كما أفاد غالبية المستجيبين بأنهم يستخدمون هذه المنصات لأغراض تعليمية، خصوصاً لتحسين تعلمهم للغة الإنجليزية. وتشير البيانات أيضاً إلى أن وسائل التواصل الاجتماعي تلعب دوراً كبيراً في تعزيز الدافعية لتعلم اللغة الإنجليزية كلغة أجنبية

الكلمات المفتاحية: وسائل التواصل الاجتماعي، الدافعية، الإنجليزية كلغة أجنبية

List of Abbreviations

SM: Social Media

SN: Social Network

SNS: Social Networking Sites

SMPs: Social Media Platforms

EFL: English as a Foreign Language

QCA: Qualitative Content Analysis

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GENERAL

INTRODUCTION

1. Statement of the Problem

Social media (SM) has revolutionised the way we communicate and discover information. In the context of language learning, social media platforms (SMPs) have become invaluable tools in English language learning. SMPs are regarded as effective teaching instruments and learning activities through their nature of openness, interaction, and sociability (Manca and Ranieri, 2016).

As an academic device, SM has become a common tool that is used in academic institutions by everyone to share academic works, research findings, book reviews, and communicate with peers and teachers. SM improves the chance to learn by enabling learners and instructors to link and communicate in new interesting ways. Platforms such as Facebook, Twitter, Instagram and Tiktok provide a place where users can dialogue, exchange ideas, and find solutions to problems.

Sangwaan (2019; p.281) states that “*students usually use social sites for many reasons such as for study purposes, for entertainment purposes as social media provides any data you want very easily and quickly within a function of seconds*”. The use of SM can be a powerful educational tool to make the students more interested to learn English, and provides unique and dynamic learning experiences.

Given the wide spread usage of SM, several studies have been carried out to clarify how SMPs can be used for educational objectives, in particular within the area of foreign language learning. (Erarslan, 2019; Manca and Ranieri, 2016, Tang and Haw, 2017). It has been shown that although SM serves a variety of tasks and was not created for educational purposes, it is used in educational situations as a potent tool to promote involvement and communication.

The study “The Role of Social Media in Enhancing EFL Learners’ Speaking Performance” by Khadidja Herrir and Anfal Arousse from Abbas Laghrour University of Khenchela 2021, aims to explore how SM contributes to the improvement of EFL students’ speaking fluency. It also seeks to emphasize the positive impact of students’ daily use of SM on their spoken English proficiency. The findings reveal that oral proficiency can be developed positively through the integration of SM in EFL classes.

Another study conducted by Widad Bohemi’s at Mohammed Kheider University of Biskra in 2016, titled “Investigating the Impact of Social Media on Improving EFL Students’ Vocabulary”, centers the the effect of SM to improve vocabulary development rather than motivational aspects. The results of this study show that SM can be an additional tool which helps students to develop their vocabulary repertoire.

Although a considerable amount of research has investigated the relationship between SM use and language learning, there remains a notable gap in the literature regarding the specific influence of individual platforms—such as Facebook, Instagram, YouTube, and TikTok—on learners' motivation to study English. Existing studies have largely focused on the general impact of SM on various aspects of language acquisition, yet few have examined the distinct features of these platforms or their potential to enhance motivation among learners of EFL.

The use of SM and its impact on learning process is still being debated and only very little research has been done. Therefore, this study aims at investigating the effect of using SM in improving the students' motivation to learn English on the account of the possible influence that SM may have on students in Algeria, in conjunction with the necessity of learning English to ride the wave of evolution. This study seeks to investigate the role of SM in enhancing the motivation of first year students to learn English in the university of Bouira.

2. Aims and Significance of the Study

The present study aims to investigate the role of SM in enhancing the motivation of the 1st year students of English at the University of Akli Mohand Oulhadj. Specifically, it sheds the light on the influence of SM as a whole on the capacity of students to learn English through means of communication. Moreover, it attempts to investigate how SM is used as educational tool.

The significance of this study goes around the fact that SM can enhance the motivation of students to learn any language they want. Moreover, it emphasizes the importance of technology in making the student or the learner eager to search and to learn at the same time, Furthermore, it shows the importance of virtuality in creating a more real world where we observe the importance of English and other languages, and how it is crucial to know how to use those platforms.

3. Research Questions and Hypotheses

In order to investigate the role of SM in enhancing students' motivation to learn English, we set the following questions:

Q1. Does social media contribute to enhance student's motivation in learning?

Q2. Is social media an essential tool to learn English?

Q3. How do students acquire knowledge through social media?

The above-mentioned questions led to formulate three hypotheses:

1. Social media motivates students to learn English as a foreign language.

2. Social media is an essential tool for students to learn English.

3. Social media platforms become the first motivational source that students get knowledge from.

4. Research Techniques and Methodology

In order to discover the role of SM in enhancing students' motivation, we adopted the mixed method approach methodology. Venkatesh et al. (2013) define mixed methods as a research approach that integrates both quantitative and qualitative methodologies within a single study. This implies that the present research employed a combination of qualitative and quantitative methods for data collection and analysis, allowing for a more comprehensive understanding of the research problem relying on a questionnaire for first year EFL students at Akli Mouhand Oulhadj Bouira. The results will be analysed by a mixed approach combining qualitative and quantitative methods.

5. Structure of the Dissertation

The work is purposefully divided into three chapters. The first chapter is dedicated to the literature review of SM and motivation. The second chapter will deal with the data collection procedures and analysis with the exact identification of the methodology and research instruments used. The third chapter is concerned with the analysis of the gathered data from the target population and their interpretation in order to answer the research questions by approving or rejecting the suggested hypotheses.

Chapter One

Literature Review

Introduction

This chapter reviews the related literature concerning the boundaries of the study, as defined by the research problem and research questions previously outlined. It is primarily divided into two main sections. The first section offers various definitions and traces the development of SM over time. It then examines the fundamental characteristics that define SMPs. Furthermore, it discusses the advantages and disadvantages associated with SM use. Finally, it explores the potential of SMPs as educational tools. The second section of the chapter presents various definitions of motivation to establish a foundational understanding of the concept. It then explores the different types of motivation and, finally, highlights the role of motivation in foreign language learning emphasizing its importance in enhancing learner engagement, performance, and overall success.

I. Social Media

I. 1. Definition of Social Media

While there are disputed claims as to who coined the term “social media,” the term appears to have emerged in the early 1990s in reference to emerging web-based communication tools that facilitated online interaction (Bercovici, 2010). Druker and Yanovskaya (2021) discuss the challenges in defining SM, noting that existing definitions often fail to capture its multifaceted, so providing a single definition that encompasses all of the technologies and activities associated with SM is extremely difficult, in part because SM is not defined by any specific scope, format, topic, audience, or source.

SM usually refers to *"any application or technology through which users participate in, create, and share media resources and practices with other users by means of digital networking"*. This means that SM allows its users to interact with each other easily by providing various platforms. Additionally, SM on one axis, is either profile-based or content-based, while on the other, it is either personalized message or transmitted message, resulting in four categories or purposes: connecting with others and building connections, collaborating with others, presenting or broadcasting a personality, or expressing artistic action (Zhu and Chen, 2015).

In short, SM is a tool that facilitates social interaction. It essentially refers to the wide range of internet-based and mobile services that enable users to participate in online exchanges, contribute users-created content, or join online communities. It is a device that involves sharing as it makes commenting and sharing thoughts about the content much easier (Stroke, 2008, p.3).

I.2. Social Media and Social Networking

For a better understanding of SM, we should first clarify the two terms social networks (SN) and SM. Though they may seem similar, one cannot use them interchangeably. According to the Oxford dictionary (2011), SM includes websites and software programs used for SN, while SN is the communication with people who share your interests using a website or other service on the net. SM and SN are related but distinct aspects of online communication. SM refers to digital platforms designed primarily for creating, sharing, and consuming content such as images, videos, and articles. It is more about broadcasting information to a broad audience. On the other hand, SN focuses on building personal or professional relationships and fostering interaction among users. It involves connecting with others, engaging in conversations, and forming communities based on shared interests. While SM emphasizes content dissemination, centres on communication and relationship building.

Many platforms, such as Facebook and LinkedIn, incorporate both elements, blurring the lines between the two. According to Kaplan and Haenlein (2010), SM is “*a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content,*” which includes social networking as a key component.

I.3. Evolution of Social Media

With the advancement of time and technology, SMPs are continuously evolving. The idea that a new medium competes and ultimately replaced an older medium was constantly on the table (Dutta-Bergman, 2004). Robinson and De Haan (2006, p52) also discussed this issue in their book chapter, Information Technology and Family Time Displacement:

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

Looking at the evolution of SM, it is evident that the launch of new social networking sites (SNS) often leads to older ones being overshadowed. Although many believe that SNS originated with platforms like Facebook and Twitter, the concept actually dates back much further. An article in The Washington Post explains that the roots of SM trace back to May 24, 1844, when Samuel F. Morse—a former painter turned inventor—successfully sent a message from Washington to Baltimore using Morse code (Rosenwald, 2017). At that time, his method of encoding messages relied on a sequence of dots and dashes (Encyclopaedia Britannica, 2020).

Morse code brought people closer together across distances, just as SM does today, enabling connections without face-to-face meetings. As time passed and technology advanced, a major milestone occurred in 1969, when the U.S. Department of Defense created an early digital network. This innovation allowed scientists from four different universities to share data, laying the groundwork for modern SM (Williams, 2021).

SM Started to flourish in the 1990s, Six Degrees was introduced Boyd & Ellison (2008). It was among the very first to permit users to create accounts, invite friends, and create groups of chat (Shah, 2016). However, according to Boyd and Ellison (2008), this site was not a success in 2000, so it completely stopped. After that, the emergence of SNS started, with Friendster in 2002, LinkedIn in 2003, Myspace in 2003 and the greatest success Facebook in 2004 (Shah, 2016), and since that a new age of SNS began.

I.4. Types of Social Media

Among SM, many SN platforms exist including Facebook, WhatsApp, LinkedIn, Telegram, and Instagram for people especially for the category of youth. Users can connect using this kind by creating personal information profiles, allowing friends to view those profiles, and sending messages to each other. Since the debut of six degrees.com in 1997, SNS have had a tremendous success (Kent, 2008). According to reports, 1.4 billion people used SNS around the world in 2012. And this number is certain to rise.

I.4.1. Facebook: Facebook is a SM website and application that was launched in 2004 at Harvard University by Mark Zuckerberg (Kirkpatrick, D. 2010). It enables users to create personal profiles, add friends, share updates, and participate in groups. According to Chasombat (2017, p. 39)

Facebook provides [a] platform where the participant can express feelings and thoughts to his friends and to the world, which also allows him to see the others as well. It is where he can social[ize] without actually socializing. The relationships that already have been established offline would be stabilized on Facebook.

This highlights Facebook's role not only as a space for virtual expression but also as a tool for maintaining and reinforcing existing offline relationships.

I.4.2. Instagram: Instagram is a location-based social network mobile application for sharing photos and videos which appeared in 2010. This service allows users to apply digital filters and share their photos and videos on other SN and SMPs. Instagram is characterized by having engagement features that are likes, comments, shares, saves, and direct messages that allow users to interact with each other's content. (Manikonda, and Kambhampati, 2014).

I.4.3. YouTube: It is a video streaming service, which allows users to create and upload videos to the website, which then can be shared to other users. (Chine, 2017, p.328). YouTube quickly became the world's most popular video-sharing and viewing destination after being acquired by Google in 2006 for \$1.65 billion (U.S. Securities and Exchange Commission, 2006). According to comScore (2009), 107.1 million people viewed 6.8 billion videos on YouTube in April 2009, surpassing the statistics of all other sources of online videos. Like other social networking sites, users on YouTube can establish personal profiles, upload videos, create channels, and tag videos as favourites, contributing to a highly interactive and content-driven platform.

I.4.4. Tiktok: It is a video-sharing SM service that is rapidly growing in popularity. It was the second most downloaded app in the app world in 2020. The platform offers a highly immersive and interactive environment, where users share original content and participate in challenges, duets, and other tasks. Even though TikTok is only a few years old, it has already been shaping the ways millions of people interact online and engage in artistic, cultural, social, and political activities. (Kaye, and Zeng, 2021)

I.5. Characteristics of Social media

Mayfield (2008) characterizes SM by :

a- Participation: SM helps in expanding the culture of contributions and feedback from everyone who is interested. It fades the line between media and audience. That is to say, the audience here plays an active role.

b- Openness: Most SM services allow participation and feedback. They urge voting, comments and the sharing of information.

c- Conversation: Traditional media is about “broadcast” (content transmitted or distributed to an audience) while SM is better seen as a two-way conversation.

d- Community: SM allows communities to effectively communicate and share common ideas.

e- Connectedness: Most kinds of SM thrive on their connectedness, making use of links to other sites, resources and people. All in all, these characteristics are interrelated and important. They represent the foundation of SM, and what it provides for its users. SM is contributing in connecting its audience, the thing that traditional media could not provide.

I.6. Advantages and Disadvantages of Social Media

I.6.1. Advantages of Social Media

Many have pointed to the educational benefits of these media and all agree that with right guidance, the advantages outweigh the disadvantages (Connolly, M.2011). Connolly (2011) claims also that “*The internet and social media train our brains to skim and scan*”. Therefore, SMPs provide diverse tools and websites that allow students to gain knowledge from each other, interact with their peers and improve their communication abilities. Smith (2009) mentioned that social scientists have concluded that being involved in groups, via SNS, has a positive impact on health and well-being.

SM can also be a source to increase doing projects in groups. Moreover, the SM sites give EFL students the opportunity to learn about other cultures, and to communicate directly with native speakers who can help them improve their vocabulary knowledge.

According to Lee (2011), SM has gradually gained credibility as a reliable source of information and knowledge. In the context of EFL classrooms, the use of SM provides students with access to more relevant and practical information. SN tools, in particular, offer both students and educational institutions numerous opportunities to enhance teaching and learning methods. As a

result, students can benefit from a wide range of online tutorials and resources shared through these platforms.

SMPs such as Facebook, YouTube, and Google Plus groups offer valuable opportunities for educational institutions to engage effectively with students. These platforms can be utilized to share campus news, make announcements, and provide students with useful information. Moreover, they foster a supportive environment through positive content that reaches all students connected to these networks, thereby enhancing their academic experiences (Tess, P.A., 2013).

SM has the potential to make studying more collaborative and efficient by centralizing the collective knowledge of an entire class. This facilitates better communication and learning, and helps in organizing study groups or courses. Recent studies indicate that over 70% of students are more motivated to learn when they can do so on their smartphones, completing courses 45% faster than their desktop counterparts (Kentico, 2024). SM being fast and accessible, contributes to this customization by supporting significant user experience updates in platforms like ALEKS, an adaptive learning system that continuously assesses and updates each learner's progress to optimize learning efficiency (SelectHub, 2025). In addition to improving academic collaboration, SM offers time-saving benefits. For instance, initiating a collaborative study network allows students to collectively share knowledge, thereby reducing individual effort (McGraw Hill, 2015). Furthermore, these platforms enable students to access recorded lectures or live streams via tools like Periscope or Skype, ensuring that missed classes do not hinder academic progress (Shiozawa et al., 2017).

SM tools play a significant role in organizing learning resources and identifying additional content to reinforce or extend core instruction. They allow users to share video notes, questions, and reminders with classmates, fostering a more collaborative and interactive learning environment (McGraw Hill, 2015). Rather than being a distraction, SM has evolved into a valuable tool for managing time and accessing reliable educational resources that support knowledge retention (University of San Diego, n.d.). These tools offer numerous benefits to the teaching and learning process, positively affecting not only students but also society as a whole. However, it is important to acknowledge that SM tools also present various disadvantages, affecting different aspects of life, including academic performance, mental health, and privacy (Education Inc., 2024).

I.6.2. Disadvantages of Social Media

A. Distraction and poor self-regulation: distraction can happen when trying to learn via SM; however, educators can do their best to steer students towards good habits and practices and reap

the benefits that SM offers. With the massive amounts of content on SM, educators may find it hard to manage and regulate students' activities. (Pérez-Juárez et al. 2024).

- B. Social media can be an interruption:** SM can be a major component in distracting students from their studies. SM networks like Facebook can turn students' attention away from what is happening in the class which affects the learning process. (Karpiuski, A.C, and Duberstein, A. 2009).
- C. Cyber bullying:** on one side, SM offers a wonderful way for instructors and students to connect while on the other can be an instrument of harm, it can allow students to harass or bully their fellow students or even their teachers. (Hinduja, S., & Patchin, J. W, 2023)
- D. Posting unsuitable content on social media:** this is one of the major reasons SM is not permitted in schools because it is very challenging to keep an eye on how students use SM. A student can post unsuitable content which would be distracting and harmful to other students. (Asterhan, C.S. C., and Rosenberg H, 2015)
- E. Lack of face-to-face communication:** although online stream can be an appropriate way for learners to express themselves, yet students take the risk of missing valuable lessons in real life skills. For development of personal relationships and social life, students need to be efficiently expressing themselves and meeting with others in person. (Palloff and Prat, 2007).
- F. Detached from the real world:** students who spend too much time in the virtual world interacting with unknown faces might have difficulty in communicating with people in the real world.
- G. Social media networks encourage laziness:** students depend totally on technology sources to do their assignments or homework, especially websites and Google and they check the information they need without modifying it or even paraphrasing it. They rely on SM tools to do whatever they need without any efforts (Nilson, 2013). Platforms of SM have facilitated communication. If a student uses it cautiously, SM platforms can be a great source of entertainment and learning. However, care should be taken to ensure that one does not become addicted to these sources.

I.7. Social Media as an Educational Tool

SM has been for a long time known as a tool to hinder learning, but recently its integration in the classroom is often discussed. Social technologies have gradually been adopted for use in education, since these social means have the power to convert learning and to engage students in the learning

process easily through the integration of these online instruments in their instructions. SM plays a vital role in communication. In fact, most schools and educators are now integrating it in the classroom making it a tool used by teachers in order to improve their students' learning process and to make the learning environment more engaging and relevant.

A. Facebook

Facebook is a SN site which is regarded as one of the key drivers of communication and interaction between students. With the widespread of Facebook in society, students' ability to communicate became much easier. Since the use of this SN sites has the potential to facilitate learning in the classroom., it may help students and teachers build relationships with each other.

Facebook can also be used by students to communicate with their classmates about their courses, as it creates a sense of community among users, which can lead to collaboration and sharing ideas and knowledge that promote learning. In fact, Facebook can be a vital tool to help students share educational content, and enhance communication among students, teachers and parents. Tess, P. A. (2013).

B. Instagram

Instagram is a creative tool that students and teachers can employ in the learning process. It can be used as a means of entertainment. However, Instagram can also be used as a mode of education. For instance, teachers can directly provide students with rules, ideas and information about any topic via Instagram stories or posts related to education. Thus, it promotes educational experiences even outside the classroom and gives students the ability to answer multiple questions, comment and solve quizzes and exercises. Instagram provides an important point that is visual demonstration for students, in this sense demonstrating knowledge and sharing ideas with different audiences. Al-Ali, S. (2014).

C. YouTube

YouTube can be used to engage teachers and students in the learning process. Thus, students may employ this tool to gather information, ideas, and obtain resources on several topics. As it can help them to understand difficult courses and to build their learning and comprehension skills. Moreover, YouTube offers teachers the opportunity to create a personal learning network and provides students with fruitful ideas.

YouTube has a beneficial use for accomplishing educational purposes, and teachers are now speaking numerous videos explaining and making students comprehend the course content without

encountering any problems. YouTube offers a diverse range of content, ranging from entertainment to education. It is a powerful instructional tool due to its auditory visual quality. Many educators and academics have their own YouTube channels where they publish study-related videos and “how-to” videos to make it easier for students to do educational activities that are entertaining and engaging (Sharma and Sharma, 2021).

D. TikTok

Studies have reported that TikTok has excellent potential to be used as a pedagogical tool. TikTok is believed to increase students' cognitive and affective learning performance. For instance, Escamilla-Fajardo, Alguacil and López-Carril (2021) reported that using TikTok among sports science students promoted student motivation, created an engaging learning environment, and encouraged the development of skills such as creativity and curiosity. Promising results to courses involving practical skill development.

TikTok is also found to be a useful tool to learn a language. For instance, Adnan, Ramli and Ismail (2021) highlighted that TikTok could be used as a comprehensive tool for improving English second language students' listening skills. According to the authors, learning English via TikTok, which delivers interactive listening, is believed to engage students in tasks that demand them to negotiate meaning and immerse them in realistic and meaningful dialogue. TikTok presents words and visuals at the same time. It enhances students' understanding and enables them to understand new English words easily.

II. MOTIVATION

II.1. Definition of Motivation

The term "motivation" presents a complex challenge in its definition, as it is utilized in various contexts and viewed from multiple perspectives. Oxford and Shrean (1994) observe that despite the undisputed importance of motivation in learning additional languages, The exact definition of motivation is still a matter of ongoing debate.

Dornyei and Ushioda (2011, p.3) state, “*The word motivation derives from the Latin verb movere meaning to move. What moves a person to make certain choices, to engage in action, to expend effort and persist in action*”. This means, motivation serves as the driving force that compels an individual to take action, make decisions, exert effort, and persist in their chosen path.

Brown (1987, p.117) describes motivation “*as an inner drive, impulse, emotion or desire that moves one toward a particular action.*” That is to say, motivation is an internal drive that compels an individual to engage in a specific action, often accompanied by a profound sense of fulfilment.

The motivation for learning a second language has garnered significant interest from many researchers, leading to a variety of studies focused on this subject. In the same context, Yang and Wu (2022) claim that motivation is a mix of effort and desire to fulfil the aim of language learning and positive attitudes toward language learning.

Dornyei and Nemeth (2006, p.6) claim that motivation “*in educational studies and applied linguistics, it is intended to explain nothing less than the reasons for human behaviour*” which means that motivation is not just a learning strategy—it is a key to understanding human behaviour, especially in learning contexts.

II.2. Types of Motivation

II.2.1. Intrinsic and Extrinsic Motivation

The most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant.

Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, and Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one’s accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons that do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, and Deci, 2006).

To come to the point, intrinsic motivation refers to the drive to engage in an activity for its own sake. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause

envious results like a reward, teacher admiration, or evasion (prevention) of punishment (Pintrich and Schunk, 1996).

II.2.2. Integrative and Instrumental motivation

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. Instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert are useful and effective factors for second language learning.

Gardner (1985) and Ellis (1994) also introduce the mentioned types of motivation. The former occurs when the student likes to join or be a member of a certain crowd and culture. The latter crops up when the learner anticipates numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other, Ellis (1994) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well organized. Students who do not have instrumental or integrative motivation, in fact, will face problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

II.3. Motivation and Language Learning

Motivation is a basic and an essential part of learning (Brewer and Burgess, 2005). Gardner (1985) believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with an aim or a target. Concerning second/foreign language learning, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it.

According to Cook (2000), the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior to others. The reason is that they are better motivated. Ellis (1994) sees the incident of learning by means of motivation and

believes that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis (ibid) says, “*Language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation*”.

Cook (2000) states that language learning is not the same among learners. He also believes that there are three main factors that influence the Second Language learning. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affects second language learning. Ellis (1994, p. 715) suggests that motivation is “*the effort which learners put into learning an L2 as a result of their need or desire to learn it*”. Also, Lightbrown and Spada (2001, p. 33) identify motivation in second language learning as an intricate incident, which can be recognized along with two factors: “*learners’ communicative needs and their attitudes towards the second language community*”. They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they will be motivated to obtain expertise and skill in it. Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation.

II.4. Importance of Motivation in Second/Foreign Language Learning

It is evident that motivation plays a key role in second language learning. Extensive studies support the idea that motivation is one of the crucial elements that determine second language learning success. Dornyei (1998) concludes that “*motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and the success of second /foreign languages (L2) learning*”. In fact, motivation plays a significant role in EFL, since it is responsible for the success or the failure of learners. In the same context, Williams and Burden (1997) say, “*if asked to identify the most powerful influences on learning, motivation would probably be high on most teachers “list”*”. This means that motivation is the most important component-affecting learner’s foreign language process.

Motivation is followed by socio-cultural factors, which are most often used to assure the success or failure of language learners. Gardner & Lambert (1972, p. 135) claim that “*Socio-cultural factors play a crucial role in shaping learners’ attitudes and motivation; a positive social context and cultural identification with the target language community significantly enhance learners’ desire and effort to acquire the language.*”

Conclusion

This chapter was divided into two main sections. The first section provides a general overview of SM, outlining its types, key characteristics, and its evolving role as an educational tool. It also highlights the various media platforms currently utilized in educational contexts. The second section focuses on the concept of motivation, discussing its different types and emphasizing its significance in the process of foreign language learning. The following chapter will focus on the research methodology.

Chapter Two

Research Design and

Methodology

Introduction

This chapter outlines the research design and the specific methods employed in conducting the study. Additionally, it provides a description of the research context, the target population, and the sampling strategy used. The chapter also justifies the selection of data collection methods and procedures. Furthermore, it addresses the steps taken to ensure the reliability and validity of the instruments.

1. Methodology and Research Design

It is self-evident that any academic study requires research methodology that plays a crucial role in helping researchers address their questions and evaluate the validity of their hypotheses. Methodology can be described as the set of specific procedures or techniques employed to choose, identify, and examine information related to a particular subject. *“It is the study of various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them”* (Kumar, 2008, p 5).

In order to achieve the aim of the study, an exploratory case study is done in Bouira’s university. The research adopted the mixed method. According to Johnson et al. (2007) the mixed method research is a type of research analysis that combines both qualitative and quantitative data collection approaches. Using a mixed method approach is beneficial because depending on a single method may not provide enough insights into the topic. In addition, using a mixed method is as well beneficial for the final findings. It enhances its verifiability, and it makes the investigation more productive and reliable by collecting both numeral and descriptive data. Based on this method, a questionnaire was used as a data collection method.

2. Population and Sampling

2.1. Population

The population that is targeted in this research are first year students of English at Akli Mouhand Oulhadj Bouira. And they are almost 166 students.

2.2. Sampling

As it is defined in Merriam-Webster’s dictionary *“Samplig is the act, process, or technique of selecting a representative part of a population to determine parameters or characteristics of the whole population”*. In other words, it involves selecting a small portion from the larger population being studied, with the aim of answering the research questions and proposing solutions to the

identified problem (Thompson, 2012). Sampling plays a vital role in any research process. Additionally, it helps assess the proficiency of the investigators and allows researchers to examine, verify, and interpret the reliability of the data gathered—in this case, regarding the influence of SM on students' motivation to learn EFL.

Kothari (2004) defines sampling as *“the choice of a few a part of a combination or totality on the idea of which a judgement or inference approximately the combination or totality is made”*. Simply put, it is a method of obtaining information about an entire population by studying only a segment of it. Sampling, therefore, involves selecting a portion of a population to analyze in order to make inferences about the whole.

Kothari (2004) also highlights several benefits of using sampling:

1. It helps save both time and resources.
2. It often enables more precise measurements since trained and experienced investigators usually carry out sample-based studies.
3. It becomes the only viable method when dealing with a population that has an infinite number of members.
4. It is essential when testing involves the destruction of the item under examination.
5. It generally makes it possible to estimate sampling errors, thereby helping to collect data about specific characteristics of the population.

2.2.1. Simple Random Sampling

This technique represents one of the most basic and effective approaches for collecting data from an entire population. In the context of random sampling, every individual within the population has an equal probability of being selected for inclusion in the sample. Supporting this view, Singh (2003) explained that simple random sampling is among the most direct and unbiased methods for obtaining data from a population, as it guarantees that each member has an equal likelihood of being chosen.

For instance, if the objective is to select a sample of one hundred (100) students from a school, each student would be assigned a unique number from the school's database. A random number generator would then be used to select a sample of one hundred (100) students, ensuring the process remains entirely random and free of bias. In this research, a simple random sampling method has been selected. We have dealt with a sample composed of 59 male and female students that represents 42.1% from the whole population.

3. Data Collection Tool

Data collection plays a crucial role in any research investigation. To achieve the objective of this study, a questionnaire has been utilized as the primary data collection instrument.

3.1. The Questionnaire

A questionnaire is a tool for collecting information about a particular topic. Dornyei (2003, p. 3) claims that “*A questionnaire is a self-report data collection instrument that each research participant fills out as a part of a research study*”. In the current study, the questionnaire has been employed as the primary tool for data collection to examine the role of SM in enhancing students’ motivation to learn EFL.

The questionnaire is recognized as one of the most commonly used instruments for gathering both quantitative and qualitative data. It consists of a series of questions designed to be distributed to a large group of participants, enabling the collection of statistically relevant information on a specific subject. As noted by Roopa and Rani (2012), the questionnaire serves as an effective method for collecting extensive data from a substantial number of individuals, often referred to as respondents. Additionally, it allows for the rapid acquisition of information in a format that is easy to process and analyze.

The use of questionnaires offers numerous advantages to researchers. Seidel et al. (2012, p. 151) highlight several of its strengths :

1. Questionnaires can be distributed and returned via post or email, or delivered directly to the respondent.
2. They are cost-effective, with expenses typically limited to the design and printing of the instrument.
3. They allow for efficient data collection, reducing the time required to gather responses.
4. Respondents can complete and return the questionnaire promptly.
5. The use of questionnaires helps reduce respondent bias and variability by minimizing the influence of learners' individual characteristics and skills..

Our questionnaire is divided into three sections; each section consists of several questions. The first section is concerned with general questions about students. The second section deals with student’s views about SM. The final section deals with the focal point of this investigation which is the role of SM in enhancing student’s motivation to learn EFL.

3.1.1 Types of Questions

Every questionnaire should contain a range of question types, including both closed-ended and open-ended questions, which are designed to obtain objective information from respondents. It is essential that these questions are formulated clearly to ensure participants can understand and answer them accurately. As Selltiz et al. (2009) state, “*the selection of each type is determined by the researcher objectives and the type of data that has to be collected.*” Therefore, it is important for the researcher to formulate questions that are both clear and straightforward to facilitate effective responses from participants.

A. Open-Ended Questions

Open-ended questions require participants—specifically EFL students in this study—to express their personal opinions and perspectives on the topic or to elaborate on their choices. These types of questions are designed to generate unrestricted responses rather than limiting participants to predefined options. As Naoum (2007, p.33) explains, “*open questions are used in order to encourage the respondent to provide free responses.*” Therefore, open-ended questions are utilized in research as a means of collecting more in-depth information, often included at the end of a questionnaire to gain richer and more comprehensive insights into the research subject.

B. Close-ended questions

Closed-ended questions require participants to respond by choosing from limited options, such as selecting “yes” or “no,” or by picking the most suitable answer from a set of predefined choices. This format allows for easier and faster data collection, particularly when assessing attitudes toward the use of SM in enhancing students’ motivation to learn EFL. Typically, questionnaires begin with a sequence of closed-ended questions, often accompanied by checkboxes for straightforward completion. In the context of this study, we employed closed-ended questions to collect data that aligns with the study’s objectives and allows for a quantitative interpretation of the responses. This method was chosen not only for its effectiveness but also for its numerous advantages.

Supporting this perspective, Oppenheim (1992, p. 99) outlines several key benefits of closed-ended questions:

- They require minimal time to answer.
- No extended written responses are needed.
- They are cost-effective.
- Responses are easy to process and analyze.

- They facilitate group comparisons.
- They are useful for testing specific hypotheses.
- They require less interviewer training.

4. Data Analysis Procedures

The study employed a mixed-methods approach, utilizing both qualitative and quantitative techniques to analyze data collected through questionnaires distributed via email and Google Forms. Quantitative analysis was applied to the close-ended questions, enabling statistical examination of the numerical data. In contrast, the open-ended questions were analyzed using Qualitative Content Analysis (QCA), a systematic method for interpreting textual data by identifying meanings, patterns, and themes. Unlike quantitative content analysis, which focuses on counting frequencies, QCA emphasizes the understanding of context, depth, and nuanced interpretation. More broadly, qualitative analysis involves examining non-numerical data such as texts, images, or observations to explore concepts, experiences, and social contexts. This approach is widely used across education, social sciences, psychology, and health studies to provide rich, detailed insights beyond what numerical data alone can offer.

Google Forms automatically organizes responses into structured formats, such as tables and charts, making it easier to analyze the data. For questions with fixed answer options—like multiple choice, checkboxes, or rating scales. The tool quantifies responses and presents them as numerical summaries. This allows for quick identification of patterns, trends, and preferences among participants. The structured format also simplifies statistical analysis, enabling comparisons across different questions

Conclusion

This chapter has outlined the methodological considerations of the study, including methodology, research design, population and sampling. It also detailed the methods employed along with the data collection tools used and methods of data analysis. The next chapter will focus mainly on presenting and discussing the research findings.

Chapter three

Analysis, Discussion of the Results, and Implications

Introduction

This chapter is organized into three sections. The first section presents and analyzes the results of the field study, which were collected through a questionnaire administered to students. The second section discusses and interprets the findings in detail. The third section outlines the implications of the study, acknowledges its limitations, and offers suggestions for future research.

I. Presentation of the Questionnaire's Results

As it was already explained, the questionnaire was sent to all the of first year students of English at Akli Mouhand Oulhadj University but only 59 answers were received. The sample was chosen randomly; it contained both genders of different ages. The questionnaire was a combination of both closed and open-ended questions. The analysis of the retrieved questionnaire provided the following answers.

Section One: General Information

Question 1: How old are you?

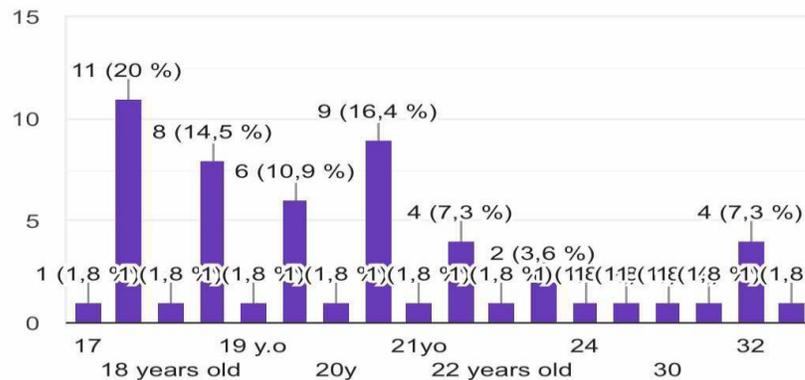


Figure 1: Age Distribution

The figure indicates that the majority of participants, totaling 34 individuals (61.8% of the sample), are between the ages of 18 and 21, which aligns with the typical age range for first-year university students. The remaining age groups (17, 22, 24, 30, and 32) are minimally represented, with most having only one participant each (approximately 1.8%), aside from a few slight variations.

Question 2 : What is your gender?

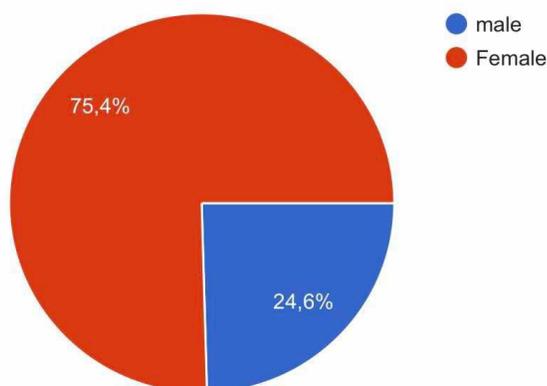


Figure 2 : The Gender of the Participants

The above graph represents the distribution of the sample according to the gender. the percentage of males was 24.6% and the percentage of females students was 75.4%. This may be attributed to the tendency of females to be more inclined toward studying foreign languages.

Question 3 : What is your level in English ?

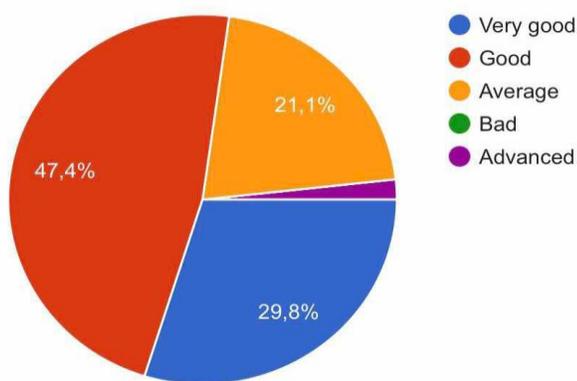


Figure 3: Student's Level in English

From the results showed above, we can say that students possess diverse levels, The majority of students rate their level as **good** (47.4%), the second largest group is **very good** (29.8%), **average** level follows at (21.1%).

Section Two: Social Media Usage

Question 4: How often do you use social media platforms?

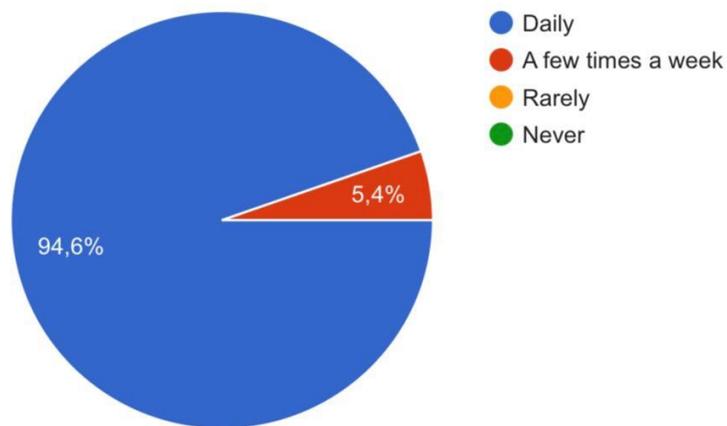


Figure 4: The Use of Social Media Platforms

From the above figure, it is seen that the majority of the students (94.6%) are using SM daily which indicates that it is a major part in their lives, 5.4% of the students tend to use SM a few times a week.

Question 5: Which social media platform do you use most often to learn or practice English?

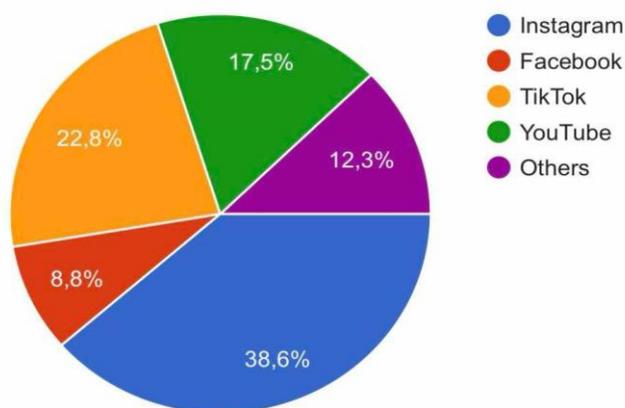


Figure 5 : The Most Used Social Media Platforms by Student

The chart shows the distribution of usage among various SMPs, Instagram is the most used platform, with 38.6% of users, clearly leading the others. The next most popular platforms are TikTok (22.8%) and YouTube (17.5%), followed by Other tools (12.3%) and Facebook (8.8%).

Question 6 : how much time do you spend on social media per day ?

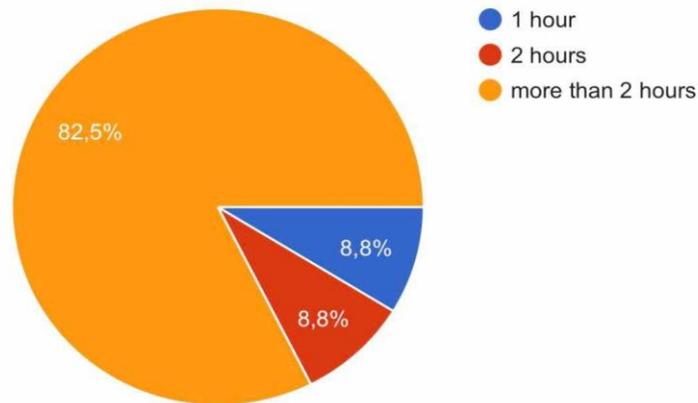


Figure 6 : Daily Time Spent on Social Media

A significant majority, 82.5%, use SM for more than 2 hours per day. Only 8.8% spend 1 hour on SM. Similarly, 8.8% report using it for 2 hours daily.

Question 7: Do you use social media for educational purposes ?

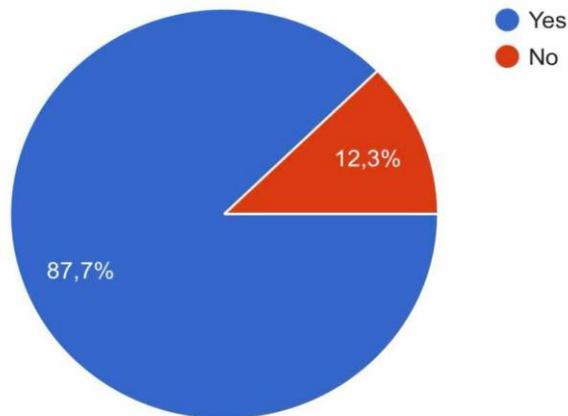


Figure 7 : The Use of Social Media for Educational Purposes

As it is clearly shown in the figure, the majority of the students (87.7%) use SM to reach educational purposes, with only minority (12.3%) indicate otherwise.

Question 8 : Does social media help in :

- **Motivating learners**
- **Making learning much easier**
- **Provide learners with unlimited sources**
- **Non of the above**

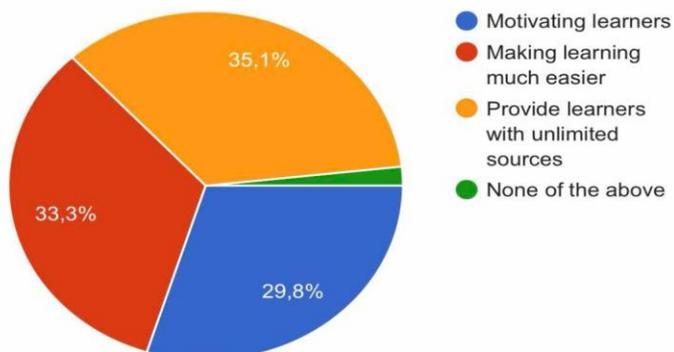


Figure 8 : Learners' Perceptions of Social Media's Role in Language Learning

The results demonstrated in figure 8 indicate that 35.1% of learners believe that SM provides unlimited learning sources, making it the most commonly recognized benefit. 33.3% think it makes learning much easier, showing strong support for its facilitative role. 29.8% say it is helpful in motivating learners, indicating that engagement and interest are key factors. Only a very small portion (around 1.8%) believe none of the above apply.

Question 9: Do you think that you will achieve better if social media was integrated in the classroom ?

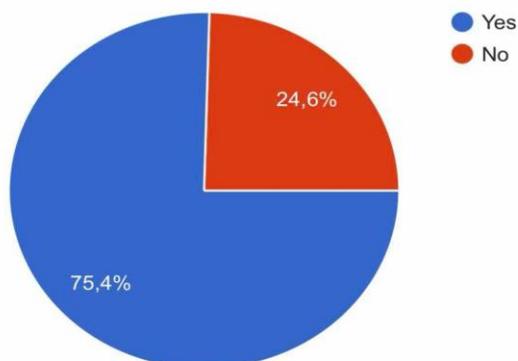


Figure 9 : The Integration of Social Media in the Classroom

The results of the above figure show that 75,4% agree that the integration of SM will make them achieve better in the classroom while 24,6 are against. We deduce from it that most students want to integrate SM in the classroom.

Question 10: Do your teachers use social media to share lessons, lectures or communicate with you ?

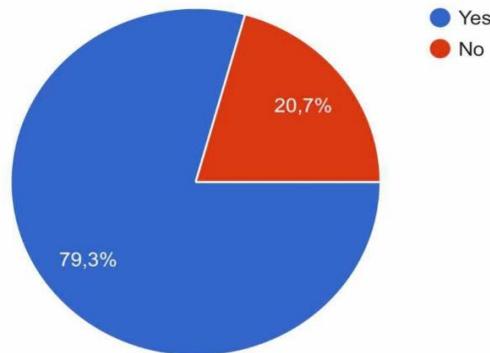


Figure 10 : Students' Perceptions of Teachers' Use of Social Media Platforms in Education

As it is shown, most students (79,3%) proved that their teachers use SM to share lessons, lectures and communicate with them, while 20,7% of students indicate that their teachers neglect using SM within the academic setting. This can be contributed to the nature of SM that is considered as a tool for sharing and communicating.

Question 11: Do you consider social media a sufficient tool that meet all your need to learn English ?

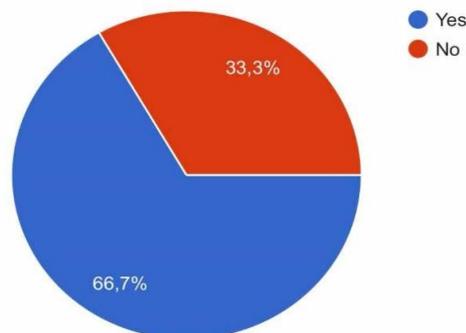


Figure 11 : Students' Opinions on the Adequacy of Social Media for Meeting English Learning Needs

By analyzing this figure, it is proven that 66,7% consider SM as a sufficient tool that meets all their needs to learn English, however, 33,3% of them don't. The chart reveals a positive general attitude toward SM as a multipurpose tool, but it also highlights that one-third of respondents remain cautious or dissatisfied.

Section Three : Motivation and Engagement

Question 12 : How do you feel when learning English through social media ?

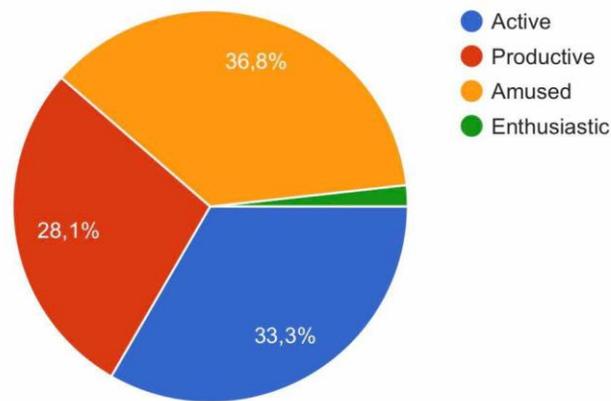


Figure 12 : Learners' Feelings when Using Social Media for English Language Learning

This pie chart depicts participants' emotional and behavioral responses while learning English through SM. The data shows that 36.8% of students feel amused, 33.3% feel active, and 28.1% feel productive. These results indicate that learners generally hold positive attitudes toward learning English via SM.

Question 13: Do you follow any English learning pages or content creators on social media ?

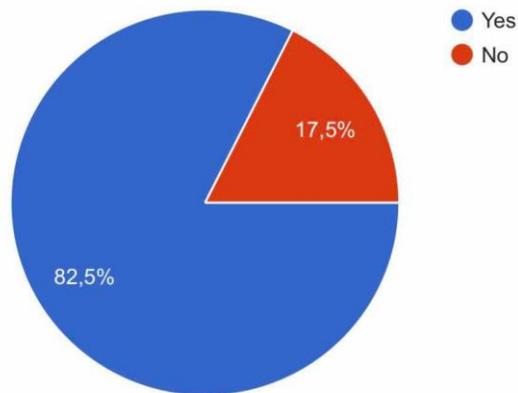


Figure 13 : Students’ Interaction with English Learning Pages and Influencers on Social Media

The chart clearly shows that a vast majority of respondents (82.5%) follow English learning pages or content creators and only 17.5% who answered no. This suggests that learners are actively seeking out digital resources and engaging with educational content on SM or online platforms to support their language development, emphasizing the growing role of SM and content creators in modern education.

Question 14: To what extent do you agree with the following statement:

“Social media plays an important role in enhancing students’ motivation to learn English”

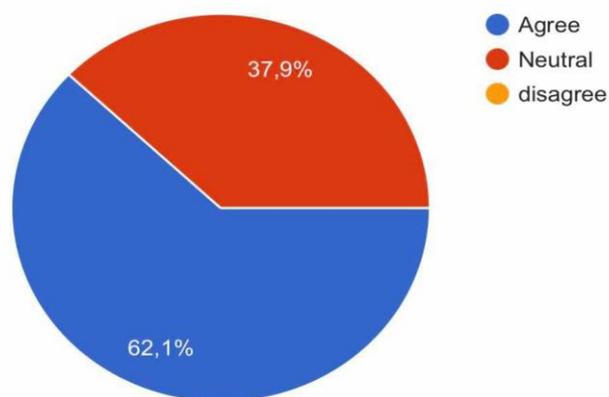


Figure 14 : Impact of Social Media on Students’ Motivation for English Learning

The majority of respondents (62.1%) agree that SM plays an important role in enhancing their motivation to learn English. This reflects a positive perception of SM as a valuable educational tool.

Meanwhile, 37.9% remained neutral, suggesting that while they may see some benefits, they might not consider SM a primary motivator. Interestingly, no respondents disagreed, which reinforces the overall belief that SM can contribute meaningfully to language learning motivation. This indicates a strong potential for educators and content creators to leverage these platforms in language instruction.

Question 15: What types of social media content (videos, quizzes, memes, short lessons) help you stay motivated to learn English ?

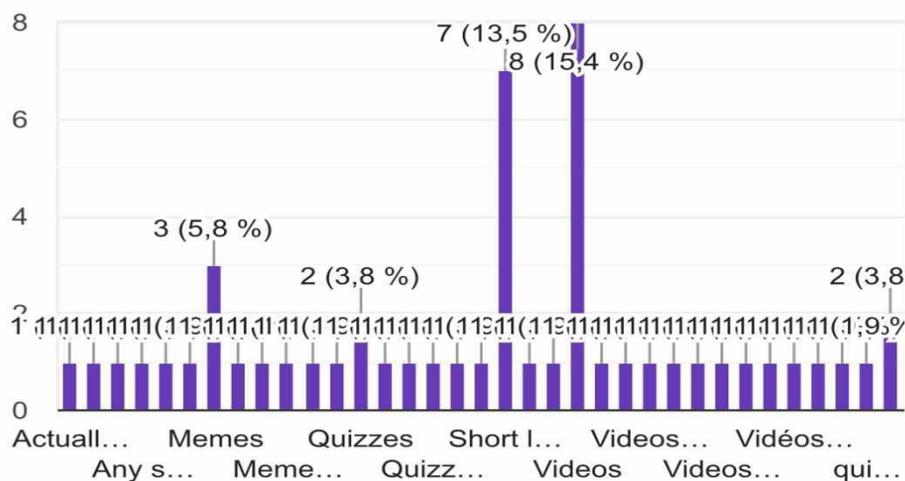


Figure 15: Types of Social Media Content that Motivate English Language learners.

The data reveals that short lessons (15.4%) and videos with subtitles (13.5%) are the most effective types of content for motivating English learners on SM. Memes (5.8%) and quizzes (3.8%) received moderate interest, suggesting that while they add some value, they are not the primary drivers of motivation for most learners. Other content types such as actual lessons, any short content, or general videos received lower individual percentages, each around 1.9%, indicating a limited impact.

Question 5 : In few lines, how does social media enhance motivation to learn English as a foreign language ?

The final question was an open-ended one, aiming to gather deeper insights into how SM can enhance students' motivation to learn EFL. The responses revealed a variety of perspectives. Several learners mentioned that seeing native speakers or content creators communicating fluently in English boosts their motivation—they aspire to reach a similar level of fluency. Others highlighted

that SM presents information in a more accessible, engaging, and creative manner, which sparks their curiosity and encourages them to explore more formal aspects of the language. This suggests that the informal and relatable nature of SM plays a significant role in sustaining learners' interest and commitment to improving their English skills.

II. Discussion of the Students' Questionnaire Results

In recent years, SM has increasingly permeated the field of education, capturing the attention of many researchers due to its potential in enhancing students' motivation to learn EFL. To further investigate this role, this study aimed to collect data that would either confirm or refute the proposed hypothesis. A questionnaire was developed and administered, with the results providing insightful data on learners' perceptions and experiences.

The first section of the questionnaire gathered basic demographic information. The initial question addressed participants' age. As illustrated in Figure 1, the majority of respondents (34 participants) were between 18 and 21 years old, which aligns with the typical age range of first-year university students. Figure 2 reveals that 75.4% of the participants were female. This finding is consistent with prior studies, such as Tavakoli and Rezazadeh (2020), which suggest that female learners often exhibit higher motivation levels and more positive attitudes towards learning EFL.

The third question examined learners' self-assessed English proficiency. The majority of respondents (47.4%) rated their level as "good," indicating a high level of confidence in their language skills. Additionally, 28.8% considered themselves "very good," while 21.8% rated their proficiency as "average." These results suggest that most learners feel relatively confident in their English abilities, a factor that may positively influence their motivation and engagement with the language.

The second section focused on the usage patterns of SM among students. The data show that 94.6% of respondents use SM daily, while only 5.4% use it a few times per week. This extensive daily engagement highlights the significant potential of SM as a powerful tool for language learning. In response to the second question in this section (see Figure 5), students indicated that they use a variety of SMPs to practice English, with Instagram being the most commonly used (38.6%). These findings highlight the importance of aligning English language teaching strategies with students' preferred digital platforms. Incorporating educational content through Instagram, TikTok, and YouTube can significantly boost learner engagement and motivation. As Wang and Vasquez (2012) note, *"integrating social media into language learning not only caters to students' interests and*

habits but also creates authentic and engaging learning environments that increase motivation and participation.” This not only answers the second question but also supports the first hypothesis by confirming that SM acts as a motivating factor in students’ EFL learning.

Furthermore, 82.5% of participants reported spending more than two hours per day on SM, while only 8.8% reported using it for one to two hours. As illustrated in Figure 7, 87.7% of students stated that they use SM for educational purposes. When asked about the specific benefits of using SM for learning English, 35.1% of respondents mentioned access to unlimited resources, 33.3% cited ease of learning, and 29.8% highlighted increased motivation. These results emphasize that SM functions not merely as a supplementary tool, but as an integral component of the language learning process. The perceived advantages such as easy access to resources, user convenience, and increased motivation indicate that integrating SM into educational practices can significantly improve learning outcomes. Supporting this view, Blattner and Fiori (2009) assert that *“social media tools offer opportunities for learners to access authentic resources, collaborate with peers, and engage in meaningful language use, making them powerful instruments for enhancing language acquisition.”*

Moreover, 75.4% of respondents believed that the integration of SM into classroom instruction would lead to improved academic performance. A further 79.3% confirmed that their teachers already use SMPs to share lessons, provide lectures, and maintain communication with students. This indicates a strong existing foundation and positive reception for SM as a teaching tool. Teachers’ use of familiar platforms helps to lower learning barriers and foster more effective communication.

The second hypothesis was supported by the participants' responses: 66.7% of students viewed SM as a sufficient tool that meets all their English learning needs, whereas 33.3% believed they still require additional tools. . These results suggest that educators should integrate SM with a variety of instructional strategies to maximize its benefits while addressing potential limitations. SMPs appear to be not only effective in creating enjoyable and engaging learning environments but also in sustaining learners’ motivation. As Wang and Vasquez (2012) noted, SM tools offer interactive and dynamic environments that support motivation, active participation, and language development.

The results of the third section of the questionnaire indicate that learners feel motivated when learning English through following educational pages and content creators this goes hand in hand with our hypothesis that suggest SMPs become the first motivational source that students get

knowledge from. Question fifteen revealed that the most preferred formats were videos and short lessons, each favored by 15.4% of respondents. These findings suggest that, to optimize motivation, educators and content creators should prioritize brief, engaging, and visually supported content that aligns with students' preferences and attention spans on SMPs.

Finally, when students were asked to elaborate on how SM enhances their motivation to learn English as a foreign language, they shared a variety of perspectives. Their responses included the following:

- Content creators usually use creative ways to convey the idea that makes the learning process fun and unusual.
- SM can help us learn English quickly, and that is through all the content creators. When we see someone on the internet speaking English and we cannot understand them, it boosts our motivation to learn more and improve our English.
- SMPs offer interactive content that can make the learning process more enjoyable and easier for all the learners.
- SM enhances motivation to learn English by providing real-life content, easy access to native speakers, and engaging, interactive learning opportunities. It creates a fun, informal environment where learners can practice, get instant feedback, and stay connected with global communities, making learning more relevant and enjoyable.
- SMPs allow learners to communicate with native speakers giving them the opportunities to use English in real Life context that increases motivation or the desire to learn English the way they use it.
- By providing many sources to suit every studying method depending on the student preference, for me I'm a TikTok number 1 obsessed user i do get motivated by a trend that was called or maybe still (study tok) and I have never been more motivated.
- By integrating language learning into everyday entertainment, SM transforms the learning of English into a fun, personalized, and motivating experience.

The final question in the survey was designed to bring together insights from all previous responses and provide a comprehensive overview of the participants' perceptions. The answers to this question confirmed that our hypotheses were largely accurate and supported by the majority of respondents. Specifically, it reinforced the idea that SM is not only a motivating and engaging tool for English language learning but also, for many learners, a sufficient platform that meets their

educational needs. These findings validate the core assumptions of the study and highlight the growing role of SM in modern language education.

III. Implications, Limitations, and Suggestions for Further Studies

III.1. Implications

The results of this study offer strong evidence supporting the beneficial role of SM in increasing students' motivation to learn EFL. They also emphasize the significance of SM as an additional educational resource, showing its positive influence on the development of key language skills, especially speaking and listening.

Considering the demonstrated effectiveness of SM in motivating learners and enhancing their engagement in the English learning process, it is important to recognize its potential as a valuable supplementary tool. Incorporating SM into language learning approaches can help enhance the overall effectiveness of English instruction for university-level EFL students.

III.2. Limitations

This study faced several limitations that should be acknowledged. One major challenge was the time-consuming process of data collection, primarily due to frequent absences among first-year students. Additionally, the research was limited by the difficulty in accessing a sufficient number of academic references and recent studies directly related to our topic since SM in relation to motivation is not widely studied in Algeria. Another limitation was the reliance on self-reported data from questionnaires, which may be subject to bias or inaccuracies in participants' responses.

III.3. Suggestions for Further Studies

Future research exploring the role of SM in enhancing students' motivation to learn EFL could take several important directions. To improve the generalizability of the results, future studies should consider involving a more diverse group of EFL learners, including individuals from different age ranges, cultural backgrounds, and educational environments.

Moreover, focusing on specific platforms—such as YouTube, TikTok, Instagram, or Facebook—could offer more detailed insights into how each one uniquely affects learners' motivation and the development of their language skills. Comparative studies that analyze the effectiveness of SM in relation to other digital tools or traditional teaching methods could also help identify the most successful strategies for motivating language learners. Finally, future research could examine the impact of SM on individual language skills—such as speaking, listening, reading, and writing—providing a more skill-specific understanding.

Conclusion

This chapter presented the results of the field study, along with an analysis and interpretation of the findings, aiming to address the research questions and assess the extent to which the data supported or did not support our hypotheses. The results indicate that SM has a significant impact on students' motivation to learn English as a foreign language. This suggests that SM can be effectively integrated as an educational tool to keep students engaged and motivated in their EFL learning process.

General conclusion

Motivation is widely recognized as one of the most crucial factors influencing success in learning a foreign language, particularly for university-level EFL learners. It shapes students' attitudes, drives their engagement, and determines their persistence in the face of challenges. With the rise of digital technologies, and particularly the widespread use of SM, new avenues have emerged for enhancing motivation and facilitating language learning. The present study set out to examine the role SM in enhancing students' motivation to learn EFL, focusing on first-year LMD students in the Department of English at Akli Mohand Oulhadj University of Bouira.

This research was guided by three key research questions: (1) Do first-year students rely on social media to learn English? (2) Does social media enhance their motivation to learn English? (3) Is social media considered an essential learning tool through which students acquire knowledge? In order to address these questions, a questionnaire was designed and administered to a sample of first-year EFL students. The collected data was carefully analyzed and interpreted to draw meaningful conclusions and assess the validity of the study's three main hypotheses.

The results of the study reveal that the overwhelming majority of participants actively use SM on a daily basis, not only for entertainment but also for educational purposes. Platforms such as YouTube, Instagram, and TikTok were identified as the most frequently used by students for practicing and improving their English skills. These platforms offer accessible, engaging, and interactive content that aligns with students' personal interests and learning preferences. The findings confirm that students are not merely passive consumers of content but often engage with language in creative and personalized ways through SM.

The first hypothesis, which proposed that SM motivates students to learn English, was strongly supported by the data. Students reported increased enthusiasm, confidence, and willingness to engage with English content, attributed to their interaction with creative and relatable materials online. Unlike traditional classroom methods, SM provides instant feedback, diverse content formats, and opportunities for self-paced learning, all of which contribute to a more motivating learning environment. This finding directly addresses the study's first research question: Does social media contribute to enhancing students' motivation in learning English?.

The second hypothesis, which assumed that SM is an essential tool for English learning, was also confirmed. The data suggest that students view SM not merely as a supplementary resource but as an integral part of their everyday learning practices. This finding also addresses the study's

second research question regarding whether SM is an essential tool for learning English.. Many participants emphasized the usefulness of SM for acquiring new vocabulary, improving pronunciation, and gaining exposure to authentic language use, particularly through interaction with native speakers or culturally rich content. These informal learning opportunities are instrumental in bridging the gap between classroom instruction and real-world language use.

The third hypothesis, which suggested that SM serves as a primary motivational source and a key channel for acquiring knowledge, was also validated. Participants reported that using SM inspired them to study more consistently, explore new linguistic challenges, and engage with English beyond the boundaries of formal education. This finding underscores the transformative potential of SM in making language learning more accessible, enjoyable, and autonomous, while also addressing the third research question regarding whether students acquire knowledge through SM.

In addition to these findings, the study offers practical implications for educational practice, particularly within the Algerian context. To successfully integrate SM into the educational system and enhance student motivation, several recommendations were proposed. These include improving digital literacy among teachers and students, incorporating SM-based activities into the curriculum, encouraging learner-generated content, and fostering online communities that promote peer collaboration and authentic communication. Platforms like TikTok, Instagram, and YouTube can be strategically used to support listening, speaking, reading, and writing skills when educational content is adapted to the linguistic and cultural needs of Algerian learners.

Overall, this study has provided clear evidence that SM plays a pivotal role in enhancing motivation and supporting language learning among EFL learners. It acts as both a motivational force and a practical tool for engaging with English in more meaningful and enjoyable ways. The integration of SM into EFL instruction holds great promise for bridging the gap between formal education and learners' real-world language practices. By embracing the opportunities offered by SM, educators can foster more personalized, interactive, and student-centered learning experiences, ultimately leading to improved language proficiency and academic achievement.

In conclusion, the findings of this study underscore the necessity of modernizing English language instruction in Algeria by embracing tools that align with learners' digital realities. SM is no longer just a social tool, it is an educational asset that, when effectively integrated, can transform

the language learning landscape and significantly enhance learners' motivation, engagement, and success.

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Appendices

Dear students,

This questionnaire has been designed to investigate the role of social media in enhancing students motivation to learn english as a foreign language at the department of English, University of Bouira. It relies on your contribution to gather information, which would be used in the practical part of the study. It is voluntary, anonymous and confidential. You are kindly asked to answer the following questions.

Thank you for sparing a moment and fill in the questionnaire.

Section One: General Information

1.How old are you?

.....

2.What is your gender?

-male

-Female

3.What is your level in English?

-Very good

-Good

-Average

-Bad

Section Two: Social Media Usage

4.How often do you use social media platforms?

-Daily

-A few times a week

-Rarely

-Never

5.Which social media platform do you use most often to learn or practice English?

-Instagram

-Facebook

-TikTok

-YouTube

Others

6.How much time do you spend on social media per day?

-1 hour

-2 hours

more than 2 hours

7.Have you used social media for educational purposes?

-Yes

-No

8.Does social media help in:

-Motivating learners

-Making learning much easier

-Provide learners with unlimited sources

-None of the above

9.Do you think that you will achieve better if social media was integrated in the classroom?

-Yes

-No

10.Do your teachers use social media to share lessons, lectures or communicate with you?

-Yes

-No

11.Do you consider social media a sufficient tool that meet all your needs to learn English?

-Yes

-No

Section Three: Motivation and Engagement

12.How do you feel when learning English trough social media?

-Active

-Productive

-Amused

-Enthusiastic

13. Do you follow any English-learning pages or content creators on social media?

-Yes

-No

14. To what extent do you agree with the following statement:

“Social media plays an important role in enhancing students’ motivation to learn English”.

-Agree

-Neutral

-disagree

15. What types of social media content (videos, quizzes, memes, short lessons) help you stay motivated to learn English?

.....

16. In few lines, how does social media enhance your motivation to learn English as foreign language?

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

Thank you for your time and cooperation.

Resumé

Dans le cadre de l'apprentissage des langues étrangères, la motivation constitue un facteur clé dans la réussite et la persévérance des apprenants. Cette étude vise à examiner le rôle des réseaux sociaux dans le renforcement de la motivation des étudiants de première année en langue anglaise à l'Université Akli Mohand Oulhadj de Bouira. L'objectif principal est de démontrer l'impact positif de ces outils numériques et d'explorer leur potentiel d'intégration dans un contexte académique.

Pour atteindre cet objectif, un questionnaire a été distribué aux étudiants afin de recueillir des données quantitatives et qualitatives, analysées selon une approche méthodologique mixte. Les résultats révèlent que l'ensemble des étudiants utilisent les réseaux sociaux quotidiennement, ceux-ci faisant désormais partie intégrante de leur vie. La majorité des répondants affirment également utiliser ces plateformes à des fins éducatives, notamment pour améliorer leur apprentissage de l'anglais. De plus, les données indiquent que les réseaux sociaux jouent un rôle significatif dans le renforcement de la motivation à apprendre l'anglais comme langue étrangère.

Mots-clés: Réseaux Sociaux, Motivation, Anglais comme Langue étrangère

