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The Impact of Facebook as Social Networking on student's academic performance

The Case of First Year Master LMD Students of EFL at Ahmed Salhi University Center of Naama

Dissertation submitted to the Department of Foreign Language in Partial Fulfilment the Degree of "Master" in Linguistics

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ABSTRACT

The omnipresent use of social networking sites is a growing phenomenon, being more and more important in academic life**,** and the potential impacts of such use on academic performance are of both theoretical and practical importance. This SNS (Social Networking Site) has become a touchy part of the daily life, it has changed the way people interact and communicate. An important Social networking Site like Facebook is becoming more popular among the students in Naama University Center and the fast growing number of facebook users has attracted researcher to investigate the contribution and damage Facebook has made on the academic field. Therefore, this research study identifies the positive as well as negative impact of SNSs, particularly Facebook on the student's academic performance among EFL learner. Hence, this work aims to examine the use of Facebook in facilitating the teaching and learning and the limitations of using it. Moreover, the research also attempts to find out the role of Facebook on language learning have on these students. The study focused on two respondents: students and teachers and used both questionnaire and interviews as tools of study. The findings of this study shed insight on how students use online social networking sites especially Facebook, the kind of information sought. Other findings revealed that teacher and student perceptions aligned in relation to student behavior academically when utilize Facebook .This study implicates that the use of Facebook as an alternative tool can be used for teaching and learning to enhance students' interactions outside the classroom. The study also provides recommendations on how online networking can be used in order to improve academic purposes.

Keywords: SNSs (Social networks sites), learning languages, academic performance, EFL(English as a foreign language), FB (Facebook),collaborative.

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DEDICATION

In the name of Allah, Most Merciful, Most Gracious

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LIST OF ACRONYMS AND ABBREVIATIONS:

EFL: English as a Foreign Language

FB: Facebook

LMD: License Master Doctorate

Q: Question

SNSs: social networking sites

%: Percentage

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GENERAL INTRODUCTION

The prominence of social networking sites in people's lives, especially students challenge, engage, and interact as it is perfectly embedded in the ancient Chinese proverb: Tell me, I forget. Show me, I remember. Involve me, I understand.

Therefore the teaching and learning ways have changed dramatically in point of the methods employed. Social networking sites do not aim to replace traditional learning, but can supplement the landscape of traditional learning by adding more tools at its disposal.

Social networking sites also transform the role of the educator from being a content provider to a content interpreter of a skill developer .the learning environment has become more fluid ,with students being able to make feedback and exchange with regards to study tools and helps learners to use large amount of information which is always available. In fact, in recent years, these social networking sites have been able to make a revolution in academic field and knowledge sharing.

The social constructivism theory is based on how socialization and interaction with other people can help students learn and construct their own knowledge and personal learning process.

The main focus of this research is to discover the reasons why students in Naama University Center use Facebook as social networking tools, to recognize the impact of this tools on the methods of learning and education generally, to analyse the main problems that students face when using these networks, and to determine whether or not the traditional learning methods should be changed in this era of technologies.

Therefore as more students rush to join and continue using SNSs the question that comes to mind is, are these SNSs having an impact on their academic performance or not, another innovation of the study is using Facebook as a medium for language input.

Taking into consideration the motivations for this research, the aims and the objectives, the researchers accentuated the following research questions:

- What are the positive and negative impacts of social networking on education?
- What are student perceptions of using face book on English learning?
- How does the integration of social networking sites in academic environment affect student-student and teacher-student relationship?
- Are online social networking sites used by students to improve their academic performance?

Trying to answer these questions, the coming hypotheses are raised:

- Maybe social networking are giving students better learning opportunities to enhance their educational performance
- Maybe using FB helps students improve their English learning and motivates them to learn
- Maybe the relationship of both teachers and student change positively in comfortable and respect way for greater educational benefit
- Perhaps the social networking sites affect student's academic performance indifferent ways

This dissertation is divided into two chapters. The first one is devoted to literature view, which highlights the main point and key concepts of this topic, and it is concerned with the theoretical assumption that are related with this research. The second chapter reflects the practical side of the study; it is related to the research tools that are opted to collect the necessary data from participants.

Under the purpose of testing the hypotheses and obtain the required data .an interview addresses teachers and questionnaire for the first year master LMD students at Ahmed Salhi at Naama University Center. Thus the results obtained are followed with quantitative and qualitative analysis and interpretation.

CHAPTER ONE:

Literature Review

Chapter one: Literature Review and Theoretical Perspectives

1.1. Introduction
1.2. Social Learning Theory
1.3. Social Learning Theory and Education
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1.1. Introduction

The 21st century has urged the educational environment into a new province.There are numerous technological advances which have made learning more interactive and created a need for a more virtual approach to instruction, both university students and staffs around the world are using more and more social networking, everyone is a member to at least one social networking site.

Researchers conducted studies examining how the uses of social networking sites have improved academic achievement for the new generation of learners. The use of social networking at university campus worldwide is contributing for some success as well as having some negative impact in the Student's performance. Throughout this review of literature the benefits of using facebook as well as the pitfalls were examined.

1.2.Social Learning Theory

Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioural, an environmental influences. It focuses on the learning that occurs within a social context. It considers that learn people from one another, including such concepts as observational learning, imitation and modeling. The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states:

> **"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally though modeling: from observing others on forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action". (P22)**

Albert Bandura (1977) pioneered the concept of social learning, which is the idea that people learn in a social setting.. Three concepts are key to Bandura's social learning theory:

- **Observational learning:** people will learn and exhibit behaviors through the observation of those around them .

- **Reinforcement:** is the idea that intrinsic reinforcement is a necessary component of the learning process.Bandura describes intrinsic reinforcement as in the form of an internal reward such as pride, satisfaction, and a sense of accomplishment.
- **The modeling process:** is the idea that modeling is an integral part of the social learning process and models serve as an important source for observational learning.

Bandura's social learning theory helps to explain how people learn by interacting with and observing others. Bandura's theory has an important place in the field of education and can provide insight into how children learn from others in the classroom environment.Today; both teachers and parents recognize how important it is to model appropriate behaviors. Other classroom strategies such as encouraging children and building self-efficacy are also rooted in social learning theory.

As Bandura observed, life would be incredibly difficult and even dangerous if you had to learn everything you know from personal experience. So much of your life is rooted in your social experiences, so it is no surprise that observing others plays such a vital role in how you acquire new knowledge and skills. By better understanding how social learning theory works, you can gain a greater appreciation for the powerful role that observation can play in shaping the things we know and the things we do.

1.3. Social Learning Theory and Education

Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior.Vygotsky's (1978) theory of social learning and development is related to Bandura's social learning theory in that Vygotsky's main assertion is that social interaction among children plays a fundamental role in the process of cognitive development and learning. Vygotsky developed a socio-cultural approach to development learning theories by outlining how students learn within a social environment. There are three main components to Vygotsky's social learning theory:

- **Social interaction as integral to cognitive development and learning:** in which development necessarily precedes learning .He identified two areas, where the functions in a child's cultural development, appear in: **Social level, or interpsychologica** between people and then inside the child **Individual level, or intrapsychological**
- **The More Knowledgeable Other (MKO):** refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, the MKO need not be a person at all. Some companies are now using electronic performance support systems. Electronic tutors have also been used in educational settings to facilitate and guide students through the learning process. The key to MKOs is that they must have (or be programmed with) more knowledge about the topic being learned than the learner does.
- **The Zone of Proximal Development (ZPD):** is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher.

1.3.1. Social Learning Theory and Collaboration

Well, in social learning theory, we want exposure to reciprocal learning (interactions between three areas: behavior, cognitive, and environmental), and we get this in social context. Collaborative teaching and learning is directly connected to social learning theory. A student in a collaborative learning setting is learning through observations, modeling, and reciprocal teaching.

Collaboration is an important component in the development and education of children.*Collaboration* is best defined as the interaction of students in a group setting, of contributing one's own abilities and working with others to further one's learning (Panitz, 1996). The collaborative learning experience suggests that students take a more active role in the learning process. The process of student collaboration allows students to problem-solve and actively aids in the progression of learning and development.

Teachers also play a part in the collaboration process.As previously mentioned; Vygotsky's (1978) concept of the zone of proximal development suggests that the teacher plays a key role in supporting the student in the process of cognitive development. The teacher assists and provides guidance for the student in the structured-learning environment.The teacher allows the student to further develop the mind throughout the learning process.

The combination of peer and teacher collaboration helps the student to increase their knowledge and furthers the process of development in regards to education and learning (Tudge, 1990: 155). By collaborating with our students and seeking out their knowledge, and giving them additional tools for their tools one can only imagine what our students will be able to accomplish.

1.4. The History of Social Networking Sites

There are many definitions that could be used to define social sites;

> **Social networking is a form of social media, used for either interactive, educational, informational or entertaining purposes. Social media comes in many forms, but all of them are related: blogs, forums, podcasts, photosharing, social book marking, widgets, andvideo, just to name a few. (HistoryofSocial Network, 2016, para.3)**

Today social media are opening a new world for people where they can be aware of the latest news, create their profile, upload photos & videos, make friends, give status and share their memories with one's near and dear ones (History, 2016, para.7; Didelot, 2013). So it can be said that today's social networkings are the replacement of previous mailing or communicating system .It is used to describe

any website that enables users to create public profiles within it and form relationship with other users of the same website who access their profile.

Commonly, the phrase "social networking sites" is used as an umbrella term for all social media and computer-mediated communication, including but not limited to Facebook, Twitter, LinkedIn, and Myspace.

Ellison and Boyd (2007) define social network sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections. It is a website that allows users to share information within a selected group. It consists of a representation of each user (profiles), social links and a variety of additional services.According to Joey Bernal (2010), **"Social Networking involves the creation of a virtual community where users can share, discuss, collaborate, and even argue about topics of common interest"** (P14-15).

1.5. Social Network and Education

Social networking and their educational uses are of interest to many researchers.

Dalton (2009) implied from his research result that **"teachers should change their role into 'facilitator' rather than the 'giver of knowledge' and promote more group work and relaxing learning environment".**

The learning environment of this 21th century is based on more interaction between different people from different backgrounds. Teachers and instructors are using Social Networking features, in order to provide more and more the study community with different curricular and extra currical material for the success and continuos improvment of their day to day learning environment (Teemu Arina 2011).

Carmean and Haefner (2002:29) explains that social networks are appling online technologies which make the second language learning more social, and enjoyable with minimal stress. They mentioned that real learning happens when it is social and student's centered. In other word, this type of learning leads to **"meaningful understanding of material and content".**

Kendell and Northcote (2001) claim that discussion in online groups and searching online information can give learners the chance to learn useful skills

implicity. There is more feedback during discussion and communication in online situations because of the high confidence (David And Thiede;As Cited In Chen and Yang ;2007: 863) Warschauer (2000) mentioned that online interaction makes the learner motivated to have more interactive conversation without concerning about pronunciation or oral connection in the target language.

1.6. Constraints of Social Networking in Education

In the past, social networking were viewed as a distraction and offered no educational benefit. Blocking this social network was a form of protection for students against wasting time, bullying and privacy protection.

1.7. Social Networking Sites and Academic Performance

Academic performance is a multidimensional construct consisting of three dimensions: student's characteristics, teacher/lecturer's competencies and academic environment. The student's characteristics dimension of the academic performance concerns how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers help define the extent of performance (Loo and Choy, 2013:86)

Two competing perspectives offer explanations on how SNSs affects student's academic performance. On one hand, studies portray the role of SNSs on academic performance in a positive light saying that while students formulate group discussions to exchange ideas and communicate to their teachers and appeal to their friends about assignments on SNSs, teachers share course related materials with their students and create student groups to collaborate on projects cum communicate with their fellow lecturers from other universities through SNSs, thus facilitating teaching and learning process and the enhancement of academic performance. Griffith andLiyanage, (2008 :18) found that support from instant messaging, wikis, blogs, discussion boards, and other Web 2.0facilities can complement what is taught in a traditional classroom setting.

However, an alternative view casts the interaction between SNSs and academic performance in a more negative light. According to this viewpoint, SNSs use has no academic relevance since most of the users use it for socializing purpose.

1.8. Facebook and Education

The Internet has had dramatically revolutionary impact on cultures, sciences and businesses. Owing to the phenomena, a various instant online devices and systems have been used nowadays .Facebook, one of online networking, FB (henceforth) has been spread over the universities

1.8.1. Facebook

Facebook started from a very simple idea in order to maintain friendship; it was launched in 2004, with the primary intention to connect US College Students. It first began with Mark Zuckerberg's alma mater Harvard University. At first, it was exclusive, and one could only join if he/she had been invited by a member of Facebook (History, para. 19 Didelot, 2013).

Today, FB is considered as the most prominent and popular website among all social networking sites. Therefore, now teachers are planning to use these networks for recreating changes in foreign language practice and teaching (McBride, 2009:35).



Figure 1.1 Login facebook Source Google Image

1.8.2. Facebook and Education

The prevalence of Facebook in today's society has made its use in education possible. Students and professors of all ages are able to use FB to communicate with each other and enhance the learning process (Browning et al., 2011). According to Browning and her colleagues (2011), social networking sites such as

FB have become the norm and "**are a communications medium nearly on par with face-to-face interaction"**. Educators can create a Facebook page for the course they are teaching, which may include links to the syllabus, lectures, readings, and other assignments (Browning et al., 2011). In addition, teachers can share important information, including testing strategies and links to research and other websites, by posting on FB. Students can respond to teachers by posting comments on FB, which can facilitate discussions related to curriculum and course study. Students and teachers alike can easily access these pages from their computers or mobile devices.

Facebook has been a useful tool to improve interaction between teachers and their students (Godwin-Jones, 2008; Sturgeon & Walker, 2009). It impacts academic settings for both teachers and learners (Villano, 2007). FB encourages students to do their homework (Kitsis, 2008), and has positive effects on learning language skills (Depew & Skerrett, as cited in Aydin, 2014, p.157). Facebook helped to improve students' social behaviors .Hamilton (2009) found that Facebook can make an appropriate environment to connect teenage readers and publishers, and increase literature circles between them (Walker, 2010).

Blattner and Fiori (2009) emphasized that Facebook can develop competition in second language learners and help them to learn incidental vocabularies (Shahrokni, 2009). Mills (2011) cited Facebook as a useful mean which plays a prominent role in learning different languages. In some studies about supporting classroom assignments via Facebook, Roblyer, Webb and Witty (2010) discovered that university students can use the Facebook and similar social networks to support their classroom activities. In addition,Haverback (2009) inquired learners' participation in an online learning group on Facebook to argue about their tasks, share their ideas and solve the problems during a course study.

Facebook has the potential to help create a valuable learning community in which students can belong and engage with others in the learning process. Shih (2011) concluded that cooperative learning is enhanced by Facebook. Hence, EFL learning students can highly benefit from it as well.Facebook has the power to

support peer learning and to allow for collaboration among students (Cerda & Planas, 2011). According to Cerda and Planas (2011), FB provides for a collaborative learning experience by fostering a "virtual community culture" and opportunities for social learning .

Social media sites such as Facebook provide many opportunities for learner-centered student experiences. Because of the interactive nature of FB, students are able to actively participate in the learning process, which can lead to learner-centered projects, assignments, and many opportunities for "self-directed learning" (Wodzicki, Schwammlein, & Moskaliuk, 2011: 10.)

In contrast, Fodeman and Monroe (as cited in Abidin, Ahmad, et al 2010) mentioned that FB may cause to reinforce students' negative behavior and has negative social promotion.

FB is a program which learners use for writing, but it is not the same as academic writing which learners write in educational environments. Learners write an informal text in the FB, blogs and Twitter for communication. But in the school, students write for exercising (Yancey, 2009:26).

According to Williams and Merten (2008), university students are often found to be obsessed with their Facebook profile or Twitter page. A conference paper by Karpinski (2009) received much media attention with findings that college Facebook users have lower GPAs (Grade Point Average) than students who are not users of the site.Karpinski offer several hypotheses for these findings. For example, perhaps Facebook users spend too much time online and less time studying. However, the study did not rigorously examine counter hypotheses and remains a rather exploratory, basic attempt to understand the effect of SNS on learning .

1.9. Student Engagement

Student engagement has been defined as "the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984:297). In his theory of student engagement, Astin (1984) posits that engagement is directly linked to student learning and development. Astin's (1984) theory of student engagement was based on five key components. As previously mentioned, the first component of Astin's engagement theory refers to the physical

and psychological energy invested by the student. The second part of his theory asserts that engagement occurs along a continuum in which some students are more engaged than others and students may be engaged in different activities and at different levels. The third feature of engagement theory is that engagement has both quantitative and qualitative features that can be measured. The fourth aspect of the theory is that student engagement is directly linked to student learning and development. The fifth and final component of Astin's engagement theory is that the effectiveness of the educational process is related to the ability of an educator to increase student engagement.

Research has consistently demonstrated that academic engagement is directly linked to academic performance (Junco et al., 2010; Kuh, 2009; Zhao & Kuh, 2004). Zhao and Kuh (2004) found that participation in the learning community is positively related to academic performance and student engagement in educational activities. Zhao and Kuh explained that these educational activities include opportunities for active and collaborative learning and social interactions between students and faculty. In their study on student engagement in higher education, Zhao and Kuh found participation in the learning community was positively associated with students' personal and social development, as well as their academic achievement.

Research has found that student engagement is positively related to desired academic outcomes (Kuh, 2009). According to Astin's (1984) theory of student engagement, the more engaged a student is, the more likely the student is actively participating in the learning process and reaching academic goals. Astin suggests that students are able to reach their goals because they are partaking in activities specifically designed to reach them. It can be inferred that educational activities that are designed to engage students will lead to an increase in learning and student achievement. Thus, it is important for educators to implement lessons and activities that are aimed at increasing student engagement.

Research conducted by The National Survey of Student Engagement (2012) found that student use of social media is positively associated with student engagement. The study looked at over 19,000 students at 42 colleges and

universities and found that students using social media were more engaged in collaborative learning and interaction with faculty.

1.10. Student Perceptions

When evaluating the effectiveness of any instructional tools that teachers utilize in the classroom, it is important to examine the students' motivation to learn; because motivation is essential in academic success.

DeGennaro (2008:20) noted that **"today's youth learn differently as a result of their pervasive social interactions during technology-mediated activities"**. The researchers in this study focused on what types of technologies the learners use, how they use them, and the differences between school and non-school engagement..

Mazer et al., (2009) conducted a study which examined teacher's credibility when utilizing Facebook as an instructional tool in relation to how much personal information was shared. In this study, the researchers note that Facebook has opened a communication portal in which students and teachers can be easily accessible to one another. The use of social networking **"can increase mediated immediacy by including forms of self-disclosure on personal webpages; however to date, research has not explored the effects of teacher self-disclosure on student perception of teacher credibility via virtual social networks"** (Mazer et al., 2009:175-183).

The hypotheses of the study conducted by Mazer et al., (2009) was that students who viewed teachers utilizing Facebook with high-disclosure would be viewed as more competent, trustworthy, and caring. Throughout the study the researchers found that students were able to identify more with teachers based on pictures, profile comments, messages, and general discussion topics. This hypothesis was proven true and the results showed that there was a correlation between high self-disclosure of teachers and positive influences on classroom instruction and student learning.

Whereas the use of social networks like Facebook can be an attribute to the classroom teacher, Mazer et al. (2009) cautioned that a teacher's amount of disclosure and teaching styles both play a huge role in the students' perceptions.

Teachers who have one personality on Facebook but a totally different one in the classroom can be seen negatively by their students and opposing feelings can become part of the instructional environments. Teachers choosing to use Facebook as an instructional tool will be more successful when there is consistency between the virtual world and reality.

1.11. Impacts of Facebook as Social Networking Sites on Student's Academic Performance

Facebook creates a new community where teachers and students do not have to communicate by means of the traditional face to face classroom environment. The brand new changing way of teaching learning environement definitely brings about impacts. The impacts of FB on teaching and learning are reflected by the teaching learning styles; teacher student roles; and affective attitudinal effects.

The impact on students of perceiving the importance of social networks has changed their behaviour by engaging with their everyday fascinations and obsessions (Scholz, 2009). Facebook has become a powerful tool in today's world and makes a strong impact on its users. It provides personalized, interactive learning and can also encourage self-motivation.

FB makes users more motivated to learn, especially in higher education. Students have the accessibility to create a public profile to share with different users.A study by Cheung et al. (2011) demonstrates the reasons for using social networks, especially Facebook; namely, because of the effective connections made between people, and the easy way in which they exchange knowledge (Cheung et al., 2011). Another study carried out by Bostrom et al. (2008) describes some methods to help students and encourage them to work together to achieve shared learning outputs by understanding the concept of 'collaborative learning.' They find that the most successful method is the 'face-to-face' way of collaborative learning in small groups.

On the other hand, a study by Stollak et al. (2011) demonstrates that students' grades can be affected negatively by using social networking tools and visiting lots of sites.

It is a great way to stay connected with people but you just have to know when to shut it down. Raquel concluded that it seems that when people go on a social network they lose their mind" (Awake, 2012**).**

1.12. Conclusion

There are many issues concerning students in University and social networking site participation. On one hand, there maybe beneficale for students who use these sites properly and appropriately. Other research suggests that there are clear risks involved when students become too consumed with social networking websites. It was discovered that social networking sites are the most common used, also SNS has the main resort point for students for research purposes. Students engage themselves on the various social media on day to day activities. However, Undergraduates spend more time on Facebook, Twitter and other social media through smartphones.

This chapter discussed the social learning theory as well as the academic performance. According to most research done on the topic, the hypothesis of the influence that SNS caused on student academic performance was different some agree on the positive side whereas other on negative one.

Hence, for the purposes of this research project, the researcher will examine the impact of FB as social networking sites on student academiv performance. A study will also be made between teachers and students point view of utilizing FB for lerning and teaching. At the conclusion of this research project, there will be a better understanding regarding students in University of Naama and whether or not they are able to balance a life of social networking and academic performance.

CHAPTER TWO

Research Methodology and Data Analysis and Interpretation

Chapter two: Research Methodology

2.1. Introduction

2.2. Research design

2.3. The Case of Study and the Sample of Population

2.4. Research Instrument

2.4.1. Students' Questionnaire

2.4.2. The teachers' structured interview

2.5. Method of Data Analysis

2.6. Data Presentation and Analysis (Findings, Analysis and Discussions)

2.6.1. Analysis of questionnaire

2.6.2. Analysis of interviews

2.7. Interpretation of Finding

2.8. Limitations of the Study

2.9. Suggestion and recommendations

2.1. Introduction

In this study, the second chapter is devoted to the practical part in order to better understand the impacts of utilizing Facebook as social networking site on student's academic performance among the first year master LMD student at Ahmed Salhi University Center of Naama. It attempts to provide answers to the research question. In fact, the data are collected through research tools with the analysis and interpretation of the results, either quantitatively or qualitatively. It is concerned with research design in order to give a clear explanation that can answer the research questions. This research is based on mixed approach which covers the quantitative and qualitative approaches. In addition, the descriptive and the co relational methods are used in this research in order to give a clear picture on the subject discussed.

2.2. Research Design

It is as a plan that describes how, when and where data are to be collected and analyzed (Parahoo, 1997). Descriptive survey research design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003).This design aims to study existing relationships, prevailing practices, beliefs and attitudes held, processes and effect of developing trends. It can be used when collecting information about people, attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002).

Primary sources of data include questionnaires and interviews. This research design is relevant to this study because the researcher use interview and questionnaire to collect information which are the instruments used in this research design. The researcher use both quantitative and qualitative research methods. Miles and Huberman and many other researchers agree that these two methods need each other (Banjade, 2007). Qualitative method will enable the researcher to get in-depth data (Mugenda & Mugenda, 2003:203) more often the data is inform of words and these words are often grouped into categories. Quantitative research includes design, technique and measure that produce discrete numerical or quantifiable data.

2.3. The Case of Study and the Sample of Population

The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006).

The population in this research are all undergraduate students in the University Center of Naama in 2017/2018 session. First year master students were the key respondents in this study because they are using social networking sites and it is the main concern of this study. The researcher picked this population with the assumption that students have more access to internet**.**

The sample size for this study is 31 respondents .These study participants are EFL learner and their teachers. It consists of 26 EFL students and 5 teachers. This sample are randomly selected.

2.4. Research Instrument

Mugenda and Mugenda (1999), explains that a researcher needs to develop instruments with which to collect the necessary information. This study used questionnaire and interview as instruments of study. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2004).The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari, 2004). The questionnaires were administered to respondents who then duly filled them on their own to provide the required data for the study. The researcher also conducted structured interviews. Kothari (2004) states that structured interviews involve the use of a set of predetermined questions of highly standardized techniques of recording. Thus, the interviewer in a structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed. This technique is the best for descriptive studies such as this one and also because it is economical and provides a safe basis for generalization.

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2.4.1. Students' Questionnaire

In this study the students' questionnaire was submitted to 15 ESP learners (see appendix 'A'). The questionnaire is composed of two parts. First one, is for collection information on personal data of respondents whereas the second part consists of question that elicits responses from the respondents; it composes of (13) questions which are either 'closed questions', 'open questions', 'mixture of close and open questions'

The administration of the questionnaire was carried out by the researcher. The questionnaires were then collected by the researcher for data analysis.The questionnaires findings are then carefully analyzed in order to come up with proper report.

2.4.2. The teachers' structured interview

A structured interview is one in which the interviewer has a list of questions prepared for the interview, it is a systematic conversation address to the interviewer to speak about their views and opinions.

In this research paper, the teachers' structured interview was conducted with five (05) teachers (see appendix 'B'). The teachers were interviewed individually in English. Each interview lasted 5 to 10 minutes. Moreover the interview was composed of (14) questions in order to get information about teachers' background, role and suggestions for the purpose of using social networking stes such as Facebook and it academic impacts . The results obtained from the teachers' structured interview are analyzed quantitatively and qualitatively then interpreted as a last step.

2.5. Method of Data Analysis

According to Babbie (2004) quantitative analysis is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. The feedback collected from the respondents' questionnaires is coded, entered and analyse using a computer. Findings from the interviews conducted are also use to answer the

research questions for this study. In presenting the study's findings simple, comparative tables and pie charts with varying percentages were used. This involve a critical assessment of each response and examining it using thematic interpretation in accordance with the main objectives of the study and then presented in narrative excerpts in the report.

2.6. Data Presentation and Analysis (Findings, Analysis and Discussions)

The researcher has tried to analyze and interpret the sample population responses as authentic as possible. The data analysis is divided into two parts: the first part concerns questionnaire analysis, while the second part deals with the teachers' interview analysis and interpretation.

2.6.1. Analysis of questionnaire:

There were 15 questions in the questionnaire and 26 participants. The questions were categorized into two parts general questions and discourse analysis of Facebook. The first five questions are in general questions category, the rest is included to analyze the discourse of Facebook. Participants filled-up the questions under the second category on basis of their virtual experience.

Part One: General and demographic information

The study was conducted with 31 respondents out of which 26 respondents were students, 05 teachers. 26 questionnaires issued to the students were returned, 05 teachers were interviewed respectively.

Table 2.1: Presentation of Demographic Data.

Participant General Information	Percent (%)
Gender	
Male	**46**
Female	**54**
Age	
21-26 years	**88**
27 years and above	**12**
Member Of Any SNS	
Yes	**89**
No	**11**

The table shows the demographic data of the participants: a questionnaire was distributed to approximately 26 students, of which 54% were female and 46% were male ; 22 which represents (88%) of the respondents were between 21-26years, and 04 which represent (12%) were between 27years and above. Almost all the Students are members of online Social Networking sites at Naama University Center, making it 89 % of the total of participants.

Part two: Analysis of Research Questions

The result obtained from students'answers are analyzed as follow :

Q.1: "Social networks could be a useful tool for Language Acquisition" –Do you agree with this statement?

Table 2.2: Users perceptions about using social network as useful tool for Language Acquisition

STATEMENT	SA	A	D	SD	TOTAL
"Social networks could be a useful tool for Language Acquisition"	**06**	**20**	**00**	**00**	**26**
	23%	**77%**	**00%**	**00%**	**100%**

Among all, 20 participants agreed with the statement where 6 participants said that they strongly agree with this. No participants disagreed with the statement. Therefore, most participants believed that social networkings could be useful for language practice.

Q.2: Do you think accessing social networking sites affects your academic performance?

The research found out that according to the participants, the use of SNS effects the academic performance of students positively on a greater scale.

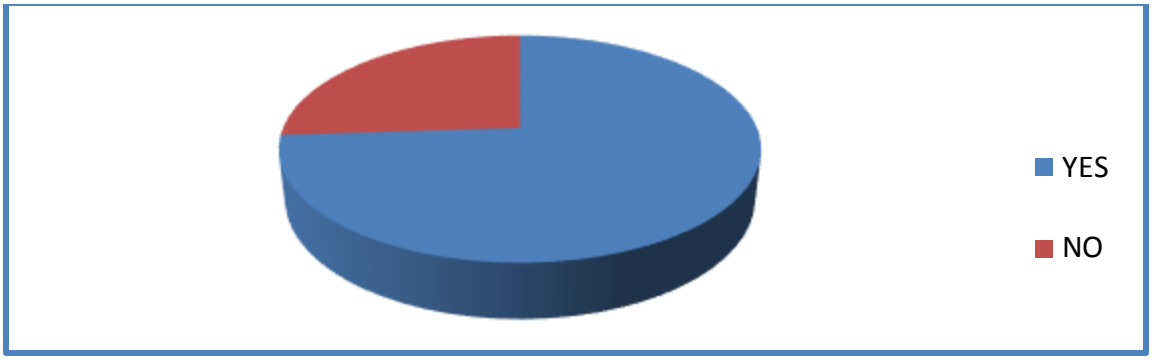


Figure2.1.: Showing effect of SNS on student academic performance

Q.3: What is the preferable way of communication with others in social networking sites?

Table2.3: Users' preferable way of Communication

Answer Type	No. of Participants	Percentage
Chatting	09	35%
Video calling	08	31%
Posting status and commenting on others	06	23%
Blogging	03	11%

Among all, 09 participants picked chatting is the preferable way of communication in Facebook. while other 08 answered that they prefer video calling Only six people said they liked to communicate through posting status and commenting on others. 03 participants were interested in blogging.

Q.4: what type of information do you share?

Table 2.4: Showing the kind of information share on online social networking sites.

Kind of information share	No. of Participants	Percentage
Academic	13	52%
Social interaction	10	40%
Current affairs	1	03%
Others	2	05%

From the questionnaires it was established that most students share academic information; that is meant to enhance their education and complement what the students had learnt and reliance on group discussion about class notes and teachers.

In addition, the research found out that this was because the networks that the students have may necessarily have the same academic need as them. Socializing was established to be the second reason as to why many students visit SNS with 40%. Socialization, according to the research entailed making new friends and keeping in touch with fellow students, family and teachers. Entertainment as per the research entailed the sharing of video, music pictures amongst the students.

Other meant had the lower response with 3% which implies that very few students share other information. The last response on current affairs could be attributed the lack of interest in matters relating to environmental issues that are less interesting to the students.

Q.5: With whom do you communicate most through social networking sites?

About 31% of the participants said that they use to communicate with friends and family members through Facebook. And 23% use it with colleagues for academic purpose with a meaningful discussion contribution; but only 19% respond to communicate with teachers and mentors.

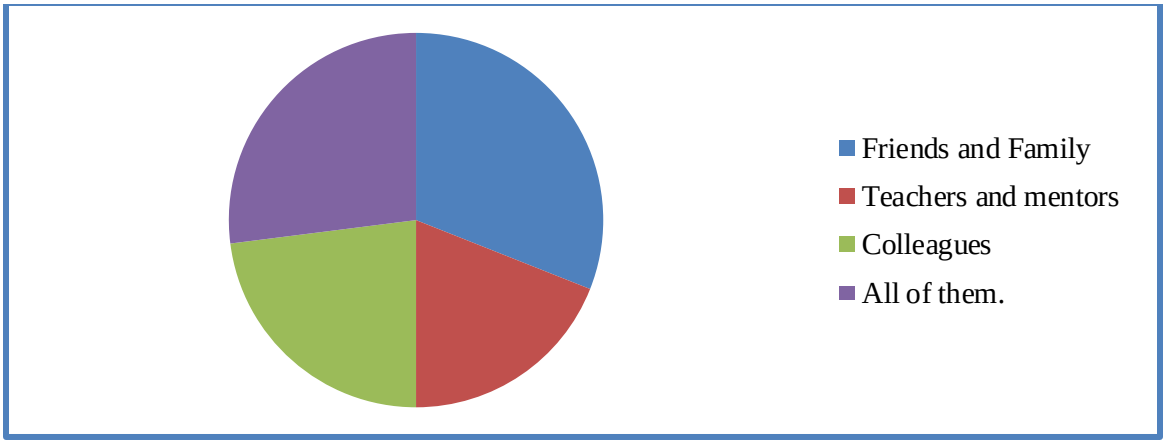


Figure2.2: showing the most students communicate with

Q.6: Which online social networking sites do you use the most?

Table 2.6: Online Social Networking Sites Used The Most By Students

Answer Type	No. of Participants	Percentage
Facebook	15	59%
Twitter	2	7%
Instagram	4	15%
Other	5	19%

Facebook was found to be the most preferred followed by other while Instagram and twitter was found to be rarely used as illustrated by the table above.

Most students are using Facebook with a 59% response rate followed by other with a 19% response rate. The popularity of Facebook is attributed to it being an instant messaging application and thus allowed multitasking which students are known for. The researcher found out that Facebook has a substantive percentage because it's an application that has been there for a while and enables students to tag each other especially pictures. In addition it allows connectivity with many users without necessarily having their contact numbers. Twitter and Instagram had 7% and 15% response rate respectively with many students finding the two sites less interesting and a bit monotonous.

Q.7: Have you ever experienced online discussion, video conference with others through Facebook for discussing academic paper or certain topic?

Table 2.7: Use of Facebook for academic purpose

Answer type	No. of Participants	Percentage
Never	5	19
2-3 times only	13	50
Throughout academic and professional life	8	31

5 among 26 participants said they never experienced such practices through Facebook. However, 13 participants experienced this for 2-3 times. 8 participants experienced this throughout their academic and professional life. These findings signify the positivity of social networks.

Q.8: Do you think that use of Facebook for academic life could be useful for students?

The results revealed that Facebook is a useful place for academic purpose ; One reason for these results may be, that students can get any information related to academic purpose through Facebook. Another reason for the results that Facebook has option to create particular groups with particular members in messenger as well as creating particular group page. Thus student can use it for particular subject as well. They can get any information regarding class schedule or next class's work plan too by teachers' post on Facebook.

Q.9: How can a student use Facebook as an educational tool in his/her academic life? Please explain your experience and suggestions in brief.

Cavalli et al (2011) pointed out that students mostly used Facebook for Communication rather than for academic reasons. However, the research findings mostly disagree with given assumption. Reason for the results may be that Students can use Facebook for getting information related to important academic notices. Some may use it for doing group studies by creating own group and choosing among friends. Sometimes people may download e-book form here. Students might check the class schedule as well through browsing Facebook.

Q.10: Share any other thoughts you have about Facebook as an instructional tool.

Almost of respond thoughts was that facebook is good tool and how technology's going it allows students to use those types of social networking .it nice way to interact and helpful tool for both students and teachers. And it one of the most benefit century learning method.

Q.11. Describe how your use of Facebook changed in any way since you joined the class group?

Once again the findings are similar that all respond agree that it change all of them ; they was more careful about what they posted cause the teachers watching too; they talk to most of classmates now instead of other friends. It's been more intellectual based versus social interactions.

Q.12. How do you feel about teachers who use Facebook in their classrooms?

Most of students feel that is does help students to know what teacher's opinions are. It's a nice way to communicate when they are not actually in class and it's not too different and it also nice that it gives you time to think and formulate your response a bit better than in an actual face to face class lot of fun they think cause they can check what homework might need for the next class and they'll have like discussions on the book they are reading so it's really cool to see like other people's comments and feel like they participate more than they do in class.

Q.13. Do you have any suggestions for students like you on how to best use Facebook for academic or lingual purpose?

Most of responds pointed that Students should be aware of using it; they should know the good reasons to use it for academic and developmental purpose. We should take Facebook more seriously and consciously for educational purpose.

2.6.2. Analysis of interviews

Interview of teachers: Five teachers took part in the interview**.** The gathered data from all the five teachers who participated on this survey can be viewed below:

- **The two first interview questions relating to accessing SNS and the favourite account .**

The teachers interviewed, 4 are members of many Social Networking and one teacher does not belong to any Social Networking site.A total of Teachers are members of Social Networking Facebook .

- **The two second questions concerning with the interaction and type of information do teachers share with students on online social networking sites**

Most of Teachers, utilize Social Networking, in order to interact with colleagues/students and 2 with other people worldwide. Two teachers, are using with the purpose of helping their teaching and 2 for other extracurricular topic.

- **The next question was about the impact of SNS on student's academic performance.**

The researcher founds out that according to the teachers' interview, the use of SNS affects the academic performance of students both positively and negatively.This was attributed to the time they spent online. Conclude that different social networks used for Language practice imposed motivation, frustration and demotivation in learners' learning way. The findings got mixed responses from the teachers. However, all of them agreed in one point that SNS as Facebook has positive impact for language practice. And other agreed that participants prefer Facebook for communicating with others to practicing language.

- **Interview questions7,8,9 and 10 focused on the impact of Facebook**

Question 7 asked teachers how they felt about interactions among students in Facebook when reporting on relationships between the students and teacher, the

majority of the teachers felt neutral as "interesting, fun, cool, nice, great, excellent."; however, one teacher agree to feeling that teachers who utilize Facebook have greater respect for them.

Student relationships. they described the observations they noted that students respected each other more in the Facebook ;When students responded to a statement regarding getting to know their classmates better through the Facebook ;they feel more comfortable posting their thoughts and opinions.

when answering question 8, which asked teachers if they recommend other teachers utilizing FB teachers recommends the use of it ;teachers exhibit positive attitudes about the use of it in the educational process. Educators understand that integration of technology is important to engage students in learning and help students develop real-world skills, such as communication, collaboration, critical-thinking, creative-thinking, problem-solving, and decision-making skills. In addition, educators notice an increase in student engagement when using FB. They shared that it is a way to get students involved and allow all students to have the opportunity to participate and provide for student engagement and motivate. Because They receive greater feedback from their classmates

Interview questions 9, and 10 focused on the effectiveness of Facebook. The findings got mixed responses from the teachers. Not all of them disagreed that Facebook has not already provided many facilities that are useful for language practice. However other teachers agreed in one point that still Facebook has no sufficient use for language practice, and that participants prefer Facebook to communicate with others than practicing language. The problem is in local context. Facebook does not require adding more options but learner need to learn how to adapt Facebook for academic reasons.

- **Interview questions 11 and 12 focused on the better way of using facebook as important tool for education value**

Based on the information shared by teachers during the interviews they as a whole agree that Facebook is an appropriate tool for instruction. They stated that the use of Facebook made students more engaging and that teachers who use it are "up with the times." it lessens the cost of one to one call. More than two people can

be engaged in a group discussion on important subject topics by using Facebook Moreover, it also provides a chance for students to engage in conversation with teachers along with fellow classmates. While a few of them made reference to Facebook being used appropriately. They added that Teachers play a vital role in using Facebook for academic purpose because beginner learners cannot obtain Facebook for academic reasons for the first time. teachers have to motivate the students first ; they have to play the role of facilitators. They mentioned that networks work like a bridge between teachers and students for exchanging class schedule, activity or giving feedback.

- **interview questions 13 and 14 about suggestions for improving skill practices through facebooking and to use facebbok as instructional tool**

They said that the use of social networking did not become a pioneer for teacher collaboration in learning. It could be answered in two ways regarding using facebook as a tool. One is teacher's personal interest and other is the role of institutional authority behind this adaptation. Teachers could personally link-up with other teachers or educational group through Facebook and share important materials regarding particular points .the way of writing should be reformed in new ways. The participants of a formal conversation should have to use limited access of short forms or emoticons there should be content richness in virtual conversations. teachers , had to put down their negative attitudes towards social networks.

2.7. Interpretation of Finding

The results of the study indicate that the use of social network sites has significant influence on the academic performance of the students; especially Facebook the most used. Research suggests that both teachers and students may feel more comfortable and see a greater benefit in using Facebook for educational purposes.

The study also found that the majority of respondents using social media technologies can help to benefit students they notice an increase in student engagement when utilizing these learner-centered, interactive technology sites.

Based on the information shared the students as a whole agree that Facebook is an appropriate tool for instruction. While few students made reference to Facebook being used appropriately, many students stated that the use of Facebook made class more engaging and that teachers who use it are **"up with the times"** and they respect teachers who utilize Facebook to help with classroom instruction.

Several students and teachers have noted changes; students expressed being more careful about posts and comments, as well as taking advantage of the educational advantages. Students are able to receive notifications about important due dates as well as receive links to other educational tools. Some students appreciate the ability to use social network sites because it is easier to contact their teachers and the other students in the class. Students reported that it is more engaging. The interactions that occur via Facebook also play a major role in the classroom.

Several students reported that on Facebook they become friends with students from the class group for both academic and social purposes. Group projects created on Facebook require extra time and communication between students who may not have Interaction outside of the class group. Whereas student shared they were already friends with everyone in the class group.

2.8. Limitations of the Study

- Many participants were not co-operative with the researcher. Many of them were reluctant for taking part in the online questionnaire survey.Therefore, participants' negative responses towards Facebook also influenced the purpose of the survey.
- Teachers were not always available to take part in interview.
- An observation period should be included for analyzing the discourse of Facebook for academic or teaching purpose that was not possible for time limitation and participants' disinterest for sharing their virtual history.

2.9. Suggestions and Recommendations

An overall analysis of the questionnaire response, as well as the literature review of this thesis research, produced a set of recommendations proposed as follow:

- It is important for both Teachers and Students, understands important factors regarding the use of Social Networking at NAAMA University Center.
- Adopting one Social Networking as pivotal learning tool, the University community can communicate and collaborate more efficiently, exchanging and sharing messages as fast as possible, making it more suitable for quickly reaction and intervention from all the users of Naama university center.
- It is a matter of fact that in our country most students have no idea about how to use Facebook for educative reasons.
- we cannot change the fact that there is Facebook among the studying world; we must develop/introduce all the measures, guidelines and procedures to ensure the safety, reliability of academic networking infrastructures .
- Therefore, students should always be encouraged to have interaction to each other and also their teachers. Further studies should concentrate on the role that teachers can motivate their learners
- Teachers should be encouraged to interact with the students on FB where they exchange views about a particular subject even when they are on

holidays. This will in turn encourage the use of SNS to improve students'academic performance.

- Future research should continue to examine the role that social media plays for both teachers and students alike. Specifically, should examine the impact social media has on students collaboration and social interaction within the learning environment. Moreover, because academic performance can be a powerful way to measure if student-learning outcomes are being met, it would be beneficial for future studies to examine student grades.
- Teachers should give up their negative attitudes towards technology and social networks in use of academic purpose. They can take help of social networks for breaking monotonous environment of the traditional classroom.
- The students, teachers and institutional authorities should be cooperative with the researchers. Further studies and researches will help to find out the necessary steps which are required for including social networks like Facebook as a tool for language practice.

General Conclusion

Conclusion

The purpose for this study was to investigate the impact of facebook as social networking sites on students' academic performance in Ahmed Salhi University Center in Naama.

Based on the study conducted it was realized that Social networking sites have benefits and can be used appropriately. The social networking sites like Facebook, if used and implemented correctly, can revolutionize the educational process because overall result clearly shows that both teachers and students agree that students academic's performance was improved; and they believe that Facebook is an appropriate tool for instruction and when used properly can provide a safe and engaging learning environment. In addition, Facebook, is giving students better learning opportunities to enhance their educational performance. Students would prefer to find better ways of learning by changing their learning styles and connecting with an environment that has more dynamic social potential and not to study in isolated environments this is the reasons for students shifting from the traditional style of learning to online learning. This study covered some of the positive and negative impacts of using social networking on academic performance and the results suggest that a high percentage of students were effected positively by using SNs tools.

The research has noticed the increase of the use of FB among Naama University Center students,it was determined that the majority of students are fully engaged/immersed in the Facebook group they find it very attractive, enjoyable and useful to help them better understand. In particular, we observed that participants in our study had a much more positive attitude towards using the social network Facebook in learning after the course. They believed that this network has a significant potential for functioning as an educational tool and to be used as a motivating instrument for learning by encouraging interaction and collaboration among students, that will help them succeed both in and out of the classroom. Also by using Facebook, students can get to know each other better and take education to its highest level and made it more interesting, therefore creating richer learning

environments. Facebook allowed students to interact with their classmates and teacher in an innovative manner.

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APPENDIX

Questionnaire

Dear informant

You are kindly requested to answer the question below which are designed for the sake of gathering information concerning a study on the impacts of online social networking on students' academic performance .The information you will provide will be used for academic purposes only. Please assist through contribution of information towards this study by answering the following questions.

Your answers are of great value for us; so thank you in advance.

Part one:

Age : .....

Sex:: male female

Are you a member of any online social networking site?

Yes No

Part two:

1- Social networks could be a useful tool for Language Acquisition" – Do you agree with this statement?

a) Strongly agree b) Agree c) Disagree d) strongly Disagree

2- Do you think accessing social networking sites affects your academic performance?

a) Yes b) No

If your answer is yes then please explain how?

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3- What is the preferable way of communication with others in social networking sites?

a) Chatting b) Video calling c) Posting status and commenting on others d) Blogging

4- What type of information do you share?

a) Academic b) Social interaction c) Current affairs d) Others

5- With whom do you communicate most through social networking sites?

a) Friends and Family b) Teachers and Mentors c) Colleagues d) All of them

6- Which online social networking sites do you use the most ?

a). Facebook –b). Twitter c). Instagram d) Others

7- Have you ever experienced online discussion and video conferences with others through Facebook for discussing academic papers or certain topics ?

a) Never b) 2-3 times only c) Throughout academic and professional life

8- According to you; Do you think that the use of Facebook for academic life could be useful for students?

Please explain why?

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9- How can a student use Facebook as an educational tool in his/her academic life? Please explain your experience and suggestions in brief.

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10-- Share with me any other thoughts you have about Facebook as an instructional tool.

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11- Describe how your use of Facebook has changed in any way since you joined the face book group?

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12- How do you feel about teachers who use Facebook in their classrooms?

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13- Do you have any suggestions for students like you on how to best use Facebook for academic or lingual purposes?

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APPENDIX B

Interview schedule for the Teacher

My name is Toumi Mebarka, a student at the University Center of Naama. I am undertaking a study on the impacts of Facebook ass social networking sites on students' academic performance in University Center of Naama. I appreciate your time for this interview.

1. Are you a member of an online social networking site?
2. What accounts do you have?
3. Do you interact with your students on online social networking sites?
4. what type of information do you share with your students?
5. Do you think social networking sites affect your students 'academic performance? How?
6. What observations have you noted about the effectiveness of social networking in an academic setting?
7. How do you think using Facebook group affects student relationships with each other? With you?
8. Do you recommend teachers utilizing Facebook
9. Do you think that Facebook has any effect in learners' English language practice?
10. Do you think that Facebook has to add more facilities for enhancing English Language practice?

11. How could a student use Facebook as an important web tool? Should there be any role played by the teacher for motivating students to use Facebook for academic purpose?
12. How could a teacher use Facebook as an important web tool?
13. Do you have any suggestions for improving skill practices through "Facebooking
14. What are your suggestions to use Facebook as an instructional tool?

*Experience in work

*Their use of technologies in their personal lives

*Their use of technologies in their professional lives

Thank you for your participation